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Bridgend County Borough Council



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Rhowch wybod i ni os mai Cymraeg yw eich
dewis iaith.*

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Gwasanaethau Gweithredol a Phartneriaethol / Operational and Partnership Services

Deialu uniongyrchol / Direct line /: 01656 643696
Gofynnwch am / Ask for: Mrs Julie Ellams

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

Dyddiad/Date: 12 April 2017

Dear Councillor,

CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE

A meeting of the Children & Young People Overview & Scrutiny Committee will be held in the Council Chamber, Civic Offices Angel Street Bridgend CF31 4WB on **Thursday, 20 April 2017 at 2.00 pm.**

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 - 10
To receive for approval the minutes of the Children and Young People Overview and Scrutiny Committee of 2 February 2017.
4. Forward Work Programme Update 11 - 24
5. Review of Mental Health Services - Together for Children & Young People Invitees 25 - 36

Susan Cooper, Corporate Director, Social Services and Wellbeing
Lindsay Harvey, Interim Corporate Director - Education and Family Support
Cllr P White, Cabinet Member – Social Services and Early Help
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, Assistant Director of Strategy and Partnerships ABMU
Andrew Davies – AMBU Chairman
6. School Modernisation - Band B Invitees 37 - 48

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Lindsay Harvey, Interim Corporate Director - Education and Family Support
Cllr C Smith, Cabinet Member – Education and Regeneration
Nicola Echanis, Head of Strategy Commissioning and Partnerships
Gaynor Thomas, School Programme Manager - School Modernisation

7. Response to the O&S Report - Member & school Engagement Plan Invitees 49 - 62

Lindsay Harvey, Interim Corporate Director - Education and Family Support
Cllr C Smith, Cabinet Member – Education and Regeneration
John Fabes, Post 16 Specialist Officer
Mandy Paish, Group Manager – School Improvement/ Senior Challenge Advisor Bridgend

8. Urgent Items

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

Yours faithfully

P A Jolley

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

DBF White
KJ Watts
AD Owen
CL Jones

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

Agenda Item 3

CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE - THURSDAY, 2 FEBRUARY 2017

MINUTES OF A MEETING OF THE CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE HELD IN COMMITTEE ROOMS 1/2/3, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON THURSDAY, 2 FEBRUARY 2017 AT 2.00 PM

Present

Councillor EP Foley – Chairperson

N Farr	DK Edwards	CA Green	PN John
KJ Watts	CL Jones		

Registered Representatives

Rev Canon Edward	Church in Wales
J Evans	
Tim Cahalane	Roman Catholic Church
William Bond	Special School Sector
Tim Thomas	Primary Schools

Invitees

Cllr H David
Cllr C Smith
Cllr P White
P Wolstenholme
S Cooper
J Fabes
M Hatcher
D McMillan
H Woodhouse
P Tyson

Apologies for Absence

P Davies
DBF White
M Jones
L Kinsey

N Echanis
K Pascoe

Officers:

Julie Ellams	Democratic Services Officer - Committees
Rachel Keepins	Democratic Services Officer - Scrutiny

251. DECLARATIONS OF INTEREST

Councillor Craig Jones declared a personal interest in item 6 as he sat on the Trade Union Group for the Central South Consortium.

252. APPROVAL OF MINUTES

The Committee referred to minute 247, Medium Term Financial Strategy 2017-18 to 2020-21 and the Head of Education and Family Support comment that she would investigate the concerns raised by the committee regarding school meals. Members had not been approached regarding this matter and information was still outstanding on a number of other issues. The Scrutiny Support Officer confirmed that this information was still outstanding and she would chase it up.

Re Minute 248, Nomination to the Collaborative Scrutiny, at the last meeting, Councillor C Westwood was nominated as a reserve. Councillor Westwood no longer sat on the Committee however Members agreed not to nominate another reserve.

RESOLVED That the Minutes of the meeting of Children and Young People Overview and Scrutiny Committee held on 15 December 2016 be approved as a true and accurate record.

253. 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 20 April 2017.

A report on the FE Sector would replace School Modernisation at the 20 April 2017 meeting. Members were invited to submit items that they would like included in the work programme for 2017-18. Members suggested an examination of the Central South Consortium and analysing Welsh in the Education Plan. They agreed to complete and submit the appropriate forms.

RESOLVED That Members noted the topics due to be considered at the next Children and Young People Overview and Scrutiny Committee.

254. RESIDENTIAL CHILDCARE PROVISION AND LOOKED AFTER CHILDREN - RESIDENTIAL AND RESOURCE BOARD

The Corporate Director of Social Services and Wellbeing presented a report updating the Committee about the revised service model within Bakers Way, the work undertaken within the placements residential and resource project board, the rota visiting undertaken in respect of the 3 in house residential units and the last 3 inspection reports for in house residential units.

Bakers Way had been open for just over 25 years and was a 5 bedded respite unit for children with disabilities. It provided 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 children and young people accessing the service. The Bakers Way service continued to be delivered from the existing building, offering overnight breaks from Tuesday to Saturday, with no overnight short breaks on Wednesdays, when the outreach service would continue to run. Formal staff consultation would commence in January 2017 over a four week period with a three month change of contract notice period then being served. This would lead to the new service model being operational in May 2017. A bid for capital minor works funding had been submitted to enable adaptation works to be carried out in Bakers Way during 2017 to ensure all children had 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 were now being utilised.

The Committee referred to the CSSIW report on Bakers Way and the recommendation to achieve improvements for children and young people by not making emergency short

term placements which necessitated cancelling services for other younger people and adversely affected the support for those families. The Corporate Director of Social Services and Wellbeing explained that this related to an emergency placement which was the only option available at that time and CSSIW were fully consulted and understood the need for the placement to be made. This issue had been discussed within the Children with Disabilities Board and was one of the reasons why the establishment of a 52 week in house provision in Heronsbridge was being proposed.

The Committee referred to the £100k savings linked to the remodelling of Bakers Way and questioned the level of take up. The Group Manager - Commissioning Contracts and Contract Monitoring reported that the 15/16 level was 60% however now it was closed for two days, occupancy levels were more like 90%. The Committee commented on the need to ensure proper support and adequate financing for any changes or developments to Children's Residential Homes, particularly in light of the need for savings in this area. The Committee requested that this be considered under the new FWP to monitor the progress and expenditure against savings requirements.

The Committee asked if the formal consultation was underway. Members were advised that discussions with HR were still ongoing and the consultation would commence when discussions were concluded.

The Corporate Director of Social Services and Wellbeing explained that the Placements, Residential and Resource Project Board had been overseeing a review of the two residential care homes, Sunnybank and Newbridge House. The aim of the project was to review children's residential provision, identify gaps in service delivery and to develop a strategy to mitigate these gaps whilst achieving efficiencies and income through service delivery. The Committee requested that a visit be organised to Sunnybank House for a small group of Members from the CYP Committee.

Sunnybank Complex Needs Unit housed four beds for complex needs. There was no local provision for complex needs and some children were placed in high cost out of county placements. The project Board was considering if those needs could be met in-house as a potential source of savings. The Board was also looking at determining whether therapy services could be found and commissioned externally, in-county or whether an in house residential service was required.

Newbridge House was a transition unit for 16-17 years to independence but there were limited options available in terms of suitable accommodation for young people to reside in. A huge analysis had been undertaken to identify options to alter the provision.

The Group Manager - Commissioning Contracts and Contract Monitoring explained the reasons why placements were under pressure and the options that were being developed. The options appraisal to be undertaken in February 2017 would show what combination of assessment units, complex needs units, transition units and long term residential would be needed to move forward. Workshops would also be held to engage with children and those that had been through the system.

The Committee referred to consideration being given to foster carers being trained to the same therapeutic level as residential workers. Members were advised that information was being gathered on the skill mixes of individuals and how they could be used more effectively.

The Group Manager - Commissioning Contracts and Contract Monitoring explained that there were conversations with neighbouring authorities and Western Bay which were not part of an official strategy but just part of working together. The Committee strongly supported regional working for the provision of complex needs and recommended that

this be formalised with a clear strategy and plan to take this forward in order to increase options and provision.

The Committee referred to the importance of a dialogue with health in relation to children with complex needs. The Corporate Director of Social Services and Wellbeing explained that there were representatives from Health and Police on the project Board. The Committee asked for further information regarding the funding contributions for those organisations on the project Board.

The Cabinet Member for Social Services and Early Help reported that more fostering parents and carers were needed. Training was essential and even though foster parents could not be forced to undergo training, the most suitable foster carers should be used for appropriate cases.

The Committee asked if the therapeutic approaches suggested would be suitable for mental health issues and if they were in line with best practice. The Corporate Director of Social Services and Wellbeing explained that there appeared to be an increase in the numbers with emotional issues across Wales. Concerns had been raised about the service that could be offered and a gap in the provision and work was being undertaken to fill this gap more effectively.

The Members requested more information why young people felt that their voices were not being heard, was it because they were being prevented from doing things. Members were advised that the comments made by young people were in the context of their own personal views on what they felt they should have and was reasonable. This was a difficult area and it was important to listen to each child individually. Members recommended the need for further work to be undertaken for advocacy for children and young people to ensure that their voices are heard and their views taken on-board.

Members raised concerns that 2 care homes were reasonable and 1 was close to failing with no improvement to date and was the right model in place to deal with the challenges. The Corporate Director of Social Services and Wellbeing explained that work was underway to address the problem. The current model was being reviewed to find something more suitable. There was a police presence at the moment with support being offered to break down barriers and to review the missing child register and the Child Sexual Exploitation register.

Members referred to the point raised about long term sickness and overall morale of the staff group and the need to address this issue urgently. Members were advised that dealing with challenging children and behaviour was a difficult area and additional staffing was provided where possible. Training was given to managers and staff along with proper consultation and engagement.

The Committee referred to the establishment of a group to look at Looked After Children, the cost of placements and the importance of this role for a future scrutiny committee.

The Committee suggested that all members of the Children and Young People and Adult Social Care Scrutiny Committees should carry out rota visits. Members were pleased that private sector children's homes were now incorporated into the Rota Visiting Scheme but expressed disappointment at the level of visits reported. The Committee recommended that Rota Visiting should be a condition of service for Members sitting on the Children and Young People and Adult Social Care Overview and Scrutiny Committees to ensure that more venues are visited more regularly than are currently.

Conclusions

The Committee strongly supported regional working for the provision of complex needs and recommended that this be formalised with a clear strategy and plan to take this forward in order to increase options and provision.

Members recommended the need for further work to be undertaken for advocacy for children and young people to ensure that their voices are heard and their views taken on-board.

The Committee commented on the need to ensure proper support and adequate financing for any changes or developments to Childrens Residential Homes, particularly in light of the need for savings in this area.

The Committee requested that this be considered under the new FWP to monitor the progress and expenditure against savings requirements.
Rota Visiting

Members were pleased that private sector children's homes were now incorporated into the Rota Visiting Scheme but expressed disappointment at the level of visits reported.

The Committee recommended that Rota Visiting should be a condition of service for Members sitting on the Children and Young People and Adult Social Care Overview and Scrutiny Committees to ensure that more venues are visited more regularly than are currently.

The Committee requested that a visit be organised to Sunnybank House for a small group of Members from the CYP Committee.

The Committee asked for further information regarding the funding contributions for those organisations on the project board.

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

The Director of Education and Family Support presented a report on Foundation Phase, Key Stages 2, 3, 4 and Post 16 Outcomes for 2015/16.

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

The Director of Education and Family Support was pleased with progress that had been made compared to the same report in 2012/13. There was self- sustaining improvement and high aspirations for learners. A very strong team was in place and there was a strong partnership with the Consortium and schools.

The second part of the report was a Central South Consortium paper relating to raising standards in Bridgend schools. The three priorities of the Consortium business plan; raising standards, improving the capacity of the system to be self-improving and developing the consortium to a high performing organisation; were highlighted. Since 2012, standards had 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. During 2015/16, three local authorities in the region were removed from an Estyn follow up category and all three inspection reports cited the contribution of the Consortium in working effectively to improve

outcomes for learners. In March 2016 the Consortium was inspected by Estyn. The inspection report recognised progress in establishing clear strategy, vision, delivery of consistent challenge and support and partnership working. The 2017/18 business plan would be developed in the context of a number of specific strategic challenges as well as areas where self-evaluation indicated areas for improvement. The final business plan for the financial year 17/18 would be presented to the Joint Committee for approval in March 2017.

Members raised a number of issues regarding the report. The report indicated that there were eleven more amber category schools in 2016/17 compared to 2015/16. Members asked how these were identified. Amber category schools were identified by the standards group having taken into account the ability of the school to improve based on performance over three years. Through the categorisation process, more support could be provided through temporary leadership and monitoring schools more closely. The leader confirmed there were fewer schools in amber, none in red and a significant increase in the number in green.

Members asked for a % point for the difference in performance between Bridgend and the national averages (Key Stage 2) The Group Manager for Schools Improvement explained that this was a summary within the report and that the actual % point was in the table. There was a combined indicator but 4 percentages were provided to give an overall picture of progress.

A statement had been made in Council that Pencoed was improving however the report indicated that there was a decline in performance in Pencoed. Members were advised that secondary school pre 16 outcomes were not an area of concern, the report referred to the sixth form only. The decline in performance was being addressed through the establishment of the new Penybont 6th College in partnership with Bridgend College.

