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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



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

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

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Annwyl Cyngorydd,

PWYLLGOR CRAFFU TESTUN 1

Cynhelir Cyfarfod Pwyllgor Craffu Testun 1 yn Siambr y Cyngor, Swyddfeydd Dinesig, Stryd Yr Angel, Penybont Ar Ogwr CF31 4WB ar **Dydd Llun, 8 Gorffennaf 2019 am 14:30.**

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Cymeradwyaeth Cofnodion 3 - 10
I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 03/06/2019
4. Arolygiad Estyn o Wasanaethau Addysg Llywodraeth Leol Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr 11 - 32

Gwahoddedigion

Lindsay Harvey – Cyfarwyddwr Corfforaethol – Addysg a Chymorth i Deuluoedd
Cyng Charles Smith – Aelod Cabinet - Addysg ac Adfywio
Nicola Echanis – Pennaeth Addysg a Chymorth Cynnar
Andy Rothwell – Uwch Ymgynghorydd Her, Consortiwm Canolbarth y De
Andrew Williams – Rheolwr Gyfarwyddwr Cynorthwyol Consortiwm Canolbarth y De

5. Panel Trosolwg a Chraffu Ymgysylltiad Aelodau ac Ysgolion - Ysgol Gynradd Plasnewydd - Ymatebion 33 - 38
6. Trosolwg a Chraffu - Adborth o Gyfarfodydd 39 - 48
7. Diweddariad Rhaglen Gwaith 49 - 56

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8. Materion Brys

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

Yn ddiffuant

K Watson

Pennaeth Gwasanaethau Cyfreithiol a Rheoleiddiol

Dosbarthiad:

Cynghowrwyr

TH Beedle

JPD Blundell

NA Burnett

RJ Collins

PA Davies

SK Dendy

Cynghorwyr

J Gebbie

M Jones

B Sedgebeer

RME Stirman

JH Tildesley MBE

LM Walters

Cynghorwyr

KJ Watts

CA Webster

A Williams

AJ Williams

PWYLLGOR CRAFFU TESTUN 1 - DYDD LLUN, 3 MEHEFIN 2019

COFNODION CYFARFOD Y PWYLLGOR CRAFFU TESTUN 1 A GYNHALIWDYD YN SIAMBR
Y CYNGOR, SWYDDFEYDD DINESIG, STRYD YR ANGEL, PENYBONT AR OGWR CF31
4WB DYDD LLUN, 3 MEHEFIN 2019, AM 09:30

Presennol

Y Cyngorydd CA Webster – Cadeirydd

TH Beedle
SK Dendy
RME Stirman
AJ Williams

JPD Blundell
J Gebbie
LM Walters

NA Burnett
M Jones
KJ Watts

RJ Collins
B Sedgebeer
A Williams

Ymddiheuriadau am Absenoldeb

PA Davies

Swyddogion:

Nicola Bunston	Rheolwr Ymgynghori, Ymgysylltu a Chydraddoldeb
Mark Galvin	Uwch Swyddog Gwasanaethau Democrataidd - Pwyllgorau
Martin Morgans	Pennaeth Gwasanaeth - Perfformiad a Gwasanaethau Partneriaeth
Philip O'Brien	Rheolwr Trawsnewid Digidol a Gwasanaethau Cwsmer
Liam Ronan	Rheolwr Cyfathrebu
Mark Shephard	Prif Weithredwr
Tracy Watson	Swyddog Cymorth Craffu
Natalie Morris	Swyddog Cefnogi - Cyfathrebu, Marchnata ac Ymgysylltu

57. YMDDIHEURIADAU AM ABSENOLDEB

Derbyniwyd ymddiheuriad am absenoldeb oddi wrth y Cyngorydd PA Davies

58. DATGANIADAU O FUDDIANNAU

Fe wnaeth y Cadeirydd ddatgan buddiant personol yn eitem 4 ar yr agenda, am fod aelod o'r teulu'n contractio ar gyfer y Fwrdeistref Sirol ym maes Marchnata.

59. CYMERADWYO COFNODION

PENDERFYNWYD: Bod Cofnodion cyfarfod y Pwyllgor Trosolwg a Chraffu Pwnc 1, dyddiedig, 29 Ebrill 2019, yn cael eu cymeradwyo fel cofnod gwir a chywir.

60. CYFATHREBU AC YMGYSYLLTU

Cychwynnodd y Cadeirydd y trafodion drwy groesawu'r Gwahoddedigion a gwnaed y cyflwyniadau angenrheidiol.

Dechreuodd y Prif Weithredwr drwy roi amlinelliad o'r adroddiad, a bwriad hwn oedd rhoi diweddariad i'r Pwyllgor ar waith y Tîm Cyfathrebu, Marchnata ac Ymgysylltu am y cyfnod 2018/19.

Agorodd y Cadeirydd y cyfarfod wedyn i gwestiynau i'r Gwahoddedigion gan yr Aelodau.

Teimlai Aelod fod angen lledaenu gwaith Cyfathrebu a Marchnata ac yn y blaen i bob lefel gan gynnwys ei raeadru i lawr i sefydliadau megis Cyngorau Tref a Chymuned, lle

y gellir gosod gwybodaeth am ddigwyddiadau ar Hysbysfyrddau a hyd yn oed mewn ffenestri siopau. Ystyriai ef ei bod yn bwysig lledaenu cyhoeddiadau, megis cyfarfodydd Galw-i-mewn Trosolwg a Chraffu sy'n cael eu trefnu ar fyr rybudd, mor eang ag sydd modd. Deallai nad oedd yna un ateb oedd yn addas ar gyfer pawb; fodd bynnag, teimlai nad oedd pawb yn defnyddio'r cyfryngau cymdeithasol, yn enwedig rhai o'r bobl hynaf mewn cymdeithas.

Ychwanegodd Aelod at hyn, drwy ddweud y dylid defnyddio Ysgolion hefyd fel dull o gyfleu i'r cyhoedd y digwyddiadau pwysig sy'n cael eu cynnal, h.y. mewn bwletinai i rieni.

Cadarnhaodd y Prif Weithredwr ei fod ef yn cytuno ag awgrymiadau o'r math yma.

Cadarnhaodd Aelod y gellid rhoi ystyriaeth hefyd i rannu gwybodaeth gyda phobl oeddrannus mewn cartrefi preswyl a llety gwarchod, ac efallai ar gyfer cyrsiau dysgu a datblygu sy'n cael eu cyflwyno mewn Canolfannau Cyswllt a/neu Ganolfannau Cymunedol. Byddai hyn o gymorth i'r Cyngor am fod mwy o'r cyhoedd yn cysylltu ag ef yn ddigidol nag sydd drwy lythyr.

Dywedodd Pennaeth Perfformiad a Gwasanaethau Partneriaeth fod swm sylweddol o wybodaeth o fath Cyfathrebu yn cael ei sianelu drwy Banel y Dinasyddion, a bod nifer o'r bobl sydd ar y panel hwn yn bobl hŷn.

Ychwanegodd Aelod y dylid defnyddio siopau lleol a swyddfeydd post i arddangos hysbysiadau ynghylch digwyddiadau sydd i ddod ac, fel y soniwyd yn gynharach, dylid anfon llenyddiaeth i Glercod Cyngorau Tref a Chymuned i'w harddangos yn eu swyddfeydd/Canolfannau Cymunedol. Ychwanegodd ymhellach fod y cyhoedd yn ymweld â lleoedd fel hyn, yn amlach nag y maent â Llyfrgelloedd a Chanolfannau Hamdden.

Dywedodd Rheolwr Ymgynghori, Ymgysylltu a Chydraddoldebau fod copïau papur o ddigwyddiadau a materion y mae angen eu cyfleu i'r cyhoedd, h.y. ymgynghoriad ynghylch y Gyllideb (Strategaeth Ariannol Tymor Canol) yn cael eu harddangos drwy ddarparwyr y Cyngor megis Arwen (llyfrgelloedd) a Halo (canolfannau hamdden) er y gallai fod angen i'r Tîm Cyfathrebu ystyried bod yn fwy rhagweithiol a gofyn i berchnogion siopau osod hysbysiadau yn ffenestr eu siop. Pe gofynnid iddynt, byddai'n rhaid iddynt gytuno â hyn, beth bynnag, esboniodd. Roedd angen mwy o waith yn y maes hwn hefyd mewn cymunedau mwy gwledig a byddent yn edrych ar hyn ymhellach. Roedd yna, fodd bynnag, gynulleidfaoedd oedd yn cael eu targedu oherwydd materion llosg, yn enwedig y rheiny sy'n ymwneud â gwasanaethau i'r cyhoedd ac unrhyw doriadau arfaethedig yn y rhain, er enghraifft llai o gymhorthdal i fysiau, a chau toiledau cyhoeddus.

Dywedodd Pennaeth Perfformiad a Gwasanaethau Partneriaeth y gallai edrych ar 'drawiadau' gan y cyhoedd ar fusnes y Cyngor, oedd yn destun ymgynghoriad, drwy'r cyfryngau cymdeithasol megis Facebook a Twitter. Byddai'n rhoi gwybodaeth i'r Aelodau ynghylch hyn y tu allan i'r Cyfarfod.

Dywedodd Aelod ei bod hi'n gwybod am nifer o gwynion gan y cyhoedd, bod rhywun wedi ceisio cysylltu â Swyddog neilltuol yn y Cyngor, ei fod wedi methu â chyflawni hyn ac wedi gadael neges i'r gweithiwr hwnnw gysylltu ag ef. Fodd bynnag, nid oedd hynny wedyn yn digwydd.

Dywedodd y Prif Weithredwr, er nad oedd hyn yn dderbyniol, efallai nad oes gan y cyhoedd y wybodaeth sydd gan Aelodau gan fod y Cyngor, yn dilyn y cyfnod o gyni, wedi gorfod gwneud arbedion sylweddol o achos y dirwasgiad dros nifer o flynyddoedd

yn olynol. Canlyniad hyn oedd nifer sylweddol o ostyngiadau staffio, yn enwedig yn staff y swyddfa gefn. Felly, roedd y Cyngor yn llawer llai gwydn erbyn hyn nag yr oedd ar un adeg, h.y. gyda 30-40% yn llai o staff nag oedd ganddo nifer o flynyddoedd yn ôl. Er hynny, fe ddylai fod ymateb i unrhyw ymholiad neu gŵyn a wneir, hyd yn oed er mai ateb dros dro ydyw, tan yr amser y gellir rhoi ymateb mwy sylweddol yn dilyn unrhyw ymchwil y byddai'n rhaid ei chynnal.

