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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



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Rhowch wybod i ni os mai Cymraeg yw eich
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Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate

Deialu uniongyrchol / Direct line /: 01656 643148 /
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Gofynnwch am / Ask for: Mrs Julie Ellams

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Monday, 19 August 2019

Dear Councillor,

SPECIAL SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

A special meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Council Chamber, Civic Offices, Angel Street, Bridgend, CF31 4WB on **Friday, 23 August 2019 at 13:00**.

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Post Inspection Action Plan 3 - 44
Invitees

Lindsay Harvey, Corporate Director - Education and Family Support;
Cllr Charles Smith, Cabinet Member for Education and Regeneration;
Nicola Echanis, Head of Education and Early Help;
Michelle Hatcher, Group Manager Inclusion and School Improvement
Andy Rothwell, CSC Senior Challenge Advisor;
Andrew Williams, Acting Assistant Director CSC
4. Feedback from Meetings 45 - 50

Yours faithfully

K Watson

Head of Legal and Regulatory Services

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Councillors:

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

Councillors

J Gebbie
M Jones
B Sedgebeer
RME Stirman
JH Tildesley MBE
LM Walters

Councillors

KJ Watts
CA Webster
A Williams
AJ Williams

Registered Representatives

Tim Cahalane
Rev Canon Edward Evans
Ciaron Jackson

Roman Catholic Church
Church in Wales
Primary School Sector

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

23 AUGUST 2019

REPORT BY THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

POST-INSPECTION ACTION PLAN

1. Purpose of report

- 1.1 The purpose of this report is to inform Subject Overview and Scrutiny Committee 1 (SOSC1) of the local authority's draft response to recommendations identified during Estyn's recent inspection of the Bridgend County Borough Council's (BCBC's) local government education services.

2. Connection to Corporate Improvement Objectives/other corporate priorities

- 2.1 The report links to the following improvement priorities in the Corporate Plan:

- **Supporting a successful economy**

We will take 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**

We will take 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 (ie 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's local government education services were inspected by Estyn in March 2019. The inspection report was published on 31 May 2019. The full text of the report is available on the Estyn website: www.estyn.gov.uk
- 3.2 Through the inspection process, Estyn identified four recommendations for the local authority to respond to which are as follows:
- Recommendation 1 - Raise standards of literacy in primary schools
 - Recommendation 2 - Improve outcomes for post-16 learners in sixth forms
 - Recommendation 3 – Increase the pace of improvement in schools causing concern

- Recommendation 4 – 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. Current situation/proposal

- 4.1 Following the Estyn inspection, the local authority is required to update its plans to address the four main recommendations and to take account of shortcomings identified through the inspection process.
- 4.2 The local authority must submit a post-inspection action plan (PIAP) to Estyn by 31 August 2019 (ie within three months of the publication of the inspection report).
- 4.3 Officers from the local authority and Central South Consortium (CSC) have considered the inspection report carefully and have developed a PIAP. The draft PIAP can be located at Appendix A of this report.
- 4.4 The draft PIAP contains Bridgend County Borough Council's proposals in respect of the four main recommendations and also the local authority's plans to improve the areas for development identified in the report. These are listed as a suite of 'sub-recommendations'.
- 4.5 SOSOC1 members will note that officers are currently reporting 'limited progress' against the majority of outcome measures in the PIAP Termly Progress Card. This is mainly due to the fact that the inspection report was published on 31 May 2019 and the school term ended 7 weeks later (on 22 July). Officers anticipate that significantly more progress will be reported during autumn term.
- 4.6 Officers will provide formal termly reports in relation to progress against PIAP objectives to the School Improvement Group.

5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment

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

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

- 7.1. A summary of the implications relating to the five ways of working as identified in the Well-being of Future Generations (Wales) Act 2015 is as follows:

7.2 Long term

Supports the improvements of standards and outcomes for children and young people.

7.3 Prevention

Development of a PIAP helps to ensure that any recommendations are addressed and acted upon in a timely manner to ensure that there are swift improvements in the recommended areas.

7.4 Integration

Monitoring and acting upon the Estyn inspection report is key to ensuring that outcomes are achieved thus helping to support a successful economy.

7.5 Collaboration

The local authority works closely with schools, Estyn with CSC and other key partner agencies to deliver the well-being objectives. For example, the local authority receives school inspection reports from Estyn, and this informs the work conducted by CSC to deliver the support for school improvement services.

7.6 Involvement

This area of work involves all stakeholders in improving outcomes for children and young people. For example, schools work closely with challenge advisers from CSC to refine their improvement plans or post-inspection action plans and to identify strategic support from the local authority, CSC and elsewhere (as required) reflect the diversity of stakeholders involved in aspects of school improvement

8. Financial implications

8.1. Any financial implications have been noted in the resource section of the PIAP. The majority of the actions will be met from within existing Bridgend County Borough Council staff/CSC resources. Welsh Government funding has been identified to support the implementation of 'Voice 21' and Alps data for key stage 4. Resources required for the production of the Welsh in Education Strategic Plan (WESP) will be determined in line with Welsh Government targets once they have been confirmed. At the time of writing this report, resource implications for the new management of information system (MIS) have not been firmed up. This will be part of the business case and developed pending resources being identified and progress will be reported on a termly basis to the School Improvement Group.

