

# Public Document Pack

## Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

### Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg.  
Rhowch wybod i ni os mai Cymraeg yw eich  
dewis iaith.*

*We welcome correspondence in Welsh. Please  
let us know if your language choice is Welsh.*



#### **Gwasanaethau Gweithredol a Phartneriaethol / Operational and Partnership Services**

Deialu uniongyrchol / Direct line /: 01656 643148  
Gofynnwch am / Ask for: Mr Mark Anthony Galvin

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

**Dyddiad/Date: 27 January 2017**

Dear Councillor,

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

A meeting of the Children & Young People Overview & Scrutiny Committee will be held in Committee Rooms 1/2/3, Civic Offices, Angel Street, Bridgend, CF31 4WB on **Thursday, 2 February 2017 at 2.00pm**.

#### **AGENDA**

1. Apologies for Absence  
To receive apologies for absence from Members.
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 - 8  
To receive for approval the minutes of a meeting of the Children and Young People Overview and Scrutiny Committee dated 15 December 2016
4. Forward Work Programme Update 9 - 12
5. Residential Childcare Provision and Looked After Children - Residential and Resource Board 13 - 60

#### **Invitees:**

Susan Cooper, Corporate Director, Social Services and Wellbeing  
Cllr P White, Cabinet Member – Social Services and Early Help  
Laura Kinsey, Head of Safeguarding and Family Support  
Julia Morgan, Strategic Commissioning Officer

6. Foundation Phase, Key Stages 2, 3, 4 and Post 16 Outcomes for 2015/16 61 - 144

#### **Invitees:**

Deborah McMillan, Corporate Director – Education and Family Support  
Cllr C Smith, Cabinet Member – Education and Regeneration  
Sue Roberts, Group Manager – School Improvement **or**

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Paul Wolstenholme, Bridgend Link Adviser  
Mike Glavin, Assistant Director Central South Consortium  
Nicola Echanis, Head of Strategy Commissioning and Partnerships  
Hannah Woodhouse, Managing Director – Central South Consortium

7. 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**

Corporate Director Operational and Partnership Services

Councillors:

PA Davies  
N Farr  
DK Edwards  
EP Foley

Councillors

CA Green  
M Jones  
G Phillips  
PN John

Councillors

C Westwood  
DBF White  
KJ Watts  
AD Owen

Registered Representatives

Rev Canon Edward J Evans  
Tim Cahalane  
William Bond  
Kevin Pascoe  
Tim Thomas

Church in Wales  
Roman Catholic Church  
Special School Sector  
Secondary School  
Primary School

MINUTES OF A MEETING OF THE CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE HELD IN COUNCIL CHAMBER, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON THURSDAY, 15 DECEMBER 2016 AT 2.00 PM

Present

Councillor EP Foley – Chairperson

DK Edwards  
M Jones

N Farr  
RL Thomas

CA Green  
C Westwood

PN John

Registered Representatives:

Reverend Canon Edward J Evans

Apologies for Absence:

Councillors P Davies, G Phillips, DBF White, W Bond and K Pascoe

Invitees/Officers:

S Cooper – Corporate Director Social Services and Wellbeing  
N Echanis – Head of Education and Family Support  
L Kinsey – Head of Children’s Social Care  
A Norman – Finance Officer  
J Norman – Finance Officer  
J Ellams – Democratic Services Officer  
R Keepins – Scrutiny Officer

244. DECLARATIONS OF INTEREST

None

245. APPROVAL OF MINUTES

RESOLVED: That the Minutes of the meeting of Children and Young People Overview and Scrutiny Committee held on 13 October 2016 be approved as a true and accurate record.

Cllr Green explained that she contacted the office to send apologies before the 13<sup>th</sup> October 2016 meeting but was unable to get a response because of a fire alarm.

246. FORWARD WORK PROGRAMME UPDATE

The Corporate Director – Operational and Partnership Services submitted a report, the purpose of which was to present the items due to be considered at the Committee meeting scheduled to be held on 2 February 2017.

The Committee suggested that when the Health Review was considered, a representative from Health Matters should be invited to the meeting.

The Committee referred to a recent investigation by the Public Services Ombudsman for Wales where maladministration was found. The complaint related to failings in how a looked after child’s savings were monitored and scrutinised by the Council. Members

were concerned about the issues raised and wanted to ensure that the same mistakes were not repeated. Members requested an additional meeting to consider this matter.

RESOLVED:

- 1) That Members noted the topics due to be considered at the next Children and Young People Overview and Scrutiny Committee.
- 2) That an additional meeting be arranged to consider the recent investigation by the Public Services Ombudsman for Wales.

247. MEDIUM TERM FINANCIAL STRATEGY 2017-18 TO 2020-21

The Committee considered a report on the draft Medium Term Financial Strategy 2017-18 to 2020-21 which set out the spending priorities of the Council. Key investment objectives and budget areas targeted for necessary savings. The strategy included a financial forecast for 2017-21 and a detailed draft revenue budget for 2017-18.

The Committee welcomed the Head of Education and Family Support and the Cabinet Member Education and Regeneration to the meeting.

The Committee raised the issue of the proposed increase of 10p for school meals. This could be an issue particularly for families with more than one child. One member had received complaints from a parent focal group regarding the quantity and quality of food, children being hungry and teachers purchasing sandwiches for children from their own money rather than letting them remain hungry. Members asked if there was a reduction in the number of children taking school meals following an increase in price. The Head of Education and Family Support explained that BCBC were just above average when it came to the price of school meals and that typically an increase in price would result in a reduction in the number of meals taken. She agreed to investigate the concerns raised as this was not the usual experience and this was an award winning service.

Concerns were also raised about “surreptitious” extras such as responsibility for paying for broadband and CRB checks which now fell to the schools and were an extra pressure on an already reduced budget.

The Head of Education and Family Support explained that difficult decisions had been taken and costs for various services had to be absorbed by the schools.

The Committee asked if the 1% cut was being made by top slicing the budget. The Head of Education and Family Support explained that that was correct and this year there would be an allowance for inflation so there would be a net increase to the budget. Pay increases to staff would have to be absorbed by the schools. Concerns were raised that in the primary sector, the budget for many schools consisted of 98% salary costs and the impact of the cuts on student ratios. The Head of Education and Family Support explained that smaller schools were likely to suffer more than others however it had been modelled in such a way that schools should not have to lose any staff but if it continued there would be an impact moving forward. Members were concerned that many schools operated a one form entry system and the loss of a member of staff could create a serious problem.

Members stated that in previous years non-statutory nursery provision had been discussed but it was not included for discussion this year.

N Clode, Vice Chair of the School Budget Forum explained that of the 22 local authorities in Wales, Bridgend were 21<sup>st</sup> when it came to the level of funding. In order to

stand still, there had to be no further cuts and the authority had to meet inflationary costs. He explained that 35 of the 48 primary schools in BCBC had spent over budget and survived on the goodwill of staff and grants. A 1% cut over 4 years would result in the loss of 40 teachers at primary school level alone. They were highly geared to employee costs and not in a position to sustain more cuts. The Head of Education and Family Support explained that BCBC had one of the lowest spends in Wales however it was very difficult to understand the funding formula in relation to other authorities.

- H Castle, Chair of the School Budget Forum added that the cuts were of grave concern and it was only the hard work, goodwill and hours invested that concealed the full extent of the cuts. They would not be able to provide the service without grants, they had a good reputation and it was imperative to keep it.
- The Committee asked if there were any other authorities where the cuts had been imposed in a less brutal way. The Head of Education and Family Support explained that the funding formula was different and complicated so it was impossible to make comparisons with other authorities.
- The Cabinet Member for Social Services and Early Help explained that schools had been protected but were now in a position where they had to find 1% savings and if Members were of the opinion that education was more important than any other service delivered, then he asked for suggestions where cuts could be made. Cut backs had been made across the board and efficiencies had to be made.

The Cabinet Member Education and Regeneration stated that BCBC had a good reputation, good schools and high standards. It was not reasonable to ask the officers to justify the 1% cut, a decision made by politicians. It was important to look at ways of working to find savings.

The Committee raised concerns about amalgamating the school psychology service and looked for assurances that this would not damage the service. Schools received a very limited service with only 4 visits per annum and schools were invoiced for any additional visits. There were long periods when the service was unavailable and no back up or support.

The Head of Education and Family Support explained that savings were predicated on sharing management across the region so there should be no change to the current service. She was not aware of any issues and generally the service was very effective and BCBC schools were better than most. There were early indications that collaboration was feasible.

The Committee raised concerns about the Trading Services Brochure which used particular service providers. Some schools had parents who were prepared to do jobs for the school and if this was restricted it would have a serious impact. The DLO had priced themselves out of the market eg an external tap could be installed for £15 compared to a quote received for £1600. The Head of Education and Family Support explained that the Trading Services Brochure was part of a complicated agreement with schools. The system had recently been reviewed and found to be functioning inefficiently and had since been restructured. Costs should be 30% lower next year partly helped by savings from using hand held devices. Schools did not have to use DLO providing any improvements or repairs were compliant with regulations.

Members raised concerns regarding Communities First and the risk to the authority, social services and the education directorate if the programme was phased out. The Head of Education and Family Support explained that there was a lot of value in what was happening already but it lacked clarity.

Members requested further information regarding the last increase in the price of school meals. The Head of Education and Family Support explained that the last increase was a few years ago.

The Committee asked if any non-statutory services were funded from the education budget and if we could move away from any of these. The Head of Education and Family Support explained that if early intervention and prevention services were removed, other areas would be swamped. Members explained that they were questioning the balance taking into account the fact that the authority was struggling to provide statutory services.

The Committee welcomed the Corporate Director- Social Services and Wellbeing and the Cabinet Member Social Services and Early Help to the meeting.

Members referred to the budget reduction identified for safeguarding LAC numbers and the related reduction in costs. Savings had been included in the MTFs since 2012 for this and concerns were raised that they were based on the cost of the service rather than the need. The Corporate Director- Social Services and Wellbeing explained that this was an area of serious concern. The reduction in numbers was slow but the priority was that it was done safely with the right decisions made. Financial packages were very high and the number of LAC in Bridgend was also high. Efforts were being made to develop more in house placements instead of out of county and independent places. The cases had more complex needs and behaviour issues and many had been directed by court. It was important to prevent the children going into care by early intervention and this could be achieved with a stable skilled workforce.

Members asked how many children were out of county and how did that compare with last year. The Corporate Director- Social Services and Wellbeing explained that in June, 9 children were out of county at a cost of £1.4 million and 205 children were looked after in house at a cost of £3.8 million.

The Cabinet Member Social Services and Early Help reassured members that child welfare was paramount and that when staff were notified that there was a child in care it was not concern about the cost but concern for the child. If the preventative services were taken away then staff would not be able to deliver the statutory services. They were looking for efficiencies but safety was paramount.

Members agreed that preventative services played an important part and raised concerns that prevention and early intervention might not be grant funded in the future.

The Committee raised concerns that Western Bay had asked for an additional £485,000 to run the adoption service. The Corporate Director- Social Services and Wellbeing explained that this was a good news story because the regional adoption service had exceeded projections and 42% were placed for adoption against the projection of 24%.

The Chairperson thanked the representatives from the School Budget Forum for their contribution.

The Cabinet Member Education and Regeneration congratulated the staff and Rev Canon Edward J Evans on the excellent results received at Bryntirion School following the Estyn Inspection.

## **Conclusions**

### **Education and Family Support**

1. In order to justify any proposed efficiency savings to school budgets, Members recommended that non-statutory services such as early years and nursery provision which the Authority is continuing to provide should be provided in the report to evidence that they are more beneficial long term at preventing a worsening situation for statutory services.
2. The Committee expressed concerns over the effects of cumulative small budget pressures that schools are experiencing such as pay awards and licenses which were once covered by the Local Authority but are now being delegated to schools.

In light of these pressures the Committee had strong concerns over the potential impact of the 1% efficiency savings proposed for school budgets, particularly for those schools already in deficit and for the primary sector, with evidence being heard that this would equate to losing 40 primary teachers across the 4 years.

In light of this the Committee recommend against the 1% efficiency saving for school budgets. It is recommended instead that the proposed Community Action Fund for Councillors not be progressed and the money be used to partially offset the 1% saving.

3. Furthermore the Committee recommend that the budget titled 'Other Corporate Budgets' for 2017-18 with a proposed £6,194,000 set against it, be considered to achieve the remainder of the saving set against schools under the 1% efficiency.
4. The Committee reiterated previous concerns and recommendations in relation to Learner Transport including those from last year's budget consultation process that proper project management be provided to carry out a review of Learner Transport and that this comes from outside of the two responsible areas in order to provide an objective oversight.

#### **Further comments**

- a) The Committee were pleased to receive assurances that the proposed collaboration and savings for the Educational Psychology Service would not be to the detriment of the service but would ensure that it was maintained at its current level.
- b) The Committee wished to congratulate Officers on the success of the School Modernisation Programme and its continued achievements for pupils within the County Borough.
- c) Members also commended schools on the improvement achieved within Bridgend even when we have such a high pupil teacher ratio.

#### **Children's Social Services**

1. The Committee expressed serious concerns regarding the proposal for further savings from the reduction of Looked After Children particularly given the recent Quarter 2 finance report which projected that the savings of 357,000 for LAC allocated for this year will not be made and the service is currently overspent. Members commented that they did not share the apparent confidence that the Directorate displayed over achieving the future savings in this area.

The Committee requested further detail as to how the service had calculated the £260,000 saving for 2017-18 for LAC.

The Committee further stated that in light of the historic overspends in respect of LAC and the current status of the projected savings in this area for 2016-17, the proposals for further savings for 2017-18 and 2018-19 are unrealistic and unachievable. The Committee therefore recommend that the Directorate look elsewhere for more realistic savings that are attainable.

2. The Committee echoed previous concerns of the Committee in relation to the cost of Out of County Foster Carers compared with those in house and the need for more Foster carers within the County Borough to keep LAC closer to home. The Committee reiterated previous recommendations that there be an increase in payments made to in-house Foster carers to try and grow their numbers and reduce the overall cost of sending children out of Authority, which is not always best for the Looked After Child.

#### **Further information Requests**

- a) The Committee requested clarification as to where the 1% efficiency savings proposed for schools had originated from.
- b) Members queried the Officer's response in relation to the funding formula in that it is difficult to know where Bridgend sits with funding per pupil as it has always been reported to the Committee that Bridgend was funded 20 out of 22 for Local Authorities in Wales. The Committee asked for clarification on this and also pointed out the Authority still has one of the highest pupil teacher ratios which is a further indicator of poorer funding.
- c) The Committee requested a breakdown of what Nursery Education costs the Authority each year.

The Committee requested that they receive the Catering Services outturn statement on school meals for clarification as to whether the proposal to increase school meals by 10p is revenue or simply to balance the budget.

#### 248. NOMINATION TO THE COLLABORATIVE SCRUTINY COMMITTEE

RESOLVED That Councillors Foley and Farr and Rev. Canon Edward Evans be nominated onto the Collaborative Scrutiny Committee with Cllr Westwood as a reserve.

#### 249. APPOINTMENT OF REGISTERED REPRESENTATIVE TO THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

RESOLVED 1) That the Committee recommends to Council the appointment of Mr Tim Thomas as the Primary School Parent Governor Representative to the Children and Young People Overview and Scrutiny Committee, for a term of four years.  
2) That further information be provided on how nominations for the position are sought.

#### 250. URGENT ITEMS

None

The meeting closed at 4.40 pm

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

2 FEBRUARY 2017

### REPORT OF THE CORPORATE DIRECTOR – OPERATIONAL AND PARTNERSHIP SERVICES

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of Report

1.1 The purpose of this report is to:

- a) present the items due to be considered at the Committee's meeting to be held on 20 April 2017;
- b) present a list of further potential items for prioritisation by the Committee.

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

2.1 The improvement priorities identified in the Corporate Plan 2016-2020 have been embodied in the Overview & Scrutiny Forward Work Programmes. The amended Corporate Plan adopted by Council on 10 March 2016 formally set out the improvement priorities that the Council will seek to implement between 2016 and 2020. 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 16 June 2016, the Children and Young People Overview and Scrutiny Committee determined its Annual Forward Work Programme for 2016/17.

#### 4. Current Situation / Proposal

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

4.1 In relation to the Committee's next scheduled meeting to be held on 20 April 2017, the table below lists the items to be considered and the invitees due to attend.

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
Health Review of Mental Health Services - Together for Children and Young People	Susan Cooper, Corporate Director, Social Services and Wellbeing Lindsey Harvey, Interim Corporate Director - Education and Family Support Cllr P White, Cabinet Member – Social Services and Early Help	Health to present scrutiny with overview of the Health Review that is being undertaken. (Joint Report with Education)	Detail research / To be confirmed

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
	Cllr C Smith, Cabinet Member – Education and Regeneration Laura Kinsey, Head of Safeguarding and Family Support Nicola Echanis Head of Strategy Commissioning and Partnerships Jo Davies, ABMU Sian Harrop-Griffiths, ABMU Rory Farrelly - Executive Director, Nursing		
School Modernisation	<ul style="list-style-type: none"> <li>• Deborah McMillan, Corporate Director – Education and Transformation</li> <li>Cllr C Smith, Cabinet Member – Education and Regeneration</li> <li>• Nicola Echanis, Head of Strategy Commissioning and Partnerships</li> <li>Gaynor Thomas, School Programme Manager - School Modernisation</li> </ul>	One of Programmes under Corporate Priority 3 - Smarter Use of Resources. What will Band B look like? How will programme link in with Schools Strategic Review?	

#### 4.3 Extra Items for Consideration

Schools Strategic Review	Outcome of Consultation and pre-decision prior to final decision by Cabinet
Children's Social Services Overview	Overview of the Service Area, key strategies, projects etc - to include outcome of CSSIW Inspection report from Committee's comments.
Education and Family Support Overview	Overview of the Service Area, key strategies, projects etc
Social Services Recruitment and Retention	<i>Follow up from September 2015 - see Feedback from meeting for report request</i>
FE Sector	How FE Sector operates, what are the strategic plans of the college, what is its relationship with secondary schools and the CSC?  <i>(Info incorporated from Youth Engagement and Progression Framework item)</i> 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.

## **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.<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 to be considered at the meeting of the Committee for 20 April 2017 and confirm if it requires any additional specific information to be provided by the invitees listed or the Overview & Scrutiny Unit;
  - (ii) Revisit and consider the list of future potential items for the Committees Forward Work Programme and reprioritise as the Committees feels appropriate.

**Andrew Jolley,**

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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

**Corporate Director – Operational and Partnership Services**

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Civic Offices, Angel Street, Bridgend,  
CF31 4WB

**Background documents:** None

## BRIDGEND COUNTY BOROUGH COUNCIL

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

2 FEBRUARY 2017

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

#### OVERVIEW OF CURRENT REGULATED RESIDENTIAL CHILD CARE PROVISION IN BRIDGEND AND THE WORK OF THE LOOKED AFTER CHILDREN'S PLACEMENTS, RESIDENTIAL AND RESOURCE BOARD.

#### 1. Purpose of Report.

1.1 The purpose of this report is to:

- update the Committee about the revised service model within Bakers Way;
- inform the Committee of the work undertaken thus far within the placements residential and resource project board.
- provide an update on the rota visiting undertaken in respect of the 3 in house residential units;
- provide the Committee with the last 3 inspection reports for our current in house residential units, Bakers Way, Sunnybank and Newbridge House;

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

2.1 The report links to all of the corporate priorities:

- Helping people to be more self-reliant;
- Smarter use of resources;

#### 3. Background

3.1 In April 2016, a Remodelling Children's Social Care programme was established. There are 4 projects that report into this board

- Multi Agency Safeguarding Hub (MASH)
- Childrens with Disabilities
- Early Help and Permanence
- Placements, residential and resource project

#### **Bakers Way**

3.2 The Children with Disabilities project board has focused on developing a new delivery model for the Bakers Way respite care unit. This has involved full consultation with all stakeholders and members of the public within Bridgend County Borough. The proposed plan was presented to Cabinet on the 4<sup>th</sup> October 2016 where permission was given to proceed with the proposed option and provision of the service.

## **Placements, residential and resource project board**

- 3.3 This project has been overseeing a review of the 2 residential care homes Sunnybank and Newbridge House.
- 3.4 The aim of the project is to review children's residential provision, to identify gaps in service delivery and to develop a strategy to mitigate these gaps whilst achieving efficiencies and income through service delivery. This will be achieved through:
- Understanding the residential need within the County Borough and where there is a shortfall in the required service provision
  - Establish a further understanding of the circumstances surrounding cases where the need for Out of County residential care is identified and how this can be reduced
  - Identify options to alter the nature of the provision to provide more outreach transition support for a wider cohort of children.
  - Understanding how reliance on specialist therapeutic services can be reduced
  - Determine whether a residential therapeutic therapy service is required in house.
  - Identification of potential funding streams/income from future models (including supporting people)
  - Benchmarking exercise – determine what other Local Authorities provide, how and at what cost
- 3.5 Due to the quantity of data and discussions taking place, the board agreed to split the work into two separate work streams:-
1. Residential profile and remodelling
  2. Therapeutic analysis of expenditure and BCBC approach
- 3.6 Through the Early Help and Permanence project there is a joint permanence strategy which Newbridge House and Sunnybank support the service to achieve. The aims of this strategy are as follows:
- Reducing the number of children in looked after care
  - A requirement to make timely decisions
  - Provision of permanency options
  - Support children to live with families or suitable placements (preferably in county)
  - Provision of suitable opportunities

Through reviewing the existing service provision, opportunities will be sought to further meet this strategy.

### **Rota visiting**

- 3.7 Bridgend CBC currently has three children's residential homes delivering services to children and young people 0-18 years
- Newbridge House provides a service to young people 15-17 years who require an intensively managed transition into independent living for a short to medium term period of up to twelve months.

- Sunnybank provides a short to medium term service for up to twelve months to children/young people 11-15 years who display complex needs and require intensive work to stabilise their behaviour to allow them to move on to a permanent/long term placement.
- Bakers Way provides a short break service to disabled children/young people aged 0-18 years.

3.8 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. Details of the rota visits carried out during 2016/17 are provided in paragraph 4 of this report.

### **Inspection reports**

3.9 Each residential unit is subject to The Childrens Homes (Wales) Regulations 2002 and as such is inspected every year. Copies of each of the most recent inspection reports are available at **Appendix 1**.

## **4. Current situation.**

### **Bakers Way**

4.1 Bakers Way has been open for just over 25 years. It is a 5 bedded respite unit for children with disabilities. It provides a traditional model of care and the project was set up to ensure that the current service being delivered was meeting the needs of the current children and young people accessing the service.

4.2 Through initial consultation a proposed model was agreed leading to the Bakers Way service continuing to be delivered from the existing building. The service will offer overnight breaks from Tuesday to Saturday, with no overnight short breaks on Wednesdays, when the Outreach service will continue to run.

4.3 Formal staff consultation will commence in January 2017 over a four week period with a three month change of contract notice period then being served. This will lead to the new service model being operational in May 2017.

4.4 A bid for capital minor works funding has been submitted to enable adaptation works to be carried out in Bakers Way during 2017 to ensure all children have equal access to the services available within the unit and to adjust the existing door frames to be EU compliant with new larger wheelchairs which are now being utilised.

### **Placements, residential and resource project board**

4.5 In scope, Bridgend CBC currently has two in house residential Children's units cumulatively providing 11 beds.

## **Sunnybank**

- 4.6 Sunnybank Complex Needs Unit houses four beds for complex needs transition. There is no local crisis provision for complex needs. Consequently some children need to be placed in high cost out of county placements. It needs to be considered, whether those needs can be met in-house and whether the Local Authority can access local services as a potential source of savings. The project board has been collating and scrutinising the data around the need to make those placements and seek positive local solutions.
- 4.7 The Local Authority has a high proportion of children in residential and foster care, who receive therapy externally. Part of the work of the project board is to determine whether therapy services can be found and commissioned externally, in-county or whether an in house residential therapeutic therapy service is required.

## **Newbridge House**

- 4.8 Newbridge House is a transition unit for 16-17 years to independence, but it is not able to affect a positive throughput because there are limited options available in terms of suitable accommodation for young people to reside in. This project is to identify options to alter the nature of the provision to provide more outreach transition support for a wider cohort of children.
- 4.9 As part of the research and analysis undertaken in order to understand the residential need within Bridgend CBC and the causes of Out of County residential provision and how this can be reduced, a series of workshops with a range of stakeholders were held and the information has been collated into a summary diagram see **Appendix 2**.
- 4.10 This identified that placement breakdowns from in house residential care were caused by:-
- Significant criminal damage to property resulting in arrest
  - Suicidal ideation and attempts (led to secure accommodation)
  - Self-harm admitted into hospital
  - Assaulting and threatening staff resulting in police bail conditions not to return to the unit
  - Child sexual exploitation and other risk taking behaviour
  - Threats to kill in locality (led to secure accommodation)
  - Consistent threats to staff/aggressive behaviour towards staff
- 4.11 Placement breakdowns from external residential care were caused by:-
- Sexual assault on another young person
  - Significant criminal damage to property resulting in arrest
  - Refused engagement with all local services and professionals leading to increased risks to personal safety
  - Therapy not provided, Local Authority decision to move them back
  - In identified external residential provision, ceased when 'extreme' police intervention was required (led to secure accommodation)

4.12 The overall placement endings for the residential cohort are broken down as follows

Home	B&B	External Residential	Adults	Bespoke	Secure	Foster	Hospital
1	1	3	1	1	3	3	1

4.13 Analysis of the reasons for breakdown demonstrates that it is not necessarily the actions or lack of actions from the in house provision that leads to the placement breakdown. The overall acknowledgement was that the factors listed below have the highest impact and could negate the reasons for an external placement being sought in some cases (**Appendix 2**).

- **Child Sexual Exploitation (CSE)** consideration linked to **location** - our units are centrally located
- **Environmental Factors:** Association with older people is linked to absconding /risk taking behavior which again is linked to location. Isolation can help manage risk - our units are centrally located.
- **Suicide threats** – cases not meeting CAMHS eligibility criteria; limited therapeutic provisions to assist with psychological/emotional/behavioural issues.
- **Therapeutic approach/materials** – In house provision has not benefited from a specific therapeutic training approach or materials which embed a fully holistic therapeutic approach being demonstrated at all times.
- **Environmental factors (CCTV)** - Newport have introduced this as part of their remodeling. It can act as a deterrent for the young people and also anyone who may potentially be intending to exploit them.
- **Court Proceedings** - During care proceedings, recommendations can be made by other experts involved which may include placing a child in ‘therapeutic’ residential placement. Such placements provide a ‘therapeutic provision’ by either providing the necessary one to one therapy or delivering day to day intervention using a therapeutic approach and have resources to do so. Whilst the local authority makes attempts to build a package of support to meet the criteria of such recommendations using in-house provisions, this is sometimes not possible due to lack of availability of provisions. On occasions, what the local authority can offer in house may not be considered enough to meet the child’s long term needs. As a result, the local authority has to consider searching for and using external placements and/or therapeutic providers to ensure that the child’s needs are met as per recommendations made by experts involved.
- **Strategy for behavioural management** – we need to have a consistent approach to the young people that is being used within their home environment whether that be foster placement or residential and also mirrored in the school and by any external agencies.

4.14 7 out of the 15 placements analysed were for children who were subject to court proceedings where final care plans were for them to be placed in therapeutic environments.

4.15 In respect of the internal residential and therapeutic provision that is required in moving forward, a review and remodelling exercise is being undertaken. To inform this piece of work, two options appraisals are being developed:-

1) An options appraisal will be undertaken in February 2017, to consider the potential remodelling of BCBC's in house residential Children's units. The options appraisal will show us what combination of the following potential unit options are needed in moving forward. i.e. It could be a combination of all these unit options, or possibly a combination of only two or three of them:

- Assessment unit

Residential assessment unit, where assessments will last up to 8 weeks for all appropriate entrants to care. The aim of the assessment unit is to establish what (if any) longer-term placement options or therapies are needed in moving forward.

- Complex Needs unit

Similar model to Sunnybank; it is envisaged that placements within this unit would be for up to 6 months, in order to undertake the required therapeutic work allowing move-on to appropriate longer-term placements.

- Transition unit

Similar model to Newbridge House; it is envisaged that placements within this unit would be for 6 months to 1 year for those aged over 15 years, with individuals working through a specific independence programme, providing them with the necessary knowledge and skills to live independently.

- Long term residential

A long-term residential unit, for the children and young people who are assessed as needing to live in residential care, but whose needs do not meet the criteria of the Complex Needs Unit or the Transition Unit.

