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Bridgend County Borough Council



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Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate

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Gofynnwch am / Ask for: Michael Pitman

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Thursday, 24 October 2019

Dear Councillor,

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

A meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Council Chamber, Civic Offices, Angel Street, Bridgend, CF31 4WB on **Wednesday, 30 October 2019 at 09:30.**

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Review of Post-16 Education Provision Across Bridgend Phase 4 Report 3 - 52

Invitees:

Lindsay Harvey, 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, Senior Challenge Advisor, CSC
Andrew Williams, Acting Managing Director, CSC
Megan Lambert, Youth Mayor

4. Forward Work Programme Update 53 - 60
5. Urgent Items
To consider any item(s) of business in respect of which notice has been given in accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

Yours faithfully

K Watson

Head of Legal and Regulatory Services

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Councillors:

TH Beedle
JPD Blundell
NA Burnett
RJ Collins
PA Davies
SK Dendy

Councillors

J Gebbie
T Giffard
M Jones
KL Rowlands
B Sedgebeer
RME Stirman

Councillors

JH Tildesley MBE
KJ Watts
A Williams
AJ Williams

Registered Representatives

Tim Cahalane
Rev Canon Edward Evans
Ciaron Jackson
Lynsey Morris

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

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY 1 COMMITTEE

30 OCTOBER 2019

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT SERVICES

REVIEW OF POST-16 EDUCATION PROVISION ACROSS BRIDGEND PHASE 4 REPORT

1. Purpose of report

- 1.1 The purpose of this report is to inform the committee of the progress made on the proposals for Post-16 provision (Phase 4) and to consider the draft consultation paper before the matter goes before Cabinet for a decision.

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 education 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.

3.3 The public consultation documentation was approved by Cabinet on 20 November 2018 and the consultation went live across December 2018 to February 2019.

3.4 A post-consultation report was prepared and went to Cabinet on 16 April 2019. Approval was given by Cabinet to move to a phase 4 of the Post-16 Review and to prepare detailed alternatives against a more limited range of options.

4. Current situation/proposal

4.1 The current situation is that Cabinet has approved the further analysis of three options from the original six concepts. These are:

Option 1

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

Option 2

A mix of school sixth forms with some mergers to create new further education (FE) college-governed sixth-form centre(s).

Option 3

The retention of sixth forms in all schools - the current position (ie a distributed post-16 model based on collaboration, but with further development in order to improve the delivery of this option)

4.2 The attached Phase 4 papers at Appendix 1 and Appendices 2 to 4 include updates to data contained in previous reports and the public consultation documents.

4.3 Furthermore, contained in the draft paper at Appendix 1, a range of outcomes are explored in the context of the three proposed remaining options specifically:

- For Option 1, six potential outcomes are described (Outcomes A to F) and a range of positives and concerns for each of these is presented.
- For Option 2, there is an overlap with Outcome F in Option 1 and two FE college scenarios are considered.
- For Option 3 where sixth forms are retained in all secondary school settings, a range of issues have been identified that would need to be addressed in order to deal with the perceived concerns around the current sixth-form arrangements.

4.4 The report being presented to Cabinet in November 2019 will be setting out the alternatives established in the proposed draft paper at Appendix 1 and will be seeking approval to go to public consultation on these proposals from November 2019 to the end of January 2020 with the intention of bringing the results of the consultation back to Cabinet in April 2020. In addition, feasibility studies will be prepared, particularly where there are capital implications, and be presented to Cabinet together with the outcomes of the consultation, should Cabinet give approval to go out to consultation.

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 draft consultation paper and it is stated that additional work and reports will be undertaken separate to, but complementing 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. 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 aged 16 to 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. Over 2000 learners contributed to the public consultation earlier in the year and learners will continue to be engaged in any future consultation activity.

7.5 Further detail can be found in the accompanying Wellbeing Impact Assessment.

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.

8.2 Total funding for 2018-2019 was £5,829,430; the majority of which was distributed to secondary schools. In the 2018-2019 financial year and the two preceding years, the core grant had a cumulative reduction of £672,427 as a result of the combined

effects of lower student numbers and reductions by Welsh Government to the central post-16 grant for schools.

- 8.3 The total allocation for 2019-2020 is £5,750,256; a reduction of 1.36% or £79,174 on the 2018-2019 allocation.
- 8.4 The consultation report referenced the financial pressures being faced by the Council, its secondary schools and Bridgend College. The need to use limited resources efficiently was discussed along with providing good value for money. Further updated information is included at Appendix 3.
- 8.5 Further work will be undertaken via feasibility studies on the capital and transport implications of the different outcomes and options referenced at paragraph 4.1.

9. Recommendations

- 9.1 Scrutiny is recommended to:
- note the contents of the proposed draft paper at Appendix 1 and associated Appendices 2 to 7 which deal with phase 4 of the review into post-16 education provision across BCBC; and
 - contribute to the consultation process, if approved by Cabinet, during the period November 2019 to the end of January 2020.

Lindsay Harvey
Corporate Director (Education and Family Support)

23 October 2019

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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)

Report to Cabinet, 20 November 2018, REVIEW OF POST-16 EDUCATION (PHASE THREE AND PUBLIC CONSULTATION)

Report to Cabinet, 16 April 2019, REVIEW OF POST-16 EDUCATION (RESULT OF THE PUBLIC CONSULTATION AND APPROVAL TO MOVE TO PHASE 4)

Draft Consultation paper on the potential re-organisation of post-16 provision across Bridgend County Borough Council plus eight appendices.

Wellbeing and Future Generations Assessment

Initial Equalities Impact Assessment

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Appendix 1

Phase 4 of the consideration for potential re-organisation of post-16 education provision across Bridgend County Borough Council (BCBC)

Autumn 2019

Introduction

1. This paper takes forward the remaining options for the provision of post-16 education as determined by Cabinet on 16 April 2019. A summary of the background to the review is presented at Appendix 2.
2. The final options are predicated on the efficient use of resources by creating economies of scale in the educational provision so that the range of subjects, support for learners and facilities can all be afforded.
3. The more limited number of changes now under consideration have been influenced by the feedback from the first round of public consultation in early 2019 and all retain some element of sixth-form provision.

Table 1 Sixth form numbers via January PLASC data 2015-2020

Numbers in sixth forms – January PLASC data 2016 - 2020 School Name	Year					
	2015	2016	2017	2018	2019	2020 provisional
Archbishop McGrath Catholic High School	150	164	156	148		
Brynteg School	442	422	377	347		
Bryntirion Comprehensive School	205	170	174	205		
Coleg Cymunedol y Dderwen	165	157	148	160		
Cynffig Comprehensive	100	88	76	61		
Maesteg School	193	204	177	150		
Penybont Sixth Form College	142	130	128	141		
Porthcawl Comprehensive School	332	290	262	242		
Ysgol Gyfun Gymraeg Llangynwyd	123	110	111	118		
Mainstream total	1852	1735	1609	1572		
Heronbridge Special School	51	55	59	60		
Ysgol Bryn Castell	42	39	41	42		
Total in schools	1945	1814	1709	1674		
Bridgend College 16-18	1903	1864	1906	2488 combined		
Overall total of 16-18 (includes Y14 in schools)	3848	3678	3615			
Bridgend College 19 plus	587	601	573			
Bridgend College full-time enrolments	2490	2435	2509	2488		

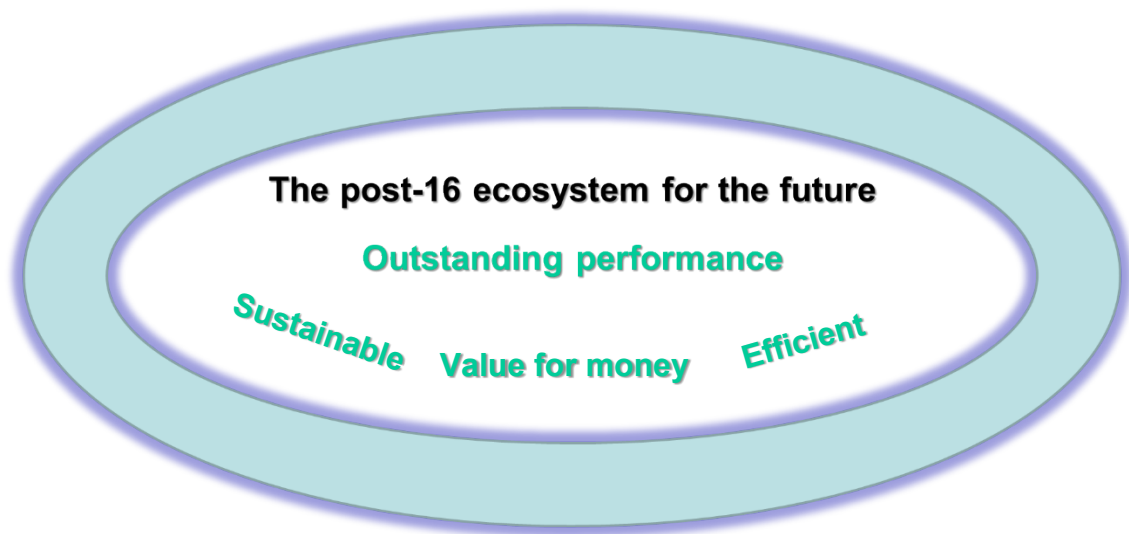
4. In respect of the 'status quo', there have been many discussions on the relative positives and concerns of the current system. Some of these were reinforced during the first public consultation and some new ones added (in blue ink). The table below summarises the key points.

