

Legal and Regulatory Services /  
**Gwasanaethau Cyfreithiol a Rheoleiddiol**  
Direct line / Deialu uniongyrchol:  
Ask for / Gofynnwch am: Andrew Rees

Our ref / Ein cyf:  
Your ref / Eich cyf:

**Date / Dyddiad:** 3 March 2016

Dear Councillor,

**CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE**

A meeting of the Children & Young People Overview & Scrutiny Committee will be held in the Council Chamber, Civic Offices Angel Street Bridgend CF31 4WB on **Wednesday, 9 March 2016 at 2.00 pm.**

**AGENDA**

1. Apologies for Absence  
To receive apologies for absence (to include reasons, where appropriate) from Members/ Officers.
2. Declarations of Interest  
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 01 September 2008 (including whipping declarations).
3. Approval of Minutes 3 - 10  
To receive for approval the minutes of the Children and Young People Overview and Scrutiny Committee of 5 January 2016.
4. Forward Work Programme Update 11 - 16
5. Looked After Children Provision 17 - 38

Invitees:

Cllr Huw David, Deputy Leader  
Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities  
Deborah McMillan, Corporate Director – Education and Transformation  
Nicola Echanis, Head of Strategy Commissioning and Partnerships  
Sue Roberts, Group Manager – School Improvement

6. Rota Visiting by Elected Members 39 - 46  
Invitees:

Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities  
Susan Cooper, Corporate Director, Social Services and Wellbeing  
Judith Brooks, Group Manager – Business Support

7. Nomination to Standing Budget Research and Evaluation Panel 47 - 50

8. Urgent Items

To consider any item(s) of business in respect of which notice has been given in accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

Yours faithfully

**P A Jolley**

Assistant Chief Executive Legal and Regulatory Services

**Distribution:**

Councillors:

PA Davies  
DK Edwards  
N Farr  
EP Foley

Councillors

CA Green  
PN John  
M Jones  
G Phillips

Councillors

RL Thomas  
C Westwood  
DBF White  
KJ Watts

MINUTES OF A MEETING OF THE CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE HELD IN COUNCIL CHAMBER, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON TUESDAY, 5 JANUARY 2016 AT 2.00 PM

Present

Councillor EP Foley – Chairperson

PA Davies  
PN John

DK Edwards  
M Jones

N Farr  
G Phillips

CA Green  
KJ Watts

Registered Representatives:

Mr K Pascoe

Officers:

Nicola Echanis  
Rachel Keepins  
Sarah Daniel

Head of Strategy Commissioning and Partnerships  
Scrutiny Officer  
Democratic Services Officer – Committees

Invitees:

Cllr Huw David	Deputy Leader
Cllr Hailey Townsend	Cabinet Member, Childrens Social Services and Equalities
Hannah Woodhouse	Managing Director, Central South Consortium
Paul Wolstenholme	Bridgend Link Advisor, Central South Consortium
Cllr Chris Elmore	Chair of Joint Committee, Central South Consortium
Mr Ben Blackwell	Headteacher, Pen Y Bont Primary School
Mr David Jenkins	Headteacher, Brynteg
Miss Andrea May	Assistant Headteacher, Brynteg

201. APOLOGIES FOR ABSENCE

Apologies for absence were received from the following Officers/ Members for the reasons so stated:

Councillor D B F White – Work Commitments  
Councillor R Thomas – Unwell  
Mr Tim Calahane – Work Commitments  
Mr William Bond – Unwell  
Rev Canon Edward Evans – Work Commitments

202. DECLARATIONS OF INTEREST

Declarations of Interest were received from:

Mr K Pascoe – Personal Interest in Item 5 and 6 as he is a casual consultant with Central South Consortium  
Councillor G Phillips – Personal Interest in Item 6 as his wife works as a supervisor for BCBC School Meals

203. APPROVAL OF MINUTES

RESOLVED: That the minutes of the Children and Young People Overview and Scrutiny Committee dated 4 November 2015 were

approved as a true and accurate record of the meeting, subject to the inclusion of Councillor CA Green's apologies being recorded.

204. FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer presented a report to the Committee on the Forward Work Programme for the Committee. She presented a list of items that were due to be considered at the Committee's meeting to be held on 21 January 2016 and sought information required for the subsequent scheduled meeting to be held on 9 March 2016. She also advised on further potential items for prioritisation by the Committee

Members asked if the issues that were identified relating to Children and Safeguarding in the Annual Improvement report 2014/15 could be linked into the Committees Forward Work Programme. The Scrutiny Officer confirmed that she would look to see how the issues could be linked in

RESOLVED: That the Committee:

1. Noted the topics due to be considered at the meeting of the Committee for 21 January 2016 and confirmed any specific information to be provided by the invitees listed or the Overview and Scrutiny Unit
2. Determined the invitees to be invited to attend and any specific information it would like the invitees to provide and any research that it would like the Overview and Scrutiny Unit to undertake in relation to its meeting for 9 March 2016

Revisited and considered the list of future potential items for the Committees Forward Work Programme and reprioritised as the Committee felt appropriate.

205. SCHOOL STANDARDS REPORT - FOUNDATION KEY STAGE 2 AND 3 KEY STAGE 4 OUTCOMES FOR 2015

The Scrutiny Officer introduced a report to Committee that provided Members with feedback on the school standards report for foundation Phase, Key Stage 2,3 and 4 outcomes for 2015

Members questioned the fluctuation in the three year trend and noted that there was information for improvement but questioned how this would be implemented. They questioned Officers on how the stats compared to other areas in the Consortium and asked also if the Foundation Phase had been identified as an area for further improvement. The Bridgend Link Advisor Central South Consortium advised that Key Stage 2 was not improving as rapidly as they had hoped but they were continuing to develop and build on the achievements. He added that they were looking at ways to build on strength from infancy. He further added that he did not have the exact figures at the meeting, however he confirmed that Bridgend were better overall than the Consortium and Wales average. He would also clarify the point about the Foundation Phase back to Committee in writing.

A Member added that it would be helpful to see UK wide results as a comparison to see where Bridgend were in the table. The Bridgend Link Advisor stated that it was difficult to provide a comparison of figures as England do not have assessments whereas Wales does. He added that in England students can only sit exams once they have completed their course, in Wales they sit them throughout the academic year. He further added however that a national model, Assessment and Learning in Practice Settings (ALPS),

was used by schools to compare with other parts of the UK. The Committee therefore requested that this information be shared in future reports.

Members questioned the reliability of the Teacher Assessments from the Challenge Advisors and if they were robust and reliable enough. The Bridgend Link Advisor stated that the Consortium were developing a national programme to improve the reliability of the Teacher Assessments and there would be a national report on this where they would look at schools outside of the Consortium to compare the approach and systems used in completing the assessments.

A Member noted that there was no improvement in post 16 stats and what was being prepared to address the issue. The Bridgend Link Advisor, Central South Consortium advised that a lot of work was being undertaken for post 16's and they were working closely with head teachers to discuss how they could work collaboratively delivering sixth form with Bridgend College.

Members advised that it would be helpful to demonstrate that the support from the Central South Consortium was robust enough as there had been criticism that there was not enough support from them. The Committee suggested it would perhaps be beneficial if there were specific case studies that demonstrated where they had intervened and given support to a school that had now shown signs of improvement.

Members queried whether sickness absence in teachers was a contributing factor to poor school performance as children achieved better results when they had continuity in their teaching arrangements. Members also considered that schools would benefit from specialist HR support and if this was something the Consortium could provide to schools. The Bridgend Link Advisor, Central South Consortium stated that there was a high number of supply teachers working in the schools within the consortium and this was something they were looking to improve on. He advised that he did not have an analysis of staff attendance and the potential impact on student performance. He further advised members that specialist HR advice to schools was important and a shared service with the consortium was being considered as he believed this would provide better outcomes and avoid conflicting HR advice. He added that the consortium were keen to recruit the right staff at Leadership level as they would then be able to support the recruitment of teaching and support staff.

Members asked if information was available for Post 16 education as a comparison as this was the stage that students would be competing nationally for the same universities and employment places. Officers agreed with the statement from members and advised that at a future meeting they would produce figures for the Committee. Members added that it may be more beneficial for a Member and School Engagement Panel to be set up to discuss the findings. The Head of Strategy Commissioning and Partnerships reassured the Committee that Bridgend were doing well and they were working with various organisations across the border to learn lessons of good practice.

A Member queried that in the report it stated that in Autumn 2014 the LA issued "cause for concern" letters to 5 schools and in the Autumn 2015 the LA issued 2 "cause for concern" letters. Members asked if the two schools issued in Autumn 2015 were previously issued the letters in the Autumn 2014. The Deputy Leader stated that these letters were issued for the first time to the schools in 2015 and for different reasons to the letters issued in 2014. They were issued with the cause for concern letters as they were of high risk of dropping down a category when inspected so the Authority took proactive measures in order that the school could take preventative action immediately.

