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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.*



Annwyl Cyngorydd,

PWYLLGOR CRAFFU TESTUN 1

Cynhelir Cyfarfod Pwyllgor Craffu Testun 1 yn Siambr y Cyngor - Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr CF31 4WB ar **Dydd Mawrth, 16 Hydref 2018 am 10:00.**

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Cymeradwyaeth Cofnodion 3 - 8
I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 05/09/2018
4. Diweddariad Rhaglen Gwaith 9 - 20
5. Adolygiad o ddarpariaethau ôl-16 yn ystod ymgynghoriad cyhoeddus Pen-y-bont ar Ogwr ar gelu 21 - 44

Gwahoddedigion:

Lindsay Harvey, Cyfarwyddwr Corfforaethol – Addysg a Chymorth i Deuluoedd;
Cyng Charles Smith, Aelod Cabinet - Addysg ac Adfywio;
Nicola Echanis, Pennaeth Addysg a Chymorth Cynnar;
Michelle Hatcher, Rheolwr Grŵp Cynhwysiant a Gwella Ysgolion;
John Fabes, Swyddog Arbenigol: Addysg Ôl-16 a Hyfforddiant

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Cyfnwidiad testun: Rhowch 18001 o flaen unrhyw un o'n rhifau ffon ar gyfer y gwasanaeth trosglwyddo testun

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Rydym yn croesawu gohebiaeth yn y Gymraeg. Rhowch wybod i ni os yw eich dewis iaith yw'r Gymraeg

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6. Materion Brys

I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â Rhan 4 (pharagraff 4) o'r Rheolau Trefn y Cyngor yn y Cyfansoddiad.

Yn ddiffuant

K Watson

Pennaeth Gwasanaethau Cyfreithiol a Rheoleiddiol

Dosbarthiad:

Cynghowrwyr

JPD Blundell

NA Burnett

RJ Collins

PA Davies

SK Dendy

DK Edwards

Cynghorwyr

J Gebbie

M Jones

DG Owen

B Sedgebeer

RME Stirman

JH Tildesley MBE

Cynghorwyr

LM Walters

KJ Watts

CA Webster

AJ Williams

Cynrychiolwyr Cofrestredig

Tim Cahalane

Rev Canon Edward Evans

William Bond

Ciaron Jackson

K Pascoe

PWYLLGOR CRAFFU TESTUN 1 - DYDD MERCHER, 5 MEDI 2018

COFNODION CYFARFOD Y PWYLLGOR CRAFFU TESTUN 1 A GYNHALIWIYD YN SIAMBR Y CYNGOR - SWYDDFEYDD DINESIG, STRYD YR ANGEL, PEN-Y-BONT AR OGWR CF31 4WB DYDD MERCHER, 5 MEDI 2018, AM 09:30

Presennol

Y Cynghorydd CA Webster – Cadeirydd

JPD Blundell
J Gebbie
AJ Williams

NA Burnett
DG Owen

SK Dendy
RME Stirman

DK Edwards
LM Walters

Ymddiheuriadau am Absenoldeb

B Sedgebeer a/ac JE Williams

Swyddogion:

Sarah Daniel
Julie Ellams

Swyddog Gwasanaethau Democrataidd - Craffu
Swyddog Gwasanaethau Democrataidd - Pwyllgorau

Gwahoddedigion:

Philip Beaman
Andrew Hobbs
Zak Shell
Mark Shephard
Cynghorydd Richard Young

Rheolwr Man Gwyrdd a Gwasanaethau Profedigaeth
Rheolwr Grŵp - Gwaith Stryd
Pennaeth Gwasanaethau Cymdogaeth
Cyfarwyddwr Corfforaethol - Cymunedau
Aelod Cabinet - Cymunedau

28. DATGANIADAU O FUDDIANT

Datganodd y Cynghorydd Walters ddi-ddordeb personol yn eitem agenda 5, Meysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau oherwydd bod ei gŵr yn aelod o Glwb Bowlio Pen-y-bont ar Ogwr.

29. CYMERADWYO'R COFNODION

PENDERFYNWYD: Bod cofnodion cyfarfodydd y Pwyllgorau Trosolwg Pwnc a Chraffu dyddiedig 16 Ebrill 2018 a 24 Mai 2018 yn cael eu cymeradwyo fel cofnod gwir a chywir.

30. DIWEDDARIAD AR Y FLAENRAGLEN WAITH

Cyflwynodd y Swyddog Craffu adroddiad ar y flaenraglen waith, eitemau posibl ar gyfer sylwadau a blaenoriaethu ac adborth o gyfarfodydd blaenorol.

Cafodd yr Ystad Ddiogeledd ei hystyried yng nghyfarfod 13 Mai 2018 a gofynnodd yr aelodau pa ganran o boblogaeth y carchar yn Parc a fu'n byw yng Nghyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr yn flaenorol cyn iddynt ddod yn breswylwyr cyffredin o Gyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr o ganlyniad i fod yn yr ystad ddiogeledd. Dywedodd yr adborth nad oedd y carchar yn casglu data yn y ffordd hon. Ychwanegodd Aelod y dylai'r Weinyddiaeth Gyfiawnder allu darparu'r data hwn.

Cadarnhaodd Cadeirydd y Pwyllgor ei bod hi wedi anfon llythyr at yr Adran Cyfiawnder a Llywodraeth Cymru yn datgan y dylent ailystyried dyraniad y cyllid grant gan fod Cyngor

Bwrdeistref Sirol Pen-y-bont ar Ogwr yn cael ei roi o dan anfantais ariannol annheg trwy gael ystad ddiogeledd o fewn ei ffin.

Nododd y Pwyllgor fod Canlyniadau Addysg wedi cael blaenoriaeth ar gyfer Ionawr 2019.

Gofynnodd y Pwyllgor fod yr un gwahoddedigion ar gyfer Canlyniadau Addysg yn cael eu gwahodd i Ddiwygio Anghenion Dysgu Ychwanegol yn ogystal â chynrychiolydd sy'n delio â phrentisiaethau.

PENDERFYNWYD: Bod y pwyllgor yn cymeradwyo'r adborth o'r cyfarfodydd blaenorol ac yn nodi'r gwahoddedigion ar gyfer eitemau'r dyfodol.

31. **MEYSYDD CHWARAE, CYFLEUSTERAU CHWARAEON AWYR AGORED A PHAFILIYNAU PARCIAU**

Cyflwynodd y Cyfarwyddwr Corfforaethol dros Gymunedau adroddiad yn dwyn sylw'r Pwyllgor Trosolwg a Chraffu at gynigion i wneud y meysydd chwarae, cyfleusterau chwaraeon awyr agored a phafiliynau parciau a ddarperir gan y Cyngor yn fwy cynaliadwy'n ariannol wrth symud ymlaen. Byddai'r adroddiad yn cael ei gyflwyno i'r Cabinet ar 18 Medi 2018 yn gofyn am ganiatâd i ymgymryd â chyfnod ymgynghori.

Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau, o ystyried y toriadau yn y gyllideb, eu bod yn bwriadu symud tuag at sefyllfa o adennill costau llawn mewn perthynas â darparu meysydd chwarae a phafiliynau parciau. Roedd hwn yn gyfeiriad teithio a oedd yn gyson ag awdurdodau eraill megis Bro Morgannwg, Caerfyrddin a Blaenau Gwent. Mae effaith gronol y gostyngiadau sylweddol yn y gyllideb wedi cael eu teimlo gan y Cyngor ac nid oedd lefel bresennol cymhorthdal y Cyngor ar gyfer y gwasanaeth hwn yn gynaliadwy. Os na chymerwyd unrhyw gamau, yna yn y pen draw ni fyddai gan y Cyngor unrhyw ddewis ond cau'r cyfleusterau.