The Committee expressed some concern over the sometimes negative perception coming from the Consortium in the way they reported individual school performance. A member had raised this with the Consortium but to date had not received a response. The Leader accepted the concern raised and confirmed that the report should be positive to reflect the amount of work put in. The Authority had the best results in the region. Members agreed that schools needed to know where they stood and the status of their performance, however there was often a fine balance between motivation and negativity and care needed to be taken with this

A member of the Committee requested further information regarding the recruitment of welsh speakers and Welsh Government targets. The Director of Education and Family Support explained that welsh in the Education Strategic Plan set out would be done to meet demands from parents and agreed to discuss the matter further with the member if required.

The Committee asked if there were issues with recruitment. Members were advised that there was a supply pool and the opportunity for a school to over recruit and to support other schools as and when required. There was a graduate training programme and a pilot scheme for core subjects.

The Committee asked how the four recommendations identified in the Estyn report were being tackled and how successful had they been. Members were advised that Estyn would return in September and report progress. It was difficult to demonstrate progress in the first recommendation, reducing variations in standards at KS4, but officers were hopeful that progress had been made.

Clarity of judgement was being sought in relation to the second recommendation, improving specificity of judgements of teaching and leadership by challenge advisers.

The third recommendation, evaluating impact of support strategies, was difficult to measure apart from pupil outcomes. Research evaluation work was underway with Cardiff University which would hopefully show progress.

Estyn would evidence the fourth recommendation, value for money.

The Leader explained that this was an issue discussed at the Joint Committee and he had seen evidence that the four recommendations were being addressed.

The Committee welcomed the inclusion of Post 16 and ALPs data in the school performance report and requested that future reports also include LAC data and A level STEM subjects information.

The Director of Education and Family Support explained that data training was available for Time and access to the knowledge hub if required. She thanked the three officers attending their last meeting, for their hard work and wished them all the best in the future. The Leader echoed the message and thanked the officers personally.

Conclusions

The Committee expressed some concern over the sometimes negative perception coming from the Consortium in the way they report about individual school performance. Members agreed that schools need to know where they stand and the status of their performance, however there is often a fine balance between motivation and negativity and care needs to be taken with this.

The Committee welcomed the inclusion of Post 16 and ALPs data in the school performance report and requested that future reports also include LAC data and A level STEM subjects information.

The Committee requested that future reports also contain three year trend data for KS4 for individual schools in order to identify any potential areas of concern.

The Committee requested that they be sent the final press release regarding the outcome of school categorisation for the County Borough

256. URGENT ITEMS

None

The meeting closed at 5.00 pm

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REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

20 APRIL 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 potential items due to be considered at the Committee's next meeting to be held following the Annual Meeting of Council;
- b) present a list of responses to comments, recommendations and requests for additional information from the previous meetings of the Children and Young People Overview and Scrutiny 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 meeting the table below lists the potential items to be considered and the invitees due to attend.

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
Children's Social Services Overview	Susan Cooper, Corporate Director, Social Services and Wellbeing Laura Kinsey, Head of Safeguarding and Family Support	Overview of the Service Area, key strategies, projects etc.	Detail research / To be confirmed

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
CSSIW Report	Susan Cooper, Corporate Director, Social Services and Wellbeing Laura Kinsey, Head of Safeguarding and Family Support Katy Young, representative from CSSIW Ann Rowling, representative from CSSIW	Report of the inspectorate on Bridgend's Social Services	Detail research / To be confirmed
Education Services Overview	Lindsay Harvey, Interim Corporate Director - Education and Family Support Nicola Echanis, Head of Education and Early Help Mandy Paish, CSC Senior Challenge Advisor	Overview of the Service Area, key strategies, projects etc.	Detail research / To be confirmed

4.2 The list below contains potential items as yet to be decided for the 2017-18 forward work programme. The prioritisation and timings of these will be agreed at the Committee meeting following the Annual Meeting of Council.

ALN Reform	TBC
Schools Strategic Review	Outcome of Consultation and pre-decision prior to final decision by Cabinet To include update on FE Sector - How FE Sector operates, what are the strategic plans of the college, what is its relationship with secondary schools and the CSC? Further information as to how the FE College were engaging and assisting schools regarding reducing the number of young people becoming NEET.
Residential Remodelling	Appraisal of the options and proposed new model for children's residential provision and use of therapeutic interventions.
Directorate Budget Consultation Process	MTFS Proposals for 2018-19
School Standards Report 17-18	Annual school performance report from CSC
Multi Agency SH (Title TBC)	Going Live Summer 2017 - Report to Scrutiny to provide update and for Member input into next steps

Corporate Parenting

- 4.3 Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent' therefore all Members have a level of responsibility for the children and young people looked after by Bridgend.¹
- 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 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.

Actions Arising

- 4.6 The Scrutiny team facilitated workshops in April 2016 to enable Overview and Scrutiny Committees to carry out a review and forward planning exercise. As part of this review, Members were provided the opportunity to look back over the past twelve months and consider what worked in Scrutiny and what could be improved.
- 4.7 Following this evaluation Members recommended that all comments made at Scrutiny meetings, as well as recommendations and requests for information, should be responded to, to ensure that there are clear outcomes from each meeting.
- 4.8 In addition to this Members further recommended that Scrutiny Officers should devise a method of recording and presenting what information was still outstanding, to enable the Members to query these with the relevant Officer at a subsequent meeting.
- 4.9 It was determined that the best way to present this information would be through the Forward Work Programme update as the report is a standing item on each Scrutiny Committee agenda and Members could also take this information into account as part of their FWP planning.
- 4.10 Attached at Appendix A is therefore a spreadsheet detailing the recent responses and outstanding information for the Children and Young People Overview and Scrutiny Committee.

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

¹ 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

power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend.

6. Equality Impact Assessment

6.1 None

7. Financial Implications

7.1 None.

8. Recommendations

8.1 The Committee is recommended to:

- (i) Note the topics due be considered at the next meeting of the Committee to be scheduled at the Annual Meeting of Council;
- (ii) Determine the invitees to be invited to attend, any specific information it would like the invitees to provide and any research that it would like the Overview & Scrutiny Unit to undertake in relation to this meeting;
- (iii) Note the list of responses to comments, recommendations and requests for additional information including those still outstanding from the previous meetings of the Children and Young People Overview and Scrutiny Committee.

Andrew Jolley,
Corporate Director – Operational and Partnership Services

Contact Officer: Rachel Keepins, Scrutiny Officer

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

Background documents: None

Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments	
16-Jun-2016	Strategic Approaches to Vulnerable Children	1. The Committee commented on the fact that whilst the report contained a lot of detail on pupils eligible for free school meals, Looked After Children and pupils at risk of exclusion; there did not appear to be the same detail afforded to other vulnerable pupils such as young carers or those with English as an additional language. The Committee asked that strategic approaches be balanced out appropriately to ensure that there are no gaps in support and that provision for other vulnerable groups such as those mentioned above be made more obvious in the supporting documentation.	Comments noted. The Specialist Teacher who leads the English as an additional language team has recently reviewed how data is tracked. A report will be available in the Autumn. The Young Carers' cohort has been identified and this group will be a focus linked in with the Vulnerable Groups Strategy moving forward.	
		2. The Committee expressed concern over the exclusion data for fixed term exclusions for reasons such as Racial Harassment, Assault/Violence and Substance Misuse. The Committee recommended that: a) the programme 'Show Racism the Red Card' be promoted more with school governors to try and encourage more schools to sign up; and b) that the Police be approached to offer more support through the Multi-Agency Safeguarding Hubs.	Show Racism the Card will be promoted with school governors via the Director's report and via email circulation to the governors. This has been actioned. The Police are part of the project team regarding the development of Multi-Agency Safeguarding Hubs and they are integral to that development	
		Further information requested		
		1. The Committee asked for the data of any charges that have been brought against secondary school pupils from Bridgend's schools.		
		2. The Committee asked for further breakdown and analysis of the exclusion data, particularly focusing on data for 2014-15 for fixed term exclusions in Primary and Secondary Schools.	Please see document attached to the email.	
		3. Members asked for an explanatory note on the various types of provision under the Fair Access Strategy.	Please see documents attached to the email. In addition the an Autistic Spectrum Disorder class was opened at Ysgol Bryn Castell and a Key Stage 4 class is planned to open during the 2016-2017 academic year.	
		Children's Social Care - Overview	1. Members strongly supported the continued promotion of the 'grow your own' approach for social workers.	no further comments
			2. The Committee recommend that the Bridgend MASH and the Just Ask Service be relocated from the Civic Centre to a more suitable location within the community in order to aid them in being more user friendly.	We will take a report on MASH to a future scrutiny when the model is further developed and accommodation has been agreed. The project team is exploring accommodation options.
			3. The Committee proposed that a Pre-Council Briefing take place on the Multi-Agency Safeguarding Hubs.	Please see above - we are proposing a future scrutiny. Is this ok?
			Further information requested	
1. The Committee asked for further information on the current staffing structure within Children's Social Services including anonymised details of number of FTEs, current Agency figures, as well as detail on roles, team structures etc.	We will link with HR on this and send this to you.			
2. Members asked for information on whether the Multi-Agency Safeguarding Hubs were now all fully operational and whether there had been any difficulties experienced with the agencies working together.	As described above.			
Annual FWP	1. In Relation to the item on Children with Disabilities public consultation, the Committee requested that the Youth Council be invited to attend and engage on the subject.	This has been passed to relevant officers to action.		
	2. The Committee asked that the report on Early Help, Permanency and Placement scheduled for October 2016 incorporate an update on the current LAC numbers, as well as some detail or examples of the costings of foster placements, both in house and Out of Authority. Members also asked that an external view be sought for this meeting with advocate(s) invited to speak to provide perspectives on the services for LAC.	This has been passed to relevant officers to action.		
	3. Members put forward the subject of 'Child and Adolescent Mental Health Service' (CAHMS) as an item to pilot for Collaborative Scrutiny and asked that should this go forward, a representative from Cwm Taf and ABMU be invited to attend.	Head of Service will discuss with ABMU officers.		

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Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments
21-Jul-2016	Children with Disabilities Transformation Programme	Further information requested	
		<p>Specialist 52 week provision</p> <p>1. The Committee asked for further information on the staffing numbers required for the additional weeks under the new 52 week provision proposed for children with disabilities, as well as detail of where these staff will be coming from and how they will be funded?</p>	<p>Discussions are on-going with regulators (CSSIW) in respect of the management and staffing requirements within the home.</p> <p>However, it is anticipated that staffing establishments and costs will be proportionate to the other BCBC homes where BCBC provide the care; Sunnybank (4 bed complex unit) and Newbridge House (6 bed reablement unit), both of whom have budgets in the region of £400k per annum.</p> <p>One of the benefits of delivering the service 'in-house', is that there will be the potential to pool resources (with Sunnybank and Newbridge House) and create greater resilience within the area. The project is also being run alongside the Bakers Way review, meaning that any (potential) changes to staff at Bakers Way can be managed across the whole sector, providing greater flexibility and opportunity for staff.</p>
		<p>2. The Committee concluded that there was insufficient evidence of dialogue with the current providers out of county as well as other Local Authorities on models that would meet current and future needs. Members questioned whether three places would be sufficient given that there could be opportunities for income generation from other LAs utilising more spaces.</p> <p>The Committee also questioned how savings could be identified despite not knowing the cost of the future provision. Members asked for clarification and evidence of where the projected savings were coming from and what information has been sourced from current providers and other LAs.</p>	<p>The current marketplace for external providers for this specific type of provision has indicated through market share that this is a very niche market that is currently provided by one overarching provider in Wales; The Orbis group. 4 C's have not identified that there is larger need for this type of provision and whilst overall residential provision is increasing through providers, none have entered this marketplace, other Local Authorities also commission through this provider. In early discussions with the Vale of Glamorgan, Neath Port Talbot and Rhondda Cynon Taff, senior officers expressed a view that should BCBC provide this resource and have availability they would seek to commission a placemen but no more formal discussions have taken place to date.</p> <p>In our business case and calculations, we have forecast that costs are likely to be circa £120k per person (based on costs in other BCBC homes, such as Sunnybank and Newbridge House), per annum. When factoring-in that the average OOC placement costs £180k per annum, and is over £200k in many instances, this has been the rationale for identifying potential savings/cost avoidance.</p> <p>When profiling the number of placements made OOC over the last 5-10 years, it showed that on average, there is a running balance of 2-3 placements of this nature that this provision would meet. In addition to this, the building that has been identified is only suitable for 3 service users - with no larger buildings currently available.</p> <p>No assumptions have been made in respect of additional income being received from other LA's - as there are no guarantees around this source of income. This income could be received, only if there are voids within the home</p>
		<p>Short Breaks (respite) Services</p> <p>3. The Committee expressed concern over the presentation of the consultation data in that it was reported that there were 71 responses but no detail as to how many people were consulted with in total. The Committee asked for further detail of the number of participants, who they were and how they were consulted.</p>	<p>Parents of the children on the Disabled Children's Team (DCT) database were invited to attend an engagement session in November 2015. Of the 150 parents/carers contacted, 18 attended the session and contributed to the exercise via 'voting buttons'.</p> <p>The same 150 parents/carers on the DCT database also received a letter after then event, inviting them to complete the survey either online, or via hard-copy (a copy of the survey was attached to the letter) - to which two additional responses were received.</p> <p>An engagement session was undertaken DCT social workers, to which eight members of staff attended and contributed to the exercise via 'voting buttons'.</p> <p>An engagement session was also undertaken with Bakers Way staff, who were given copies of documentation, and invited to complete the consultation survey online - to which 14 responses were received.</p> <p>Face-to-face engagement was also conducted in order to receive responses from the service users (children and young people). Of the 40 using the service, there were 37 responses.</p>
<p>4. Members queried the changes to staffing in Bakers Way in that the plan was to look to existing staff to extend their shifts. Members questioned how agreeable staff had been to this in the consultation and expressed concern over whether agency staff could have to be utilised to meet the minimum requirements under the legislation. The Committee asked for clarification including the associated costings.</p>	<p>The plans for Bakers Way have yet to be finalised - as they may change following the consultation. However, in the draft proposal (which is being consulted upon), there is not an expectation that staff extend their shifts.</p> <p>As part of the proposal, Bakers Way is open for fewer nights, meaning that the hours worked by staff could reduce marginally, which will be dependant on the establishment structure at the point of implementation.</p> <p>Staff and Trade Unions have been engaged, and the full impact will be known following consultation, when a model has been finalised</p>		