Table 2 – positives and concerns of the Status Quo

Positives
<p><i>Points made during the review:</i></p> <ul style="list-style-type: none"> • 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 role models and supporting younger learners • Sixth forms add to the overall ethos of the school • Perceived as popular with parents, staff, students, governors • 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 • Least disruptive approach • Stability in staffing • Standards have improved in 2019 <p><i>Points made in the public consultation:</i></p> <ul style="list-style-type: none"> • Known environment/ accessibility • Teacher pupil parent relationship/support • Sixth-formers set a good example
Concerns
<p><i>Points made during the review:</i></p> <ul style="list-style-type: none"> • Ability to maintain curriculum breadth; some traditional subjects have already been lost • Resources/budgets/funding all set to reduce and many regard this model as unsustainable • Does not address the issue of surplus places • Does not provide value for money and in schools with small sixth forms is likely to lead to funds for key stages 3 and 4 being used to subsidise the sixth form • The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain • Withdrawal of transport grants may require students to pay for their own transport or remain in their home school with consequential reduction in subject choice • Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment • Increasing challenge to meet the Learning and Skills Measure in smaller sixth forms <p><i>Points made in the public consultation:</i></p> <ul style="list-style-type: none"> • Does not increase the range of choice of providers for learners and parents • Limited opportunity to provide investment in 16-18 education facilities • Travel issues • Expense • High standards may drop • Less subject choice

What are we aiming for?

5.



For any change that is envisaged for BCBC we would want to realise the benefits identified in the diagram above and to a level of improvement that will be to the benefit of all learners in post-16 education.

What are the remaining options under consideration?

6. Option 1

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

Option 2

A mix of school sixth forms with some mergers to create new FE College governed sixth-form centre(s)

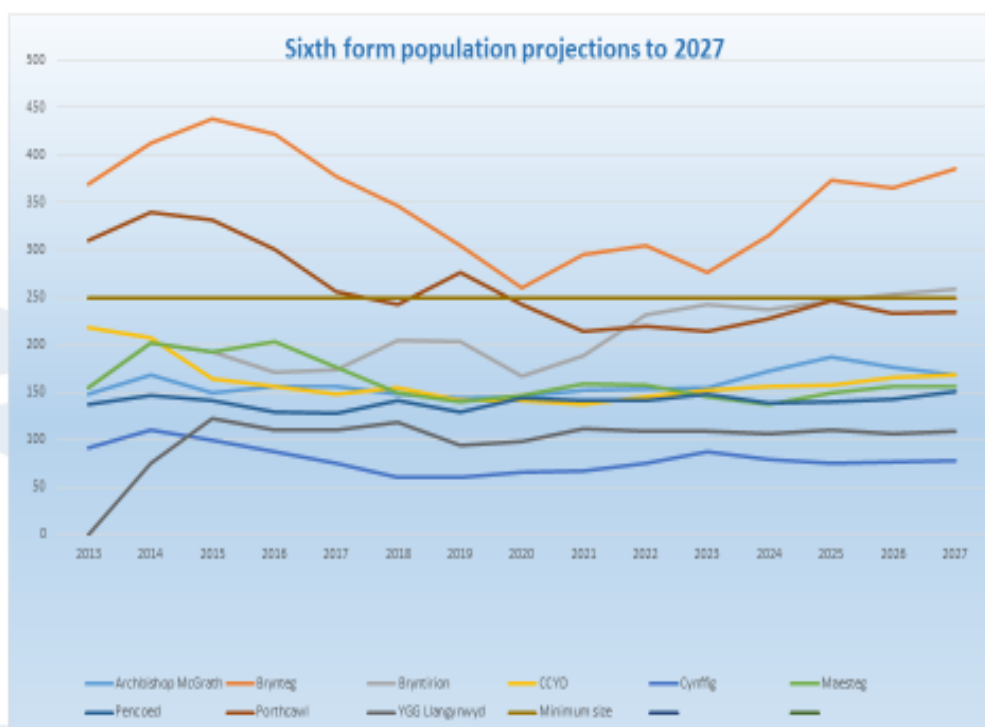
To note: Options 1 and 2 are not mutually exclusive and elements of both could be taken forward.

Option 3

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 option)

- In order to be able to compare the remaining options and the alternatives that might be available within a given option it is important that key data presented in earlier reports is updated. Accordingly fresh tables of information are now to be found in the appendices and will be referenced below.

Table 3: Size of Sixth form – current and projections



- In previous reports the significance of the size of sixth forms was discussed with reference to standards of performance, the curriculum offer and financial viability. In general benchmark terms an effective sixth-form provision needs to have a student population of around 250. The projections for Bridgend suggest

that Brynteg School sixth form will continue to exceed this figure and that Porthcawl Comprehensive School and Bryntirion Comprehensive School sixth forms will be close to this benchmark during the next decade. All other schools are well below the figure of 250. For these schools there are implications for the number of timetabled subjects, the viability of minority subjects, the dependence on collaboration to meet the requirements of the Learning and Skills Measure and for students to achieve their first preference combination of subjects. Increasingly with rising budget pressures the affordability of small sixth forms has to be subject to detailed scrutiny (see appendix 3 for further detail).

9. Two schools stand apart from this particular issue. Archbishop McGrath Catholic High School will continue to provide a post-16 education of a religious character. It is expected to be fully subscribed for the foreseeable future and to have an average sixth form of 159. For this number to rise toward 250 there would need to be some expansion of facilities to the current site.
10. YGG Llangynwyd, as the sole Welsh-medium high school in BCBC, is reliant on the flow of pupils from the Welsh-medium primary sector. Through the Welsh Education Strategic Plan and the Band B programme of 21st Century School there are plans to increase in capacity in Welsh-medium primary education. However, it will be some time before this increase impacts on numbers in the sixth form and they expand above 100. There is significant pressure on this school to be able to provide a good range of subjects through the medium of Welsh and there is therefore a strong reliance on the partnership collaboration with YGG Llanhari in RCT. Hence in the last paper to Cabinet in April 2019 the proposal to formalise the arrangements between the two schools was articulated. Dialogue on this has now commenced with RCT.

11. School capacities

The forward projection of the size of sixth forms also needs to be considered in relation to the projected capacity of each of the secondary schools in BCBC

Table 4: School capacities to 2027

Planned admission numbers, capacity, average size of sixth form and balance of places per school

	1	2	3	4	5	6	7	8	9	10
School	Overall capacity	PAN/year group	PAN Y7-11	Average Projected 6th form	Expected size PAN plus average	Balance of capacity	Current roll - PLASC Jan 19	Current actual balance of	Whole school projection to 2027	Projected balance of capacity
Archbishop McGrath	836	131	655	159	814	22	834	2	1054	-218
Brynteg	2099	333	1665	350	2015	84	1450	649	1933	166
Bryntirion	1208	210	1050	209	1259	-51	1212	-4	1422	-214
CCYD	1595	276	1380	161	1541	54	1259	336	1663	-68
Cynffig	1013	180	900	80	980	33	718	295	832	181
Maesteg	1333	228	1140	162	1302	31	1039	294	1188	145
Pencoed	1115	214	1070	140	1210	-95	898	217	1284	-169
Porthcawl	1551	246	1230	259	1489	62	1235	316	1528	23
YGG Llangynwyd	775	165	825	100	925	-150	614	161	790	-15



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12. In Table 4 above the columns show the following information:

1. Column 1 – the overall capacity of each school
2. Column 2 – the planned admission level per year group
3. Column 3 – the planned admission level for Years 7 to 11 assuming all year groups are at planned capacity
4. Column 4 – the projected average size of the sixth form
5. Column 5 – the combined totals for Years 7 to 13
6. Column 6 – the balance of places when full to planned admission levels in Years 7 to 11
7. Column 7 – the numbers on roll, Years 7 to 13, taken from the latest PLASC return in January 2019
8. Column 8 - The balance of places in the academic year 2018-2019
9. Column 9 – Whole-school projections of numbers on roll to 2027 for Years 7 to 13
10. Column 10 – the balance of places expected in 2027 based on these projections

13. Columns 1 to 6 indicate that if all schools achieved their planned admission levels then the only significant issue would be under capacity in Welsh-medium provision. However, the current position as revealed by columns 7 and 8 shows a range of surplus places in all schools except Archbishop McGrath Catholic High School and Bryntirion Comprehensive School where there are pressures to accommodate demand.

14. The forward projections to 2027 allow for the growth in housing contained in the current local development plan. This includes all those areas where planning permission has been granted plus a figure for development land where planning has not yet been brought forward. From this projection it can be seen that surplus capacity now only exists in Brynteg School, Cynffig Comprehensive

School and Maesteg School. Brynteg School with less than 10% surplus capacity would be within Welsh Government parameters. Maesteg School is projected around 10% and only Cynffig Comprehensive School at 17.8% has levels of surplus capacity which would be of concern. Pressure on places is beginning to be felt in Coleg Cymunedol y Dderwen, Porthcawl Comprehensive School and YGG Llangynwyd. Severe pressure is envisaged for Archbishop McGrath Catholic High School, Bryntirion Comprehensive School and Pencoed Comprehensive School. In the case of Archbishop McGrath Catholic High School a significant proportion of the pupil population are non-Catholics and therefore through the application of its admission policy the school should be able to meet the demand for places for pupils from both Catholic and Church in Wales families. Since Archbishop McGrath Catholic High School draws its catchment from across BCBC the excess demand would be dispersed across the County and either apply further pressure on some schools or be accommodated by those with surplus places.

15. A new local development plan (LDP) for BCBC to cover the period from 2021-2033 has been released for public consultation. Further potential areas for housing development have been identified in addition to those in the current LDP. Should these be taken through to a new LDP then the possible impact on secondary school places might be as follows:

Maesteg – 635 new houses yielding 137 extra secondary pupils 11-18.
Bridgend – 1000 new houses around Island Farm yielding 216 secondary pupils and about 1250 houses towards Laleston yielding 270 secondary pupils.
Pencoed – 800 new houses yielding 173 secondary pupils.
Pyle – around 1500 new houses yielding 324 secondary pupils.

The consequence of this would be to see surplus capacity in Maesteg School reduced to nearly zero with Brynteg School and Cynffig Comprehensive School potentially moving from a position of surplus to excess demand. Bryntirion and Pencoed Comprehensive Schools would see demand for places increase significantly above the current projections in Table 4.

If any of these current new housing proposals are brought forward in the 2021-2033 LDP then the implications for secondary school places and for sixth-form accommodation will need to be further reviewed.

