



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: O bell drwy Microsoft Teams

Dyddiad: Dydd Iau, 30 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 - 9 |
| 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 | Sut ydyn ni'n gwella ysgolion yn Abertawe? (Sut mae Ymgynghorwyr Gwella Ysgolion yn cefnogi, yn gwerthuso ac yn monitro ysgolion yn Abertawe) | 10 - 15 |
| 7 | Cynllun Gwaith 2021-2022 | 16 |

Cyfarfod nesaf: Dydd Iau, 21 Hydref 2021 ar 4.00 pm

Huw Evans

Huw Evans
Pennaeth Gwasanaethau Democrataidd
Dydd Iau, 23 Medi 2021

Cyswllt: Michelle Roberts, Craffu

Agenda Item 4



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

BY EMAIL

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

Date 17 September 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 1 September looking at the changes to Estyn Inspection process, Covid recovery in education and regional education partnership developments.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 1 September 2021

We would like to thank you and the Director of Education for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

Estyn Inspection Process

We were pleased to hear about the changes that are being made to the Estyn Inspection process and welcomed two Estyn representatives Kevin Davies and Ceri Jones to the meeting. We found their presentation very informative and useful to us in carrying out our scrutiny programme moving forward. Some of the key points we noted from the discussion included:

- How they recognise how difficult and challenging the last year and a half has been for learners and their families.
- The academic year 2021/22 will focus on supporting renewal and reform and as a result of that they are extending the suspension of the core inspection programme for schools and PRU units to include the autumn term 2021, so inspection of schools will not commence until the spring term. During the autumn term, they will continue to ask all stakeholders for their feedback on our new inspection arrangements and this can be done anytime via the Estyn website.
- They aim to pilot the new inspection arrangements in a small number of schools. So that they can check to see how the arrangements are working in the new

OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU

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GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE
www.swansea.gov.uk / www.abertawe.gov.uk

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climate, they will ask individual providers for their agreement to be involved in these pilots.

- At present they do not directly inspect regional consortia. Rather, they look at the work of the Consortia through inspection of local authorities, but this might change.
- Under the new arrangements there are still 5 inspection areas and they are pretty much the same. The first one has been renamed learning.
- In the most recent announcement from the Welsh Government it is expected that every sector uses the period between September and January to reflect on the guidance and begin preparatory work.
- The overarching changes to the inspection reporting and process will also include: a richer narrative describing the schools strengths and areas for improvement. Summative judgments have been removed with only the key strengths and areas for improvement to be reported. There is a change to the notice period that schools get and there are no changes to the follow up procedures, significant improvement as a statutory category and special measures will still be included.

Education Covid Recovery moving into new school year

We heard that the situation is still quite fluid, with some Welsh Government guidance coming through in August and the most recent guidance arriving last Friday.

We were pleased to hear that there is a clear imperative to try and normalise schools as much as possible this term, returning, where possible, to a state of business as usual. You told us that as we are now in alert level 0 our current policy means that any contacts of confirmed Covid cases are exempt from isolation if they do not have symptoms, have been double vaccinated and are under the age of 18. We agreed that this is potentially good news because whole groups in secondary schools and bubbles of classes within primary schools will not have to self-isolate. We were also told that there will be a change in operational guidance that schools have become used to. The new guidance has been produced at a national level and then considered again here in Swansea at a local level, it will come into force from 20th September. We also heard that

- there is no longer a requirement to wear face masks or face coverings. However, if a pupil feels that they would still like to wear a face mask that would be permitted. For secondary schools the wearing of face coverings on school transport will be required.
- working under relaxed duties will come to an end so schools will no longer stagger the start times and finish times.
- schools will continue to maintain the high level cleaning regime.
- all staff and secondary pupils are encouraged to take LFT tests twice a week and to report those results really to the online portal.
- the Chief Medical Officer in Wales considers that children, young people are no longer clinically extremely vulnerable and they are going to be removed from the list of shielding patients in Wales. However, there will be a small number of pupils who still receive specialist clinical advice.
- we are still awaiting more information from Welsh Government about the air quality and ventilation including what is recommended in our classrooms. Our Health and Safety Officer here in Swansea made the recommendation that a trickle of air flowing through a classroom would be sufficient. However, this will depend on the buildings themselves.

- as far as educational visits are concerned, any type of educational visit will need to be risk assessed, including international visits in light of the traffic light system.
- all parents have been written to in Swansea in advance of schools opening to convey the expectations we have of them as the new school term commences.

