

# Public Document Pack

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

### Bridgend County Borough Council



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

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

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



#### **Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate**

Deialu uniongyrchol / Direct line /: 01656 643148 / 643147 / 643694

Gofynnwch am / Ask for: Mr Mark Anthony Galvin

Ein cyf / Our ref:

Eich cyf / Your ref:

**Dyddiad/Date:** Thursday, 20 September 2018

Dear Councillor,

#### **CORPORATE OVERVIEW AND SCRUTINY COMMITTEE**

A meeting of the Corporate Overview and Scrutiny Committee will be held in the Council Chamber - Civic Offices Angel Street Bridgend CF31 4WB on **Wednesday, 26 September 2018** at 10:00.

#### **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 (including whipping declarations)
3. Forward Work Programme Update 3 - 16
4. Digital Transformation Programme 17 - 26  
**Invitees:**  
Darren Mepham – Chief Executive  
Martin Morgans – Head of Performance and Partnership Services  
Phil O'Brien – Group Manager - Transformation and Customer Services  
Councillor Hywel Williams – Deputy Leader
5. Wales Audit Office - Overview and Scrutiny - Fit for the Future? 27 - 46  
**Invitees:**  
Kelly Watson - Head of Legal and Regulatory Services  
Gregory Lane - Head of Democratic Services
6. Festival of Learning 2018 47 - 186
7. Urgent Items

**By receiving this Agenda Pack electronically you will save the Authority approx. £3.72 in printing costs**

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

Yours faithfully

**K Watson**

Head of Legal and Regulatory Services

Councillors:

JPD Blundell

N Clarke

J Gebbie

T Giffard

Councillors

CA Green

M Jones

RL Penhale-Thomas

B Sedgebeer

Councillors

RMI Shaw

JC Spanswick

T Thomas

CA Webster

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CORPORATE OVERVIEW AND SCRUTINY COMMITTEE

26 SEPTEMBER 2018

### REPORT OF THE HEAD OF LEGAL AND REGULATORY SERVICES

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of Report.

##### 1.1 To present:

- a) the items due to be considered at the Committee's next meeting to be held on 6 November 2018 and seek confirmation of the information required for the subsequent scheduled meeting to be held on 12 December 2018;
- b) a list of responses to comments, recommendations and requests for additional information from the previous meeting of the Corporate Overview and Scrutiny Committee;
- c) a list of potential Forward Work Programme items for formal prioritisation and allocation to each of the Subject Overview and Scrutiny Committees.

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

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

#### 3. Background.

- 3.1 Under the terms of Bridgend County Borough Council's Constitution, each Overview and Scrutiny Committee must publish a Forward Work Programme (FWP) as far as it is known.
- 3.2 An effective FWP will identify the issues that the Committee wishes to focus on during the year and provide a clear rationale as to why particular issues have been selected, as well as the approach that will be adopted; i.e. will the Committee be undertaking a policy review/ development role ("Overview") or performance management approach ("Scrutiny").

## Feedback

- 3.3 All conclusions made at Overview and Scrutiny Committee 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. Feedback for the Corporate Overview and Scrutiny Committee is attached at **Appendix A**.
- 3.5 For Subject Overview and Scrutiny Committees (SOSC), when each topic has been considered and the Committee is satisfied with the outcome, the SOSC will then present their findings to the Corporate Overview and Scrutiny Committee (COSC) who will determine whether to remove the item from the 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 COSC meeting with input from each SOSC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

## 4. Current situation / proposal.

- 4.1 Attached at **Appendix B** is the Corporate Overview and Scrutiny forward work programme which includes the items scheduled for the next two meetings which are provisionally set to be held 6 November 2018 and 12 December 2018. It is for the Committee to determine any further detail to request as part of these reports including any additional invitees they wish to attend to assist the Committee in its deliberations.
- 4.2 In addition to this, the Corporate Overview and Scrutiny Committee have responsibility for setting and prioritising the overall forward work programme for the Subject Overview and Scrutiny Committees.
- 4.3 Attached at **Appendix C** is the SOSCs FWP which includes the topics prioritised and agreed by the COSC for the next set of SOSCs in Table 1, as well as a list of proposed future topics at Table 2.
- 4.4 All lists have been compiled from suggested items at meetings of each of the Overview and Scrutiny Committees. 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.

## Corporate Parenting

- 4.5 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>

4.6 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.

4.7 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

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

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

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

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

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

- Long-term - The approval of this report will assist in the Planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery
- Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet

---

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

- Integration - The report supports all the wellbeing objectives
- Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service, Elected Members and members of the public
- Involvement - Advanced publication of the Forward Work Programme ensures that the public and stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

## **8. Financial Implications.**

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

## **9. Recommendation.**

- 9.1 The Committee is recommended to:

- a) Approve the feedback from the previous meetings of the Corporate Overview and Scrutiny Committee and note the list of responses including any still outstanding at **Appendix A**;
- b) Identify any additional information the Committee wish to receive in relation to their items scheduled for 6 November 2018 and their subsequent meeting including invitees they wish to attend within **Appendix B**;
- c) Confirm the items prioritised and delegated to the Subject Overview and Scrutiny Committees for October and November contained within **Appendix C**;
- d) Identify additional items using the criteria form for future consideration on the Scrutiny Forward Work Programme.

<b>DATE OF MEETING</b>	<b>COMMITTEE</b>	<b>SUBJECT</b>
16 October 2018	SOSC 1	Post 16 Education
18 October 2018	SOSC 2	ALN Reform
22 October 2018	SOSC 3	Collaboration with TCCs
29 November 2018	SOSC 2	
3 December 2018	SOSC 1	
5 December 2018	SOSC 3	
24 January 2019	SOSC 3	
29 January 2019	SOSC 2	
30 January 2019	SOSC 1	

**K Watson**  
**Head of Legal and Regulatory Services**

**Contact Officer:** Scrutiny Unit

**Telephone:** (01656) 643613

**E-mail:** [scrutiny@bridgend.gov.uk](mailto:scrutiny@bridgend.gov.uk)

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

This page is intentionally left blank



Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments
25-Jul-2018	City Deal	The Committee understand that the Cardiff Capital Region City Deal is an incremental process but Members are concerned that since the 10 Local Authorities signed the regional investment fund in 2016, there has been only one project that has been capitalised by the partnership.	The chair of the city deal joint cabinet and the leader of this authority explained the process around identifying our investments and the long term (20 year ) time frame for the deal.
		The Committee highlighted the fact that the cover report and business plan lacked any localised information and recommend that an update report be prepared for Members in the future to provide detail of how each project will benefit Bridgend specifically as well as the rest of the region. The Committee have also asked the report detail what administration costs accrued to date.	As further projects or investments are agreed by the City Deal Cabinet, members will be updated. In addition we anticipate that the regional scrutiny committee will take an interest in these matters too.
		<u>Additional Information</u>	
		The Committee have requested to receive information on how citizens and local businesses are able to propose ideas and details for potential regional investment proposals.	Businesses are to be engaged through the regional business forum and the regional economic partnership. These bodies have been established as part of the governance arrangements required as condition of the deal by the Treasury. Further work is required to ensure that these bodies are effective in facilitating two way communication between the regional cabinet and businesses across the region.
		Members have also asked to be provided with detail of what projects have been proposed so far and from what area within the region.	
25-Jul-2018	Financial Performance 2017-18	<u>Chief Executives and Finance</u>	
		The Committee recommend that Cabinet/CMB undertake a review into achievability of proposed Directorate budget reductions and further recommend that unrealistic offers are removed from the Medium Term Financial Strategy.	The MTFS proposals remain under development but all budget reductions are intended to be accurately costed unless otherwise stated.
		<u>Education and Family Support Directorate</u>	
		The Committee raised concerns relating to over half of the schools in the Borough have deficit budgets and queried the level of school budgeting competencies. Members therefore recommend that financial training for all governors is made mandatory to ensure effective management and scrutiny of their school budget.	
		Following discussions in relation to the pending review into appropriateness of catchment areas across the local authority, the Committee recommend that Ward Members are consulted as part of the exercise.	
25-Jul-2018	Council's Performance against its Commitments for 2017-18	<u>Social Services and Wellbeing Directorate</u>	noted
		Members have requested that when the subsequent Financial Performance report is presented to Corporate Overview and Scrutiny Committee, the Social Services and Wellbeing Future Service Delivery Plan is also delivered in conjunction with it.	
		The Committee received this report as information and on reflection Members recommend that only the performance indicators that have not been met be presented in future reports.	If we provide an exception report by only including those that are green in terms of performance there are a number of issues as follows: We are not showing the whole picture of performance on the corporate plan / business plan throughout the year, there is a lack of transparency and as these are public documents that can be viewed via the reports that go to scrutiny, which satisfies public transparency and also means all our regulators can view them. If we only showed the performance against current RAG for the year we would not be looking at where performance is declining. It is important to see early indications of declining performance as it is to see whether performance is being met in the current year. Targets may also have been set lower for the current year, which would not alert you to any decline. Therefore the suggestion is that we provide the performance reports as they currently are, but that we will grey out those that are green and have no declining trend. The rest will remain for members for information purposes which they can then scrutinise and can inform them on areas they may wish to include in their FWP.

This page is intentionally left blank

Corporate Overview and Scrutiny Forward Work Programme

Meeting Date	Item	Lead Scrutiny	Author	Further Information	Invitees
06-Nov-2018	Procurement and Contracts			<p>Members have asked to receive information on homecare contracts and employment contracts with BCBC;</p> <p>An update on the consideration to implement the Code of Practice – Ethical Employment in Supply Chains</p> <p>Information on how the Council ensures fair employment practices within supply chains</p> <p>An update on the outcomes of the Procurement business review</p> <p>What the Council do to promote ethical procurement – to possibly include a copy of BCBC’s Procurement Strategy</p> <p>What monitoring process is in place with contractors to ensure compliance?</p> <p>Who is obligated to guarantee compliance?</p> <p>How can public accountability be assured if information within a contract is restricted to Members?</p> <p>Have any financial penalties been issued as a result of a breach of contract?</p> <p>End dates for all major contracts</p>	<p>Darren Mephram, Chief Executive;</p> <p>Rachel Jones, Corporate Procurement Manager;</p> <p>Kelly Watson, Head of Legal and Regulatory Services;</p> <p>Representative from Wellbeing Directorate;</p> <p>Representative from Communities Directorate</p> <p>Deputy Leader</p> <p>Clr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing</p>

*At future meeting when get feedback of business plans - need to establish how Members want to take forward future business plans - which sections etc*

Items for the future

	Public Service Board			Updates from Public Service Board OVS Panel	
	Collaboration Work with the Police			<p>Feedback from BREP on subject of Collaboration with the Police - The Panel highlighted the need to work more closely with the Police and therefore proposed that an item be considered to look at Policing of the borough on a local level. Members proposed the following points and areas be considered:</p> <p>a) As the delegated powers to the Police and PCSO’s varies between local authorities, the Panel recommend that clarification be provided on what powers have been assigned to the Police and what has been retained by the LA to inform all Members, members of the public, Inspectors and PCSOs;</p> <p>b) How often does the Chief Executive and Leader meet with key people in the Police to discuss and align priorities;</p> <p>c) How often do both the Corporate Director – Operational and Partnership Services and the Corporate Director - Communities meet with their counterparts in the Police to discuss community policing and safety within the County Borough and align priorities.</p> <p>d) The need for a joint plan between Police and the LA;</p> <p>Explore how the Authority is collaborating with the Police and to what extent they have been approached to share the monetary burden especially in enforcement;</p> <p>Update on valleys Task Force</p> <p>How are the LA benefiting from collaborative work - value for money and contribution to budget savings</p>	<p>Darren Mephram, Chief Executive; (Lead)</p> <p>Mark Shepherd, Corporate Director Communities;</p> <p>Chief Constable SWP</p> <p>Police and Crime Commissioner</p> <p>Clr Richard Young</p>
	Collaboration with TCCs			<p>4. Investigate and monitor the extent to which other LAs are working in collaboration with TCCs;</p> <p>5. To receive the outcome of the Review currently being undertaken by Welsh Government in relation to TCCs and its impact on BCBC;</p> <p>How are the LA benefiting from collaborative work - value for money and contribution to budget savings</p>	<p>Clr Richard Young, Cabinet Member – Communities;</p> <p>Deputy Leader??</p> <p>Darren Mephram, Chief Executive</p>
	Collaboration - Internal and with Third Sector			<p>7 Explore why the Authority has not progressed joint services for HR other than the current pension system, as well as Finance and Democratic Services.</p> <p>8 Internal collaboration – how are Corporate Directors learning from one another; what can be learnt, what positive aspects can be shared and how can this be transferred appropriately across other Directorates;</p> <p>Third Sector - eg. BAVO - how much do we provide to them and what do they do with it.</p> <p>How are the LA benefiting from collaborative work - value for money and contribution to budget savings</p>	
	New Local Development plan			<p>Links with schools and new housing developments</p> <p><i>Meeting with Cabinet and Scrutiny Chairs. Discussed that Scrutiny Chairs to be invited to LDP Steering group, would be more appropriate.</i></p>	<p>Clr Richard Young, Cabinet Member – Communities;</p> <p>Mark Shephard, Corporate Director Communities;</p>
	Corporate Landlord			<p><i>Item proposed by Corporate Director. Report ready to go.</i></p> <p>To provide information on the Corporate Landlord model and the budget reduction proposals allocated to the implementation and roll out.</p>	

This page is intentionally left blank

Scrutiny Forward Work Programme

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

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees	Prioritised by Committees
Page 13 16-Oct-2018	SOSC1	Post 16 Education			16-Oct-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. Michelle Hatcher, Group Manager Inclusion and School Improvement Third Sector Representatives	
18-Oct-2018	SOSC2	ALN Reform	When the Act has been further progressed, report to include consideration of the following points: a) How the Authority and Schools are engaging with parents over the changes to the Act? 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 Act? d) Has the Act 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 Act could potentially cost £8.2m due to an expected increase in the number of cases of dispute resolution. e) Given that the Act 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 Act on capacity of teachers to support pupils with ALN j) How is the implementation of the Act being monitored; what quality assurance frameworks are there and what accountability for local authorities, consortiums and schools?	Needs revisiting to monitor implementation of the Bill and if needs are being met as well as impact on future budgets -	18-Oct-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. Michelle Hatcher, Group Manager Inclusion and School Improvement Third Sector Representatives	
22-Oct-18	SOSC3	Collaboration with TCCs	Investigate and monitor the extent to which other LAs are working in collaboration with TCCs; To receive the outcome of the Review currently being undertaken by Welsh Government in relation to TCCs and its impact on BCBC; How are the LA benefiting from collaborative work - value for money and contribution to budget savings		22-Oct-2018	Cllr Richard Young, Cabinet Member – Communities; Deputy Leader?? Darren Mephram, Chief Executive One Voice Wales	

TABLE B

For prioritisation					
Item		Rationale for prioritisation	Proposed date	Suggested Invitees	
Page 14 Education Outcomes	Requested from SOSC 1 meeting in February to receive a further report at a meeting in the near future, (to be agreed by Corporate Overview and Scrutiny), incorporating the following: <ul style="list-style-type: none"> <li>• School Categorisation information;</li> <li>• In relation to Post-16 data at 4.53 of the report, the Committee requested that they receive the baseline for each school to give a better indication of how each school has improved;</li> <li>• Information on Bridgend's ranking for Key Stage 4 based on the latest results;</li> <li>• Information on what targets were set at each stage in order to determine whether the performance was expected and possibly a cohort issue or whether any actuals differed significantly from the targets set;</li> <li>• Information that the Consortium has gathered through drilling down into each schools' performance to determine what challenges schools face;</li> <li>• Further detail of the performance of those with ALN attending the PRU or Heronsbridge School as Members felt this was not incorporated into the report to a great degree;</li> <li>• Information on the work that the Consortium is doing to identify the variation for each secondary school at Key Stage 4, and what is being done about it;</li> <li>• More information in relation to each schools performance – not necessarily more data but detail of the where, what and how in relation to good and poor performance for each school so that the Committee has an overall understanding of the current situation and priority schools in Bridgend;</li> <li>• What extent are schools responding to the changes recently introduced such as the removal of Btec etc, to ensure they are still meeting the needs of the pupils;</li> <li>• What work is being done to mitigate against future dips in performance resulting from any changes to curriculum or changes to performance measures;</li> <li>• Evidence of how the Consortium has made a direct impact on schools and school performance, what outcomes can they be measured on in relation to Bridgend to assure Members of value for money;</li> <li>• What is being done to mitigate against the impact of changes in teachers to ensure that this does not have a resulting impact on the performance of pupils;</li> <li>• Performance in relation to vocational qualifications and non-core subjects – where are there causes for concern and where there is excellent work taking place etc.</li> </ul>		Jan-2019	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 Representative from School Budget Forum Sarah Merry, Chair of CSC JOSOC (Deputy Leader Cardiff Council) Primary, Secondary and Special School Headteacher representative Simon Pirotte, Principal Bridgend College	
Revised CAT Process	What is the latest with the CAT process? How has it been streamlined since it last came to Scrutiny back in January 2018 How many CATs have now been processed and completed? How has the position improved What are the plans for CAT going forward How many CAT applications have been received altogether? How many have been progressed? How many have withdrawn and for what reasons? List of CAT 1 priorities and what is the plan for these?		Corporate Director proposed Jan/Feb 2019	Mark Shephard, Corporate Director - Communities; Cllr Richard Young, Cabinet Member - Communities; Guy Smith, Community Asset Transfer Officer.	
Review of Fostering Project	Further project as part of the Remodelling Children's Social Services <ul style="list-style-type: none"> <li>- Detail regarding the upskilling of three internal foster carers to provide intensive, therapeutic step down placements as part of Residential Remodelling project</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>	COSC have proposed that this item be considered by a future SOSC 1 for continuity purposes	Corporate Director proposed October 2018	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.	
Direct Payment Scheme	Details on the revised policy including how the legislation has affected it. How Direct Payments are delivered. What support has been provided to service users since the launch of the new scheme. How was the scheme launched to service users.	Corporate Director has proposed this as a potential item	Corporate Director proposed November	Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help;	
CIW investigation into LAC Information only	The Committee requested that the outcome of the CIW investigation into Looked After Children be provided to Scrutiny <b>for information</b> when it becomes available.		Self assessment and action plan due at end of year.	Cllr Phil White	
Remodelling Children's Residential Services Project	SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes.		Corporate Director proposed early 2019	Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help;	

<p style="text-align: center;"><b>CAMHS</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Page 19</b></p>	<p>With reference to the responses received in relation to Child Adolescent Mental Health Services Members on 12 December 2018, Members note that most of the replies feature an element of work in progress and have asked to retain the item on the FWP for future review. To receive an update on current provision and further advise on current situation in relation to comments and conclusions made on 12 December 2018.</p> <p>Update on work being undertaken throughout Wales looking at causes of mental health: 'Working Together for Mental Health'.</p> <p>To include an update on how we are getting on moving into Cwm Taf.</p>		<p>Corporate Director proposed early 2019</p>	<p>Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Chair and CEX of ABMU and Cwm Taff Health Boards</p>	
<p style="text-align: center;"><b>Empty Properties</b></p>	<p>SOSC 3 requested that this item continue on FWP - reasons and purpose to be confirmed</p>			<p>Darren Mephram, Chief Executive ; Martin Morgans, Head of Performance and Partnership Services Possible input from Mark Shephard, Corporate Director - Communities for the Commercial side Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing</p>	
<p style="text-align: center;"><b>Home to School Transport</b></p>	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings: Update on pilot that school transport team proposing to run in Spring and Summer terms 2017-2018 - to support the enforcement of bus passes on home to school transport contracts. As part of this pilot, the Authority is also investigating opportunities to track the use of our school bus services by individual pupils. Update on Recommendation from BREP: The Panel recommend the need for the Authority to adopt a Corporate approach in relation to Home to School Transport maximising the LA's minibuses such as those used for day centres. It is proposed that this be supported by slightly amending the opening and closing times of day centres so that the buses can be available for school transport. Other aspects that could be considered include the exploration of whether school staff could transport children and young people instead of hiring independent drivers. To test and scrutinise the current licensing and school transport regime to gain assurances that it provides adequate protection against the potential of putting children and vulnerable children at risk from those who are in a position of trust. Changes to the DBS status of their employees to be scrutinised to ensure that children are not being put at undue risk. To provide robust scrutiny and recommendations on how the current regime can be improved. To provide assurances to the public and maintain public confidence in the system of school transport Report to include Update on the current arrangements of how licensing and school transport operates within the County Borough since the change in 2015 to the Police National Policy for disclosing non-conviction information to the local authority. Information to include a report from South Wales Police on its approach to disclosing information it holds about licencees following arrests, charges and convictions. What is the current relationship between the local authority's licensing and school transport departments in relation to the disclosure of information from South Wales police? Is there sufficient oversight on behalf of the local authority and a risk of contractors withholding information which may prejudice the continuation of their contract? Further proposed that Communities be invited to add to report and attend meeting to update Committee on safe routes assessment to determine what work has been undertaken since funding was allocated to this over a year ago.</p>	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings. To test and scrutinise the current licensing and school transport regime to gain assurances that it provides adequate protection against the potential of putting children and vulnerable children at risk from those who are in a position of trust. Changes to the DBS status of their employees ought to be scrutinised by an Overview &amp; Scrutiny Committee at the earliest opportunity to ensure that children are not being put at undue risk. To provide robust scrutiny and recommendations on how the current regime can be</p>	<p>Corporate Director proposed March 2019 as the external review would not be completed until January 2019</p>	<p>Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Cllr Richard Young, Cabinet Member Communities Nicola Echanis, Head of Education and Early Help. Mark Shepherd, Corporate Director Communities;</p>	
<p style="text-align: center;"><b>Communication and Engagement</b></p>	<p>Is corporate communications meeting the needs of the various departments within the organisation to effectively communicate with residents Current data of engagement Are current KPIs an effective measurement in a fast changing digital world How do we engage with corporate communications with the digitally excluded</p>			<p>Darren Mephram, Chief Executive Corporate Communications Representative Cllr Dhanisha Patel, Cabinet Member Future generations and Wellbeing</p>	
<p style="text-align: center;"><b>Supporting People Programme Grant</b></p>	<p>Full breakdown of the various services currently supported through this grant within BCBC (inc. the various financial detail) along with how this may have changed over recent years. The number of individuals supported through the grant and in what way. How are decisions made about where to spend the grant and how much in specific areas How effective is the grant support that is provided across a variety of sectors within BCBC, and to ensure that the grant is being targeted at the services most in need.</p>	<p>Improved outcomes in line with the agreed objectives of the grant. Improved support for those in need of emergency housing and support</p>		<p>Darren Mephram, Martin Morgans? Lynne Berry? Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing</p>	
<p style="text-align: center;"><b>Member and School Engagement Panel - Annual Report</b></p>	<p>Annual Update to - SOSC 1 on the work of the Member and School Engagement Panel</p>				

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

Item	Specific Information to request
Social Services Commissioning Strategy	To include information on what work has taken place following the Social Services and Wellbeing Act population assessment. To also cover the following: <ul style="list-style-type: none"> <li>• Regional Annual Plan</li> <li>• Bridgend Social Services Commissioning Strategy</li> </ul>
Cwm Taf Regional Working	Update on situation and way forward with Regional Working with Cwm Taf? How will we undertake Regional working?
Residential Remodelling - Extra Care Housing	Site visit to current Extra Care Housing and then to new site once work has begun
Children's Social Services	Briefing for SOSC 1 on Child Practice Reviews - details of latest CPRs over last 12-18 months - what recommendations have come out of them, how have they been responded to, how have they helped inform future work to help safeguard children.



## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT OF CHIEF EXECUTIVE

#### CORPORATE OVERVIEW AND SCRUTINY COMMITTEE

26 SEPTEMBER 2018

#### DIGITAL TRANSFORMATION PROGRAMME

##### 1. Purpose of Report

1.1 To update the Corporate Overview and Scrutiny Committee on the progress made since the introduction of Phase 1 of the Digital Transformation Programme on 24<sup>th</sup> April 2018 plus the development of Phase 2.

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

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

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

2 The Programme gives citizens a new digital channel of communication and self-service and enables back office functions to become more streamlined and efficient.

##### 3. Background

3.1 In September 2016, BCBC commenced a Digital Transformation (DT) Programme, with a digital provider Agilisys, to introduce a single digital platform (My Account) for customers to interact with us online for key services. As well as developing the new digital platform, in September 2017 we also commenced the development of a new, responsive website which allows citizens to seamlessly interact with the My Account functionality while browsing the various other services we offer.

3.2 The DT Programme has a Citizen-centric focus. We listened to the feedback from the 2015 Budget Consultation, that 87% of Bridgend citizens wanted more council services online. New, modern functionality also meets the demand of over 85% of Bridgend citizens who have access to internet and prefer the convenience of online transactions (ONS). As part of the launch of the new digital platform, we embarked on a communications strategy to promote the availability of the new online digital channel, which sits alongside the current communication channels.

- 3.3 Phase 1 of the DT Programme ran to April 2018 where the key deliverables of council tax and housing benefits going on-line, as well as the implementation of the new, innovative website, were delivered successfully.
- 3.4 Phase 2 now focuses on a number of areas including school admissions and registrars being made available through My Account by the end of March 2019. The Corporate Plan stipulates that five services will be on-line by year-end and these will be council tax, housing benefits, school admissions, registrars and environmental reporting.
- 3.5 The departments that will be pivotal to delivery and adaptation of Phase 2 and the subsequent realisation of the benefits are:
- Finance
  - Highways
  - Street Lighting
  - Other Cleaning
  - Customer Services
  - Registrars
  - ICT
  - Human Resources
- 3.6 With the Council facing continued austerity, staff and citizens must support the continuing strive to do better with less. Digitilisation will not only streamline services but also respond to the Public's expectation that Bridgend Council will become more accessible and easier to interact with.
- 3.7 To address the new General Data Protection Regulations (GDPR) legislation that came into force on 25 May 2018, a review was carried out to ensure all privacy notices and agreements adhered to the new requirements across the new digital platform.

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

##### **4.1 Website & My Account**

Content for phase two of the website has been identified based on the number of hits to the website and through liaison with service areas. Since the launch of phase one of the website, generating new content for phase two has been ongoing. Currently 38.11% of Phase 2 content has been written and is awaiting sign off by service area, 21.72% is in process of being reviewed and 40.17% is outstanding. We are aiming to complete Phase 2 content by June 2019.

Additionally we have been working towards achieving accessibility accreditation with the Digital Accessibility Centre (DAC), which will be completed over the next couple of months. DAC accreditation will mean that the website is recognised as accessible for all users.

In July 2018 we launched the events portal of the system (Eventbrite) as part of the school's out summer programme. We will be using this to list events continuously throughout the year. As well as users being able to browse local events, we have also incorporated functionality to allow users to submit requests to us to add community events taking place within the county borough.

As part of the development of the new website, we incorporated an improved search engine (Funnelback) that enables users to get to the content they need quicker. Access and training to Funnelback software is currently being explored which will allow

us to have a better understanding of how users are engaging with and navigating the website that can help inform future developments.

Since My Account launched in April 2018, the key online activity is as follows:

- 7,544 My Account registrations \*\*
- 5,350 council tax payments totalling £750,818.11
- 3,335 council tax registrations \*\*\*
- 1,654 council tax registrations subscribing to e-billing
- 305 new direct debits created
- 289 updated names on council tax accounts
- 170 housing benefit registrations
- 41 updating direct debit details

\*\* based on population of 143,000, however My Account registrations is not limited to BCBC residents

\*\*\* based on 64,187 council tax accounts and not potential liable parties

The digital transformation programme concentrates on building a new digital channel for citizens of Bridgend and prior to the launch in April 2018, training was provided to all front line staff in customer services and council tax to raise their awareness and to support citizens online. The success of the new digital channel relies on services adopting and promoting it to citizens.

#### 4.2 Council Tax and Housing Benefits

Citizens can pay their council tax online via My Account and subscribe to e-Billing which in turn saves BCBC money on paper and postage. It promotes self-service and provides an end-to-end service that requires no manual intervention that will lead to a reduction in calls to customer services allowing our advisors to attend to priorities that are more urgent.

Since the launch of My Account in April 2018, of the 3,335 of citizens who have registered their council tax account, only 49.59% of them have subscribed to e-Billing so we are reviewing the communication plan to look at ways of promoting this further.

In Phase 2, we are progressing Single Person Discount and Vacant Property Discount functionality within the digital platform to also become an online, self-service function. We aim to go-live with these functionalities by December 2018.

We are currently working with our digital provider Agilisys to address the need to translate into Welsh the housing benefit “new claims” and “change in circumstances” online application solutions. The Welsh Language Commissioner is aware of the situation and has accepted an extension until March 2019 to complete this translation and we are on track with this.

We have also engaged with Northgate who supplies our council tax and housing benefit software to review the functionality within the system to explore opportunities of further streamline and automate current manual processes.

#### 4.3 School's Admissions

There are currently five forms that parents manually fill in when applying for school places, namely: school transfer, full time nursery, part time nursery, junior class and secondary. We have also developed integration to the back office system to streamline the current application process.

