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### Bridgend County Borough Council



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

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



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

Deialu uniongyrchol / Direct line /: 01656 643148 /  
643147

Gofynnwch am / Ask for: Mr Mark Galvin

Ein cyf / Our ref:

Eich cyf / Your ref:

**Dyddiad/Date:** Thursday, 4 January 2018

Dear Councillor,

#### **SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1**

A meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Council Chamber, Civic Offices, Angel Street, Bridgend CF31 4WB on **Wednesday, 10 January 2018 at 9.30 am.**

#### **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 1 September 2008.
3. Approval of Minutes 3 - 8  
To receive for approval the minutes of the meeting held on 4/12/17.
4. Forward Work Programme Update 9 - 22
5. A Review of the Future of Post-16 Provision Across Bridgend County Borough Council 23 - 84

#### Invitees:

Cllr CE Smith, Cabinet Member for Education and Regeneration;  
Lindsay Harvey, Interim Corporate Director - Education and Family Support;  
Nicola Echanis, Head of Education and Early Help;  
John Fabes, Specialist Officer: Post 16 Education and Training  
Mandy Paish, CSC Senior Challenge Advisor

6. Member and School Engagement Overview And Scrutiny Panel 85 - 90

#### Invitees:

Councillor CE Smith – Cabinet Member Education and Regeneration  
Lindsay Harvey – Interim Corporate Director Education and Family Support

7. Urgent Items

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To consider any other item(s) of business in respect of which notice has been given in accordance with Rule 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:

JPD Blundell  
NA Burnett  
RJ Collins  
SK Dendy  
DK Edwards  
J Gebbie

Councillors

RM Granville  
M Jones  
DG Owen  
JC Radcliffe  
B Sedgebeer  
JH Tildesley MBE

Councillors

LM Walters  
CA Webster  
A Williams  
AJ Williams

Registered Representatives

Tim Cahalane  
Rev Canon E J Evans  
William Bond  
C Jackson  
K Pascoe

# Agenda Item 3

## SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - MONDAY, 4 DECEMBER 2017

### MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 HELD IN COUNCIL CHAMBER - CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON MONDAY, 4 DECEMBER 2017 AT 9.30 AM

#### Present

Councillor CA Webster – Chairperson

JPD Blundell	William Bond	NA Burnett	DK Edwards
Rev Canon Edward	J Gebbie	C Jackson	M Jones
J Evans			
Kevin Pascoe	JC Radcliffe	B Sedgebeer	LM Walters

#### Apologies for Absence

RJ Collins, SK Dendy, RM Granville, A Williams and AJ Williams

#### Officers:

Julie Ellams	Democratic Services Officer - Committees
Rachel Keepins	Democratic Services Officer - Scrutiny
Joanne Norman	Finance Manager - Education, Transformation and Communities

#### 6. DECLARATIONS OF INTEREST

Councillor C A Webster declared a prejudicial interest in agenda item 3, Approval of Minutes, and a personal interest in agenda item 5, Medium Term Financial Strategy, as she was the NAS Treasurer and her son had LD and was in receipt of home to school transport.

Mr Kevin Pascoe, Registered Representative, declared a personal interest in agenda item 5, Medium Term Financial Strategy, because he worked for the Central South Consortium as a Casual Consultant Governor (no more than 6 days per annum).

#### 7. APPROVAL OF MINUTES

RESOLVED That subject to the addition of Mr C Jackson under Apologies for Absence, the Minutes of the meeting of the Subject Overview and Scrutiny Committee dated 6<sup>th</sup> November 2017 be approved as a true and accurate record.

#### 8. FORWARD WORK PROGRAMME UPDATE

The Corporate Director – Operational and Partnership Services submitted a report, the purpose of which was to present the items prioritised by the Corporate Overview and Scrutiny Committee including the next item delegated to this committee. The report also listed further potential items for comment and prioritisation and asked the Committee to identify any further items for consideration. The Scrutiny Officer also wanted to clarify detail for the Committee's report to Cabinet on Additional Learning Needs Reform.

A Member referred to the two child practice reviews that had recently taken place and asked for a briefing on each and how the findings impacted on safeguarding. Members discussed the proposed item, "How our schools respond when allegations of sexual assault are made" and agreed that it could be linked with Safeguarding but that it would

be better linked to Early Help where there might be a greater opportunity to consider the matter in more detail.

Members recommended that Empty Housing be prioritised for consideration.

Cllr Webster had declared a prejudicial interest in Additional Learning Needs Reform so she left the meeting and Cllr M Jones chaired the meeting.

The Scrutiny Officer referred to the draft ALN Reform report and asked the Committee to clarify if the Committee were recommending that additional funding be requested from Welsh Government or from the education budget to meet the additional costs.

Members agreed that additional funding should be requested from Welsh Government and that the consequences of introducing any new legislation that impacted on budgets, should be considered and funded before being introduced.

Cllr Webster returned to the meeting and took the Chair.

#### RESOLVED

- 1) The Committee agreed to prioritise the following items for submission to the Corporate Overview and Scrutiny Committee for consideration and delegation back to Subject Committees:
  - School Modernisation Band B
  - Early Help and Social Care
  - Emergency Housing
- 2) The Committee considered the Criteria Form attached at Appendix B and agreed to incorporate this under the item on Safeguarding.

Further to this, Members requested that they receive a briefing on the latest outcomes of Child Practice Reviews.

#### 9. MEDIUM TERM FINANCIAL STRATEGY 2018-19 TO 2021-22

The Head of Finance and Section 151 Officer submitted the Medium Term Financial Strategy 2018-19 and 2021-22 for consideration and asked the Committee to consider the information and determine whether it wished to make any comments or recommendations for consolidation and inclusion in the report to Cabinet on the draft budget proposals.

The Interim Corporate Director – Education and Family Support gave a presentation on the Education and Family Support budget headline issues. A 1% efficiency saving had been agreed by Council for 2017/18 across the Council. There was no WG funding to protect school budgets and there were 13 primary schools and 4 comprehensive schools with a budget deficit.

The Education and Family Support budget was proposed at approximately £108 million for 2018/19 with £88 million delegated to schools, slightly higher than the all-Wales average. Bridgend retained less than the all-wales average for centrally-provided services.

He explained that business plans were required from all schools with either a 5% or £10k deficit and a formal deficit recovery plan had to be submitted which was closely monitored each month.

The Interim Corporate Director – Education and Family Support explained in more detail each saving identified for 2018/19 totalling £630k. He explained that there were significant pressures on home to school transport, out of county placements, ALN provision and the volatile grant situation. There had been a significant increase in the number of pupils with autism and a rise in those with social and emotional behavioural difficulties.

The Interim Corporate Director – Education and Family Support explained that each school was required to have a charging policy in place although schools could not charge for activities that took place during school hours. BCBC was in the process of developing a new legal service for schools service level agreement. Several new requirements would be placed on schools and local authorities by the implementation of the ALN Reform Bill.

The Interim Corporate Director – Education and Family Support reported that the authority was often challenged on the level of funding for schools but the figure could not be compared for a host of reasons. Head Teacher salaries were also covered plus funds to “buy back in” and different calculations were used. He stressed the importance of managing surplus places.

A Member thanked the Interim Corporate Director – Education and Family Support for the useful overview but raised concerns about a 1% efficiency saving. BCBC was traditionally a low funder of schools with funding for primary schools in 21<sup>st</sup> position out of 22. Secondary schools were fifth from the bottom and schools started with a very low baseline. He was under the impression that the 1% efficiency saving had gone away and that it could cripple schools.

The Cabinet Member for Education and Regeneration explained that the 1% efficiency savings had been taken out of the draft budget for this year but they couldn't make any promises after this year because they did not know how the settlement would look. It was recognised that it would be challenging for the primary schools in particular. He added that it was incorrect to say that Welsh schools were in deficit compared to English schools.

A Member raised concerns about the predicted number of teachers that would be made redundant if the 1% cut went ahead. He was also concerned about the reduction in numbers that would take school dinners if there was an increase in the price of a school meal. He requested further information in terms of profit and loss and school meals.

A Member queried the relationship between 21<sup>st</sup> Century Schools and the Local Development Plan. The Interim Corporate Director – Education and Family Support replied that his staff worked closely with developers and planning although timing was an issue. A 5 to 7 year programme was in place which identified pressures including traffic issues.

A Member asked for more information on the aspirations for School Modernisation Band B funding. He was advised that there was a mutual investment 25 year fund to work with developers. There was in the region of £70 million for Band B schools to the west of the county. Work would commence in 2019 with occupation in 2020 at the earliest.

The Cabinet Member for Education and Regeneration commented that when the LDP was compiled, skilled officers considered plans to avoid families being unable to send

their children to local schools. This was a difficult job because overall there was capacity within schools but not always in the right places. They were at the mercy of the house builders and a robust LDP would put the authority in a stronger position to deal with this.

A Member asked if ways of saving money such as solar panels were being considered in addition to the income generation. The Head of Education and Family Support explained that she had just commissioned an energy audit including how energy usage within buildings could be reduced.

A Member raised concerns that pupils would not be educated in healthy eating. The Head of Education and Family Support explained that the School catering service had won awards in the past in this area. The service did make a profit and cuts had been made in the past but were not critical at the moment. She shared the committees concerns when it came to the high standards to be maintained.

A Member asked what percentage of food used was locally sourced. The Head of Education and Family Support agreed to find the information and to forward to Members.

A Member asked for more information regarding the increase in costs of Learner Travel due to a re-tender exercise. The Head of Education and Family Support explained that an operator had lost his licence so a re-tender exercise had to be carried out which was more expensive than the original tender. She reminded Members that this was set against savings of more than £750,000 already made.

A Member asked if the reduction to the Central South Education Consortium had been agreed including further reductions in future years and if this had created a problem with other authorities. She also asked about the vision for the future and sharing best practice and how future cuts would impact on this. The Cabinet Member for Education and Regeneration reported that he had a meeting the following day when he would have a better idea of the position other authorities were in. He was concerned regarding value for money but appreciated the value of sharing best practice and it was the right thing to do for the profession.

A Member asked if delegating transport arrangements to special schools was a change of approach. The Member was advised that this was a change and they were working with the schools to ensure any changes were made safely and in the best interests of the pupils.

A Member asked how realistic it would be for the ALN savings of £50,000 to be achieved in light of the requirements coming in under the new ALN Bill. The Head of Education and Family Support explained that this was specific to one arrangement with sensory services delivered across the footprint of the consortia. This would result in a better service funded from the savings made by not replacing a staff member.

A Member referred to the short term nature of grants for early support to children and families and problems retaining and recruiting staff. He asked if this could be addressed with Welsh Government. The Head of Education and Family Support explained that grants were generally part of a five year programme but there were problems this year because the five years were coming to an end. They had received an indicative figure but were unable to agree any contracts until they received confirmation. Talks were underway regarding funding flexibility and looking at people rather than post codes

A Member asked if there was a plan in place following Brexit. The Head of Education and Family Support explained that funds were guaranteed to the end of 2019 and a plan was being developed on how to fund the services after that date.

A Member referred to the “Festival of Learning” and asked if £65,000 could be put to better use elsewhere. Pioneer schools should be promoting best practice so was there a need for this. The Interim Corporate Director – Education and Family Support explained that the day would include a full range of activities and could achieve more than the Central South Consortium or Pioneer Schools. Every school would be involved bringing in all schools staff and learners. There would be a range of workshops, post 16 development opportunities and online case studies to share with other authorities. If the day was a success then foundations could be put in place to look at income generation going forward. The outcomes included up to 1000 teachers engaged in a learning opportunity, on line case study, engaging more learners and wellbeing.

The Cabinet Member for Education and Regeneration reinforced what had been said and added that HMI had shown interest in the initiative. This would provide very good value for money and provide an opportunity for secondary teachers to meet and share secrets.

A Member asked if planning for the event had begun and raised concerns that only 0.6% of learners would be involved and that plans were underway even though the budget for the event had not been agreed. She was advised that the deadline for contributions was 29th March and feedback to date was impressive because schools could see the value in it. They were actively engaging pupils at all levels and event planning had to start at an early stage. If funding was not available then the event could be paired back. Members asked for feedback following the event to see what outcomes had been achieved and suggested changing the title for corporate documentation.

A Member asked if the recovery plans prepared by schools with a deficit balance included cutting staff as a solution. The Finance Manager reported that some schools had included staffing cuts, restructures, changing activities and not replacing staff when they leave although these plans were not significant at the moment.

## **RECOMMENDATIONS**

1. Following the Committee’s consideration of the draft budget proposals for the Education Directorate, Members determined to make the following recommendations to go forward to Cabinet:
2. The Committee recommend that in order for Members to support the Festival of Learning proposed budget growth there needs to be clear objectives and outcomes in order to see what is going to be achieved from this one-off investment.
3. The Committee recommend that the Authority lobby Welsh Government to consider longer term budget planning to enable Local Authorities to better plan for the future and have security of funding for projects and priorities.
4. The Committee recommend that the Authority ensure that strong links are made between any future investment for schools and the current and future Local Development Plan with closer working relationships with all those involved. This is in line with the requirements of the Wellbeing and Future Generations (Wales) Act in terms of how decisions taken now should be taking account of the longer term impact on future generations.

5. The Committee recommend that early and serious consideration be given to the proposals for future Education cuts of a 1% efficiency saving from 2019-20 onwards including evidence of potential impact and how schools and the Local Authority can plan to minimise this impact on schools, staff and most importantly on pupil performance.

**Additional Information**

- The Committee also requested the following additional information:
- The Outturn figures for catering indicating profit and loss for the last 3 years including information outlining whether the price increase each year outweighs the loss due to a reduction in uptake.
- Details of delegated and non-delegated funding , per pupil – to see comparisons and clarify the evidence over the Authority being funded 17 out of 22 for secondary schools and 21 out of 22 for primary schools.
- Whether or not the schools catering service is sourcing local products.
- Clarification of the number of pupils with an ASD who are in receipt of support from the Pupil Development Grant.

The Committee requested that the feedback from the School Budget Forum following its meeting next week be presented to both BREP and the Corporate Overview and Scrutiny Committee for consideration in development of their recommendations.

10. URGENT ITEMS

None

The meeting closed at 12.35 pm



## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

10 JANUARY 2018

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

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of the Report

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

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

- 2.1 The key improvement objectives identified in the Corporate Plan 2016–2020 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 1 March 2017 and formally set out the improvement objectives 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 Under the terms of Bridgend County Borough Council's Constitution, each Overview and Scrutiny Committee must publish a Forward Work Programme (FWP) as far as it is known.
- 3.2 An effective FWP will identify the issues that the Committee wishes to focus on during the year and provide a clear rationale as to why particular issues have been selected, as well as the approach that will be adopted; i.e. will the Committee be undertaking a policy review/ development role ("Overview") or performance management approach ("Scrutiny").

Feedback

- 3.3 All conclusions made at Subject Overview and Scrutiny Committee (SOSC) meetings, as well as recommendations and requests for information should be responded to by Officers, to ensure that there are clear outcomes from each topic investigated.

- 3.4 These will then be presented to the relevant Scrutiny Committee at their next meeting to ensure that they have had a response.
- 3.5 When each topic has been considered and the Committee is satisfied with the outcome, the SOSOC will then present their findings to the Corporate Overview and Scrutiny Committee (COSOC) who will determine whether to remove the item from the FWP or to re-add for further prioritisation at a future date.
- 3.6 The FWPs will remain flexible and will be revisited at each COSOC meeting with input from each SOSOC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

#### **4. Current Situation / Proposal**

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

#### Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend. <sup>1</sup>
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.

- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.

#### Identification of Further Items

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

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

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

### **6. Equality Impact Assessment**

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

### **7. Financial Implications**

- 7.1 There are no financial implications attached to this report.

### **8. Recommendations**

- 8.1 The Committee is recommended to:
- (i) Identify any additional information the Committee wish to receive on their next item delegated to them in the FWP including invitees;
  - (ii) Identify any further detail required for other items in the overall FWP at Table B of Appendix A;
  - (iii) Prioritise up to six items from Appendix A to put forward to the Corporate Overview and Scrutiny Committee for allocation to the Subject OVS Committees;
  - (iv) Identify suitable items for Webcasting from the overall Forward Work Programme.

**PA Jolley**  
**Corporate Director - Operational and Partnership Services**

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**Background documents**

None.

