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Bridgend County Borough Council



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

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



Dear Councillor,

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

A meeting of the Subject Overview and Scrutiny Committee 1 will be held remotely - via Microsoft Teams on **Monday, 18 October 2021 at 14:30**.

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Approval of Minutes 5 - 14
To receive for approval the minutes of the meeting of 12 07 21
4. School Governing Bodies 15 - 48
Invitees:

Lindsay Harvey - Corporate Director – Education and Family Support
Cllr Charles Smith - Cabinet Member for Education and Regeneration
Nicola Echanis - Head of Education and Family Support
Susan Roberts - Group Manager School Improvement
Robin Davies - Group Manager (Business, Strategy & Performance)

Clara Seery - Managing Director - Central South Consortium
Andrew Williams - Assistant Director for Partnerships and Improvement - Central South Consortium
Andy Rothwell - Principal Improvement Partner - Central South Consortium

Francis Clegg - Acting Headteacher - Archbishop McGrath Catholic High School
Ravi Pawar - Headteacher - Bryntirion Comprehensive School
Neil Davies - Headteacher - Mynydd Cynffig Primary
Sarah Morgan - Headteacher - West Park Primary

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5. New Curriculum for Wales
Invitees:

49 - 60

Lindsay Harvey - Corporate Director – Education and Family Support
Cllr Charles Smith - Cabinet Member for Education and Regeneration
Nicola Echanis - Head of Education and Family Support
Susan Roberts - Group Manager School Improvement

Clara Seery - Managing Director - Central South Consortium
Andrew Williams - Assistant Director for Partnerships and Improvement - Central South Consortium
Andy Rothwell - Principal Improvement Partner - Central South Consortium
Natalie Gould - Assistant Director for Curriculum - Central South Consortium
Kathryn Lewis - Strategic Lead for Curriculum Reform - Central South Consortium

Francis Clegg - Acting Headteacher - Archbishop McGrath Catholic High School
Ravi Pawar - Headteacher - Bryntirion Comprehensive School
Neil Davies - Headteacher - Mynydd Cynffig Primary
Sarah Morgan - Headteacher - West Park Primary

6. Forward Work Programme Update

61 - 70

7. Urgent Items

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

Yours faithfully

K Watson

Chief Officer, Legal and Regulatory Services, HR and Corporate Policy

Councillors:

TH Beedle
JPD Blundell
RJ Collins
PA Davies
SK Dendy
J Gebbie

Councillors

T Giffard
CA Green
DG Howells
M Hughes
M Jones
KL Rowlands

Councillors

B Sedgebeer
RME Stirman
T Thomas
CA Webster

Registered Representatives

Rev Canon Edward Evans
L Morris

Church in Wales
Secondary School Sector

Agenda Item 3

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - MONDAY, 12 JULY 2021

MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 HELD IN REMOTELY - VIA MICROSOFT TEAMS ON MONDAY, 12 JULY 2021 AT 14:30

Present

Councillor KL Rowlands – Chairperson

TH Beedle
J Gebbie
RME Stirman

JPD Blundell
T Giffard

PA Davies
CA Green

SK Dendy
M Jones

Apologies for Absence

DG Howells, M Hughes, B Sedgebeer and T Thomas

Registered Representatives

Rev Canon Edward Evans
L Morris

Church in Wales
Secondary School Sector

Officers:

Meryl Lawrence
Tracy Watson

Senior Democratic Services Officer - Scrutiny
Scrutiny Officer

Invitees:

Nicola Echanis
Lindsay Harvey
Councillor Charles Smith

Head of Education & Family Support
Corporate Director Education and Family Support
Cabinet Member for Education and Regeneration

29. DECLARATIONS OF INTEREST

Cllr T Beedle declared a personal interest in item 4 because he is Chair of Bridgend Governors Association.

Cllr JP Blundell declared a personal interest in item 4 because he is a Community Governor of Cefn Glas Infants.

30. APPROVAL OF MINUTES

RESOLVED:

That the Minutes of a meeting of the Subject Overview and Scrutiny Committee 1 dated 15 March 2021 be approved as a true and accurate record.

31. ADDITIONAL LEARNING NEEDS AND EDUCATIONAL TRIBUNAL (ALNET) ACT 2018

The Corporate Director – Education and Family Support began by explaining that he was joined by expert Officers from Learner Support, who would take Members through the report and would be available for any questions. He thanked all school-based colleagues who had joined the meeting for giving up their time for this important meeting. He introduced the Group Manager Learner Support who presented the report.

Following the presentation of the report, Members of the Committee asked the following:

A Member asked what the professionals and practitioners thought could be potential drawbacks, problems and benefits and also asked if funding had been allocated adequately and would be allocated adequately ongoing.

The Additional Learning Needs Co-ordinator (ALNCo), Blaengarw Primary School advised that this was a big period of change and the Authority had been preparing well. It proved challenging on a school level with more questions, and concerns, from parents regarding the decisions as to whether children did or didn't meet the criteria of Additional Learning Needs (ALN), according to the new definition. There was a plan in place to address this and decisions justified having regard to the strict process in place. A lot of responsibility had been put back on class teachers, which required a shift in mind-set. There was a need to look at Individual Development Plans (IDPs) for children that still needed to be monitored, who might previously, been identified as ALN, as they still had needs that had to be met at a school level. There had been huge positives, with collaboration and local authority forums and it was important to make sure that parents had all the information available.

The Additional Learning Needs Co-ordinator (ALNCo), Maesteg School reiterated what had been said, in that it was an absolute positive. Young people would be protected until the age of 25, taking the classification of ALN into the world of work. From a secondary school perspective, it was about making sure the right people understood their role, with pedagogy at the heart of ALN, and the appropriate level of teacher and learning. The cluster had worked on refining referral routes and routes of communication, with support from the Local Authority, to ensure that all schools knew how to get the support they needed. One area of concern was the ALN register could go from over 200, down to 30, with students having been classified as ALN on August 31st no longer meeting the criteria and definition. It was therefore important the right people knew the right information on how to support that learner, so it is a mind-set shift. The guidance was very clear on ensuring teaching staff were aware what the expectations were and how that can be conveyed.

A Member asked if there was any collaborative working outside of the consortia.

The Group Manager Learner Support explained the consortium worked strongly, continuously looking at good practice and had worked collaboratively before the Transformation Plan came into force, for example, on the person centred planning approach. Consortium Members sat on the Transformation Board, with regular contact, as did Officers, working collaboratively as a region, and more recently with Merthyr and RCT and the Health Board footprint, which was a strength.

A Member referred to 4.1, of the report, and asked if there would be any problems trying to get a consistent approach with ALN whilst trying to put in place a bespoke curriculum.

The Group Manager Learner Support suggested that schools might like to come in at this point, as they were involved in both the curriculum reform development and the ALN reform.

The Headteacher, Maesteg School explained that what was planned for the school's inset day was trying to bring together the ALN reform, which was all about pupil centred planning, and the new curriculum reform that focused on the four purposes. There was a need to take away the negative perception of reform. The approach being taken was to focus on wellbeing, with ALN reform and Curriculum reform right at the heart, looking at what was the best quality teaching and learning for the children in the classroom. This enabled staff to concentrate on the nature of the class they had in front of them, which would deliver the best practice for pupils, with regard to ALN reform and curriculum reform.

The Headteacher Llangynwyd Primary School advised that the schools focus was on good quality teaching and learning, as the ALN register was changing and fundamentally, would be about universal coverage in the classroom. It was about focussing on high quality effective teaching and learning that catered for all needs. Done correctly, this dovetailed into the curriculum reform agenda where bespoke curriculums were being designed for each class. As a school, it was about looking at teaching first with good quality differentiation resources enabling all learners to make the appropriate and expected progress.

The Principal Educational Psychologist advised that she had been heavily involved in looking at the definition of ALN to support schools and parents in terms of moving forward with the new reform. The data, including all Wales, regional and national tests, had been looked at in lots of detail and whilst schools were identifying, on average, 23% of their population, as having ALN, but showed a need to be shifting that to around 9% - 10% of the population that had an ALN that required something additional to what was ordinarily available. This linked into the curriculum and the good teaching and learning that was taking place in schools to support learners. There was loads of good quality intervention and provision but it was about looking at how to support learnings in a different identification system, for example, those children that might be a concern, who might need a boost, who might access those interventions, as opposed to a much smaller group of children that required something very different, an additional learning provision, that was not available to the rest of their peers, and so targeting interventions for the children whose ALN were particularly significant. She explained this had been an interesting piece of work, in terms of working with the schools and working with the region because it had made everyone look at the good quality interventions that they had. The interventions and support was still there, but for a much smaller group of children, which was probably right across the board in terms of the normal distribution, and about putting greater input on learning provision around the children with the most needs.

The ALNCo, Maesteg Comprehensive School advised that she supported what the Principal Educational Psychologist had said. With regards to ALN, the Schools approach had been, using different methods of monitoring the learners, which had been firmly recommended by the Authority. The School had its universal provision list of learners that teachers were aware of with needs flagged up in terms of how the teacher could get best meet them. That would be separate from the ALN register, which was something that was significantly smaller because the learning provision that was needed there was very bespoke. This was a change in approach in making sure that all learners were identified and highlighted to the right people.

A Member asked whether the Local Authority was inheriting children from other authorities, which was putting pressure on the Council.

The Principal Educational Psychologist explained that to a certain extent the Local Authority had been a victim of its own success, particularly for the strength of special schools. Although there were weekly requests for places in special schools, the Authority were unable to accommodate broadly, any pupils living out of county, however, families were moving in because of the strength of the schools. Bridgend was supportive and had in recent times, developed lots of provision for children who were care experienced and the facilities for children who came to supported housing in Bridgend, because the homes had been established and set up, but then the education followed this, so access to education was a significant pressure.

The Member asked for an outline of how much this was costing the local authority.