Teimlai'r Cadeirydd ei bod yn fwy anodd yn awr i gysylltu'n uniongyrchol ag aelod o staff neu adran o gyfarwyddiaeth. Er enghraifft, roedd yna linell uniongyrchol o'r blaen i'r Adran Goleuadau Stryd. Fodd bynnag, yn awr mae'n rhaid i chi fynd drwy'r Brif Ganolfan Gyswllt, lle mae'n bosibl i aelod o'r cyhoedd fod ar y ffôn am gyfnod eithaf hir o amser yn ceisio cael drwodd i'r person/Adran y mae'n ei ddymuno, a byddai hyn yn costio iddo. Roedd hi'n cytuno â theimladau Aelodau eraill, hyd yn oed os ydych chi'n cael drwodd i'r adran o'r Cyngor yr ydych yn ei ddymuno, bod hyn yn arwain at ateb dros dro yn hytrach na bod y mater yn adroddwyd amdano yn cael ei ddatrys yn gyflym.

Dywedodd y Prif Weithredwr eto yr hyn a ddywedodd o'r blaen, sef bod disgwyliadau'r cyhoedd efallai yn rhy uchel yn yr hinsawdd bresennol. Ni all y Cyngor, meddai, ddarparu'r lefel uchel o wasanaeth i'r cyhoedd y gallai ei ddarparu oddeutu 9 neu 10 mlynedd yn ôl, oherwydd lefel yr adnoddau ar hyn o bryd.

Gwnaeth Aelod y pwynt, os nad oedd mater a godwyd gan y cyhoedd yn cael ei weithredu'n ddigon buan, eu bod wedyn yn troi at eu Cynghorydd lleol i wneud i fyny am hyn a bod hynny yn ei dro yn cynyddu nifer yr Atgyfeiriadau Aelodau a wneir, gyda gwaith yn cael ei ddyblygu o'r herwydd.

O ran y materion a godwyd gan aelodau o'r cyhoedd drwy feysydd y Cymunedau, Ymgysylltu a Marchnata, dywedodd Rheolwr Cyfathrebu yr anfonir ateb dros dro, fydd yn dweud pryd y gellir disgwyl derbyn ymateb sylweddol. Ychwanegodd fod ymarferiad clirio yn cael ei gynnal bob wythnos ar yr holl faterion yr oedd angen eu dilyn i fyny.

Gofynnodd Aelod a oedd staff rheng flaen, megis y rheiny sy'n cymryd rhan yn y ffurf gyntaf o gyswllt â'r cyhoedd, er enghraifft, Gwasanaethau Cwsmeriaid, yn cael eu hamddiffyn mewn rhyw ffordd rhag cwsmeriaid dig, sarhaus, er mwyn diogelu eu hiechyd a'u lles.

Cadarnhaodd y Rheolwr Cyfathrebu fod Polisi Cyfryngau Cymdeithasol yn ei le, a bod darpariaethau hwnnw yn cymryd yr uchod i ystyriaeth.

Teimlai Aelod, pan oedd ymgynghoriad yn cael ei gynnal â'r cyhoedd ar rai pynciau allweddol, na ddylent dderbyn swm gormodol o wybodaeth / dogfennaeth i'w darllen gan y gall hyn wneud iddynt golli amynedd. Pryd bynnag yr oedd modd, dylid darparu Crynodeb Gweithredol, fyddai'n gynt i'w gymryd i mewn ac yn fwy cyfeillgar i'r defnyddiwr. Teimlai y byddai hyn yn arwain at fwy o atebion i ymarferiadau ymgynghori.

Dywedodd Rheolwr Ymgynghori, Ymgysylltu a Chydraddoldebau fod dogfennau Ymgynghori, pryd bynnag yr oedd modd, yn cael eu gwneud mor gryno a chlir ag oedd yn bosibl, ac yn iaith y dyn cyffredin, er mwyn rhwyddineb darllen ac i sicrhau eu bod yn gyfeillgar i'r defnyddiwr. Weithiau, fodd bynnag, nid oedd hyn yn bosibl pan gynhelid ymgynghoriad yr oedd yn rhaid iddo gynnwys gwybodaeth fwy technegol neu ddeddfwriaethol. Cafodd dogfen ymgynghori'r gyllideb ei datblygu i fod yn ddogfen hawdd ei darllen, gan ei bod yn neilltuo o bwysig i gael cymaint o adborth ag yr oedd modd gan y cyhoedd ar y cynigion yn ymwneud â'r Strategaeth Ariannu Tymor Canol.

Ychwanegodd y Prif Weithredwr fod rhaid cynnwys peth gwybodaeth yn rhai dogfennau ymgynghori, sef manylion technegol neu wybodaeth statudol, oherwydd, pe na byddai'r wybodaeth honno wedi ei chynnwys, y gallai'r Awdurdod fod yn agored i gael ei herio.

Mewn ymateb i gwestiwn gan y Cadeirydd ynghylch cynhyrchu gwybodaeth yn ddwyieithog, dywedodd y Rheolwr Cyfathrebu mai dyma oedd y sefyllfa, gan fod yn rhaid i'r Awdurdod gydymffurfio â gofynion Safonau'r Gymraeg gan ei fod yn gaeth i'r telerau hyn fel yr oeddent yn effeithio ar CBS Pen-y-bont ar Ogwr.

Gofynnodd y Cadeirydd a oedd gan y Cyngor ei gyfieithydd ei hun.

Cadarnhaodd y Prif Weithredwr fod hyn yn rhywbeth yr edrychwyd arno o'r blaen. Fodd bynnag, yr adeg honno, byddai wedi bod yn ddrutach nag anfon cyfieithiadau allan i gyfieithwyr allanol. Ychwanegodd, serch hynny, y gellid edrych ar y mater hwn eto.

Cyfeiriodd Aelod at dudalen 49 o'r adroddiad a'r statws RAG oedd yn dangos coch o ran datblygu technegau marchnata wedi eu targedu i wella cynrychiolaeth ar Banel y Dinasyddion, gyda'r nod o gynyddu ymgysylltiad â phobl iau (16-24 mlwydd oed) a wardiau oedd yn cael eu tangynrychioli. Gofynnodd sut y gellid gwella'r Dangosydd Perfformiad hwn.

Cadarnhaodd Rheolwr Ymgynghori, Ymgysylltu a Chydraddoldebau fod Panel y Dinasyddion wedi mynd i lawr yn ei faint i raddau a bod 17 o wardiau yn cael eu tangynrychioli ar hyn o bryd. Roedd gwaith yn mynd rhagddo, fodd bynnag, gyda sefydliadau megis Arwen a Halo, i geisio recriwtio Aelodau pellach i'r Panel. Yn ychwanegol at hyn, fel rhan o'r holl arolygon a gynhelir gan y tîm Cyfathrebu a Marchnata, gwahoddir aelodau o'r cyhoedd i lofnodi ar gyfer y Panel Dinasyddion ac mae peth cynnydd wedi ei wneud gyda mwy o aelodau wedi eu derbyn yn ddiweddar, gan gynnwys pob grŵp oedran. Ychwanegodd ymhellach y gallai hi roi rhagor o fanylion ynghylch y nifer presennol a phroffil oedran Aelodau'r Panel i'r Cynghorydd, y tu allan i'r cyfarfod.

Gwnaeth Aelod y pwynt, fod yna ddigwyddiadau yn cael eu trefnu gan sefydliadau, er enghraifft gan Gyngorau Tref a Chymuned, i blant eu mynychu yng nghyfnod gwyliau haf yr ysgol i gymryd rhan mewn mabolgampau a chwaraeon ac yn y blaen, ond bod y llenyddiaeth oedd yn hysbysebu hyn yn dod allan yn rhy hwyr gyda'r canlyniad bod y nifer oedd yn mynychu yn isel. Teimlai y dylid dosbarthu taflenni yn sôn am hyn yn gynt yn hytrach na hwyrach.

Cadarnhaodd y Rheolwr Cyfathrebu fod digwyddiadau fel yr uchod yn ffurfio rhan o raglen 'Ysgolion allan ar gyfer yr Haf', ond y byddai'n cadw hyn mewn cof ar gyfer digwyddiadau tebyg oedd wedi eu cynllunio ar gyfer amser gwyliau haf yr ysgol oedd i ddod.

Cyfeiriodd Aelod at dudalen 10 yr adroddiad a gofynnodd pa ymdrechion oedd yn cael eu gwneud i annog staff y Cyngor i gwblhau arolygon (Arolygon Staff, er enghraifft) yn ddigidol/ar-lein. Ychwanegodd y byddai hyn yn arbed ar gostau papur.

Dywedodd Pennaeth Perfformiad a Gwasanaethau Partneriaeth fod yna ganran fawr o staff nad oedd ganddynt fynediad at gyfleusterau TGCh ac felly, er bod camau'n cael eu cymryd i wella cyfathrebu'n ddigidol, nad oedd hyn yn bosibl i rai staff, oedd yn cyflawni dyletswyddau corfforol yn hytrach na rhai swyddfa. Roedd oddeutu 2,000 o weithwyr CBS Pen-y-bont ar Ogwr heb fynediad at gyfrifiadur.

Dywedodd Aelod y gellid goresgyn y broblem hon i raddau drwy Byrth gweithwyr, fel oedd yn cael eu defnyddio yn CBS Castell-nedd Port Talbot.

Dywedodd Pennaeth Perfformiad a Gwasanaethau Partneriaeth eu bod yn edrych i mewn i hyn, er nad oedd system TGCh CBS Castell-nedd Port Talbot yr un system â'r un a defnyddid yn CBS Pen-y-bont ar Ogwr.

Cyfeiriodd Aelod at dudalen 13 yr adroddiad ac yn benodol at y digwyddiad lleol, sef Gŵyl Gerdd Roots, marchnadoedd stryd, ac yn y blaen. Gyda golwg ar hyn, gofynnodd a fyddai CBS Pen-y-bont ar Ogwr yn hybu hyn ac a fyddai hefyd yn cynhyrchu incwm.

Dywedodd y Rheolwr Cyfathrebu mai prosiect partneriaeth oedd hwn, yr oedd CBS Pen-y-bont ar Ogwr yn cynorthwyo i'w hybu.

Ychwanegodd yr Aelod fod Swyddfa Archwilio Cymru wedi gwneud argymhelliad, sef bod proses Trosolwg a Chraffu'r Awdurdod yn cael ei hybu fwy, er mwyn cynyddu ymgysylltiad â'r cyhoedd yn y maes hwn. Gofynnodd a allai'r tîm Cyfathrebu chwarae rhan mewn gwthio hyn yn ei flaen ac atebodd y Rheolwr Cyfathrebu y byddai'n gwneud hynny.

