



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: O bell drwy Microsoft Teams

Dyddiad: Dydd Mercher, 1 Medi 2021

Amser: 4.00 pm

Cynullydd: Y Cynghorydd Lyndon Jones MBE

Aelodaeth:

Cynghorwyr: C Anderson, A M Day, S J Gallagher, D W Helliwell, B Hopkins, L James, S M Jones, M A Langstone a/ac L J Tyler-Lloyd
Aelodau Cyfetholedig: D Anderson-Thomas a/ac A Roberts

Agenda

Rhif y Dudalen.

- | | | |
|----------|---|---------------|
| 1 | Ymddiheuriadau am absenoldeb. | |
| 2 | Datgeliadau o fuddiannau personol a rhagfarnol.
www.abertawe.gov.uk/DatgeliadauBuddiannau | |
| 3 | Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau | |
| 4 | Cofnodion | 1 - 11 |
| 5 | Cwestiynau gan y Cyhoedd
Rhaid cyflwyno cwestiynau'n ysgrifenedig, cyn hanner dydd ar y diwrnod gwaith cyn y cyfarfod fan bellaf. Rhaid i gwestiynau ymwneud ag eitemau ar yr agenda. | |
| 6 | Trefn newydd Estyn ac adolygiadau thematig | 12 |
| 7 | Diweddariad - Adferiad Addysg ar ôl COVID yn symud i flwyddyn ysgol newydd | 13 |
| 8 | Diweddariad - Craffu Rhanbarthol yn symud ymlaen | 14 |
| 9 | Cynllun Gwaith 2021- 2022 | 15 |

Cyfarfod nesaf: Dydd Iau, 30 Medi 2021 ar 4.00 pm

Huw Evans

Huw Evans
Pennaeth Gwasanaethau Democrataidd
Dydd Mercher, 25 Awst 2021

Cyswllt: Michelle Roberts, Craffu

Councillor Lyndon Jones
Convenor
Education Scrutiny Performance Panel

BY EMAIL

Please ask for: Councillor Robert Smith
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Our Ref: RS/CM
Your Ref:
Date: 23 August 2021

Dear Councillor Jones

Thank you for your letter dated 2 August 2021.

I am pleased that you found the presentations from the two schools interesting and engaging. Like you, I am concerned about the impact the pandemic has had on the social and emotional health of children and young people and can reassure you there will be a strong focus on this in all the key plans and strategies of the Education Directorate over the forthcoming academic year and beyond.

I am able to provide some specific details in relation to the points you raised in your letter, firstly in relation to the Cynnydd project:

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) under Priority 3 of the 2014-2020 West Wales and the Valleys ESF (European Social Fund) Operational Programme, by providing a number of interventions targeted at young people who are identified as being at the very greatest risk of becoming NEET (Not in Employment, Education or Training). It is a collaborative ESF funded initiative between five local authorities across the South West Wales Region, for which Pembrokeshire County Council is acting as the lead beneficiary.

Cynnydd in Swansea is delivered in 15 schools across Swansea, with each school having access to a Learning Coach. Learning Coaches have been employed by the schools, through the Cynnydd budget, to support the most vulnerable students. Previously in the project this support been predominantly academic focused but since COVID and the changes to education, delivery has become a mix of both educational and mental health/wellbeing support. Within Cynnydd, the Learning Coaches are able to access a procured framework of external providers for those most at risk of becoming NEET, which is funded through the project. Some schools have also used their own budgets alongside to increase delivery or for additional elements, not supported by Cynnydd. The response to the project has been overwhelmingly positive. To date, the project has supported 925 participants in Swansea, of which 126 have gained a qualification (over achieving on our target of 56) and 258 are at reduced risk of becoming NEET.

Currently, project delivery is due to end in September 2022. It is understood there may be the possibility of bidding for funds from the Shared Prosperity Fund next year, however at the moment the terms and conditions for this are unknown. The Directorate would welcome the opportunity to bid for any additional funding to continue the valuable work of the Cynnydd project and if this is not possible officers will seek strategies to build and embed the good work wherever possible within existing provision.