The Group Manager Learner Support replied that the information was not to hand, however could be provided following the meeting.

A Member made a point that was raised by the Principal Educational Psychologist, where she identified that 23% of children would have a need and asked for a further breakdown of the proportion, per area / category of need.

The Principal Educational Psychologist stated that the figure had come from regional data and national data, which would come from the Pupil Level Annual School Census (PLASC), which schools recorded and identified. There would be a range of additional needs including global developmental delay, severe learning difficulties, emotional behaviour and social difficulties, making up the 23%. It was not broken down in terms of the regional data, rather this was the PLASC data for any child recording an additional need. This was a massive shift for professionals under the new reform, looking at the impact of the learning need. Diagnosis of autism or ADHD or a visual impairment itself, would not be classed as an additional learning need. It was about looking at the barriers to learning. In addition, this was a huge challenge for families and the young person, who might not necessarily qualify as having an ALN, although under the Equality Act there may be challenges or a disability. There were children across the local authority with all of the challenges and difficulties that had been outlined, who would not have a barrier to learning because potentially equipment or materials or medication might be supporting them to enable them to learn with their peers. That would not be an ALN. The new code was very different to the previous code of practice in that there was a massive shift around 'what is the barrier to learning', although it was positive because it was about need.

The Sensory Lead reassured Members that numbers remained quite stable throughout and with regards to the reasonable adjustments that were in place, they wouldn't change for young people who were identified with a hearing impairment or visual impairment. This was about removing the barriers to learning and often the service were involved at a very early stage, as soon as the diagnosis was made. The service was there to support the access to learning, so with the implementation of the new ALN, that was not going to affect what was provided to young people with a hearing impairment or visual impairment, who would still have access to the services, which could be access to specialist teachers, access to specialist equipment and training on how to use those and develop those skills.

The Registered Representative, Secondary School Sector noted that 4.2 stated the 'need to increase the ALN provision available to Welsh-medium schools' and asked if Welsh-medium pupils were having the same sort of provision as their English-medium counterparts, as she was concerned if the support was not available parents could be forced to move pupils to English-medium schools. She also asked if there was still only one test for dyslexic Welsh speaking students.

The Group Manager Learner Support explained there had been an increase in looking at Welsh-medium resources and training as a consortium, in respect of the ALN act. A member of staff was heavily involved in that and had started to deliver training at consortia level. Within the Learner Support Service, particularly the ALN teams, there were good qualified Welsh speaking members of staff. In respect of Welsh-medium provision more widely, with ALN, a strategic planning review had been conducted, which was currently in the process of being reviewed. There was a Board in place and sub-committees that fed into that Board, looking at Welsh-medium education, and was part of the Welsh in Education Strategic Plan. For example, it was identified, previously, that there needed to be equity with provision with children who had a diagnosis of autism, that if they were also Welsh speaking that they would be able to continue their education through the medium of Welsh. She noted the learning resource centre for autism for

Welsh speakers at Ysgol Gynradd Calon y Cymoedd and subsequently the Secondary learning resource centre at Ysgol Gyfun Gymraeg Llangynwyd. The Moderate Learning Difficulty (MLD) provision was currently being looked at as to whether there was a need to open learning resource centres in that area.

The ALN Lead Early Years, Cognition & Learning & CMMI noted that in terms of equity of provision, this already existed, but because of the numbers of students there had been in the past, it was more virtual, so rather than it being set in one school, the teacher moved from school to school. In an English-medium school, there were enough children to have a whole class in a year-group, whereas in the 4 Welsh-medium schools, there would be less children, so therefore the provision looked a little different. However, the numbers were now showing that there were enough children to be able to open up an MLD provision in Primary and then looking at evidence to show what would be required at Secondary. With pupils feeding in from 4 Welsh-medium primary schools and 50 English-speaking primary schools, the numbers were always going to be slightly lower in the Welsh sector.

She confirmed that in terms of the MLD for Primary for Welsh speakers, the physical base was planned for September 2022.

In terms of resources, work had started pre Covid-19 particularly on a reading test and was due to be trialled in Cardiff schools as Covid-19 hit, so that wasn't possible. This would now be addressed and there were moves to develop those resources, noting that in the new Act there needed to be that equity of provision.

The Group Manager Learner Support explained that the local authority had always worked in collaboration with Headteachers and it was the model at one point that was agreed that they would rather have, than just one resource centre based in one. Things had moved on and the new model was being looked at along with developing that through to Secondary, to have the continuation of provision.

A Member stated that she was aware that consortiums were not always agreeable to every Council, and could be unstable, highlighting the Education through Regional Working (ERW) alliance. She asked if the Central South Consortia (CSC) was stable and what was the likelihood of putting together a Regional Plan that could not be implemented because of partners not being involved.

The Corporate Director – Education and Family Support acknowledged that the question was important in respect of the relationship with the consortium. He had some understanding of the way the ERW model worked, explaining it was more of an alliance of the local authorities involved. CSC was a different model. It was a business that the local authority subscribed to; an intelligent client function, so in effect, the local authority paid into a service and that service had a set of business objectives within their plan that they needed to deliver on. It was fair to say the feedback from schools, and certainly Officers, was that the service from CSC was providing value for money, not least in terms of ALN but in the wider range of teaching and learning, leadership and support. As far as the local authority was concerned, the service was a very good one.

The Cabinet Member for Education and Regeneration stated there was a stable and ongoing political commitment to the CSC so it was not comparable with what happened with the ERW. Bridgend/the Vale of Glamorgan/Cardiff/ Merthyr and RCT were committed to the Business Plan. There was an excellent permanent secretariat, an excellent Director and Deputy Director, with Members meeting with Welsh Government (WG) on equal terms. When it came to specialised functions, like ALN, the expertise was there.

The ALNCo, Blaengarw Primary School explained that she had not had huge experience of ALN through the consortium, but the workforce development programme they were currently developing had been hugely beneficial. She had completed the middle leadership programme and CSC were currently planning for an ALN Hwb playlist, from September. The CSC ALN Transformational Lead had been very beneficial on a consortia level, so from a school perspective it had been very positive with the consortium.

The Strategic Lead for Equity and Wellbeing, CSC confirmed that they were working in partnership to align the support, marrying up the ALN work, the new curriculum side of things and the whole school approach to mental health and wellbeing, which were big challenges for schools and local authorities. The consortium had been part of the development of the regional guidance and this would sit alongside the consortium's work on equity and excellence which was the strategy looking at teacher learning for all pupils.

The Registered Representative - Church in Wales asked if the local authority had a specific strategic plan for the full implementation of the Act.

The Group Manager Learner Support confirmed that each year there was a Regional Plan and then Bridgend produced its Local Plan. There was a local Bridgend Board and each month the ALN transformation leads attended that Board and gave updates on the progress on the plan. For the coming year, the plans were in draft, awaiting WG approval but there would be a concrete plan in place going forward for September.

The Registered Representative, Secondary School Sector referred to page 27 on priority one, in relation to the Individual Development Plans (IDPs) and stated that it used the phrase 'pre-determined cohort' and asked who was ensuring that pupils outside of the pre-determined cohort were still being given the support that they needed.

The Principal Educational Psychologist explained, in terms of this year, leading up to the implementation of the reform, all local authorities were able to look at pilots to support the implementation of the code. Across the region, there were different priorities and different groups of children that were identified as part of those pilots. At the start of the year the local authority identified, in terms of the highest level of need, pupils in special schools to look at developing some of those pilot IDP's e.g. young people known to the Youth Justice Service at Ysgol Bryn Castell and reception-aged pupils in Heronsbridge Special School. As the year played out, because of the impact of Covid-19 and change in direction from the former Minister for Education, some of the timescales were shifted around the implementation of the Act and the timelines. From September 2021, special schools are excluded from the new strategy code, which focuses on pupils having a school based IDP, rather than a local authority maintained IDP. As part of the rollout with school partners and through the ALNCo forum, pupils were identified who were at key stages of transition, as being a priority group for school based IDPs. In terms of talking about identifying certain groups, this actually cut across the whole of the education system so the priority this term had been looking at the work around the early years IDP's which was a significant challenge and a significant shift. So when it says a pre-determined group there were groups, but those groups actually cut across school maintained IDP's, LA IDP's, special school and mainstream.

The ALN Lead Early Years, Cognition & Learning & CMMI explained that because IDP's were not statutory until Sept 1st, it was about which children were selected. The children that had been selected to start were going into their specialist provision and would be requiring an IDP from September when the new Act takes effect. Equally, because the idea was to pilot it and it was about collaborative working with health colleagues children were selected where there was health involvement, because the pilots were about

everybody working together. It was a little different in the early years settings because they didn't necessarily have the technology that some of the schools might have to involve people and the space. It wasn't just about selecting children and looking at their needs and IDPs it was about how the whole personal centred approach would work in settings with many different people e.g. health involvement, health visitors, etc., in particular, and their involvement in that process.

The Sensory Lead confirmed that links with further education had always been in place for young people who had a sensory impairment and it was about maintaining that they were at the centre of everything being done, thinking about those transition links and ensuring they had a voice as they left one education setting and moved into another. It was also to look at what they might benefit from as they grew through education, what they wanted in terms of equipment, how they would like to be supported, and what information they would like shared about their hearing or visual impairment. It was about working closely with the college but in a more formal way linking it to IDP's and supporting college professionals to ensure that they had a fuller understanding of the needs and voice of young people supported.

A Member referred to a point mentioned by the Principal Educational Psychologist in relation to the Youth Justice Service (YJS) and asked where the local authority was in respect of identifying barriers to learning especially for young people in Young Offender Institutes, as well as those under 25 that were currently in the youth wing of prisons.