## Scrutiny Forward Work Programme

Table A

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

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees	Prioritised by Committees	Invite Sent	Webcast
18-Jan-18	SOSC 2	Remodelling Older Persons Accommodation	To provide the Committee an update on the progress of the development of two new Extra Care Housing (ECH) schemes within the County Borough and as agreed through an exempt report to Cabinet in July 2017, to gain feedback from this Committee, as part of the consultation process in respect of the proposed plans to tender as a going concern, one of the care homes in scope for the ECH plans.	Scrutiny to act as consultee – vital to have Scrutiny input into any consultation and ensure pre-decision when necessary if any changes proposed.		Susan Cooper, Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Carmel Donovan, Group Manager Integrated Community Services.			
10-Jan-18	SOSC 1	Schools Strategic Review	Post-16 Education – proposals being consulted upon to include the relationships between secondary schools and colleges	Scrutiny to act as consultee – vital to have Scrutiny input into any consultation and ensure pre-decision when necessary if any changes proposed for schools	10 January 2017	Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; John Fabes; Mandy Paish, CSC Senior Challenge Advisor.			
17-Jan-18	SOSC 3	Community Asset Transfer	How many CAT's have been completed. How many are in process and at what stages. What finance is remaining from the initial £1 million capital allocated several years ago to help improve community buildings and sports pavilions. What has been spent to date and on what. What support is available for businesses looking to undertake a CAT What has been the main reason for CAT's not being progressed beyond initial stages Is there appetite for the CAT process amongst the local communities. Is the process fair if one community has an active local group to progress a CAT, yet another community many not have an active group and hence lose out through no fault of their own. Need to have comparison data from other authorities along with examples of what has worked and not worked. Case study of some CAT's in BCBC Data required on condition of all BCBC sports pavilions and community buildings to have an understanding of the scale of the problem. Exploration of the introduction of definitive timeslines as to when the Council will no longer be able to support the assests Allotments - what the situation is with transferring leases of allotments? Awen - related information to understand how Awen are working in taking over some assets under their remit in the county Borough		Prioritised by SOSC 3 13 September 2017	Mark Shephard, Corporate Director Communities Cabinet Member Education and Regeneration, Cllr Charles Smith Cabinet Member Communities, Cllr Richard Young Fiona Blick Community Groups Guy Smith, Community Asset Transfer officer Sports club reps who may be in need of improved buildings / facilities but do not have the capacity to consider entering into a CAT agreement Pencoed Town Council - Clerk - as they have completed successful CATs			

<p style="text-align: center;">Page 14</p>	<p>18-Jan-18 SOSC 1</p>	<p>Residential Remodelling - Children's</p>	<p>Following its meeting on 6 November 2017, the Committee requested that the item be re-considered at a future Special meeting to receive more detailed information. The Committee overall felt they needed a greater understanding of the current situation in order for them to be confident in making informed comments and recommendations to Cabinet on the proposed model going forward.</p> <p>The Committee therefore requested that this report include the following information:</p> <ul style="list-style-type: none"> <li>• Occupancy levels for residential homes and over past 12 months.</li> <li>• Numbers and types of in house and OOC foster placements for last 1-2 years.</li> <li>• Detail on the approximate length of placements in Sunnybank? If extending the age that young people can be there, is this extending the length of time they are there and if so where would any other young people go who need the same support – ie. is 1 home/ 4 beds enough? How many (if applicable) with similar needs are being sent OOC?</li> <li>• How many OOC placements are likely to remain due to being best placed and likewise how many are we likely to be able to bring back in house? Is it only future potential OOC that are being looked at for in house placements rather than placing them OOC following remodelling?</li> <li>• Upfront costs for staffing and training relies on OOC being reduced but how will this be achieved without the services and changes first in place?</li> <li>• What evidence is there that young people will be eligible for supported people grant funding and if not, would they still be able to be supported through supported lodgings? What are the associated savings for supported lodgings in comparison to residential home placements?</li> <li>• Whilst supported lodgings may suit some young people 16-18, what about those who it would not be suitable for?</li> <li>• Members requested more information on the Business case behind the remodelling – ie. it was reported that this is part of a bigger picture but what is the bigger picture? What evidence is there that there are prospects for income generation – how would this be possible if all our residential places are full anyway? How are business efficiencies going to be improved? What does success look like? What targets are there and expected outcomes for the remodelling project?</li> <li>• Information on care leaver destinations – where are they 2 years after leaving care for example? (if we have this information).</li> <li>• How is the issue of compatibility addressed in placements – given the rising numbers and pressure for placements, what assurances are there to ensure compatibility and that young people are not being placed in even more vulnerable situations? One example is that the homes have previously been reported as not in suitable locations being in areas at risk of CSE, criminal damage, threats to kill and child abuse.</li> <li>• If all foster placements are full, how will 3 be freed up to undertake up-skilling to become transitional carers?</li> <li>• Do all Foster Carers need specialist training or should this only be targeted to a small number? – If we cannot sign them in with a contract the Authority could be paying out for a lot of training which may then benefit IFA should foster carers transfer over.</li> <li>• Examples of LAC feedback to consultation and engagement – what are their responses to the proposed model?</li> <li>• Evidence of workforce planning – what do we have and what do we need?</li> <li>• What evidence is there that the Authority has looked at best practice elsewhere?</li> <li>• Could the Committee be provided with the most recent Rota Visiting report to get an idea of the types of issues/comments being raised by Members in the recent past.</li> </ul>	<p>Pre decision Scrutiny item - second meeting - further report</p>		<p>Susan Cooper, Corporate Director, Social Services and Wellbeing;          Cllr Phil White, Cabinet Member – Social Services and Early Help;          Laura Kinsey, Head of Children's Social Care;          Pete Tyson, Group Manager – Commissioning;          Lauren North, Commissioning and Contract Management Officer;          Natalie Silcox, Group Manager Childrens Regulated Services.</p>			

07-Feb-18	SOSC 2	The Economic Prosperity of Bridgend County Borough	To include areas such as Economic Development, Worklessness Programmes, EU Funding for Skills.		SOSC 3 - prioritised for next set of meetings 17/07/2017 13/09/2017 SOSC 1 - proposed waiting until the detail of the Revenue Support Grant are known before this item is considered. SOSC 2 - 18/09/2017	Mark Shepherd, Corporate Director Communities; Cllr Richard Young, Cabinet Member – Communities; Satwant Pryce, Head of Regeneration, Development and Property Services; Representative tbc from Bridgend College; Representative tbc from Bridgend Business Forum.			This item has been highlighted as suitable for webcasting.
08-Feb-18	SOSC 1	School Standards Report 17-18	Annual school performance report from CSC	Annual school performance results from the basis of monitoring of schools which is a primary responsibility of Scrutiny.	Proposed to receive late January/early February once the school results have been formally published.	Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Mandy Paish, CSC Senior Challenge Advisor; Mike Glavin, Managing Director CSC			
12-Feb-18	SOSC 3	Town Centre Regeneration	To provide members with information on the following responsibilities of the Council and how these are managed and can be developed with reduced resources  <ul style="list-style-type: none"> <li>• Car parking review – When is the car parking review going to be undertaken? Charges for staff car parking at all sites - has this been reviewed? If this was taken forward what income would this generate?</li> <li>• Residents Parking - when residents permit parking going to be rolled out?</li> <li>• Inconsiderate parking in the Borough - where are the problem areas? What are we doing to tackle these issues? Are we prosecuting?</li> <li>• Parking outside schools - How are we tackling bad parking at schools? Update on the introduction of the mobile camera van that was purchased to tackle such issues. What areas has this van been at. How many fines have been issued to date?</li> <li>• Pedestrianisation - particularly in Bridgend Town Centre. Outcomes of the consultation to allow traffic into the town</li> <li>• Business Rates</li> <li>• Strategic Building Investment</li> <li>• Disabled facilities</li> </ul>		Prioritised by SOSC 3 17 July 2017 13 September 2017  Prioritised by SOSC 2 18 September 2017	Mark Shephard, Corporate Director Communities Zak Shell, Head of Streetscene Satwant Pryce, Head of Regeneration			This item has been highlighted as suitable for webcasting.
07-Mar-2018	SOSC 2	Dementia Care	<ul style="list-style-type: none"> <li>• Include accurate and up to date figures on the people diagnosed with dementia in Bridgend County Borough for comparison with the number of people predicted to be living with dementia;</li> <li>• Provide Members with the information which can be found on the Local GP Dementia Register which highlights prevalence of dementia by area throughout the borough and type of dementia. The Panel recommend that these statistics are presented on a map diagram for ease of reference. If possible, Members wish that this data be elaborated upon to include age, and whether the numbers show if diagnosis was received prior to moving into the borough;</li> <li>• Provide an update on the review of joint intentions with health and the third sector and include information regarding the production of a dementia strategy and delivery plan - stating milestones, target dates and responsible officers.</li> <li>• Provide an update on existing discussions with nursing care providers in relation to the development of nursing residential care places for people with dementia;</li> </ul> <p>Include facts and figures on people with dementia living in Cardiff as well as Neath Port Talbot and Swansea for comparison to Bridgend.</p> <p>Comparisons with other LAs such as Maesteg and the Vale on dementia awareness training to consider how successful the Authority has been in making Bridgend Dementia friendly.</p>		Members proposed that this be considered after Members have received Dementia Care Training in September/October	Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Representative from Age Concern Wales; Representative from ABMU; Representative from Bavo.			Corporate highlighted this item as suitable for webcasting.

12-Mar-2018	SOSC 1	School Modernisation Band B	To advise committee on the development of the strategic outline plan for band b of the 21 <sup>st</sup> century schools modernisation programme	Scrutiny to inform the plans and refine the rationale for the development of the schools estate	Proposed by Officers - March 2018	Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Gaynor Thomas, Schools Programme Manager			
21-Mar-2018	SOSC 3	Empty Housing	<p>How effective has this council been on bringing back into use empty properties over the last five years?</p> <p>Does this council have the appropriate policies and process in place to fully utilise the powers that we already have to tackle empty homes?</p> <p>What are the levels of empty homes across Bridgend?</p> <p>What is the potential loss of council tax receipts due to empty homes?</p> <p>Data on levels of empty properties and homes and how long they have been empty for</p> <p>Examples of case studies from Bridgend CBC</p> <p>Good practice from across wales</p> <p>Welsh Government policy.</p> <p>In relation to empty properties - could a breakdown of service provision be provided? To include contracts that we sub let out.</p>			<p>Andrew Jolley, Corporate Director Operational and Partnership Services</p> <p>Mark Shepherd, Corporate Director Communities</p> <p>Satwant Pryce, Head of Regeneration, Development &amp; Property</p> <p>Martin Morgans, Head of Performance and Partnership Services</p> <p>Cllr Dhanisha Patel</p> <p>Welsh Government contacts?</p> <p>Helen Picton, SRS (VOG)</p> <p>Jennifer Ellis (RCT)</p>	SOSC 3 and SOSC 1 reprioritised this in Dec 2017 after it was rescheduled to accommodate other report		
16-Apr-2018	SOSC 1	Early Help and Social Care	<p>The process into how the following information will be presented will be confirmed following meetings with both Directorates Corporate Directors.</p> <ul style="list-style-type: none"> <li>• Up to date figures presenting the numbers of Looked After Children by Local Authority;</li> <li>• A breakdown of referral figures, to include statistics from local pre-school nurseries;</li> <li>• Outcome from the review undertaken by Institute of Public Care;</li> <li>• What services are being provided post 16, given that research indicates shows that children who have been looked after, have the increased probability that their children will also end up in the care system;</li> <li>• Outcomes from the following Residential Remodelling project work streams: <ul style="list-style-type: none"> <li>- For moving out-of-country residential placements to in-county</li> <li>- Upskilling of three internal foster carers to provide intensive, therapeutic step down placements.</li> <li>- Review of the foster carer marketing and recruitment strategy at a draft/early stage to allow members input into the process</li> </ul> </li> </ul> <p>To evidence how the two services are working together and the impact on the LAC population.</p>			<p>Susan Cooper Corporate Director Social Services and Wellbeing;</p> <p>Lindsay Harvey, Interim Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Cllr Phil White, Cabinet Member – Social Services and Early Help;</p> <p>Nicola Echanis, Head of Education and Early Help.</p> <p>Laura Kinsey, Head of Children’s Social Care;</p> <p>Mark Lewis,</p> <p>Elizabeth Walton James, Group Manager Safeguarding and Quality Assurance</p>	SOSC 1		



<p>17-Apr-2018</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 17</p>	SOSC 2	Prevention and Wellbeing and Local Community Coordination	<p>To include information about the number of different initiatives that are available within the community as an alternative to statutory services.</p> <p>LCC projects to be referenced under a heading for each area – Ogmore, Llynfi and Garw Valleys – to ensure ease of reference to what projects are being carried out where.</p> <p>To include information on the work being undertaken with the 3rd Sector.</p> <p>What initiatives are available within the community?</p> <p>What input is provided by AMBU and what is provided by Bridgend Council?</p>		Proposed date March/April 2018	<p>Susan Cooper Corporate Director Social Services and Wellbeing;</p> <p>Clr Phil White, Cabinet Member - Social Services and Early Help</p> <p>Clr Dhanisha Patel, Cabinet Member - Wellbeing and Future Generations;</p> <p>Jacqueline Davies, Head of Adult Social Care;</p> <p>Andrew Thomas, Group Manager – Prevention and Wellbeing.</p>			
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Table B

The following items were deemed important for future prioritisation:

Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees			Webcast
<b>Safeguarding</b>	<p>To include Safeguarding activity in both Children and Adult Services. To also cover:</p> <ul style="list-style-type: none"> <li>Regional Safeguarding Boards</li> <li>Bridgend Corporate Safeguarding Policy</li> <li>CSE</li> <li>DOLS</li> </ul> <p>Report to provide statistical data in relation to service demands and evidence how quickly and effectively the services are acting to those needs.</p> <p>To evidence how the two services are working together and the impact on the LAC population.</p> <p>To receive the outcome of the in depth analysis which was currently being undertaken within the Council.</p> <p>To include information on Advocacy for Children and Adults:</p> <ul style="list-style-type: none"> <li>The outcome from the Advocacy Pilot Scheme</li> <li>The current system</li> <li>Social Services &amp; Wellbeing Act</li> <li>Regional Children Services advocacy</li> <li>Adult Services – Golden Thread Project</li> </ul>	Members stressed that this subject must be considered by Scrutiny on their FWP as is a huge responsibility of the Authority and Scrutiny must ensure the work being undertaken to protect some of the most vulnerable people is effective and achieving outcomes.	Pilot for Advocacy ends April. Therefore proposed date May/June 2018.	<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Laura Kinsey, Head of Children’s Social Care; Elizabeth Walton James, Group Manager Safeguarding and Quality Assurance Richard Thomas, Strategic Planning and Commissioning Officer</p>			
<b>ALN Reform</b>	<p>When the Bill has been further progressed, report to include consideration of the following points:</p> <p>a) How the Authority and Schools are engaging with parents over the changes to the Bill? b) What the finalised process is for assessments and who is responsible for leading with them? c) What involvement/responsibilities do Educational Psychologists have under the Bill? d) Has the Bill led to an increase in tribunals and what impact has this had? This is set against the context of the recent announcement by the Lifelong Learning Minister that instead of saving £4.8m over four years the Bill could potentially cost £8.2m due to an expected increase in the number of cases of dispute resolution. e) Given that the Bill focuses on the involvement of young people and their parents, what support is available for those involved in court disputes? f) Outcomes from the Supported Internship programme. g) Support for those with ALN into employment. h) Staffing - Protection and support for staff, ALNCO support, workloads and capacity. i) Pupil-teacher ratios and class sizes and impact of Bill on capacity of teachers to support pupils with ALN j) How is the implementation of the Bill being monitored; what quality assurance frameworks are there and what accountability for local authorities, consortiums and schools?</p>	Needs revisiting to monitor implementation of the Bill and if needs are being met as well as impact on future budgets	Proposed by SOSC 1 to be revisited in next years FWP	<p>Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help. Michelle Hatcher, Group Manager Inclusion and School Improvement Third Sector Representatives</p>			
<b>Annual Recommendations/feedback Update to each SOSC</b>	Update on all feedback that required follow up and recommendations - Cabinet and Officer ones		Proposed for March 2018 to inform next years FWP planning	None			

<b>Care and Social Services Inspectorate Wales (CSSIW) Inspection of Children's Services.</b>	The Committee requested that they receive an <b>information report</b> detailing the progress of the plan and update Members whether or not the actions have addressed the issues raised by the Inspectorate.						
<b>Emergency Housing</b>	Is the current emergency housing provided by BCBC meeting the needs of the service users? Is the current provision a good use of public resources? Should an alternative provision be made to ensure families, in particular children, achieve their potential. Service user numbers Service user demographic –ages, disabilities, gender Outcomes Challenges faced daily by families using provision –health, dentist, mental health, schools <i>*Members have requested a possible site visit</i> <i>Possibility of combining item with Empty Housing</i>	members asked for this item to be prioritised by the Corporate Committee to address the homelessness across the county which has increased and can be seen by the increased number of people sleeping in tents.		Andrew Jolley, Corporate Director – Operational and Partnership Services; Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member - Wellbeing and Future Generations;	SOS3 SOS1		
<b>Budgetary impacts of Parc Prison</b>	How much core funding does BCBC receive to deal with the impact of a prison being located within its boundary? What is the true cost of servicing this need? Is there is a different impact due to Parc Prison being privately run as opposed to being run by the Prison Service?			Susan Cooper, Corporate Director Social Services and Wellbeing Jacqueline Davies, Head of Adult Social Care Cllr P White, Cabinet Member Services and Early Help			
<b>Waste Services Contract</b>	Members would like the report to include an update on the following: The impact of the recently recruited senior managers associated with the Bridgend contract and front line operative staff. Was recruitment successful? Have all Members now been given full inductions and training Information on the updates to the CRC centre including the instalment of the polystyrene baler and webcam so residents are able to monitor the traffic flow at the site. Change of days for the communal collections - Has this happened? Has the service shown improvements since the change? Impact of the new collection vehicles. Have they made collection rounds more efficient? Outcome of the review of BCBC in house Street Scene enforcement activity Longer term trend of flytipping. What are the figures of flytipping in the Borough? Have they improved? Domestic or business?	Members requested that this item is prioritised by the Corporate Committee for June 2018 so they can monitor the contract and ensure that improvements to the delivery of the service are made. Members requested that this item remain until significant improvements are made and the service is at a satisfactory level for residents.	SOS3 proposed revisit item in June 2018	Mark Shepherd, Corporate Director Communities; Cllr Hywel Williams, Deputy Leader; Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Streetscene; Maz Akhtar, Regional Manager Kier Julian Tranter, Managing Director Kier Claire Pring, Kier			

The Committee recommend that Scrutiny consider a future item on what other Local Authorities are doing to respond to the gap in provision in Community Services.

The Committee requested that a review of the AHP bags be considered when Scrutiny revisit the subject of 'Waste' in approximately 12 months time to include the monetary against environmental impact.

**The following items for briefing sessions or pre-Council briefing**

Item	Specific Information to request
Overview of Direct Payment Scheme	<p>To update Members on the Direct Payments Process.</p> <p>How outcomes for individuals are being identified and monitored.</p> <p>What activities are being requested by individuals to enable them to achieve their personal outcomes.</p> <p>How the Direct Payments system is being monitored.</p> <p>To include clarification and further details on the exact costs of commissioning the IPC.</p>
Social Services Commissioning Strategy	<p>To include information on what work has taken place following the Social Services and Wellbeing Act population assessment.</p> <p>To also cover the following:</p> <ul style="list-style-type: none"> <li>• Regional Annual Plan</li> <li>• Bridgend Social Services Commissioning Strategy</li> </ul>

Western Bay Regional Report	Update on situation and way forward with WB and Regional Working?
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## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO SCRUTINY

10 JANUARY 2018

#### REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

#### A REVIEW OF THE FUTURE OF POST-16 EDUCATION PROVISION ACROSS BRIDGEND COUNTY BOROUGH COUNCIL

##### 1. Purpose of report

- 1.1 This report presents a position statement on the process of the post-16 review and reflects the work of the Strategic Review Board and the Post-16 Operational Board and consequent recommendations to Cabinet on 31 October 2017 on the potential future direction of post-16 education provision in Bridgend County Borough Council (BCBC).
- 1.2 Cabinet gave approval to the next phase of the review and this will be outlined in the body of this report.