In relation to the second point and third question you raised, I can confirm that upskilling staff and providing training in approaches to supporting children and young people's emotional health and wellbeing will be a key focus of the work of both the Additional Learning Needs and Inclusion Team and the PRU (Maes Derw) and Behaviour Support Team. The plans to roll out training for Emotional Support Learning Assistants (ELSA) are progressing well and it is anticipated this will begin from September 2021. Alongside this the Education Other Than At School (EOTAS) strategy and policy is being reviewed and co-produced by the EOTAS Steering Group. The new strategy will focus on supporting schools with whole school approaches to managing behaviour, prevention and early intervention, reducing exclusions and supporting social, emotional health and wellbeing. In line with the recently published Welsh Government framework, support for emotional health and wellbeing will focus on whole school embedded processes that place value on supporting wellbeing. This in turn reduces the dependency on grant funded projects by ensuring a holistic, embedded approach. Support services such as the Behaviour Support Team or Prevention and Early Intervention Team will work to facilitate strategies and upskill staff so the expertise is developed within schools thus becoming a more sustainable model.

It is also an objective for the forthcoming year to develop a greater working synergy between Maes Derw Support Work Team and Early Help Hubs with clearly defined roles and responsibilities to allow support for individuals to be most effectively delivered.

In essence, the plans are for Education Directorate policies, strategies and services to focus on upskilling, sharing resources and expertise, facilitating strategies using an enabling approach to ensure sustainable support for children and young people. Our strategic groups such as the EOTAS Steering Group and Emotional Health and Wellbeing Strategy Group will provide the oversight and direction of travel based on analysis of emerging trends and patterns. This work will be undertaken on a multi-agency basic to ensure a holistic approach which in turn will inform our support for schools in embedding strategies.

Yours sincerely



Y Cynghorydd / Councillor Robert Smith
Aelod Y Cabinet Dros Wella Addysg, Dysgu A Sgiliau
Cabinet Member for Education Improvement, Learning and Skills



To:
Councillor Robert Smith
Cabinet Member for Education
Improvement, Learning and Skills

BY EMAIL

Please ask for: Michelle Roberts
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Date 2 August 2021
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 15 July 2021 looking at the behavior strategy and at changes to the regional education partnership.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 15 July 2021

We would like to thank the Headteacher's from Bishop Gore and Pontarddulais Secondary Schools for attending our meeting, as well as yourself and the Director of Education. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

We invited the two Headteacher's from different Secondary Schools in different parts of Swansea to discuss how they are using the monies they have been delegated as part of the behaviour strategy. We wanted to find out how schools are using these monies to reduce referrals to Education Other Than At Schools Services, to re-introduce pupils back into schools after attending such services and other behaviour related issues.

We were pleased to hear from Helen Burgum the Headteacher at Bishop Gore Secondary School, Gareth Rees the Headteacher and Rachel Thomas the Assistant Headteacher at Pontarddulais Secondary School. Both schools made a presentation addressing the key questions sent to them by the Panel prior to the meeting.

We heard that the context of each school is very different and therefore the way they are using their delegated monies to address behaviour issues is bespoke to each. We felt this was positive and appropriate because schools are then able to tailor the services to their pupils needs. We noted that only a small amount of the work

OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU

SWANSEA COUNCIL / CYNGOR ABERTAWE

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To receive this information in alternative format, or in Welsh please contact the above

completed in both schools in relation to behaviour matters was funded via this delegated pot, with a much larger amount being funded from within school budgets. For example for pastoral support, ALN, school nurses etc.

Both schools have developed a provision where their aim is to enable pupils, which includes working with partners, to provide a curriculum that is appropriate to meet the needs of individual pupils. We understand the importance of wellbeing in schools and were pleased to hear the Headteacher at Bishop Gore say *'they strive to provide supportive learning environments that are both stimulating and challenging, where pupils are encouraged, praised and nurtured in order to develop self-awareness and discipline'*.

We were pleased to hear that both schools integrate pupils back into mainstream after a period in EOTAS using a hybrid approach with bespoke timetables including a mix of mainstream provision.