The Head of Education and Family Support acknowledged this was an important point. Some of the young people that were involved with the YJS, could be some of the most vulnerable young people that were worked with across the local authority. One of the initiatives was looking at them through the IDP process and ensuring their educational needs were being met when they were in the community. There had been an issue in the past with some young people known to the service, being on quite reduced timetables, however this was now reviewed regularly to ensure those young people were given the number of educational hours they were entitled to. There were very low incarceration rates for children and young people however occasionally a young person committed an offence and entered a custodial institution. Dependent on the institution and their age they would be provided with statutory education within a custodial institution if they were of statutory school age, and that education, was subject to monitoring by external monitoring systems i.e., Estyn, dependant on the institution. In addition, the YJS maintains contact with young people throughout their sentence and post release. There was a plan for each young person, which was followed up with their youth offending/social worker, who monitors their sentence and monitors all of the interventions that they are given throughout their sentence. This included education, but also makes sure their health needs or any mental health needs are met through their sentence planning and their post release planning.

A Member referred to Appendix B Page 43, new governors responsibilities, and explained, as the Chair of Bridgend Governors Association (BGA), concerns had arisen around the ALN readiness audits, what did this entail, how were these going to be conducted and how did this affect the turnover of staff in governing bodies.

The Group Manager Learner Support confirmed that the CSC ALN Transformation Lead had been looking at governor training and that had been on offer to the consortium.

The ALNCo, Blaengarw Primary School explained that she had recently undertaken governing body training for federation schools. She noted the Governing body had some questions about where this put them legally, as it was a delegated responsibility that goes to the school, about whether children were ALN or not and obviously the governing body were trusting ALNCo's in their professional judgement. She understood that there

would be some legal advice for Headteachers and governing bodies regarding the process, although this had been a little delayed. The School had worked hard to keep Governors informed, given the magnitude of the ALN reform, but moving forward there would be a need for this to happen on a more regular basis.

The Corporate Director – Education and Family Support recognised the sterling efforts that the Chair of BGA did to support the local authority in helping with governor training, because the BGA had been a real strength of Bridgend for a few years. Every year the local authority was asked by CSC to identify priorities within the CSC business plan. One of the local authority's key priority and target for the year was to support the recruitment and development of school governors, making sure that key training e.g. ALN reform and curriculum reform and other key items, would be part of that.

The Group Manager Learner Support explained that in relation to local advice the code had come out later than anticipated, so local authority legal team officers had just had legal training in the last couple of weeks, so there would be a plan of action moving forward next year, in order to support schools.

The ALNCo, Maesteg Comprehensive School acknowledged that an interesting point had been made about staff turnover in governing bodies, and it was reassuring to hear that training would be continuous, as governors rolled on and rolled off, otherwise some would not have had the information with regard to the procedure before suddenly becoming accountable for making decisions.

The Headteacher Maesteg School explained she would be uncomfortable, as a Headteacher not to have had some input from the consortium or the Local Education Authority to ensure she was doing the right thing and giving the right message across to Governors. It would be dangerous for individual Headteachers to be responsible for training governors, as that didn't necessarily achieve the consistency that the local authority was aiming for, so she welcomed the training program, particularly regarding the legal advice.

The Member welcomed news that there was legal advice available to Governors, as raised a number of questions.

The Registered Representative - Church in Wales made a plea that any training, either as a local authority or as a consortium, is provided by practitioners rather than theorists.

The Group Manager Learner Support concurred with that. A lot of training had been given to ALNCo's to cascade throughout the schools, so it was important.

A Member asked, in relation to the ALN transformation grant, what proportion of funds was actually coming to Bridgend.

The Group Manager Learner Support explained that she would need to look at that in more detail and come back with that element of the percentage.

A Member stated she had not received an answer to her question, regarding the adequacy or not of the funding.

The Corporate Director – Education and Family Support acknowledged that there were a number of funding streams available from WG with regard to the ALN, innovation and transformation grants split up in multiple different ways. The overall grant would be made available through the consortium and made available to local authorities and schools but also partners in the system as well e.g., Health Board and other partners determined by the grant. As far as the adequacy was concerned to date, there has been

significant funding streams distributed by WG across local authorities in Wales, but going forward obviously the breadths of demand on the service was going to be extensive and certainly for ALNCo colleagues on the ground it was going to be a challenge.

The Member said that her worry with grants was that sometimes that did not lead to sustainability and the old story that eventually the grant is subsumed into the Revenue Support Grant, so nobody could actually find where it is.

The Corporate Director – Education and Family Support acknowledged that this was an inherent challenge within all grants in terms of the sustainability of them. Part of the work the Group Manager Learner Support, and her team were doing, was making sure colleagues in schools were trained to make sure they became experts in this, not just within their own schools but within the self-improving system schools supporting each other, which was a central tenet of CSC's approach as well.

The Registered Representative - Church in Wales queried the money being held by RCT and asked if it was being divided amongst the 5 Authorities that constituted the consortium. If that were so, why was it not the consortium itself that was holding the money, why devolve it to RCT for them in turn to devolve it to the 5 Authorities.

The Corporate Director – Education and Family Support explained that RCT were just the operating partner on behalf of the consortium, so there was no additional funding held by RCT, they just organised it on behalf of the consortium. This was a similar sort of process with HR as well.

The Cabinet Member for Education and Regeneration stated that RCT simply provided the secretariat for the consortium which was purely an administrative function.

The Group Manager Learner Support confirmed that the £93k was held across the 5 Authorities.

Having considered the report on Additional Learning Needs and Educational Tribunal (ALNET) Act 2018, the Committee made the following recommendations:

1. That there is a role for the Governor's Association to ensure consistency of communication responsibilities to Governing Bodies and that another ALN training session be arranged at one of the Governor's Association's next meetings.
2. The need to ensure that Governor Training continues to be provided by professional practitioners, not theorists as it had been beneficial to receive training from experienced ALN practitioners e.g. ALN Coordinators.
3. Concern is expressed regarding the adequacy of the funding streams to meet significant demand and the need for future funding to be sustainable and not be subsumed into the RSG.
4. The deadline for the Welsh Medium ALN Provision for Welsh speakers be monitored by the Committee.
5. The implementation of the Act and the effects of raising the criteria be monitored by the Committee.
6. The Committee requested the following:

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - MONDAY, 12 JULY 2021

- a) Information regarding how the peer review will work and whether the Peer Group would be selected via Central South Consortium or externally.
- b) Information regarding the different ALN categories, the costings for meeting each which will vary widely.
- c) The amount of ALN transformation grant overall and the apportionment of funding allocated to Bridgend.

Information and costings regarding inherited costs, continuous increases and additional pressures from people moving into the area.

32. **FORWARD WORK PROGRAMME UPDATE**

There were no further items identified for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3, and this could be revisited at the next meeting.

There were no requests to include specific information in the item for the next meeting.

RESOLVED:

That the Committee approved the Forward Work Programme in Appendix A, noted that the Forward Work Programme and any updates from the Committee would be reported to the next meeting of COSC and noted the Recommendation Monitoring Action Sheet in Appendix B.

33. **URGENT ITEMS**

None

The meeting closed at 17:25

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

18 OCTOBER 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

SCHOOL GOVERNING BODIES

1. Purpose of report

1.1 The purpose of this report is to update the committee in respect of how:

- Bridgend County Borough Council (BCBC) and Central South Consortium (CSC) are able to support all school governing bodies in the local authority; and how
- support and training for governing bodies may develop in the future.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

Supporting a successful sustainable economy - taking steps to make the county borough a great 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 for all people in the county borough.

Helping people and communities to be more healthy and resilient - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

Smarter use of resources - ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 Prior to 2015, the Learner Support Service of the then Children's Directorate included a dedicated governor support function. Due to the requirement to make efficiency savings as a result of the Medium-Term Financial Strategy (MTFS), this function was

deleted following a significant restructure of the Business, Strategy and Support Group.

3.2 Nevertheless, from 2015-2016 (financial year), the Pupil Services Team has provided support to ensure that governing bodies fulfil their statutory responsibilities by ensuring that schools comply with the law, are effectively managed and deliver a quality education to their pupils. The principal responsibilities of the Pupil Services Team are as follows:

- to arrange a comprehensive governor training programme;
- to publicise and distribute information outlining topical training events;
- to recruit, appoint and terminate governor positions, including the appointment of local authority (LA) governors and preparation of associated Cabinet reports;
- to undertake the role of 'returning officer' for parent elections to governing bodies, including support for the process with advice and guidance where required;
- to establish temporary governing bodies where appropriate; and
- to establish new governing bodies where appropriate.

3.3 Previous scrutiny committee meetings have requested that a 'job description' be provided to assist with recruitment of governors. However, it is important to point out that the role of a governor is not a job. The role of governor should be conducted by someone who:

- is a volunteer;
- cares about teaching, learning and children;
- represents those people with a key interest in the school, including parents, staff, the local community and the LA;
- is part of a team which accepts responsibility for everything a school does;
- has time to commit to meetings and other occasions when needed;
- is willing to learn;
- is able to act as a friend who supports the school but is still able to cast a critical eye upon how the school works and the standard it achieves; and
- acts as a link between parents, the local community, the LA and the school

3.4 The LA commissions CSC to provide a school improvement service on behalf of the LA. The LA and CSC have developed a close and effective working relationship which has proved to be extremely beneficial in supporting schools and their governing bodies.

3.5 The core focus of all school improvement activity is providing support and challenge to schools alongside governing bodies to ensure learners across the local authority have the right educational experiences to allow them to make progress and be successful in the next phase of learning or employment.

3.6 As part of its school improvement function, CSC now provides mandatory governor training to all members of governing bodies but the take-up has been noticeably low, relative to the take-up in other local authorities in the region. Initially, the training was offered at CSC headquarters in Nantgarw and this was considered to

be a barrier to take-up. With that in mind, training was offered at various places across Bridgend County Borough but attendance remained low. (It is legislated that if a governor has not completed the training within the required timescale, they will be suspended for six months and should undertake the training within that time. If a governor does not complete the mandatory training within the suspension period they will be disqualified from post. Prior to 2014, the governor support team used to write to individual governors informing them they were out of compliance and that this could result in suspension. This approach was revised after concerns were raised by schools and individual elected members (who were chairs at the time). Now, members' training compliance is a matter for governing bodies to deal with).