Gwnaeth Aelod y pwynt pellach y dylai'r Cyngor gymryd mwy o ran mewn gweddarlledu digwyddiadau, h.y. Cyfarfodydd Pwyllgor ac yn y blaen, ac y dylai'r offer yn Siambr y Cyngor gael ei wella er mwyn hwyluso hyn yn well.

Cadarnhaodd y Prif Weithredwr y gellid edrych i mewn i hyn er, cyn belled ag y gwyddai ef, nad oedd y ffigurau gwyllo a gynhyrchid ar sail nifer y trawiadau yr oedd y Cyngor yn eu cael, wrth i'r cyhoedd edrych ar gyfarfodydd y Cyngor yn 'fyw', ddim mor uchel â hynny.

Dywedodd Aelod fod gan y rhan fwyaf o Ysgolion, os nad y cwbl, Gyngor Ysgol a theimlai y gellid gwneud mwy o ddefnydd o'r rhain i'r diben o roi cyhoeddusrwydd i ddigwyddiadau drwy ddulliau cyfathrebu ac ymgysylltu amrywiol.

Cadarnhaodd Rheolwr Ymgynghori, Ymgysylltu a Chydraddoldebau fod yr Awdurdod yn ymgysylltu'n sylweddol â holl ysgolion y Fwrdeistref Sirol ac y câi llenyddiaeth hefyd ei rhoi i'r disgyblion yn rheolaidd i'w throsglwyddo i'w rhieni/gwarcheidwaid.

Ychwanegodd y Rheolwr Cyfathrebu fod y Cyngor yn gweithio gyda chyfres o bartneriaid gwahanol ar draws Cymru, er enghraifft, Heddlu De Cymru, yr Awdurdod Iechyd a chyrff trawsbleidiol eraill. At hynny dywedodd fod yna gyllideb ar y cyd i'r diben hwn.

Teimlai'r Cadeirydd fod yna le o hyd i wella ymgysylltu â rhanddeiliaid a'r gymuned ehangach, gan gynnwys ag Aelodau o'r Cynulliad, er mwyn hyrwyddo rhai digwyddiadau'n well.

Dywedodd y Rheolwr Cyfathrebu mai cyfrifoldeb trefnwyr digwyddiadau oedd hysbysu rhanddeiliaid ac yn y blaen ynghylch cynnal unrhyw ddigwyddiad a drefnwyd, ac mai dewis y Cyngor oedd ei hybu.

Gan fod hyn yn dod â'r drafodaeth ynghylch yr eitem i ben, diolchodd y Cadeirydd i'r Gwahoddedigion am fod yn bresennol heddiw ac, yn dilyn hynny, gadawsant y cyfarfod.

Casgliadau:

Argymhellodd yr Aelodau y canlynol:

- Darparu Pecyn Cyfryngau ar gyfer Cynghorau Tref a Chymuned fel ffordd o gynyddu cyfathrebu, e.e. digwyddiadau CBS Pen-y-bont ar Ogwr, ymgynghoriadau ac yn y blaen.
- Cydweithredu mwy gyda Chynghorau Tref a Chymuned i ddod o hyd i aelodau i Banel y Dinasyddion, yn enwedig o wardiau sydd wedi eu tangynrychioli.
- Edrych i mewn i ymgysylltu â Manwerthwyr, Swyddfeydd Post, Swyddfeydd Cymunedol, Meddygfeydd Meddygon Teulu, Cwmnïau Bysiau a Kier fel ffordd bellach i gynyddu cyfathrebu CBS Pen-y-bont ar Ogwr.
- Edrych ar ffyrdd o gyflwyno porth gweithwyr er mwyn casglu data o Arolwg y Staff.
- Cododd yr Aelodau bryder ynglŷn â diffyg cyfraniad ariannol tuag at gyd-gyfathrebu partneriaeth ac argymhellwyd bod CBS Pen-y-bont ar Ogwr yn edrych ar ffyrdd y gallai partneriaid gyfrannu.
- Cadarnhad pam yr oedd llenyddiaeth ynghylch rhaglen 'Ysgolion allan am yr haf' yn hwyr yn cyrraedd ysgolion.
- Y ffigurau o ran targedu costau ar gyfer Facebook
- Data ynglŷn â'r ffordd yr ydym yn casglu adborth oddi wrth gwsmeriaid anafodlon.

61. **ADRODDIAD ENWEBU HYRWYDDWR RHIANTA CORFFORAETHOL**

Cyflwynodd Pennaeth Gwasanaethau Cyfreithiol a Rheoliadol adroddiad, a phwrpas hwn oedd gofyn i'r Pwyllgor enwebu un Aelod fel ei Hyrwyddwr Rhianta Corfforaethol i gynrychioli'r Pwyllgor fel yr un i gael ei wahodd i gyfarfodydd Pwyllgor Rhianta Corfforaethol y Cabinet.

Gwahoddodd y Cadeirydd enwebiadau o'r llawr, ac yn dilyn hyn

PENDERFYNWYD: Enwebu'r Cynghorydd J Gebbie fel cynrychiolydd Pwyllgor Trosolwg a Chraffu ar Bwnc 1 i eistedd ar wahoddiad ar Bwyllgor Rhianta Corfforaethol y Cabinet.

62. **ENWEBIAD I BANEL CRAFFU'R BWRDD GWASANAETHAU CYHOEDDUS**

Cyflwynodd Pennaeth Gwasanaethau Cyfreithiol a Rheoliadol adroddiad, a phwrpas hwn oedd gofyn i'r Pwyllgor enwebu un Aelod i eistedd ar Banel Craffu'r Bwrdd Gwasanaethau Cyhoeddus

Gwahoddodd y Cadeirydd enwebiadau o'r llawr, ac yn dilyn hyn

PENDERFYNWYD: Enwebu'r Cynghorydd K Watts fel cynrychiolydd Pwyllgor Trosolwg a Chraffu ar Bwnc 1 i eistedd fel Aelod o Banel Craffu'r Bwrdd Gwasanaethau Cyhoeddus.

63. **DIWEDDARIAD AR Y RHAGLEN WAITH I'R DYFODOL (RHWD)**

Cyflwynodd y Swyddog Craffu adroddiad oedd yn rhoi diweddariad ar yr uchod.

Ynghlwm wrth yr adroddiad yn Atodiad A, roedd manylion yr adborth o gyfarfodydd blaenorol y Pwyllgor Trosolwg a Chraffu ar Bwnc 1 i'w ystyried a'i gymeradwyo. Roedd yr adran hon o'r adroddiad hefyd yn cynnwys rhestr o'r ymatebion gan gynnwys rhai oedd heb eu derbyn eto.

Ynghlwm yn Atodiad B i'r adroddiad, roedd Rhaglen Waith Gyffredinol y Dyfodol ar gyfer y Pwyllgorau Trosolwg a Chraffu, oedd yn cynnwys y pynciau a dderbyniodd flaenoriaeth gan y Pwyllgor Trosolwg a Chraffu Corfforaethol ar gyfer rownd nesaf y Pwyllgorau (yn Nhabl A), yn ogystal â phynciau y teimlid eu bod yn bwysig i gael eu blaenoriaethu yn y dyfodol yn Nhabl B.

64. EITEMAU BRYD

Dim.

Daeth y cyfarfod i ben am 11:37

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

8 JULY 2019

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

ESTYN INSPECTION OF BRIDGEND COUNTY BOROUGH COUNCIL'S LOCAL GOVERNMENT EDUCATION SERVICES

1. Purpose of report

- 1.1 The purpose of this report is to inform members of the outcomes of the recent Estyn inspection of Bridgend County Borough Council's local government education services.

2. Connection to corporate improvement objectives/other corporate priorities

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

3. Background

- 3.1 Bridgend County Borough Council was inspected by Estyn during the week commencing Monday 18 March 2019 under the new Local Government Education Services (LGES) Inspection Framework, introduced in September 2018. The full text of the report is available in **Appendix 1** attached.
- 3.2 The inspection was moderated by an Assistant Director from Estyn. Inspectors from Wales Audit Office (WAO) and Care Inspectorate Wales (CIW) were members of the inspection team.
- 3.3 A wide range of stakeholders were involved in the inspection including elected members, officers, headteachers, learners and members of the public.

4. Current situation/proposal

4.1 In relation to Inspection Area (IA) 1 Outcomes, the following **strengths** were identified:

- Pupils in Bridgend schools make good progress between the ages of 5 and 16.
- At key stage 4, pupil performance (especially that of more able and talented (MAT) pupils) is strong.
- Performance of learners eligible for free school meals (eFSM) and other vulnerable groups is good.
- Positive reduction in the number of learners not in education, employment or training (NEETs).
- Pupil attendance is good (especially that of vulnerable groups).
- Use of learner voice in the decision-making process is effective.
- Stakeholder engagement is strong.
- Support for learners with education, social and behavioural difficulties (ESBD) is effective.

4.2 In relation to IA1 Outcomes, the following **areas for development** were identified:

- Pace of progress in 'schools causing concern' is too slow.
- Inspection outcomes for primary schools.
- Pupils' literacy skills in primary schools.
- Outcomes for young offenders.
- Performance of sixth form pupils at A*-C.
- Destination data relating to Year 11 leavers.
- Recognised accreditations achieved by young people in non-formal settings (youth support).

4.3 In relation to IA2 Education Services, the following **strengths** were identified:

- 'Team Bridgend' approach is effective especially in relation to delivery partner engagement.
- Good working relationship between the local authority and the consortium.
- School Improvement Group is effective.
- Local authority and consortium officers know their schools well.
- Support programmes are good and focus appropriately on key areas for improvement (ie School Holiday Enrichment Programme).
- Integrated services complement the work of schools effectively.
- Bridgend Music Service highlighted as providing particularly good provision.
- Good support for learners with ESBD and vulnerable groups – notably through the Inclusion Service and the Vulnerable Groups Team.
- Education Welfare Service identified as effective.

4.4 In relation to IA2 Education Services, the following **areas for development** were identified:

- Weak teaching in 'schools causing concern' is taking too long to improve.
- School improvement evaluations focus too much on data rather than on the standards pupils achieve.
- Current data tracking systems are under-developed (eg ability to monitor learners' needs to be improved).

- Performance of more able and talented learners (especially at key stage 2 and post-16).
- Evaluation of services for learners with ESB.
- Knowledge in relation to the progress made by young carers

4.5 In relation to IA3 Leadership and Management, the following **strengths** were identified:

- Elected members and officers have a clear vision for ensuring effective education provision in Bridgend.
- The vision is communicated effectively to stakeholders and delivery partners.
- Elected members have a good understanding of education issues.
- Effective cross-party working enables the local authority to continue to deliver its strategy for education.
- Scrutiny is well run.
- The local authority's allocation of resources to its education services and schools reflects the high priority afforded to education in the corporate plan.
- Elected members engage effectively with officers.
- Priorities are clearly defined and provide a sound base for improving education.
- The Education and Family Support Directorate's self-evaluation, risk and financial management processes are well-established and are effective.
- The Education and Family Support Directorate has an effective working structure which brings a focused and collaborative approach to managing a wide range of issues.
- Staff feel valued and are clear about the outcomes they are expected to deliver in their roles.
- Performance management is effective.
- Arrangements for safeguarding in education are appropriate.