In order to promote digital engagement via My Account and to make this process more convenient for parents, these forms have been developed as digital eForms.

The Secondary admissions for September 2019 will be the first round starting on 22<sup>nd</sup> October 2018 and these will be the first online forms we implement via My Account.

We will also be developing a new online form to be made available to parents who may wish to appeal the decision. This form will be available around the closure of the admissions round.

#### 4.4 Registrars

Discussions have ensued with BCBC's Superintendent Registrar to ascertain how we can enhance registering births, deaths and marriages through a digital booking system.

The ambition is to provide an online booking system that allows citizens to make an appointment with the Register office. This will enable registrars to efficiently manage wedding dates, allows citizens to order birth, death and marriages certificates (via online e-forms), make an appointment online to arrange a marriage notice and to register births and deaths at Porthcawl and Pyle offices. This will not affect the current 'drop in' system that is in place in Bridgend and Maesteg.

We aim to go-live with registrar's online booking system by March 2019.

#### 4.5 Pest Control

We currently offer very limited appointments for our pest control service to domestic properties; however, we are having discussions with our contractor, Mitie to explore opportunities of offering an improved online book system for citizens. This is in the discovery stage at the moment and will not affect any pest control services delivered by Shared Regulatory Services (SRS).

#### 4.6 Love Clean Streets

Work is progressing to introduce an App called 'Bridgend Report It' which will allow citizens to report, through My Account, highways issues such as potholes, dog fouling and street lighting. The address/location of issue will be easily pin pointed on an interactive map and the citizen will have the ability to track their report from submission to resolution via My Account.

The digital service enables the business to revisit current practices and identify a more joined up 'right first time' approach to solving problems and delegating activities to front line staff. The new digital channel will ensure timely, transparent, efficient and trusted information exchange between the service and the citizen.

As part of this development, we are also reviewing the back office processes across the three service areas i.e. Highways, Other Cleaning and Street Lighting to ensure the same software and mobile working solution that is already in place in Highways is adopted across the other two service areas.

#### 4.7 i-Trent People Manager (HR System)

Expanding the use of i-Trent is important for promoting a culture of self-service and digital delivery to staff.

An initial pilot and testing phase for the Performance Management module has been undertaken where Human Resources (HR) and ICT have improved the process and developed a functional system that can be introduced into the live environment.

Following decision with Corporate Management Board (CMB) to roll out of the appraisal cycle and to stagger appraisals to meet service requirements, HR are working with Business Managers to: identify the areas where the new system will apply; and to collate Directorate responses to the timing of appeals. It is anticipated that going forward this information will be referenced in Business Plans.

Self Service is now ready for roll out in Schools and initial meetings commenced in September 2018.

#### 4.8 Engage

In October 2018, we are introducing “Engage” which is part of our digital platform to analyse online website activity. The Engage functionality will allow us to analyse what pages and services have been accessed to allow us to digitally signpost citizens to other pages of services we provide which further promotes self-service.

To enhance the current front line services, we will also explore opportunities to roll out a web chat function that will allow citizens a preferred method of engagement with customer advisors. An eDigital Customer Service Benchmark survey (2017) found that 79% of customers say they prefer live chat purely because of the immediacy it offers compared to other channels. Service efficiencies will also be realised as the advisors can communicate with multiple citizens at one time using this method.

We expect to go live with Engage in December 2018.

#### 4.9 Digital Strategy

In 2017, the Welsh Government commissioned the Digital and ICT advisory services for the public sector (SociTM Advisory Ltd) to establish digital maturity of all local authorities. It identified while digital maturity was low, appetite to improve is high and a vital prerequisite to meet the Wales National Digital Agenda. Bridgend has now embarked on developing a Digital Strategy that will identify ways in which we can evolve to a ‘digital first’ approach in how we do business, develop our staff and the way the citizen engages with us.

Effective leadership is essential to promoting the required internal culture to change and embrace innovation. We will be guided by the Government’s Digital Services principles to deliver digital services and platforms that meet the needs of citizens.

The Digital Strategy will be finalised by 31<sup>st</sup> December 2018.

To summarise, the functionality and go-live dates are provided below:

<b>Functionality</b>	<b>Go-live Date</b>
School Admissions	October 2018
Single Person and Vacant Property discount	December 2018
Engage	December 2018
Digital Strategy	December 2018
Registrars	March 2019

Love Clean Streets	March 2019
I-Trent	March 2019

#### 4.10 Microsoft Navigator

We have recently completed a system review with Microsoft across various front line services including customer services, home-care and highways. This reinforced the need to explore automation software, mobile working and upgrading to Microsoft Office 365 to help move towards a more modern, streamlined way of working.

#### 4.11 Further Developments

##### 4.11.1 Citizen Digital Hub

Feasibility studies are currently underway to identify if further efficiencies can be achieved by introducing smart technology such as self-serve machines in the reception area of the Civic Offices. In order to capture citizens at their point of arrival, and to free up customer service advisors, we are exploring the possibility of introducing a 'citizen digital hub' that will allow citizens to:

- Have access to a payment kiosk that will allow bills to be paid with no need for manual intervention
- Access and utilise My Account if technology is unavailable to them which enhances digital inclusion
- Scan documents directly into our document management system such as passports, driver licences, and utility bills to support council tax and housing benefit claims

##### 4.11.2 Council Tax telephone calls

We are currently establishing a single customer management function to become the first point of contact for all low complex council tax calls and to provide a consistent customer experience across the multiple access channels. This has also required us to upskill Advisors to deal with low complex calls to create capacity to enable council tax officers to deal with the more complex issues.

We have been piloting this over the past few months by transferring the calls into Customer Services incrementally. As of 3<sup>rd</sup> September 2018, customer services has become the first point of contact for all low complex council tax calls. Since transferring the calls, customer services received 1290 calls in the first 7 days and have successfully dealt with 761 (59%). We are constantly monitoring this with the service area to ensure calls are being dealt with effectively at the first point of contact and to identify any further training needs for the Customer Service Advisors.

##### 4.11.3 'GOSS' online e-forms

The online Capita payment portal is being upgraded to version 10 which will allow us to integrate payments within our new online e-forms to enable customers to make an online payment at the point of application.

This workstream will commence in September 2018 and will incorporate services such as licensing and registrars.

#### 4.11.4 Cashless Schools

Ongoing discussions are underway with several providers of Cashless Schools. The integration issue revolves around the current cashless school providers not being able to facilitate an interface into our digital platform, which would see the citizen transact outside of My Account. The issues lie with the provider's inability to connect with a digital platform.

This is currently work in progress and we are continuing to explore opportunities with suppliers.

#### 4.11.5 Centralising Energy Payments

It has been recognised that by centralising energy payments, the process can be streamlined and better managed with potential savings. A kick-off meeting in October 2018 will seek to consolidate these payments and streamline current processes.

#### 4.11.6 Chatbots

The age of Artificial Intelligence (AI) is upon us and following an awareness session in mid-August, we are exploring opportunities to establish if areas of the organisation would benefit from using chatbots. A chatbot is a computer programme that provides automated responses to deal with frequently asked questions online. This will enable us to save time and efforts by automating customer support in areas of low complex tasks and simultaneously processing multiple requests from citizens.

Gartner, the leading research and advisory company, forecasts that by 2020, over 85% of customer interactions will be handled without a human, therefore, looking ahead we will establish if this function will benefit and future proof the organisation.

#### 4.11.7 Robotic Process Automation

Robotic Process Automation (RPA) is the use of software with artificial intelligence (AI) and machine learning capabilities to process high volume, low complex tasks. Exploratory work is underway with a leading robotics company to establish areas of the organisation where tasks are routine and of high volume to determine if there is any benefit in undertaking a pilot exercise.

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

5.1 This report has no direct effect upon the policy framework or procedure rules.

## **6. Equalities Impact Assessment**

- 6.1 An Equality Impact Assessment (EIA) screening was carried out in June 2018 with no full EIA required.

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

- 7.1 This programme contributes to the following Wellbeing Goals through the smarter use of resources and development of digital skills of both staff and citizens.

- A Prosperous Wales
- A Resilient Wales
- A more equal Wales
- A Wales of cohesive communities

## **8. Financial Implications**

- 8.1 The original Digital Transformation programme funding of £2.5million was split into £1million for capital expenditure and £1.5million revenue expenditure.

The current position is that as of the 1 April 2018, there is £520,000 of capital funding remaining and £1.115million of revenue funding.

## **9. Recommendations**

- 9.1 To note the contents of this report.

Darren Mepham  
Chief Executive  
6<sup>th</sup> September 2018

**Contact officer:** Martin Morgans  
Head of Performance and Partnerships

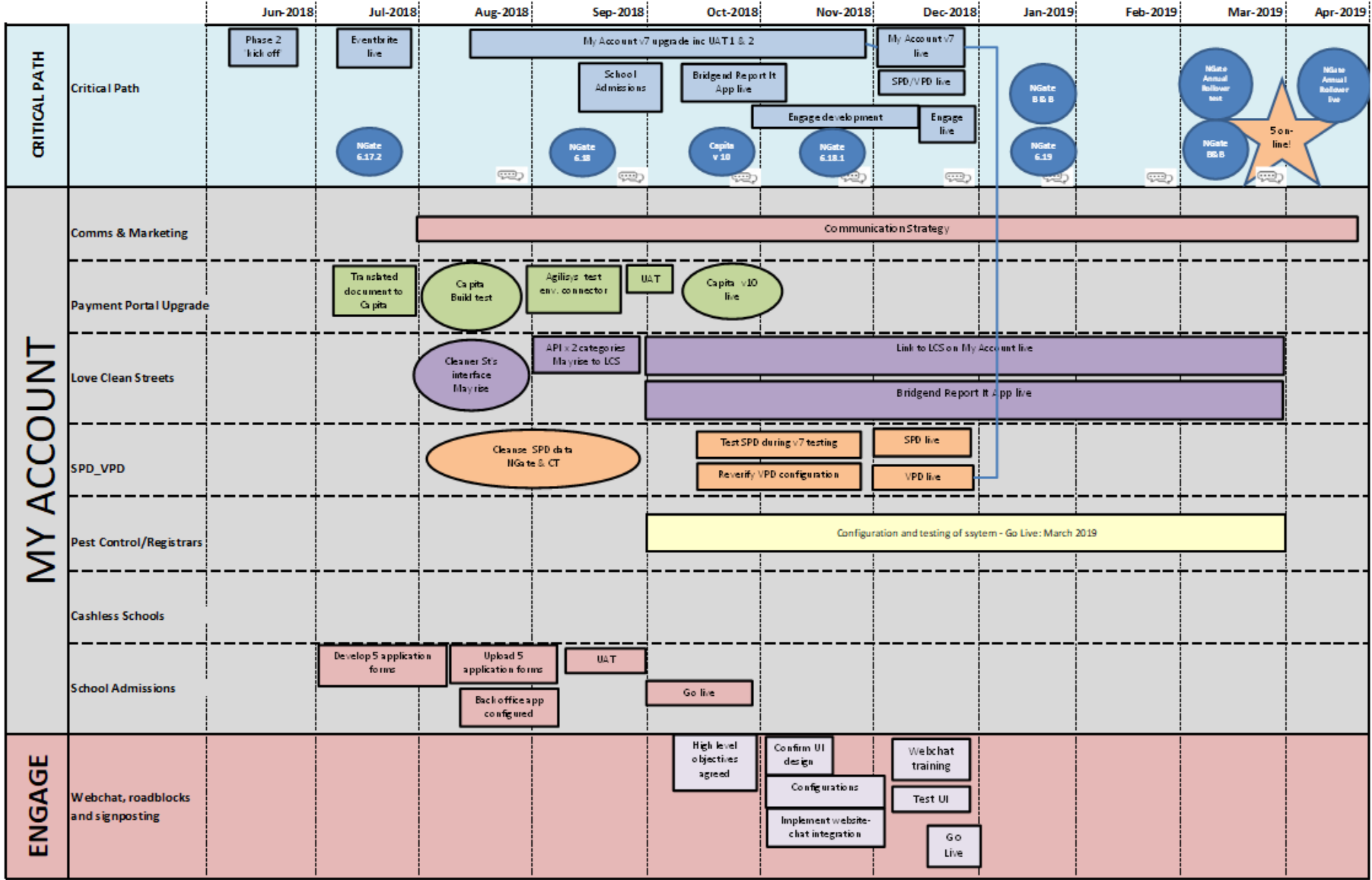
**Telephone:** (01656) 642154

**Email:** martin.morgans@bridgend.gov.uk

**Postal address:** Civic Offices, angel Street, Bridgend, CF31 4WB

**Background documents:** Digital Transformation Project – Critical Path





This page is intentionally left blank

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CORPORATE OVERVIEW AND SCRUTINY COMMITTEE

26 SEPTEMBER 2018

#### REPORT OF THE CHIEF EXECUTIVE

#### WALES AUDIT OFFICE – OVERVIEW AND SCRUTINY – FIT FOR THE FUTURE?

#### 1. Purpose of report

- 1.1 The purpose of this report is to present to Members the completed Wales Audit Office report in respect of the Overview and Scrutiny – Fit for the Future review.

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

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

- Smarter use of resources – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

#### 3. Background

- 3.1 The review explored how 'fit for the future' scrutiny functions are within the Authority. The review considered how BCBC are responding to current challenges, including the Wellbeing of Future Generations (Wales) Act 2015 in relation to their scrutiny activity and how BCBC undertakes scrutiny of Public Service Boards (PSBs).

#### 4. Current situation / proposal

- 4.1 The review concluded that Bridgend's overview and scrutiny function is well run, but needs to adapt to meet future challenges and should consider opportunities to work differently. A copy of the full report is attached at **Appendix 1**.
- 4.2 The review proposed areas for improvement which can be found on page 5 of the report. These are explored in further detail in the body of the report.
- 4.3 The report has been considered by the Audit Committee at its meeting on the 6<sup>th</sup> September 2018. The Committee considered the proposals for improvement and how they could be addressed.
- 4.4 An initial meeting between Scrutiny Committee Chairs, the Chief Executive and Officers has been held to discuss the Wales Audit Office Report on Overview and Scrutiny in Bridgend CBC. The proposals in the report were considered and potential future review activity was identified (**Appendix 2**).

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

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

## **6. Equality Impact Assessment**

6.1 There are no equality implications arising from this report.

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

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

## **8. Financial implications**

8.1 There are no financial implications.

## **9. Recommendation**

9.1 That Members note and provide comment on the content of the Wales Audit Office report Overview and Scrutiny – Fit for the Future?

**Darren Mepham**  
**Chief Executive**  
**26<sup>th</sup> September 2018**

**Contact Officer:** Kelly Watson – Head of Legal and Regulatory and Monitoring Officer

**Telephone:** (01656) 643248

**E-mail:** [kelly.watson@bridgend.gov.uk](mailto:kelly.watson@bridgend.gov.uk)

### **Postal Address**

Bridgend County Borough Council  
Civic Offices  
Angel Street  
Bridgend

### **Background Documents**

None



WALES AUDIT OFFICE  
SWYDDFA ARCHWILIO CYMRU

Archwilydd Cyffredinol Cymru  
Auditor General for Wales

# Overview and Scrutiny – Fit For the Future? – **Bridgend County Borough Council**

Audit year: 2017-18

Date issued: July 2018

Document reference: 626A2018-19

This document has been prepared as part of work performed in accordance with statutory functions.

No responsibility is taken by the Auditor General or the staff of the Wales Audit Office in relation to any member, director, officer or other employee in their individual capacity, or to any third party.

In the event of receiving a request for information to which this document may be relevant, attention is drawn to the Code of Practice issued under section 45 of the Freedom of Information Act 2000.

The section 45 Code sets out the practice in the handling of requests that is expected of public authorities, including consultation with relevant third parties. In relation to this document, the Auditor General for Wales and the Wales Audit Office are relevant third parties. Any enquiries regarding disclosure or re-use of this document should be sent to the Wales Audit Office at

[infoofficer@audit.wales](mailto:infoofficer@audit.wales)

We welcome correspondence and telephone calls in Welsh and English. Corresponding in Welsh will not lead to delay. Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

Mae'r ddogfen hon hefyd ar gael yn Gymraeg. This document is also available in Welsh.

The team who delivered the work comprised Samantha Clements, Ian Phillips and Sara-Jane Byrne under the direction of Huw Rees.

# Contents

The Council's overview and scrutiny function is well-run, but needs to adapt to meet future challenges and should consider opportunities to work differently.

## Summary report

Summary 4

Proposals for improvement 5

The Council values the role of its scrutiny function, but should consider the type of support and training necessary to help scrutiny members respond effectively to current and future challenges 6

Overview and scrutiny committee meetings are well-run, but there is scope to improve the planning of agenda items and to ensure that information is provided to scrutiny members in a timely manner 7

The Council should explore different ways of working to improve the impact of scrutiny and make more effective use of its resources 9

## Appendices

Appendix 1 – outcomes and characteristics for effective local government overview and scrutiny 11

Appendix 2 - recommendations from the report of the Auditor General's national improvement study 'Good Scrutiny? Good Question' (May 2014) 13

# Summary report

## Summary

- 1 This review explored with each of the 22 councils in Wales how ‘fit for the future’ their scrutiny functions are. We considered how councils are responding to current challenges, including the Wellbeing of Future Generations (Wales) Act 2015 (WFG Act) in relation to their scrutiny activity, as well as how councils are beginning to undertake scrutiny of Public Service Boards (PSBs). We also examined how well placed councils are to respond to future challenges such as continued pressure on public finances and the possible move towards more regional working between local authorities.
- 2 As part of this review we also reviewed the progress that councils have made in addressing the recommendations of our earlier National Improvement Study **Good Scrutiny? Good Question!** (May 2014) (see [Appendix 2](#)). We also followed up on the proposals for improvement relevant to scrutiny that we issued in local reports including those issued to councils as part of our 2016-17 thematic reviews of Savings Planning and Governance Arrangements for Determining Significant Service Changes.
- 3 Our review aimed to:
  - identify approaches to embedding the sustainable development principle into scrutiny processes and practices to inform practice sharing and future work of the Auditor General in relation to the WFG Act;
  - provide assurance that scrutiny functions are well placed to respond to current and future challenges and expectations;
  - help to embed effective scrutiny by elected members from the start of the new electoral cycle; and
  - provide insight into how well councils have responded to the findings of our previous Scrutiny Improvement Study.
- 4 To inform our findings we based our review methodology around the Outcomes and Characteristics for Effective Local Government Overview and Scrutiny that were developed and agreed by scrutiny stakeholders in Wales following our previous National Improvement Study **Good Scrutiny? Good Question!**<sup>1</sup>
- 5 We carried out fieldwork between October 2017 and January 2018. We undertook document reviews, interviewed a number of key officers and ran focus groups with key councillors to understand their views on Bridgend County Borough Council’s (the Council) current scrutiny arrangements and in particular how the Council is approaching and intends to respond to the challenges identified above.

<sup>1</sup> **Good Scrutiny? Good Question!** – Auditor General for Wales improvement study: scrutiny in Local Government, May 2014.



- 6 We observed a sample of scrutiny meetings and reviewed relevant meeting documentation provided to members to support their scrutiny role, such as reports and presentations.
- 7 In this review we concluded that **the Council’s overview and scrutiny function is well-run, but needs to adapt to meet future challenges and should consider opportunities to work differently**. We came to this conclusion because:
- a. the Council values the role of its scrutiny function, but should consider the type of support and training necessary to help scrutiny members respond effectively to current and future challenges;
  - b. overview and scrutiny committee meetings are well run, but there is scope to improve the planning of agenda items and to ensure that information is provided to scrutiny members in a timely manner; and
  - c. the Council should explore different ways of working to improve the impact of scrutiny and make more effective use of its resources.

## Proposals for improvement

- 8 The table below contains our proposals for ways in which the Council could improve the efficiency and effectiveness of its overview and scrutiny function to make it better placed to meet current and future challenges.

### Exhibit 1: proposals for improvement

Proposals for improvement	
P1	The Council should explore more innovative methods for undertaking scrutiny activity to make the most effective use of the resources available and improve the impact of scrutiny activity.
P2	The Council should improve the timeliness with which scrutiny committees are provided with information they request to enable them to undertake their work more effectively.
P3	The Council should consider the skills and training that scrutiny members may need to better prepare them for current and future challenges, and develop and deliver an appropriate training and development programme.
P4	The Council should consider how it can involve the public and other stakeholders in its scrutiny activity.
P5	The Council should review the type of scrutiny support required to enable the scrutiny function to respond to current and future challenges.

## The Council values the role of its scrutiny function, but should consider the type of support and training necessary to help scrutiny members respond effectively to current and future challenges

- 9 As part of our review, we looked at the environment in which scrutiny operates, including clarity of roles, provision of training, support for scrutiny members and the relationship between scrutiny and the executive. Our **Good Governance When Determining Significant Service Changes**<sup>2</sup> report, published in May 2017, found that the Council's Cabinet values the role of scrutiny. This remains the case. The different roles of Scrutiny and Cabinet members are clear. Cabinet members attend overview and scrutiny committee meetings when they are invited and answer questions, enabling scrutiny members to hold Cabinet members to account. Scrutiny members are clear on whether questions need to be directed to officers or Cabinet members, and are therefore clear as to whom they are holding to account. However, not all Cabinet members feel effectively challenged by the questions asked by scrutiny committee members, so there is scope for scrutiny members to ask more probing and rigorous questions.
- 10 We also considered the support available to scrutiny members. Overview and scrutiny committee members highly regard the support they receive from the Council's scrutiny officers. However, the level of scrutiny support has reduced over time in line with reductions in the service's budget. Members told us that the capacity of scrutiny support officers is stretched, which limits their opportunities to undertake research. With increasing pressure on resources, and in light of current and future challenges, there is an opportunity for the Council to consider the type of support needed for its scrutiny activity in order to make the most effective use of the resources it has available to support the scrutiny function.
- 11 Following the May 2017 local government elections, nearly half of the Council's members were newly elected. Ensuring these members are effectively equipped to respond to current and future challenges is, therefore, imperative. The Council provided scrutiny induction training for members following the May 2017 election. The training included sessions on the role of committees and scrutiny, scrutiny chairing and scrutiny questioning skills. This training was well received by scrutiny members, but it was not particularly well attended. For example, 14 members attended the training event on the Role of Committees and Scrutiny on 10 May 2017. A further seven members attended the further session arranged on 15 May 2017.

<sup>2</sup> **Good Governance when Determining Significant Service Changes** – Auditor General for Wales report, May 2017.

- 12 The Council's Cabinet members felt that the Well-being of Future Generations (Wales) Act 2015 (WFG Act) potentially gives scrutiny members a powerful role. However, we found that overview and scrutiny committee members do not feel ready to help to embed the principles of the WFG Act into the Council's decision making process. Some members would like more training on this matter.
- 13 There is also an opportunity for the Council to consider the different skills and knowledge its scrutiny members will need to respond more effectively to current and future challenges. In doing so, the Council should also consider the key roles it wants its scrutiny members to carry out. It is a matter for the Council to determine the content of training programmes. However, there is an opportunity for the Council to consider whether training in areas such as, scrutinising regional, collaborative and commercial arrangements, commercialisation, financial analysis, options appraisals, and engaging ward members and stakeholders in scrutiny work would enable members to be better placed to meet current and future challenges. This will be particularly important as the Council continues to face significant pressures.

## Overview and scrutiny committee meetings are well-run, but there is scope to improve the planning of agenda items and to ensure that information is provided to scrutiny members in a timely manner

- 14 As part of our review, we observed a sample of the Council's overview and scrutiny committee meetings. We found that they are generally well-run, focused and effectively chaired, with constructive questioning from scrutiny members.
- 15 However, we also observed the following issues that suggest the Council needs to strengthen the forward planning of its scrutiny activity so that it ensures items are considered in a timely way and that the influence and role of the scrutiny function are purposeful:
  - the subject overview and scrutiny committee 1 considered the Additional Learning Needs reform after the national period of consultation had ended. Therefore the scrutiny committee's views were unable to be taken into account in the external consultation process.
  - the Member and School Engagement Panel Annual Report 2014-15 was on the agenda of the Children and Young People Overview and Scrutiny Committee meeting on 20 April 2017, two years after the report had been written. It is questionable whether this was a good use of the Committee's time and, given the timescale, the purpose of the Committee considering this item at this time.

- 16 The Council's overview and scrutiny function has a mechanism to track requests for information made by scrutiny committees. It also has a protocol for Cabinet responses to scrutiny committees' recommendations. Despite this mechanism and protocol, during our review, members raised a concern that they do not always receive information they have requested during overview and scrutiny committee meetings. Our observations of a sample of the Council's overview and scrutiny committees, and review of scrutiny committee papers support this concern. The Council should ensure that scrutiny members' requests for information are responded to in a timely manner, assuming such requests are agreed by the committee and/or chair of the committee to be pertinent and necessary for scrutiny committee activity.
- 17 Our **Good Scrutiny? Good Question!** (see **Footnote 1**) Scrutiny Improvement Study report in May 2014 included the recommendation for councils to further develop scrutiny forward work programming to:
- provide a clear rationale for topic selection;
  - be more outcome focussed;
  - ensure that the method of scrutiny is best suited to the topic area and the outcome desired; and
  - align scrutiny programmes with the council's performance management, self-evaluation and improvement arrangements.
- 18 The development of scrutiny committee forward work programmes is a standing item on scrutiny committees' agendas, and committees have adequate opportunity to comment and shape their respective forward work programmes. As such, the respective committee work programmes are publicly available as they are published on the Council website as part of the agenda papers for each scrutiny committee meeting. The work programmes also contain details of the topics to be considered and a clear rationale as to why particular topics have been chosen for scrutiny.
- 19 However, scrutiny committee forward work programmes are not available as standalone documents on the Council website, despite there being a web page dedicated to the forward work programme of the Corporate Overview and Scrutiny Committee. This makes it more difficult for the public, and other stakeholders, to find out which topics are due for consideration and, for example, to identify topics on which they would like to offer views to inform committee deliberations.
- 20 In November 2017, the Council recognised that there was insufficient co-ordination between the Cabinet forward work programme and the scrutiny committee forward work programmes. The Council addressed this by organising quarterly development meetings between scrutiny chairs and Cabinet members with the aim of better aligning their respective work programmes.
- 21 The Overview and Scrutiny Annual Report 2015-16 identified that the scrutiny function needed to continue to develop the ability to communicate effectively with the public and to better facilitate engagement and participation in democratic

accountability. The 2016-17 Overview and Scrutiny Annual Report states that the Council would take a series of actions during 2017-18 to help to address this, such as surveying residents via social media on issues they would like scrutiny to discuss. However, some members expressed the view that the public and other stakeholders could be engaged more in scrutiny activity, and we found relatively few examples of wider stakeholder involvement in scrutiny activity.

- 22 As part of our review, we considered how councils are beginning to scrutinise Public Service Boards (PSBs). The Council has a PSB Scrutiny Panel that met in October 2017. It is too early in the development of PSB Scrutiny for us to comment on the effectiveness of these arrangements at the Council.

## The Council should explore different ways of working to improve the impact of scrutiny and make more effective use of its resources

- 23 In our National Improvement Study **Good Scrutiny? Good Question!** report in May 2014 (see **Footnote 1**), we recommended that councils ensure that the impact of scrutiny is properly evaluated and acted upon to improve the function's effectiveness; including following up on proposed actions and examining outcomes.
- 24 Following the May 2017 local government election, the Council reduced the number of scrutiny committees from five to four, partly to better reflect the cross-cutting portfolios of Cabinet Members. The Council evaluates the impact of its scrutiny function by producing annual scrutiny reports and maintaining a spreadsheet entitled 'Scrutiny Impact and Outcomes'. The Council's 2016-17 annual scrutiny report cites some examples where the scrutiny function has had an impact, such as the Budget Research and Evaluation Panel (BREP) made a series of recommendations to Cabinet, the majority of which were adopted by Cabinet. However, BREP is not actually a scrutiny committee and, overall, the annual report included limited evidence of impact. Similarly, the 'Scrutiny Impact and Outcomes' spreadsheet does not contain many examples of the impact of the scrutiny function.
- 25 Although we found that scrutiny committee members are generally well-engaged and ask pertinent questions, a few members informed us that in their view scrutiny lacked impact and was ineffective. During our review, we asked members and officers to provide examples where scrutiny has had a positive impact, but they were only able to provide limited examples.
- 26 Like many other councils in Wales, the majority of scrutiny activity takes place at formal committee meetings where officer reports are considered. The Council has four main overview and scrutiny committees (not including the PSB scrutiny panel) each of which meets seven to eight times per year. Resources are required to

support the scrutiny meetings themselves and also for officers and members to prepare for these meetings.