As part of this options appraisal, other housing options (including Semi-Supported Housing) will also be considered, in conjunction with:

- Step up and step down foster placements (wraparound service)
- Onsite education (formalised link to a provision)
- In house therapeutic provision and training (team or commissioned services, upskilling existing staff)

2) An options appraisal will be undertaken in February 2017, to consider the potential future use of therapeutic interventions, which will include:

- In house therapeutic team
- Commissioned accredited therapists
- In house residential accredited therapists
- Foster carers to be trained to the same therapeutic level as residential workers

4.16 Following these options appraisals, a potential new model will be identified, and as part of the next steps, officers will analyse needs and demand, and calculate likely

costs and financial profiles, to ensure that any recommended model in moving forward is viable and sustainable.

- 4.17 A full skills training matrix of existing staff within a number of different services and directorates across the council has been undertaken and can be seen in **Appendix 2** (no.3 Training).
- 4.18 The options appraisal will include the identification of potential funding streams and income from any future models (including supporting people).
- 4.19 A benchmarking exercise is currently being undertaken and will be analysed and cross referenced to the outcomes of our internal options appraisal
- 4.20 **Appendix 3** outlines the proposed project and consultation timeline, including work undertaken to date.

### **Rota Visiting**

- 4.21 Since the last report to the CYP Scrutiny Committee in March 2016, the new rota for April 2016 to March 2017 has been established. Between April and November, there have been 11 visits to the three children's establishments out of a possible 24: three visits were to Bakers Way, four visits were to Sunnybank Complex Needs unit and four were to Newbridge House.
- 4.22 A summary of the feedback received, plus any service response/update is attached at **Appendix 4**. 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.
- 4.23 In addition, three independent Children's establishments were added to the rota in August:
  - Ty George, Court Colman, Penyfai, Bridgend, CF32 0HE
  - Genus Care Children's Home, Ynys Y Bwt House, Blackmill, Bridgend, CF35 6EB
  - Greenmeadows Children Home, Llangynnywd, Maesteg, CF34 9RT

So far, one visit has been undertaken to Ty George; the comments are included in appendix 2. The next visit is to Genus Care and this is being scheduled.

### **Inspection reports**

- 4.24 Bakers Way was most recently inspected by CSSIW in January 2016 with the positive report being published in March 2016. The inspection carried out was a focused inspection on the quality of life achieved by children and young people accessing the Bakers Way service. The service was particularly complimented on the outreach service which is being extended following consultation with families and service users.
- 4.25 CSSIW highlighted the fact that an emergency placement had been made which caused some disruption for other children and young people accessing the service as their visits were re arranged. This emergency placement was the only option at that time and CSSIW were fully consulted at the time and understood the need for

the placement to be made. This issue has been explored and discussed within the children with disabilities board and was one of the factors that led the Local Authority to propose the establishment of a 52 week in house provision in Heronsbridge alongside foster carers being sought who are able to care for children with complex needs.

4.26 Sunnybank was most recently inspected by CSSIW in August 2016 on 2 separate dates with the report being published in November 2016. The inspection carried out was a planned unannounced focused inspection on the quality of life for children and young people. The unit was experiencing a particularly complex and challenging young mix of people displaying significant behavioural issues that the staff group was managing.

4.27 In respect of the recommended improvements made:-

- Registered manager makes the final decision on requests for placements - The referrals and placements are discussed at Accommodation and Permanence panel with the registered manager or a senior in attendance. On occasion it has become necessary for the manager to be directed to take a child who has no other placement available to them in an emergency. This direction can only be made by the Head of Service or above.
- Supervision for staff should be undertaken within statutory guidelines in line with national minimum standards - this recommendation is outstanding from the previous inspection – Informal supervision was being carried out regularly with specific items case noted and recorded. Formal supervision was not recorded as taking place on a monthly basis for every member of staff due to the need for staff to be involved on a one to one basis with the children and young people.
- Staffing levels should reflect the assessed need of the young people living at the home - the service has recruited and appointed to the permanent positions that were vacant at the time. The unit had adequate staffing levels provided by a regular cohort of casual staff. Staffing levels were increased and support was provided to the unit through the youth offending service and the introduction of the restorative model approach.
- The registered manager was informed that the Statement of Purpose must be updated and sent to CSSIW as a matter of urgency - This was updated and sent and will be ratified at cabinet on the 28<sup>th</sup> February 2017
- A copy of the annual Quality of Care Review should be sent to CSSIW – complete  
All items highlighted have been noted within the work being undertaken by the residential project board.

4.28 The comments made by young people not feeling listened to on page 3 of the report were in the context of their own personal views on what they felt they should have and was reasonable. Placement planning meetings discuss and agree those items which are subsequently monitored by looked after children reviews.

4.29 Newbridge House was most recently inspected by CSSIW on an unannounced basis in May 2016 however we have not received a formal written report. CSSIW are aware that we are awaiting the report. The previous report was published in May 2015 so has been attached as an appendix to this report without commentary as it out of date.

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

5.1 There are no legal implications arising from this report at this time.

## **6. Equality Impact Assessment**

6.1 This report is concerned with data and information rather than policy or decision making therefore an equality impact assessment is not applicable.

## **7. Financial Implications.**

7.1 There are projected financial savings implications arising directly out of this report in respect of Bakers Way and the Placements, residential and resources project board. It is anticipated that the remodeling of bakers way will result in £100k savings being made to contribute to the MTFS savings targets below;

7.2 The Project board supports the Medium Term Financial Strategy as opportunities will be sought to establish strategies to develop efficiencies in service delivery and identify sources of income, through the undertaking of a review of residential provision to safely reduce reliance on out of county placements and specialist therapeutic services.

CH22 – **Remodelling of Childrens Respite/Residential Care** has resulted in the following budget reductions in the last two years.

- £200k in 2015/16
- £200k in 2016/17

The savings target for 2015/16 has not been met and this along with the target for 2016/17 remains at risk. However the Remodelling Children's Social Care Board is now established and making good progress and it is anticipated that the savings will be realised in 2017/18. The service is currently working on a recovery plan to make up the shortfall.

7.3 Council agreed capital funding in the MTFS 2016-17 to 2019-20 for the refurbishment of the Caretaker's Lodge and Heron House, Heronsbridge School, to enable 52 week residential provision in-county for children with disabilities, to reduce the number of children placed out of county. Work is progressing on the adaptations and it is envisaged that this will assist in reducing costs of out of county placements.

## **8. Recommendation.**

### **Bakers Way**

8.1 The Committee to note the update.

### **Rota visiting**

8.2 The Committee to note the update.

## **Inspection**

- 8.3 The Committee to note the content of the report and continue to support Childrens residential services to promote the opportunities for the children and young people of Bridgend who are part of the looked after children populations for whom the council has corporate parenting responsibility or who live with their families.

## **Placements, residential and resource project board.**

- 8.4 That the Committee consider the contents of the report and provide comments on the plan, offering views to contribute to the forthcoming options appraisal to move the project forward in a positively informed manner.

**Chief Officer: Susan Cooper**

**Job Title:** Corporate Director of Social Services & Wellbeing

**Date:** January 2017

**Contact Officer: Natalie Silcox**

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## **Background documents**

None



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Care and Social Services Inspectorate Wales

## Care and Social Services Inspectorate Wales

Care Standards Act 2000

# Inspection Report

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg / This report is also available in Welsh

Sunnybank Children`s Home

31 Pant Morfa  
Pothcawl  
CF36 5EN

Type of Inspection – Focused

Dates of inspection – Wednesday, 3 August 2016 and Thursday, 11 August 2016

Date of publication – Wednesday, 16 November 2016

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## Summary

### About the service

Sunnybank is a Children's home owned and operated by Bridgend County Borough Council. On the day of the Inspection four young people between the ages of 12 and 14 years were being looked after at the home. The Statement of Purpose (2014) states that four young people of either gender can be accommodated between the ages of 14-18 years. The registered manager is Karl Culpeck and the responsible individual is Laura Kinsey.

### What type of inspection was carried out?

This was a planned unannounced focused inspection which took place on Wednesday 3<sup>rd</sup> August 2016 and Thursday 11<sup>th</sup> August 2016 as part of the CSSIW's schedule of inspections which look at the quality of life of young people using the service. The methodology used included:

- One announced visit to the home
- One unannounced visit to the home
- Discussion with the registered manager and staff on duty
- Discussion with three young people present on the first day of the inspection
- Previous CSSIW reports
- Examination of a random sample of records.

### What does the service do well?

The home operates to the national minimum standards but does not exceed these.

### What has improved since the last inspection?

There are no improvements since the last inspection

### What needs to be done to improve the service?

We did not issue any non-compliance notices at this inspection. However for the benefit of young people it is recommended that:

- The registered manager makes the final decision on requests for placements.
- Supervision for staff should be undertaken within statutory guidelines in line with national minimum standards, this recommendation is outstanding from the previous inspection.
- Staffing levels should reflect the assessed need of the young people living at the home.
- The registered manager was informed that the Statement of Purpose must be updated and sent to CSSIW as a matter of urgency.
- A copy of the annual Quality of Care Review should be sent to CSSIW as a matter of urgency

## Quality Of Life

We (CSSIW) were told by two young people that they did not feel listened to because:

- They did not have a voice.
- They were not treated fairly e.g. differences in bed times and pocket money.
- They were not consulted on day to day issues affecting their lives whilst at Sunnybank.

However, one young person said that the care and understanding shown by staff was excellent and that he did feel listened to and had a voice, but that the young people placed together was “never going to work”. The young people said that although they knew bed times were related to age they did not think this was acceptable and that they should be allowed to choose their own bedtimes similarly they did not agree that pocket money should be determined by age. Children’s meetings are regularly scheduled and minuted but are not always attended by the young people. All young people have access to an advocate, but only one young person knew their advocate and saw them intermittently.

Young people are encouraged to manage their emotions and behaviour in a positive manner and to look at coping strategies, usually this work is carried out in key working sessions. At the time of the inspection two young people were involved in a serious and violent incident resulting in extensive damage to the upstairs and necessitating the involvement of the police. During this time we observed staff responding immediately and appropriately to ensure the young people were not seriously hurt, by separating those involved and taking one young person out of the home. Staff told us that the only way to care for those young people placed was to take them out on separate activities, even though attempts to provide planned activities had been highlighted at the beginning of the summer. Staff on duty told us that they are still motivated to provide good quality care and opportunities to the young people at Sunnybank, but that the current staffing difficulties and the diverse and complex needs of the young people placed, makes it extremely difficult to achieve.

Young people are able to buy their own clothes and toiletries and we saw evidence of this in the young people’s files. The young people we spoke to did agree that they had an allowance but would like it to be increased, as they could then buy more expensive “gear”.

Young people’s educational needs are met and placements had been made for the beginning of term.

The second announced visit found a much calmer atmosphere and we observed two young people downloading music with staff and interacting together positively, being encouraged and praised by the staff for their achievements in managing the technology. The registered manager had returned from leave and the staffing situation had improved resulting in the staff on duty feeling less stressed and more able to work proactively with the young people.

Young people benefit from a healthy diet. On a Thursday the young people are consulted on the menu for the next week and are able to make choices, however we were told by the young people that that they didn’t like the healthy options. Fresh fruit and vegetables

were part of the weekly menu and staff said that they did encourage the young people to try and eat the healthy options.

## Quality Of Staffing

This inspection focused on the quality of life of young people using the service. We did not consider it necessary to look at the quality of staffing on this inspection, however, we did make the following finding:

We discussed with the registered manager and responsible individual that the staffing issues of long term sickness and overall morale of the staff group should be addressed urgently. Staff told the inspector that they want to provide holistic positive care for the young people living at Sunnybank but that the current staffing situation does not allow practise to improve in any way.

## Quality Of Leadership and Management

This inspection focused on the experience of young people using the service and their quality of life at the home. However we did highlight to both the registered manager and the responsible individual that in order to improve leadership and management and provide a service that is well run and clear about its purpose, more permanent staff need to be appointed. We were told by the registered manager on the second visit that interviews for staff were being set up and that two permanent members of staff were soon to return to work.

Monthly Regulation 32 reports were up to date, however it was unclear whether any recommendations were acted upon.

A review of residential care will soon commence led by a senior manager within the Department and will focus on the individual needs of each residential home to improve or change the Statements of Purpose, in order to provide consistent and effective care for those young people who use the service.

This theme will be considered in more detail at future inspections.

## Quality Of The Environment

This inspection focused on the experience of young people using the service and their quality of life at the home .We did not look in detail at the quality of the environment on this occasion. However we were told by staff and young people that a significant amount of damage to the home occurred on a regular basis when young people were unable to manage their emotions and behaviour in a positive manner. On the day of the inspection the communal rooms were acceptable but not homely.

This theme will be considered in more detail at future inspections.

## How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.



## Care and Social Services Inspectorate Wales

Care Standards Act 2000

# Inspection Report

Bakers Way

Bridgend

Type of Inspection – Focussed

Date(s) of inspection – Tuesday, 5 January 2016

Date of publication – Thursday, 31 March 2016

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## Summary

### About the service

Bakers Way is registered as a children's home and provides a short breaks service to children and young people who have a learning disability and / or a physical disability who live in Bridgend County Borough. Bakers Way can accommodate five children aged 0-18 years at any one time. 42 children and young people were receiving a short break from Bakers Way at the time of inspection. The home is operated by the local authority and is not registered to accept emergency placements. A new manager, Gail Summerhayes, had been appointed since the last inspection and had applied to the Care and Social Services Inspectorate Wales (CSSIW) to become the registered manager. The manager is suitably qualified and experienced and has been previously registered as a manager for a children's home. The responsible individual is Laura Kinsey, Head of Safeguarding and Family Support, Bridgend County Borough Council.

Bakers Way is a large detached house which has been converted from two semi-detached properties and is located on a large housing estate on the outskirts of Bridgend. It is within a short drive of several amenities such as shops, restaurants, cinema, leisure centre etc. It is also within easy access of nearby country parks and within a short distance of the schools that the young people and children using the home attend.

### What type of inspection was carried out?

A focussed inspection was undertaken as part of CSSIW's routine schedule of inspections, which considered the quality of life for young people placed in Bakers Way. The inspection methodology used included the following:-

- One unannounced visit to the home
- Discussion with the manager and staff on duty
- Discussion with the young people receiving a short break (4)
- Discussion with a transition worker and assistant social worker who were visiting the young people
- Observation of the interaction of the staff with children and young people
- Examination of two children's files
- Examination of records of three monitoring visits undertaken under Regulation 32

We did not use the Short Observational Framework for Inspection (SOFI) tool on this occasion because three of the children present were verbally communicative and so we were able to talk to them to gain their opinions on the short break service.

### What does the service do well?

- An outreach service which works with a group of young people to develop independent skills is provided one evening a week

### What has improved since the last inspection?

- A consistent approach to behaviour management has been developed between Bakers Way and Heronsbridge school
- Behaviour management plans had been developed for individual children and work undertaken with some families to ensure a consistent approach

### What needs to be done to improve the service?

The following recommendation to achieve improvements for children and young people was made:-

Bakers Way should not make emergency short term placements which necessitate cancelling services for other young people, which could adversely impact on the support for those families.

## Quality of Life

Overall, we (CSSIW) found that children and young people and their families receive a child-centred service in a homely and nurturing environment.

Children and young people experience warmth and are able to develop attachments and a sense of belonging. We saw staff interacting with the young people present in a caring and nurturing manner. We saw that young people were warmly welcomed on arrival by staff and the young people responded by hugging staff and smiling and appeared to be very happy to be attending Bakers Way. Social work staff we spoke with described the service as 'fabulous' and 'brilliant' and said that the service was a lifeline for parents.

Young people are treated with dignity and respect and have choice and influence. We saw that when young people arrived that staff asked permission from the young people before going into their bags to take out their medication and check it before locking it away safely. We saw even when young people were not so verbally communicative they responded with a 'thumbs up' sign. We observed that when the young people arrived for their short break they were offered a choice of the available bedrooms and were encouraged to take their belongings to the room they selected. Staff were aware of which bedrooms children and young people preferred and when planning the overnight stays, choice of bedroom was taken into consideration, as well as matching the young people with their friends and ensuring compatibility. Young people were generally offered a choice of what they wanted to eat for their tea with staff having ensured that menus had been planned to ensure a range of food was available, which they knew the young people had a preference for and were nutritious. Young people were offered a drink and snack when they arrived.

Children and young people on the whole experience appropriate, responsive care from staff who have an up to date understanding of their individual needs and preferences. We saw evidence that on the whole the majority of placements were well planned, with good short introductory visits which included tea visits, giving young people an opportunity to familiarise themselves with the environment and with the staff. Staff said this also gave them an opportunity to get to know the children and young people before they had an overnight stay. It was evident through discussion with staff and the manager that young people would not have an overnight stay until they were happy to do this and we saw that some young people were offered day care if this was more appropriate than an overnight stay. Detailed information had been sought from the local authority and relevant information was available to enable staff to care for the young people appropriately. This included a young person's profile, assessments for short break services, personal information, placement agreements, young people's plans, parental consent forms for emergency treatment and medication, risk assessments and behaviour support plans. We observed staff reading young people's personal profiles before their arrival and when we spoke to them they were very knowledgeable about the young people. Each young person had a key worker. Parents were involved at the time of the referral to the service and when the service was reviewed. Children, young people and their families were given a children's guide which had been produced in DVD format and a family information booklet as part of the introductory process.

Young people feel secure and are able to develop independence. An outreach service which worked with a group of young people who were reaching the age of moving on from Bakers Way was run every other Wednesday. The manager said that she was going to further develop this service by ensuring that each individual had a goal and that their achievements would be measured and reviewed. The transitional worker we met with said that this service was 'fantastic' and that parents had noticed an improvement in

self-help skills of their children as a result of this service.

Young people are active, positively occupied and stimulated in the home. Young people we spoke with told us about visits they had made to the beach, cinema, and laser zone and said that they often went out swimming and to the local shops to spend their pocket money. Young people told us that they were given a choice of where they wanted to go to and on the evening of the inspection they were going out to eat to celebrate one of the young people's birthdays and were waiting for all the young people to arrive before planning where they were going to go.

## Quality Of Staffing

This inspection focussed on the experience of children and young people using the service and their quality of life at the setting. We did not consider it necessary to look at the quality of staff in on this occasion because:-

- Good staff interactions between young people and staff were observed
- A consistent and stable staff team were in place
- More than 80% of staff were suitably qualified and experienced.
- All staff were registered with the Care Council for Wales (CCfW)

However, this theme will be considered in more detail at future inspections.

## Quality Of Leadership and Management

This inspection focussed on the experience of children and young people using the service and their quality of life at the setting. We did not consider it necessary to look at the quality of leadership and management on this occasion because:-

- A suitably qualified and experienced manager had been appointed and was in process of being registered by CSSIW as the registered manager
- Regular monitoring visits under Regulation 32 were being undertaken by a member of staff from the local authority who did not have line management responsibility for the home

However, we saw that a short term emergency placement had been made in May 2016 of a young person who had previously attended Bakers Way, before the present manager was appointed. As a result of Bakers Way being called upon to provide an enhanced programme of support to a young person who required a high level of supervision, a number of short break visits had to be cancelled for other young people and their families. Although this was to protect the other young people this could have an adverse impact on the support for the young people and their families who receive a service.

This theme will be considered in more detail during future inspections.

## Quality Of The Environment

This inspection focussed on the experience of children and young people using the service and their quality of life at the setting. We did not consider it necessary to look at the quality of the environment on this occasion because :-

- The home was found to be clean, homely and in good decorative order
- Safety measures e.g. a key pad system was in place to prevent strangers from entering the home and to ensure the safety of young people could not leave the building without staff

However, this theme will be considered in more detail during future inspections.



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

## Care and Social Services Inspectorate Wales

Care Standards Act 2000

# Inspection Report

Newbridge House

Bridgend

Type of Inspection – Focussed

Date(s) of inspection – Tuesday, 12 May 2015

Date of publication – Thursday, 25 June 2015

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## Summary

### About the service

Newbridge House transition unit is registered as a children's home and is owned and managed by Bridgend County Borough Council. The aim of the service is to support looked after young people who require an intensively managed transition, to enable them to develop the necessary skills to move into independent living. Initially young people are given a room on the main unit. When they demonstrate that they are showing a level of maturity, the ability to budget and keeping their environment in order, they then have the opportunity to move into one of the bed sits.

The unit is registered to provide care for up to six young people aged fifteen to seventeen, four in the main part of the home with two additional bedsits for preparation for independence. However, the Statement of Purpose says that they will work with young people from fifteen and a half as it was felt that under this age was too young to start working towards independence. There were five young people residing in the unit at the time of inspection with one young person who had moved into independent living the day before. The unit is managed by the registered manager, Sian Morgan-Jones. The responsible individual is Colin Turner, Head of Children's Services for Bridgend.

The unit is a single storey building situated in a quiet residential area of Bridgend and close to local amenities.

### What type of inspection was carried out?

This focussed inspection was undertaken as part of the Care and Social Service Inspectorate for Wales (CSSIW) schedule of inspections.

Information was obtained from the following.

- One unannounced inspection on 12 May 2015
- Discussion with the registered manager and two staff members on duty.
- Observation of interaction between young people and staff
- Discussion with one young person
- Examination of Regulation 32 reports and the Statement of Purpose
- Examination of records of sanctions
- Examination of the quality of care report
- Daily logs which contained information on young people
- Several thank you cards received from young people and relatives on the care provided
- Records of restorative approaches- encouragement meetings

### What does the service do well?

Staff at the unit use a 'restorative approach- encouragement meetings' to improve relationships between the young people

**What has improved since the last inspection?**

- Both of the senior residential workers had started– QCF Level 5.
- The staff team have received training in the role of Personal Advisor (P.A.)

**What needs to be done to improve the service?**

No issues of non-compliance.

## Quality Of Life

Overall we (CSSIW) found that young people have a voice and are encouraged to express their views on the care provided and feel listened to and their views are valued. This is because young people have choice and influence over their daily living through young people's meetings and through discussion with their keyworker. Young people were also supported to attend their Looked After Children (LAC) reviews.

Young people resident in Newbridge House are supported to deal with difficult feelings are helped to develop coping strategies. Young people can be confident that they will receive individual attention as and when they need it. The young people were allocated a key worker on admission who assisted in the development of independent living skills and attended meetings relating to the young person who they were keyworker for. One young person we met with said that she met regularly with her keyworker and had a good relationship with her and felt that she was given good advice. We saw a thank you card from one young person who had moved on to independent living which said 'Thank you for being an amazing key worker.'

Young people are prepared for independent living. Staff supported young people by helping them to develop their budgeting and cooking skills. Young people were given guidance in the practical aspects of shopping, preparing and cooking and whilst on the unit were generally accompanied by staff to do their shopping. Young people and in particular those in the bedsits were given a weekly allowance to buy food which was kept in a fridge and cupboard provided in their own rooms. Staff cooked Sunday lunch which the young people enjoyed and the young people who had moved into the bedsits were also invited. One of the young people we spoke with said when they first moved in that they had not wanted to do the shopping and cooking but with the help of staff and their keyworker, felt confident to shop on their own and were able to budget.

Young people are encouraged to develop a healthy life style. On admission young people had a health assessment and were registered with a local doctor, dentist and optician, unless there was a preference to remain registered with their existing practice. Young people were expected to take some responsibility in ensuring that they attended appropriate health appointments as part of their independent skills. Where appropriate use was made of the Child and Mental Health Service (CAMHS). Young people were also given information on health education, which dealt with HIV/AIDs, sexually transmitted disease and sex and sexuality.

Young people are assisted to develop socially acceptable behaviour because staff respond constructively to unacceptable behaviour. Sanctions which were imposed generally involved loss of some of their pocket money which the young people did not always agree with. When a sanction was imposed, staff discussed it with the young person and it was recorded. The manager said that the use of restraint was limited to extreme circumstances and only used to prevent likely injury to the young person or

others. The manager said the staff at the unit used a restorative approach to improve relationships between the young people as it could be quite difficult in a group living situation. We saw examples recorded of discussion with young people at 'restorative approaches – encouragement meetings'

Young people are prepared for independent living and supported to find a future career. We saw that young people were assisted in participating in education or training. On the whole, many of the young people living in Newbridge House had negative experiences of attending education. We saw a thank you card from one young person which said 'I appreciate all your hard work for preparing me for my interview.' A young person we spoke with said that the keyworker had helped her by taking her to college and helped her look for a job. We observed staff speaking to a young person who had just secured a place on a college course and saw that they showed genuine interest in learning about what they would be doing.

Young people experience warmth, attachment and belonging. We saw several thank you cards from young people who had recently left and from a relative of one young person. They were all very appreciative of the time and support given to them by the staff team. One young person who had acknowledged that it had been a 'bumpy' ride at the beginning when they moved in was highly complimentary of all of the staff team and said, 'I could not have done any of this without such an amazing group of supportive staff.' Another from a relative said 'Without your kindness patience and compassion he would not have pulled through, it meant so much to me ....to know that I could pick up the phone at any time and you were prepared to listen and more importantly, you cared.'

## Quality Of Staffing

This inspection focussed on the Quality of Life and we did not consider it necessary to look at the Quality of Staffing on this occasion because ;-

- We found on the last inspection that young people were cared for by a manager and staff team who had many years experience of working in residential childcare, appropriate qualifications and were registered with the Care Council for Wales.
- The service was compliant with Regulation 25 (1a) which requires that 80% of the staff working in the home hold a relevant qualification.
- The review of quality of care report indicated that staff had attended a good variety of appropriate training

However, this theme will be considered at future inspections.

## Quality Of Leadership and Management

This inspection focussed on the Quality of Life and we did not consider it necessary to look at the Quality of Leadership and Management in detail on this occasion because

- Overall, we found that young people and staff working in the service were clear about what it sets out to provide.

However, we found that the age range had been omitted from the last Statement of Purpose. This had since been rectified and the Statement of Purpose had been updated in May 2015 to reflect that they would accept young people aged 15 ½ - 17 years of age. The service is registered to accept young people aged 15-17 years old however the manager said that they would be unlikely to accept young people under 15 ½ as they were unlikely to be at a stage of being ready to prepare for independence.

The Registered Manager said that the last year had been a challenge because the service had accepted emergency placements. However, CSSIW would need to agree an application to vary the registration to take an emergency placement. All relevant risk assessments would need to be undertaken by the Local Authority. There would also need to be an agreement with the Registered Manager who must be confident that the young person's behaviour would not impact on the lives of the young people already resident within the home. The review of quality of care report for April 2014 March 2015 indicated that there had been eight planned and six emergency placements admitted into Newbridge House during the period of the report.

## **Quality Of The Environment**

This inspection focussed on the Quality of Life and we did not consider it necessary to look at the Quality of Environment on this occasion because:

- We found at the last inspection that young people were cared for in premises which was welcoming, safe and secure and maintained appropriately. One young person had moved out of one of the bedsits and the staff team were helping one of the young people to decorate the bedsit before they moved in.

However this theme will be considered at future inspections of the service.

## How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.





**Model:**  
**Assessment unit:**

- Short term intervention at the beginning from the assessment unit
- Do not return to unit unless timescales are met
- No age limit to assessment 11-18yrs
- 8 week placement, then outreach
- 6 bed unit can manage the split and segregation
- Foster carers that work closely with the unit.