4.6 In relation to IA3 Leadership and Management, the following **areas for development** were identified:

- There is too much emphasis on headline measures – closer focus on incremental measures is required.
- Reports to elected members do not always identify the key implications arising from information.
- Involvement of Welsh Education Strategic Forum in Welsh Education Strategic Plan (WESP) activity.
- Monitoring impact of training across services.
- Planned financial savings (especially home-to-school transport).

4.7 The report concluded with the following recommendations:

- R1 Raise standards of literacy in primary schools
- R2 Improve outcomes for post-16 learners in sixth forms
- R3 Increase the pace of improvement in schools causing concern
- R4 Strengthen the role of the Welsh Education Strategic Forum to ensure timely progress in delivering the priorities identified in the Welsh in Education Strategic Plan

- 4.8 In recognition of notable practice, Estyn has asked Bridgend County Borough Council to provide a case study on its work in relation to young people's involvement in decision-making processes in schools and the local authority, for dissemination on Estyn's website.
- 4.9 A post-inspection action plan must be prepared by the local authority and submitted to Estyn by 31 August 2019.
- 5. Effect upon policy framework and procedure rules**
- 5.1 There is no impact on the Council's policy framework or procedure rules.
- 6. Equality Impact Assessment**
- 6.1 There are no direct equality implications arising from this report.
- 7. Well-being of Future Generations (Wales) Act 2015 implications**
- 7.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.
- 8. Financial implications**
- 8.1 There are no financial implications arising directly from this information report.
- 9. Recommendation**
- 9.1 That the committee notes and provides comments and any recommendations regarding the content of this report.

Lindsay Harvey
Corporate Director – Education and Family Support
10 June 2019

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Background documents

- Guidance handbook for the inspection of local government education services from September 2018:
https://www.estyn.gov.wales/sites/default/files/documents/Guidance%20handbook%20for%20the%20inspection%20of%20LGES%202018_0.pdf

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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Date of inspection: March 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Bridgend County Borough Council

Bridgend County Borough Council is located in South Wales and has a total population of 144,288. The local authority maintains 60 schools. There are 48 primary schools, including four that provide Welsh-medium education. There are nine secondary schools including one Welsh-medium school. In addition, there are two special schools and a pupil referral unit.

The interim chief executive took up his post in January 2019 and the corporate director for education and family support was appointed in March 2017. The council leader has been in his role since October 2016 and the main portfolio holder for education services took up this position in May 2017. The local authority's last inspection was in October 2012.

Bridgend is one of five local authorities in the Central South Consortium joint education service for school improvement.

In 2018-2019, the Council's net education budget is approximately £108 million. The delegated school budget per pupil is the fifth lowest of all local authorities in Wales.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Bridgend is noted below:

- Over a three year average, 18.1% of pupils aged five to fifteen are eligible for free school meals, slightly higher than the Wales average of 17.9%
- 7.7% of pupils aged five and over are fluent in Welsh, which is lower than the Wales average of 16.2%
- 6.0% of pupils are from ethnic minorities, lower than the Wales average of 11.0%
- 20.2% of pupils have special educational needs, lower than the Wales average of 22.6%
- 131 children per 10,000 were looked after by the local authority in 2018, which is higher than the Wales average of 102 children per 10,000

Summary

Senior officers and elected members share a clear vision for education in Bridgend. The authority's approach of collaborative working across services areas and with schools, known as 'Team Bridgend', is effective, in particular in improving support for vulnerable learners. Schools are integral to decision-making processes about education. The local authority's allocation of resources to its education services and schools reflects the high priority given to education in the corporate plan.

Overall, pupils in Bridgend make good progress between the statutory school ages of five and sixteen. Standards at key stage 4 in secondary schools over the last three years compare well with those in similar local authorities. However, standards in sixth forms in schools compare less favourably with the national average. Outcomes for primary-aged pupils are not as strong as for those in secondary schools, particularly in literacy. Across the local authority, children and young people make a very positive contribution to influencing decisions that affect them. The local authority provides them with well-structured processes and activities and they engage well.

School improvement officers in the local authority work well with officers and advisers from the regional consortium to support schools to improve. This support is generally effective, although the pace of progress in schools causing concern is too slow. The local authority has a strong commitment to meeting the needs of pupils with emotional, social and behavioural difficulties and provides a good range of services to support schools and pupils.

The authority's self-evaluation process is well established across the directorate, and takes good account of contributions from its stakeholders, including school leaders and pupils. This enables managers to evaluate the quality of services, taking into account a wide range of perspectives.

Recommendations

- R1 Raise standards of literacy in primary schools
- R2 Improve outcomes for post-16 learners in sixth forms
- R3 Increase the pace of improvement in schools causing concern
- R4 Strengthen the role of the Welsh Education Strategic Forum to ensure timely progress in delivering the priorities identified in the Welsh in Education Strategic Plan

What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should update its plans within three months of the publication of the inspection report.

Estyn will invite the provider to prepare a case study on its work in relation to young people's involvement in decision-making processes in schools and the local authority, for dissemination on Estyn's website.

Main findings

Outcomes

Overall, pupils in Bridgend make good progress between the statutory school ages of five and sixteen. Standards at key stage 4 in secondary schools over the last three years compare well with those in similar local authorities, including standards in English or Welsh and mathematics. The proportion of pupils who achieve five A* or A grades or equivalent is considerably higher than in similar local authorities.

Over the last three years, the proportion of primary schools that are judged by Estyn inspectors to have at least good standards is below the average in Wales. In particular, inspectors have often noted weaknesses in pupils' literacy skills in primary schools.

Pupils who are eligible for free school meals perform well compared to those in similar authorities and the average in Wales. Pupils with special educational needs perform broadly in line with the average in Wales. The progress of other vulnerable groups of pupils, for whom reliable information exists, is usually at least in line with national averages. However, young offenders do not make enough progress in their education.

Standards in sixth forms in schools, particularly when taking account of pupils' prior attainment, compare less favourably with the national average. The proportion of pupils achieving the level 3 threshold has been slightly above the Wales average for the last three years. However, the average wider points score and the proportion of pupils achieving three A* or A grades are lower than the national averages, and the gap in performance when compared with the national average has been widening over the last three years.

A small proportion of young people develop useful skills and achieve nationally recognised accreditations through activities provided in non-formal settings by youth support services.

Over the last three years, the proportion of Year 11 leavers known not to be in education, employment or training has almost halved, and, at the end of 2017, was broadly in line with the Wales average. Vulnerable pupils have benefited greatly from the valuable range of projects offered across the local authority to support them, contributing to this reduction. For example, a five-week summer holiday programme for key stages 3 and 4 pupils is linked to the 'Inspire to Achieve' project run successfully by youth workers with external partners such as Careers Wales. Through early identification, these projects help to keep pupils at risk of becoming not in education, employment or training motivated and engaged. This engagement includes, for example, enjoying the range of activities offered in the summer programme from quad biking through to music workshops, where pupils develop important life skills such as team working and reliability. Nevertheless, at the end of 2017, a higher proportion of the local authority's Year 11 pupils' destinations on leaving school was unknown compared with the national average.

Attendance in primary schools has remained above the Wales average for the last three years, while the rate in secondary schools has been either in line or above this average for the same period. In both primary and secondary schools, the percentage of pupils who are persistent absentees is below the Wales average for the last three years. The attendance of vulnerable groups compares favourably with local and national averages over this same period.

The number of permanent exclusions has increased over the last three years. In 2017, 12 pupils were permanently excluded from primary and secondary schools, which represents a higher rate than the national average. The rate of fixed-term exclusions of five days or less is below the Wales average for two out of the last three years, but the rate of more than five days is above it for these three years.

Across the local authority, children and young people make a very positive contribution to influencing decisions that affect them made by their schools and the local authority. The local authority provides them with well-structured processes and activities and they engage well. Young people know their contribution is valued and makes a difference. For example, the youth council has taken the lead for the local authority addressing 'period poverty' through its schools. Members of the council worked with local authority officers to design, conduct and analyse a survey across all schools on this aspect, and they presented their findings in a written report for elected members. As a result, posters have been distributed to every school in the local authority and free sanitary products made available.

Across the local authority, children and young people benefit from useful opportunities to develop healthy and safe attitudes. For example, in 2018, the local authority early years and childcare team piloted the Welsh Government funded 'school holiday enrichment programme' for vulnerable groups in primary schools. The three-week programme included daily healthy meals, which parents, carers and families attended one day each week. This initiative, which the local authority plans to repeat and expand in 2019, helped children to improve their social skills and confidence, and strengthened family engagement.

The local authority puts into action beneficial strategies to improve children's and young people's mental and emotional health and wellbeing. These strategies include a youth mental health first aid programme, which is being rolled-out across all schools and the youth service, and community-based counsellors for youth support services in addition to school-based counsellors. The local authority's 'Festival of Learning' in 2018 brought together representatives from all school councils on the learners' forum day to consider 'What makes children happy in school?' These views are helping to inform decision-making in this area in individual schools and the local authority.

Education services

Under Inspection Area 2, Estyn sets local inspection questions that are relevant to each local authority. Local inspection questions focus on education services that relate to the local authority's current strategic priorities or result from information that Estyn has about education services in the local authority.

How robustly does the local authority challenge the performance of schools and ensure that schools receive appropriate support to help them improve?

School improvement officers in the local authority work well with officers and advisers from the regional consortium to support schools to improve. The 'Team Bridgend' approach introduced in 2017 emphasises collaborative working both between schools and between schools and local authority officers. It has established a collective responsibility for improving outcomes for all learners within the local authority. This approach has resulted in closer working amongst schools. For example, cluster schools work together to share effective practice and focus on a common issue such as boys' literacy or pupils' emotional wellbeing.

The local authority's 'School Improvement Group', consisting of senior officers and elected members, reviews schools causing concern regularly. They also take timely decisions about appropriate local authority intervention in these schools to bring about improvements by issuing, for example, warning notices or appointing temporary leaders and new governors. The local authority provides appropriate support to all non-maintained settings for children who are below statutory school age. However, this support is not available in Welsh for Welsh-medium nonmaintained settings.

In most cases, officers and challenge advisers know their schools well. They identify their strengths appropriately and provide effective support to help them to improve. However, in a few instances, challenge advisers working with schools have not recognised important shortcomings or the need for school leaders to make significant improvements.

