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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



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dewis iaith.*

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Annwyl Cyngorydd,

PWYLLGOR CRAFFU TESTUN 1

Cynhelir Cyfarfod Pwyllgor Craffu Testun 1 yn Siambr y Cyngor, Swyddfeydd Dinesig, Stryd Yr Angel, Penybont Ar Ogwr CF31 4WB ar **Dydd Llun, 3 Chwefror 2020** am **14:30**.

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Canlyniadau Addysgol 3 - 58
Gwahoddedigion:
Lindsay Harvey – Cyfarwyddwr Corfforaethol – Addysg a Chymorth i Deuluoedd
Cyngorydd Charles Smith – Aelod Cabinet - Addysg ac Adfywio
Nicola Echanis – Pennaeth Addysg a Chefnogaeth i Deuluoedd
Michelle Hatcher, Rheolwr Grŵp Cynhwysiant a Gwella Ysgolion
Andrew Williams, Rheolwr Gyfarwyddwr Cynorthwyol Consortiwm Canolbarth y De
Andy Rothwell, Uwch Ymgynghorydd Her, Consortiwm Canolbarth y De
Hannah Castle, Prifathro, Ysgol Gyfun Cynffig - Cadeirydd Fforwm Cyllideb Ysgolion
Neil Clode, Prifathro, Ysgol Gynradd Llangewydd - Is-gadeirydd Fforwm Cyllideb Ysgolion
Andrew Slade, Prifathro, Ysgol Uwchradd Porthcawl - Cadeirydd Cymdeithas Penaethiaid
Uwchradd Pen-y-bont ar Ogwr
Kath John, Prifathro, Ysgol Gynradd Brackla - Cadeirydd Ffederasiwn Cynradd Pen-y-bont ar Ogwr
Meurig Jones, Prifathro, Ysgol Gyfun Gymraeg Llangynwyd - Cynrychiolydd Ysgol Ganolig Cymru
Jeremy Evans, Prifathro, Ysgol Heronsbridge - Cynrychiolydd Ysgol Arbennig
Angela Keller, Prifathro, Ysgol Uwchradd Gatholig Archesgob McGrath - Cynrychiolydd Ysgol Ffydd
Jeremy Phillips, Prifathro, Ysgol Gynradd Litchard - Cynrychiolydd Ysgol Gynradd

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4. Trosolwg a Chraffu - Adborth o Gyfarfodydd 59 - 64
5. Diweddariad Rhaglen Gwaith 65 - 72
6. Materion Brys
I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â Rhan 4 (pharagraff 4) o'r Rheolau Trefn y Cyngor yn y Cyfansoddiad.

Yn ddiffuant

K Watson

Prif Swyddog – Gwasanaethau Cyfreithiol, Adnoddau Dynol a Rheoleiddio

Dosbarthiad:

Cynghowrwyr

TH Beedle

JPD Blundell

NA Burnett

RJ Collins

PA Davies

SK Dendy

Cynghorwyr

J Gebbie

T Giffard

M Jones

KL Rowlands

B Sedgebeer

RME Stirman

Cynghorwyr

JH Tildesley MBE

KJ Watts

A Williams

AJ Williams

Cynrychiolwyr Cofrestredig

Tim Cahalane – Eglwys Gatholig Rufeining

Ciaron Jackson – Sector Ysgolion Cynradd

Rev. Canon Edward Evans – Yr Eglwys yng Nghymru

Lynsey Morris – Sector Ysgolion Uwchradd

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

3 FEBRUARY 2020

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

EDUCATIONAL OUTCOMES

1. Purpose of report

- 1.1 The purpose of the report is to present the Committee with the educational outcomes for 2018–2019 for the foundation phase, key stages 2, 3 and 4, and post-16 in Bridgend schools.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 This report relates to the following corporate priorities:

- **Supporting a successful economy** – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.
- **Helping people to be more self-reliant** – taking early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **Smarter use of resources** – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

3. Background

- 3.1 The following report evaluates the educational performance in Bridgend schools for 2018–2019.
- 3.2 The content of this report is different to previous years due to Welsh Government introducing significant changes as to how schools and local authorities report performance measures and how they should be used.
- 3.3 Teacher assessment can be used for information purposes only, for example, to develop school improvement policies, but not for school accountability purposes below national level. Welsh Government will no longer provide All-Wales Core Data Sets (Performance) for foundation phase, key stage 2 and key stage 3.

- 3.4 The introduction of interim performance measures for key stage 4, which move away from threshold percentages to a points-based system, means that meaningful comparisons with previous years' data is very difficult. This is compounded by changes to exam boundaries and entry patterns.
- 3.5 There has been no change to the collection process and schools still have to report data to Welsh Government. Data will be shared with local authorities and consortia, who have systems in place to analyse data, but comparison with other local authorities and consortia will not be possible.
- 3.6 It is now inappropriate to publish school-level data for foundation phase, key stage 2 and key stage 3 in a public report.
- 3.7 In 2019, the performance of pupils achieving at least the expected level in foundation phase, key stage 2 and key stage 3 has fallen nationally, regionally and locally in all core subjects. This reflects the changes to the purpose of assessment data: the focus has shifted back to individual learners and the identification of school improvement priorities – a school-level focus.
- 3.8 The three-year percentage of pupils of statutory school-age eligible free school meals (eFSM) for Bridgend is 18.2% and for Wales is 17.8% (source All-Wales Core Data Set 2018–2019). There is a strong correlation between eFSM and educational performance; as a result, Bridgend would be challenged to perform to the national average. This is because the level of deprivation in Bridgend is slightly greater than that nationally. eFSM is a proxy indicator of deprivation.
- 3.9 **Appendix A** contains tables with headline data for key stage 4 and post-16.
- 3.10 This report should also be considered within the context of Estyn's inspection of Bridgend's local government education services in March 2019, which highlighted many of the performance strengths of the local authority as well as identifying areas for further development. The full Estyn inspection report can be found at **Appendix B**.
- 3.11 To support members in understanding the changes to performance measures, Central South Consortium (CSC) and the local authority ran an update session for all elected members in September 2019. A copy of this presentation can be found at **Appendix C**.

4. Education outcomes, challenge and support

Foundation phase

- 3.1 Pupil outcomes in nearly all core areas of learning, at both the expected and higher outcomes, are above the national averages.

- 4.2 This year's results in the foundation phase reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The all-Wales average for the Foundation Phase Outcome Indicator (FPOI) has reduced by 2.6 percentage points (pp) to 80.0%.
- 4.3 The main reason for the decrease is the implementation of new outcomes in the Foundation Phase Assessment Framework that have been used in language and mathematics. The higher expectations to achieve an outcome 5 is the most significant factor in the change to outcome.
- 4.4 The gap in performance between boys and girls for the FPOI has increased in the most recent year due to the performance of boys falling at a faster rate than girls, similar to the all-Wales average.
- 4.5 The gap in performance between eFSM and nFSM pupils has increased for the FPOI in the most recent year, with the performance of eFSM falling at a much faster rate than that seen for nFSM pupils, similar to the all-Wales average.

Key stage 2

- 4.6 The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects.
- 4.7 At the above-expected level, performance has fallen for all performance measures, but the local authority remains either above or in-line with the national averages.
- 4.8 The gap in performance between boys and girls for the core subject indicator (CSI) has decreased in the most recent year, with the performance of boys increasing while the performance of girls has decreased.
- 4.9 The gap in performance between eFSM and nFSM pupils has increased in the most recent year. The performance of nFSM pupils has improved while the performance of eFSM pupils has decreased in the most recent year.

Key stage 3

- 4.10 Bridgend performance for the CSI dropped this year and is just below the national average.
- 4.11 Performance at the expected level is below the national average for nearly all performance measures. However, performance at the above-expected level is above the national average for nearly all performance measures.

- 4.12 The gap in performance between boys and girls has increased in the most recent year due to boys' performance falling at a faster rate than the decrease seen in girls' performance.
- 4.13 The gap in performance between eFSM and nFSM pupils has increased in the most recent year, with the performance of eFSM pupils falling at a much faster rate than that seen for nFSM pupils.
- 4.14 **English:** Performance has decreased at both the expected level and expected level plus in the most recent year but has increased for expected level plus two. Performance is above the national average at the above-expected levels but is below the national average the expected level.
- 4.15 **Cymraeg:** Performance has decreased at all levels in the most recent year, with performance being below the national average at all levels.
- 4.16 **Mathematics:** Performance has decreased at all levels in the most recent year. Performance is below the national average at the expected level but is above the national average at above-expected levels.
- 4.17 **Science:** Performance has decreased at all levels in the most recent year. However, performance is above the national average at all levels in the most recent year.

Key stage 4

- 4.18 Significant changes have been made to the key stage 4 performance measures in 2018–2019.
- 4.19 New performance measures have been introduced that use average points scores for interim performance measures of literacy, numeracy, science, Capped 9 Points Score (C9PS) and Welsh Baccalaureate Skills Challenge Certificate (WB SCC).
- 4.20 Each GCSE grade is allocated a points score as follows:
- A* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16, U = 0
- 4.21 Welsh Government also introduced the use of 'first entry' for any qualification for performance measures in 2019, which removes the ability to look at trends where performance measures appear the same between 2018 and 2019.
- 4.22 Local authority performance for the interim performance measures at key stage 4 show that all indicators are in-line with the regional average and above the national average with the exception of average science points score.