- 3.7 CSC has worked with governors across the region to develop a regional support offer and to engage governing bodies in collaborative models like governor improvement groups (GIGs). They have also trained and deployed consultant governors to support governing bodies who require additional capacity. A key part of this offer is the delivery of both in-person and online training opportunities, as well as the development of guidance documents and resources to support governors in their role.
- 3.8 In the past two school years, throughout the pandemic, governor training has been offered online and, despite some initial reticence about this delivery method, it has proved very successful with a sharp increase (161%) in attendance rates.
- 3.9 All of the training and support materials are available to governors. As well as being shared at training events they are also available online on the [CSC website](#).

4. Current situation/proposal

- 4.1 CSC continues to provide the LA with effective school improvement services. This includes the mandatory training modules for school governors. The training offer is created in direct consultation with local authority officers and the governor stakeholder group. It covers the mandatory training as well as other areas that meet identified regional needs. In the past these have been held in person but during the pandemic these have been held as webinars, which has led to greater engagement than previous years. Training provided includes:
- mandatory governor training, as follows:
 - new governor induction
 - understanding data
 - new chair induction
 - headteacher performance management
 - effective challenge and support
 - introduction to coaching skills
 - drop-in/briefing sessions focusing on the big issues.

- 4.2 Governor training includes the 'Challenge and Support' Module which clearly outlines all of the statutory functions and expectations of a governing body (**see Appendix 1**).
- 4.3 The current role of the Pupil Services Team in supporting governors is detailed at paragraph 3.2. It is important to note that schools no longer have the option to buy into a local authority provided service level agreement for a dedicated clerking function and either provide this function from within their own resources or purchase that resource from the private sector.
- 4.4 In spite of some difficulties presented for the local authority around maintaining local intelligence and maintaining a close relationship with governing bodies, including the sharing of information and updates, the shift in practice (eg schools making contractual arrangements for a privately provided clerking service) aligns well with Welsh Government and the LA's expectation that schools have greater independence as part of the self-improving system.
- 4.5 In 2016, the Bridgend Governor Association (BGA) was relaunched with a more forward-looking agenda.
- 4.6 Every governor in Bridgend automatically becomes a member of the Association and the BGA is independent of the local authority but welcomes the support that the LA brings. At the relaunch in 2016, the LA and BGA agreed to provide a renewed focus for the BGA, in particular to support the continuous improvement of all governors and governing bodies.
- 4.7 One approach developed included the concept of GIGs for Bridgend schools and to make this the focus of the role of the BGA in future.
- 4.8 The main function of GIGs would be to work collaboratively to support the continuous self-improvement of all governors and governing bodies, in order to support the raising of standards of education across all BCBC schools. GIGs were identified as needing to be small enough to operate effectively but also of a size to be fully representative of the needs of all governors and governing bodies.
- 4.9 The BGA continues to play an important role in supporting individual governors and governing bodies in Bridgend's schools in collaboration with the local authority and the CSC.
- 4.10 CSC Improvement Partners will continue to support governing bodies with the headteacher's performance management and will support the governing body to understand its role in school improvement. Improvement partners will also collaborate with the regional leads for governors to support school governors to fulfil their responsibility in holding schools to account.
- 4.11 Due to the rise in attendance and participation with online governor training, it is anticipated this delivery method will continue in the future.

5. Effect upon policy framework and procedure rules

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

6. Equality Act 2010 implications

6.1 The protected characteristics identified within the Equality Act, Socioeconomic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an equalities impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

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

7.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the approach to supporting schools. The approach to supporting school governing bodies is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long-term	The approach to governor support focuses on assisting with school improvement to meet the needs of children and young people from the age of 0 to 25.
Prevention	The focus of governor support is to assist with early identification of need and ensuring that there is appropriate learning provision in place to meet individual needs.
Integration	The approach to governor support for school improvement addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes.
Collaboration	A fundamental principle of the approach to governor support for school improvement focuses on improving collaboration and creating a unified system.
Involvement	Ensuring that governors are able to ensure that children and young people, parents and carers are at the heart of the system and that needs are discussed in a person-centred way.

8. Financial implications

8.1 There are no financial implications linked to this report.

9. Recommendations

9.1 The committee is requested to:

- consider the content of this report; and
- provide feedback.

Lindsay Harvey

CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

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CF31 4WB

Background documents:

Appendix 1 Effective Challenge and Support in School Governance (CSC)

Effective Challenge & Support in School Governance

...but what does effective challenge actually look like?



Aims & Objectives

Page 20

- Focus on the different ways that Governors can provide Challenge & Support
- Provide practical advice & examples of good practice
- Allow opportunity for you to discuss issues with your peers and ask questions



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The Governing Body has the collective and legal responsibility for the strategic management of the school.

Page 2

Governing bodies have a range of legal responsibilities and powers, including:

- Ensure the wellbeing and safeguarding of learners & staff
- Being accountable for the general conduct of the school
- Promoting high standards of educational achievement
- Setting appropriate internal school targets for pupil progress,
- Managing the school's budget,
- Making sure that the curriculum for the school is balanced and broadly based, whilst also ensuring the school's preparation for Curriculum for Wales 2022
- Appointing the head teacher, deputy head teacher and regulating staff conduct,
- Agreeing and overseeing the implementation of School Policies

Governors Guide to the Law

....but what does this look like and how does it work?



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Common Inspection Framework



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IA 1

Standards

IA 2

**Wellbeing
and attitudes
to learning**

IA 3

**Teaching
and learning
experiences**

IA 4

**Care, support
and guidance**

IA 5

**Leadership
and
management**

Will there still be a new inspection framework for schools and PRUs from September 2021?

We are working with our headteacher reference group and other stakeholders to develop our inspection arrangements for maintained schools and PRUs from September 2021. We will share more information with you during the next few months.



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Evidence of Impact - Governors should:

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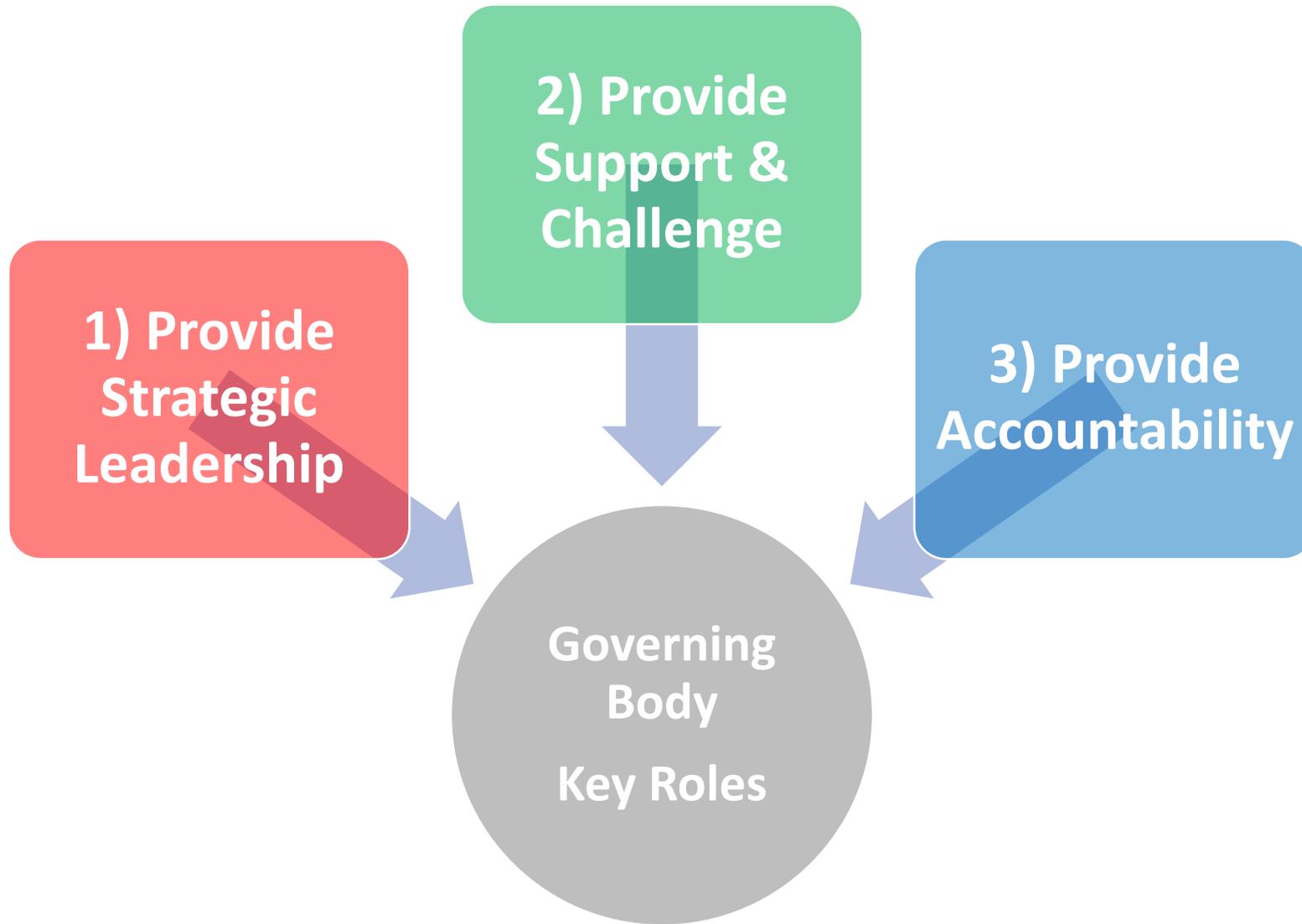
- Understand their roles
- Be informed about the performance of the school and issues that affect it
- Provide a sense of direction for the work of the school
- Support the school as a critical friend
- Hold the school to account for the standards and quality it achieves
- Take reasonable steps to inform pupils, members of staff, parents/guardians or any other person of the procedures if they wish to make a complaint or appeal
- Make sure that the complaints are dealt with promptly by disinterested parties



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How do Governors Provide Strategic Leadership

School governing bodies play a key role in improving standards within schools, they:

- **have a duty to promote the highest standards of educational achievement, ensuring all pupils make at least good progress;**
- **must establish the strategic vision & goals for the school; and**
- **must regularly review the targets and improvements made.**



How do Governors Provide Strategic Leadership

A strategic role means the governing body decides what they want the school to achieve and set the strategic framework for getting there.