16. Achievement and progress

In the determination of any change to the nature of post-16 provision across BCBC it is important to demonstrate that the quality of provision will be at least as good as currently provided if not better. At this point in time, the 2019 examination data that follows is provisional and may change.

17. In broad terms, since 2014-2015 standards at post-16 in sixth forms have been rising across BCBC. There is variation across schools and between years and not all schools have been able to demonstrate sustained improvement. Tables for the key indicators are provided below.

18. The percentage of students gaining 3 A*-A grades at A level in 2019 at 12.5% (provisional) is the best performance for BCBC since 2012. This and the other indicators reflect the effects of greater scrutiny of post-16 data, the use of Alps value-added data, the impact of Seren and the individual efforts within schools themselves. The average prior GCSE performance of students has remained fairly consistent since 2014-2015 (see appendix 4). There has been variation in the quality of year groups both between schools and between year groups in any given school.

% gaining 3 A*-A	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath	2.2	7.8	10.6	8.5	6.7	21.9	21.4	16.1
Brynteg	5.5	6.5	11.4	4.0	7.2	10.3	5.4	16.7
Bryntirion	3.0	10.9	6.3	5.6	8.0	12.7	12.9	16.7
CCYD	0.0	3.6	1.6	3.3	0.0	0.0	4.9	8.8
Cynffig	0.0	4.0	0.0	0.0	2.9	7.4	6.9	5.6
Maesteg	3.9	4.8	0.0	0.0	1.3	7.4	1.7	1.8
Pencoed	3.1	4.1	3.3	1.7	3.5	3.7	6.7	11.3
Porthcawl	13.9	15.4	10.9	12.2	10.7	9.8	16.0	12.3
YGGL				3.6	7.4	7.3	7.7	8.2
LA	5.2	8.3	7.1	5.3	6.1	9.4	9.2	12.5
Wales	9.0	8.3	8.8	7.8	6.7	10.5	13.4	

19. The percentage of students gaining 3 A*- C grades at A level in 2019 has shown a bit more variance than the 3A*-A data but the overall trajectory for BCBC since 2014-2015 shows sustained improvement but with more to do to exceed the All Wales average.

% gaining 3 A*-C	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath	73.9	78.4	40.9	34.0	40.0	78.1	69.6	62.9
Brynteg	47.3	64.5	58.7	47.4	51.7	52.9	57.4	62.7
Bryntirion	68.2	71.9	34.4	38.2	44.0	58.7	61.4	54.4
CCYD	60.9	52.4	39.1	29.5	31.9	36.2	52.5	45.6
Cynffig	52.9	64.0	15.2	11.8	17.1	51.9	51.7	61.1
Maesteg	62.3	81.0	20.3	16.0	33.3	45.7	38.3	41.1
Pencoed	68.8	83.7	31.1	26.7	15.8	37.0	46.7	64.2
Porthcawl	67.0	65.7	56.3	59.0	57.9	61.5	68.1	65.8
YGGL				32.1	48.1	63.4	51.9	57.1
LA	60.7	68.2	42.9	38.7	42.4	54.2	56.5	57.5
Wales	65.2	66.8	42.6	40.0	38.3	54.7	57.9	

20. Since 2014-2015 the Level 3 threshold or % of learners who achieve at least 2 A levels or A level equivalents has moved steadily up and ahead of the All Wales average. This reflects the fact that the overwhelming majority of learners successfully complete their qualifications and can move on positively to post-18 destinations. The 'Not in Education, Employment or Training (NEETs)' data for Year 13 has been in decline over recent years and this confirms the schools' view that most sixth-formers achieve positive destinations. Schools report that the vast majority of students who wish to go on to Higher Education gain places to study and in most cases this is their first choice. We have seen increased numbers of our Seren students gaining places at Russell Group and Sutton Trust 30 universities.

L3 threshold (% achieving minimum of 2 A levels)	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath	87.0	88.2	100.0	95.7	100.0	100.0	100.0	100
Brynteg	98.2	92.8	94.6	98.9	97.2	95.5	96.6	100
Bryntirion	95.5	100.0	98.4	96.6	100.0	98.4	100.0	96.5
CCYD	96.9	92.9	96.9	91.8	98.6	98.3	100.0	98.2
Cynffig	88.2	100.0	93.9	100.0	100.0	100.0	89.7	94.4
Maesteg	97.4	96.8	100.0	98.8	100.0	97.9	100.0	100
Pencoed	95.3	98.0	95.1	98.3	96.5	98.1	95.0	98.1
Porthcawl	98.3	98.6	95.8	97.4	96.7	99.2	100.0	99.1
YGGL				100.0	100.0	100.0	100.0	100
LA	96.0	95.6	96.6	97.6	98.3	98.1	98.3	98.8
Wales	96.9	96.5	97.1	97.0	98.0	97.1	97.6	

21. The overall value-added performance of BCBC sixth forms as measured by the Alps system shows a number of strongly performing schools but also a degree of variance across schools. In this data **red (grades 1, 2 and 3)** indicates strong performance among the top 25% of UK centres and **blue (grades 7, 8 and 9)** indicates a relatively weak performance in the bottom 25% of UK centres. One of the key challenges for any system change at post-16 is to ensure that there is a greater consistency in outcomes for learners irrespective of where they are studying and that overall the results for BCBC push on to exceed All Wales figures especially in performance outcomes at the higher grades.

Alps grades

Excellent performance Top quartile	Good to average performance	Significant under-performance Bottom quartile
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1	2	3	4	5	6	7	8	9
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Overall Alps Performance Grades

	2015/16	2016/17	2017/18	2018/19
Archbishop McGrath Catholic School	3	2	2	3
Bridgend College (twilight A levels)	4	5	2	
Brynteg School	4	4	3	7
Porthcawl Comprehensive School	3	4	4	6
Maesteg School	5	4	5	6
Ysgol Gyfun Gymraeg Llangynwyd	3	5	7	5
Coleg Cymunedol Y Dderwen	7	5	2	4
Pencoed Comprehensive School	6	5	6	3
Cynffig Comprehensive School	5	6	6	5
Bryntirion Comprehensive School	6	6	6	7

22. At this moment in time, a school-to-school improvement system for post-16 is under-developed both locally and regionally. The proposed changes to post-16 provision will need to demonstrate how the excellent practice in our best departments is spread across the sector to enhance the performance of learners wherever they are studying. Central South Consortium have introduced subject networks in STEM subjects and the engagement of staff from Bridgend schools with these networks is being monitored. These networks are currently only available for developments through the medium of English and not Welsh.

Option proposals

23. Consideration is now given to the three remaining options that are being taken forward from the earlier reports to Cabinet on the post-16 review. It should be noted that there is some flexibility to combine elements of Options 1 and 2 in any final outcome proposal.

Option 1

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

There are seven English-medium community secondary schools across BCBC.

Numbers in sixth forms – January PLASC data 2016 – 2019 plus projection to 2027	Year						Current surplus places 2018	Projected surplus places 2027
	2015	2016	2017	2018	2019	2027 projection		
School Name								
Brynteg School	442	422	377	347		386	649	166

Bryntirion Comprehensive School	205	170	174	205		259	-4	-214
Coleg Cymunedol y Dderwen	165	157	148	160		169	336	-68
Cynffig Comprehensive	100	88	76	61		78	295	181
Maesteg School	193	204	177	150		157	294	145
Penybont Sixth Form College	142	130	128	141		151	217	-169
Porthcawl Comprehensive School	332	290	262	242		235	316	23

In considering the options that follow the intention is to create sixth forms/centres that have a minimum capacity of 250. In doing so we will be ensuring that:

- There are sufficient numbers of learners in each setting to provide a broad curriculum offer
- The continuance of minority subjects is protected
- Standards do not dip but continue to rise
- Teaching sets are of a size that secures efficient use of resources
- Learner numbers are matched to the capacity of the schools

24. Where mergers of sixth forms are considered there are two ways in which this process could be managed. The first is through a statutory process whereby some schools will have their category changed from 11-18 to 11-16 and others retaining 11-18 status with an expanded sixth-form provision. Whilst this would result in centres that provide the benefits of scale for provision and resources concerns have been expressed about the potential impact on the 11-16 schools. These include:

- Potential loss of experienced staff
- Difficulties in recruiting/retaining expert/experienced staff who would prefer 11-18 settings
- Potential de-stabilisation at Year 7 where parents use their preferences to apply for places in 11-18 schools where there will be continuity of education to 18
- The loss of sixth-form students as role models within the school
- A potential reduction in the cultural activities within the school
- Leakage of 'more able' pupils to schools with a sixth-form centre
- Surplus teachers and redundancy

25. The second mechanism is through the voluntary mergers of sixth forms. In the outcomes put forward later Headteachers and Governing Bodies could agree to co-locate their sixth-form students on to one site without relinquishing their 11-18

status. This model has been discussed with secondary headteachers but would require some firm commitments to be established including:

- A common timetabling agreement to allow members of staff from either school to access the sixth-form timetable (it could also support some sharing of staff at key stages 3 and 4)
- A joint management committee to oversee the arrangements comprising of at least the headteachers and chairs of governors (WG guidance on joint FE/School partnerships can provide insights into acceptable ground rules)
- Contributing schools would pool their post-16 allowances
- Student performance data would be used as part of the evidence base for determining which staff would be used to deliver the sixth-form provision
- Instigate a school to school professional development approach for staff teaching post-16 in order to ensure a continued rise in standards
- Consultations with staff in relation to travel between sites
- An agreement to deliver at least the Welsh Bac to students back in their home school in order to maintain contact with pupils lower down the school and act as role models

Outcomes under Option 1

26. There are three secondary schools with sixth forms that either have or are projected to be around the 250+ preferred size. These are Brynteg School, Bryntirion Comprehensive School and Porthcawl Comprehensive School. Of these Bryntirion Comprehensive School has a projection indicating significant capacity issues. By 2027, it is anticipated to have a sixth form of 259 and a demand for places over capacity of 214 and this excludes any additional pressures from the new local development plan (LPD) under construction (see paragraph 15). It is understood that expansion on the Bryntirion Comprehensive School site is unlikely. Whilst Brynteg School could take some of the surplus demand it could not meet all of it and future demand from the new LDP. BCBC could consider whether there is sufficient demand for a new secondary school when the LDP comes forward or whether re-organisation of sixth-form provision supports a long-term solution.