**Complex Needs unit**  
 4 bed unit, 6 months (1 year max), Age range governed (11-17yrs)

**Transition unit**  
 4 bed, 16+, Semi supported bedsit

**Long term residential**  
 Currently OOC for 14-18yrs., 4 bed in-house provision  
 no transition, Often less staff to promote stability

**Semi Supported Housing**  
 16+, Supported lodging, 8-10children (Blocks of 4)  
 Not fully staffed, 1 overnight a week, Mixed sex  
 Affiliated to training or education (Wrexham model)

**KEY**

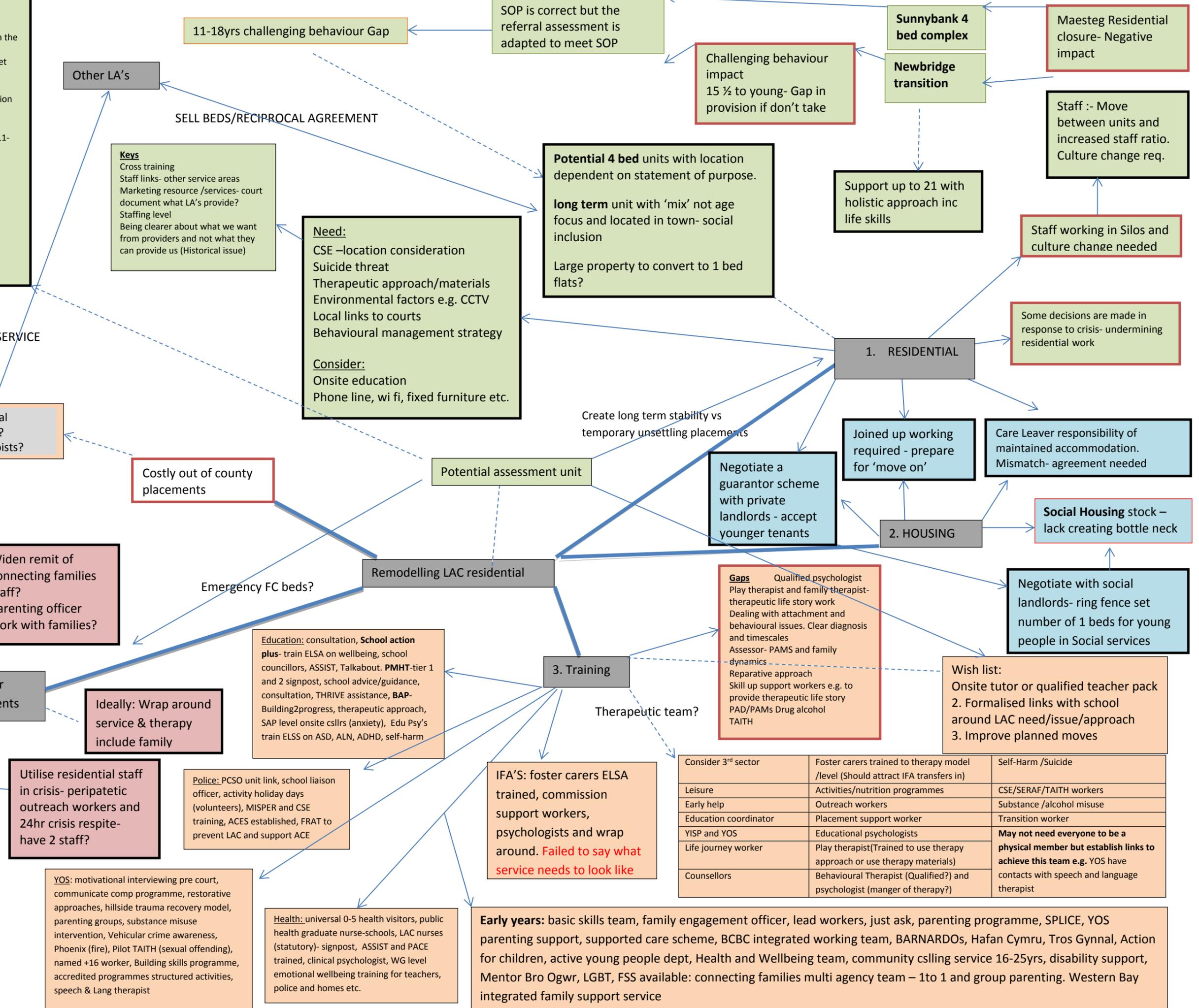
- Current key issues
- solutions
- Current situations
- Potential options for analysis

**Issues:**

- National shortage particularly teenagers
- Less resilient carers
- Rapid response team waiting list

**Wish List:**

- Monetary incentive- qualified
- Specialist training- teenage carers
- Skilled therapy FC's?
- Restorative/mediation process



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### Looked After Children, residential, placements and services– Communications, Consultation and Engagement Plan

<b>Residential remodelling</b>			
Project scoping exercise		4 <sup>th</sup> July 2016	Completed
Project board established and draft brief agreed		7 <sup>th</sup> July 2016	Completed
Project brief agreed	HOS sign off	15 <sup>th</sup> July 2016	Completed
Meeting with Landsker independent residential service director		24 <sup>th</sup> August 2016	Completed
Newport BCBC remodelling discussions		9 <sup>th</sup> September 2016	Completed
Placement breakdown GAP analysis workshop		14 <sup>th</sup> October 2016	Completed
Remodelling residential staff workshop and consultation		19 <sup>th</sup> October 2016	Completed
Consultation with residential and safeguarding staff to help inform options – “what kind of residential service do you feel is needed, where are the gaps?”	Staff consultation	4 November 2015	Completed
Met with Marlowes independent residential service provider		7 <sup>th</sup> November 2016	Completed
Information paper for CYP scrutiny	OVSC	5 <sup>th</sup> January 2017	
Options appraisal		6 <sup>th</sup> February 2017	
Programme Board approve FINAL Options Appraisal and proposed new model to be consulted upon	Finalise options appraisal & recommendation	April 2017	
OVSC report – OVSC scrutinise options appraisal and proposed new model for respite services, as part of formal consultation	OVSC report – scrutinise proposed new model		
Cabinet approval of the recommendation for remodelling option	Approval of new model	July 2017	
Inform CAFCASS and the local courts of the model and services that Bridgend Residential provision is operating within.		TBC	
<b>Therapeutic service/team</b>			
Project scoping exercise		4 <sup>th</sup> July 2016	Completed

Project board established and draft brief agreed		7 <sup>th</sup> July 2016	Completed
Project brief agreed	HOS sign off	15 <sup>th</sup> July 2016	Completed
Meeting with Landsker independent residential service director		24 <sup>th</sup> August 2016	Completed
Newport BCBC remodelling discussions		9 <sup>th</sup> September 2016	Completed
Remodelling residential staff workshop and consultation		19 <sup>th</sup> October 2016	Completed
Met with Marlowes independent residential service provider		7 <sup>th</sup> November 2016	Completed
Establish current In house provision / Gap analysis in comparison to Therapeutic Expenditure		21 <sup>st</sup> November 2016	Completed
Establish a full therapeutic resource library of materials for staff to access. Permission and budget needed		January 2017	
True cost benefit analysis for the provision of an in house therapeutic team to be produced		January 2017	
Training for the introduction of trauma recovery model with youth offending service		January 2017	
Options appraisal		6 <sup>th</sup> February 2017	
Identify if the therapeutic work element could be externally commissioned.		February 2017	
Pilot for the introduction of trauma recovery model with youth offending service and Sunnybank		February 2017	
Programme Board approve FINAL Options Appraisal	Finalise options appraisal & recommendation	April 2017	
Agree a therapeutic model approach for in house residential to embed into practice and then a timescale for delivery		May 2017	
Improve links to external therapeutic services and apply for LHB funding.		May/June 2017	
Cabinet approval of the recommendation for therapeutic option	Approval of new model	July 2017	
Inform CAF/CASS and the local courts of the model and services that Bridgend Residential provision is operating within.		TBC	

**ROTA VISITS BY MEMBERS TO CHILDREN'S ESTABLISHMENTS - MASTER COPY - 2016-2017**  
**SUMMARY OF COMMENTS**  
**April to November 2016**

<p><b>Bakers Way Respite House</b></p>	<p>3 visits since April 2016</p>	<p>The premises were clean and tidy with a pleasant atmosphere. Good state of repair and advised that there is an issue with the back fence, which they are awaiting a repair. There is also still an issue with moving the kitchen and a minor capital bid for this has been prepared. Staff had decorated the three residential bedrooms which look clean and welcoming. The fence has subsequently been fully repaired</p> <p>Spoke with 4 service users who were all complimentary and happy with the facilities and relaxed in this respite facility. Plenty of activities including swimming, bowling, trip to the beach and cinema in their own mini bus. Fire appliances checked and up to date.</p> <p>The facilities were very good overall. The downstairs lounge was comfortable and had a large television. All the downstairs bedrooms were well equipped and comfortable and there was a very nice play and activity area at the back of the home. The bathroom facilities on the ground floor were excellent with lifting gear to aid staff and service users. The upstairs facilities were very good.</p> <p>The kitchen area remains a little cramped and the stairs leading to the first floor made it impossible for children with physical and mobility disabilities to access the facilities on the first floor. The Bakers Way respite home needs a stair lift if it is to exploit its facilities to the full on both floors. Children in wheelchairs are still unable to access the respite facilities on the first floor (upstairs). A chair lift installed in one of the stairways would allow staff to cater for more children with physical disabilities. A minor capital bid has been submitted for some renovation works within Bakers Way, this includes relocating the kitchen enabling the soft play area to be moved downstairs, ensuring all children who visit are afforded the same access to resources. Built environment have confirmed that it is not possible for a stair lift to be installed. We have considered the installation of a lift but this would significantly reduce the available floor space in the lounge and the upstairs area that is also going to be converted to a lounge which currently houses the soft play area.</p> <p>The entrance to the home is very narrow and awkward for staff and service users and needs to be widened and made more accessible. Staff and service users have difficulty accessing the home via a very narrow front entrance. Staff wish to see the entrance to the respite home widened and made more accessibly, particularly for wheelchair users. A minor capital bid has been submitted for some renovation works within Bakers Way which includes the widening of the doorways for the new wheelchairs.</p> <p>Able to meet with three service users who had positive views about their treatment at the unit. Food and activities were praised as well as the quality of overnight care.</p>
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		<p>It was pleasing to see investment in the garden area thanks to a YOT project. It is recommended that the YOT team to be re-engaged to build raised garden beds. The youth offending team have now built a mud kitchen and a mini castle with a ramp for children in wheelchairs to access.</p>
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<b>Newbridge House</b>	4 visits since April 2016	<p>The unit is coping well with its six residents and is ensuring that its young people are monitored closely on first settling into independent living in the community.</p> <p>Staff respond positively to in-service training and believe they would benefit from the development of counselling skills. There are a couple of staff who have certified counselling skills and expansion of those skills across the staff cohort is being explored within the placements, residential and resource project board .</p> <p>Unrestricted wi-fi should be introduced to Newbridge House to demystify and normalise social media. Ongoing discussions are taking place with the ICT service to see if we are able to install wi fi.</p> <p>The premises were clean and had a pleasant atmosphere; they appeared to be in a good state of repair and no issues were raised.</p> <p>Spoke with 2 service users who both explained that they were happy and settled; neither had anything negative to say about the premises or staff etc.</p> <p>The interior of the home was bright and cheerful. The manager provided a tour of the building; there were no issues to report. The staff do what they can to brighten up the interior and the kitchen and lounge were excellent. The bathrooms and showers were in good condition too. Spoke to 2 young people and they appeared to be contented. All in all, there were no issues to report.</p> <p>Toured the facility; all of the residents were out during the afternoon. Advised that one of the residents had only just left and regularly visited; this person is doing very well.</p> <p>Recent turnover in clients and it is taking time for them to settle down, which is usual.</p> <p>The building was undergoing some redecoration.</p>
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<b>Sunnybank Complex Needs Unit</b>	4 visits since April 2016	<p>The appearance of the home was very good.</p> <p>Had the pleasure of meeting 2 of the 4 children residing there and were informed that they had enjoyed a trip to Pendine sands and Laugharne the day before. They said they found the visit very interesting and they appeared to be contented there.</p> <p>Evidence of good quality of care. A very informative visit. One client was at the residence and seemed to have a good rapport with the staff. The residence seems to have all it needs for the stay of its users.</p> <p>On visiting the home, two service users were present. Spoke to both service users present at length, one of which is very interested in politics – we suggested to the officer that they could investigate whether he could attend the youth council to observe to expand his experience. The youth council officer has been contacted to make engage with the young person and the youth mayor has been contacted to ask him to visit the unit and speak to the young people who are resident within to explain his role and that of the youth council and the influence they can have. The other service user was very interested in a career in law. Service users are helping to prepare food, if interested; one of them had helped to prepare the evening meal that day. We heard that a number of the fire doors had been damaged but had now been replaced.</p> <p>We were told that all 3 residents are settled.</p> <p>Staff feel they have the full support of BCBC both for staff and the children. Any problems they report are dealt with properly and promptly.</p>
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**Ty George  
(Independent Sector  
Home)**Joined  
the  
rota in  
August

The home was a spacious, detached house in a secluded area. We had a look around the home, which has 4 children resident. They also have a school room in the grounds, which is used by some of the children who do not attend school.

The residents have an input into their activities, including helping with the cooking etc. They also influence the food they eat in regular house meetings.

We spoke to one resident, who was very happy and was taking a day trip to Thorpe Park soon, organised by the home.

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## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE REPORT OF THE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

2<sup>nd</sup> FEBRUARY 2017

#### SCHOOL STANDARDS REPORT

#### FOUNDATION PHASE, KEY STAGES 2, 3, 4 AND POST 16 OUTCOMES FOR 2015/16

#### 1. Purpose of Report

- 1.1 The purpose of this report is to provide Members with feedback on the Foundation Phase, Key Stage 2, 3, 4 and Post 16 outcomes for the 2015/16 academic year.

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

- 2.1 The information in this report relates to strategic priority 1 in the Corporate Plan 'Supporting a Successful Economy'.

#### 3. Background

- 3.1 The following report evaluates the educational performance in Bridgend. The evaluation is in relation to trends in standards over a three-year period including the most recent year, standards compared to the other local authorities in Wales and the rate of improvement compared to the national rate of improvement. Further information has been provided by Central South Consortium, see Appendix A.
- 3.2 The three year percentage of pupils of statutory school age eligible for free school meals for Bridgend is 19.8% and for Wales is 18.8% (source All Wales Core Data Set 2015/16). Due to the fact that there is a strong correlation between eligibility for free school meals and educational performance, Bridgend would be expected to perform slightly below national average performance. That is because the level of deprivation in Bridgend is slightly greater than that nationally. Eligibility for free school meals is a proxy indicator of deprivation.

There are 22 local authorities in Wales. When placed in order with the least deprived at 1<sup>st</sup> position, Bridgend is 15<sup>th</sup>. This is based on the three year average of pupils of statutory school age eligible for free school meals (Source: LA All Wales Core Data Set 2015/16). Therefore, when Bridgend performs better than rank position 15<sup>th</sup>, it is performing above modeled expectations based on eligibility for free school meals.

In the tables below, arrows are used to indicate improving or declining performance from one year to the next. The arrows are also colour coded so to allow general patterns to be identified from scanning across the data.

### 3.3 Executive Summary

Standards over a three-year period are continuing to improve in line with national rates of improvement. Bridgend is performing better than national averages in many indicators and better than similar local authorities, based on national ranking, in most indicators.

There was a dip in performance in the Foundation Phase, (as measured by the Foundation Phase Outcome Indicator) in 2016, however, it was from a previous very high position and still leaves Bridgend slightly above the national average and in rank 12 position (rank 15 being the three year free school meal average for Bridgend) and therefore performance is still good.

There is a serious concern in key stage 2 where standards, based on the core subject indicator, did not rise in line with the national rate in 2016; performance being slightly below the national average for the last two years; and, in rank position 17 in 2016. Closer analysis reveals that this is mainly due to a decline in the performance of pupils eligible for free school meals. There is a three year downward trend in the performance of this group of learners at key stage two, whereas, at all other key stages there is a three year improving trend.

Performance in key stage 3 is good. A particular strength is performance at key stage 4 and Post 16. In 2016 Bridgend is above national averages and the benchmark of rank 15 in all key performance indicators. The key qualification of level 2 threshold including English/Welsh and mathematics has been above the national average for the last two years and in rank position 9 for the last two years. Schools in Bridgend add more value to pupil outcomes than the average for Wales. The average capped point score (average of best eight GCSE results per pupil) and the level 2 threshold inclusive of English/Welsh and mathematics are both significantly above the national average.

Performance at Post 16 is strong overall.

There are a greater proportion of schools in the Welsh Government standards groups 1 and 2 in Bridgend primary and secondary schools than nationally, and inspection outcomes generally compare well against the other Local Authorities in the consortium.

Attendance is a particular strength in Bridgend with secondary attendance being above the national average for the last three years and ranked in 8th position in 2016; primary and special attendance being above the national average for the last two years and ranked in 6th position in 2016. Fewer pupils in Bridgend are persistently absent (less than 80% attendance) compare to the rest of Wales.

#### **Strengths**

- Attainment at KS3 at expected levels of performance.
- The performance of girls in the FP.
- The performance of boys and girls in KS3.
- The performance of boys and girls in KS4.
- The performance of non FSM pupils in KS4.

- Attendance.

### **Areas for improvement**

- Raising attainment in the Foundation Phase (FP) in PSDWCD at the expected and higher than expected outcomes.
- Improving tracking and intervention in FP so that more pupils achieve all three areas of learning at the expected outcome.
- Raising attainment at KS2 at the expected and higher than expected level of attainment.
- Improving the attainment of e-FSM pupils at KS2.
- Achieving consistent improvement in the attainment of e-FSM pupils at KS4.

The schools in which there were dips in performance have been identified through the national categorization process and are being provided with additional support and monitoring. There are eleven more amber category schools in 2016/17 compared to 2015/16

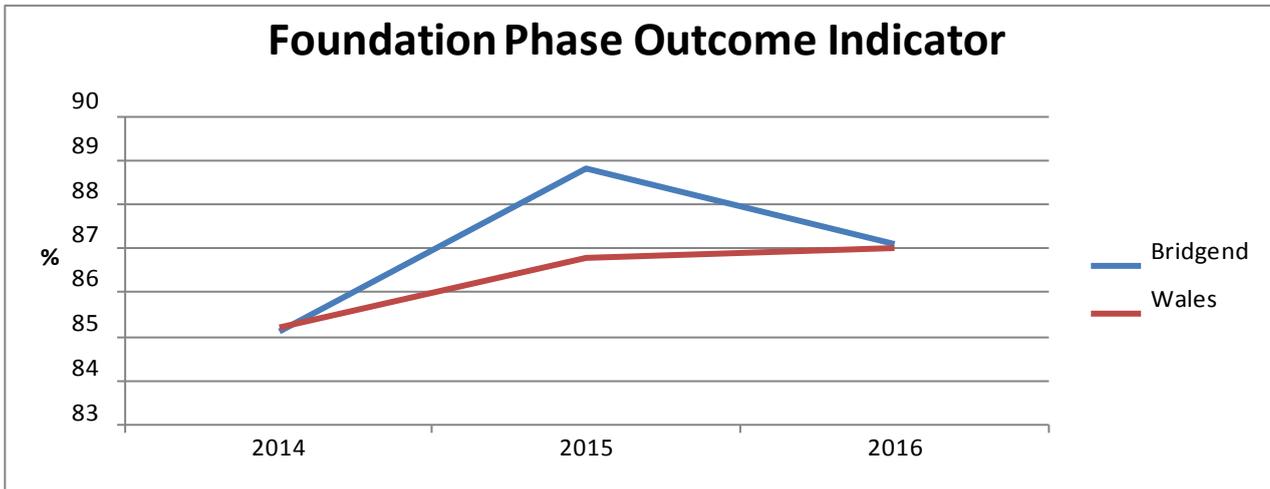
An audit has been developed to help schools evaluate their existing practice in relation to using the Pupil Deprivation Grant and identify ways in which the use of the grant can be improved. The Central South Consortium has an extensive knowledge base which can be shared with the schools to support the areas identified through the audit. The Central South Consortium Business Plan details how the improvements will be achieved (Appendix B).

Challenge advisers will be supporting all schools with this process this year.

The areas for improvement that have been identified above have been shared with Central South Consortium which has built relevant actions into its business plan. Please see Appendix C for case studies.

#### 4. Current situation / proposal

4.1 The Foundation Phase Indicator illustrates the proportion of children achieving the expected outcome, outcome 5, in all three key areas of learning in the Foundation Phase. The areas of learning are: personal and social development, well-being and cultural diversity (PSDWCG); language literacy and communication English (LLC-E)/ language literacy and communication Welsh (LLC-W); mathematical development (MD).



Foundation Phase Indicator (%)				
	2014	2015	2016	3yr improvement
Bridgend	85.1 ↑	88.8 ↑	87.1 ↓	+2.0
Wales	85.2 ↑	86.8 ↑	87.0 ↑	+1.8
Rank	11	7	12	

4.2 The individual areas of learning at the expected outcome, outcome 5+, and the higher than expected outcome, outcome 6+.

PSDWCD at Expected Outcome and Higher Than Expected Outcome (%)				
	2014	2015	2016	3Yr Diff
Bridgend O5 +	94.4 ↑	94.9 ↑	94.3 ↓	-0.1
Wales O 5+	94.2 ↑	94.8 ↑	94.5 ↓	+0.3
Bridgend O 6+	44.8 ↑	50.6 ↑	52.7 ↑	+7.4
Wales O 6+	51.5 ↑	56 ↑	58.9 ↑	+2.9
Rank O 5+	N/A	13	15	
Rank O 6+	N/A	18	21	

<b>LLC-E at Expected Outcome (O 5+) and Higher than Expected Outcome (O 6+)</b>				
	2014	2015	2016	3Yr Diff
Bridgend O 5+	87.2	90.5	88.6	+1.4
Wales O 5+	86.6	88.0	88.0	+1.4
Bridgend O6 +	34.1	38.6	37.7	+3.6
Wales O 6+	32.2	34.2	36.2	+4.0
<b>Rank O 5+</b>	11	6	10	
Rank O6+	N/A	5	8	

<b>LLC-W at Expected Outcome and Higher than Expected Outcome</b>				
	2014	2015	2016	3Yr Diff
Bridgend O 5+	91.4	95.4	92.5	+1.1
Wales O5+	89.8	91.3	90.7	+0.9
Bridgend O 6+	31.7	39.9	39.1	+7.4
Wales O 6+	32.5	36.9	36.2	+3.7
Rank O 5+	8	3	10	
Rank O 6+	N/A	5	9	

<b>MD at Expected Outcome and Higher than Expected Outcome</b>				
	2014	2015	2016	3Yr Diff
Bridgend O5+	88.3	91.5	89.5	+1.2
Wales O5+	88.7	89.7	89.9	+1.2
Bridgend O6+	32.4	37.2	37.9	+6.2
Wales O6+	30.3	34.3	36.4	+6.1
Rank O 5+	12	7	16	
Rank O6+	N/A	5	5	

### 4.3 **Commentary—Foundation Phase**

#### **Standards of attainment in the Foundation Phase are Good**

At the expected outcome of attainment (O 5+) there has been a decline in all indicators compared to the 2015 performance. Bridgend remains above the national average in 3 of the 5 indicators at this level.

At the higher than expected outcome, there has been an improvement in 2 indicators and a decline in 2. Bridgend remains above the national average in 3 out of the 4 indicators at this level.

The average rank performance across all 9 indicators places Bridgend at 11.7. Therefore the performance of Bridgend at the Foundation Phase compares well to that of similar authorities.

Considering all indicators at the expected and higher than expected outcome, the rate of improvement over a three year period in Bridgend is greater than the national rate of improvement in 4 indicators, equal in 2 indicators and less than in 2 indicators.

There is a three-year improving trend in all indicators except for PSDWCD.

The three-year average ranking of the combined indicator, FPOI, places Bridgend 10th in Wales which compares well against similar local authorities.

The schools that had the most impact on the declining indicators have been identified and will receive additional support and monitoring in order to improve standards.

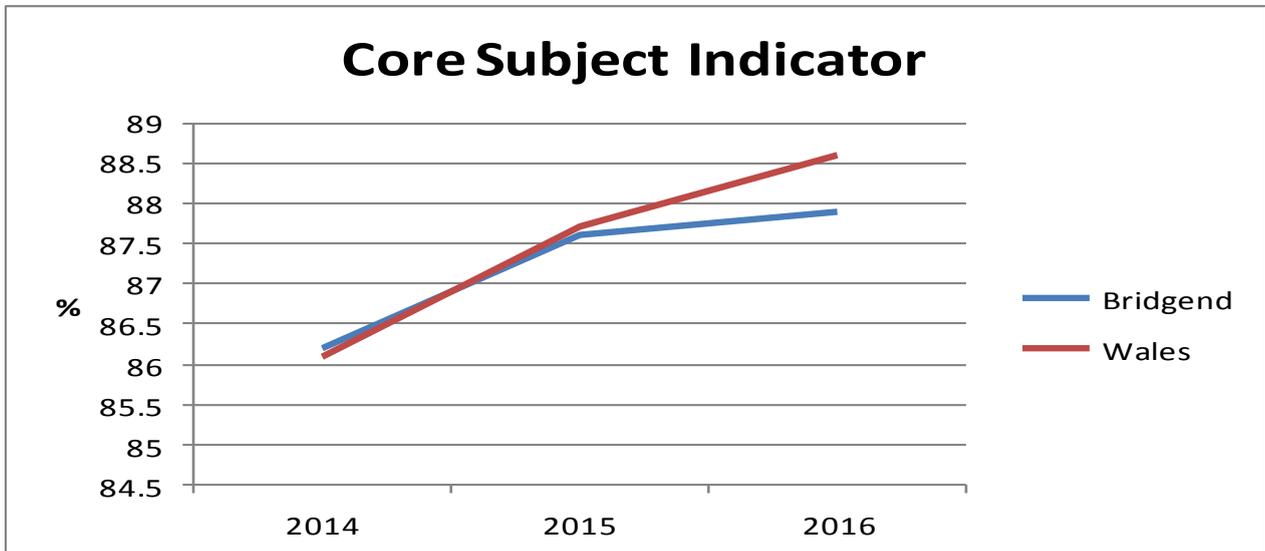
**Attainment in the Foundation Phase is a strength.**

**Raising attainment in PSDWCD at the expected and higher than expected outcomes is an area for improvement.**

**Improving tracking and intervention in FP so that more pupils achieve all three areas of learning at the expected level is an area for improvement.**

#### 4.4 Key Stage 2

The core subject indicator (CSI) illustrates the proportion of children achieving the expected level (level 4+) in all three core subjects. The core subjects are English/Welsh, mathematics and science.



Core Subject Indicator	2014	2015	2016	3Yr Diff
Bridgend	86.2 ↑	87.6 ↑	87.9 ↑	+1.7
Wales	86.1 ↑	87.7 ↑	88.6 ↑	+2.5
Rank	12	15	17	

#### English at the Expected Level (L4+) and Higher Than Expected Level (L5+)

	2014	2015	2016	3Yr Diff
Bridgend L4+	88.7 ↑	89.5 ↑	89.7 ↑	+1.0
Wales L4+	88.4 ↑	89.6 ↑	90.3 ↑	+1.9
Bridgend L5+	37.7 ↑	39.2 ↑	39.9 ↑	+2.2
Wales L5+	38 ↑	40.8 ↑	42.0 ↑	+4.0
Rank L4+	N/A	15	19	
Rank L5+	N/A	15	17	

Welsh at the expected and higher than expected levels.

	2014	2015	2016	
Bridgend L4+	90.5 	94.7 	94.3 	+3.8
Wales L4+	88.1 	90.5 	90.8 	+2.7
Bridgend L5+	31 	35.1 	31.1 	+0.1
Wales L5+	33.9 	38 	38.0 	+4.1
Rank L4+	6	4	8	
Rank L5+	N/A	15	18	

Mathematics at the expected and higher than expected levels.

	2014	2015	2016	
Bridgend L4+	88.8 	90 	90.2 	+1.4
Wales L4+	88.9 	90.2 	91.0 	+2.1
Bridgend L5+	37.9 	39.8 	42.4 	+4.5
Wales L5+	38 	41.2 	43.2 	+5.2
Rank L4+	12	15	17	
Rank L5+	N/A	13	11	

Science at the expected and higher than expected levels.

	2014	2015	2016	
Bridgend L4+	90.3 	91.1 	91.5 	+1.2
Wales L4+	90.3 	91.4 	91.7 	+1.4
Bridgend L5+	37.1 	38.4 	38.7 	+1.6
Wales L5+	38.4 	41.1 	42.5 	+4.1
Rank L4+	14	14	15	
Rank L5+	N/A	17	19	

## 4.5 Commentary Key Stage 2

### **Standards of attainment at key stage 2 are adequate.**

At the expected level of attainment (L4+) there has been an increase in performance compared to 2015 in 4 indicators and a decrease in 1. Bridgend is now below the national average in 4 indicators and only above in 1. However, the range of performance is very narrow, for example Bridgend is only 0.7 of a percentage point below the national average.

At the higher than expected outcome, there has been an improvement in 3 indicators and a decline in 1. However, Bridgend is below the national average in all 4 indicators at this level. At this level the difference in performance between Bridgend and the national averages is slightly greater.

The average rank performance across all 9 indicators places Bridgend at 15.6. Therefore the performance of Bridgend at KS2 is slightly below that of similar authorities.

Considering all indicators at the expected and higher than expected outcome, the rate of improvement over a three year period in Bridgend is greater than the national rate of improvement in 1 indicator and less than in 6 indicators.

There is a three-year improving trend in all indicators.