A Member asked when the Local Government and Consortium would use their statutory powers of intervention and questioned where notification of an issue came from;

teachers, parents, trade unions etc. The Bridgend Link Advisor, Central South Consortium advised that warning signs would usually be picked up by the challenge advisor and a categorisation system would be used to determine what level of intervention was needed. He added that Estyn could also intervene if they had cause for concern. The Chair of the Joint Committee – Central South Consortium added that the consortium had also been inspected by Estyn and a list of recommendations for improvement were issued to them

A member stated that it was disappointing that no school in the consortium had been judged excellent and questioned what methods were being put in place to drive the educational standards up. The Bridgend Link Advisor, Central South Consortium advised that schools were being encouraged to work together to learn and share best practice and the consortium would be able to assist with the funding for primary and secondary schools in doing so. He added that there was a focus on driving schools up from good to excellent.

A Member asked for reassurance that BCBC were getting value for money from the Consortium. The Bridgend Link Advisor, Central South Consortium stated that the consortium have to make difficult decisions about where to spend money. He added that the Joint Committee agreed a 5% cut in the budget each year but stated that frontline services in schools would not see a reduction in their services. He advised members that he could provide a written response to the Committee on the key changes to the Consortium including creating bespoke services and the recruitment of quality challenge advisors to achieve a better approach to the recruitment of teachers, particularly senior staff.

### **Conclusions**

The Committee complimented the report and welcomed the changes that had been taken on board as a result of the workshop held with Members on school data.

Given the fact that pupils from Wales would be in competition with pupils from other parts of the UK, both for jobs and university places, the Committee asked whether further comparative information could be provided in relation to performance at Key Stage 4 and Post-16 for the rest of the UK. Although it was reported that this might be difficult because of the differences in education, for example in the curriculum and exam boards, Members were advised that a national model, Assessment and Learning in Practice Settings (ALPS), was used by schools to compare with other parts of the UK. The Committee therefore requested that this information be shared in future reports.

The Committee also requested that whilst there is information relating to the Consortium contained in the report, it would be useful for it to contain case study examples of where the Consortium has assisted in school improvement to evidence its success.

Members raised concerns over the robustness and reliability of Teacher Assessments and welcomed the statement that a National Programme was being introduced to improve the moderation of these assessments and the methods by which the Challenge Advisers consider and challenge them. Members felt that the Committee would benefit from receiving further 'Value Added' data from the Fischer Family Trust for both the annual school report and in relation to any future reports on Free School Meals Attainment.

Members sought clarification on the point that Foundation Phase was identified by Officers at the meeting as an area for further improvement but not identified as such in the report.

**Additional Information**

Members asked for further comparative information for the other Local Authorities in the Central South Consortium in relation to their schools that are under Estyn monitoring, in order to establish how Bridgend compares.

Members asked whether there had been any analysis done in relation to staff attendance and the impact on pupil performance, similar to that associated with pupil attendance and performance.

The Committee supported the exploration and possible development of a shared HR Service within the Consortium in order to standardise provision both within the LA, for Primary and Secondary and also across the Local Authorities within the Consortium.

**206. FREE SCHOOL MEALS (FSM) ATTAINMENT REPORT**

The Scrutiny Officer introduced the report to members which provided them information on the work that was being undertaken and the support that was being provided to target and raise educational performance for children from socially deprived backgrounds.

A member asked what impact the new cashless catering system that had recently been implemented in some schools in the Borough had on families eligible for free school meals. The Head of Strategy and Commissioning Partnerships advised that not all schools had implemented the cashless catering system and some schools outsource their catering so the system was not a possibility for them. She advised that where it had been implemented it had removed the stigma attached to having free school meals. She added that she could bring a more detailed report to the Committee on this. A Member added that the implementation of cashless catering at a school in Maesteg had been very successful with pupils and parents being pleased with its benefits. The Deputy Leader added that BCBC are encouraging more schools to implement the system as it was better all round for pupils and parents and also dramatically reduced the administration around collecting and banking dinner money fees from pupils. The Head teacher at PenyBont School added that he had not introduced the cashless catering system as the school would be uncomfortable that only one days grace would be given to a pupil if there was no credit in their account. Members asked if further information could be brought to a future Committee on how the system dealt with arrears on an account.

A Member questioned if free school meals for all pupils was a possibility. The Deputy Leader advised that cost was a massive issue and the Authority needed to reduce budgets too much which would not able them to offer free school meals to all.

The Chairman Children Young people and Overview Scrutiny Committee asked if the Authority could assist primary schools in deprived areas in looking at schemes such as Cloud Nine which helps children get access to PCs at a heavily subsidised rate, as not all pupils had access to a computer at home. The Head of Strategy and Commissioning Partnerships agreed and stated that poverty excluded the equality of access which made it difficult for a lot of pupils as IT was well embedded in all schools in the Borough. She added that research had found that the issue however was more about access to the internet rather than the access to equipment. A member recommended that the Authority could use section 106 opportunities to implement broadband for their local community. Members also stated that Town and Community Councils may be able to assist to provide free WIFI access to its residents and could even approach key employers in the Borough to do the same.

Members questioned how many primary and secondary schools in Bridgend provided a free breakfast club for pupils and asked also if free breakfast clubs were available post 16 as this would be a stressful time for pupils who had exams to sit. The Head of Strategy and Commissioning Partnerships stated that she did not have figures to offer at the meeting but could provide the information to the Committee at a later date

The Committee thanked Head teachers Mr Ben Blackwell and Mr David Jenkins and Assistant Head teacher Andrea May for their attendance and input into the Committee discussions and added that their contributions were a valuable insight.

### **Conclusions**

Members raised concerns over reports of pupils not having sufficient access to a computer at home. The Committee recommended that the Local Authority assist Primary Schools in looking at schemes such as Cloud Nine, which had recently helped a local school procure computers for youngsters at a heavily subsidised price.

The Committee further recommended the Local Authority utilise Planning 106 opportunities to acquire Community Broadband which would assist pupils who do not have internet access at home. Members recommended that this could be expanded with Town and Community Councils also approached over provision of free wifi access as well as key employers in the community, Valleys to Coast, BT and BAVO.

The Committee welcomed the input from the Head teachers Mr Ben Blackall and Mr David Jenkins and Assistant Head teacher Miss Andrea May on both items and concluded that such representatives be invited to attend the Scrutiny Committee on a more regular basis to provide valuable insight and assist with discussions.

### **Additional Information**

Members requested further information on how arrears were dealt with for Cashless catering and whether schools were experiencing more issues with arrears through the new system.

The Committee requested information on how many secondary schools within the County Borough have breakfast clubs.

#### **207. MEMBER AND SCHOOL ENGAGEMENT PANEL ANNUAL REPORT 2014-15**

The Scrutiny Officer informed the Committee of the work of the Member and School Engagement Panel during 2014-15.

Following discussions over the key findings of the Member and School Engagement Panel, the Committee determined to send the report containing these findings to the Corporate Director – Education and Transformation and to the Managing Director – Central South Consortium requesting their response, for consideration at a future Committee meeting.

RESOLVED: Members noted the content of the report

#### **208. URGENT ITEMS**

None

The meeting closed at 5.01 pm





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## REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

9 MARCH 2016

### REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL AND REGULATORY SERVICES

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of Report

- 1.1 The purpose of this report is to present the items due to be considered at the Committee's next meeting to be held following the Annual General Meeting of Council.

#### 2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The key improvement objectives identified in the Corporate Plan 2013-2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The amended Corporate Improvement Objectives adopted by Council on 25 February 2015 formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

#### 3. Background

- 3.1 At its meeting on 29 July 2015, the Children and Young People Overview and Scrutiny Committee determined its Annual Forward Work Programme for 2015/16.

#### 4. Current Situation / Proposal

##### Meetings of the Children and Young People Overview and Scrutiny Committee

- 4.1 In relation to the Committee's next meeting the table below lists the potential items to be considered and the invitees due to attend.

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
Children's Social Services Overview Report	Susan Cooper, Corporate Director, Social Services and Wellbeing Cllr Hailey Townsend, Cabinet Member, Children's Social Services and Equalities Laura Kinsey, Head of Safeguarding and Family Support	Overview report of Children's Social Services	

<b>Topic</b>	<b>Invitees</b>	<b>Specific Information Requested</b>	<b>Research to be Undertaken by the Overview &amp; Scrutiny Unit</b>
Strategic Approaches to the Support of Vulnerable Children	Deborah McMillan, Corporate Director – Education and Transformation Cllr Huw David, Deputy Leader Nicola Echanis, Head of Strategy Commissioning and Partnerships Michelle Hatcher, Group Manager - Inclusion	The Directorate have been developing more strategic approaches to supporting all of the vulnerable groups of learners and there have been some significant early benefits to adopting these approaches. Report would cover what the Directorate have learned from the pilot phase of these developments and provide an opportunity for Officers to discuss with the Committee the potential for further developments and mechanisms to embed these approaches. This report incorporates information on Exclusions and the Fair Access Strategy and the Multi-Agency Vulnerable Groups Strategy.	
Annual Forward Work Programme	None	Forward Work Programme proposed items and related Information	

### **Extra Items for Consideration**

- 4.2 The list below contains potential items as yet to be decided for the 2016-17 forward work programme. The prioritisation and timings of these will be agreed at the Committee meeting following the Annual General Meeting.

