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## Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

### Bridgend County Borough Council



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#### **Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate**

Deialu uniongyrchol / Direct line /: 01656 643148 /  
643147 / 643694

Gofynnwch am / Ask for:

Ein cyf / Our ref:

Eich cyf / Your ref:

**Dyddiad/Date:** Monday, 22 May 2023

Dear Councillor,

#### **SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1**

A meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Hybrid in the Council Chamber - Civic Offices, Angel Street, Bridgend, CF31 4WB on **Friday, 26 May 2023** at **11:00**.

#### **AGENDA**

1. Apologies for Absence  
To receive apologies for absence from Members.
2. Declarations of Interest  
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Approval of Minutes 3 - 18  
To receive for approval the minutes of the meeting of 10 10 2022 and 19 01 2023
4. Education And Family Support Directorate Strategic Plan 2023-2026 19 - 96  
Invitees:

Councillor Jon-Paul Blundell – Cabinet Member Education

Lindsay Harvey - Corporate Director – Education and Family Support  
Susan Roberts – Group Manager School Support  
Michelle Hatcher – Group Manager Inclusion and School Improvement  
Gaynor Thomas – School Programme Manager  
Robin Davies – Group Manager, Business Support  
Mark Lewis - Group Manager - Family Support

Clara Seery - Managing Director - Central South Consortium  
Natalie Gould – Assistant Director for Curriculum and Professional Learning  
Darren Jones – Principal Improvement Manager – Central South Consortium  
Nicole Goggin-Jones – Headteacher, Nantyfyllon Primary School

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Mike Street – Headteacher, Penyfai Church in Wales Primary School

Ravi Pawar – Headteacher, Bryntirion Comprehensive School and Chair of BASH

5. Conclusions/Recommendations

6. Corporate Parenting Champion Nomination

97 - 100

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:

RJ Collins

M J Evans

H Griffiths

D M Hughes

Councillors

M Jones

J Llewellyn-Hopkins

I M Spiller

T Thomas

Councillors

JH Tildesley MBE

A Williams

AJ Williams

E D Winstanley

Registered Representatives

Tim Cahalane - Roman Catholic Church

Ciaron Jackson - Primary School Sector

Rev. Canon Edward Evans - Church in Wales

Lynsey Morris – Secondary School Sector

# Agenda Item 3

## SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - MONDAY, 10 OCTOBER 2022

MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 HELD HYBRID IN THE COUNCIL CHAMBER, CIVIC OFFICES, ANGEL STREET, BRIDGEND, CF31 4WB / REMOTELY - VIA MICROSOFT TEAMS ON MONDAY, 10 OCTOBER 2022 AT 11:00

### Present

Councillor A Williams – Chairperson

RJ Collins	M J Evans	H Griffiths	M Jones
E Richards	T Thomas	AJ Williams	E D Winstanley

### Apologies for Absence

D T Harrison and J Llewellyn-Hopkins

### Officers:

Lucy Beard	Scrutiny Officer
Nicola Echanis	Head of Education & Family Support
Raeanna Grainger	Independent Reviewing Service Manager
Lindsay Harvey	Corporate Director Education and Family Support
Meryl Lawrence	Senior Democratic Services Officer - Scrutiny
Mark Lewis	Group Manager - Integrated Working
Claire Marchant	Corporate Director Social Services and Wellbeing
Jessica Mclellan	Scrutiny Officer

### 7. DECLARATIONS OF INTEREST

None.

### 8. APPROVAL OF MINUTES

RESOLVED: That the Minutes of a meeting of the Subject Overview and Scrutiny Committee 1 dated 4 July 2022 be approved as a true and accurate record.

### 9. PUPIL ATTENDANCE, EXCLUSIONS, HEALTH AND SAFEGUARDING

The Group Managers for Vulnerable Group Support, Inclusion and School Improvement and Family Support presented the report and advised that the purpose of the report was to provide the Committee with details of how the Education and Family Support Directorate was responding to and addressing issues related to pupil attendance, exclusions, health and safeguarding.

The Chair invited the Cabinet Members and Corporate Directors to make any remarks before receiving Members' questions.