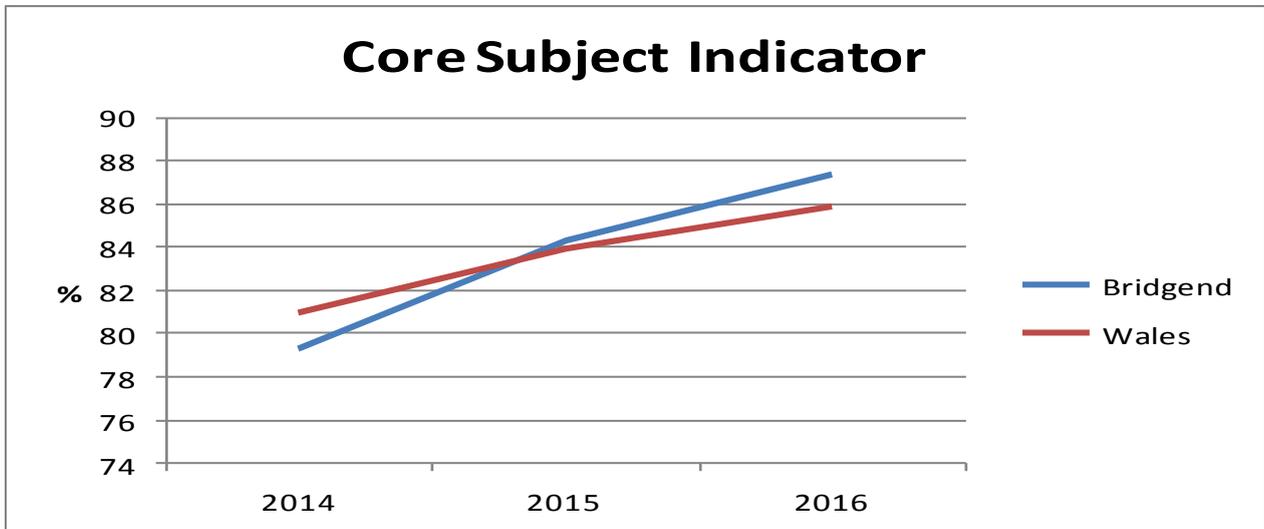
The three year average ranking of the combined indicator, CSI, places Bridgend 14.6 which is in line with the performance of similar local authorities.

The schools that have limited the rate of improvement have been identified and will receive additional support and monitoring in order to improve at a faster rate.

**Raising attainment in all subject areas at KS2 but particularly at the higher than expected level are areas for improvement.**

#### 4.6 Key Stage 3

The core subject indicator (CSI) illustrates the proportion of children achieving the expected level (level 5+) in all three core subjects. The core subjects are English/Welsh, mathematics and science.



	2014	2015	2016	3Yr Diff
Bridgend	79.3 ↑	84.3 ↑	87.4 ↑	+8.1
Wales	81 ↑	83.9 ↑	85.9 ↑	+4.9
Rank	15	12	8	

#### English at the Expected Level L5+ and Higher Than Expected level L6+

	2014	2015	2016	3Yr Diff
Bridgend L5+	85.1 ↑	88.6 ↑	90.2 ↑	+5.1
Wales L5+	85.9 ↑	87.9 ↑	89.2 ↑	+3.3
Bridgend L6+	45.5 ↑	51.7 ↑	54.8 ↑	+9.3
Wales L6+	48.5 ↑	52.6 ↑	56.2 ↑	+7.7
Rank L5+	N/A	8	10	
Rank L6+	N/A	11	12	

**Welsh first language at the Expected Level L5+ and Higher Than Expected level L6+**

	2014 	2015 	2016 	3Yr Diff
Bridgend L5+	89.1 	87.3 	89.6 	+0.5
Wales L5+	90.1 	90.9 	92.0 	+1.9
Bridgend L6+	42.6	44.5	54.5	+11.9
Wales L6+	52.9 	56.1 	57.2 	+4.3
Rank L5+	13	14	15	
Rank L6+	N/A	16	12	

**Mathematics at the Expected Level L5+ and Higher Than Expected level L6+**

	2014	2015	2016	
Bridgend L5+	84.5 	87.8 	90.4 	+5.9
Wales L5+	86.5 	88.7 	90.1 	+3.6
Bridgend L6+	51.5 	55.3 	60.6 	+9.1
Wales L6+	56.2 	59.5 	62.7 	+6.5
Rank L5+	16	14	12	
Rank L6+	N/A	16	16	

**Science at the Expected Level L5+ and Higher Than Expected level L6+**

	2014	2015	2016	
Bridgend L5+	90.3 	91.7 	93.9 	+3.6
Wales L5+	90.4 	91.8 	92.8 	+2.4
Bridgend L6+	56.4 	62.2 	66.1 	+9.7
Wales L6+	54.6 	58.5 	62.9 	+8.3
Rank L5+	14	12	12	
Rank L6+	N/A	7	7	

#### 4.7 Commentary— Key Stage 3

##### **Standards of attainment in key stage 3 are good**

At the expected outcome of attainment (L5+) here has been an improvement in all indicators compared to 2015 performance. Bridgend is above the national average in 4 indicators and below in 1, at this level.

At the higher than expected outcome (L6+), there has been an improvement in all indicators. However, Bridgend is below the national average in all 4 indicators.

The average rank performance across all 9 indicators places Bridgend at 11.5. Therefore the performance of Bridgend at KS3 compares well to that of similar local authorities.

Considering all indicators at the expected and higher than expected outcome, the rate of improvement over a three year period in Bridgend is greater than the national rate of improvement in 8 indicators and less than in 1 indicator.

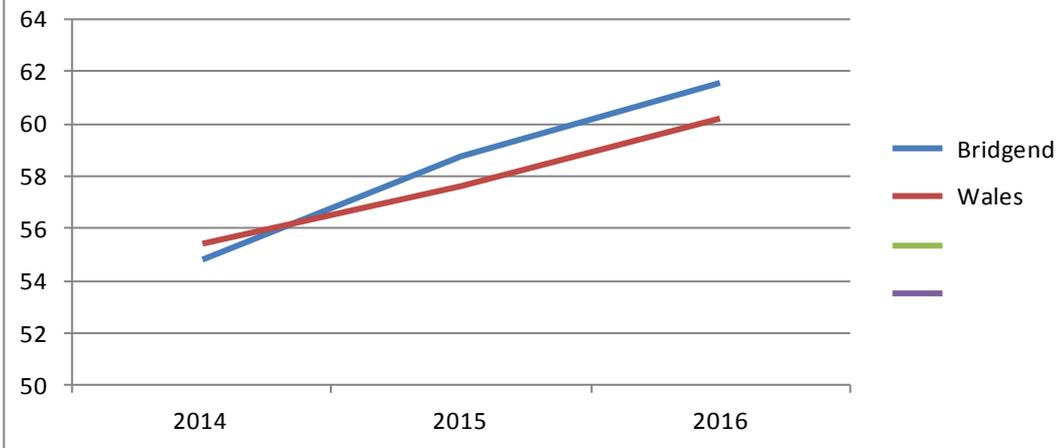
There is a three-year improving trend in all indicators.

The three year average ranking of the combined indicator, CSI, places Bridgend 11.6 which compares well to similar local authorities.

##### **Attainment at KS3 is a strength.**

**Raising attainment in all four core subjects at the higher than expected levels is an area for Improvement.**

## Level 2 Threshold (5 A\*-C at GCSE or equivalent including English/Welsh and maths)



	2014	2015	2016	
Bridgend	54.8 ↑	59.7 ↑	61.7 ↑	
Wales	55.4 ↑	57.6 ↑	60.3 ↑	
Rank	12	9	9	

### Level 1 Threshold (A\*-G at GCSE or equivalent)

	2014	2015	2016	
Bridgend	93.4 ↑	94.6 ↑	95.4 ↑	
Wales	94 ↑	94.3 ↑	95.3 ↑	
Rank			11	

### Level 2 Threshold (5 A\* - C or equivalent)

	2014	2015	2016	
Bridgend	79.6 ↑	82.8 ↑	87.8 ↑	
Wales	82.3 ↑	83.4 ↑	83.6 ↑	
Rank			6	

### Core Subject Indicator

	2014	2015	2016	
Bridgend	54.5 ↑	57.4 ↑	60.0 ↑	
Wales	52.6 ↑	54.3 ↑	57.5 ↑	
Rank	9	8	9	

### Level 2 English

	2014	2015	2016	
Bridgend	66.3 	71.3 	71.12	
Wales	66.2 	68.3 	70.3 	

### Level 2 Welsh

	2014	2015	2016	
Bridgend	67 	78.1 	85.87 	
Wales	73.7 	75.1 	75.1	

### Level 2 Mathematics

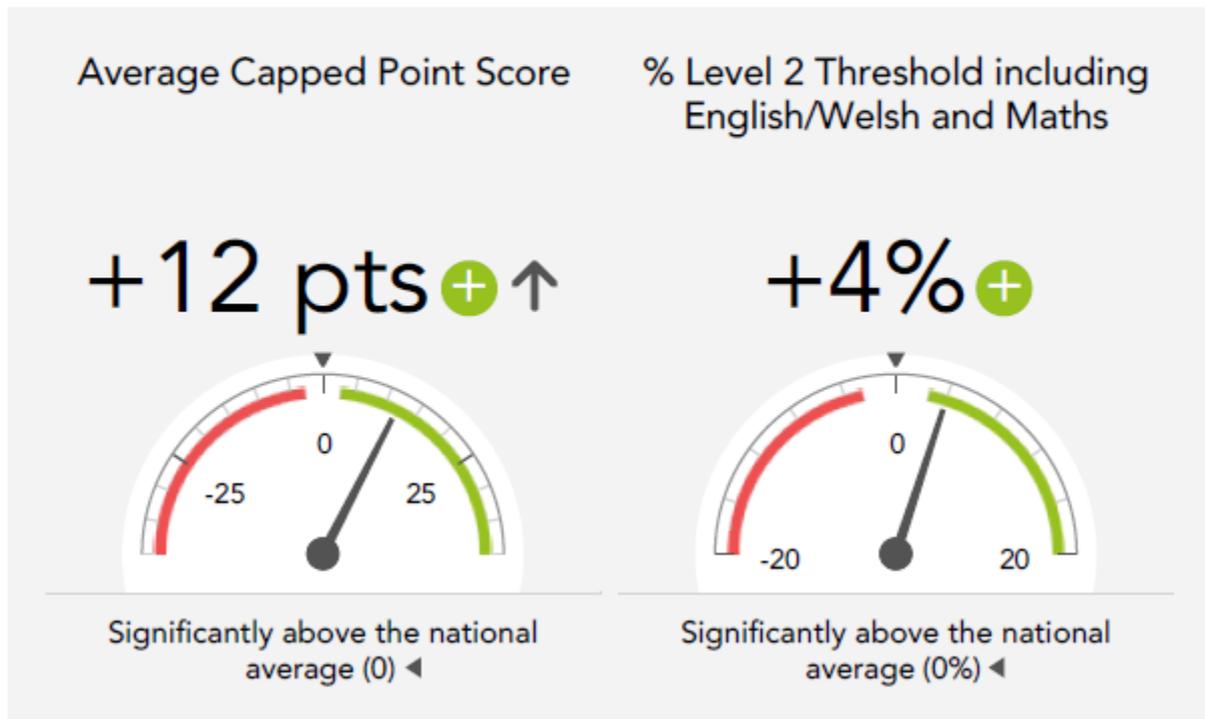
	2014	2015	2016	
Bridgend	62.5 	64.8 	66.56 	
Wales	61.7 	64.2 	66.9 	

### Level 2 Science

	2014	2015	2016	
Bridgend	67 	78.1 	88.53 	
Wales	73.7 	75.1 	82.3 	

## LA KS4 Progress 2016 · Value Added

1447 matched pupils



### Performance KS4 at school level

School Name	L1	L2	L2+	5 A*-A	CSI	CPS	ENG L2	CYM L2	MAT L2	SCI L2	No Quails
Portfolio PRU	29	8	0	0	0	131	4	0	0	0	8.3
Cynffig	100	85	58	7	54	347	70	0	61	75	0.0
Bryntirion	100	99	76	23	75	379	82	0	80	98	0.0
Maesteg	98	89	48	6	48	345	67	0	54	91	0.0
Pencoed	97	95	66	16	63	364	79	0	69	96	0.0
Brynteg	99	95	68	21	66	374	78	0	75	92	0.0
Porthcawl	98	82	71	33	71	361	79	0	80	99	0.0
YGG Llangynwyd	100	98	75	18	73	380	82	86	78	93	0.0
Y Dderwen	98	94	56	8	52	358	65	0	62	88	0.0
Archbishop McGrath	99	85	61	14	59	349	69	0	69	97	0.0
Heronbridge	0	0	0	0	0	20	0	0	0	0	5.3
Ysgol Bryn Castell	6	0	0	0	0	60	0	0	0	0	5.6
<b>Bridgend</b>	<b>95</b>	<b>88</b>	<b>62</b>	<b>16</b>	<b>60</b>	<b>351</b>	<b>72</b>	<b>86</b>	<b>67</b>	<b>89</b>	<b>0.3</b>

## 4.8 Commentary on Key Stage 4

### **Standards of attainment at key stage 4 are good.**

The level 2 threshold inclusive of English and mathematics improved in 2016 by 2 percentage points to 61.7%. This compares well to the national average of 60.3%.

The core subject indicator increased by 1.92 percentage points to 59.32 and the level 2 threshold increased by 3.6 percentage points to 86.38%.

The level 1 threshold improved by 3.15 percentage points to 95.4%. This is in line with the national average.

The level 2 threshold improved by 5 percentage points to 87.8%. This compares well to the national average of 84.0%.

In all of the above threshold measures there is a three-year improving trend in performance.

The average capped wider points score improved to 351. This compares well to the national average of 344.2%.

The average wider point score improved to 565. This compares well to the national average of 526.6

In relation to the individual core subjects, at level 2 there were improvements in Welsh, mathematics and science. English remained static at (71.12 in 2016 compared to 71.3 in 2015). However, there is a three-year improving trend in all core subjects.

Attainment in KS4 is a strength in the local authority, however, the variability between schools is an area for improvement. (suggested One of the Authority's strengths has been identified as KS4, however the variability between Schools is an area which has been identified as an area for improvement).

Value added performance (the progress made by pupils against their starting points between key stage 2 and key stage 4, compared to the progress made by similar pupils nationally) at the level 2 threshold including English/Welsh and mathematics and in the average wider capped point score are both significantly above the national average.

## 4.9 POST 16

**Standards of attainment at Post 16 are good.**

School Name	Difference 2016 vs 2015		
	A* to A	A* to C	A* to E
Archbishop McGrath Catholic School	-2.90%	12.50%	0.90%
Brynteg School	7.90%	3.60%	2.10%
Bryntirion Comprehensive School	4.80%	2.90%	0.40%
Coleg Cymunedol Y Dderwen	5.50%	-0.70%	-3.90%
Cynffig Comprehensive School	4.40%	14.90%	4.40%
Maesteg School	4.70%	13.80%	0.70%
Pencoed Comprehensive School	2.60%	-9.50%	-1.10%
Porthcawl Comprehensive School	2.20%	-0.20%	-0.20%
Ysgol Gyfun Gymraeg Llangynwyd	6.20%	1.10%	1.50%
<b>Bridgend LA</b>	4.60%	3.00%	0.50%
<b>Central South Consortium</b>	0.50%	2.10%	0.30%

- 98.3% of students in the Borough passed their A Levels with 76.6% gaining grades A\*-C compared to last year at 73.6%.
- The greatest improvement has been amongst the most able and talented students with the proportion gaining A\*-A rising by 4.6 percentage points to 23.8%, a reversal of the trend across Wales. Bridgend has outperformed the Welsh average in the following measures:
  - A-A\* (Bridgend: 23.8%; Wales: 22.7%)
  - A-C (Bridgend: 76.6%; Wales: 73.8%)
  - A-E (Bridgend: 98.3%; Wales: 97.3%)

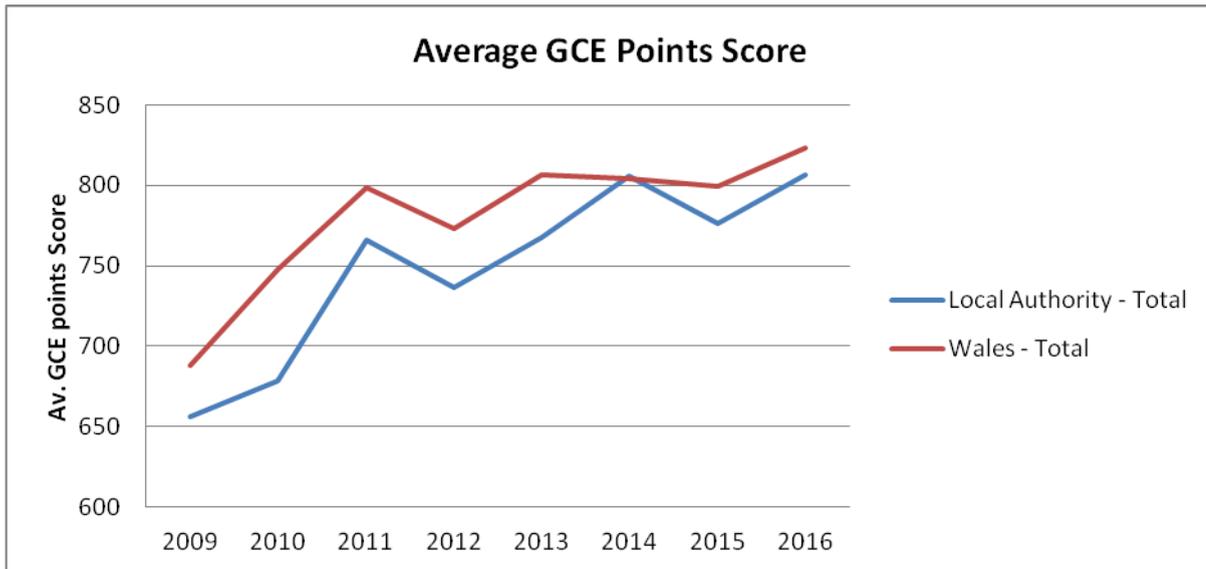
### Proportion of students gaining 3 A\*-A grades and 3 A\*- C (WG data 2016)

	3 A* - A grades (%)		3 A* - C grades (%)	
	Bridgend	Wales	Bridgend	Wales
All Pupils	6.1	6.7	71.3	70.6
Boys	5.2	6.3	67.6	63.5
Girls	6.7	7.0	74.4	76.2

- Bridgend performance is broadly in line with All Wales averages
- Boys underperform at 3A\*-A but exceed All Wales averages at 3A\*-C
- Girls are slightly below All Wales averages on both indicators
- Strong performance in the overall number of A\*-A grades is evident but Bridgend needs to consolidate the work of the most able students and ensure more of them achieve 3 or more of the top grades
- The introduction of the Seren Network will be supporting this aspiration

## Average GCE Points score

	2009	2010	2011	2012	2013	2014	2015	2016
Local Authority – Total	656	678.7	765.6	736.9	767.6	805.8	776.5	806.2
Wales – Total	687.7	747.9	798.9	772.9	806.6	804.1	799.7	823.2



- The Average GCE Points Score for Bridgend has improved by 30 points in 2016 reversing the decline seen in 2015;
- Bridgend is closing the gap with the All Wales average that had widened in 2015 but now stands at 17 points – a margin of 2%;
- The rate of progress in Bridgend is in line with that seen across Wales;
- Bridgend is now ranked 11<sup>th</sup> out of 22 Las across Wales.

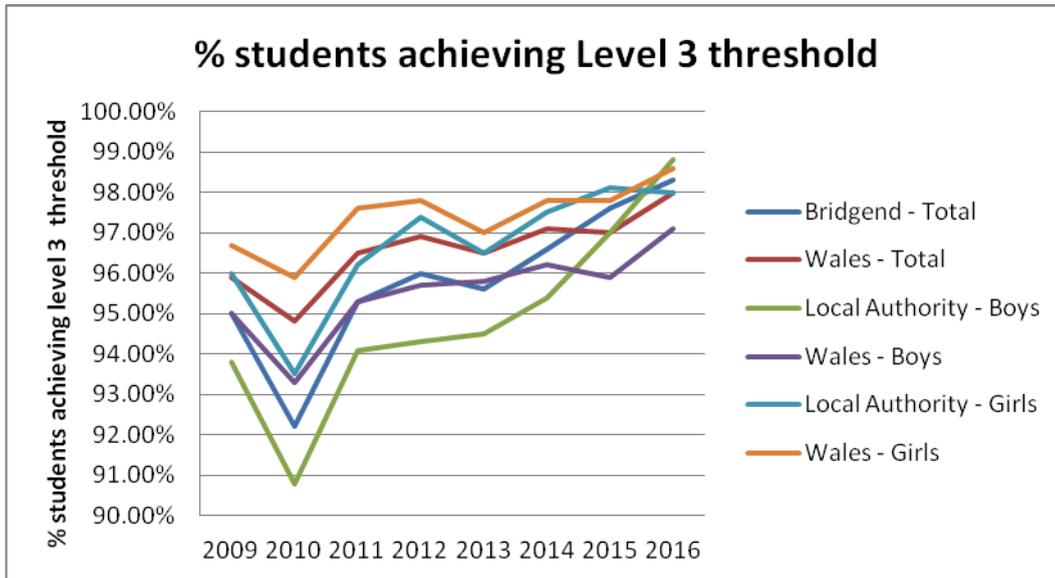
### Average GCE Points score by school

	2009	2010	2011	2012	2013	2014	2015	2016	Rank	% change 15 to 16
Archbishop McGrath	607.1	802.6	751.6	805.5	807.1	1,017.20	850.5	934.2	4	9.8%
Brynteg	726.5	703.7	765.2	710.3	745.5	755.7	679.2	716.4	9	5.4%
Bryntirion	850.9	900.4	880.2	752.3	816.9	958.3	1,010.00	960.9	3	-4.8%
CCYD	552.3	539.9	638.6	788.8	729.6	840	722.9	901.7	5	24.7%
Cynffig	528.8	407.5	567.6	562.3	882.8	739	757.1	900.1	6	18.8%
Maesteg	457.1	554.3	820.3	812.3	988.1	914.4	910.4	996.4	2	9.4%
Pencoed	690.4	679.5	1,046.20	857.4	935.8	898.9	827.1	792.5	7	-4.2%
Porthcawl	810.1	878.7	815.3	805.2	781.6	743.6	754.4	771.2	8	2.2%
YGG Llangynwyd							966	1065.1	1	10.2%

- Brynteg and Porthcawl have not yet introduced the WB for all students and this will lower their average GCE points score because many learners will be taking one subject less than their peers in other schools;
- 7 out of 9 schools have improved on their 2015 performance;
- 6 schools are well above the all Wales average;
- The decline in performance in Pencoed is a concern and is being addressed through the establishment of the new Penybont 6<sup>th</sup> College in partnership with Bridgend College

	2009	2010	2011	2012	2013	2014	2015	2016
<b>Bridgend – Total</b>	95.0%	92.2%	95.3%	96.0%	95.6%	96.6%	97.6%	98.3%
<b>Wales – Total</b>	95.9%	94.8%	96.5%	96.9%	96.5%	97.1%	97.0%	98.0%
<b>Local Authority – Boys</b>	93.8%	90.8%	94.1%	94.3%	94.5%	95.4%	97.0%	98.8%
<b>Wales – Boys</b>	95.0%	93.3%	95.3%	95.7%	95.8%	96.2%	95.9%	97.1%
<b>Local Authority – Girls</b>	96.0%	93.5%	96.2%	97.4%	96.5%	97.5%	98.1%	98%
<b>Wales – Girls</b>	96.7%	95.9%	97.6%	97.8%	97.0%	97.8%	97.8%	98.6%

**% of Students achieving the Level 3 Threshold —2 or more A levels Grade A\*-E**

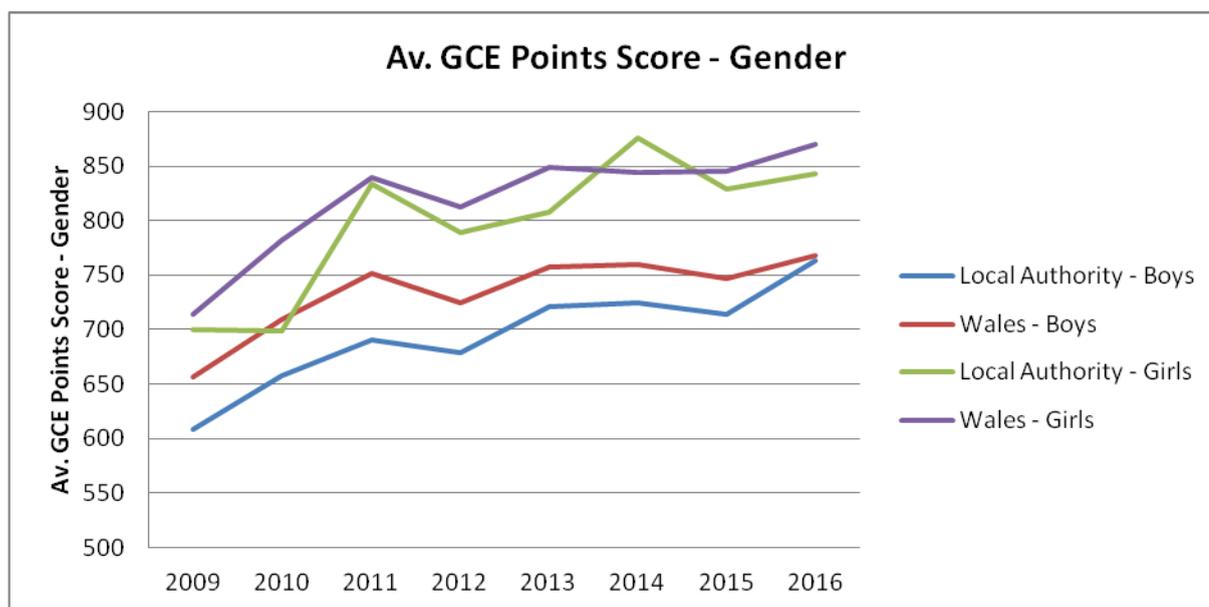


- There is an improving picture for this performance measure in Bridgend; BCBC continues to exceed the All Wales average;
- Performance has been rising since 2013 with a very significant improvement in the performance of boys in Bridgend where the rate of progress and actual performance has exceeded All Wales averages;
- The performance gap between boys and girls has been closed and in 2016 boys out performed girls for the first time;
- At 98.3% Bridgend is above the regional average of 97.4% and the All Wales average of 98%;
- Bridgend is now ranked 7<sup>th</sup> out of 22 Las across Wales for this indicator

**Average GCE Points Score – Gender performance**

	2009	2010	2011	2012	2013	2014	2015	2016
Local Authority – Boys	608.8	657.2	690.1	678.5	720.7	724.8	713.7	763.2
Wales – Boys	656.3	709.1	751.7	724.8	757.6	759.3	746.5	768
Local Authority – Girls	699.5	698.6	834.2	789.7	807.8	876	829.2	843.5

Wales – Girls	714.6	781.5	840.1	813	849	843.8	845.9	869.9
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- The performance of boys in Bridgend has improved markedly in 2016 and almost closed the gap with the All Wales average for boys;
- The performance of girls in Bridgend has made some recovery from the fall seen in 2015 but still remains just below the All Wales average for girls;
- The gap in performance between girls and boys continues to fall and is down from 151 points in 2014 to 80.3 in 2016

### Value-added performance

- BCBC's value-added data shows that standards across the Borough are Very Good at Alps Grade 4 (Grade 1 is Outstanding, Grade 9 is Poor);
- 9 subjects are in the top quartile of performance across England & Wales with strengths identified in Art (Graphic Design), Art (Textiles), Applied ICT, Applied Science, Law, Psychology, Religious Studies and the Welsh Bac;
- In the lowest quartile of performance BCBC shows a reduction in the number of subjects with the weakest performance from 13 to 9. Steps are being taken with support from the EIG to establish peer support networks to focus on areas of weakness and drive up standards in these subjects.

#### 4.10 The performance of different groups of learners – Gender

<b>Foundation Phase Indicator (%)</b>				
	2014	2015	2016	3 Yr Diff
Bridgend Boys	80.4	85.4	82.63	+2.23
Wales Boys	81	83.0	83.0	+2.0
Bridgend Girls	90.3	92.6	92.57	+2.27
Wales Girls	89.5	90.8	91.17	+1.67
Bridgend gap	-9.9	-7.2	-9.94	+0.04
Wales gap	-8.5	-7.8	-8.17	-0.33

<b>KS2 Core Subject Indicator (%)</b>				
	2014	2015	2016	3 Yr Diff
Bridgend Boys	85.2	84	85.48	+0.28
Wales Boys	83.1	84.9	86.09	+2.99
Bridgend Girls	87.1	91.1	90.79	+3.69
Wales Girls	89.4	90.7	91.27	+1.87
Bridgend gap	-1.9	-7.1	-5.30	+3.4
Wales gap	-6.3	-5.8	-5.18	-1.12

<b>KS3 Core Subject Indicator</b>				
	2014	2015	2016	3 Yr Diff
Bridgend Boys	74.8	81.2	83.31	+8.51
Wales Boys	76.8	80.3	82.31	+5.51
Bridgend Girls	83.9	87.3	91.74	+7.84
Wales Girls	85.5	87.7	89.69	+4.19
Bridgend gap	-9.1	-6.1	-8.43	-0.67
Wales gap	-8.7	-7.4	-7.38	-1.32

<b>KS4 L2+ (%)</b>				
	2014	2015	2016	3 Yr D
Bridgend Boys	51.4	56 .0	57.0	+5.6
Wales Boys	51.4	53.9	56.0	+4.6
Bridgend Girls	58.3	62.1	66.0.	+7.7
Wales Girls	59.7	61.5	65.0	+5.3
Bridgend gap	-6.9	-6.1	-9.00	+2.1
Wales gap	-8.3	-7.6	-9.00	+0.7

**The performance of different groups of learners – Gender**

## **Foundation Phase**

The high attainment of girls was maintained in 2016 placing the borough above the national average for the third consecutive year. The attainment of boys has fluctuated over time and in 2016 is slightly below the national level.