We heard that training for school staff is a key feature in addressing behaviour and both schools have shown their commitment to this. We were interested to hear about, for example, the Thrive Strategy, an approach that helps teachers develop pupil's social and emotional skills. Also, about the other initiatives and activities that engage pupils and help them manage their behaviour like Bulldog Boxing and the Baxter Project.

We did share both the Headteacher's concerns in relation to how the pandemic has affected pupils and schools including:

- Stopping of outdoor visits and use of external providers
- the negative impact on some pupil's mental health and wellbeing, with some pupils having experienced additional trauma, like crisis/bereavement and lost employment/financial worries
- the pupils daily routines were disrupted. Lack of tolerance towards others
- some vulnerable pupils did not participate in blended learning opportunities (unwilling/reluctant/too anxious to engage in online learning)
- pupils identified with additional needs including SEBD, were unable to access the support usually received in the school setting
- support services were not able to conduct direct face to face work and so some families declined support and refused to engage remotely

We recognise that schools are working to address these issues now that pupils are fully back in school, but we felt it was important it emphasise the importance of continued support to schools on these matters.

We also heard that both schools found it necessary to re-establish boundaries for their pupils after they had spent large amounts of time at home. Pupils were behaving well in the structured classroom environment but issues were arising in those unstructured places like at break time. Both schools have worked to address this. The Headteacher from Pontarddualis School said *'over the last half term there has been a marked improvement in behaviour around the school and pupils have adapted remarkably well, however there are have been pressures on staffing and costs around these issues'*.

We were encouraged to hear that the impact of the work being done at both schools has reduced exclusions, EOTAS referrals, improved educational outcomes and has increased pupil confidence.

We were keen to emphasise the importance of sharing the good practice being shown by both schools including what has been learnt through the pandemic. We asked how this is done and we heard that there are a number of formal and informal mechanisms designed for this purpose, by using online platforms and via meetings like for example SCCASH.

Regional Scrutiny

I updated the Panel on my recent attendance at the Regional ERW Scrutiny Councillor Group meeting on the 28 June 2021, informing them of some of what was discussed. And said I thought things may have moved on since that meeting, which was confirmed by the Director of Education.

- Shadow South West Wales Education Partnership Joint Committee has met twice.
- Concerns raised by the Scrutiny Councillor Group were discussed in this meeting. They agreed that work needed to be done to wind down ERW.
- Agreement has been made in principle for services of the new Partnership would be available to other local authorities.
- It was recognised that ERW would not wind down fully by 31 August and there will be a period of transition required.
- We wanted clarity on the liabilities of the existing partnership and the liabilities until the end of the transition period.
- The staffing structure for the new partnership has been reduced in proportion to new body with a scaling down of approximately 40%.
- The Governance structure will appear in the new legal agreement. This is currently in draft and needs to be finalised. It does include some of the issues raised by the Scrutiny Councillor Group on the 28 June and these have been put into that draft. There is still work to be done and it is planned that the draft legal agreement will go to each Local Authority in the autumn.
- We asked if the new partnership would have a clear business plan by the 1 September and we were told that will be the case.
- We said we would like to see an informal scrutiny model similar to the one currently in place.
- We suggested that the Chair of the Regional Joint Committee attend some of the Scrutiny meetings to discuss performance of the body.
- We would like the chair of the new scrutiny body to attend the Joint Committee in at least an observer capacity. We were informed that this is planned as part of the new agreement.

Your Response

We would welcome your comments on any of the issues raised but can you provide a written response to the following points by 23 August 2021.