The Deputy Leader referred to continued increases in demand upon both the Early Help and Children's Social Care service areas which, as statutory provisions, had to be provided. She referred to concern regarding the data benchmarking arrangements and reassured Members that this was being addressed. She queried whether there was a call for all education practitioners to be trauma informed considering the number of exclusions for violent and aggressive behaviour and suggested that they looked at how Education Services were being delivered, how timely referrals were being dealt with and the length of the waiting lists.

The Cabinet Member for Education advised that this was a UK wide issue and when looking at how the world had changed since the pandemic it was sometimes forgotten how much children had gone through at a very early age. They needed to be mindful that the decisions they made had impacts on children's lives and mental health and he assured that they were working with schools to give every child the best chance when leaving education at eighteen.

The Corporate Director for Education and Family Support advised there were huge pressures on the system and the budget was going to be challenging going forward. He explained there was an extensive professional development process in place and they worked very closely with teams to make sure any additional training beneficial for schools was included.

With regard to the education safeguarding arrangements within Bridgend County Borough Council the Corporate Director for Social Services and Wellbeing advised that they had a Corporate Safeguarding Group and school auditing which was a good baseline of tracking, monitoring and improving safeguarding arrangements within schools. She believed that an integrated approach was needed in Bridgend regarding how they worked together at the front door and right the way through the children's journey.

Members were concerned regarding the impact of the cost-of-living crisis upon hindering children's public health and wellbeing. There were concerns regarding the condition of some of the educational facilities, children walking two or three miles to school if parents were unable to afford to run cars which could impact on attendance levels getting worse, the wording on some of the policies being difficult to understand, and the implementation of the Universal Primary Free School Meals (UPFSM) initiative given the lack of resources. Reference was also made to instances of teaching on weekends in order for pupils to achieve grades. The Members asked that these concerns be taken into consideration and whether Officers could help them understand and provide assurances to alleviate the concerns.

Officers advised that a comprehensive review of all their buildings was undertaken on a regular basis, however there was a backlog of maintenance concerns which was no different to other local authorities and they worked closely with the Communities Directorate, especially the corporate landlord team, to make sure these were met as expeditiously as possible. They were currently waiting on the outcome of a review from Welsh Government (WG) on the Home to School Transport Policy (HTST) and were always looking to refine their policies to make sure they were user friendly and compliant with WG expectations and aligned with WG policy. Officers expressed concern if there were instances of teaching on the weekend and agreed to look into any specific cases identified offline. With regard to UPFSM, they were working with schools to start breakfast clubs and how they could expedite the free school meals to primary school children as quickly as they could.

Members discussed the lack of performance data in the report and that it would be helpful to receive partnership data so they could see first-hand how supportive functions were making an impact on children within the county borough and the positive outcomes they were contributing to.

Officers assured that benchmarking data was high on the list of priorities and was being addressed. They had spent a lot of time trying to strengthen partnership working. They now had a joint operational group which met fortnightly and brought together partners from Early Help, family support from children's social care, the Police, the National Health Service and any multi agency partner which supplemented the conversation

around the challenges that they were facing across the county borough. With regard to performance data there was a plethora of data available and there would be a detailed report to Corporate Parenting Committee about the outcomes, which were positive.

Members expressed concern for how the provision of school transport affected the safeguarding, attendance and mental health agendas and referred to incidents where learners had been bullied or ostracised due to the provision or lack of a bus pass. Concern was raised regarding the wellbeing of children in school where the transport provider had been allocated more than one school to pick up from and could therefore be late arriving, members of staff were staying behind to look after pupils.

The Cabinet Member for Education advised that he would be meeting with the WG Education Minister and Bridgend's constituency Member of the Senedd to discuss HTST and lobbying for the review to be completed to enable the position going forward to be known. Officers advised Members of 'No pass No travel' that had been introduced three years ago and were concerned to hear about potential bullying in respect to this and asked that Members refer specific details to Officers outside of the meeting. They advised that a strong line had been taken with people misbehaving on their school transport and they had worked closely with the schools to put in place appropriate measures very quickly around the perpetrators. Officers advised that there was nothing that prevented a transport operator from utilising its fleet constructively, but they did not allow operators to carry out double runs if it affected the timely delivery of school transport. If there was an issue in their contracts and terms of conditions, they could issue warnings and reprimand operators on the basis of poor performance, and they investigated any allegations.