The gap in performance of boys and girls is now greater than the national gap.

**The performance of girls is a strength, however, the performance of boys in the FP is an area that needs to be improved.**

## **Key Stage 2**

The trend in improvement in the attainment of girls over a three year period is similar to the national trend but in 2016 slightly below the national level. The performance of boys has remained constant and is also slightly below the national level in 2016.

Whereas the gap in performance between boys and girls is similar to the national gap, **raising the attainment of boys and girls in KS2 are areas for improvement.**

## **Key Stage 3**

There is a strong three year improving trend in the attainment of both boys and girls. In 2016 the attainment of boys and girls were above the respective national averages.

The gap in the performance of boys compared to girls is slightly higher than the national gap because even though boys have improved, girls improved more.

The performance of boys and girls in KS3 are strengths.

## **Key Stage 4**

There is a strong three year improving trend in the attainment of both boys and girls. In 2016 the attainment of boys and girls were above the respective national averages.

The gap in performance of boys compared to girls is the same as the national gap.

**The performance of boys and girls in KS4 are strengths.**

#### 4.11 The performance of different groups of learners – e-FSM compared to non-FSM

Foundation Phase Indicator (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	74.5	78	79.4	+4.9
Wales eFSM	72.4	75.1	75.7	+0.6
Bridgend nFSM	88.3	91.9	89.2	+0.9
Wales nFSM	88.6	90.0	90.0	0
Bridgend gap	-13.8	-13.9	-9.8	
Wales gap	-16.2	-14.9	-14.3	

KS2 Core Subject Indicator (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	73.5	76.3	72.9	-0.6
Wales eFSM	71.9	75.1	77.1	+2.0
Bridgend nFSM	89.1	90.9	91.4	+2.3
Wales nFSM	89.7	90.8	91.4	+0.6
Bridgend gap	-15.6	-14.6	-18.5	
Wales gap	-17.8	-15.7	-14.3	

KS3 Core Subject Indicator (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	56.7	68.4	75.5	+18.8
Wales eFSM	61.3	75.1	69.4	-5.7
Bridgend nFSM	85	88.2	89.9	+4.9
Wales nFSM	85.6	90.8	89.8	-1.0
Bridgend gap	-28.3	-19.8	-14.4	
Wales gap	-24.3	-15.7	-20.2	

KS4 Level 2 Threshold Including English/Welsh and Maths (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	25.1	37.1	34.0	+8.9
Wales eFSM	27.8	31.3	35.6	+7.7
Bridgend nFSM	61.4	64.0	67.6	+6.2
Wales nFSM	61.6	63.7	66.8	+5.1
Bridgend gap	-36.3	-26.9	-33.6	+2.7
Wales gap	-33.8	-32.4	-31.2	+2.6

#### 4.12 **The performance of different groups of learners - pupils eligible for free school meals (e-FSM) compared to those not eligible for free school meals (non FSM)**

##### **Foundation Phase – good**

The attainment of the pupils who are eligible for FSM improved in 2016. There is a steady improving trend over three years in the attainment of pupils who are eligible. The performance of non-eligible FSM has remained broadly constant around the 90% level which is comparable to the national level.

The gap in the performance of the pupils eligible for FSM has reduced over time. It was lower than the national gap in 2014 and 2015. The 2016 national data is not yet available.

**The improving trend in performance of the pupils entitled to FSM in FP is a strength, however it remains an area for development because it is lower than the performance of non FSM pupils.**

##### **Key Stage 2-unsatisfactory**

The attainment of the pupils eligible for FSM dropped in 2016. This now represents a three year downward trend which is in contrast to the upward trend in performance of non FSM pupils.

The gap in the performance of the pupils eligible for FSM has increased over time.

**The performance of non FSM pupils in KS2 is a strength.**

**Improving the attainment of e-FSM pupils at KS2 is an area for improvement. Key Stage 3 is good**

The attainment of the pupils – eligible for FSM improved in 2016. There is a strong improving trend over three years in the attainment of pupils e-FSM and non FSM pupils.

The gap in performance between e-FSM pupils and non FSM pupils has reduced over time, however, in 2014 and 2015 it was larger than the national gap. The 2016 national data is not yet available.

**The performance of pupils who are eligible for FSM and non FSM pupils at KS3 are strengths. However improving the performance of pupils eligible for FSM remains an area for development because it is lower than the performance of non FSM pupils.**

##### **Key Stage 4-adequate**

The attainment of pupils e-FSM dropped in 2016. The trend of three years has improved but has fluctuated. This is in contrast to the national trend which has improved at a steady consistent rate. It also contrasts to the performance of non FSM pupils which has improved consistently over time in line with the national trend.

**The performance of non FSM pupils in KS4 is a strength.**

#### 4.13 The performance of different groups of learners - SEN compared to those who do not have SEN

<b>Foundation Phase Outcome Indicator</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	54.7	60.0	65.8	60.3
Wales SEN	50	54.1	57.8	
Bridgend Non SEN	93.0	94.7	97.7	96.7
Wales Non SEN	94.3	95.5	96.4	
Bridgend Gap	38.3	34.7	31.9	
Wales Gap	44.3	41.4	38.6	

<b>KS2 Core Subject Indicator</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	48.8	57.2	58.2	58.9
Wales SEN	53.1	57.7	61.2	
Bridgend Non SEN	96.1	97.3	98.2	99.0
Wales Non SEN	96.9	97.5	98.0	
Bridgend Gap	47.3	40.1	40.0	
Wales Gap	43.8	39.8	36.8	

<b>KS3 Core subject Indicator</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	35.5	48.6	56.4	58.9
Wales SEN	39.7	49.2	55.2	
Bridgend Non SEN	85.3	91.0	95.3	99.0
Wales Non SEN	89.6	92.8	94.7	
Bridgend Gap	49.8	42.4	38.9	
Wales Gap	49.9	43.6	39.5	

<b>KS4 Level 2 Including English/Welsh and mathematics</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	17.2	19.9	23.5	29.3
Wales SEN	16.8	19.7	23.3	
Bridgend Non SEN	60.6	65.6	69.7	73.6
Wales Non SEN	63.2	66.8	69.5	
Bridgend Gap	43.3	45.6	46.2	
Wales Gap	46.4	47.1	46.2	

#### 4.14 **The performance of different groups of learners - pupils with special educational needs compared to those without special educational needs.**

SEN includes: School action School action plus  
Statemented.

**The performance of pupils with special educational needs in the Foundation Phase is good.** In the Foundation Phase there is a three year improving trend up until 2015 in the performance of pupils with SEN. Bridgend has performed above Wales during this period. There was a dip in performance in 2016 but national data is not available for comparison.

There is a three-year decline in the gap in performance of pupils with SEN compared to those without SEN, this is similar to the national trend. The gap in performance in Bridgend has been lower than that nationally for each of the three years.

**The performance of pupils with special educational needs in the key stage 2 is adequate.** There is a three year improving trend in the performance of pupils with SEN. However, performance is lower than that nationally.

The gap in the performance of pupils with SEN has decreased over time but remained static for the last two years. This is in contrast to the national gap which has decreased steadily. The gap is greater than the national gap.

**The performance of pupils with special educational needs in the key stage 3 is good.**

There is a three year improving trend in the performance of pupils of pupils with SEN. Performance compares well compared to Wales because it has been above the national average in two of the last three years.

The gap in performance has been steadily reducing and is slightly lower than the national gap.

**The performance of pupils with special educational needs in the key stage 4 is good.**

There is a three year improving trend in the performance of pupils of pupils with SEN. Over this time the performance in Bridgend was slightly better than nationally.

The gap in the performance of pupils with SEN compared to those without has increased slightly over the last three years due to the greater comparative rate of performance of those pupils without SEN. However, the gap has mostly been lower than the national gap.

#### 4.15 The performance of ethnic groups

The All Wales Figures are taken from the WG 'Academic achievement by pupil characteristics' publication. These tables are available at the following link.

<http://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

##### Foundation Phase

2013-15 aggregated			
BCBC			
	Achieved FPI	Cohort	%
All Children	4048	4733	85.5%
Traveller	0	1	0.0%
Gypsy / Gypsy Roma	4	11	36.4%
Any Other White Back-ground	54	71	76.1%
Mixed	77	92	83.7%
Asian	28	31	90.3%
Black	4	4	100.0%
Chinese	6	6	100.0%
Any Other Ethnic Group	21	27	77.8%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	79816	85.2%
Traveller	102	53.6%
Gypsy / Gypsy Roma	183	52.3%
Any Other White Back-ground	2461	73.9%
Mixed	2502	86.1%
Asian	2483	85.5%
Black	864	78.9%
Chinese	183	89.4%
Any Other Ethnic Group	1143	78.5%

2015-16 ac			
BCBC			
	Achieved FPI	Cohort	%
All Children	1396	1602	87.1%
Traveller	0	0	0.0%
Gypsy / Gypsy Roma	3	7	42.9%
Any Other White Back-	28	35	80.0%
Mixed	31	35	88.6%
Asian	9	10	90.0%
Black	2	2	100.0%
Chinese	1	2	50.0%
Any Other Ethnic Group	9	10	90.0%

## Key Stage 2

2013-15 aggregated			
BCBC			
	Achieved CSI	Co-hort	%
All Children	3789	4433	85.5%
Traveller	1	2	50.0%
Gypsy / Gypsy Roma	7	17	41.2%
Any Other White Back-ground	48	61	78.7%
Mixed	74	83	89.2%
Asian	19	19	100.0%
Black	2	3	66.7%
Chinese	3	3	100.0%
Any Other Ethnic Group	25	25	100.0%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	94725	86.2%
Traveller	104	51.9%
Gypsy / Gypsy Roma	141	60.3%
Any Other White Back-ground	1898	72.1%
Mixed	2206	88.1%
Asian	2110	88.1%
Black	728	80.4%
Chinese	143	89.5%
Any Other Ethnic Group	997	81.4%

2015-16 ac			
BCBC			
	Achieved CSI	Co-hort	%
All Children	1422	1617	87.9%
Traveller	0	1	0.0%
Gypsy / Gypsy Roma	1	3	33.3%
Any Other White Back-ground	22	27	81.5%
Mixed	31	35	88.6%
Asian	11	11	100.0%
Black	2	2	100.0%
Chinese	2	2	100.0%
Any Other Ethnic Group	14	15	93.3%

### Key Stage 3

2013-15 aggregated			
BCBC			
	Achieved CSI	Co-hort	%
All Children	3799	4806	79.0%
Traveller	1	1	100.0%
Gypsy / Gypsy Roma	0	0	0.0%
Any Other White Background	45	61	73.8%
Mixed	59	75	78.7%
Asian	23	28	82.1%
Black	4	4	100.0%
Chinese	7	10	70.0%
Any Other Ethnic Group	28	35	80.0%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	96902	80.8%
Traveller	58	32.8%
Gypsy / Gypsy Roma	110	27.3%
Any Other White Background	1797	70.5%
Mixed	2012	81.8%
Asian	1818	84.6%
Black	660	78.2%
Chinese	152	91.4%
Any Other Ethnic Group	889	76.9%

2015-16 ac			
BCBC			
	Achieved CSI	Co-hort	%
All Children	1289	1475	87.4%
Traveller	0	0	0.0%
Gypsy / Gypsy Roma	1	1	100.0%
Any Other White Background	27	32	84.4%
Mixed	14	22	63.6%
Asian	4	4	100.0%
Black	1	1	100.0%
Chinese	2	2	100.0%
Any Other Ethnic Group	10	11	90.9%

## Key stage 4

2013-15 aggregated			
BCBC			
	Achieved CSI	Co-hort	%
All Children	2826	5094	55.5%
Traveller	2	2	100.0%
Gypsy / Gypsy Roma	0	0	0.0%
Any Other White Background	34	68	50.0%
Mixed	35	62	56.5%
Asian	19	24	79.2%
Black	2	4	50.0%
Chinese	7	11	63.6%
Any Other Ethnic Group	19	29	65.5%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	101442	56.0%
Traveller	32	*
Gypsy / Gypsy Roma	71	15.5%
Any Other White Background	1661	49.3%
Mixed	1960	58.2%
Asian	1675	60.8%
Black	648	47.1%
Chinese	163	79.8%
Any Other Ethnic Group	862	56.6%

\* Not published by WG as data too small

2015-16 ac yr (Provisional)			
BCBC			
	Achieved CSI	Co-hort	%
All Children	942	1529	61.6%
Traveller	1	1	100.0%
Gypsy / Gypsy Roma	0	0	0.0%
Any Other White Background	14	24	58.3%
Mixed	17	24	70.8%
Asian	13	14	92.9%
Black	1	1	100.0%
Chinese	1	2	50.0%
Any Other Ethnic Group	7	10	70.0%

The data above does not indicate any obvious failings at any specific key stage by ethnicity.

#### 4.16 Attendance

	Secondary			
	2014	2015	2016	3 Yr Diff.
Bridgend Attendance	93.8	94.2	94.4	+0.6
Wales Attendance	93.6	93.8	94.2	+0.6
Rank	9	6	8	

	Primary			
	2014	2015	2016	3 Yr Diff.
Bridgend Attendance	94.8	95.1	95.3	+0.5
Wales Attendance	94.8	94.9	94.9	+0.1
Rank	10	7	6	

**Persistent Absence (PA - attendance of less than 80%)** Data Source: SB 17/2015 Absentee-ism from schools in Wales by pupil characteristics, 2013/14  
Data Source 2015: AWCDS

	Primary			
	2014	2015	2016	3 Yr Diff.
Bridgend PA	1.5	1.1	1.1	-0.4
Wales PA	1.7	1.4	1.5	-0.2

	Secondary			
	2014	2015	2016	3 Yr Diff.
Bridgend PA	4.4	3.5	3.1	-1.3
Wales PA	5.0	4.5	3.9	-1.1

#### 4.17 Commentary

There is a three-year improving trend in the attendance of pupils in both secondary and primary phases of education.

The attendance of pupils in Bridgend compares well to the national average. Secondary attendance has been above the national average for the last three years and primary for the last two years.

There is a smaller proportion of pupils who are persistently absent in Bridgend primary and secondary schools than nationally and this has been the case over a three year period..

#### 4.18 National Categorisation

There are a series of steps in the national school categorisation process. Step one involves the Welsh Government assigning a standards group to each school. The standards group is calculated from the performance of the school in a wide range of indicators over a three year period. The calculation is weighted so that more emphasis is placed on the most recent year's performance.

The table below shows year on year improvement in the number of schools in Bridgend in standards group 1 and reduction in the lower groups. This represents a good improvement in educational standards year on year

WG Standards Group	2014/15	2015/6	2016/17	Three year difference
1	7	17	25	+18
2	25	31	14	-11
3	17	7	9	-8
4	8	2	0	-8

#### Bridgend standards groups compared to national.

Secondary	1	2	3	4
Bridgend	33.3	44.4	22.2	0.0
Wales	30.8	26.1	37.4	5.7

Bridgend secondary schools compare very well against the proportion of schools in standards groups 1 and 2 nationally. In Bridgend 77.7% of secondary schools are in standards groups 1 and 2 compared to 56.9% in Wales.

Primary	1	2	3	4
Bridgend	56.3	25.0	18.8	0.0
Wales	40.0	36.5	19.9	3.7

Bridgend primary schools compare well against the proportion of schools in standards groups 1 and 2 nationally. In Bridgend 81.3% of secondary schools are in standards groups 1 and 2 compared to 76.5% in Wales.

Estyn Inspection Outcomes 2015/16 Compared to Central South Consortium 2010—2015

Primary 2015/16	Bridgend					CSC
	Unsatisfactory	Adequate	Good	Excellent	% Good or Excellent	% Good or Excellent 2010-2015 CSC
6 schools						
Current Performance	0.0	0.0	100.0	0.0	100.0	73.0
Prospects for Improvement	0.0	0.0	83.3	16.7	100.0	74.8
KQ 1 Outcomes	0.0	0.0	100.0	0.0	100.0	73.9
1.1 Standards	0.0	0.0	100.0	0.0	100.0	73.9
1.2 Wellbeing	0.0	16.7	66.7	16.7	83.3	77.7
KQ 2 Provision	0.0	0.0	100.0	0.0	100.0	79.6
2.1 Learning Experiences	0.0	0.0	100.0	0.0	100.0	71.7
2.2 Teaching	0.0	0.0	100.0	0.0	100.0	74.5
2.3 Care, Support and Guidance	0.0	16.7	66.7	16.7	83.3	90.9
2.4 Learning Environment	0.0	16.7	83.3	0.0	83.3	89.9
KQ 3 Leadership and Management	0.0	0.0	83.3	16.7	100.0	75.8
3.1 Leadership	0.0	16.7	66.7	16.7	83.3	73.0
3.2 Improving Quality	0.0	0.0	83.3	16.7	100.0	71.4
3.3 Partnership Working	0.0	0.0	33.3	66.7	100.0	93.4
3.4 Resource Management	0.0	0.0	100.0	0.0	100.0	73.3

Secondary 2015/16	Bridgend					CSC
	Unsatis- factory	Adequate	Good	Excellent	% Good or Excellent	% Good or Excellent 2010-2015
1 School						
Current Performance	100.0	0.0	0.0	0.0	0.0	43.6
Prospects for Improvement	100.0	0.0	0.0	0.0	0.0	60.0
KQ 1 Outcomes	100.0	0.0	0.0	0.0	0.0	41.8
1.1 Standards	100.0	0.0	0.0	0.0	0.0	41.8
1.2 Wellbeing	0.0	100.0	0.0	0.0	0.0	70.9
KQ 2 Provision	100.0	0.0	0.0	0.0	0.0	61.8
2.1 Learning Experiences	100.0	0.0	0.0	0.0	0.0	65.5
2.2 Teaching	100.0	0.0	0.0	0.0	0.0	45.5
2.3 Care, Support and	100.0	0.0	0.0	0.0	0.0	81.8
2.4 Learning Environment	0.0	0.0	100.0	0.0	100.0	83.6
KQ 3 Leadership and Management	100.0	0.0	0.0	0.0	0.0	61.8
3.1 Leadership	100.0	0.0	0.0	0.0	0.0	60.0
3.2 Improving Quality	100.0	0.0	0.0	0.0	0.0	41.8
3.3 Partnership Working	0.0	100.0	0.0	0.0	0.0	80.0
3.4 Resource Management	100.0	0.0	0.0	0.0	0.0	40.0

The Estyn inspection outcomes for Bridgend schools compare well to the average for the Central South Consortium in all aspects except for key questions 2.3 care, support and guidance and 2.4 learning environment. The issues identified in the relevant school have now been resolved.

Only one secondary school was inspected in the 2015-16 academic year. It was placed in the statutory category of Special Measures in November 2015 and has now started to make marked improvements. Schools are usually in Special Measures for about two years and we expect the school in question to be out of that category within the usual time-frame if not before.

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

5.1 There is no effect upon the Council's Policy Framework and Procedure Rules.

## **6. Equality Impact Assessment**

6.1 An assessment of the appointment of Local Authority governors shows that there are no equalities issues related to this report.

## **7. Financial Implications**

7.1 There are no financial implications regarding this report.

## **8. Recommendation**

8.1 Overview and Scrutiny is recommended to note the contents of the report.

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Appendix A – Central South Consortium Contribution to Raising Standards in Bridgend Schools

Appendix B – Central South Consortium Business Plan 2016-17

Appendix C – Case Studies

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**Central South Consortium Contribution to Raising Standards in Bridgend Schools**

*Discussion Paper for Bridgend Scrutiny*

*January 2017*

**Background**

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 400 schools, 30% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty – just over 1 in 4 children claim free school meals in 2016.
2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets four times a year and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.
3. Scrutiny Committees in each of the five authorities invite the Lead Officer for the authority to report on the performance of the schools in their authority and the contribution of the consortium at any stage during the year. An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is also provided.

**Central South Consortium Business Plan for the Financial Year 2016/17**

4. The consortium business plan for 2016/17 can be found here [www.cscjes.org.uk/About-Us](http://www.cscjes.org.uk/About-Us) . It has three priorities:
  - Raising standards particularly in literacy/Welsh/English, numeracy/mathematics and improving the outcomes of the vulnerable learners fastest;
  - Improving the capacity of the system to be self improving, particularly improving leadership and governance, teaching and learning and effective challenge and support;
  - Develop the consortium to as a high performing organisation focusing on performance management, governance and effective use of resources.
5. The business plan includes stretching and ambitious targets based on those set in each local authority whilst also reflecting school target setting. Each local authority has agreed a local authority annex, which indicates local authority specific targets, reflecting those set in the post inspection action plan or corporate education plan.
6. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), pathfinder pairings, school improvement hubs

and peer enquiry models in which schools can be resourced to work together to share practice across the region. Further information about these programmes can be seen here <http://www.cscjes.org.uk/Central-South-Wales-Challenge/What-is-the-Strategy>

7. The consortium's self evaluation process reviews regularly the impact of challenge and support and provides an update report to the Advisory Board and Joint Committee. Part of the Central South Consortium's self-evaluation is drawn from a specific evaluation programme commissioned from Cardiff University focused on the Central South Wales Challenge programme to evidence impact over time on capacity in the system beyond the immediate school performance information.

### **Performance across the Central South region in 2016**

8. Since 2012 standards have improved rapidly, compared to the national average, across the region at every key stage. In 2016 the region continued to show strong improvement and was above the national average at every key stage for the first time and remained above it for the second year in key stages 1, 2 and 4. Standards for the most vulnerable children continued to rise fastest in the region, compared to Wales at all key stages, and in particular children living in poverty perform better in the Central South region than across the rest of Wales at key stage four.
9. In 2015/16 the proportion of schools in inspection categories (SI and SM) is lower than the national proportion in 2015/16 (5.5% regionally compared to 6.0% nationally). This proportion is lower than the cumulative proportion seen since 2010 regionally and nationally (7.6% for both). However, based on 2015/16 inspections, more secondary schools went into a category or follow up compared to the national position whilst primary schools' inspection profile is significantly better than the national picture.
10. Categorisation outcomes for the 2016/17 academic year demonstrate that schools in need of the more intense levels of support have reduced in each authority across the region, although less so at secondary level. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31<sup>st</sup> January.
11. During the 2015/16 year three local authorities in the region were removed from an Estyn follow up category; Special Measures (Merthyr Tydfil), Significant Improvement (Cardiff) and the Vale of Glamorgan was removed from Estyn monitoring. All three inspection reports cited the contribution of the consortium in working effectively with the local authority to improve outcomes for learners and contributed towards the progress made in the authorities' schools.
12. In March 2016, the consortium itself was inspected by Estyn. The inspection report recognised progress in establishing clear strategy, vision, delivery of consistent challenge and support and partnership working. It had three 'good' judgements for leadership, improving quality and strategic partnerships and two 'adequate judgements' relating to school improvement and use of resources. The four recommendations focus on:
  - reducing variation in standards at KS4
  - improving specificity of judgements of teaching and leadership by challenge advisers,
  - evaluating impact of support strategies and
  - evidencing value for money.

## **Consortium Self -evaluation and Business Planning 2017/18**

13. The Consortium business planning process for 2017/18 is well underway and will be brought to the Joint Committee in March 2017.
14. The 2017/18 business plan will be developed in the context of a number of specific strategic challenges as well as areas where self-evaluation indicates area for improvement. Strategic challenges for the Consortium include the need to work with others across Wales and with Welsh government to support the implementation of the new curriculum, 'Successful Futures'. A number of schools are working as 'pioneers' developing elements of the curriculum or teaching and learning models, but there remains at present some need for further clarity about how implementation of curriculum reform for all schools will work. In addition, there remain significant challenges about workforce reform, including to meet aspirations for spoken Welsh and digital skills as well as new proposals for reform of initial teacher training. A further question concerns the emerging proposals for local government reform due in the spring of 2017, which emphasises a need for services to be delivered collaboratively across authorities and regions.
15. The self-evaluation report is updated regularly and identifies a number of areas for improvement for the region as a whole. These include:
  - Despite a narrowing of the gap, gaps for vulnerable learners, particularly e-FSM learners, are still too wide;
  - There is significant underachievement by boys in languages;
  - There remains wide variation in secondary outcomes with a small number of very vulnerable secondary schools making progress too slowly ;
  - More able learners' outcomes are improving but can do further particularly at Key Stage five (post 16);
  - Leadership capacity in the system and recruitment to core subject teaching posts remains a challenge;
  - Challenge advisers' reporting is improving but judgements regarding teaching and leadership need to be made more robustly;
  - There is evidence to link most school to school working to impact but more needs to be done to evidence sustainable impact through evaluation and deepen the impact of enquiry led practice at the classroom level;
  - There is more to do to build system leadership behaviours from many heads;
  - Implementation of performance management needs to be tighter for staff and there is more to do to embed a culture of self evaluation and business planning in order to evidence value for money;
  - There is further work to do with elected members and governors to raise awareness and improve coordinated scrutiny of the consortium.
16. The financial year 2017/18 business plan will set out how the organisation will, as far as possible, respond to strategic challenges and address areas for improvement along with the Estyn recommendations through a detailed resourced plan developed with input from schools, staff and Local Authorities.

17. In the financial year 2017/18, local authorities have reduced core funding to the consortium by 5% compared to that of the previous year. The business plan will include how the Education Improvement Grant (EIG) is to be allocated, which will aim to increase delegation rates (currently 92% of EIG is delegated to schools) further than in previous years and reduced further the top slice retained which is increasingly used to fund schools to provide support. In addition Welsh Government provides grant to the Consortium to deliver specific national priorities, normally through school led projects.
18. The final business plan for the financial year 17/18 will be presented to the Joint Committee for approval in March 2017. The plan will have five areas of focus:
  1. Improving outcomes for vulnerable learners through effective partnership work with inclusion services;
  2. Delivering curriculum reform through school to school working;
  3. Improving leadership, governance and workforce reform;
  4. Rapid and sustainable intervention;
  5. Delivering value for money.
19. Again, each Local Authority has participated in establishing the priorities and constructing the business plan. Local Authority Annexes will continue, budget permitting, where the business plan does not meet the specific requirements from the local authorities set out in their own corporate education plan.

### **Performance in Bridgend Schools**

Standards over a three-year period are continuing to improve in line with national rates of improvement. Bridgend is performing better than national averages in many indicators and better than similar local authorities, based on national ranking, in most indicators.

There was a dip in performance in the Foundation Phase, as measured by the Foundation Phase Outcome Indicator, in 2016, however, it was from a previous very high position and still leaves Bridgend slightly above the national average and in rank 12 position (rank 15 being the three year free school meal average for Bridgend).

There is a serious concern in key stage 2 where standards, based on the core subject indicator, did not rise in line with the national rate in 2016; performance being slightly below the national average for the last two years; and, in rank position 17 in 2016. Closer analysis reveals that this is mainly due to a decline in the performance of pupils eligible for free school meals. There is a three year downward trend in the performance of this group of learners at key stage two, whereas, at all other key stages there is a three year improving trend.

Performance in key stage 3 is good. A particular strength is performance at key stage 4 and Post 16. In 2016 Bridgend is above national averages and the benchmark of rank 15 in all key performance indicators. The key qualification of level 2 threshold including English/Welsh and mathematics has been above the national average for the last two years and in rank position 9 for the last two years. Schools in Bridgend add more value to pupil outcomes than the average for Wales. The average capped point score (average of best eight GCSE results per pupil) and the level 2 threshold inclusive of English/Welsh and mathematics are both significantly above the national average.

Performance at Post 16 is strong overall.

There is a greater proportion schools in the Welsh Government standards groups 1 and 2 in Bridgend primary and secondary schools than nationally and inspection outcomes generally compare well against the other local authorities in the consortium.

Attendance is a particular strength in Bridgend with secondary attendance being above the national average for the last three years and in rank 8 position in 2016; primary and special attendance being above the national average for the last two years and in rank 6 position in 2016. Fewer pupils in Bridgend are persistently absent (less than 80% attendance) than in Wales.

The schools in which there were dips in performance have been identified through the national categorization process and are being provided with additional support and monitoring. As a result there are more amber category school in Bridgend in 2016/17.

An audit has been developed to help schools evaluate their existing practice in relation to using the Pupil Deprivation Grant and identify ways in which use of the grant can be improved. The Central South Consortium have an extensive knowledge bank of good practice that can be used to share good practice between schools to support the areas identified through the audit. Challenge advisers will be supporting all schools with this process this year.

The areas for improvement that have been identified above have been shared with Central South Consortium which has built relevant actions into the business plan.