Esboniodd y Cyfarwyddwr Corfforaethol dros Gymunedau fod y Cyngor yn gobeithio y byddai'r newid polisi yn annog clybiau chwaraeon a defnyddwyr eraill i gymryd cyfrifoldeb am y cyfleusterau trwy drosglwyddo asedau cymunedol (CAT). Roedd lefel bresennol cymhorthdal y cyngor (hyd at 80%) wedi gweithredu fel rhwystr i glybiau sy'n ymwneud â throsglwyddo asedau cymunedol. Ar hyn o bryd roedd cynigion Strategaeth Ariannol Tymor Canolig ar gyfer arbedion yn 2019/20 a 2020/21 yn cyfateb i £500,000. Ychwanegodd, yn dilyn saith mlynedd o doriadau yn y gyllideb, nad oedd llawer iawn o leoedd yn y Gyfarwyddiaeth Gymunedau lle y gellid gwneud arbedion pellach.

Mynegodd yr Aelodau bryderon ynghylch y pwysau ariannol ar bobl iau sy'n cymryd rhan mewn chwaraeon a sut y byddai'r awdurdod yn parhau i gydymffurfio â'r Ddeddf Gwasanaethau Cymdeithasol a Lles. Gofynnodd yr Aelodau sut y gallai Awdurdod cyfagos Rhondda Cynon Taf barhau i dalu cymhorthdal i wasanaethau o'r fath. Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau fod y ffioedd a godir gan awdurdodau fel Rhondda Cynon Taf yn eithriad a'i fod yn benderfyniad gwleidyddol ganddynt i flaenoriaethu rhai gwasanaethau dros eraill. Roedd yr awdurdod hwn yn ceisio newid diwylliant lle byddai pobl yn cael y cyfle a'r amserlenni i ddod o hyd i atebion. Roedd yn cydnabod bod nifer o faterion ac nid oedd un ateb yn addas i bawb. Roedd rhai ysgolion yn cynnig cyfleusterau chwaraeon awyr agored ar gyfer hyfforddiant a gallai fod cyfleoedd i glybiau drafod gyda'r ysgolion i ddefnyddio'r rhain.

Roedd yr Aelodau'n pryderu fod y broses bresennol o reoli cyfleusterau chwaraeon awyr agored yn rhy ddarniog gan eu bod yn cael eu rheoli ar hyn o bryd gan wahanol gyfarwyddiaethau ac adrannau. Gofynnodd aelodau a oedd gan y bwrdd iechyd rôl i'w

chwarae ac a oedd arian ar gael o'r ffynhonnell hon. Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau ei fod wedi cael llawer o sgysiau gyda'r bwrdd iechyd dros y blynyddoedd ac er bod mwy o arian yn cael ei gyfeirio at atal, nid oedd yn y maes hwn. Argymhellodd aelodau fod pob Cyfarwyddiaeth yn gweithio mewn modd mwy cyfannol ac yn mabwysiadu dull Un Cyngor i'w galluogi i gael mynediad at yr holl ffrydiau ariannu sydd ar gael.

Mynegodd Aelod bryderon, o ran ei brofiad ef, fod gwirfoddolwyr â chefnidir cyfyngedig mewn cyllid yn cefnogi clybiau . Roedd y broses yn hynod gymhleth ac roedd yn anodd cael manylion am gostau rhedeg ac ati. Roedd yr Aelodau'n pryderu am gymhlethdod y broses CAT a gwnaethant argymell datblygu rôl Swyddog CAT i gynnwys darparu mwy o gymorth i sefydliadau yn ystod y broses ymgeisio a throsglwyddo.

Gofynnodd Aelod sut oedd y rhestr o gyfleusterau chwaraeon wedi cael ei llunio a pham roedd rhai wedi'u heithrio gan gynnwys y caeau 4G a gafodd eu hadeiladu'n ddiweddar fel rhan o raglen ysgolion y 21ain ganrif. Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau fod y rhestr yn cynnwys caeau a reolir yn uniongyrchol gan Gyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr ond nid y rheiny a reolir gan ysgolion neu'r Cynghorau Cymuned neu'r rheiny sy'n cael eu rhedeg ar sail 'defnydd deul'. Roedd y caeau 4G ysgolion 'defnydd deul' yn cael eu rhedeg gan y Gyfarwyddiaeth Gwasanaethau Cymdeithasol a Lles ac roeddent ar gael i glybiau a sefydliadau chwaraeon, nid oeddent yn derbyn cymhorthdal mor fawr ac roedd y taliadau'n adlewyrchu costau a gwaith cynnal a chadw'r cyfleuster. Nid oedd y caeau 4G yn addas ar gyfer y broses CAT oherwydd eu bod yn cael eu defnyddio gan nifer o glybiau ac nid oeddent yn uniongyrchol gysylltiedig ag unig ddefnydd clwb un defnyddiwr na nifer fach o glybiau a sefydliadau. Cafwyd anawsterau lle mae'r broses CAT wedi bod yn ddibynnol ar ddod â llawer o ddefnyddwyr at ei gilydd, sy'n aml yn methu â chytuno ymhlith eu gilydd ynglŷn â'r ffordd orau o symud ymlaen.

Roedd yr Aelodau'n siomedig fod y penderfyniad i fwrw ymlaen â'r ymgynghoriad ar y ffioedd ar gyfer Meysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau i annog mwy o bobl i ymwneud â Throsglwyddo Asedau Cymunedol eisoes wedi'i wneud. Dywedodd Aelodau Craffu y dylai'r cynnig hwn fod wedi'i gyflwyno i'r Pwyllgor Craffu'n gynt a chyda mwy o fanylion am y cynigion sydd ar ddod yn yr ymgynghoriad. Roedd yr Aelodau'n pryderu nad oedd dull cyngor cyfan ar waith ac y gofynnwyd iddynt graffu ar resymeg a oedd yn anghyflawn. Dywedodd yr Aelod Cabinet dros Gymunedau mai hwn oedd y cyfle cynharaf i adrodd y mater hwn i'r pwyllgor trosolwg a chraffu cyn iddo gael ei adrodd i'r Cabinet yn ddiweddarach yn y mis. Yr unig beth y gofynnwyd i'r Cabinet ei wneud ar y cam hwn oedd cymeradwyo ymarfer ymgynghori i hysbysu unrhyw benderfyniadau yn y dyfodol. Fodd bynnag, roedd yn amlwg bod angen rhywfaint o newid sylweddol er mwyn cynnal y lefel bresennol o ddarpariaeth gan na allai'r Cyngor fforddio parhau i reoli a chynnal pob un ohonynt ar yr un sail mwyach.

Gofynnodd yr Aelodau am ragor o wybodaeth ynghylch sut y byddai'r ymarfer ymgynghori yn cael ei hyrwyddo. Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau y byddent yn ymgynghori â phob defnyddiwr, Cynghorau Tref a Chymuned a phartion eraill â diddordeb. Roedd yn disgwyl nifer fawr o ymatebion a heriau.

Mynegodd yr Aelodau bryderon ynghylch y diffyg gwybodaeth gefndirol am bob safle a'r diffyg esboniad ar sut y gallai weithio ar gyfer sefydliadau unigol. Rhoddodd y Cyfarwyddwr Corfforaethol dros Gymunedau sicrwydd i'r Cadeirydd fod gwybodaeth fanwl yn cael ei chadw am bob safle. Roedd yr ymgynghoriad yn ceisio safbwyntiau defnyddwyr y cyfleusterau ar sut y gellid rhedeg y cyfleusterau'n gynaliadwy wrth symud ymlaen. Pe byddai'r ymgynghoriad yn cael ei ohirio byddai'r toriadau ar y Gyfarwyddiaeth, ac ni fyddai'n gallu cwblhau'r broses ymgynghori mewn pryd i gyflawni

arbedion arfaethedig y Cyngor, a byddai'r clybiau'n cael eu gadael heb fawr ddim amser i ddatblygu cynlluniau amgen pe bai'r Cabinet, yn y pen draw, yn cytuno i newid natur y taliadau am y cyfleusterau hyn yn sylweddol. Roedd yn rhaid gwneud newidiadau sylweddol cyn Ebrill 2020 er mwyn canfod a chytuno ar gynigion a fyddai'n gwneud yr arbedion angenrheidiol o £500,000. Ychwanegodd yr Aelod Cabinet ar gyfer Cymunedau nad oedd yr adroddiad yn cynnwys manylion oherwydd bod yr ymgynghoriad yn ymarfer dod o hyd i ffeithiau ac yn dilyn hynny y byddai dadansoddiad manwl yn cael ei wneud ar y goblygiadau.