Update on Regional Scrutiny moving forward

We understand that the new regional partnership will be developed during the course of this autumn term, with, ultimately, the three Councils taking a report to their full Council to approve the new legal agreement. The approval for a new legal agreement is therefore pivotal. This new legal agreement will allow for the formation of a new formal Joint Committee for the new partnership. In the meantime there is a Shadow Joint Committee in operation.

We were pleased to hear that the new draft legal agreement does contain very precise scrutiny arrangements as well as governance arrangements for the new partnership. We heard that it will give details of the different layers of governance and the interrelationships between the different groups. The new legal agreement will allow a new Joint Committee to be given delegated responsibilities from each constituent Council so the new partnership can make decisions. It is planned that the Joint Committee will meet quarterly and will include the Leaders from each of the Councils and the three Cabinet Members for each of those Councils. The Chief Executives would be involved in a non-voting capacity along with Directors of Education and the Head of the new partnership. There will be a Scrutiny Councillor Group and this will operate in the same vein as the current ERW Scrutiny Councillor Group.

The new partnership will also have a Strategic Group which will feed into the Joint Committee. This will be made up of the Head of the new partnership with the three Directors of Education and also any strategic officers working within the new partnership. There will also be an officer's Operations Group who will feed into the Strategic Group. The final layer will be the Stakeholder Group and that will be made up of 12 Headteacher's covering the primary, secondary, special and pupil referral unit sectors.

We heard while there is a process of transition into a new legal agreement, there has to be a winding down of the current one. So the original ERW Joint Committee will need to meet at least once this term to wind matters down so that the new partnership can be formulated and sealed. It is anticipated that the new legal agreement will go to Swansea's Full Council in November 2021.

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 written response.

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

Wednesday, 1 September 2021 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

C Anderson
D W Helliwell

Councillor(s)

A M Day
L James

Councillor(s)

S J Gallagher
S M Jones

Other Attendees

Robert Smith Cabinet Member - Education Improvement, Learning & Skills

Officer(s)

Helen Morgan-Rees	Director of Education
Kevin Davies	Estyn
Ceri Davies	Estyn
Michelle Roberts	Scrutiny Officer

Apologies for Absence

Councillor(s): B Hopkins, M A Langstone and L J Tyler-Lloyd
Co-opted Member(s): D Anderson Thomas and A Roberts

1 Disclosure of Personal and Prejudicial Interests.

None

2 Prohibition of Whipped Votes and Declaration of Party Whips

None

3 Letters and Minutes

The minutes and letter from the Panel meeting on the 15 July 2021 were accepted.

4 Public Questions

No public questions were received.

5 The New Estyn Regime and Thematic Reviews

Two representative from Estyn, Kevin Davies and Ceri Jones, attended the Panel and made a presentation about the revised arrangements for inspections of schools.

The Panel also asked them to include the following issues sent in advance of the 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?

The following was noted (the full presentation was also circulated)

- They started with the caveat that they favour no particular methodology and their philosophy in terms of inspection, they look at how things are done and then judge the impact of these by their outcomes.
- They recognise that the last year and a half as being really difficult and challenging for learners and their families. Estyn have tried to provide information about their plans ahead for the inspection and engagement work during this next academic year. The academic year 2021/22 will focus on supporting renewal and reform and as a result of that they are extending the suspension of the core inspection programme for schools and PRU units to include the autumn term 2021. They not going to be starting to inspect schools until the spring term.
- During the autumn term, they will continue to ask all stakeholders for their feedback on the new inspection arrangements, this can be done anytime via the Estyn website.
- They aim to pilot the new inspection arrangements in a small number of schools. So that they can check to see how the arrangements are working in the new climate. The impact of COVID will have been large on learning so it will give them a good opportunity to get out and look at the details of how learning has been affected during the pandemic. They will ask individual providers for their agreement to be involved in the pilots. They will still carry out inspections of other schools where there are exceptional circumstances.
- At present they do not directly inspect regional consortia. Rather look at their work through inspection of local authorities, but this might change.
- Under the new arrangements there are still 5 inspection areas and they are pretty much the same. The first one has been renamed learning. Well-being, attitudes, learnings, the same teaching and learning experiences is the same. It includes developments that are the new curriculum. Care, support and guidance, and leadership and management are the same.
- And the most recent announcement from the Welsh Government is that it is their expectation that every sector uses the period between September and January to reflect on the guidance and begin preparatory work.
- The inspection guidance that has been produced this year is specific and clearer than ever before.

