



Report of the Director of Education

Education & Skills Corporate Delivery Committee - 28 September 2022

Education Information Update and Corporate Delivery Committee Work Programme 2022-23

Purpose:	The report presents the additional Education contextual information requested by the Committee additional detail for the draft work programme for 2022-2023.
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For Information	

1. Background

- 1.1 The purpose of the Education Corporate Delivery Committee (CDC) is to develop policies or policy direction for consideration and adoption by Cabinet and / or Council as appropriate.
- 1.2 An overview of key education contextual information was shared in the Education CDC meeting on 27 July 2022. The Committee requested further information, which is provided in section 2 of this report.
- 1.3 The work plan items for consideration in the draft work programme in section 3 of this report are aligned to the Council's Policy Commitments and Corporate Priorities.

2. Additional contextual information for Education

- 2.1 *Condition of older schools in Swansea*
Surveys are undertaken on all schools to ascertain their condition and identify required maintenance. Each topic area, for example roof, electrics are provided with a condition rating, which is then aggregated

to give an overall rating for the school. All buildings that make up a school are included.

2.1.1 Condition categories are defined as:

- Condition A – As new condition. This category typically features one or more of the following: typically built within the last five years or may have undergone a major refurbishment within this period; maintained/serviced to ensure fabric and building services replicate conditions at installation; no structural, building envelope, building services or statutory compliance issues apparent; no impacts upon operation of the building.
- Condition B – Sound, operationally safe, and exhibiting only minor deterioration. This category typically features one or more of the following: maintenance will have been carried out; minor deterioration to internal/external finishes; few structural, building envelope, building services or statutory compliance issues apparent; likely to have minor impacts upon the operation of the building.
- Condition C – Operational but major repair or replacement needed in the short to medium-term (generally three years). This category typically features one or more of the following: requiring replacement of building elements or services elements in the short to medium-term; several structural, building envelope, building services or statutory compliance issues apparent, or one particularly significant issue apparent; often including identified problems with building envelope (windows/roof etc), building services (boilers/chillers etc); likely to have major impacts upon the operation of the building, but still allow it to be operable.
- Condition D – Inoperable or serious risk of major failure or breakdown. This category typically features one or more of the following: building is inoperable or likely to become inoperable, due to statutory compliance issues or condition representing a health and safety risk or breach; may be structural, building envelope, or building services problems coupled with compliance issues; the conditions are expected to curtail operations within the building (exclude very minor items which can be rectified easily).

2.1.2 The number of schools in Swansea in each condition category correct at the date of the last survey are:

	Primary	Secondary	Special/PRU
Category A	6	3	1
Category B	32	4	1
Category C	39	7	1
Category D	0	0	0

2.2 *How environmentally friendly schools are and future plans in this respect*

A carbon reduction strategy is being developed to capture various workstreams detailed in this report, which will aim to ensure that activities are aligned and progressed.

2.2.1 All buildings part of the Band A and Band B of Welsh Government's QEd Programme and Sustainable Communities for Learning Programme to date, have been required to achieve Building Research Establishment Environmental Assessment Method (BREEAM) Good or Excellent and/or an Energy Performance Certificates (EPC) 'A' rating.

Other complementary requirements have included:

- Thermal transmittance/U-values for the building's fabric and elements must exceed the minimum requirements set out within the Building Regulations (Wales) standards (applicable at the time of development) by 25%.
- The designed air-tightness of the building shall also demonstrate an improvement on minimum requirements of Building Regulations. The air permeability testing shall be carried out by an ATTMA (Air Tightness Testing and Measurement Association) member.
- All thermal insulating materials are to avoid the use of ozone depleting and global warming substances in either manufacture or composition.
- Sun pipes and natural ventilation systems are to be employed as deemed necessary by the design.

2.2.2 Recent investment across 94 schools that has contributed towards carbon reduction:

- Band A of the QEd Programme/Sustainable Communities for Learning programme – four new build primary schools, one major secondary school refurbishment
- Band B of the QEd Programme/Sustainable Communities for Learning programme – two new build primary schools, one new pupil referral unit, one major secondary school refurbishment (due for completion summer 2023).