Members discussed the rise in the number of safeguarding referrals and asked the Headteacher Invitees what impact this was having on schools and members of staff who were spending more time dealing with the referrals. They also questioned what impact the time being spent on referrals was having on general teaching practice.

Headteacher invitees confirmed that safeguarding referrals were taking more time, but the referrals were important and were taken very seriously. They advised that many of their Federation meetings were being taken up with safeguarding issues and concerns which were mainly around communication, and the inability to contact social workers was a challenge along with regular changes of social workers and absence rates, which had an impact on what was happening in the schools. Although agency social workers had been taken on, they could have different processes and procedures or not be familiar with the local area, so there were challenges in addition to the significant number of referrals. They also advised that they were dealing with quite variable and intense situations in schools and there seemed to be delays when trying to get information quickly from colleagues outside the school who were there to support them. With regard to the impact referrals had on teaching practice, they advised it was not completing the referral itself but the time taken to contact the Multi-Agency Safeguarding Hub (MASH) or Education Engagement Team and then the support they had to offer the individual pupil and their families, however they emphasised it was the right and proper response.

Officers advised there had been some challenges in terms of recruitment of social workers and had addressed that earlier in the year by bringing in a managed agency team which had brought about positives and negatives. They agreed to attend a Federation meeting if it would be helpful.

Whilst not wishing to discuss any particular case, Members asked, if some form of analysis were applied to the referrals, whether there were consistent themes that schools were confronted with.

Officers advised they were seeing young people present with challenging and aggressive behaviours within schools and the local communities, towards their peers and staff, making it stressful and difficult for the schools to manage, but they were also seeing these issues within the family home. They were looking at how to promote as much information and advice for families and local communities to assist as best possible with some of these issues. They advised that there were a lot more young people presenting with anxiety and mental health issues and there was a lot of work being done through school based counselling services, with their needs considered on an individual basis.

Members asked, in relation to MASH and Information Advice and Assistance (IIA), whether calls were being recorded, as schools sometimes telephoned for advice initially before making a referral and if it was not recorded, whether those children were being fully safeguarded. Members also referenced point 4.6 in the report and the terminology used which suggested that not all concerns were being documented and questioned whether the wording could be changed if all concerns were being logged.

Officers noted the terminology and advised it was one system used within schools to record all concerns and that schools had to record any concerns they had around pupils. It was highly recommended that when schools contacted MASH and IAA that professionals put in the referral form so they knew that it had been completed. However, they were aware referrals took place over the phone and had become much more robust in terms of looking at the history of a case when making a decision in how best to progress and what action to take. Officers advised they would put a note out to all staff and administrators ensuring they were clear on the process.

Members discussed safeguarding training being improved for Governors and asked whether it was possible to make safeguarding training compulsory for Governors.

Officers advised that WG did not mandate safeguarding training for Governors at present, but that they had raised it within their Safeguarding and Education Group to report back and escalate.

Members expressed concern that counselling was only available for year six pupils and upwards and that children under that age needed to see their General Practitioner (GP) and be referred, given the difficulty of trying to get an appointment with the GP at that time. They also questioned the length of time it took for those children to receive counselling following a referral.

Officers advised they had school-based councillors within secondary schools but there was a range of other services available to pupils. In primary schools they had wellbeing workers who were trained and competent to support young people within that setting, for younger children they also had play therapy. They advised that waiting lists would differ from school to school, but an update could be provided.

Members questioned the figure recorded for behavioural instances in secondary schools as it did not give very much contextual information. They asked for a brief overview of how it compared to the previous year, whether there were any breakdown figures, whether there were any discernible differences in parts of the county compared to others and whether there was any correlation between other indicators, such as Welsh index of multiple deprivation and other factors such as poverty.