- 27 The 2017 Association for Public Service Excellence (APSE) report **Accountability and Scrutiny – The issues for local government in a changing political environment**<sup>3</sup> found that one of the main barriers to scrutiny adding value was a lack of creativity. Whilst the Council has changed its scrutiny arrangements, scrutiny activity continues to be undertaken largely through formal committee meetings. The Council should consider whether undertaking aspects of scrutiny activity outside of such formal committee meetings may help to increase the effectiveness of the scrutiny function. Scrutiny activity does not have to be confined to being done within a formal committee environment. There are a range of examples of organisations trying different approaches to scrutiny, from engaging third sector organisations to help plan and scope work, to scrutiny members getting out into communities to directly ask people for real time feedback on the topics they want put on the agenda. The Council should explore how other bodies, including those beyond Wales, have been carrying out scrutiny activity differently. This does not necessarily mean requiring additional support, but using member and officer skills and capacity differently. The Council intends to evaluate the effectiveness of its new scrutiny committee arrangements in April 2018.
- 28 The Council is facing significant financial pressures. Its Medium Term Financial Strategy 2018-19 to 2021-22<sup>4</sup> states that the Council has to find £32 million savings. In light of this financial challenge and given the limited evidence of impact of the Council's scrutiny arrangements, the Council should consider whether there are different, more creative and innovative ways of carrying out scrutiny activity in order to make the most effective use of the resources available, and to enable scrutiny activity to have a greater impact.

<sup>3</sup> Association for Public Service Excellence (APSE) report: **Accountability and Scrutiny – The issues for local government in a changing political environment**

<sup>4</sup> Bridgend Council Medium Term Financial Strategy 2018-19 to 2021-22 and Council Tax 2018-19

# Appendix 1

## Outcomes and characteristics for effective local government overview and scrutiny

Exhibit 2: outcomes and characteristics for effective local government overview and scrutiny

Outcomes	Characteristics
<p><b>What does good scrutiny seek to achieve?</b></p>	<p><b>What would it look like? How could we recognise it?</b></p>
<p><b>1. Democratic accountability drives improvement in public services. 'Better Services'</b></p>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>i) Scrutiny has a clearly defined and valued role in the council's improvement arrangements.</li> <li>ii) Scrutiny has the dedicated officer support it needs from officers who are able to undertake independent research effectively, and provide Scrutiny members with high-quality analysis, advice and training.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>iii) Overview and Scrutiny inquiries are non-political, methodologically sound and incorporate a wide range of evidence and perspectives.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>iv) Overview and scrutiny regularly engages in evidence based challenge of decision makers and service providers.</li> <li>v) Scrutiny provides viable and well evidenced solutions to recognised problems.</li> </ul>

Outcomes	Characteristics
<p><b>What does good scrutiny seek to achieve?</b></p>	<p><b>What would it look like? How could we recognise it?</b></p>
<p><b>2. Democratic decision making is accountable, inclusive and robust. 'Better decisions'</b></p>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>i) Scrutiny councillors have the training and development opportunities they need to undertake their role effectively.</li> <li>ii) The process receives effective support from the Council's Corporate Management Team which ensures that information provided to scrutiny is of high quality and is provided in a timely and consistent manner.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>iii) Scrutiny is Member led and has 'ownership' of its work programme taking into account the views of the public, partners and regulators whilst balancing between prioritising community concerns against issues of strategic risk and importance.</li> <li>iv) Stakeholders have the ability to contribute to the development and delivery of scrutiny forward work programmes.</li> <li>v) Overview and scrutiny meetings and activities are well-planned, chaired effectively and make best use of the resources available to it.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>vi) Non-executive Members provide an evidence based check and balance to Executive decision making.</li> <li>vii) Decision makers give public account for themselves at scrutiny committees for their portfolio responsibilities.</li> </ul>
<p><b>3. The public is engaged in democratic debate about the current and future delivery of public services.</b></p>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>i) Scrutiny is recognised by the Executive and Corporate Management team as an important council mechanism for community engagement.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>ii) Scrutiny is characterised by effective communication to raise awareness of, and encourage participation in democratic accountability.</li> <li>iii) Scrutiny operates non-politically and deals effectively with sensitive political issues, tension and conflict.</li> <li>iv) Scrutiny builds trust and good relationships with a wide variety of internal and external stakeholders.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>v) Overview and scrutiny enables the 'voice' of local people and communities across the area to be heard as part of decision and policy-making processes.</li> </ul>



# Appendix 2

## Recommendations from the report of the Auditor General's national improvement study 'Good Scrutiny? Good Question?' (May 2014)

Exhibit 3: recommendations from **Good Scrutiny? Good Question?** Scrutiny Improvement Study

Recommendation	Responsible Partners
R1 Clarify the role of executive members and senior officers in contributing to scrutiny.	Councils, Welsh Government, Welsh Local Government Association
R2 Ensure that scrutiny members, and specifically scrutiny chairs, receive training and support to fully equip them with the skills required to undertake effective scrutiny.	Councils, Welsh Government, Welsh Local Government Association
R3 Further develop scrutiny forward work programming to : <ul style="list-style-type: none"> <li>• provide a clear rationale for topic selection;</li> <li>• be more outcome focussed;</li> <li>• ensure that the method of scrutiny is best suited to the topic area and the outcome desired; and</li> <li>• align scrutiny programmes with the council's performance management, self-evaluation and improvement arrangements.</li> </ul>	Councils
R4 Ensure that scrutiny draws effectively on the work of audit, inspection and regulation and that its activities are complementary with the work of external review bodies.	Councils, staff of the Wales Audit Office, CSSIW, Estyn
R5 Ensure that external review bodies take account of scrutiny work programmes and the outputs of scrutiny activity, where appropriate, in planning and delivering their work.	Staff of the Wales Audit Office, CSSIW, Estyn

Recommendation	Responsible Partners
R6 Ensure that the impact of scrutiny is properly evaluated and acted upon to improve the function's effectiveness; including following up on proposed actions and examining outcomes.	Councils, Welsh Government, Welsh Local Government Association
R7 Undertake regular self-evaluation of scrutiny utilising the 'outcomes and characteristics of effective local government overview and scrutiny' developed by the Wales Overview and Scrutiny Officers' Network.	Council
R8 Implement scrutiny improvement action plans developed from the Wales Audit Office improvement study.	Councils
R9 Adopt Participation Cymru's 10 Principles for Public Engagement in improving the way scrutiny engages with the public and stakeholders.	Councils



Wales Audit Office  
24 Cathedral Road  
Cardiff CF11 9LJ

Tel: 029 2032 0500

Fax: 029 2032 0600

Textphone.: 029 2032 0660

E-mail: [info@audit.wales](mailto:info@audit.wales)

Website: [www.audit.wales](http://www.audit.wales)

Swyddfa Archwilio Cymru  
24 Heol y Gadeirlan  
Caerdydd CF11 9LJ

Ffôn: 029 2032 0500

Ffacs: 029 2032 0600

Ffôn testun: 029 2032 0660

E-bost: [post@archwilio.cymru](mailto:post@archwilio.cymru)

Gwefan: [www.archwilio.cymru](http://www.archwilio.cymru)

## Review of Bridgend CBC Overview and Scrutiny Arrangements

### Initial Review Paper

An initial meeting between Scrutiny Committee Chairs, the Chief Executive and Officers has been held to discuss the Wales Audit Office Report on Overview and Scrutiny in Bridgend CBC. The proposals in the report were considered and the following potential future review activity was identified.

***Proposal 1: The Council should explore more innovative methods for undertaking scrutiny activity to make the most effective use of resources available and to improve the impact of scrutiny activity.***

Conduct research work to identify scrutiny best practice and innovation. This will involve liaising with identified groups such as the WLGA, Wales Scrutiny Network, Centre for Public Scrutiny and the Association of Democratic Services Officers.

Develop proposals to identify alternative methods of undertaking scrutiny reviews. This will involve developing proposals for Members to undertake fact finding/site visits on selected subject areas rather than reviewing matters via formal Committee. The aim is to provide Members with direct, first-hand experience of a subject area which will aid and develop Member review and decision making skills. Members will be asked to identify suitable subject areas in conjunction with advice from officers. Scrutiny officers will prepare a brief consolidated report after fact finding/site visits to highlight findings and proposed recommendations for consideration at the relevant Scrutiny Committee.

Develop proposals to highlight/promote the positive benefits and added value of scrutiny in the Council's decision making process.

***Proposal 2: The Council should improve the timeliness with which scrutiny committees are provided with information they request to enable them to undertake their work more effectively.***

Review arrangements for how specific information requests listed on the scrutiny Forward Work Programme are recorded and taken forward by council officers.

Review how scrutiny tracks/monitors progress of recommendations that have been agreed for implementation.

Monitor progress of recently introduced Cabinet and Scrutiny Chairs meeting.

***Proposal 3: The Council should consider the skills and training that scrutiny members may need to better prepare them for current and future challenges, and develop and deliver an appropriate training and development programme.***

Conduct a survey of all scrutiny Members to assess their overview and scrutiny training and development needs. After completion of the survey it is suggested that a consolidated report be prepared detailing proposals on how training will be prioritised and delivered.

Consider whether refresher scrutiny training should be provided for Members.

***Proposal 4: The Council should consider how it can involve the public and other stakeholders in its scrutiny activity.***

Explore scope for scrutiny Members to attend meetings of partners as part of its work rather than invite partners to scrutiny Committee meetings – for example Bridgend Public Service Board.

Explore the scope to suspend provisions of the Constitution at Scrutiny Committees when required to support effective engagement with the public.

Develop the use of social media to promote and enhance public engagement with scrutiny.

Review the overview and scrutiny web page on the Council website to ensure that all information is relevant and up to date.

Review the location meetings that are webcast on the Council's website to ensure that they are given sufficient prominence and are accessible.

Develop a programme of scrutiny meetings that are to be webcast.

Explore how the use of technology can support remote access and participation at scrutiny meetings (formal Committee and informal meetings).

***Proposal 5: The Council should review the type of scrutiny support required to enable the scrutiny function to respond to current and future challenges.***

Explore how greater use of technology can support the scrutiny function generally.

Implement arrangements for private pre-meetings. The aim is to provide the Chair and Members with the opportunity to develop lines of enquiry in private prior to conducting business and taking evidence from invited attendees at formal public Committee.

Explore the scope and related implications for the Council's Corporate Overview and Scrutiny Committee to be chaired by a Member other than the Chairs of Overview and Scrutiny Subject Committees.

Explore the scope for re-introducing scrutiny research and evaluation panels on specific subject areas.

## BRIDGEND COUNTY BOROUGH COUNCIL

### INFORMATION REPORT TO OVERVIEW AND SCRUTINY COMMITTEE

26 SEPTEMBER 2018

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

#### FESTIVAL OF LEARNING 2018

#### 1. Purpose of report

- 1.1 This report informs Overview and Scrutiny Committee members of the activities that took place in the Festival of Learning 2018 during the week commencing 25 June 2018.
- 1.2 This report provides detail on initial outcomes, responding to member requests to provide an evaluation of the Festival of Learning 2018 feedback forms received and to provide an update in relation to the benefits realisation plan previously submitted to Scrutiny members.

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

- 2.1 The information in this report relates to the following strategic priority in the Corporate Plan:
  - Supporting a successful economy
- 2.2 The event related directly to the strategic priority in the Corporate Plan to 'support a successful economy' and the Directorate commitments to 'provide the learning and development opportunities for staff to meet future service needs' and to 'develop more effective practice in respect of ensuring children and young people are actively involved in policy development and the decision-making process through developing our participation strategy so that their views, thoughts, wishes and feelings are appropriately represented'.

#### 3. Background

- 3.1 As outlined in the report to Scrutiny on 29 March 2018, the Festival of Learning 2018 event was planned to address the needs identified in the local authority related to effective sharing of good practice in response to Estyn recommendations. It involved all schools working together as part of the 'Team Bridgend' vision along with school councils in Bridgend, Bridgend College, related local authority service areas and external providers. The event was developed in line with the principles outlined in UNESCO's Global Network of Learning Cities.
- 3.2 The Festival of Learning 2018 included four key events:

##### **Professional development workshops**

The professional development workshops were designed to share good practice and were jointly planned, provided and attended by all schools and Bridgend College as well as by local authority officers and external providers (including the Children's Commissioner's Officer and Participation Team and University of South Wales).

The workshops were held in the respective organisations and school staff booked into those identified to address the strategic priorities of the school. The learning offer was

linked with school development plans, post-inspection action plans and Bridgend College's strategic objectives.

A programme of the workshops offered was provided to help schools determine which ones to attend and this will continue to serve as a directory for future reference for schools (see Appendix A). 96 workshops, attended by 628 delegates, were held during the week.

## **Symposium**

The key focus of the Symposium event was to support the wellbeing of senior leaders. It is anticipated that if senior leaders' wellbeing is improved this will have a positive impact on everyone else in the school and, ultimately, on pupil outcomes. Naturally, this is something that will be observed over the long term.

179 delegates attended the Symposium event. Initial feedback has been extremely positive. 99% of respondents rated the Symposium as 'excellent' or 'good' overall.

## **Learners' Day - showcase event**

This event provided schools with an opportunity to present examples of work related to their team strategies. This reflected examples of what 'makes children happy in their schools' – the theme for the Learners' Day – as well as examples from cross-phase transition work. In each case pupils were able to present their work to a wide audience including pupils from other schools.

## **Learners' Day - Learner Voice Forum**

School councils considered 'What makes children happy in school?' in advance of the day and their cluster responses were recorded in a short film. As part of the focus on wellbeing at the event, the clusters of school councils were asked to consider what will 'make them happier in their school and community'. The views of the learners (and teachers) were captured via a number of highly interactive workshop sessions arranged by the Bridgend County Borough Council (BCBC) Youth Development Team. These views will help to inform decision making within the Education and Family Support Directorate.

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

- 4.1 The 96 workshops provided an opportunity to further develop partnership working and collaboration, as exemplified in the Professional Standards for Teaching and Leadership, introduced in September 2017 as part of Welsh Government's workforce development programme. Feedback from individual workshops suggests that the workshops were highly valued learning experiences for both those who delivered and those who attended. Evaluation of the professional learning development workshops have been collated by individual schools.
- 4.2 In addition to 23 external delegates, at least 1,050 staff from across Bridgend benefitted directly from the Festival of Learning 2018 activities. 628 delegates attended the workshops provided; 142 presenters were involved in delivering the workshops (along with many children); 179 attended the Symposium event and 101 attended the Learners' Day event. Feedback received indicate that the event has generated a great sense of enthusiasm and excitement. In the overall post-event survey, 94% respondents rated the event as 'excellent' or 'good' and 86% said they would like to see another Festival of Learning in 2019.



- 4.3 Certificates have been issued to all teachers/staff who attended workshops and to all staff/pupils who delivered workshops. These will provide evidence to support Professional Learning Passports as part of the statutory induction year for newly qualified teachers (NQTs) and for other teachers/staff to use for their portfolios.
- 4.4 152 pupils attended and participated directly in the Learners' Day, showcasing aspects of their learning and participating in the Learner Voice Forum event. An additional 59 pupils were given a platform to demonstrate their talents in compering and in providing musical items for the Symposium and Learners' Day events. Furthermore, members of all the school councils (involving approximately 750 children); were involved in the pre-Festival of Learning 2018 activities; 248 pupils submitted entries to the logo competition; and 6 pupils judged the competition).
- 4.5 It is expected that all pupils will benefit indirectly as a consequence of the continuing professional development (CPD) opportunities offered to teachers and leaders in schools. This collaboration has provided an opportunity for teachers to reflect upon and celebrate existing good practice, encouraging others to reflect and refine their teaching accordingly. Through collaboration, it is anticipated that good teaching can be improved further, and, in the longer term, this cultural shift is likely to impact positively on standards across the county borough although in the workshop evaluations there are reports of immediate changes where teachers have taken back new ideas and resources to apply to their lessons.
- 4.6 Several external agencies were involved in relevant aspects of the event, including:
- the Children's Commissioner for Wales;
  - delegates from Public Health Wales;
  - Schools Health Research Network (SHRN);
  - higher education institutions;
  - representatives from Estyn; and
  - Welsh Government officials.
- 4.7 All Council members and the Youth Mayor were invited to the event, and some members were able to attend. A business engagement exercise was conducted and this resulted in a number of local businesses attending/sponsoring the event. A number of local businesses have expressed an interest in contributing to the workshops offered by schools and this may be an area to develop in the future.
- 4.8 Dr Andy Cope from the 'Art of Brilliance' was employed to make the keynote speech to headteachers and senior leaders at the Symposium event and to speak to the children at the Learners' Day. His contribution has received overwhelmingly positive comments from staff and pupils alike (36% of the Symposium attendees said his presentation was what worked best) and that it has made them review their attitudes and think in a different way. The long-term impact of this will not be known in the short term.
- 4.9 Overall evaluation data collected by the Consultation Engagement Team has been very positive with 94% respondents rated the event as 'excellent' or 'good' and 86% indicating that they would like to hold another Festival of Learning again next year. There are a number of suggestions about how the event could be improved including scheduling at a different time of year and spreading component parts over a longer time-frame. This is something that will be considered further with schools in September to determine the best way forward. Appendix B provides further information.

- 4.10 Evaluation data from the learners involved in the Learner Voice Forum were collected separately by the Youth Development Team in the 'Learner Voice Forum Thematic Report' and this shows a very positive response to the activities arranged as well as clear messages about what makes children happy in their learning and in their communities for the directorate to consider and disseminate further. Appendix C provides further information.
- 4.11 Comments from the evaluation feedback have been analysed in order to draw out key successes and areas for development so that lessons can be learnt for next year (refer to Appendix D). From this analysis, officers will consider with headteachers the changes that may be needed for the next event; most prominently the timing of each component of the Festival of Learning, whereby the event may be spread across the academic year in future.
- 4.12 Following on from the event, a local authority 'Wellbeing Focus Group' will be established in September to further develop a policy approach to wellbeing in schools to impact positively on outcomes for children. This will help to place greater emphasis on the importance of wellbeing alongside pupil attainment.
- 4.13 The Festival of Learning 2018 focussed on the following priorities, aligned with the new Estyn framework:
- Standards
  - Wellbeing and attitudes to learning
  - Teaching and learning experiences
  - Care, support and guidance
  - Leadership and management
- 4.14 The specific focus on wellbeing and attitudes to learning was well received by delegates to each of the events. Clearly, improving the wellbeing culture of schools/learning organisations, making them 'fit for purpose in the 21st century' is a long-term goal but the feedback received suggests that a number of headteachers and senior leaders have been led to thinking in different ways and this may mark an initial shift in attitude as a precursor to greater changes. In the wider context of curriculum reform in Wales this may help to bring about more wide-ranging changes in how teachers teach, how learners learn, how schools serve their communities and how services can collaborate in the multi-agency arena (a priority in the Education and Family Support Directorate's business plan). Many of the workshops offered by schools were attended not only by teachers and school support staff but also by local authority officers and by elected members – thus helping to facilitate greater understanding and collaboration across agencies.
- 4.15 While a number of the anticipated outcomes (outlined previously in a benefits realisation plan and a benefits realisation map) have been realised already (especially with regard to increasing continuing professional development opportunities for staff, increased collaboration between schools and other agencies, involvement of local businesses, increasing social and professional networks) - many will take longer to be realised and be fully developed. Attitudinal shifts and cultural changes take longer to embed and reap benefits. Officers will continue to work with schools to follow up on the event and to realise these outcomes and changes. An initial analysis of the anticipated and actual costs and benefits has been conducted. Appendix E provides further information.
- 4.16 Schools completed a Central South Consortium pre-event survey in February 2018 in relation to their readiness for curriculum changes and have been asked to complete the first of many post-event surveys by the end of September 2018. This will help to measure progress over a long period of time - twice a year from 2018-2026 (see Appendix B). It is

designed for preparing for Curriculum Wales by 2020 focussing on six key areas, all of which were addressed in the workshops delivered in the Festival of Learning 2018:

- Pedagogy
- Innovating learning experiences
- Leading and collaborating professional learning
- Language and culture
- Assessment and progress
- Relationships and wellbeing

4.17 One of the anticipated benefits of the event was greater promotion of Bridgend as a 'centre of learning' and this is something that has happened in the short term with local and national media coverage of the event; notably two interviews on BBC Radio Wales which focussed on the continuing professional development workshops. There has also been interest from the Welsh Government Curriculum for Wales Team who will be including a blog about the Bridgend Festival of Learning 2018 on their website in the autumn term.

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

5.1 There is no impact on the Council's policy framework or procedure rules.

## **6. Equality Impact Assessment**

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

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

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

Long-term	Supports the improvement of wellbeing in schools for staff and pupils.
Prevention	Development work to improve the culture and ethos of schools should help to secure wellbeing of staff and pupils and thereby prevent wellbeing issues from impacting negatively on school standards.
Integration	Monitoring and acting upon wellbeing matters is key to ensuring that outcomes for schools are achieved thus helping to support a successful economy.
Collaboration	The local authority works closely with schools, Estyn and with the Central South Consortium (CSC) to deliver the well-being objectives related to school improvement. The local authority receives the school inspection reports from Estyn and this informs the work conducted by the local authority and CSC to deliver the support for school improvement services.
Involvement	This area of work involves all stakeholders in school improvement. Schools work closely with one another to identify professional learning opportunities from one another, the local authority, CSC and

elsewhere (as required) reflecting the diversity of stakeholders involved in aspects of school improvement.

## **8. Financial implications**

- 8.1 An early analysis of the predicted and actual costs and benefits of the event has been conducted. Appendix E provides further information. While it is difficult to provide a precise figure for the event as not all invoices and expense claims have been received as yet, the total cost of the event (to date) is £29k. It is important to note that over 50% of this will be reimbursed to schools.
- 8.2 Due to the fact that this figure will be offset by Central South Consortium funding and sponsorship from local businesses, the total cost to BCBC is expected to be in the region of £8,375. This will be funded from the additional £65k which was approved by Council for the Festival of Learning 2018 on 28 February 2018 as a one-off pressure as part of the Council's Medium-Term Financial Strategy 2018-2019 to 2021-2022. Any underspend (which we expect to be in the region of £56k) against this allocation will be returned to the Corporate Budget.
- 8.3 A number of the costs associated with the Festival of Learning 2018 will have been one-off costs as some of the materials and resources are not time bound and can therefore be re-used for future events (eg promotional banners and equipment supplied by local businesses).

## **9. Recommendation**

- 9.1 It is recommended that Overview and Scrutiny Committee note the early reported outcomes and the benefits associated with the Festival of Learning 2018 event.

**Lindsay Harvey**  
**Corporate Director – Education and Family Support**

Telephone: (01656) 642612

E-mail: [Lindsay.Harvey@bridgend.gov.uk](mailto:Lindsay.Harvey@bridgend.gov.uk)

Postal Address Education and Family Support Directorate  
Bridgend County Borough Council  
Civic Offices  
Angel Street  
Bridgend  
CF31 4WB

## **Background documents**

- Overview and Scrutiny Committee Report 'Festival of Learning' 29 March 2018

## **Appendices**

- Appendix A Festival of Learning 2018 - Workshop Programme
- Appendix B Festival of Learning 2018 Evaluation
- Appendix C Festival of Learning 2018 Learner Voice Forum Thematic Report

- Appendix D Festival of Learning 2018 - Lessons Learnt Summary
- Appendix E Festival of Learning 2018 - Costs and Benefits Summary

This page is intentionally left blank

Cyngor Bwrdeistref Sirol



# Festival of Learning

## Gŵyl Dysgu

# 2018

# Workshop Programme

## CONTENTS PAGE

	Workshop/Title	Page
<b>Workshop A Monday 25 June 13:00-15:00</b>	<b>A1.</b> Cynffig – 5 Creative Habits of Mind	<b>64</b>
	<b>A2.</b> Porthcawl Comprehensive - Expressive Arts AOLE: the story so far...	<b>69</b>
	<b>A3.</b> Brackla – ‘My Time’ in Year 2 (Independent learning)	<b>9</b>
	<b>A4.</b> Brynmenyn – Lead Creative School transition project	<b>12</b>
	<b>A5.</b> Ffaldau – Increasing pupil engagement/learning autonomy at key stage 2 through the use of the outdoors	<b>23</b>
	<b>A6.</b> Nantyllyfyllon – Using Google for Education	<b>30</b>
	<b>A7.</b> Oldcastle – Numbers Count	<b>36</b>
	<b>A8.</b> Pîl – Developing a culture of praise for sustained effort	<b>43</b>
	<b>A9.</b> St Robert’s – Developing Philosophy 4 Children (P4C) across the curriculum	<b>48</b>
	<b>A10.</b> Tynyrheol – Anti-bullying and peer mediation	<b>51</b>
	<b>A11.</b> YG Cwm Garw – Developing wellbeing through parental engagement	<b>56</b>
	<b>A12.</b> The Bridge – Anxiety First Aid	<b>75</b>
	<b>A13.</b> The Bridge - Lego Therapy Workshop	<b>76</b>
	<b>A14.</b> Ysgol Bryn Castell – Action Research at YBC	<b>88</b>
	<b>A15.</b> Bridgend College – Pivotal Behaviour Management	<b>72</b>
	<b>A16.</b> Inclusion Service (Education Psychology)– Person Centred Planning (PCP)	<b>94</b>
	<b>A17.</b> Children’s Commissioner Participation Team – The Right Way: A Children’s Rights Approach to Education in Wales	<b>92</b>
	<b>A18.</b> University of South Wales – Escape Room Games	<b>95</b>



	<b>Workshop/Title</b>	<b>Page</b>
<b>Workshop B Tuesday 26 June 10:00-12:00</b>	<b>B1.</b> Archbishop McGrath – Visible Learning	<b>60</b>
	<b>B2.</b> Brynteg – Self-evaluation using a research and development model	<b>62</b>
	<b>B3.</b> Pencoed Comprehensive – Developing the Expressive Arts AOLE - what we have learnt so far?	<b>66</b>
	<b>B4.</b> YGG Llangynwyd – Key Stage 4 Community Challenge and collaboration with the primary	<b>71</b>
	<b>B5.</b> Abercerdin – Role of Wellbeing Manager Initiative	<b>5</b>
	<b>B6.</b> Blaengarw – Mountain Schools	<b>7</b>
	<b>B7.</b> Caerau – An ‘emotionally literate approach to behaviour motivation and learner engagement	<b>14</b>
	<b>B8.</b> Corneli – Comparing school published Central South Consortium Free School Meals (eFSM) performance with ‘ever’ Free School Meals performance	<b>19</b>
	<b>B9.</b> Llangynwyd – Inclusivity and Autistic Spectrum Disorder (ASD)	<b>26</b>
	<b>B10.</b> Nantymoel – Mental Maths Strategies into Numerical Reasoning	<b>31</b>
	<b>B11.</b> Penybont – Virtual Reality in the classroom	<b>41</b>
	<b>B12.</b> Plasnewydd – Make your school a Rights Respecting one!!	<b>44</b>
	<b>B13.</b> St Mary’s – Using the outdoor environment for effective learning Learning (Science, Technology, Engineering and Mathematics (STEM)	<b>47</b>
	<b>B14.</b> West Park – Teaching understanding in Maths: Concrete, Pictorial, Abstract	<b>53</b>
	<b>B15.</b> Ysgol y Ferch O’Sgêr – Developing Oracy Skills in Welsh language	<b>59</b>
	<b>B16.</b> The Bridge – Raising Self Esteem	<b>78</b>
	<b>B17.</b> Heronsbridge – All Behaviour is Communication	<b>82</b>
	<b>B18.</b> YBC – Achievement for All	<b>87</b>
	<b>B19.</b> Inclusion Service (Cognition and learning) – Supporting Early Literacy	<b>90</b>

	Workshop/Title	Page
<b>Workshop C</b> <b>Tuesday</b> <b>26 June</b> <b>13:00-15:00</b>	<b>C1.</b> Bryntirion Comprehensive – Oracy, Reading and Writing for GCSE English Language	<b>63</b>
	<b>C2.</b> Coychurch – Emotional Wellbeing at key stage 2	<b>20</b>
	<b>C3.</b> Croesty – Meaningful Work Programme	<b>18</b>
	<b>C4.</b> Pencoed Primary – Role of Family Engagement Officer (FEO) in promoting wellbeing	<b>40</b>
	<b>C5.</b> Coety – Growth Mindset for pupil wellbeing	<b>17</b>
	<b>C6.</b> Afon-y-felin –Developing ICT/STEM in the primary school	<b>4</b>
	<b>C7.</b> Brackla – Outdoor learning at key stage 2	<b>10</b>
	<b>C8.</b> Cefn Cribwr – Data tracking and one-page pupil profile	<b>15</b>
	<b>C9.</b> Garth – Make your schools a Rights Respecting one!	<b>22</b>
	<b>C10.</b> Maes-y-Haul – Developing Enterprise at key stage2	<b>27</b>
	<b>C11.</b> Newton – Thinking about Thinking in Years 5 and 6	<b>32</b>
	<b>C12.</b> Oldcastle – Mabel speech and language therapy	<b>37</b>
	<b>C13.</b> Penyfai – Pupil Independence at key stage 2	<b>42</b>
	<b>C14.</b> Tremains – Lexia Literacy Intervention	<b>52</b>
	<b>C15.</b> West Park – Using Reading Power to teach reading comprehension at key stage 2	<b>55</b>
	<b>C16.</b> Ysgol Cynwyd Sant – 12x4=Successful Futures	<b>58</b>
	<b>C17.</b> Bridge – Relaxation and Mindfulness (pupils and staff)	<b>77</b>
	<b>C18.</b> Heronsbridge – Shining the Light on Autism	<b>81</b>
	<b>C19.</b> YBC Behaviour for Learning	<b>86</b>
	<b>C20.</b> Bridgend College – Differentiation	<b>74</b>
	<b>C21.</b> Inclusion Service – Supporting visually-impaired children and young people	<b>91</b>