	<p>Further comments</p> <p>5. The Committee commented on the need for caution when asking for generic personal information in consultation exercises to ensure that potential consultees are not deterred from participating. The Committee proposed that enhanced confirmation be incorporated within any consultation document that the information is strictly confidential.</p>	<p>These are standard fields in all consultation documents - and will need to be addressed corporately by the Communications team</p>
<p>Draft Participation Strategy</p>	<p>6. The Committee recognised the work that was being undertaken in relation to the participation of Children and Young People but commented on the lack of detail of this within the Strategy and the need for the Strategy to be sold better.</p>	<p>The Participation Strategy is within its early stages of multi-agency discussions in order to ensure that any future developments are aligned with the Wellbeing of Future Generations Act, with key stakeholders developing activity within the strategy around the key priorities of the Act. The detail around the priorities and actions is set out clearly within the Participation Strategy Action Plan. The strategy is being reviewed quarterly to ensure consistency with this approach.</p>
	<p>7. The Committee expressed concerns over the lack of detail for engagement of children and young people outside of the youth council such as those hard to reach or considered vulnerable as well as primary aged pupils. Officers reported that work with Unicef for example was being undertaken, working with primary aged pupils, but Members commented that this did not present anywhere in the strategy.</p>	<p>The supplementary action plan to the Strategy outlines priorities which recognises the need to engage with a diverse range of children and young people across Bridgend. Although there is a well established Youth Council within Bridgend, the priorities highlighted within the Participation Strategy Network emphasise the shift towards engaging with marginalised and disadvantaged young people in the decision making process. A collaborative working relationship is being developed with the Looked After Children's team, Young Carers and disabilities groups to ensure they have equal representation in the democratic process.</p>
	<p>8. Members were also concerned over the lack of monitoring or evaluation of participation work and commented that if this information is not consistently gathered it would prove difficult to provide it when needed; for the purposes of the self-assessment.</p>	<p>Monitoring and evaluating the participatory process is an ongoing priority within Education and Early help Service and work is currently being undertaken with external organisations (Children in Wales), to establish the most appropriate benchmarking process in order to monitor the effectiveness of Participation in Bridgend through a robust self-assessment, which will be one of the objectives of the local Participation Strategy network. In addition to monitoring the progress of the supplementary Participation Strategy Action Plan, Bridgend continues to monitor service delivery against the National Participation Standards and will build this in to service plans as a requirement of the Wellbeing of Future Generations Act.</p>
	<p>9. The Committee commented that the strategy is not written in a user friendly manner for children and young people and that this, along with the lack of detail in terms of 'how' children and young people can get involved, makes it difficult for them to access and understand how they can participate.</p>	<p>In consideration of this point, additional priorities have been embedded within the Participation Strategy Action Plan to reflect young people's views on the development of the Strategy. The Youth Mayor, as a representative of the Participation Strategy Network will be supported in consulting with members of the Youth Council and other young people specifically in relation to the strategy, and will look to jointly develop a Charter for children and young people in Bridgend outlining our promise as a Local Authority and Voluntary Sector partners, to enhance opportunities to access their rights and increase their participation on the decision making process.</p>
	<p>10. The Committee noted the comment from Officers on the need for other Directorates to take on the Strategy but suggested that in order for this to happen the Strategy needs significant expansion and detail to enable other Directorates to sign up to it.</p>	<p>There are examples of good practice across the majority of directorates and service areas, however the aim of the network is to ensure proportionate representation of key stakeholders across Bridgend to include opportunities for young people to feed in to the decision making process on issues which may directly or indirectly effect them.</p>
	<p>Recommendations</p> <p>11. Following their conclusions, Members recommended the following changes to the Strategy for incorporation in the final text:</p> <ul style="list-style-type: none"> a) That more information on other organisation involvement be incorporated into the strategy; b) That more examples of the 'How' aspect be incorporated into the strategy; c) That the strategy be more accessible and user friendly for children and young people; d) That the strategy recognise and evidence more the importance of engagement with other children and young people outside of the Youth Council and detail how this this is going to take place; e) That the action plan be incorporated within the strategy to evidence how the work is being targeted, monitored and evaluated; f) That the action plan be expanded for the whole Authority to incorporate other Directorates. 	<p>These recommendations will be discussed during the next full multi-agency Participation Network meeting.</p>
	<p>Further Comments</p> <p>12. The Committee were delighted that the Youth Council was to be represented on the Public Service Board.</p>	<p>NA</p>

<p>13. The Committee asked that the Bridgend Governors Association be contacted and asked to raise with all Chairs of Governors the requirement for pupil representation on Governing Bodies.</p>	<p>Welsh Government have recently consulted on the reform of school governance: regulatory framework.</p> <p>In the new regulations there continues to be provision for pupils to elect up to 2 pupils from years 11 to 13 to be appointed as pupil governors on a school's governing body. Pupil governors are not a requirement.</p> <p>To avoid confusion, the title of this category of governor has been shortened to "pupil governor" in the new regulations. Pupil governors will continue to be able to participate in certain committees of the governing body where most of the day-to-day work of the governing body takes place; if the governing body agrees, they may also have a vote.</p> <p>However, pupil governors will not to be able to participate in committees dealing with such matters as staffing issues or pupil discipline.</p> <p>It is proposed that once the new framework is adopted later in 2017, that the LA, with support from the BGA provides advice to schools to ensure that they understand the opportunities for pupil governors.</p>
<p>14. The Committee commented on the need for Scrutiny to engage with more youth organisations; getting more young people to attend Scrutiny Committees or provide written evidence. Members stressed that this needed to be taken forward across all Scrutiny Committees.</p>	<p>For Scrutiny to Action</p>

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Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments
13-Oct-2016	Estyn Report of Central South Consortium	1. The Committee commented on the lack of a communication between Educational Leaders, the Consortium and FE Leaders and expressed concern over educational public services not integrating and working together effectively. Members recommended that a greater link is made between the FE Sector and Local Authority Education, including the Consortium.	Educational leaders, the Consortium and FE have a variety of opportunities to work together both strategically and operationally. Bridgend College and BCBC are both represented on the high level PSB which operates at a strategic level. Bridgend College also attends the Director designated meetings of the Secondary Heads Forum. At a more operational level the College is a member of the FLG (Formal Learning Group) consisting of senior curriculum managers and where discussions over the Post 16 provision across BCBC take place. Further, the College is represented at Principal level on the Strategic Review Board (SRB) and also on the Post 16 Operational Board that reports to the SRB. These two Boards are concerned with a strategic review of Post 16 provision across BCBC. There are a number of other fora where Education and the College work collaboratively such as in developing responses to ALN reform and as part of the regional ALN Innovation project and also in regional reviews with Welsh Government on Post 16 Planning & Funding. There is also a close working partnership between Pencoed Comprehensive and Bridgend College to form the Penybont 6th Form College. The Consortium is represented in Bridgend through the Senior Challenge Adviser who is a member of the Education Senior Management Team and sits on both the SRB and Post 16 Operational Board as well as the Secondary Heads Forum. There are also regular informal meetings between the Senior Management of the College and that of the Education Service.
		2. The Committee expressed concern over Estyn's 'Adequate' judgement for 'Support for School Improvement' given that this was the key role of the Consortium. Members commented that the lack of consistency of Challenge Advisers in schools due to a high staff turnover in the Consortium could potentially have a significant impact on support for schools. The Committee asked for further information on the turnover of Challenge Advisers in schools to consider how substantial an issue this is.	<p>Although the overall judgement concerning support for school improvement was adequate, this was largely because aspects of the work were at an early stage of development. As such, inspectors judged that more time was needed to demonstrate their impact.</p> <p>Apart from the need to strengthen the evaluation of teaching and leadership in a few challenge advisers' reports, the majority of the references to the work of challenge advisers in supporting and challenging schools to improve are positive. The inspection report contains the following statements:</p> <p>"The consortium has a clear vision and strategy to improve schools that is understood by most stakeholders and underpins the support for school improvement well."</p> <p>"The consortium's 'Support and Challenge Framework' provides useful guidance for challenge advisers, local authority officers and schools. The framework outlines the process for categorising schools clearly."</p> <p>"Consortium leaders are developing the arrangements for collecting data to inform school improvement processes and to improve their knowledge of schools well.....Many challenge advisers use this data appropriately to challenge each school's view of its standards and capacity to improve, and to make informed decisions about the school's support needs."</p> <p>"The categorisation process is increasingly robust and fair, and identifies clearly those aspects that require improvement".</p> <p>"The consortium has suitable processes to quality assure the work of challenge advisers. Senior challenge advisers make joint visits with challenge advisers and review the quality of reports to schools. These activities have improved the quality and consistency of reports to schools".</p> <p>As Cabinet Members will be aware, it is necessary from time to time to make changes to the challenge advisers attached to schools. These usually occur at the start of the academic year and are usually for one of the following reasons: challenge advisers on secondment return to their school; a challenge adviser is promoted to a senior post or is appointed to another position; a challenge adviser reaches retirement.</p> <p>In 2016-2017, there are seven challenge advisers attached to Bridgend's primary schools. Of these, four were working with the schools in the previous year and one other had worked with the authority's schools in another capacity. The two new appointments are challenge advisers with extensive experience either as a headteacher or as a school improvement adviser.</p> <p>In the secondary sector, there are five challenge advisers attached to the authority's schools. Of these, three have been working with the authority's schools in the previous year. The two new appointments are advisers with extensive experience of secondary headship themselves.</p> <p>The consortium always seeks to minimise changes to the attachment of challenge advisers to schools but where changes occur these are carefully considered. I hope that Members will be reassured by the inspector's confidence in the consortium's quality assurance procedures as set out in the inspection report and the consortium's commitment to providing support and challenge of high quality at all times.</p>
		3. The Committee asked that Officers ensure that any future school performance information presented to the Committee includes comparative data with other Local Authorities in order to understand where Bridgend stands in the bigger national picture.	Members may wish to note the following link to school performance information published by Welsh Government which provides comparative data for all local authorities http://gov.wales/statistics-and-research/end-foundation-phase-outcomes-national-curriculum-teacher-assessment-core-subjects-key-stages-2-3/?lang=en
		4. The Committee requested that they receive the survey data from the survey carried out with School Governors on the role of the Consortium.	The survey data emanating from the survey carried out with school governors wasn't published by Estyn for any of the Consortia across Wales. We can however report that CSC received a 30% response rate from across the Consortium and Estyn informed CSC that responses were mostly positive.
	Early help and Permanence Strategy and Action Plan	1. The Committee recommend that the Joint Action Plan be revisited as the evidence for a number of actions do not support the outcomes. For example, Members commented that a Health Visitor part of the front door arrangements, or a new referral form, does not provide evidence that Children and Young People's needs are identified and met in a more timely manner. Further clarification is needed in order for the action plan to be used and monitored effectively.	The lead officers will review the joint action plan taking into account the comments made and present a revised version to the Early Intervention and Safeguarding Board for sign off.