There are a few primary schools in statutory categories following inspection. The local authority and the regional consortium provide support for these schools but the pace of improvement has been too slow. In these schools, while the local authority is dealing appropriately with issues about leadership and governance, important areas such as weak teaching take too long to improve. This has a negative impact on the progress that pupils in these schools make and the standards they achieve.

Challenge advisers undertake a good range of monitoring activities during their visits to schools. For example, they observe lessons, carry out learning walks, listen to learners and look at their books. In the most useful instances, they carry out this work with members of the school's leadership team in order to provide opportunities for meaningful discussion about the progress that pupils are making. This process identifies aspects of schools' work that need improvement. For example, a learning walk conducted by a challenge adviser identified the need to improve teaching in the foundation phase. As a result, school leaders focused well on this area and brought about improvements in a timely manner.

In schools that require additional help, challenge advisers plan support packages, which incorporate support from the specialist literacy and numeracy teams from the regional consortium. In addition, accelerated progress leads provide bespoke support for schools, for example to secondary school mathematics departments. Support programmes for schools focus appropriately on key areas for improvement such as improving reading and the quality of teaching. Although challenge advisers collect a good range of first hand evidence when they monitor this support, evaluations focus heavily on data and provision rather than the standards pupils achieve and the progress that they make.

How well does the local authority work with schools to improve the attainment of pupils eligible for free school meals?

The local authority has identified improving the attainment of pupils eligible for free school meals as a priority. Raising the attainment of this group of pupils is an objective in the education directorate business plan and reducing the gap in performance between pupils who are eligible for free school meals and those who are not is a strategy they share with the regional consortium. Officers track the gap in attainment over time of pupils at key stage 4 and set appropriate targets to reduce this. However, their emphasis on tracking and reducing the gap is not always useful as the gap can close due to the underperformance of pupils who are not eligible for free school meals. Overall, pupils who are eligible for free school meals perform well compared to those in similar authorities and the average in Wales.

Improving the attendance of pupils eligible for free school meals has also been a priority over the last three years. This focus has helped to raise the attendance levels of pupils eligible for free school meals in both primary and secondary schools to be above the average for Wales.

Challenge advisers work with schools to ensure that activities funded with the pupil development grant are designed well to meet the needs of pupils. They also help schools to share effective practice in the use of the grant. A few schools use the grant to provide enrichment opportunities for more able or talented pupils, for example to pay for music provision or sports equipment. However, overall the provision for more able pupils eligible for free school meals is limited.

In 2018, the local authority carried out a pilot programme to provide healthy meals, food and nutrition education and physical activity during the school summer holidays. Officers recognise the value of this programme in improving the wellbeing of pupils eligible for free school meals and are providing opportunities to deliver the programme to an increased number of children in 2019.

How effective are the local authority's strategies to improve outcomes for more able and talented young people?

Improving provision to support pupils who are more able and talented is a priority in the local authority, but their plans to improve outcomes for these pupils are at an early stage of development. Currently, they do not focus sharply enough on improving outcomes in primary schools or in supporting pupils' wellbeing across schools.

The proportion of pupils who achieve A* and A grades at the end of key stage 4 compares well with those in similar authorities. Officers and challenge advisers have a secure understanding of the secondary schools that support the attainment of more able pupils particularly effectively. In these schools, there are good processes for the clear and timely identification of pupils' strengths and the setting of rigorous targets. There is robust monitoring and tracking of pupils' progress. However, in the primary phase, officers and challenge advisers do not have a sufficiently accurate picture of the quality of provision or the progress more able and talented pupils make because they do not draw on a broad enough range of evidence when making their evaluations.

Many more able and talented pupils in sixth forms benefit from the local authority's involvement in the Seren network. This provides a helpful programme of support for high achievers across the region. Through the programme, the most able pupils attend academic workshops, listen to inspirational talks and receive support for university applications. This has helped to raise pupils' aspirations and to increase the number receiving offers to study in leading universities. Officers hold regular reviews in schools with sixth forms to analyse and discuss pupils' progress, and to challenge them to improve outcomes in particular subjects, such as science and mathematics. However, this has not led to sufficient or sustained improvements in the A level performance of more able pupils.

The Bridgend Music Service provides many worthwhile enrichment opportunities to nurture pupils' musical abilities including residential courses and expert teaching in various groups appropriate to their stage of development. The most talented pupils participate in regional and national events, such as the Urdd National Eisteddfod and the National Music for Youth Festival. These experiences build their confidence and help them to develop their performance skills to a high level. The music service student ambassador programme helps musicians to develop broader skills, including leadership, for example by conducting ensembles in rehearsals and concerts, and by mentoring younger musicians. The ambassadors plan and deliver events with external partners and community groups, which helps them to learn about arts administration and to develop beneficial team working, communication and organisational skills.

Recently, the local authority has developed an appropriate longer-term strategy to improve outcomes for more able and talented pupils, which takes good account of national initiatives. There are suitable collaborative arrangements in place with the regional consortium to progress actions. These include the roll out of a programme of professional learning for each cluster of schools to support those teachers with a whole-school responsibility for improving provision for pupils who are more able and talented.

Overall, the local authority does not communicate its strategy for improving provision and outcomes for this group of pupils sufficiently well. In many cases, schools are not clear that this is a directorate priority and they do not know what support is available to them. In general, across the local authority, very few schools share what works well in improving provision for more able and talented pupils.

How well does the local authority meet the needs of learners with emotional, social and behavioural difficulties?

The local authority has a strong commitment to meeting the needs of pupils with emotional, social and behavioural difficulties and provides a good range of services to support schools and pupils. Officers work well with schools to identify the key areas they need to address and have improved processes and provision to meet the needs of these learners. However, their evaluation of the effectiveness of these services is at an early stage of development.

The Educational Psychology Service and the Behaviour and Wellbeing Team provide useful preventative strategies, training and support to schools. The local authority has strengthened the role of its pupil referral unit (PRU) and special school for pupils

with emotional, social and behavioural difficulties in supporting teachers in mainstream schools. This work makes a positive contribution to pupils' attendance and wellbeing across the authority.

The Vulnerable Groups Team provides a valuable single point of contact for schools with concerns over pupils' needs. This team provides consistent information and effective advice to schools about how to access services and training and supports the local authority's graduated response to pupils' needs well. The collaborative working relationship between the Vulnerable Groups Team and the Children's Social Care Service is a strength. In addition, the team's improved approach to working with other services, such as the Early Help Community Hubs, supports schools well to meet the needs of vulnerable learners effectively.

The local authority's Access to Education Panel provides a pivotal role in decisionmaking on placements and support for all vulnerable learners, including those with emotional, social and behavioural difficulties. This process is a strength. The Director of Education and Family Support chairs the panel meetings, which involve a wide and relevant membership, including primary and secondary school representation. Schools are clear about the process for referral to panel and the transparent outcomes of panel decisions.

How well does the local authority support looked after children and young carers to make good progress in their learning?

There are around 300 school age pupils currently looked after by the local authority, a slight increase from the previous year. The Vulnerable Groups Team is the single point of contact for all agencies involved with looked after pupils. This team has strengthened the co-ordination of provision and staff training to support these pupils. For example, the team delivers the Children Looked After Friendly Schools programme to staff in all schools.

The local authority collects the attainment levels for looked after pupils in Years 11 and 13 and outcomes for pupils at Years 2, 6 and 9, based on statutory teacher assessments or external examinations. However, the local authority does not monitor, track and report effectively on the progress of looked after pupils. The present information system is not sufficiently sophisticated to support officers to evaluate progress from pupils' initial starting points and over time.

In January 2019, there were 218 known young carers in schools in Bridgend. The Vulnerable Groups Team has established good working relationships and information sharing with the Children's Social Care Service to provide relevant training and support to the schools that young carers attend. Young carers in secondary schools have an identity card that helps to give them a higher profile within their schools. School staff have started to do more to support the particular needs of this group of learners, for example by providing opportunities to complete homework in school. However, local authority officers do not have a strong enough understanding of the progress that young carers make or the impact of services on the outcomes that they achieve.

How effective is the local authority's work to improve school attendance and reduce exclusions?

The local authority has a strong focus on improving attendance and reducing exclusions. Its vision and priorities for attendance reflects the local context well. The strategy highlights the broad principles for improving attendance in Bridgend, the role of the local authority, the role of parents and the work of the education welfare officer. It also provides useful examples of multi-agency working in the authority, for example in undertaking truancy patrols.

Education welfare officers (EWOs) work effectively within Early Help Community Hubs. These hubs are located across Bridgend and support a multi-agency approach in ensuring that appropriate support is available for pupils and families. Other staff involved include social workers, police officers, behaviour support teachers and youth workers. EWOs visit schools regularly to identify and monitor pupils causing concern and agree appropriate follow-up actions with the school.

EWOs contribute well to effective 'Team around the School' group meetings. This group includes representatives from safeguarding, inclusion, police and youth justice. These monthly, school-based meetings are effective in identifying and responding to the needs of children and young people.

Attendance panel meetings involve parents, EWOs and school staff. They explore how to support and improve pupils' attendance and result in appropriate action plans which are monitored by the school. The Vulnerable Groups Team identify pupils causing concern in relation their attendance or behaviour at an early stage and intervene as needed.

Attendance in both primary and secondary schools compares well with that in similar local authorities. However, the work being undertaken in the authority on exclusions has not had sufficient impact on overall exclusion rates.

Leadership and management

Senior officers and elected members share a clear vision for ensuring effective education provision in Bridgend. They communicate this vision well across the local authority, throughout the directorate, and to stakeholders and partners. The local authority has identified three core priorities, which are clearly defined in its corporate plan. These priorities provide a sound base for the directorate's plan for improving education. The corporate plan reflects relevant national and local priorities well, including the Well-being of Future Generations Act, and takes good account of the local needs of children and young people.

The education and family support directorate business plan builds well upon the corporate plan and its priorities. The business plan, developed in partnership with schools, identifies a further three key priorities. These suitable priorities are reflected clearly in its team 'road maps', group plans, individual performance plans, and also in all school cluster plans.

Within the business plan, each objective has clearly defined progress indicators and measurable actions for improvement. Timescales are specific and realistic with lead

officer responsibilities clearly identified. Although actions contain limited incremental measures for tracking progress towards completion, the directorate and corporate monitoring systems provide good opportunities to identify slippage, or emerging risks.

The authority's self-evaluation process is well established across the directorate, and takes good account of contributions from its stakeholders, including school leaders and pupils. This enables managers to evaluate the quality of services, taking into account a wide range of perspectives. The outcomes from this process give managers and elected members good information about the work of the directorate and help managers to address issues raised and allocate resources appropriately. However, the authority does not always make best use of all of the information it has available and relies too much on headline outcome indicators.

