



**Report of the Cabinet Member for
Education Improvement, Learning & Skills**

Council – 25 January 2019

**Update on Progress for Education Department
Priorities 2017-2018**

Purpose:	For Cabinet to receive an update on the progress in meeting the priorities set for the 2017-2018 academic year and outline priorities set for 2018-2019 academic year.
Policy Framework:	Estyn Common Inspection Framework.
Consultation:	Legal, Finance and Access to Services.
Recommendation(s):	It is recommended that: 1) The progress update is noted.
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1. Introduction

- 1.1 All local authorities' education services for children and young people in Wales are inspected by Estyn under the Common Inspection Framework. Swansea Council was last inspected in June 2013 and the report was published in September 2013.
- 1.2 Previous reports provided updates on progress made on the recommendations from the 2013 inspection. This report and future reports will provide updates on new and emerging priorities, in accordance with the Council's Policy Commitments and the Estyn framework, New

Inspection Arrangements for the inspection of Local Government Education Services.

1.3 Following a self-evaluation using the Estyn Common Inspection Framework, five priorities were set for the 2017-2018 academic year and beyond. These were:

- Improve the quality of leadership, teaching and learning experiences and its impact on the outcomes of all learners
- Develop and implement a new ALN strategy and policy
- Develop and implement a wellbeing and behaviour strategy
- Further improve EOTAS provision to further raise standards of achievement and further improve reintegration back into schools
- Ensure all learning opportunities take place in safe environments

1.4 Progress on these priorities have been regularly reported to the Chief Executive's Improvement Board, the Cabinet Member for Education Improvement, Learning & Skills, the Education Strategy Group, and School Improvement Partnership and at headteacher meetings.

2. Progress on addressing the five priorities and further work required

Key to ratings:

Green – Very good progress, addressing the recommendation in nearly all aspects.

Yellow – Strong progress, addressing the recommendation in most aspects. Only minor aspects require further attention.

Amber – Satisfactory progress, addressing the recommendation in many aspects. A few significant aspects require significant attention.

Red – Limited progress, does not address the recommendation. All or many aspects still awaiting attention.

2.1 Priority 1: Improve the quality of leadership, teaching and learning experiences and its impact on the outcomes for all learners.

Status: Yellow

Summary

Successes

- Robust monitoring of all schools against national criteria completed. Primary schools now 50% green compared with 20% four years ago. Reduction of amber primary schools from 23% to 6% over last four years. There is a similar pattern in secondary schools. By the end of the 2017-2018 academic year there were no schools in a statutory Estyn category and during the first year of a new Estyn inspection cycle, Swansea's profile of inspection was good or better in nearly all schools
- Challenge advisers produced good-quality reports for support and monitoring visits. Estyn confirm high reliability of officers' pre inspection

reporting. Reports have helped schools evaluate their provision and plan for improvement, for example in the areas of literacy, whole-school self-evaluation, curriculum and sixth form provision

- Core visits have been used well to identify best practice – case studies on regional database of good practice (for example, pupil development grant, school-to-school work, teaching and lesson observations). In addition, Swansea has now produced its own directory of good practice to share as the majority of schools are categorised as highly effective schools
- A few schools causing concern continue to show improvement at a good pace, with Swansea schools supporting each other
- Additional support for schools with leadership capacity issues is mobilised quickly
- Good support for new teachers, foundation phase teachers and digital competence as well as subject co-ordinator networks afforded in Swansea
- Contextualised key stage 4 performance places Swansea schools within top five performing local authorities in 2017-2018
- Facilitation of the schools for schools principle for example, secondary leaders, primary deputy headteachers and best practitioners has grown to provide meaningful professional learning for school staff
- Middle leaders continue to benefit from good quality training co-ordinated by our consortium and delivered by strong school leaders from Swansea
- Facilitation of local support programmes for deputy and assistant headteachers has gathered momentum at secondary level
- Strong appointments have been made to the challenge adviser teams, starting from September 2018, including coverage for special/pupil referral unit and Welsh medium schools. Induction and training for the new challenge advisers has been successful covering aspects such as data, headteacher performance management, digital skills, evaluating leadership, post-16 and using LA and ERW systems
- Cynnydd work is gaining traction – Military Academy, for example, has benefitted many pupils
- Strong inspection outcomes continue in secondary schools, for example Bishopston, Olchfa, Bishop Vaughan, Crug Glas (follow-up) and Penyrheol. Similarly, the inspection profile of Swansea primary schools is strong, for example, Cwmrhydyceirw, Craigfelen, Cwm Glas, Terrace Road, Pennard and Pentre'r Graig. Morrision Primary School has been removed from Significant Improvement category. Tre Uchaf and Knelston were also removed from Estyn review because of strong improvements
- Secondary school networks have been strengthened with the introduction of SCASEN – Swansea's Curriculum and School Evaluation Network
- Review of sixth forms has provided a very useful evaluation for schools and the local authority with clear good practice to share and further areas for development. Messages identified resonate with Estyn's recent post-16 thematic survey