##### 2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 The work covered by this report is linked to the following corporate priority:
  - Supporting a successful economy
- 2.2 This review seeks to evaluate education provision and curriculum delivery with Bridgend College to ensure that there are clear options available to provide the best possible opportunities for learners in Bridgend.

##### 3. Background

- 3.1 In 2011, BCBC, in partnership with its secondary schools developed, in response to Welsh Government's (WG) Transformation agenda, a Strategic Outline Case (SOC) to take forward post-16 education in the borough. The case was made to develop a collaborative and distributed tertiary model whereby close partnership arrangements would be developed through clusters of schools and also across the whole post-16 network including the further education (FE) college. Significant use was made of BCBC's 14 -19 Grant to support these developments and, in particular, to provide a transport budget that enabled learners to move between schools as well as the college in order to pursue shared subjects.
- 3.2 In 2013, Welsh Government asked BCBC to review the position of post-16 provision and the progress made under the SOC. BCBC agreed terms of reference with WG and commissioned Tribal to undertake the review. A copy of that report finalised in December 2013 is attached as Appendix A.
- 3.3 Tribal noted the improvements in access to a wide range of subjects, the ability of schools to meet the requirements of the Learning and Skills Measure and an increase in the numbers of learners accessing partnership courses. Some efficiency savings were recognised alongside rationalisation of minority subjects. Participation

rates were seen to be improving slowly but there was little impact seen on the quality of provision.

- 3.4 Among the concerns raised by Tribal were that this “distributed tertiary model” produced a slower rate of change in the anticipated outcomes and there was a need to provide a more comprehensive progression offer for learners with additional learning needs (ALN). Anxiety was expressed over the impact of transport costs if the burden of these fell on school budgets and the need for better quality impartial advice and guidance.
- 3.5 The Tribal review makes reference to a number of other reports related to post-16 provision in BCBC and proposed an action plan for the Partnership Steering Group (PSG) - the Borough’s 14-19 Strategic Group - to take forward. The action plan was only partially implemented.
- 3.6 In 2015, in response to changing policy and funding conditions, the Schools Task Group received a further report from the PSG.
- 3.7 In 2016, the Director for Education and Family Support established a Strategic Review Board (SRB) with this key objective:  
  
*“A strategic review is required to evaluate education provision and curriculum delivery across Bridgend County Borough including with Bridgend College, and to determine the future direction needed by means of an options appraisal and the recommendation of a preferred option.”*
- 3.8 A review of post-16 provision across BCBC was one of the workstreams established under the SRB and a Post-16 Operational Board was created to oversee this work and generate a report for the SRB. The terms of reference for the Post-16 Board along with its membership can be found at Appendix 4 to the Post-16 Board report. The full report from the Post-16 Board to the SRB is Appendix A.

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

- 4.1 A resume of the report from the Post-16 Board is provided below. The SRB added a few additional features to its report to Cabinet. Cabinet noted the recommendations of both the SRB and Post-16 Boards and gave approval for feasibility studies to be undertaken on the range of concepts considered with a further report requested to go to Cabinet in April 2018 that would make recommendations on preferred options for public consultation.
- 4.2 The current education provision for 16 to 18 year-olds in Bridgend is as follows:
  - 4.2.1 sixth forms present in each secondary school varying in size from 76 to 377 (January 2017 PLASC) delivering predominantly A levels;
  - 4.2.2 sixth forms present in the two special schools with approximately 40 learners in each;
  - 4.2.3 Bridgend College and Pencoed Comprehensive School working in partnership to develop Penybont Sixth Form College;



- 4.2.4 Bridgend College provides a range of vocational pathways for approximately 2000 learners aged 16-18;
  - 4.2.5 Options X and Y timetabled in common (two afternoons per week) across all nine sixth forms with around 17 collaborative subjects available – around 27 students participating in collaborative courses;
  - 4.2.6 twilight provision at Bridgend College to deliver Law, Film Studies and Psychology to about 100 learners;
  - 4.2.7 Welsh-medium provision enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in RCT;
  - 4.2.8 some local arrangements between schools may occur (eg Brynteg, Porthcawl, CCYD and Maesteg);
  - 4.2.9 transport costs are met by the schools for daytime partnership courses;
  - 4.2.10 transport costs for twilight provision are met by Bridgend College which registers students as part-time learners;
  - 4.2.11 five work-based training organisations provide 60 to 70 places on Engagement (Level 1) and Traineeship programmes for Year 11 leavers;
  - 4.2.12 a small number of Year 11 learners will go on to Foundation Apprenticeships; and
  - 4.2.13 in 2015, approximately 29 learners from Year 11 went into employment.
- 4.3 The table below is an extract from the July 2015 post-16 options paper from the PSG (and thus reflects the views of headteachers at that time) comparing the positive and negative aspects of current provision. The full paper was made available to the Post-16 Board.

Positives	Concerns
<ul style="list-style-type: none"> <li>• The retention of sixth forms is seen as essential in some areas in response to community aspirations</li> <li>• Maintaining the link between sixth form students and the rest of the school, especially as role models and supporting younger learners</li> <li>• Sixth forms add to the overall ethos of the school</li> <li>• Perceived as popular with parents, staff, students, governors</li> <li>• Some schools believe they can have a viable sixth form under this approach</li> <li>• Faith-based and Welsh-medium schools see this as a highly desirable/only acceptable model</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools</li> <li>• Resources/budgets/funding all set to reduce, and many regard this model as unsustainable</li> <li>• Does not address the issue of surplus places</li> <li>• Does not provide value for money and in small sixth forms is likely to lead to cross-stage subsidisation</li> <li>• The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain</li> <li>• Withdrawal of transport grants may require students to pay for own transport or remain in their home school with consequential reduction in subject choice</li> <li>• Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment</li> </ul>

4.4 The Post-16 Board also took account of the opinion of student councils in all secondary and special schools and the majority of governing bodies. In order to ascertain a comprehensive picture of the current situation, the Post-16 Board commissioned a major survey of staff and students currently engaged in 16-18 education and received over 2000 responses. The detail of this work is attached as Appendix C.

4.5 The Post-16 Board then reviewed a range of concepts for the future of post-16 provision across BCBC. These included the following:

4.5.1 the retention of the status quo;

4.5.2a the merger of sixth forms into a BCBC sixth-form centre; or

4.5.2b the development of a new independent sixth-form college; or

4.5.2c the development of one or more sixth-form centres as part of the FE college;

4.5.3 a mixed model with some school sixth forms being retained and others merged in line with the three models described above; or

4.5.4 a full tertiary model.

4.6 The detailed description of these concepts can be found in section 10.4 of the report from the Post-16 Board attached as Appendix A.

- 4.7 The Post-16 Board undertook a detailed assessment of these concepts as described in sections 10.6, 10.7 and 10.8 of its report. In summary, the recommendations on the concepts from the Post-16 Board are:
- 4.7.1 not to consider further the concept of an independent sixth-form college (this was based on the evidence from St. David's Catholic Sixth Form College consultation on its own future with Cardiff Local Authority (see Appendix B from the Post-16 Board report));
  - 4.7.2 to generate specific proposals in relation to Welsh-medium, faith-based and ALN provisions; and
  - 4.7.3 to take forward the preferred concepts of 3a and 3c for further detailed consideration and feasibility analysis (concepts described in section 4.5.3 above).
- 4.8 Following consideration of the Post-16 Board report, the SRB endorsed its recommendations and also highlighted three other aspects of provision where it felt progress could be made and were therefore also worthy of further investigation:
- 4.8.1 an increase in the amount of collaborative or common timetabling among the school sixth forms and with Bridgend College;
  - 4.8.2 consideration of the implications of moving staff between centres rather than students; and
  - 4.8.3 the use of internet-based technology to support e-learning and using staff resource more efficiently.
- 4.9 Phase 2 of the review is now under preparation and papers will be presented to a joint Post-16/SRB Board on 15 January 2018. The new project initiation document, terms of reference and project milestones will be available after that date.

## **5. Effect upon policy framework and procedure rules**

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

## **6. Equality Impact Assessment (EIA)**

- 6.1 The Post-16 Board took account of faith, gender and Welsh language aspects of provision when considering the range of concepts. An initial EIA impact screening has been undertaken and raised no issues.

## **7. Financial implications**

- 7.1 Cost implications will be calculated once concepts are fully explored.

## **8. Recommendation**

- 8.1 Scrutiny is recommended to:
- 8.1.1 note the contents of this report and the concepts considered by the Post-16 Board along with the recommendations from the SRB to Cabinet on 31 October 2017; and

- 8.2 contribute to the on-going review of post-16 provision prior to the next submission to Cabinet in April 2018 and any consultation undertaken after that date.

**Lindsay Harvey**  
**Interim Director of Education and Family Support**  
**10 January 2018**

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#### **Background documents**

Appendix A - Post-16 Operational Board Report

Appendix B - Post-16 Operational Board – Concept for testing

Appendix C – Post 16 Survey Report

**Bridgend County Borough Council**  
**Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr**



[www.bridgend.gov.uk](http://www.bridgend.gov.uk)



# **Post 16 Operational Board Final Report**

**September 2017**

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Appendix 2 - PSG report to School Task Group v 29 June 2015 OB

Appendix 3 - Bridgend Alps report 2016

Appendix 4 - Post 16 Workstream TOR Version 2

Appendix 5 - Contexts for Post 16 Strategic Review

Appendix 6 - Statements of ambition – All

Appendix 7 - Concept exemplars in Wales

Appendix 8 - St. David's consultation Doc 2016

Appendix 9 - Survey Statements heatmap

Appendix 10 - Post 16 survey report – final

Appendix 11 - Post 16 Survey narrative

Appendix 12 - Statements of ambition & SOC

Appendix 12a - Expansion of the aspects 1-16

Appendix 13 - Concepts Scoring and Weighting V0.2 (Amended following June Board Meeting)

Appendix 14 – List of research papers

## **Post 16 Operational Board**

### **A report on the review undertaken into the future of post-16 provisions in Bridgend County Borough Council (BCBC) June 2016 to June 2017**

#### **1. Purpose of the report**

This report provides feedback to the Strategic Review Board (SRB) on the work of the Post 16 Operational Board. This work was defined in the SRB project brief with key objectives as set out in sections 4 and 5 below. Having undertaken the project brief the Post 16 Operational Board is reporting on its findings and in this report makes recommendations to the SRB on the future direction of post 16 provisions across BCBC.

#### **2. Connection to Corporate Improvement Objectives/ other corporate priorities**

The work covered by this report is linked to **Priority One – “Supporting a successful economy”** in the BCBC Corporate Plan for 2016-2020. The work is identified as a key project designed to deliver on Priority One and is stated as:-

*“Strategic Review of Post 16 Education and Training - a strategic review to evaluate education provision and curriculum delivery with Bridgend College to ensure that there are clear options available to provide the best possible opportunities for learners in Bridgend.”*

Furthermore this is amplified in the 2017-18 update to:

*“Complete the review into the curriculum and schools estates for primary, secondary and Post-16 education and begin consultation on the proposals, where required, with all stakeholders.”*

#### **3. Background**

3.1 In 2011 BCBC in partnership with its secondary schools developed, in response to Welsh Government’s (WG) Transformation agenda, a Strategic Outline Case (SOC) to take forward post 16 education in the borough. The case was made to develop a collaborative and distributed tertiary model whereby close partnership arrangements would be developed through clusters of schools and also across the whole post 16 network including the FE college. Significant use was made of BCBC’s 14 -19 grant to support these developments and in particular to provide a transport budget that enabled learners to move between schools as well as the college to pursue shared subjects.



- 3.2 In 2013 Welsh Government asked BCBC to review the position of post 16 provision and the progress made under the SOC. BCBC agreed terms of reference with WG and commissioned Tribal to undertake the review. A copy of that report finalised in December 2013 is attached as Appendix 1.
- 3.3 Tribal noted the improvements in access to a wide range of subjects, the ability of schools to meet the requirements of the Learning & Skills Measure and an increase in the numbers of learners accessing partnership courses. Some efficiency savings were recognised alongside rationalisation of minority subjects. Participation rates were seen to be improving slowly but there was little impact seen on the quality of provision.
- 3.4 Among the concerns raised by Tribal were that this “distributed tertiary model” produced a slower rate of change in the anticipated outcomes and there was a need to provide a more comprehensive progression offer for learners with additional learning needs (ALN). Anxiety was expressed over the impact of transport costs if the burden of these fell on school budgets and the need for better quality impartial advice and guidance.
- 3.5 The Tribal review makes reference to a number of other reports related to post 16 provision in BCBC and proposed an action plan for the Partnership Steering Group (PSG – the borough’s 14-19 Strategic Group) to take forward. The action plan was only partially implemented.
- 3.6 In 2015, in response to changing policy and funding conditions the Schools Task Group received a further report from the PSG. This is attached at Appendix 2.
- 3.7 In 2016 the Director for Education and Family Support established a Strategic Review Board (SRB) with this key objective:
- “A strategic review is required to evaluate education provision and curriculum delivery across Bridgend County Borough including with Bridgend College, and to determine the future direction needed by means of an options appraisal and the recommendation of a preferred option.”*
- 3.8 A review of post 16 provisions across BCBC was one of the workstreams established and a Post 16 Operational Board was created to oversee this work and generate a report for the SRB. This report is the culmination of the Post 16 Board’s work to date.

#### **4. The key objectives for the SRB post 16 workstream**

The following points are set out in the SRB project brief:-

- 4.1 Co-design post 16 education provision with stakeholders.

- 4.2 Evaluate the impact of the post 16 plans for education.  
Identify any opportunities for any advantageous service reconfiguration.
- 4.3 Establish and drive forward a strategic approach to post 16 education provision  
**Measurable:** Researching a series of models to be presented during workshops with the operational board. These will then be appraised and presented as proposal options.
- 4.4 A new Post 16 model with demonstrable efficiencies and value for money in the delivery of post 16 education services.

## **5. The agreed terms of reference / outputs for the post 16 Operational Board**

The following outputs were set out in the terms of reference provided for and agreed by the Post 16 Operational Board:-

To develop a sustainable strategy on behalf of the local authority for post 16 education which is signed off by all stakeholders and which will inform future planning. Specifically it will:

- 5.1 Establish and drive forward a strategic approach to post 16 education provision in BCBC.
- 5.2 Co-design post 16 education provision with stakeholders.
- 5.3 Evaluate the impact of the post 16 plans for education.
- 5.4 Identify any opportunities for any advantageous service re-configuration including assessing the implications for other stakeholders.
- 5.5 Assess the implications of any proposals and advise the strategic board of those potential implications.
- 5.6 To have an agreed 'whole system' approach.
- 5.7 To apply the agreed assumptions.
- 5.8 To ensure timely completion of every project milestones.
- 5.9 To apply a project structure and project plan to the project.
- 5.10 To maintain open lines of communication to stakeholders especially headteachers as the work progresses.

## **6 Representation on the Post 16 Operational Board**

A wide range of stakeholders were invited to become members of the board including headteachers from community, voluntary aided, Welsh-medium and Special secondary schools; the principal and vice-principal of Bridgend FE College; a range of senior managers from BCBC covering school improvement, finance, legal, HR, regeneration, school modernisation, inclusion, property services, family support services; Central South Consortium; Welsh Government; Careers Wales; National Training Federation for Wales.

## **7 Timescales**

The Post 16 Operational Board was convened on 6 June 2016 and met at approximately monthly intervals to 13 June 2017.

## **8 Changes in the post 16 environment since the publication of previous reports**

- 8.1 Increasing financial pressures and a reduction in post 16 funding to Bridgend from WG; this is due to a combination of lower demographics and cuts to WG grants. Secondary schools are finding it increasingly difficult to set a balanced budget with a rise in the number of deficit budgets. A number of school sixth forms have difficulty in meeting delivery costs from their post grant allocation putting pressure on cross-phase budget subsidy.
- 8.2 The introduction of the revised Welsh Baccalaureate Qualification (WBQ) into all 6<sup>th</sup> forms. Currently this is compulsory in seven out of nine 6<sup>th</sup> forms and will be universally adopted in all mainstream 6<sup>th</sup> forms by September 2017. The revised WBQ requires curriculum time and is impacting on the number of subjects taken by learners and as a consequence creates pressure on the ability to maintain viable groups in minority subjects. This is exacerbating a situation where a number of minority subjects such as Modern Languages and Music are already finding it challenging to create viable teaching groups.
- 8.3 The loss of a specific 14-19 grant. WG has merged a number of grants, including the 14-19 grant, into a single Education Improvement Grant (EIG) which is managed through Central South Consortium and delegated to schools. This means that all the transport costs that underpin collaborative courses are now met by the individual schools. This creates additional pressure on school finances as anticipated in the Tribal report (see section 6.1.5)
- 8.4 A reduction in support from Careers Wales as a result of budget cuts from WG. This places a greater reliance on school staff to provide impartial

careers advice and guidance. This was noted by Estyn as the weakest area of learner support in schools (Estyn remit report on learner support, May 2014) with school staff lacking expertise and current knowledge and institutional self-interest being areas of concern. A number of schools have utilised training sessions by Careers Wales to upskill school staff.