<b>Topic</b>	<b>Specific Information Requested</b>	<b>Invitees</b>
Strategic Approaches to the Support of Vulnerable Children	The Directorate have been developing more strategic approaches to supporting all of the vulnerable groups of learners and there have been some significant early benefits to adopting these approaches. Report would cover what the Directorate have learned from the pilot phase of these developments and provide an opportunity for Officers to discuss with the Committee the potential for further developments and mechanisms to embed these approaches. This report incorporates information on Exclusions and the Fair Access Strategy and the Multi-Agency Vulnerable Groups Strategy.	Deborah McMillan, Corporate Director – Education and Transformation Cllr Huw David, Deputy Leader Nicola Echanis, Head of Strategy Commissioning and Partnerships Michelle Hatcher, Group Manager - Inclusion

Children's Social Services Overview Report	Overview report of Children's Social Services	Susan Cooper, Corporate Director, Social Services and Wellbeing Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities Laura Kinsey, Head of Safeguarding and Family Support
Children with Disabilities	Report on the developed options approximately two thirds of the way through the consultation process so that Members can provide views on the options as a consultee and also monitor the consultation process. Report to include: a) details of cost comparisons for future respite care; should the care continue in Bakers Way and adaptations made against costs of moving the provision elsewhere; b) details of staffing provision relating to an increase to 52 week residential care, due to the fact that this would require a substantial change for staff in their working patterns.	<ul style="list-style-type: none"> <li>• Susan Cooper, Corporate Director, Social Services and Wellbeing</li> <li>• Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities</li> <li>• Laura Kinsey, Head of Safeguarding and Family Support</li> </ul> Pete Tyson, Planning and Contract Management Officer
Residential Remodelling	To review the way residential care is provided and to consider options and alternative ways of delivery	<ul style="list-style-type: none"> <li>• Susan Cooper, Corporate Director, Social Services and Wellbeing</li> <li>• Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities</li> <li>• Laura Kinsey, Head of Safeguarding and Family Support</li> </ul>
Schools Strategic Review	Options and Appraisal planned for July, followed by consultation on options - Possibly Committee receive before goes to Cabinet and out to consultation and the outcome of consultation once again before Cabinet between September & December? Aim is for January 2017 decision.	<ul style="list-style-type: none"> <li>• Deborah McMillan, Corporate Director – Education and Transformation</li> <li>• Cllr Huw David, Deputy Leader</li> <li>• Nicola Echanis, Head of Strategy Commissioning and Partnerships</li> </ul> Sue Roberts, Group Manager – School Improvement
Child Sexual Exploitation	Members have tasked Cllr Martyn Jones as 'Champion' on this issue – continued communication with Cllr Jones will enable a link with the Joint task Group which will can in turn feedback to the Committee if required. Corporate Parenting Cabinet Committee are also looking at this subject in detail – care needs to be taken not to duplicate this work, (Scrutiny Committee already have a Champion on this Cabinet Committee who could also feedback on this subject as necessary). - Committee requested in July 2014 that the item be put on as an item post March in the 2016-17 Annual FWP	<ul style="list-style-type: none"> <li>• Susan Cooper, Corporate Director, Social Services and Wellbeing</li> <li>• Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities</li> <li>• Laura Kinsey, Head of Safeguarding and Family Support</li> </ul> Elizabeth Walton-James, Group Manager - Safeguarding and Quality Assurance

Permanency and Placement	Monitoring of action plans – what outcomes have been achieved as a result of this preventative work? What evidence is there to support this? Eg. Reduced numbers of CIN/LAC, reduced number of placements, increase in adoptions. Budget reduction CH25: Reduction in Safeguarding LAC numbers and related reduction in costs. Detail regarding the joining up of the two strategies into one – update on reorganisations and restructures.	<ul style="list-style-type: none"> <li>• Susan Cooper, Corporate Director, Social Services and Wellbeing</li> <li>• Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities</li> <li>• Laura Kinsey, Head of Safeguarding and Family Support</li> </ul>
Annual School Performance	Annual school performance report from CSC	<ul style="list-style-type: none"> <li>• Deborah McMillan, Corporate Director – Education and Transformation</li> <li>• Cllr Huw David, Deputy Leader</li> <li>• Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities</li> <li>• Sue Roberts, Group Manager – School Improvement</li> <li>• Paul Wolstenholme, Bridgend Link Adviser</li> <li>• Robert Hopkins, Head of Service, CSC</li> <li>• Nicola Echanis, Head of Strategy Commissioning and Partnerships</li> <li>Hannah Woodhouse, Managing Director - CSC</li> <li>Cllr Chris Elmore - Chair of Joint Committee - CSC</li> </ul>
Youth Engagement and Progression Framework	<p>Following its meeting in September 2015, the Committee concluded that they receive the Outcome Report and Action Plan resulting from the Youth Review Consultation.</p> <p>The Committee also requested that they receive further information as to how the FE College were engaging and assisting schools regarding reducing the number of young people becoming NEET.</p>	<ul style="list-style-type: none"> <li>• Deborah McMillan, Corporate Director – Education and Transformation</li> <li>• Cllr Huw David, Deputy Leader</li> <li>• Nicola Echanis, Head of Strategy Commissioning and Partnerships</li> <li>• Mark Lewis, Partnership Manager Integrated Partnership Support Team</li> </ul>
Member and School Engagement Panel	Response from Corporate Director - Education and Transformation and Managing Director - CSC to Committee's Annual Report from MSEP. (January 2016).	<ul style="list-style-type: none"> <li>• Deborah McMillan, Corporate Director – Education and Transformation</li> <li>• Cllr Huw David, Deputy Leader</li> <li>Hannah Woodhouse</li> </ul>

### Corporate Parenting

- 4.3 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. <sup>1</sup>

4.4 In this role, it is suggested that Members consider how the services within the remit of their Committee affects children in care and care leavers, and in what way can the Committee can therefore assist in these areas.

4.5 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.

## **5. Effect upon Policy Framework and Procedure Rules**

5.1 The work of the Children and Young People Overview and Scrutiny Committee 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 well being in the County Borough of Bridgend.

## **6. Equality Impact Assessment**

6.1 None

## **7. Financial Implications**

7.1 None.

## **8. Recommendations**

8.1 The Committee is recommended to:

- (i) Note the topics due be considered at the next meeting of the Committee to be scheduled at the Annual General Meeting of Council;
- (ii) Determine the invitees to be invited to attend, any specific information it would like the invitees to provide and any research that it would like the Overview & Scrutiny Unit to undertake in relation to this meeting.

**Andrew Jolley,**  
**Assistant Chief Executive – Legal & Regulatory Services**

**Contact Officer:** Rachel Keepins, Scrutiny Officer

**Telephone:** 01656 643613

**Email:** rachel.keepins@bridgend.gov.uk

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<sup>1</sup> Welsh Assembly Government and Welsh Local Government Association 'If this were my child... A councillor's guide to being a good corporate parent to children in care and care leavers', June 2009

**Postal Address:** Democratic Services - Scrutiny  
Bridgend County Borough Council,  
Civic Offices, Angel Street, Bridgend,  
CF31 4WB

**Background documents:** None



## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

9 MARCH 2016

#### REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND TRANSFORMATION

##### LOOKED AFTER CHILDREN PROVISION

#### 1. Purpose of Report

The purpose of this report is to update and inform committee on the support being delivered to improve the educational performance of looked after children in Bridgend.

#### 2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 These proposals are related to the Corporate Plan and, in particular, in the Corporate Plan Improvement priority two and priority six:

- Working together to raise ambitions and drive up educational achievement
- Making best use of resources

#### 3. Background

3.1 As stated in the Welsh Government strategy document, 'Raising the ambitions and educational attainment of children who are looked after in Wales' (January 2016, page 7, para 1.1), *'The negative impact of poor educational attainment of children who are looked after can, and often does, result in these children failing to take advantage of opportunities to progress to post-16 education, training and meaningful employment.'*

3.2 Across Bridgend, there is an improving trend in GCSE performance at grades A\* - G for looked after children and in 2014/15 no looked after children left education at the age of 16 without a qualification. However, as corporate parent with ambition for looked after children, the local authority recognises that the proportion of grades above 'C' is still too low and so this is an area for improvement. GCSE attainment is shown in the table below:

DESCRIPTION	2012/13	2013/14	2014/15
Looked after children as at 1st April	34	41	23
% A* - C GCSE	41%	49%	42%
% A* - G GCSE	74%	88%	92%
LEFT WITHOUT QUALIFICATIONS	21%	2.40%	0%

- 3.3 Bridgend experiences significant socio-economic challenges. Bridgend County Borough Council (BCBC) has a higher proportion of looked after children than the average in communities with similar levels of deprivation. A large proportion of Bridgend's looked after children have additional learning needs. On the 31<sup>st</sup> March 2015, it was identified by the Looked After Children in Education (LACE) team that over 52% of all statutory school aged children looked after by Bridgend have additional learning needs sufficient for intervention as identified by the SEN Code of Practice. 13% of this cohort (32) had a statement of special educational need. It is important that in this context, consideration is given to the achievement as well as the attainment of looked after children with special educational needs.