<p>2. The Committee reiterated the concerns of the Corporate Resources and Improvement Overview and Scrutiny in relation to the numbers of LAC within the County Borough. Given the Authority's social and economic position in Wales, its current numbers of LAC were significantly high in comparison with other LAs, ranking 4th highest. The Committee acknowledged the work that was being undertaken by Cardiff University into LAC figures in Wales, and requested that they receive this as soon as it is available.</p>	<p>The research by Cardiff University has not yet been published and will be circulated as soon as it is available.</p>
<p>3. Officers reported that recent checks made by courts had confirmed that all children that are currently Looked After, needed to be Looked After. Members therefore commented that if this is the case the issues may lie in the preventative work, before children and young people are hitting those levels and agreed to test this on the research findings from Cardiff University.</p>	<p>This refers to children who are subject to court proceedings and officers explained that judges hearing these cases were satisfied that the thresholds had been met for children to become looked after in these circumstances. (see attached report referred to above)</p>
<p>4. The Committee requested further detail as to:</p> <p>a) whether the numbers of children in foster care as illustrated in the Table on Page 31 of the report are with foster parents or with family members; b) how long these children are staying with family members; and c) how are the LA encouraging family members to take on a special guardianship orders.</p>	<p>a. Placement with parents mean that the children have looked after status but are with either or both parents being cared for. They are not in receipt of fostering allowances. b. There will be a number of children who will go on to have their orders changed or discharged, the courts are agreeing care plans to the Local Authority to reassess those. c. All identified potential family carers for children and young people are assessed via a unified assessment, this enables the court to a professional assessment which will recommend, relative fostering, a special guardianship order or a child arrangement order. The courts and all associated professionals have a responsibility to make the order that is least intrusive to a child's right to a family life/ arrangements and this is usually after the order has been in effect for a one year period.</p>
<p>5. The Committee requested that they receive further detailed information of the funding for Families First.</p>	<p>See attached report</p>
<p>6. The Committee requested that they receive feedback gathered from Just Ask service users in relation to their views on the user friendliness of the Civic Office site.</p>	<p>We are currently sharing footfall data. No such survey has been completed.</p>

Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments
02-Feb-2017	Residential Childcare Provision and Looked After Children – Residential and Resource Board	The Committee strongly supported regional working for the provision of complex needs and recommended that this be formalised with a clear strategy and plan to take this forward in order to increase options and provision.	
		Members recommended the need for further work to be undertaken for advocacy for children and young people to ensure that their voices are heard and their views taken on-board.	
		The Committee commented on the need to ensure proper support and adequate financing for any changes or developments to Childrens Residential Homes, particularly in light of the need for savings in this area. The Committee requested that this be considered under the new FWP to monitor the progress and expenditure against savings requirements.	
		Rota Visiting Members were pleased that private sector children’s homes were now incorporated into the Rota Visiting Scheme but expressed disappointment at the level of visits reported.	
		The Committee recommended that Rota Visiting should be a condition of service for Members sitting on the Children and Young People and Adult Social Care Overview and Scrutiny Committees to ensure that more venues are visited more regularly than are currently.	
		The Committee requested that a visit be organised to Sunnybank House for a small group of Members from the CYP Committee.	
		The Committee asked for further information regarding the funding contributions for those organisations on the project board.	
	Foundation Phase, Key Stages 2,3,4 and Post 16 Outcomes for 2015/16	The Committee expressed some concern over the sometimes negative perception coming from the Consortium in the way they report about individual school performance. Members agreed that schools need to know where they stand and the status of their performance, however there is often a fine balance between motivation and negativity and care needs to be taken with this.	Agreed.
		The Committee welcomed the inclusion of Post 16 and ALPs data in the school performance report and requested that future reports also include LAC data and A level STEM subjects information.	Agreed.
		The Committee requested that future reports also contain three year trend data for KS4 for individual schools in order to identify any potential areas of concern.	Agreed.
The Committee requested that they be sent the final press release regarding the outcome of school categorisation for the County Borough		Press release requested and will follow.	

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

20 APRIL 2017

JOINT REPORT OF THE INTERIM CORPORATE DIRECTOR, EDUCATION AND FAMILY SUPPORT AND CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING

REVIEW OF MENTAL HEALTH SERVICES - TOGETHER FOR CHILDREN AND YOUNG PEOPLE

1. Purpose of report

- 1.1 This report outlines progress on Child and Adolescent Mental Health Services (CAMHS) within Bridgend County Borough.

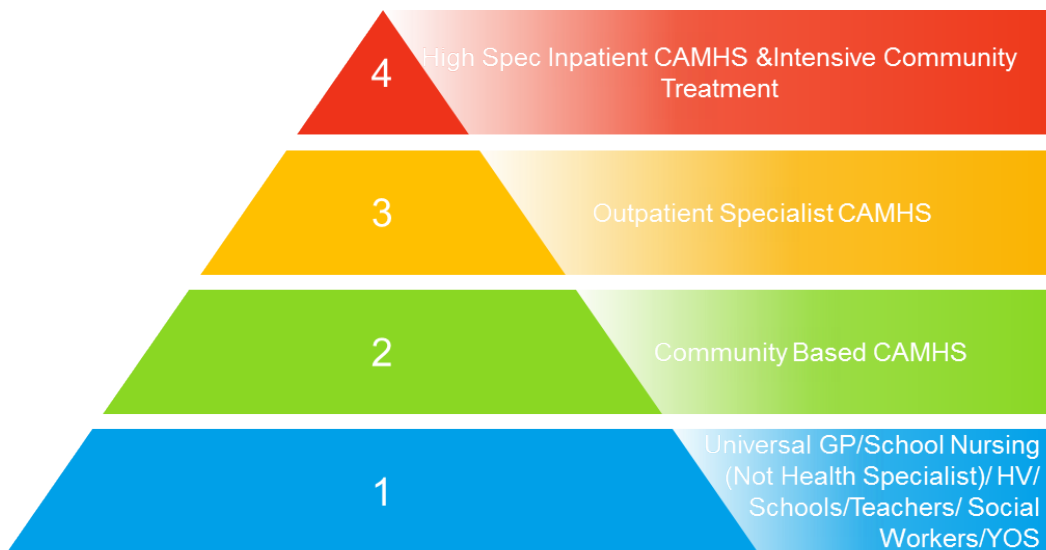
2. Connection to Corporate Improvement Plan/other corporate priority

- 2.1 The report links to the following corporate priorities:

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

3. Background

- 3.1 The performance of Child and Adolescent Mental Health Services has been a long-standing area of concern across Wales. While the delivery of mental health services for children in Bridgend is primarily a responsibility of ABMU Health Board, there are elements of mental health support that necessarily are delivered by a full range of other services. This is determined by the tiers of need. The tiers of need 1-4 are briefly described below.



- 3.2 Since April 2016, ABMU has taken a new approach to tackling the delivery of these mental health services and this approach is described in Appendix 1.
- 3.3 The Welsh Government strategy ‘Together for Mental Health’ was launched in October 2012. This strategy covers all age groups and replaces previous age-specific Welsh Government strategies and service frameworks. By introducing an all-age strategy, the aim is to promote fully integrated partnership working intended to improve mental health and wellbeing. The strategy has a solid emphasis on prevention and early intervention, in addition to setting out a framework for the provision of specialist mental health services for those who need them.
- 3.4 Many children will benefit from early help and support at some time in their childhood and some will require help from specialist mental health services. In addition to those young people with identified mental health needs, there are many more with early stage difficulties, including those living in situations that increase the risk of developing significant problems and who may benefit from receiving early support to actively promote good mental health.
- 3.5 The key to good mental health, in children and young people, is a robust graduated approach involving the family in issues such as: a healthy birth, consistent, positive parenting, balanced nutrition and exercise, attainment at school, having friends and an ability to cope with life events. Children and young people with good mental health are able to develop emotionally, creatively and intellectually and have the resilience to cope with life’s difficulties. It is recognised that childhood experiences impact significantly on the ability to be an effective and nurturing parent in the future.

4. Current situation

- 4.1 The Office for National Statistics (2004) stated that 1 in 10 children and young people aged 5-16 had a clinically diagnosed mental health disorder, 4% an emotional disorder (anxiety or depression), 6% a conduct disorder, 2% hyperkinetic disorder, 1% a less common disorder (autism, eating disorder) with 2% having more than one disorder. Research suggests that 20% of children have a mental health problem in any given year and about 10% at any one time. The National Mental

Health Strategy indicates that 1 in 10 children aged 5-16 has a mental health problem

4.2 There are a number of services provided by directly BCBC which broadly seek to improve the mental health and wellbeing of children. Most of these resources are concentrated at the tier 1 level but some are tier 2 services. They would include:

Tier 1

- School-based interventions (eg nurture provision, PSE, Achievement For All, Thrive, ELSA)
- Social work interventions (attachment theory, cognitive behavioural theory, direct work with children)
- School nursing support
- Pastoral care in schools
- Anti-bullying work in schools and with early help services
- Flying start - additional health visitor support
- Language and play, number and play and Welcomm speech and language support sessions
- Parenting support
- Young carers support

Tier 2

- There is one (part-time) specialist CAMHS social worker based in early help
- There is one (part-time) specialist play therapist within early help
- School-based counsellors
- Community-based counsellors
- B2P (Building to Progress) educational provision for children with mental health issues

4.3 While this may be considered a sufficient range of resources, all of these provisions are regularly oversubscribed and the more specialist provisions such as counselling services and play therapy are vastly over-subscribed.

4.4 It is of concern that while there have traditionally been specialist CAMHS workers based in our Youth Offending Team, as these members of staff have left they have not been replaced. This means we have gone from having three CAMHS nurses based in each of our YOS offices (Swansea, Neath Port Talbot and Bridgend) to currently not having any. We are working with ABMU to try and remedy this situation and have currently completed an audit of need across the service in an attempt to define the need and make the case to ABMU for a continuation of these arrangements.

4.5 BCBC officers are well engaged in the debate over the future commissioning and planning for CAMHS services in the area and are represented on the Childrens commissioning board of ABMU, Western Bay, Children and Young People Emotional and Mental Health Planning Group.

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 (EIA)

6.1 As the main area of responsibility for this work is led by ABMU, any EIA will be undertaken as per their protocols.

7. Financial implications

7.1 Whilst the funding for CAMHS activity goes directly to ABMU, the services detailed above which are provided by BCBC are largely grant funded and from a wide variety of grant sources. This means there is very limited guaranteed sustainability within the service and little resilience.

8. Recommendation

8.1 It is recommended that the Committee notes the contents of the report (and the appendix report) and the key areas for development.

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Date: 23 March 2017

Background documents

None

SUMMARY REPORT		ABM University Health Board											
Quality & Safety Committee		Date: 23rd February 2017 Agenda item: 7.5											
Subject	Assurance Report on CAMHS												
Prepared by:	Joanne Abbott-Davies, Assistant Director of Strategy & Partnerships												
Approved by:	Sian Harrop-Griffiths, Director of Strategy												
Presented by:	Joanne Abbott-Davies, Asst Director of Strategy & Partnerships												
Purpose													
This report outlines progress on improving Child & Adolescent Mental Health Services for the ABMU population and details next steps for the range of services included within this.					<table border="1"> <tr> <td>Decision</td> <td></td> </tr> <tr> <td>Approval</td> <td></td> </tr> <tr> <td>Information</td> <td align="center">X</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Decision		Approval		Information	X	Other	
Decision													
Approval													
Information	X												
Other													
Corporate Objectives													
Healthier Communities	Excellent Patient Outcomes & Experiences	Sustainable & Accessible Services	Strong Partnerships	A fully Engaged and Skilled Workforce	Effective Governance								
	X	X	X	X									
Executive Summary													
The performance of Child and Adolescent Mental Health Services has been a long-standing area of concern for ABMU Health Board, with issues being raised by a range of partner organisations and families over access to services. As a result since April 2016 a new approach to tackling these issues has been taken which is starting to show improvements in performance, recognising that there is still much to do.													
Key Recommendations													
The Quality and Safety Committee is asked to note the progress made to date and the key milestones going forward.													
Assurance Framework													
Progress is reported to the Children and Young People (CYP) Commissioning Board and via the Executive Strategy Group and Strategy, Planning and Commissioning Group. An annual report on progress is submitted to Welsh Government. In addition an internal ABMU Assurance Group has been established to monitor progress and take action as required.													
Next Steps													
Progress against the key targets set by Welsh Government will be reported via the above mechanisms.													

MAIN REPORT		ABM University Health Board
Quality & Safety Committee		Date: 23rd February 2017 Agenda item: 7.5
Subject	Assurance Report on CAMHS	
Prepared by	Joanne Abbott-Davies, Assistant Director of Strategy & Partnerships	
Approved by	Sian Harrop-Griffiths, Director of Strategy	
Presented by	Joanne Abbott-Davies, Asst Director of Strategy & Partnerships	

1. Situation

Over a number of years the provision of specialist Child and Adolescent Mental Health Services (CAMHS) has caused concerns because of long waiting times and the lack of support for professionals to support C&YP's emotional health and wellbeing. As a result since April 2016 a new approach to tackling these issues has been taken with the Assistant Director of Strategy and Partnerships leading a new commissioning approach to these services, both in conjunction with Cardiff & Vale and Cwm Taf University Health Board commissioners, in partnership with existing Cwm Taf CAMHS and with the relevant Delivery Units within ABMU Health Board to delivery operational responsibilities where required as services are increasingly being directly provided by ABMU rather than all through Cwm Taf's services. Improvements in performance are starting to show, but it is recognised that there is still much more to do and clarifying the operational responsibilities for some of these issues within ABMU will do much to mitigate the risks involved.

2. Background

Specialist CAMHS

Specialist CAMHS have traditionally been provided for the ABMU population by Cwm Taf Health Board, encompassing a range of services to support children and young people's mental health as well as assessment and support for children over 5 years old with neurodevelopmental disorders. With the advent of the Mental Health measure in addition services have been developed to ensure that there is access from primary care to assessments and treatment. However the main focus of specialist CAMHS should be the provision of Tier 3 and Tier 4 services (the latter through inpatient provision at Ty Llydiard on the Princess of Wales Hospital site for South Wales). Over the past few years Cwm Taf has developed services to respond to some of the requirements across Tiers 1 and 2 services as well but this has resulted in the view from partner organisations that any emotional health and wellbeing issues for children and young people should be referred to specialist CAMHS, whereas the children themselves want this to be the service they are referred to only as a last resource. In reality there are a lack of alternative services available, particularly at Tiers 1 and 2, leading to referrals to specialist CAMHS, almost half of which do not fit their referral criteria. Having said this, waiting time for specialist CAMHS assessments and neurodevelopmental disorders assessments are much too long, and while on the waiting list there is a lack of alternative support available for these families.