Officers advised that pre-pandemic there were 544 fixed exclusions over the course of the whole year and up to April this year they had 707. They explained they had more

data linked to some of the issues highlighted which was currently being processed and could be reported once analysed.

Members discussed point 4.16 of the report and the increase in pupil behaviour, noting an observation of negative behaviour themselves outside of school. Members recalled that schools had Police links via a Police liaison officer and asked if these were back in schools and whether some workshops might help to improve behaviour.

A Headteacher advised that they had restarted Police Liaison Officer visits in their school to deliver workshops and Officers advised they should be going back into school and would escalate it with Police colleagues to highlight there was some concern it was not as accessible as it should be.

Members discussed to what extent the high levels of poor behaviour could be a result of undiagnosed mental health disorders. They questioned the waiting times for diagnostics for Child and Adolescent Mental Health Services (CAMHS) referrals in general and, although more of a cognitive condition, also the waiting times for the diagnosis of attention deficit hyperactivity disorder (ADHD).

Officers advised there was invariably an element of a link and they were working on that by liaising with Officers, schools, and families. With regard to waiting times for ADHD there had historically been long waiting times for diagnosis but could obtain more information if required. With regard to CAMHS, they were working closely with colleagues from Health and there was a designated clinical lead officer in place. The whole school approach to wellbeing was based on the Nest Framework and there were pieces of work underway but they were not where they needed to be yet.

Members congratulated Officers on the work they had been doing with cognitive disorders in Welsh medium provision and asked if there was a gap between finding diagnostics for Welsh medium and English medium children.

Officers explained that they had good provision in Bridgend irrespective of the first language spoken by a child or young person who had a diagnosis of autism and they could continue their education through that medium. The response would be exactly the same whether they were having their education provided through the medium of English or Welsh.

Pre-pandemic there had been discussion regarding education psychologists as Members had been concerned to learn at that time they were under pressure and reduced in numbers. Members asked for an update on the current situation.

Officers advised there had been an increased demand on the service but it should be back to full capacity at the end of the term and mitigations had been put into place to identify any shortfalls.

Members were concerned regarding learners taking exams for the first time as during the pandemic their work had been assessed and asked how those learners were being prepared and their wellbeing being supported.

Officers advised there was a plethora of support for wellbeing for schools and families and asked the Headteachers if they would provide some examples to the Committee.

Headteachers advised that they had introduced wellbeing days where they collapse the timetable once every half term to focus on mental health issues that the pupils bring to them. They had also introduced a checkout, where pupils spend some time at the end of the day with their form to talk about how the day has been and to share concerns, so

they do not carry those home with them. There were also enrichment session afternoons where they could relax and do something that was outside of what was going to be examined or tested.

Members expressed concern, given the cost-of-living pressures, whether school uniform grants being monetary rather than a voucher may result in the money being spent on food instead of uniform and the effect that would have on a child's wellbeing and school attendance.

Members acknowledged the support and literature available to children during the pandemic but highlighted that there needed to be support available to children who were asking questions about the war in Ukraine to ease their anxiety and make them feel safe.

Members referred to how access to GPs was having an impact on absence from school as learners, due to a delay in diagnosis and treatment, had extended absences from school. They referred to confusion regarding Covid and the rules for attending school, as individuals were being told isolation is a choice, so some had been isolating, and some had not. The Committee felt it would be helpful if, as an authority, they could work together with the Health Board, on guidance for children with Covid and when to return to school.

Officers felt that consistent communications from local authorities and the Health Board was important to provide advice for schools and parents. They advised as part of the Executive Head Group they had previously asked for information to be sharpened to schools to make sure it could be communicated to parents.

Members were concerned with the secondary school attendance figure of 86.5% and asked how it compared to the Welsh national average and whether some schools in the most deprived areas would be considerably below 86.5%.

Officers explained they did not have comparable published validated data to make that judgement. They advised there was a correlation between those areas in higher deprivation being below the percentage figure indicated but not exclusively, it was a variable position.