Setting targets for cohorts of looked after children is problematic across Wales, given the variable nature of the looked after children population and the relatively small cohort sizes at local authority level. Pupil performance is tracked at an individual pupil level and appropriate targets are set. Central South Consortium is a school improvement service delivering school improvement functions on behalf of five local authorities, namely: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. Within the Central South Consortium ('the Consortium'), a regional target has been established to narrow the gap in performance outcomes between looked after children and non-looked after children at the expected levels, as noted within the Local Authority Annex, as follows:

Priority	Performance in the LA (2013/14 Outcomes)	Outcomes expected in 14/15	
1. Narrow the gap in outcomes for looked after children	Percentage of pupils achieving FP - FPOI, KS2 CSI, KS3 CSI, KS4 L2+:	Gap in performance between looked after children – non-looked after children (Regional target)	
			Looked after children
	Foundation Phase, FP		38.9%
	KS2		58.3%
	KS3		47.8%
	KS4	13.9%	
		FP	-30.1%
		KS2	-18.1%
		KS3	-23.4%
		KS4	-23.8%

3.4 As part of the strategy outlined above (3.1), Welsh Government has set a national target in the educational achievement of 15 year-olds at Key Stage 4 of the Level 2 inclusive threshold from 17% in 2014 to 25% in 2016.<sup>i</sup>

#### **4. Current situation / proposal**

4.1 There is a multi-level approach to supporting and targeting the educational performance of looked after children in Bridgend. This is a priority in the Children's Directorate business plan and a key project overseen by the Children's Change Programme Board, and reported to Performance Management Board (PMB). At a local level a multi-agency group has been established to develop a strategy to improve the attainment of looked after children and other identified vulnerable groups. Funding for the multi-agency group is met from existing resources. Membership of the multi-agency group is comprised of representatives from primary and secondary school senior managers, school governors, the Consortium, BCBC data officers, members of the LACE team, colleagues from the Safeguarding and School Improvement teams and a representative from the local health board. The work of this group is closely aligned with the recently published 'Raising the ambitions and educational attainment of children who are looked after in Wales'.

4.2 Each school has a designated teacher (DT) with responsibility to monitor and promote the education of looked after children. Funding for the DT is from within each school's allocated budget. These DTs work closely with the LACE team. Furthermore, at a local authority level there are key performance indicators and targets related to the attainment of looked after children. These are reported quarterly through CPA.

4.3 In partnership with the Consortium's looked after children Lead, local authorities developed a strategic and operational plan for looked after children. The plan is to develop capacity in schools and build on good practice across the five local authorities with an emphasis on provision of funding to support strategic services managed by the Consortium and those at local authority level which have a proven impact on outcomes. The operational plan for looked after children is funded through existing resources.

4.4 At a national level there has been a change to the allocation of the Pupil Deprivation Grant for looked after children. Grant distribution is now administered by regional education consortia instead of schools. The grant is allocated via the Consortium to facilitate more strategic working and to ensure the grant funding has greatest impact. For each looked after child, as reported in the April 2014 Children in Need census, the regional consortium will receive £1050. In addition to children presently looked after, under revised arrangements of the grant children who have left local authority care for one of the following reasons may also be eligible:

- adoption
- a special guardianship order
- a child arrangement order
- a residence order

4.5 It is expected that the Pupil Deprivation Grant for looked after children will be used to support interventions and practices that are proven to have the greatest impact and sustainability in raising the attainment of looked after children.

4.6 One element of Pupil Deprivation Grant for looked after children was set aside for allocation to schools on a case by case basis. A multi-agency panel met on the 27<sup>th</sup> November to consider all school requests for this grant money. The panel scrutinised all applications rigorously to determine whether applications met the criteria for the grant and in addition whether proposals :

- were sustainable – e.g. do they offer match funding to demonstrate this?
- accelerate attainment
- make a difference to well-being

**Pupil Deprivation Grant for Looked After Children school funding 2015/16**

4.7 The following schools were successful in obtaining grant funding:

<p><b>Archbishop McGrath</b> To provide additional numeracy/literacy and emotional support. 'Talkabout emotional literacy' intervention, together with additional support in maths and language (Learning Support Officer to receive communication training from a training company)</p>
<p><b>Abercerdin Primary</b> To improve the wellbeing/confidence and social skills of each child.</p>
<p><b>Brynteg Comprehensive</b> 'Achievement for All Cymru' programme for schools. Develop strategies to build 'resilience' to support students responsibility for their own learning through the introduction of 'Growth Mindset' across the school. Purchase 'show my homework' software for schools. Additional tutoring through 'Love to Learn'.</p>
<p><b>Bro Ogwr</b> Whole staff training on Attachment Disorder. Individual resources.</p>
<p><b>Cefn Cribwr Primary</b> Lego therapy staff training and resources.</p>
<p><b>Coleg Cymunedol Y Dderwen</b> To provide additional English and Maths session per week.</p>
<p><b>Cynffig Comprehensive</b> Train and upskill Learning Support Assistant (LSA) to work with looked after children to support emotional and academic development. Fund additional tuition.</p>
<p><b>Ffaldau Primary</b> Extra phonic work. Catch up reading. Rapid writing. Specific Learning Difficulties (SpLD) group. Fine motor group.</p>
<p><b>Croesty Primary</b> Digital literacy boosting programme.</p>
<p><b>Highfield Hall Primary – Derbyshire*</b> Whole school training on 'Attachment Disorders' Extra phonic catch up programme.</p>

<b>Heronbridge</b> The purchase of specialist equipment and resources.
<b>Hyde Park Infants School – Plymouth*</b> Catch up Numeracy and Literacy programmes Additional resources. Staff training Attachment Disorders.
<b>Llangewydd Primary</b> Lego Therapy training and resources.
<b>YGG Llangynwyd</b> GCSE Art Pack and additional resources.
<b>Nottage Primary</b> Language links concepts and associations programme. Resources. Therapeutic interventions.
<b>Oldcastle Primary</b> Reading Dog Programme. Formula One Goblin car.
<b>Pencoed Primary</b> Lexia computer programme. Additional tuition.
<b>Penybont Primary</b> LSO to be trained in 5 specific therapeutic strategies.
<b>Porthcawl Comprehensive</b> 'Link up Care.' Additional tuition.
<b>Tondu Primary</b> Additional English and maths programmes. Behaviour support intervention .
<b>Tremains Primary</b> Training for staff emotional and nurture support to pupils identified by National Behaviour & Attendance Review (NBAR).
<b>Ysgol Bryn Castell</b> Play Therapy Support. Anger management training course for x1 staff.
<b>Maesteg Comprehensive School</b> Sports Leadership Programme for looked after children and related training for teachers to build capacity.

\* Schools outside of Bridgend may qualify for funding where they provide education for Bridgend's looked after children who are educated out of county.

In addition to the element of the Pupil Deprivation Grant for looked after children allocated to schools as above, another element of the grant was made available to support wider initiatives to promote the attainment of looked after children. The criteria for this element of the grant was that initiatives would have proven outcomes and would build capacity for future improvement.

Additional local authority initiatives funded through the Pupil Deprivation Grant for looked after children are as follows:

#### 4.8 Thrive training

As part of the BCBC philosophy to meet the needs of all children belonging to the authority through early intervention and sustained support, BCBC has commissioned Thrive, to provide training to a member of staff in each secondary and special school and a member of staff from each cluster in order to support looked after children within their own schools and within their cluster. Funding for Thrive training is fully met through the Pupil Deprivation Grant for looked after children

- 4.9 Thrive is a rigorous, scientifically informed approach that is differentiated carefully to address children's emotional development in a systematic and specific way. It trains staff to recognise the root causes of behaviour in children which can interrupt their learning. The programme is designed to address the children's needs with specific targeted interventions.
- 4.10 The main objective of Thrive is to support children's engagement and progress in learning so that they are ready for school, willing to join in, curious and keen to learn. It is a dynamic, developmental approach which draws on the latest developments in neuroscience, attachment theory, child development and the role of creativity and play in development emotional resilience.
- 4.11 The benefits of Thrive are that looked after children at risk of exclusion can be maintained in education, and helped to re-engage with learning to achieve their potential. It also helps young people to take responsibility for their behaviour and to increase their attendance and attainment.
- 4.12 Thrive offers an evidence based programme to address the needs of all BCBC's looked after children. The programme caters for the children's well-being and educational needs and has been trialled and well-received in neighbouring LAs. Its approach meets the aims of BCBC to ensure sustainable improved outcomes for looked after children.
- 4.13 Ten days of training for selected staff has begun and each member of staff will support the school with Thrive delivery, supported by the Inclusion Service.
- 4.14 **Appointment of Virtual Head Teacher for looked after children**

A virtual head teacher is someone appointed by a local authority to promote the educational achievement of all children looked after by that council. Those children are on a 'virtual' school roll, even though they are physically spread across the schools in the borough and beyond. At present this post will be 100% funded via the Pupil Deprivation Grant for looked after children.