	Workshop/Title	Page
<b>Workshop D</b> <b>Wednesday</b> <b>27 June</b> <b>10:00-12:00</b>	<b>D1.</b> CCYD – Year 7 Skills/Challenge Curriculum and Transition	<b>65</b>
	<b>D2.</b> Porthcawl Comprehensive – Discrete health and wellbeing lessons ay key stage 3	<b>67</b>
	<b>D3.</b> Archdeacon John Lewis – High-quality feedback and feedforward	<b>6</b>
	<b>D4.</b> Bryncethin – Pedagogical Principles Action Research project	<b>11</b>
	<b>D5.</b> Cefn Glas – How high-quality continuous provision positively impact on standards	<b>16</b>
	<b>D6.</b> Litchard – Learning Activity and Family Fun (LAFF) Club Family Engagement	<b>24</b>
	<b>D7.</b> Nottage – Continuous and enhanced provision/independent learning	<b>34</b>
	<b>D8.</b> Ogmre Vale – Effective post-inspection action planning	<b>35</b>
	<b>D9.</b> Porthcawl Primary – Visual Literacy: raising standards in boys’ writing	<b>45</b>
	<b>D10.</b> Trelales – Talk for Writing	<b>50</b>
	<b>D11.</b> Bridge – Using Boxall Profiles to set Individual Education Plan (IEP) targets	<b>79</b>
	<b>D12.</b> Heronsbridge – Multisensory ideas	<b>83</b>
	<b>D13.</b> Ysgol Bryn Castell – ALN Innovation: Behaviour, next steps	<b>85</b>
	<b>D14.</b> Bridgend College – Questioning Techniques	<b>73</b>
	<b>D15.</b> Inclusion Service (Speech and Language in collaboration with NHS)– Vocabulary: What’s in a word?	<b>93</b>
	<b>D16.</b> University of South Wales - Distributed leadership and wellbeing	<b>96</b>

	Workshop/Title	Page
<b>Workshop E</b> <b>Friday</b> <b>29 June</b> <b>10:00-12:00</b>	<b>E1.</b> Archbishop McGrath – Developing creative teaching and learning strategies	<b>61</b>
	<b>E2.</b> Maesteg – Action Research and its impact on engagement and levels of challenge: teachers supporting teachers to improve	<b>70</b>
	<b>E3.</b> Porthcawl Comprehensive – Working towards the e-safety 360° award	<b>68</b>
	<b>E4.</b> Bettws – Developing Playground Leaders/Girls’ Network	<b>8</b>
	<b>E5.</b> Bryntirion Infants School – Family Engagement	<b>13</b>
	<b>E6.</b> Cwmfelin – From How to Wow! Writing in the Foundation Phase	<b>21</b>
	<b>E7.</b> Llangewydd Junior – Guidance on School Remodelling	<b>25</b>
	<b>E8.</b> Mynydd Cynffig – Incorporating the 12 Pedagogical Principles into the new curriculum	<b>29</b>
	<b>E9.</b> Nottage – Utilising Concrete Resources in Mathematics for key stage 2 and beyond	<b>33</b>
	<b>E10.</b> Oldcastle – Learning without displays	<b>38</b>
	<b>E11.</b> St Mary’s and St Patrick’s – Raising standards in STEM through independent learning	<b>46</b>
	<b>E12.</b> Tondy – Promoting Collaboration and Independence	<b>49</b>
	<b>E13.</b> Bro Ogwr – Sumdog	<b>57</b>
	<b>E14.</b> The Bridge – How to Implement a Thrive Assessment	<b>80</b>
	<b>E15.</b> Heronsbridge – Person Centred Planning (PCP) Reviews	<b>84</b>
	<b>E16.</b> Ysgol Bryn Castell – Special School Governor Improvement Groups (GIG)	<b>89</b>
	<b>E17.</b> Schools Health Research Network (SHRN) – How membership of the SHRN can support health and wellbeing in your school	<b>97</b>
	<b>E18.</b> Youth Justice and Early Intervention – Youth Justice Diversion	<b>98</b>

---

**For ease of reference, themes covered in workshops have been identified as follows:**

**1. Additional learning needs (ALN) support**

Llangynwyd	B9
Oldcastle	C12
Tremains	C14
Heronbridge	B17, C18, D12, E15
Ysgol Bryn Castell	A14, B18, C19, D13, E16
Inclusion Service	A16, B19, C21, D15
The Bridge	A12, A13, B16, C17, D11, E14

**2. Behaviour**

Caerau	B7
Bridgend College	A15
Ysgol Bryn Castell	C19, D13
Heronbridge	B17

**3. Estates/buildings/environment**

Llangewydd	E7
------------	----

**4. Self-evaluation**

Ogmore Vale	D8
Brynteg	B2
Ysgol Bryn Castell	A14
Archbishop	B1

**5. Family engagement/wellbeing**

Bryntirion Infants	E5
Litchard	D6
Pencoed Primary	C4
Cwm Garw	A11

## 6. ICT

Afon y Felin	C6
Nantffyllon	A6
Penybont	B11
Porthcawl Comprehensive	E3

## 7. Independent learning

Brackla	A3
Nottage	D7
Penyfai	C13
St Mary's and St Patrick's	E11
Tondu	E12
Cynffig	A1

## 8. Leadership/governance

Ysgol Bryn Castell	B18, E16
Corneli	B8
Brynteg	B2
Héronsbridge	E15
University of South Wales	A18, D16

## 9. Learner voice

Archbishop McGrath	B1
Garth	C9
Maesteg	E2
Children's Commissioner	A17

## 10. Literacy

Brynmenyn	A4
Croesty	C3
Cwmfelin	E6
Maes yr Haul	C10
Plasnewydd	B12
Porthcawl Primary	D9

St Robert's	A9
Trelales	D10
West Park	C15
Bryntirion Comprehensive	C1
Ysgol y Ferch O'r Sgêr	B15
Inclusion Service	D15

### 11. Numeracy

Maes yr Haul	C10
Nantymoel	B10
Nottage	E9
Oldcastle	A7
West Park	B14
Bro Ogwr	E13

### 12. Outdoor learning

Blaengarw	B6
Brackla	C7
Ffaldau	A5
St Mary's	B13

### 13. Pedagogy and preparation for the new curriculum

Bryncethin	D4
Cefn Glas	D5
Mynydd Cynffig	E8
Pîl	A8
Ysgol Cynwyd Sant	C16
Archbishop McGrath	E1
Archdeacon John Lewis	D3
Brynmenyn	A4
Ffaldau	A5
Maes y Haul	C10
Newton	C11
Oldcastle	E10
Nottage	E9
Penybont	B11
Penyfai	C13
Tondu	E12

Cynffig	A1
Maesteg Comprehensive	E2
CCYD	D1
Pencoed Comprehensive	B3
Bridgend College	C20, D14
Porthcawl Comprehensive	A2
University of South Wales	A18

#### 14. Wellbeing

Abercerdin	B5
Coety	C5
Coychurch	C2
Garth	C9
Oldcastle	E10
Pencoed Primary	C4
Tynyrheol	A10
YGG Cwm Garw	A11
Porthcawl Comprehensive	D2
Betws	E4
The Bridge	A12, A13, B16, C17, D11, E14
Caerau	B7
Cefn Cribwr	C8
Croesty	C3
Litchard	D6
Llangynwyd	B9
Pîl	A8
Héronsbridge	D12
SHRN	E17
Ysgol Bryn Castell	A14
University of South Wales	D16
Western Bay	E18

#### 15. STEM

Afon y Felin	C6
St Mary's and St Patrick's	E11
St Mary's	B13

#### 16. Welsh language

Ysgol y Ferch O'r Sgêr	B15
------------------------	-----



<b>School</b>	Afon y Felin Primary School
<b>Presenter</b>	Nigel Hughes
<b>Title of workshop</b>	Developing ICT/STEM in the primary school
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The focus will be to demonstrate the schools journey to develop ICT/STEM including a demonstration of various coding programmes found on the Hwb platform, which include J2Code, Logo and Scratch</li> <li>• Also a demonstration of the Ozobots/Lego and how they are used to improve STEM skills including coding/programming</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The lessons become much more problem based, and without realising, children achieve the higher-level skills found within the National Curriculum by changing variables within simulations</li> <li>• In the whole of key stage 2, children use ICT as a way of communicating and collaborating with staff and their peers</li> <li>• Coding can be seen at other times, not only during lessons</li> <li>• During wet play, many children decide to use the computers and iPads to interact with various apps such as BeeBot, Alex and Cargo Bots, and throughout the year there are various ICT clubs, which also include Coding Club, which has been immensely popular since it was introduced last year</li> <li>• Through utilising Hwb effectively and focused workshops, staffs confidence and knowledge has improved</li> <li>• Skills taught in ICT/Stem are transferrable to other subjects</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>C6</b> Tuesday 26 June 13:00-15:00

<b>School</b>	Abercerdin Primary School
<b>Presenter</b>	Helen Gentle
<b>Title of workshop</b>	Wellbeing Manager Initiative
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The purpose of the Wellbeing Manager initiative is to enhance the capacity of schools to develop positive and engaging school cultures and to support pupils who are at risk of disengagement and not achieving their educational potential</li> <li>• The initiative complements and extends existing programs that enhance pupil health and wellbeing, engagement, retention, academic achievement and the acquisition of life skills</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>This workshop will:</p> <ul style="list-style-type: none"> <li>• contribute to school and network priorities, particularly in tackling bullying and supporting pupils with behavioural, mental health or wellbeing issues</li> <li>• work in partnership with schools and community to develop and promote a comprehensive pupil engagement policy that recognises a positive and engaging school culture contributes towards academic outcomes</li> <li>• work in collaboration with schools, community-based services and networks to develop programs that promote the health and wellbeing of all pupils, ensure smooth transitions and provide additional support to pupils who are at risk</li> <li>• identify, document and respond to pupil wellbeing needs through evidence-based strategies and evaluation techniques</li> <li>• support a case management approach to pupil interventions, including participating in pupil support groups and conducting follow ups</li> <li>• strengthen partnerships between the school and pupil support services, health and community organisations to provide responsive, diverse and coordinated services for pupils and their families.</li> </ul>
<b>Target audience</b>	Headteachers and senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B5</b> Tuesday 26 June 10:00-12:00

<b>School</b>	Archdeacon John Lewis Church in Wales VA Primary School
<b>Presenter</b>	Joanna Burdett
<b>Title of workshop</b>	High-quality feedback and feedforward
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school had been working on improving its written feedback to pupils at the time of the inspection but in response to recommendations in the report the school has implemented the use of tickled pink, green for growth and purple progress not only for distance marking across both foundation phase and key stage 2 but also as a key tool in providing live feedback in lessons using the ABCDE of oral feedback</li> <li>• This strategy has been integrated with the use of 'Learning Walls', a more structured approach to mini plenaries in lessons and a continuum of peer and self-assessment to improve assessment for learning and differentiation</li> <li>• The workshop will be based indoors</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The effectiveness of feedback and feedforward provided by teachers has greatly improved, as have the levels of achievement in each lesson; pupil progress clearly identifiable using purple for progress pencils and pens</li> <li>• Nearly all pupils are able to identify why their work/task was good and suggest how it could be 'even better' against the success criteria</li> <li>• Self and peer assessment has improved across the school including written peer assessment comments in upper key stage 2; these are now more focussed and refer to success criteria</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and cover supervisors
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D3</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Blaengarw Primary School
<b>Presenter</b>	Richard Owen
<b>Title of workshop</b>	Mountain Schools
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Blaengarw Primary School runs a Mountain School event every term</li> <li>• Every pupil participates and we ensure that every class explores the outdoor environment</li> <li>• The activity will demonstrate how Blaengarw Primary School uses the local area to promote the four purposes during Mountain School sessions</li> <li>• The activities will be outside - however, some activities are a 'small' walk away!</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is difficult to compare the impact on standards with a measurable improvement</li> <li>• Standards have improved over the last three years but it would be difficult to make a direct link to Mountain Schools</li> <li>• However, we believe the improvement on provision for supporting a 'growth mindset' has improved grit and resilience in our pupils</li> <li>• We are currently reviewing attitudes to learning but the project has only just had a baseline</li> </ul>
<b>Target audience</b>	Primary school teachers who are leading outdoor provision
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B6</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Betws Primary School
<b>Presenter</b>	Cheryl Tame, Rhianydd Morgan, Jo Delve and Maxine Boobyer
<b>Title of workshop</b>	Developing Playground Leaders/Girls' Network
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has a very strong wellbeing ethos through a range of strategies and interventions including ELSA support, Girl's Network, Playground Champions with significant links to the Rights Respect of Schools.</li> <li>• The workshop will be an opportunity for schools to visit and observe the Playground Leaders and Girl's Network in action as well as meeting with the Wellbeing Officer and supporting staff, view evidence of good practice and the positive impact this has had on our school.</li> </ul> <p>Part of the workshop will be outside where pupils can be observed – please wear suitable clothing.</p>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• All pupils enjoy coming to school and are confident within the school environment. The warmth and strength of the working relationships between pupils and staff mean that pupils feel safe in school and know what to do if they are worried or anxious.</li> <li>• It is anticipated that this workshop will help improve pupils' levels of respect shown to adults and to their peers and develop a positive attitude to learning and to school. It will help them to persevere for extended periods of time and consider different ways of working and demonstrate resilience when faced with a problem.</li> <li>• As well as the positive impact of the playground champions on pupils' behaviour, the Girls' Network has empowered many girls to resolve and improve any issues between friendships groups. Many of the older girls show empathy towards each other and listen to other pupils' views successfully.</li> <li>• This work has had a positive impact on raising pupils' self-esteem and levels of confidence and engagement in school life. The involvement in a Young People's Project (AYPD) has been successful in developing girls' resilience strategies and increased their aspirations.</li> </ul>
<b>Target audience</b>	Key stage 2 teachers, additional learning needs coordinators and schools ELSAs
<b>Maximum number for workshop</b>	6
<b>Date/time</b>	Workshop <b>E4</b> : Friday 29 June 10:00-12:00

<b>School</b>	Brackla Primary School
<b>Presenter</b>	Shellie Pavitt Year 2 class teacher
<b>Title of workshop</b>	'My Time' in Year 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school have a wide range of pupil voice groups including the School Council, Eco Committee, Sports Council, Criw Cymraeg, e-Cadets and Learning Squad. However, as a result of monitoring in the summer term of 2015, it was identified that a consistent approach to pupil voice was needed throughout the Foundation Phase.</li> <li>• 'My Time' was introduced throughout Foundation Phase in September 2015 to take a greater account of pupils' ideas into what and how they learn. The basic principles of pupil voice are introduced in nursery, with pupils talking about the books they listen to, which the staff use to inform their planning. As pupils progress through the foundation phase, they take a more active role in making contributions to what and how they learn.</li> <li>• The workshop will show how the pupils access the 'My Time' activities independently whilst the teacher and support staff member work with a focus group on literacy and numeracy activities</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils are involved in the whole learning process including deciding what and how to learn, suggesting resources, carrying out the activities and assessing their own and others' outcomes. All continuous provision in Years 1 and 2 is pupil led.</li> <li>• There has been a significant increase in pupil engagement during 'My Time' activities with nearly all pupils remaining on task for extended periods of time.</li> <li>• Nearly all pupils agree and follow key routines of 'My Time' independently.</li> <li>• The quality of literacy and numeracy work produced in focussed groups by nearly all pupils is of a higher standard and more closely tailored to the needs of individual pupils.</li> <li>• There has been a significant impact on pupils' personal and social development, particularly at outcome 6 (an increase of 34%).</li> <li>• Standards are up on performance from last year (6.9% in Language, Literacy and Communication, Mathematical Development and the FPI and 4.8% in PSWCD). Standards in LLC and MD at outcomes 5 and 6 are at the highest since 2012.</li> </ul>
<b>Target audience</b>	Foundation phase teachers
<b>Maximum number for workshop</b>	5
<b>Date/time</b>	Workshop <b>A3</b> : Monday 25 June 13:00-15:00

<b>School</b>	Brackla Primary School
<b>Presenters</b>	Gethin Still and Tracey Hayter
<b>Title of workshop</b>	Outdoor learning at key stage 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Following an audit of outdoor learning in the foundation phase in spring term 2015, it was identified that there needed to be a clearer focus on the activities undertaken in the outdoors to ensure that they were relevant and engaging</li> <li>• Muddy Monday, Tip Top Tuesday and Foraging Friday now take place and follow a structured format in the foundation phase</li> <li>• Following a Learning Squad action research project in spring term 2016, outdoor learning is now being implemented throughout key stage 2 (eg Woody Wednesday and Thinking Thursday)</li> <li>• The workshop will involve observing outdoor learning in practice in Year 5 and Year 6</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Opportunities for independent learning are creative and challenging and as a result nearly all pupils make good progress</li> <li>• Most pupils have developed a greater resilience towards more challenging activities and learning opportunities</li> <li>• There has been an increase in pupil engagement during outdoor learning activities, with nearly all pupils remaining on task for extended periods of time</li> <li>• Improved problem-solving skills with most pupils applying them confidently in a range of contexts outdoors</li> <li>• Best practice shared with colleagues from other authorities through visits to school and during training sessions</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>C7</b> : Tuesday 26 June, 13:00-15:00

<b>School</b>	Bryncethin Primary School
<b>Presenters</b>	Elita Squires, Anna Sheppard and Janet Penny
<b>Title of workshop</b>	Pedagogical principles action research project
<b>Overview of workshop</b>	<p>Teachers from Bryncethin Primary School have been working with teachers from schools across the Central South Consortium region to develop:</p> <ul style="list-style-type: none"> <li>• Pedagogical Principle 4 Problem solving - creative and critical thinking</li> <li>• Pedagogical Principle 12 Collaboration and co-operation</li> </ul> <p>The presenters will share their journey starting with reading research materials, implementing pedagogical strategies, recording lessons and then sharing clips and evaluating pupils' learning with other teachers</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>The project is having an impact on:</p> <ul style="list-style-type: none"> <li>• teachers accessing educational research materials</li> <li>• developing pedagogy</li> <li>• sharing good practice</li> <li>• development of professional dialogue focussed on pedagogy</li> <li>• watching other teachers teach</li> <li>• use of video to recording learning experiences</li> <li>• use of 'proxy indicators' to generate focussed discussion on the effectiveness of learning experiences</li> <li>• baseline learning experiences were recorded at the start of the project and progress is being measured when sharing video observations with other teachers</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>D4</b> : Wednesday 27 June, 10:00-12:00



<b>School</b>	Brynmenyn Primary School
<b>Presenter</b>	Ania Wilcox
<b>Title of workshop</b>	Lead creative school transition project
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Developing literacy skills through creative teaching approaches using film, drama and creative arts</li> <li>• Used as a transition link between Years 6 and 7 with staff working closely together</li> <li>• Overview of the process and sharing of pupil work to date.</li> <li>• Workshop will take place in the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	This is in the initial stages of a two-year project but early indications suggest that the pupils are already developing creative thinking approaches
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>A4</b> : Monday 25 June 13:00-15:00

<b>School</b>	Bryntirion Infant School
<b>Presenter</b>	Kathryn Foster
<b>Title of workshop</b>	Family Engagement
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Family engagement activities take place every day of the week. The activities are well embedded within the school routines and are planned for throughout the year</li> <li>• Support staff have taken on various roles and these are matched to their areas of interest and their strengths</li> <li>• Support staff are given ownership of the initiatives and time out of the classroom to prepare</li> <li>• The school will show how it involves parents and their children by holding a variety of workshops around the school</li> <li>• The school hall will display evidence from each initiative and the staff will be available after visiting each workshop to discuss these and to show examples of work</li> <li>• Some of the workshops will involve being out of doors, in our forest school and garden areas</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is difficult to put a measure on Family Engagement, but eFSM and EAL factors are taken into account when looking at attendance and encouraging participation</li> <li>• It is promoting the importance of how school and home work together</li> <li>• Parents engaged in school life are more confident to work with teachers and staff and willing to participate in whole-school activities</li> <li>• Families who engage at the earliest stage continue to participate the whole time their child/children are in the school</li> <li>• Impact - evidence shows that parents who are engaged in school life pass this positivity on to the children who are also more engaged, which then leads to improved attitudes to learning and attendance at school</li> <li>• The early interventions like Lap/Nap has impacted on children's basic skills which have been shown to have improved when they come to school</li> <li>• The pack that is taken to the home with cutlery and scissors makes parents aware of how children are taught and what is expected of them when they come to school</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E5</b> : Friday 29 June 10:00-12:00

<b>School</b>	Caerau Primary School
<b>Presenters</b>	John Bibby and Julia Roche
<b>Title of workshop</b>	An 'emotionally literate' approach to behaviour, motivation and learner engagement
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• What are adverse childhood experiences (ACEs)?</li> <li>• What are their impact upon personal/social/emotional and academic engagement?</li> <li>• Why are these barriers to learning?</li> <li>• What can we do, as adults, to try and 'break down' these barriers for learners?</li> <li>• How do we engage with parents whose children have experienced ACEs?</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Changing the 'practitioner culture' in dealing with poor learner participation</li> <li>• Creating the philosophy 'when adults change, everything changes' as a means of developing pedagogy in staff and metacognition in pupils</li> <li>• Creating a positive environment for learning</li> <li>• Attempting to engage with the 'disengaged' members of the school community</li> <li>• Raising levels and standards of achievement in vulnerable learners (eFSM boys)</li> </ul>
<b>Target audience</b>	Teachers/learning support workers/senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B7</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Cefn Cribwr Primary School
<b>Presenters</b>	Donna Bowditch and Wendy Jones
<b>Title of workshop</b>	Data tracking and the one-page pupil profile
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• To demonstrate a robust data tracking system and pupil profiles</li> <li>• The data tracking system was acknowledged by the Peer Enquiry as an area of strength</li> <li>• The school can demonstrate how it tracks pupil progress and links it to interventions and individual pupil progress</li> <li>• At the core of the 'one-page pupil profile' is the wellbeing of pupils and how best they learn</li> <li>• The two marry together in order to benefit the pupil</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils are involved in the whole learning process including deciding what and how to learn, suggesting resources, carrying out the activities and assessing their own and others outcomes</li> <li>• Data tracking system allows the identification of groups of specific learners and ensures that they make progress</li> <li>• Targets intervention strategies across the ability range and regular updating and monitoring of progress</li> <li>• Ensures all staff are involved in identification of pupils</li> <li>• Pupil impact is achieved through regular review and robust targeting setting, including challenge</li> </ul>
<b>Target audience</b>	Senior leaders/ assessment coordinators and additional learning needs coordinators
<b>Maximum number for workshop</b>	4
<b>Date/time of workshop</b>	Workshop <b>C8</b> : Tuesday 26 June, 13:00-15:00

<b>School</b>	Cefn Glas Infant School
<b>Presenters</b>	Ceri Carr and Rhian Burford
<b>Title of workshop</b>	How high-quality continuous provision impacts positively on standards
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Since our last Estyn inspection we have been developing continuous provision throughout the school</li> <li>• To support class teams we have allocated a member of staff with specific responsibilities for this role</li> <li>• This ensures that all continuous provision on offer, indoors and outdoors, has sound early years pedagogy at its heart and is developed progressively through the school</li> <li>• This role also enables us to support others through our Foundation Phase Alliance responsibilities</li> <li>• We will be showcasing our writing sheds, transient art areas, challenge time, and role play areas which allow pupils to practise skills taught in focus sessions</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Involving pupils in the developing and setting up of continuous provision ensures that pupil wellbeing is at the heart of learning</li> <li>• As a result pupils enjoy learning, are fully engaged, collaborative learning is strong and during independent activities pupils stay focused and on task</li> <li>• The classroom dynamic is busy and purposeful, where teaching and learning share an equal importance</li> <li>• Pupils are happy to try new skills and show resilience based on a nurturing, supportive classroom environment</li> <li>• Our provision addresses the “developing strand” in the Pedagogy section of the Readiness Audit for the new curriculum</li> </ul>
<b>Target audience</b>	Foundation phase teachers and senior staff wanting to further develop knowledge of the foundation phase
<b>Maximum number for workshop</b>	7
<b>Date/time of workshop</b>	Workshop <b>D5</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Coety Primary School
<b>Presenters</b>	Amy Morris, Hannah Turton and Heather Morgan
<b>Title of workshop</b>	Growth mindset for pupil wellbeing
<b>Overview of workshop</b>	<p>This workshop will be one of four brought together as a carousel at Pencoed Comprehensive School on a wellbeing theme. This workshop will enable participants to:</p> <ul style="list-style-type: none"> <li>• have a brief overview of relevant research</li> <li>• identify ways to measure increased wellbeing including the PASS survey</li> <li>• use the EWC Professional Learning Passport to record evidence of action research</li> <li>• see how the SIG 30 project has developed and what has been learned by participating schools</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The project is currently in process but measurements of wellbeing using the PASS survey have been used across SIG 30</li> <li>• Measures of potential increased wellbeing and other findings will be available from all SIG 30 schools who have participated in this action research project</li> <li>• Schools involved have a diverse range of contexts</li> </ul>
<b>Target audience</b>	Practitioners with an interest in pupil wellbeing and attitudes to learning
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C5</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Croesty Primary School
<b>Presenter</b>	Mrs Marilyn Cullinan and Mrs Adele Edwards
<b>Title of workshop</b>	Meaningful Work Programme
<b>Overview of workshop</b>	The workshop will include a display with opportunities to speak with the children involved. A member of staff will also be present to give a background to the project.
<b>Impact on provision, teaching and learning and / or leadership</b>	<p>The Programme develops and maintains some significant real-life opportunities for children. There is a real emphasis on communication and literacy skills. There is also great scope for management and citizenship. The work roles give children real life practical tasks and responsibilities. All the roles can be accessed by children of all abilities.</p> <p>The programme has a positive impact on pupil wellbeing. The children gain confidence and recognition in the roles they complete.</p>
<b>Target audience</b>	Anyone interested in a school based, child centred programme to support children with an understanding of citizenship and the world of work.
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>C3</b> Tuesday 26 June 13:00-15:00

<b>School</b>	Corneli Primary School
<b>Presenter</b>	Adrian Mills
<b>Title of workshop</b>	Comparing school-published CSC eFSM performance with 'ever' FSM performance
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• How to access ever FSM pupil data on SIMS</li> <li>• How to simply export it to MS Excel and manipulate it so that it can identify the pupils who have accessed FSM during their time at school</li> <li>• This data can then be compared to nFSM pupils</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• School self-evaluation can be enhanced when considering 'groups of learners'</li> <li>• Ever FSM pupils may perform in different ways when compared to the 'snapshot' eFSM pupils whose data is included in data packs</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers and senior leaders
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B8</b> : Tuesday 26 June 10:00-12:00



<b>School</b>	Coychurch Primary School
<b>Presenters</b>	Tracey John, Sue Hurry, Delyth Davies and Michelle Crocker
<b>Title of workshop</b>	Emotional wellbeing at key stage 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school decided to introduce a number of wellbeing programmes to complement the ELSA work being undertaken at key stage 2</li> <li>• We identified small groups of key stage 2 pupils who were at risk of not achieving expected levels because of emotional/anger management issues relating to low self-esteem</li> <li>• The first programme introduced was the ‘Talkabout Self Esteem’ programme – this was delivered by an LSO/ELSA to a group of six Year 5 and 6 pupils</li> <li>• Talkabout was first developed in the 1990s and it is programme to help you assess, teach and measure pupils’ social/self-esteem and relationships skills</li> <li>• Following the programme, we identified two pupils who required further intervention and a follow up programme using the Lego Therapy approach has been introduced</li> <li>• The workshop will outline to the audience how the school successfully implemented the programme in Year 5 and 6</li> <li>• An overview of activities from both programmes will be shared during the workshop and examples of resources will be made available</li> <li>• Case studies of pupil successes will be shared and video footage of sessions being delivered shown to attendees</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• All pupils who participated in the “Talkabout Programme” develop self-confidence and levels of self-esteem were raised across the group</li> <li>• There was also a noticeable improvement in communication skills</li> <li>• All pupils enjoyed participating in the programme and felt that they had grown in confidence</li> <li>• Lower number of poor behaviour incidents being recorded</li> <li>• All pupils who participated are more focused in class and are on target to achieve the expected end of key stage 2 levels across all areas</li> <li>• The school is now looking to introduce the programme as part of its PSE curriculum as the resources and activities can be delivered to whole classes</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	8
<b>Date/time of workshop</b>	Workshop <b>C2</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Cwmfelin Primary School
<b>Presenters</b>	Kelly Kehoe and Joanne Edwards
<b>Title of workshop</b>	'From How to Wow!' - writing in the foundation phase
<b>Overview of workshop</b>	<p>This workshop will focus on how pupils are prepared for writing and on the provision that supports this. Aspects covered will include:</p> <ul style="list-style-type: none"> <li>• continuous and enhanced provision</li> <li>• outdoor learning</li> <li>• use of information technology</li> <li>• role play</li> <li>• real life contexts</li> <li>• opportunities for 'free' writing</li> <li>• phonics, word level and sentence level work</li> <li>• 'Wow!' writing</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Cwmfelin Primary School was inspected in January 2016 and there were two recommendations linked to writing development</li> <li>• These were to increase pupils' ability to write independently and creatively, and to provide more real-life opportunities for pupils to apply their skills</li> <li>• Our challenge was to maintain high standards in writing while also making progress with the recommendations</li> <li>• Although 'Read, Write Inc' is still used as a guide, our approach to writing has been refined, allowing for development of pupils' independence and creativity</li> </ul>
<b>Target audience</b>	Foundation phase teachers and learning support workers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E6</b> : Friday 29 June 10:00-12:00