The number of schools that have benefited from capital maintenance investment and improvements to carbon efficiency are:

- 01/04/2012 to 31/03/2019 (Band A period) – Capital maintenance work on 89+ schools with a total spend of £22.754m
- 01/04/2019 to 31/03/2022 (Band B period) – Capital maintenance work on 63+ schools with a total spend of £14.374m

2.2.3 Every school building with a floor area greater than 250m² will have a Display Energy Certificate (DEC) and accompanying Advisory Report (AR).

A DEC shows the energy performance of a building based on actual energy consumption as recorded over the last twelve months within the validity period of the DEC, known as the operational rating. The operational rating is a numerical indicator of the actual annual carbon dioxide (CO₂) emissions from the building. The various types of energy consumption must be brought together on a common basis so that the performance of one building can be compared with that of another. This rating is shown on a scale from A to G, with A having the lowest CO₂ emissions (best) and G having the highest CO₂ emissions (worst).

The AR accompanies the DEC and contains recommendations for improving the energy performance of the building. It may contain a range of possible improvements, including cost-effective measures that may be implemented to improve the energy performance of the property. The report includes zero and low cost operational and management improvements, possible upgrades to the building fabric or services, and opportunities for the installation of low and zero carbon technologies.

The profile for DECs of schools in Swansea are:

Operational Rating	School Buildings over 1000m ²	Percentage
A	0	0%
B	5	7%
C	18	25%
D	30	42%
E	18	25%
F	1	1%
G	0	0%
Total	72	100%

2.2.4 All planned and future projects that are part of the QEd Programme/Sustainable Communities for Learning Programme will demonstrate carbon reduction techniques and technologies and new buildings will achieve Net Zero Operational Carbon and meet the following targets for embodied carbon:

- 2022-2024 – Below 800kg CO₂/m²
- 2025-2029 – Below 600kg CO₂/m²
- 2030 onwards – Below 350kg CO₂/m²

2.2.5 Electrical vehicle workplace charging points have been provided at YGG Tan-y-lan and YGG Tirdeunaw. These will be provided as standard for major refurbishment and new build projects.

2.2.6 Corporate Building Services are updating the 'employers requirements' for schools to reflect the carbon reduction ambitions for all works undertaken in our school buildings. These will inform the standard for

all investment and support the development of a strategic capital maintenance programme, to enable a fabric first approach towards decarbonisation. For example, it is not feasible to simply replace a gas boiler with a new low carbon technology if the thermal efficiency of a building is inadequate.

- 2.2.7 A School Climate Change Forum has been established and is an opportunity for sharing information and providing support to schools to help them with their decarbonisation journey.
- 2.2.8 All schools will shortly be enrolled on Energy Sparks, which is an online, school-specific energy analysis tool and energy education programme.
- 2.2.9 An Energy Saving and Decarbonisation Plan for schools will be launched by October half term. In the new year, a series of twilight sessions will commence for eco-coordinators and premises managers with the aim to have each school carry out audits for their own schools and formulate behaviour change initiatives as well as find, report and monitor problem areas within schools with regard to energy and water saving.
- 2.2.10 Work is taking place with local partnerships and the Welsh Government Energy service to undertake benchmark energy assessments across all Swansea Council properties (including schools), to establish how each building compares with typical and best practice buildings, in order to provide an estimate of potential energy, carbon and financial savings.
- 2.2.11 Consideration is underway for another Carbon Reduction Retrofit (to include schools) programme of investment via Salix Finance/Welsh Government funding Programme in energy conservation measures. This programme would aim to optimise the energy efficiency of the property portfolio, improve energy performance of assets through measured and verified energy efficiency improvements and/or energy generation, reduce carbon emissions and save money through substantial guaranteed annual cost savings and/or income generation.
- 2.3 *The numbers of catering, cleaning, caretaking, leisure and crossing patrol staff*
The numbers of staff currently employed by Swansea Council listed in this report are as of 13 September 2022. Vacant posts are not included.
- 2.3.1 There are approximately 429 catering and 350 cleaning staff working operationally in Swansea. Many catering staff hold cleaning posts and vice versa. Some staff are set up in the organisation for more than one post, for example a catering assistant may also have an additional zero hours post set up to be used to cover the cook when the cook is off.