Neurodevelopmental Disorder Services

Waiting times for assessment of Neurodevelopmental disorders are also very long and the system is complicated by the fact that Community Paediatricians and the associated multidisciplinary teams within the previous Women & Child Health Directorate of ABMU Health Board and now the Singleton Delivery Unit provide this service for children under 6 years old. The way in which this service is delivered varies significantly across the ABMU

area, with different protocols operating about when patients are actually put on the waiting list – for example in some areas this is only when all the supporting assessments have been received but in others this occurs when the initial referral is received, even if additional documentation is required prior to the child being able to be seen and assessed. CAMHS provided by Cwm Taf has traditionally provided the Neurodevelopmental disorder service for children over 5 years, and has put these children on the waiting list on receipt of referral rather than when all supporting assessments have been received.

Facilities

The facilities used to see children and young people by CAMHS have developed historically and are not fit for purpose, often in inappropriate locations, based more on accidental availability of space than appropriate facilities to see CYP and their families in logical geographical locations across ABMU.

3. Assessment

Welsh Government Guidance on CAMHS

The Welsh Government has established a Together for Children & Young People programme for the improvement of CAMHS across Wales. This includes a range of initiatives including specifications for specific components of the service and a specialist CAMHS Framework for Improvement which each Health Board has to report against annually. It also oversees the establishment of specific teams to improve the support available for children and young people, which can be broadly split into the following areas:

- a) Specialist CAMHS including Tier 4 inpatient care
- b) Crisis Care
- c) Early Intervention in Psychosis
- d) Eating Disorders
- e) Local primary Care Mental Health Services for C&YP
- f) Neurodevelopment disorders

Whilst access to CAMHS has been a significant concern for the Local Authorities and GPs to date, the problem has largely been perceived as the NHS, and specifically Cwm Taf CAMHS need to improve their performance and this will resolve the problem. However it is clear that this is only one part of the issue, at least as important is the lack of alternative interventions available for children and young people who need support but do not meet the national criteria for acceptance into specialist CAMHS. Therefore there have been discussions through the Western Bay partnership about the importance of CAMHS being seen as a multiagency problem, which will only be resolved by a multiagency response. As a result Western Bay, for the first time, has agreed that CAMHS is a joint priority for ABMU Health Board and the 3 Local Authorities. In line with this a report was produced for the recent Western Bay Regional Partnership Board which has agreed to oversee progress, in conjunction with the Health Board's Children & Young People's Commissioning Board, particularly on the joint development of tier 1 and 2 interventions to avoid referral into specialist CAMHS where this is not appropriate.

The Current situation in relation to each of these areas is outlined below:

a) Specialist CAMHS including Tier 4 inpatient care

Cwm Taf Health Board provides specialist CAMHS for the populations of ABMU, Cardiff & Vale and Cwm Taf Health Boards. The amount of funding provided by ABMU Health Board for specialist CAMHS has been disputed by Cwm Taf Health Board for a number of

years as historically this has never been separately defined within the overall contract between ABMU and Cwm Taf Health Boards, nor has a specification for the service to be delivered been part of this arrangement. However in late 2016 agreement was reached on the contract sum between the 2 Health Boards and ABMU has developed an outline specification for tier 3 and 4 services. This draft specification has been discussed with commissioners in Cwm Taf and Cardiff & Vale Health Boards and agreement reached that it should be used as the basis for the service across all 3 populations. Cwm Taf CAMHS are therefore preparing a gap analysis against this specification which will be presented to the joint HB commissioning meeting in March 2017. Included in the service specification is the requirement for consultation and advice sessions for other professionals on cases as well as training for relevant staff groups across agencies to improve their ability to support children and young people's emotional and mental health issues. Currently only direct client contact is taken account of.

ABMU Health Board also has a regular monthly commissioning meeting with Cwm Taf Health Board to oversee progress on performance of specialist CAMHS.

There is also a multiagency Children & Young People's Emotional Health & Wellbeing Group which oversees the work on all tiers of services.

Waiting times are a significant concern in specialist CAMHS and so slippage from Welsh Government monies provided for new services is being used to support waiting list initiatives with the aim of achieving the 48 hour target for urgent referrals and the 28 day waiting time target for routine referrals for specialist CAMHS assessment. Specialist CAMHS is currently provided 9-5pm Monday to Friday. Performance is that 95% of urgent referrals are seen within 48 hours. The 5% relate to referrals received on a Friday where the assessment is not carried out until the next working day - i.e. Monday. However the service is moving to extended day working from 6th February 2017 (9am to 9.30pm) and will then extend to 7 day working following the appointment of two additional staff members. This will mean that the 48 hour urgent target will be able to be achieved 100% of the time.

For routine referrals as at 1st December 2016 only 16.6% of referrals were seen within 28 days, with the longest waiting time of 25 weeks. The waiting list initiative will see this waiting time reduce to 28 days by end of March 2017, and the average waiting time has already reduced to 6.8 weeks with the longest wait of 21 weeks. The distribution of waiting times shows that there are a small number of long waits who are being targeted to confirm if assessment is still required and if to expedite appointments. A new case management system (CAPA) is being introduced from April 2017 for specialist CAMHS and this will lead to a wider range of interventions being available to respond to the different needs of children and young people presenting to the service and will allow outcome to be monitored in future.

Welsh Government is also leading a review of the referral criteria for specialist CAMHS, as engagement with young people has shown that they do not want to attend this service until all other options are exhausted. In November 50% of the referrals received did not meet the referral criteria. Whilst the actual criteria now and planned are not significantly different, adherence to the current criteria is somewhat flexible, which will not be the case once the new ones are implemented. This is likely to increase the number of children and young people who need support from a range of other less specialist services causing more challenges for all the Western Bay partners.

In addition 'Do Not Attend (DNAs) are high compared to the rest of Wales and so a new text and remind service was introduced in December 2016 to reduce these. The outcomes of this implementation are being carefully monitored.

b) Crisis Care

Funding from Welsh Government has enabled a crisis team to be established from August 2016 for the ABMU area. This team accepts referrals from Emergency Departments and GPs and aims to support children and young people and their families while in crisis so that there is time to implement a care package to support them to return home. Initially the service was available 9-5pm Monday to Friday, but this is being extended to 9am - 9.30pm from 6th February and will move to a 7 day a week service once additional staff have been recruited, which is anticipated to be in March 2017. In November 24 new referrals were received and 62 follow up appointments carried out and the initial feedback is that this service is helping to stabilise crisis situations, so delivering better outcomes for the children and young people and their families.

c) Early Intervention in Psychosis

New service being developed in partnership between Cwm Taf CAMHS and Mental Health & Learning Disability Delivery Unit of ABMU with funding from Welsh Government. Clinical lead started in December 2016 and 3 additional posts interviewed for at end of January. In addition 2 new workers with Hafal have started in addition to the one already funded by ABMU. The model of service had been jointly agreed and will operate as a hub and spoke service with practitioners based in adult CMHTs across the 3 local authority areas as link workers managed by the EIP clinical lead as a virtual team. Service works on a 9-5pm basis, Monday to Friday. The service should be fully established by end March 2017.

d) Eating Disorders

Welsh Government has developed a pathway development plan for Eating Disorders which ABMU Health Board has adopted. There is no additional funding for this service so existing staff have been identified to populate the virtual team in line with Welsh Government guidelines, operating 9-5pm, Monday to Friday and consisting of a Consultant, nursing time and dietetic hours.

e) Local primary Care Mental Health Services for C&YP

Currently this service is provided by Cwm Taf CAMHS. Funding for the Mental Health measure has only partially been used to fund services for under 18s because this funding has been allocated by ABMU Health Board to ABMU's Mental Health and Learning Disabilities Delivery Unit which does not provide services for under 18s. However in late 2016 agreement was reached that when funding is allocated to ABMU Health Board by Welsh Government for mental health measure implementation, a proportion based on the relative population split of children and young people vs. adults would be used to fund CAMHS interventions at primary care level in future. This will ensure the historic underfunding of this service can be addressed. Currently there are approximately 6 wtes within the primary care mental health service for C&YP, and ABMU Health Board's vision is to increase this to 11 so that one can be attached as a link worker for each of the GP Clusters in the area. Two referral pathways are currently in place for this service – either referrals are directed to a central point for the LPMHSS based at Tonna Hospital and processed then if the patient is under 18 years old they are redirected to primary care CAMHS; alternatively the patient may be referred to specialist CAMHS but where they don't meet these referral criteria they are re-routed to primary care CAMHS who notify the GP and LPMHSS that the referral is being processed via Part 1 of the Mental Health

Measure. From 1st February 2017 all referrals, whatever their route, will be processed via primary care CAMHS via Part 1 of the Mental Health Measure.

Cardiff and Vale University Health Board took over their primary care CAMHS service from Cwm Taf Health Board from 1st April 2016. ABMU Health Board has indicated its intention to do likewise for the ABMU population from 1st April 2018. Learning from C&V shows that they ideally would have agreed a single new model of service prior to transferring the relevant staff via TUPE. Therefore a project has been agreed through the CYP Commissioning Board to look at how the Primary Care CAMHS provision can be better linked with non-specialist support available from social services and education providers. It was agreed at the CYP Emotional Health & Wellbeing Group that a Steering Group will be established with the Heads of Children & Young People's Services from each Local Authority to take this work forward. An initial meeting was held on 30th January and terms of reference for this work are being developed. Progress on this will be reported through the CYP Commissioning Board and therefore to Western Bay. Again it will be critical that an operational lead is identified from within ABMU to work with the ABMU lead commissioner and partner organisations to implement these changes.

f) Neurodevelopmental Disorders (NDD)

To date assessment and treatment for children and young people over the age of 5 has been incorporated within specialist CAMHS. Services for 5 year olds and under is provided by ABMU's children's services, although there are significant variations in how these operate across the 3 Local Authority areas. However in 2015-16 Welsh Government allocated monies to each Health Board to establish a NDD team to provide this service for all children and young people. ABMU Health Board decided to use this money to recruit a team of specialists within its own existing services to provide assessment and ongoing support to these children and young people. This means that ABMU Health Board is now responsible for assessing and treating all children and young people with neurodevelopmental disorders, whatever their age, and has taken over responsibility of meeting the Welsh Government waiting times target of assessment within 26 weeks of referral. As at end of January 2017 the longest wait was 73 weeks, although the median wait was 20 weeks. There is a significant increase in the numbers of referrals for this service and funding has been received from Welsh Government to support the new NDD team within ABMU.

Recruitment is underway and a dedicated consultant for NDD started on 1st January 2017 (under contract from Cwm Taf Health Board). Some of the other multi-disciplinary staff have been appointed with the rest anticipated to be in post by the end of March 2017. The lack of a designated operational lead for CAMHS within ABMU Health Board has resulted in a lack of clarity over who is responsible for putting this team in place, which has contributed to the delays in making key appointments to this team and increasing the risk of waiting times targets, for which ABMU is now solely responsible, not being achieved. To mitigate this risk slippage from these central funds are being utilised to ensure the long waiters are assessed and treatment plans commenced. This plan should reduce the waiting time to 26 weeks by July 2017. However without significant input to appoint the remainder of the NDD team and agree the operational policies to be adhered to by the new team and their alignment with the differing existing operational policies for under 6 year olds, there is a significant risk that this service will struggle to meet the waiting times target set out by Welsh Government. In Cwm Taf and Cardiff & Vale University Health Boards the NDD teams have been integrated into the Child and Family Services Directorates within their organisations.

Differences in the way waiting times are measured have been identified and advice has been sought from Welsh Government on the appropriate way to standardise these approaches. This is likely to be that patients should only be placed on waiting lists when all relevant referral information including assessments by referring professionals have been completed and passed on with the referral. This is the process followed in the Swansea and Neath Port Talbot areas for 5 year olds and under, but not in Bridgend for these age groups or for any of those over 5 years who are currently referred to specialist CAMHS.

It will be important that the work Western Bay is taking forward on implementing the National Autism Service from 2018-19 (with additional Welsh Government funding) integrates with the new NDD service so that there is a range of seamless services available for children and families going forward. Initial meetings with the Western Bay Autism Spectrum Disorder Strategy Group have highlighted this opportunity and the next Western Bay Programme Team is going to discuss and agree how this integrated approach should be taken forward.

Relocation of CAMHS bases and locations for seeing C&YP

In addition to the priorities identified by Welsh Government, which have been listed above, in the ABMU area the location of specialist CAMHS is a cause for concern. The bases used have developed historically as space has become available, rather than with any consideration of the appropriateness of the facility and its location. A number of the settings are unsuitable (for example Fairfield and Trehafod, on the approach to the Cefn Coed site,) both as office bases and also as inappropriate places to see children and young people. The Health Board is planning to trial in Neath Port Talbot the co-location of the Neath Port Talbot specialist CAMHS team offices with Social Services Children's Services from early spring 2017 with services being provided in contact centres and other suitable locations across the county. Discussions are also underway with the City and County of Swansea to find office accommodation for the Swansea specialist CAMHS team so that the closure of Cefn Coed can be achieved without further delay. In addition there will be a need to identify a range of suitable venues where children and young people can be seen. A review of the accommodation utilised in the Bridgend area will also be carried out to ensure that the facilities and bases are appropriate.