- Review of Ethnic Minority Achievement Unit has led to the implementation of a capacity building model delivery (January 2019) with significant sums being devolved for schools to use to ensure minority ethnic achievement supported by a small central team providing capacity building activity, monitoring of achievement, self-evaluation and support to schools with low numbers of EAL learners

Challenges

- ERW hiatus with the review and reform programme has created lack of clarity in areas such as next year's menu of support and provisional categorisation. Lack of awareness of the ERW cluster lead roles
- Avoiding duplication of resources available at local authority and central ERW
- New professional standards and new professional learning model require resources that the education improvement grant and regional school improvement grant do not cover
- New methods of service delivery required for Welsh support service provided to schools
- The move away from BTEC science in 2018 has been challenging. Despite overall triple and double science results being strong, finding a suitable course for less able pupils remains challenging. Options and best practice are being discussed in our curriculum and subject leader networks
- Readiness to deliver against Welsh Government's national mission

Further work required

- Implementation of new teaching and leadership standards
- Enabling professional learning versus delivering training
- Follow up on the findings from the Post-16 review (e.g. replacement for UCAS progress) and keep abreast with national "consistent measures" development
- Supporting schools to prepare for the draft version of the new curriculum and assessment framework, which will be available for schools in April 2019
- Review of services to Gypsy, Roma, Traveller learners to be completed and policy written to set out Swansea's principles and model of service delivery (March 2019)

2.2 Priority 2: Develop and implement a new ALN strategy and policy.

Status: Yellow

Summary

Successes

- Head of Additional Learning Needs Unit (ALNU) appointed and ALNU structure in place with appointment of acting principal psychologist

- Family liaison team is now working to role but still need to recruit to one post. There is evidence this is improving partnership working with parents/carers
- New contract for participation, engagement, advocacy and dispute resolution has been published for tender applications
- Challenger adviser and performance specialists (CAPS)/ ALNU leads have met and produced a broad ALN training plan, which has been circulated to schools
- ALN Innovation funding secured to provide WellComm packs in all primary schools and offer training to aid early identification intervention
- Outreach team hosted by Penybryn is providing capacity-building support to schools with pupils with autistic spectrum disorder (ASD) and severe and complex needs. Evaluations show this has been successful in maintaining learners in mainstream
- Gower College Swansea are engaging with the local authority with regard to the ALNET Bill implementation and with the ERW transition strand of the innovation fund. Successful inspection outcome regarding ALN
- LA/School strategy group has met to discuss the transition from statements to individual development plans (IDPs) to include the impact this has on formula funding
- Significant progress made regarding interim arrangements to provide extra specialist places and a paper approved for Cabinet following consultation with key stakeholders
- Attendance and presentation at Welsh Education Law Conference attended by Welsh Government and Children's Commissioner
- Continuing engagement with regional working group to influence planning and provide and receive support
- Engagement events with additional learning needs co-ordinators (ALNCos) and heads regarding the ALN Strategy held in April
- Commissioning review reaching closure
- Meetings with regional Transformation Lead arranged and Readiness Survey completed
- Allocations of transformation grant have been received which are favourable to Swansea
- ALN Strategy and Implementation Plan drafted for sign off by CMT 28.11.18
- ALN Strategic Board date of first meeting - 3 December 2018 - and members agreed
- Monthly surgeries with legal colleagues have already mitigated £20,500 of costs
- Tribunal appeals are down on the same period last year.
- Key appointments of the Provisions Officer and Family Liaison Officer are contributing to improving strategic capacity
- Discussions started with FEI and Early years colleagues re integrated responses to meeting ALN