The directorate has an effective working group structure, which brings a focused and collaborative approach to managing a wide range of issues. These groups enable officers to exchange information easily and seek collaborative solutions to emerging problems. For example, there is close monitoring of schools causing concern through the School Improvement Group, the resolution of issues for individual pupils through the Vulnerable Groups Team and emerging financial risks are considered by the financial monitoring board.

Although the authority's ruling political group does not have an overall majority, the effective cross-party working enables the authority to continue to deliver its strategy for education. Elected members have a good understanding of education issues and work well with officers to bring about improvement. Members are involved in the work of the directorate through regular engagement with many of the working groups.

Reports to elected members contain useful information and help elected members to understand the key issues. Officers generally present information to members clearly, for example performance data. However, the key implications arising from this information are not always highlighted clearly enough to help elected members focus on the most important issues.

The authority communicates well with its key stakeholders, including headteachers, parents and external agencies, and takes good account of their views. In particular, the authority has a culture of listening carefully to, and taking account of, the views of children and young people. The authority's participation strategy enables children and young people to influence effectively important issues and decisions. For example, large numbers of pupils in both primary and secondary schools contributed to the public consultation about future budget cuts across the local authority.

The local authority's approach of collaborative working across services areas and with schools, known as 'Team Bridgend', is effective. Schools are integral to decision-making processes about education. Headteachers contribute directly to planning, which means agreed actions meet headteachers' expectations. This helps the local authority to ensure its plans meet strategic objectives, and address emerging risks.

The local authority has a good relationship with the regional consortium, and contributes well to its management, governance and scrutiny. The inclusion of the consortium's lead challenge adviser within the local authority's senior management

team leads to regular dialogue about, and agreed responses to, school performance issues. Over time the local authority has worked well with the consortium to ensure its schools have the most appropriate challenge advisers working with them.

The education and family support directorate identifies well emerging and ongoing risks, and the risk management process effectively assesses and prioritises these. Risks identified as high are properly escalated through the corporate management structure and shared within the directorate and across the authority. Risks with financial implications are communicated appropriately to the corporate finance team.

The local authority has agreed principles that inform its school reorganisation and planning process. It has improved its approach to statutory consultation about school reorganisation, and it is now more effective in consulting with parents, pupils, staff and local communities. The local authority has also learned from recent experience, that they need to give greater consideration to the impact of new schools upon pupil numbers in neighbouring schools.

The local authority's delivery of its 2017-2020 Welsh in Education Strategic Plan (WESP) had a slow start. More recently, planning for increasing Welsh-medium provision has taken greater priority, and is gathering pace. The monitoring of the implementation of the WESP through the Welsh Education Strategic Forum has not been effective enough. Until recently, it had not met regularly enough to ensure that agreed actions take place in a timely manner.

The local authority's scrutiny arrangements were recently reviewed by the Wales Audit Office. They found that scrutiny is well run but needed to adapt to meet future challenges. The review proposed five areas for improvement, which were accepted by the local authority. The scrutiny committee for education has begun to adapt its work practice to take account of these.

Managers use the corporate performance management framework effectively to support and develop staff in their roles. There is a well-embedded cycle of performance review and timely reporting throughout the directorate. Staff feel valued and are clear about the outcomes they are expected to deliver in their roles.

The education and family support directorate manages complaints effectively. A new support unit has been established to co-ordinate responses. This has streamlined the process for complainants, and enables managers to review patterns of the concerns raised.

The directorate provides a wide range of professional learning opportunities for officers through the corporate Core Training Framework. Officers demonstrate a high level of commitment to their own professional development. Officers from individual service areas plan their own learning informed by their performance review and in line with service priorities. This results in a comprehensive range of opportunities that match well to staff needs. However, the directorate does not monitor fully the range and impact of training across all services.

The local authority's arrangements for safeguarding in education provision are appropriate and do not raise any cause for concern. Safeguarding issues relating to professional practice are managed well and reported as appropriate to senior managers. The local authority's leadership in safeguarding matters to its schools is good.

The local authority's allocation of resources to its education services and schools reflects the high priority afforded to education in the corporate plan. The authority has shown its commitment through taking decisions to protect schools' delegated budgets wherever possible at a time of budget reductions across other services.

The local authority has a sound corporate financial planning framework. The schools and authority work well together to understand the financial pressures they face in the short and medium term. There is regular and detailed monitoring of expenditure against budget within schools and in relation to budgets managed centrally within the local authority. Officers have a good knowledge of schools and understand the financial difficulties faced by schools. The local authority has used corporate contingency funding to address significant issues in the very few schools facing financial problems. The level of reserves held by schools is lower than in most authorities in Wales and, where necessary, an appropriate escalation process is in place to manage deficits.

The education directorate has a mixed track record in terms of achieving planned financial savings in recent years. Pressures in the inclusion and home-to-school transport budgets have also led to large overspends in the current financial year, potentially undermining savings being made elsewhere. There is an effective partnership with the School Budget Forum around the financing of schools, fostering a shared understanding across the authority that funding is distributed equitably to schools. The school funding scheme has been reviewed and updated over the last few months and the proposed changes are currently subject to consultation.

Copies of the report

Copies of this report are available from the local authority and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

8 JULY 2019

REPORT OF THE HEAD OF LEGAL AND REGULATORY SERVICES

MEMBER AND SCHOOL ENGAGEMENT OVERVIEW AND SCRUTINY PANEL – PLASNEWYDD PRIMARY – RESPONSES

1. Purpose of Report.

- 1.1 The purpose of the report is to provide responses to the comments and recommendations of the Overview and Scrutiny Member and School Engagement Panel (MSEP) meeting with Plasnewydd Primary School.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 This report relates to the following Corporate Priorities:

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

3. Background

- 3.1 The Council's Scrutiny function has an important role to play in enhancing the transparency and accountability of public services. The purpose of engaging Head Teachers together with Chairs of Governors with Members of Scrutiny is to explore school performance with a view to improving levels of understanding in support of the Committee's accountability function.
- 3.2 Plasnewydd Primary School had been highlighted as a school for the MSEP to consider with the rationale that the school currently has a Red status under the National Schools Categorisation System.
- 3.3 The MSEP met with the Headteacher, the Chair of Governors and Officers from the Education and Family Support Directorate on 11 March 2019.
- 3.4 The Panel received detailed information to assist them in their deliberations and development of questions including recent school data, Estyn reports, the School Post Inspection Action Plan and the Authority's Statement of Action.

4. Current situation / proposal.

- 4.1 On 29 April 2019 the Subject Overview and Scrutiny Committee 1 considered a report detailing comments and recommendations from the MSEP meeting with the Headteacher and Chair of Governors from Plasnewydd Primary School.
- 4.2 The Committee accepted the comments and recommendations of the Panel and determined that they be forwarded to Cabinet, Officers and the Central South Consortium for a response. They were also forwarded to the Headteacher and Chair of Governors to incorporate any response they wished to make.
- 4.3 The findings, recommendations and their responses are attached at **Appendix 1**.

5. Effect upon Policy Framework& Procedure Rules.

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

6. Equality Impact Assessment

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

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

- 7.1 The Act provides the basis for driving a different kind of public service in Wales, with 5 ways of working to guide how public services should work to deliver for people. The following is a summary to show how the 5 ways of working to achieve the well-being goals have been used to formulate the recommendations within this report:
 - Long-term - The work of the Member and School Engagement Panel supports the improvement of standards and outcomes in schools.
 - Prevention - Monitoring school performance allows the Authority to identify trends over time and to identify areas of good practice to be shared to help raise standards and to identify areas for school development. In making recommendations for change and further exploration by Scrutiny, the aim is to prevent standards from slipping across the County Borough.
 - Integration - Providing effective Member and School Engagement Panel support, has a positive impact on well-being objectives through engagement with schools. This ultimately means that learners can learn and achieve and can play active roles in their communities, contributing positively to society as a whole.
 - Collaboration - The Member and School Engagement Panel and Scrutiny Committees work specifically with Local Authority Officers, schools and with the Central South Consortium (CSC) to help towards the delivery of the well-being objectives related to school improvement. Receiving information from those listed

assists in the production of recommendations that are made to a combination of all those involved to support the delivery of school improvement.

- Involvement – The work of the Member and School Engagement Panel and the Scrutiny Committee involves Officers from within the Authority, CSC, schools including Headteachers and Chairs of Governors to identify areas for improvement, further support and future monitoring.

8. Financial Implications.

8.1 There are no financial implications directly associated with this report.

9. Recommendation.

9.1 The Committee is recommended to:

- a) Consider and note the responses to the findings and recommendations of the Member and School Engagement Panel in relation to Plasnewydd Primary School;
- b) Determine whether it wishes to make any further comments or recommendations based on these responses.

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Background documents

None

Recommendations

Recommendations to the Authority

- a) In order to support the school further the Panel recommend that the Authority look at putting in 'Team Around the School' support (group of practitioners working with a particular child or young person and their family) for Plasnewydd Primary as soon as possible.

Action: Local authority officers in the Integrated Working and Family Support Team have agreed to make contact with the Headteacher in order to schedule a team around the school approach.

- b) The Panel recommend that a direct and urgent connection be made with a school when social services have been involved, such as over a weekend, with a particular pupil of that school. Members stressed the need for a prompt reaction from social services to ensure that a school is made aware so that they are ready and able to provide immediate support to that child in an appropriate way.

Action: This has been discussed and will be picked up as part of the joint screening arrangements through the Multi- Agency Safeguarding Hub (MASH)

Recommendations to School/Consortium

- c) The Panel recommend that the Governor Pack that Plasnewydd Primary has recently developed with their Challenge Advisor be considered for sharing across other schools in the County Borough with a view to assisting other School Governing Bodies.

Action: The Governor Pack will be shared with Central South Consortium (CSC) governor support and will be considered for the inclusion into a newly developed governor self evaluation document being worked upon with representatives from five local authorities and CSC.

- d) The Panel recommend that School Governors from Plasnewydd Primary School consider visiting and attending School Governor meetings in other schools in order to view best practice and possibly obtain ideas which could be adapted and used within their own school. Furthermore, the Panel recommend that the Consortium and the Authority promote this method for all School Governing Bodies so that they can optimise on the best practice that is available throughout the County Borough and ultimately improve school performance across schools.

Action:- CSC has been working with school governing bodies to develop "Governor Improvement Groups" as a way of sharing best practice from across the region. Within Bridgend there are emerging examples of this, for example, with the Coleg Cymunedol

Y Dderwen cluster where a mini governor improvement group has been established.

Plasnewydd Primary School have also benefitted from a consultant governor (funded via CSC) to help develop more effective systems and processes to review the work of the school.