A number of other facilities used by CAMHS, for example Children's Outpatients at NPTH and various Children's Development Centres are also under threat as other ABMU Delivery Unit services attempt to use these for the expansion of their own services – again why it is important that there is an operational lead within ABMU for CAMHS.

4. Recommendations

Significant progress is being made on improving the performance of specialist CAMHS and improving the range of services available to support children and young people when they experience emotional health and wellbeing problems. Whilst much more needs to be done, there is now a clear set of processes in place to take each of these issues forward. However it is vital that the momentum behind these changes can be maintained, which will only happen with the appropriate levels of support from both Commissioning and Operational Lead(s) from within ABMU Health Board and the continued commitment of Cwm Taf CAMHS and our Local Authorities to this complex agenda.

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

20 April 2017

REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

SCHOOL MODERNISATION – BAND B

1. Purpose of report

1.1 The purpose of this report is to inform the Children and Young People Overview and Scrutiny Committee of:

- the process undertaken by the Strategic Review Operational Board, School Modernisation in establishing Band B priorities for the School Modernisation Programme; and
- Welsh Government's proposed elemental funding approach for Band B of the 21st Century Schools Programme.

2. Connection to Corporate Improvement Objectives/other corporate priorities

2.1 This report relates to the Corporate Improvement Plan priorities:

- Supporting a successful economy
- Helping people to become more self-reliant
- Smarter use of resources

2.2 On 3 March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend. Five key principles were set out to inform the organisation and modernisation of our schools:

- Commitment to high standards and excellence in provision
- Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend
- Inclusive schools, which cater for the learning needs of all their pupils
- Community focused schools, where the school actively engages with its local community
- Value for money.

2.3 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.

2.4 The principles which are particularly relevant in the context of Band B are the size of primary schools (to ensure that "all Bridgend's primary schools are large enough to make the full range of necessary provision") and value for money, efficiency and effectiveness ("narrowing the gap between the most and the least expensive provision").

3. Background

- 3.1 In September 2006, Council approved a vision for the County Borough's schools in which they would be fit for the 21st Century and achieve the best use of resources. It was recognised that we need to modernise our schools and get a closer match between our aspiration for schools, the quality of their accommodation and the projected number of pupils.
- 3.2 Since then, school modernisation has been established as one of the Council's main strategic programmes. The programme has been planned and implemented in accordance with the agreed Policy and Planning Framework and has been matched to capital resources identified within the capital programme.
- 3.3 In November 2010, Cabinet was informed of the work which had been undertaken in determining the strategic priorities for school modernisation to enable the aims of the programme to be met.
- 3.4 The School Modernisation Programme was established to deliver on a number of objectives including:
- developing first-class learning environments;
 - locate the right number of schools, of a viable size, in the best places to serve their communities;
 - make schools an integral part of the life and learning of their communities;
 - reduce surplus places and achieve best value for money; and
 - make schools more efficient and sustainable.
- 3.5 The Council's Strategic Outline Programme (SOP) was submitted to Welsh Government in 2011. Subsequently, a list of Band A schemes was developed and ministerial 'approval in principle' was received, subject to the completion of the Welsh Government business case process.
- 3.6 Work commenced on Band A in 2014-2015 and is due for completion in 2018-2019. The overall programme is funded on a 50/50 split between the Council and Welsh Government.
- 3.7 Band A schemes are at various stages:
- Two schemes have been completed - SEN provision at Bryncethin Campus and Coety Primary School
 - Construction has commenced on the replacement Garw Valley South scheme (replacement Betws Primary School and YGG Cwm Garw)
 - Construction has commenced on the replacement Brynmenyn Primary School to be located on the site adjacent to Coleg Cymunedol Y Dderwen
 - Tenders have been received for the replacement Pencoed Primary School and construction will commence in the near future
 - Cabinet approval has been received to abandon the proposal in respect of Mynydd Cynffig Primary School and a revised SOP detailing the impact on the programme has been submitted to WG for consideration and approval
 - A mezzanine floor at Heronsbridge Special School is currently in design and will be tendered shortly; this will create two larger teaching spaces.

- 3.8 In 2014, a 'Schools Task Group' was established and began exploring elements which the Council would need to have regard to in developing a strategy for delivering a high quality education system for the future.
- 3.9 Cabinet approval was sought in September 2015 to build on the work of the Schools Task Group and approval was given for officers to undertake a strategic review into the development and rationalisation of the curriculum and estate provision of primary, secondary and post-16 education.
- 3.10 In May 2016, a Strategic Review Overarching Board was established and four work streams were identified: one of which was in relation to school modernisation and another in respect of post-16 provision.

4. Current situation

Band B

- 4.1 The membership of the Operational Board for school modernisation included officer representation from education, property, legal, finance, built environment and headteachers (representing the primary, secondary and special schools) and a representative from Bridgend College.
- 4.2 The Operational Board commenced work in earnest on the main deliverable, which was to establish the emerging priorities for Band B by identifying the following data which they determined should be used to assist in prioritising future investment in schools:
- suitability;
 - condition (Grades A – D);
 - maintenance backlog;
 - running costs;
 - type of construction;
 - population growth;
 - projections of pupil population;
 - impact of housing developments identified in the Local Development Plan (LDP);
 - surplus places;
 - projected surplus;
 - overcrowding; and
 - National Categorisation.
- 4.3 The data was weighted and scored and while it was very informative, the Board agreed that the priorities should focus on two critical factors i.e. the supply of school places and building condition.
- 4.4 The supply of places data was presented on a geographical basis incorporating projected pupil numbers, projected pupil yield from those housing developments with planning permission, pupil yield from the additional housing developments identified within the LDP and the existing and projected school capacities based on those projects being delivered in Band A. Headteachers challenged the methodology for establishing pupil projections; however, officers were able to demonstrate its robustness.

- 4.5 The geographical areas identified as emerging priorities requiring additional primary provision within Band B were Bridgend South East, Brackla North East and the Valleys Gateway area. Although school building conditions were of concern to the group, there were no schools with a Grade D building condition (see Appendix 1). It was therefore agreed that the supply of places should take precedent in terms of future funding for Band B (as there is a statutory duty on the Council to ensure there is a sufficient supply of school places).
- 4.6 Band A of the school modernisation programme was funded via a capital funding scheme with Welsh Government providing 50% of that capital and BCBC providing the other 50% capital. It is envisaged that there will be a capital funding stream for Band B but the intervention rate has not been decided. However, in addition to the capital funding Welsh Government are proposing a revenue funding stream, the Mutual Investment Model (MIM). Using this model, a successful contractor will design and build the new facilities and will also provide maintenance and lifecycle services for the facilities in the long term (DBFM). This means that as well as providing new facilities, Welsh Government and local authorities will be investing in the maintenance of the new asset, so it will remain in good condition for future generations.
- 4.7 The Post-16 Operational Board is currently working on a set of options for the delivery of sixth form provision. Cabinet will be presented with the options in due course and will be asked to determine the way forward. Should the work relating to post-16 provision progress sufficiently and provision requires funding during the Band B (2019-2024) timeframe, then the Council could, if it so wished, seek to modify the SOP to bring forward schemes relating to sixth form provision. This would be subject to Welsh Government approval and there being sufficient funding in the overall programme.
- 4.8 The emerging priorities for Band B have been shared with Welsh Government in order for them to establish the potential funding requirement across Wales for delivery of the programme.
- 4.9 Welsh Government has been advised that Bridgend's Band B submission had not received any political support, as the proposed schemes could only be presented to Cabinet and Council and be included in the Capital programme once the intervention rate is confirmed and the financial contribution from the Council's perspective is determined.
- 4.10 Welsh Government is in the process of establishing the intervention rate for Band B, and it is anticipated that the information will be available by early summer. They have indicated that authorities will be asked to submit any revisions to the original SOP in July 2017.

Elemental funding for Band B schemes

- 4.11 Welsh Government officials have advised that they have been working on a strategy for funding 'elements' of construction schemes. The two elements which they are considering are:
- the appropriate size of school, in terms of floor area; and
 - costs made up of component parts.

- 4.12 The Welsh Government is proposing using floor area defined within Building Bulletins 98/99 (area guidelines for schools) as required for teaching and learning however, this excludes any additional areas for non-core teaching and learning (e.g. community space) as the basis for establishing the appropriate size of school. This also potentially limits the number of nursery places for which they will provide capital funding to part time provision. If this is the case, the additional capital funding required to create teaching spaces to accommodate full-time provision will have to be fully funded the Council.
- 4.13 Welsh Government has indicated that a standardised cost will be applied to as many of the elements of the build project as possible. This will result in a 'maximum value' for a school that can be benchmarked and inflated year on year to provide a maximum funding envelope.
- 4.14 There are a number of different elements to this:- cost per m² (inflated in line with construction price indices), furniture, fittings and equipment, and ICT. Substructure, externals and design costs will also be included. These costs would be used to establish a 'scheme maximum cost' however the Council has been advised that site abnormalities would be considered separately.
- 4.15 In addition, any ancillary costs outside the curtilage of the site deemed necessary to deliver a scheme (e.g. highway improvements, will have to be funded by the Council).
- 4.16 The Council has provided its view regarding the proposed basis for elemental funding and is awaiting feedback from Welsh Government with this regard.

5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment

- 6.1 An initial screening Equality Impact Assessment has been completed and a full screening will be undertaken in due course.

7. Financial implications

- 7.1 The Welsh Government currently funds 50% of the Band A Programme with the remaining 50% funded by the Council. For Band B of the 21st Century Schools Programme, Welsh Ministers have confirmed that the programme will be funded by both capital and revenue budgets but are yet to confirm the intervention rate.
- 7.2 The capital funding stream is planned to see a continuation of the baseline budget of c. £100m per annum across Wales. In addition to the capital funding available for Welsh Government's Programme, there will be a revenue budget that will enable an additional investment with a maximum capital value of £500m across Wales. This revenue-funded programme is intended to boost the amount of resource Welsh Government have available to support investment in new schools and colleges.
- 7.3 The additional investment boost of £500m will be used for contracts procured on a MIM basis. This approach of using a single contract for the DBFM has been used in

private public partnerships across the UK. The MIM is Welsh Government's form of public private partnership.

- 7.4 It is likely that there will be different intervention rates applied to each funding stream. Once the intervention rates are known, the Council will be better placed to determine whether to proceed with via a MIM and/or capital grant.
- 7.5 Officers are currently exploring the implications of each financial model and the outcome will be reported to Cabinet in the near future.
- 7.6 It is anticipated that section 106 contributions for education places will be available from certain housing developments identified within the LDP together with capital receipts from the sale of sites through a potential rationalisation process.

8. Recommendation

8.1 it is recommended that the Scrutiny Committee:

- notes the content of this report in relation to school modernisation; and
- considers and agrees any recommendations the Committee may wish to make consistent with its challenge and support role in light of the report.

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20 April 2017

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Background documents

Council Report 13 September 2006: "LEARNING COMMUNITIES – SCHOOLS OF THE FUTURE – STRATEGY, PRINCIPLES, POLICY AND PLANNING FRAMEWORK"

Cabinet Report 2 November 2010: "THE SCHOOL MODERNISATION PROGRAMME OVERVIEW AND BRIDGEND'S 21ST CENTURY SCHOOLS' STRATEGIC OUTLINE PROGRAMME SUBMISSION TO WELSH ASSEMBLY "

Cabinet Report 1 September 2015: "STRATEGIC REVIEW INTO THE DEVELOPMENT AND RATIONALISATION OF THE CURRICULUM AND ESTATE PROVISION OF PRIMARY, SECONDARY AND POST-16 EDUCATION"

Primary Schools

Primary - Cap inc housing with planning permission	Condition	Jan-16				Jan-20				Jan 20 with LDP				LDP Additional Children Total
		Cap	NOR	+/-	%	Cap	NOR	+/-	%	Cap	NOR	+/-	%	
BRACKLA														
Archdeacon John Lewis	B	238	164	74	31%	238	193	45	19%	238	193	45	19%	0
Brackla Primary	B	270	246	24	9%	270	252	18	7%	270	252	18	7%	0
Tremains Primary	B	372	400	-28	-8%	372	449	-77	-21%	372	433	-61	-16%	0
Ysgol Gymraeg Bro Ogwr	C	378	369	9	2%	378	396	-18	-5%	378	456	-78	-21%	60
TOTAL		1258	1179	79	6%	1258	1290	-32	-3%	1258	1334	-76	-6%	
BRIDGEND TOWN 1														
Oldcastle Primary	B	360	345	15	4%	360	420	-60	-17%	360	607	-247	-69%	187
Penybont Primary	C	320	323	-3	-1%	320	344	-24	-8%	320	384	-64	-20%	32
TOTAL		680	668	12	2%	680	764	-84	-12%	680	991	-311	-46%	
BRYNTIRION														
Bryntirion Infants	B	118	91	27	23%	118	113	5	4%	118	146	-28	-24%	33
Cefn Glas Infants	C	180	177	3	2%	180	178	2	1%	180	217	-37	-21%	39
Llangewydd Junior	C	380	310	70	18%	380	421	-41	-11%	380	450	-70	-18%	29
Maes-yr-Haul Primary	A	508	508	0	0%	508	456	52	10%	508	456	52	10%	0
St Mary's Primary	B	211	214	-3	-1%	211	229	-18	-9%	211	254	-43	-20%	25
Trelales Primary	B	182	210	-28	-15%	182	222	-40	-22%	182	223	-41	-23%	1
TOTAL		1579	1510	69	4%	1579	1619	-40	-3%	1579	1746	-167	-11%	
COITY														
Coety Primary	A	420	255	165	39%	420	502	-82	-20%	420	755	-335	-80%	236
Litchard Primary	B	337	341	-4	-1%	337	372	-35	-10%	337	353	-16	-5%	0