- 4.23 Capped 9 Points Score (3+6) is just over 8 points above that seen nationally, which equates to just under one point per subject on average above the national average points score.
- 4.24 The average literacy points score for the local authority is 0.8 points above the all-Wales average.
- 4.25 The average numeracy points score for the local authority is 0.2 points above the all-Wales average.
- 4.26 The gap in performance of the average science points score between local authority and Wales is 0.6 points, but the local authority is below the national average for this measure.
- 4.27 Local authority performance for the Welsh Baccalaureate Skills Challenge Certificate (WB SCC) is 0.5 points below the national figure.
- 4.28 The performance of boys in the local authority is stronger than the performance of girls, when both groups are compared against the national averages.
- 4.29 For each of the new interim measures, girls' performance is above that seen nationally for C9PS, average literacy points score, and average WB SCC points score, but performance in the average points score for numeracy and science are below the national average.
- 4.30 Boys' performance in the local authority is above the national average for all measures with the exception of average science point's score, which is only 0.1 point below the average value.
- 4.31 The gap in performance between boys and girls is smaller for the local authority than seen nationally for all five interim performance measures, with the average points score in numeracy being very similar for both groups of pupils in 2019.
- 4.32 The performance of eFSM pupils in the local authority is positive when compared to the performance of eFSM nationally, with the local authority exceeding the national average for C9PS, average literacy points score and average WB SCC points score, and being within one point for average numeracy and science points scores.
- 4.33 The performance of nFSM pupils is either in-line with or above the national average for all interim performance measures with the exception of average science points score.
- 4.34 The gap in performance between eFSM and nFSM is narrower for the local authority than seen nationally for three of the five new performance measures. Only the numeracy and science measures have a wider gap, but this remains within 0.6 points of the national difference.

4.35 No comparisons are included in this section of the report for key stage 4 legacy measures.

Post-16

4.36 Level 3 Threshold has fallen in the most recent year to 97.9%, but remains above the national average of 97.8%

4.37 Improvements are evident for 3A*–A grades in the local authority, which has increased to 10.8%, the highest level seen since 2016, but this continues to be below the national average in the most recent year.

4.38 Performance in 3A*–C grades has fallen in the most recent year by 4.7pp to 51.8% and continues to be below the national average.

4.39 Average wider points score has increased in the most recent year and is now above the score seen in 2017, but this is still below the points score seen in 2016. In the most recent year, the local authority continues to be below the national average for this measure.

4.40 Boys' performance in the local authority is lower than boys' performance seen nationally, with all indicators falling in the most recent year.

4.41 Girls' performance has increased for all indicators over the most recent academic year (except for Level 3 Threshold). However, girls' performance exceeds the national average for Level 3 Threshold but is below the national average for all three other performance measures.

Education outcome data – Strengths

4.42 Foundation Phase outcomes remain above all-Wales averages.

4.43 Improved performance of key stage 2 outcomes when compared to regional and all-Wales averages.

4.44 Under the new interim performance measure at key stage 4, the local authority has performed well, generally in line with regional averages and above all-Wales averages.

4.45 Under the new interim performance measure at key stage 4, the gap in performance between eFSM and nFSM is smaller than the national average.

4.46 Under the new interim performance measures, boys' performance at key stage 4 is better than the all-Wales average.

Education outcome data – Areas for development

- 4.47 Continue to improve literacy performance in key stage 2.
- 4.48 Improve key stage 4 science performance to be as good as or better than the all-Wales average.
- 4.49 Improve post-16 at A*-C measure to be as good as or better than the all-Wales average.
- 4.50 Close the gap in performance between eFSM and nFSM pupils at all phases and stages.
- 4.51 Improve the pace of progress in schools causing concern.

Challenge and support provided by CSC

- 4.52 In 2018–2019, Bridgend Local Authority contributed £605,892 towards the core functions of CSC. In addition to its core costs, this has provided funding for 10 challenge advisers (3.55 full-time equivalent (FTE)) plus support from an Accelerated Progress Lead (0.15 FTE effective from September 2018) and a Senior Challenge Adviser (1 FTE).
- 4.53 Seven schools were inspected during 2018–2019
- 4.54 Of the seven schools inspected:
- one was asked to write an excellent practice case study;
 - two schools were placed in a follow-up category of 'Estyn Review';
 - no schools were identified as having important weaknesses that outweigh the strengths; and
 - no school required 'special measures'.
- 4.55 Of the schools inspected in previous years, four schools remain in an Estyn follow-up category (ie two schools requiring 'special measures' and two in Estyn Review). This is a significant reduction from the eleven schools in September 2018.
- 4.56 Elected members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve.
- 4.57 During 2018–2019, CSC continued to work closely on behalf of the local authority to monitor the progress of the schools in need. Of the 60 schools (ie 59 schools and the pupil referral unit) in Bridgend, 3 schools required a 'red' level of support and 4

schools required an 'amber' level of support. 31 schools required 'green' support and 22 required 'yellow' support.

- 4.58 Challenge advisers continue to have a relevant educational background and provide good-quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed.
- 4.59 Challenge advisers have continued to commission bespoke support and intervention from the wider support teams within CSC. This was identified by Estyn during the local authority inspection of March 2019.
- 4.60 Provisional categorisation outcomes for 2019–2020 identify that improvement has been sustained and continues across the local authority within both the primary and secondary sector. The final categorisation outcomes will become public in spring 2020 following a national verification process.
- 4.61 36 schools, comprising of the primary and secondary sectors within Bridgend, have accessed professional development programmes provided by Hub schools across the region. 11 Bridgend schools involved in providing support as part of the school-to-school sharing effective practice also known as the Hub programme in 2018–2019 were:
- Professional Learning – Pencoed Primary School, Heronsbridge Special School and Ysgol Cynwyd Sant;
 - Foundation Phase Alliance – Cefn Glas Infants School and St Mary's and St Patrick's Catholic Primary School;
 - Welsh 2nd language – Afon-Y-Felin Primary School;
 - English and literacy – Bryntirion Comprehensive School, Pencoed Comprehensive School and Porthcawl Primary School; and
 - Lead Practitioners – Ysgol Gyfun Gymraeg Llangynwyd and Pencoed Comprehensive School.
- 4.62 The following schools were identified as Welsh Government Pioneer Schools for the development of Curriculum for Wales:
- Heronsbridge Special School;
 - Maesteg School;
 - Mynydd Cynffig Primary School;
 - Oldcastle Primary School;
 - Pencoed Comprehensive School;
 - Porthcawl Comprehensive School;
 - St Mary's Catholic Primary School; and
 - Ysgol Cynwyd Sant.

- 4.63 Nearly all Bridgend schools have been involved in cross-regional School Improvement Group (SIG) working.
- 4.64 During 2018–2019, SIGs, including nearly all Bridgend schools, have focused on the new curriculum, Welsh Baccalaureate, five A*/A, foundation phase, self-evaluation, literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and Digital Competence Framework (DCF), assessment, science, wellbeing and closing the gap. SIGs are reviewed annually and have to provide an impact report against their priorities twice a year in order to be funded.
- 4.65 CSC has invested heavily in leadership provision in the 2018–2019 year. For Bridgend schools, this has included opportunities to support another school with leadership capacity, leadership of school-to-school provision and direct leadership programmes. Of these:
- two headteachers have undertaken the New to Headship Programme;
 - four senior leaders have completed the Aspiring Headteacher Pilot Programme;
 - one deputy headteacher has completed the Improved Leadership Skills for Deputy Headteachers Programme; and
 - eight have successfully completed the National Professional Qualification for Headteachers (NPQH) qualification.
- 4.66 Seven teaching assistants completed the Higher Level Teaching Assistant Qualification, and a further 20 completed the Aspiring Higher Level Teaching Assistant programme.
- 4.67 Support for schools is prioritised following a strategic analysis of regional needs. This is reviewed on a termly basis as information and priorities emerge.
- 4.68 Schools receive intensive support for core subjects as agreed with each school's challenge adviser, and progress is fed back to school through a strategic evaluation for improvement statement and to the local authority director in the termly performance report.
- 4.69 GCSE foundation subject qualifications are supported through Lead Practitioner networks, which provide opportunities for schools to collaborate on joint practice development and share effective strategies and resources.
- 4.70 CSC aligns Hub school programmes to support regional needs and they broker professional learning opportunities for schools requiring improvement across the regional professional learning offer.

- 4.71 Intensive school-to-school support is facilitated through requests for additional capacity funding from Hub schools and lead practitioners to support targeted improvement activities in more vulnerable schools.
- 4.72 All red and amber support schools have a bespoke package, recorded within a support plan. Key improvement objectives are identified, and regular school improvement forums are held to judge the impact of the support in enabling the school to meet its objectives.
- 4.73 A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports.
- 4.74 Each term, CSC prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.
- 4.75 CSC continues to take a lead role in the development of the Curriculum for Wales; working with Pioneer Schools, Welsh Government and in partnership with the other regional consortia across Wales. The work has included:
- Supporting the regional Pioneer Network to share approaches through regular meetings and events to facilitate broader knowledge of the reform programme;
 - Visiting all Pioneer Schools to monitor compliance with their core brief and overall value for money against the grant;
 - Facilitating regional dissemination from Pioneer School practitioners to all partner (non-pioneer) schools, 'Creating the climate for change';
 - Funding release time for Curriculum for Wales leads in all partner schools to engage;
 - Supporting innovation in networks of schools to work collaboratively in support of curriculum reform. Over 150 schools have benefited from additional bespoke project funding;
 - Providing and collating key information and resources for all schools to begin to consider the implications of reform;
 - Supporting the identification and appointment of additional contributing schools to support the development of areas of learning experiences (AoLE) frameworks;
 - Integrating Curriculum for Wales priorities into nearly all Hub programmes;
 - Prioritising the development of digital learning and the integration of the DCF across the curriculum through Curriculum Hub programmes, lead practitioner sessions, network meetings and teach meets;
 - Coordinating the work of the Professional Learning Pioneers to undertake professional inquiry to test the emerging AoLE frameworks in association with Higher Education Institute (HEI) partners;
 - Designing an online readiness tool which supports school self-evaluation of actions and activities to support reform;

- Analysing regional support priorities emerging from the completion of the readiness tool;
- Supporting challenge adviser understanding of reform through routine updates and providing a summary of key features of 'readiness' to support their school visits;
- Refining the professional learning offer to support all schools' readiness;
- Facilitating 'change management' masterclass sessions for headteachers. 150 senior leaders across the region have benefited from professional input from Agile Change Management Ltd;
- Sharing a series of training presentations for use within all schools to disseminate key messages to all staff and providing bespoke support for school Curriculum for Wales leads;
- Sharing a 'menu of support' to raise awareness of professional learning opportunities for practitioners across the region;
- Facilitating opportunities for key message updates to headteachers at regional briefing sessions;
- Supporting middle-leader engagement in curriculum reform through termly subject-level network meetings;
- Producing a summary to update school governing bodies, including an overview of suggested questions for governors;
- Supporting a cross-regional working group to shape consistent priorities across Wales aligning to the National Approach for Professional Learning;

4.76 During the course of 2018–2019, 105 governors attended mandatory training held at various locations around Bridgend.