Cyfeiriodd Aelod at y defnydd posibl o gaeau ysgol uwchradd ac argymhellodd fod yr Awdurdod yn ymgysylltu ag ysgolion o dan y Ddeddf Llesiant a Chenedlaethau'r Dyfodol i annog y defnydd o Feysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau gan fod ofn ymhlith yr aelodau, pe na chaent eu defnyddio, y gallent gau oherwydd diffyg diddordeb a buddsoddiad.

Argymhellodd yr Aelodau ymgysylltu â sefydliadau'r trydydd sector fel BAVO, Chwarae Cymru, Chwaraeon Anabledd Cymru, Chwarae Teg, gan gynnwys cyrff sy'n cynrychioli grwpiau lleiafrifol i annog datblygiad a thwf ac annog y defnydd o gyfleusterau gan holl aelodau'r cyhoedd.

Mynegodd yr Aelodau bryderon fod disgwyl i'r contract ar gyfer swyddog CAT ddod i ben ddiwedd mis Hydref 2018. Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau fod unrhyw achos busnes i ymestyn y contract yn ddibynnol ar fwy o drosglwyddiadau CAT. Felly, byddai'n rhaid cysylltu hyn â chymeradwyaeth y Cabinet i symud tuag at bolisi codi tâl newydd i annog mwy o glybiau a defnyddwyr cyfleusterau i ymwneud â'r broses CAT.

Gofynnodd Aelod a fyddai'n bosibl atal ceisiadau CAT cyfredol er mwyn cadw asedau'r cyngor gyda'i gilydd. Roedd yr Aelodau'n pryderu y byddai'r broses o reoli cyfleusterau yn ymrannu ac y gallai'r awdurdod gollu rheolaeth petrosglwyddwyd y cyfleusterau o dan y Cynllun Trosglwyddo Asedau Cymunedol. Felly, argymhellodd yr Aelodau fod yr Awdurdod yn archwilio'r posibilrwydd o sefydlu sefydliad elusennol i reoli'r Meysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau, fel eu bod yn cael eu rheoli dan un sefydliad, yn debyg i'r model Awen. Eglurodd y Cyfarwyddwr Corfforaethol dros Gymunedau eu bod eisoes wedi ystyried ac ymchwilio i opsiynau eraill dros y blynyddoedd ac ystyriwyd mai hwn oedd yr opsiwn gorau i ddiogelu'r portffolio cyfredol ond hefyd i wneud yr arbedion ariannol angenrheidiol. Gallai opsiynau eraill ddod i'r amlwg yn ystod yr ymgynghoriad ac wrth gwrs byddai'r rhain yn cael eu hystyried.

Gofynnodd Aelod a oedd hi'n bosibl i ysgol ymgymryd â Throsglwyddo Asedau Cymunedol. Cytunodd y swyddogion i ymchwilio i'r mater ac adrodd yn ôl i'r Pwyllgor.

Mynegodd yr Aelodau bryderon fod Pwyllgor Trosolwg Pwnc a Chraffu 3 wedi edrych ar y Broses CAT ym mis Ionawr 2018 ac roeddent yn bwriadu edrych arni eto ym mis Hydref 2018. Roedd yr un pwyntiau'n cael eu mynegi a'u trafod a gellid bod wedi gwneud gwell defnydd o amser yr Aelodau a'r swyddogion. Gwnaeth yr Aelod Cabinet dros Gymunedau atgoffa aelodau'r pwyllgor fod cadeiryddion craffu wedi gofyn yn benodol i'r mater hwn gael ei adrodd i'r pwyllgor hwn.

Pwysleisiodd yr Aelodau ei bod yn bwysig bod Undeb Rygbi Cymru a'r Gymdeithas Bêl-droed yn cymryd rhan mewn cynlluniau yn y dyfodol. Awgrymodd Aelod y dylai'r cyrff hynny, Chwaraeon Cymru, cynrychiolydd o chwaraeon anabledd a grwpiau sydd heb gynrychiolaeth ddigonol, gael eu cynnwys yn y broses ymgynghori.

Casgliadau

Roedd yr Aelodau'n siomedig fod y penderfyniad i fwrw ymlaen â'r ymgynghoriad ynghylch ffioedd Meysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau i annog mwy o bobl i ymwneud â Throsglwyddo Asedau Cymunedol wedi cael ei wneud yn barod. Dywedodd Aelodau Craffu y dylai hyn fod wedi dod i'r Pwyllgor Craffu yn gynt a chyda mwy o fanylion am y cynigion sydd i ddod yn yr ymgynghoriad.

Roedd yr Aelodau'n pryderu fod y broses bresennol o reoli cyfleusterau chwaraeon awyr agored yn rhy ddarniog gan eu bod yn cael eu rheoli ar hyn o bryd gan wahanol gyfarwyddiaethau ac adrannau. Argymhellodd yr Aelodau fod pob Cyfarwyddiaeth yn gweithio'n fwy cyfannol a mabwysiadu dull Un Cyngor i'w galluogi i gael mynediad at yr holl ffrydiau ariannu sydd ar gael.

Roedd yr Aelodau'n pryderu y byddai'r broses o reoli cyfleusterau yn ymrannu ac y gallai'r awdurdod golli rheolaeth pe trosglwyddwyd y cyfleusterau o dan y Cynllun Trosglwyddo Asedau Cymunedol. Felly, argymhellodd yr Aelodau fod yr Awdurdod yn archwilio'r posibilrwydd o sefydlu sefydliad elusennol i reoli'r Meysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau fel eu bod yn cael eu rheoli o dan un sefydliad, yn debyg i'r model Awen.

Argymhellodd yr Aelodau ymgysylltu â sefydliadau'r trydydd sector fel BAVO, Chwarae Cymru, Chwaraeon Anabledd Cymru, Chwarae Teg, gan gynnwys cyrff sy'n cynrychioli grwpiau lleiafrifol i annog datblygiad a thwf ac annog y defnydd o gyfleusterau gan holl aelodau'r cyhoedd.

Argymhellodd yr Aelodau i'r Awdurdod ymgysylltu ag ysgolion o dan y Ddeddf Llesiant a Chenedlaethau'r Dyfodol i annog y defnydd o Feysydd Chwarae, Cyfleusterau Chwaraeon Awyr Agored a Phafiliynau Parciau gan fod ofn ymhlith yr aelodau os na fyddent yn cael eu defnyddio y gallent gau oherwydd diffyg diddordeb a buddsoddiad.

Roedd yr Aelodau'n pryderu ynghylch cymhlethdod y broses CAT a gwnaethant argymhell bod swyddogaeth y Swyddog CAT yn cael ei datblygu i gynnwys darparu mwy o gymorth i sefydliadau yn ystod y broses ymgeisio a throsglwyddo.

Gwybodaeth bellach

Gofynnodd yr Aelodau a yw'n bosibl y gallai ysgol ymwneud â Throsglwyddo Asedau Cymunedol

32. EITEMAU BRYD

Dim.