Band B Data

TOTAL		757	596	161	21%	757	874	-117	-15%	757	1108	-351	-46%
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CORNELLY

Afon-y-Felin Primary	B	117	95	22	19%	117	104	13	11%	117	107	10	9%
Corneli Primary	C	261	252	9	3%	261	286	-25	-10%	261	307	-46	-18%
Mynydd Cynffig Primary	C	345	360	-15	-4%	420	401	19	5%	420	401	19	5%
Pil Primary	B	192	185	7	4%	192	186	6	3%	192	180	12	6%
Ysgol y Ferch o'r Sger	C	217	215	2	1%	217	228	-11	-5%	217	253	-36	-17%
TOTAL		1132	1107	25	2%	1207	1205	2	0%	1207	1248	-41	-3%

3
21
0
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25

GARW VALLEY

Blaengarw Primary	C	139	160	-21	-15%	139	162	-23	-17%	139	162	-23	-17%
Ffaldau Primary	B	216	139	77	36%	216	140	76	35%	216	140	76	35%
YGG Cwm Garw*	C	210	139	71	34%	210	158	52	25%	210	165	45	21%
TOTAL		565	438	127	22%	565	460	105	19%	565	467	98	17%

0
0
7

MAESTEG 1

Caerau Primary	A	360	338	22	6%	360	434	-74	-21%	360	455	-95	-26%
Nantyffyllon Primary	C	233	233	0	0%	233	251	-18	-8%	233	263	-30	-13%
TOTAL		593	571	22	4%	593	685	-92	-16%	593	718	-125	-21%

21
8

MAESTEG 2

Plasnewydd Primary	C	266	245	21	8%	266	285	-19	-7%	266	333	-67	-25%
St Mary's & St Patrick's	B	190	202	-12	-6%	190	205	-15	-8%	190	223	-33	-17%
YGG Cynwyd Sant	B	285	265	20	7%	285	311	-26	-9%	285	333	-48	-17%
TOTAL		741	712	29	4%	741	801	-60	-8%	741	889	-148	-20%

36
18
22

MAESTEG 3

Cwmfelin Primary	C	194	172	22	11%	194	174	20	10%	194	176	18	9%
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2

Band B Data

Garth Primary	B	235	173	62	26%	235	190	45	19%	235	221	14	6%	31
Llangynwyd Primary	B	102	82	20	20%	102	107	-5	-5%	102	91	11	11%	0
TOTAL		531	427	104	20%	531	471	60	11%	531	488	43	8%	

OGMORE VALLEY

Nantymoel Primary	C	227	159	68	30%	227	179	48	21%	227	197	30	13%	12
Ogmore Vale Primary	A	360	313	47	13%	360	373	-13	-4%	360	382	-22	-6%	9
TOTAL		587	472	115	20%	587	552	35	6%	587	579	8	1%	

PENCOED

Coychurch Primary	B	74	103	-29	-39%	134	170	-36	-27%	134	178	-44	-33%	8
Croesty Primary	B	205	205	0	0%	205	206	-1	0%	205	217	-12	-6%	11
Pencoed Primary	B	455	468	-13	-3%	510	505	5	1%	510	512	-2	0%	7
TOTAL		734	776	-42	-6%	849	881	-32	-4%	849	907	-58	-7%	

Parc Afon Ewenni

849 1094 -245 -29%
(+187)

PORTHCAWL

Newton Primary	B	261	226	35	13%	261	227	34	13%	261	435	-174	-67%	208
Nottage Primary	C	417	396	21	5%	417	383	34	8%	417	390	27	6%	7
Porthcawl Primary	B	146	143	3	2%	146	165	-19	-13%	146	169	-23	-16%	4
West Park Primary	B	325	375	-50	-15%	352	382	-30	-9%	352	396	-44	-13%	14
TOTAL		1149	1140	9	1%	1176	1157	19	2%	1176	1390	-214	-18%	

VALLEYS GATEWAY

Bryncethin Primary	B	235	236	-1	0%	235	325	-90	-38%	235	375	-140	-60%	50
Brynmenyn Primary	B	136	171	-35	-26%	420	168	252	60%	420	202	218	52%	34
St Robert's Primary*	B	115	150	-35	-30%	115	196	-81	-70%	115	215	-100	-87%	19
Tondu Primary	B	192	247	-55	-29%	192	312	-120	-63%	192	418	-226	-118%	93
TOTAL		678	804	-126	-19%	962	1001	-39	-4%	962	1210	-248	-26%	

Band B Data

Abercerdin Primary	C	205	180	25	12%	205	205	0	0%	205	209	-4	-2%	4
Betws Primary	C	266	201	65	24%	210	234	-24	-4%	210	266	-56	-27%	27
Pen-y-Fai Primary	A	223	198	25	11%	223	230	-7	-3%	223	230	-7	-3%	0
Tynyrheol Primary	C	68	67	1	1%	68	81	-13	-19%	68	83	-15	-22%	2
Cefn Cribwr Primary	B	111	129	-18	-16%	111	154	-18	-16%	111	129	-18	-16%	0

Post 2020 housing added

Betws - 5 children

Coety - 17

Nantyllyllon - 4

Nantymoel - 6

Penybont - 8

Plasnewydd - 12

Tondur - 13

Condition Grades

A - Good - performing as intended and operating efficiently

B - Satisfactory - performing as intended but exhibiting minor deterioration

C - Poor - exhibiting major defects and/or not operating as intended

D - Bad - at risk of imminent closure

Band B Data

Secondary Schools

School	Condition	Jan-20				Jan 20 with LDP			
		Cap	NOR	+/-	%	Cap	NOR	+/-	%
Archbishop McGrath	A	836	897	-61	-7%	836	996	-160	-19%
Brynteg Comprehensive	B	2121	1490	631	30%	2121	1663	458	22%
Bryntirion Comprehensive	C	1205	1199	6	0%	1205	1273	-68	-6%
Coleg Cymunedol y Dderwen	A	1573	1346	227	14%	1573	1548	25	2%
Cynffig Comprehensive	C	1034	769	265	26%	1034	787	247	24%
Maesteg Comprehensive	B	1318	1171	147	11%	1318	1270	48	4%
Pencoed Comprehensive	B	1115	1035	80	7%	1115	1233	-118	-11%
Porthcawl Comprehensive	C	1551	1360	191	12%	1551	1541	10	1%
YGG Llangynwyd	B	775	695	80	10%	775	772	3	0%
Total		11528	9962	1566	14%	11528	11083	445	4%

inc housing developments

[Post 2020 housing](#)

[Brynteg - 6 children](#)

[Y Dderwen - 18](#)

BRYNTIRION

Revised projection

School	Condition	Jan-20				Jan 20 with LDP			
		Cap	NOR	+/-	%	Cap	NOR	+/-	%
Bryntirion Comprehensive	C	1205	1341	-136	-11%	1205	1415	-210	-17%

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

20 April 2017

REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT SERVICES

Response to the Overview And Scrutiny Report - Member and School Engagement Panel

1. Purpose of report

- 1.1 To provide responses from the Director of Education and Family Support of Bridgend County Borough Council (BCBC) and the Managing Director of Central South Consortium (CSC) to the observations raised by the panel to the 2014-2015 School Standards Report.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 Priority One - Supporting a successful economy.

3. Background

- 3.1 The Overview And Scrutiny Report - Member and School Engagement Panel - in responding to the Annual School Standards Report for 2014-2015 identified some 32 issues to which the panel invited comment from the Director of Education and Family Support (BCBC) and the Managing Director of CSC.

4. Current situation/proposal

- 4.1 The responses to the issues raised by the elected members' panel are attached as Appendix 1 to this report.

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect upon the Council's policy framework and procedure rules.

6. Equality Impact Assessment

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

7. Financial implications

- 7.1 There are no financial implications regarding this report.

8. Recommendation

- 8.1 To receive the responses from the Director of Education and Family Support (BCBC) and the Managing Director of CSC in relation to elected members' enquiries/report and to welcome any further dialogue or explanation that the Panel might require concerning these responses.

Lindsay Harvey
Interim Corporate Director - Education and Family Support
20 April 2017

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Background documents

Appendix 1 RESPONSES TO THE MEMBER AND SCHOOL ENGAGEMENT PANEL
ANNUAL REPORT 2014-2015

Appendix 1 RESPONSES TO THE MEMBER AND SCHOOL ENGAGEMENT PANEL ANNUAL REPORT 2014-2015

Committee Report	CSC/BCBC response
<p>1. Targets for achievement in the various levels need to be more aspirational – many are currently set below the free school meals median. Whilst understanding that sometimes the figures are an attempt at being relevant to a particular cohort for example, evidence from the Consortium supported the notion that the target levels should be increasing to show recognition of the focus for improvement.</p>	<p>The policy of the consortium is to advise schools to set targets at the expected level and expected level +1 in the Foundation Phase, key stage 2, key stage 3 and key stage 4 based on the performance achieved by the highest performing similar schools. In this context, ‘similar schools’ refers to schools with similar proportions of pupils eligible for free school meals. Where targets are not set at this level the school’s challenge adviser will challenge the school to justify their reasons</p> <p>At post-16, BCBC has introduced the Alps value-added system which measures performance comparatively across England and Wales. The target-setting approach is based around an aspiration to be at or above the top 25% of performance for A levels based on prior GCSE performance. This approach to targets is being used by all schools in Bridgend at whole school, subject and individual student levels.</p>
<p>2. Science in secondary schools was improving and was reported to be as a result of pupils undertaking the BTEC Science, where one BTEC equates to four GCSEs). The Panel agreed monitoring was necessary on this as the results of a qualifications review meant that the current Year 8 had reverted back to the old system which focused on exams rather than ‘equivalent’ qualifications</p>	<p>The Welsh Government qualification reforms place a greater emphasis on achieving GCSE science. Consequently, schools are altering their curriculums and are providing less BTEC science courses.</p> <p>Changes to Welsh Government Performance Measures affect this. The introduction of the “capped 9” (<i>this is the total GCSE score covering nine results including English or Welsh Language, Maths and Numeracy, two best science qualifications and the four best other qualifications. which could be GCSEs, vocational qualifications. or skills challenges from the revised Welsh Baccalaureate.</i>). From 2017/-2018, the two sciences must be GCSEs therefore this will tend to squeeze out BTEC Science. There is a need to focus on STEM subjects (Science, Technology, Engineering and Mathematics) and to continue to increase standards both at key stage 4 and post-16; BCBC has bid successfully for an Innovation Fund from CSC to help improve A level sciences.</p>

<p>3. There was question/concern over low attainment on entry to Comprehensive from Primary schools.</p>	<p>Attainment in primary school has increased over time, please see the Standards Report 2015-2016.</p>
<p>4. Sometimes possibly too much focus is placed on the Level 2+ figure which can affect focus and performance in other areas – improvement needs to be balanced across all areas.</p>	<p>The Welsh Government is changing the emphasis on key stage 4 qualifications with the aim of providing a number of key performance indicators and thereby reducing the narrowing impact of the Level 2+ measure. These changes will be reported on in 2017.</p> <p>The curriculum changes and performance measures are creating a range of impacts. Curriculum choice is being limited, science extended, the Welsh Baccalaureate introduced, English Literature no longer counting, two new mathematics examinations, only full course Welsh available, new rules on GCSE equivalents. It will be a challenge to show sustained improvement in the face of all this system change.</p>
<p>5. It was identified that there is still an issue with some teachers/schools sharing information and best practice and being open and transparent about their experience and lessons learnt</p>	<p>The Consortium encourages all schools to share good practice. Please see http://www.cscjes.org.uk/Case-Studies.aspx for a wide variety of good practice case studies.</p> <p>CSC has developed School Improvement Groups (SIG) which share and develop best practice across the region. There are also hubs and lead practitioner schools who provide school to school support on key subject areas. In addition, BCBC has established networks to support Welsh Baccalaureate and the implementation of the Digital Competence Framework. There are also Bridgend Pioneer schools leading on the development of the new curriculum. At the CSC 2017 annual conference, there were a number of workshops run by schools showcasing best practice. Bridgend primary schools are hosting a sharing success event during Spring Term 2017, to share good practice emanating from the 'Good to Excellent Strategy'.</p>
<p>6. There were some suggestions that there was too much focus on data and not enough on overall pupil wellbeing.</p>	<p>The Consortium considers it important to develop well-being as well as achievement. They promote that the most effective approaches to teaching and learning develop pupil self-esteem as well as their attainment.</p> <p>Schools provide significant support for well-being through the implementation of the Youth Engagement and Progression Framework and the vulnerability assessment profile tool (VAP), which is a structured system to identify the most vulnerable learners and provide additional support through</p>

	lead workers.
7. The additional learning needs pupil figure can skew the data. It was suggested that this figure needs to be separated out.	The Consortium provide schools with information about the performance of their mainstream pupils and those pupils educated in specialist provisions within mainstream schools. Please also see data in section 11.
8. Estyn focus predominantly on data rather than the story behind the data.	The Estyn Inspection Framework details all the aspects that Estyn focusses on.
9. Pupils' level of progress needs more focus; pupils may make significant progress but may never achieve a higher level. Issue in that attainment is measured and not progress. It was reported, however, that this was finally starting to be looked at by Estyn, which wants to gather three years of numeracy and literacy tests before bringing in a progress measure.	Agreed. There is always likely to be some focus on absolute standards and benchmarking these against a range of comparators (eg in PISA or public examinations). The debate within the new curriculum is about placing an emphasis on formative assessment and professional judgements with less emphasis on collecting data but more on using achievement statements to demonstrate progress and inform the next steps in that progress. Welsh Government is consulting on its recommendations for assessment.
10. Parental engagement is an issue for some cohorts within some schools	Agreed. Schools will have their own strategies for parental engagement. In addition the lead workers who have case work assigned to them via the VAP will connect with families. There are a number of support services designed to work with parents. When schools identify children and families in need of support the Youth and Family Support Service will broker support from the resources available such as family support workers and those in the third sector such as Barnado's.