- They talked about how they will look at progress with pupils with ALN as a whole. They will be evaluating the extent to which pupils developed their physical skills. Their fine motor skills, mobility, independent living skills, their social skills as well as their academic skills. The skills that will provide them with a firm basis for their future life. They will also have a look at different kinds of additional needs and how well schools provide this in general.
- Data around attendance is not going to be useful at all, so they will not be looking at that or averages of attendance and how schools compared with one another. Although they will be having a look at how schools are encouraging pupils to come back to school, stay in school and learn in school. And if they can't do that, how they are provided for virtually.
- When evaluating the provision of learning, support the Inspector should consider how well the school or PRU provides ensure that pupils educated offsite or onsite receive appropriate support and also how well they use partnerships with other schools or agencies to provide effective support.
- They make it clear in the new inspection arrangements, that Inspectors should approach the evaluation of the provider's curriculum in the flexible and positive way. When they begin inspecting again, they will need to look at where schools are with the new curriculum. Schools will be using the Welsh Government document The Journey to 2022 to guide them. They will be interested to see how the school's curriculum aligns with their vision do they know where they are going with it.
- They were pleased to see that the use of the outdoors will be evaluated, that could be visits and how the well the school enriches the curriculum through additional activities.
- They also want to evaluate how well schools promote a safeguarding culture and also effectiveness of leadership, including in actively promoting staff wellbeing. They will also evaluate how effective leaders and managers are in addressing national and local priorities.
- There is an increased importance given to developing pupils Welsh language skills in formal and informal situation. And the local authority will be producing a strategic plan to develop Welsh language which will be presented Welsh Government.
- The overarching changes include their inspection reports being even more useful to schools and people who use them. So changes have included:
 - a rich narrative describing the schools strengths and areas for improvement. They have removed summative judgments, so for any particular section, any particular inspection area, there's no longer a specific judgment for this. Only the key strengths and areas for improvement will be reported.
 - then there is a change to the notice period that schools get.
 - there is no changes to the follow up procedures. Significant improvement as a statutory category and special measures will still be there.
- They said they will have an inspection mind-set which helps them to ensure what is the best for learners. That this should enable inspection officers to speak to leaders, teachers and support staff professionally and constructively when they are out on inspection. They will be reflective and supportive as well as fair and impartial.

- The Panel felt that it was important for them to be updated on the changes and particularly in the current circumstances following what has been experienced over the last 18 months. The Panel found it good and refreshing to hear that Estyn themselves have been reviewing their actions and approach to inspection.

The Panel asked:

- Whether Estyn talk about ways in which that improvement might be achieved? Or do you leave it up to the individual schools and local authorities to determine that themselves? They said they do not suggest the mechanisms by which improvement could be brought. What they do look at are the things that need to be improved and they try and prioritise them so that they are distilled to a small number of key recommendations.
- Are the five inspection areas at all weighted? The Panel heard that these are not weighted they are all equal.
- We have heard more parents wanting to home school, what challenges does that present for you as an inspection body? They Panel heard that once pupils deregister from school they do not fall under the Estyn but that the local authority does work to support home schooled pupils were possible.

6 Update - Education Covid Recovery moving into new school year

The Director of Education updated the Panel on the current situation with Covid recovery as the new school year begins.

- The situation is still quite fluid. Welsh Government guidance came through in August and the most recent guidance appeared last Friday. So the Panel were given a synopsis of the main changes.
- There is a clear imperative that we try and normalise schools as much as possible and return to a state of business as usual. So as we are in alert level 0 our current policy means that any contacts of confirmed Covid cases are exempt from isolation if they do not have symptoms, have been double vaccinated and are under the age of 18. It is potentially good news because we will not have to self-isolate whole groups in secondary schools and bubbles of classes within primary schools in the new academic year. But if anyone has symptoms of COVID and you have a positive test as a people in Swansea they must isolate immediately, so there's a huge responsibility in terms of working with parents and carers in Swansea to ensure that they understand their responsibilities.
- There is no longer a requirement to wear face masks or face coverings. However, if a pupil feels that they would still like to wear a face mask, of course that would be permitted and for secondary schools we propose the wearing of face coverings on school transport.
- Another change is that we have been working under relaxed duties where there was flexibility for schools to stagger the start times and finish times in schools. This will now come to an end so schools will return to their normal times so they will operate the normal start and finish times that they had before COVID.
- We will be maintaining the cleaning high level cleaning regime in school.
- All staff and secondary pupils are encouraged to take LFT tests twice a week and to report those results really to the online portal.