27. Outcome A

One choice could be to develop a post-16 centre of excellence on the Brynteg School campus. This would require capital investment which may lie outside of Band B proposals for the 21st Century Schools Programme. The proposal could change Bryntirion Comprehensive School to an 11-16 school but that route (route 1) may well generate a lot of opposition. The other route is to develop a joint or federated sixth form that belongs to both schools and this may be a more acceptable development (route 2). A strong town centre sixth form with

partnerships with Bridgend College and Archbishop McGrath would have some merit.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A joint sixth form or centre with between 550 and 650 students • A rich and broad curriculum offer • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the two schools (route 2) • The Brynteg School campus could accommodate expansion for sixth-form provision • Using route 2 would alleviate some of the concerns Bryntirion Comprehensive School are likely to express over changing its status to 11-16 • Proximity of the two schools and to Bridgend College • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues • Ability to offer a wider range of academic and vocational subjects through collaboration with Bridgend College • Better range of services and support for students because of the scale of the centre 	<ul style="list-style-type: none"> • The seven potential issues faced by Bryntirion Comprehensive School as an 11-16 school in route 1 as discussed in paragraph 24 • The ability of BCBC to find the capital investment for the project • Bryntirion Comprehensive School becomes a split site school and Brynteg as well but to a lesser extent depending on the location of the centre in its extensive grounds • Developing new joint subject delivery teams and ensuring clear lines of accountability so standards don't drop in the short term • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites

28. Outcome B

Porthcawl Comprehensive School in the west of the County has an established and successful sixth form of 242 and is forecast to have an average of around 259. This sixth form therefore meets the general viability requirements and given the distance from other settings (excluding Cynffig Comprehensive School) it would seem inappropriate to require this number of students to travel elsewhere for their sixth-form education. It is proposed that this is one of the retained sixth forms under Option 1.

29. Outcome C

Cynffig Comprehensive School has BCBC's smallest sixth form of currently 61 students. This falls well below the expected minimum size for a sixth form. The number of timetable subjects is limited to around 12 to 14 and this will impact on the choices students make. They can take advantage of subjects in day time collaboration or through twilight sessions in Bridgend College both of which will require additional travel during or at the end of the day. Although A level results are improving being a small sixth form it is less resilient to changes in students and/or staff which increases the likelihood of variances in outcomes. There will always be a financial pressure on small sixth forms trying to match subject availability against limited resources without cross-stage subsidy. In this option consideration is given to the closure of the sixth form (route 1) or its merger with Porthcawl Comprehensive School sixth form (route 2). It is noted that these two schools are already engaged in some collaborative activities.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A potential increase in sixth-form numbers to just over 300 • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the two schools (route 2) • Porthcawl Comprehensive School has a consistently strong track record of delivering sixth-form education with a good track record of results • The Porthcawl Comprehensive School campus could accommodate the numbers of sixth-form students from Cynffig Comprehensive School • Using route 2 would alleviate some of the concerns Cynffig Comprehensive School is likely to express over changing its status to 11-16 • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues 	<ul style="list-style-type: none"> • The seven potential issues faced by Cynffig Comprehensive School as an 11-16 school in route 1 as discussed in paragraph 24 • The current situation of surplus places at Cynffig Comprehensive School is around 29% and using future projections without the sixth form this may reduce to 25% with surplus places therefore remaining a significant issue at Cynffig Comprehensive School • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites which are at some distance from each other • It has been suggested that the removal of a sixth form from Cynffig Comprehensive School might lower the aspirations in the community and of learners in the school (note: the Welsh Bac proposal in paragraph 25 to offset this)

30. **Outcome D:** Cynffig Comprehensive School also has the capacity to act as a host for an expanded sixth-form centre. This could be considered alongside the capacity issues that are projected to be experienced by both Coleg Cymunedol y Dderwen and Pencoed Comprehensive School. This would require some investment to increase the capacity for sixth-form students at Cynffig Comprehensive School. Currently the three schools have 362 sixth-form students between them and this is projected to rise to 398 by 2027. Both Coleg Cymunedol y Dderwen and Pencoed Comprehensive School are expected to be over capacity by then.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A good size sixth form of 360 to 400 students • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the three schools (route 2) • Using route 2 would alleviate some of the concerns Coleg Cymunedol y Dderwen and Pencoed Comprehensive School are likely to express over changing their status to 11-16 • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues • Would address the issue of surplus places at Cynffig Comprehensive School and alleviate to some extent longer term capacity issues in Coleg Cymunedol y Dderwen and Pencoed Comprehensive School 	<ul style="list-style-type: none"> • The seven potential issues faced by Coleg Cymunedol y Dderwen and Pencoed Comprehensive School as 11-16 schools in route 1 as discussed in paragraph 24 • The need for capital development to facilitate expansion of the sixth form • Access to the school site for larger numbers of students • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites which are at some distance from each other • Developing new joint subject delivery teams and ensuring clear lines of accountability so standards don't drop in the short term • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the 300 or so learners from Coleg Cymunedol y Dderwen and Pencoed Comprehensive School • Although post-16 results have improved this year in the three schools, historically the standards in value-added and national indicators have not been strong; there is a risk of slippage through a period of change

	and particular attention would need to be given by the schools to alleviating this risk
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31. Outcome E

The position of Maesteg School at the head of the valley does create issues for transport and travel times and, as was articulated in the consultation events, a strong sense of loss and lost opportunity should the sixth form be removed. Here consideration is given to a sixth-form centre based in Maesteg School. The partner school would be Coleg Cymunedol y Dderwen where over capacity in the future might become a problem. During the consultation a strongly expressed view from Maesteg School was that everything headed ‘down the valley’ and that never a thought was given to reversing that. In this outcome, Maesteg School which has a current surplus of 294 places falling to 145 over time would host the 160 to 170 sixth form students from Coleg Cymunedol y Dderwen. Both statutory 11-16 proposals and voluntary mergers could be explored in this option.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A good size sixth form of between 300 and 330 students • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Ability to develop expert teams of teachers drawn from the two schools (route 2) • Using route 2 would alleviate some of the concerns Coleg Cymunedol y Dderwen is likely to express over changing their status to 11-16 • Potential to share staff across all secondary key stages and helping to address financial and recruitment issues • Would address the issue of surplus places at Maesteg School and alleviate to some extent longer term capacity issues in Coleg Cymunedol y Dderwen 	<ul style="list-style-type: none"> • The seven potential issues faced by Coleg Cymunedol y Dderwen as an 11-16 school in route 1 as discussed in paragraph 24 • A common timetable will impose some constraints on timetablers but when married up with the new key stage 3 curriculum this could create new opportunities • The management of staff movement between sites which are at some distance from each other • Developing new joint subject delivery teams and ensuring clear lines of accountability so standards don't drop in the short term • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the 160 or so learners from Coleg Cymunedol y Dderwen. • Although there have been some improvements in post-16 results for these two schools, results at 3A*-A and 3A*-C

	<p>have been below All Wales averages; there is a risk of slippage through a period of change and particular attention would need to be given by the schools to alleviating this risk</p>
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32. Outcome F

At this point in the discussion of options Pencoed Comprehensive School has only appeared in Outcome D and is left apart from the other choices. Left to itself it only has a sixth form of 141 and an expectation that this will rise to 151 by 2027, below the benchmark of 250. By that point there is expected to be a shortfall in capacity of around 170 places. This does not take into account new housing in the east of BCBC which is now contained in the consultation for the new LDP.

This option therefore looks at four schools (Coleg Cymunedol y Dderwen, Cynffig Comprehensive School, Maesteg School and Pencoed Comprehensive School) and considers a link to Option 2. Two centres are envisaged in Maesteg School and in Pencoed Comprehensive School. The Maesteg School centre would be populated by students from Maesteg School (150), Cynffig Comprehensive School (61) and a split of around 60 students from Coleg Cymunedol y Dderwen. This would create a sixth form of around 271 rising to nearly 300 by 2027. The rest of the Coleg Cymunedol y Dderwen students would head to Pencoed Comprehensive School to create a sixth form of around 250.

However Pencoed Comprehensive School would be over capacity in the future therefore this option considers accommodating the students in an FE based sixth-form centre on the Bridgend College Pencoed campus. This is explored further under Option 2. Should more of the Coleg Cymunedol y Dderwen students decide to head to Pencoed Comprehensive School then the Cynffig Comprehensive School /Maesteg School numbers will be in the range of 211 to 235, not quite at 250 but better placed for numbers than the individual sixth forms.

Strengths	Weaknesses
<ul style="list-style-type: none"> Development of two sixth-form centres in Maesteg School and Pencoed Comprehensive School with both featuring close to the 250 benchmark 	<ul style="list-style-type: none"> The seven potential issues faced by Coleg Cymunedol y Dderwen and Cynffig Comprehensive School as 11-16 schools in route 1 as discussed in paragraph 24

<ul style="list-style-type: none"> • A richer and broader curriculum offer than if the sixth forms were separate • Efficient use of resources and good value for money • Minority subjects would hold their place • Using route 2 would alleviate some of the concerns Coleg Cymunedol y Dderwen and Cynffig Comprehensive School are likely to express over changing their status to 11-16 • Would address the issue of surplus places at Maesteg School and alleviate to some extent longer term capacity issues in Coleg Cymunedol y Dderwen • The Maesteg School campus could accommodate the numbers of sixth-form students from Cynffig Comprehensive School and Coleg Cymunedol y Dderwen as proposed • The Pencoed Comprehensive School campus could be planned to meet predicted demand – see Option 2 • This model from Option 2 would offer access to a more varied curriculum offer with the college bringing a range of vocational and specialist A level courses into the mix 	<ul style="list-style-type: none"> • With the number of schools involved plus the FE based centre it may make the use of a common timetable more challenging • This makes route 2 more difficult to achieve and there is a greater possibility of Coleg Cymunedol y Dderwen and Cynffig Comprehensive School becoming 11-16 or just the three schools (these two plus Maesteg School) come to some form of arrangement • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the learners from Coleg Cymunedol y Dderwen and Cynffig Comprehensive School • Reliant on collaboration and partnership with Bridgend College • Managing the destination at 16 for students from Coleg Cymunedol y Dderwen
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33. The second option consists of a mix of some sixth forms with a sixth-form centre based in the FE sector.