Additional support requested through the Local Authority Annex

4.77 In 2018–2019, additional funding was provided to support Bridgend specific priorities via the Local Authority Annex. The funding allocated was £19,449.

4.78 In 2018–2019, the funding was used to fund activities as part of the Bridgend Festival of Learning.

4.79 Stakeholders commented on the success of the Festival of Learning during the local authority Estyn inspection in March 2019.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

6.1 There are no equality implications directly attached to this report.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment provides a comprehensive summary of the outcomes expected from the implementation of the service.

Long-term	Supports the improvement of standards and outcomes in schools.
Prevention	Monitoring school performance allows the local authority to identify trends over time and to identify areas of good practice to be shared to help raise standards and to identify areas for school development via consortia and local authority support as well as through the refinement of school improvement plans, helping to ensure that recommendations identified are addressed and acted upon to secure school improvement, preventing standards from slipping.
Integration	Monitoring and acting upon the overall school performance report is key to ensuring that outcomes for schools are achieved thus helping to support a successful economy.
Collaboration	The local authority works closely with schools, Estyn and with the Central South Consortium (CSC) to deliver the well-being objectives related to school improvement. The local authority receives the overall data reports from CSC and from Welsh Government and this informs the work conducted by CSC to deliver the support for school improvement services.
Involvement	This area of work involves all stakeholders in school improvement. The local authority works closely with CSC to identify strategic areas for improvement and on how best to support schools. Schools work closely with Challenge Advisers from CSC to refine their improvement plans or post-inspection action plans and to identify strategic support from the local authority, CSC and elsewhere (as required) reflecting the diversity of stakeholders involved in aspects of school improvement.

8. Financial Implications

8.1 There are no financial implications directly associated with this report.

9. Recommendation

9.1 It is recommended that the committee:

- Notes the contents of the report; and
- provides comments in respect of the report.

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Appendix A: Headline results across Bridgend LA 2018-2019

No performance measures for Foundation Phase, Key Stage 2 or Key Stage 3 will be included in this section due to the changes introduced by Welsh Government in relation to using this data for accountability purposes below a National level.

Provisional data for Key Stage 4 is included below as is subject to change when final validated information is published towards the end of the Autumn Term 2019.

Provisional 2019 Results

New Interim Performance Measures

	Bridgend	Central South Consortium	Wales
Capped 9 Points Score	362.4	361.4	353.3
Av Pts Literacy	39.8	39.6	39.0
Av Pts Numeracy	37.3	37.3	37.1
Av Pts Science	36.1	36.7	36.8
Av Pts WB SCC	36.9	37.0	36.4

Legacy Measures

	Bridgend	Central South Consortium	Wales
Level 1 Threshold	93.2	93.1	92.7
Level 2 Threshold inc EWM (*)	53.2	55.0	53.8
5A*-A	20.5	20.4	18.1

(*) including Literature

Please note that the legacy measures are not directly comparable to previous years, and therefore no historical information is provided in this report.

Key Stage 5 – Provisional Results

	Bridgend	Central Consortium	South	Wales
Level 3 Threshold	97.9	98.2		97.8
Average Wider Points Score	697.0	740.0		737.3
3A*-A	10.8	14.7		13.1
3A*-C	51.8	58.3		57.6



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales



WALES **AUDIT** OFFICE

SWYDDFA **ARCHWILIO** CYMRU

A report on

**Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB**

Date of inspection: March 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Bridgend County Borough Council

Bridgend County Borough Council is located in South Wales and has a total population of 144,288. The local authority maintains 60 schools. There are 48 primary schools, including four that provide Welsh-medium education. There are nine secondary schools including one Welsh-medium school. In addition, there are two special schools and a pupil referral unit.

The interim chief executive took up his post in January 2019 and the corporate director for education and family support was appointed in March 2017. The council leader has been in his role since October 2016 and the main portfolio holder for education services took up this position in May 2017. The local authority's last inspection was in October 2012.

Bridgend is one of five local authorities in the Central South Consortium joint education service for school improvement.

In 2018-2019, the Council's net education budget is approximately £108 million. The delegated school budget per pupil is the fifth lowest of all local authorities in Wales.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Bridgend is noted below:

- Over a three year average, 18.1% of pupils aged five to fifteen are eligible for free school meals, slightly higher than the Wales average of 17.9%
- 7.7% of pupils aged five and over are fluent in Welsh, which is lower than the Wales average of 16.2%
- 6.0% of pupils are from ethnic minorities, lower than the Wales average of 11.0%
- 20.2% of pupils have special educational needs, lower than the Wales average of 22.6%
- 131 children per 10,000 were looked after by the local authority in 2018, which is higher than the Wales average of 102 children per 10,000

Summary

Senior officers and elected members share a clear vision for education in Bridgend. The authority's approach of collaborative working across services areas and with schools, known as 'Team Bridgend', is effective, in particular in improving support for vulnerable learners. Schools are integral to decision-making processes about education. The local authority's allocation of resources to its education services and schools reflects the high priority given to education in the corporate plan.

Overall, pupils in Bridgend make good progress between the statutory school ages of five and sixteen. Standards at key stage 4 in secondary schools over the last three years compare well with those in similar local authorities. However, standards in sixth forms in schools compare less favourably with the national average. Outcomes for primary-aged pupils are not as strong as for those in secondary schools, particularly in literacy. Across the local authority, children and young people make a very positive contribution to influencing decisions that affect them. The local authority provides them with well-structured processes and activities and they engage well.

School improvement officers in the local authority work well with officers and advisers from the regional consortium to support schools to improve. This support is generally effective, although the pace of progress in schools causing concern is too slow. The local authority has a strong commitment to meeting the needs of pupils with emotional, social and behavioural difficulties and provides a good range of services to support schools and pupils.

The authority's self-evaluation process is well established across the directorate, and takes good account of contributions from its stakeholders, including school leaders and pupils. This enables managers to evaluate the quality of services, taking into account a wide range of perspectives.

Recommendations

- R1 Raise standards of literacy in primary schools
- R2 Improve outcomes for post-16 learners in sixth forms
- R3 Increase the pace of improvement in schools causing concern
- R4 Strengthen the role of the Welsh Education Strategic Forum to ensure timely progress in delivering the priorities identified in the Welsh in Education Strategic Plan

What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should update its plans within three months of the publication of the inspection report.

Estyn will invite the provider to prepare a case study on its work in relation to young people's involvement in decision-making processes in schools and the local authority, for dissemination on Estyn's website.

Main findings

Outcomes

Overall, pupils in Bridgend make good progress between the statutory school ages of five and sixteen. Standards at key stage 4 in secondary schools over the last three years compare well with those in similar local authorities, including standards in English or Welsh and mathematics. The proportion of pupils who achieve five A* or A grades or equivalent is considerably higher than in similar local authorities.

Over the last three years, the proportion of primary schools that are judged by Estyn inspectors to have at least good standards is below the average in Wales. In particular, inspectors have often noted weaknesses in pupils' literacy skills in primary schools.

Pupils who are eligible for free school meals perform well compared to those in similar authorities and the average in Wales. Pupils with special educational needs perform broadly in line with the average in Wales. The progress of other vulnerable groups of pupils, for whom reliable information exists, is usually at least in line with national averages. However, young offenders do not make enough progress in their education.

Standards in sixth forms in schools, particularly when taking account of pupils' prior attainment, compare less favourably with the national average. The proportion of pupils achieving the level 3 threshold has been slightly above the Wales average for the last three years. However, the average wider points score and the proportion of pupils achieving three A* or A grades are lower than the national averages, and the gap in performance when compared with the national average has been widening over the last three years.

A small proportion of young people develop useful skills and achieve nationally recognised accreditations through activities provided in non-formal settings by youth support services.

Over the last three years, the proportion of Year 11 leavers known not to be in education, employment or training has almost halved, and, at the end of 2017, was broadly in line with the Wales average. Vulnerable pupils have benefited greatly from the valuable range of projects offered across the local authority to support them, contributing to this reduction. For example, a five-week summer holiday programme for key stages 3 and 4 pupils is linked to the 'Inspire to Achieve' project run successfully by youth workers with external partners such as Careers Wales. Through early identification, these projects help to keep pupils at risk of becoming not in education, employment or training motivated and engaged. This engagement includes, for example, enjoying the range of activities offered in the summer programme from quad biking through to music workshops, where pupils develop important life skills such as team working and reliability. Nevertheless, at the end of 2017, a higher proportion of the local authority's Year 11 pupils' destinations on leaving school was unknown compared with the national average.

Attendance in primary schools has remained above the Wales average for the last three years, while the rate in secondary schools has been either in line or above this average for the same period. In both primary and secondary schools, the percentage of pupils who are persistent absentees is below the Wales average for the last three years. The attendance of vulnerable groups compares favourably with local and national averages over this same period.