- 8.5 There has been a reduction in cluster partnership activity with greater reliance on the common X and Y daytime options and subjects offered in twilight at Bridgend College. There are lower numbers of learners engaged in daytime collaborative courses but the twilight course numbers have been holding up.
- 8.6 There has been a reduction in the level 1 and 2 vocational provision with Bridgend College no longer providing the Vocational A and B options. This was due to a decrease in numbers recruiting to these courses with fewer of these learners remaining in 6<sup>th</sup> form settings but instead moving to FE College at the end of Year 11. This has had an impact on the breadth of provision available to learners with additional learning needs (ALN) who choose to remain in school-based post 16 settings.
- 8.7 BCBC has introduced the Alps value-added system into all settings delivering level 3 courses. This has enabled schools to get a clearer picture on the quality of subject delivery in their own settings, across BCBC providers and in comparison with providers across the UK. The Alps report for Bridgend is available online in meetings and is listed as Appendix 3.
- 8.8 New partnership developments have been introduced, specifically the Penybont 6<sup>th</sup> Form College which is a collaboration between Pencoed Comprehensive and Bridgend College.
- 8.9 Significant reduction in the number of young people leaving Year 11 and not engaged in education, training or employment. The figure for BCBC is the lowest yet and stands at 1.5% of the cohort, 0.5% below the all Wales average. Through the combined efforts of schools, BCBC learner support services and Bridgend College this places BCBC 6<sup>th</sup> out of the Welsh LAs up from 17<sup>th</sup> last year.

## **9. The current situation**

The current education provision for 16-18 year olds in Bridgend is as follows:

- 9.1 6<sup>th</sup> forms present in each secondary school varying in size from 76 to 377 (Jan. 2017 PLASC) delivering predominantly A levels
- 9.2 6<sup>th</sup> forms present in the two Special schools with approximately 40 in each

- 9.3 Bridgend College and Pencoed Comprehensive working in partnership to develop Penybont 6<sup>th</sup> Form College
- 9.4 Bridgend College provides a range of vocational pathways for approx. 2000 learners 16-18
- 9.5 Options X and Y timetabled in common (two afternoons per week) across all nine 6<sup>th</sup> forms with around 17 collaborative subjects available – around 27 students participating in collaborative courses
- 9.6 Twilight provision at Bridgend College to deliver Law, Film Studies & Psychology to about 100 learners
- 9.7 Welsh medium provision enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in RCT
- 9.8 Some local arrangements between schools may occur, for example, Brynteg / Porthcawl and CCYD / Maesteg
- 9.9 Transport costs are met by the schools for daytime partnership courses
- 9.10 Transport costs for twilight are met by Bridgend College which registers students as part-time learners
- 9.11 Five Work-based training organisations provide 60 to 70 places on Engagement, Level 1 and Traineeship programmes for Year 11 leavers
- 9.12 A handful of Year 11 learners will go on to Foundation Apprenticeships
- 9.13 In 2015 approx. 29 learners from Year 11 went into employment

The table below is an extract from the July 2015 Post 16 options paper from the PSG (and thus reflects the views of headteachers at that time) comparing the + and – aspects of current provision. The full paper was made available to the Post 16 Board.

Positives	Concerns
<ul style="list-style-type: none"> <li>• The retention of 6<sup>th</sup> forms is seen as essential in some areas in response to community aspirations</li> <li>• Maintaining the link between 6<sup>th</sup> form students and the rest of the school, especially as role models and supporting younger learners</li> <li>• 6<sup>th</sup> forms add to the overall ethos of the school</li> <li>• Perceived as popular with parents, staff, students, governors</li> <li>• Some schools believe they can have a viable 6<sup>th</sup> form under this approach</li> <li>• Faith-based and Welsh medium schools see this as a highly desirable / only acceptable model</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools</li> <li>• Resources / budgets / funding all set to reduce and many regard this model as unsustainable</li> <li>• Does not address the issue of surplus places</li> <li>• Does not provide value for money and in small 6<sup>th</sup> forms is likely to lead to cross-stage subsidisation</li> <li>• The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain</li> <li>• Withdrawal of transport grants may require students to pay for own transport or remain in their home school with consequential reduction in subject choice</li> <li>• Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment</li> </ul>

## **10. Post 16 Operational Board – phases of work**

### **10.1 Phase 1**

In the first phase of its work the Post 16 Board agreed its terms of reference (see Appendix 4) and discussed the wider contexts that needed to be taken into account during the review. Appendix 5 sets out a number of these.

### **10.2 Phase 2**

A significant amount of data was provided to the Board in relation to exam results, value-added data, 6<sup>th</sup> form numbers and projections, the post 16 grant and allocations to schools, the impact of overall demographics and size of 6<sup>th</sup> forms on budgets and efficiency / value for money, curriculum / subject audits and option structures in 6<sup>th</sup> forms and the FE college. Some of the key issues emerging were:

- The 2016 A level results for Bridgend were good with BCBC exceeding all Wales averages in most categories.

- Value-added data revealed some exceptional teaching in certain schools and subjects. However there is significant variation across schools and some subjects are showing sustained under-performance.
- There has been a fall in the post 16 grant allocation to BCBC from WG. This is due to reduced WG funding and a fall in 16-18 demographics in BCBC. The fall in student numbers is likely to continue for a few years and WG officials have alerted LAs to expect further budget cuts in the future.
- Across BCBC there is a wide range of A level and BTEC subjects on offer and all schools are able to meet the subject offer requirements of the Learning & Skills Measure (Wales) 2009. However the number of subjects available in each school varies considerably from 12 to 35 and students are not able to access the full offer. There are a relatively high number of small groups (below 10 students) especially in Year 13 which places a strain on financial resources. There is increasing concern over the ability to provide the full range of minority subjects.
- School 6<sup>th</sup> forms provide a partial integration of options that allows for a limited range of shared partnership subjects. In addition a smaller group of subjects are offered at the FE College in twilight sessions.

### **10.3 Phase 3**

The Post 16 Board debated and agreed a set of aspirational statements to describe the future ambition for post 16 education across BCBC. During this exercise it was noted that neither the views of students nor governors were represented through the Board. As a consequence all school councils in secondary and special schools plus the student body in Bridgend College were contacted and asked to submit the students' view of aspirations for the future of 16-18 education across BCBC. All schools and the college responded. LA officers also met with nine out of the eleven governing bodies and invited them to contribute suggestions. Five governing bodies provided written responses. The views of the Board, students and governors were combined into an overall set of statements of ambition. The intention was to use these to test the efficacy of potential future options for delivering post education across BCBC. The full set of 58 statements can be viewed at Appendix 6.

### **10.4 Phase 4**

The Board reviewed the range of potential options for the future configuration of 16-18 education across BCBC. The Board noted that a detailed options analysis could not be undertaken with the resources available to it and in the timescale that had been set out by the SRB. It was agreed, therefore, to consider a range of concepts for future provision and to appraise these with the intention of being able to make recommendations to the SRB. The concepts debated by the Board are set out below:-

## Post 16 Operational Board – Concepts for testing

1. The Status Quo: detailed feedback provided through the Post 16 survey and the 2016 Post 16 Review. This can be considered as the starting point. Would other concepts be as good, better or worse in delivering the ambitions for post 16 and the areas covered in the survey?
  - Nine 6<sup>th</sup> form centres in mainstream secondary schools – predominantly ‘A’ levels
  - Post 16 provision in YBC and Heronsbridge Special schools
  - The emergence of the Penybont 6<sup>th</sup> form college collaboration
  - Some degree of collaboration / partnership activity and common timetabling
  - Twilight provision
  - Vocational courses at the college
  - Some limited provision with Work-based Training Providers
  
2. Concept 2 : Formation of 6<sup>th</sup> form centre / college
  - Model 2a – joint governance by all schools with retention of 11-18 status: in this model the Centre is funded through the LA and there is a Joint Governing Committee with representatives from all schools / Post 16 providers.
    - In adopting this approach the centre’s A level programmes could be staffed by existing school staff with the likelihood of college staff delivering vocational subjects plus the current twilight A levels.
    - School timetables could be aligned with that of the Centre.
    - Staff could travel to teach at the centre probably in half day blocks.
    - In terms of a site this could be on an existing school site, a new build, on the Pencoed FE campus or incorporated into any new town centre FE campus.
  
  - Model 2b – new governance and closure of 6<sup>th</sup> forms with re-designation of schools to 11-16. In this model we would be creating a new entity with its own governance although we would expect broad representation of schools and other post 16 providers on the Board.
    - This centre would be funded directly by Welsh Government and be considered an FE institution similar to the position of St. David’s 6<sup>th</sup> Form College in Cardiff
    - A new Governing Body would need to be established
    - All staff would need to be recruited with new leadership and a new college principal
    - Would require full application of the school organization code and ministerial approval



- Model 2c - a part tertiary model with one of the centres based on Bridgend College with the other being a new establishment; as in model 2b this would involve the closure of 6<sup>th</sup> forms and re-designation of schools to 11-16. In this model the centre would be an extension of Bridgend College and would fall under the governance of the college with leadership from the college principal

### 3. Concept 3 : Retention of some 6<sup>th</sup> forms alongside 6<sup>th</sup> form centre / college

- Model 3a – a mixed economy of one or more 6<sup>th</sup> forms alongside a 6<sup>th</sup> form centre with schools retaining their current 11-18 status. 6<sup>th</sup> forms continue as now but have a timetable that is aligned with the centre; 6<sup>th</sup> form centre is under joint governance as in model 2a above and shares similar features.
- Model 3b – the mixed economy but with the features of governance from model 2b above.
- Model 3c – the mixed economy but with features of governance from model 2c above.

### 4. Concept 4 : Full tertiary system

- In this concept all schools become 11-16 schools and students transfer to Bridgend College at the end of Year 11. The College has its own governance and funding from Welsh Government but there might be an expectation of increased representation from BCBC and secondary schools on the Governing Body.

### 5. Specific considerations

- Welsh medium provision to be considered as follows:
  - Current partnership arrangements with neighbouring WM schools to be continued / expanded
  - WM post 16 provision delivered within a 6<sup>th</sup> form centre
  - WM post 16 provision delivered within an FE setting
- Special school post 16 provision to be retained in special schools but with increased collaboration with Bridgend College and more ALN 16-18 year olds succeeding in a college setting
- The aspirations of Faith-based education post 16 for the Catholic high school and diocese

In order to support the Board's understanding of these concepts a briefing paper was prepared which contained links to a range of post 16 provision across Wales that provided examples of the concepts under discussion. This paper is attached at Appendix 7.

As indicated in the preceding notes model 2b and model 3b describe a situation where a new independent 6<sup>th</sup> form centre / college could be established. The closest example to this is St. David's Catholic 6<sup>th</sup> Form College in Cardiff. Although 6<sup>th</sup> form colleges are a significant part of the post 16 sector in England, St. David's is the only example in Wales. At the time of this review St. David's College was undertaking a consultation exercise with the intention of giving up independent FE status and returning to the local authority as a voluntary aided school. A copy of the consultation document is attached at Appendix 8. The Board recognised the strength of the arguments being put forward by St. David's College and took the view to discard models 2b and 3b from the appraisal exercise.

### **10.5 Phase 5**

In this phase of the work the Board started to develop an appraisal methodology by which to evaluate the different concepts. It was recognised that the 58 statements of ambition could not all be included in an appraisal mechanism. The Board worked to reduce the list to 34 statements that could best be used for the appraisal of concepts. The Board then discussed the shortened list within the context of maintaining the status quo. At this point it became clear that those members of the Board who were not part of the Education Service felt they lacked knowledge and insight to make judgements on the current post 16 situation across BCBC. It was therefore agreed to undertake a survey of both staff and students to ascertain the views of the current participants in 16-18 education with regard to the ambitions proposed by the Board.

LA officers from the Education Service worked with the LA Communications team to prepare a detailed survey on post 16 provision. The survey covered all 58 statements of ambition set out under 7 headings:

- Teaching & Learning
- Subject choice
- Learner support
- Digital learning
- Personal skills
- Extra-curricular
- Learning environment

The scoring method was on a seven point scale from -3 to 0 to +3 with -3 the most negative and +3 the most positive. Information was circulated to all schools and the FE college. There were over 2000 responses with 1,526 student responses and 526 from staff. It represented one of the highest returns for a BCBC survey.

The responses from the survey provided the Board with significant insight into the current view of staff and students on the state of post 16 provision across Bridgend. Overall there were a lot of positive messages with relatively few negatives. Three

sets of feedback are attached to this report providing detailed information on the results of the survey. Please see Appendices 9, 10 and 11.

- Appendix 9 - a spreadsheet heatmap which displays the most positive responses dark green fading to pale green, yellow, amber and red as the responses are less positive / negative. The responses are first shown by theme for each school both overall (staff and student responses combined) and separately for staff and students. In the second set the full set of statements are ranked by response again shown as combined staff / student and separately.
- Appendix 10 - the formal report on the survey produced by the BCBC Communications team.
- Appendix 11 - a further narrative on the results prepared for the Board.

### 10.6 Phase 6

Having assimilated the results of the survey and other additional data, the Board reached agreement on the key aspects that would be used to appraise the various concepts. It also recognised that any appraisal method should also make reference to the post 16 section of the WG School Organisation Code and an Equalities Impact Assessment. These elements were distilled into 16 aspects plus 9 questions posed by the School Organisation Code and two areas from the Equalities Impact Assessment - Gender and Faith. Welsh language is covered in the code. Appendix 12 sets out a numbered grid of ambition and code statements and these are referenced in the appraisal grid against each of the 16 aspects. The appraisal grid was set out with a 0 to +3 scoring system at 0.5 intervals. The Board devoted a full day to debating each of the aspects and agreeing a score for each concept. A background paper titled “expansion of the aspects” was circulated to the Board prior to the day in order to provide a more detailed overview of each aspect. This is attached at Appendix 12a. The narrative behind each set of scores is provided below.

### 10.7 Phase 7

Aspect	Concepts							
1. Quality of teaching & learning and outcomes achieved; Ambition 10, 13 Code 1	1	2a	2b	2c	3a	3b	3c	4
Score	2	2	x	2	2.5	x	2	1.5

Concept 1 - Score 2

- Outcomes currently good but the Alps data reveals some weaknesses.
- Although there have been improvements in the average GCE points score for BCBC it still remains below the Welsh average.

- The level 3 threshold for BCBC is now just above the Welsh average.
- There have been improvements in the A\*-A grade performance but the standards for the 3A\*- A group of students is below par.

Concepts 2a to 4 – It was noted that from research evidence from England, the best performance at A levels is generally seen in 6<sup>th</sup> form colleges followed by 6<sup>th</sup> forms in schools and then FE colleges. St. David’s 6<sup>th</sup> form college is the top performing FE College in Wales. In BCBC the largest 6<sup>th</sup> forms regularly produce the best results together with those that have a selective intake i.e. Welsh medium and Faith.

Concept 4 – Score 2

- Vocational results very good with Bridgend College second in all Wales tables and the top performing traditional FE college
- The college does not currently deliver A levels (apart from a few subjects in twilight) and therefore this carries a risk in full tertiary model.

Concepts 2a, 2c, 3c – Score 2.5

- It was felt that these 3 models could all deliver better quality outcomes than the current position.

Concept 3a - Score 3

- It was felt that this model could deliver better quality outcomes than the current position.

Aspect	Concepts							
2.The range of the offer: Ambition – 17, 18,20,21,23,20,31,32; Code - 2	1	2a	2b	2c	3a	3b	3c	4
Score	1.5	3	x	3	3	x	3	2.5

Concept 1 – Score 1.5

- Currently there are 53 A level and BTEC level 3 subjects on offer across 6<sup>th</sup> form settings. However students cannot access all these subjects. The number available in any given 6<sup>th</sup> form can vary from 12 to 35. Those with a more restricted choice will have to travel to other schools or to the college in twilight to gain access to a wider range of courses. Due to the options structures in schools not all subjects are available to external students.
- There is limited opportunity for learners to mix vocational and A level studies in their study programmes under the current arrangements.
- The Board agreed there were inequality and inconsistency issues in the current provision.
- There are also additional financial costs to meet the transport requirements of students travelling to other centres to access courses.

Concepts 2a, 2c, 3c and 4 – Score 2.5

- In all these models it was recognised that centralising provision would enable a greater offer to be accessible to all students.
- It also meant that there would be the opportunity for multiple sets in subjects creating more flexibility in the offer with an increased chance of learners getting their preferred combination of subjects.

#### Concept 3a - Score 3

- Retaining school based 6<sup>th</sup> form provision for Welsh-medium and Faith-based provision will avoid potential difficulties with staffing issues for the former and through common timetabling with partners allow staff to work between collaborative settings. This improves the case for 3a.

Aspect	Concepts							
3.Expert & inspiring staff with positive relationships: Ambition – 12,14,29 ; Code - 1	1	2a	2b	2c	3a	3b	3c	4
Score	2	2.5	x	2.5	2.5	x	2.5	2.5

All concepts were initially scored 2. It was difficult to predict whether the relationships that exist now would be carried forward in to any new arrangements. It was noted that the movement of staff across the sector via new contracts or TUPE might cause some resistance and a dip in the quality of relationships.

Concepts 2a to 4 involved moves to new settings and in these circumstances it will be possible to recruit the “best” staff to the new posts thus indicating a score of 2.5.

Aspect	Concepts							
4.High quality impartial advice & guidance: Ambition – 3 ; Code – 2, 3.	1	2a	2b	2c	3a	3b	3c	4
Score	1	1.5	x	2	1.5	x	2	2.5

#### Concept 1 – Score 1

- The work-based training providers found it difficult to get information about apprenticeships across to high achieving learners.
- The college had experienced variable access to Year 11 learners in schools.
- Careers Wales input to Year 11 has declined placing more responsibility on school staff. There are indications that as a result of a revised vision / strategy for Careers Wales there may be a move to allocate a greater proportion of existing resources to Year 11 from other areas of work.
- Although the quality of school led guidance is improving there remains some influence from institutional self-interest.

#### Concept 4 – Score 2.5

- With all schools 11-16 there is likely to be a greater openness in advice and guidance as nearly all pathways will be directed towards the tertiary college.
- However it was felt that there might still be under-representation of apprenticeship pathways and therefore a 3 could not be awarded.

Concepts 2a, 2c, 3a, 3c

- The logic being applied here is that where the schools are consistently 11-16 the impartiality of guidance is likely to be stronger eg 2c and should merit a score of 2.
- In model 2a schools are 11-18 with their own 6<sup>th</sup> form centre and guidance may favour this as a destination but less self-interest than model 1 therefore a score of 1.5.
- With 3a there will be some schools with 6<sup>th</sup> forms and some without and this may influence the impartiality generating a score of 1.5
- With 3c there will be some schools with 6<sup>th</sup> forms and some without but with the management of the new 6<sup>th</sup> form centre falling under FE governance there is likely to be an increase in impartiality generating a score of 2.