Daeth y cyfarfod i ben am 12:15

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

16 OCTOBER 2018

REPORT OF THE HEAD OF LEGAL AND REGULATORY SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of the Report

- a) To present the items prioritised by the Corporate Overview and Scrutiny Committee including the next item delegated to this Subject Overview and Scrutiny Committee;
- b) To present the Committee with a list of further potential items for comment and prioritisation;
- c) To ask the Committee to identify any further items for consideration using the pre-determined criteria form;
- d) To consider and approve the feedback from the previous meetings of the Subject Overview and Scrutiny Committee 2 and note the list of responses including any still outstanding at Appendix A.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The key improvement objectives identified in the Corporate Plan 2016–2020 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 1 March 2017 and formally set out the improvement objectives that the Council will seek to implement between 2016 and 2020. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

3. Background

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

Feedback

- 3.3 All conclusions made at Subject Overview and Scrutiny Committee (SOSC) meetings, as well as recommendations and requests for information should be responded to by Officers, to ensure that there are clear outcomes from each topic investigated.
- 3.4 These will then be presented to the relevant Scrutiny Committee at their next meeting to ensure that they have had a response.
- 3.5 When each topic has been considered and the Committee is satisfied with the outcome, the 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 overall FWP for the SOSCs which includes the topics prioritised by the COSC for the next set of SOSCs in Table A, as well as topics that were deemed important for future prioritisation at Table B. This has been compiled from suggested items from each of the SOSCs at previous meetings as well as the COSC. It also includes information proposed from Corporate Directors, detail from research undertaken by Scrutiny Officers and information from FWP Development meetings between the Scrutiny Chairs and Cabinet.
- 4.2 The Committee is asked to first consider the next topic they have been allocated by the COSC in Table A and determine what further detail they would like the report to contain, what questions they wish Officers to address and if there are any further invitees they wish to attend for this meeting to assist Members in their investigation.
- 4.3 The Committee is also asked to then prioritise up to six items from the list in Table B to present to the COSC for formal prioritisation and designation to each SOSC for the next set of meetings.

Corporate Parenting

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

- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.

Identification of Further Items

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

5. Effect upon Policy Framework & Procedure Rules

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

6. Equality Impact Assessment

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

7. 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
- 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 There are no financial implications attached to this report.

9. Recommendations

9.1 The Committee is recommended to:

- (i) Approve the feedback from the previous meetings of the Subject Overview and Scrutiny Committee 2 and note the list of responses including any still outstanding at Appendix A;
- (ii) Identify any additional information the Committee wish to receive on their next item delegated to them by Corporate Overview and Scrutiny Committee and any other items in the overall FWP shown in Appendix B;
- (iii) Identify any additional items using the criteria form, for consideration on the Scrutiny Forward Work Programme.

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 CF31 4WB

Background documents

None

Date	Item	Members wished to make the following comments and conclusions:	Response/Comments
05-Sep-2018	Playing Fields, Outdoor Sports Facilities and Parks Pavilions	<p>Members were disappointed that the decision to proceed with the consultation of the fees of Playing Fields, Outdoor Sports Facilities and Parks Pavilions to prompt a greater uptake in Community Asset Transfers had already been made. Scrutiny Members stated that this should have come to Scrutiny sooner and with greater detail on the forthcoming proposals in the consultation.</p>	<p>The Cabinet Member and officers explained at the meeting that this was the earliest opportunity to present anything to scrutiny as we were currently at the beginning of the process and the timescales relating to making budget savings in the Council's MTFs meant that a consultation exercise was required asap to inform future Cabinet decisions. Any further delay in progressing the consultation exercise while additional information was gathered would inevitably result in less time for clubs to respond to the situation prior to the proposed implementation date for a new charging regime of April 2020, should Cabinet ultimately determine that this was something they would be prepared to support.</p>
		<p>Members were concerned that the current process of managing the facilities was too fragmented as they were currently managed by different directorates and departments. Members recommended that all Directorates work more holistically and adopt a One Council approach to enable them to access all available funding streams.</p>	<p>Officers in the Communities Directorate work closely with officers in the Children's Directorate to ensure that so far as is possible the provision and management of outdoor sports facilities is co-ordinated and that service users have greater choice. The use of assets controlled by schools is however, not always possible due to local management of schools and additionally sometimes the layout constraints or the requirements of the sporting governing bodies means that the facilities in some schools is sometimes inappropriate for some competitive sports fixtures. However, in parallel with the proposed consultation exercise it is intended that work will continue looking at the opportunities presented by schools facilities although as explained at the meeting this will not be a total solution for the financial issues that we are seeking to address.</p>
		<p>Members were concerned about the fragmentation of the management of the facilities and the potential loss of control the authority faced if the facilities were transferred under the Community Asset Transfer Scheme. Members therefore recommended that the Authority explore the possibility of a charitable organisation being established to manage the Playing Fields, Outdoor Sports Facilities and Parks Pavilions so they are managed under one organisation, similar to the Awen model.</p>	<p>This option has been explored on a number of separate occasions. Due to the low level of revenue recovery from the hire and use of the facilities, it would be extremely challenging to establish the financial business case to support such an approach and achieve the required level of savings. The Directorate remains committed however, to securing the most sustainable outcome for the Council's outdoor leisure facilities and continues to explore all possible options.</p>

		<p>Members recommended engaging with third sector organisations such as BAVO, Play Wales, Disability Sport Wales, Chwarae Teg including bodies representing minority groups to encourage development and growth and encourage the use of facilities by all members of the public.</p>	<p>The Councils outdoor leisure facilities have been in place for many years and have well established patterns of use. While some assets are used more than others and some capacity exists for further use, which would be welcomed, it would not be possible under the existing charging regime to make any significant inroads into the subsidy provided by the Council to maintain the assets and to address the proposed savings identified under the Councils MTFS.</p>
		<p>Members recommended the Authority engage with schools on the Wellbeing and Future Generations Act to encourage the use of Playing Fields, Outdoor Sports Facilities and Parks Pavilions as there was a fear amongst members if they were not used they could potentially close due to lack of interest and investment. Members asked if there was opportunity for schools to undertake a Community Asset Transfer as part of this process.</p>	<p>The Council's outdoor leisure facilities are used primarily by sports clubs and associations who promote their use locally within the community. While exact figures are not available, it is recognised that use of the facilities for football and in particular rugby at the more senior levels is in decline. While more use and engagement with children through the schools would be welcome, it is again unlikely that this would materially alter the overall direction of travel and address the current financial shortfall facing the Council and the levels of subsidy being provided to this service. The option of schools potentially CAT transferring assets will be followed up but it is worth noting that over the last few years we have not had a single expression of interest relating to this matter from a school. The local management of schools issues mentioned earlier may in any case be a potential barrier to the continued use by local clubs unless appropriate arrangements could be negotiated with the relevant school.</p>
		<p>Members were concerned at the complexity of the CAT process and recommended that the role of the CAT Officer be developed to include providing organisations greater support during the application and transfer process.</p>	<p>The CAT officer currently provides extensive support to clubs and organisations wishing to engage with community asset transfer, this includes a measure of technical, legal and financial support to assist them in structuring their expression of interest and business case. A Task and Finish group chaired by the Deputy Leader Cllr Williams and attended by the Cabinet Member for Communities Cllr Young has also been established to oversee and provide support and governance to the CAT process, including looking at processes and procedure adopted by the Council when undertaking a CAT with the aim, where possible, of simplifying and speeding up the process.</p>
		<p>Further Information requested</p>	

Alun Davies AC/AM
Ysgrifennydd y Cabinet dros Lywodraeth Leol a
Gwasanaethau Cyhoeddus
Cabinet Secretary for Local Government and Public
Services



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref Scrutiny1/CAW/MoJWAG
Ein cyf/Our ref ARD/00632/18

Cllr Carolyn Webster
Chairman - Subject Overview and Scrutiny Committee
Bridgend County Borough Council

Cllr.Carolyn.Webster@bridgend.gov.uk

25 September 2018

Dear Carolyn,

Thank you for your letter of 4 September regarding the transfer of funding for prisoners in the secure estate into the local government settlement.

Carwyn Jones, AM, wrote to me in December enclosing a letter from Cllr Hywel Williams, Deputy Leader of Bridgend Council regarding this issue. I have enclosed a copy of my reply which provides the full background for your information.

My officials have been in ongoing discussions regarding the transfer of funding for social care provision for prisoners in the secure estate into the local government settlement with the Distribution Sub Group (DSG), which is the technical working group under the Finance Sub Group (FSG) of the Partnership Council for Wales. The working group advises on the distribution of revenue funding provided to local authorities and consists, primarily, of local authority Chief Finance Officers and Welsh Government officials, as well as independent experts to ensure the fair treatment of all the different factors.

I recognise that your Authority has continuing concerns about the recommendation of the group to transfer funding for social care provision for prisoners in the secure estate into the settlement across all authorities. My officials and a representative of the Welsh Local Government Association recently met with Gill Lewis, your Authority's Director of Finance, to discuss this matter further. It was agreed that it would be referred again for discussion at the next meeting of the Distribution Sub Group, which subsequently took place on 13 September.