We would like to hear your views on the points raised by the Headteacher's attending and how, if appropriate, these could be supported more widely. Headteacher's were asked how they believe work in this area could be improved, they said, improvements could be made by:

1. continued Cynnydd funding (highlighted at SCCASH meeting), funding of pre 14-16 to prevent EOTAS referrals and to train more staff in the Thrive approach.
2. improvement to behaviour strategy could be made but the strategies and approaches being flexible to meet the changing needs of the pupils. This means upskilling staff to ensure they have training such as ELSA, CBT etc. This is costly but we need the agility to respond swiftly. We need also need to develop programmes around mental health, tolerance and contextualised safeguarding. Initiatives such as the Cynnydd Learning Coaches help and support our pupils to look at pathways and self-regulation. These roles are grant funded and the money is coming to an end for many of these types of projects.
3. how we subsidise our provisions, the need to ensure that roles and provision are sustainable to enable planning to take place to continue to meet the needs of for learners given the very specific issues that are now emerging as a result of the pandemic.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

Cllr.lyndon.jones@swansea.gov.uk



City and County of Swansea

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

Remotely via Teams

Thursday, 15 July 2021 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

C Anderson
B Hopkins

Councillor(s)

A M Day
L James

Councillor(s)

D W Helliwell

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

Co-opted Member(s)

Other Attendees

Robert Smith

Cabinet Member - Education Improvement, Learning & Skills

Officer(s)

Brij Madahar
Helen Burgum
Gareth Rees
Rachel Thomas
Helen Morgan-Rees

Scrutiny Team Leader
Headteacher Bishop Gore Secondary School
Headteacher Pontarddulais Secondary School
Assistant Headteacher Pontarddulais Secondary School
Director of Education

Apologies for Absence

Councillor(s): S J Gallagher, S M Jones, M A Langstone and L J Tyler-Lloyd

1 Disclosure of Personal and Prejudicial Interests.

None

2 Prohibition of Whipped Votes and Declaration of Party Whips

None

3 Minutes of Previous Meeting

Minutes of the meeting on the 24 June 2021 were accepted.

4 Public Questions

No public questions were received.

5 Behaviour Strategy, how associated delegated spend to schools is being used

The Panel invited two Headteacher's from different Secondary Schools in different parts of Swansea to discuss how they are using the monies they have been delegated as part of the behaviour strategy. They wanted to find out how schools are using these monies to reduce referrals to Education Other Than At Schools Services, to re-introduce pupils back into schools after attending such services and other behaviour related issues.

Helen Burgum the Headteacher at Bishop Gore Secondary School and Gareth Rees the Headteacher and Rachel Thomas the Assistant Headteacher at Pontarddulais Secondary School attended the Panel meeting. They both made a PowerPoint presentation on key questions sent to them by the Panel prior to the meeting, namely:

1. How are you using your delegated spend, associated with the behaviour strategy, to reduce exclusions and referrals to EOTAS?
2. Can you give us some examples of where this has benefited pupils in your schools?
3. How has the disruption to education caused by the pandemic affected your work in this area and what has been the impact on pupils? And how do you hope that things will change in future?
4. How well is it helping you to reintegrate pupils back into mainstream after being in EOTAS?
5. How do you feel the overall behaviour strategy in working to the benefit pupils currently?
6. In your opinion, could this be improved?

Pontarddulais Secondary School outlined:

- Context of the school including: 846 pupils on role, overall 17.5% eFSM pupils, 23% pupils with Additional Learning Needs
- Team Around the Child team is where much of the work in relation to behaviour issues, and where the delegated funding from the behaviour strategy is used. This more widely includes for example pastoral support, ALN, Careers Wales, school nurse etc.
- Key to this and addressing behaviour and reductions in referral to Education Other Than At School Services is TY Dysgu, at unit that supports pupils who struggle with behaviour in the mainstream provision. Funding from delegated spend goes towards funding 3 teachers and a co-ordinator for this provision.
- Training has been provided for teachers on the Thrive Strategy, this an approach that helps teachers develop pupils social and emotional skills.
- This work has massively reduced exclusions, EOTAS referrals and has increased pupil confidence around the school.
- Some of the initiatives/activities include for example Bulldog Boxing, Transform days, Paw-fact Baxter Project
- The pandemic affected our work in this area as follows: outdoor visits, use of External providers, rise in fixed term exclusions – re-establishing boundaries, over the last half term a marked improvement in behaviour around the school. Pupils have adapted remarkably well, however there are have been pressures on staffing and costs to work around issues faced