- 2.3.2 The number of caretaking posts is 146. A few employees have posts in more than one school.
- 2.3.3 The number of leisure staff is eight. These are for leisure facilities on school sites.
- 2.3.4 Crossing patrol staff are located in the organisation under Road Safety in the Place Directorate. There are currently 35 members of staff employed for school crossing patrol.

3. Work Programme for 2022-23 – Strengthening School Leaders

3.1 The national, regional and local approach to Professional Learning (PL)

- 3.1.1 The development of a National Approach to Professional Learning (NAPL) featured in Welsh Government's (WG) document, Education in Wales: Our national mission. The NAPL includes headteachers, senior and middle leaders, teachers, and learning support staff. With regard to school leaders (headteachers, senior, and middle leaders), it was developed in recognition that Wales' education system is undergoing a series of wide-ranging, yet integrated reforms. WG considers it is essential that all leaders have the opportunity to work collaboratively, to make sense of how these changes will impact on their roles and how schools can derive the most benefit from these reforms in the interest of their learners. As the professional learning programme for all leaders has been developed and is delivered cross-regionally, this brings an element of consistency in professional learning for school leaders across Wales.
- 3.1.2 The key focus of the national leadership professional learning programmes is to support the development of leaders to work collaboratively to raise standards. All leadership programmes acknowledge the importance of developing a high-quality education profession across Wales and as a result, makes connections across all aspects of the education reform agenda. These include complementing the new Curriculum for Wales 2022 professional learning programme, consideration of the Schools as Learning Organisations approach, the Professional Standards for Teaching and Leadership, and our collective commitment to the Excellence, Equity and Wellbeing agenda.
- 3.1.3 Professional Learning is organised by leadership milestones, to ensure that content is nuanced suitably to empower practitioners within specific roles. A common set of professional learning programmes and materials have been developed nationally, through a process of co-construction between schools, regional Consortia and Higher Education Institutions. All programmes are free at the point of delivery. The delivery mechanisms for some professional learning leadership programmes may vary across regions.

3.1.4 The current national offer for leaders includes:

- National Middle Leader Development Programme
- Senior Leader Development Programme
- National Aspiring Headteacher Development Programme – Preparation for the National Professional Qualification for Headship (NPQH)
- Newly Appointed and Acting Headteacher Programme
- Experienced Headteacher Programme

These programmes have acquired official endorsement from the National Academy of Educational Leadership (NAEL).

The content of each of the programmes consist of various modules. Each module and programme is built on in subsequent programmes and are based on the national approach to professional learning that includes:

- collaborative learning to develop each other at peer level;
- reflective practice by applying learning back in school between workshops;
- coaching and mentoring through a leadership coach;
- engaging with relevant data and evidence from research in the content of the programme;
- a blended professional learning approach including direct professional learning sessions as well as e-learning; and
- a programme that is underpinned by the principles of effective learning organisations.

3.1.5 A few Swansea headteachers, senior leaders, and school improvement advisers (SIAs) support the regional delivery of each of the programmes given above. The contributions vary and include:

- contributing to module presentations;
- endorsing applicants for the aspiring headteacher programme;
- supporting participants on national leadership programmes as coaches; and
- assessing participants as they progress through the modules and for their formal NPQH assessment.

3.1.6 Other national and regional professional learning experiences and resources for headteachers and school leaders include:

- Schools as Learning Organisations – supports schools to establish how well they are performing as learning organisations;
- Talk Pedagogy, Think Learning – opportunities for practitioners and leaders to share thinking and practice in relation to the 12 pedagogical principles;
- National coaching and mentoring programme – In Swansea, we deliver this locally through a group of experienced headteachers and School Improvement Advisers (SIAs); and
- The National Academy for Educational Leadership facilitates high quality professional learning, such as the Leadership Unlocked

series of seminars, and very recently its seminar entitled, 'More than just a sticking plaster', which focussed on the wellbeing of school leaders.