Option 2

A mix of school sixth forms with some mergers to create new FE College governed sixth-form centre(s)

Discussions with Bridgend College have centred around two proposals:

- A long-term suggestion of a town centre new build which could incorporate a sixth-form centre
- The continued development of the Penybont Sixth-Form College partnership between Pencoed Comprehensive School and Bridgend College

34. In Options 1 and 2 it is proposed that BCBC's largest sixth form at Brynteg School will remain open either as a single sixth form or in combination with

Bryntirion Comprehensive School. If other sixth forms remain open in the outlying areas of the county then to have a further FE sixth-form centre within the town centre may create competition and duplication. Whilst a new FE build in the town centre may be seen positively from a regeneration perspective the sixth-form element is more problematic.

If the Brynteg/Bryntirion proposal in Outcome A, paragraph 31, is not a preferred option then, if and when, Bridgend College brings forward a town centre project a partnership with Bryntirion Comprehensive School could be considered along the lines of the Penybont Sixth-Form College which is explored in paragraph 36.

35. However, it should be noted that Bridgend College may not be inclined to develop separate sixth forms of around 250 to 350 in size preferring instead to create centres with a larger capacity of 500 to 700. In the event of this outcome, then consideration could be given to movement of students to an FE sixth-form centre in a new town centre FE campus from Cynffig Comprehensive School and Coleg Cymunedol y Dderwen alongside those from Bryntirion and Pencoed.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A joint sixth form or centre with between 550 and 650 students • A rich and broad curriculum offer • Efficient use of resources and good value for money • Minority subjects would hold their place • A richer and broader curriculum offer than in the existing sixth form with a good choice of vocational and academic subjects offered with parity of esteem • Efficient use of resources and good value for money • Modern purpose built facilities • Better range of services and support for students because of the scale of the centre • Provides a college-based A level provision choice alongside the sixth-form options increasing choice of environment for learners • Eases the pressure on the schools to meet the increasing demand for places 	<ul style="list-style-type: none"> • The seven potential issues faced by Comprehensive Schools as 11-16 schools in route 1 as discussed in paragraph 24 • The ability of Bridgend College to find the capital investment for the project • Potential duplication/competition between three sixth-form centres within the town of Bridgend (Archbishop McGrath, Brynteg [with or without Bryntirion], new college campus) • Would impact significantly on BCBC's discretionary post-16 travel budget increasing costs to the LA under current arrangements and result in an increase in travel time and distance for many of the learners from the secondary schools • Reliant on collaboration and partnership with Bridgend College

36. In the east of the County, Pencoed Comprehensive School and Bridgend College have developed a new partnership which has been branded as Penybont Sixth-Form College. A joint management committee has been established and the partnership has been following the Welsh Government guidance on collaboration

between schools and FE colleges. Pencoed Comprehensive School entered the arrangement on the basis that it could no longer afford to run its sixth form and provide a good curriculum offer. Bridgend College have committed both staff and financial resources to the partnership and there has been a strong willingness and commitment from both partners to make the venture a success.

While student numbers are increasing slowly the exam results for students showed a good improvement in 2018 and the provisional data for 2019 is showing an even more marked improvement moving Penybont Sixth-Form College up to or surpassing All Wales figures. There has also been an improvement in the curriculum offer with new subjects being added and students from both school and college taking advantage of the availability of new subjects. It should be noted that the college have indicated that sustained resource support may not be available if this project does not have long term viability.

37. The future projections for Pencoed Comprehensive School indicate the school will experience excess demand for places. Meanwhile the college has plans that are well advanced within Band B proposals for the 21st Century Schools Programme to build a new Science/Technology/Performing Arts centre on its Pencoed campus. This will relocate existing provision and students from older buildings on the Cowbridge Road campus. Associated development on college land will lead to an increase in the housing stock in the Pencoed area which will be reflected in the new LDP (see paragraph 15). This will add further pressure for places at Pencoed Comprehensive School. The plans for the new college centre also allow for the future expansion of the centre through the extension of the three wings and for this to then incorporate a sixth-form centre. The logical development of the Penybont Sixth-Form Partnership would be to expand the new college centre and transfer the sixth-form students from the school site to the college thus releasing much needed capacity within the school. With respect to Outcome F discussed in paragraph 36 this could well create an attractive offer for students from other schools, especially the Coleg Cymunedol y Dderwen students who would be released from their school under the Outcome F proposal. It may also be attractive to Cynffig Comprehensive School students who could travel by train or down the M4 corridor to Pencoed. The Penybont Sixth-Form Partnership could continue but the funding methodology would switch from the LA/school to the FE sector. The college is anticipating that the new facility will attract students from a wider area. It might be expected that the joint management committee continues to have an oversight of the A level provision and provide a conduit for the voice of the school and local community over the provisions in the centre.

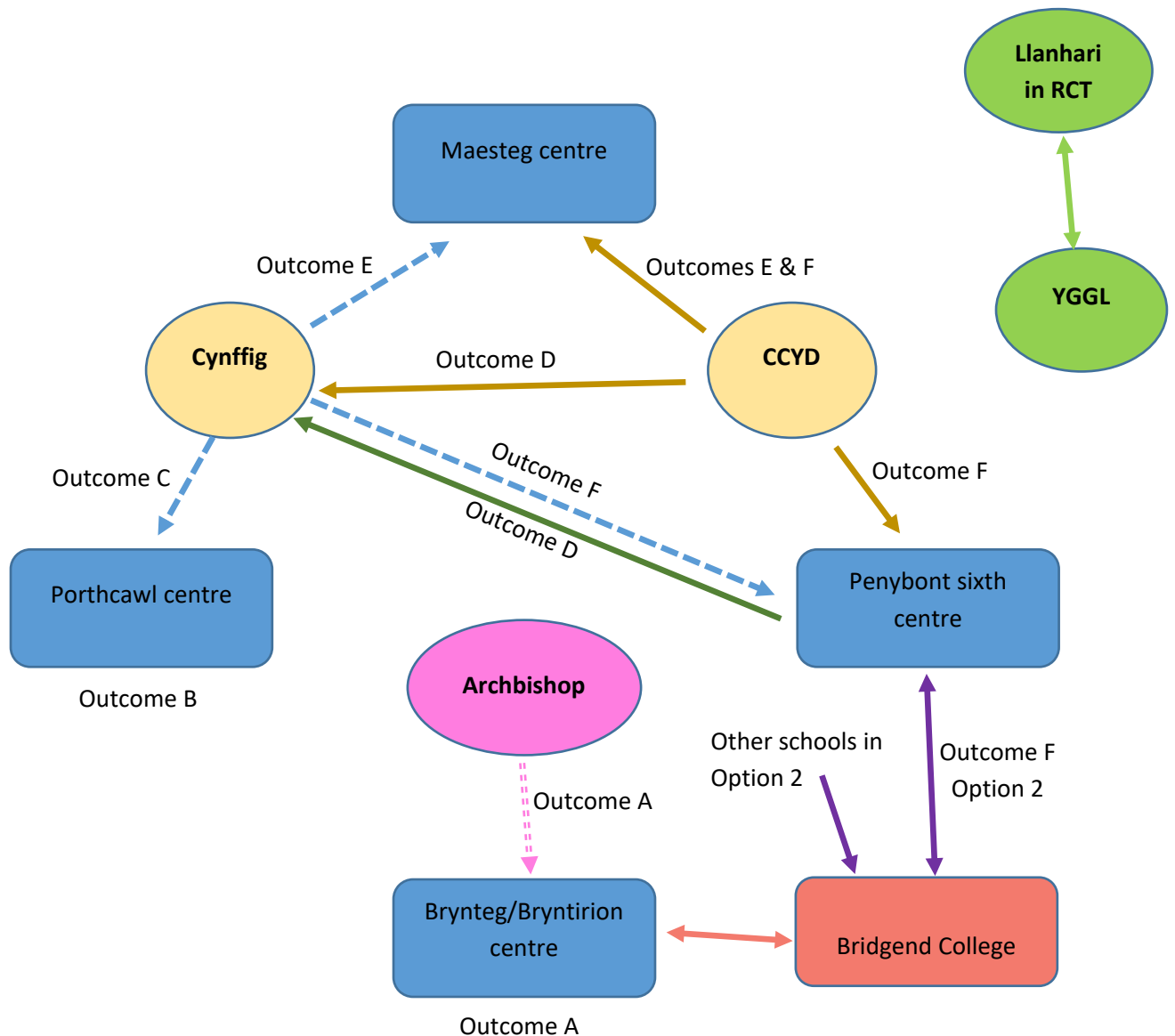
Strengths	Weaknesses
<ul style="list-style-type: none"> • A sixth form with a minimum cohort of around 250 • A richer and broader curriculum offer than in the existing sixth form with a good choice of vocational and academic subjects offered with parity of esteem 	<ul style="list-style-type: none"> • There is a question over whether the partnership is retained with Pencoed Comprehensive School as an 11-18 school or whether, with the centre firmly in the FE domain, it is re-categorised to 11-16; if the latter then the seven issues referred to in paragraph 24 may become live issues for the school

<ul style="list-style-type: none"> • Efficient use of resources and good value for money • Minority subjects would hold their place • Modern purpose built facilities • As long as the partnership maintains a common timetable then school staff will be able to continue to engage in sixth-form teaching • The improvement in standards is likely to be maintained or further improved as there will be no disruption to the subject delivery teams • Better range of services and support for students because of the scale of the centre • Provides a college-based A level provision choice alongside the sixth-form options increasing choice of environment for learners • Eases the pressure on the school to meet the increasing demand for places 	<ul style="list-style-type: none"> • A novel approach would be to have joint teaching delivery between an 11-16 school and an FE college with the college refunding the time contributed by school-based staff from its post-16 general education grant. • Relies on capital funding either as a college development or as a joint LA/college venture to create the expansion to the centre; the college may have more flexibility in its ability to raise capital for a development of this nature • Schools have indicated that new builds such as this centre may attract more students than originally planned and destabilise any remaining sixth forms elsewhere; given the geography of the proposals and the nature of the nearest sixth forms (Brynteg School and Archbishop McGrath Catholic High School) this may be considered a low risk
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38. Taking all the options so far discussed into consideration then the overall picture for the future of post-16 provision across BCBC under Options 1 and 2 would see sixth-form centres in the east, west, north and centre of the County as illustrated in the diagram below. The arrows indicate potential movement of students under the different outcomes. One of the key decisions is whether to take a statutory approach to changing the designation of the schools that do not have sixth forms or adopt a voluntary merger/federation of sixth forms.