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0300 0604400

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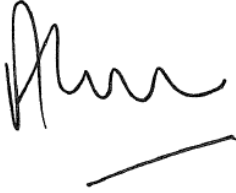
Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

At that meeting, while the group conceded that there were lessons to be learnt from the handling of this matter, the group stood by its recommendation that the transfer of this funding into the settlement should be distributed across all 22 authorities, according to a pre-established settlement formula.

The group re-iterated that, if this funding allocation were to be determined by a specific distribution, its view was that a review of the remaining notional service areas would need to take place, in order to ensure that there was no inclusion of prisoner numbers in the population indicators used in other parts of the formula where prisoners have no bearing on the cost of delivering these services. A full review could, in all probability, result in a greater negative impact for Bridgend.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Alun', with a horizontal line underneath it.

Alun Davies AC/AM

Ysgrifennydd y Cabinet dros Lywodraeth Leol a Gwasanaethau Cyhoeddus
Cabinet Secretary for Local Government and Public Services

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 17 18-Oct-2018	SOSC2	ALN Reform	<p>When the Act has been further progressed, report to include consideration of the following points:</p> <p>a) How the Authority and Schools are engaging with parents over the changes to the Act?</p> <p>b) What the finalised process is for assessments and who is responsible for leading with them?</p> <p>c) What involvement/responsibilities do Educational Psychologists have under the Act?</p> <p>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.</p> <p>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?</p> <p>f) Outcomes from the Supported Internship programme.</p> <p>g) Support for those with ALN into employment.</p> <p>h) Staffing - Protection and support for staff, ALNCO support, workloads and capacity.</p> <p>i) Pupil-teacher ratios and class sizes and impact of Act on capacity of teachers to support pupils with ALN</p> <p>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?</p>	Needs revisiting to monitor implementation of the Bill and if needs are being met as well as impact on future budgets -	18-Oct-2018	<p>Lindsay Harvey, Interim Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Nicola Echanis, Head of Education and Early Help.</p> <p>Michelle Hatcher, Group Manager Inclusion and School Improvement</p> <p>Elizabeth Jones, Additional Learning Needs Transformation, Central South;</p> <p>Denise Inger, Chief Executive Director SNAP Cymru; Caroline Rawlson, Assistant Chief Executive Director SNAP Cymru</p> <p>John Fabes, Specialist Officer Post 16 Education & Training.</p>	
22-Oct-18	SOSC3	Collaboration with TCCs	<p>Investigate and monitor the extent to which other LAs are working in collaboration with TCCs;</p> <p>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>		22-Oct-2018	<p>Cllr Richard Young, Cabinet Member – Communities;</p> <p>Deputy Leader??</p> <p>Darren Mephram, Chief Executive One Voice Wales</p>	
24-Jan-18	SOSC3	Revised CAT Process	<p>What is the latest with the CAT process? How has it been streamlined since it last came to Scrutiny back in January 2018</p> <p>How many CATs have now been processed and completed?</p> <p>How has the position improved</p> <p>What are the plans for CAT going forward</p> <p>How many CAT applications have been received altogether? How many have been progressed?</p> <p>How many have withdrawn and for what reasons?</p> <p>List of CAT 1 priorities and what is the plan for these?</p>		Corporate Director proposed Jan/Feb 2019	<p>Mark Shephard, Corporate Director - Communities;</p> <p>Cllr Richard Young, Cabinet Member - Communities;</p> <p>Guy Smith, Community Asset Transfer Officer.</p>	

TABLE B

For prioritisation				
Item		Rationale for prioritisation	Proposed date	Suggested invitees
Page 18 Education Outcomes	<p>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:</p> <ul style="list-style-type: none"> • School Categorisation information; • 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; • Information on Bridgend's ranking for Key Stage 4 based on the latest results; • 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; • Information that the Consortium has gathered through drilling down into each schools' performance to determine what challenges schools face; • 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; • 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; • 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; • 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; • What work is being done to mitigate against future dips in performance resulting from any changes to curriculum or changes to performance measures; • 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; • 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; • 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. 		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; Andy Rothwell, 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
Revised CAT Process	<p>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?</p>		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	<p>Further project as part of the Remodelling Children's Social Services</p> <ul style="list-style-type: none"> - Detail regarding the upskilling of three internal foster carers to provide intensive, therapeutic step down placements as part of Residential Remodelling project - Review of the foster carer marketing and recruitment strategy at a draft/early stage to allow members input into the process 	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	<p>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.</p>	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	<p>The Committee requested that the outcome of the CIW investigation into Looked After Children be provided to Scrutiny for information when it becomes available.</p>		Self assessment and action plan due at end of year.	Cllr Phil White

Remodelling Children's Residential Services Project	<p>SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes.</p>		Corporate Director proposed early 2019	Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help;	
Page 19 CAMHS	<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>		Corporate Director proposed early 2019	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 Taf Health Boards	
Empty Properties	<p>SOSC 3 requested that this item continue on FWP - reasons and purpose to be confirmed</p> <ul style="list-style-type: none"> - Update on the Empty Properties Working Group? - Update on how the Empty Homes Strategy has been developed? - Update on how well the marketing of Empty Properties is going including Churches and Chapels? - Evidence on how successful other LA's have been in bringing empty properties back into use where they have charged 100% upwards Council tax on properties after they have been empty for longer than 6 months? - Further information on the properties that have been un-banded by the Valuation Office Agency. To include reasons why the properties would not have been banded and how many of these are there within BCBC. - Information on what the average loss of Council tax looks like in BCBC due to empty properties in the Borough. Members recommended using the average Band D property to be able to quantify the loss. - Of the 1200 properties liable for the 50% charge on Council tax for empty properties, how much of this are BCBC successful in receiving. - Has the Empty Homes Officer been employed. 		TBC	Darren Mepham, 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	
Home to School Transport	<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 & 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 improved. To provide assurances to the public and maintain public confidence in the system of school transport</p>	Corporate Director proposed March 2019 as the external review would not be completed until January 2019	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; Robyn Davies, Group Manager Business Strategy and Performance	
Communication and Engagement	<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>			Darren Mepham, Chief Executive Corporate Communications Representative Cllr Dhanisha Patel, Cabinet Member Future generations and Wellbeing	

<p>Supporting People Programme Grant</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 Mepham, Martin Morgans? Lynne Berry? Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing</p>	
<p>Member and School Engagement Panel - Annual Report</p>	<p>Annual Update to - SOSC 1 on the work of the Member and School Engagement Panel</p>			<p>Plasnewydd - Q4/Spring Term The Bridge Alternative Provision Q1/Summer</p>	

The following items for briefing sessions or pre-Council briefing

Item	Specific Information to request
<p>Social Services Commissioning Strategy</p>	<p>To include information on what work has taken place following the Social Services and Wellbeing Act population assessment. To also cover the following:</p> <ul style="list-style-type: none"> • Regional Annual Plan • Bridgend Social Services Commissioning Strategy
<p>Cwm Taf Regional Working</p>	<p>Update on situation and way forward with Regional Working with Cwm Taf? How will we undertake Regional working?</p>
<p>Residential Remodelling - Extra Care Housing</p>	<p>Site visit to current Extra Care Housing and then to new site once work has begun</p>
<p>Children's Social Services</p>	<p>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.</p>

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY 1 COMMITTEE

16 OCTOBER 2018

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT SERVICES

REVIEW OF POST-16 PROVISIONS ACROSS BRIDGEND PUBLIC CONSULTATION ON CONCEPTS

1. Purpose of report

- 1.1 The purpose of this report is to bring to the attention of Scrutiny the six concepts that will be the subject of the public consultation paper on post-16 provision that is being submitted to Cabinet on 23 October 2018

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.
- 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 In 2016 a Strategic Review Board ('SRB') was established with this key objective:

"A strategic review is required to evaluate education provision and curriculum delivery across Bridgend County Borough including with Bridgend College, and to determine the future direction needed by means of an options appraisal and the recommendation of a preferred option."