Aspect	Concepts							
5.Likelihood of increased participation 16-19: Code – 3	1	2a	2b	2c	3a	3b	3c	4
Score	1.5	1	x	1	1.5	x	1.5	1

Concept 1 – Score 1.5

- Current participation rates are high at 98%. It was agreed to set a mid-point score of 1.5 to allow other models to reflect potential change.

Concepts 2a, 2c, 4 – Score 1

- The lower score for these models reflects the centralised nature of 16-18 provision in these which would result in increased travel for some students especially those coming from the valleys. This may reduce participation rates.

Concepts 3a, 3c – Score 1.5

- The mixed economy model might offset partially the transport issues described above but there would still be some increase so these models could not score higher than Concept 1.

Aspect	Concepts							
6.Transport (willingness to travel, costs to learners, LA discretionary transport costs): Code – 3, 9	1	2a	2b	2c	3a	3b	3c	4
Score	3	1.5	x	1.5	2	x	2	1

Concept 1 – Score 2.5

- This was given a high score because it was felt that current transport arrangements were working.

Concepts 2a, 2c – Score 1.5

- In these models there would be at least 2 centres which may complicate transport arrangements hence the lower score.

Concepts 3a, 3c – Score 2

- The mix of some local provision and some centralised provision moderates the transport situation.

Concept 4 – Score 1

- This may require all learners to travel to the one centre which will increase demands on transport and not suit all learners.

Aspect	Concepts							
	1	2a	2b	2c	3a	3b	3c	4
7.Impact on 11-16 provision in schools: Code - 5								
Score	0.5	0.5	x	0.5	1	x	0.5	0.5

Concept 1 – Score 0.5

- As there are currently no 11-16 schools then there will be no impact from this model. The Board agreed a benchmark score of 0.5.

All other concepts – the Board agreed that impact would come from the issues of travel, choice, staffing, ALN and language (of delivery). There may be detrimental effects on the ability of 11-16 schools to recruit and retain staff when there was no A level provision and may impact on standards at Key Stage 4. With the centralisation of provision there will be efficiencies and savings. One impact of this will be the need for schools to declare some redundancies although some of these staff may be recruited into the new post 16 centre. The decision to centralise provision will be taken by BCBC and therefore the borough needs to be cognisant of the costs attached to these potential redundancies and plan for how these costs might be met. The issue of staff moving between sites (the 11-16 school and 6<sup>th</sup> form campus) could also cause difficulties in travel, delays, timetabling and interruption to teachers' non-contact time. However economies of scale and the removal of 6<sup>th</sup> forms running deficit budgets could be seen as positives.

Concepts 2a, 2c, 3c, 4 – Score 0.5

- The Board felt that there would be negative impact on 11-16 provision across all concepts.

Concept 3a – Score 1

- Through retaining an 11-18 model in BCBC schools it was felt that this would be more beneficial to 11-16 provision in schools.

Aspect	Concepts							
8.Impact on viability of organisations already delivering post 16 provision: Code - 6	1	2a	2b	2c	3a	3b	3c	4
Score	1	1.5	x	1.5	3	x	3	1.5

#### Concept 1 – Score 1

- It was recognised that there are already issues facing 6<sup>th</sup> form providers with regard to options, finance and numbers.

It was noted that if some schools retained 6<sup>th</sup> forms and others not this may impact on recruitment into Year 7.

#### Concepts 2a, 2c – Score 1.5

- It was felt these would improve the viability for some but not all.

#### Concepts 3a, 3c - Score 3

- It was felt that these offered the optimum viability where larger 6<sup>th</sup> forms could be maintained and unviable ones send their students to the 6<sup>th</sup> form centre.

#### Concept 4 – Score 1.5

- This model would have a negative impact on 6<sup>th</sup> form provision but would be positive from the perspective of the tertiary college.

Aspect	Concepts							
9.Financial aspects of provision: Ambition – 1, 25	1	2a	2b	2c	3a	3b	3c	4
Score	1	3	x	3	2.5	x	3	3

#### Concept 1 – Score 1

- It was noted that some schools are already cross subsidising from 11-16 into the 6<sup>th</sup> form.

The Board recognised the need to factor in revenue and capital costs along with the potential for increased travel costs, surplus places and a possibly large one-off redundancy cost. Revenue can be expected to decline by 2% due to demographics with the potential for further reductions in the WG post 16 grant allocation to BCBC and Bridgend College. Larger centres are able to manage their budgets more efficiently / effectively. Also those centres with high retention rates from Year 11 into Year 12 are in a stronger position with resources although the relative gain will depend on the size of the Year 11 cohort.

#### Concepts 2a, 2c, 3a, 3c, 4 – Score 2.5

- Concept 4 presents the largest economy of scale
- All the others also allow for some degree in increase in size of centres and therefore improve economies of scale



Aspect	Concepts							
10.Support for learners: Ambition – 4, 8, 11	1	2a	2b	2c	3a	3b	3c	4
Score	2	2	x	2	2.5	x	2	2

Concept 1 – Score 2

- This model lacks economies of scale.

Concept 4 – Score 2

- This could provide a wide range of services and have economies of scale.
- Due to the large numbers of students within a tertiary setting and those requiring support the quality of support provided overall might dip.

Concepts 2a, 2c, 3c – Score 2

- Because of centralisation and a mixed economy a score of 2.

Concept 3a – Score 2.5

- The learner survey indicated aspirations from learners for services that are currently not being provided or needs met. It was felt that model 3a was best placed to deliver on these.

Aspect	Concepts							
11.Standard of facilities including IT: Ambition – 16, 26, 27, 29	1	2a	2b	2c	3a	3b	3c	4
Score	1.5	2	x	2	2	x	2	3

Concept 1 – Score 1.5

- The standard of facilities across all providers is currently quite variable. A score of 1.5 represents an average score to reflect this variation.

Concept 4 – Score 3

- It is envisaged that a full tertiary model would be predicated on capital investment in new buildings and facilities.

All other concepts – Score 2

- It is anticipated that through the development of new centres facilities would be upgraded or be available through new builds.

Aspect	Concepts							
12.Additional benefits to learners including extra-curricular and WEX: Ambition – 2, 9, 30; Code - 8	1	2a	2b	2c	3a	3b	3c	4
Score	2	2	x	2	2	x	2	2

### All concepts – Score 2

- Theoretically larger institutions could provide more activities. However this can be offset by the distance learners have to travel from home. With a wide catchment the institution may find learners struggle to participate in after-hours activities. This could mean creating more time at lunchtime or providing transport for those engaged in extra-curricular activities at the end of the academic day – which means incurring extra costs.
- The lack / shortage of PE / Games noted in the student survey indicates one area that needs to be addressed.
- Access to work experience varies considerably across BCBC. A fresh report is being prepared on this as the result of an enquiry from the Welsh Local Government Association to all LAs in Wales.

Aspect	Concepts							
	1	2a	2b	2c	3a	3b	3c	4
13a. (ALN Learners – mainstream) Impact for learners with ALN: Ambition – 7, 15; Code 1, 2, 3								
Score	1.5	2.5	x	2.5	3	x	3	2.5

Aspect 13a does not include learners within resource base settings in mainstream schools.

### Concept 1 – Score 1.5

- These learners considered alongside the other learners in mainstream and a score of 1.5 was considered appropriate for the current situation.

### Concepts 2a, 2c, 4 – Score 2.5

- It is anticipated that ALN provision will be a key element in the offer provided by the new 6<sup>th</sup> form centres whether school or college led.

### Concepts 3a and 3c – Score 3

- In these models there is the flexibility of retaining some 6<sup>th</sup> form ALN provision in Special schools and therefore increasing the diversity of the offer.

Aspect	Concepts							
	1	2a	2b	2c	3a	3b	3c	4
13b. (ALN Learners – Special schools) Impact for learners with ALN: Ambition – 7, 15; Code 1, 2, 3								
Score	2.5	1	x	1	2.5	x	2.5	1

### Concepts 1, 3a, 3c – Score 2.5

- These models offer the flexibility of post 16 provision in special school 6<sup>th</sup> forms and this together with the college would maximise the progression pathways for this group.
- Better links need to be established between schools and college to aid this progression.

#### Concepts 2a, 2c and 4 – Score 1

- There are concerns over the ability to provide expert staff in the tertiary setting and over providing the physical environment needed for these learners.
- It was felt that behaviour management policies would need to be over-hauled to reflect the presence of these learners in FE settings.

Aspect	Concepts							
	1	2a	2b	2c	3a	3b	3c	4
14. Impact on Welsh medium provisions: Ambition 5, 22; Code – 7; EIA - 12								
Score	2	0	x	0	3	x	3	0

In considering Welsh medium provision the Board recognised the value of ethos and culture in WM schools and the continuation of this into post 16 provisions. There is a significant strength in the immersion of students in a wholly Welsh language environment. Some of the concepts suggest bilingual settings for the delivery of WM provision. This would run counter to the expectations expressed by the Welsh medium sector, the aspirations in Welsh Government policy on the Welsh language and the LA's response to these as expressed in the Welsh in Education Strategic Plan (WESP). The Board reflected this by agreeing lower scoring values in these settings.

#### Concept 1 – Score 2

- Whilst maintaining a unique delivery model through the medium of Welsh, the WM School recognises that it cannot do everything on its own; the score recognises these limitations.

#### Concepts 2a, 2c, 4 – Score 0

- The potential dilution of ethos and culture in these settings could have a very significant impact on WM provision post 16.
- There is also the repeated issue of trying to recruit WM staff to deliver post 16 provisions in the new campus / college as well as trying to recruit into the 11-16 WM school at a time when it is already very challenging to recruit staff into an 11-18 WM school.

#### Concepts 3a, 3c – Score 3

- These models would allow the WM School to retain its 6<sup>th</sup> form and ensure the ethos and culture of WM education is fully retained in 16-18 WM provision.
- This would also better meet the staffing issues addressed in earlier discussions.

- The WM school would also have the flexibility to work with other WM partners outside BCBC notably in RCT.
- Through these concepts there would also be an expectation that the WM school would work in active partnership with Bridgend College to put in place WM delivery of courses where the college is the delivery specialist, particularly for vocational courses.

Aspect	Concepts							
	1	2a	2b	2c	3a	3b	3c	4
15. Impact on Faith-based provision: Ambition – 6, 34; EIA - 11								
Score	2	0	x	0	3	x	3	0

Many of the considerations given to WM provision also apply to Faith based provision, especially in relation to ethos. The Board noted that Faith schools could work with partners in ways that might not be desirable for WM and that provides this sector with a more flexible response.

#### Concept 1 – Score 2

- Whilst maintaining a delivery model in a Faith-based environment and ethos, it is recognised that Faith based schools cannot do everything on their own; the score recognises these limitations.

#### Concepts 3a and 3c – Score 3

- These models provide the flexibility for 16-18 provision to be delivered within a Faith-based 6<sup>th</sup> form setting with the appropriate ethos.

All other concepts – Score 0.

Aspect	Concepts							
	1	2a	2b	2c	3a	3b	3c	4
16. Contribution to 14-19 agenda in context of local partnerships and networks: Code - 4								
Score	1	1.5	x	1.5	2	x	1.5	1.5

When there existed a specific WG grant to support 14-19 developments there had been an upsurge in partnership activity and cluster working. Now that grant funds have lost their identity and have been merged into the Education Improvement Grant and delegated to schools, cluster and partnership activity has declined. The Board recognised that more could be done with regard to cluster working.

For the WM School which is titled “*Ysgol Gyfun Gymraeg Llangynwyd*” it means that all courses must be delivered through the medium of Welsh or they will not receive funding. This therefore is potentially a limiting factor for partnership working with English medium schools or the college and twilight provision.

Concept 3a which has schools collaborating around post 16 centres may prove to be the strongest model for enhancing local partnership and network activity.

At the close of the discussion the Board agreed to set Concept 1 to a score of 1 and all the rest to 1.5.

### 10.8 Overall assessment

The overall scores can be found in the completed grid attached as Appendix 13. The Board identified certain aspects to be more critical / important than others and it was agreed a weighting should be applied to these. However the same order of scoring prevailed under both the weighted and non-weighted method. The descending order of scores for the different concepts was as follows:

Concept		Position	Score	
No.	Description		Unweighted	Weighted
3a	1 or more 6 <sup>th</sup> forms with a 6 <sup>th</sup> form centre under school governance plus FE college	1	40.5	34.9
3c	1 or more 6 <sup>th</sup> forms with a 6 <sup>th</sup> form centre plus FE college both under FE governance	2	37.5	32
1	Status quo – current situation	3	27.5	23.4
2c	11-16 schools; joint 6 <sup>th</sup> form centre plus FE college both under FE governance	4	27	23.6
4	Full tertiary model under FE college and FE governance	5	27	23.4
2a	11-18 schools; joint 6 <sup>th</sup> form centre(s) under school governance plus FE college	6	26.5	23.2

During the assessment exercise the position of Welsh medium, Faith-based and ALN provisions were repeatedly discussed. The additional constraints posed by these specific provisions are described below. In addition the Board requested the removal of Aspects 13b (ALN Special schools), 14, (Welsh medium) and 15 (Faith-based) from the assessment grid in order to understand how the various concepts would compare if separate solutions were provided for these three areas. A further table that shows the effect on the overall scores when discounted for Welsh, Faith and ALN is set out below.

#### Welsh medium provision

When Welsh medium provision is considered within the context of concepts 2a, 2c and 4 a number of concerns were expressed.

- In concepts 2a, 2c and 4 post 16 Welsh medium provisions would be removed from the school setting and placed within a bilingual college / 6<sup>th</sup> form centre setting. Whilst this may provide for continuity of preferred language (ie Welsh) these settings would not provide the immersion in Welsh language, culture and ethos that is provided within Welsh medium schools. The Welsh medium schools would see this as a serious diminution of the LA's capacity to promote Welsh language provisions.
- For concepts 2a, 2c and 4 there are significant implications for staffing. The Board felt that there would be major recruitment issues for the new post 16 setting. The Welsh medium school sector already faces considerable challenges in recruiting staff, especially subject specialist staff, who are competent to deliver through the medium of Welsh. The new post-16 setting would add considerably to this pressure and it was felt that it might have real difficulties in recruiting sufficient Welsh medium staff to deliver the breadth of curriculum comparable with the English medium offer. This would present a retrograde step for Welsh medium provision.
- The policy direction for both Welsh Government and BCBC through the Welsh Education Strategic Plan (WESP) is to increase the volume of learners in the Welsh medium sector. The removal of post-16 provisions from the school sector could be seen as running counter to these policies and plans.
- The 11-18 Welsh medium school in Bridgend has close partnership ties with WM schools in Rhondda Cynon Taff (RCT). This collaboration is critical to the ability of WM schools in both LAs to provide a suitable breadth of curriculum. The removal of the 6<sup>th</sup> form from YGG Llangynwyd in BCBC under concepts 2a, 2c and 4 would have a de-stabilising effect on WM provision in schools in RCT.
- Under concepts 1, 3a and 3c YGG Llangynwyd would retain its post-16 learners within the Welsh-medium environment but the school, in order to meet the requirements of, for example, the Learning & Skills Measure, will need to collaborate with other partners. This would be nearby Welsh-medium 6<sup>th</sup> forms such as YGG Llanhari in the neighbouring LA of Rhondda Cynon Taff.

#### Faith- based provision

When Faith- based provision is considered within the context of concepts 2a, 2c and 4 a number of concerns were expressed.

- In BCBC there is one Faith-based post 16 provider, namely Archbishop McGrath Catholic High School.

- From the viewpoint of the Faith-based sector it is the distinctive ethos that exists within their settings that they would wish to see maintained into post 16 provisions. Concepts 2a, 2c and 4 would place post 16 provisions for Faith-based learners into settings without this ethos.
- In RCT Cardinal Newman Catholic High School worked in partnership with Coleg y Cymoedd to establish a 6<sup>th</sup> form within the college that maintains a Faith ethos. It is understood that this arrangement has now been withdrawn.
- Under concepts 1, 3a and 3c Archbishop McGrath would retain its post 16 learners within the Faith-based environment but the school, in order to meet the requirements of, for example, the Learning & Skills Measure, will need to collaborate with other partners. This could be nearby 6<sup>th</sup> forms / 6<sup>th</sup> form centres or Faith-based schools in neighbouring LAs

#### ALN provision

In giving consideration to post 16 provision for learners with ALN the Board made a distinction between those learners who were in mainstream settings pre-16 and those in special schools or in learning resource centres based in mainstream schools. Hence Aspect 13 was sub-divided into 13a and 13b. Currently those learners covered by 13b have the opportunity of 6<sup>th</sup> form provision in both Ysgol Bryn Castell (YBC) and Heronsbridge.

- Learners in Heronsbridge stay within that specialist provision usually until they are 19. The specialist nature of the provision, facilities and the staff would preclude Heronsbridge from concepts 2a, 2c and 4.
- With regard to YBC a number of learners proceed to college from Year 11 and others remain within the 6<sup>th</sup> form setting. The nature of these learners, often with significant behavioural issues, means that they benefit from the expertise provided by specialist YBC staff and is not necessarily available in other settings. It was felt that concepts 2a, 2c and 4 might prove inappropriate for a proportion of learners from YBC and Learning Resource Bases.
- As WG moves to implement new legislation on ALN reform along with regional ALN innovation projects on transition and post-16 progression for learners with ALN it may be appropriate to keep open both 6<sup>th</sup> form and college progression routes until the outcomes of these developments become clearer. Therefore under concepts 1, 3a and 3c YBC would retain its post-16 learners within a 6<sup>th</sup> form setting.

Revised table of scores excluding scores for Aspects 13b, 14 and 15.

Concept		Score		
No.	Description	Position	Unweighted	Weighted
3a	1 or more 6 <sup>th</sup> forms with a 6 <sup>th</sup> form centre under school governance plus FE college	1	31	27.1
3c	1 or more 6 <sup>th</sup> forms with a 6 <sup>th</sup> form centre plus FE college both under FE governance	2	30	26.2
4	Full tertiary model under FE college and FE governance	3	27	24.4
2c	11-16 schools; joint 6 <sup>th</sup> form centre plus FE college both under FE governance	4	27	23.8
2a	11-18 schools; joint 6 <sup>th</sup> form centre(s) under school governance plus FE college	5	26.5	23.4
1	Status quo – current situation	6	21.5	18.6

## 11. Recommendations

Following careful consideration of a range of data, research, stakeholder views and concepts of educational provision for 16-18 year olds across BCBC the Post 16 Operational Board undertook detailed discussions and an assessment of the concepts. From the results of these activities the Board recommends that Concept 3 is taken forward as the preferred concept.