- e) Following confirmation of the two Local Authority School Governor Vacancies, the Panel recommend that a job description be provided for advertising these vacancies so that individuals understand what the position entails and furthermore that different ways of advertising be considered.

Action:- There is an approved process to recruit and appoint Local Authority Governors. Different ways of advertising have been explored and there is a commitment to continue to think creatively in order to appoint governors. There is job description, set criteria for applicants and an officer panel meets to consider the applications. This process has been agreed by Cabinet.

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO OVERVIEW AND SCRUTINY COMMITTEE 1

8 JULY 2019

REPORT OF THE HEAD OF LEGAL AND REGULATORY SERVICES

OVERVIEW AND SCRUTINY – FEEDBACK FROM MEETINGS

1. Purpose of report

- 1.1 The purpose of this report is to present the feedback from the previous meetings of the Corporate Overview and Scrutiny Committee for discussion, approval and actioning.

2. Connection to corporate improvement objectives/other corporate priorities

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

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

3. Background

- 3.1. All conclusions, recommendations and requests for additional information made at Overview and Scrutiny Committee meetings are sent to Officers for a response to ensure that there are clear outcomes from each topic investigated.
- 3.2. These are then presented to the relevant Scrutiny Committee at their next meeting to ensure that they have received a response.
- 3.3. For Subject Overview and Scrutiny Committees (SOSC), when each topic has been considered and the Committee is satisfied with the outcome, the SOSC will then present their findings to the Corporate Overview and Scrutiny Committee (COSC) who will determine whether to remove the item from the Forward Work Programme (FWP) or to agree it remains an item for future consideration and prioritisation.

4. Current situation/proposal

- 4.1. Members will recognise that capturing and assessing the impact of Scrutiny is not

an easy task as the outcomes of Scrutiny activity are not always tangible and able to be measured in a systematic way.

- 4.2. Whilst 'outputs' like the number of recommendations approved by Cabinet or accepted by Officers may shed light, this does not reveal the extent to which the substance of the recommendations were actually implemented and whether or not intended outcomes were achieved.
- 4.3. Sometimes there are no measureable outputs from Committee discussion yet the opportunity for Cabinet Members and Officers to reflect on proposed courses of action has influenced the way in which the proposal was implemented. It is important to reflect some of the intangible effects of Scrutiny and its ability to influence decision makers through discussion and debate.
- 4.4. With this in mind, during the Overview and Scrutiny Workshops held in May 2019, Members discussed the regular feedback received from Officers in relation to Scrutiny Committee recommendations and comments. Evidence presented at the workshops indicated that there was a gap in the Scrutiny process for the follow up and actioning of recommendations to Officers which made it difficult to evidence what impact each Committee had achieved.
- 4.5. As a result Members agreed that a more effective process for considering and following up on feedback was required and recommended that the FWP and the feedback from meetings be presented to Scrutiny Committees as two separate items. This would firstly give the feedback more importance on the agenda and also an opportunity for the Committee to consider it in more detail.
- 4.6. This process will also take into account a previous recommendation made by Wales Audit Office whilst undertaking a review of Scrutiny - 'for the Council to ensure that the impact of scrutiny is properly evaluated and acted upon to improve the function's effectiveness; including following up on proposed actions and examining outcomes'.
- 4.7. It is recommended that the Committee approve the feedback and responses to the comments and recommendations prepared by Members at the previous meeting (Attached as **Appendix A+B**), allocate Red, Amber and Green (RAG) statuses to each recommendation where appropriate and action the feedback as needed.
- 4.8. The RAG status would consist of the following:

Red – where there has been no response;
Amber – where Members consider the recommendation/comment requires follow up action, for example where a recommendation has been accepted but there would be a need for follow up to see if it has been implemented;
Green – where Members consider a suitable response has been provided and no follow up action is required.
- 4.9. The Committee would then monitor these RAG statuses on an ongoing basis and action as they see appropriate. For Amber statuses, it is proposed that updates be provided after six months to allow time for the recommendation to be implemented.

- 4.10. It is further recommended that this process be used to monitor any feedback from Cabinet in response to any pre-decision scrutiny items that are then presented to them and any further formal recommendations that are sent from Scrutiny to Cabinet.

5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment

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

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

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

8. Financial implications

- 9.1. There are no financial implications arising from this report.

9. Recommendation

- 9.1. The Committee is recommended to consider the attached feedback and Officer's responses (**Appendix A+B**) and:
- a) Allocate RAG statuses where appropriate;
 - b) Make any further comments in relation to Officer's responses.

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Background Documents: None

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Corporate Landlord

29 April 2019

Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
<i>Recommendations</i>		
Although it was evident that the Interim Head of Corporate Landlord was carrying out his role commendably, the Committee highlighted the importance and necessity for the Corporate Landlord project to be led by a senior officer from within the Authority. Therefore Members recommend that this is actioned at the earliest opportunity.	The Corporate Landlord team sits within the Communities directorate and reports directly through the Head of Operations - Communities who also acts as the sponser for the Peopletoo contract. This reporting structure then escalates directly to the Chief Executive. After attempting to recruit a permanent Head of Corporate landlord three times the new contract with Peopletoo has agreed that they will continue to fill this role and assist in the recruitment of a permanent member of BCBC staff from 1st April 2020 to enable a safe and sustainable transition for the end of the engagement.	
<p>The Committee highlighted the importance of educating schools of the financial and strategic advantages of committing to the Corporate Landlord model. To assist Officers with this progression, Members recommend the following:</p> <p>1. That strong leadership is allocated to ensure an appropriate level of promotion and incentive is provided to be part of the Corporate Landlord process;</p>	The Director for Education invites the Interim Head of Corporate Landlord to all Head teacher events to enable promotion of the Corporate Landlord process and to update Head teachers on the benfits and performance of the team.	
2. That the outlined benefits of the Corporate Landlord process are presented to governors of each school as well as head teachers;	The Corporate Landlord is planned to present at the next Governors forum meeting.	
3. That Corporate Landlord is included on the agenda as a discussion item at the next Festival of Learning event or in another forum where schools attend on mass.	The Corporate Landlord team regularly presents to the Various Headteachers events. The Director of Education has arranged for CL to attend the Team Bridgend event on 2nd July.	

Following implementation of the Corporate Landlord Model and the proposed centralisation of soft FM budgets the Committee recommend that further efficiencies are considered by re-assessing all roles and responsibilities through the Job Evaluation process that would be effected by these changes – in-house and within schools.	As part of the ongoing management of the Corporate Landlord team, a review will be performed of all roles/responsibilities to identify potential additional efficiencies. Any roles that have changes in responsibility or are modified within BCBC as a result of the review / restructuring will be subject to JE re-assessment.	
The Committee recommend that closer working relationships are developed between the Corporate Landlord team and the Community Asset Transfer Officer to allow communication of information held and knowledge of assets which will assist with effective asset management planning.	The Strategic Asset Management and Investment (SAMI) Manager, the senior portfolio surveyor (Operational estate) and the Community Asset Transfer Officer have arranged weekly meetings to ensure good communication channels are in place and asset information is shared effectively to enable strategic asset management.	
During their discussions regarding the Local Authority assets, the Committee recommend that all Members are informed of the outcome of the scheduled condition surveys along with maintenance plans for each asset within every ward.	As the condition surveys are completed during 2019/20 and the planned maintenance/strategic asset plans are developed, these will be shared with members by the Corporate Landlord team.	
Additional Information		
The Committee queried whether the Corporate Landlord model complete and record surveys of satisfaction for all works undertaken. To assist with the monitoring of the effectiveness of the model, Members ask to receive any feedback received to date to evaluate alongside any obtained following the PeopleToo contact coming to an end.	At present, only anecdotal information regarding client satisfaction is received. A customer satisfaction questionnaire has been developed and will be deployed during the mobilisation of the Integrated Workplace Management Software (IWMS) to enable all jobs, and the service to be scored. This data will be shared as it becomes available.	

03 June 2019

Communications & Engagement

Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
<i>Members made the following recommendations:-</i>		
Members recommended that a Media Pack is provided to Town and Community Councils as a way to increase communications e.g. BCBC events, consultations, etc.	The CME team will share relevant / appropriate communications concerning news, events, consultations etc. with TCC clerks.	
Members recommended greater collaboration with Town and Community Councils in finding members for the Citizen's Panel, particularly from under represented wards.	The Consultation and Engagement Team will collaborate with TCC clerks to increase Citizens' Panel membership.	
Members recommended exploring engagement with Retailers, Post Offices, Community Post Offices, Doctors Surgery's, and Bus Company's and Kier as a further way to increase BCBC communications.	The Consultation and Engagement Team will work with local businesses to promote consultations and Citizens' Panel (subject to local businesses being agreeable). However we would need to think about ensuring equal availability of Welsh, English and accessible surveys in all locations. This could be overcome by using posters rather than actual surveys with a link to the survey and consultation and engagement contact details. Where businesses are not subject to Welsh Language Standards they may not realise the importance of compliance in ensuring copies of Welsh surveys are available.	
Members recommended looking at ways of introducing an employee portal to capture data from the Staff Survey.	Staff survey currently available via intranet or paper surveys. Surveys are developed and analysed using SNAP software. A staff survey TILE will be available on the intranet so that staff can easily access staff survey information.	