### **Challenge and support provided by the Consortium on behalf of Bridgend Local Authority**

20. In 2016/17 Bridgend Local Authority spent £692,350 on core funding on the consortium function. In addition to the core costs of the consortium this has provided funding for the challenge advisers plus support for Schools Challenge Cymru adviser and senior challenge adviser.
21. Inspection outcomes during 2015/16 include: 7 schools were inspected with 5 judged to be good, 1 was judged to be good and excellent and 1 was placed in special measures.
22. 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. During 2015/16, the consortium worked closely on behalf of the Local Authority to monitor the progress of the schools in need, two schools required 'red' level of support and four schools required 'amber' level of support.
23. Challenge advisers have a relevant educational background and level of experience and are providing 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. Challenge advisers have commissioned bespoke support and intervention from the wider support teams within the Central South Consortium.
24. More broadly support provided by the consortium to schools in Bridgend has included:
  - a. Retained EIG partly funds literacy and numeracy support.
  - b. 42 schools, comprising of the primary and secondary sectors within Bridgend have accessed professional development programmes provided by Hub schools across the

- region. Bridgend schools involved in providing support as part of the Hub programme have provided curriculum, provisional learning and lead practitioner programmes.
- c. Five schools have provided lead school pathfinder support.
  - d. The majority of Bridgend schools have been involved in SIG working, and during 2015/16 SIGs including Bridgend schools have focused on: literacy, numeracy, teaching and pedagogy, pupil voice, ICT and digital curriculum framework and assessment. SIGs are reviewed annually and have to provide a report on their priorities and impact against their priorities twice a year in order to be funded.
  - e. Six Bridgend schools have engaged in the peer enquiry programme, which supports Headteachers working in triads to review and evaluate focus areas in each school and then providing a detailed report on the strengths and areas for improvement. Nine other schools have engaged in a Cluster based version of the peer enquiry programme.
  - f. The consortium has invested heavily in leadership provision in the 2015/16 year. This has included opportunities to support another school with leadership capacity or coaching, leadership of school to school provision and direct leadership programmes. Of these, 9 Headteachers have undertaken the New to Headship programme; 1 Headteacher has undertaken the Strategic Headship programme; 7 Headteachers have completed the Consultant Headship programme; there have been 6 successful NPQH applicants and a number of Heads are being funded to mentor other future leaders as part of building leadership capacity;
  - g. There has been one Schools Challenge Cymru Adviser in Bridgend and in addition the Foundation Phase, Welsh in Education, Hwb+ and Qualified for Life teams based in school improvement hubs have also supported Bridgend schools as part of their grant funded operation.

### **Additional support requested through the Local Authority Annex**

25. In Bridgend the authority has also requested specific support in the following areas:

Local Authority Annex 2015-2016:

- a) Support schools to develop good and excellent aspects of teaching and learning.
- b) Strengthen the teaching of Welsh first language at level 5 and above.
- c) Continue support for the non-maintained Foundation Phase.
- d) Provide ICT technical support for schools in relation to using SIMs to record pupil targets.

### **Where is it working well for Bridgend schools and areas for further improvement?**

#### **Strengths**

- Attainment at KS3 at expected levels of performance.
- The performance of girls in the FP.
- The performance of boys and girls in KS3.
- The performance of boys and girls in KS4.
- The performance of non FSM pupils in KS4.
- Attendance.

## Areas for improvement

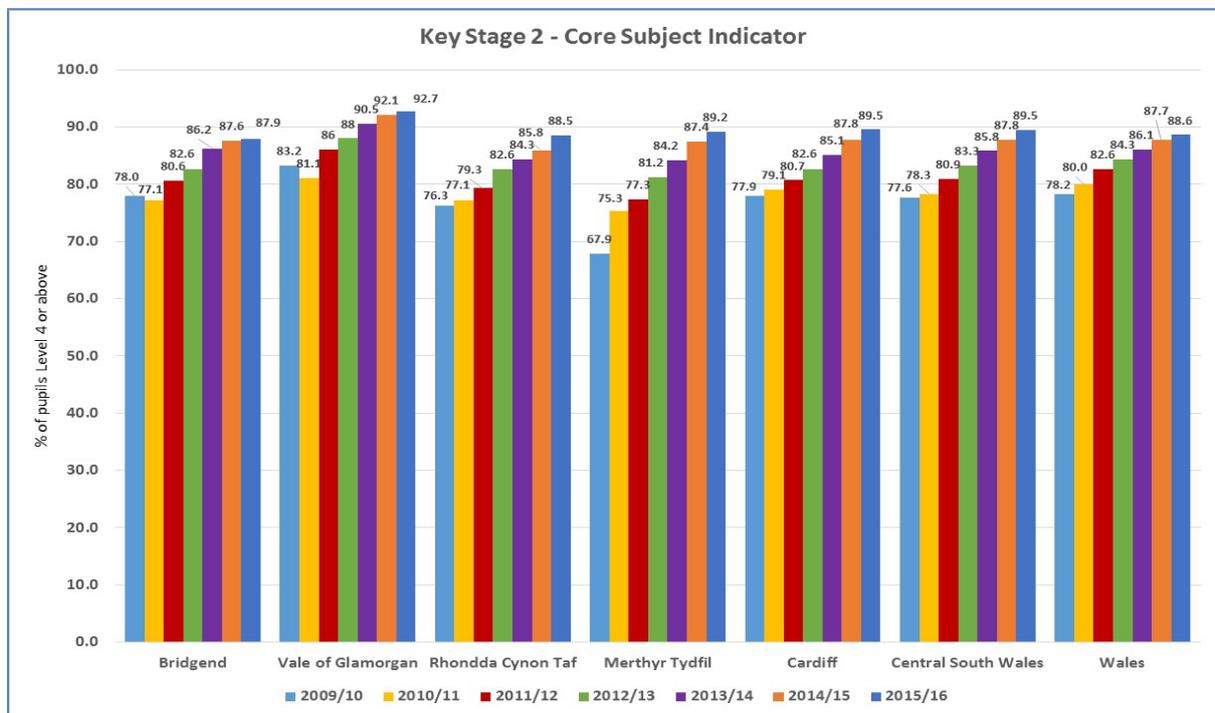
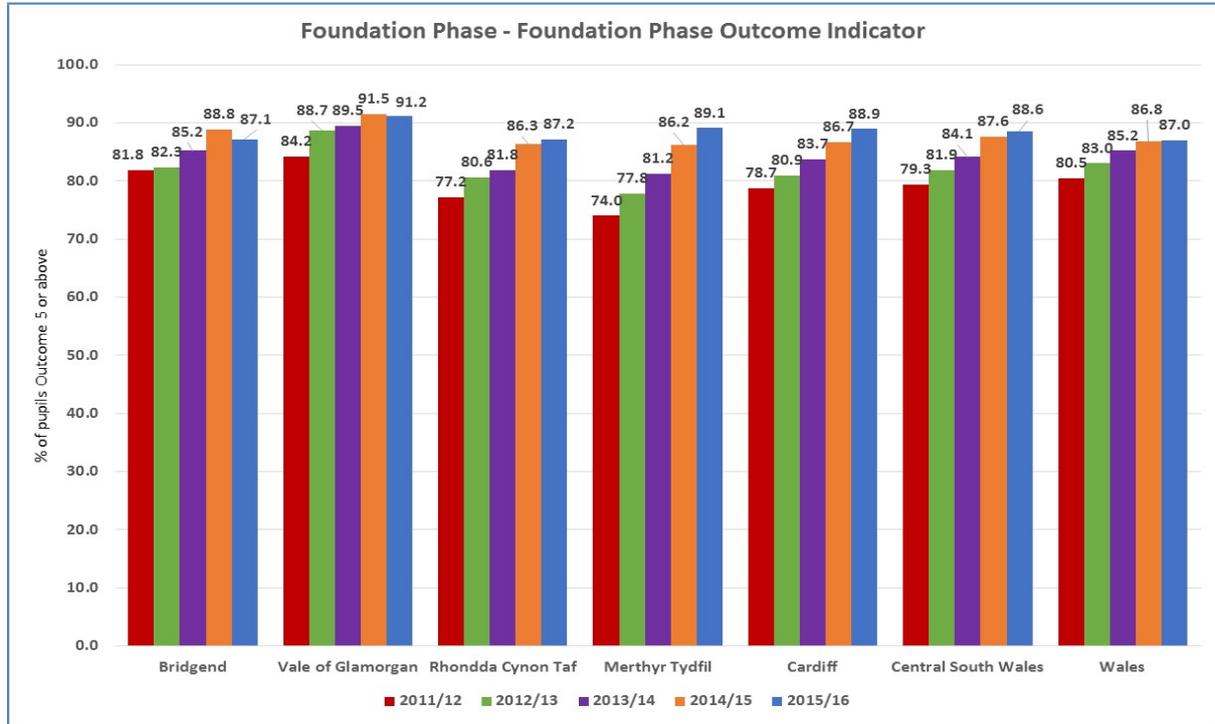
- Raising attainment in the Foundation Phase (FP) in PSDWCD at the expected and higher than expected outcomes.
- Improving tracking and intervention in FP so that more pupils achieve all three areas of learning at the expected outcome.
- Raising attainment at KS2 at the expected and higher than expected level of attainment.
- Improving the attainment of e-FSM pupils at KS2.
- Achieving consistent improvement in the attainment of e-FSM pupils at KS4.

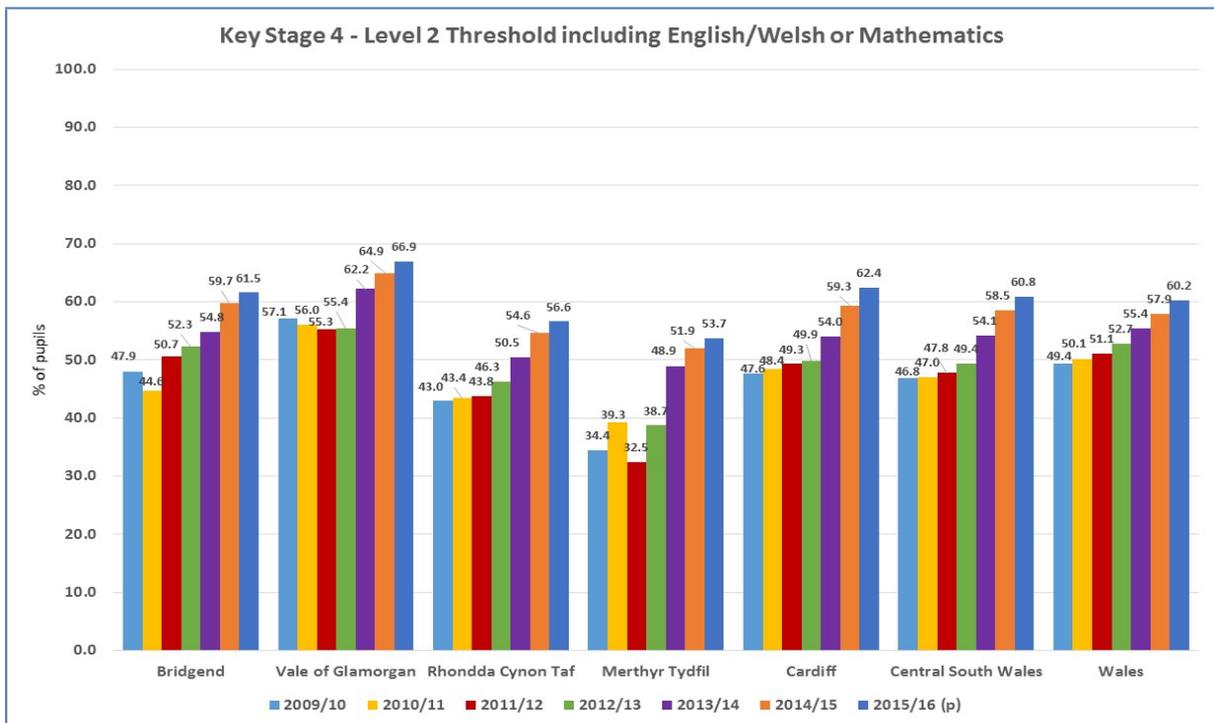
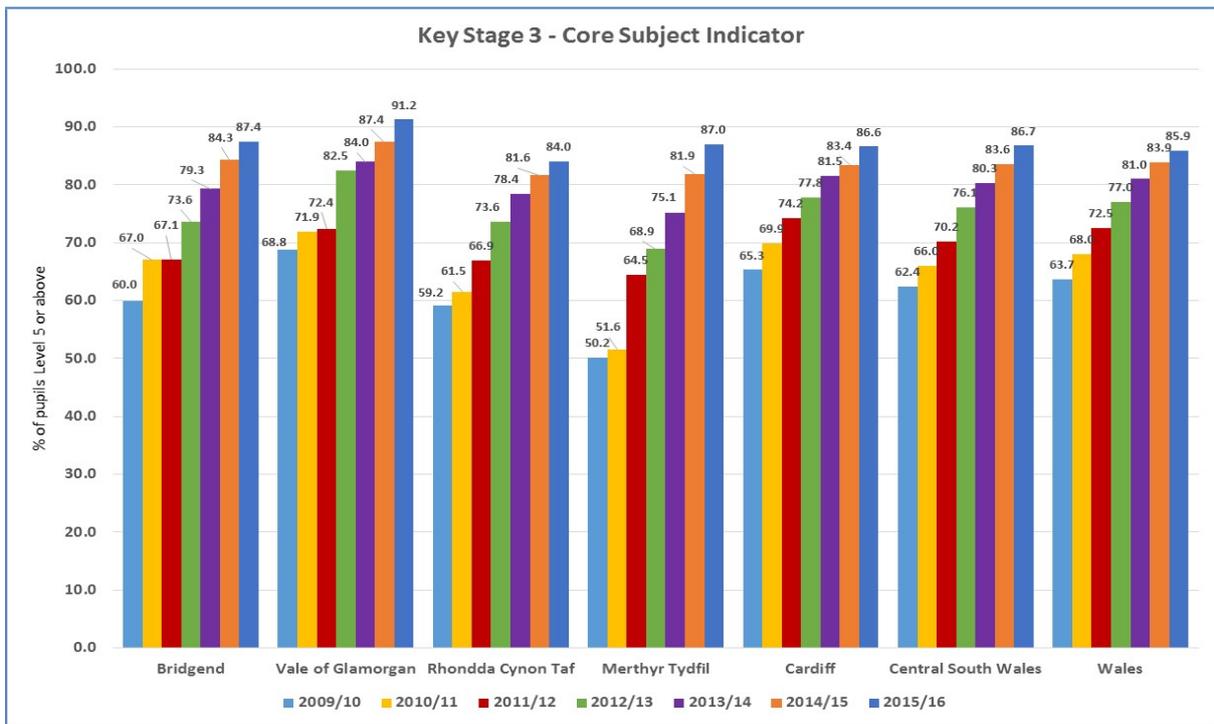
26. There are a number of issues which the Central South Consortium need to make faster progress on:

- Continued focus on the achievement of pupils eligible for free school meals in Bridgend and across the region;
- Analysis of key stage 2 and 3 tests has indicated variation of teacher assessment and moderation. The national approach to verification of teacher assessment has been shown to be rigorous and impactful, this will continue to be an area of focus for 2016-2017;
- Continue to work with all Human Resource departments and governor support teams to embed consistency and quality advice for schools regardless of where they are in the region;
- Improved use of information systems across the region through the development of Cronfa as a single point of information for schools, Local Authorities and consortium colleagues across the region.

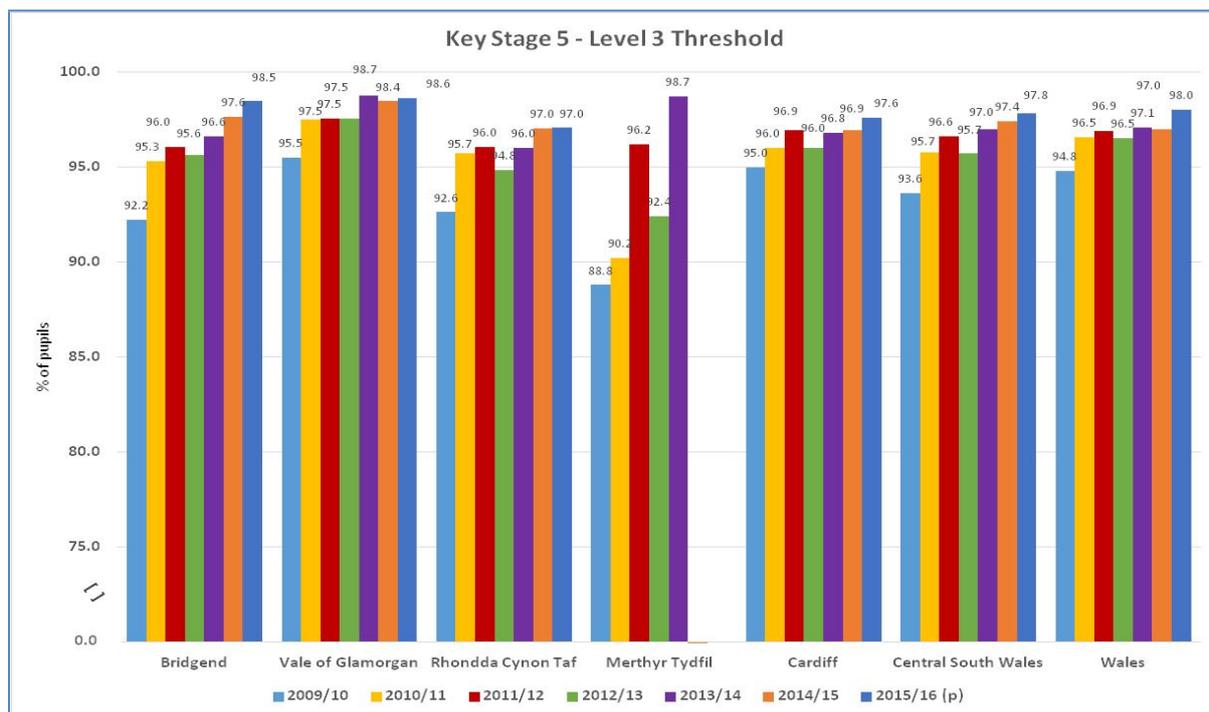
**Annex: Headline results across the Central South region 2015/16**

Outcomes in the first four key stages have risen across the region, although not in every local authority in the Foundation Phase, and sit above the national average at Key Stages 1-4 for the first time.

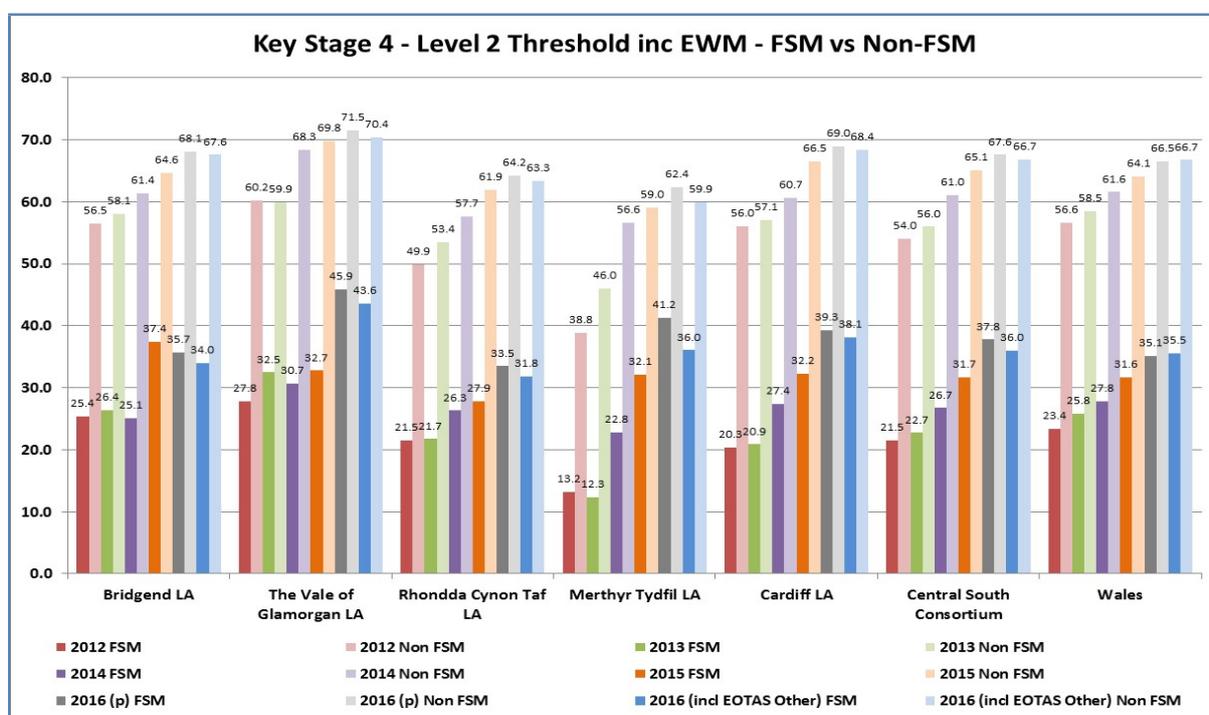




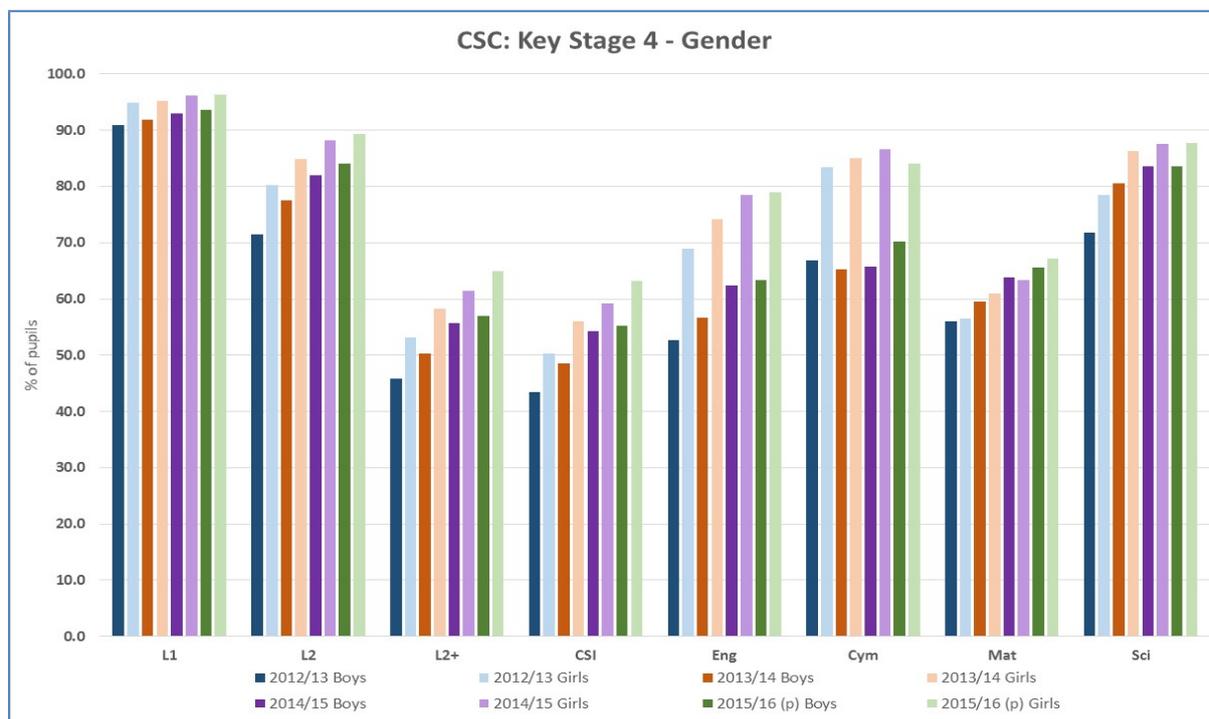
There is further work to do at Key Stage 5 (in school sixth forms) across the region. NB: MTBC has post 16 provision provided by the FE sector which is not included here.



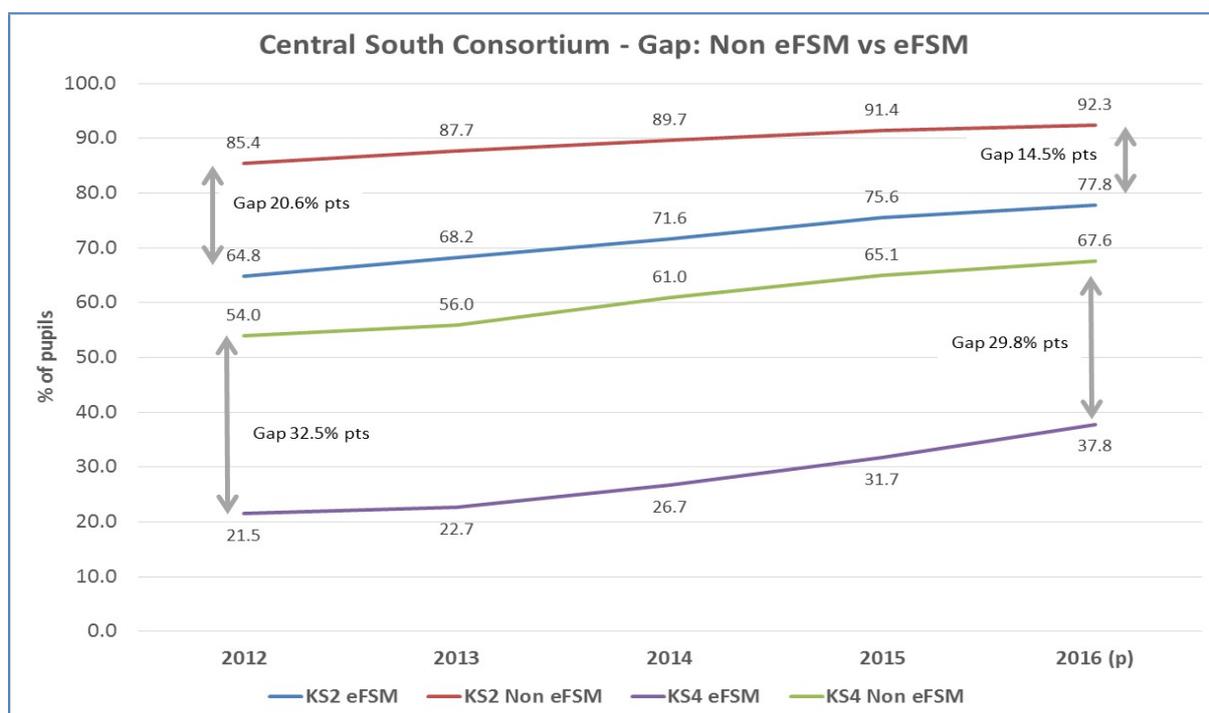
The performance of children claiming free school meals (e-FSM) has improved in each local authority, however, the gap remains stark compared with children not claiming free school meals (non e-FSM).



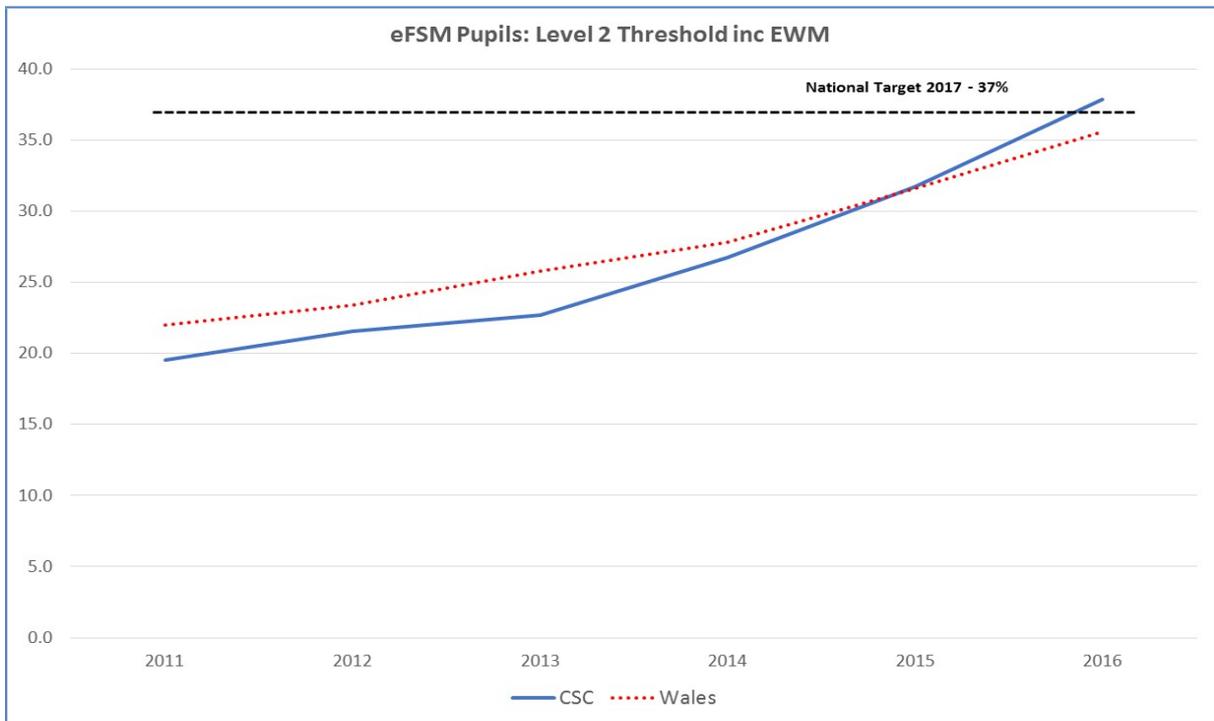
There are particular issues across the region relating to boys' performance in literacy/English/Welsh, and girls' performance in mathematics/numeracy which are first identified within the Foundation Phase and continue to the end of Key Stage 4.