Members also discussed that there were genuine cases where pupils and families needed support and asked how the authority differentiated between those families that required that support to help with attendance and those that were truanting. They understood WG were reintroducing the fixed penalty notices, which would mean a financial sanction on non-attendance. They asked Officers in what scenario would a parent receive a financial sanction and sought assurance that the families in need of the support would not be sanctioned.

Officers advised there was strength in their model as they were able to put a wider context on the variety of reasons for pupils not attending school. They looked at it on a case-by-case basis so the strength of the model was when they got the information from schools, they had the Education Welfare Officers within those locality hubs and then the young people who may be described as having persistent absenteeism based on a consent model, they would work with those families to try and resolve the issue or issues stopping them from attending school. Regarding fixed penalties, WG had given new directions but they would not use those as the first resort.

Members asked, in the most extreme cases where all mechanisms had been exhausted, whether they would consider referring the matter to the Police.



Officers advised they work closely with the Police and had Police colleagues integrated into their delivery model in terms of the IIA, MASH and the locality hubs so where those conversations would be appropriate, they would have them, but they would start on that supportive level.

Members referred to page 15 of the report and asked Officers if they were seeing an influx of referrals from schools into Early Help in any particular areas of the county, whether there were any concerns or particular areas within the Early Help screening team to respond to ongoing and increasing demand for support and had they implemented any actions in response to the review of the Early Help referral process.

Officers advised that staffing had been increased to assist with demand, they had updated the Bridgend County Borough Council website to reflect more detail around what Early Help was and what was available in the local authority. They had also been looking more at what is available externally and through local communities or national services with the aim of getting more information out to people. This had assisted in terms of their waiting list at their front door for Early Help services, as back in June they had around 250 referrals waiting to be processed which would take around four to six weeks and they were now at a point where there was no waiting list for the front door for Early Help support. They advised that there would be a piece of work done to look in more detail in terms of where referrals were coming from and whether there is specific support needed to be offered in those areas.

Members referred to school breakfast clubs and discussed in more detail their purpose and that not all schools had them. They expressed concern that some children would not have a meal before school and wanted to ensure that, whilst the breakfast clubs were closed long term in certain schools, those children who were in desperate need continued to receive breakfast.

Officers advised that in the schools where they are currently unable to provide staffing to support a breakfast club, they were looking at options regarding whether they could provide a food element rather than the supervisory element of the breakfast club. They assured Members that they were working hard to provide a solution.

As there were no further questions the Chair thanked the Officers and Invitees and advised that they may leave the meeting.

Following consideration of the report, the Committee made the following Recommendations:

- That the Local Authority considers whether it can make safeguarding training mandatory for School Governors.
- That the Local Authority conduct a review of school pickup times by contracted transport providers and the impact on the safeguarding and well-being of pupils and staff.
- That the consistency of schools' links visits by Police Liaison Officers be escalated to ensure contact and input with all schools.
- That concern is expressed regarding communication delay when headteachers made safeguarding referrals and were waiting to receive information that they needed to receive quickly.
- That the positives of wellbeing support in schools be shared across the county borough as best practice.
- That the Corporate Director - Education and Family Support be requested to raise at the next Regional Partnership Board meeting the need for consistent community communication from the Health Board and a consistent message to

schools for communicating with parents regarding Covid, to clarify the rules for whether pupils should attend.

- That the human resource challenges are addressed to enable provision of breakfasts in all schools, to meet the national legislative obligations set out by Welsh Government.
- That concern is expressed regarding grants for school uniforms being monetary rather than voucher where the money is not being spent on uniforms, due to the cost-of-living pressures and children were attending school in old clothing or not in uniform.

and the Committee requested:

- A response on what wellbeing support was available for pupils taking examinations and what support and information pupils could access regarding the War in Ukraine.
- The consistent themes / concerns regarding exclusions and pupil non-attendance in secondary schools in more granular detail and the support mechanism in place to support the families.
- Information regarding individual Schools' waiting lists for counselling.
- Exclusions data represented by percentage of pupil population per school / area.
- Data regarding the extent of behaviour linked to undiagnosed mental health and ADHD, to include the waiting times for ADHD diagnosis and CAMHS.