The number of permanent exclusions has increased over the last three years. In 2017, 12 pupils were permanently excluded from primary and secondary schools, which represents a higher rate than the national average. The rate of fixed-term exclusions of five days or less is below the Wales average for two out of the last three years, but the rate of more than five days is above it for these three years.

Across the local authority, children and young people make a very positive contribution to influencing decisions that affect them made by their schools and the local authority. The local authority provides them with well-structured processes and activities and they engage well. Young people know their contribution is valued and makes a difference. For example, the youth council has taken the lead for the local authority addressing 'period poverty' through its schools. Members of the council worked with local authority officers to design, conduct and analyse a survey across all schools on this aspect, and they presented their findings in a written report for elected members. As a result, posters have been distributed to every school in the local authority and free sanitary products made available.

Across the local authority, children and young people benefit from useful opportunities to develop healthy and safe attitudes. For example, in 2018, the local authority early years and childcare team piloted the Welsh Government funded 'school holiday enrichment programme' for vulnerable groups in primary schools. The three-week programme included daily healthy meals, which parents, carers and families attended one day each week. This initiative, which the local authority plans to repeat and expand in 2019, helped children to improve their social skills and confidence, and strengthened family engagement.

The local authority puts into action beneficial strategies to improve children's and young people's mental and emotional health and wellbeing. These strategies include a youth mental health first aid programme, which is being rolled-out across all schools and the youth service, and community-based counsellors for youth support services in addition to school-based counsellors. The local authority's 'Festival of Learning' in 2018 brought together representatives from all school councils on the learners' forum day to consider 'What makes children happy in school?' These views are helping to inform decision-making in this area in individual schools and the local authority.

Education services

Under Inspection Area 2, Estyn sets local inspection questions that are relevant to each local authority. Local inspection questions focus on education services that relate to the local authority's current strategic priorities or result from information that Estyn has about education services in the local authority.

How robustly does the local authority challenge the performance of schools and ensure that schools receive appropriate support to help them improve?

School improvement officers in the local authority work well with officers and advisers from the regional consortium to support schools to improve. The 'Team Bridgend' approach introduced in 2017 emphasises collaborative working both between schools and between schools and local authority officers. It has established a collective responsibility for improving outcomes for all learners within the local authority. This approach has resulted in closer working amongst schools. For example, cluster schools work together to share effective practice and focus on a common issue such as boys' literacy or pupils' emotional wellbeing.

The local authority's 'School Improvement Group', consisting of senior officers and elected members, reviews schools causing concern regularly. They also take timely decisions about appropriate local authority intervention in these schools to bring about improvements by issuing, for example, warning notices or appointing temporary leaders and new governors. The local authority provides appropriate support to all non-maintained settings for children who are below statutory school age. However, this support is not available in Welsh for Welsh-medium nonmaintained settings.

In most cases, officers and challenge advisers know their schools well. They identify their strengths appropriately and provide effective support to help them to improve. However, in a few instances, challenge advisers working with schools have not recognised important shortcomings or the need for school leaders to make significant improvements.

There are a few primary schools in statutory categories following inspection. The local authority and the regional consortium provide support for these schools but the pace of improvement has been too slow. In these schools, while the local authority is dealing appropriately with issues about leadership and governance, important areas such as weak teaching take too long to improve. This has a negative impact on the progress that pupils in these schools make and the standards they achieve.

Challenge advisers undertake a good range of monitoring activities during their visits to schools. For example, they observe lessons, carry out learning walks, listen to learners and look at their books. In the most useful instances, they carry out this work with members of the school's leadership team in order to provide opportunities for meaningful discussion about the progress that pupils are making. This process identifies aspects of schools' work that need improvement. For example, a learning walk conducted by a challenge adviser identified the need to improve teaching in the foundation phase. As a result, school leaders focused well on this area and brought about improvements in a timely manner.

In schools that require additional help, challenge advisers plan support packages, which incorporate support from the specialist literacy and numeracy teams from the regional consortium. In addition, accelerated progress leads provide bespoke support for schools, for example to secondary school mathematics departments. Support programmes for schools focus appropriately on key areas for improvement such as improving reading and the quality of teaching. Although challenge advisers collect a good range of first hand evidence when they monitor this support, evaluations focus heavily on data and provision rather than the standards pupils achieve and the progress that they make.

How well does the local authority work with schools to improve the attainment of pupils eligible for free school meals?

The local authority has identified improving the attainment of pupils eligible for free school meals as a priority. Raising the attainment of this group of pupils is an objective in the education directorate business plan and reducing the gap in performance between pupils who are eligible for free school meals and those who are not is a strategy they share with the regional consortium. Officers track the gap in attainment over time of pupils at key stage 4 and set appropriate targets to reduce this. However, their emphasis on tracking and reducing the gap is not always useful as the gap can close due to the underperformance of pupils who are not eligible for free school meals. Overall, pupils who are eligible for free school meals perform well compared to those in similar authorities and the average in Wales.

Improving the attendance of pupils eligible for free school meals has also been a priority over the last three years. This focus has helped to raise the attendance levels of pupils eligible for free school meals in both primary and secondary schools to be above the average for Wales.

Challenge advisers work with schools to ensure that activities funded with the pupil development grant are designed well to meet the needs of pupils. They also help schools to share effective practice in the use of the grant. A few schools use the grant to provide enrichment opportunities for more able or talented pupils, for example to pay for music provision or sports equipment. However, overall the provision for more able pupils eligible for free school meals is limited.

In 2018, the local authority carried out a pilot programme to provide healthy meals, food and nutrition education and physical activity during the school summer holidays. Officers recognise the value of this programme in improving the wellbeing of pupils eligible for free school meals and are providing opportunities to deliver the programme to an increased number of children in 2019.

How effective are the local authority's strategies to improve outcomes for more able and talented young people?

Improving provision to support pupils who are more able and talented is a priority in the local authority, but their plans to improve outcomes for these pupils are at an early stage of development. Currently, they do not focus sharply enough on improving outcomes in primary schools or in supporting pupils' wellbeing across schools.

The proportion of pupils who achieve A* and A grades at the end of key stage 4 compares well with those in similar authorities. Officers and challenge advisers have a secure understanding of the secondary schools that support the attainment of more able pupils particularly effectively. In these schools, there are good processes for the clear and timely identification of pupils' strengths and the setting of rigorous targets. There is robust monitoring and tracking of pupils' progress. However, in the primary phase, officers and challenge advisers do not have a sufficiently accurate picture of the quality of provision or the progress more able and talented pupils make because they do not draw on a broad enough range of evidence when making their evaluations.

Many more able and talented pupils in sixth forms benefit from the local authority's involvement in the Seren network. This provides a helpful programme of support for high achievers across the region. Through the programme, the most able pupils attend academic workshops, listen to inspirational talks and receive support for university applications. This has helped to raise pupils' aspirations and to increase the number receiving offers to study in leading universities. Officers hold regular reviews in schools with sixth forms to analyse and discuss pupils' progress, and to challenge them to improve outcomes in particular subjects, such as science and mathematics. However, this has not led to sufficient or sustained improvements in the A level performance of more able pupils.

The Bridgend Music Service provides many worthwhile enrichment opportunities to nurture pupils' musical abilities including residential courses and expert teaching in various groups appropriate to their stage of development. The most talented pupils participate in regional and national events, such as the Urdd National Eisteddfod and the National Music for Youth Festival. These experiences build their confidence and help them to develop their performance skills to a high level. The music service student ambassador programme helps musicians to develop broader skills, including leadership, for example by conducting ensembles in rehearsals and concerts, and by mentoring younger musicians. The ambassadors plan and deliver events with external partners and community groups, which helps them to learn about arts administration and to develop beneficial team working, communication and organisational skills.

Recently, the local authority has developed an appropriate longer-term strategy to improve outcomes for more able and talented pupils, which takes good account of national initiatives. There are suitable collaborative arrangements in place with the regional consortium to progress actions. These include the roll out of a programme of professional learning for each cluster of schools to support those teachers with a whole-school responsibility for improving provision for pupils who are more able and talented.

Overall, the local authority does not communicate its strategy for improving provision and outcomes for this group of pupils sufficiently well. In many cases, schools are not clear that this is a directorate priority and they do not know what support is available to them. In general, across the local authority, very few schools share what works well in improving provision for more able and talented pupils.

How well does the local authority meet the needs of learners with emotional, social and behavioural difficulties?

The local authority has a strong commitment to meeting the needs of pupils with emotional, social and behavioural difficulties and provides a good range of services to support schools and pupils. Officers work well with schools to identify the key areas they need to address and have improved processes and provision to meet the needs of these learners. However, their evaluation of the effectiveness of these services is at an early stage of development.

The Educational Psychology Service and the Behaviour and Wellbeing Team provide useful preventative strategies, training and support to schools. The local authority has strengthened the role of its pupil referral unit (PRU) and special school for pupils

with emotional, social and behavioural difficulties in supporting teachers in mainstream schools. This work makes a positive contribution to pupils' attendance and wellbeing across the authority.

The Vulnerable Groups Team provides a valuable single point of contact for schools with concerns over pupils' needs. This team provides consistent information and effective advice to schools about how to access services and training and supports the local authority's graduated response to pupils' needs well. The collaborative working relationship between the Vulnerable Groups Team and the Children's Social Care Service is a strength. In addition, the team's improved approach to working with other services, such as the Early Help Community Hubs, supports schools well to meet the needs of vulnerable learners effectively.

The local authority's Access to Education Panel provides a pivotal role in decisionmaking on placements and support for all vulnerable learners, including those with emotional, social and behavioural difficulties. This process is a strength. The Director of Education and Family Support chairs the panel meetings, which involve a wide and relevant membership, including primary and secondary school representation. Schools are clear about the process for referral to panel and the transparent outcomes of panel decisions.

How well does the local authority support looked after children and young carers to make good progress in their learning?