9. Recommendation

9.1. SOSC1 is recommended to note the contents of this report.

Lindsay Harvey

Corporate Director (Education and Family Support)

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Bridgend County Borough Council
Local Government Education Services

Post-Inspection Action Plan 2019

Cyngor Bwrdeistref Sirol



RECOMMENDATION 1: RAISE STANDARDS OF LITERACY IN PRIMARY SCHOOLS						
Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
<p>1.1 All schools have a clearer understanding of the quality of literacy in their setting and context</p> <p>1.2 Challenge advisers have identified the quality of school self-evaluation processes for literacy. This considers planning for, delivery of and assessment procedures.</p>	<p>Challenge advisers to work with schools to identify through rigorous self-evaluation the quality of literacy provision and the standards achieved by pupils.</p> <p>Challenge advisers to capture succinct notes about the quality of literacy in notes of visit.</p>	Challenge adviser time	<p>Starting September 2019 (and monitored on a half-termly basis)</p> <p>Ongoing</p>	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Group Manager (School Improvement)</p> <p>Group Manager (Inclusion and School Improvement)</p>	<p>Half-termly challenge adviser and senior challenge adviser review meetings</p> <p>Half-termly senior challenge adviser and Group Manager (Inclusion and School Improvement) review meetings</p> <p>Progress reported at Performance and Financial Monitoring Board meetings (monthly)</p> <p>Termly local authority link inspector visits</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> Challenge adviser briefings have been arranged and will take place in late August 2019 in preparation for implementation in September <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">
1.3 All clusters have an agreed plan for the development of literacy which is submitted to local authority and	Local authority to make literacy an agreed local authority-wide cluster target.	Meeting time for local authority officers to meet with cluster leads	July 2019	<p>Senior responsible officer:</p> <p>Group Manager</p>	Undertaken by cluster leads and submitted to local authority on a termly	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> Clusters have received briefings and support from the local authority and Central South Consortium has been

<p>Central South Consortium as part of their wider cluster plans. All plans are to be evaluated using the Kirk Patrick model for assessing impact and effectiveness of professional learning.</p>				<p>(School Improvement)</p> <p>Main delivery partners:</p> <p>Cluster leads</p>	<p>basis</p>	<p>given.</p> <ul style="list-style-type: none"> Central South Consortium has provided funding (£1500) for a cluster coordinator in each cluster to oversee each cluster's work. An evaluation of cluster plans 2018-2019 has been undertaken. An analysis of this evaluation will be presented to School Improvement Group in autumn 2019. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">
<p>1.4 A consistent and effective approach to the development and delivery of oracy is developed across all clusters, ensuring that learner pathways into secondary schools are consistent.</p>	<p>All schools to access 'Voice 21' oracy project through cluster leads.</p>	<p>Programme funded via Welsh Government grant</p>	<p>July 2020</p>	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Central South Consortium Strategic Team</p>	<p>Reviewed using Kirk Patrick model and report to local authority via termly progress reports.</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> A primary school and secondary school representative from each cluster has attended 'Voice 21' training. A second programme of training will be rolled out from September 2019. Clusters will then be in a position to develop consistent approaches to oracy across their own clusters. <p>Autumn term 2019 (31/12/19)</p>

						<ul style="list-style-type: none"> • Spring term 2020 (31/03/20) • Summer term 2020 (31/07/20) •
1.5 Challenge advisers to ensure that all schools are fully aware of the Central South Consortium Professional Learning Offer with regards to literacy and how to access the offer.	Schools access bespoke Central South Consortium Professional Learning Offer 2019-2020.	<p>Challenge adviser time</p> <p>Additional Central South Consortium resource</p> <p>Central South Consortium Professional Learning Offer</p>	May 2020	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p>	Number of schools accessing Central South Consortium Professional Learning Offer reported in local authority progress review meetings	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • Challenge advisers have been briefed on the latest professional learning offer. • The professional learning offer is widely advertised to all schools via Consortium email updates • Challenge advisers will update schools from September 2019. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •
1.6 Local authority to be fully informed of progress of literacy standards in schools.	<p>Central South Consortium to report on progress in literacy at all local authority progress review meetings.</p> <p>Challenge advisers to report on literacy at all the school review meetings.</p>	<p>Challenge adviser time</p> <p>Senior challenge adviser time</p> <p>Local authority officer time</p>	December 2019 March 2020 July 2020	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p>	Local authority meetings with Central South Consortium	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • This was discussed at June's Senior Management Team meeting. • It was agreed that all future meeting agendas will include standing items to report on PIAP recommendations and

		Compilation of local authority progress review		Challenge advisers		progress against objectives. Autumn term 2019 (31/12/19) <ul style="list-style-type: none">• Spring term 2020 (31/03/20) <ul style="list-style-type: none">• Summer term 2020 (31/07/20) <ul style="list-style-type: none">•
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RECOMMENDATION 2: IMPROVE OUTCOMES FOR POST-16 LEARNERS IN SIXTH FORMS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
2.1 Sustain standards from key stage 4 into sixth forms	Review of learning pathways and curriculum offer	Formal Learning Group (FLG)	March 2020	<p>Senior responsible officer:</p> <p>Specialist Officer Post-16</p> <p>Main delivery partners:</p> <p>Central South Consortium Post-16 Specialist</p> <p>Headteachers</p>	Progress review meetings and Bridgend Association of Secondary Headteachers (BASH)	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> The final meeting of FLG for 2018-2019 was held on 28 June. Final subject arrangements for 2019-2020 discussed/agreed. Concern over BTEC replacements for vocational subjects with OCR diplomas being suggested to create an appropriate curriculum offer rather than the WJEC suite of vocational diplomas. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">
2.2 Improve value-added performance at local authority, school and subject level	<p>Best practice case studies to be shared</p> <p>Use of Alps data</p> <p>Develop a programme of school-to-school led improvement for post-16</p>	Costs of Alps currently secured through Central South Consortium and Welsh Government for key stage 4	Autumn term 2019	<p>Senior responsible officer:</p> <p>Post-16 Specialist Officer</p>	Alps reviews held on an annual basis between schools, local authority and challenge	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> Comparisons of Alps data at school/subject level with the new national achievement performance measures has been shared with headteacher