#### 10. FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer presented the Committee with the Forward Work Programme (FWP) in Appendix A for discussion and consideration, requested any specific information the Committee identified to be included in the items for the next two meetings, including invitees they wished to attend, requested the Committee to identify any further items for consideration on the FWP having regard to the selection criteria in paragraph 4.3 and asked the Committee to note that the FWP for the Committee would be reported to the next meeting of Corporate Overview and Scrutiny Committee.

A member queried when two topics listed on the FWP as 'to be scheduled' were likely to be programmed. The Senior Democratic Services Officer - Scrutiny advised that there had been a number of changes to the scheduling of reports due in part to a meeting of the Committee in September being cancelled during the national period of mourning and the Local Government Settlement being delayed until December delaying consideration of the Medium Term Financial Strategy. She advised that the scheduling of the reports would be included for discussion in the work planning meeting with the Scrutiny Chair and Corporate Director.

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 Corporate Overview and Scrutiny Committee and noted the Recommendations Monitoring Action Sheet in Appendix B.

11. **URGENT ITEMS**

None.

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**SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - THURSDAY, 19 JANUARY 2023**

**MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1  
HELD IN HYBRID IN THE COUNCIL CHAMBER CIVIC OFFICES, ANGEL STREET,  
BRIDGEND, CF31 4WB / REMOTELY VIA MICROSOFT TEAMS ON THURSDAY, 19  
JANUARY 2023 AT 11:00**

Present

Councillor A Williams – Chairperson

RJ Collins  
T Thomas

M J Evans  
AJ Williams

D T Harrison  
E D Winstanley

E Richards

Apologies for Absence

M Jones and JH Tildesley MBE

Officers:

Victoria Adams	Interim Finance Manager – Budget Management: Communities, Education and Family Support
Lucy Beard	Scrutiny Officer
Nicola Echanis	Head of Education & Family Support
Deborah Exton	Deputy Head of Finance
Lindsay Harvey	Corporate Director Education and Family Support
Rachel Keepins	Democratic Services Manager
Meryl Lawrence	Senior Democratic Services Officer – Scrutiny
Jessica Mclellan	Scrutiny Officer

6. DECLARATIONS OF INTEREST

Revd Canon Edward Evans declared a personal interest in his capacity as a Community Governor of Bryntirion Comprehensive School.

Councillor Melanie Evans declared a personal interest in her capacity as a School Governor for Croesty Primary School and Pencoed Comprehensive School.

Councillor Jon-Paul Blundell declared a personal interest in his capacity as a School Governor for Cefn Glas Nursery and Infants School and as a Local Authority Governor of Bryntirion Comprehensive School.

Councillor Richard Collins declared a personal interest in his capacity as a Community Governor for St Mary's and St Patrick's Catholic Primary School and Local Authority Governor of Plasnewydd Primary School.

Lynsey Morris declared a personal interest in her capacity as a Parent Governor of Maesteg Comprehensive School.

Councillor Tim Thomas declared a personal interest in his capacity as a Community Governor for Coleg Cymunedol Y Dderwen and Brynmenyn Primary School.

Councillor Amanda Williams declared a personal interest in her capacity as a Local Authority Governor for Brynteg Comprehensive School and Coety Primary School.

Councillor Hywel Williams declared a personal interest in his capacity as a Local Authority Governor of Abercerdin Primary School.

Cllr Alex Williams declared a personal interest in that his partner is a teacher of a primary school in another Local Authority.

7. **MEDIUM TERM FINANCIAL STRATEGY 2023- 24 TO 2026 - 27**

The Corporate Director for Education and Family Support presented a summary of the report, the purpose of which was to present the Committee with the draft Medium Term Financial Strategy 2023-24 to 2026-27, which set out the spending priorities of the Council, key investment objectives and budget areas targeted for necessary savings. The strategy included a financial forecast for 2023-2027 and a detailed draft revenue budget for 2023-24.