It should establish the strategic framework by:

- setting aims and objectives for the school;
- adopting policies for achieving those aims and objectives;
- setting targets for achieving those aims and objectives; and
- reviewing progress towards achieving the aims and objectives.

Governing bodies will need to monitor progress and regularly review the framework for the school in the light of that progress.

Governors Guide to the Law

How do Governors Provide Challenge & Support

The governing body shall act as ‘critical friend’ to the head teacher.

A critical friend can be defined as a trusted person who asks thought provoking questions and offers constructive critiques of a person’s work as a friend.

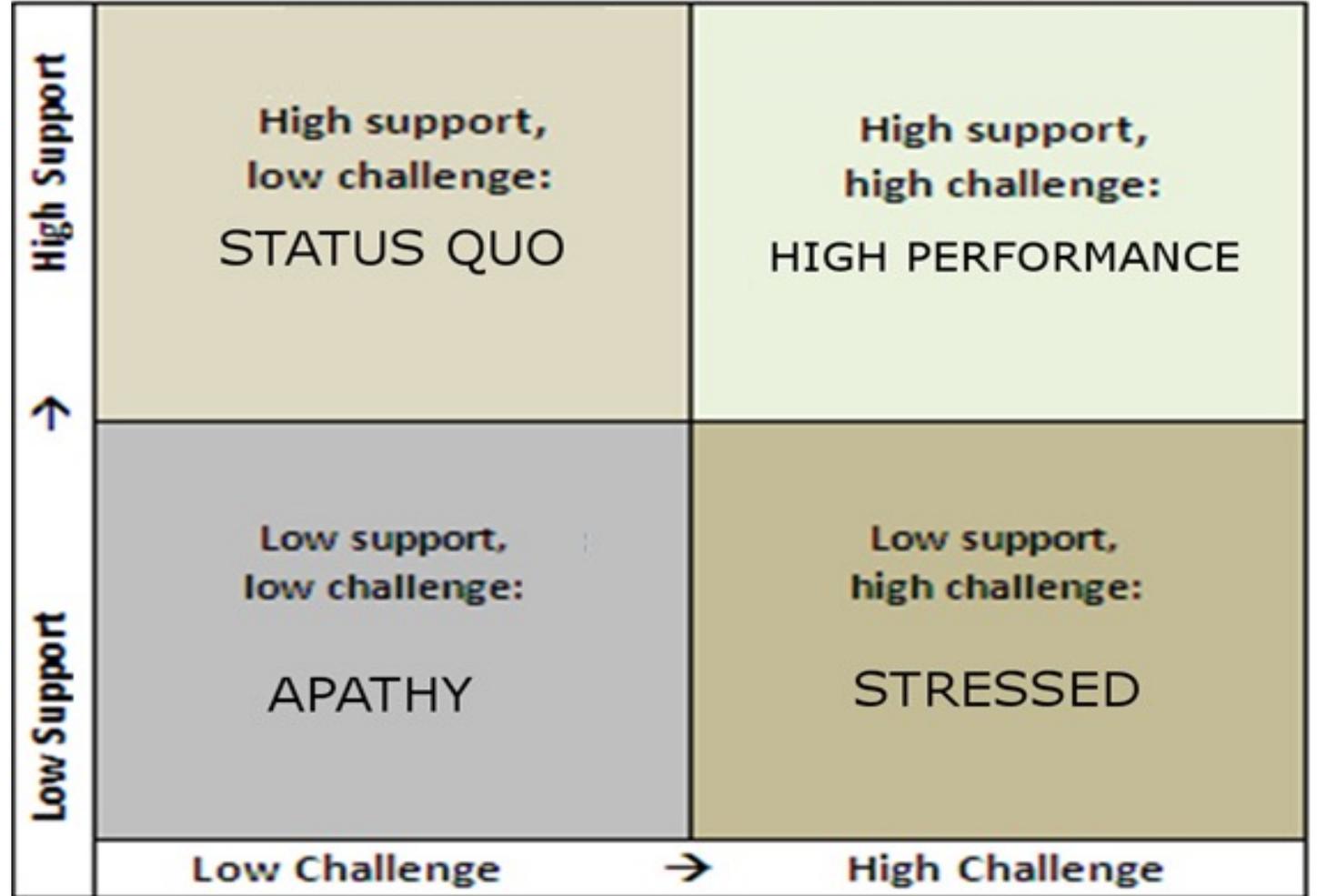
A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward.

The friend is an advocate for the success of that work.



How do Governors provide Challenge & Support?

Where do you think a Governing Body should sit on the Support & Challenge?



How do Governors Provide Accountability

The headteacher is accountable to the Governing Body, both for the functions performed as part of the headteacher's normal role and for powers delegated by the governing body.

The Governing Body is responsible for the school.

To provide this accountability, governors need to ask challenging questions on the basis of robust objective data. Governors should not just rely on information provided by the headteacher, they should also:

- Scrutinise school progress data,
- Gather first hand evidence to verify what they are told,
- Ensure that reports provide appropriate and sufficiently detailed information, including explanation and justification of proposals and actions.

How do Governors Provide Accountability

- **Set aims and objectives for the school,**
- **Agree priorities for improvement**
- **Set policies for the school for achieving the aims and objectives**
- **Set targets for achieving the aims and objectives**
- **Understand progress towards the targets**

The governing body is accountable for any decisions and actions taken and shall be prepared to explain its decisions and actions to interested persons.

Addressing issues of under-performance

Governors must evidence that they:

“use relevant management information about performance to address underperformance and to set objectives and targets that are strategic priorities”

How do we know about underperformance?

If its teaching that needs to be improved, how can governors bring about improvements?

If it's the headteacher that needs to improve, what can governors do?



What structures do we need to ensure we are effective?

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Full Governing Body Meetings

Complaints Committee

Performance Management Committee

Link Governors

Finance Committee

Health & Safety / Premises Committee

Standards & Curriculum Committee

What is missing?



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Keeping learners safe

The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002



Guidance

Guidance document no: 272/2021

Date of issue: April 2021

Replaces guidance document no: 270/2021

SAFEGUARDING

2.7 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the well-being of children in accordance with this guidance, and for monitoring compliance with them.

2.8 Governing bodies of maintained schools, governing bodies (corporations) of colleges, and proprietors of independent schools must ensure their respective organisations:
have effective safeguarding (including child protection) policies and procedures in place...

They should also ensure that the DSP, the designated governor and the chair of governors undertake training in inter-agency working that is provided by or to standards agreed by the SCB, as well as refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding training.

<https://gov.wales/keeping-learners-safe>

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Additional Reading & Support

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Welsh Government: Education & Skills www.gov.wales/education-skills

- Education in Wales: Our National Mission www.gov.wales/our-national-mission-0
- School Governance Resources, Welsh Government www.gov.wales/school-governance
- Governors Guide to the Law www.gov.wales/school-governors-guide-law
- HWB: Learning & Teaching for Wales www.hwb.gov.wales
- My Local School: Publically available School Data www.myllocalschool.gov.wales
- ESTYN www.estyn.gov.wales

Central South Consortium www.cscjes.org.uk

- Governors: www.cscjes.org.uk/governors
- Knowledge Bank: A repository regional education resources www.cscjes.org.uk/resources
- Weekly Bulletin / Termly Newsletter / Social Media www.cscjes.org.uk/communications

Local Authority

- Website, Newsletters & Social Media
- Governor Support Team
- Governor Associations

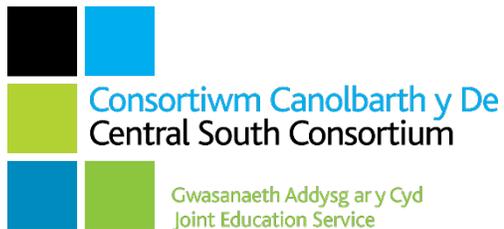


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***Grymuso ysgolion i
wella deilliannau bob
dysgwr***

***Empowering schools to
improve outcomes for
all learners***



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Any Questions?

Contact your LA Governor Support

Contact us at:

CSCGovernor@cscjes.org.uk

www.cscjes.org.uk/governors



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WORKBOOK TASKS

Intro & Information



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WORKBOOK TASKS

Self Review



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Warm
Up
Task

As a governing body, how do you
improve the quality of the work of your
school?
How do you know if you are successful?



Provide Strategic Leadership

How would you and your governing body answer the following questions?

1. How well do you consider the school is doing? What are standards like?
2. How frequently is the School Improvement Plan discussed? What are the current priorities in the SIP?
3. If standards are good, what evidence do you have that they are good?
4. How do you monitor progress in attainment?
5. Does the governing body ever challenge the progress that's being made with the SIP?
6. Does the governing body ever evaluate the impact that SIP priorities have on learners?
7. Does the governing body consider these to be the right priorities?
8. How well do different groups of pupils achieve? (e.g. MAT, eFSM, EAL, ALN, boys v girls)
9. What impact have the governors had on improving outcomes for pupils and how do you know?
10. How have you challenged under achievement?