Members raised concern with the lack of financial contribution towards joint partnership communications and recommended BCBC explore ways in which partners could contribute.	The CME team will continue to look to share costs for any partnership requiring actions with financial implications, e.g. joint advertising campaigns.	
<i>Further Information Required:-</i>		
Members asked for confirmation of why the literature for the 'Schools out for summer' programme was delayed in reaching schools.	<p>This was undertaken by the council's Sports and Physical Activity team rather than the CME team. They have confirmed to us that the delivery of the marketing materials was not delayed, and that individual schools make their own decisions regarding when to distribute them. As a general principle the 'Schools Out' leaflet is delivered to schools for distribution leading up to the last week of term. The timing relates to the fact that the leaflets signpost parents / children to the council website where all of the summer information is displayed, and the need to ensure that the information is available on the website. The signposting leaflet is supplemented by social media and media releases, but some events / activities cannot be confirmed or publicised until funding or a suitable host facility have been secured.</p> <p>It is further important to note that the council clearly advertises that these programmes should not be relied on as childcare as places cannot be booked, and there are limitations on the numbers of children that can be supported on any given day.</p>	

<p>Members requested the figures in terms of targeting costs for Facebook.</p>	<p>During an 18 month period (January 2018 - June 2019) we placed three adverts on social media.</p> <p>Bus consultation 2018: We spent £99 in total on social media advertising costs for the 2018 bus consultation. The adverts were live 12 February - 26 March 2018. We reached a total of 14,824 people and received 32,700 impressions. We also received 835 link clicks through to the survey.</p> <p>Toilet consultation 2018: We spent £100 in total on social media advertising costs for the 2018 public toilet consultation. The adverts were live 15 March – 4 April 2018 and reached 29,142 people. We also received 67,209 impressions and 1,840 link clicks directly through to the survey.</p> <p>Budget 2018: We spent £250 in total on advertising costs for the 2018 budget consultation, with the adverts live from 1 October - 18 November 2018. We reached 34,344 people, received 88,607 impressions and generated 1,837 link clicks through to the survey.</p> <p>*Reach is the number of unique users that have seen the post</p> <p>*Impressions are the total number of times users saw the post</p>	
<p>Members asked for data on how we capture feedback from dissatisfied customers.</p>	<p>A customer services survey is available on the BCBC website. Customers can also give us feedback on the website via the BCBC home page.</p>	

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

8 JULY 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 SOSOC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

4. Current Situation / Proposal

- 4.1 Attached at **Appendix A** is the overall FWP for the SOSC's which includes the topics prioritised by the COSC for the next set of SOSC's 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 SOSC's 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:

TABLE A

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees	Prioritised by Committees
11-Jul-19	SOSC 3	Local Area Energy Strategy and Smart Energy Plan	Scrutiny Chairs agreed to bring this item into Scrutiny to assist with the production and implementation of the energy plan. Item to be allocated to a date following the Annual Meeting in 2019.			Mark Shephard, Chief Executive; Cllr Hywel Williams, Deputy Leader (representing Cllr Young); Zak Shell, Head of Operations - Community Services; Michael Jenkins - Team Leader Sustainable Development Ieuan Sherwood - Group Manager - Economy, Natural Resources & Sustainability	
11-Jul-19	SOSC 3	Corporate Parenting Nominations PSB Nominations	Scrutiny Report to nominate an individual Member to sit on the Corporate Parenting Cabinet-Committee			N/A	
05-Sep-19	SOSC 3	Sports Provision Playing Field Charging Strategy	Pre-decision item as part of consultation over strategy - to receive outcome of consultation before going to Cabinet in September			Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services; Kevin Mulcahy, Group Manager - Highways & Green Spaces; Philip Beaman, Green Spaces and Bereavement Services Manager; Guy Smith, Community Asset Transfer Officer; Andrew Thomas, Group Manager - Sports and Physical Activity.	
09-Sep-19	SOSC 1	Post 16 Education - Consultation	Report scheduled to go to Cabinet in April 2019 incorporating comments from Scrutiny. This is a further report to receive hard options now going forward for Post-16 Education. Incorporate Penybont model- for discussion		Timings TBC with SIG - when go to Cabinet and Scrutiny etc around Oct 2019 approx	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	
16-Sep-19	SOSC 2	Youth Offending Service	Directorate to produce a report outlining progress against inspection recommendations. To possibly include a case study open to Social Services.		Item Proposed by Corporate Director for this date. Corporate to confirm.	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?	
09-Oct-19	SOSC 1	Plasnewydd	MSEP Escalation to Committee			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; Head and COG and Challenge Adviser?	
10-Oct-19	SOSC 2	Prevention & Wellbeing Approaches and Day Time Opportunities	To be updated by Directorate				
04-Nov-19	SOSC 3	Highways	<ul style="list-style-type: none"> To receive an updated on a previous recommendation for Officers in Communities to work with the Digital Transformation team to improve the use of information sharing through ICT and explore options of the development of an app for residents and Councillors to use to enable them to report issues in their areas; Members have asked to be provided with an action plan along with timelines. 	Prioritised by at FWP Workshop	Last received June 2018	Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services; Kevin Mulcahy, Group Manager - Highways & Green Spaces;	
09-Mar-20	SOSC 1	Tynyrheol	MSEP Escalation to Committee			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; Head and COG and Challenge Adviser?	

TABLE B

For prioritisation					
Item		Rationale for prioritisation	Proposed date	Suggested Invitees	
Page 54 Review of Enforcement Vehicle	<p>COSC agreed that the item titled 'Review of Enforcement Vehicle' needed to be more than just an information report but possibly too small for it to be an individual item. The Committee proposed that this be considered as part of another related topic. The scrutiny officer agreed to take the comments back and see possibly where it could fit in with another item. It was suggested that FWP Planning meeting with Scrutiny Chairs and Cabinet Members that there be a general annual report on Enforcement and that the findings should include requested data in relation to the Enforcement Vehicle as outlined below:</p> <p>In February 2018 SOSC 3 requested to receive an update on the enforcement vehicle to enable Members to monitor performance 6-12 after implementation. Possibly an information report.</p> <ul style="list-style-type: none"> • Detailed feedback on the vehicles use; • How are the recordings reviewed? • Statistics in relation to letters sent and details of enforcement. 	SOSC 3 Prioritised this item - 18 March 2019		<p>Mark Shephard, Chief Executive</p> <p>Cllr Richard Young, Cabinet Member – Communities;</p> <p>Zak Shell, Head of Operations - Community Services;</p>	
Remodelling Children's Residential Services Project	<p>SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes.</p> <p><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></p>		Corporate Director proposed for later in the year, say Dec 2019	<p>Susan Cooper, Corporate Director, Social Services and Wellbeing;</p> <p>Cllr Phil White, Cabinet Member – Social Services and Early Help;</p>	
Member and School Engagement Panel - Annual Report	Annual Update to - SOSC 1 on the work of the Member and School Engagement Panel			<p>Spring term 2019 - Plasnewydd Primary School;</p> <p>Summer term 2019 - Ogmore Vale Primary School;</p> <p>Autumn term 2019 - Tynyrheol Primary School.</p>	
Strategic Review of Health & Safety Responsibilities	<p>Practice , Policy and review of reported "near misses".</p> <ul style="list-style-type: none"> - How many near misses have been reported? - How did we respond? - What lessons have been learnt? <p>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.</p> <p>Item to include information gathered from Scrutiny Chairs Research Group</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Gary Squire, Health and Safety Manager</p> <p>Mark Shephard, Chief Executive</p>	Wait until after scrutiny research group completed	<p>Lindsay Harvey, Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Gary Squire, Health and Safety Manager</p> <p>Mark Shephard, Chief Executive</p>	
Education Outcomes	See Feedback from 30 January 2019		Feb-20	<p>Lindsay Harvey, Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Nicola Echanis, Head of Education and Early Help;</p> <p>Andy Rothwell, CSC Senior Challenge Advisor;</p> <p>Managing Director CSC</p> <p>Representative from School Budget Forum</p> <p>Headteacher Representation</p>	
New Curriculum Changes	<p>Report on changes to new curriculum and how this is impacting on schools</p> <p>Need to determine purpose of report - whether this needs scrutinising or presentation to Members outside of Committee</p>		TBC - 2020	<p>Lindsay Harvey, Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Nicola Echanis, Head of Education and Early Help;</p> <p>Andy Rothwell, CSC Senior Challenge Advisor;</p> <p>Managing Director CSC</p> <p>Headteacher representation</p>	
Home to School Transport	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings:</p> <p>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.</p> <p>Update on Recommendation from BREP:</p> <p>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.</p> <p>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.</p> <p>Changes to the DBS status of their employees to be scrutinised to ensure that children are not being put at undue risk.</p> <p>To provide robust scrutiny and recommendations on how the current regime can be improved.</p> <p>To provide assurances to the public and maintain public confidence in the system of school transport</p> <p>Report to include</p> <p>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.</p> <p>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?</p> <p>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?</p> <p>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>	Receipt of the external review of transport report not due until end of August.	SOSC 2 Prioritised for 16 September 2019. Not ready for September.	<p>Lindsay Harvey, Corporate Director - Education and Family Support;</p> <p>Cllr Phil White, Cabinet Member for Social Services & Early Help (To stand in for Cllr Smith);</p> <p>Cllr Richard Young, Cabinet Member Communities</p> <p>Nicola Echanis, Head of Education and Early Help.</p> <p>Mark Shephard, Chief Executive;</p> <p>Zak Shell, Head Of Operations - Community Services;</p> <p>Robin Davies, Group Manager Business Strategy and Performance;</p> <p>Sue Cooper, Corporate Director Social Services and Wellbeing.</p>	

Plastic Free Bridgend	<p>To receive an update on the previous recommendations made:</p> <ul style="list-style-type: none"> • 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; • Receive an update on the procurement of an external contractor to undertake enforcement action on littering in the Borough; 			<p>Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services;</p>	
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. 			<p>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</p>	
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. 			<p>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</p>	
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.			<p>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</p>	
Secure Estate	Possibly an information report to follow up on recommendations made.			<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Laura Kinsey, Head of Children's Social Care;</p>	
Welsh Community Care Information Systems (Information Report)	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	
Early Help and Childrens Social Care	<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>A report to be provided detailing position statement one year on. (May 2020)</p>		May-20	<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;</p>	
ALN Reform	To receive an update on implementation on the act.			<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 John Fabes, Specialist Officer Post 16 Education & Training.</p>	
Empty Commercial Property	<p>Members requested that the report include:</p> <ul style="list-style-type: none"> - 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. 			Mark Shephard, Chief Executive.	

<div> <div>Pages</div> <div>56</div> </div>	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.			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.	
	Mental Health Strategy	Members requested that the report include: - Members acknowledged that the Council are complying 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.			Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Lindsay Harvey, Corporate Director -	
	Waste	<ul style="list-style-type: none"> • Receive an update on the recommendation for the Leader to make contact with local supermarkets and food manufacturers to phase out the use of black plastic and also to Welsh Government to encourage them to enforce the approach; • Receive an update on the alternative imagery regarding the clarification of vehicle and sizes permitted to enter the Council's CRC; • Receive an update on the recommendation of exploring the possibility of an additional dropdown box or a coding system to aid filtering subject matter to support what concerns are raised within each Directorate. 			Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Cllr Hywel Williams, Deputy Leader; Zak Shell, Head of Operations - Community Services	
	Dementia Care	Members requested that this remain on the FWP to see what progress has been made since this last came to Committee in April 2019 <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. 		Apr-20	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;	
	School Governing Bodies	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 SOSOC 1 on 29 April 2019, Committee also concluded the following in relation to comments from MSEP: <ul style="list-style-type: none"> • 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>				
	Movement of Pupils	<i>From MSEP Plasnewydd (raise at next OPM with Lindsay/Nicola)</i> 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.				
	The following items for briefing sessions or pre-Council briefing					
Item	Specific Information to request					
Social Services Commissioning Strategy	To include information on what work has taken place following the Social Services and Wellbeing Act population assessment. To also cover the following: <ul style="list-style-type: none"> • 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					