- 3.2 The SRB in turn set up a Post-16 Operational Board to review post-16 provisions across Bridgend County Borough ('BCBC'). This Board presented its report back to the SRB and thence to Cabinet in October 2017. SRB recommended that six concepts be considered for the future of post-16 education and recommended two preferred options. Cabinet endorsed these recommendations and asked for more detailed work to be undertaken. This was completed and reported back to Cabinet in April 2018 where Cabinet gave approval for a public consultation on the six concepts and preferred options for post-16 provision across BCBC.

4. Current situation/proposal

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

- Sixth forms present in each secondary school varying in size from 61 to 347 (January 2018 PLASC data) predominantly delivering A levels for 1572 learners
- Sixth forms present in the two special schools with pathways for 102 learners
- Bridgend College and Pencoed Comprehensive School working in partnership to develop Penybont Sixth Form College
- Bridgend College provides a range of vocational pathways for 1907 learners 16-18 (October 2017)
- Options X and Y timetabled in common (two afternoons per week for each option) across all nine sixth forms and Bridgend College
- Twilight provision at Bridgend College
- Welsh-medium provision enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in RCT
- Faith education provision available in Archbishop McGrath Catholic High School
- 5 work-based training organisations provide 60 to 70 places on Engagement, Level 1 and Traineeship programmes for Year 11 leavers
- A handful of Year 11 learners will go on to Foundation Apprenticeships
- In 2015 approx. 29 learners from Year 11 went into employment

4.2 From a variety of reports and professional dialogue amongst the local education community including secondary headteachers, college principal, the Education and Family Support Directorate and other stakeholders, there has been general agreement that the current provision does not best meet the stated ambitions for post-16 education across the County. Among the reasons for this are the size of sixth forms, post-16 funding, standards of achievement, the range of subjects offered, access to digital learning and staffing. Detail on these issues will be laid out in the formal public consultation paper to be presented in Cabinet on 23 October 2018. There is a consensus that change is needed.

4.3 As a result of the work of the Post-16 Board and engagement with learners the following set of ambitions for post-16 provision are considered core to any future development:

- High-quality teaching and learning that enables them to secure strong performance and high standards of achievement in examinations
- A broad curriculum offer underpinned by excellent impartial careers advice and guidance
- Positive relationships with staff who are inspirational with students and experts in their work
- First-class support for learners whether in a personal capacity or through the facilities available to support their studies
- A good range of extra-curricular activity and have access to work experience

4.4 The six concepts that are being put forward for public consultation are:

- **Concept 1** The retention of sixth forms in all schools - the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this concept)

- **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)
- **Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)
- **Concept 4** A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s)
- **Concept 5** A mix of school sixth forms with some mergers to create new FE college governed sixth-form centre(s)
- **Concept 6** A full tertiary model governed by the FE sector

4.5 **Preferred concepts:** Concepts 4 and 5 provide a bridge between Concepts 1 and 2 and are currently the Council's preferred options from among the six concepts being considered. The rationale for this stated preference is as follows:

- When the Post-16 Board ran a scoring analysis against the key ambitions, Concepts 4 and 5 were the two that the Board agreed were most likely to meet these; this was subsequently supported by Cabinet
- It is understood that for a significant number of people the school based sixth form is an attractive option. However, as the consultation paper will indicate there are challenges to be faced in trying to maintain sixth forms in all the County's secondary schools. Concepts 4 and 5 provide options to keep at least some school-based sixth forms open whilst merging others into sixth-form centres either under Council control (Concept 4) or FE control (Concept 5)
- These two concepts respond to the "one size does not fit all" statement that has been voiced by local members, Welsh Government and the Cabinet Secretary for Education. There are a number of factors that will be taken into account when considering actual options and these include the geography of the County, travel and transport issues, the current and predicted capacity of secondary schools, the scale of the curriculum offer, recurrent and capital financial resources and standards of achievement

4.6 In the sections that follow the advantages and concerns for each concept will be explored in order to provide some insight into the range of issues that need to be taken into account before decisions on the future of post-16 provision are made. The suggestions here represent views from a range of stakeholders as part of the on-going review into post-16 education in the County. These are not exhaustive lists and as part of the consultation exercise further recommendations to the tally of advantages and concerns would be welcomed. The preferred concepts are considered first.

4.7 **Concept 4** A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s).

Advantages

- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Maintaining the link between sixth-form students and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the school
- Faith and Welsh medium schools see the retention of their sixth forms as a highly desirable/only acceptable model
- Given the current shortage of teachers Heads believe they can attract and recruit more qualified/experienced staff if the school has a sixth form
- Provides more choice for learners and parents between school-based sixth form, sixth-form centres and FE
- Will benefit from some improvement in economies of scale
- Currently the majority of sixth forms are unable to provide learners a level 2 (GCSE) offer; the larger scale of a sixth-form centre could offer learners this alternative
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size, financial effectiveness and cross-phase subsidisation
- Teaching staff in the centres may specialise in post-16 delivery potentially producing higher standards of performance
- Subject specialists across centres, through collaborative activity, would develop new approaches to 'blended learning' and support learners to have the skills and resources to use this methodology successfully in preparation for experiencing its wide use in further and higher education
- Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concerns

- Potential impact on schools that may not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
- Leakage of 'more able' learners to school with a sixth-form centre
- Depending on where the new centres are located it may or may not address the issue of surplus places
- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
- Potential for duplication and competition with Bridgend College and creation of a two tier system in the County
- Increased travel may be a more marked disadvantage for some students
- A potential impact of merging learners from different communities although this does not manifest itself currently within Bridgend College
- If the staff in the new centre(s) also have teaching commitments in schools then timetable management and collaboration with split site complexities will present a significant challenge

- If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The identity of post-16 learners with new centres or their home school
- There will be a need for good timetable collaboration between remaining school sixth forms and the new centres

4.8 **Concept 5** A mix of school sixth forms with some mergers to create new FE college governed sixth-form centre(s).

Advantages

- Provides more choice for learners and parents between school-based sixth form, FE sixth-form centres and traditional FE setting
- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Produces effective economies of scale
- Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size and financial effectiveness
- There would be no possibility of cross-phase subsidisation in schools
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision
- Maintaining the link between sixth-form students and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the schools that retain them
- Faith and Welsh medium schools see the retention of their sixth forms as a highly desirable/only acceptable model
- Removes the likelihood of institutional interest influencing learner choice of progression routes

Concerns

- Potential impact on schools that do not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
- Leakage of “more able” learners to school or college setting with a sixth-form centre
- There will be a need for good timetable collaboration between remaining school sixth forms and the college
- Does not address the issue of surplus places but will significantly increase the proportion of these
- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres

- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council
- If there are increased travel costs the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Increased travel may be a more marked disadvantage for some learners
- If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The loss of senior students from school settings and their ability to be aspirational role models

4.9 **Concept 1** The retention of sixth forms in all schools – the ‘status quo’ but with further development in order to improve the effectiveness of the delivery of this concept.

Advantages

- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Maintaining the link between sixth form students and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the school
- Some schools believe they can have a viable sixth form under this approach
- Faith and Welsh-medium schools see this as a highly desirable/only acceptable model
- Given the current shortage of teachers, Headteachers believe they can attract and recruit more qualified/experienced staff if the school has a sixth form

Concerns

- Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
- Resources/budgets/funding all set to reduce and many regard this model as unsustainable
- Does not address the issue of surplus places
- Does not increase the range of choice of providers for learners and parents
- Does not provide value for money and in schools with small sixth forms is likely to lead to cross-stage subsidisation taking away resources from years 7 to 11
- The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain
- Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment
- Limited opportunity to provide investment in 16-18 education facilities

4.10 **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s).

Whilst this concept produces one or more sixth-form centres that will benefit from economies of scale it could create significant surplus places in some of the

secondary schools. Creating the new centre(s) would require a significant capital investment which might prove problematic for the Council in times of austerity (see also paragraph 24). The governance, accountability and control of funding would remain with the Council.