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Provide Support & Challenge

How would you and your governing body answer the following questions?

1. How supportive are the governing body - attendance at meetings, classroom visits (with SLT), learning walks (with SLT), school trips, concerts, fairs, fund raising
2. What training has the governing body received to ensure it is able to carry out its statutory duties effectively and in line with current policies?
3. How does it carry out its role of challenging the school? What has the impact been of any challenge? How do they know?
4. How do the governors find out the views of all stakeholders? What have they done as a result?



How do Governors provide Support & Challenge?

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Where do you think your Governing Body currently sits on the Challenge & Support grid?

High Support ↑	High support, low challenge: STATUS QUO	High support, high challenge: HIGH PERFORMANCE
	Low support, low challenge: APATHY	Low support, high challenge: STRESSED
Low Support	Low Challenge →	High Challenge

Provide Accountability

How would you and your governing body answer the following questions?

1. How often does the governing body review policies?
2. What's the role of the finance committee?
3. What are the priorities for spending? How are these priorities decided?
4. What progress has the school made towards achieving its targets for improvement?
5. How do the governors find out the views of all stakeholders? What have they done as a result?
6. Does the clerk give governors appropriate and timely updates on any statutory changes to the role of governance to ensure they are meeting all statutory requirements?
7. How do the governors support or challenge the judgments made in the school self evaluation document?
8. How do you know the school's money has been well spent?
9. How has the PDG been spent and what impact has it had?



Evidence of Impact: ESTYN, Local Authorities & Improvement Partners will want to know that governors...

Page 4/5

- understand their roles and discharge their roles and responsibilities effectively.
- know the school's strengths and areas for development and the degree to which they have participated in setting the school's strategic priorities.
- provide a sense of direction for the work of the school
- support the school as a critical friend, ensuring effective provision for standards, staff and pupil wellbeing.
- are informed about the progress that all learners make and hold the school to account for the standards and quality it achieves
- take reasonable steps to inform pupils, members of staff, parents/guardians or any other person of the procedures if they wish to make a complaint or appeal
- make sure that the complaints are dealt with promptly by disinterested parties
- are aware of and understand their responsibilities as outlined in the [Keeping Learners Safe](#) guidance. (April 2021)
- how is the school preparing for the implementation of Curriculum for Wales 2022?



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As a result of this session I will...

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A large empty rectangular box intended for writing the outcome of the session.



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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

18 OCTOBER 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

CURRICULUM FOR WALES

1. Purpose of report

1.1 The purpose of this report is to update the Subject Overview and Scrutiny Committee 1 in respect of:

- what the Curriculum for Wales (CfW) is and how it differs from Curriculum 2008;
- what the timescales and milestones are for the roll out of CfW; and,
- what support and professional learning is available to schools and settings.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

Supporting a successful sustainable economy

Taking steps to make the county borough a great 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 for all people in the county borough.

Helping people and communities to be more healthy and resilient

Taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

Smarter use of resources

Ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 There are many differing definitions of what a curriculum is. For the purpose of this report and to ensure a consistent understanding, the local authority (LA) has adopted the Welsh Government definition, that being:

“A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.”

3.2 In March 2014, Welsh Government asked Professor Graham Donaldson to review the curriculum and assessment arrangements in schools in Wales. Professor Donaldson and his team had meetings across Wales for schools to have a say. They had meetings with teachers, headteachers, school managers, staff and professionals. Between March and December 2014, they visited around 60 schools including:

- nursery schools;
- primary schools;
- secondary schools;
- special schools; and
- other education providers.

They talked to children and young people, parents and carers, business and community groups and others across Wales. They looked at Estyn reports, Welsh Government policies and other reports. In total, they spoke to over 700 people, 300 of them children.

3.3 The evidence confirmed that there was a strong case for fundamental change. It was clear that there was a strong appetite for radical changes to the existing curriculum and assessment arrangements, for example to address the overload, redundancy and complexity which has resulted from successive modifications. There was an accumulation of evidence that the current curriculum was not enabling children and young people to achieve the standards they should be capable of. Similarly, assessment and accountability had become unhelpfully intertwined in ways that weaken the power of both to serve children’s learning. Very importantly, people saw a need for a curriculum that would better prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

3.4 The review developed four curriculum purposes to encapsulate a vision of the well-educated learner completing their statutory education in Wales. These purposes are that all our children and young people will be:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

3.5 The main differences and similarities between the previous curriculum and CfW are best exemplified in the table below:

Curriculum 2008	Curriculum for Wales
A slightly modified version of the national curriculum 1988 published by UK Central Government	A brand-new curriculum created in Wales for the pupils of Wales
Outcome and content driven	Purpose and process driven
Specified content and outcomes – skills, range and levels	Statements of what matters – key concepts
Separate phases of learning – foundation phase, and key stage 1, 2, 3 and 4	One continuum of learning age 3 to 16
Cross curricular skills of literacy, numeracy and digital competence	Cross curricular skills of literacy, numeracy and digital competence
Non-statutory skills framework and careers and world of work guidance	Cross cutting themes have been incorporated. Integral skills underpinning
Statutory Sex Relationship Education (SRE), Religious Education (RE) and Personal Social education (PSE) frameworks.	Relationship Sex Education, Religion Values Ethics, English and Welsh remain statutory elements. PSE embedded into Health and Wellbeing Area of Learning Experience
Individual subject areas	Six areas of learning and experience

3.6 The six areas of learning and experience (AOLE) are Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology. The AOLEs cover the following areas:

- Language, Literacy and Communication: Welsh, English and international languages and literature.
- Mathematics and Numeracy: conceptual understanding, fluency, communication with symbols, logical reasoning and strategic competence.
- Science and Technology: design and technology, engineering, computer science, biology, chemistry and physics.
- Humanities: history, geography, religious education, business studies and social studies.
- Expressive arts: dance, drama, film and digital media, music, and visual arts linked by a common creative process and transferable skills
- Health and Well-being: physical health and development, mental health, and emotional and social well-being.

3.7 The Curriculum and Assessment (Wales) Act 2021 became law after receiving Royal Assent in April 2021. The Act states the new curriculum requirements for all learners

aged 3 to 16 in maintained or funded non-maintained nursery education in Wales. It will replace the current national curriculum and basic curriculum.

- 3.8 Schools across the LA have been involved with the review and development of the CfW. This has been supported by officers from the LA and Central South Consortium (CSC).
- 3.9 As well as the development of the CfW, education in Wales is undertaking wider reforms which include:
- a reform and update to initial teacher training;
 - the development of a national approach to professional learning;
 - the development of a leadership academy;
 - the development of new teaching and leadership standards;
 - the implementation of a new Additional Learning Needs and Educational Tribunal (ALNET) Act;
 - a review of the GCSE qualifications;
 - the development of a national resource to support school improvement; and
 - a review of Estyn and how it undertakes school inspections.

4. Current situation/proposal

- 4.1 The curriculum requirements (**see Appendix 1**), set out in legislation, and the supporting guidance from the Curriculum for Wales Framework ('the Framework'). The Framework was published in draft on Hwb (the all-Wales online learning platform) on 28 January 2020. It is a clear statement of what is important in delivering a broad and balanced education in Wales.
- 4.2 Welsh Government is currently working on updates to the CfW guidance to reflect the changes committed to during the Bill process. The changes are due to be published during September 2021.
- 4.3 In October 2020, Welsh Government published an update to the '[Our National Mission](#)' action plan setting out the next steps in Wales' reform journey ahead of the implementation of the Curriculum for Wales in September 2022. It also shows steps in response to COVID-19, and the response to the Organisation for Economic Co-operation and Development (OECD) independent report 'Achieving the New Curriculum for Wales'.
- 4.4 Alongside the updated action plan, the Welsh Government also published '[Curriculum for Wales: the journey to 2022](#)'. This document sets out shared expectations of what curriculum realisation means for practitioners and schools from 2022. The expectations were developed and agreed in discussion between Welsh Government, the regional consortia and Estyn.
- 4.5 The purpose of this document is to set out consistent expectations for the process of schools designing their curriculum and preparing to implement it from 2022 onwards:
- How should schools approach preparation for the Curriculum for Wales?
 - What steps should we take to prepare for curriculum implementation in 2022?

- 4.6 It aims to aid schools in planning their approach and sequencing activities. It recognises that schools will be in different places and the pace and focus of activity will vary. Therefore, it is not intended to dictate the pace of curriculum development. It is aimed to guide schools and provide a common reference point for all the organisations working with schools to ensure consistency in expectations and that support provided is timely for the activity taking place in schools.
- 4.7 The table below sets out the four distinct phases of the reform journey with key work that schools will need to undertake.

Phase	Time	Key work
Engagement	One to two terms	Schools will need to develop an understanding of the conceptual model of the curriculum: this will involve engaging and sense-making with materials and literature and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.
Design, planning and trialling	Three terms	Schools should start developing high-level curriculum and assessment design, informed by the guidance, and progress priorities to support curriculum realisation set out in their school development plan. Schools may begin trialling aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.
Evaluating and preparing for first teaching	Two to three terms	Schools should evaluate initial designs and trial further approaches. Schools will begin to finalise medium-term planning for primary and Year 7, and in the longer term for Years 8 to 11.
First teaching and ongoing refinement	September 2022 onwards	Schools will adopt their curriculum and begin to implement it. Secondary schools should refine their curriculum design as learners progress. Schools should reflect on the effectiveness of their curriculum and use that insight to improve.