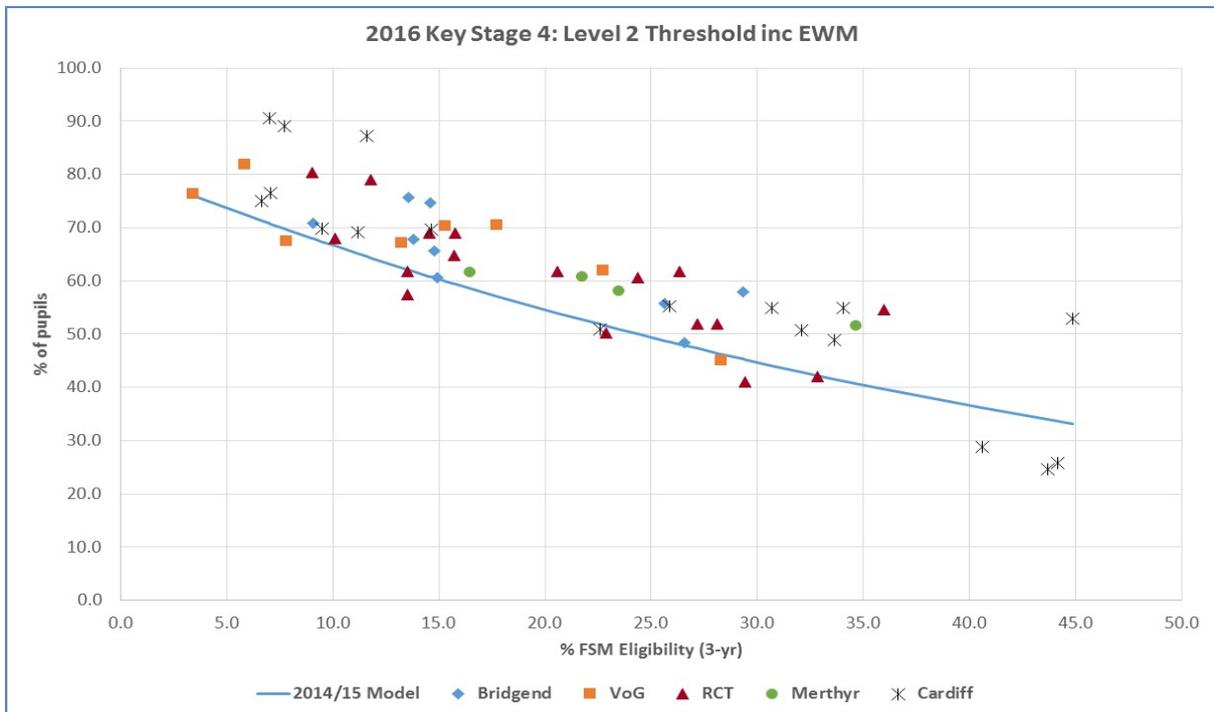
The gap between the performance of pupil's e-FSM and their peers is narrowing at both primary and secondary levels, albeit too slowly in the secondary sector.



The outcomes of e-FSM pupils' have improved at a faster rate across this region and sits above the National Average and exceed the Welsh governments' target a year early.



Schools in all contexts have improved against the trend position in 2014/15 but there still remains some schools which need to make significant and rapid improvements. Two Bridgend schools are performing in line with modelled expectations based on the three year average FSM eligibility and the rest are exceeding the modelled expectations.





Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service

# Business Plan

2016/17



HER CANOL DE CYMRU  
CENTRAL SOUTH WALES CHALLENGE





Archbishop McGrath Catholic High School



Baden Powell Primary School

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- Litchard Primary School
- Llanishen Fach Primary School
- SIG 24
- Whitchurch High School
- Tŷ Gwyn School

# Introduction

The Central South Consortium (CSC) is a school improvement service which operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

This region is the most populous in Wales. It includes over 400 schools and serves 135,000 learners - a third of the country's school-age children. The region is home to the highest number and the largest proportion of children living in poverty; it is also home to the capital city and the economic, financial, creative and media industries of Wales.

Historically the region has underperformed against schools elsewhere in Wales. Since 2012 it has seen a steep and sustained improvement in learner outcomes at every level and in every local authority area but there is further to go.

Our ambition as a region is that, by 2018:

- our learners achieve the best educational outcomes in Wales, rivalling similar parts of the United Kingdom;
- the poverty-related attainment gap is closing faster here than anywhere else in Wales;
- that the region is known and recognised for its high-quality school-led professional learning.
- This document details what we plan to achieve in 2016/17 to help us realise that ambition.

**Our aim:** to improve educational outcomes for all pupils, and the outcomes for vulnerable learners fastest. The success of schools in this region is the key to the future economic and social success of Wales. We are improving. We need to do more.



Bryn Hafren Comprehensive School



Caedraw Primary School

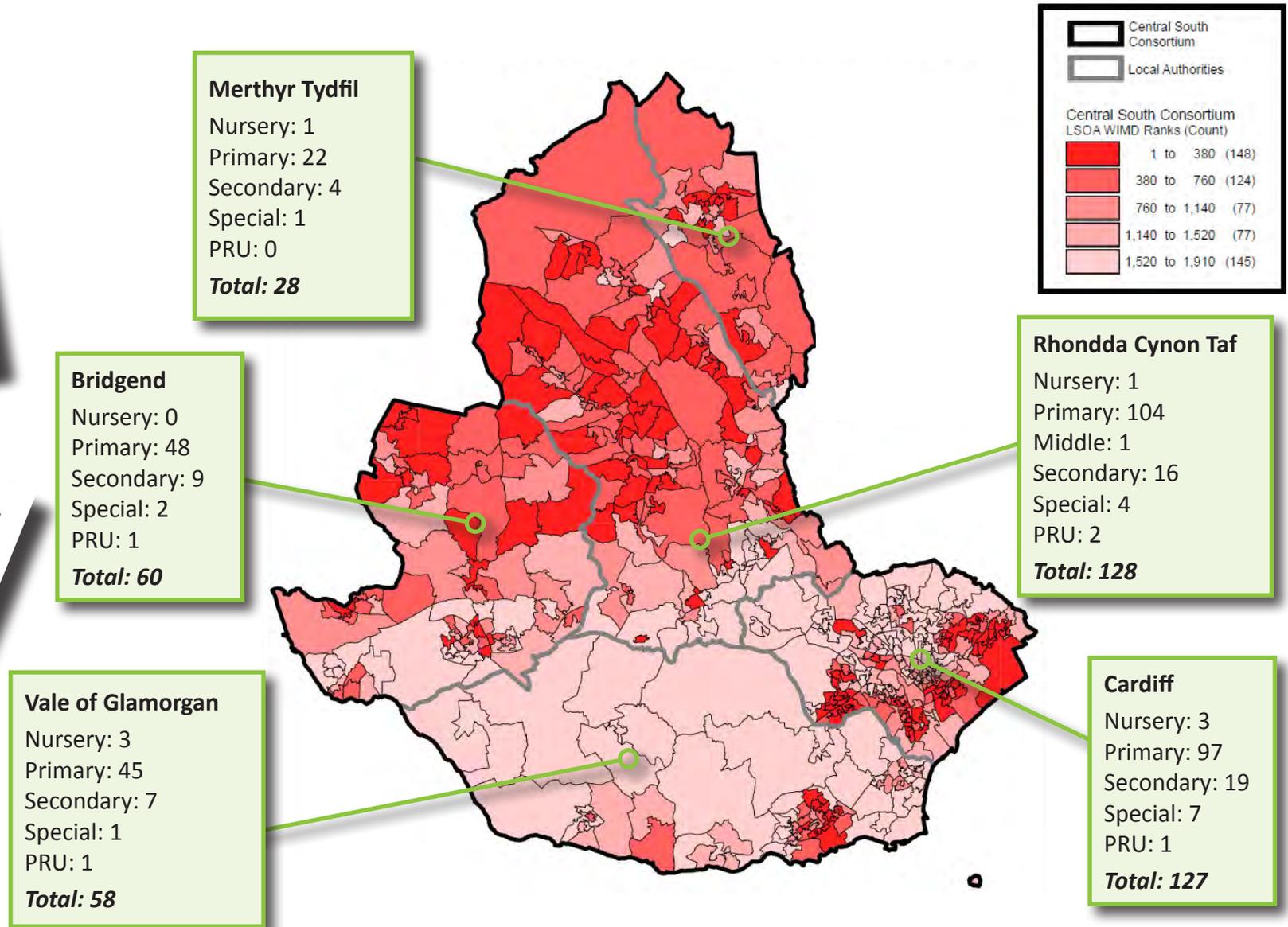


Cefn Glas Infants School



Cogan Nursery School

## Central South Consortium Lower Super Output Area by Welsh Index of Multiple Deprivation Rank



## What the Consortium does - in brief:

The Consortium's role is to challenge and support schools in their work to improve educational outcomes.

The local authorities (through a Joint Committee attended by the Cabinet Member for education in each authority) agree the business plan including targets and budget for the region and hold the Consortium to account for the impact of its work.

The Consortium is funded by the local authorities.

There are over 400 schools in the Central South Consortium region. These are the key to the future educational and economic success of Wales.

How well children and young people, particularly the most vulnerable, achieve in this region significantly influences how the country and its education system are perceived within our borders and beyond.

**The Consortium's business plan aims to:**

- improve standards for all children and young people in all schools, and for the most vulnerable fastest;
- improve capacity in the school system so that schools work together to support each other to improve;
- develop further the Central South Consortium as a high performing organisation.

**To do this, the Consortium:**

- provides a challenge adviser to each school in the region (with more time allocated to the schools most in need);
- provides timely data analyses to support schools' self evaluation and improvement planning (including school categorisation judgements);
- supports and funds school-to-school improvement partnerships. These enable schools to share good practice and learn from each other to improve teaching and leadership practice and improve outcomes for learners;
- works with the Welsh Government to deliver its priorities in the region;
- allocates grant funding (e.g. the pupil deprivation grant - PDG) to schools in the region along with guidance and advice on how grant funding can be used to drive improvement.



Cyfartha High School



Glyncod Primary School



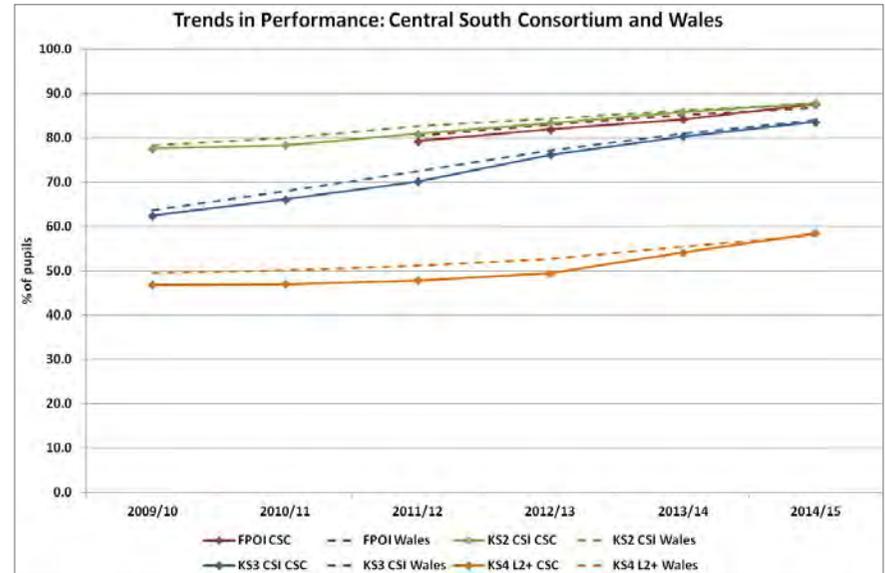
Goetre Primary School



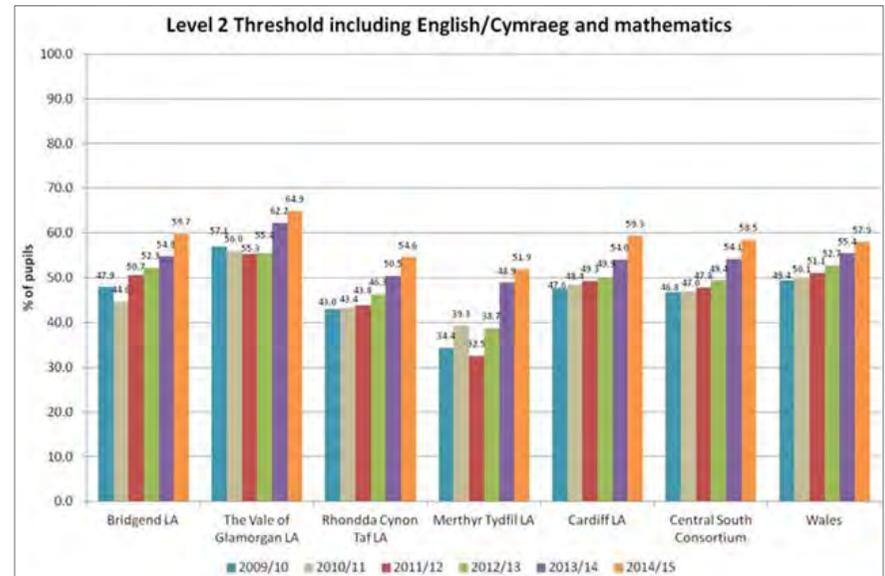
Greenway Primary School

# Consistent upward trend of improvement

In 2015 pupils in schools across the Central South region again improved their outcomes significantly. The graph below shows a three-year consistent upward trend of improvement at rates faster than the national rates of improvement. This is particularly evident at the KS4 L2+ indicator (pupils achieving A\*- C grades at GCSE in five subjects including English/Welsh and mathematics).



This pattern of improvement is evident in the region as a whole and in each of its local authorities:



# Building a self-improving school system

We are moving increasingly from a school improvement model dependent on central support to a more sustainable by-schools-for-schools model which builds capacity for collective improvement across the system. This is a system where all schools care as much about the improvement of other schools as they do about their own. This strategy is built on what is known about successful school systems worldwide.

## Our model: The Central South Wales Challenge

In January 2014, backed by the five authorities and drawing on international research, schools across the region led the way in launching a strategy to develop a 'self-improving' school system. The strategy is based on six principles commonly found in successful school systems:

- Schools are communities where collaborative enquiry is used to improve practice.
- Groupings of schools engage in joint practice development.
- Where necessary, more intensive partnerships are formed to support schools facing difficulties.
- Families and Community organisations support the work of schools and reinforce community aspiration.
- Coordination of the system is provided by school leaders themselves.
- Local authorities work together to act as the 'conscience' of the system.

This work is led by the Central South Wales Strategy group. The strategy group is largely made up of headteachers but also draws on the expertise of universities and external experts in school-improvement.

Inspections conducted by the schools' inspectorate, Estyn are also indicating improvement including in judgements on leadership and teaching, the outcomes of vulnerable children and the outcomes of children living in poverty.

**The region, previously amongst the lowest performing in Wales, now sits at or above the national average at every indicator for the first time.**



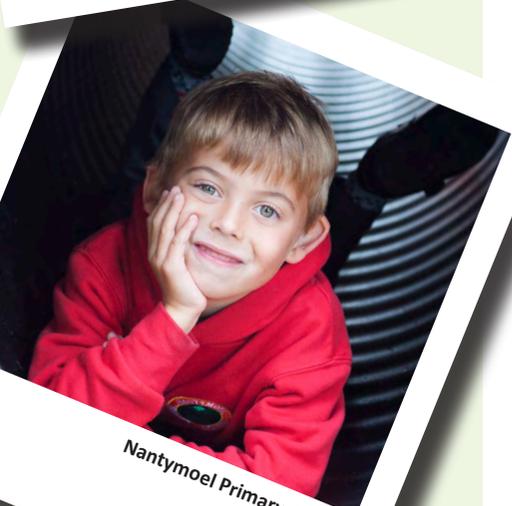
Llandaff Church in Wales Primary School



Miskin Primary School



Mountain Ash Comprehensive School



Nantymoel Primary School

## Aspects of the model:

- All schools are part of School Improvement Groups (SIGs) which determine improvement priorities and work together to secure progress on these.
- Pathfinder pairs. Brokered partnerships between two schools where one school supports another to improve. Improvement impact on both schools is measured.
- School improvement hubs provide professional learning and support to all schools in line with regional improvement priorities.
- Peer enquiry. Usually a grouping of three schools working together. Schools' leaders conduct an enquiry into an aspect of another school's practice with the leadership of the other school in order to identify areas of good practice and improvement.

We have seen significant progress in engagement with, and understanding of, a self-improving school system based around a model which is now very familiar to schools and stakeholders across the region:

Schools identify which approach they wish to draw on from the outcomes of robust self-evaluation and identification of improvement priorities

### Pathfinders

School-to-school partnerships focused on specific areas

### Hubs and Pioneer Schools

Leading learning about professional practice on behalf of the system

### Central South Wales Challenge

### School Improvement Groups (SIGs)

Joint practice development for all schools

### Leadership and Peer Enquiry

Quality professional development and system leadership programmes including peer enquiry

# Taking our strategy forward

There are a number of areas we need to develop further if we are to create a sustainable system of school improvement which can support our schools to be the best in Wales and beyond. These are:

- More explicit opportunities to build sustainable leadership capacity - offering the best headteachers the opportunity, and the incentives, to operate at a system leadership level; a system to spot and develop talent for future system leadership.
- Systematic, deeper professional learning opportunities at all levels of the system established as the norm for teachers across the region, ensuring a tight focus on impact and disciplined routes for sharing learning across schools.
- A drive towards harder forms of collaboration (including federations) to build leadership, teaching and learning capacity in the system and increase efficiency in the use of services by schools.
- Further progress towards ensuring effective consistent and timely challenge and intervention to drive change rapidly and robustly where it is most needed.
- Significant work with governors and local elected members to improve the wider understanding about the benefits of hard collaborative school systems.



Radyr Primary School



St Brides Major Church in Wales Primary School



St Illytd's Primary School

St John the Baptist Church in  
Wales High School

## What will this look like for children, young people and their families?

- Children and young people achieve outcomes that are the highest performing in Wales at most levels in 2016/17.
- Schools show sustained improvement at all levels rivalling the best in the UK by 2018.
- Vulnerable children increasingly close the gap on their peers and do so faster than elsewhere in Wales, reducing the gap by a further third by 2018.
- Inspection outcomes show increased levels of excellence in teaching and leadership and in judgements on schools' capacity to improve;
- The region is recognised for the quality of its school-led professional learning and leadership and its work with the higher education sector and initial teacher training providers.
- There are wider partnerships involving business, the community and parents working with schools to reinforce aspiration.
- The region works with others to drive up standards and capacity for improving teaching and leadership as part of delivering the new *Successful Futures* curriculum.

# What will this look like for schools?

By 2018 we expect the school improvement system to be radically transformed. We want to see a system of school improvement explicitly led, organised and provided by schools.

A Central South Wales networked learning community run by schools for schools which includes:

- all schools as part of an accredited school improvement group (SIG) or network which sets priorities each year, provides most school improvement support and evidences impact in capacity and pupil attainment across schools.
- expert teachers working at subject level across and within the system from lead subject specialist schools providing subject level support to all schools focused on need.
- lead schools commissioned to develop professional learning programmes for all school staff including initial teacher training, with joint practice development the predominant learning model.
- all lead schools working as part of the *Successful Futures* development model building the new curriculum into their practice.
- all schools able to commission a formal peer enquiry from experienced trained peer enquirers (current headteachers) as part their self-evaluation and improvement planning.
- high quality leadership programmes for all headteachers, a future leaders programme and a 'system leadership' model identifying and funding experienced heads empowered to work swiftly and rapidly with vulnerable schools with clear priorities for improvement.



St Joseph's Roman Catholic Primary School



St Phillip Evans Roman Catholic Primary School



The Hollies School

## What underpins the strategy for transformation?

- Governors and local Elected Members engaged in and sharing the principles of system level improvement as well as improvement in local school outcomes.
- Authorities working together to drive a rapid increase in the number of hard forms of collaboration (including federations) and develop learning about the variety of models for achieving economies of scale between schools.
- The Consortium, on behalf of authorities, using the Challenge Framework to identify the needs of schools and quality assuring the support provided across the system. The Consortium will refine its focus and reduce staffing to work only with the most vulnerable schools to support effective self- evaluation and improvement planning, intervening rapidly and robustly where needed.
- A strong emphasis on evaluation and research to support the strategy and inform the model and measure impact.



Tonyrefail Comprehensive School

# Priorities for improvement in 2016/17

As we move towards the delivery of our vision in 2018, we continue to review the impact of our work in schools across the region. Our self-evaluation report (SER) provides analysis of strengths and improvement priorities for the region.

**In order to realise our ambition for 2018, we will focus on three improvement priorities in 2016/17:**

- Raising standards particularly in literacy/Welsh/English, numeracy/mathematics and improving the outcomes of vulnerable learners fastest.
- Improving the capacity of the system to be self improving.
- Further developing the Central South Consortium to be a high performing organisation.



Tonysguboriau Primary School



Treorchy Primary School



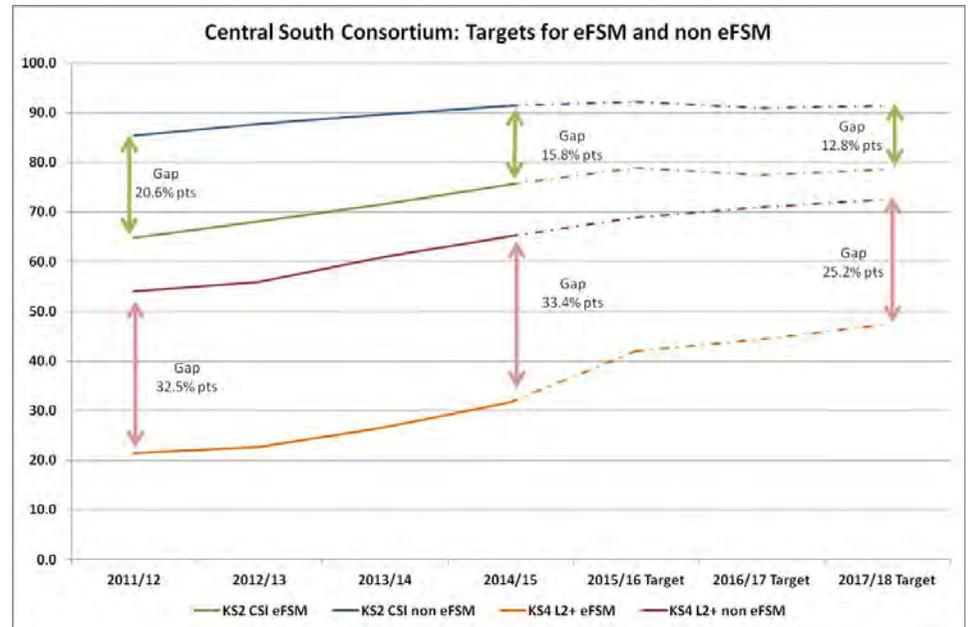
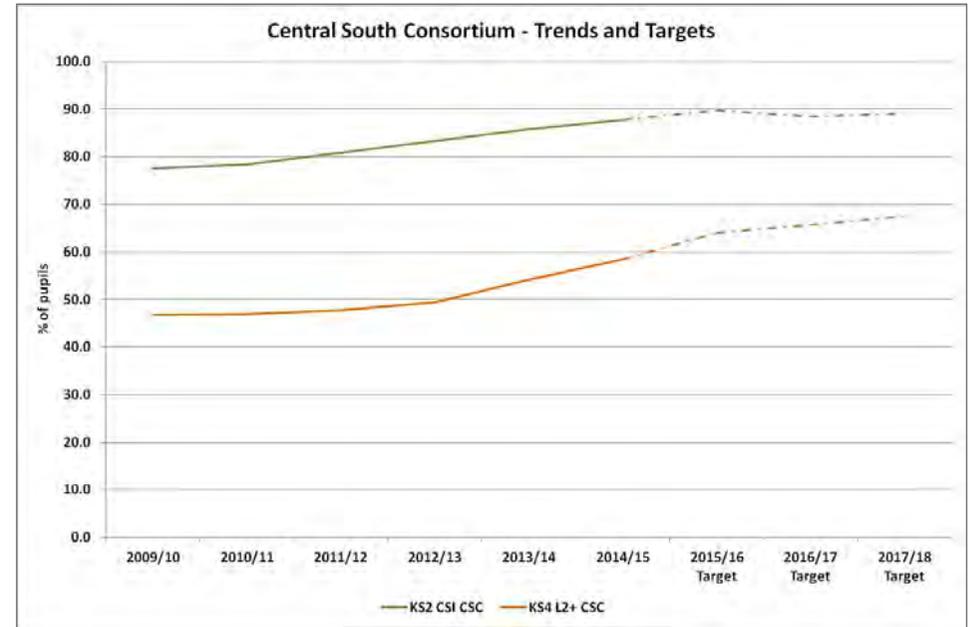
Ty Gwyn School



Whitchurch High School

# Targets for 2016/17

The success of our delivery plan is measured through our targets. These are based on schools' own targets incorporating benchmark measures and informed by additional challenge from the region's challenge adviser workforce.



*\* Targets as of 8<sup>th</sup> March 2016. Targets for 2016/17 and 2017/18 are provisional and are subject to further challenge as part of the target setting process with schools.*

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Foundation Phase – FPOI	87.6%	87.8%	87.4%	N/A
Key Stage 2 - CSI	87.8%	89.7%	88.4%	89.0%
Key Stage 3 - CSI	83.6%	87.4%	87.5%	83.5%
Level 2 Threshold including English/Welsh and Mathematics	58.5%	64.1%	65.7%	67.5%
Level 1 Threshold	94.5%	96.1%	96.5%	96.7%

## Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
FPOI – LCE	88.7%	89.4%	88.6%	-
FPOI – LCW	94.0%	93.7%	93.5%	-
FPOI – Mathematical Development	90.2%	91.2%	89.8%	-
KS2 – English	89.8%	90.9%	89.8%	89.2%
KS2 – Cymraeg	93.6%	95.7%	93.2%	93.8%
KS2 – Mathematics	90.2%	91.8%	90.7%	90.3%
KS3 – English	87.7%	90.2%	90.8%	91.2%
KS3 – Cymraeg	92.0%	92.4%	93.3%	95.1%
KS3 – Mathematics	88.7%	90.8%	91.2%	91.4%
KS4 Level 2 English	70.2%	71.6%	72.3%	73.1%
KS4 Level 2 Cymraeg	77.9%	78.4%	78.0%	77.6%
KS4 Level 2 Mathematics	63.6%	69.1%	71.5%	72.6%





Ysgol Yr Eos

## Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
FPOI – LCE	33.8%	36.3%	34.6%	-
FPOI – LCW	37.9%	41.2%	42.0%	-
FPOI – Mathematical Development	34.4%	36.7%	35.3%	-
KS2 – English	40.7%	42.2%	43.0%	41.4%
KS2 – Cymraeg	42.0%	43.7%	43.9%	42.7%
KS2 – Mathematics	42.2%	43.0%	43.5%	42.7%
KS3 – English	53.4%	59.2%	61.1%	62.8%
KS3 – Cymraeg	58.3%	64.3%	60.7%	70.3%
KS3 – Mathematics	59.6%	64.6%	65.9%	66.5%

## Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
KS3 – English	17.3%	19.3%	21.3%	23.1%
KS3 – Cymraeg	17.6%	18.5%	19.6%	23.4%
KS3 – Mathematics	26.6%	26.0%	27.0%	28.5%



Archbishop McGrath Catholic High School

## The poverty-related attainment gap

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
FSM Gap FP FPOI	-15.1%	-11.3%	-13.0%	
FSM Gap KS2 CSI	-15.8%	-13.3%	-13.5%	-12.8%
FSM Gap KS3 CSI	-20.7%	-17.2%	-15.6%	-12.3%
FSM Gap KS4 L2 inc EWM	-33.4%	-27.0%	-26.6%	-25.2%
FSM Gap KS4 L1 Threshold	-10.3%	-9.1%	-6.7%	-6.4%

## Primary and Secondary Attendance

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Primary Attendance	95.0%	95.5%	95.7%	96.0%
Secondary Attendance	94.0%	94.5%	94.8%	95.0%



Baden Powell Primary School



Barry Island Primary School



Bryn Hafren Comprehensive School



Cefn Glas Infants School

## Improvement priority ONE

To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK with a particular focus on:

- 1.1 - Improving standards in literacy/English/Welsh and in numeracy and mathematics
- 1.2 - Improving standards for specific groups of learners

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17
<b>1.1</b> To raise standards in literacy/English/Welsh; numeracy and mathematics	1.1.1	Raise standards for all learners (particularly boys' literacy and outcomes for girls and boys in mathematics), monitoring progress regularly against detailed targets set out in the underpinning action plans.
	1.1.2	Improve the quality of teaching in these areas using support from the relevant hub school programmes; support schools leaders to meet the requirements of changes to the curriculum and external qualifications.
	1.1.3	Provide professional development programmes to improve the impact of subject leadership through the curriculum hub schools.
	1.1.4	Increase the supply of secondary mathematics teachers in the region through a dedicated recruitment drive.
<b>1.2</b> To improve the outcomes achieved by specific groups of learners	1.2.1	Build schools' capacity to improve the outcomes achieved by pupils eligible for free school meals (eFSM) through the regional Closing the Gap Strategy, promoting high expectations, sharing effective practice and monitoring progress against detailed targets in the underpinning action plans.
	1.2.2	Improve the outcomes of pupils with English as an additional language (EAL), pupils with a special educational need (SEN) and more able and talented pupils (MAT) by identifying and sharing best practice and working with schools where the need for support is greatest.
	1.2.3	Improve the outcomes achieved by Looked After Children (LAC) by providing effective support for individual pupils and tracking their progress, by sharing best practice and developing the skills of all those providing support for these learners.