Concept 3a:- The retention of one or more 6<sup>th</sup> forms together with the formation of a 6<sup>th</sup> form centre.

- All 6<sup>th</sup> forms and the centre would be funded through the LA post 16 grant allocation from Welsh Government.
- The 6<sup>th</sup> form centre would be run under joint governance of 11-18 schools and the LA with a dedicated governing committee with representatives drawn from post 16 providers in Bridgend
- It is anticipated there would be close collaboration with Bridgend FE College.
- The potential sites for the 6<sup>th</sup> form centre would be considered through the business case but would not preclude incorporation into a new FE campus if one were to be forthcoming for Bridgend.



Concept 3c:- The retention of one or more 6<sup>th</sup> forms together with the formation of a 6<sup>th</sup> form centre.

- All 6<sup>th</sup> forms would be funded through the LA post 16 grant allocation from Welsh Government and would retain their current model of governance.
- The 6<sup>th</sup> form centre would be funded through the Welsh Government post 16 grant allocation to Bridgend FE College.
- The 6<sup>th</sup> form centre would come under the overall governance of Bridgend College but it is expected that it will have its own governance committee with representatives from all the current post 16 providers.
- Potential sites for the 6<sup>th</sup> form centre would be considered through the business case and it would form part of the college estate.

In addition to these recommendations the Post 16 Operational Board also recommends that further detailed work is undertaken to produce business cases for three further areas of post 16 provision;-

1. Welsh medium provision
2. Faith-based provision
3. Progression pathways and provision for learners with ALN

Post 16 Operational Board

June 2017

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## Post-16 Operational Board – concepts for testing

### 1. Concept 1: Status quo

1.1 Detailed feedback was provided through the Post-16 survey and the 2016 Post-16 Review. This can be considered as the starting point. Would other concepts be as good, better or worse in delivering the ambitions for post-16 provision and the areas covered in the survey? These areas include:

- nine sixth form centres in mainstream secondary schools – predominantly A levels;
- post-16 provision in Ysgol Bryn Castell and Heronsbridge Special School;
- the emergence of the Penybont Sixth Form College collaboration;
- some degree of collaboration/partnership activity and common timetabling;
- twilight provision;
- vocational courses at Bridgend College; and
- some limited provision with work-based training providers.

### 2. Concept 2: Formation of sixth form centre/college

2.1 Model 2a – joint governance by all schools with retention of 11-18 status: in this model the centre is funded through the local authority and there is a joint governing committee with representatives from all schools/post-16 providers:

- in adopting this approach the centre's A level programmes could be staffed by existing school staff with the likelihood of college staff delivering vocational subjects plus the current twilight A levels;
- school timetables could be aligned with that of the centre;
- staff could travel to teach at the centre probably in half day blocks; and
- in terms of a site this could be on an existing school site, a new build, on the Pencoed further education campus or incorporated into any new town centre further education campus.

2.2 Model 2b – new governance and closure of sixth forms with re-designation of schools to 11-16. In this model we would be creating a new entity with its own governance although we would expect broad representation of schools and other post-16 providers on the board:

- this centre would be funded directly by Welsh Government and be considered a further education institution similar to the position of St. David's Sixth Form College in Cardiff;
- a new governing body would need to be established;
- all staff would need to be recruited with new leadership and a new college principal; and
- it would require full application of the school organization code and ministerial approval.

2.3 Model 2c - a part tertiary model with one of the centres based on Bridgend College with the other being a new establishment; as in Model 2b this would

involve the closure of sixth forms and re-designation of schools to 11-16. In this model the centre would be an extension of Bridgend College and would fall under the governance of the college with leadership from the college principal.

### **3. Concept 3 : Retention of some sixth forms alongside a sixth form centre/college**

- 3.1 Model 3a – a mixed economy of one or more sixth forms alongside a sixth form centre with schools retaining their current 11-18 status. Sixth forms continue as now but have a timetable that is aligned with the centre; sixth form centre is under joint governance as in Model 2a above and shares similar features;
- 3.2 Model 3b – the mixed economy but with the features of governance from Model 2b above; and
- 3.3 Model 3c – the mixed economy but with features of governance from Model 2c above.

### **4. Concept 4 : Full tertiary system**

- 4.1 In this concept all schools become 11-16 schools and students transfer to Bridgend College at the end of Year 11. Bridgend College has its own governance and funding from Welsh Government but there might be an expectation of increased representation from BCBC and secondary schools on the Governing Body.

### **5. Specific considerations**

- 5.1 Welsh-medium provision to be considered as follows:
  - current partnership arrangements with neighbouring Welsh-medium schools to be continued / expanded;
  - Welsh-medium post-16 provision delivered within a sixth form centre; and
  - Welsh-medium post-16 provision delivered within a further education setting.
- 5.2 Post-16 provision is to be retained in special schools but with increased collaboration with Bridgend College and more ALN 16-18 year olds succeeding in a college setting.
- 5.3 The aspirations of faith-based education post-16 for the Catholic high school and diocese.
- 5.4 In order to support the Board's understanding of these concepts, a briefing paper was prepared which contained links to a range of post-16 provisions across Wales that provided examples of the concepts under discussion. This paper was appendix 7 in the original report and is attached.

5.5 As indicated in the preceding notes Model 2b and Model 3b describe a situation where a new independent sixth form centre/college could be established. The closest example to this is St. David's Catholic Sixth Form College in Cardiff. Although sixth form colleges are a significant part of the post-16 sector in England, St. David's is the only example in Wales. At the time of this review St. David's College was undertaking a consultation exercise with the intention of giving up independent further education status and returning to the local authority as a voluntary aided school. A copy of the consultation document was attached as Appendix 8 to the original Post-16 Board report. The Board recognised the strength of the arguments being put forward by St. David's College and took the view to discard Models 2b and 3b from the appraisal exercise.

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## Appendix C: Post 16 Operational Board

### Post 16 Survey report

**Date of issue: 22 March 2017**

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## 1. Overview

A pre-consultation reviewing Bridgend County Borough Council's post 16 education provision was undertaken over a two week period between 27 January and 14 February 2017. The survey received 2,079 responses from a combination of sixth form school teachers, college lecturers and students currently accessing post 16 education. This paper details the analysis associated with the survey.

## 2. Introduction

A public survey based on Bridgend County Borough Council's post 16 education provision was conducted over a two week period between 27 January and 14 February 2017. The survey was available online bilingually via links emailed to staff and post 16 pupils.

In total, there were 67 questions split across eight grid questions, demographic factors and qualitative feedback. Where possible, questions were routed depending upon the answers provided, as such not all 67 questions would be asked to each individual. All questions in the survey were optional.

All survey responses offered the option of anonymity. Those who did provide an email address were sent an automated HTML thank you response from Bridgend County Borough Council for taking part in the survey.

Alternative versions of the survey were also made available upon request. Comments regarding the consultation were also invited via letter, email and telephone call.

## 3. Promotional tools and engagement methods

Details of the consultation were sent to secondary school head teachers, the principal of Bridgend College and senior curriculum managers in all secondary schools and the college via email on 27 January 2017. The email asked the recipients to encourage students and associated staff members to respond by distributing the online survey link to all post 16 students, and the staff who teach them. The information was also communicated as an agenda item as part of the formal learning group meeting held in Civic Offices on 27 January 2017.

Four update emails were sent during the survey's live period to provide updates on the number of responses received from staff and students by school / college. The education service circulated these updates to all secondary heads and senior curriculum managers in order for schools to see their own response rates and those of other schools. A number of updates were released together with emails that continued to prompt schools to encourage staff and students to respond. In response to feedback from schools the survey was extended by four days in order to maximise the number of responses and improve the robustness of the data collated.

The success of the response rate was determined by the corporate consultation and engagement team and the importance placed by internal school leadership teams on achieving a high response rate. No other centralised forms of communication were used. Alternative versions of the survey were made available upon request.

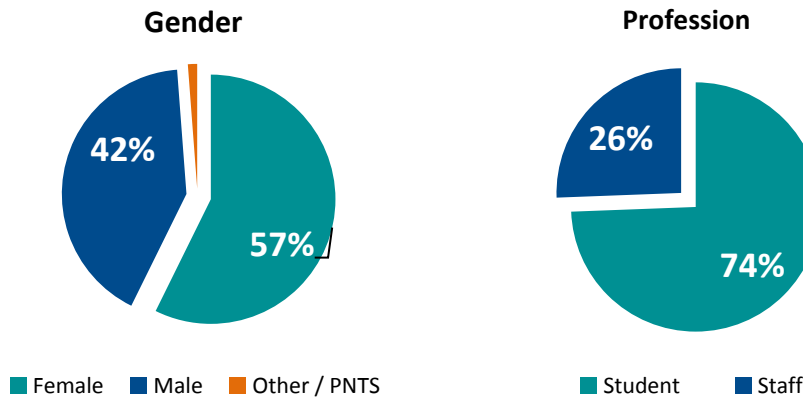
## 4. Response rate

In total, there were 2,079 online responses from post 16 staff and post 16 pupils.

- Of the 2,079 responses, 1,526 were received from post 16 students and 526 responses were received from staff members.
- No comments were received by letter, email or telephone call.

## 5. How effective was the consultation?

The consultation was conducted over a two week period. The social demographic data gathered from the survey reflects a good cross section of the county borough's population.



In total, three in five responses (57%) were from females, two in five (42%) were from males, with the remaining one per cent selecting 'other' (0.3%) or 'prefer not to say' (0.9%).

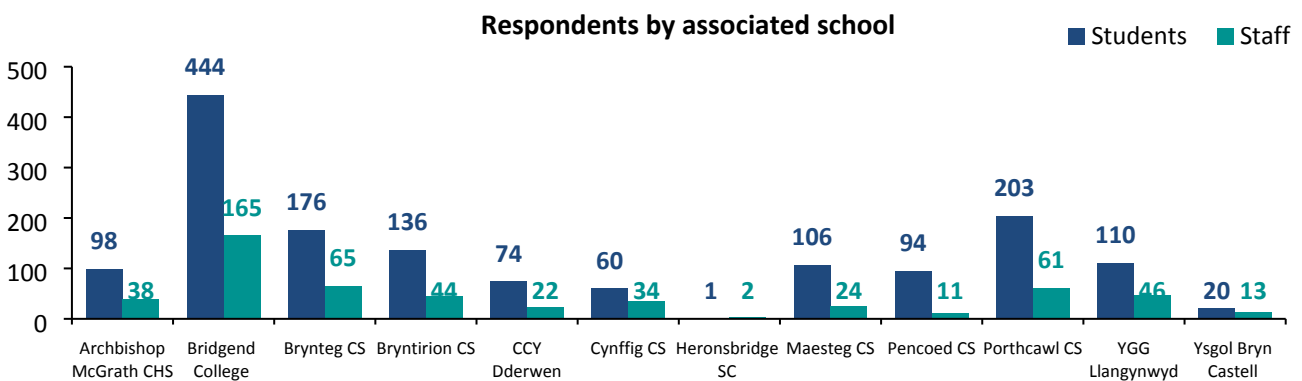
By profession, almost three in four (74%) respondents were students aged 16 or over, and over one in four (26%) were staff.

Student	#	%
Year 12	695	46.3
Year 13	530	35.3
Other	276	18.4
<b>Total</b>	<b>1,501</b>	<b>100.0</b>

Staff	#	%
Senior leader	50	9.9
Middle leader	177	35.1
Teaching staff	277	55.0
<b>Total</b>	<b>504</b>	<b>100.0</b>

More specifically, the majority of students responding were in year 12 (46%), followed by year 13 (35%) and the remaining 18 per cent selecting 'other'. Staff members were divided into three levels: teaching staff (55%), middle leaders (35%) and senior leaders (10%).

The highest number of responses came from Bridgend College with three in ten (30%) of the overall responses. This follows a similar proportion of the number of students in the college in comparison to pupils studying in local schools.



Through the data cleansing process one student was removed as a duplicate. The survey also stores partially completed surveys, of the 590 partial responses, 116 were completed to an acceptable standard to be included within the consultation results.

Data validation measures have been undertaken to ensure that the same respondent could not submit more than one response by analysing the consultation response emails provided. A sample of 1,527 students is robust and is subject to a maximum standard error of  $\pm 1.87$  per cent at the 95 per cent confidence level on an observed statistic of 50 per cent. Thus, we can be 95 per cent confident that responses are representative of those that would be given by the total post 16 students, if a census had been conducted, to within  $\pm 1.87$  per cent of the percentages reported. This means that if the total post 16 students and associated staff of Bridgend County Borough had taken part in the survey and a statistic of 50 per cent was observed, we can be 95 per cent confident that the actual figure lies between 48.13 per cent and 51.87 per cent.

## 6. Headline figures

- 6.1 Teaching and learning was the most agreeable section for staff (2.46) whilst student's rated personal skills (1.65) as the most agreeable section.
- 6.2 The most agreeable statements were 'students are able to get on the course(s) of their choice' for students with a score of 2.08. For staff, 'staff are approachable and have developed a positive relationship with students' was the most agreeable statements with a score of 2.80.
- 6.3 The least agreeable statement for students was 'students have access to games / PE every week', and it was the only statement to have a negative response of -0.42 (neither agree nor disagree). Staff rated 'students are able to follow their subject choice in their chosen language of Welsh or English' lowest with a score of 0.60 (slightly agree). Staff also rated the need for students to use transport negatively as they 'agreed' (-1.79) they were aware of students needing to use the service.
- 6.4 College respondents were significantly more likely to disagree that they were made fully aware of all the progression opportunities available at post 16 (0.60) and post 18 (0.95). Sixth form respondents ranked the same statements as 1.36 and 1.45 respectively.
- 6.5 College students felt they have more regular 1:1 meetings with their lecturers, rating the statement 0.97 in comparison to sixth form respondents rating the same statement at -0.12. College students felt they had stronger links with industry and commerce related to their courses, with an average rating of 1.46 in comparison to sixth former respondents rating the statement as 0.69.

## 7. Question and analysis - consultation survey

Section seven of the report looks at the questions asked in the survey – with 2,079 respondents in total. There were 526 responses from staff and 1,527 responses from post-16 students.

Responses referring to a ‘score’ are calculated by allocating a figure between -3 to +3 for each response between strongly disagree and strongly agree. These scores were then averaged to calculate an overall figure for each statement.

### 7.1 Please select a language to begin the survey.

Respondents to the consultation survey were initially asked which language they would like to complete the survey in. Overall, 92 per cent of respondents selected English with eight per cent selecting to complete the survey in Welsh.

Language	#	%
English	1,922	92.4
Welsh	157	7.6
<b>Total</b>	<b>2,079</b>	<b>100.0</b>

### 7.2 Teaching and learning

Teaching and learning	Rank	Score	Overall	Variation
Staff	1	2.46	Agree	0.93
Student	2	1.53	Agree	

Overall students were less supportive than staff members regarding teaching and learning, however, it was the highest ranked theme for both staff and student respondents.

Teaching and learning statements	N	Score	Student	Staff	Visual
Staff are approachable and have developed a positive relationship with students	2,069	<b>2.18</b>	1.97	2.80	=
All courses are delivered by staff who are expert in their subject	2,078	<b>2.10</b>	1.99	2.43	=
Subject staff have high aspirations for their students	2,076	<b>2.03</b>	1.80	2.69	=
Through the use of data and setting personal targets students are challenged and inspired to reach their full potential	2,065	<b>1.86</b>	1.63	2.51	=
Staff are consistent, clear and provide regular feedback to students	2,067	<b>1.84</b>	1.60	2.54	=
The quality of teaching is excellent across courses	2,076	<b>1.83</b>	1.60	2.48	=
Staff are inspirational, innovative, knowledgeable and interesting in their delivery of enjoyable lessons	2,077	<b>1.81</b>	1.58	2.47	=
Staff use a range of different teaching approaches in delivering courses	2,075	<b>1.76</b>	1.50	2.53	=
Staff use a variety of assessment methods to measure student progress and understanding	2,070	<b>1.69</b>	1.42	2.50	=
There is a strong emphasis on personalising learning to meet students' needs	2,071	<b>1.65</b>	1.37	2.47	=
Students are able to select from a range of learning methods suited to their needs and preferred approaches	2,072	<b>1.63</b>	1.33	2.49	=
Students are introduced to the concept of enterprise and entrepreneurship in their courses	2,075	<b>0.86</b>	0.61	1.59	=
<b>Av.</b>	<b>2,073</b>	<b>1.77</b>	<b>1.53</b>	<b>2.46</b>	<b>=</b>

Staff are approachable and have a positive relationship with students was the most popular statement followed by, all courses are delivered by staff who are expert in their subject. The latter statement had the lowest variation between student and staff respondents (var 0.44). The statement, students are able to select from a range of learning methods suited to their

needs and preferred approaches had the largest variation (var. 1.16) as on average pupils score this 1.33 (slightly agree) whilst staff on average scored the statement as 2.49 (agree).

There were three significant variations in responses from sixth form pupils and college students. The biggest variation came from introducing the concept of enterprise and entrepreneurship in their courses with college students scoring the statement as slightly agree (1.02), whilst sixth formers on average selected neither agree nor disagree (0.45).

College students also rated the quality of teaching (1.81) and how inspirational, innovative, knowledgeable and interesting in their delivery of enjoyable lessons (1.75), meanwhile sixth formers rated the former statement as (1.49) and the latter statement as (1.48).

Sixth form staff were more confident of their colleagues expertise, rating courses being delivered by expert staff as 2.60 (strongly agree) whilst college lecturers rated the same statement as 1.94 (agree). Similarly, sixth form staff strongly agreed (2.62) that data was used to set students' targets to challenge and inspire them to reach their full potential in comparison to college staff rating the same statement as agreeable (2.08).