Advantages

- Produces effective economies of scale
- Currently the majority of sixth forms are unable to provide learners a level 2 (GCSE) offer; the larger scale of a sixth-form centre could offer learners this alternative
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size, financial effectiveness and cross-phase subsidisation
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concerns

- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
- Does not increase the range of choice of providers for learners and parents
- Potential for duplication and competition with Bridgend College and creation of a two tier system in the County
- Increased travel may be a more marked disadvantage for some learners
- A potential impact of merging learners from different communities although this does not manifest itself currently within Bridgend College
- If the staff in the new centre(s) also have teaching commitments in schools then timetable management and collaboration with split site complexities will present a significant challenge
- If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The identity of post-16 learners with new centres or their home school

4.11 Concept 3 The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)

In this concept the centre or centres will benefit from even greater economies of scale than Concept 2 brought about through the association with an FE college. The issue of surplus places remains as in Concept 2 as does the requirement to source capital. However in this latter instance the fiscal environment available to a

FE college might be more flexible compared to a local authority. The governance, accountability and control of post-16 funding would pass to the FE college.

Advantages

- Produces effective economies of scale
- Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size and financial effectiveness
- There would be no possibility of cross-phase subsidisation in schools
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision
- Removes the likelihood of institutional interest influencing learner choice of progression routes

Concerns

- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council
- If there are increased travel costs the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Increased travel may be a more marked disadvantage for some learners
- If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- Does not increase the range of choice of providers for learners and parents
- The loss of senior students from school settings and their ability to be aspirational role models

4.12 Concept 6 A full tertiary model governed by the FE sector

This concept would see the closure of all sixth forms and require the development of a new large campus within the FE sector capable of providing for an influx of around 1,600 students from the school sixth-form sector which would require significant capital investment in facilities.

Advantages

- Significant economies of scale – the majority of post-16 education delivered by the one provider
- Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
- Greater resilience to cope with funding cuts
- Should provide good value for money
- Subjects delivered through larger teaching groups which are more conducive to high standards and a dynamic learning environment
- Equality of offer to all learners
- A significant opportunity to provide capital investment in 16-18 education facilities
- Could have a positive effect on Year 11 as they become the senior pupils in schools and greater maturity is expected from them
- Allows schools to focus more comprehensively on the outcomes at the end of key stage 4

Concerns

- Does not address the issue of surplus places but will significantly increase the proportion of these
- Reduces the choice of providers for learners and parents
- Sourcing the capital costs of a new campus in times of austerity and shrinking budgets
- Increased travel may be a more marked disadvantage for some learners
- There is the potential for increased travel costs and the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Surplus teachers and redundancy
- If the teaching staff from schools are recruited to the new centre under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The loss of senior students from school settings and their ability to be role models
- Given the current difficulties schools are experiencing in recruiting more qualified/experienced staff the change of status to an 11-16 school could potentially heighten this issue

4.13 It is anticipated that the consultation will run for a twelve week period from 26 November 2018 until 22 February 2019 and a report produced for Cabinet in April 2019.

5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment (EIA)

- 6.1 The previous reports to Cabinet, when considering the range of concepts, have referenced the issues of Faith, Welsh language and the additional learning needs aspects of post-16 provision. These aspects are again referenced in the consultation paper and it is stated that additional work and reports will undertaken separate to but complimenting the review of post-16 provision in mainstream settings.
- 6.2 An initial EIA impact screening has been undertaken and is attached to this report in Appendix B. A full EIA will be undertaken as part of the consultation exercise where stakeholders will be asked to contribute to the assessment.

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

- 7.1 Now and in the short and mid-term, the financial pressures in the education system are a challenge to the viability of small sixth forms and the range of subjects that are available to learners 16-18.
- 7.2 The Cabinet's preferred concepts for the future of post-16 provision in the County are aimed at providing choice in post-16 settings, maintaining the breadth of subject choice, improving facilities and enhancing the standards of performance.
- 7.3 Through these developments the Council is striving to meet the ambitions of learners and support them to become high skilled members of the workforce in Wales. This will enable them to access employment and thereby have incomes that allow them to lead fulfilling lives.
- 7.4 Through all stages of the review of post-16 provision there has been close engagement with a range of stakeholders including the young people in schools and college. This has meant that the voice of learners has been clearly articulated in the design of future provision. Learners will continue to be engaged in any future consultation activity.
- 7.5 Further detail can be found in the accompanying Wellbeing Impact Assessment in Appendix A.

8. Financial implications

- 8.1 Funding for sixth-form provision in BCBC is provided by Welsh Government as a single post-16 grant allocation each year. There is a core allocation based mainly on student numbers, with additional allocations to take into account student deprivation and Welsh-medium education. Total funding for 2018-19 is £5,829,430.76, of which over 97% is distributed to secondary schools. In the last three financial years the core grant has been reduced by £672,427 as a result of the combined effects of lower learner numbers and reductions by Welsh Government to the central post-16 grant for schools.
- 8.2 The consultation report will reference the financial pressures being faced by the Council, its secondary schools and Bridgend College. The need to use limited resources efficiently will be discussed along with providing good value for money.

No detail on potential capital costs will be provided although the challenge of obtaining capital investment in times of austerity will be covered.

- 8.3 One area presented in the consultation paper is post-16 transport costs. The pressure on this discretionary expenditure by the Council will vary between the different concepts. In some concepts the efficiencies gained can be used to offset transport costs whereas in others this may not be possible thus there is a varying degree of risk in relation to this particular budget pressure.
- 8.4 Should Cabinet decide after April 2019 to prepare specific option appraisals on post-16 provision then detailed financial models will be incorporated into the various options at that time.

9. Recommendation

Scrutiny is recommended to:

- 9.1 note the concepts that will be the subject of the consultation paper on post-16 education provision which will go to Cabinet on 23 October 2018; and
- 9.2 contribute to the consultation process during the period 26 November 2018 to 22 February 2019.

Lindsay Harvey
Director of Education and Family Support Services

16 October 2018

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Background documents:

Report to Cabinet, 31 October 2017, A REVIEW OF THE FUTURE OF POST-16 PROVISION ACROSS BRIDGEND COUNTY BOROUGH COUNCIL

Report to Cabinet, 24 April 2018, REVIEW OF POST-16 EDUCATION (PHASE TWO)

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims):	
Section 1	Complete the table below to assess how well you have applied the 5 ways of working.
Long-term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p> <p>In the short term BCBC and its secondary schools are faced with financial pressures. With reduced funding it is becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultation addresses this issue but also sets out to protect the long term interest of learners 16-18 by ensuring curriculum breadth, high standards, value for money and enhanced facilities.</p>
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p> <p>The Council's preferred option on post-16 provision is to retain a few sixth forms and merge others into larger centres. This will allow for economies of scale, ensure no more subjects are lost and re-instate others, provide value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – 'Supporting a successful economy' and 'Smarter use of resources'.</p>
Integration (Considering how the public body's well-being objectives may	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p> <p>It engages, educates and upskills young people to create a well qualified workforce for the future benefiting both the nation and the individual. The preferred concepts will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider</p>

<p>impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>range of cultural activities and exchanges will also be exploited.</p>
<p>Collaboration (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>As part of this change programme BCBC has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We anticipate working with a further 3000 learners in the consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to learners and thereby their wellbeing.</p>
<p>Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>As indicated in 4. the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn they ran workshops with pupils in their own schools. Over 1500 learners 16-18 and 500 staff in school and college responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward through the public consultation on post-16 provision the Council will engage with 3000 learners via school councils and a wider audience through the online survey and direct contact. Open workshops with parents and other stakeholders will be held across the County. All the input from these activities will be fed into the future deliberations on how post-16 provision will be delivered in the years ahead.</p>