- We are integrating pupils back into mainstream after being in EOTAS using a hybrid approach/bespoke timetables - mix of Ty Dysgu and mainstream provision. Each pupil has a designated key member of staff.
- In our opinion provision could this be improved by continued Cynnydd funding (highlighted at SCCASH meeting), funding of pre 14-16 to prevent EOTAS referrals and to train more staff in the Thrive approach

Bishop Gore Secondary School outlined:

- Context of the school including 11-18 inclusive, with large diverse catchment.
- Using delegated spend, associated with the behaviour strategy, to reduce exclusions and referrals to EOTAS using Our 'Nurture Provision' (B-Hi5) and 'Wrap-around support package' (Pitstop) at KS3 and our 'Transition to Adulthood Provisions' (Mi-Pod and ELEV8) at KS4 strive to provide supportive learning environments that are stimulating and challenging, where pupils are encouraged, praised and nurtured in order to develop self-awareness and discipline.
- The aim of the provision is to enable pupils, to work holistically with partners both inside and outside the school and to provide a curriculum that is appropriate to meet the physical, emotional, developmental, social and spiritual needs of the individual
Impact has been improved attendance, prevention of permanent exclusions, reduction in EOTAS placements, 100% pass in L2 SWEET since introduced and 100% pass in L2 Achieve since introduced
- Just some examples of where this has benefited pupils in your school include: successful reintegration from EOTAS provision, reduced risk/prevention of EOTAS referral, reduced risk/prevention of permanent exclusion, reintegration for school refusers and those experiencing school anxiety
- The disruption to education caused by the pandemic affected the work and pupils:
 - Negative impact on some pupil's mental health and wellbeing and some pupils have experienced additional trauma.
 - Some vulnerable pupils have experienced crisis/bereavement and lost employment/financial worries.
 - Pupils daily routines were disrupted. Lack of tolerance towards others.
 - Vulnerable pupils did not participate in blended learning opportunities (unwilling/reluctant/too anxious to engage in online learning)
 - Pupils identified with additional needs including SEBD were unable to access the support usually received in the school setting.
 - Support services were not able to conduct direct face to face work and so families declined support and refused to engage remotely.
 - Many school refusers/persistent absentees have refused to return to school, we are working with EWO.
 - The current risk assessments and operational guidelines are preventing pupils from accessing support. The current safety measures prevent/restrict many activities that address the needs of those pupils experiencing social, emotional and behavioural difficulties. The tools that staff use to engage and motivate pupils are far reduced.
- How do you feel the overall behaviour strategy is working to the benefit pupils currently? Without it we would have a significant number of pupils that we would have not engaged with or been able to support in a flexible way to meet their needs given the changing situation.

- Improvement to behaviour strategy could be made by the strategies and approaches need to be flexible to meet the changing needs of the pupils. This means upskilling staff to ensure they have training such as ELSA, CBT etc. This is costly but we need the agility to respond swiftly.
 - We need also need to develop programmes around mental health, tolerance and contextualised safeguarding. Initiatives such as the Cynnydd Learning Coaches help and support our pupils to look at pathways and self-regulation. These roles are grant funded and the money is coming to an end for many of these types of projects.
 - We already subsidise our provision and we need to ensure that roles and provision are sustainable to enable planning to take place to continue to meet the needs of for learners given the very specific tissues that are now emerging as a result of the pandemic.

The Panel:

- wished to thank the schools on behalf of the pupils. They felt it was impressive to hear about the initiatives and good practice in introducing positive behaviours.
- recognise that each school has its own challenges and that the bespoke response to schools to this was the right way to address this but the panel were keen to find out how all the good practice being learnt is being shared. The Panel heard that there are a number of mechanisms by which good practice is being shared formally and these also result in informal sharing between schools and educators. For example SCCASH, depositories of practice on online platforms, regionally and locally, Estyn also highlights areas of excellent practice that can be accessed through its website.