Challenges

- There are still significant demands for specialist placement and provision, which could further fuel Tribunal appeals and potential out of county placements
- Overspend predicted on out of county and one to one budgets
- Band B proposals for a new special school have are at risk because WG may not be able to fund the MIM projects across Wales. This means proposals for a new special school are likely to be pushed to Band C. This requires fresh thinking about interim arrangements to expand places in current provisions and settings in Swansea
- Significant challenges posed by the ALNET Act 2018 for schools and FEIs particularly with regard to preparing and maintaining IDPs and the role of the ALNCo. Significant culture change required. Early years provision is also a key challenge
- Recent Tribunal directions have placed the authority at risk of significant backdated costs related to historical placement in independent schools in Swansea. It has been advised that we seek advice from counsel to mitigate this risk

Further work required

- Formation of an ALN Strategy Group and appropriate reporting arrangements
- Development of a local implementation plan for the ALNET Act 2018 that links to regional themes and priorities
- Development of Band C proposals and interim arrangements to improve specialist provision across Swansea
- Terms of reference and reporting arrangements for ALN Strategic Board to be agreed

2.3 Priority 3: Develop and implement a wellbeing and behaviour strategy.

Status: Yellow

Summary

Successes

- Meetings of the Behaviour and Wellbeing Strategy Working Group have been convened
- Definition of Well-being has been agreed
- Framework for the Strategy has been agreed
- Objectives and principles agreed
- Integrated Well-being Strategy drafted and presented to Family Support Continuum Steering Group
- Framework will allow a structured mapping of provision and intervention
- Models of service delivery have been agreed
- Attended and facilitated workshop of the ADEW Well-being In Education Conference

- Examples of integrated working have been worked through in detail and will be implemented between the PRU, Evolve and TAF. (X-Ref PRU update)
- Identified bottom up good practice and now clear there is appetite to share good practice across schools and agencies
- Secured project support for the strategy's development
- A model of Wellbeing has also been developed
- Integrated Well-being Strategy drafted

Challenges

- The process of consulting and implementing the strategy will require a cultural shift
- There is extensive communication and engagement activity to agree the strategy
- Agreeing roles and responsibilities of key staff will be sensitive

Further work required

- Re-launch of Wellbeing Strategy Group securing representation from key stakeholders including Health
- Setting of priorities and actions over the coming academic year and medium term
- Approval of Well-being Strategy

2.4 Priority 4: Further improve EOTAS provision to further raise standards of achievement and further improve reintegration back into schools.

Status: Yellow

Summary

Successes

- Increased number of pupils being re-integrated back to mainstream. As a result of the work of the Halfway House team, and the commitment of schools to support the re-integration of pupils with SEBD, we have achieved the highest number of pupils returning to mainstream from the PRU this year. Previous re-integration figures are as follows:
 - 2015-2016 Total number of pupils fully re-integrated = 3
 - 2016-2017 Total number of pupils fully re-integrated = 8
 - 2017-2018 Total number of pupils fully re-integrated = 21, with nearly all of these pupils having come off the roll of the PRU completely and the remainder to come off roll by October 2018. This figure equated to approximately 40% of pupils in the Primary and KS3 SEBD provision
- Overall numbers across the KS4 provision are in line with the reduced target due to the success of devolving funds to mainstream provision to better support KS4 pupils with SEBD
- New leadership structure demonstrating early positive impact in overall improved standards of teaching. Improved quality of teaching and learning across the PRU and increased number of lessons judged as

good or better through lesson observations – improvement from less than 40% good or better in Summer 2017 compared to over 80% good or better by summer 2018

- Target of 70% of KS4 pupils passing the WBQ Skill Challenge Certificate achieved – with 70.6% (24/34 passing)
- Overhaul of KS4 SEBD provision resulting in a bespoke curriculum offer for every pupil, encompassing a choice of traditional GCSEs along with SWEET, WBQ and a wide range of vocational qualifications
- Improved synchronicity between the PRU and BST enabling continuity of support to be provided to schools and Young people during transition points
- Behaviour Policy and Plan drafted
- KS4 Curriculum offer reviewed
- Workforce Planning subgroup of the Management Committee formed to discuss structure of PRU for implementation November 2019
- Pivotal training and champions now in place to implement and embed a new approach to behaviour management
- Staff and partners response to KS4 has been excellent and shown good integrated working relationships

Challenges

- Significant number of pupils admitted to the PRU demonstrating high level of challenge in terms of violence and aggression, impacting on exclusion and attendance statistics at key stage 3 and key stage 4
- Managing the limitations of the buildings and its impact on our curriculum development and the curriculum offer for pupils eg no designated, fit for purpose DT, Science or PE facilities
- Tackling underperformance of a minority of staff
- Estyn inspection due in January 2019
- Closure of Brondeg site due to fire safety concerns
- Changes in policy, staffing roles and teaching arrangements have placed strain on staff delivering the KS4 curriculum along with the closure of Brondeg
- Closure of Brondeg has reduced capacity to offer 25 hrs to learners at KS4