- There will be a change in operational guidance that schools have become used to, which has been produced at a national level and then considered again here in Swansea at a local level, this will come in from 20th September. We will support our school to get grips with the new national framework over the next couple of weeks. We are going to meet with all head teachers in Swansea shortly. We have two weeks lead in time to understand the ramifications of that mean framework and we're still working on it ourselves to distil the main messages out of that.
- As before, the environmental health officers in TTP test trace and protect will be responsible for contacting each positive case. Schools still need to maintain some kind of record if they have a positive case of the pupil.
- The Chief Medical Officer in Wales considers that children, young people are no longer clinically extremely vulnerable and they are going to be removed from the list of shielding patients in Wales. However, there will be a small number of pupils who still receive specialist clinical advice.
- The Panel heard that we are still awaiting more information from Welsh Government about the air quality and ventilation including what is recommended in our classrooms. Our health and safety officer here in Swansea made the recommendation that a trickle of air flowing through a classroom would be sufficient. However, we have different types of buildings for our schools, so we need to take account.
- As far as educational visits are concerned, any type of educational visit will need to be risk assessed, including those international visits in light of the traffic light system. And obviously the risk assessment has to take consideration of any staff members will supervise children abroad and what would happen if they could contracted COVID and how would those children be supervised abroad if that was the case.
- All parents have been written in Swansea in advance of schools opening to convey the expectations we have of them when school commences.

7 Update - Regional Scrutiny moving forward

The Director of Education updated the Panel on the current position with the regional education partnership moving forward.

- The new partnership will be developed during the course of this autumn term. The three councils will take a report to their full Council to approve the new legal agreement. This new legal agreement will allow the formation of a new formal joint committee for the new partnership. In the meantime there is a shadow joint committee in operation. Each constituent council to be within a formal partnership, so that approval for a new legal agreement is pivotal.
- The new draft legal agreement does contain very precise scrutiny arrangements as well as governance arrangements for the new partnership. It will have different layers of governance and interrelationships between the groups. The new legal agreement will allow a new joint committee to be given delegated responsibilities from each constituent Council to be the decision maker in terms of the new partnership. The Joint Committee would meet quarterly. It will include

the Leaders from each of the councils and the three cabinet members for each of those councils. And the Chief Executives will be involved, the Directors of Education as well as the head of the new partnership.

- The next layer will include the Scrutiny Councillor Group. This will operate in the same vein as the current ERW Scrutiny Councillor Group.
- While there is a process of transition into a new legal agreement, there has to be a winding down of the current one. So at the current ERW has a Joint Committee with its current membership. It will need to meet at least once this term to wind matters down so that the new partnership can be formulated and sealed.
- The new education partnership will also have a Strategic Group which will feed into the Joint Committee. This will be made up of the head of the new partnership with the three Directors of Education and also any strategic officers working within the new partnership. There will also be an officer's Operations Group who will feed into the Strategic Group. The final layer will be the Stakeholder Group and that will be made up of 12 Headteacher's covering the primary, secondary, special and pupil referral unit sectors.
- It is anticipated that report will go to Council in November.

8 Work Programme 2021/2022

The Work Programme was noted.

The meeting ended at 5.15 pm

Chair

Agenda Item 6



Report of the Cabinet Member for Education Improvement, Learning and Skills

Education Scrutiny Performance Panel – 30 September 2021

School Improvement

Purpose:	To brief the Scrutiny Panel on school improvement
Content:	A briefing on: <ul style="list-style-type: none">• the progress of the Primary and Secondary Phase Teams towards each team's priorities for the previous academic year;• sharing good practice;• supporting eFSM pupils; and• readiness for the City Deal.
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education Improvement, Learning and Skills
Lead Officer & Report Author:	Damien Beech, Head of Primary Phase Team and Rob Davies, Head of Secondary Phase Team Tel: 07810506259 / 07989138966 E-mail: Damien.Beech@swansea.gov.uk and Rob.Davies@swansea.gov.uk

1. Background

- 1.1 Swansea Council's school improvement service sits within the Achievement and Partnership Service and helps deliver local and national priorities and strategies for school improvement. Since February 2016, the school improvement service in Swansea consists of two teams, the Primary Phase Team (PPT) and the Secondary Phase Team (SPT). A Welsh in Education advisory team is part of the PPT and the music service is part of the SPT.
- 1.2 The PPT and SPT comprise of permanent and commissioned school improvement advisers (challenge advisers prior to May 2021). For the academic year 2021-2022, the PPT had five permanent school improvement advisers (September to April) and seven headteachers were commissioned to support the work of the permanent team. For the same period, the SPT had two main school improvement advisers (1.5 FTE) and three commissioned headteachers.