6 Verbal Feedback from ERW Scrutiny Councillor Group 28 June 2021

The Convener of the Panel Cllr Lyndon Jones, updated Members on his recent attendance at the Regional ERW Scrutiny Councillor Group meeting on the 28 June 2021. The informed the Panel of some of what was discussed including:

- ERW will end on 31 August 2021 and the new South West Wales Education Partnership will begin on the 1 September 2021
- It will have a smaller footprint of Pembrokeshire, Carmarthenshire and Swansea but that it may be possible for other local authorities to buy in services from the new partnership
- Concerns raised about cost of winding down of ERW and about costs of setting up the new partnership and who will contribute to these.
- Also issues like rules of engagement and veto need to be agreed
- A letter has recently been sent to the Chair of the ERW Joint Committee giving the views of the Scrutiny Councillor Group. A response has been requested to that before the end of ERW. This response will be reported to the Swansea's Educations Scrutiny Panel and will also be agendered for the Scrutiny Programme Committee for information.

The Director of Education updated the Panel on progress that had been made since the ERW Councillor Group on the 28 June, including:

- Shadow South West Wales Education Partnership Joint Committee has met, in a closed meeting.

- Concerns raised by the Scrutiny Councillor Group were discussed in this meeting. They agreed that work needed to be done to wind down ERW.
- Powys did not want to leave ERW but agreement has been made in principle that services of the new Partnership will be available to other local authorities.
- New legal agreement will go to each local authorities Cabinet/Council.
- It was recognised that ERW would not wind down fully by 31 August, there will be a period of transition required. The new legal agreement will take us there.
- Before we move on from current partnership we need to understand the contingent liabilities of the ERW existing partners. Current agreement states that leaving local authorities have 100% liabilities in the first and second years and then it's a sliding scale from there. The staffing structure will determine cost for existing parties.
- The staffing structure for the new partnership has been reduce in proportion to new body with a scaling down of approximately 40%.
- The Governance structure will appear in the new legal agreement. This is currently in draft and needs to be finalised but has matured into a decent document. It does include some of the issues raised by the Scrutiny Councillor Group on the 28 June and these have been put into that draft. There is still work to be done and it is planned that the draft legal agreement will go to each Local Authority in the autumn.
- The new Partnership will have a clear business plan that states the priorities moving forward. It is important that this delivery plan is understood as a key part of the partnership and for regional scrutiny to hold that to account.
- Observer status will be offered to a member of the new regional scrutiny body to attend the new partnership Joint Committee as requested by the Scrutiny Group.

7 Work Programme 2021/2022

The work programme was received.

The meeting ended at 5.15 pm

Chair

Agenda Item 6



Report of the Convener of the Education Performance Scrutiny Panel

1 September 2021

The New Estyn Regime and Thematic Reviews

Purpose:	To discuss the new Estyn regime and thematic reviews
Content:	Estyn attending the meeting
Councillors are being asked to:	The Panel will consider and discuss the issue and give their views to the Cabinet Member via a letter from the Convener

Background

Estyn have been invited to the Panel to update and discuss the new Estyn regime and thematic reviews.

The Panel, over and above the Estyn update on the new regime, want to look in a bit more detail at a few aspects that they have looked at themselves over the past year, to see how they may be covered by the new Estyn regime in the future. They have therefore sent the following questions to Estyn in advance of meeting:

1. How will the new inspection regime look at aspects of the new curriculum and Additional Learning Needs Reform?
2. The Panel, given the current times, are particularly interested in how Wellbeing will be looked at?
3. Another area the Panel have followed closely is Education Other Than at School services and also schools behaviour strategies, we would be interested to find out how Estyn will look at this and in particular how schools work with the most challenging pupils?
4. Given the upcoming changes here in relation to regional education activity, do Estyn look at the regional education bodies and how effectively they are supporting local education?

Agenda Item 7



Report of the Convener of the Education Performance Scrutiny Panel

1 September 2021

Covid Recovery in Education

Purpose:	To update the Panel on progress with the Covid Recovery Plan as it relates to Education
Content:	Verbal Update
Councillors are being asked to:	The Panel will consider and discuss the issue and give their views to the Cabinet Member via a letter from the Convener

Background

The Education Scrutiny Performance Panel have received regular updates on the current position and recovery plan in relation to Education and Schools. The Panel have asked for a further update as the new school year begins.