There are around 300 school age pupils currently looked after by the local authority, a slight increase from the previous year. The Vulnerable Groups Team is the single point of contact for all agencies involved with looked after pupils. This team has strengthened the co-ordination of provision and staff training to support these pupils. For example, the team delivers the Children Looked After Friendly Schools programme to staff in all schools.

The local authority collects the attainment levels for looked after pupils in Years 11 and 13 and outcomes for pupils at Years 2, 6 and 9, based on statutory teacher assessments or external examinations. However, the local authority does not monitor, track and report effectively on the progress of looked after pupils. The present information system is not sufficiently sophisticated to support officers to evaluate progress from pupils' initial starting points and over time.

In January 2019, there were 218 known young carers in schools in Bridgend. The Vulnerable Groups Team has established good working relationships and information sharing with the Children's Social Care Service to provide relevant training and support to the schools that young carers attend. Young carers in secondary schools have an identity card that helps to give them a higher profile within their schools. School staff have started to do more to support the particular needs of this group of learners, for example by providing opportunities to complete homework in school. However, local authority officers do not have a strong enough understanding of the progress that young carers make or the impact of services on the outcomes that they achieve.

How effective is the local authority's work to improve school attendance and reduce exclusions?

The local authority has a strong focus on improving attendance and reducing exclusions. Its vision and priorities for attendance reflects the local context well. The strategy highlights the broad principles for improving attendance in Bridgend, the role of the local authority, the role of parents and the work of the education welfare officer. It also provides useful examples of multi-agency working in the authority, for example in undertaking truancy patrols.

Education welfare officers (EWOs) work effectively within Early Help Community Hubs. These hubs are located across Bridgend and support a multi-agency approach in ensuring that appropriate support is available for pupils and families. Other staff involved include social workers, police officers, behaviour support teachers and youth workers. EWOs visit schools regularly to identify and monitor pupils causing concern and agree appropriate follow-up actions with the school.

EWOs contribute well to effective 'Team around the School' group meetings. This group includes representatives from safeguarding, inclusion, police and youth justice. These monthly, school-based meetings are effective in identifying and responding to the needs of children and young people.

Attendance panel meetings involve parents, EWOs and school staff. They explore how to support and improve pupils' attendance and result in appropriate action plans which are monitored by the school. The Vulnerable Groups Team identify pupils causing concern in relation their attendance or behaviour at an early stage and intervene as needed.

Attendance in both primary and secondary schools compares well with that in similar local authorities. However, the work being undertaken in the authority on exclusions has not had sufficient impact on overall exclusion rates.

Leadership and management

Senior officers and elected members share a clear vision for ensuring effective education provision in Bridgend. They communicate this vision well across the local authority, throughout the directorate, and to stakeholders and partners. The local authority has identified three core priorities, which are clearly defined in its corporate plan. These priorities provide a sound base for the directorate's plan for improving education. The corporate plan reflects relevant national and local priorities well, including the Well-being of Future Generations Act, and takes good account of the local needs of children and young people.

The education and family support directorate business plan builds well upon the corporate plan and its priorities. The business plan, developed in partnership with schools, identifies a further three key priorities. These suitable priorities are reflected clearly in its team 'road maps', group plans, individual performance plans, and also in all school cluster plans.

Within the business plan, each objective has clearly defined progress indicators and measurable actions for improvement. Timescales are specific and realistic with lead

officer responsibilities clearly identified. Although actions contain limited incremental measures for tracking progress towards completion, the directorate and corporate monitoring systems provide good opportunities to identify slippage, or emerging risks.

The authority's self-evaluation process is well established across the directorate, and takes good account of contributions from its stakeholders, including school leaders and pupils. This enables managers to evaluate the quality of services, taking into account a wide range of perspectives. The outcomes from this process give managers and elected members good information about the work of the directorate and help managers to address issues raised and allocate resources appropriately. However, the authority does not always make best use of all of the information it has available and relies too much on headline outcome indicators.

The directorate has an effective working group structure, which brings a focused and collaborative approach to managing a wide range of issues. These groups enable officers to exchange information easily and seek collaborative solutions to emerging problems. For example, there is close monitoring of schools causing concern through the School Improvement Group, the resolution of issues for individual pupils through the Vulnerable Groups Team and emerging financial risks are considered by the financial monitoring board.

Although the authority's ruling political group does not have an overall majority, the effective cross-party working enables the authority to continue to deliver its strategy for education. Elected members have a good understanding of education issues and work well with officers to bring about improvement. Members are involved in the work of the directorate through regular engagement with many of the working groups.

Reports to elected members contain useful information and help elected members to understand the key issues. Officers generally present information to members clearly, for example performance data. However, the key implications arising from this information are not always highlighted clearly enough to help elected members focus on the most important issues.

The authority communicates well with its key stakeholders, including headteachers, parents and external agencies, and takes good account of their views. In particular, the authority has a culture of listening carefully to, and taking account of, the views of children and young people. The authority's participation strategy enables children and young people to influence effectively important issues and decisions. For example, large numbers of pupils in both primary and secondary schools contributed to the public consultation about future budget cuts across the local authority.

The local authority's approach of collaborative working across services areas and with schools, known as 'Team Bridgend', is effective. Schools are integral to decision-making processes about education. Headteachers contribute directly to planning, which means agreed actions meet headteachers' expectations. This helps the local authority to ensure its plans meet strategic objectives, and address emerging risks.

The local authority has a good relationship with the regional consortium, and contributes well to its management, governance and scrutiny. The inclusion of the consortium's lead challenge adviser within the local authority's senior management

team leads to regular dialogue about, and agreed responses to, school performance issues. Over time the local authority has worked well with the consortium to ensure its schools have the most appropriate challenge advisers working with them.

The education and family support directorate identifies well emerging and ongoing risks, and the risk management process effectively assesses and prioritises these. Risks identified as high are properly escalated through the corporate management structure and shared within the directorate and across the authority. Risks with financial implications are communicated appropriately to the corporate finance team.

The local authority has agreed principles that inform its school reorganisation and planning process. It has improved its approach to statutory consultation about school reorganisation, and it is now more effective in consulting with parents, pupils, staff and local communities. The local authority has also learned from recent experience, that they need to give greater consideration to the impact of new schools upon pupil numbers in neighbouring schools.

The local authority's delivery of its 2017-2020 Welsh in Education Strategic Plan (WESP) had a slow start. More recently, planning for increasing Welsh-medium provision has taken greater priority, and is gathering pace. The monitoring of the implementation of the WESP through the Welsh Education Strategic Forum has not been effective enough. Until recently, it had not met regularly enough to ensure that agreed actions take place in a timely manner.

The local authority's scrutiny arrangements were recently reviewed by the Wales Audit Office. They found that scrutiny is well run but needed to adapt to meet future challenges. The review proposed five areas for improvement, which were accepted by the local authority. The scrutiny committee for education has begun to adapt its work practice to take account of these.

Managers use the corporate performance management framework effectively to support and develop staff in their roles. There is a well-embedded cycle of performance review and timely reporting throughout the directorate. Staff feel valued and are clear about the outcomes they are expected to deliver in their roles.

The education and family support directorate manages complaints effectively. A new support unit has been established to co-ordinate responses. This has streamlined the process for complainants, and enables managers to review patterns of the concerns raised.

The directorate provides a wide range of professional learning opportunities for officers through the corporate Core Training Framework. Officers demonstrate a high level of commitment to their own professional development. Officers from individual service areas plan their own learning informed by their performance review and in line with service priorities. This results in a comprehensive range of opportunities that match well to staff needs. However, the directorate does not monitor fully the range and impact of training across all services.

The local authority's arrangements for safeguarding in education provision are appropriate and do not raise any cause for concern. Safeguarding issues relating to professional practice are managed well and reported as appropriate to senior managers. The local authority's leadership in safeguarding matters to its schools is good.

The local authority's allocation of resources to its education services and schools reflects the high priority afforded to education in the corporate plan. The authority has shown its commitment through taking decisions to protect schools' delegated budgets wherever possible at a time of budget reductions across other services.

The local authority has a sound corporate financial planning framework. The schools and authority work well together to understand the financial pressures they face in the short and medium term. There is regular and detailed monitoring of expenditure against budget within schools and in relation to budgets managed centrally within the local authority. Officers have a good knowledge of schools and understand the financial difficulties faced by schools. The local authority has used corporate contingency funding to address significant issues in the very few schools facing financial problems. The level of reserves held by schools is lower than in most authorities in Wales and, where necessary, an appropriate escalation process is in place to manage deficits.

The education directorate has a mixed track record in terms of achieving planned financial savings in recent years. Pressures in the inclusion and home-to-school transport budgets have also led to large overspends in the current financial year, potentially undermining savings being made elsewhere. There is an effective partnership with the School Budget Forum around the financing of schools, fostering a shared understanding across the authority that funding is distributed equitably to schools. The school funding scheme has been reviewed and updated over the last few months and the proposed changes are currently subject to consultation.

Copies of the report

Copies of this report are available from the local authority and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Changes to performance measures for 2019

Summer 2019

- **Our National Mission and CSC Business Plan 2019/20**
- **Changes for teacher assessment reporting at foundation phase, key stage 2 and key stage 3**
- **Interim performance measures at key stage 4**
- **Future national developments**

The strategic plan and direction


 ADDYSG CYMRU
 EDUCATION WALES
cefnhoadu ein cenedl | our national mission



Education in Wales: Our national mission

Action plan 2017-21





Consortiwm Canolbarth y De
 Central South Consortium
Gwasanaeth Addysg ar y Cyt
 Joint Education Service

Business Plan 2019 - 2020

Empowering schools to improve outcomes for all learners





BRIDGEND



CARDIFF



MERTHYR TYDFIL



RHONDDA CYNON TAF



VALE of GLAMORGAN

The overarching priorities for CSC for 2019/20 were agreed with the Joint Committee on the 19th December 2018.