- 4.15 The idea is that each local council employs an experienced teacher to oversee the educational progress of all children under the care of that local authority. A single school may have only one or two children in care on their registers and be unfamiliar with the issues.
- 4.16 The virtual headteacher will have the specialist knowledge to provide extra support to designated teachers. They also have a 'bigger picture' remit to work with all professionals in the Children's Services department of the council and with all schools in the area on initiatives to promote the education of children in care.

4.17 BCBC intends to appoint a part-time Virtual School Head Teacher and to develop a Virtual School for looked after children, funded from the looked after children PDG. This will be a phased approach initially with a part-time secondment of a Head Teacher with the additional responsibility to commission the development of a Virtual School website and tracking system, to rigorously track and monitor the progress of looked after children, challenging schools on under performance. This role will be supported by the LACE Coordinator and the LACE team who will become an integral part of a Virtual School.

4.18 **Case Studies to demonstrate local authority support for looked after children**

**Case Study 1: Local authority corporate parent support to facilitate the progression of a former looked after child to Higher Education:**

Supported by a stable foster home from the age of 12 years in 2004, this female pupil attended mainstream schools in Bridgend. In 2008, she gained a place at Bridgend College to study Fine Art. However, after successfully completing this course, she lacked the necessary skills and confidence to move away from home to go to university.

Just before reaching 18 years of age, she moved into approved supported lodgings to help her develop these vital skills. In these lodgings, she was able to socialize with other young people who had been to university, helping to raise her ambition and aspiration. She was supported by a number of agencies (LACE team, Just Ask Plus, supported lodgings and Bridgend College) for eighteen months (beyond her 18<sup>th</sup> birthday) until she was sufficiently skilled and confident enough to progress to Stafford University in 2011 where she studied Art and Design. She continued to receive support during her years of study facilitating a successful transition. She graduated in 2015.

4.19 **Case Study 2: Feedback from a successful young person who was formerly a looked after child in Bridgend.** He regularly returns to Bridgend to help motivate other looked after children (September 2015):

*"I was brought into foster care at the age of 13, at this age I was an irregular attendee at secondary school and had already floated around double digits of primary schools. When this occurred obviously I had to start attending, I was at the start of year 9 (pre GCSE). ...my estimated grades were given to me as DEFU's. This is also the year that I was brought into the LACE after school clubs and invited along to there summer trips to Sealyham. After just 9 months of being in the care system I was brought forward a year into sitting my maths GCSE, which I passed. I'd go to LACE after school clubs ... Needless to say, it all paid off. So throughout the years of attending these clubs and multiple other activities setup by the LACE team I grew my confident within my self and with others around me who were in exactly the same situation, LACE was a place we could meet up and just chat and keep up with each other because we were all in the same boat. With the help of ... the LACE team I went on to pass all my GCSE's with ABC'S! This was the year they introduced the Cardiff Uni mentor sessions and Cardiff Uni stay over, my mentor ...from the sessions I am still in contact with and definitely pushed me! The visits to the uni were amazing and really inspiring to visit, knowing that only a minority of*

*children in care actually go on to higher education. The LACE team taught us a lesson that anything is possible if you want it that badly, this was the most valuable thing I've ever learnt. I had a small time YouTube channel posting videos of music I had created, ...Now my channel is a platform channel with over 35,000 subscribers ...and has it's on radio show on local frequencies and online radio station! ...I'm taking this into the big time now with all the work we're putting into it, our demographic just keeps expanding! A side to the LACE team pushing me to keep that going they also made sure my main focus was on school work and achieving my A Levels which I decided to stay on to do. Needless to say I passed them all and go into the University of Portsmouth where I now reside for the next 4 years of my life in the study of Television and Broadcasting. It's such a great feeling being within the minority of achievers amongst so many people who have fallen victim to the horrible system they were put in. If it wasn't for the support and backing of the LACE team I can hand on heart say I wouldn't be in the position I'm in now. I've also planned with [a member of the LACE team] to produce a weekly blog/VLOG/podcast on a weekly basis to help inspire and push the children that are currently in the position I was in. I feel it is important for them to hear back off of someone who has fought the system, become a minority and is doing well with even all the background stuff which occurred. They need to know that is not what defines them, and for them not to become a product of their old environment but to strive for greatness no matter what!"*

#### 4.20 **Case Study 3: Ongoing educational support for a looked after child who changed placement:**

The LACE team are responsible for supporting and monitoring the education of looked after children. The team work closely with schools and the Safeguarding teams to ensure continuity for the child. Personal Education Plans are devised for each child when they are placed in care and/or move placements/schools. If a looked after child has to move placements but remains within the locality then there is no disruption to their education. The school are made aware of the situation and transport is arranged accordingly. When a child is placed in a long term stable placement they may change school to attend the school in their locality but this decision is taken in partnership with the social worker, school and parent or carer and is only taken in the best interests of the child i.e. never to save the cost of transportation.

The Safeguarding Team notify the LACE team of any change of school/placement and transfer forms are completed to include details of a child's educational background and needs. This information is shared with pupil services and any new school to minimise disruption caused by the transfer. Admission meetings are attended by the carer and the young person and a member of the LACE Team, if requested. In complicated cases or where a child is statemented then decisions about changes are made on a multi-agency basis.

In a recent case where a placement broke down for a looked after child attending a mainstream school in a neighbouring local authority, a suitable placement was sought to meet their needs. The new placement was further out of county. After discussions with the new foster carers and the LACE team in that area, the Bridgend LACE team applied for the most appropriate school. A pre-admission meeting was arranged due to the complexities of the young person. The young person was out of education for a number of weeks during the admission process .



The previous school kept the young person on roll and provided work to be completed during that time.

The DT from the previous school plus all the other agencies involved attended the admission meeting to devise a package of support to be put in place to avoid the new school placement breaking down and minimise any disruption to the young person's education. The LACE Team, the social worker and the foster carer were in constant communication to ensure the plan worked. Since then the foster carer and the school continue to communicate and monitor the position.

- 4.21 Interventions and new initiatives are monitored by providers who are expected to report to BCBC/ the Consortium by completing Impact Evaluation forms (**Appendix A**) using the Guidance Notes for the Impact Evaluation (**Appendix B**)

## **5. Effect upon Policy Framework & Procedure Rules**

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

## **6. Equality Impact Assessment**

- 6.1 There are no direct equality impact issues arising from this report.

## **7. Financial Implications**

- 7.1 There are no financial implications arising from this report as the initiatives described throughout this report are met through a combination of Pupil Deprivation Grant for looked after children and existing resources.

## **8. Recommendation**

- 8.1 It is recommended that the Committee note the content of the report.

Deborah McMillan  
Corporate Director – Education and Transformation

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## **Background documents**

- Raising the ambitions and educational attainment of children who are looked after in Wales' (January 2016) Strategy and Action Plan accessible via:

<http://gov.wales/topics/educationandskills/schoolshome/deprivation/educational-attainment-of-looked-after-children/?lang=en>

## Appendices

- Impact Evaluation forms (**Appendix A**)
- Guidance Notes for the Impact Evaluation of Pupil Deprivation Grant for looked after children 2015-16 (**Appendix B**)

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<sup>i</sup> Raising the ambitions and educational attainment of children who are looked after in Wales' (January 2016, page 35, para 3)

## ADMISSION TO SCHOOL - SEPTEMBER 2016

**Please complete this form if your child is (a) Starting school in a reception class for the first time or (b) Moving from an infant school to a junior or primary school.**

Child's Surname <input style="width: 90%;" type="text"/> Date of Birth <input style="width: 90%;" type="text"/> Home Address <input style="width: 90%;" type="text"/> Parent's Surname <input style="width: 90%;" type="text"/> E-mail <input style="width: 90%;" type="text"/> Name of current school/playgroup (if applicable) <input style="width: 90%;" type="text"/>	First Name(s) <input style="width: 90%;" type="text"/> Gender (M/F) <input style="width: 90%;" type="text"/> Tel No. <input style="width: 90%;" type="text"/> Postcode <input style="width: 90%;" type="text"/> Parent's First Name(s) <input style="width: 90%;" type="text"/>
--	---

Name of preferred school in order of preference (for September 2016)

(a) <input style="width: 95%;" type="text"/>	(b) <input style="width: 95%;" type="text"/>
--	--

Are there any siblings attending your preferred school in the academic year 2016-17? (Please give details)

**PLEASE NOTE**

- Attendance at a nursery class within a primary or infant school does not guarantee a place in the school's reception class. An application form must be submitted for a reception class place.
- All first preferences will be met except where the number of application exceed the number of places available. In such cases places will be allocated in line with the Admissions Policy, which can be found in the 'Starting Schools 2016/17' booklet available on the authority's website [www.bridgend.gov.uk](http://www.bridgend.gov.uk)
- **IT IS STRONGLY RECOMMENDED THAT YOU SELECT A SECOND PREFERENCE SCHOOL**

If you wish you may give reasons for your preference. (use an additional sheet if necessary)

Is the child from a family of service or ex-service personnel?	Yes <input style="width: 40px;" type="text"/>	No <input style="width: 40px;" type="text"/>
Is the Child looked after by the local authority? ('Looked After' is a general term for children cared for by the Local Authority, whether this is in a children's home, foster care or living with their natural family.)	Yes <input style="width: 40px;" type="text"/>	No <input style="width: 40px;" type="text"/>
Does the child have a statement of special educational needs?	Yes <input style="width: 40px;" type="text"/>	No <input style="width: 40px;" type="text"/>
Does the child have any medical/psychological conditions which would impact on your choice of school?	Yes <input style="width: 40px;" type="text"/>	No <input style="width: 40px;" type="text"/>

If you answered yes to any of the above questions please give details.