The Director of Education and Cabinet Member for Education Improvement, Learning and Skills will verbally update the Panel on the current position in Education and Schools and on progress with the recovery plan.

Agenda Item 8



Report of the Convener of the Education Performance Scrutiny Panel

1 September 2021

The New Education Regional Partnership

Purpose:	To update the Panel on progress being made with the new regional South West Wales Education Partnership
Content:	Verbal Update
Councillors are being asked to:	The Panel will consider and discuss the issue and give their views to the Cabinet Member via a letter from the Convener

Background

The Regional Education Partnership ERW will cease as of the 31 August 2021 and the New South West Wales Education Partnership will start on the 1 September 2021. The new partnership will consist of three local authorities Swansea, Pembrokeshire and Carmarthenshire. Other Councils may be able to buy in services from the partnership.

At the last meeting of the Education Scrutiny Performance Panel on 15 July Councillor Lyndon Jones updated members on the outcome and views of the ERW Scrutiny Councillor Group. These views have been forwarded to the Chair of the Shadow Joint Committee for consideration when setting up the new partnership.

The Director of Education and Cabinet Member for Education Improvement, Learning and Skills will verbally update the Panel on the current position as the new partnership starts.

Agenda Item 9

Education Scrutiny Performance Panel Work Programme 2021/2022

All meetings will be held remotely for foreseeable future

Date	Items to be discussed	Who
Meeting 1 24 Jun 21	<ol style="list-style-type: none"> 1. Harassment in School - deferred 2. Covid Recovery and key issues affecting Education moving forward 3. Planning 2021/2022 Council year in Education Scrutiny – Draft Work Programme (for discussion by Panel) 	Cllr R Smith H Morgan Rees Panel
Meeting 2 15 Jul 21	<ol style="list-style-type: none"> 1. Behaviour Strategy, how associated delegated spend to schools is being used – speak to two secondary schools (<i>Panel identified this item for scrutiny pre Covid</i>) 2. Feedback from ERW Scrutiny Councillor Group 28 Jun21 	Pontarddulais, Bishop Gore Cllr L Jones
Meeting 3 1 Sep 21	<ol style="list-style-type: none"> 1. The New Estyn Regime and thematic reviews 2. Update – Education Covid Recovery moving into new school year 3. Update – Regional Scrutiny moving forward 	Estyn - confirmed Cllr R Smith H Morgan Rees
Meeting 4 30 Sep 21	How are we improving schools in Swansea? (How are School Improvement Advisers supporting, evaluating and monitoring schools in Swansea). To also include: Sharing good practice, supporting eFSM pupils and readiness for the City Deal.	Cllr R Smith Lead School Improvement Advisers
Meeting 5 21 Oct 21	<ol style="list-style-type: none"> 1. Welsh in Education Strategic Plan (A new 10 year plan is being developed, an overview of requirements and the progress made so far) 2. New Curriculum progress update 	Cllr R Smith H Morgan Rees
Meeting 6 18 Nov 21	School Scrutiny Session 1 – Morryston Comprehensive School - TBC	Headteacher and Chair of Governors
Meeting 7 9 Dec 21	<ol style="list-style-type: none"> 1. Performance against identified education priorities (RAG) (Overview and then Cabinet Member Q&A) 2. Swansea Skills Partnership update 	Cllr R Smith H Morgan Rees
Meeting 8 20 Jan 22	School Scrutiny Session 2 – Penyrheol Comprehensive School - TBC	Headteacher and Chair of Governors
Meeting 9 Feb - tbc	Annual Budget as it relates to Educations matters (<i>Annual item</i>)	Cllr R Smith H Morgan Rees
Meeting 10 24 Mar 22	<i>Updates on watching brief items:</i> <ol style="list-style-type: none"> 1. Additional Learning Needs Reform 2. New Curriculum 3. Education Other Than At School (EOTAS) 4. End of year report - Education Scrutiny 	Cllr R Smith H Morgan Rees Cllr L Jones

1. To schedule in: a visit to new pupil referral unit Maes Derw (when possible)