1. **Develop a high quality education profession**
2. **Develop inspirational leaders to facilitate working collaboratively to raise standards**
3. **Develop strong and inclusive schools committed to wellbeing, equity and excellence**
4. **Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems**
5. **Provide professional learning opportunities to support the curriculum for Wales**
6. **Improve the effectiveness and efficiency of Central South Consortium**

For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.

The CSC Business Plan Priorities 1-4 align directly to the four enabling objectives in WG “Our National Mission”.

Interim Measures – rationale

1. The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales. Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

2. As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

Foundation phase, key stage 2 and key stage 3

The Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018

Consortium Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Page 41

● Main Changes:

- Teacher assessment can be used for information purposes e.g. to develop school improvement policies etc. **but not for school accountability purposes below national level.**
- There is **no change** to the collection process or, therefore, the information that WG will hold.
- Teacher assessment data below National level will be removed from all publicly available data sources:
 - My Local School
 - StatsWales website
 - Statistical Releases
- Comparative data for local authorities and regional consortia will not be available.

Implications for schools

The following information will no longer be available:

- DEWi Comparative Reports
- All Wales Core Data Sets (AWCDS)
- National Benchmarking Data (FP, KS2 and KS3)
- Family average comparisons (as previously included in AWCDS)

Information for schools from 2018/19

- For 2018/2019 the CSC will provide an interim evaluation of a school – “CSC *School on a page*” which will assist and support, where needed, school self-evaluation activities.

For 2018/2019 elected members can expect a reduced standard scrutiny report for teacher assessment outcomes. The main changes are:

- Removal of published LA data, LA comparisons and corresponding rank positions;
- Removal of the summary positions based on benchmark quarter summaries;
- Removal of any information published at individual school level for FP, KS2 and KS3 teacher assessment or Welsh National Tests.

Information will be available for:

- National Categorisation Support Categories
- Estyn inspection outcomes of schools
- Progress of schools in Estyn follow-up categories
- Progress of schools causing concerns
- Pupil progress information
- School engagement in the curriculum reform programmes

Key Stage 4 Performance Measures

Summer 2017

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)

Summer 2018

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)

Summer 2019 onwards

- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Average Points Welsh Baccalaureate Skills Challenge Certificate

Only the results of the first awarding of a complete qualification will count towards performance measures.

(*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score

“These different entry patterns are likely to impact on the final overall Wales results this summer, so care should be taken to make any meaningful year-on-year comparisons”

Source: Sendd blog written by Jo Richards, Executive Director of Regulation at Qualification Wales July 2019

Historical Performance Measures

- Information for historical performance measures will no longer be published by WG.
- This includes:
 - % Level 1 Threshold
 - % Level 2 Threshold
 - % Level 2+ Threshold
 - % 5A*-A

Summer Reporting 2019

The interim measures will be points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures published will be:

- The Capped 9 measures (3+6)
- Literacy measure (best of Language / Literature)
- Numeracy measure (best of mathematics / numeracy)
- Science measure (best of science)
- Welsh Baccalaureate Skills Challenge Certificate measure
- Points Score equivalents are:
A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

Capped 9 Points Score (3+6)

- The 'Capped 9' will now include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).
- The three core measures are given below:

Subject Areas	Learning Measure
Literacy	Best of English Language, Welsh First Language, English Literature or Welsh Literature
Numeracy	Best of mathematics or mathematics-numeracy
Science	Best of science

Interim Key Stage 4 Performance Measures

- *“The interim measures are very much transitional arrangements as we journey towards the new Evaluation and Improvement arrangements.”*
- *“Attainment against the Level 2 inclusive and the Level 1 measures will no longer be published for 2019... Therefore, in order to assist schools with monitoring progress against targets set for Level 2 inclusive and Level 1 attainment, in autumn 2019 we will provide schools with Level 2 inclusive and Level 1 attainment data in addition to the interim measures.”*
- [Source: WG LA Bulletin 6 and WG Letter to Headteachers](#)

The future of performance measures

Page 5
How performance measures, or any type of informative indicators, will be used and what they will look like is being fully reviewed and will be developed in the same vein.

This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum.

Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential.

[Source: WG LA Bulletin 6](#)

The future of performance measures

We will review and consider key aspects as we move forward, including:

- how to split accountability measures from data for self-evaluation*
- how to manage teacher workload as we develop the work*
- determining any progress measures with dependable baselines*
- giving consideration to the value of intermittent rather than end of career measures”*

[Source: WG LA Bulletin 6](#)

WG and WLGA

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers and Managing Directors of Regional Education Consortia (**16th July 2019**) stated that:

“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve.

*We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum **to avoid narrowing choice for learners...***

WG and WLGA

...Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance.

Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”

Future National Developments

- Estyn's role in the new evaluation and improvement arrangements in schools. Possible partial suspension of inspection for maintained schools from September 2020 to August 2021.
- National Resource for School Improvement: Being developed with Estyn, OECD and the profession. Draft guidance Autumn 2019. Final improvement process in 2020.

Future National Developments

- Outcomes of the WG Target Setting Consultation has been published and changes to Key Stage 4 requirements should be effective from September 2019.
- GCSE – Qualifications Wales (*) “As the draft curriculum has taken shape, we have been considering how we can make sure that qualifications continue to meet the needs of 16-year-olds once the new curriculum is introduced. Meeting the aims of the National Mission will require new qualifications to be available for first teaching from September 2025.”

[\(*\) Letter from QW to WG 12_2_2019](#)

Any other questions?

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO OVERVIEW AND SCRUTINY COMMITTEE 1

3 FEBRUARY 2020

REPORT OF THE CHIEF OFFICER – LEGAL, HR & REGULATORY SERVICES

OVERVIEW AND SCRUTINY – FEEDBACK FROM MEETINGS

1. Purpose of report

- 1.1 The purpose of this report is to present the feedback from the previous meeting of the Subject Overview and Scrutiny Committee 1 for discussion, approval and actioning.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1. This report assists in the achievement of the following corporate priority/priorities:

- **Supporting a successful economy** – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.
- **Helping people to be more self-reliant** – taking early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **Smarter use of resources** – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

3. Background

- 3.1. All conclusions, recommendations and requests for additional information made at Overview and Scrutiny Committee meetings are sent to Officers for a response to ensure that there are clear outcomes from each topic investigated.
- 3.2. These are then presented to the relevant Scrutiny Committee at their next meeting to ensure that they have received a response.
- 3.3. For Subject Overview and Scrutiny Committees (SOSC), when each topic has been considered and the Committee is satisfied with the outcome, the SOSC will then present their findings to the Corporate Overview and Scrutiny Committee (COSC) who will determine whether to remove the item from the Forward Work Programme (FWP) or to agree it remains an item for future consideration and prioritisation.

4. Current situation/proposal

- 4.1. Members will recognise that capturing and assessing the impact of Scrutiny is not an easy task as the outcomes of Scrutiny activity are not always tangible and able to be measured in a systematic way.
- 4.2. Whilst 'outputs' like the number of recommendations approved by Cabinet or accepted by Officers may shed light, this does not reveal the extent to which the substance of the recommendations were actually implemented and whether or not intended outcomes were achieved.
- 4.3. Sometimes there are no measureable outputs from Committee discussion yet the opportunity for Cabinet Members and Officers to reflect on proposed courses of action has influenced the way in which the proposal was implemented. It is important to reflect some of the intangible effects of Scrutiny and its ability to influence decision makers through discussion and debate.
- 4.4. With this in mind, during the Overview and Scrutiny Workshops held in May 2019, Members discussed the regular feedback received from Officers in relation to Scrutiny Committee recommendations and comments. Evidence presented at the workshops indicated that there was a gap in the Scrutiny process for the follow up and actioning of recommendations to Officers which made it difficult to evidence what impact each Committee had achieved.
- 4.5. As a result Members agreed that a more effective process for considering and following up on feedback was required and recommended that the FWP and the feedback from meetings be presented to Scrutiny Committees as two separate items. This would firstly give the feedback more importance on the agenda and also an opportunity for the Committee to consider it in more detail.
- 4.6. This process will also take into account a previous recommendation made by Wales Audit Office whilst undertaking a review of Scrutiny - 'for the Council to ensure that the impact of scrutiny is properly evaluated and acted upon to improve the function's effectiveness; including following up on proposed actions and examining outcomes'.
- 4.7. It is recommended that the Committee approve the feedback and responses to the comments and recommendations prepared by Members at the previous meeting (Attached as **Appendix A**), allocate Red, Amber and Green (RAG) statuses to each recommendation where appropriate and action the feedback as needed.
- 4.8. The RAG status would consist of the following:
 - Red – where there has been no response;
 - Amber – where Members consider the recommendation/comment requires follow up action, for example where a recommendation has been accepted but there would be a need for follow up to see if it has been implemented;
 - Green – where Members consider a suitable response has been provided and no follow up action is required.
- 4.9. The Committee would then monitor these RAG statuses on an ongoing basis and action as they see appropriate. For Amber statuses, it is proposed that updates be provided after six months to allow time for the recommendation to be implemented.

4.10. It is further recommended that this process be used to monitor any feedback from Cabinet in response to any pre-decision scrutiny items that are then presented to them and any further formal recommendations that are sent from Scrutiny to Cabinet.

5. Effect upon policy framework and procedure rules

5.1. The work of the Overview and Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend.

6. Equality Impact Assessment

6.1. There are no equality implications arising directly from this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1. The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial implications

9.1. There are no financial implications arising from this report.

9. Recommendation

9.1. The Committee is recommended to consider the attached feedback and Officer's responses (**Appendix A**) and:

- a) Allocate RAG statuses where appropriate;
- b) Make any further comments in relation to Officer's responses.