11. There are more children with special educational needs in Bridgend than anywhere else in Wales, with 45% under-achieving and leaving school with no key qualifications. Teaching and learning would need to improve so that every child would be able to read at a level appropriate to their age

Please see the Standards Report to Scrutiny 2/2/2017.

There is a slightly greater proportion of learners on School Action in BCBC compared to Wales. However, for School Action Plus and statemented pupils the % in BCBC is lower than Wales

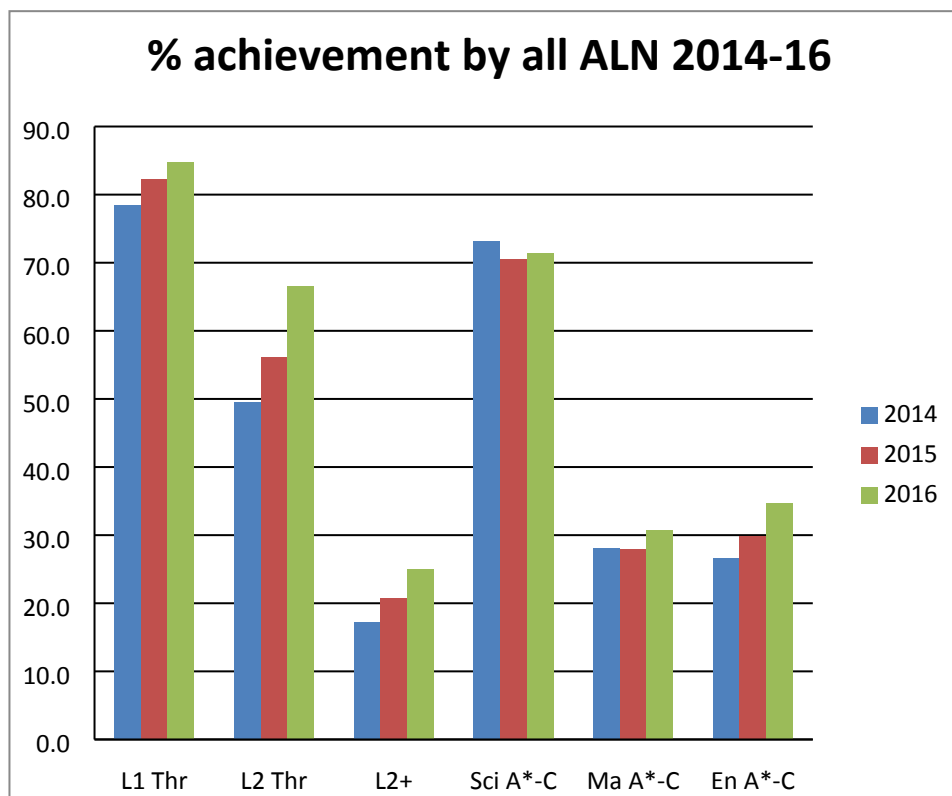
		2014	2015	2016
School Action	BCBC	15.8%	17.1%	16.9%
	Wales	14.6%	15.1%	15.1%
School Action Plus	BCBC	5.1%	4.9%	5.2%
	Wales	8.1%	7.7%	7.7%
Statemented	BCBC	0.8%	0.8%	0.7%
	Wales	2.6%	2.5%	2.4%

The overall % of ALN pupils in BCBC is below the average for Wales – see data from Stats Wales below. The percentage of pupils leaving Year 11 without qualifications from all Bridgend schools including special schools was 0.1% in 2015 and 2016. This is equivalent to 1.6 pupils across the entire year group.

<u>Year</u>	BCBC			All Wales		
	Number of ALN Children	Overall Cohort	% ALN Children	Number of ALN Children	Overall Cohort	% ALN Children
13/14	4837	22664	21.3%	105303	465081	22.6%
14/15	4889	22830	21.4%	104957	465704	22.5%
15/16	4824	22932	21.0%	105143	466555	22.5%

Standards of Achievement for learners with ALN have been rising consistently over the past three years. In 2016, over 84% left with five GCSEs at Level 1 and over 66% with five good GCSEs.

%	L1 Thr	L2 Thr	L2+	Sci A*-C	Ma A*-C	En A*-C
2014	78.5	49.6	17.3	73.1	28.1	26.6
2015	82.3	56.2	20.8	70.5	28.0	29.8
2016	84.8	66.6	25.0	71.5	30.7	34.8



12. A clear management structure and presence from the Leadership Team was paramount for improvement and success.	Agreed.
13. Training and development of staff is key to ensuring all teachers have the right set of skills	<p>Agreed.</p> <p>Alongside the implementation of national curriculum reform there is also a review of Professional Teaching Standards being undertaken in Wales. These will define clearly the skills teachers need at the start of their career and how these can be developed as they progress. This development will be underpinned by targeted CPD and recorded in the new Professional Learning Passport (PLP) which is an online portfolio for teachers and support staff to record their progress and development.</p>
<p>14. Vertical Tutoring is a system organised students into tutor groups in order to focus on their academic and pastoral care effectively. It involves mixed age tutor groups that allow personalised attention for students at critical times during the academic calendar. Different ages have different critical times and the fact that there are no more than four of any particular age in a tutor group means the Tutor and Co-tutor can provide high level and high quality support to those who need it. The Panel identified this as an item for sharing best practice</p>	<p>There are examples of good practice in relation to 'vertical' tutor grouping but there are also examples of good practice in relation to 'horizontal' tutor grouping. There is no definitive evidence that proves one system is better than the other.</p> <p>However, in recent years research into 'vertical' tutor grouping has started to emerge. It makes a strong case for prosocial behaviours being more prevalent in vertical tutor groups. Facets which are reported positively are: significant benefits to maturity, sense of belonging, peer support, prosocial behaviour, reducing bullying and an increased number and range of friends, role models, role-taking, social groups. Good leadership and a systematic and holistic approach are key to a successful introduction of 'vertical' tutor grouping.</p>
15. Staff-led committee – representatives from each	No comment – this is an internal issue for schools

<p>department, independent from the headteacher, deputy headteacher and assistant headteacher. Committee can take complaints forward. If there are, for example, four complaints on the same thing from one department – it is an obvious flag raised for the headteacher</p>	
<p>16. Use of IRIS – a video recording system that videos each lesson. Not to be used as a performance management tool unless used as evidence of good performance. Can be used by teachers for self-assessment, also good to use to see reactions from children that you might not otherwise have noticed. Videos are owned by the teacher taking the class and they are able to keep, delete or share them as necessary. If a teacher -is in agreement the videos can also be used to share best practice with other staff.</p>	Agreed.
<p>17. Behaviour Watch – an online system where staff log records of behaviour incidents</p>	Noted

<p>online. The system enables staff to record, monitor and track pupil behaviour which can then be reviewed and analysed to identify trends in behaviour such as times, locations, surroundings. Measures can then be put in place to prevent repeat occurrences. A behavioural support team of professionals is set up to support this process. Key to its success is acknowledging the importance of having one person take the lead in managing behaviour. and . System led to a 60% reduction in behavioural issues for one school in three years. Is not necessarily about better behaved children, but about staff gaining a better understand of the 'why' so not having to spend a significant amount of time focusing on the incident as understand it.</p>	
<p>18. Working with families – including initiatives such as a parent engagement officer and a Friends and Families Forum</p>	<p>In Bridgend, there are a number of programmes available through the Youth and Family Support Service within the directorate</p>
<p>19. One school reported their</p>	<p>BCBC would encourage all schools to ensure strong systems of professional development and</p>

<p>success was based upon having a highly trained and skilled team of teachers and support staff and also on being true believers in Investors in People. The school worked in a way that allowed staff to utilise their skills innovatively within a no blame culture. The Head Teacher allowed staff to learn from their own mistakes, working things out for themselves and allowing them to implement their own ideas.</p>	<p>support are in place and encourage innovation that drives school improvement. There are a number of ways schools can achieve this and Investors in People is just one such route.</p>
<p>20 Schools getting/requiring support from Consortium as a result of categorisation are required to buy a whole package of support from the Consortium despite maybe only really needing some aspects of it.</p>	<p>Please see the Consortium Professional Learning Offer http://www.cscjes.org.uk/School-Support.aspx for details of support packages. This offer is open to schools regardless of their support category. Support required as a result of categorisation is bespoke. It can be arranged by the school or by the challenge adviser in consultation with the schools to meet the needs of each individual school.</p>
<p>21 CSC not a bespoke service – they offer what they want to offer.</p>	<p>As for comment on No. 20</p>
<p>22 There are mixed views on the monitoring processes provided to schools from the Consortium as occasionally a</p>	<p>The aim of the Consortium is to encourage schools to be self-improving and not to be dependent on the Consortium. A school that has developed successful monitoring practices, that positively impact on pupil outcomes of all groups of learners over time, can be deemed self-improving. It is the task of BCBC, CSC and the schools themselves to share these improvements across all schools in order</p>

<p>school's own process proved to be more successful.</p>	<p>to drive widespread improvement.</p>
<p>23 There are mixed views on numeracy and literacy training; one school reported that they had sometimes gone outside of the Consortium for this.</p>	<p>The Consortium welcomes feedback on the quality of its training and uses this feedback to improve the quality.</p>
<p>24 Some of the training received has been considered not very effective as there appeared to be confusion as to the actual training required.</p>	<p>The Consortium welcomes feedback on the quality of its training and uses this feedback to improve the quality.</p>
<p>25. One school reported that because they were not identified in the previous year as requiring additional support under the school categorisation, it had proved a struggle to get support in areas they felt they did need it, for example in maths. The school had therefore been obliged to use the cluster system instead, and the two schools had worked together to find additional resources themselves. Now the school is categorised as Amber, they</p>	<p>Please see the Consortium Professional Learning Offer http://www.cscjes.org.uk/School-Support.aspx . This offer is open to schools regardless of their support category. Support required as a result of categorisation is bespoke. It can be arranged by the school or by the challenge adviser in consultation with the schools to meet the needs of each individual school.</p>

<p>were getting good support from the consortium</p>	
<p>26. One school reported that at first the challenge outweighed the support but now see support structure emerging.</p>	<p>Noted</p>
<p>27. It has taken time to understand the vision of the Consortium</p>	<p>The vision of the Consortium is detailed in the CSC Annual Business Plan that can be accessed on the CSC website www.cscjes.org.uk</p>
<p>28. There is sometimes confusion over where grants are coming from</p>	<p>Lines of communication with the Consortium are open and staff will always help in clarifying aspects of confusion</p>
<p>29. The Improvement Agenda is good and more formalised and the Consortium are now encouraging schools to be less insular.</p>	<p>There are a number of established ways in which schools now work together. The Consortium has introduced SIGs, where all schools are a member of a SIG, enquiry led opportunities with Hub Schools and opportunities to engage with Pioneer Schools who are developing the new curriculum. Within BCBC there are cluster arrangements across primary and secondary schools.</p>
<p>30. Communication is vital to make sure schools have a full understanding of who CSC are and what their role is.</p>	<p>Agreed. CSC publishes regular newsletters and weekly bulletins that are circulated to all schools and provide regular information sharing events. All details are available on the CSC website http://www.cscjes.org.uk/Home.aspx C:\Users\shephhs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\E028O15V\www.cscjes.org.uk LAs provide updates and contacts.</p>
<p>31. Still need some of what ESIS used to provide, for example, pointing in the right direction for where best to broker something.</p>	<p>Again please see the Consortium Professional Learning Offer http://www.cscjes.org.uk/School-Support.aspx This offer is open to schools regardless of their support category. Support required as a result of categorisation is bespoke. It can be arranged by the school or by the challenge adviser in consultation with the schools to meet the needs of each individual school.</p>

32. It would be useful if Consortium could identify areas of best practice within each school and therefore point others in the right direction.

Agreed.

Please see <http://www.cscjes.org.uk/Case-Studies.aspx> for an extensive range of good practice case studies. The groups mentioned in Point 29 also contribute to this aspect of school improvement