Signed <input style="width: 90%;" type="text"/>	Relationship to Pupil <input style="width: 90%;" type="text"/>	
Date <input style="width: 90%;" type="text"/>	For Office Use Only	
	Ref. No.	

**THE DEADLINE DATE FOR RECEIPT OF THIS FORM IS 22nd January 2016**

WHEN COMPLETED PLEASE RETURN TO:- SUPPORT FOR LEARNERS & CHILDREN, CHILDREN'S DIRECTORATE, CIVIC OFFICES, ANGEL STREET, BRIDGEND CF31 4WB

N.B If information relating to home address is found to be deliberately falsified this will lead to an offer of a place being withdrawn. See Section G Starting School - False Information. Please notify Support for Learners and Children immediately if there is any change of a permanent address. Data Protection: Any information from this form will be held electronically and used by Bridgend County Borough Council in the course of its activities We regard your privacy as important and comply with the Data Protection Act 1998. The full Data Protection guiding principle of the Authority may be viewed on its website [www.bridgend.gov.uk](http://www.bridgend.gov.uk)

**DERBYN I'R YSGOL - MEDI 2016**

A fydddech cystal â llenwi'r ffurflen hon os yw'ch plentyn (a) Yn dechrau yn yr ysgol mewn dosbarth derbyn am y tro cyntaf neu (b) Yn symud o ysgol fabanod i ysgol plant iau neu gynradd

Cyfenw'r Plentyn	<input type="text"/>	Enw(au) Cyntaf	<input type="text"/>
Dyddiad Geni	<input type="text"/>	Rhyw (B/M)	<input type="text"/>
Cyfeiriad Cartref	<input type="text"/>	Rhif ffôn	<input type="text"/>
	<input type="text"/>	Cod Post	<input type="text"/>
Cyfenw'r Rhiant	<input type="text"/>	Enw(au) cyntaf y Rhiant	<input type="text"/>
E-bost	<input type="text"/>		

Enw'r ysgol bresennol/cylch chwarae presennol (os yw'n berthnasol):

Enw'r ysgol a ffeirir gennych yn nhrefn blaenoriaeth (ar gyfer Medi 2016)

(a)  (b)

A oes unrhyw frodyr neu chwiorydd yn mynychu'r ysgol a ffeirir gennych yn y flwyddyn academaidd 2016-17?

(Rhowch fanylion)

**SYLWER OS GWELWCH YN DDA**

Nid yw mynychu dosbarth meithrin Mewn ysgol gynradd neu ysgol fabanod yn gwarantu lle yn nosbarth derbyn yr ysgol. Mae'n rhaid cyflwyno ffurflen i wneud cais am le mewn dosbarth derbyn.

Byddwn yn cwrrd â'r holl ddewisiadau cyntaf ac eithrio lle mae nifer y ceisiadau yn fwy na nifer y lleoedd sydd ar gael. Mewn achosion o'r fath caiff lleoedd eu dyrannu yn unol â'r Polisi Derbyn, sydd i'w gael yn y llyfryn 'Dechrau yn yr Ysgol 2016/17' ar wefan yr awdurdod [www.bridgend.gov.uk](http://www.bridgend.gov.uk) ARGYMHELLIR YN GRYF EICH BOD YN NODI YSGOL AIL DDEWIS

Os ydych yn dymuno gallwch roi rhesymau dros eich dewis (defnyddiwch ddalen ar wahan os oes angen)

A yw'r plentyn o deulu rhywun sydd, neu a fu, yn y lluoedd arfog?

Ydyw  Nac ydyw

A yw'r plentyn yn derbyn gofal gan yr awdurdod lleol? (Mae 'Derbyn Gofal' yn derm cyffredinol ar gyfer plant yn mae'r Awdurdod Lleol yn gofalu amdanynt, boed mewn cartref plant, gofal maeth neu gyda'u teulu naturiol.)

Ydyw  Nac ydyw

A oes gan y plentyn ddatganiad o anghenion addysgol arbennig?

Oes  Nac oes

A oes gan y plentyn unrhyw gyflyrau meddygol/seicolegol a fyddai'n effeithio ar eich dewis o ysgol?

Oes  Nac oes

Os ateboch chi Ydyw neu Oes i unrhyw rai o'r cwestiynau uchod, rhowch fanylion os gwelwch yn dda.

Llofnod

Perthynas â'r Disgybl

Dyddiad

At Ddefnydd y Swyddfa yn unig.  
Rhif Cvf.

**Y DYDDIAD CAU AR GYFER DERBYN Y FFURFLEN YW 22 Ionawr 2016**

AR ÔL EI CHWBLHAU, DYCHWELER AT:- Y GWASANAETHAU CYMORTH I DDYSGWYR, Y GYFARWYDDIAETH PLANT, SWYDDFEYDD DINESIG, STRYD YR ANGEL, PEN-Y-BONT AR OGWR, CF31 4WB

D.S. Os ceir bod yr wybodaeth ynghylch y cyfeiriad cartref wedi'i ffugio'n fwriadol bydd hyn yn arwain at dynnu cynnig o le yn ôl. Gweler Adran G 'Dechrau yn yr Ysgol - Gwybodaeth Anwir. A fydddech cystal â hysbysu'r Gwasanaethau Cymorth i Ddysgwyr ar unwaith os bydd unrhyw newid yn y cyfeiriad parhaol.

Diogelu Data: Bydd unrhyw wybodaeth o'r ffurflen hon yn cael ei chadw'n electronig a bydd yn cael ei defnyddio gan Gyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr yng nghwrs ei weithgareddau. Mae eich preifatrwydd yn bwysig i ni ac rydym yn cydymffurfio â Deddf Diogelu Data 1998. Gellir gweld egwyddor arweiniol y Cyngor o ran Diogelu Data yn ei chyfanrwydd yn [www.bridgend.gov.uk](http://www.bridgend.gov.uk)

**ADMISSION TO SCHOOL - SEPTEMBER 2016**

Please complete this form if your child is moving from a junior or primary school to secondary school.

Child's Surname	<input type="text"/>	First Name(s)	<input type="text"/>
Date of Birth	<input type="text"/>	Gender (M/F)	<input type="text"/>
Home address	<input type="text"/>	Tel No:	<input type="text"/>
	<input type="text"/>	Postcode	<input type="text"/>
Parent's Surname	<input type="text"/>	Parent's First Name(s)	<input type="text"/>
Postcode	<input type="text"/>	Email	<input type="text"/>

Name of current school

Name of preferred school in order of preference (for September 2016)

(a)  (b)

Are there any siblings attending your preferred school in the academic year 2016-17 (please give details)

Please Note

- Being a registered pupil at a feeder junior or primary school does not not qualify for automatic admission to the associated secondary school.
- All first preferences will be met except where the number of applications exceed the number of places available. In such cases, places will be allocated in line with the Admissions Policy which can be found in the 'Starting Schools 2016/17' booklet available on the authority's website [www.bridgend.gov.uk](http://www.bridgend.gov.uk)
- IT IS STRONGLY RECOMMENDED THAT YOU SELECT A SECOND PREFERENCE SCHOOL

If you wish you may give reasons for your preference (use an additional sheet if necessary)

Is the child from a family of service or ex-service personnel?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the child looked after by the authority?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Does the child have a statement of special educational needs?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Does the child have any medical/psychological conditions which would impact on your choice of school	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If you answered yes to any of the above please give details (use additional sheet if necessary)

Signed	<input type="text"/>	Relationship	<input type="text"/>
Date	<input type="text"/>	Office Use only Ref No.	<input type="text"/>