### 7.3 Subject choices

Subject choices	Rank	Score	Overall	Variation
Staff	5	0.95	Slightly agree	0.35
Student	7	1.30	Slightly agree	

The subject choice theme had the only negative response to a statement in the survey, although rated positively by staff, students rated having access to games / PE every week negatively with -0.42 (neither agree nor disagree) giving the statement a score of -0.03 overall. The statement 'students do not need to travel to another centre to get to one of their chosen subjects' had a negative response from staff (-1.79), who were asked if they were aware of students having to commute to another location, whilst students were asked if they personally did not need to travel to another centre, which had a response score of 0.96 (slightly agree).

Choice subjects statements	N	Score	Student	Staff	Visual
Students are able to get on the course(s) of their choice	2,079	<b>2.03</b>	2.08	1.86	=
The post 16 curriculum offer contains a wide choice of subjects	2,077	<b>1.79</b>	1.64	2.23	=
Students are able to follow their subject choice in their chosen language of Welsh or English	2,073	<b>1.66</b>	1.97	0.60	=
When making choices students have a good balance between vocational and academic subjects in the curriculum offer	2,070	<b>1.50</b>	1.47	1.60	=
Students are able to follow their subject choice in their chosen Faith environment	2,073	<b>1.52</b>	1.65	1.12	=
It is easy to access subjects not available at their school or college	2,072	<b>1.03</b>	1.08	0.89	=
Students do not need to travel to another centre to get to one of their chosen subjects	2,073	<b>0.19</b>	0.96	-1.79	-
Students have access to games / PE every week	2,072	<b>-0.03</b>	-0.42	1.05	-
<b>Av.</b>	<b>2,074</b>	<b>1.21</b>	<b>1.30</b>	<b>0.95</b>	<b>=</b>

The statement 'students are able to follow their subject choice in their chosen language of Welsh or English' is more supported by students 1.96 (agree) than staff 0.55 (neither agree nor disagree). Welsh speaking students (i.e. YGG Llangynwyd) rated the statement on

average as 1.54 (agree), lower than any other school / college students, whilst Welsh speaking staff scored the statement significantly higher with 1.97 (agree), above any other school / college staff.

Staff of the two settings had the widest variation between how easy it was to access subjects not available at the school / college, college staff neither agreed nor disagreed (0.18) whilst secondary school staff slightly agreed (1.16). College students felt they were able to get on their courses (2.37) more so than sixth formers (1.92), and access to physical activity was also higher with college students neither agreeing or disagreeing with the statement (0.05) and sixth formers slightly disagreeing (-0.73).

Over one in ten (13%) students needed to travel to another centre for learning. Of those, approaching two in ten (19%) rated the transport poorly. A qualitative section allowed for further explanation of the rating. There were 32 responses analysed in total – one was removed as it did not describe an issue regarding transportation. There were 35 issues provided.

Three in five of the issues around transport are due to the drivers arriving late (51%). Unsafe / poor drivers was also highlighted as a problem (17%).

Transport issues	#	%
Late driver	18	52.9
Unsafe / poor driver	6	17.6
No transport	3	8.8
Transport doesn't help busy schedule	2	5.9
Missing return collections	2	5.9
More regular transport needed	1	2.9
Wrong drop-off locations	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>

### 7.3.1 What course did you not get onto and why?

Seven per cent of students and six per cent of staff had a negative response to the statement regarding acceptance to a course. Neutral or negative respondents were then offered the opportunity to provide a qualitative response. In total there were 104 comments provided across 23 topics. The tables below are segregated by profession.

Student responses - issue	#	%
Timetable clash	33	38.8
Low interest	13	15.3
Student capability	11	12.9
Not available	9	10.6
No response provided	7	8.2
Teaching issues	3	3.5
No reason given to student	3	3.5
Course at capacity	3	3.5
Long commute	1	1.2
Twilight course	1	1.2
School told pupil no to college course	1	1.2
<b>Total</b>	<b>85</b>	<b>100.0</b>

Qualitative responses received from staff were more generalised. However, both staff and students selected timetable clashes as the biggest issue around subject choice selection.

Staff responses - issue	#	%
Timetable clash	3	15.8
Low interest	2	10.5
Not available	2	10.5
Post 16s with ALN needs are not always met due to staffing / training issues	1	5.3
Travel put pupils off certain subjects	1	5.3
Restrictions on provision as other schools provide subjects	1	5.3
College not allowed to deliver course	1	5.3
Only available via twilight programme	1	5.3
No choice as school pressure pupils to stay on and study A-levels	1	5.3
Pupils switching from Welsh first language to English first at A-level struggle	1	5.3
No pre-entry or entry level classes outside Heronsbridge	1	5.3
Do not appear to be viewed as important as other subjects	1	5.3
Bridgend college only offer Welsh	1	5.3
Hard to combine A level and a vocational programme	1	5.3
Not promoted enough to all levels of learners	1	5.3
<b>Total</b>	<b>19</b>	<b>100.0</b>

### 7.3.2 What subjects were you unable to study in your chosen language?

When students were asked what subjects they were unable to study in their chosen language, there were 35 comments highlighting 19 subject choices in total.

The most popular subject was mathematics followed by religious studies. Both English speaking schools and Welsh speaking schools featured 17 requests for subjects being taught in an alternative language.



English speaking respondents	#	%
Mathematics	3	17.6
Religious studies	2	11.8
Welsh	2	11.8
Public service – full course	1	5.9
Business level 3	1	5.9
Travel and tourism	1	5.9
Health and social	1	5.9
English literature	1	5.9
History	1	5.9
Welsh	1	5.9
German	1	5.9
Physics	1	5.9
ICT Welsh	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

Welsh speaking respondents	#	%
Religious studies	3	17.6
History	2	11.8
Psychology	2	11.8
Chemistry	2	11.8
Biology	2	11.8
Mathematics	2	11.8
Drama	1	5.9
English	1	5.9
Public services	1	5.9
Engineering	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

### 7.3.3 What subjects were you unable to study in your chosen Faith and why?

There were 12 qualitative responses regarding students being able to study at their chosen faith setting. No respondent to this question was associated with Archbishop McGrath High School.

School	Subject
Brynteg Comprehensive School	All
Bryntirion Comprehensive School	Religious studies
	All
Pencoed Comprehensive School	Science
	Welsh
Porthcawl Comprehensive School	All
	All
YGG Llangynwyd	Photography
	Physics
	Psychology
	Religious studies
Ysgol Bryn Castell	Mathematics

## 7.4 Learner support

Learner support	Rank	Score	Overall	Variation
Staff	2	2.28	Agree	0.99
Student	6	1.29	Slightly agree	

Learner support statements had the largest variation in the survey between student and staff respondents overall. The statement with the largest variation was 'students have regular 1:1 meetings with their teachers', students neither agreed nor disagreed (0.31), whilst staff agreed with this statement (2.15). Both staff and students found the statement 'students feel well supported by the school / college pastoral system' as the most agreeable statement within the learner support theme.

Learner support statements	N	Score	Student	Staff	Visual
Students feel well supported by the school / college pastoral system	2,076	<b>1.89</b>	1.60	2.73	=
The additional support students receive meet their needs	1,577	<b>1.83</b>	1.57	2.48	=
Students have worthwhile opportunities to talk to a wide range of external partners e.g. Careers Wales advisor, college, higher education, employers and training providers	2,069	<b>1.65</b>	1.45	2.22	=
Additional support has been made available to students when they need it	2,064	<b>1.77</b>	1.46	2.54	=
Students do not feel pressured into choosing a particular post 16 progression route	2,073	<b>1.62</b>	1.48	2.00	=
In year 12/13 students are made fully aware of all their progression opportunities available to them at post 18	2,071	<b>1.58</b>	1.39	2.17	=
Students know how to apply for the range of progression opportunities that are available to them	2,068	<b>1.51</b>	1.27	2.21	=
In year 10/11 students are made fully aware of all their progression opportunities available to them at post 16	2,068	<b>1.41</b>	1.21	2.04	=
Students have regular 1:1 meetings with their teachers	2,072	<b>0.78</b>	0.31	2.15	=
<b>Av.</b>	<b>2,015</b>	<b>1.55</b>	<b>1.29</b>	<b>2.28</b>	=

By year group, year 13 students agreed that the additional support they receive meets their needs (1.74), whilst year 12 students slightly agreed (1.45). Similarly, year 13 students were more confident they knew how to apply for a range of progression opportunities scoring 1.49 against year 12 students scoring 1.06.

College respondents slightly agreed (1.32) with the statement 'I have regular 1:1 meetings with my teachers' whilst secondary school respondents neither agreed nor disagreed (0.36). College students slightly agreed (0.97) with the same statement, whilst sixth former students (-0.12) chose neither agree nor disagree. Staff responses followed a similar pattern.

College respondents were significantly more likely to disagree they were made full aware of all the progression opportunities available at post 16 (0.60) and post 18 (0.99). Sixth form respondents ranked the same statements as 1.41 and 1.61 respectively.

That variation is even larger between staff members, college staff were significantly more likely to disagree they were made fully aware of all the progression opportunities available at post 16 (0.48) and post 18 (1.04). Sixth form staff ranked the same statements as 2.27 and 2.37 respectively. Sixth form staff (2.27) are more likely to agree that students do not feel pressured into choosing a particular post-16 progression route in comparison to college staff (0.99).

## 7.4.1 Additional support

There were 55 responses in total, seven responses across six topics from staff and 48 responses across 21 topics from students. Overall 95 per cent of staff agreed that additional support available meets the needs of the students. Those who disagreed provided the following qualitative responses.

Staff	#	%
Better (impartial) support on FE / career	2	28.6
No encouragement for those not suitable for Sixth form	1	14.3
Need more emotional support	1	14.3
Better communication	1	14.3
Support varies	1	14.3
Dyslexic support post KS3	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>

Three in four (75%) students agree that the additional support received met their needs. Of those who disagreed, or neither agreed nor disagreed, there was an opportunity to provide additional information through a qualitative question. The top three comments totalled almost half (48%) of the responses received, all three were related to support from teachers regarding their education.

Students (1/2)	#	%	Students (2/2)	#	%
Need to provide extra revision lessons	9	18.8	Some classes need more support	1	2.1
More 1:1 teaching	8	16.7	Any	1	2.1
General - more support from teachers	6	12.5	The staff need more support	1	2.1
Need more emotional support	4	8.3	Pupil stated 'I have no idea what I'm doing'	1	2.1
Better (impartial) support on FE / career	4	8.3	After school clubs	1	2.1
More financial support	2	4.2	Lessons in media	1	2.1
General - more support for students	2	4.2	More support on how pupil feels they're doing	1	2.1
Recover lost time in lessons	1	2.1	Time management	1	2.1
No times were available for additional support	1	2.1	More information	1	2.1
Better understanding of my young carer situation	1	2.1	More support around assignment deadlines	1	2.1
Support to improve spelling	1	2.1	<b>Total</b>	<b>49</b>	<b>100.0</b>

## 7.5 Digital learning

Digital learning	Rank	Score	Overall	Variation
Staff	6	1.71	Agree	0.19
Student	3	1.52	Agree	

Digital learning had the lowest level of variation between student responses and staff responses in comparison to the other themes measured. Staff rated 'students are increasingly making use of digital platforms and resources for independent learning' as the most agreeable with a score of 2.22 (agree), this is the biggest variation of the five digital learning statements, students rated this as 1.62. 'There is a good IT provision and access

to the internet and learning platforms' was the most popular statement for students at 1.67 (agree) as the most agreeable digital learning statement. The statement was equally supported by staff (1.67). Students 'being able to use their own devices in school / college was also supported more by students (1.45) than staff (1.38).

Digital learning statements	N	Score	Student	Staff	Visual
Students are increasingly making use of digital platforms and resources for independent learning	2,074	<b>1.77</b>	1.62	2.22	=
There is good IT provision and access to the internet and learning platforms	2,071	<b>1.67</b>	1.67	1.67	=
Students have access to the latest technologies as part of their course	2,068	<b>1.51</b>	1.41	1.66	=
Students have access to the latest technologies to communicate with staff	2,067	<b>1.46</b>	1.45	1.68	=
Students are able to use their own devices in school / college	2,071	<b>1.43</b>	1.45	1.38	=
<b>Av.</b>	<b>2,070</b>	<b>1.55</b>	<b>1.52</b>	<b>1.71</b>	=

All statements were rated overall as slightly agree or higher.

Sixth form staff are more satisfied with the technology available agreeing with the three statements regarding IT provision (1.89), access to latest technologies as part of their course (1.77) and to communicate with staff (1.87). College staff scored each of the following three lower: IT provision (0.90), access to latest technologies as part of their course (1.06) and to communicate with staff (1.11). However, overall the only significant variation between sixth forms and the college came from the IT provision statement: college scoring 1.41 and the sixth form 1.68.

## 7.6 Personal skills

Personal skills	Rank	Score	Overall	Variation
Staff	4	1.88	Agree	0.23
Student	1	1.65	Agree	

Of the eight statements, students were more likely to agree to having 'well developed essential skills' with a score of 2.02 (agree) in comparison to staff who were less confident in students' essential skills and rated the same statement at 1.72 (agree), their joint lowest statement in terms of scoring. The statement 'students are well supported academically through the transition from GCSE to A-level so their expected standards didn't drop' was the highest ranked statement for staff with 2.22 (agree) whilst students rated it lower at 1.34 (slightly agree), the largest variation between the two professions in this area. The second largest variation came from the statement 'students are well supported and prepared by school / college for the workplace and / or higher education', both students (1.59) and staff (2.20) agreed with the statement.

Personal skills statements	N	Score	Student	Staff	Visual
Students have well developed essential skills	2,070	<b>1.94</b>	2.02	1.72	=
Students have well developed wider skills	2,070	<b>1.91</b>	1.99	1.72	=
Students are capable and independent learners	2,067	<b>1.85</b>	1.90	1.74	=
Students are well supported and prepared by school / college for the workplace and / or higher education	2,067	<b>1.75</b>	1.59	2.20	=
Students are able to cope with difficulties and challenges	2,071	<b>1.60</b>	1.56	1.72	=
Student are well prepared to contribute to my local community and wider society	2,064	<b>1.60</b>	1.48	1.93	=
Students are well supported academically through my transition from GCSE to A-level so my expected standards didn't stop	2,064	<b>1.56</b>	1.34	2.22	=
Students have good opportunities for work experiences and making connections to employers	2,066	<b>1.43</b>	1.31	1.78	=
<b>Av.</b>	<b>2,067</b>	<b>1.71</b>	<b>1.65</b>	<b>1.88</b>	=

There were several large variations between staff members from the college and secondary schools. The largest being 'students are well supported academically through the GCSE to A-level transition' college staff rated this as 1.23 (slightly agree) against secondary staff agreeing (2.43). Sixth form students were significantly more likely (1.38) to state they were well supported in the transition from GCSE to A-level against college students (1.10). This variation was also prevalent in the findings overall from college (1.14) and sixth form (1.52) respondents.

Regarding students' personal skills, college staff rated students having well developed essentials skills (0.77) and wider skills (0.91) as slightly agree, sixth form staff rated both higher at 2.05 for essential skills and 1.98 for wider skills. Secondary staff also agreed (2.09) that students were well prepared to contribute to the local community and wider society, whilst college staff slightly agreed (1.36).

## 7.7 The extra-curricular offer

Extra-curricular	Rank	Score	Overall	Variation
Staff	5	1.81	Agree	0.62
Student	7	1.19	Agree	

Students ranked the extra-curricular offer the lowest of the seven themes, whilst staff scored the theme above learner support and digital learning.

The statement regarding having a strong peer support in college / sixth form was the highest ranked extra-curricular statement for both professions, and the only statement students rated as 'agree' (1.58) overall. Staff responses varied in score from 1.53 to 2.10 but all were rated overall as 'agree'. Staff rated the statement 'there are strong links with industry and commerce related to students' courses' the lowest with 1.53 (agree), the statement was rated as slightly agree (0.95) by students, which is slightly above their lowest statement 'there are good extra-curricular opportunities that enrich my subject course provision' (0.94).

Extra-curricular statements	N	Score	Student	Staff	Visual
There is strong peer support in college / sixth form	2,067	1.72	1.58	2.10	=
There is an excellent social network in college / sixth form	2,067	1.50	1.40	1.82	=
There is a wide range of extra-curricular opportunities in my college / sixth form	2,066	1.25	1.05	1.84	=
There are good extra-curricular opportunities that enrich my subject course provision	2,062	1.14	0.94	1.73	=
There are strong links with industry and commerce related to students' courses	2,068	1.10	0.95	1.53	=
<b>Av.</b>	<b>2,066</b>	<b>1.35</b>	<b>1.19</b>	<b>1.81</b>	<b>=</b>

For extra-curricular statements there were two significant differences between college students and sixth formers. College students slightly agreed they had strong links with industry and commerce related to students' courses (1.46) against sixth formers who rated the statement as slightly agree (0.69) on average. Staff also followed the same opinion where college staff rated the statement at 1.93 (agree) against 1.12 (slightly agree) by secondary staff.

The second significant variation for students was regarding the statement 'there are good extra-curricular opportunities in my college / sixth form' was more agreeable with college students (1.21) than sixth formers (0.75).

Support from peers (2.16), social networks (1.90) and a wide range of extra-curricular opportunities (1.87) are rated higher by secondary staff than college staff who scored support from peers (1.64), social network (1.28), and a wide range of extra-curricular opportunities (1.39). Staff feedback also supported these statements.

## 7.8 The learning environment

Learning environment	Rank	Score	Overall	Variation
Staff	3	2.10	Agree	0.66
Student	4	1.44	Slightly agree	

All five learning environment statements were ranked in the same order by both students and staff. The biggest variation of the five statements was from the statement 'there is a tolerant, inclusive and welcoming culture in the college / sixth form environment' which was agreeable to students (1.68) and strongly agreeable (2.66) to staff, the most supported statement for both professions. The only statement to be rated below 'agreeable' was 'students were able to enjoy a good common room and other facilities for 16-19 year olds' which was rated as slightly agreeable (0.95) and agreeable (1.57) by staff giving an overall scoring of 1.12.