	subjects, especially those in the 'blue' zone in Alps; Also link into Central South Consortium post-16 subject support groups (eg STEM – Science, Technology, Engineering and Mathematics).			Main delivery partners: Schools	advisers Progress review meetings School Improvement Group meetings	to show new patterns of analysis now available and to inform school/school improvement planning for post-16. <ul style="list-style-type: none"> • An Alps Connect training day has been organised and delivered on 18/06/19. • Focus on both key stage 4 and post-16. • Data and senior managers from all secondary schools attended. Examples of good practice demonstrated by Alps. • BCBC's IT Department has facilitated the use of Google Chrome in schools to maximise the efficiency of the interface with Alps for examination results in 2019. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> • Spring term 2020 (31/03/20) <ul style="list-style-type: none"> • Summer term 2020 (31/07/20) <ul style="list-style-type: none"> •
2.3 Annual improvement against benchmark data	Challenge advisers to validate school self-evaluation processes and judgements around teaching and learning. Where under performance	Challenge adviser Central South Consortium lead	Verified results	Senior responsible officer: Senior challenge adviser	Annual Scrutiny Report Senior Management Team monthly meetings	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • Challenge advisers have worked with schools to ensure self-evaluation processes are accurate and valid.

<p>is identified, challenge advisers to broker support.</p>			<p>Main delivery partners: Challenge advisers</p>	<p>School Improvement Group meeting Performance and Financial Monitoring Board</p>	<ul style="list-style-type: none"> • Senior challenge adviser to provide an update to School Improvement Group at the autumn term meeting. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •
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RECOMMENDATION 3: INCREASE THE PACE OF IMPROVEMENT IN SCHOOLS CAUSING CONCERN

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
<p>3.1 School has a clear understanding of barriers that are impinging on progress</p> <p>3.2 Local authority and Central South Consortium have a clear understanding of what barriers are impinging progress</p>	<p>Challenge advisers to work with schools to identify current barriers to improvement.</p> <p>Challenge advisers to consider previous progress and re-examine evidence collected.</p> <p>Senior challenge advisers and local authority school improvement officers to validate the barriers identified by the school.</p>	<p>Challenge advisers time</p> <p>Senior challenge adviser time</p> <p>Local authority officer time</p>	<p>October 2019</p>	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Local authority officers</p> <p>Schools</p>	<p>Senior challenge adviser to monitor during one-to-one meetings with challenge advisers</p> <p>Progress reported at monthly Performance and Financial Monitoring Board meetings</p> <p>Progress shared at local authority progress review meetings with Central South Consortium</p> <p>Progress reported at School Improvement Group meetings</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • Challenge advisers have worked with schools to refine support plans to focus on removing barriers to improvement • Local authority and consortium officers have now established forums for information sharing to ensure they are now fully aware of any barriers to improvement. • Senior challenge adviser to provide an update to autumn term's School Improvement Group meeting. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

<p>3.3 School improvement plans reflects actions identified to overcoming barriers</p> <p>3.4 School has a clear focus on areas for improvement</p> <p>3.5 Local authority statement of action reflects the refined areas for support</p> <p>3.6 Local authority and Central South Consortium have a clear understanding of areas for improvement and timescales</p> <p>3.7 School Improvement Group is fully briefed on refined plans (including clear expectations of what should be achieved and when)</p>	<p>Challenge advisers to work with schools to refine support plans to focus on areas requiring most attention.</p> <p>Challenge advisers to ensure that revised plans have SMART (ie specific, measurable, achievable, realistic and time-bound) targets that deliver on improvement priorities.</p> <p>Schools to share revised plans with key stakeholders including governing bodies.</p> <p>Governing bodies to attending key training including mandatory.</p>	<p>Challenge adviser time</p> <p>Senior challenge adviser time</p> <p>Local authority officer time</p>	<p>Timescale dependent on specific needs of the school</p>	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Local authority officers</p> <p>Schools</p>	<p>Senior challenge adviser to monitor during one-to-one meetings with challenge advisers</p> <p>Progress reported at Performance and Financial Monitoring Board meetings</p> <p>Progress reported at School Improvement Group meetings</p> <p>Progress shared at local authority progress reviews with Central South Consortium</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> Challenge advisers have worked to refine school improvement plans. In the schools causing concern, the local authority and Central South Consortium are aware of the differing timescales for completion of action and anticipated outcomes. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">
<p>3.8 Schools make progress in areas identified</p> <p>3.9 Local authority and Central South Consortium, via a wider use of evaluation, are</p>	<p>Challenge advisers to work with governing bodies (where necessary) to ensure they are holding the schools leadership team to account effectively.</p> <p>Senior challenge adviser to</p>	<p>Challenge adviser time</p> <p>Senior challenge adviser time</p> <p>Local authority officer time</p>	<p>Timescale dependent on specific needs of the school</p>	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery</p>	<p>Senior challenge adviser to monitor during one-to-one meetings with challenge advisers</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> It is too early to identify meaningful progress for this action. <p>Autumn term 2019 (31/12/19)</p>