- 4.8 To support schools in their journey towards curriculum reform all professional learning (PL) offered by CSC is aligned to timeline above.
- 4.9 The PL programme has been developed by the four regional consortia in partnership with practitioners from schools. The programme is aimed at supporting all schools in the realisation of the new curriculum and the wider education reforms in Wales. The programme aligns to the National Approach to Professional Learning (NAPL).
- 4.10 While the key focus of this PL programme is the realisation of Curriculum for Wales, it is essential that connections are made across all aspects of the education reform programme. This includes consideration of the Schools as Learning Organisations (SLO) approach, the Professional Standards for Teaching and Leadership and our collective commitment to the Excellence, Equity and Well-being agenda. The PL programme also aligns well to ALN reform with a focus on high quality teaching being a central feature.

- 4.11 The PL programme was launched in CSC in January 2020 with briefings for senior and middle leaders across all local authorities in the region.
- 4.12 Due to COVID-19 the PL programme was paused in March 2020.
- 4.13 Governor briefings were repurposed into an asynchronous (on-demand) playlist. 93% of all respondents said completing the resources had strongly developed their understanding of the Framework. 100% stated they would recommend the programme to others and they would like to engage in further online PL.
- 4.14 A practitioner asynchronous playlist was also developed and published in May 2020. 100% of participants stated: the resource enhanced their knowledge of educational reform in Wales, the content was appropriate to their needs and skills level, and that they would recommend the resources.
- 4.15 In October 2020, following revision due to COVID-19, the PL programme was relaunched in the CSC region. The tables below highlight what is currently offered.

Headteacher/Senior leader modules

Theme	Dates	Module
Leading change	December 2020 – March 2021	Six live sessions and asynchronous recording
Establishing a shared vision	March 2021	12 live sessions and asynchronous recording
Leading pedagogy	April 2021	Asynchronous resource (playlist)
Making time and space for professional learning	May 2021	12 live sessions and asynchronous recording
Curriculum design and development – 3 parts	May and June 2021	Three x five live sessions and asynchronous recordings

Middle leader/practitioner modules:

Theme	Dates	Module
Engaging with the Curriculum for Wales Framework	January 2021	Asynchronous resource (playlist)
Engaging with Areas of Learning	January 2021	Asynchronous resource (playlist)
Thinking about AoLE vision	January 2021	Asynchronous resource (playlist)
Engaging with the wider reform elements	January 2021	Asynchronous resource (playlist)
Leading pedagogy	Apr 2021	Asynchronous resource (playlist)

Curriculum design – six parts	Autumn term 2021	Live sessions an asynchronous recordings
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4.16 Beyond the cross-regional CfW programme, there are also range of regional PL opportunities that support school leaders and practitioners in more specific elements of the realisation of CfW. These include a wide variety of PL programmes, modules and events. Also, network meetings and collaborative projects as detailed below;

National Professional Enquiry Project (NPEP)

4.17 To support the development of the new curriculum, Welsh Government is working with regional consortia and higher education institution (HEI) partners to develop a national programme of teacher professional enquiry. This programme is supporting a growing network of schools to develop a range of enquiry skills by leading enquiries in their own setting exploring professional learning requirements for the new curriculum. Following the 2020-2021 enquiry cycle, these lead enquiry schools will be equipped to support the wider schools' network to begin to develop as professional enquirers in readiness for 2022.

Areas of learning experience (AoLE) network meetings

4.18 Meetings for both Welsh and English-medium settings are held each term for each AoLE. These are facilitated by CSC strategic staff in partnership with AoLE lead practitioners.

Coordinator/Heads of department network meetings

4.19 Termly meetings are held for many curriculum areas facilitated by CSC strategic staff and schools across the region. These include a foci related specifically to CfW, for example:

- Foundation Phase Leaders Network meeting 17 March 2021 – CfW focus on engaging with the framework and establishing vision.
- Digital Competence Framework DCF in Depth network meeting series during the week commencing 8 March 2021 (10 sessions total) – CfW input on how to engage with the framework, and the place of the DCF within curriculum design.

Relationships and sexuality education (RSE) programme

4.20 This programme is designed to support schools in preparing for the new curriculum and forthcoming statutory guidance. The action inquiry work undertaken so far across CSC has already enabled researchers to identify some key priorities for developing RSE provision in the future. There is a need for PL to address low confidence, knowledge and skill levels among practitioners and for schools to be given better access to high-quality research-informed resources and input from expert external providers.

Creative Pedagogy Network

4.21 Schools were invited to be part of a new network designed to train and offer support to schools who have previously participated in the Lead Creative Schools scheme across the CSC region. The intention is to ensure sustainability and a legacy to the creative learning work schools did as part of their Lead Creative Schools project. Also to provide a platform to support and broker coaching opportunities in how to develop creative learning pedagogies and innovative approaches to each setting's realisation of CfW.

Health and Well-being pilot project

4.22 Practitioners from 28 schools participated in a pilot project in the spring term 2021, focused on understanding the key considerations and processes involved in developing a whole-school approach to health and well-being. Through engagement with a range of professional learning modules, participating schools have gained an understanding of how to develop a shared vision for health and well-being, as well as planning for and enacting change in relation to their school's identified priority areas. Feedback indicates that their involvement with the pilot project has had a positive impact within their schools, including changes to systems, structures, roles and responsibilities, as well as provision and practice. Outcomes from the pilot project have helped inform the development of the regional health and well-being curriculum strategy and supported the identification of further regional professional learning needs. In addition, the professional learning modules that have been developed, have been enhanced with high-quality exemplification materials from the pilot schools, which will now be shared with all schools across the region.

Remote Asynchronous Learning Design and Synchronous Learning Experiences Project

4.23 CSC is working with practitioners in the region to support the development of professional learning linked to learning design. This will form a firm foundation of knowledge and understanding for practitioners in preparation for curriculum design within CfW.

Bespoke support to individual schools and clusters

4.24 CSC also offers individual and bespoke support to schools and cluster across the region as required, aligned to the phases of 'Journey to 2022'. A good example of this being the bespoke support being given to the CCYD cluster of schools in Bridgend.

4.25 During the summer term 2021 improvement partners (IPs) worked with school leaders to complete a CfW survey. The purposes of this survey are:

- to report to LAs on their schools' current readiness in the realisation of CfW;
- to support school self-evaluation and planning related to the realisation of the new curriculum specifically related to the 'Journey to 2022' document;
- to identify and share emerging practice from schools across the region;
- to inform CSCs professional learning offer and support for schools for the autumn and spring terms; and
- to inform discussions with Welsh Government and other partners on CfW.

4.26 At the time of writing this report the outcomes of the survey had not been compiled and completed. CSC will ensure that the outcomes are shared with the LA when they are available.

4.27 The PL programme offered by CSC continues to be modified to meet the changing demands of schools. The Central South Wales Challenge (CSWC) is the partnership of all schools and settings across the CSC region working together to develop a self-improving system. The CSWC includes of a number of components that support the self-improving school system including clusters and school improvement groups (SIGs).

- 4.28 For 2021-2022, the model has been refined to further support collaborative working within and beyond schools. All schools will be allocated collaboration funding to support participation in regional professional learning and collaborative working as their school improvement priorities deem most appropriate, and in particular in relation to the curriculum reforms.
- 4.29 For 2021-2022, the formula to distribute this funding is a lump sum of £6k for all schools and £100 per full-time equivalent (FTE) teacher. The Welsh medium primary and secondary networks, Y Ffed and Gyda'n Gilydd, and the special schools' network also receive an additional £30k funding to facilitate PL opportunities to meet the specific needs of their sectors.
- 4.30 For primary schools, roll-out will commence in September 2022. Secondary schools who wish to roll out the curriculum to Year 7 are encouraged to do so, but this will not be mandatory until 2023, with roll-out to Years 7 and 8 together. Secondary schools should begin conversations internally and with regional consortia about their plans for 2022.
- 4.31 In the 2021 to 2022 academic year, all secondary schools should be undertaking work in all 3 phases. Secondary schools who plan to roll out from 2023 should continue, expand and conclude this work in the 2022 to 2023 academic year. During this time, they should work very closely with their cluster primary schools to understand their experiences and the nature of learners' progression, planning for transition.
- 4.32 The new curriculum will be taught to those up to Year 6 from September 2022. Year 7 and 8 will all be taught with it from 2023 and it will then roll out year by year until it includes Year 11 by 2026. This is a careful and considered roll out rather than 'big bang' approach.

5. Effect upon policy framework and procedure rules

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

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

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

- 7.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the approach to supporting schools. The approach to supporting schools is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long-term	The approach to school improvement focuses on meeting the needs of children and young people from the age of 0 to 25.
Prevention	The focus of the school improvement is upon early identification of need and ensuring that there is appropriate learning provision in place to meet individual needs.
Integration	The approach to school improvement addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes.
Collaboration	A fundamental principal of the approach to school improvement focuses on improving collaboration and creating a unified system.
Involvement	Ensuring that children and young people, parents and carers are at the heart of the system and that needs are discussed in a person-centred way.

8. Financial implications

8.1 There are no financial implications linked to this report.

9. Recommendations

9.1 The committee is requested to:

- consider the content of this report; and
- provide feedback.

Lindsay Harvey

CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

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Background documents: None

Curriculum for Wales Requirements (draft – will be updated by Sept 21)

Schools must design, adopt and implement a curriculum that:

- enables learners to develop in the way described in the [four purposes](#)
- is broad and balanced
- is suitable for learners of differing ages, abilities and aptitudes
- provides for appropriate progression for learners and includes a range of provision to ensure this

A school curriculum must:

- contain the six areas of learning and experience
- encompass the statements of what matters (as set out in the statements of what matters code)
- reflect the principles of progression set out in the progression code
- include the mandatory curriculum elements
- encompass the mandatory cross-curricular skills

In addition to the above, we are proposing the age specific requirements below.