The Chair thanked the Corporate Director for Education and Family Support and invited representative Headteachers who were the Chair and Vice Chair of the School Budget Forum to make statements, followed by the Cabinet Member and the Corporate Director - Education and Family Support. The Headteacher representatives expressed grave concern over the proposed 2% reduction to school budgets reporting that this could result in a reduction in workforce, possibly deficit budgets and have an impact on standards, particularly if these reductions continued each year, having a cumulative effect.

Discussions were held regarding the subject of delegated school budgets with concerns expressed by Members, reiterating that of the headteacher representatives, about the potential impact this would have on schools and staffing, particularly those with Additional Learning Needs (ALN) requiring extra support. Despite reassurances from Officers and Cabinet Members over funding being provided for pay increases, the Committee highlighted the negative impact the 2% reduction in school budgets could potentially have on support staff within schools, thereby affecting the most vulnerable pupils.

Further issues were raised around the implications this reduction could have on schools who already had deficit budgets, such as new schools, and the fact that the cut could also result in other schools experiencing deficit budgets. Members also queried the resulting cost of any redundancies and whether this would counteract the savings required. Officers noted that some schools were identifying a deficit budget and that they and the schools projecting surplus budgets would be supported with any proposed efficiency savings. Officers advised that the 2% proposed reduction did not necessarily mean a reduction in staffing or putting schools into a deficit budget highlighting how it could be mitigated by a number of factors including, increased pupil numbers, retrospective adjustments in the budget and grant funding. However, Officers agreed that it was for schools to explore how they would meet the reduction which could result in redundancies of staff who could not be redeployed, the costs of which would need to be considered. Where schools were already in deficit, there was a statutory requirement for them to establish a recovery plan and the Local Authority supported schools with their budget planning where required, in order to get them back into a positive budget.

Discussion was held around the extent to which the local authority was utilising their partners and receiving value for money, to which they were advised that where partners were involved there was regular monitoring and holding to account, such as with the Central South Consortium. Where areas were identified for more cost-effective measures or services, Officers reported this had been done and would continue to for the future.

In response to queries over national legislative commitments, the Committee were advised that the Welsh Local Government Association and the Welsh Government had been lobbied for funding to support this and some funding had been received, such as in

the case to meet the new requirements under the ALN and Education Tribunal (Wales) Act 2018. Officers highlighted that there were significant challenges however, to maintain services when grant funding ceased, to support major roles such as ALN Co-Ordinators and when only partial funding was provided, as was the case for the introduction of Universal Primary Free School Meals (UPFSM) initiative.

This led to further discussion surrounding free school meals with concerns expressed by the Committee, Cabinet Members and Officers that it was more than just providing kitchens and staff. Other logistics and considerations had to be taken into account such as equipment, and space within school halls for all children to receive UPFSM, which essentially meant potential revenue and capital budget pressures. Cabinet Members reassured the Committee that this was being discussed with the Catering Service as well as with Welsh Government.

Delivery Risk was also raised by the Committee as a cause for concern, given the fact that 88% of the budget reductions identified were listed as Red in their delivery risk status and only 7% were identified as policy changes. Members queried whether there needed to be more radical proposals in light of the current financial situation, such as the consideration of reducing funding for discretionary services.

Officers and Cabinet Members advised that discretionary services such as Home to School Transport (HTST) and Nursery provision had previously been considered however with regards to the former, public consultation had not supported this and with regards to the latter, there had been evidence seen during the pandemic of children benefitting greatly from nursery provision in schools. On the subject of paying places for HTST, it was reported that a review was being undertaken by Welsh Government which included consideration of bus company standards to explore whether they could meet the standards required to reintroduce paying places for pupils, which could create an income generation stream in this area.

Further areas considered and discussed included the increase in energy costs and subsequent saving measures being introduced for schools to counteract this, as well as new housing developments and the resulting impact this would have on Published Admission Numbers for schools. The proposed increase in Council Tax and budget consultation were also raised, with the Committee being advised that it was a difficult balancing act with tough decisions having to be made. Schools, for example could potentially be protected, if Council Tax was increased further, however this would have to be a conscious decision made, favouring services against a further council tax rise.