<p>able to identify the progress being made</p> <p>3.10 A review of progress shows improvement and areas still requiring support</p> <p>3.11 Schools to move out of 'red' support category via all-Wales moderation</p> <p>3.12 Estyn removes identified schools from statutory categories</p>	<p>share progress of schools at local authority level meetings.</p> <p>Challenge advisers and local authority officers to work with schools on delivering the actions in the revised support plans.</p>			<p>partners:</p> <p>Challenge advisers</p> <p>Local authority officers</p> <p>Schools</p> <p>Central South Consortium</p>	<p>Progress reported at Performance and Financial Monitoring Board</p> <p>Progress reported at School Improvement Group meetings</p> <p>Progress shared at local authority progress reviews with Central South Consortium</p> <p>Schools being held to account by reporting into the Member Schools Engagement Panel</p>	<ul style="list-style-type: none"> • Spring term 2020 (31/03/20) • Summer term 2020 (31/07/20) •
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RECOMMENDATION 4: 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

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
4.1 Welsh in Education Strategic Plan (WESP) Forum respond to Welsh Government consultation about next WESP cycle	Engagement and active contribution to the consultation on the new WESP Regulations 2019.	Time of forum members	September 2019	<p>Senior responsible officer:</p> <p>Group Manager (school Improvement)</p> <p>Main delivery partners:</p> <p>Local authority officers</p> <p>WESP Forum members</p>	<p>Feedback at WESP Forum (July 2019)</p> <p>Local authority performance monitoring meetings with Central South Consortium</p> <p>Senior Management Team/Extended Management Team report cards will include progress against PIAP objectives</p> <p>Regular updates to 'Team Bridgend'</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> The WESP Forum met in July 2019 to discuss this issue. A formal response will be submitted to Welsh Government by 23 September 2019. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">
4.2 Effective implementation of the WESP (2017-2020)	Establish WESP sub-group to lead on each priority of the WESP.	Senior leaders designated to each sub-group related to each of the priorities in the WESP	September 2019	<p>Senior responsible officer:</p> <p>Group Manager (School</p>	<p>Designated leaders in place</p> <p>Report into WESP Forum</p> <p>Local authority</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> Consultation with WESP co-ordinators nationally have been undertaken.

				Improvement) Main delivery partners: Local authority officers WESP Forum members	performance monitoring meetings with Central South Consortium Report cards will include progress against PIAP objectives Regular updates to 'Team Bridgend'	<ul style="list-style-type: none"> Sub-group/s will be -formed by the end of September 2019. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> Spring term 2020 (31/03/20) <ul style="list-style-type: none"> Summer term 2020 (31/07/20) <ul style="list-style-type: none">
4.3 Develop an interim implementation plan to support the transition to the new WESP September 2021	Sub-groups review/revise actions for their aspect of implementation plan.	Meeting time	End November 2019	Senior responsible officer: Group Manager (School Improvement) Main delivery partners: Leaders of each sub-group WESP Forum members	Each sub-group will present to the new WESP forum for review of outcomes Local authority performance monitoring meetings with Central South Consortium Report cards will include progress against PIAP Regular updates to 'Team Bridgend'	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> Revised implementation plan produced by the end of November 2019 (for delivery through to September 2021 when the new plan begins). Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> Spring term 2020 (31/03/20) <ul style="list-style-type: none"> Summer term 2020 (31/07/20) <ul style="list-style-type: none">
4.4 Production of a clear and effective 10-year WESP (September 2021- August 2031)	Consultation with Welsh Government. Sub-groups to inform each aspect of plan to meet Welsh Government targets.	Resources to be determined in line with Welsh Government targets (once confirmed)	January 2021	Senior responsible officer: Group Manager	Review with WESP Forum and Welsh Government Local authority	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> A new 10-year plan will be submitted to Welsh Government by January 2021. Welsh Government indicates

				<p>(School Improvement)</p> <p>Main delivery partners:</p> <p>WESP Forum members</p> <p>Sub-Group Leads</p>	<p>performance monitoring meetings with Central South Consortium</p> <p>Report cards will include progress against post-inspection action</p> <p>Regular updates to 'Team Bridgend'</p>	<p>plans should be approved by July 2021 ready for implementation from September 2021.</p> <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •
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1 OUTCOMES

SUB RECOMMENDATION A: IMPROVE INSPECTION OUTCOMES

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
A1 Schools have a clear and validated understanding of what is working well and what needs improving (school improvement priorities are accurate and reflect outcomes from self-evaluation process)	Challenge advisers to work with school to validate and quality assure school improvement plans.	Challenge adviser time	October 2019	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Schools</p>	<p>Senior challenge adviser to monitor during one-to-one meetings with challenge advisers</p> <p>Progress shared at local authority progress reviews with Central South Consortium</p> <p>Reviewed by School Improvement Group and Cabinet</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> Challenge advisers have worked with schools, as part of their challenge and support sessions, to validate school improvement priorities. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">
A2 School access the right support to meet their development and improvement needs	Challenge advisers to broker support for schools in areas that require development and improvement.	Challenge adviser time	November 2019	<p>Senior responsible officer:</p> <p>Senior challenge</p>	<p>Senior challenge adviser to monitor during one-to-one</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> It is currently too early to identify meaningful progress for this action.