39. Three of the centres would require capital development if they are to be realised fully, namely Brynteg/ Bryntirion (Outcome A), Cynffig (Outcome D) and the Penybont Sixth-Form Centre (Outcome F). The suggestion is that the first two of these new build or expanded centres would come under the governance of schools and the LA and the last one of Bridgend College thus generating a hybrid proposal between Options 1 and 2.

Schematic of student movements for Outcomes A to F in Option 1 and for Option 2



40. Through the development of this model of delivery the Council would ensure that in all parts of the County young people will have access to sixth-form education that provides a good range of choices and is delivered to a high quality. Resources would be used effectively and efficiently thus providing good value for money. The inequalities of the current position would no longer be present and the changes would impact on three schools, two of which are predicted to be over-subscribed (Bryntirion Comprehensive School and Coleg Cymunedol y Dderwen) and one has a particularly small sixth form (Cynffig Comprehensive School). The proposals minimise the level of disruption to the system yet achieve the economies of scale required. The contribution to capital investment could be by both BCBC and Bridgend College but at a cost lower than establishing a single large sixth-form centre. However BCBC might feel it appropriate to put

some investment into all centres to ensure that the facilities meet the needs of sixth-form students

41. The feedback from the recent consultation on post-16 provision indicated that the most popular concept was Option 3.

Option 3

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 option)

The current model of post-16 delivery has been in place since 2011 and at various times reports and meetings have recognised the shortcomings of this model. The weaknesses that have to be recognised and overcome are included below. The strengths of this model of delivery have been recognised in previous reports and are also summarised below.

Strengths	Weaknesses
<ul style="list-style-type: none"> • The retention of sixth forms is seen as essential in some areas in response to community aspirations • It maintains the link between sixth-form learners and the rest of the school, especially as aspirational role models and in 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 • There is strong academic performance in some sixth forms 	<ul style="list-style-type: none"> • A significant variation in standards at subject level both within and across schools • The overall outcomes for BCBC are yet to match All Wales figures for the higher grades 3 A*-A and 3A*-C when as a county we might expect to be performing above the Welsh averages • There is an issue of inequality in access to the curriculum offer; larger centres offer and timetable a broad range of subjects and learners in these settings are more likely to get their preferred combination of subjects; in smaller settings there are fewer subjects in the timetable and some learners will have to change their combination of subjects to suit the home school timetable or they will have to travel to other centres for their subjects either in the daytime or in twilight • There is only partial collaboration in the post-16 timetables covering two option blocks out of four or five. Even in these options visiting students may not be able to access all the scheduled lessons because some are timetabled out of the common blocks • The current system has not really dealt with the issue of large numbers of small classes. Appendix 3 provides detail on the costs of delivery and distribution of groups; it should

	<p>be noted that, going forward, groups of 11+ or more students will cover teaching costs and 15 or more students will cover teaching costs plus overheads</p> <ul style="list-style-type: none"> • The consequence of this is that in many sixth forms subjects may be under-resourced or study facilities and the IT infrastructure have not had sufficient investment to meet the needs of learners • There is also the underlying issue that in small sixth forms there is the danger of cross-phase subsidisation with funds drawn from key stages 3 and 4 budgets to support the curriculum in the sixth form • There are also financial pressures on schools to meet the costs of transport for collaborative provision out of their own budgets; this has been exacerbated by the reduction and ‘disappearance ‘ of a dedicated 14-19 grant that covered transport costs in the past • The current situation does not help BCBC address issues of surplus places or over capacity • This model does not increase the range of choice of providers for learners and parents • Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment • In this model there is limited opportunity to provide investment in 16-18 education facilities
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If this model of delivery is to be retained then the weaknesses outlined above need to be addressed without losing the strengths that have been identified.

42. One solution could be for schools to adopt the Route 2 model described earlier and generate models of voluntary merged sixth forms. All schools retain their sixth forms but the delivery is in fewer settings and there is movement of staff rather than learners.

43. If all schools are to retain their sixth forms then they will have to commit to addressing the current weaknesses through some or all of the proposals that follow:

- It should be stressed that Option 3 would **not** be a continuation of the ‘status quo’. It would require considerable further development of current practices, maximum flexibility, collaboration and cooperation between schools, and also between schools and the FE sector. The blended learning element would

require a substantial investment in staff development, premises and technology, together with expertise which would probably need to be bought in.

- An increase in the amount of common timetable option blocks in order to address breadth of student choice and to allow greater pooling of students; this practice does not have to be uniform across all schools; the current X and Y options should be maintained for all but increased common timetabling between local schools could be increased; this is a practice that has been used in the past but has declined where there have been issues with students, staff, co-operation and lack of communication; the use of this to allow merging of groups between schools in Year 13 would make a welcome contribution to the reduction in the number of small teaching groups.
- The greater use of performance data to make decisions about which schools and staff should be deployed to deliver particular subjects; the data is available as illustrated in this report but it requires careful analysis in order to identify strong teaching; some schools have become more robust in taking tough decisions on delivery but there is scope for doing more and thereby improving standards and the life chances of young people.
- Aligned with this is the need to develop a robust system of school to school improvement for the delivery of A level teaching; Central South Consortium is now establishing some subject level support for post-16 but often the best work can be accomplished in smaller more local groups; this will entail identifying good and outstanding practice in each subject; this could be at overall subject level or within topic/themes in the exam specification; the big challenge is to establish the space for subject groups to meet and professional development to take place; Schools are naturally reluctant to release staff too frequently from the classroom as this can be disruptive to teaching; so far there has been very little progress in persuading schools to make better use of INSET days with coordination of dates and the development of common agendas for subject development; as can be seen from the variation in standards across schools and subjects this is an area which urgently needs addressing; it cannot be considered acceptable for learners in a particular school where there may be limited staff experience in A level delivery to have to face mediocre or poor delivery year on year; schools have to commit collectively to making improvements in delivery across all sixth forms and subjects.
- It is also through activity in these groups that 'blended learning' can best be developed; the collective development of resources or the online delivery of expert classes led by staff from different schools can also contribute to the development of independent learning in sixth-form students; these approaches can also be used to offset reductions in teacher contact time; the development of resources for collective use and the inclusion of these in dedicated areas within Hwb and the increased availability of Google Classrooms have all being explored by the Digital Champions Group and such practice could (and should) be extended to other subject areas.

- It would be helpful to remove the need for schools to individually make decisions over transport for day time collaboration; this can be achieved by restoring a pool of money from the 14-19 element of the EIG to cover these costs with any balances being returned to schools once learners have settled into their courses each autumn term

44. At the time of preparation of this paper BCBC has launched a public consultation on the review of learner travel. Under Proposal 4 in that consultation, consideration is given to the removal of support from the Council to meet the costs of post-16 transport. This is a discretionary expenditure and has been identified as an area for potential savings to the Council. Should this saving be made it will have an impact on the potential travel arrangements outlined in this paper. Therefore in taking forward the final options it will be important to reflect the outcomes and decisions relating to the review of learner travel.

John Fabes
Post-16 Specialist: Education and Training
October 2019

Appendix 2

Phase 4 of the consideration for potential re-organisation of post-16 provision across Bridgend County Borough Council

Background

1. In 2016, Bridgend County Borough Council ('the Council'), as part of a wider review of all its school estates, began a review of post-16 provision across Bridgend County Borough ('the County'). A post-16 Board was established to lead and report on this review. As an initial step, the Post-16 Board (the Board), the student councils in all our secondary schools and Bridgend College set out to define the ambitions that should underpin the provisions for post-16 education across the County. They all agreed that learners, wherever they are taught, should experience:
 - 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 learners 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.

At the heart of the review into post-16 education is the ambition to develop a skilled and well-educated workforce by providing outstanding 16-18 education – 'Supporting a successful economy'. 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.

What is the current position for post-16 provision across the County?

2. The current education provision for 16-18 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 collaborative provision known as Penybont Sixth Form College
 - Bridgend College provides a range of vocational pathways for 1,907 learners 16-18 (October 2017)
 - Options X and Y timetabled in common (two afternoons per week for each option) across all eight English-medium 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-based 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 approximately 29 learners from Year 11 went into employment
3. 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, range of subjects offered, access to digital learning and staffing. Details on these issues are provided in the body of the main report. There is a consensus that change is needed.