<b>School</b>	Garth Primary School
<b>Presenter</b>	Majella O'Mahony
<b>Title of workshop</b>	Make your school a 'rights respecting' one!
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Presentation and discussion: Our 'Rights Respecting School' Journey</li> <li>• Tour of the school: Rights in Practise</li> <li>• Workshop activity: Where next?</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Developing a 'rights respecting' ethos that fosters social inclusion across the school</li> <li>• Developing an understanding of how to use UNICEF 'Rights of a Child' as a framework for strengthening the relationships between adults and children in the school</li> <li>• Greater awareness of UNICEF 'Rights of a Child' amongst the whole school community</li> <li>• 'Rights of the Child' embedded in practise and provision throughout the school</li> <li>• Children who are knowledgeable about their rights and are empowered to challenge the status quo (particularly beneficial for pupils experiencing poverty/deprivation or disengagement)</li> <li>• Children developing an understanding of the role they play as global citizens e.g. understanding the impact their decisions make on their locality, the wider community and the world</li> </ul>
<b>Target audience</b>	Teachers interested in developing knowledge of children's rights and the 'Rights Respecting Schools' scheme
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>C9</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Ffaldau Primary School
<b>Presenter</b>	Louise Taylor
<b>Title of workshop</b>	Increasing pupil engagement/learning autonomy at key stage 2 through the use of the outdoors
<b>Overview of workshop</b>	<p>This workshop will feature a carousel of activities including:</p> <ul style="list-style-type: none"> <li>• a presentation and discussion around strategies and activities used to improve pupil engagement, learning behaviours and encouraging a 'growth mindset'</li> <li>• discussion around how we have overcome the issue of having limited outdoor space within the school grounds</li> <li>• opportunity to see outdoor learning sessions in action</li> <li>• meet pupils who will discuss their experiences in the locality and how they are involved in planning and evaluation of sessions and showcase their digital portfolio</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A notable increase in pupil engagement since the first outdoor session has been seen with nearly all pupils independently participating in tasks</li> <li>• All pupils who would normally find it more difficult to engage in learning activities were active participants with around half taking on leadership roles within their groups</li> <li>• Teachers reported increased confidence levels with these pupils</li> <li>• Increased levels of independence, problem solving skills, collaboration, perseverance and resilience during sessions across key stage 2</li> <li>• Development of assessment for learners and feedback strategies have allowed pupils to critically self-assess their skills</li> <li>• As a result of this, most pupils are able to make honest evaluations of their performance in tasks and set personal targets for future learning</li> <li>• Raising the profile of pupil voice has allowed pupils, especially at upper key stage 2, to contribute to the planning of sessions</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>A5</b> : Monday 25 June 13:00-15:00

<b>School</b>	Litchard Primary School
<b>Presenters</b>	Dale Richards and Kim Trahar
<b>Title of workshop</b>	LAFF Club (Learning Activity and Family Fun) Family Engagement
<b>Overview of workshop</b>	Interested parties are welcomed to come and see how the 'club' runs in a natural environment. This will include: <ul style="list-style-type: none"> <li>• foundation phase swimming</li> <li>• foundation phase healthy eating and cooking</li> <li>• FAZ (Family Active Zone)</li> <li>• key stage 2 swimming</li> <li>• key stage 2 healthy eating and cooking</li> <li>• key stage 2 reading café and ICT Session</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils taking part in the LAFF club have shown progress in either language, mathematics or both areas since its inception in February 2017</li> <li>• Parents initially involved in the club have also progressed onto more direct learning environments as a result of the engagement provided</li> <li>• Attendance of the pupils is also positively affected by the club</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and senior leaders
<b>Maximum number for workshop</b>	20
<b>Date/time of workshop</b>	Workshop <b>D6</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Llangewydd Junior School
<b>Presenter</b>	Neil Clode
<b>Title of workshop</b>	Guidance on School Remodelling
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• In September 2013, Bryntirion Junior School closed with on 30 pupils on roll</li> <li>• From that date, the pupils and buildings came under the umbrella of Llangewydd Junior School</li> <li>• The buildings were immediately condemned and closed for a year</li> <li>• Largely by using our own school funds we have been working constantly to improve, not only the Bryntirion Junior School buildings but also our existing main block</li> <li>• The workshop would consist of an overview of how we prioritised our works, some of the funding decisions that were made (both successful and unsuccessful) and our upcoming challenges</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• We would like to think that the improved conditions within which we all work and learn has had a positive impact upon pupil outcomes</li> </ul>
<b>Target audience</b>	Headteachers and senior leaders
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>E7</b> : Friday 29 June, 10:00-12:00

<b>School</b>	Llangynwyd Primary School
<b>Presenters</b>	Liz Lewis, Fiona Greenow and Rebecca Jones
<b>Title of workshop</b>	Inclusivity and autism spectrum disorder (ASD)
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Llangynwyd Primary School will provide the opportunity for people to come and visit the ASD CARE classes to discuss and observe best practice for supporting pupils with ASD</li> <li>• We will also provide the opportunity to visit our mainstream classes to observe our ASD friendly classrooms and how we support pupils with ASD in the mainstream</li> <li>• We will also show some of the resources we use and provide guidance on how to ensure your classroom is ASD friendly</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• We all have many pupils in our classrooms with a variety of needs including ASD</li> <li>• We believe that the strategies, resources and ideas we can provide will help support a range of pupils with not only ASD but also other additional learning needs</li> <li>• We will be able to offer strategies for best practice in supporting these pupils which will impact upon teaching and learning (provision) and ultimately pupil wellbeing and standards</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders, additional learning needs coordinators
<b>Maximum number for workshop</b>	6
<b>Date/time for workshop</b>	Workshop <b>B9</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Maes yr Haul Primary School
<b>Presenter(s)</b>	Kevin Stroud
<b>Title of workshop</b>	Developing enterprise at key stage 2
<b>Overview of workshop</b>	Teachers/pupils will show and talk about activities we have trialled over the last year to develop enterprise activities with key stage 2 pupils
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Projects have supported more integrated learning models across key stage 2, further enhancing a range of skills within meaningful and relevant contexts – particularly literacy, numeracy, ICT, problem-solving, financial literacy and collaborative work</li> <li>• Events have been extremely well attended by parents, thereby greatly enhancing parental engagement and their understanding of new curriculum aims and methods</li> </ul>
<b>Target audience</b>	Senior leaders and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>C10</b> : Tuesday 26 June 13:00-15:00



<b>School</b>	Mynydd Cynffig Primary School
<b>Presenters</b>	Emma Charles and Nicola Jones
<b>Title of workshop</b>	Incorporating the 12 pedagogical principles into the new curriculum
<b>Overview of workshop</b>	<p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>Teachers explored the 12 pedagogical principles highlighted in 'Successful Futures', identifying two to be developed further in our planning, namely creating authentic contexts for learning and encouraging pupils to take increasing responsibility for their own learning. 'Immersion' days encouraged pupils to plan their own learning and teachers worked alongside to ensure that the experiences provided would be rich, stimulating and engaging</li> <li>Experiential opportunities within our local community (eg visiting a Chinese restaurant, coffee shops, places of worship, theatres and museums), as well as inviting 'experts' in to work alongside our pupils helped create an 'innovative' curriculum</li> </ul> <p><b>Expressive arts</b></p> <ul style="list-style-type: none"> <li>Expressive arts has been at the heart of our curriculum</li> <li>Themes are chosen specifically to allow opportunities of developing skills in music, media, art, dance and drama</li> <li>For example, in drama, strategies such as 'Observe, Wonder, Infer', 'Thought Tunnels', 'Mantle of the Expert' and 'Tableaux' have enabled pupils to become increasingly more confident as well as helping them to develop critical and creative thinking skills</li> <li>This purposeful multidisciplinary approach has proven to be stimulating and exciting for pupils and teachers alike</li> </ul> <p><b>Visual literacy/thinking skills</b></p> <ul style="list-style-type: none"> <li>Teachers carefully select books, video clips and pictures which have deepened pupils' understanding of character and plot, developing their thinking, oracy, reading and writing skills</li> <li>Stimuli such as 'Into The Forest' and 'The Spider and the Fly' capture the pupils' interest and imagination, leading to high-quality oracy work which in turn gives confidence and motivation to write extensively</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>The innovative curriculum's impact on pupils' enjoyment of learning has been evident and resulted in very good progress being made in their speaking, listening and writing skills</li> <li>The increase in confidence, the willingness to participate and 'have-a-go'</li> <li>Indeed, this change of mindset is evolving within our pupils, that it is okay to make mistakes, where it is important to do your best and where there are very positive teacher-pupil relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• Independent learning and metacognitive skills are developing well as a consequence</li> <li>• Pupil-tracking and end of foundation phase outcomes and key stage 2 levels indicate improvements in speaking and listening which can be attributed to the increased opportunities for pupils to discuss, collaborate, debate and have the freedom to think and perform creatively</li> <li>• This, in turn, has led to improved outcomes in writing, especially with boys</li> <li>• The biggest impact of all, however, can be seen in the pupil engagement across the primary school – our pupils are happy in their learning and they celebrate each other’s successes</li> <li>• Assessment for learning is constantly evolving and is a pillar of our pupils’ learning, readily appreciating constructive feedback from their peers/adults to improve their work and happily move on to the next step of their learning</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders and teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E8</b> : Friday 29 June 10:00-12:00

<b>School</b>	Nantyffyllon Primary School
<b>Presenters</b>	Gareth Thomas, Helen Carr and Lois Rees
<b>Title of workshop</b>	Using Google for education
<b>Overview of workshop</b>	Using Google for education throughout the school, with children and staff including: <ul style="list-style-type: none"> <li>• using cloud-based storage</li> <li>• Google Photos</li> <li>• Google Sites</li> <li>• Google slides</li> <li>• Google Docs</li> <li>• Google Classroom for collaborative learning</li> <li>• Cluster projects – Data and computational Thinking</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Monitor usage and storage</li> <li>• Improved collaboration amongst children and staff</li> <li>• Assessment for Learning tools</li> <li>• Increased standards in data handling and computational thinking</li> <li>• Linking ICT skills and DCF</li> <li>• Improving IT skills throughout the curriculum</li> <li>• School to School collaborative projects</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders and teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A6</b> : Monday 25 June 13:00-15:00

<b>School</b>	Nantymoel Primary School
<b>Presenter</b>	Alison John
<b>Title of workshop</b>	Mental maths strategies into numerical reasoning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• An overview of mental maths strategies used in school and how they have developed over time</li> <li>• Discussion around using the strategies to improve reasoning skills</li> <li>• Classroom visits to see reasoning lessons in action</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils' number work, in particular their mental recall has improved</li> <li>• Application of number skills continues to be a focus area</li> <li>• Reasoning skills are developing and national test results show that the percentage of pupils scoring &gt;85SS in the procedural test is increasing incrementally across the age range</li> <li>• This suggests that the improvements are sustainable and will have greater impact the longer pupils are exposed to the approach</li> </ul>
<b>Target audience</b>	Teachers and learning support workers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B10</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Newton Primary School
<b>Presenter</b>	Kath Kenwood
<b>Title of workshop</b>	'Thinking about thinking' in Year 5 and 6
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• To be introduced to De Bono's 'Thinking Hats' that can be readily used for Nursery to Year 6 and beyond</li> <li>• To observe pupils using and applying thinking hats strategies in practice</li> <li>• To engage in professional dialogue following observations made on the learning walk</li> <li>• To reflect on own practice and consider how valuable De Bono's 'Thinking Hats' strategies can be easily adapted in their own classrooms/school</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Positive impact on learning</li> <li>• Engagement in lessons</li> <li>• Analytical thinking throughout the curriculum</li> <li>• Thinking hats contribute to effective problem solving and decision making in all aspects of life</li> <li>• Allows children to consider things from different perspectives</li> <li>• Develops independent and cooperative thinkers</li> <li>• Focused parallel thinking process</li> <li>• Reflect learning processes</li> <li>• Develops empathy</li> <li>• Think creatively</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	4
<b>Date/time of workshop</b>	Workshop C11: Tuesday 26 June 13:00-15:00

<b>School</b>	Nottage Primary School
<b>Presenter</b>	Richard Owen
<b>Title of workshop</b>	Utilising concrete resources in mathematics for key stage 2 and beyond
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• A practical workshop for teachers and support staff to identify methods and strategies to deepen the mathematical understanding of our learners, utilising concrete resources</li> <li>• The importance of connection models will be discussed and how concrete resources may assist with the disbandment of levels in the new curriculum, teaching for depth of understanding rather than accelerated learning</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is a proven philosophy that assists all learners in deepening their understanding of mathematics, particularly the four operations, fractions, the introduction of algebra and abstract concepts</li> <li>• Reasoning is embedded throughout the philosophy encouraging resilience and problem solving</li> </ul>
<b>Target audience</b>	Key stage 2 teachers, mathematics leaders and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>E9</b> : Friday 29 June 10:00-12:00

<b>School</b>	Nottage Primary School
<b>Presenters</b>	Helen King and Ceri Jennings
<b>Title of workshop</b>	Continuous and enhanced provision and independent learning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Visitors will spend time with each attendee, looking at our new Donaldson-ready, long-term thematic planning (devised last year with Cath Delve)</li> <li>• We will then look at examples of short term planning with a particular focus on continuous and enhanced provision</li> <li>• Attendees will have the opportunity to spend time in the Nursery Unit (inside and out), chat to staff, listen to learners and join in with some of the continuous and enhanced provision</li> <li>• We will then move up to Year 2 and repeat the process</li> <li>• We will try to incorporate time at the end for visitors to reflect, ask questions, seek further advice or share their own ideas with us</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Consultant-led planning is aligned to new curriculum areas and adheres to four purposes</li> <li>• Areas of continuous and enhanced provision have been reviewed and improved by Cath Delve and more recently by Estyn</li> <li>• Set themes ensure there is no repetition and enables teachers to manage resources more effectively; it also enables staff to review and improve planning year on year</li> <li>• All Nursery pupils access areas of provision independently, show high levels of engagement and the majority are able to play collaboratively</li> <li>• All Nursery pupils express their needs verbally and most are able to use new vocabulary in their play</li> <li>• All Year 2 pupils are able to work collaboratively to develop literacy, numeracy, Welsh and ICT skills through independent, pupil-led challenges</li> <li>• All Year 2 pupils use a Challenge Book to keep a record of independent work accessed in the areas of continuous and enhanced provision</li> <li>• In both year groups, quality facilitates a busy, workmanlike ethos where all pupils are engaged, play is productive and behaviour is self-regulated</li> </ul>
<b>Target audience</b>	Foundation phase teachers and support staff
<b>Maximum number for workshop</b>	8
<b>Date/time for workshop</b>	Workshop <b>D7</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Ogmore Vale Primary School
<b>Presenters</b>	Jeremy Phillips and Barbara Murphy
<b>Title of workshop</b>	Effective post-inspection action plan(PIAP)
<b>Overview of workshop</b>	Interested parties are welcome to visit the school to: <ul style="list-style-type: none"> <li>• share experiences and explain processes under the new inspection framework when a “follow-up” visit by Estyn is required</li> <li>• discuss the school’s PIAP including its format and contents</li> <li>• share processes and procedures that have been implemented to monitor progress.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	The school has successfully demonstrated progress against the PIAP in a short a timescale against the following recommendations: <ul style="list-style-type: none"> <li>• Improve strategic planning systems and communication to involve all staff and enable the school to make and sustain improvements</li> <li>• Monitor the school’s work rigorously so that leaders can evaluate strengths and weaknesses accurately, identify priorities precisely and challenge underperformance</li> <li>• Improve the quality of teaching and assessment across the school</li> <li>• Raise standards of reading and spelling</li> <li>• Analyse the progress of specific groups of pupils to target and evaluate the effectiveness of interventions</li> <li>• Increase opportunities for pupils to contribute purposefully to the life and work of the school</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers and senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D8</b> : Wednesday 27 June 10:00-12:00



<b>School</b>	Oldcastle Primary School
<b>Presenter</b>	Jeremy Thompson
<b>Title of workshop</b>	Numbers count
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• A classroom-based session looking at the numbers count principles but more broadly the use of concrete mathematical resources to support learning in mathematics</li> <li>• Session will also include information on progression in mathematics and the use of 'Star Maths' as an adaptive test for supporting assessment</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Numbers Count is a developed mathematical intervention</li> <li>• Having started as a PDG funded activity in Oldcastle Primary School in 2013, it grew in to a successful Community First Project receiving praise from both Estyn and broader educational audiences in Wales</li> <li>• Progress rates over three months of activity were between 9 – 24 months and retention rates were maintained for the majority of learners 6 months after exit from the intervention</li> <li>• Further to this, the professional learning and use of mathematical resources such as Numicon supports in class learning of all pupils</li> <li>• We have introduced 'Star Maths' to complement 'Star Reader' as an alternative testing tool to test, measure and sign post learning both within mathematical intervention but also across Year 2 to Year 6</li> </ul>
<b>Target audience</b>	Senior leaders, teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A7</b> : Monday 25 June 13:00-15:00

<b>School</b>	Oldcastle Primary School
<b>Presenter</b>	Staff at Oldcastle Primary School
<b>Title of workshop</b>	Mabel speech and language therapy
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Observe a one-to-one, video-linked speech and language therapy session</li> <li>• Online interactive approach</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Having collected a number of children who do not meet the provision requirements for NHS speech therapy or those with more complex learning needs, Mabel has proved a game changer in developing complex speech and language skills</li> <li>• The reporting and the diagnostic tools support each child with a bespoke pathway allowing children to make rapid progress</li> <li>• For pupils at key stage 2, progress has help pupils transition more effectively but also helped them attain at the required level</li> <li>• Parents have commented that this has, 'changed their child's life for the better'</li> </ul>
<b>Target audience</b>	Additional learning needs coordinators
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C12</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Oldcastle Primary School
<b>Presenter</b>	Jeremy Thompson
<b>Title of workshop</b>	Learning without displays
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>Using educational research to develop and deliver an effective learning environment (focussing on what a school could do to create marginal gains and promote inclusion)</li> <li>Tour of the school including multiple classroom visits, sessions with virtual reality goggles and in the 4D sensory room</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>This workshop is designed to be a thought-provoking session to challenge and inform. Estyn reported positively about Oldcastle Primary School and its use of resources in our inspection in June 2017. The school has adopted a range of new approaches redefining what the learning space could look like:</p> <ul style="list-style-type: none"> <li>improved lighting in many teaching classrooms has reduced headaches and after lunch pupil sickness while also improving staff wellbeing</li> <li>the removal of displays and a focus on what the purpose and impact of those that remain has improved inclusion of pupils, reduced teacher workload and allowed discussion about 21st century schooling</li> <li>sedentary lifestyles have been highlighted as the next potential 'smoking'</li> <li>Introducing alternative learning spaces including beanbags and standing desk. (low cost potentially high-impact items)</li> </ul>
<b>Target audience</b>	Senior leaders and teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E10</b> : Friday 29 June 10:00-12:00

<b>School</b>	Pencoed Cluster Overview
<b>Presenters</b>	Pencoed Comprehensive School, Pencoed Primary School, Coychurch Primary School, Croesty Primary School and Coety Primary School
<b>Title of workshop</b>	Wellbeing in Pencoed Cluster
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Each school in the cluster will provide a workshop on an aspect of wellbeing</li> <li>• This has been a priority for the cluster this year and will provide a flavour of what is happening in our schools</li> <li>• We envisage the five workshops taking place in a hall or classroom at Pencoed Comprehensive School with delegates able to attend all five via “speed dating” carousel model</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• See individual sheets from schools for further details</li> </ul>
<b>Target audience</b>	Primary and secondary school staff with an interest in wellbeing
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop C2: Tuesday 26 June 13:00-15:00

<b>School</b>	Pencoed Primary School
<b>Presenters</b>	Suzanne Sarjeant and Julie Jenkins
<b>Title of workshop</b>	The role of the family engagement officer in promoting pupil wellbeing
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The role of the Family Engagement Officer in school</li> <li>• An overview of programmes which have promoted well-being through working with families (eg Forest Schools for Families, Sunshine Club and Generation Games)</li> <li>• Role of the Family Engagement Officer in promoting strategies for improving attendance</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Analysis of NBAR data shows that pupils wellbeing has improved as a result of attending family engagement programmes</li> <li>• Attendance has increased at the school over the past four years</li> <li>• Parental feedback gathered from questionnaires highlights that nearly all parents who attend a programme feel that it is beneficial to their relationship with the child and that their child has made progress in their personal and social development as a result</li> <li>• The wider relationship that the parents who attend programmes have with the school has improved</li> <li>• Nearly all parents who have attended one programme want to attend more</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders, teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>C4</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Penybont Primary School
<b>Presenters</b>	Jemma Evans and Ben Blackall
<b>Title of workshop</b>	Virtual reality (VR) in the classroom
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• As a Lead School for Avantis, we have been supporting their development of their VR solution for the classroom</li> <li>• The solution is web-based enabling instant control of all devices by the teacher</li> <li>• VR headsets have been used in all classes through the school and we will show examples of how we have used the technology across the curriculum, from creative writing to the study of history, to the latest developments in coding</li> <li>• We will show how to use the huge bank of resources available and how to create your own content using a 360 degree camera</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The use of VR has proved to be a fantastic tool for engaging pupils in a range of subject areas</li> <li>• It has been an excellent stimulus for creative writing – immersing the pupil in an incredible array of settings</li> <li>• The quality of the work produced reflects this</li> <li>• Following visits to historical sites such as Rhydycar cottages in St Fagan’s, the children have been transported back to the cottages while in the classroom in order to carry out further detailed studies of features of each cottage</li> <li>• The use of Co-Spaces, has enabled children to create their own 3D virtual world (think Minecraft) through coding</li> <li>• These can then be amended, shared and explored by the child and other pupils</li> </ul>
<b>Target audience</b>	Teachers and senior leaders from foundation phase, key stage 2 and key stage 3 settings
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B11</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Pen-y-Fai Church in Wales Primary School
<b>Presenter</b>	Mike Street
<b>Title of workshop</b>	Pupils' independence at key stage 2
<b>Overview of workshop</b>	<p>School Leaders have begun trialling a new approach towards teaching and learning across the curriculum in Key Stage 2. This involves pupils being given a number of opportunities to develop independent thinking. Each afternoon, pupils find themselves in one of three groups, each providing a different approach to learning:</p> <ul style="list-style-type: none"> <li>• Bubble Group – direct teaching with an adult (pupils in other groups should not burst the teacher's bubble!)</li> <li>• TAG Time – Tasks Are Given – a direct task is given to a group of pupils (providing opportunities for literacy and numeracy development) and they complete independently in their own way (following a clear set of 'success criteria')</li> <li>• Mission Time – very popular with pupils as they access the open area within our school and undertake 1 of a series of creative missions (they may select from Media/ICT/Art and Music) in the way that suits them best!</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils are observed making more independent choices on a regular basis</li> <li>• Pupils are actively engaged in their learning and are demonstrating the ability to be creative whilst working to set criteria</li> <li>• Focussed 'bubble time' with the class teacher is ensuring that pupils are being challenged at their ability and work in books is of a very high standard</li> <li>• The standard of pupil's independent work in their TAG tasks has improved</li> </ul>
<b>Target audience</b>	Senior leaders and teachers from key stage 2 settings
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop C13: Tuesday 26 June 13:00-15:00

<b>School</b>	Pil Primary School
<b>Presenters</b>	Adelle Haines and Chloe Parr-Jones
<b>Title of workshop</b>	Developing a culture of praise for sustained effort
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has worked within SIG 16 to focus on an area of the Donaldson Pedagogical Principles to develop with pupils</li> <li>• The school selected Pedagogical Principle 2, which focusses on sustained effort to meet achievable challenge</li> <li>• All staff received training in September 2017 on 'Developing Growth Mindset'</li> <li>• The workshop will provide the opportunity to meet with key staff involved in the leading of 'Growth Mindset' and the whole-school approach currently being developed</li> <li>• Resources developed by staff to support learners will be shared in the workshop</li> <li>• A group of pupils will also speak to visitors about the use of positive language in each classroom and developing the skills need to become resilient learners</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils use the language of positive thinking displayed in each classroom, developed by the staff and pupils</li> <li>• Nearly all pupils use in class 'STUCK' posters and 'persevering' mats to help them overcome and cope with challenge</li> <li>• Nearly all pupils use the motivational characters chosen by pupils to encourage them to sustain effort in their learning</li> <li>• Most pupils enjoy school and facing new challenges which is reflected in the schools improving attendance data</li> <li>• All staff actively encourage praise for effort and use barriers to learning as opportunities for teaching solutions</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop A8: Monday 25 June 13:00-15:00



<b>School</b>	Plasnewydd Primary School
<b>Presenter</b>	Michelle Young
<b>Title of workshop</b>	Make your school a 'rights respecting' one!
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Presentation and discussion: use of 'Reading Attack' and images to support development of reading resilience in children</li> <li>• 'Building Resilient Readers'</li> <li>• Tour of the school: reading activity in action (key stage 2)</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Developing a 'reading ethos' that fosters enthusiasm, engagement and resilience across the school</li> <li>• Supporting independence and removing barriers to reading unfamiliar text in formal 'test' situation</li> <li>• Encouraging use of reading a picture to develop higher-order reading skills at key stage 2</li> <li>• Build understanding and knowledge of students' individual strengths and challenges</li> <li>• Peer support for children to develop resilience in a way which is appropriate to needs</li> <li>• Children who are more resilient toward unfamiliar text</li> <li>• Develop strategies for reading on and avoid getting 'stuck'</li> <li>• Children developing an understanding that they can understand the 'flavour' of a text and grow in confidence when working in mixed ability pairs</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B12</b> : Tuesday 26 June, 10:00-12:00

<b>School</b>	Porthcawl Primary School
<b>Presenter</b>	Evan Richards
<b>Title of workshop</b>	Visual literacy - raising standards in boys' writing
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Porthcawl Primary School has adopted 'visual literacy' as an approach to teaching all English lessons across the school</li> <li>• It is a highly engaging approach which uses quality images combined with drama activities and quality speaking and listening activities as a stimulus for extended writing</li> <li>• As a school, we have been using 'visual literacy' for the last five years and have been a Hub school developing the approach across Central South Consortium for the last two years</li> <li>• As a school, we have also developed a clear structure that works towards producing a weekly piece of extended writing</li> <li>• This breaks down 'visual literacy' into a week of lessons and incorporates drama, grammar, group planning and an extended writing session</li> <li>• The workshop will show how we use a quality image to engage and motivate pupils</li> <li>• It will show how we build up to extended writing over a week as well as the drama techniques which have had the biggest impact on engaging and motivating pupils</li> <li>• We will also share books and images that have worked well and share examples of our pupils work</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils are engaged and motivated across the school and enjoy extended writing</li> <li>• Both the quantity and quality of writing has improved as a result</li> <li>• There has been an increase in boys' attainment at level 5 at the end of keys stage 2</li> <li>• 'Visual literacy' has led to more confident teachers who enjoy teaching English</li> <li>• There is a clear structure to lessons but freedom to teach exciting and engaging lessons</li> <li>• This has led to improved provision and standards</li> <li>• Being a Literacy Hub school has led to increased capacity as staff have led programmes and worked with schools offering amber support</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D9</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	St Mary's and St Patrick's Catholic Primary School
<b>Presenter</b>	Nicola Kelly-Fisher
<b>Title of workshop</b>	Raising Standards in STEM through Independent learning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has adopted a creative thread through which STEM subjects are delivered</li> <li>• Pupils are encouraged to use taught skills through applying them to learning experiences</li> <li>• Pupils are encouraged to plan and research areas while developing creative, ambitious lifelong learning</li> <li>• Areas for independent learning are part of the key stage 2 environment and used by pupils for focussed tasks and independent research</li> <li>• These areas are also shared between classes</li> <li>• Skills taught through Creative Schools are shared with all staff and pupils benefit from expertise of Creative Practitioners through INSET</li> <li>• The workshop will take place within a classroom and part outdoors, pupils will help to plan and deliver training</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Review of the science curriculum took place and the four pillars of Successful Futures were reflected on and incorporated into the Science and Technology AoLE</li> <li>• The school hosts a Mad Science Club run by Mad Science South Wales and Bristol</li> <li>• This has reignited a spark of excitement in pupils and staff</li> <li>• STEM projects are used as an integral part of learning and pupils take part in school-to-school working through SIG projects with Big Learning Company and the SMILE project with Bridgend College</li> <li>• More recently we have formed links with Swansea University Techno Camps and Theatr Na Nog</li> <li>• The school also has Techno Ambassadors from Cardiff University coming in to support pupils' digital skills</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop E11: Friday 29 June, 10:00-12:00