For learners up to age 7:

- the headteacher will have the discretion to decide that English does not form part of the school's curriculum in order to enable learners to gain fluency in Welsh
- all schools must set out in their published summary of their curriculum their approach to teaching English and Welsh up to age 7

For learners aged 14 to 16, a school must design a curriculum so that, in addition to the mandatory curriculum elements and mandatory cross-curricular skills, it provides:

- choice for learners in the other learning they will undertake, but in such a way that ensures all learners still undertake some learning in each Area
- include other elements which the school requires all learners (or some groups of learners) to undertake

Additionally:

- the Welsh Ministers may make regulations which specify additional requirements a curriculum must meet for the 14 to 16 age range in relation to:
 - courses of study and/or other learning
 - a minimum number of courses of study that a learner are entitled to undertake

Additional requirements

Schools must publish a summary of their adopted curriculum and keep their curriculum under review.

The headteacher must implement their school's adopted curriculum in a way which:

- enables learners to progress in the way described in the [four purposes](#)
- is suitable for learners of different ages, abilities and aptitudes
- offers appropriate progression for those learners

The governing body must exercise its functions with a view to ensuring the curriculum is implemented in that way.

Schools must ensure their curriculum is supported by assessment arrangements which assess the:

- progress made by learners in relation to the relevant curriculum
- next steps in learners' progression and the learning and teaching needed to make that progress

Welsh Ministers will also make regulations in relation to the following key processes needed for effective learner progression.

- Ensuring a shared understanding of progression.
- Communicating and engaging with parents and carers.
- Transition along the 3 to 16 continuum.

Schools will be required to have regard to guidance issued as part of the Framework when designing, adopting and implementing their curriculum and assessment arrangements.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

18 OCTOBER 2021

REPORT OF THE CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY

FORWARD WORK PROGRAMME UPDATE

1. Purpose of report

1.1 The purpose of this report is to:

- a) Present the Committee with the Forward Work Programme (**Appendix A**) for consideration and approval;
- b) Request any specific information the Committee identifies to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Request the Committee to identify whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report;
- d) Note that the Forward Work Programme and any feedback from the Committee will be reported to the next meeting of Corporate Overview and Scrutiny Committee (COSC).
- e) Present the Recommendations Monitoring Action Sheet (**Appendix B**) to track responses to the Committee's recommendations made at the previous meetings.

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
- **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council’s well-being objectives.

3. Background

- 3.1 The Council’s Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.
- 3.2 The Council’s Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council’s Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to then prioritise and schedule.

Best Practice / Guidance

- 3.3 The Centre for Governance and Scrutiny’s Good Scrutiny Guide recognises the importance of the forward work programme. In order to ‘lead and own the process’, it states that Councillors should have ownership of their Committee’s work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be coordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.
- 3.4 Forward Work Programmes need to be manageable to maximise the effective use of the limited time and resources of Scrutiny Committees. It is not possible to include every topic proposed. Successful Scrutiny is about looking at the right topic in the right way and Members need to be selective, while also being able to demonstrate clear arguments for including or excluding topics.
- 3.5 The Centre for Governance and Scrutiny (CfGS) guide to work effective work programming ‘A Cunning Plan?’ makes the following reference to the importance of good work programming:

‘Effective work programming is the bedrock of an effective scrutiny function. Done well it can help lay the foundations for targeted, incisive and timely work on issues of local importance, where scrutiny can add value. Done badly, scrutiny can end up wasting time and resources on issues where the impact of any work done is likely to be minimal.’

Forward Work Programme

- 3.6 Following the approval of the schedule of Scrutiny Committee meeting dates at the Annual Meeting of Council on 19th May 2021, the scheduling of standing statutory reports to Scrutiny Committees upon: the Medium Term Financial Strategy, Performance, the Corporate Plan, Budget Monitoring, etc. were mapped to the appropriate COSC meeting dates into a draft Forward Work Programme.

- 3.7 The draft Forward work programme for each Scrutiny Committee has been prepared using a number of difference sources, including:
- Corporate Risk Assessment;
 - Directorate Business Plans;
 - Previous Scrutiny Committee Forward Work Programme report topics / Minutes;
 - Committee / Member proposed topics;
 - Policy Framework;
 - Cabinet Work Programme;
 - Discussions with Corporate Directors;
 - Performance Team regarding the timing of performance information.
- 3.8 There are items where there is a statutory duty for Policy Framework documents to be considered by Scrutiny, e.g. the MTFs including draft budget proposals scheduled for consideration in December 2021, following which the COSC will coordinate the conclusions and recommendations from each of the Subject Overview and Scrutiny Committees in a report on the overall strategic overview of Cabinet's draft Budget proposals to the meeting of Cabinet in February 2022.
- 3.9 An effective FWP identifies the issues that the Committee wishes to focus on during the year and provide a clear plan. However, at each meeting the Committee will have an opportunity to review this as the Forward Work Programme Update will be a standing item on the Agenda, detailing which items are scheduled for future meetings and be requested to clarify any information to be included in reports and the list of invitees. The FWP will remain flexible and will be revisited at each COSC meeting with updates from each SOSC FWP and any updated information gathered from FWP meetings with Scrutiny Chairs and Corporate Directors.

4. Current situation/proposal

- 4.1 The Committee approved its Forward Work Programme at its previous meeting.
- 4.2 The Committee's Forward Work Programme has also been reported to the Corporate Overview and Scrutiny Committee, for coordination and oversight of the overall FWP.

Identification of Further Items

- 4.3 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 Authority. There are a number of questions and processes that can help the Committee come to a decision on whether to include a referred topic, some of which are set out below:

Recommended Criteria for Selecting Scrutiny Topics:

PUBLIC INTEREST: The concerns of local people should influence the issues chosen for scrutiny;

ABILITY TO CHANGE:	Priority should be given to issues that the Committee can realistically influence, and which will result in a Cabinet decision being taken;
PERFORMANCE:	Priority should be given to the areas in which the Council, and other agencies, are not performing well;
EXTENT:	Priority should be given to issues that are relevant to all or large parts of the County Borough;
REPLICATION:	Work programmes must take account of what else is happening in the areas being considered to avoid duplication or wasted effort.

Reasons to Reject Scrutiny Topics:

- The issue is already being addressed / being examined elsewhere and change is imminent.
- The topic would be better addressed elsewhere (and can be referred there).
- Scrutiny involvement would have limited / no impact upon outcomes.
- The topic may be sub-judice or prejudicial to the Council's interest.
- The topic is too broad to make a review realistic.
- New legislation or guidance relating to the topic is expected within the next year.
- The topic area is currently subject to inspection or has recently undergone substantial change.

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.
- 4.7 The Forward Work Programme for this Committee is attached as **Appendix A** for consideration.
- 4.8 The Recommendations Monitoring Action Sheet for the previous meetings is attached as **Appendix B**, to track responses to the Committee's recommendations at the previous meetings.

5. Effect upon policy framework and 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.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. It is considered that there will be no significant or unacceptable equality impacts as a result of 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 There are no financial implications directly associated with this report.

9. Recommendations

9.1 The Committee is recommended to:

- a) Consider and approve the Forward Work Programme attached as **Appendix A**;
- b) Identify any specific information the Committee wishes to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Identify any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report.
- d) Note that the Forward Work Programme and any updates from the Committee will be reported to the next meeting of COSC.
- e) Note the Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations made at the previous meetings as **Appendix B**.

Kelly Watson

CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY

12 October 2021

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Background documents: None.

**Forward Work Programme
Subject Overview and Scrutiny Committee 1:**

APPENDIX A

<u>Date of Meeting:</u>	<u>Report Topics:</u>
Mon 14 th June 9.30am	<ul style="list-style-type: none"> - Corporate Parenting Champion Nomination report; - Nomination to the Public Service Board Scrutiny Panel report; - Draft Outline Forward Work Programme
Mon 12 th July 2.30pm	Additional Learning Needs and Educational Tribunal (ALNET) Act 2018
Thurs 16 th Sep 9.30am	How Central South Consortium supports Bridgend Schools.
Mon 18 th Oct 2.30pm	New Curriculum for Wales
	School Governing Bodies
Wed 8 th Dec 9.30am	Medium Term Financial Strategy and Budget Proposals
Mon 17 th Jan 2:30pm	How Schools coped with the Pandemic
	Youth Justice Service
Mon 14 th Mar 9.30am	Post Inspection Action Plan

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Subject Overview & Scrutiny Committee 1

RECOMMENDATIONS MONITORING ACTION SHEET

Date of Meeting	Agenda Item	Action	Responsibility	Outcome
15 March 2021	Blended Learning in Bridgend Schools since March 2020	The Committee concluded by making a number of recommendations.	Scrutiny	ACTIONED – response and information circulated to Committee Members.
9 June 2021	Forward Work Programme	Proposed report upon How schools coped with the Pandemic to be added to Forward Work Programme.	Scrutiny	ACTIONED – added to FWP (Appendix A)
		The Committee requested that the Minutes of the last two meetings that Additional Learning Needs (ALN) had been considered, be circulated to Members as background to the report upon ALN for the next meeting on 5 th July.	Scrutiny	ACTIONED – Circulated to Members before July meeting for consideration of report upon Additional Learning Needs.
		The Committee requested assurance regarding Corporate safeguarding procedures in Bridgend.	Scrutiny / Corporate Director EFS	A Member briefing on safeguarding procedures in Bridgend Schools to be arranged in November.

		The Committee requested the statistics for child protection referrals from schools	Scrutiny / Corporate Director EFS	The data is subject to General Data Protection Regulations (GDPR), however assurance will be provided in the above Briefing.
		The Committee requested information regarding the Everyone's Invited list of schools within the County Borough.	Scrutiny / Corporate Director EFS	ACTIONED – response circulated to Committee Members.
		The Committee proposed that consideration be given to schools being consulted about potential topics for scrutiny.	Scrutiny / Corporate Director EFS	ACTIONED – response circulated to Committee Members.
12 July 2021	Additional Learning Needs and Educational Tribunal (ALNET) Act 2018	The Committee concluded by making a number of recommendations.	Scrutiny	ACTIONED – response and information circulated to Committee Members.