				<p>adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Schools</p>	<p>meetings with challenge advisers</p> <p>Progress shared at local authority progress reviews with Central South Consortium</p>	<p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •
A3 Schools have a clear understanding of what good and excellent looks like in differing contexts and settings	Schools to share effective practice at local authority and regional level	<p>Team Bridgend</p> <p>Bridgend Festival of Learning</p> <p>Central South Consortium regional events (including via regional School Improvement Groups)</p>	Throughout the academic year 2019-2020	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Local authority school improvement officers</p> <p>Headteachers</p>	<p>Senior challenge adviser to monitor during one-to-one meetings with challenge advisers</p> <p>Progress shared at local authority progress reviews with Central South Consortium</p> <p>Reviewed by School improvement Group and Cabinet</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • All schools have participated in 'Team Bridgend' events. • Most schools have participated in the Festival of Learning. • Nearly all schools are involved in cross regional School Improvement Groups. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

SUB RECOMMENDATION B: IMPROVE OUTCOMES FOR YOUNG OFFENDERS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
B1 Removal of Her Majesty's Inspectorate of Probation (HMIP) special measures and improved outcomes for young people	Implementation of Youth Justice Service (YJS) improvement plan in line with HMIP inspection recommendations		September 2020	<p>Senior responsible officer:</p> <p>Group Manager (Integrated Working and Family Support)</p> <p>Main delivery partners:</p> <p>Bridgend Youth Justice Service Management Board</p> <p>Youth Justice Board</p>	<p>Bridgend Youth Justice Service Management Board monthly meetings</p> <p>Early Help and Safeguarding Board monthly meetings</p> <p>Education and Family Support Directorate Senior Management Team meetings</p> <p>Biannual update reports to Scrutiny and Cabinet</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • See Bridgend YJS action plan for specific updates. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

RECOMMENDATION C: ENSURE DESTINATION DATA RELATING TO YEAR 11 LEAVERS IS CAPTURED AND MONITORED MORE EFFECTIVELY

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
C1 Reduction of Year 11 school leavers with an unknown (Tier 1) status in the annual Careers Wales destination survey	Introduce a more effective tracking system with Careers Wales to earlier identify potential young people with unknown destinations	Lead Workers (Inspire 2 Achieve) Engagement and Transition Workers (Inspire 2 Work) Careers Wales Advisers	31 October 2019	Senior responsible officer: Group Manager (Integrated Working and Family Support) Main delivery partners: Youth Development Co-ordinator Early Help Locality Managers Careers Wales	Monthly snapshot via Careers Wales Data Hub Careers Wales destination survey	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • Through our Lead Youth Work Team, we have been supporting a large cohort of Year 11 pupils (259 in total) to identify and secure their preferred post-16 destination. • Any young people that are identified as potentially NEET or have failed to secure a suitable destination upon leaving statutory education, are being supported by our Inspire 2 Work Team to address the barriers they have to engagement in readiness for September 2019. • To date, we have 69 young people (of the 259 identified above) who's destination is not currently known to either ourselves, or Careers Wales. These are being actively engaged throughout the summer period to ensure that they secure a place in education, employment or training. Autumn term 2019 (31/12/19)

						<ul style="list-style-type: none">• Spring term 2020 (31/03/20)• Summer term 2020 (31/07/20)•
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RECOMMENDATION D: ENSURE MORE YOUNG PEOPLE IN NON-FORMAL SETTINGS ACHIEVE RECOGNISED ACCREDITATIONS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
<p>D1 More young people in non-formal settings achieving a recognised accreditation</p>	<p>Increase opportunities for young people to access recognised accreditations in our non-formal settings.</p> <p>Youth service staff will receive training in September 2019 to deliver a range of entry level qualification based on the needs of young people within their respective settings.</p> <p>Develop a library of tutor packs and workbooks of the most popular Agored Cymru courses.</p> <p>This will allow staff to increase the range of accreditations they offer.</p>	<p>Lead Workers (Inspire 2 Achieve)</p> <p>Engagement and Transition workers (Inspire 2 Work)</p> <p>Training and Employment workers (Inspire 2 Work)</p> <p>Youth Mental Health Team</p> <p>Part-time youth work staff</p>	<p>End of each respective term</p>	<p>Senior responsible officer</p> <p>Group Manager (Integrated Working and Family Support)</p> <p>Main delivery partners:</p> <p>Youth Development Coordinator</p>	<p>Termly reports from Agored Cymru portal</p> <p>Annual Welsh Government Youth Service Audit</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • All new grant applications have a qualification performance indicator included to ensure that recognised qualifications form part of the work that all youth support staff deliver. • In the 2018-2019 academic year, 109 young people achieved a recognised qualification, compared to 47 (2017-2018) and 40 (2016-2017) the previous years. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

SUB RECOMMENDATION E: IMPROVE TEACHING IN 'SCHOOLS CAUSING CONCERN'

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
E1 Areas where teaching needs improving are identified	As part of the work linked to Recommendation 1, challenge advisers will work with leaders and teachers to identify barriers to improvement.	Challenge adviser time Headteacher time	October 2019	Senior responsible officer: Senior challenge adviser Main delivery partners: Challenge advisers Headteachers	Senior challenge adviser to monitor during one-to-one meetings with challenge advisers	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> Challenge advisers have worked with school leaders to identify barriers to improvement. Senior challenge adviser to update School Improvement Group in autumn term 2019. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> Spring term 2020 (31/03/20) <ul style="list-style-type: none"> Summer term 2020 (31/07/20) <ul style="list-style-type: none">
E2 Bespoke support offered to meet the development needs of teachers and support staff	Challenge advisers to work with school leaders to broker the correct support to meet the needs of individual teachers. Challenge advisers to work	Challenge adviser time Headteacher time Central South Consortium	April 2020	Senior responsible officer: Senior challenge	Progress reported at Performance and Financial Monitoring Board	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> Challenge advisers will support schools to ensure that their needs are met, and the correct resources are