- 1.3 The core responsibility of the improvement teams is to support and build the capacity of all schools to be self-improving schools, to help raise standards and support schools to provide high quality provision. There are 4 key aspects to the role:
- supporting school self-evaluation and improvement
 - brokering effective support and intervention
 - developing school leadership
 - building school-to-school capacity
- 1.4 Children and young people in Swansea have experienced another disrupted year as a result of the Covid-19 pandemic, facing periods of enforced closures in both the autumn and spring terms of the 2020-2021 academic year. Since the re-opening of schools in April 2021, many schools have instructed contact groups to isolate due to positive Covid cases. The disruption inevitably influenced the work of the school improvement teams and this is reflected in each team's priorities as outlined in the main body of the report. Despite the disruption, the PPT (including the Welsh in Education advisory team) and SPT (including the music service) continued to support schools.

2. Briefing/Main Body of Report

- 2.1 The school improvement teams support schools in a number of ways throughout the school year. During the pandemic, many meetings, support 'visits' and professional learning activities took place via Microsoft Teams. Face-to-face support was also provided and increased as restrictions were relaxed throughout the year.
- 2.2 The PPT's objectives for the last academic year were:
- to support schools and learners throughout the ongoing Covid-19 crisis in terms of wellbeing, continuity of learning and professional development
 - broker effective support and intervention
 - develop school readiness for new curriculum and assessment arrangements
 - develop workforce and leadership (at all levels)
- 2.3 The school improvement advisers (SIAs) made regular well-being check-ins with their schools and would support schools, senior leaders and headteachers. For example, the Head of the PPT supported a headteacher with regard to the school budget and staffing arrangements. Other work that supports the well-being of our school leaders includes the scrutiny of Welsh Government consultations and dissemination to headteachers, and the reviewing and updating of risk assessments as they concentrated on school operations.

In July 2020, the Education Minister, Kirsty Williams, announced school categorisation was to be suspended for the academic year 2020-2021. As a result, support visit agendas included updates on the school's blended learning provision, arrangements for pupil and staff wellbeing, support for vulnerable pupils, Curriculum for Wales preparations, ALNET Act readiness, and grant

expenditure. The discussion regarding grant expenditure included how the school used its Pupil Development Grant (PDG) funding to support pupils eligible for free school meals (**eFSM**). The aims of gathering the information were to get a greater understanding of what provision was being offered to Swansea pupils, what support schools needed to enhance provision, and to identify good practice to share with others. School leaders shared their monitoring and evaluation findings with SIAs and considered how their findings would be reflected in school priorities.

Continuity of learning was supported by the sharing of good practice through existing networks, for example the Digital Leads network across primary schools and the Secondary Curriculum and School Evaluation Network (SCASEN) for secondary schools.

Primary Phase SIAs collaborated with headteachers in a Continuity of Learning (COL) group. This group met monthly and in addition to sharing good practice, created template policies and documents for primary schools to adopt and adapt as they saw fit. This productive partnership will continue in the current academic year. The Welsh in Education advisory team supported schools in a variety of ways that included:

- creating a wide range resources for schools
- facilitating coordinators' seminars
- training for staff
- providing 'live' lessons via Teams

Secondary SIAs used their monitoring visits to identify emerging and effective practice to share through secondary senior and middle leader networks. For example, SIAs identified good practice in areas such as supporting and engaging vulnerable pupils, live and recorded lessons, Centre Determined Grades (CDGs), assessment, supporting disadvantaged learners and teacher professional development. Network sessions ran roughly on a monthly basis and were responsive to the varying conditions created by the pandemic.

Nearly all visit reports and headteacher performance management appraisals were completed by the end of the school year. All were completed with new objectives aligned to the circumstances created by the pandemic. For example, 'Covid-secure' schools, pupil/staff wellbeing and continuity of learning etc.