K Watson
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Background Documents: None

Plasnewydd Primary School

09 October 2019

Page 63

Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
<i>Members made the following recommendations</i>		
The Committee recorded its thanks to the Head and Chair of Governors for their contribution at the meeting.	Noted	
The minutes of this meeting be sent to the School Improvement Group and the Head of Plasnewydd Primary School.	Noted	
The Committee noted that the local authority and Central South Consortium continues to support Plasnewydd Primary School as it has done throughout the post inspection process, until it is deemed that the school no longer requires special measures.	Noted/Agreed	
The Committee noted the comments of the Head on the difficulties the school has in engaging with families and the barriers for parents in coming into the school as the school has an intake of pupils from a broad area which results in a lack of community cohesion within the school. The Committee noted the invitation made by the Corporate Director Education and Family Support that all members of the Committee will be invited to attend an event being held at the Hi-Tide where the Head of Pencoed Primary School will deliver training on community and parental engagement.	The invitation was offered by the Corporate Director (Education and Family Support) at the session.	
The Committee noted the invitation made by the Head of Plasnewydd Primary School for members of the Committee to make a visit to the school and should Members wish to do so to contact the Head to make those arrangements.	Noted. Elected members are respectfully asked to liaise with Scutiny Officers should a school visit be required.	
The Committee requested that it be advised by the Corporate Director Education and Family Support of the outcome of the next Estyn monitoring visit to take place on 31 October 2019 as soon as it was practicable and legal to do so.	The Estyn revisit took place during w/c 28 October 2019. Inspectors found progress at the school, in targeted areas, to be generally limited.	

<p>A request be made to the Cabinet Education and Regeneration to write to the Minister for Education to consider the effects of reducing budgets and the impact it has on the funding and provision of continuing professional development training for teachers which was provided through the WJEC.</p>	<p>This matter has been raised by elected members via WLGA directly with the Minister for Education.</p>	
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Forward Work Programme

<p>The Committee requested an update on progress as to whether the Wellbeing Survey completed by staff had been sent to school staff for completion.</p>	<p>The Corporate Director - Education and Family Support informed the Democratic Services Manager that a new staff survey will be sent to all staff and to include school staff towards the end of this year.</p>	
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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

3 FEBRUARY 2020

REPORT OF THE CHIEF OFFICER – LEGAL, HR & REGULATORY SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of the Report

- a) To present the items prioritised by the Corporate Overview and Scrutiny Committee including the next item delegated to this Subject Overview and Scrutiny Committee;
- b) To present the Committee with a list of further potential items for comment and prioritisation;
- c) To ask the Committee to identify any further items for consideration using the pre-determined criteria form;

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The key improvement objectives identified in the Corporate Plan 2018–2022 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 22 February 2018 and formally set out the improvement objectives that the Council will seek to implement between 2018 and 2022. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

3. Background

- 3.1 Under the terms of Bridgend County Borough Council's Constitution, each Overview and Scrutiny Committee must publish a Forward Work Programme (FWP) as far as it is known.
- 3.2 An effective FWP will identify the issues that the Committee wishes to focus on during the year and provide a clear rationale as to why particular issues have been selected, as well as the approach that will be adopted; i.e. will the Committee be undertaking a policy review/ development role ("Overview") or performance management approach ("Scrutiny").
- 3.3 The FWPs will remain flexible and will be revisited at each COSC meeting with input from each SOSC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

4. Current Situation / Proposal

- 4.1 Attached at **Appendix A** is the overall FWP for the SOSCs which includes the topics prioritised by the COSC for the next set of SOSCs in Table A, as well as topics that were deemed important for future prioritisation at Table B. This has been compiled from suggested items from each of the SOSCs at previous meetings as well as the COSC. It also includes information proposed from Corporate Directors, detail from research undertaken by Scrutiny Officers and information from FWP Development meetings between the Scrutiny Chairs and Cabinet.
- 4.2 The Committee is asked to first consider the next topic they have been allocated by the COSC in Table A and determine what further detail they would like the report to contain, what questions they wish Officers to address and if there are any further invitees they wish to attend for this meeting to assist Members in their investigation.
- 4.3 The Committee is also asked to then prioritise up to six items from the list in Table B to present to the COSC for formal prioritisation and designation to each SOSC for the next set of meetings.

Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend.
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.

Identification of Further Items

- 4.7 The Committee are reminded of the Criteria form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to ensure a strategic responsibility for Scrutiny and that its work benefits the organisation.

5. Effect upon Policy Framework & Procedure Rules

- 5.1 The work of the Overview & Scrutiny Committees relates to the review and

development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council constitution to be updated.

6. Equality Impact Assessment

6.1 There are no equality implications attached to this report.

7. Well-being of Future Generations (Wales) Act 2015 Implications

7.1 The Act provides the basis for driving a different kind of public service in Wales, with 5 ways of working to guide how public services should work to deliver for people. The following is a summary to show how the 5 ways of working to achieve the well-being goals have been used to formulate the recommendations within this report:

- Long-term - The approval of this report will assist in the Planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery
- Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet
- Integration - The report supports all the wellbeing objectives
- Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service, Elected Members and members of the public.
- Involvement - Advanced publication of the Forward Work Programme ensures that the public and stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

8. Financial Implications

8.1 The delivery of the Forward Work Programme will be met from within existing resources for Overview and Scrutiny support.

9. Recommendations

9.1 The Committee is recommended to:

- (i) Identify any additional information the Committee wish to receive on their next item delegated to them by Corporate Overview and Scrutiny Committee and any other items in the overall FWP shown in **Appendix A**;
- (ii) Prioritise items from the Forward Work Programme to be presented to the Corporate Overview and Scrutiny Committee for scheduling for the next round of Overview and Scrutiny Committee meetings;
- (iii) Identify any additional items using the criteria form, for consideration on the Scrutiny Forward Work Programme.

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Background documents

None

Scrutiny Forward Work Programme

The following items were previously prioritised by the Subject OVS Committees and considered by Corporate at its last meeting where the top three items were scheduled in for the next round of meetings:

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees	Prioritised by Committees
Page 69 05-Feb-20	SOSC2	Home to School Transport	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings: Update on pilot that school transport team proposing to run in Spring and Summer terms 2017-2018 - to support the enforcement of bus passes on home to school transport contracts. As part of this pilot, the Authority is also investigating opportunities to track the use of our school bus services by individual pupils. Update on Recommendation from BREP: The Panel recommend the need for the Authority to adopt a Corporate approach in relation to Home to School Transport maximising the LA's minibuses such as those used for day centres. It is proposed that this be supported by slightly amending the opening and closing times of day centres so that the buses can be available for school transport. Other aspects that could be considered include the exploration of whether school staff could transport children and young people instead of hiring independent drivers. To test and scrutinise the current licensing and school transport regime to gain assurances that it provides adequate protection against the potential of putting children and vulnerable children at risk from those who are in a position of trust. Changes to the DBS status of their employees to be scrutinised to ensure that children are not being put at undue risk. To provide robust scrutiny and recommendations on how the current regime can be improved. To provide assurances to the public and maintain public confidence in the system of school transport Report to include Update on the current arrangements of how licensing and school transport operates within the County Borough since the change in 2015 to the Police National Policy for disclosing non-conviction information to the local authority. Information to include a report from South Wales Police on its approach to disclosing information it holds about licencees following arrests, charges and convictions. What is the current relationship between the local authority's licensing and school transport departments in relation to the disclosure of information from South Wales police? Is there sufficient oversight on behalf of the local authority and a risk of contractors withholding information which may prejudice the continuation of their contract? Further proposed that Communities be invited to add to report and attend meeting to update Committee on safe routes assessment to determine what work has been undertaken since funding was allocated to this over a year ago.</p>		SOSC 2 Prioritised January 2020. Corporate Director prioritised February 2020.	Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Smith, Cabinet Member for Education and Regeneration Nicola Echanis, Head of Education and Early Help. Mark Shephard, Chief Executive; Robin Davies, Group Manager Business Strategy and Performance; Tony Hart, Senior Transport Officer Registered Reps Representative from Planning	
09-Mar-20	SOSC 1	Learner Travel	<p>Pre-decision item. For scrutiny to act as a consultee on the proposals on the review of Learner Travel before they are submitted to Cabinet.</p>			Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Robin Davies, Group Manager Business Strategy and Performance Possible Youth Mayor/Student Representative	
16-Mar-20	SOSC 2	Transformation Grant	<p>To provide an update on progress made on 'Accelerating the Pace of Change' for integrated services.</p>		Corporate Director proposed for March 2020	Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jackie Davies, Head of Adult Social Care; Andrew Thomas, Group Manager - Sports and Physical Activity Heidi Bennett, Chief Executive - BAVO Kay Harries, Health and Social Care Facilitator and Operation Manager; Carmel Donovan, Group Manager - Integrated Community Services Michelle King, Group Manager - Integrated Community Services Anthony Hughes, Cwm Taf LHB - Strategic and Operational Planning	
18-Mar-20	SOSC 3	Plastic Free Bridgend	<ul style="list-style-type: none"> • To receive an update on the previous recommendations made on 23 July 2018; • What items we procure that uses single use plastic; • What choices does that Authority have along with financial implications; • Where does the Authority's plastic go and what happens to it? • Update on role our of schemes across BCBC e.g. Love it, don't trash it. 			Janine Nightingale, Corporate Director - Communities Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services; Rachel Jones, Corporate Procurement Manager Pete Tyson, Group Manager - Commissioning Contracts & Performance Keep Wales Tidy;	
20-Apr-20	SOSC 2	Remodelling Children's Residential Services Project	<p>SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes.</p>			Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Laura Kinsey, Head of Children's Social Care;	