	<p>with school to ensure that performance management cycle reflects the schools priorities.</p> <p>Challenge advisers to work with governing bodies to ensure they understand the schools priorities for developing teaching.</p>	<p>Professional Learning Offer</p> <p>Central South Consortium Resource Board</p>		<p>adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Headteachers</p>	<p>Progress reported at School Improvement Group meetings</p> <p>Progress shared at local authority progress reviews with Central South Consortium</p>	<p>brokered in a timely manner.</p> <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •
<p>E3 Quality of teaching in nearly all schools causing concern is at least good or better</p>	<p>Challenge advisers to validate of monitoring cycles clearly shows improvements in teaching and assessment in school.</p>	<p>Challenge adviser time</p>	<p>July 2020</p>	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Headteachers</p>	<p>Senior challenge adviser to monitor during one-to-one meetings with challenge advisers</p> <p>Progress reported at Performance and Financial Monitoring Board</p> <p>Progress reported at School Improvement Group meetings</p> <p>Progress shared at local authority progress reviews with Central South</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • It is too early to identify meaningful progress for this action. • Senior challenge adviser to update School Improvement Group in autumn term. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

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RECOMMENDATION F: IMPROVE SCHOOL IMPROVEMENT EVALUATIONS (FOCUS ON STANDARDS LEARNERS ACHIEVE RATHER THAN JUST DATA)

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
F1 Challenge advisers and senior challenge advisers have a clearer picture of the quality of evaluations with a particular focus on ranges of foci being used	Review the structure and quality of Evaluation for Improvement (EFIs)	Challenge adviser time Senior challenge adviser time	September 2019	Senior responsible officer: Senior challenge adviser Main delivery partners: Challenge advisers Headteachers	Senior challenge adviser to monitor during one-to-one meetings with challenge advisers	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • Challenge adviser will consider a wider range of evidence when completing EFIs. • Senior challenge adviser to update School Improvement Group in autumn term. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> • Spring term 2020 (31/03/20) <ul style="list-style-type: none"> • Summer term 2020 (31/07/20) <ul style="list-style-type: none"> •
F2 Challenge advisers are fully aware of the wide range of evidence that is to be considered when making judgements about standards that learners achieve	Challenge adviser professional learning training programme for 2019-2020 to share refined approaches to capturing and referencing evidence from a wider range of sources.	Challenge adviser time Senior challenge adviser time	September 2019	Senior responsible officer: Senior challenge adviser Main delivery partners:	Senior challenge adviser to monitor during one-to-one meetings with challenge advisers	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • The challenge adviser professional learning programme for 2019-2020 has additional sessions to support development. Autumn term 2019 (31/12/19)

				Challenge advisers Headteachers		<ul style="list-style-type: none"> • Spring term 2020 (31/03/20) • Summer term 2020 (31/07/20) •
F3 All challenge advisers use a wide range of evidence to make judgements about the standards learners achieve	Senior challenge adviser to monitor, through dip sampling, the quality of EFIs to ensure that when making judgments about the standard of pupil work a wider range of evidence is considered	Challenge adviser time Senior challenge adviser time	February 2020	Senior responsible officer: Senior challenge adviser Main delivery partners: Challenge advisers, headteachers	Progress shared at local authority progress reviews with Central South Consortium	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • It is too early to identify meaningful progress for this action. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> • Spring term 2020 (31/03/20) <ul style="list-style-type: none"> • Summer term 2020 (31/07/20) <ul style="list-style-type: none"> •

SUB RECOMMENDATION G: IMPROVE DATA TRACKING SYSTEMS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
G1 Consistent pupil tracking in place across all schools	Schools ICT Strategy Group to support the roll-out of a pupil tracking system for schools	SIMS Team	December 2019	Senior responsible officer: Group Manager (Business Strategy and Performance) Main delivery partners: Local authority IT officers ICT Schools Strategy Group	Via ICT Schools Strategy Group	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • A business case is being developed for investment in a better ICT system. A scoping meeting has been arranged for September. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> • Spring term 2020 (31/03/20) <ul style="list-style-type: none"> • Summer term 2020 (31/07/20) <ul style="list-style-type: none"> •
G2 Development of a business case for replacement MIS	Organise one day consultancy workshop	Consultant (provided via Capita)	September 2019	Senior responsible officer: Group Manager (Business Strategy and Performance)	Via ICT Schools Strategy Group Senior Management Team monthly report cards	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • A business case is being developed for investment in a better system. A scoping meeting has been arranged for September.

				<p>Main delivery partners:</p> <p>Local authority IT officers</p> <p>ICT Schools Strategy Group</p>		<p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •
	Develop a business case for the delivery of a replacement MIS	Consultant (provided via Capita)	October 2019	<p>Senior responsible officer:</p> <p>Group Manager (Business Strategy and Performance)</p> <p>Main delivery partners:</p> <p>Local authority IT officers</p> <p>ICT Schools Strategy Group</p>	<p>Via ICT Schools Strategy Group</p> <p>Senior Management Team monthly report cards</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • A business case is being developed for investment in a better system. A scoping meeting has been arranged for September. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

RECOMMENDATION H: IMPROVE THE PERFORMANCE OF MORE ABLE AND TALENTED LEARNERS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
H1 Improved standards at end of each phase of education for the higher levels of performance	Communicate and implement the national More Able and Talented (MAT) Strategy through cluster dissemination model.	Existing resources NACE materials	First Seren Foundation Plan completed by March 2020	<p>Senior responsible officer:</p> <p>Senior challenge adviser</p> <p>Main delivery partners:</p> <p>Challenge advisers</p> <p>Local authority school improvement officers</p> <p>'Team Bridgend', local authority Seren/MAT lead</p> <p>Central South Consortium MAT Lead</p>	Through monitoring of progress reports	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> We have been unable to successfully recruit a secondee to lead on this area of work. Candidates from two schools had their agreed release over-turned. The second meeting of the re-constituted MAT Co-ordinators Group has been held and a set of actions and plans for Seren Foundation for 2019-2020 academic year have been agreed. The plan will be submitted to Welsh Government by start of new academic year. A number of the highest performing key stage 3 pupils from each of the secondary schools in BCBC attended the Seren Foundation launch at the Senedd on 2 and 3 July 2019. Key speakers for the Seren Academy launch on 16 October 2019 have been confirmed. The venue will be the Sony Theatre in Bridgend