Further work required

- Continued partnership work with Poverty and Prevention to provide intensive training to enable current Pathways Team to undertake new roles, and implement new systems effectively
- Implement and embed a new and agreed approach to behaviour management across the whole PRU provision, to improve ethos, attendance and consistency, and provide a more consistent approach to promoting positive behaviour and managing challenging behaviour
- Review the roles and responsibilities of the Pathways Lead workers, and Develop new model for agreement of Support Team for Schools in line with model agreed in the Cabinet Paper 2016

- Review the curriculum offer across KS4, and revise organisation of teaching to provide a bespoke approach to individual pupils, based on core subject/skill areas alongside a broad and relevant choice model
- Development of a new LA Behaviour Policy aligned to the draft Well-Being Policy principles and aims
- Approval of Behaviour Policy and Plan
- Options for new PRU structure agreed
- Consultation on options completed by March 2019

2.5 Priority 5: Ensure all learning opportunities take place in safe environments.

Status: Yellow

Summary

Successes

- Successful appointment of Education Looked After Children Co-ordinator in April 2018
- Positive feedback following the Swansea Governors Conference held on 10 May 2018
- All published deadlines for school admissions for Reception and Year 7 for September 2018 met
- No safeguarding issue identified in any Swansea school inspected this academic year
- Successful appointment of Education Child Protection and Safeguarding Officer in July 2018
- Maintaining Swansea overall position for school attendance for 2017-2018 as seventh in Wales. Particularly significant given the comparison in demographics of the higher-ranking authorities
- The appointment of an Inclusion Officer, a newly created post, to work as part of a continuum of support to reduce pupil mobility and ensure managed moves, exclusions and PSPs are monitored and used appropriately

Challenges

- A period of induction for key officers new to post
- High levels of sickness and maternity leave within Education Welfare Team impacting upon ability to process Fixed Penalty Notices for poor school attendance
- The transition to a cluster model to meet the PDG LAC funding requirements while ensuring no underspend

Further work required

- Working group in place to consider the introduction of Think Safe ambassadors to relating to raising awareness and reducing instances of child sexual exploitation

- Undertaking an audit of pupil mobility trends to identify areas for improvement, development and ensuring a consistent approach across Swansea schools
- Working group in place to consider the best use of the LAC PDG to ensure grant requirements are met and the best provision is delivered

3. Priorities for 2018-2019 Academic Year

- 3.1 Following a thorough self-evaluation using the New Inspection Arrangements guidance and evaluation of last year's priorities, the following priorities have been set for the 2018-2019 academic year:
- Improve teaching and learning with a particular focus on reducing inequalities for the most vulnerable
 - Improve leadership and school governance
 - Work in partnership to develop a sustainable education system
 - Embed the new ALN, wellbeing and behaviour strategies
 - Ensure all learning opportunities take place in safe environments

4. Equality and Engagement Implications

- 4.1 Whilst there are no specific equality and engagement implications associated with this report, some specific areas of work resulting from the recommendations will be subject to the Equality Impact Assessment (EIA) process (which incorporates the UNCRC). For example, an EIA report has been developed for the EOTAS review.

5. Financial Implications

- 5.1 There are no immediate financial implications arising from this report, although a number of the actions referred to could result in additional expenditure at a future time. This does not mean that additional resources will be made available and it should be assumed that future spending needs will need to be contained within existing budget provision and have full and due regard to the budget principles set out in 'Sustainable Swansea – Fit for the Future' and the medium term financial plan.

6. Legal Implications

- 6.1 There are no immediate legal implications associated with this report.

Background Papers:

Common Inspection Framework

<https://www.estyn.gov.wales/inspection/inspection-explained/common-inspection-framework>

Estyn Guidance for the inspection of Local Government Education Services

<https://www.estyn.gov.wales/inspection/inspection-guidance/local-government-education-services>

City and County of Swansea LAESCYP Inspection Report 2013

<http://www.estyn.gov.uk/download/publication/291263.7/inspection-report-city-and-county-of-swanse-2013>

Annual self-evaluation of Local Authority Education Services for Children and Young People, 2017

www.swansea.gov.uk/estyninspections

Appendices: None