- 3.1.7 In addition to the national programmes, middle and senior leaders are further supported in Swansea. For example, support is provided through a variety of networks such as the Secondary Curriculum and School Evaluation Network (SCASEN). SCASEN is an established network that engages well with a range of experts on a variety of relevant topics such as curriculum design. As part of their partnership working with schools, Swansea SIAs discuss middle and senior leader development with each school and identify effective practice to share. For example, Birchgrove Primary School have developed a middle leader development programme that enhances the national offer. The school's SIA and leadership team have collaborated to make this offer available to other primary schools. There are also strong examples of middle leadership development in our secondary schools and work is underway to collaborate to develop a universal offer in the current academic year.
- 3.1.8 Swansea creates worthwhile opportunities for future leaders and headteachers. In primary schools, senior leaders and headteachers are invited to join a 'consultative leadership pool'. Members of the consultative leadership pool are deployed to schools in need of leadership support. This gives individuals an opportunity to experience a different school, facing different challenges to their own. A good number of deputy headteachers who have been members of the pool have gone on to headships, which in turn requires a regular 'refresh' of the leadership pool, thus giving more of our deputy heads an opportunity should the need arise. In 2021-2022, the local authority supported an innovative programme led by Dunvant Primary School. Senior leaders in primary schools were invited to join a secondment scheme. Participants were strategically placed in 'receiving' schools very different to their own. In a similar vein to the consultative leadership pool, this gives participants different experiences and challenges but is not the result of the need for leadership support in the receiving school. One of the participants of the inaugural cohort has secured a deputy headship and will take up their post in September 2022. Estyn recognised this programme as effective practice in their recent inspection of Dunvant Primary School. The local authority will continue to support this initiative in the new academic year.
- 3.1.9 Experienced headteachers are invited to express an interest in becoming a commissioned SIA. Those applicants that are successful, join the LA's School Improvement Team and are allocated schools with which they are to work in partnership with as the school's SIA for a set period (typically three years). This gives experienced headteachers an opportunity to collaborate with colleagues (in schools, the LA, and in the region) and access good quality professional learning. It also gives those schools a chance to work with an experienced and serving

headteacher. This approach is popular with Swansea headteachers and Estyn recognised this mixed approach of permanent and commissioned SIAs as contributing well to Swansea's strong culture of school improvement in the LA's recent inspection.

3.2 *Qualifications, recruitment and induction of headteachers*

3.2.1 The National Professional Qualification for Headship (NPQH) is a government requirement that all those applying for their first headship in Wales must possess. Prospective headteachers engage in the National Aspiring Headteacher Development Programme – Preparing for NPQH, which takes one year to complete. After course completion, participants are expected to apply to be formally assessed for the NPQH. In addition to the NPQH, headteachers also hold a teaching qualification (a degree or post-graduate certificate in education) and have qualified teacher status. They will also be members of the Education Workforce Council.

3.2.2 With regard to the recruitment and retention of headteachers, the National Association for Headteachers (NAHT) stated in its paper, 'Fixing the leadership crisis: Time for change' published in December 2021, that before the pandemic "leadership recruitment and retention was at breaking point due to unsustainable workload and working hours". The NAHT goes on to suggest that the situation now is even worse and that more than half of assistant and deputy headteachers (53%) say they do not aspire to headship, with more than a fifth (23%) undecided.

3.2.3 In the last three years, 18 headships have been advertised in Swansea. On occasion, a few schools have had to advertise the headship more than once due to a low number of applicants. The headships became available due to retirements, promotions, or a change of occupation. Governors appointed a new headteacher in all but one of the schools (which continues to have an acting headteacher). In the summer term 2022, seven schools had acting headteachers. The reasons for these schools having acting headteachers are varied and include the absence of the headteacher due to secondment or ill health.