Appendix 3

Phase 4 of the consideration for potential re-organisation of post-16 provision across Bridgend County Borough Council

Efficient use of resources

1. From the 2020-2021 financial year, Welsh Government is modifying the funding mechanism for sixth-form education. There has been an anomaly in the way in which the Advanced Skills Challenge Certificate (ASCC) has been funded. In future it will be funded on the same basis as any other A level or A level equivalent qualification. The ASCC is recognised as an A level equivalent qualification providing the full range of grades from A* to E and the same value of UCAS points. The majority of universities now accept the result of the ASCC in the offer they make to students. Strong performance in the ASCC can also make a difference in borderline considerations in universities such as Bath and Cambridge.
2. In the alteration to the post-16 funding model Welsh Government have stripped out the Learning Core element which was used to fund ASCC or a set of Essential Skills Wales and instead will fund the ASCC on the same basis as an A level. There will be no other funding for the Learning Core. Schools that do not provide the ASCC/Welsh Bac will no longer be able to draw down Learning Core funds.
3. The revised programme values are provided on the next page. The breakdown of allocation per qualification taken is as follows:

Number of qualifications	Programme value	Rate per qualification
3	£2,782	£927
4	£3,565	£891
5	£4,347	£869

4. In assessing the BCBC post-16 allocation Welsh Government look at the PLASC data returns and calculate an average programme value per student across BCBC. This figure is then used along with a demographic prediction to generate an overall allocation for the County's sixth forms. For the 2019-2020 financial year calculation the average programme value for BCBC was £3,599.
5. It can be seen therefore that each student contributes a financial resource of around £890 to each teaching group they attend. With teaching costs running at approximately £10,000 per group it will need just over 11 students in the group to cover teaching costs and 15 if the full costs (including overheads) of sixth-form provision are to be met. This will be an improvement on the current position where group sizes needed to be 13 and 18 respectively.

6. While this is an improvement on the 2019-2020 programme values, it should still be noted that in England the current rate for programmes of 3, 4 and 5 qualifications are £4,000, £4,400 and £4,800. This means that the Welsh figures are showing a comparative deficit of £1,218, £835 and £453 across the three programme values. This is a significant disparity in post-16 funding for the delivery of the same volume of programme. In England there is significant pressure being exerted to increase the levels of post-16 funding.
7. In consequence of this resourcing background it is important not to run too many classes in post-16 provision with numbers less than 10. Indeed in order to be able to maintain minority low uptake subjects, critically ones like modern foreign languages, classes in other subjects need to be kept above the average.
8. As reported in the earlier public consultation document for this review, the proportion of small teaching groups (below 10 learners) increases as the size of a sixth form decreases from 3 out of 25 subjects (12%) in the largest sixth form to 8 out of 12 subjects (66.6%) in the smallest. In the October 2017 Learning audit 150 classes across Years 12 and 13 were identified with less than 10 students. Decreasing this number in order to improve the efficiency and value for money of post-16 provision has to be significant consideration in this review of sixth-form provision.

Programme Title	Equivalent no of A Levels	Main subject area weight	Induction hours	New Main Hours	Main * SAW	Other (CLIF)	New Core Hours	Total Hours	Total Weighted Hours	Current Value	New Programme Value
2 AS equivalent plus WBQ	3	1.20	15	405	486	75	0	495	576	£2,652	2,782
3 AS	3	1.20	15	405	486	75	0	495	576	£3,434	2,782
3 AS equivalent	3	1.20	15	405	486	75	0	495	576	£3,434	2,782
3 AS plus WBQ	4	1.20	15	540	648	75	0	630	738	£3,434	3,565
3 AS equivalent plus WBQ	4	1.20	15	540	648	75	0	630	738	£3,434	3,565
4+ AS	4	1.20	15	540	648	75	0	630	738	£4,217	3,565
4+ AS equivalent	4	1.20	15	540	648	75	0	630	738	£4,217	3,565
4+ AS plus WBQ	5	1.20	15	675	810	75	0	765	900	£4,217	4,347
4+ AS equivalent plus WBQ	5	1.20	15	675	810	75	0	765	900	£4,217	4,347

Appendix 4

Phase 4 of the consideration for potential re-organisation of post-16 provision across Bridgend County Borough Council

Student prior performance at GCSE

In the value-added data provided by Alps prior performance is measured by average GCSE scores across the best eight achievements at GCSE: A*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1.

The data is banded into three categories:

Average GCSE score of 6.4 and above – a mix of A*, A and B grades

Average GCSE score of 5.5 to 6.4 – students gaining grade B's on average

Average GCSE score of 5.5 or below – students gaining mainly grade C's or mix of B, C and D

The overall average GCSE score across BCBC for students entering the sixth forms has risen slightly over the last four years. The proportions of students in the three categories above has remained relatively constant.

Indicator	Examination Year			
	2016	2017	2018	2019
Overall average GCSE score for BCBC sixth-form students	5.95	5.88	5.91	6.00
% of students with prior GCSE averages above 6.4	31.2%	30.8%	32.4%	35.9%
% of students with prior GCSE averages between 5.5 and 6.4	36.4%	32.9%	34.7%	32.2%
% of students with prior GCSE averages below 5.5	32.4%	36.2%	32.9%	31.9%

This data indicates that the BCBC sixth forms are operating a fairly inclusive policy from year to year and not restricting access to just the more able. It does mean that students who have talents in a more defined area of the curriculum are given the opportunity to take forward their studies in this area to advanced level.

It is also important to view the retention data now being published by Welsh Government on sixth-form provision to check that students are not dropping out of provision in inclusive sixth forms because they might have been better suited to vocational provision at college.

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APPENDIX J - WELLBEING 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)	1. How does your project / activity balance short-term need with the long-term and planning for the future?
	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.
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	2. How does your project / activity put resources into preventing problems occurring or getting worse?
	The Council's options on post-16 provision are to retain a few sixth forms and merge others into larger centres or to retain sixth forms in all secondary schools. In the former case 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'. In the latter fresh expectations on the nature and quality of collaboration will be set out.
Integration (Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
	It engages, educates and upskills young people to create a well qualified workforce for the future benefiting both the nation and the individual. The final options 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 range of cultural activities and exchanges will also be exploited.

other public bodies)	
<p>Collaboration</p> <p>(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 worked with another 2000 young people in the consultation phase as well as a range of educational stakeholders, parents, staff and governors in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing.</p>
<p>Involvement</p> <p>(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 engaged with 2000 learners via consultation workshops and a wider audience through the online survey and direct contact with staff, parents and governors where open workshops were held across the County. All the input from these activities was 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 final 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, reducing the carbon footprint and thereby contributing to a healthier natural environment.</p>	<p>The final options in the project would seek to maximise access to a wide range of high quality education 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 final options 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</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.	the academic demands and therefore 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 either through mergers or expanded collaboration. This would expand 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 where strong relationships exist 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</p>	The Advanced Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will	Maximise impact by universal adoption of the Welsh Baccalaureate and the Advanced Skills Challenge Certificate.

Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	continue with the development of the final options. As a consequence all students 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 final options 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 and 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 2019

Appendix I - 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) • 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 was held November 2018 to February 2019 Formal consultation on final options due to be held November 2019 to mid-February 2020
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 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	✓		
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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 took place between November 2018 and February 2019 with a further phase of consultation planned for November 2019 to January 2020 (subject to Cabinet approval). Following all consultations 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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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

30 OCTOBER 2019

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;

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

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

3. Background

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

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

9. Recommendations

9.1 The Committee is recommended to:

- (i) 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 A**;
- (ii) Prioritise items from the Forward Work Programme to be presented to the Corporate Overview and Scrutiny Committee for scheduling for the next round of Overview and Scrutiny Committee meetings;
- (iii) Identify any additional items using the criteria form, for consideration on the Scrutiny Forward Work Programme.

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Background documents

None

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
02-Nov-19	SOSC 3	Enforcement	<p>Report on enforcement carried out by the Council including reasons for not enforcing fines.</p> <ul style="list-style-type: none"> * Receive an update on the procurement of an external contractor to undertake enforcement action on littering in the Borough; * Statistics on number of tickets issues, broken down by time and by who * Clarity the role of PCSO's in respect of fixed penalties * Details on the process if fixed penalty isn't paid e.g. legal process <p>Report to include an update on the enforcement vehicle to enable Members to monitor performance:</p> <ul style="list-style-type: none"> * Detailed feedback on vehicles use; * How are the recordings viewed? * Statistics in relation to letters and details of enforcement. 	Prioritised by at FWP Workshop	Last received June 2018	<p>Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services; Kevin Mulcahy, Group Manager - Highways & Green Spaces; Sian Hooper, Cleaner Streets & Waste Contract Manager; Rachel Jones, Corporate Procurement Manager; Representative from legal Representative from Enforcement Agency</p>	
03-Feb-20	SOSC1	Education Outcomes	See Feedback from 30 January 2019		Corporate Director suggested February 2020	<p>Lindsay Harvey, 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; Managing Director CSC Representative from School Budget Forum Headteacher Representation</p>	
05-Feb-20	SOSC2	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>		SOSC 2 Prioritised January 2020. Corporate Director prioritised February 2020.	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Smith, Cabinet Member for Education and Regeneration Nicola Echanis, Head of Education and Early Help. Mark Shephard, Chief Executive; Robin Davies, Group Manager Business Strategy and Performance; Tony Hart, Senior Transport Officer Registered Reps</p>	
09-Mar-20	SOSC 1	Tynyrheol	MSEP Escalation to Committee			<p>Lindsay Harvey, 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; Simon Phillips, Challenge Adviser Head teacher Chair of Governors</p>	

TABLE B

For prioritisation							
Item				Rationale for prioritisation	Proposed date	Suggested Invitees	
Transformation Grant	To provide an update on progress made with working with 3rd Sector to enhance intergrated services.				Corporate Director proposed for March 2020	<p>Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help;</p>	