Learning environment statements	N	Score	Student	Staff	Visual
There is a tolerant, inclusive and welcoming culture in the learning provider / college / sixth form environment	2,043	<b>1.93</b>	1.68	2.66	=
Students feel that, regardless of need or ability, everyone feels included in lessons and other 16 – 19 year old activities	2,047	<b>1.78</b>	1.58	2.36	=
Students' courses are delivered in excellent learning environments with specialist facilities	2,052	<b>1.62</b>	1.49	2.02	=
Students have excellent facilities for independent learning and study	2,045	<b>1.57</b>	1.48	1.84	=
Students are able to enjoy a good common room and other facilities for 16 – 19 year olds	2,047	<b>1.12</b>	0.95	1.62	=
<b>Av.</b>	<b>2,047</b>	<b>1.61</b>	<b>1.44</b>	<b>2.10</b>	<b>=</b>

On average, respondents in year 12 were more likely to agree they had a good common room and other facilities (1.13) compared to year 13 students (0.79).

College students were more satisfied with the learning environment and facilities available as defined in the two statements: students' courses are delivered in excellent learning environments with specialist facilities, scoring 1.70 against sixth formers scoring of 1.34. Similarly, college students agreed (1.72) to having excellent facilities for independent learning and study whilst sixth formers slightly agreed (1.30) for the learning environment theme, this was the largest variation between college and sixth form students.

Although college students were more supportive than sixth form students overall, sixth form staff were more likely to agree with the statements regarding the learning environment than college staff. Everyone feels included in lessons (2.41), courses are delivered in excellent learning environments with specialist facilities (2.11) and having a good common room (1.75) were all significantly more supported by sixth form staff than college staff who rated the same three statements as: 2.03, 1.62 and 0.95.

## 8. Conclusion

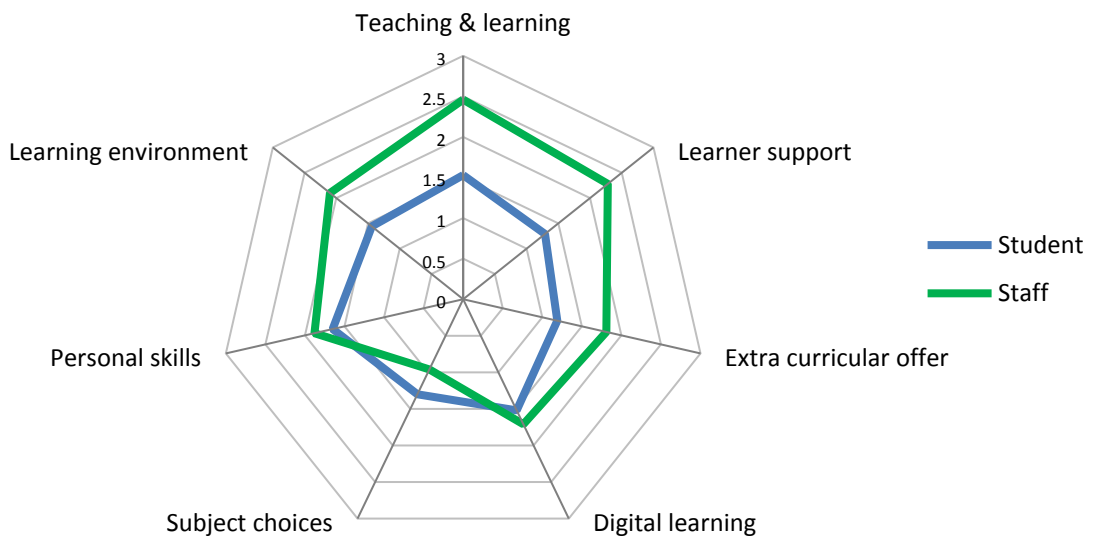
A response rate of 1,527 students to the survey questions is robust and is subject to a maximum standard error of  $\pm 1.87$  per cent at the 95 per cent confidence level. This means that if the total population of Bridgend County Borough had taken part in the survey and a statistic of 50 per cent was observed, we can be 95 per cent confident that the actual figure lies between 48.13 per cent and 51.87 per cent.

Overall, the current post 16 provision was supported by respondents with only one statement, regarding access to physical activity, having a negative response overall (-0.03). In reporting the findings, each statement and theme has been given an equal weighting of importance.

### 8.1 Post 16 education in the county borough.

	Teaching & learning	Personal skills	Learning environment	Digital learning	Level of support	Extra-curricular	Subject choices
Student	1.53	1.65	1.44	1.52	1.29	1.19	1.30
Staff	2.46	1.88	2.10	1.71	2.28	1.81	0.95
Variation	0.93	0.23	0.66	0.19	0.99	0.62	0.35
<b>Average</b>	<b>1.77</b>	<b>1.71</b>	<b>1.61</b>	<b>1.57</b>	<b>1.55</b>	<b>1.35</b>	<b>1.21</b>

Overall, teaching and learning was the most supported area of post 16 education, it was also the most supported area for staff and the second most supported for students. Although subject choices was rated the lowest overall, there is a big variation for staff from the question regarding travelling to another centre to get onto a chosen subject, if this statement is removed from the average, the staff average would rise from 0.96 to 1.34. For students, the lowest scoring theme was the extra-curricular offer.





For students, personal skills (1.65), teaching and learning (1.53) and digital learning (1.52) were rated as 'agreeable' overall. All other themes were 'slightly agreeable'. For staff, the only theme not to be rated as 'agreeable' was subject choices which was rated as 'slightly agreeable'.

By school / college, both Archbishop McGrath High School and Brynteg Comprehensive School were rated highest by respondents in three areas. Bridgend College had the lowest level of variation between its highest ranked statement and its lowest with a difference of 1.99. Each bold score within the table shows the highest score for that particular theme whilst each underlined figure shows the highest scored theme for the particular school / college. See appendix for more information on the individual school results.

	Teaching & learning	Subject choices	Level of support	Digital learning	Personal skills	Extra-curricular	Learning environment
Archbishop MG	1.91	<b>1.46</b>	1.72	<b>1.86</b>	1.88	1.56	<b>1.99</b>
Bridgend College	<u>1.80</u>	1.22	1.41	1.54	1.57	1.41	1.60
Brynteg CS	1.88	1.28	<b>1.86</b>	1.48	<b>1.99</b>	<b>1.61</b>	1.72
Bryntirion CS	1.82	1.29	1.85	1.49	<u>1.94</u>	1.42	1.86
CCYD	1.33	0.87	1.00	<b>1.86</b>	1.50	0.79	0.97
Cynffig CS	<b>1.97</b>	0.98	1.52	1.44	1.70	1.02	1.53
Maesteg CS	1.44	1.00	1.25	<u>1.65</u>	1.37	0.70	1.11
Pencoed CS	<u>1.25</u>	0.87	0.95	0.92	<u>1.25</u>	0.60	0.96
Porthcawl CS	1.89	1.41	1.81	1.71	<u>1.97</u>	1.58	1.67
YGG Llangynwyd	1.88	1.21	1.69	<b>1.86</b>	1.79	1.56	<b>1.99</b>
<b>Average</b>	1.77	1.21	1.55	1.57	1.71	1.35	1.61

### Top five statements:

By statement, students felt confident in their own essential skills (2.04) and their wider skills (1.97) however this was not necessarily agreeable with staff responses. Staff rated both students' essential skills and wider skills as 1.72. Students agreed they were able to get on the course(s) of their choice (1.96) and their chosen language of English or Welsh (1.96). Staff were much less likely to agree with the latter point, the statement being the second lowest overall for the cohort. Students believed they had positive relationships with staff (1.93) which was the fifth highest statement overall. Staff were also confident in this statement, it received the highest score with staff 'strongly agreeing' (2.83). Staff statements ranked three to five were all rated as 'agreeable' by students, giving validity to the staff perceptions.

Rank	Students	Score	Staff	Score
1	Students have well developed essential skills	2.04	Staff are approachable and have developed a positive relationship with students	2.83
2	Students have well developed wider skills	1.97	Subject staff have high aspirations for their students	2.73
3	I was able to get on the course(s) of my choice	1.96	Students feel well supported by the school / college pastoral system	2.71
4	Students are able to follow their subject choice(s) in their chosen language of Welsh or English	1.96	There is a tolerant, inclusive and welcoming culture in the learning provider / college / sixth form environment	2.60
5	Staff are approachable and have developed a positive relationship with students	1.93	Staff are consistent, clear and provide me with regular feedback	2.57

### Bottom five statements:

Students slightly disagreed that they had access to games / PE every week scoring the statement as -0.65 overall.

Rank	Students	Score	Staff	Score
1	Students have access to games / PE every week	-0.65	Learners do not need to use transport to get to one or more of their chosen subjects	-1.84
2	Students have regular 1:1 meetings with student's teachers	-0.01	Students are able to follow their subject choice in their chosen language of Welsh or English	0.55
3	Students are introduced to the concept of enterprise and entrepreneurship	0.51	Students have access to games / PE every week	0.98
4	There are strong links with industry and commerce related to my courses	0.76	It is easy to access subjects not available at a student's school or college	1.06
5	There are good extra-curricular opportunities that enrich my subject choice provision	0.80	Students are able to follow their subject choice(s) in their chosen Faith environment	1.15

## 8.2 College vs. Sixth forms

There are 15 statements in total that vary by more than  $\pm 0.25$  between college and sixth form respondents. The biggest variation was regarding being made fully aware of progression opportunities available, college respondents rated the post 16 statement as 0.60 (slightly agree) whilst sixth form respondents rated it significantly higher at 1.59 (agree). The same statement for post 18 had a similar variation with college respondents slightly agreeing (0.99) and sixth form respondents agreeing (1.70).

College respondents felt they had more regular 1:1 meetings with their teachers (1.32 against 0.39) and stronger links with industry and commerce related to their courses (1.58 against 0.80). College respondents also slightly agreed (1.26) more to the statement 'there are good extra-curricular opportunities that enrich my subject course provision' but sixth form staff were slightly less supportive (0.98) of the same statement. Similarly, regular 1:1 meetings were rated lower by sixth form pupils whom neither agreed nor disagreed with the statement (-0.12) whilst college students slightly agreed (1.02). Sixth form students were more likely to disagree scoring -0.73 (slightly disagree) overall against college students who neither agreed nor disagreed with the statement (0.05).

Sixth formers felt more supported academically through the GCSE to A-level transition rating the statement as 1.63 (agree), higher than college students who slightly agreed (1.14) with the statement. This was more significant between staff (var. 1.20) than students (var. 0.28).

Regarding subject choices, the statement 'it is easy to access subjects not available at a students' school or college' was more agreeable to sixth form staff (1.02) than college staff (0.62) both slightly agreeing overall, there was a similar opinion from students as college students scored the statement 1.00 and sixth form students scored 1.08.

Sixth form staff were more comfortable with their students' personal essential skills (2.05) and developed wider skills (1.98) in comparison to college students who rated their essential skills (0.77) and wider skills (0.91) lower. However, college students (1.02) were more likely to agree that their course(s) introduced them to the concept of enterprise and entrepreneurship than sixth formers (0.45).

Although students feel similar to one another, sixth form staff agree that there is a good IT provision and access to the internet and learning platforms (1.89) in comparison to college staff (0.90) who overall, slightly agree with the statement. Similarly, sixth form staff also feel students are able to enjoy a good common room and other facilities for 16-19 year olds (1.75) more so than college students (0.95).

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## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

10 JANUARY 2018

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

#### MEMBER AND SCHOOL ENGAGEMENT OVERVIEW AND SCRUTINY PANEL

#### 1. Purpose of Report.

- 1.1 The purpose of the report is to present the Committee with the findings and recommendations from a Member and School Engagement Panel (MSEP) meeting with Maesteg School.

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

- 2.1 This report relates to the following Corporate Priorities:

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

#### 3. Background

- 3.1 The Council's scrutiny function has an important role to play in enhancing the transparency and accountability of public services. The purpose of engaging Head Teachers together with Chairs of Governors with Members of Scrutiny is to explore school performance with a view to improving levels of understanding in support of the Committee's accountability function.
- 3.2 Maesteg School had been highlighted as a school for the Panel to consider with the rationale that the local authority issued the school with a cause for concern letter in October 2016. Information from the Directorate explained that concern was raised about the quality of leadership at the school because in 2016, based on school reported data, there was a decline in nearly all key performance indicators at key stage 4. The decline was significant in mathematics at level 2 and the level two threshold including English/Welsh and mathematics.
- 3.3 Unverified data for key stage 4 pupils in 2017 indicates that performance is still low, especially in the combined English and mathematics threshold indicator. However, it was highlighted by the Directorate that performance in 2017 cannot be compared to performance in 2016 as GCSE reforms mean that qualifications cannot be compared like for like.
- 3.4 Also there are a number of changes that all schools have had to address over the recent academic year, which may have impacted on this year's performance and therefore the performance at Maesteg. These include; 'A' level changes taking place simultaneously; full implementation of the Welsh Baccalaureate at level 1 and

level 2 in key stage 4; late publication of available information from WJEC; no grade descriptors and in-cohort changes.

3.5 In relation to Maesteg School, a joint local authority and Central South Consortium enquiry, conducted alongside the school, was undertaken in May 2017. The enquiry recommended that in order to strengthen the impact of the headteacher and senior leadership team on school improvement, the group should relentlessly pursue a more focussed agenda for accelerating progress and raising standards; continuing the current impetus at the school and maintaining the drive that is beginning to set higher expectations. This is to be achieved through:

- Empowering middle leaders to take greater responsibility for reducing in-school variation, thus ensuring greater consistency in the areas for which they are responsible, providing support and challenge to improve the performance of individuals and the team;
- Continuing on the quest for consistency by focusing attention on a small but powerful set of standardised procedures to drive out in-school variation;
- Further improving the process of self-evaluation; and
- Further developing the school's approach to identifying and sharing effective learning and teaching strategies.

3.6 The progress review in July 2017 indicated that the school has made a positive start to addressing these recommendations.

3.7 The MSEP met with the Headteacher, Mrs Helen Jones and the Chair of Governors, Cllr Keith Edwards, along with the Officers from the Education and Family Support Directorate on 22 November 2017.

3.8 The Panel received detailed information to assist them in their deliberations and development of questions including recent school data, the School Improvement plan, the Central South Consortium School Enquiry Report and the Summer Term 2 Progress Report.

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

4.1 Following their discussions with the Headteacher and Chair of Governors, the Panel highlighted a series of key points and recommendations:

##### **Key points from the Headteacher and Chair of Governors**

- Two particular areas have hit schools hard recently – BTEC Science and English Literature – being withdrawn from quantitative measure.
- Struggle to recruit new staff, particularly in Maths and Science; firstly as there are so many opportunities in this field both within teaching and outside of teaching – many in the latter with much less pressure; and secondly high calibre teachers are much easier to attract to a 'Green' Category school.
- The Categorisation System for schools creates additional issues as parents are also attracted to 'Green' schools which can have a detrimental effect on individual school budgets through significant numbers of surplus places. This is further compounded by the fact that it is mainly Green schools that are

considered to become 'Hub schools' allowing them to broker services and create additional income;

- Pupil population boom in England will exacerbate recruitment situation in Wales, as England have bigger budgets to attract good teachers.
- Girls underperforming boys is becoming an increasing issue for some schools with possible indication of a demographic/cultural issue. This underperformance appears to be starting at Key Stage 3. Several reasons attributable to this:
  - 1) A lack of confidence at the core and girls not believing they can achieve and having low aspirations;
  - 2) The quality of relationships girls have with their teachers;
  - 3) An increasing gender stereotypical view of girls and boys;
  - 4) New curriculum being exam based not coursework based which tends to favour boys ways of learning and achieving.

**The Panel highlighted the following as key methods the school has identified for improvement and possible areas for sharing best practice with others:**

- A combination of strong pupil tracking systems and higher aspirations for pupils is vital to improve pupil performance.
- Challenging pupil data from primary schools in order to better categorise pupils and set them correctly – starting off the learning journey from year 7 instead of later.
- Teaching and Learning Reviews being held at beginning of school year with new performance targets – instead of waiting until it's too late to do anything about it.

School Governors

- Have Governors and a budget allocated to aspects of school motto/focus: 'STRIVE'
  - S – Skills – Literacy and Numeracy
  - T – Teaching
  - R – Raising aspirations
  - I – Inclusion
  - V – Visionary
  - E – English/Maths
- Link Governors for English and Maths together to ensure focus is maintained equally on both.

## **4.2 Recommendations**

1. The Panel expressed concern over evidence reported that although schools may be issued with a cause for concern letter at the beginning of the school year in the Autumn term, support mechanisms are not put in place until after the school categorisation has been ratified in the following January. This sometimes means that a school may not get the support until a few weeks before the next exams and therefore have not had the opportunity or support to make changes and have an impact on those pupils for that year.

Given the fact that, as reported by the Corporate Director- Education and Family Support, it is extremely unlikely that the school categorisation system will contradict the cause for concern letter, it is recommended that support from the Local Authority and the Consortium is put in place for schools immediately after a cause for concern letter is issued.

2. Discussions were held in relation to the tragic accident that had occurred at the school in 2014. From evidence received the Panel recommend that support mechanisms are put in place for schools relating to any tragic incident. This should include a clear support package from the Local Authority, covering pupils, families, staff and the Headteacher. The Panel further recommend:
  - a) that this package utilise that already in place for dealing with suicides as the impact can be similar;
  - b) that this support package include dealing with press and items such as Freedom of Information Requests.
3. The Panel also recommend that lessons be learnt from Maesteg School with:
  - a) Schools and the Local Authority investing in better training for Headteachers and school staff in Health and Safety processes;
  - b) School Leaders being better prepared for dealing with the accountability and culpability in such tragic situations;
  - c) Other schools learning from improved processes now in place in Maesteg School for vehicles and pupils entering and leaving the school with the hope of preventing further tragedy.

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

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

## **6. Equality Impact Assessment**

There are no equality implications directly attached to this report.

## **7. Financial Implications.**

There are no financial implications directly associated with this report.

## **8. Recommendation.**

- 8.1 The Committee is asked to
  - a) Accept the comments and recommendations of the Member and School Engagement Panel in relation to Maesteg School;
  - b) Determine whether it wishes to send the comments and recommendations to Cabinet, the Directorate and the Consortium for a response.



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### **Background documents**

None

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