<b>School</b>	St Mary's Catholic Primary School
<b>Presenters</b>	All staff
<b>Title of workshop</b>	Using the outdoor environment for effective learning
<b>Overview of workshop</b>	<p>There will be a range of outdoor activities taking place, in which all year groups will be involved. These include:</p> <ul style="list-style-type: none"> <li>• studying the bees in our school apiary</li> <li>• planting and other activities to improve the school environment</li> <li>• learning activities using our 'mud kitchen'</li> <li>• mini-beast hunt</li> <li>• using a quiet area for reflection/meditation</li> <li>• art using the natural environment as a stimulus</li> <li>• drama and games activities</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>We aim to demonstrate how learning experiences in the outdoor environment can be used to deliver aspects of the four purposes, particularly:</p> <ul style="list-style-type: none"> <li>• preparing children to be ambitious, capable learners by questioning and enjoying solving problems</li> <li>• preparing children to be healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; building mental and emotional well-being</li> <li>• preparing children to be ethical, informed citizens who show their commitment to the sustainability of the planet</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B13</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	St. Robert's Catholic Primary School
<b>Presenters</b>	Claire Jones and Sarah Taylor
<b>Title of workshop</b>	P4C (Philosophy for Children) across the curriculum
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• To see P4C in in action - classroom based practice</li> <li>• Opportunity to visit the school and to observe a P4C session in a foundation phase and key stage 2 setting</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Lesson observations of P4C session show nearly pupils are engaged in sessions and demonstrate the 4Cs of thinking (ie caring, collaborative, creative and critical) as appropriate to their ability</li> <li>• This includes asking 'big question' agreeing and disagreeing with others, giving examples and counter examples and drawing distinctions</li> <li>• The impact of P4C is difficult to measure against quantitative targets due to the holistic nature of the approach</li> <li>• However evidence from our 2015-2016 performance data shows that since P4C become more prominent within the school and staff fully trained (November 2012), standards in the school, in literacy in particular has improved both at foundation phase and at key stage 2</li> </ul>
<b>Target audience</b>	Teachers, senior leaders, Literacy/English Subject Leaders
<b>Maximum number for workshop</b>	3 per foundation phase observation and 3 per key stage 2 observation
<b>Date/time of workshop</b>	Workshop <b>A9</b> : Monday 25 June 13:00-15:00

<b>School</b>	Tondu Primary School
<b>Presenters</b>	All staff
<b>Title of workshop:</b>	Promoting collaboration and independence
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school is examining the impact of lesson study, through collaboration of staff across phases. Tondu Primary School has already completed some lesson study and wishes to develop pupil independence in learning experiences</li> <li>• With a new Curriculum For Wales, the lesson study approach provides opportunities for the development of pedagogy</li> <li>• Staff will also share evaluative experiences of the 'Wow Week'</li> <li>• This is a week where staff have planned and worked within the new curriculum, having planned a whole school thematic approach based on the four core purposes</li> <li>• This workshop will be held indoors</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• There is an increase in cross-phase collaboration between staff and pupils</li> <li>• This led to a deeper understanding of whole school approaches and outcomes</li> <li>• Increased opportunities for reflection alongside pupils and use of evaluative language</li> <li>• Increased range of stakeholders became involved in self-evaluation and use of technologies (eg IRIS was used to evaluate learning)</li> <li>• More meaningful to connect and apply knowledge and skills</li> <li>• Deeper understanding and confidence in developing and designing learning opportunities in line with the new curriculum</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E12</b> : Friday 29 June 10:00-12:00

<b>School</b>	Trelales Primary School
<b>Presenter</b>	Iona Gregory
<b>Title of workshop</b>	'Talk for Writing'
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The session will showcase the different strategies used including whole class story-telling, story mapping/boarding and changing the story to plan for a new version</li> <li>• The session will take approximately one hour</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• We have adopted Pie Corbett's 'Talk for Writing' strategies as a school, after we placed extended writing as an area for development in our SIP</li> <li>• Impact has been very positive on both teaching and learning, and this was apparent very quickly</li> <li>• Teachers feel more secure in teaching 'story-writing' skills</li> <li>• Children's story writing and extended writing ability has improved</li> <li>• Our pupils in Foundation phase are demonstrating greater proficiency in their oracy skills and their story-telling skills</li> <li>• Children have a wider 'story' vocabulary, generally and are more capable of sequencing events in logical and progressive order</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>D10</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Tynyrhoel Primary School
<b>Presenter</b>	Alison Street
<b>Title of workshop</b>	Anti-bullying and peer-mediation workshop
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Pupils and LSO to talk about their work with the anti-bullying task group and how they devised their own anti-bullying leaflet</li> <li>• They will also demonstrate how they run peer mediation and discuss the impact their work has had on pupil wellbeing</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Since being involved in the anti-bullying network, pupils and parents have a better understanding of the term 'bullying'.</li> <li>•</li> <li>• The school council consulted all pupils and wrote their own anti-bullying policy which is available to all pupils and their parents.</li> <li>• As a result of this work and peer mediation, there have been fewer bullying reports and pupils feel that issues are dealt with quickly which means that they do not escalate.</li> <li>• Nearly all pupils say they feel safe in school and know who to talk to if they feel unhappy or worried.</li> </ul>
<b>Target audience</b>	Teachers, LSOs, pupils
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A10</b> : Monday 25 June 13:00-15:00



<b>School</b>	Tremains Primary School
<b>Presenter</b>	Jo Emery
<b>Title of workshop</b>	Lexia – literacy intervention
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Lexia supports pupils with gaps in their reading skills</li> <li>• It supports a personalised approach to learning that gives pupils control over their learning and the pace of their learning</li> <li>• It can be accessed at home and builds on prior learning in a sequential manner, while reducing dependence on members of staff</li> <li>• It takes place in small groups situations away from the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Most pupils make better than expected progress in reading</li> <li>• Pupil confidence in reading improves</li> <li>• Pupils’ engagement is good</li> </ul>
<b>Target audience</b>	Literacy leaders, additional learning needs coordinators, staff delivering interventions
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>C14</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	West Park Primary School
<b>Presenter</b>	Richard Tunnadine
<b>Title of workshop</b>	Teaching understanding in mathematics – concrete, pictorial and abstract
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• MER in 2014 showed that there was inconsistency in the way mathematics was being taught in various classes (ie some teachers were following the Abacus Scheme, some were not)</li> <li>• Some teachers from the school attended some taster sessions for Singapore Maths run by 'Maths No problem'</li> <li>• In addition, staff spent time researching and trialling the ideas from the Australian First steps in mathematics books, which had a similar approach to Singapore Maths</li> <li>• As a result, the school reviewed and changed its approach to Maths and the Abacus Scheme is no longer used</li> <li>• All concepts across the school are introduced in a concrete way using practical resources and a real life context</li> <li>• Pupils are encourage to think through the concepts, mistakes and misunderstandings are discussed until the pupils have a concrete understanding, they are encouraged to record ideas pictorially in their own way, they are moved to more abstract maths when they have a good understanding of the concepts</li> <li>• The whole approach is based around thinking and solving problems</li> <li>• The workshop would outline the approach to teaching mathematics from foundation Phase to key stage 2, provide examples of lessons as well as an opportunity to look at pupils' books and group work files</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• MER shows greater consistency in the way mathematics is taught across the school</li> <li>• Listening to learners shows that pupils across the school enjoy maths, are more confident and they have a good understanding</li> <li>• By Year 5 and 6, on average 45% of pupils achieve above 115 in the National Procedural and Reasoning Test</li> <li>• For the past three years 64% of pupils have achieved Level 5 in maths (above our family of schools average and in quartile 1 of our FSM benchmark group)</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B14</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	West Park Primary School
<b>Presenter</b>	Beth Barrett
<b>Title of workshop</b>	Using 'Reading Power' to teach reading comprehension at key stage 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• In 2012, the school analysed its reading data, based on GRT scores at the time</li> <li>• It was found that too many pupils across the school had a reading age below their chronological age</li> <li>• At a similar time, some staff from the school attended a conference in Cardiff organised by Welsh Government and taken by Adrienne Gear and she shared her 'Reading Power' approach to reading</li> <li>• This approach was based on research into what makes a good reader</li> <li>• It was found that the very best readers demonstrate a number of skills, for example, they make inferences as they read, they ask questions, and they make connections</li> <li>• The research found while the top 20% of children do this naturally, all other children need to be specifically taught these skills</li> <li>• The approach is based on Gardener's gradual release of responsibility, so the teacher models the skill using picture books, thinking out loud as they read and modelling to the pupils the thinking needed in order to fully understand what is being read</li> <li>• Pupils then specifically practice these skills using picture books, novels and extracts of text</li> <li>• Over time, the school has developed this reading power approach and incorporated the reading attack resources into reading power, as well as developing and promoting reading for enjoyment</li> <li>• MER shows that pupils understanding and enjoyment of what they read has improved</li> <li>• This approach fits very well with the 'visual literacy' approach to writing, which the school has also recently taken on</li> <li>• The workshop will outline the 'Reading Power' approach and how to specifically teach the reading skills of 'making connections, inference, questioning, visualising, zooming in and transforming'</li> <li>• The workshop will provide an outline of how our reading lessons are structured, followed by a model lesson demonstrating the approach, as well as an opportunity to look at pupil books and resources</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• MER shows that pupils' enjoyment of reading has improved as well as comprehension skills</li> <li>• The pupils across key stage 2 use a common language to discuss their understanding of what they read and apply this understanding to their writing when thinking about the writing audience</li> <li>• Pupils make good progress in their reading from Year 1 to Year 6 shown by fewer and fewer pupils having a reading age below their chronological age</li> <li>• By Year 6, nearly all pupils have a reading age above their</li> </ul>

	<p>chronological age, with 90% having a reading age one year or more above their chronological age</p> <ul style="list-style-type: none"> <li>• In 2017, 66% of pupils achieved level 5 for Reading. (Above the family of schools average and in quartile 1 of the FSM benchmark group)</li> <li>• The percentage of pupils achieving above 115 on the national tests is improving year on year</li> </ul>
<b>Target audience</b>	Key stage 2 teachers and support staff
<b>Maximum number for workshop</b>	8
<b>Date/time of workshop</b>	Workshop <b>C15</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	YGG Cwm Garw
<b>Presenters</b>	Kirsty Thomas, Kirsty Williams and Catrin Coulthard
<b>Title of workshop</b>	Developing pupil wellbeing through parental engagement
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The use of NBAR assessments as well as pupil voice questionnaires highlighted many pupils experiencing social/emotional difficulties or negative feelings around home/school work</li> <li>• The school restructured support staff to release one fulltime learning support officer to work with pupils and parents, incorporating Family Active Zone sessions and ELSA workshops</li> <li>• We have also tailored family workshops in numeracy and literacy as well as family learning events on subjects such as healthy eating</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils have engaged in family learning activities which have led to a significant increase in pupil engagement.</li> <li>• Incidents of challenging behaviour have decreased in all classes.</li> <li>• 100% of parent feedback has been positive</li> <li>• There has been a significant impact on pupils' personal and social development, particularly at outcome 6</li> <li>• Parents are better able to support their children's learning at home and report feeling that the school values their input and contributions</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and wellbeing coordinators
<b>Maximum number for workshop</b>	3
<b>Date/time for workshop</b>	Workshop <b>A11</b> : Monday 25 June 13:00-15:00

<b>School</b>	Ysgol Gymraeg Bro Ogwr
<b>Presenter</b>	Emrys Roberts
<b>Title of workshop</b>	Sumdog
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Workshop to view online programme/app Sumdog with pupils from Year 2 to Year 6</li> <li>• The workshop will be held in the school hall with pupils on tablets/laptops showing and explaining how Sumdog operates to develop their mathematical skills.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Fun learning through games and challenges</li> <li>• Develops their mental maths skills</li> <li>• Used in school and at home</li> <li>• Competitive element</li> <li>• Pupils rewarded for successes</li> <li>• Engaging pupils and stimulating them to learn without realising they are completing mental maths tasks</li> <li>• Individual username and password</li> <li>• Play online with friends safely</li> <li>• Games are individualized for each kid's ability level</li> <li>• Over 100 numeracy skills, split into 10 levels</li> <li>• Free</li> </ul>
<b>Target audience</b>	Teachers of Year 2 to Year 6 classes
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E13</b> : Friday 29 June 10:00-12:00

<b>School</b>	Ysgol Cynwyd Sant
<b>Presenter</b>	Tegwen Ellis, Rhian Cornish and Gwennan Jones
<b>Title of workshop</b>	12x4=Successful Futures
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will include background on the school's curriculum reform journey as a professional learning pioneer school and curriculum pioneer school</li> <li>• Leaders believe that there can be no curriculum development without teacher development</li> <li>• They will share how they are supporting other schools to develop the 12 pedagogical principles and how they embed the 4 purposes across the curriculum</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Estyn 2016 - Learning experiences: Excellent</li> <li>• The school provides a wide range of rich learning experiences that stimulate pupils' interest and develop them to become confident independent learners</li> <li>• The wide range of cross-curricular themes and interesting and imaginative work programmes extend pupils' knowledge and understanding excellently and strengthen their commitment to their work very effectively</li> </ul>
<b>Target audience</b>	Primary school teachers and learning support workers
<b>Maximum number for workshop</b>	20
<b>Date/time of workshop</b>	Workshop <b>C16</b> Tuesday 26 June 13:00-15:00

<b>School</b>	Ysgol Y Ferch o'r Sgêr
<b>Presenters</b>	Delyth Nicholls, Alexis Rees, Eirwen Keirl and Julie Roderick Morgan
<b>Title of workshop</b>	Developing Oracy Skills in Welsh Language
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Due to nearly all pupils joining the school with no or very little Welsh, in order to achieve milestones at the end of the foundation phase and key stage 2, a significant amount of work is done on developing oracy skills</li> <li>• In order to develop oracy skills in preparation for reading and writing, emphasis is placed on sensory learning, using a combination of 'Tric a Chlic' phonic strategies, 'Write Dance', 'Pie Corbett' storytelling and development strategies and singing/music</li> <li>• The workshop will show how the pupils engage in these activities and use the strategies to further develop the work in their recording and in creative writing</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils engaged in whole class, group and individual activities and showing enjoyment and a good understanding</li> <li>• Nearly all foundation phase pupils becoming fluent in Welsh by the end of the foundation phase</li> <li>• The quality of reading with expression of the majority of foundation phase pupils is of a high standard</li> <li>• The quality of creative and expressive writing of many pupils at the end of the foundation phase has shown significant improvement</li> </ul>
<b>Target audience</b>	Foundation phase teachers and teachers of Welsh second language
<b>Maximum number for workshop</b>	4
<b>Date/time of workshop</b>	Workshop <b>B15</b> : Tuesday 26 June 10:00-12:00



<b>School</b>	Archbishop McGrath Catholic High School
<b>Presenter</b>	Frances Clegg
<b>Title of workshop</b>	Visible Learning
<b>Overview of workshop</b>	<p>We wanted to develop more independent and resilient learners and adopting a Visible Learning Programme provided us with a framework. All teaching staff received trained during collaborative INSET days during 2016-2017 and directed-time sessions. Five members of staff received additional training to develop their skills as Impact Coaches. Each year every teacher will complete two impact cycles. Representatives from every year group act as Learning Ambassadors and these pupils meet every half term to discuss their learning and to guide future decisions in the school.</p> <ul style="list-style-type: none"> <li>• During the workshop, we can provide an overview of our Visible Learning journey so far and provide examples of pieces of specific action research completed. We can look at specific elements of the Visible Learning programme and demonstrate how these can be applied within a specific classroom environment.</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<p>Provision and teaching and learning impact: Every teacher has completed action research and we have seen improvement in specific exam results, pupil engagement, parental involvement, quality of work produced. It is developing a new way of 'thinking', with teachers developing a strong focus on action research and the pupils challenging themselves and taking more ownership of their learning. It allows each teacher to develop a specific focus bespoke to their classes and subject to reduce the attainment gap between discrete groups of learners (eg FSM, MAT, EAL, boys and girls) and their peers. It is helping to inspire and motivate learners and to engage them with the curriculum and it works in conjunction with the Lead Creative Schools project and Jesuit Pupil Profile to develop a common language of learning. It has encouraged more collaboration across departments with staff working with Impact Partners and Impact Coaches outside of their curriculum area. It has encouraged collaborative planning with another secondary school and we have been able to share approaches and ideas.</p> <p>Leadership Focus impact: Through distributed leadership, it has helped develop the leadership potential in a group of staff and has encouraged other staff to become involved. It embeds changes in teaching approaches leading to sustainable impact and a legacy upon which to build for the new curriculum 2022</p>
<b>Target audience</b>	Primary and secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time</b>	Workshop <b>B1</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Archbishop McGrath Catholic High School
<b>Presenter</b>	Janice Price
<b>Title of workshop</b>	Developing Creative Teaching and Learning Strategies
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will be held in the school hall.</li> <li>• Introduction to the initiatives and legacy of the Lead Creative Schools project.</li> <li>• Workshop activities, strategies and resources to help support the development of Creative Teaching Opportunities. For example: Creative Me, Snowballing, Back to Back Drawing and Envelopes.</li> <li>• Using Thinking Skills and Learning Dispositions to maximise learning.</li> <li>• Activity: Forward thinking and planning ideas for the new curriculum 2022.</li> <li>• Conclusion: Questions and answers</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• <b>Provision and Teaching and Learning impact:</b> Lead Creative Schools is based on the belief that creativity is not a skill bound within the arts, but a wider ability to question, make connections that are demanded by today's employers.</li> <li>• Promotes new ways of working in schools, with teachers developing a bespoke scheme of work, designed to improve the quality of teaching and learning.</li> <li>• Gives opportunities to have access to creative people, skills and resources.</li> <li>• Find creative approaches to literacy, numeracy and to reducing the attainment gap between discrete groups of learners (FSM, MAT, AN EAL, BOYS and GIRLS) and their peers.</li> <li>• Helps to inspire and motivate learners and to engage them with the curriculum.</li> </ul> <p><b>Leadership Focus impact:</b> Embeds changes in teaching approaches leading to sustainable impact and a legacy upon which to build for the new curriculum 2022.</p>
<b>Target audience</b>	Primary and secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop E1: Friday 29 June 10:00-12:00

<b>School</b>	Brynteg School
<b>Presenters</b>	Chris Jones and Shirley Pearson
<b>Title of workshop</b>	Self-evaluation using a research and development model
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has recently moved to a research and development model as the self-evaluation system for the school</li> <li>• The model shifts the emphasis from self-evaluation being undertaken centrally by the leadership team to allowing each subject area more flexibility to reflect on practice and to share and develop learning and teaching strategies</li> <li>• The relationship between the subject leader and line manager is key to ensuring the success of this system</li> <li>• Self-evaluation activity will take place where there is an identified need, development work or to be used as an opportunity to share best practice</li> <li>• The new model places colleagues within the department in control of the process and reflects the model used by Estyn which is based on 'lines of enquiry'</li> <li>• The workshop will be class-based</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>While only in the first year of the new model, there is considerable evidence to suggest that the shift in emphasis described above has had a measurable impact and, in particular on:</p> <ul style="list-style-type: none"> <li>• encouraging creativity within learning and teaching activities</li> <li>• more efficient use of resource – targeting areas of need and not attempting to observe/record everything</li> <li>• clearer links to team and school development plan priorities</li> </ul>
<b>Target audience</b>	Curriculum leaders, senior leaders and class teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B2</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Bryntirion Comprehensive School
<b>Presenter</b>	Julia Holloway
<b>Title of workshop</b>	Oracy, reading and writing for GCSE English Language
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school will aim to provide participants with effective strategies for improving standards of oracy, reading and writing for the GCSE English Language specification</li> <li>• Participants will observe strategies and approaches that have been implemented in the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The case studies completed for the programme in 2016-2017 indicated that pupils from a number of schools had made good gains in the oracy element of the English GCSE through the use of the strategies developed through the programme</li> <li>• CSC asked us to develop the programme this academic year and the final sessions have not been held so impact data not currently available</li> <li>• Participant feedback to date has been very positive, particularly the collaborative approach to the sessions and the action research that is taking place</li> </ul>
<b>Target audience</b>	Secondary school English teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C1</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Cynffig Comprehensive School
<b>Presenters</b>	Paul Hicks, Emily Jones and Sean Landy
<b>Title of workshop</b>	5 Creative Habits of Mind
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• In order to address one of Donaldson's four principles (Enterprising creative contributors, ready to play a full part in life and work), teachers and pupils have worked together to create an approach to learning based on Claxton's 5 Creative Habits of Mind</li> <li>• The principles of learning have been driven by curiosity and investigation to deepen thinking</li> <li>• Pupils have been given choice and increasing learner freedom to foster independence and engagement in learning</li> <li>• Tasks created have been influenced by the criteria addressed in the 'High Functioning Classroom' and have encouraged risk taking and challenge</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils are increasingly engaged and attitudes to learning are enthusiastic and positive</li> <li>• Giving pupils the element of choice has fostered both increasing independence and has deepened subject knowledge</li> <li>• Reflecting on the principles of the 5 Habits of Creative Learning has encouraged pupils to see learning as a process which they are part of and something they can get better at</li> <li>• Teachers are increasingly taking risks to ensure pupils' thinking and learning is deep and enriched</li> <li>• Teachers are providing opportunities for the process of learning to be flexible, challenging and authentic</li> <li>• Teachers are reflecting on how the process of learning can be flexible, challenging and authentic</li> </ul>
<b>Target audience</b>	Key stage 3 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop A1: Monday 25 June 13:00-15:00

<b>School</b>	Coleg Cymunedol y Dderwen
<b>Presenter</b>	Justine James and Leanne Graham
<b>Title of workshop</b>	Year 7 Skills/Challenge Curriculum and Transition
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of CCYD's curriculum provision for Year 7 skills</li> <li>• Cross curricular structure for the delivery of themed projects</li> <li>• Lead Creative Schools project</li> <li>• Transition links</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Embedding of literacy and numeracy skills into a themed cross curricular approach</li> <li>• Impact of the skills curriculum using staff and pupil voice and work scrutiny evidence</li> <li>• Embedding the Successful Futures 4 curriculum purposes and the 12 pedagogical principles into everyday Teaching and Learning</li> </ul>
<b>Target audience</b>	Staff responsible for curriculum development and those looking to develop cross curricular themed projects at key stage 3
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D1</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Pencoed Comprehensive School
<b>Presenter</b>	Kay Smith
<b>Title of workshop</b>	Developing the Expressive Arts AOLE - what we have learnt so far?
<b>Overview of workshop</b>	<p>An introduction to developing a new Expressive Arts AOLE including:</p> <ul style="list-style-type: none"> <li>• Reaction to Donaldson and work so far in Pencoed Comprehensive School</li> <li>• Ideas for implementing a new AoLE in your own school</li> <li>• Building a team</li> <li>• Case studies including video evidence of 'Immersion days'</li> <li>• Pupil voice with Year 8 pupils</li> </ul> <p>This workshop will be based at Pencoed Comprehensive School's Drama Studio</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• By participating in this workshop, schools will be able to assess the current provision for Expressive Arts in their own establishments and begin the planning of a new approach to teaching in this AoLE</li> <li>• They will recognise the challenges we face when implementing a new AoLE and explore strategies for building a team of enthusiastic staff</li> <li>• This workshop aims to ignite a new passion for all arts by blending the skill areas and teaching approaches</li> </ul>
<b>Target audience</b>	Secondary school teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B3</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Porthcawl Comprehensive School
<b>Presenter</b>	Julia Brown and Mrs Jane Sloggett
<b>Title of workshop</b>	Discrete health and wellbeing lessons at key stage 3
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has introduced discrete health and wellbeing lessons into Year 7, they will run into Years 8 and 9</li> <li>• The workshop will consider the planning problems that underpin the development of this current innovation</li> <li>• The workshop will examine the lessons and materials that have been used to deliver the lessons to Year 7 in 2017-2018</li> <li>• The workshop will consider an evaluation of the course delivered and will focus upon the next steps for Year 8 onwards</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• The aim was to design an element of the curriculum with Successful Futures</li> <li>• Lessons have been devised alongside new health and wellbeing topics such as resilience and mental health</li> <li>• Leadership, an attempt to formalise an approach to dealing with such issues in school</li> </ul>
<b>Target audience</b>	Secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D2</b> : Wednesday 27 June 10:00-12:00



<b>School</b>	Porthcawl Comprehensive School
<b>Presenter</b>	Jane Sloggett
<b>Title of workshop</b>	'Working towards the e-safety 360° award'
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The workshop will outline the main features of the e-safety 360 award.</li> <li>• There will be an examination of the success criteria for the award</li> <li>• The journey/process towards the award will be outlined</li> <li>• The accreditation and follow-up process will be outlined</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• The major impact will be an improved and increased awareness of safety for staff and learners</li> <li>• This will have an impact on improved levels of learners and staff understanding regarding online safety and improve data security processes</li> </ul>
<b>Target audience</b>	Safeguarding leads/teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E3</b> Friday 29 June 10:00-12:00

<b>School</b>	Porthcawl Comprehensive School
<b>Presenter</b>	Kath Lewis
<b>Title of workshop</b>	Expressive Arts AOLE - the story so far
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• A session updating practitioners on the key changes within our education system transformation with a specific emphasis on the Expressive Arts Area of Learning and Experience</li> <li>• The workshop will provide the background to the changes with video examples and case studies shared to offer suggested processes for implementing curricula changes at a range of settings</li> <li>• Resources used and contexts discussed will span the 3-16 continuum</li> <li>• Session can be offered bilingually</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Practitioners would gain knowledge and understanding of the key transformational changes within Wales' education system</li> <li>• Processes discussed and models shared would offer exemplars for colleagues across primary and secondary settings for implementing an area of learning and experience or beginning an interdisciplinary, pupil-led project within their schools</li> <li>• Practitioners will feel more confident in their ability to innovate and explore alternative pedagogies to enact new curricula purposes</li> <li>• Knowledge is power and power reduces fear!</li> </ul>
<b>Target audience</b>	Primary and secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A2</b> : Monday 25 June 13:00-15:00

<b>School</b>	Maesteg School
<b>Presenters</b>	Andrea Matthews and Sophie White
<b>Title of workshop</b>	Action research and its impact on engagement and levels of challenge – teachers supporting teachers to improve
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• It is no secret that taking research and finding out what works for your pupils is a sure way to improve classroom engagement and pupil progress.</li> <li>• This workshop will share our journey, demonstrating the importance of teachers researching the impact of collaborative techniques and good quality questioning on learning, before being rolled out whole school as a consistent approach.</li> <li>• Hear how the development of a Teaching and Learning Team across faculties is key in driving common themes and how the sharing of best practice and regular monitoring ensures that all teachers 'buy in' to 'The Maesteg Way'</li> <li>• Our Science Teaching and Learning Champion will share pitfalls and successes as well as demonstrate how pupil voice and the collection of relevant evidence ensures that impact can be measured and continuous improvement is at the forefront of all we do</li> <li>• This workshop will clearly demonstrate how teachers can support teachers to improve pedagogy and the quality of learning going on in the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>Pupil voice, learning walks and pupil progress demonstrated that:</p> <ul style="list-style-type: none"> <li>• nearly all teachers agreed that activities such as 'rotating papers' deepened thinking and improved the quality of extended answers in assessments</li> <li>• nearly all teachers said that levels of engagement were high as a result of agreed whole-school techniques that hold pupils to account for the work they contribute when working collaboratively</li> <li>• all teachers agreed that a consistent approach to collaborative strategies across the school meant that pupils were familiar with them and teachers did not have to waste time explaining what they wanted pupils to do</li> <li>• pupil voice demonstrated that all pupils enjoyed being part of a group as it built confidence before an extended writing task</li> <li>• pupils said they felt more challenged when having to work as an 'expert pupil' as they had to explain new concepts to their peers</li> </ul> <p>Key to the success of improving the quality of learning and teaching across our school is as a result of empowering our middle leaders to drive, monitor and quality assure agreed whole-school themes, tried and tested by our teachers for our pupils.</p>
<b>Target audience</b>	Leaders of learning and class teachers
<b>Maximum number</b>	10
<b>Date/time</b>	Workshop <b>E2</b> : Friday 29 June 10:00-12:00