**THE DEADLINE DATE FOR RECEIPT OF THE FORM IS 26th NOVEMBER 2015**

WHEN COMPLETED PLEASE RETURN TO:- SUPPORT FOR LEARNERS & CHILDREN, CHILDREN'S DIRECTORATE, CIVIC OFFICES, ANGEL STREET, BRIDGEND CF31 4WB

N.B If information relating to home address is found to be deliberately falsified this will lead to an offer of a place being withdrawn. See Section G Starting School - False Information. Please notify Support for Learners and Children immediately if there is any change of a permanent address. Data Protection: Any information from this form will be held electronically and used by Bridgend County Borough Council in the course of its activities We regard your privacy as important and comply with the Data Protection Act 1998. The full Data Protection guiding principle of the Authority may be viewed on its website [www.bridgend.gov.uk](http://www.bridgend.gov.uk)

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**ADMISSION TO SCHOOL**  
**SPRING TERM 2017 & SUMMER TERM 2017**  
**Application for Nursery Place**

APPENDIX A

To be completed if your child was born between 1st September 2013 and 31st December 2013, for Spring Term Admissions and between 1st January 2014 and 31st March 2014 for Summer Term Admissions

Child's Surname	<input type="text"/>	First Name(s)	<input type="text"/>
Date of Birth	<input type="text"/>		
Home Address	<input type="text"/>	Tel No.	<input type="text"/>
	<input type="text"/>	Postcode	<input type="text"/>
Email	<input type="text"/>		
Name of current school/playgroup (if applicable)	<input type="text"/>		

Name of preferred school in order of preference

IT IS STRONGLY RECOMMENDED THAT YOU SELECT A SECOND PREFERENCE SCHOOL

(a)	<input type="text"/>	(b)	<input type="text"/>
-----	----------------------	-----	----------------------

Are there any siblings attending your preferred school? (Please give details)

If you wish you may give reasons for your preference.

Is the child looked after by the local authority? Yes  No

Does the child have a statement of special educational needs? Yes  No

Does the child have any medical/psychological conditions which would impact on your choice of school? Yes  No

If you answered yes to any of the above questions please give details.

Signed	<input type="text"/>	Relationship to Pupil	<input type="text"/>
Date	<input type="text"/>	For Office Use Only Ref.No.	<input type="text"/>

**THE DEADLINE DATE FOR RECEIPT OF THIS FORM IS 18th MARCH 2016**

WHEN COMPLETED PLEASE RETURN TO:- SUPPORT FOR LEARNERS & CHILDREN, CHILDREN'S DIRECTORATE, CIVIC OFFICES, ANGEL STREET, BRIDGEND, CF31 4WB

N.B If information relating to home address is found to be deliberately falsified this will lead to an offer of a place being withdrawn. See Section A7 Starting School - False Information. Please notify Support for Learners and Children immediately if there is any change of a permanent address. Data Protection: Any information from this form will be held electronically and used by Bridgend County Borough Council in the course of its activities We regard your privacy as important and comply with the Data Protection Act 1998. The full Data Protection guiding principle of the Authority may be viewed on its website [www.bridgend.gov.uk](http://www.bridgend.gov.uk)

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## ADMISSION TO SCHOOL - SEPTEMBER 2016

### APPENDIX A

### Application for Nursery Place

To be completed if your child was born between 1st September 2012 and 31st August 2013, i.e. aged 4 years between these dates.

Child's Surname	<input type="text"/>	First Name(s)	<input type="text"/>
Date of Birth	<input type="text"/>		
Home Address	<input type="text"/>	Tel No.	<input type="text"/>
	<input type="text"/>	Postcode	<input type="text"/>
Email	<input type="text"/>		
Name of current school/playgroup (if applicable)	<input type="text"/>		

Name of preferred school in order of preference (for September 2016)

**IT IS STRONGLY RECOMMENDED THAT YOU SELECT A SECOND PREFERENCE SCHOOL**

(a) <input type="text"/>	(b) <input type="text"/>
--------------------------	--------------------------

Are there any siblings attending your preferred school? (Please give details)

If you wish you may give reasons for your preference.

Is the child looked after by the local authority? Yes  No

Does the child have a statement of special educational needs? Yes  No

Does the child have any medical/psychological conditions which would impact on your choice of school? Yes  No

If you answered yes to any of the above questions please give details.

Signed <input type="text"/>	Relationship to Pupil <input type="text"/>
Date <input type="text"/>	For Office Use Only Ref.No. <input type="text"/>

**THE DEADLINE DATE FOR RECEIPT OF THIS FORM IS 18th MARCH 2016**

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## Impact Evaluation for PDGLAC 2015-16

**Name of School:**

**Allocation Amount:**

**Name of Local Authority:**

A. Objective/ Action	B. Actual Impact (Has the desired impact been met?)	C. Evidence (Quantitative or qualitative)	D. If the desired impact has not been achieved, please provide reasons?	E. Additional information
1. Objective/ Action	Choose an item.			
2. Objective/ Action	Choose an item.			
3. Objective/ Action	Choose an item.			

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## BRIDGEND COUNTY BOROUGH COUNCIL

### CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

9 MARCH 2016

#### REPORT OF THE CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING

#### ROTA VISITING BY ELECTED MEMBERS

##### 1. Purpose of Report

- 1.1 To provide the Committee with an update on the programme of rota visiting to the Council's children's social care establishments.
- 1.2 Members will be aware that the rota programme includes visits to adult social care establishments and a separate report is taken to the Adult Social Care Overview and Scrutiny Committee on an annual basis.

##### 2. Connection to Corporate Improvement Plan / Other Corporate Priority

- 2.1 The report links to the Corporate Priority: Helping vulnerable people to stay independent.

##### 3. Background

- 3.1 Members are aware of the importance of visiting social care establishments as a valuable contribution to the safeguarding of vulnerable adults, children and young people and ensuring that the quality of care provided is appropriate. It is essential that opportunities are presented for Elected Members to meet with people who receive services to listen to their views.
- 3.2 Rota visiting is part of the quality assurance of the Authority's services; there are other inspections and visits that contribute to the safeguarding of people who use social services. For example, there is a robust contract monitoring process in place, there are CSSIW inspections, Health and Safety checks and statutory visits carried out by independent officers within the Council.
- 3.3 Comprehensive guidance, developed with Members, is regularly reviewed and provided at the start of each annual programme of visits. Training sessions have taken place including some 1:1 sessions to ensure that any new Members were updated on the process. Also, to assist Members with the process, an email is sent to them on the first day of every month to remind them of the visits that are due that month.
- 3.4 The last reports to the Overview and Scrutiny Committees (Children and Young People - 2<sup>nd</sup> September 2014 and Adult Social Care – 11<sup>th</sup> February 2016) noted the importance of Member visits as they provide a point of contact for service users that was over and above that of the staff. It is recognised that it gives service users an opportunity of expressing their feelings to persons outside the establishments.

#### **4. Current situation / Proposal**

- 4.1 Some Members have raised concerns about the variety of services they visit. As the purpose of the visits is to gain feedback about the quality of care received, it is hoped that Members will be able to spend time with different service users each time they visit.
- 4.2 Attached at **Appendix 1** is a schedule of visits carried out to the children's establishments between April 2014 and January 2016 together with a summary of the comments made by Members and the service responses where appropriate. There are a few comments relating to the fact that there were no children present at the time of the visits. To assist Members, the guidance (details of establishments) includes the best time to visit and times to avoid if at all possible. It is not possible to include every comment and the summary gives the main points relating to the welfare of the children and young people.
- 4.3 Out of a possible 63 visits to children's services, 28 visits were carried out during the period covered by this report. This equates to about 45% of the visits that were due.
- 4.4 The next rota period will commence in April 2016 and invitations will be sent to all 54 Elected Members to try and increase the level of participation. It is anticipated that the existing cohort of Members will remain in the programme.

#### **5. Effect upon Policy Framework and Procedure Rules.**

- 5.1 There is no impact on the Policy Framework and Procedure Rules.

#### **6. Equality Impact Assessments.**

- 6.1 There are no equality implications.

#### **7. Financial Implications.**

- 7.1 There are no financial implications.

#### **8. Recommendation.**

It is recommended that the Committee:

- 8.1 Note the information provided in this report;
- 8.2 Note that the next rota period will commence in April 2016 and invitations will be sent to all 54 Elected Members to try and increase the level of participation.