						<p>College.</p> <ul style="list-style-type: none">• Most schools have applied for a MAT grant from Central South Consortium to be used within the context of cluster/Team Bridgend work. Plans to be developed by 31 December 2019. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none">• <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none">• <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">•
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RECOMMENDATION I: ENSURE SERVICES FOR LEARNERS WITH EMOTIONAL, SOCIAL AND BEHAVIOURAL DIFFICULTIES ARE EVALUATED MORE EFFECTIVELY

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
I1 Robust and regular evaluation of the service provided for children with emotional, social and behavioural difficulties (ESBD) is in place	<p>Review of all additional learning needs (ALN) provision across the local authority to ensure appropriate services/support for pupils with ESBD is in place to meet the needs of learners.</p> <p>Ensure new team leader is in place for ESBD/Autism Spectrum Disorder (ASD) Team.</p>	Officer time	December 2019	<p>Senior responsible officer:</p> <p>Group Manager (Inclusion and School Improvement)</p> <p>Main delivery partners:</p> <p>ASD Lead</p> <p>Speech and Language Team (SALT)</p> <p>ESBD Team</p>	<p>Team meetings</p> <p>Project Board for review of ALN provision</p> <p>One-to-one meetings</p> <p>Monthly report cards to Senior Management Team</p> <p>Self-evaluation</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • A team leader was appointed in April 2019 and is a member of the Extended Management Team of the Education and Family Support Directorate. • A project initiation document (PID) has been written in order to review ALN provision across the local authority. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

RECOMMENDATION J: IMPROVE OUR UNDERSTANDING OF THE PROGRESS MADE BY YOUNG CARERS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
J1 Improved understanding of progress of young carers	Identify suitable tracking system	New management of information system (MIS)	September 2019 and ongoing	<p>Senior responsible officer:</p> <p>Group Manager (Business Strategy and Performance)</p> <p>Main delivery partners:</p> <p>Knowledge Management Team</p> <p>Vulnerable Groups Team</p>	<p>Young carers steering group</p> <p>Education and Family Support Directorate Senior and Extended Management Team</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • A business case is being developed for investment in a better system. There is a scoping meeting arranged for September. • <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

3 LEADERSHIP AND MANAGEMENT

SUB RECOMMENDATION K: ENSURE CLOSER FOCUS ON INCREMENTAL MEASURES (RATHER THAN JUST HEADLINE FIGURES)

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
K1 Greater understanding of progress against targets	Ensure business planning meetings are in place to monitor slippage against targets in business plan	Existing resources	July 2019	Senior responsible officer: Group Manager (Business Strategy and Performance) Main delivery partners: Senior Management Team	Senior management Team meetings Corporate Performance Assessment (CPA) Performance Management System (PMS)	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • Meetings have been arranged for the autumn term. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> • Spring term 2020 (31/03/20) <ul style="list-style-type: none"> • Summer term 2020 (31/07/20) <ul style="list-style-type: none"> •

RECOMMENDATION L: ENSURE REPORTS TO ELECTED MEMBERS IDENTIFY KEY IMPLICATIONS ARISING FROM INFORMATION

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
L1 Elected members receive qualitative information that highlights any significant implications of that information	Senior Management Team to develop working practices to ensure reports adequately reflect significant implications.	Senior Management Team time	December 2019	<p>Senior responsible officer:</p> <p>Group Manager (Business Strategy and Performance)</p> <p>Main delivery partners:</p> <p>Senior Management Team</p>	School Improvement Group	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> A training session has been arranged for September when the senior challenge adviser will train all elected members on new performance measures and the interrogation of data. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none">

RECOMMENDATION M: MONITOR IMPACT OF TRAINING ACROSS SERVICES

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
M1 A better understanding of the impact of training across services	All training that is undertaken is evaluated	Local authority officer time	March 2020	Senior responsible officer: Group Manager (Business Strategy and Performance) Main delivery partners: Senior Management Team Extended Management Team Human Resources (Learning and Development)	Monthly reports to Senior Management Team	Summer term 2019 (31/07/19) <ul style="list-style-type: none"> • A training needs analysis has been developed for the Education and Family Support Directorate. • Group Manager Inclusion and School Improvement has instigated a training analysis for each area of the service with the newly appointed leads. Autumn term 2019 (31/12/19) <ul style="list-style-type: none"> • Spring term 2020 (31/03/20) <ul style="list-style-type: none"> • Summer term 2020 (31/07/20) <ul style="list-style-type: none"> •