TABLE B

For prioritisation				
Item		Rationale for prioritisation	Proposed date	Suggested invitees
<p>Member and School Engagement Panel - Annual Report (For Information Only)</p>	Annual Update to - SOSC 1 on the work of the Member and School Engagement Panel		Report after March 2020	Spring term 2019 - Plasnewydd Primary School; Summer term 2019 - Ogmere Vale Primary School; Autumn term 2019 - Tynyrheol Primary School.
<p>Post 16 Education - Post Consultation</p>	Back to Scrutiny - Post Consultation		Corporate Director suggested Summer Term	Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Andy Rothwell, CSC Senior Challenge Advisor; Andrew Williams, Acting Managing Director CSC Youth Mayor? Andrew Slade, Association of Secondary Heads
<p>Empty Properties</p>	<ul style="list-style-type: none"> To consider the impact of the removal of the 50% discount, after a suitable period of time to allow it to have an affect; To receive evidence that demonstrates the 'Activity' of work that has been undertaken across the Authority given the crossovers and links this subject has with other services; To consider the pilot project mentioned by Officers where the Authority was looking to engage and work with RSLs to support property owners from a management perspective with the overall aim being to return a property back to use; To monitor the performance and outcomes of the strategy including scrutiny of the national PIs for empty properties contained within the Authority's Corporate Plan as well as any further underlying targets and expected outcomes related to the strategy; To consider how the Authority deals with property owners who persistently refuse to engage with the Council. To consider any future alternative strategy that relates to Commercial properties. 		Proposed for Dec 2020 following Cabinet Approval in Dec 2019.	Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Cllr Hywel Williams, Deputy Leader Helen Rodgers - Revenues Manager Lynne Berry - Group Manager Housing & Community Jonathan Flower - Senior Strategic Officer
<p>Emergency Accommodation</p>	<ul style="list-style-type: none"> To receive a more detailed option appraisal with reference to the replacement facility in Brynmenyn in the short, medium and long term including costings and timescales; To receive an update in relation to Members recommendation to explore the opportunity to utilise surplus Local Authority owned buildings; Members request a site visit to the Kerrigan Project direct access floor space facility that is managed by Gwalia. 		Corporate Director proposed that these items should be presented at the same time. Emergency Accommodation, Homelessness Strategy and Supporting People Grant.	Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Cllr Hywel Williams, Deputy Leader Helen Rodgers - Revenues Manager Lynne Berry - Group Manager Housing & Community Jonathan Flower - Senior Strategic Officer
<p>Homelessness Strategy</p>	<p>Members requested that the report include:</p> <ul style="list-style-type: none"> - Progress on implementation of the strategy; - Report to include information on vulnerable groups such as ex-offenders and care leavers. <p>Members raised questions in that Bridgend have 8 people sleeping rough but have 13 empty beds?</p>			Mark Shephard, Chief Executive; Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Lynne Berry, Group Manager, Housing & Community Regeneration; Joanne Ginn, Housing Solutions Team Manager.
<p>Supporting People Grant</p>	Following the implementation of the Homelessness Strategy, Members have requested to receive a further report on the Supporting People Grant and provide an update in relation to what steps have been implemented as recommended by the Independent Review undertaken.			Mark Shephard, Chief Executive Sue Cooper, Corporate Director Social Services and Wellbeing Martin Morgans Lynne Berry Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Ryan Jones, Supporting People Strategy Planning and Commissioning Officer
<p>Welsh Community Care Information Systems (Information Report)</p>	Corporate Director offered an to members on how WCCIS has developed over the last few years. Members agreed to receive this at a future meeting			NA
<p>Early Help and Family Support/Looked After Children and Reducing Strategy</p>	<p>Presentation provided to Corporate Parenting on the below issues.</p> <ul style="list-style-type: none"> Detail of the process for a child coming into care - From a referral being received to a decision being made; How is ongoing support established as well as any associated costs; How is the step down or step up process monitored? If individuals need support from more than one service (such as IFSS and Baby in Mind) how do services work together to monitor the individual? Historical data to enable Members to determine if there has been any progress made; Report to include clearer evidence of outcomes; More examples of case studies outlining processes, challenges and outcomes achieved; Members raised concerns regarding the freedom that schools have in the framework for teaching Personal and Social Education for preparing youngsters with Life Skills especially in Flying Start areas. Members therefore request details of what and how pupils are taught and how they monitor its effectiveness. <p>A report to be provided detailing position statement one year on. (May 2020)</p>		Corporate Director suggested 01/06/2020	Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Mark Lewis, Group Manager Integrated Working and Family Support; Sue Cooper, Corporate Director Social Services and Wellbeing; Laura Kinsey, Head of Children's Social Care;

Page 70

<p style="text-align: center;">ALN Reform</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 71</p>	<p>To receive an update on implementation on the act.</p> <p><i>Bill delayed by 1 year - update report only</i></p>		<p>September 2020 SOSC2 (Previously went to SOSC2 18/10/18)</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help. Michelle Hatcher, Group Manager Inclusion and School Improvement Elizabeth Jones, Additional Learning Needs Transformation, Central South; Denise Inger, Chief Executive Director SNAP Cymru; Caroline Rawson, Assistant Chief Executive Director SNAP Cymru Specialist Officer Post 16 Education & Training.</p>	
<p style="text-align: center;">Empty Commercial Property</p>	<p>Members requested that the report include: - Members understand that the Council are concentrating on domestic housing in the first instance when implementing the Empty Property Strategy, but have requested to receive a report on plans for empty commercial property when the timing is appropriate.</p>			<p>Mark Shephard, Chief Executive; Zak Shell, Head of Operations - Community Services</p>	
<p style="text-align: center;">Mental Health Strategy</p>	<p>Members requested that the report include: - Members acknowledged that the Council are compiling a Mental Health strategy and recommended that the Council take into account the statistic that 95% of emergency calls received by the police after 5.00pm are in relation to mental health. - Provide details on Section 136 <i>CAMHS to lead</i></p>			<p>Cllr Phil White, Cabinet Member – Social Services and Early Help; Lindsay Harvey, Corporate Director - Education and Family Support; Susan Cooper, Corporate Director, Social Services and Wellbeing; Representatives from CSP?</p>	
<p style="text-align: center;">Dementia Care</p>	<p>Members requested that this remain on the FWP to see what progress has been made since this last camee to Committee in April 2019</p> <ul style="list-style-type: none"> • An update on plans to enable alternative options for short break beds • Members have asked for an update in relation to carrying out dementia awareness training through Corporate Training; • Facts and figures on Dementia Care through Cwm Taf. 		<p>Corporate Director suggested 01/04/2020</p>	<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care;</p>	
<p style="text-align: center;">School Governing Bodies</p>	<p>MSEP expressed concerns over Governor training and whether it was sufficient enough to enable School Governors to carry out their role effectively. The Panel requested that this be investigated by Scrutiny with a view to a recommendation that Governor training be reviewed and improved to make it more effective and fit for purpose. Members proposed that a job description, for example, be provided when schools advertise for Parent Governors to ensure that the right people apply for the position and understand what is expected of them. At SOSC 1 on 29 April 2019, Committee also concluded the following in relation to comments from MSEP: • Due to the fact that there are currently approximately 41 vacancies for School Governors, Members recommend that the promotion and advertising for these appointments are considered; • That the proposed School Governor job description also include the days of scheduled meetings to outline what commitment the post would necessitate; • Due to training sessions being cancelled due to non-attendance, Members request that the promotion of School Governor training sessions is explored; • That a selection of School Governor representatives are invited to attend the meeting to provide their views. <i>(see responses to this feedback)</i></p>		<p>Corporate Director suggested Summer/Autumn Term</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Andy Rothwell, CSC Senior Challenge Advisor; Andrew Williams, Acting Managing Director CSC Robin Davies, Group Manager Business Strategy and Performance; Dawn Davies, Principal Officer Knowledge Management and Learners Cllr T Beedle, Chair of BGA</p>	
<p style="text-align: center;">Post Inspection Action Plan</p>	<p>Post Inspection Action Plan - recommendations * Termly Report on PIAP <i>From MSEP Plasnewydd</i> Include movement of pupils Based on evidence received, the Panel requested that a scoping exercise be carried out by Scrutiny Officers to determine whether there is an item suitable for Scrutiny in relation to the movement of pupils from Welsh Schools to English schools within the County Borough.</p>		<p>Corporate Director proposed late September 2020</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Michelle Hatcher, Group Manager Inclusion and School Improvement Andy Rothwell, CSC Senior Challenge Advisor; Andrew Williams, Acting Assistant Director CSC</p>	
<p style="text-align: center;">Strategic Review of Health & Safety Responsibilities</p>	<p>Practice , Policy and review of reported "near misses". - How many near misses have been reported? - How did we respond? - What lessons have been learnt? With reference to a recommendation made by BREP 2018 - The Panel request that an assessment of School Crossing Patrol and possible alternatives is included in this report Scrutiny Chairs have agreed to carry out an 'Information Gathering' exercise, interviewing representatives from schools, governors from schools and parents to present alongside the Officer report. Item to include information gathered from Scrutiny Chairs Research Group</p>		<p>Wait until after scrutiny research group completed</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Gary Squire, Health and Safety Manager Mark Shephard, Interim Chief Executive Hannah Castle - Secondary School Head Teacher representative Mr Jeremy Thomson - Primary school headteacher Representative</p>	
<p style="text-align: center;">Waste Management / Refuse Centres</p>				<p>Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services;</p>	

Youth Offending Service	Report to come to scrutiny to address inspection action plan			Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Susan Cooper, Corporate Director - Social Services and Wellbeing Representatives from Heath Service and SWP
	The following items for briefing sessions or pre-Council briefing			
	Specific Information to request			
Ford Engine Plant	The Committee discussed the possible job losses from the Ford engine plant in Bridgend and were pleased to know that the Council were readily available to support the employer and employees. Members request to revisit this topic at a future meeting when a decision has been confirmed to explore the wider implications of the closure of Ford engine plant.	Nov-19		
Cwm Taf Regional Working	Provide a overview of working relationships with Cwm Taf. How are we undertaking regional working?	Apr-20		
Changes to Education Outcomes	Update on how education outcomes are now being reported based on new WG legislation			