Remodelling Children's Residential Services Project	SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes. <i>A report is due to go to Corporate Parenting 6 March 2019. Do Members want to receive as information only or as a discussion item?</i>		Corporate Director proposed for later in the year, say Dec 2019	Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help;	
Member and School Engagement Panel - Annual Report <i>(For Information Only)</i>	Annual Update to - SOSC 1 on the work of the Member and School Engagement Panel		Report after March 2020	Spring term 2019 - Plasnewydd Primary School; Summer term 2019 - Ogmere Vale Primary School; Autumn term 2019 - Tynyrheol Primary School.	
Post 16 Education - Post Consultation	Back to Scrutiny - Post Consultation		Corporate Director suggested Summer Term	Lindsay Harvey, 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; Andrew Williams, Acting Managing Director CSC Youth Mayor? Andrew Slade, Association of Secondary Heads	
Plastic Free Bridgend	During a OPM it was suggested that this topic should be a research item. What items we procure that uses single use plastic; what choices does that Authority have along with financial implications. To receive an update on the previous recommendations made on 23 July 2018: • Members suggest that the Authority should take the lead on reducing single use plastic and encourage local businesses to follow suit. Officers responded that this would be discussed at Cabinet/CMB; • Members recommend that the Authority use social media to communicate what can be recycled at kerbside and at Community Recycling Centres;	SOSC 1 Prioritised		Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services;	
Empty Properties	<ul style="list-style-type: none"> • To consider the impact of the removal of the 50% discount, after a suitable period of time to allow it to have an affect; • To receive evidence that demonstrates the 'Activity' of work that has been undertaken across the Authority given the crossovers and links this subject has with other services; • To consider the pilot project mentioned by Officers where the Authority was looking to engage and work with RSLs to support property owners from a management perspective with the overall aim being to return a property back to use; • To monitor the performance and outcomes of the strategy including scrutiny of the national PIs for empty properties contained within the Authority's Corporate Plan as well as any further underlying targets and expected outcomes related to the strategy; • To consider how the Authority deals with property owners who persistently refuse to engage with the Council. • To consider any future alternative strategy that relates to Commercial properties. 			Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Cllr Hywel Williams, Deputy Leader Helen Rodgers - Revenues Manager Lynne Berry - Group Manager Housing & Community Jonathan Flower - Senior Strategic Officer	
Emergency Accommodation	<ul style="list-style-type: none"> • To receive a more detailed option appraisal with reference to the replacement facility in Brynmenyn in the short, medium and long term including costings and timescales; • To receive an update in relation to Members recommendation to explore the opportunity to utilise surplus Local Authority owned buildings; • Members request a site visit to the Kerrigan Project direct access floor space facility that is managed by Gwalia. 		Corporate Director proposed that these items should be presented at the same time. Emergency Accommodation, Homelessness Strategy and Supporting People Grant.	Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Cllr Hywel Williams, Deputy Leader Helen Rodgers - Revenues Manager Lynne Berry - Group Manager Housing & Community Jonathan Flower - Senior Strategic Officer	
Homelessness Strategy	Members requested that the report include: - Progress on implementation of the strategy; - Report to include information on vulnerable groups such as ex-offenders and care leavers. Members raised questions in that Bridgend have 8 people sleeping rough but have 13 empty beds?			Mark Shephard, Chief Executive; Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Lynne Berry, Group Manager, Housing & Community Regeneration; Joanne Ginn, Housing Solutions Team Manager.	
Supporting People Grant	Following the implementation of the Homelessness Strategy, Members have requested to receive a further report on the Supporting People Grant and provide an update in relation to what steps have been implemented as recommended by the Independent Review undertaken.			Mark Shephard, Chief Executive Sue Cooper, Corporate Director Social Services and Wellbeing Martin Morgans Lynne Berry Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Ryan Jones, Supporting People Strategy Planning and Commissioning Officer	
Secure Estate	Possibly an information report to follow up on recommendations made on 31 May 2018. Are G4S a profit making organisation?			Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Laura Kinsey, Head of Children's Social Care;	
Welsh Community Care Information Systems <i>(Information Report)</i>	Corporate Director offered an to members on how WCCIS has developed over the last few years. Members agreed to receive this at a future meeting			NA	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 59</p> <p>Early Help and Family Support</p>	<p>Presentation provided to Corporate Parenting on the below issues.</p> <ul style="list-style-type: none"> • Detail of the process for a child coming into care - From a referral being received to a decision being made; • How is ongoing support established as well as any associated costs; • How is the step down or step up process monitored? • If individuals need support from more than one service (such as IFSS and Baby in Mind) how do services work together to monitor the individual? • Historical data to enable Members to determine if there has been any progress made; • Report to include clearer evidence of outcomes; • More examples of case studies outlining processes, challenges and outcomes achieved; • Members raised concerns regarding the freedom that schools have in the framework for teaching Personal and Social Education for preparing youngsters with Life Skills especially in Flying Start areas. Members therefore request details of what and how pupils are taught and how they monitor its effectiveness. <p><i>A report to be provided detailing position statement one year on. (May 2020)</i></p>		<p>Corporate Director suggested 01/06/2020</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Mark Lewis, Group Manager Integrated Working and Family Support</p>	
<p>ALN Reform</p>	<p>To receive an update on implementation on the act.</p> <p><i>Bill delayed by 1 year - update report only</i></p>		<p>September 2020 SOSC2 (Previously went to SOSC2 18/10/18)</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help. Michelle Hatcher, Group Manager Inclusion and School Improvement Elizabeth Jones, Additional Learning Needs Transformation, Central South; Denise Inger, Chief Executive Director SNAP Cymru; Caroline Rawson, Assistant Chief Executive Director SNAP Cymru Specialist Officer Post 16 Education & Training.</p>	
<p>Empty Commercial Property</p>	<p>Members requested that the report include: - Members understand that the Council are concentrating on domestic housing in the first instance when implementing the Empty Property Strategy, but have requested to receive a report on plans for empty commercial property when the timing is appropriate.</p>			<p>Mark Shephard, Chief Executive; Zak Shell, Head of Operations - Community Services</p>	
<p>Mental Health Strategy</p>	<p>Members requested that the report include: - Members acknowledged that the Council are compiling a Mental Health strategy and recommended that the Council take into account the statistic that 95% of emergency calls received by the police after 5.00pm are in relation to mental health. - Provide details on Section 136 <i>CAMHS to lead</i></p>			<p>Cllr Phil White, Cabinet Member – Social Services and Early Help; Lindsay Harvey, Corporate Director - Education and Family Support; Susan Cooper, Corporate Director, Social Services and Wellbeing; Representatives from CSP?</p>	
<p>Dementia Care</p>	<p>Members requested that this remain on the FWP to see what progress has been made since this last came to Committee in April 2019</p> <ul style="list-style-type: none"> • An update on plans to enable alternative options for short break beds • Members have asked for an update in relation to carrying out dementia awareness training through Corporate Training; • Facts and figures on Dementia Care through Cwm Taf. 		<p>Corporate Director suggested 01/04/2020</p>	<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care;</p>	
<p>School Governing Bodies</p>	<p>MSEP expressed concerns over Governor training and whether it was sufficient enough to enable School Governors to carry out their role effectively. The Panel requested that this be investigated by Scrutiny with a view to a recommendation that Governor training be reviewed and improved to make it more effective and fit for purpose. Members proposed that a job description, for example, be provided when schools advertise for Parent Governors to ensure that the right people apply for the position and understand what is expected of them. At SOSC 1 on 29 April 2019, Committee also concluded the following in relation to comments from MSEP: • Due to the fact that there are currently approximately 41 vacancies for School Governors, Members recommend that the promotion and advertising for these appointments are considered; • That the proposed School Governor job description also include the days of scheduled meetings to outline what commitment the post would necessitate; • Due to training sessions being cancelled due to non-attendance, Members request that the promotion of School Governor training sessions is explored; • That a selection of School Governor representatives are invited to attend the meeting to provide their views. <i>(see responses to this feedback)</i></p>		<p>Corporate Director suggested Summer/Autumn Term</p>	<p>Lindsay Harvey, 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; Andrew Williams, Acting Managing Director CSC Robin Davies, Group Manager Business Strategy and Performance; Dawn Davies, Principal Officer Knowledge Management and Learners Cllr T Beedle, Chair of BGA</p>	
<p>Post Inspection Action Plan</p>	<p>Post Inspection Action Plan - recommendations * Termly Report on PIAP</p> <p><i>From MSEP Plasnewydd</i> Include movement of pupils Based on evidence received, the Panel requested that a scoping exercise be carried out by Scrutiny Officers to determine whether there is an item suitable for Scrutiny in relation to the movement of pupils from Welsh Schools to English schools within the County Borough.</p>		<p>Corporate Director proposed late September 2020</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Michelle Hatcher, Group Manager Inclusion and School Improvement Andy Rothwell, CSC Senior Challenge Advisor; Andrew Williams, Acting Assistant Director CSC</p>	
<p>Strategic Review of Health & Safety Responsibilities</p>	<p>Practice, Policy and review of reported "near misses". - How many near misses have been reported? - How did we respond? - What lessons have been learnt? With reference to a recommendation made by BREP 2018 - The Panel request that an assessment of School Crossing Patrol and possible alternatives is included in this report</p> <p>Scrutiny Chairs have agreed to carry out an 'Information Gathering' exercise, interviewing representatives from schools, governors from schools and parents to present alongside the Officer report. Item to include information gathered from Scrutiny Chairs Research Group</p>		<p>Wait until after scrutiny research group completed</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Gary Squire, Health and Safety Manager Mark Shephard, Interim Chief Executive Hannah Castle - Secondary School Head Teacher representative Mr Jeremy Thomson - Primary school headteacher Representative</p>	

Youth Offending Service	Report to come to scrutiny to address inspection action plan			Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Susan Cooper, Corporate Director - Social Services and Wellbeing Representatives from Heath Service and SWP	
	The following items for briefing sessions or pre-Council briefing				
Item	Specific Information to request				
Ford Engine Plant	The Committee discussed the possible job losses from the Ford engine plant in Bridgend and were pleased to know that the Council were readily available to support the employer and employees. Members request to revisit this topic at a future meeting when a decision has been confirmed to explore the wider implications of the closure of Ford engine plant.	Nov-19			
Social Services Commissioning Strategy	To include information on what work has taken place following the Social Services and Wellbeing Act population assessment. To also cover the following: • Regional Annual Plan • Bridgend Social Services Commissioning Strategy				
Cwm Taf Regional Working	Provide a overview of working relationships with Cwm Taf. How are we undertaking regional working?	Apr-20			
Changes to Education Outcomes	Update on how education outcomes are now being reported based on new WG legislation				