# Improvement Priority TWO

To achieve improvement by further developing the capacity of the school system to be self-improving through the Central South Wales Challenge, in particular by:

- 2.1 - Improving the quality of leadership and governance
- 2.2 - Improving the quality of teaching and learning
- 2.3 - Raising expectations further in a self-improving system

IMPROVEMENT OBJECTIVES		WHAT WE WILL DO IN 2016/17
2.1 To improve the quality of leadership and governance	2.1.1	Establish a leadership strategy which reflects the needs of the region with a particular focus on closing the poverty-related attainment gap. Deliver, accredit and evaluate the leadership programmes, evaluate and roll out peer enquiry to more schools and commission a Future Leaders programme.
	2.1.2	Develop a strategic approach with local authorities to learn from and support the expansion of hard collaborative models of school leadership and organisation.
	2.1.3	Use joint practice development and collaboration between schools – accredited school improvement groups (SIGs) and pathfinder partnerships – to improve system leadership at all levels including sector-led strategies in Welsh medium and special schools to address sector-specific priorities.
	2.1.4	Improve the quality of governance through the establishment of a single governor training service and deployment of consultant governors.
	2.1.5	Improve support for headteachers from Human Resources (HR) Services.



Cogan Nursery School



Cyfartha High School



Glyncoed Primary School



Goetre Primary School

<b>2.2</b> To improve the quality of learning and teaching	2.2.1	Support the development of good and excellent teaching and share effective practice across the region through the regional hub schools.
	2.2.2	Develop a continuum of professional learning pathways for all school-based staff – headteachers, senior leaders, teachers and support staff – through hub schools linked to the New Deal Pioneer schools. Continue work with Higher Education Institutions (HEIs) to provide classroom-based initial teacher training.
	2.2.3	Develop learning and teaching at subject level in line with regional needs, working to the regional teaching and learning strategy.
<b>2.3</b> To raise expectations further in a self-improving system	2.3.1	Develop further the provision of high quality and timely school and pupil level data.
	2.3.2	Strengthen challenge and support of teacher assessment to promote greater accuracy and consistency.
	2.3.3	Develop further the work of challenge advisers in challenging and supporting schools to raise standards and reduce the variations in outcomes, particularly in the secondary sector, concentrating resources increasingly on the most vulnerable schools.
	2.3.4	Promote high expectations and improve performance across the region post-sixteen.
	2.3.5	Promote high expectations and secure further improvement in attendance rates

# Improvement Priority THREE

To develop as a high performing organisation, by:

- 3.1 - Improving performance management
- 3.2 - Reviewing and sharpening governance and accountability
- 3.3 - Evidencing effective use of resources

IMPROVEMENT OBJECTIVES		WHAT WE WILL DO IN 2016/17
<b>3.1</b> To improve performance management	<b>3.1.1</b>	Improve procedures to evaluate the impact of school-to-school working on standards, teaching and leadership and systems to monitor progress against operational plans.
	<b>3.1.2</b>	Strengthen performance management through the development of an evaluation and research programme.
	<b>3.1.3</b>	Procure a new IT information management system.
	<b>3.1.4</b>	Develop further procedures for individuals' performance management.
	<b>3.1.5</b>	Embed processes for assuring quality and evaluating teaching and leadership in written reports.
<b>3.2</b> To strengthen governance and accountability	<b>3.2.1</b>	Work with local authorities to improve further the reporting to scrutiny committees and the sharing of effective practice between committees to promote consistency.
	<b>3.2.2</b>	Strengthen further the arrangements for governance and accountability through the Joint Committee and Advisory Board.
	<b>3.2.3</b>	Continue work to identify and report the effect of measures to mitigate risk.
<b>3.3</b> To strengthen further the management of resources and improve efficiency	<b>3.3.1</b>	Continue to develop arrangements for monitoring the use and impact of financial resources against regional priorities; maintain a systematic focus on value for money that demonstrates the link between the deployment of resources and the impact on outcomes.



Greenway Primary School



Llandaff Primary School

# Accountability for impact

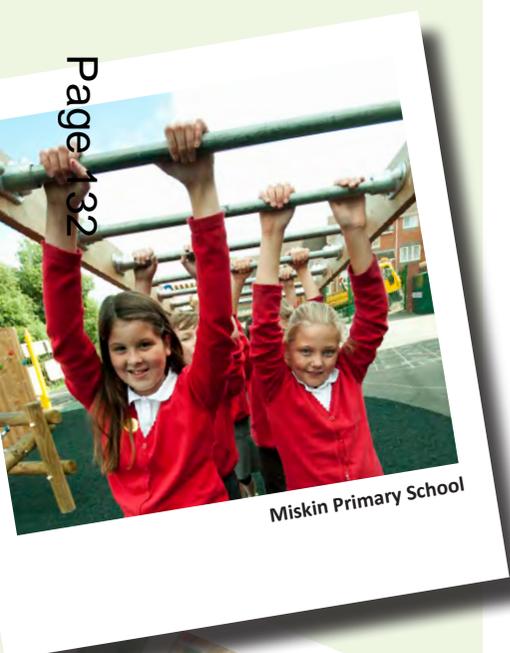
This business plan is underpinned by more detailed plans against each improvement priority which include measurable outcomes and milestones. We evaluate progress against each area monthly at our Senior Leadership Team (SLT) meetings and at Joint Committee meetings which provide termly monitoring and challenge against the agreed targets and milestones.

In addition we:

- Provide a self-evaluation report (SER) to the Joint Committee each year and at least one performance report to local authority scrutiny committees every year.
- Support the Advisory Board's role in leading our research and evaluation strategy, collating live in-year data evaluating activity.
- Monitor progress against a performance dashboard on a monthly basis. This includes monitoring against agreed action plans, in-year data collection and the results of school inspections.
- Review the performance of red and amber schools termly with local authorities and provide a termly progress report to each authority ahead of a formal minuted progress review.
- Report regularly on progress to the Welsh Government's Challenge and Review sessions.

## Local authority annexes

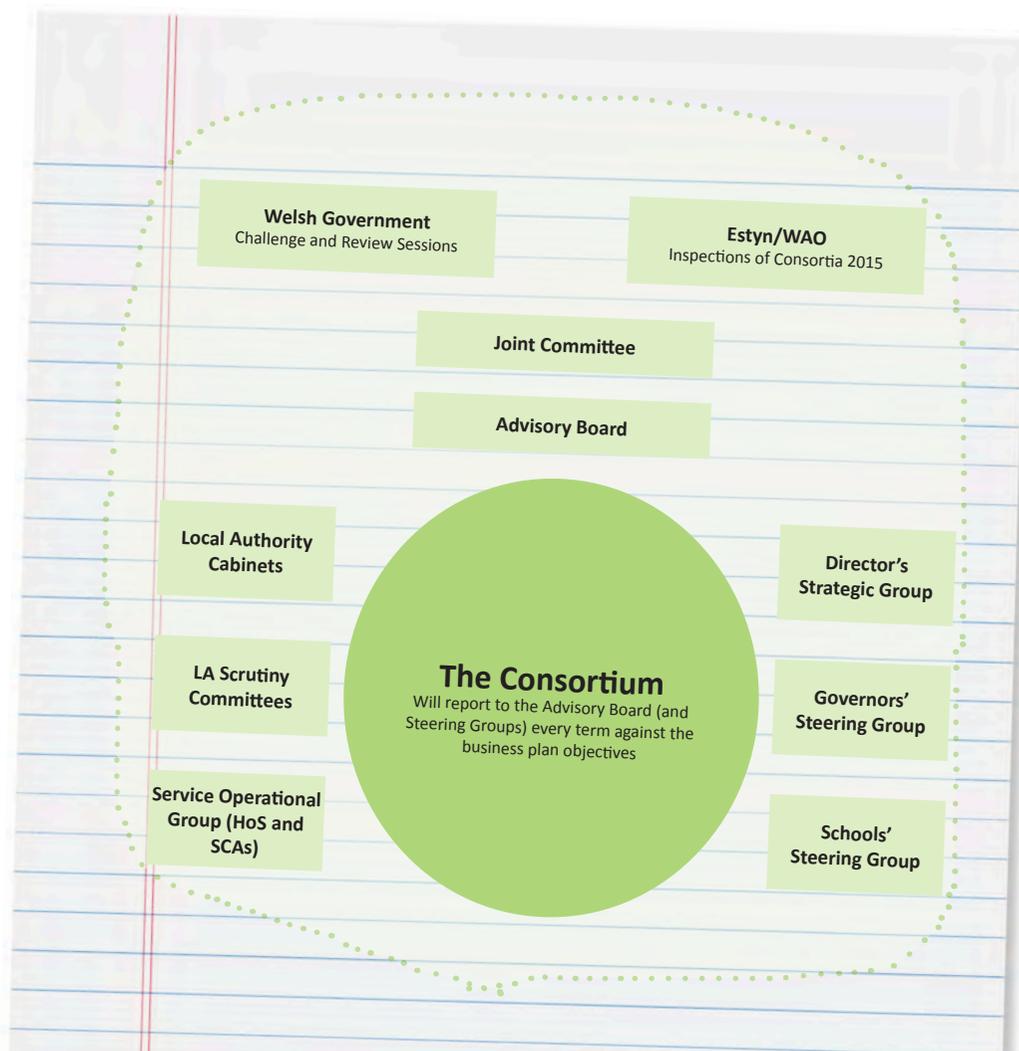
This business plan describes our core business which has been agreed with the five authorities and which will be resourced according to need as set out in our framework of Challenge and Support. Alongside this business plan we produce annual Local Authority (LA) Annexes which set out the support or dedicated work required in each LA which will be funded, led or resourced by the Consortium. This is agreed during the summer progress review process and reviewed following the confirmed examination results in the early autumn term. We produce LA progress reports to report progress against the agreed actions in the annexes.



# Governance

Our governance model:

- The Joint Committee agrees the strategy and business plan, agrees and monitors the budget and performance.
- Directors of Education meet monthly and have a strategic decision making role.
- The Advisory Board reviews aspects of the model in line with a rolling programme of research, evaluation and value for money reports commissioned to look at the impact of discrete aspects of the region's improvement model.
- We report to each authority's Scrutiny Committee at least annually as part of an agreed scrutiny plan.
- Our SLT meets fortnightly with an alternate focus on operational performance and strategy.
- Our Operational Board includes senior challenge advisers, strategic advisers and heads of service from each local authority. It looks at operational activity for the coming period. It meets monthly.



Nantymoel Primary School



Radyr Primary School

# Resources

Our revenue assumptions incorporate a 5% efficiency saving each year of the next two years which may be used to recycle resources into bringing together regional services.

The budget for the organisation for 2016/2017 is outlined below. Local Authorities' contributions have been reduced by 5% from 2015/2016 levels. The actual apportionment by local authorities is based on the appropriate Indicator Based Assessments (IBAs) published by Welsh Government as part of the 2015/2016 revenue budget settlement.

Category	Proposed Budget 2016 – 2017 £
Expenditure	
Employees (including secondments and school led capacity building)	3,582,396
Premises	550,744
Transport	40,000
Supplies and Services	515,618
Repayment of Redundancy Costs	100,000
Commissioning (Additional Support to Schools)	43,804
Support Services	111,100
<b>GROSS EXPENDITURE</b>	<b>4,943,662</b>

Income	Proposed Budget 2016 – 2017 £
LA Contributions	4,195,662
Tŷ Dysgu Income	400,000
Grants & Other income	348,000
<b>TOTAL INCOME</b>	<b>4,943,662</b>
<b>NET EXPENDITURE</b>	<b>0</b>

*Budget to be confirmed at Joint Committee March 2016*



# Education Improvement Grant

## Centrally Retained Funding

Retention of the Education Improvement Grant (EIG) by the Consortium and local authorities continues to reduce. However, there is still a need to provide some time-limited support from the consortium and local authorities in certain areas.

Examples of this include:

- provision of resource to support the drive towards a school-led, self improving system;
- provision of specific support for vulnerable schools and for the development of a headship development as a strategic priority;
- provision of high quality literacy and numeracy support on a match funded basis to vulnerable schools.

## Delegation to Local Authorities

Funding will be released to some of the local authorities to fund the Foundation Phase non-maintained settings and contribute to funding the administration support in authorities.

## Delegation to Schools via local authorities for specific circumstances

Funding associated with the Minority Ethnic Achievement Grant (MEAG) and to meet the needs of the Gypsy/ Traveller pupils will be delegated to the local authorities.

## Delegation to Schools

The balance will be delegated to schools as a single grant in line with a formula agreed with the local authorities. An allocation for the administration of the reading and numeracy tests will be included. The consortium has applied a protection mechanism (on a sliding scale) to all schools to prevent significant winners and losers. This will be removed from 2017-18.

### Delegation Principles

In agreement with the five local authorities, the Consortium applies the following principles:

There will be an increase in the percentage of funds delegated to schools.

The Consortium will continue to apply a protection mechanism (on a sliding scale) to all schools to prevent significant winners and losers.



St John the Baptist Church in Wales High School



St Joseph's Roman Catholic Primary School



St Joseph's Roman Catholic Primary School



The Hollies School

## Grant Assumptions

We will seek to increase our delegation to schools which last year reached 86% and will provide brief monitoring reports to the Welsh Government against grant terms and conditions.

Education Improvement Grant	Proposed Budget 2016 – 2017 £
Centrally retained funding including literacy and numeracy support, Welsh in Education and Foundation Phase provision	2,472,946
Funding held to support vulnerable schools	400,000
School Improvement Groups	618,150
Funding for specific School Improvement Initiatives (according to need)	901,800
Delegated to local authorities for non maintained settings	225,720
Delegated to local authorities for administration of grant	69,079
Delegated to schools via local authorities for specific circumstances – MEAG, Gypsy and Traveller Grant and 14-19	5,204,756
Delegated to Schools	34,550,936
<b>Total Grant (to be confirmed)</b>	<b>44,443,387</b>

### Pupil Deprivation Grant

The total amount of the Pupil Deprivation Grant for the Region is £26,438,500 (indicative). In line with our key priorities, schools will be required to complete their school development plan highlighting the use of the Pupil Deprivation Grant. Challenge advisers will work with schools to ensure that schools are adopting an evidence based approach to reducing the impact of poverty on educational achievement.

### Additional Grants

Additional grant funding will be allocated to the Consortium in 2016 -2017 such as Schools Challenge Cymru, Pioneer School funding, Learning in Digital Wales, but these are yet to be confirmed.

**Case Studies**



**Estyn: Ysgol Cynwyd Sant – Improve Literacy Through Creative Learning**

13 Dec, 2016 in Bridgend / Improve pupil outcomes in KS2 / Improve pupil outcomes in literacy / Local Authority / Medium of Delivery / Phase / Primary / Reduce the gap – vulnerable pupils / School / Strategic Areas / Welsh Medium / Ysgol Cynwyd Sant tagged Arts Council Wales / key stage 2 / Literacy / oral / performance / technology / vulnerable pupils (updated 30 days ago)

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*Ysgol Cynwyd Sant plans exciting creative learning activities to develop pupils' literacy skills. As a holder of Creative School status they cooperate with the Arts Council in their planning.*

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**Number of learners:** 306

**Age range:** 3-11

**Date of inspection:** October 2016

**Information about the school**

Ysgol Cynwyd Sant is situated in Maesteg in the Borough of Bridgend. There are 306 pupils between 3 and 11 years old on roll, including 40 nursery-age children. Welsh is the main medium of the school's life and work. A few pupils come from Welsh-speaking homes. Approximately 13% of pupils are eligible for free school meals. Sixteen per cent (16%) of pupils have additional learning needs.

**Context and background to sector-leading practice**

The school provides excellent art experiences for pupils. This was recognised by Estyn in a Good Practice report on the Creative Arts in 2015. Ysgol Cynwyd Sant was the first school in Bridgend to be recognised with the Creative School status by the Arts Council in 2015, and as a pioneer in the field in 2016. This leads to exceptional creative work in the classroom, sharing best practice with other schools, and professional development of a very high standard for staff. The school has also established a studio to provide multimedia artistic experiences of a very high standard for pupils.

**Description of nature of strategy or activity**

The school co-operates very effectively with the Arts Council to plan exciting activities in order to develop the literacy skills of pupils in key stage 2 who had underperformed in the Foundation Phase. Particular attention is given to developing the oracy skills of this cohort of pupils, in addition to their self-confidence and creativity. Teaching strategies place a clear focus on developing members of staff as creative practitioners. Schemes of work pay beneficial attention to developing pupils' thinking skills by encouraging them to be creative. In order to inspire the creative nature of staff and pupils, the school believes strongly that the fear of being

wrong needs to be removed first. This is at the heart of the school's pedagogy in order to develop a creative learning community that is willing to try. A good example of this is the series of short films that were created by pupils under the title 'Come and learn how to...'. The culmination of this work was the film night in the school hall, with parents as the audience, to celebrate the pupils' work and to present a DVD to each pupil.

### **What impact has this work had on provision and learners' standards?**

Each child had made very good progress in their oral skills following the project. Notable progress was seen in the achievement of boys and vulnerable pupils. Following the project, 82% of pupils attained their targets for the term earlier than expected, and 100% make very good progress in the performance element. Subsequently, the school set more challenging targets in order to improve pupils' oral skills further by providing creative activities of a very high standard.

Pupils' views were considered following each session, and staff adapted plans to ensure a high level of commitment and extensive motivation. As a result, notable progress was seen in pupils' self-confidence. In addition, more able pupils made very good progress in their information and communication technology skills, as they developed new skills relating to the use of green screen.

### **How have you shared your good practice?**

- Participating in national events in co-operation with the Arts Council
- Preparing case studies on behalf of the Arts Council
- Internally, by providing very effective opportunities to develop nearly all pupils' creative skills across the curriculum
- Celebrating pupils' work by displaying it on the school website
- Showing the films on a screen in the school foyer for visitors
- Film nights for parents
- Facilitating sessions to share good practice across the county
- Giving presentations and leading workshops in 'Closing the Gap' conferences

**Links:**[www.ysgolcynwydsant.co.uk](http://www.ysgolcynwydsant.co.uk)

This case study has also been published on Estyn's website



## **Cynffig Comprehensive School – Co-construction: ‘Teaching Teachers to Learn and Learners to Teach’**

*30 Nov, 2016 in Bridgend / Cynffig Comprehensive School / English Medium / Improve pupil outcomes in KS3 / Improve pupil outcomes in literacy / Local Authority / Medium of Delivery / Phase / Reduce the FSM gap / School / Secondary / Strategic Areas tagged co-construction / FSM / Gary Wilson / key stage 3 / Peer Assessment*

### **Context and background**

Our key stage 3 year groups included a high number of boys, with 59% of our Year 9 learners eligible for Free School Meals. Barriers such as a lack of engagement and poor motivation meant boys were not participating in lessons and largely deselected to engage with the learning process and environment.

Recent research has linked improved boys attainment to choice and competition. Gary Wilson in particular refers to engaging boys in dialogue about their learning and to let them know you're 'on their case'! To this end we decided to create a large 'all boy' group which was team taught. We talked specifically to them about their strengths and equally as passionately about their development needs as learners. Together, we decided we needed to change the climate and culture, and recognised that they had a part to play in their learning. When boys identified being 'bored' and 'not bothered' as reasons for their non-participation in lessons we decided to make them responsible. A group of boys within the class were identified whose responsibility it was to create lessons for the class with the two teachers.

### **Nature of strategy/activity**

The group were gathered and informed of their new privileged role as co-constructors. They were asked to attend lunchtime and afternoon planning sessions during which they would plan lessons they believed would inspire and engage our learners in the learning process. We were amazed at their commitment and inspired by their dedication and enthusiasm. Everyone turned up to each session they were asked to attend!

We adopted the slogan 'Teaching teachers to learn and learners to Teach' and collaborated on pedagogy, lesson activities and resources. Together we created a bespoke lesson plan which demarked a structure that the boys identified as workable and workworthy! Learning objectives were referred to as 'Missions' and time for reflection and metacognition 'Pit Stops' 'Shoot out' and 'Extra Time' identified opportunities to show and extend their learning building on the concept of stretch and challenge. A peer assessment form was also devised.

The group have since become a learning mentor group who now advise students on their learning as well as teachers on how to teach!

## **Impact on Provision**

In one year the number of boys who achieved Level 5 rose to 18.6%. The number of boys achieving Level 6 rose by 22.3% and those achieving Level 7 increased by 4.1%.

Furthermore, co-construction formalised access points in our learning provision for previously disengaged groups of learners. This resulted in greater participation in lessons not only for the co-construction group, but all learners.

The principles of co-construction now form the basis of our lesson planning and subsequent scheme of learning.



## **Pencoed Comprehensive School – Words Give Us Power!**

*24 Nov, 2016 in Bridgend / English Medium / Improve pupil outcomes in KS3 / Improve pupil outcomes in literacy / Local Authority / Medium of Delivery / Pencoed Comprehensive School / Phase / Reduce the FSM gap / School / Secondary / Strategic Areas tagged Extended Writing / FSM / Literacy (updated 54 days ago)*

### **Context and background**

Due to the national priorities of closing the gap for eFSM and non-FSM pupils and the publicised success of our school in this area, it was decided that we would focus on empowering learners via development of their academic language. In turn, this would support the pupils in accessing texts and more challenging activities. It was felt that there was a presumption that pupils understood academic vocabulary. By developing learner awareness of the definition of the word and then applying it in the correct context (ie. 'owning' it), it would enhance their understanding when reading texts, support their engagement in the STAR reader programme and, furthermore, have an impact on their extended writing in literacy rich subjects.

### **Nature of Strategy / Activity**

During the spring term, the Words Give Us Power! project was launched with two form groups. It is worth noting that form groups within our school are organised as a key stage vertical grouping, therefore both groups consisted of Years 7-9 pupils. Furthermore, the form tutor groups were selected based on the data that demonstrated that eFSM pupils were placed within the form groups.

Both teachers involved in the project ensured the project was 'launched' with learners. Pupils were told that they were involved in an exciting new literacy project and the form groups had been specifically selected.

Expectations were set out clearly to pupils – what they needed to do and how they would be monitored and tracked.

Time was spent with learners discussing the difference between academic words and subject specific words. Due to the vertical nature of the groups, older learners appeared to have grasped this concept more quickly than Year 7, for example.

To engage pupils in the first stage of the project, pupils were encouraged to either select an academic word independently or rely on a lucky dip. It is envisaged that as the initiative develops, pupils should have more autonomy while reading or when listening in lessons to assess opportunities to identify, apply and 'own' the word.

Pupils were asked to record their academic word in their planner and to feed back by a specified date. This process has continued with staff-pupil dialogue proving to be imperative to the success of the initiative.

### **Impact on Provision**

Due to the late stage in the academic year that we were approached to launch the project, there was insufficient time to gain quantitative data to demonstrate measurable improvements in standards.

However, pupil feedback was mostly positive and many pupils were eager to tell us how and where they had 'owned' the word. As the project is rolled out next year, we have strategies which will support tracking and evidencing pupil progression:

- Whole school awareness – teaching staff to clearly identify when academic words are used to support learners. The History department is focusing on this for the new academic year.
- Establish formalised reward system, eg links with house system to facilitate pupil engagement. Pupil voice would also enhance this – what rewards would pupils value?
- Formalise collection of evidence – all teaching staff to testify/witness 'owning' the word prior to pupil feeding back to form tutor.
- Longevity of initiative – quantitative analysis of written outcomes would be beneficial, eg a baseline assessment of learners at the start of the academic year with a mid point assessment of writing and an end of project assessment of progression. The spring term was impacted by an assessment fortnight and a two week collapsed timetable for the whole school Learning Core programme.
- Literacy/language champions in form groups to support the form tutor in motivating, encouraging and engaging all learners.



### **Estyn: Brackla Primary School – Making Parents Partners in Learning**

*23 Aug, 2016 in Brackla Primary School / Bridgend / English Medium / Improve attendance / Local Authority / Medium of Delivery / Phase / Primary / Reduce the gap – vulnerable pupils / School / Strategic Areas tagged attendance / estyn / Family Engagement / family engagement officer / family learning*

## **Context and background to sector-leading practice**

In 2012, Brackla Primary School worked with the local cluster of schools to employ a Family Engagement Officer (FEO). Initially, this was successful in developing opportunities for families to support their children. However, as the FEO worked in six schools, the time spent in each school was limited. Therefore, in 2014, the school released a cover supervisor for one day per week to help develop the role further. This meant that the school could introduce some additional programmes such as family values, family learning, outdoor learning and play, international cafes and Welsh and Play. In 2015, Brackla appointed its own part-time FEO further to enhance and extend the effective partnership between families, with a specific focus on helping parents support and improve their children's learning further.

## **Description of nature of strategy or activity**

### **F@B: Families at Brackla**

Part of the school's vision is to foster partnerships, where families (parents, carers, grandparents, older siblings) are key partners in the learning process. In September 2015, following consultations with various stakeholders, the school re-launched Families at Brackla (F@B). Leaders designed a new programme of events based on mutual priorities. These included refreshing many of the existing programmes, including Family Learning, Reading Café, Literacy and Play, and Numeracy and Play, and introducing new initiatives such as 'Chill and Chat', daily 'drop in' sessions, 'Stay and Play' for nurture pupils and 'Family Active Zone'.

A variety of teaching and support staff are involved in the planning and delivery of the interventions and programmes on offer, all of whom have received specific training. Workshops for families have included focusing on the specific skills of teaching reading and mental calculations. The school developed links with the local college to offer basic and advanced literacy and numeracy classes for families.

Leaders established a Family Forum with the aim of involving family members in influencing the strategic direction of the school. They meet half-termly focusing on topics such as the School Development Plan, specific approaches to teaching literacy and numeracy and National testing. This has resulted in improved discussions between home and school and a significant increase in attendance at workshops on offer.

The FEO also supports targeted families with low pupil attendance. This involves drop in sessions, discussions on the phone and face-to-face, and working closely with the headteacher and the Education Welfare Service.

Leaders strongly believe that effective communication with families is essential in order to build positive relationships. Staff use a wide range of tools to communicate with families, provide them with information, and recognise and celebrate the life and work of the school. These include weekly bulletins, F@B monthly newsletters, Twitter, The Life Channel, internal digital signage, external notice boards, school website, texts and emails.

What impact has this work had on provision and learners' standards?

- Family engagement at Brackla Primary is now a fully embedded whole school strategy with nearly all stakeholders understanding and supporting our school vision very effectively. This has led to improved standards across the school. For example, nearly all pupils that attended literacy and numeracy based

programmes with a family member, made better than expected progress in literacy and numeracy.

Read the full case study on the Estyn website

Further case studies can be accessed via the following link:-

[http://case-studies-cscjes.org.uk/?s=&absc\\_mode=and&absc\\_search\\_cat%5B%5D=752&absc\\_search\\_cat%5B%5D=734&absc\\_search\\_cat%5B%5D=730&absc\\_search\\_cat%5B%5D=732&absc\\_search\\_cat%5B%5D=726](http://case-studies-cscjes.org.uk/?s=&absc_mode=and&absc_search_cat%5B%5D=752&absc_search_cat%5B%5D=734&absc_search_cat%5B%5D=730&absc_search_cat%5B%5D=732&absc_search_cat%5B%5D=726)

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