3.2.4 When appointing a headteacher (or deputy headteacher), the governing body is required to seek expert advice which will be made available through SIAs and the diocesan authority where applicable. Governors are required to take careful account of the advice offered and it is advisable that there should be consensus over the suitability of an appointment, both within the governing body and between the governing body and the local authority. The final decision on appointment rests with the full governing body. SIAs represent the Director of Education and support governing bodies throughout each stage of the headteacher (and deputy headteacher) recruitment process. The process entails:

- convening the appointments committee made up of governors;
- reviewing the school's Individual School Range (this determines the pay range the post is advertised at);
- agreeing a job description and person specification;
- advertising the position (for headteachers and deputy headteachers, this must be done nationally);
- providing information for applicants;
- shortlisting applicants;
- deciding on interview questions/tasks/presentations;
- interviewing shortlisted candidates;
- selecting a suitable candidate; and
- recommending the candidate to the full governing body (who must meet to ratify the appointment).

3.2.5 School leaders are made aware (through SIAs and weekly newsletters) of a wide range of professional learning opportunities for school leaders provided by Welsh Government. In addition to the professional learning offer by WG, the regions, or facilitated by NAEL, a range of local authority mandatory courses are provided to new and acting headteachers. These include health and safety related courses, safeguarding, human resources related courses, and financial management. All headteachers are required to attend update training at regular intervals (this has been affected by the pandemic). Additionally to the mandatory courses that set out duties, expectations, and responsibilities, new and acting heads join a group led by an experienced headteacher. This provides new leaders with valuable opportunities to discuss common issues and concerns and collaborate on common work streams. There are also curriculum-focussed courses provided by our regional partner, Partneriaeth, and various teams within the Education Directorate, such as the Additional Learning Needs and Inclusion Team. Whilst not mandatory for headteachers to attend, SIAs can signpost the courses when they feel school leaders would benefit from attending.

3.2.6 A handbook to support new and acting senior leaders in schools is currently in development. This handbook will provide school leaders with advice and local authority officer contact details.

3.2.7 The Principal School Improvement Adviser visits all new headteachers, usually during their first term in post. All new headteachers and acting headteachers in Swansea are assigned a mentor. The mentor will be an experienced headteacher from another Swansea school. In the first year, the mentor and mentee would be expected to meet every half term. In subsequent years, as appropriate, the mentoring role is likely to move to a less formal, if-and-when-necessary, approach. Additionally, all newly appointed (and acting) headteachers are expected to take part in the National New and Acting Headteacher Development Programme. This programme promotes highly effective leadership through self-evaluation and reflection, with national and

regional sessions provided on a range of leadership issues including wellbeing, collaboration, innovation, and professional learning. Each participant is allocated a leadership coach. All Swansea headteachers are supported by their SIA, other officers of the local authority, and peer headteachers as and when required.

4. Work Programme for 2022-23 – Future Items

4.1 *Attendance and Inclusion Policy*

The pandemic has had a notable impact on attendance and exclusions for schools in Swansea. This is a picture that is reflected nationally. Currently, schools adopt the attendance policy developed by ERW, and are supported by the Education Welfare Service where there are concerns around low attendance. As Partneriaeth has now replaced ERW as the regional partnership for education, it is timely to consider a single new strategy for inclusion, including promoting attendance, in order to provide support that meets the needs of all learners.

4.2 *Strengthened and Effective School Governance*

Governors provide a vital role for effective leadership in schools. In 2016, a scrutiny enquiry took place on ‘How the Council can ensure that school governors provide effective challenge for schools.’. It would be beneficial to review the current picture against the original recommendations made and if there are any further areas of development to support all governors across Swansea.

5. Integrated Assessment Implications

5.1 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.

5.1.1 The Well-being of Future Generations (Wales) Act 2015 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'.

- 5.1.2 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.
- 5.2 An IIA Screening has been completed (Appendix A) and as there are no specific equality issues relating to this report, there is no need to complete a full IIA report. Any policy agreed by the Education Corporate Delivery Committee will be subject to its own IIA.

6. Legal Implications

- 6.1 There are no specific legal implications associated with this report.
- 6.2 For the future work plan items, the Committee may wish to consider the Welsh Government Guidance: Inclusion and Pupil Support 2016 which provides guidance on producing frameworks for inclusive education and the development of attendance policies. Annex 1 (page 161) provides a checklist of considerations for inclusion related policies, and a similar checklist of considerations is included at Annex 3 (page 167) for attendance.

https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf

7. Financial Implications

- 7.1 There are no financial implications.

Background Papers: None

Appendices: Appendix A – IIA Screening