<b>School</b>	Ysgol Gyfun Gymraeg Llangynwyd
<b>Presenter</b>	Catrin Evans
<b>Title of workshop</b>	Key Stage 4 Community Challenge and collaborating with the primary
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Presentation and workshop with learners on the work that they have undertaken as Year 10 have worked with Llangynwyd Primary School</li> <li>• Year 10 have produced various activities as part of the Community Challenge of the Skills Challenge Certificate and working with the local English school to improve the Welsh language skills of its learners</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• In responding to Welsh Government's vision of a million Welsh speakers, this workshop offers the opportunity for schools to implement aspects to develop the Welsh language skills of learners, as part of the Community Challenge of the Skills Challenge certificate</li> </ul>
<b>Target audience</b>	Teachers and/or leaders of all sectors
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B4</b> Tuesday 26 June 2018 10:00-12:00

<b>Setting</b>	Bridgend College
<b>Presenter</b>	Sara Davies
<b>Title of workshop</b>	Pivotal behaviour management training
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will aim to show you what steps you need to go through to improve behaviour in your classroom and throughout your school or college.</li> <li>• This workshop will explore the pillars of positive behaviour management and how to achieve a culture change through consistent, calm adult behaviour; first attention for best conduct; relentless routines; scripting difficult interventions and restorative follow ups.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is expected that this workshop will help teachers to impact on behaviour of learners through positive behaviour management strategies, resulting in an improvement in learner behaviour, learner confidence, self-esteem; classroom management skills.</li> <li>• This workshop will equip teachers with strategies to deal with difficult and challenging behaviour and will perhaps challenge them to take a different approach to behaviour management</li> </ul>
<b>Target audience</b>	Teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A15</b> : Monday 25 June 13:00-15:00

<b>Setting</b>	Bridgend College
<b>Presenter</b>	Alex Clarke
<b>Title of workshop</b>	Questioning techniques
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Questioning is as crucial to teaching as air is to breathing</li> <li>• How do we create a 'culture of inquiry' in our classroom that open minds and provokes truly independent thought?</li> <li>• What strategies can we use to ensure all learners are engaged and stretched and challenged?</li> <li>• Most research indicates that as much as 80% of classroom questioning is based on low order, factual recall questions</li> <li>• This workshop will explore how to put questioning back to the core of our pedagogy and planning</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is expected that this workshop will help teachers to stretch and challenge pupils; It will offer techniques to include all learners</li> <li>• It will demonstrate scaffolding to support pupils in their learning</li> </ul>
<b>Target audience</b>	Teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D14</b> : Wednesday 27 June 10:00-12:00

<b>Organisation</b>	Bridgend College
<b>Presenter</b>	Luke Ganz
<b>Title of workshop:</b>	Differentiation
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• It's a term that every teacher has heard during their training: differentiation</li> <li>• Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning'</li> <li>• But what does it really mean in practice?</li> <li>• This workshop will explore the many different ways of differentiating in the classroom, through differentiation by task, differentiation by grouping, differentiation of resources, differentiation by pace, outcome, support and assessment</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Differentiation in the classroom is all about understanding that we are dealing with a group of diverse individuals and adapting our teaching to ensure that all of them have access to learn</li> <li>• This workshop will provide you with quick and easy methods and strategies to differentiate in your classroom</li> </ul>
<b>Target audience</b>	Teachers
<b>Total number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C20</b> : Tuesday 26 June 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Charlotte Lewis Williams
<b>Title of workshop</b>	Anxiety First Aid
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Anxiety and panic is a normal reaction</li> <li>• How the fight, flight, freeze response manifests</li> <li>• How we can manage the intrusive symptoms that accompany anxiety</li> <li>• How to redirect from extreme thoughts</li> <li>• Exploration of the symptoms of anxiety</li> <li>• How to break the cycle</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires</li> <li>• The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described</li> </ul>
<b>Target audience</b>	Secondary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A12</b> : Monday 25 June, 13:00-15:00



<b>Setting</b>	The Bridge Alternative Provision
<b>Presenters</b>	Linda Morgan, Charlotte Brown and Amy Lang
<b>Title of workshop</b>	Lego Therapy
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• How Lego therapy helps develop communication</li> <li>• How Lego therapy support students with ASD</li> <li>• How it can inspire reflection and discussion</li> <li>• How it can support expressing thoughts and ideas effectively without language</li> <li>• Develop creativity and problem-solving skills</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires</li> <li>• The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described</li> </ul>
<b>Target audience</b>	Primary staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A13</b> : Monday 25 June 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Tammy Thomas
<b>Title of workshop</b>	Relaxation and mindfulness
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• What is relaxation and mindfulness?</li> <li>• What are the benefits of relaxation and mindfulness?</li> <li>• Incorporating relaxation and mindfulness into the school day/ a pupil's routine</li> <li>• Relaxation techniques</li> <li>• Practicing mindfulness</li> <li>• Guided imagery</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires</li> <li>• The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described</li> </ul>
<b>Target audience</b>	Secondary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C17</b> : Tuesday 26 June 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Charlotte Lewis Williams
<b>Title of workshop</b>	Raising self-esteem
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Taking an insight into ourselves and discovering what makes us happy</li> <li>• How keeping a journal can give us opportunity to reflect our own thoughts and feelings</li> <li>• Look at changes in emotions over time</li> <li>• How gratitude can increase wellbeing and finding meaning</li> <li>• Negative automatic thoughts and self-talk</li> <li>• Breaking the cycle of self-doubt</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires</li> <li>• The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described</li> </ul>
<b>Target audience</b>	Secondary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B16</b> : Tuesday 26 June 10:00-12:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Michelle Joyner
<b>Title of workshop</b>	Using the Boxall profile to set IEP targets
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Identification and assessment – how to use and analyse the Boxall.</li> <li>• Target setting and intervention – how to set targets and examples of interventions.</li> <li>• Tracking progress – what to look for and how to report.</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires</li> <li>• The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described</li> </ul>
<b>Target audience</b>	Primary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D11</b> : Wednesday 27 June 10:00-12:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenters</b>	Kate Clarke and Jo Flower
<b>Title of workshop</b>	Implementing a Thrive assessment
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Introduction to Thrive and what is involved - Internal Stress Management System and Thrive Developmental Strands</li> <li>• The theory and Neuroscience behind the approach- Attachment Theory, Child Development and Neuroscience</li> <li>• Thrive Online Assessment Demonstration and action planning</li> <li>• Case study and evidence base</li> <li>• Thrive activities at each developmental strand (practical activities for staff to participate in)</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires</li> <li>• The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described</li> </ul>
<b>Target audience</b>	Primary staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E14</b> : Friday 29 June 10:00-12:00

<b>School</b>	Héronsbridge Special School
<b>Presenters</b>	Dr Sylvia Fowler and Siarlot Hall
<b>Title of workshop:</b>	Shining the light on autism
<b>Overview of workshop</b>	An introduction to working with pupils with ASD, including practical strategies to support in class
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Increased engagement levels of pupils with complex ASD</li> <li>• Increased understanding in developing pupil communication skills</li> <li>• Lower anxiety levels and better wellbeing (staff and pupils)</li> </ul>
<b>Target audience</b>	Teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C18</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Héronsbridge Special School
<b>Presenter</b>	Dr Sylvia Fowler
<b>Title of workshop</b>	All behaviour is communication
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Why do pupils behave the way they do and what can we do to support them?</li> <li>• A positive and proactive approach to supporting and understanding behaviours of concern (ALN specific)</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Increased engagement levels of pupils with complex needs</li> <li>• Decreased incidents of crisis/challenge</li> <li>• Lower anxiety levels &amp; better wellbeing (staff and pupils)</li> </ul>
<b>Target audience</b>	Class teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B17</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Héronsbridge Special School
<b>Presenter</b>	Karen Harris
<b>Title of workshop</b>	Multisensory ideas
<b>Overview of workshop</b>	An introduction to multisensory activities for pupils with complex ASD and PMLD
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Increased engagement levels of pupils with complex needs</li> <li>• Developing levels of pupil interaction and communication</li> <li>• Building increased trust and strong relationships/bonds</li> <li>• Improved pupil wellbeing</li> <li>• Multi-agency working</li> </ul>
<b>Target audience</b>	Teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D12</b> : Wednesday 27 June 10:00-12:00



<b>School</b>	Héronsbridge
<b>Presenter</b>	Alana Harries
<b>Title of workshop</b>	Person-centred planning (PCP) reviews
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• How to deliver a PCP review</li> <li>• Understanding the changes from Annual Review of SEN Statement</li> <li>• Examples of documentation and processes</li> <li>• FAQs</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Professionals fully understand new system – removing the fear of change</li> <li>• Joined-up multi-professional approach</li> <li>• Greater pupil voice, person-centred targets – specific to needs</li> </ul>
<b>Target audience</b>	Senior leaders, additional learning needs coordinators, teachers, and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E15</b> : Friday 29 June 10:00-12:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout, Sean Jenks and Victoria Cox-Wall
<b>Title of workshop</b>	ALN Innovation Fund: Behaviour next steps
<b>Overview of workshop</b>	Facilitated discussion about project outline, findings, next steps/evaluation and funding mechanisms going forward
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>Project initiated as part of the ALN Reforms in 2016-2017 to upskill mainstream schools in terms of managing pupils with challenging behaviour</p> <p>Range of actions so far:</p> <ul style="list-style-type: none"> <li>• training delivered on positive behaviour management, attachment and ADHD</li> <li>• behaviour for learning audits shared</li> <li>• development of idea of Behaviour Champions within primary schools</li> <li>• delivery of INSET days to secondary schools</li> </ul> <p>Impacts on provision, teaching, learning and leadership</p>
<b>Target audience</b>	Senior leaders and behaviour coordinators
<b>Maximum number for workshop</b>	10
<b>date/time of workshop</b>	Workshop <b>D13</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout, Sean Jenks and Elvis Richards
<b>Title of workshop</b>	Behaviour for learning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Whole-school positive behaviour management approach and ethos</li> <li>• Behaviour tracking and analysis</li> <li>• Solution-focussed problem-solving</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A focused session to look at the principles of how to embed and nurture a positive behaviour management approach and ethos including behaviour tracking and analysis followed by a solution-focused, problem solving</li> <li>• Bring your problems and we will work together as a whole group to find a possible solution</li> <li>• Impacts on provision, teaching, learning and leadership</li> </ul>
<b>Target audience</b>	Senior leaders and/or Behaviour Champions
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C19</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenter</b>	Carwyn Williams
<b>Title of workshop</b>	Achievement for All
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of process and costs</li> <li>• Scope of school improvement journey</li> <li>• Impact at Ysgol Bryn Castell</li> <li>• Value for money</li> <li>• LAC project</li> <li>• Next steps</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A session to look at the principles of Achievement for All including the costs and potential impacts on schools, including a discussion about the journey for YBC, impact and value for money</li> <li>• Impacts on provision, teaching, learning and leadership</li> </ul>
<b>Target audience</b>	Senior leaders and governors
<b>Maximum numbers for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B18</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout, Sarah Davies and Carwyn Williams
<b>Title of workshop</b>	Action Research at Ysgol Bryn Castell (YBC)
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of action research at YBC</li> <li>• Pros/cons of using an action research model</li> <li>• Overview of current projects</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A session to look at the principles of action research within a special school environment focussed on improving the wellbeing of pupils</li> <li>• Impacts on provision, teaching, learning and leadership</li> </ul>
<b>Target audience</b>	Anyone interested in action research
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A14</b> : Monday 25 June 13:00-15:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout and Jeremy Evans
<b>Title of workshop</b>	Special School Governor Improvement Group (GIG)
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of GIG</li> <li>• Findings</li> <li>• Next steps</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	Impacts on leadership
<b>Target audience</b>	Headteachers and governors
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E16</b> : Friday 29 June 10:00-12:00

<b>Service area</b>	Cognition and learning
<b>Presenters</b>	Fran Jones
<b>Title of workshop</b>	Supporting early literacy
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will provide delegates with an opportunity to engage with a variety of strategies and resources designed to support early literacy</li> <li>• Members of the cognition and learning team will be available to demonstrate resources and advise schools on interventions</li> <li>• This workshop would require sufficient space for several tables so that it could be run as a carousel activity</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Research has shown that children with literacy difficulties make more progress when their needs are identified early</li> <li>• By focussing the work of the cognition and learning team in the early years it is hoped that the early identification of needs will result in fewer children requiring support as they progress through key stages</li> <li>• We are currently in the first cycle of this new way of working and are still awaiting data to demonstrate its effectiveness</li> </ul>
<b>Target audience</b>	Additional learning needs coordinators, class teachers support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B19</b> : Tuesday 26 June 10:00-12:00

Service Area	Visual Impairment
Presenter	Members of the VI Team, will be QTVI/s and VI LSOs
Title of workshop	Supporting visually impaired children and young people
Overview of workshop	<ul style="list-style-type: none"> <li>• Specialist Teachers and LSOs working with visually impaired children and young people (CYP) across the County</li> <li>• Supporting pre-school and school age CYP across the key stages</li> </ul>
Impact on provision, teaching and learning and/or leadership	<ul style="list-style-type: none"> <li>• This will be dependent on who attends the workshop, whether it will be teachers school support staff or parents</li> <li>• Measurable improvement – basic understanding of the effect of a visual impairment on the child or young person’s access to learning</li> <li>• For school staff: an awareness of how to modify materials and the resources available</li> </ul>
Target audience	Teachers, LSOs and SNSAs
Maximum number for workshop	6
Date/time of workshop	Workshop C21: Tuesday 26 June 13:00-15:00



Service area	Children's Commissioner Participation Team
Presenters	Children's Commissioner for Wales Participation Officer
Title of workshop	The Right Way: A Children's Rights Approach to Education in Wales
Overview of workshop	<ul style="list-style-type: none"> <li>• The Right Way is the Children's Commissioner for Wales' guidance to implementing a children's rights approach in education settings in Wales</li> <li>• This workshop will look at practical ways schools can realise the principles of the United Nations Convention of the Rights of the child, using case studies from education settings in Wales</li> <li>• Using a range of interactive activities and discussions, this workshop will also introduce how schools can benefit from the Commissioner's free Ambassador schemes</li> <li>• This workshop will be held indoors</li> </ul>
Impact on provision, teaching and learning and/or leadership	<ul style="list-style-type: none"> <li>• The Children's Commissioner for Wales advocates a children's rights approach to education in order to safeguard the long term needs of children and young people and help develop healthy and confident individuals who can learn and thrive</li> <li>• Participants in the workshop will explore how schools can implement the Commissioner's Ambassador schemes to provide meaningful opportunities for children and young people to participate as ethical, informed citizens in their schools, communities and at a national level</li> <li>• Participants will receive resources to use directly in their school settings at a classroom and whole school level to develop approaches and understanding of children's rights and UNCRC</li> </ul>
Target audience	Senior leaders and class teachers
Maximum number for workshop	10
Date/time of workshop	Workshop A17: Monday 25 June 13:00-15:00

<b>Service area</b>	Inclusion Speech and Language Team (in collaboration with NHS)
<b>Presenters</b>	Tracy Newman-Ford and Nia McVeigh
<b>Title of workshop</b>	Vocabulary – What’s in a Word?
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Many pupils from disadvantaged/low-income homes enter school with delayed vocabulary which can be as much as 16 months behind their higher income counterparts and with robust research indicating that vocabulary at 5 is a powerful predictor of GCSE scores this has an enormous impact upon provision, teaching, learning and outcomes</li> <li>• The course will focus upon the impact poor vocabulary can have. It will consider how vocabulary is acquired and the difficulties that can be experienced by pupils with speech, language and communication needs</li> <li>• The course will be practical and interactive and provide strategies and approaches to help support pupils</li> <li>• A room with an interactive whiteboard would be required</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• An MS Excel document will be available to participants with regard to vocabulary support</li> <li>• This document will contain a list of competencies with corresponding drop-down ratings for each in order for schools to self-evaluate and their progress be assessed</li> </ul>
<b>Target audience</b>	Additional learning needs coordinator and class teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D15</b> : Wednesday 27 June 10:00-12:00

<b>Service area</b>	Educational Psychology
<b>Presenters</b>	Lorraine Silver and Kathryn Morgan
<b>Title of workshop</b>	Person-centred planning (PCP) training for headteachers
<b>Overview of workshop</b>	<p>The purpose of the workshop is:</p> <ul style="list-style-type: none"> <li>• to improve knowledge, skills and understanding in preparation for the ALN Reform</li> <li>• to demonstrate a PCP organisational self-evaluation tool to support the development of a whole-school approach to person-centred planning</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The impact of the training will be measured through the PCP organisational self-assessment tool</li> <li>• A baseline measure will be taken using the PCP self-assessment tool during the training day to identify how person-centred practice is used within schools</li> <li>• This will be followed by a second measure after two terms to evaluate the impact of the training</li> </ul>
<b>Target audience</b>	Senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A16</b> : Monday 25 June 13:00-15:00

<b>Service Area</b>	University of South Wales
<b>Presenter</b>	Dr Susan Haywood
<b>Title of workshop</b>	Escape Room Games
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The workshop will allow participants to take part in an escape room game which comprises a series of challenges in the form of puzzles that they need to solve, working in small groups. The games require them to collaborate in order to solve the puzzles.</li> <li>• Participants will work in groups of four or five.</li> <li>• The experience of the game will be followed by a 'debriefing' and discussion of the pedagogy involved. The game itself takes 45 minutes to an hour, plus time for discussion.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A workshop on using escape room games in education has been offered as a session for students on our MA programme both as an induction activity and in order to model this approach as a pedagogical strategy. It has been well received by students.</li> <li>• This workshop will allow the participants to experience a different pedagogical approach that they could consider adapting for their own practice.</li> </ul>
<b>Target audience</b>	Teachers, teaching assistants, youth workers, school leaders working in any age phase.
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A18</b> Monday 25 June 13:00-15:00

<b>Organisation</b>	University of South Wales
<b>Presenter</b>	Matt Hutt
<b>Title of workshop</b>	Distributed leadership and wellbeing
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The literature on the positive benefits of distributed leadership often describes potential for headteachers and leadership teams to spread the load of leadership activity in ways that promote well-being</li> <li>• This workshop will look at the different groupings within schools and consider the well-being advantages that may accrue from distributed leadership</li> <li>• It will also consider the common road-blocks and barriers that prevent distributed approaches from succeeding</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• The workshop will give leaders an opportunity to discuss the implementation of distributed leadership in context</li> <li>• It will also be an opportunity to discuss practitioners' experiences of distributed leadership (including raising staff morale and improving staff performance)</li> <li>• Supporting innovation and creativity in the classroom</li> </ul>
<b>Target audience</b>	Senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D16</b> Wednesday 27 June 10:00-12:00

<b>Organisation</b>	Schools Health Research Network (SHRN), Cardiff University
<b>Presenter</b>	Joan Roberts
<b>Title of workshop</b>	How membership of the SHRN can support health and wellbeing in your school
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• All Bridgend secondary schools currently participate in the School Health Research Network completing the biennial Health and Wellbeing survey</li> <li>• The workshop will explore potential use of the data in schools and consider evidence-informed practice</li> <li>• This workshop will provide an opportunity to share practice with the national team.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• This workshop should impact on teaching around health and wellbeing across the curriculum</li> <li>• It will be set within the whole-school Healthy Schools approach</li> </ul>
<b>Target audience</b>	Secondary staff with an interest in health and wellbeing
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E17</b> : Friday 29 June 10:00-12:00

<b>School</b>	Western Bay Youth Justice and Early Intervention Service
<b>Presenter</b>	Angharad Thomas and Kelly Cox
<b>Title of workshop</b>	Youth Justice Diversion
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Outline of referral pathways to access interventions from the Youth Justice Service and Early Intervention Service. What do we offer?</li> <li>• Overview of restorative approaches and Peer mediation training</li> <li>• Opportunity to participate in some interactive diversion exercises as an example of work completed with young people</li> <li>• Case studies</li> <li>• This captures those reaching the age of criminal responsibility, transition to secondary education and becoming a teenager (13/14 year-olds have been identified as the most likely first-time entrant age range to reoffend)</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Participants will understand the referral pathways and interventions provided to support young people deemed to be 'at risk' of offending behaviour</li> <li>• Clarity regarding the offer of peer mediation training to school staff and pupils</li> <li>• Recognition and understanding of the vulnerable group of children and young people within the youth justice system or at risk of entering it</li> <li>• Possible ways to work through examples of the positive results that can be achieved together</li> </ul>
<b>Target audience</b>	Year 5 and 6 teachers, key stage 3 pastoral staff and Heads of Year
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E18</b> : Friday 29 June 10:00-12:00

This page is intentionally left blank



## Corporate Overview and Scrutiny Forward Work Programme

Meeting Date	Item	Lead Scrutiny	Author	Further Information	Invitees
06-Nov-2018	Procurement and Contracts			<p>Members have asked to receive information on homecare contracts and employment contracts with BCBC;</p> <p>An update on the consideration to implement the Code of Practice – Ethical Employment in Supply Chains</p> <p>Information on how the Council ensures fair employment practices within supply chains</p> <p>An update on the outcomes of the Procurement business review</p> <p>What the Council do to promote ethical procurement – to possibly include a copy of BCBC's Procurement Strategy</p> <p>What monitoring process is in place with contractors to ensure compliance?</p> <p>Who is obligated to guarantee compliance?</p> <p>How can public accountability be assured if information within a contract is restricted to Members?</p> <p>Have any financial penalties been issued as a result of a breach of contract?</p> <p>End dates for all major contracts</p>	<p>Darren Mephram, Chief Executive;</p> <p>Rachel Jones, Corporate Procurement Manager;</p> <p>Kelly Watson, Head of Legal and Regulatory Services;</p> <p>Representative from Wellbeing Directorate;</p> <p>Representative from Communities Directorate</p> <p>Deputy Leader</p> <p>Clr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing</p>

*At future meeting when get feedback of business plans - need to establish how Members want to take forward future business plans - which sections etc*

## Items for the future

	Public Service Board			Updates from Public Service Board OVS Panel	
	Collaboration Work with the Police			<p>Feedback from BREP on subject of Collaboration with the Police - The Panel highlighted the need to work more closely with the Police and therefore proposed that an item be considered to look at Policing of the borough on a local level. Members proposed the following points and areas be considered:</p> <p>a) As the delegated powers to the Police and PCSO's varies between local authorities, the Panel recommend that clarification be provided on what powers have been assigned to the Police and what has been retained by the LA to inform all Members, members of the public, Inspectors and PCSOs;</p> <p>b) How often does the Chief Executive and Leader meet with key people in the Police to discuss and align priorities;</p> <p>c) How often do both the Corporate Director – Operational and Partnership Services and the Corporate Director - Communities meet with their counterparts in the Police to discuss community policing and safety within the County Borough and align priorities.</p> <p>d) The need for a joint plan between Police and the LA;</p> <p>Explore how the Authority is collaborating with the Police and to what extent they have been approached to share the monetary burden especially in enforcement;</p> <p>Update on valleys Task Force</p> <p>How are the LA benefiting from collaborative work - value for money and contribution to budget savings</p>	<p>Darren Mephram, Chief Executive; (Lead)</p> <p>Mark Shepherd, Corporate Director Communities;</p> <p>Chief Constable SWP</p> <p>Police and Crime Commissioner</p> <p>Clr Richard Young</p>
	Collaboration with TCCs			<p>4. Investigate and monitor the extent to which other LAs are working in collaboration with TCCs;</p> <p>5. To receive the outcome of the Review currently being undertaken by Welsh Government in relation to TCCs and its impact on BCBC;</p> <p>How are the LA benefiting from collaborative work - value for money and contribution to budget savings</p>	<p>Clr Richard Young, Cabinet Member – Communities;</p> <p>Deputy Leader??</p> <p>Darren Mephram, Chief Executive</p>
	Collaboration - Internal and with Third Sector			<p>7 Explore why the Authority has not progressed joint services for HR other than the current pension system, as well as Finance and Democratic Services.</p> <p>8 Internal collaboration – how are Corporate Directors learning from one another; what can be learnt, what positive aspects can be shared and how can this be transferred appropriately across other Directorates;</p> <p>Third Sector - eg. BAVO - how much do we provide to them and what do they do with it.</p> <p>How are the LA benefiting from collaborative work - value for money and contribution to budget savings</p>	
	New Local Development plan			<p>Links with schools and new housing developments</p> <p><i>Meeting with Cabinet and Scrutiny Chairs. Discussed that Scrutiny Chairs to be invited to LDP Steering group, would be more appropriate.</i></p>	<p>Clr Richard Young, Cabinet Member – Communities;</p> <p>Mark Shephard, Corporate Director Communities;</p>
	Corporate Landlord			<p><i>Item proposed by Corporate Director. Report ready to go.</i></p> <p>To provide information on the Corporate Landlord model and the budget reduction proposals allocated to the implementation and roll out.</p>	

This page is intentionally left blank

## **Festival of Learning 2018**

### **Learner Voice Forum Thematic Report**

#### **Delivery Plan**

In order to ensure that group size was appropriate to collect an appropriate level of participant feedback and engagement, learners were split by their school and corresponding cluster as per below. Due to its size, the Coleg Dderwen (CCYD) cluster was split into two groups.

- Archbishop
- Brynteg
- Bryntirion
- CCYD (Group 1)
- CCYD (Group 2)
- Cynffig
- Maesteg
- Pencoed
- Porthcawl
- YGG Llangynwyd

Group sizes varied between clusters, with the maximum number of participants per group limited to 12 young people.

#### **Timings**

During the course of the Pupil Voice Forum (PVF) there were three separate activities held, each linked to one of the key questions below:

1. What makes you happy in your learning?
2. What makes you happy in school outside of lesson times?
3. What makes you happy outside of school?

The activities were based on three different stations, with groups moving between each table after an allotted time. The exception to this being the Welsh cluster that remained in the same station. This allowed Welsh speaking members of staff to facilitate and scribe the session.

Each activity was scheduled to run for 20 minutes. The breakdown of which is as follows:

- introduction to activity
- activity and discussions
- discussion centred on – what would make them feel happier in...?
- evaluation

#### **Facilitation**

Each group required one staff member to facilitate and one person to scribe. Members of the Youth Council were enlisted to support with the scribing for each group; however, with exams and holidays the group was supplemented with additional staff members on the day.

In order to ensure a level of consistency between each of the three activities, respective staff members were provided with a guide for their session and prompts for discussion.

During each of the activities it was imperative that both the facilitator and scribe interact with, and move around the groups to capture all the informal comments in addition to the formal feedback offered up. These have been noted later on in this report under the relevant activity.

#### **Evaluation**

After the end of each activity, individuals were asked to evaluate each session by placing a leaf on a tree trunk using their own thumbprints dipped in poster paint. The leaves will be coloured using the following: green (good), yellow (ok) or red (not so good).

## **Activity 1 – What makes you happy in your learning?**

- Group asked create a 'Happy Learner' using a large sheet of paper with a silhouette of a person on that is divided head-to-toe between 'good' and 'not so good'.
- Group asked to write inside the body with 'feelings' and outside the body with 'causes'.

Inside: happy feelings on good side, not so happy feelings on not so good side.

Outside: what makes you happy when you are learning? how do you know when you are a happy learner? who can make you feel happy in your learning?

- Discussing the outside words/phrases on the 'not so good' side, group to decide on how to address these. Facilitator and scribe captured actions on post-it notes and covered over words to show they have been resolved.



Young people taking part in the 'Happy Learner' activity.

## **Feedback**

As this was the only activity run as a group, there were duplicate views expressed during each turn. For the purposes of this report, where multiples have been identified these have been counted as a single occurrence for the group. This will mean that the maximum number of responses one single theme will receive will be 10.

Due to the wide variety of responses given, this report will only focus on those that occurred on 4 or more occasions. The other responses have been collated and are available on request.

## **Good**

### Other learners

The single biggest factor expressed as making learners happy in school was spending times with their friends. This occurred in 9 of the 10 groups. Some short narrative comments made were:

“Sitting by friends and working together made them happy in their lessons”

“Friendship is one of the best things about school”

### Teachers

There were three themes that young people identified as traits within their teachers that made them happy, these being; calm/patient (4), approachable (6) and being full of praise and/or encouragement (5).

“Inspiring lessons encourage you to learn more on the topic”

“Lessons are better if the teachers has time to help you if you are stuck [or] finding it difficult”

### Subjects

There are three subjects that multiple groups highlighted as making them happy, English (5), Art (6) and Science (5). The reasons given during the feedback was that they enjoyed story writing in their English lessons, they enjoyed the chance to express their creativity during Art and they enjoyed conducting experiments during Science lessons.

“Art is fun, makes them happy as its hands on”

“Creative writing allows students to have free thought and express themselves”

“Experiments that get everyone involved and that are funny”

## **Not so good**

### Teachers

By far the most frequent negative response from the groups was that they thought certain teachers were not engaging (9) which in turn detracted from their enjoyment in lessons. Other feedback included getting told off and/or shouted at (5) and supply teachers (5).

“Best lesson – teachers doesn’t talk for a full hour, instead breaks lesson up with activities”

“Teachers who aren’t enthusiastic about their subjects”

*Actions to resolve:* explain more, positive rewards for good behaviour. Self-learning, more homework, teachers to enjoy subject, use of PowerPoint to make lessons more interactive

### Uniform

Uniform was brought up by 6 groups as a reason for not being happy in their learning. Narrative surrounding these were that learners felt that their uniform was too uncomfortable and didn’t allow them to ‘stand out’.

