

CITY AND COUNTY OF SWANSEA

MINUTES OF THE EDUCATION AND YOUNG PEOPLE CABINET ADVISORY COMMITTEE

**HELD AT COMMITTEE ROOM 5, GUILDHALL, SWANSEA ON
WEDNESDAY, 8 JUNE 2016 AT 4.00 PM**

PRESENT: Councillor D W W Thomas (Chair) Presided

Councillor(s)

C R Evans
R V Smith

Councillor(s)

M Lewis
L V Walton

Councillor(s)

H M Morris

Officer(s)

Lindsay Harvey - Chief Education Officer
Sharon Jones - Literacy Performance Specialist
Gareth Borsden – Democratic Services

Apologies for Absence

Councillor(s): J P Curtice, C R Doyle and C Thomas

6 DISCLOSURES OF PERSONAL AND PREJUDICIAL INTERESTS.

In accordance with the Code of Conduct adopted by the City and County of Swansea, no interests were declared.

7 MINUTES.

RESOLVED that the minutes of the meetings held on 6 April and 19 May 2016 be agreed as correct records.

**8 FEEDBACK ON USE OF VULNERABILITY ASSESSMENT PROFILE (VAP)
DATA.**

Lindsay Harvey, Chief Education Officer provided a verbal update to the Committee relating to the use of data by schools.

He indicated that unfortunately the response from schools to the questionnaire circulated on behalf of the Committee earlier in the year had been low. He outlined the probable reasons behind this, but indicated he would raise the matter again when he meets with schools in July and feedback to the Committee.

He stated that the VAP data assists with the introducing of an intervention strategy at the earliest opportunity, and the use of the data and early intervention is a key factor in limiting and reducing NEETS. The VAP data has been utilised since 2010 in Swansea.

Estyn had supported its use following their inspection of the Authority in 2013, and had recently commended Hafod Primary on their use of the data following an inspection at the school.

The use of VAP data is not compulsory for schools but is actively encouraged and widely used to ensure proper pupil tracking systems are in place. Correct use of the data can tailor provision and enable strategies to be put in place so that individual children's "destinations" can be more accurately predicted. It also allows more accurate longer term monitoring of children.

He indicated that secondary schools utilise VAP data to assist the transition of pupils from primary school.

He detailed the actual type of data and information contained in the VAP.

He indicated that VAP data is sent to further education colleges to assist with the transition of pupils from secondary education, but how the colleges utilise this data is unclear. He stated he would check on whether then data is submitted by the authority or direct from the schools.

The issues and reasons around young people, particularly those from an EOTAS background, not taking up or dropping out of courses in college were outlined and discussed. The very difficult personal/social/family issues and circumstances that a lot of children within the EOTAS system have was highlighted, as well as the difficulty of reintroducing children back into mainstream education once they reach a certain age.

He referred to the implications and changes that the Donaldson review will bring, particularly a possible move away from the current rigid curriculum to a more vocational/alternative curriculum, which may aid and serve some pupils more effectively.

Members whilst noting the current provision in both 6th forms and colleges supported the need for additional vocational/alternative curriculum in order to engage and encourage children who are less academically successful. They also supported the sharing of good practice and ideas between schools.

RESOLVED that the update be noted and the Chief Education Officer report back on the VAP data use following the meeting with schools in July.

9 **DISCUSSION WITH LITERACY PERFORMANCE SPECIALIST.**

Sharon Jones, Literacy Performance Specialist and Lindsay Harvey outlined to the Committee the key and vital importance of literacy skills and its links with numeracy and general life skills.

She stated that the Authority along with its partner authorities within ERW work with teachers and schools to support and improve literacy for children.

She detailed the particular strategies involved at Foundation Phase, Key Stage 2 and beyond, and indicated the need to support teachers in order to increase children's expectations and explore each child's different potential.

She referred to examples of good practice with the Authority and indicated that these are shared between schools and across local authorities.

She referred to the "menu of support" in place for schools, and the various strategies and schemes aimed particular at boys to engage and encourage them to read, such as the Premier League reading scheme.

She indicated that all schools are given blanket supported, but "targeted schools" are given additional assistance following Estyn inspections or results. The schools are monitored for the level of effective teaching in classrooms and the quality and range of books provided. She stated that the service directly talks to children, and a survey has been undertaken to gain their views.

The training given by the service to teachers who then in turn train other teachers under the "School to School Model" was outlined.

RESOLVED that the update be noted.

The meeting ended at 5.10 pm

CHAIR