- 2.4 In addition to the professional learning referenced above, SIAs have brokered beneficial opportunities for headteachers, senior leaders and teachers. The professional learning opportunities focussed on assessment and curriculum design as schools prepare to implement the Curriculum for Wales (CfW) in September 2022 (secondary school implementation has been delayed by one year). It was provided by regional partners and well-regarded experts. Members of the PPT continue to oversee the induction of newly qualified teachers (NQTs). This entails allocating external verifiers, providing training, reviewing and moderating profiles, and organising the allocation of NQTs to schools for the autumn term (a Welsh Government initiative that is virtually cost neutral to the schools involved).

- 2.5 School improvement advisers have supported governing bodies by providing training sessions that have focussed on remote learning, the recovery agenda via the accelerated learning programme, CfW, assessment and being 'evidence-informed'. Governing bodies have also been supported with officer advice when making headteacher and deputy headteacher appointments.
- 2.6 As referred to in 2.3 above, the school visits/meetings would include discussions focussing on the support schools provided to their eFSM pupils. Since March 2020, leaders in the local authority have worked strategically to ensure that learners have access to online learning. They acted quickly to ensure that vulnerable learners received laptops and Mi-Fi devices and they have used Welsh Government grants prudently to purchase additional equipment when necessary. The local authority has distributed more than 11,000 devices to homes across Swansea.

In schools, leaders use PDG funding well to support their learners. For example, facilitating professional learning for staff focussing on elements such as speech and language provision, well-being, attachment, and catch-up programmes. Other uses include employing staff to support pupils and families. A wide range of how schools use the grant was reported to Scrutiny in March 2021. What is common amongst the approaches is that they are often evidence-based and evaluated by school leaders as part of their self-improvement activities.

3. Readiness for the City Deal

- 3.1 The Skills and Talent programme is a unique programme within the suite of 9 City Deal projects that will deliver a skills training solution; offering the best value sustainable skills infrastructure to develop the future workforce of the region. The programme is led by the Regional Learning and Skills Partnership (RLSP), a partnership of industry employers and public sector training and education providers.
- 3.2 The RLSP has completed a business case for the Skills and Talent programme which has been approved by all 4 local authorities. Approval is currently being sought from the Welsh and National governments, and is expected by October half term 2021.
- 3.3 A Regional Programme Manager has been appointed to take forward school-based projects, engagement, and other initiatives at a local level. The aim of this is to create a clear career pathway from school education through further and higher education in the key areas of digital, construction, energy, smart manufacturing and life-science and wellbeing. Specifically, the Skills and Talent programme seeks to influence curriculum development and delivery to ensure the adequate supply of young people with the right skill sets.
- 3.4 The Director of Education has endorsed the submission of the business case for the Skills and Talent programme as part of a gateway review. The governance and delivery of the programme is placed within the RLSP and the engagement between the board and Education has been suitable.

4. Conclusions/Key Points Summary

- 4.1 Despite the challenges faced over the last 12 months, the SIAs have supported schools well, providing a wide range of professional learning opportunities. Good practice has been shared effectively.
- 4.2 SIAs have supported governing bodies well to make headteacher and deputy headteacher appointments.
- 4.3 eFSM pupils are well supported by the local authority and their schools.
- 4.4 To date there has been an initial meeting with the RLSP, with the decision to work in local authority pairs. Swansea and Neath Port Talbot councils will work together to design and develop programmes for schools to support the skills needed for the City Deal. Secondary schools teachers will very much be involved in the co-construction of projects. This is subject to government approval.

5. Legal implications

- 5.1 There are no legal implications.

6. Finance Implications

- 6.1 There are no finance implications.

7. Integrated Assessment Implications

- 7.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between people who share a protected characteristic and those who do not
 - Deliver better outcomes for those people who experience socio-economic disadvantage
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs
- 7.2 The Well-being of Future Generations (Wales) Act 2005 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

- 7.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 7.4 Given the nature of this report to the Education Scrutiny Performance Panel it has been agreed that an IIA screening is not required on this occasion.

Glossary of terms:

Acronym	Expansion
PPT	Primary Phase Team
SPT	Secondary Phase Team
ALNET	Additional Learning Needs and Educational Tribunal (Wales)
PDG	Pupil Development Grant
eFSM	Eligible for Free School Meals
COL	Continuity of Learning
SCASEN	Secondary Curriculum and School Evaluation Network
CfW	Curriculum for Wales
RRRS: ALP	Recruit, Recover, Raise Standards: Accelerated Learning Programme (<i>this is a WG grant</i>)
CDG	Centre Determined Grades
RLSP	Regional Learning and Skills Partnership

Background papers: None

Appendices: None

Agenda Item 7

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)