“You don’t stand out therefore your friends can’t find you”

“Uniforms [are] uncomfortable, too hot in the summer, too cold in winter”

*Actions to resolve:* more non-uniform days and the introduction of a summer uniform.

### Classroom

Two sub-themes that were the most common occurrences within the classroom were; rooms are too hot (5) and class not behaving (4).

“Calm lesson, calm me”

“Lessons that are quiet and no-one is talking when they shouldn’t be are often the most enjoyable”

“Lessons that are outside e.g. PE are ‘fun’, ‘amazing’ and ‘jolly’”

*Actions to resolve:* learners have suggested having more say in their learning/curriculum will engage them more, resulting in less misbehaviour during lessons.

### Classwork

Two sub-themes that have emerged under the theme classwork which are: too much writing (5) and classes starting too early (5).

“Lessons could be less than an hour”

“PC/computers are old and slow, WIFI is slow”

*Actions to resolve:* use of interactive media such as videos and iPads to aid lessons. School to start later in the morning – every suggestion was 10am.

### Other learners

Two sub-themes that have been highlighted involving other learners are bullying (5) and not sitting with friends (4).

“Active learning – group work, videos, hot seating, speeches from people (presentations)”

*Actions to resolve:* ‘meet the person’ events to get to know others in the class. More benches in and around the school grounds to socialise with others. Make bullies have a punishment.

## **What would make learners happier in their lessons?**

- Singing in assembly could be pop songs etc. instead of traditional hymns.
- Lessons starting and finishing on time.
- More challenging work for those who need it.
- Teachers to be more approachable.
- Awareness of extra-curricular clubs and activities.

## **Evaluation**

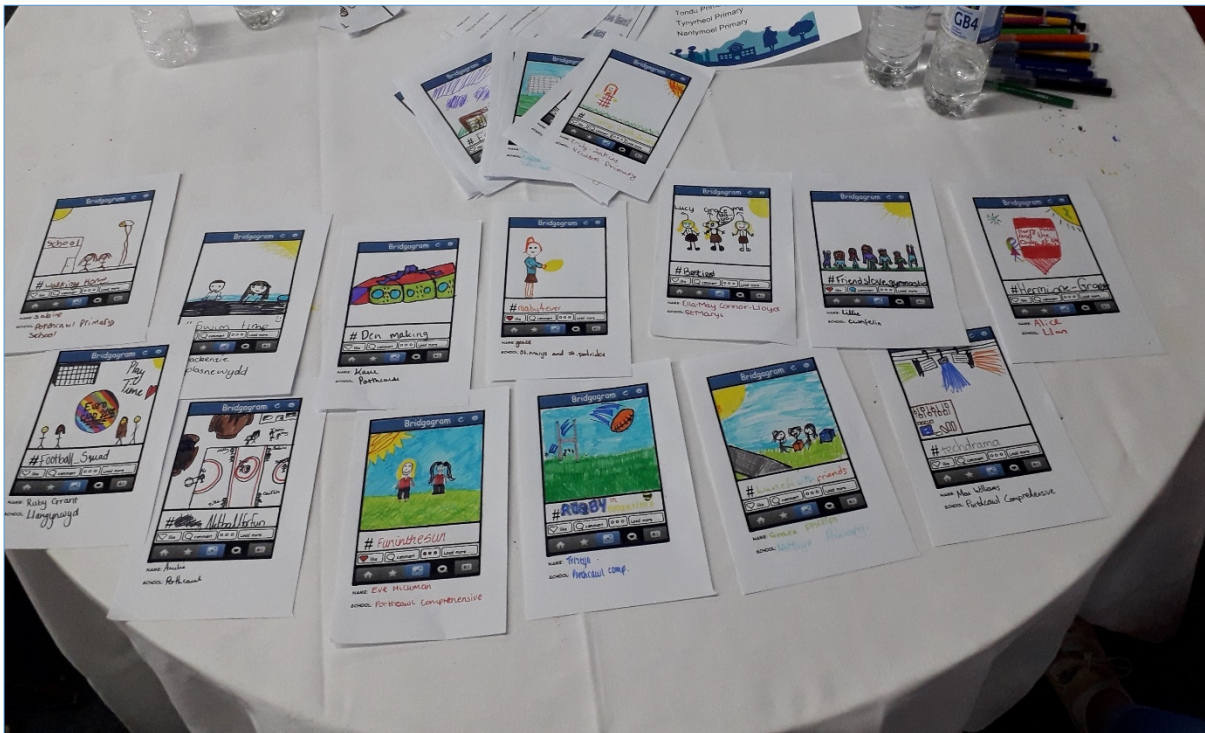


## Activity 2 – What makes you happy in school outside of lesson times?

- Using a mock-up of an Instagram picture frame (called Bridgagram) each individual was asked to draw whatever makes them happy in school outside of lesson times

Each picture was accompanied with a personalised hashtag that sums the picture up

- Individuals were then asked to feedback to the group on their picture and the meaning behind their hashtag
- Following this, a group discussion on what would make them happier in school outside of lesson times was conducted.



A small selection of work produced by learners during the activity.

## Feedback

The feedback from learners has been themed and the score based on the number of occurrences in each. In total there were 105 Bridgagram pictures completed by learners participating in this activity. There are two clear themes that have emerged as influences on pupil's happiness in school, but outside of lessons, these are:

- Playing sport
- Friends

Both of the above can be further broken down into sub-themes and a score attributed to each. These sub-themes and respective scores are:

- Sport
  - Football (17)
  - Basketball (16)
  - Rugby (9)

- Netball (8)

- Friends

- Playing with friends (13)
- Spending time with best friends (9)

As part of the feedback given by each young person, coupled with the guided discussions afterwards, there is a lot of narrative captured by the scribes linked to these themes. Examples of which are:

“More time on the field or in the yard”

“More [and] better food in canteen with bigger portion sizes”

“Longer and more frequent break times [with] shorter lesson times”

Including all the other sports, and activities that included socialising with friends not detailed above, the two themes accounted for 87 (or 83%) of the 105 responses.

### What would make learners happier in school, outside of lessons?

- More competitive sporting fixtures against other schools (after and during school time)
- Promotion of girls football and rugby teams
- More shaded areas around school, gazebos etc.
- Outdoor shelter and benches for lunch and socialising
- Extra-curricular activities such as Gardening and Drama clubs
- Music being played in yard

### Evaluation





### **Activity 3 – What makes you happy outside of school?**

- Using Playdough, groups were asked to build a model that represents something that makes them happy outside of school
- Individuals were then asked to feedback to the group on their model and the meaning behind it

Pictures were then taken of each model with the group before they are dismantled in preparation for the next group

- Group discussion then conducted to ascertain what would make them happier outside of school



Examples of Playdough models created by learners

### **Feedback**

Like the previous activity, the feedback from learners has been themed and the scored based on the number of occurrences in each. In total there were .... Models made by learners participating in this activity. Again, there are two clear themes that have emerged as influences on pupil's happiness outside of school, these are:

- Sports (32)
- Pets (12)

Sports has been broken down in further sub-themes to detail the various sports (of which there have been 11 different types recorded) that young people participant, the most frequent response being football (9).

Narrative captured during the feedback and guided discussions was:

“play[ing] with friends in the park”

“grown up with rugby, gets your anger out”

“seeing friends [and] being active”

“I’ve got everything I want and need”

### What would make learners happier outside of school?

- More sports clubs
- More things for children to do
- Jobs for younger children

### Evaluation



## **Appendix D**

### **Festival of Learning 2018**

#### **Lessons Learnt Summary**

##### **1. Professional development workshops**

We need to:

- 1.1 ensure the professional development workshop programme can be completed online rather than in a MS Word document as the template was difficult to manipulate and amend;
- 1.2 set up the online Eventbrite booking system for individual workshops to avoid confusion where there are multiple bookings;
- 1.3 capture individual delegate names in each online booking;
- 1.4 consider setting a minimum number threshold for each workshop; and
- 1.5 provide venue details for external providers in the booking system.

##### **2. Sponsorship and engagement**

We need to:

- 2.1 begin engagement activity as early as possible to ensure that national organisations have time to respond to requests now that the format of the event has been set;
- 2.2 build on links with local businesses established in the first event with the Bridgend Business Forum; and
- 2.3 build on and consolidate community links established in the first event.

##### **3. Timing**

We need to:

- 3.1 consider the timing of component parts of the Festival of Learning, potentially across different school terms.

##### **4. Communication**

We need to:

4.1 ensure that all schools are aware of bulletins in the weekly 'Monday Mailshot' to schools; and

4.2 engage more closely with all cluster leads to facilitate greater awareness.

## 5. Symposium

We need to:

5.1 allow more time for such a full agenda;

5.2 include more frequent breaks and refreshment;

5.3 extend the 'Question and Answer' session; and

5.4 consider an alternative venue with better parking facilities.

## 6. Learners' Day

We need to:

6.1 ensure a high-quality microphone/speaker system is available;

6.2 offer more guidance to speakers about the age of the audience so that speeches are pitched appropriately;

6.3 allow more time for the Showcase activity;

6.4 consider holding the Showcase activity and the Learner Voice Forum on different days;

6.5 consider involving a greater number of children; and

6.6 order less food.

## 7. Key successes and top areas for development

Event	Key successes	Key areas for development
<b>Workshops</b>	<ul style="list-style-type: none"><li>• Excellent professional development opportunity for large number of staff to share good practice and establish networking opportunities for greater collaborative working</li></ul>	<ul style="list-style-type: none"><li>• Complete the programme online</li><li>• Ensure that booking system is set up for individual workshop sessions and include venues</li></ul>

	<ul style="list-style-type: none"> <li>• Morale boosting activity for many</li> <li>• Good media coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Include minimum number threshold for delegates to ensure viability</li> </ul>
<b>Symposium</b>	<ul style="list-style-type: none"> <li>• Keynote speaker</li> <li>• Musical items</li> <li>• Appropriate focus</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate more time for size of agenda</li> <li>• Timing in the academic year</li> <li>• Temperature of the room</li> </ul>
<b>Learners' Day</b>	<ul style="list-style-type: none"> <li>• Activities for children and staff</li> <li>• Sharing good practice and experiences in the Showcase activity</li> <li>• Keynote speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Microphone/sound system</li> <li>• Timing in the academic year</li> <li>• Temperature of the room</li> </ul>

This page is intentionally left blank

## Appendix E

## Festival of Learning 2018

## Predicted and actual costs and benefits

Predicted costs (as of May 2018)	Updated costs (as of August 2018)
<p><b>1. Indicative cost of running the professional development workshops: £16,700 (with £15,500 of this going directly to schools).</b></p> <p>The various costs associated with running the professional development workshops are as follows:</p> <p>1.1 Each school receives £50 for each workshop it runs. As 90 workshops are being run by schools, this means that £4,500 (of the total cost of running the workshops) goes directly to schools.</p> <p>1.2 For each member of staff released to attend a workshop, his/her 'home' school receives £50. That is, if a school releases 3 staff, it will receive £150. We capped this at the first 200 staff being released. Therefore, a further £10,000 (out of the total cost of running the workshops) goes directly to schools.</p> <p>1.3 There are likely to be several travel claims made by staff to attend the workshops. We estimate this cost to be in the region of £1,000.</p>	<p>1.1 £4,500 will be paid to schools for the workshops they delivered. 96 workshops were held in total but there was no cost for the 6 external providers.</p> <p>1.2 £10,000 will be paid to schools on receipt of their case studies for workshops attended.</p> <p>1.3 No travel expenses claims have been received to date but are not anticipated to exceed the original estimate of £1,000.</p>

<p>1.4 Every member of staff who presents or attends a workshop will be given a certificate for their professional learning portfolio. These will be printed by BCBC's print room. This will cost £200.</p> <p>1.5 Simultaneous translation for the workshops being provided by the five Welsh-medium schools (ie to allow non-Welsh speakers to attend the workshops) will cost £1,000.</p> <p>Therefore, the total indicative cost of running the professional development workshops is £16,700 (with £15,500 of this going directly to schools).</p>	<p>1.4 Certificates will be printed and issued in September at a cost of £200</p> <p>1.5 Simultaneous translation for the workshops was not required.</p> <p>Therefore the total updated costs (including potential claims referred to in 1.3 below) is £15,700.</p> <p><i>The total cost is 1,000 less than anticipated</i></p>
<p><b>2. Symposium (Wednesday 27 June)</b></p> <p>2.1 We estimate that in the region of 300 people (eg senior school leaders, chairs of governors, officers, elected members along with Estyn, Central South Consortium and Welsh Government colleagues) will attend the Symposium event.</p>	<p>2.1 There were 179 delegates in attendance at the Symposium event. Attendees included senior school/ College leaders, chairs of governors/school governors, officers, elected members, university representatives, local business representatives and colleagues from Central South Consortium, Estyn and Welsh Government.</p>
<p><b>3. Indicative cost of running the Symposium event</b></p> <p>3.1 The total indicative cost of running the Symposium event is £1,800.</p> <p>3.2 The total cost of speakers at the Symposium event is £1,200.</p>	<p><b>3. Updated cost of running the Symposium event</b></p> <p>3.1 The updated cost of running the Symposium event was £1,825.</p> <p>3.2 The actual cost of speakers at the Symposium event was £1,375.</p>



<p>3.3 The Sony Theatre is being provided by Bridgend College on a zero-cost basis.</p> <p>3.4 The estimated cost of refreshments at the Symposium is £600.</p>	<p>3.3 The Sony Theatre was provided by Bridgend College on a zero-cost basis.</p> <p>3.4 The actual cost of refreshments/microphone hire at the Symposium was £450.</p> <p><b><i>The total cost was £25 greater than anticipated</i></b></p>
<p><b>4. Learners' Day (Thursday 28 June)</b></p> <p>4.1 Every school/setting in Bridgend is involved</p> <p>4.2 120 pupils, representing all schools and The Bridge, will be presenting at the event.</p> <p>4.3 All school councils are involved in preparing for the Festival of Learning (ie around 730 pupils are actively involved in the week's events)</p>	<p><b>4</b></p> <p>4.1 Every school/setting in Bridgend was involved</p> <p>4.2 152 pupils attended and participated directly in the Learners' Day, showcasing aspects of their learning and participating in the Learner Voice Forum event.</p> <p>4.3 All school councils were involved in preparing for the Festival of Learning (ie around 750 pupils were actively involved in the week's events).</p> <p>4.4 Also, an additional 59 pupils were given a platform to demonstrate their talents in compering and in providing musical items for the Symposium and Learners' Day events and 248 pupils submitted entries to the logo competition; 6 pupils judged the competition.</p>
<p><b>5. Indicative cost of running the Learners' Day</b></p> <p>5.1 The total indicative cost of the Learners' Day is £4,850.</p>	<p><b>5. Updated cost of running the Learners' Day</b></p> <p>5.1 To date, the updated cost of the Learners' Day is £4,733 including potential claims referred to in 5.6 below.</p>

<p>5.2 The total cost of speakers at the Learners' Day is £1,200.</p> <p>5.3 The cost of the venue (ie the Bowls Hall, Bridgend Life Centre) is £600. This has been provided at a reduced cost by Awen.</p> <p>5.4 The estimated cost of the catering the Learners' Day event is £2,000. The catering is being provided by Bridgend College students.</p> <p>5.5 All attendees at the Learners' Day event will be presented with a certificate. The certificates will be printed by BCBC's print room. The certificates will cost £50.</p> <p>5.6 The estimated total cost of providing additional travel for schools to attend the Learners' Day event is £1,000.</p>	<p>5.2 The total cost of speakers at the Learners' Day was £1,375.</p> <p>5.3 The cost of the venue (ie the Bowls Hall, Bridgend Life Centre) and table cloth hire was £750. This was provided at a reduced cost by Awen.</p> <p>5.4 The cost of the catering for the Learners' Day event was £1,500. (Provided by Bridgend Catering Service as Bridgend College students were not available).</p> <p>5.5 All attendees at the Learners' Day event will be presented with a certificate by their schools. The certificates were emailed to schools for distribution thus saving printing costs.</p> <p>5.6 To date, no claims have been submitted for additional travel for schools to attend the Learners' Day but are not anticipated to exceed the original estimate of £1,000.</p> <p>5.7 There was £108 spent on poster/resources for the Learner Voice Forum activity.</p> <p><b><i>The total cost was £117 less than anticipated</i></b></p>
<p><b>6. Additional costs</b></p> <p>6.1 The total additional indicative costs associated with running the Festival of Learning 2018 are £8,050.</p>	<p><b>6. Additional costs</b></p> <p>6.1 The total additional actual costs associated with running the Festival of Learning 2018 before sponsorship funding are taken into account was £8,970.</p>

<p>6.2 The cost associated with producing a professional Festival of Learning 2018 video is estimated at £5,000. This will involve visits to several schools before 25 June to capture schools' preparation for the event (including filming school council meetings). It will also cover the cost of producing a video covering Symposium and Learners' Day activity. The resultant video will be used to complement our evidence base for Estyn.</p>	<p>6.2 Producing two professional Festival of Learning 2018 videos was £5,750 (comprised of £3,875 for the pre-event video and a further film of the two events was produced at an additional cost of £1,875). This involved visits to 10 schools prior to the event to capture joint school preparations for the event. The video footage will be used to complement our evidence base for Estyn.</p>
<p>6.3 The total indicative cost associated with promotional material (eg roller banners) is £1,000.</p>	<p>6.3 The total indicative cost associated with promotional material (eg roller banners/programmes) was £1270.</p>
<p>6.4 The total cost of the 'Design a Festival of Learning 2018 Logo' competition is £50.</p>	<p>6.4 The total cost of the 'Design a Festival of Learning 2018 Logo' competition was £100 (as runner-up prizes were awarded to an additional 5 pupils).</p>
<p>6.5 The total indicative cost of translating Festival of Learning hard copy materials into Welsh is £2,000.</p>	<p>6.5 The cost of translating Festival of Learning materials into Welsh was £1,850.</p>
<p>6.6 Significant effort has been applied to minimising costs wherever possible. Notwithstanding the wide-ranging benefits associated with actively involving young people in the delivery of a high-profile event, the following measures have been applied to ensure costs are kept to a minimum:</p> <ul style="list-style-type: none"> <li>• Bridgend College students will provide the catering for the Learners' Day event;</li> </ul>	<p>6.6 Significant effort was been applied to minimising costs wherever possible. Notwithstanding the wide-ranging benefits associated with actively involving young people in the delivery of a high-profile event, the following measures have been applied to ensure costs are kept to a minimum:</p> <ul style="list-style-type: none"> <li>• Bridgend College students were approached to provide the catering for the Learners' Day event but were not available at this time of year;</li> </ul>

- children and young people from Bridgend schools and The Bridge Alternative Provision will design the logo for the Festival of Learning 2018;
- young people being supported by the Youth Justice and Early Intervention Service will use the winning entry from the 'Design a Logo' competition to design the programmes for the events;
- all design work and printing (apart from the roller banners for the Symposium and Learners' Day events) will be undertaken 'in house' by officers;
- an apprentice working in Bridgend County Borough Council's IT Department set up and managed the Eventbrite online system (at zero additional cost); and
- sponsorship has been sought at every possible opportunity (which has resulted in reduced rates from partner organisations and free goods from local businesses).

- the logo for the Festival of Learning 2018 was designed by children and young people from Bridgend schools;
- young people being supported by the Youth Justice and Early Intervention Service designed the programmes for the events and their custom-made design will be re-used for Directorate presentations in future;
- all design work and printing (apart from the roller banners for the Symposium and Learners' Day events) was undertaken 'in house' by officers;
- an apprentice working in Bridgend County Borough Council's IT Department set up and managed the Eventbrite online system (at zero additional cost); and
- sponsorship was sought resulting in reduced rates from partner organisations, free (and some re-useable) resources from local businesses and £1,150 sponsorship. It has also resulted in the establishment of closer links with a number of local businesses to be developed further in future.

6.7 The actual cost was originally £920 more than anticipated but due to the sponsorship contribution:-

***The total actual cost is £230 less than anticipated***

<p><b>7. Involvement of local business partners</b></p> <p>7.1 The STEM Group, led by Bridgend Ford, has been approached to support and participate in the Festival of Learning 2018.</p> <p>7.2 Notification of the Festival of Learning 2018 and a request for support appeared in the Bridgend Business Forum newsletter (on Monday 25 May).</p> <p>7.3 Several businesses (including Tesco, Asda, Sony, Logica, New Directions and WHSmith) were approached to sponsor the event.</p> <p>7.4 Education and Family Support Directorate officers worked with officers from the Projects and Business Approach Team in the Communities Directorate to maximise local business engagement in the Festival of Learning 2018.</p>	<p><b>7. Involvement of local business partners</b></p> <p>7.1 The STEM Group, led by Bridgend Ford was approached to support and participate in the Festival of Learning 2018 but following a change in personnel this was not developed for the 2018 event.</p> <p>7.2 Notification of the Festival of Learning 2018 and a request for support appeared in the local business forum newsletter (in May).</p> <p>7.3 Several businesses (including Tesco, Asda, Sony, Logica, New Directions and WHSmith) were approached to sponsor the event. Sponsorship and support was received from a number of these. Actual sponsorship amounted to £1,150 in money and over £1,350 of 'in kind' goods/resources.</p> <p>7.4 Education and Family Support Directorate officers worked with officers from the Projects and Business Approach Team in the Communities Directorate to maximise local business engagement in the Festival of Learning 2018 and the Director attended a local business forum meeting in early June.</p>
<p><b>8. Cost summary</b></p> <p>8.1 The total predicted cost of the Festival of Learning is £31,400.</p>	<p><b>8. Cost summary</b></p> <p>8.1 The total actual cost of the Festival of Learning was £31,228</p>

<p>8.2 However, due to several ongoing discussions with potential sponsors and delivery partners, officers anticipate that the final contribution will be below £10,000.</p> <p>8.3 The Local Authority Annex funding (to support raising standards through school-to-school working) the local authority receives from Central South Consortium is £19,500.</p> <p>8.4 It is important to note that approximately 50% of the total budget associated with the Festival of Learning 2018 will be delegated directly to schools (ie £15,500).</p> <p>8.5 A budget pressure of £65k was approved as part of the 2018-2019 MTFS to support the Festival of Learning to meet anticipated costs.</p>	<p>8.2 The agreed sponsorship was £1,150.</p> <p>8.3 The Local Authority Annex funding (to support raising standards through school-to-school working) the local authority receives from Central South Consortium is £19,500.</p> <p>8.4 It is important to note that approximately 50% of the total budget associated with the Festival of Learning 2018 will be delegated directly to schools (ie £15,500).</p> <p>8.5 It is expected that the final contribution will be in the region of £10,578 with a potential reduction to £8,578 if travel expenses are not claimed. A budget pressure of £65k was approved as part of the 2018-2019 MTFS so approximately £55k will be returned to the corporate fund.</p> <p><i>The total cost is approximately £55k less than budget pressure allocation</i></p>
<p><b>9. Benefit summary</b></p> <p>The Festival of Learning 2018 will yield the following benefits:</p>	<p><b>9. Benefit summary</b></p> <p>The Festival of Learning 2018 has already yielded the following benefits:</p>

<p>9.1 direct professional development opportunities for over 500 staff (which will not only provide high-quality support, advice and guidance for staff but should also have a positive effect on school budgets as the professional development opportunities presented by the Festival of Learning 2018 will reduce the need for schools to purchase additional training);</p>	<p>9.1 Direct professional development opportunities for 1,050 staff (where 628 attended the workshops; 142 delivered the workshops (along with many children); 179 attended the Symposium event and 101 attended the Learners' Day event.</p>
<p>9.2 indirect professional development opportunities (ie via cascade training) for all school-based staff (ie approximately 3,000 staff);</p>	<p>9.2 It is not yet possible to ascertain the full extent of indirect professional development opportunities realised although anecdotal comments have been positive. It is anticipated that case studies from schools will reveal the impact of the event (ie via cascade training) for all school-based staff (ie approximately 3,000 staff);</p>
<p>9.3 a 'good practice' directory (using the Festival of Learning 2018 Workshop Programme and the resultant case study materials) for all schools in Bridgend (ie schools will be able to identify and benefit from outstanding practice in other schools long after the Festival of Learning 2018 has finished);</p>	<p>9.3 Already, schools are using the published 2018 Workshop Programme as a reference and directory to 'good practice' in Bridgend;</p>
<p>9.4 over 700 pupils being involved in planning for the event with 120 pupils representing their school/setting at the Learners' Day;</p>	<p>9.4 over 1200 pupils were directly involved in planning, filming and/or participation in the workshops and at the Learners' Day;</p>
<p>9.5 pupils being actively involved in the decision-making process (both at school (ie school council) and at local authority level (via the Learner Voice Forum being held during the Learners' Day);</p>	<p>9.5 the Learner Voice forum engaged with pupils to seek their views on matters related to their school and community and the findings will be shared with schools and local authority officer and elected members to help inform related decisions;</p>

<p>9.6 Bridgend County Borough Council being seen as promoting the importance of wellbeing and mental health in its staff and young people;</p>	<p>9.6 Bridgend County Borough Council has been seen as promoting the importance of wellbeing and mental health in its staff and young people. Staff and officers have been invited to speak to the media and at conference events related to wellbeing about the work in Bridgend;</p>
<p>9.7 senior leaders from schools benefitting from direct advice in respect of wellbeing (which, is anticipated, will have a positive impact on their own mental and physical health as well that of their staff);</p>	<p>9.7 It is too early to judge the impact of the event on the wellbeing of senior leaders and their staff but comments included in the evaluations are positive.</p>
<p>9.8 real-life opportunities for school pupils, Bridgend College students and young people being supported by the Youth Justice and Early Intervention Service to become directly involved in delivering high-level events (eg through designing the event programme and providing the catering for the Learners' Day);</p>	<p>9.8 Real-life opportunities were provided for children and young people to become directly involved in delivering high-level events (through designing the event programme, compering the events, presenting musical items at the events and in leading some of the workshops);</p>
<p>9.9 direct engagement with local and national business partners which will act as a catalyst for ongoing partnership working between local employers and education providers;</p>	<p>9.9 Through this inaugural event a template has been set for further partnership working between local employers and education providers in future. In future planning and engagement activities will be able to begin sooner.</p>
<p>9.10 collaborative activity with further education and higher education partners;</p>	<p>9.10 Collaborative activity took place with Bridgend College and Cardiff University and University of South Wales who all delivered workshops at the event and were involved in the Symposium in different ways. University of South Wales colleagues will feature the Festival of Learning in a national Conference presentation in</p>



<p>9.11 significant improvement in cluster working facilitated by formal SOAPs (Strategy On A Page) which guide more effective school-to-school transition (this activity will be showcased by school clusters on the Learners' Day);</p> <p>9.12 acknowledgement that Bridgend recognises the importance of collaborative working with other local authorities (as elected members, officers and school-based staff have been invited to participate the Festival of Learning 2018 on a zero-cost basis);</p> <p>9.13 local venues have been used for the three key events (ie schools for the workshops, Bridgend College for the Symposium event and Bridgend Life Centre for the Learners' Day event) to foster effective working arrangements with partner organisations, and reduce the cost of venue hire and attendee travel;</p> <p>9.14 enduring recognition that Bridgend County Borough Council places great emphasis on the benefits of lifelong learning (for children, young people and staff);</p>	<p>October and are interested to follow up the impact of one the workshops on the practice of attendees;</p> <p>9.11 Cluster working has been facilitated by the formal SOAPs (Strategy On A Page) and by preparations for the Showcase activity on the Learners' Day and this in turn has assisted more effective school-to-school transition (eg Brynteg cluster's involvement in 'Incredible Journey');</p> <p>9.12 The Festival of Learning 2018 gave a very clear acknowledgement that Bridgend recognises and values the importance of collaborative working with other local authorities (as elected members, officers and school-based staff were invited to participate the Festival of Learning 2018 on a zero-cost basis). This in itself has allowed for clear networking opportunities to develop and has advanced strategic working;</p> <p>9.13 Local venues were used for the three key events (ie schools for the workshops, Bridgend College for the Symposium event and Bridgend Life Centre for the Learners' Day event) to foster effective working arrangements with partner organisations, and reduce the cost of venue hire and attendee travel;</p> <p>9.14 The Festival of Learning 2018 has given recognition that Bridgend County Borough Council places great emphasis on the benefits of lifelong learning (for children, young people and staff). This was a feature of all of the speeches and programme;</p>
--	---

9.15 clear alignment with Bridgend County Borough Council's three strategic priorities (eg to support a successful economy, to help people be more self-reliant and to make smarter use of resources).

9.15 The event demonstrates a clear alignment with Bridgend County Borough Council's three strategic priorities (eg to support a successful economy, to help people be more self-reliant and to make smarter use of resources) and the benefits of this may take some time to unfold. It was observed by many how confident many of the children were in the presentation of their work at the workshops, at the showcase event and at the learner voice forum – demonstrating a good foundation to 'self-reliance'. The collaborative working may have laid the foundations for smarter use of resources as shown in some of the jointly planned events at cluster level. Work with businesses and the STEM activities included in the workshops and showcase activities may also help to support a successful economy, ensuring that children and young people are well prepared for the employment market.