RECOMMENDATION N: IMPROVE FINANCIAL PLANNING AND DELIVERY OF SAVINGS

Outcomes (Success Criteria)	Action	Resources required	Completion dates	By whom?	How will we review activity?	Progress (Formal termly report to School Improvement Group)
N1 Improvements in financial planning and delivery of savings	Raise awareness and engage Extended Management Team with financial planning and savings proposals	Staff time	March 2020	<p>Senior responsible officer:</p> <p>Head of Education and Early Help</p> <p>Main delivery partners:</p> <p>Senior Management Team</p> <p>Extended Management Team</p>	<p>Review of activity by Budget Review and Evaluation Panel (BREP)</p> <p>Report to Cabinet and Council</p>	<p>Summer term 2019 (31/07/19)</p> <ul style="list-style-type: none"> • Group Managers from the Education and Family Support Directorate Senior Management Team attended a medium-term financial strategy (MTFS) workshop in the Council Chambers in May. <p>Autumn term 2019 (31/12/19)</p> <ul style="list-style-type: none"> • <p>Spring term 2020 (31/03/20)</p> <ul style="list-style-type: none"> • <p>Summer term 2020 (31/07/20)</p> <ul style="list-style-type: none"> •

BCBC Education Services Post-Inspection Action Plan Termly Progress Report Card

REC	SUM19	AUT19	SPT20	SUT20	AUT21	SPT21		SR	SUM19	AUT19	SPT20	SUT20	AUT21	SPT21
R1								A1						
1.1								A2						
1.2								A3						
1.3								B1						
1.4								C1						
1.5								D1						
1.6								E1						
R2								E2						
2.1								E3						
2.2								F1						
2.3								F2						
R3								F3						
3.1								G1						
3.2								G2						
3.3								H1						
3.4								I1						
3.5								J1						
3.6								K1						
3.7								L1						
3.8								M1						
3.9								N1						
3.10														
3.11														
3.12														
R4								Key						
4.1									Excellent progress					
4.2									Good progress					
4.3									Limited progress					
4.4									Unsatisfactory progress					
									Objective completed					



Abbreviation	Term
ALN	Additional learning needs
Alps	Alps is a commercial data tracking system
ASD	Autistic spectrum disorder
BASH	Bridgend Association of Secondary Headteachers
BREP	Budget Review and Evaluation Panel
CA	Challenge adviser
CPA	Corporate performance assessment
CSC	Central South Consortium
EFI	Evaluation For Improvement
EMT	Extended Management Team
ESBD	Emotional, social and behavioural difficulties
FLG	Formal Learning Group
HMIP	Her Majesty's Inspectorate of Probation
HT	Headteacher
LA	Local authority
LALI	Local authority lead inspector
MAT	More able and talented
MIS	Management information system
NACE	National Association of Able Children in Education
P&FM	Performance and Financial Monitoring (Board)

PIAP	Post-inspection action plan
PLO	Professional learning offer
PMS	Performance management system
SALT	Speech And Language Team
SCA	Senior challenge adviser
SIG	School Improvement Group
SIMS	Schools information management system
SMT	Senior Management Team
WESP	Welsh in Education Strategic Plan
YJS	Youth Justice Service

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO OVERVIEW AND SCRUTINY COMMITTEE 1

23 AUGUST 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**), 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

8.1 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**) 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

Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
<i>Members made the following recommendations:-</i>		
<p>Whilst discussing Governor Training, members recommended providing eLearning modules with examples of real life problems to be solved, that would benefit experienced governors.</p>	<p>Central South Consortium (CSC) is responsible for governor training on behalf of the local authority. School Governors can also benefit from access to Cynnal which the local authority subscribes to as the main e-learning portal for school governors. This system is not owned by the local authority and is a subscription service. There may be an opportunity to influence the content of the e-learning modules and this will be investigated with CSC. (LH)</p> <p>We are currently developing online training using the HWB which will be launching in September. We are initially focussing on launching the mandatory training. Once this has been successfully launched and we have worked through any issues that may arise from moving to a new online system we will be looking to provide additional online training opportunities. This will not likely be until next year however as we will need to give time for the new system to “bed in”. (CSC)</p>	
<p>Members noted that a recent staff wellbeing survey carried excluded school staff and recommended that all future surveys should include them.</p>	<p>In principle we agree. However, further consideration is required on how this would be taken forward with headteachers and governors. some of the issues are who would collate the information and create an action plan following the receipt of that information. It would need careful planning and officers the capacity to undertake. HR to discuss with CMB in the first instance.</p>	
<p>Members recommended bringing a presentation of the Youth Mental Health First Aid Programme indicated on page 5 of the LA Estyn Report, before Council.</p>	<p>The local authority have trained up staff within the Vulnerable Groups Team to Train the Trainer level of the Youth Mental Health award ensuring sustainability of the model. The Vulnerable Groups has and will continue to facilitate this training to schools to provide them with the right approaches in supporting young people presenting with mental health difficulties. In addition, staff within Early Help have also received this training and are equipped to support children and young people in addressing low level mental health issues.</p>	

Members recommended that an extra meeting of Subject Overview and Scrutiny Committee 1 be arranged for August 2019, in order to feedback into the Post Inspection Action Plan.	Scrutiny Officer to arrange. <i>NB - this meeting has now been arranged for Friday 23rd August at 1pm.</i>	
<i>Further Information Required:-</i>		
Members noted that on page 1 of the LA Estyn Report a figure of 20.2% was indicated for pupils having special educational needs and asked where we sit in the UK?	Please see table below.	

There is no relevant comparable data available for England. England produce Educational Health Care (EHC) plans.

Percentage of SEN Children across Wales

All data is as at the PLASC census January 2019 and published on Stats Wales by the Welsh Government.

2019	Total Number of Pupils	School Action		School Action Plus		Statemented		All SEN	
		Number of Pupils	%	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%
Bridgend	23084	2982	12.9%	1288	5.6%	382	1.7%	4652	20.2%
CSC	148683	18161	12.2%	9231	6.2%	3957	2.7%	31349	21.1%
Wales	468398	56315	12.0%	34493	7.4%	13168	2.8%	103976	22.2%