**Susan Cooper**  
**Corporate Director – Social Services and Wellbeing**  
**January 2016**

9. **Contact Officer: Judith Brooks**  
**Telephone: (01656) 642081**  
**Email: judithbrooks@bridgend.gov.uk**



**10 Background documents:**  
None.

**BRIDGEND COUNTY BOROUGH COUNCIL  
Children's Social Care services  
ROTA VISITING**

**PREMISES VISITED – April 2014 to January 2016**

	Apr 14	May 14	Jun 14	July 14	Aug 14	Sep 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jul 15	Aug 15	Sep 15	Oct 15	Nov 15	Jan 16
Bakers Way Respite House: 2a Bakers Way, Bryncethin, Bridgend, CF32 9RJ	X	X	X			X	X	X			X	X	X	X					X	X	
Newbridge House Transition Unit: Merthyr Mawr Road, Bridgend, CF31 3NY	X					X	X		X		X	X			X						
Sunnybank Complex Needs Unit: 31 Pant Morfa, Porthcawl, CF36 5EN		X		X			X		X			X	X		X		X				X

Establishment	Comments
Bakers Way Respite House: Bryncethin, Bridgend,	<p data-bbox="405 153 2074 217">When we visited we were unable to meet staff for all but a brief chat as they were tied up in interviewing. No major issues were raised.</p> <p data-bbox="405 253 1888 285">We received a friendly greeting and visited the lounge area. Staffing structure, levels and training were discussed.</p> <p data-bbox="405 322 2136 386">Décor and painting 'tired' and chipped around door frames. Lounge windows need cleaning inside. Hole in kitchen ceiling. No shade on ceiling light in sensory room.</p> <p data-bbox="405 422 2130 486">Only room for one wheelchair on the minibus. <b><u>Service response: This is being reviewed as part of the children with disabilities project</u></b></p> <p data-bbox="405 523 2121 619">Visited and spoke to service users and staff. The four service users were in the minibus looking forward to a trip to Porthcawl, They were very happy to be at the home for the evening and having their trip and told us they were looking forward to getting a new larger minibus in a few months' time.</p> <p data-bbox="405 655 2130 719">The facility looks very presentable from the outside and the lounge was receiving a 'makeover' by staff who were painting it. Delivery of a sofa and two beds was awaited.</p> <p data-bbox="405 756 2119 820">Staff were pleased with the provision of the resource, the children appeared well catered for. We made an evening visit when there would be children present.</p> <p data-bbox="405 857 2080 952">The premises were very homely and the children were enjoying playing in a clean, well-equipped play room with staff who were interacting and very hands on. We felt confident in their ability to do the job and were glad to see the children feeling comfortable and at home.</p> <p data-bbox="405 989 1189 1021">We visited at tea time when there were two children present.</p> <p data-bbox="405 1058 2063 1121">The home is taking more, younger children currently and two sensory bedrooms are planned as they are taking more children in wheelchairs.</p> <p data-bbox="405 1158 1630 1190">The living room's been redecorated since our last visit and the bedrooms were looking fresher.</p> <p data-bbox="405 1227 1928 1291">There is an issue with the driveway, part of which is in need of repair especially as many clients are wheelchair users. <b><u>Service response: This has since been re-tarmacked.</u></b></p> <p data-bbox="405 1327 2096 1391">There were two children there when we visited, one of who was able to engage with us and was obviously happy and contented in the home.</p>

	<p>On our visit there were two clients in residence, one was watching the television and engrossed in a game with a care worker there to engage with him. There was one resident who was getting a lot of help and support from a member of staff.</p> <p>We visited just before tea time – there were four children present. We spoke to the children who were all quite happy.</p>
<p>Newbridge House Transition Unit: Bridgend,</p>	<p>We were greeted on arrival and given an overview of the unit's operation. We spoke with two service users who were happy and contented. The rooms were clean and tidy.</p> <p>The home felt relaxed and happy and we have no concerns.</p> <p>We were given a tour of the facility, spoke to residents and heard how they learn independent skills like budgeting and cooking, progressing until they are ready for different options. There is a variety of activities, e.g. a recent trip to Oakwood Park.</p> <p>The residents seem to get on well together and the facility appears to have good outcomes, with progression to independent living working well. We spoke to one young resident who had settled in very well and was pleased with what was on offer.</p> <p>The computer has no wifi or Facebook access. <b><u>Service response: The home has internet access.</u></b></p> <p>Currently accommodates five residents with plans underway for the return of an out-of-county resident. Other returnees are being planned for and, to this end, initiatives are being taken involving the Moving Forward project which aims to develop basic skills for young people with little formal schooling and Agored Cymru which involves staff training as tutors/assessors to build student portfolios.</p> <p>Restrictions on access to social networks could be relaxed somewhat for residents. <b><u>Service response: The position regarding this is that the usage is restricted as per safety guidance but all young people can use computers for learning/training needs</u></b></p> <p>The unit was very clean and the staff were very knowledgeable of their residents. Each resident had their own room which had a sink, fridge and TV/dvd. However they were encouraged to eat together and take part in a more communal life. We were extremely fortunate to speak to a resident. It was very encouraging to see how the unit was having a positive impact on their life and how it was going to affect their future decisions.</p>
<p>Sunnybank Complex Needs Unit: Porthcawl,</p>	<p>We were met and given a tour of the very nicely refurbished home. All the unit's facilities appeared up-to-date and well organised including the education room's modern equipment. The unit was fully staffed.</p> <p>We were unable to meet with any of the residents as they were all in school. Will consider a later appointment next time.</p> <p>All facilities in excellent order.</p> <p>We noted the progress the residents were making educationally. Above all, we saw clear evidence that this service allows fences to</p>

	<p>be rebuilt domestically, resulting in no young person spending Christmas day at home for the first time in years.</p> <p>We have visited the property at least twice before and we spoke to the staff about the young people who were in the unit. There had been a few challenges which we discussed. We were impressed with the caring attitudes but the young people were all at school when we visited.</p> <p>The manager explained that the residents had changed as a previous group had moved on. Some ex residents has returned to say thank you for guiding them etc.</p> <p>Physically the establishment has been successfully modified. Standards of cleanliness were evident throughout and residents were encouraged to help in cooking meals. We were able to talk with two residents. There was evidence of success of previous residents who had gone on to achieve well.</p>
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## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

9 MARCH 2016

#### REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

##### NOMINATION TO STANDING BUDGET RESEARCH AND EVALUATION PANEL

###### 1. Purpose of the Report

- 1.1 The purpose of the report is to seek nominations for the Budget Research and Evaluation Panel.

###### 2. Connection to the Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The priorities identified in the Corporate Plan 2013-2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 19 February 2014 and formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

###### 3. Background

- 3.1 The BREP was originally set up on an annual basis and focussed on examining the annual draft budget proposals to aid the scrutiny process. In contrast, the standing BREP whilst examining annual draft budget proposals, also undertakes informal consideration of proposals related to medium and longer term reviews linked with the Council's Strategic Change Management Programme. It seeks to assist management in the delivery of the plans to support change and the Medium Term Financial Strategy by fully utilising its community representational role to inform policy changes and provide challenge and the BREP will develop its terms of reference and methodology within that function.

###### 4. Current Situation

- 4.1 The BREP 2015/16 agreed that the Panel should continue to consider which services will be delivered differently, which will no longer be provided directly by the local authority and which services will no longer be provided at all. This consideration should be extended to all service areas, regardless of the extent of the budget savings required of them.
- 4.2 The BREP noted the recent review of the Corporate Priorities and considered that there should be an ongoing role for the Panel to take part in a wider discussion with Cabinet and CMB about the future delivery of services.
- 4.3 The BREP requested that as part of their future work they be involved at the planning stage of any public consultation or engagement surrounding the draft

budget and at key stages throughout the process such as where questions and methodology are formulated.

- 4.4 The BREP considered that the work of the Panel is a vital and important mechanism for budget setting and monitoring to ensure an objective, democratic approach from the start of the budget setting process.
- 4.6 In addition to this the Panel requested that the 2015/16 BREP undertake a review of the process following the setting of this year's budget. The purpose of this would be to evaluate the effectiveness of BREP, to identify any potential improvement, establish how recommendations are taken forward and to provide evidence of the impact and outcomes from the work of the Panel. This is due to take place in April/June 2016.

### **Membership and Relationship to Overview and Scrutiny Committees**

- 4.7 To ensure the focus and analytical depth necessary for the Panel total membership should be no more than ten Members, therefore the Standing BREP will consist of the Chair and one other Member nominated from each of the five Overview and Scrutiny Committees. The Chair of the BREP will be nominated by the members of the BREP itself at its first meeting.
- 4.8 The standing Panel's Forward Work Programme (FWP) should be informed by the Council's Medium Term Financial Strategy and Strategic Change Management Programme.

### **5. Effect upon Policy Framework and Procedure Rules**

- 5.1 The report has no direct effect but seeks to broadly support the Authority in the development of future services.

### **6. Equalities Impact**

- 6.1 There are no implications in this report.

### **7. Financial Implications**

- 7.1 None

### **8. Recommendations**

The Committee is asked to:

- Nominate the Chair and one other Member of the Committee onto the standing Budget Research & Evaluation Panel.

**Andrew Jolley,**  
**Assistant Chief Executive – Legal and Democratic Services**

**Contact Officer:** Rachel Keepins



Scrutiny Officer

Tel: (01656) 643613

Email: [Scrutiny@bridgend.gov.uk](mailto:Scrutiny@bridgend.gov.uk)

**Background Documents:**

Bridgend County Borough Council Constitution

Part II of the Local Government Act 2000: Executive Arrangements

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