Section 2		
Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The project is at the heart of developing a skilled and well-educated workforce by providing outstanding 16-18 education. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy. The preferred changes are predicated on the efficient use of resources by creating economies of scale in the educational provision.</p>	<p>The Council's preferred options set out to maximise the benefits to the young people in our communities by increasing choice of subjects to study and raising standards of achievement. Facilities will be enhanced and extra-curricular opportunities will be expanded.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The project will rationalise the transport infrastructure that supports post-16 education in the County thereby making efficient use of resources and reducing the carbon footprint and thus contributing to a healthier natural environment.</p>	<p>The preferred concepts in the project would seek to maximise access to a wide range of high quality education provisions with rationalised transport and good value for money.</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The preferred concepts will create larger 16-18 settings with viable teaching groups. Research has shown that the dynamic and interactions that occur in the larger units have a positive effect on the learning</p>	<p>Creating larger settings for post-16 will enable those learning communities to provide more physical and cultural activities in the working week to balance the academic demands and therefore</p>

	experience resulting in higher standards and better wellbeing. There is the potential for increasing the amount of participation in physical activities which in turn will have positive effects on wellbeing.	improve learner wellbeing.
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	This is a critical factor in the review – producing a result where all young people 16-18, regardless of background, circumstance or geography can enjoy access to the same wide range of high quality educational opportunities.	The project is seeking to maximise the opportunity for young people from some of our more disadvantaged backgrounds to access the full range of progression routes post-16 thus providing every learner with a possible and realisable route into their future.
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	The current post-16 community is fragmented and the project aims to bring together learners from a range of settings into well-designed learning provision alongside peers from across the County thus expanding their social interactions and increasing the connectedness of young people from different communities across the County.	The project aims to maximise opportunities for high quality learning in settings which are financially viable, safe, with excellent facilities and strong relationships between staff and learners.
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	The extra-curricular dimension and expanded engagement of learners 16-18 in the arts and sport will be built into any developmental plans. The lack of sport in the current post-16 curriculum was identified as a weakness by learners and will be addressed through the preferred concepts.	The project will proactively support a thriving Welsh-medium post-16 provision in partnership with schools in RCT with long term plans to expand the numbers in this sector.
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing</p>	The Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will continue with the development of the preferred concepts.	Maximise impact by universal adoption of the Welsh Baccalaureate.

such a thing may make a positive contribution to global well-being.	As a consequence all learners will take part in the Global Challenge, one of four challenges built into the qualification.	
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Section 3		Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts		
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?	
Age:	Yes through enhancing and improving educational opportunities for 16-18 year olds	No	Through the implementation of the Council's preferred concepts for post-16 provision across the Borough.	
Gender reassignment:	Neutral	Neutral		
Marriage or civil partnership:	Neutral	Neutral		
Pregnancy or maternity:	Neutral	Neutral		
Race:	Neutral	Neutral		
Religion or Belief:	Yes	No	Retention of Faith-based post-16 provision	
Race:	Neutral	Neutral		
Sex:	Neutral	Neutral		
Welsh Language:	Yes	No	Full support for partnership ad collaboration that enriches and expands the opportunities within Welsh-medium post-16 provision	

Section 4	Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers
Compiling Officers Name:	John Fabes
Compiling Officers Job Title:	Specialist Officer: Post-16 Education and Training
Date completed:	02 October 2018

Equality impact assessment (EIA) screening form

Department	Completed by (lead)	Date of initial assessment	Revision date(s)
Education and Family Support	John Fabes	1 st March 2018	
Name of policy being screened:	Post-16 Education		
Who is responsible for delivery of the policy?	Lindsay Harvey		
Is this an existing or new function/policy, practice, procedure or decision?	The post-16 education project is looking to change the existing post-16 education model.		
Brief description and aim of policy:	<p>The Post-16 Education phase two project aims to develop proposals for the strategy for post-16 education which is signed off by all stakeholders and which will inform future planning.</p> <p>The strategy for post-16 education in Bridgend will be underpinned by robust models, which will deliver the right education in the right place and with the best outcomes for learners.</p>		
Does this policy relate to any other policies (please state)	<p>The following legislation, principles, and policies which will assist in the development of the policy and to be considered are:</p> <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child • The Well-being of Future Generations (Wales) Act 2015 • 2050, A Million Welsh Speakers • Action Plan, Cymraeg 2050 • One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy • Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011) or any successor strategy • Faith in Education • Local plans for economic or housing development • Welsh in Education Strategic Plans (made under Part 4 of the School Standards and Organisation (Wales) Act 2013 • Children and young Peoples Plans (or successor plans) 		

	<ul style="list-style-type: none"> • 21st Century Schools – Capital Investment Programme and the relevant wave of investment • Learner Travel Statutory Provision and Operational Guidance 2014 • Measuring the capacity of schools in Wales, Circular No: 021/2011
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Staff, schools, learners, parents/carers/guardians
What evidence has been used to inform the assessment and policy? (please list only)	Informal consultation completed Options appraisal on concepts completed Formal consultation and engagement due to be held November 2018 to February 2019
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	No previous EIA in place
If an EIA exists, what new data has been collected on equality groups since its completion?	N/A

	Yes	No	Unknown
Is this policy an important or large scale function	✓		
Is it likely the policy will impact upon a large number of staff, residents and/or contractors?	✓		

Is it possible that any aspect of the policy will impact on people from different groups in different ways?					
Characteristic	High (H)	Med (M)	Low (L)	None	Explanation of impact
Age	✓				This policy directly impacts on post-16 education learners.
Disability	✓				The policy will be considering post-16 education for learners with additional learning needs
Gender Reassignment				X	
Race				X	

Religion/ Belief	✓				The policy will be considering post-16 education for learners educated in schools of a religious character.
Pregnancy and maternity				X	
Sexual Orientation				X	
Sex				X	
Civil Partnerships and Marriage				X	
Welsh Language	✓				The policy will be considering post-16 education for Welsh-medium learners.
What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (see guidance notes for list of protected characteristics?)					
The risk is minimal because the policy is aiming to provide all learners with an access to the right post-16 education.					
What action has been taken to mitigate this risk?					
As part of the post-16 education review a children's rights impact assessment and a Welsh impact assessment will be completed. Full consultation is scheduled. The school organisation code is being consulted. The appropriate religious bodies and the Archdioceses will be consulted before the consultation document is published.					

Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers nine protected characteristics.

Duty	Yes	No	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act	✓		
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	✓		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	✓		
Please set out fully your reasoning for the answers given above including an awareness of how your decisions are justified.			
The project is aiming to provide all post 16 learners with access to the right education. The proposals will ensure equality of opportunity for learners regardless of geographical location.			

Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011

	Yes	No	Unknown
The policy would impact on people’s opportunity to a) use the Welsh language in a positive or negative way and b) treat both languages equally	✓		
The policy could be changed to have a positive effect or increase the positive effect on a) people’s opportunity to use the Welsh language and b) treating both languages equally	✓		
The policy could be changed to minimise or remove any adverse effects on a) people’s opportunity to use the Welsh language and b) treating both languages equally	✓		

Is this policy likely to impact on community cohesion?

This policy may impact positively on the education community as greater links would be made between institutions.

However, this policy may negatively impact on the residential community as sixth forms may be removed from local comprehensive schools or located outside of the local community.

	Yes	No	Unknown
Procurement: Are there any procurement implications to the activity, proposal or service. (Please take the findings of this assessment to your procurement plan).		✓	
Human Resource: Are there any HR resource implications to the activity, proposal or service	✓		

What level of EIA priority would you give to this policy?

High full EIA within 6 months, or before approval of policy	Medium Full EIA within one year of screening	Low Full EIA within three years of screening	Screen out No further EIA required at this time
✓			

Please consider if timescale for EIA will be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

Please explain fully the reasons for this judgement, where “screened out” here you must include information how your decisions are justifiable and evidence based.

This policy is an important and large scale function. It will be impacting on a wide range of people and will impact on protected characteristic groups. The policy will enhance equality of opportunity for learners and could positively impact on the ability to use the Welsh Language.

A full consultation and engagement exercise is being arranged to take place between November 2018 and February 2019. Following consultation a full equalities impact assessment will be completed.

Who will carry out the full EIA?	Specialist Officer: Post 16 Education and Training
Full EIA to be completed by (Date):	April 2019
Date EIA screening completed:	
Approved by (Head of Service):	

When complete, this form must be retained by the service area. The EIA screening should be recorded as complete on share point (your business manager has access to share point). The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or equalities@bridgend.gov.uk

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