Officers and Cabinet Members reported that all directorates had had to put forward budget reduction proposals in order to obtain a balanced budget and a series of options had been considered with headteachers, including a 1%, 2% and a 5% reduction. Members were advised that it was not for the local authority to tell schools how to make these savings, but it was recommended that all areas be considered before looking at staff reductions. The local authority's Finance team would assist and work with schools on their budgets, if they required it.

The Chairperson thanked the invitees for their attendance.

**RESOLVED:** Following consideration of the report and appendices, the Committee made the following comments and Recommendations for consolidation and inclusion in the report to Cabinet on the draft MTFS, including the proposed budget pressures and budget reduction proposals within the remit of this Scrutiny Committee, as part of the budget consultation process:

## **Recommendations**

### **Collaboration and Value for Money**

1. Having queried with Officers whether the Authority were utilising our partners to their full potential, Members did not feel 100% reassured of this, using the example of the Central South Consortium. Members therefore recommended that Cabinet and Officers consider evidence of collaboration with partners, as part of their deliberations over the budget proposals, to ensure value for money for the full MTFS period 2023-2027.

### **School Delegated Budgets**

2. The Committee acknowledged that the Education and Family Support Directorate needed to play its role in balancing the budget. However, following the grave concerns highlighted by the Chair and Vice Chair of the Schools Budget Forum regarding the feasibility of the 2% budget reduction proposal and the fact that these proposals have not yet been fully developed and are high risk in terms of delivery, the Committee recommend that:
  - a) Cabinet reduce the proposed budget efficiency against School Delegated Budgets to 1%.
  - b) that Cabinet consider all discretionary options available to them across the Corporate wide budgets and other Directorates, to comprise the remaining £1,059,000 required as a result of reducing the proposed education budget reduction by 1% in order to balance the Council's budget.

### **Discretionary and Statutory Services**

3. Whist acknowledging the benefits of discretionary services in terms of their potential to prevent further issues and expenditure for the future, given the overall current financial situation the Committee recommend:
  - a) that Cabinet give greater consideration to all discretionary options available to them for budget reductions proposals and that they be presented to full Council for consideration of the MTFS.
  - b) that a greater proportion of budget reductions should be as a result of policy changes.
4. The Committee further recommend that a review of all discretionary services within the Education and Family Support Directorate be undertaken to evaluate the costs of delivering them and the value they provide to the Local Authority and its residents, to inform the future MTFS with a view to protecting school delegated budgets as much as possible.

### **National Legislative Commitments**

5. The Committee recommend that Cabinet raise with Welsh Government, the need to ensure that all National Legislative commitments are fully funded to allow the Council to have the capacity to deliver them in an efficient manner.

### **School Agency staff**



6. The Committee queried the use of agency staff in schools and recommend that it be explored whether schools could adopt a cohesive approach across the County Borough that could potentially assist with staff cover costs for such things as sickness.

### **Comments**

#### **School Delegated Budgets**

7. The Committee had grave concerns about the impact of a 2% efficiency saving against School Delegated Budgets and the resulting impact this could have. Of particular concern was the impact this could have on vulnerable children as information presented at the meeting implied that this budget reduction could lead to potential compulsory redundancies likely to affect school support staff who, for example, assist pupils with Additional Learning Needs, behavioural difficulties, attendance, safeguarding and wellbeing issues. The Committee commented that this could lead to potential increased costs for the Local Authority further down the line if this support was not provided sufficiently and early enough in schools.
8. Concerns were also expressed regarding the possible cost of compulsory redundancy packages outweighing the proposed 2% efficiency and the risk of losing experienced teaching staff.
9. In addition to redundancies, the Committee expressed strong concerns over the possibility of more schools ending up with a deficit budget as a result of the 2% budget reduction, and potentially worsening the situation for those who were already in deficit. Members highlighted particular concern for new schools and their budgets, given that they cannot balance their budget for some time due to not being at full capacity.

#### **Free School Meal Provision**

10. The Committee expressed concern over the future free school meal provision to primary schools in that it required not just extra staff and kitchen equipment, but also extra space for pupils due to the likely increase in take up of provision. Extensions for schools were already under discussion but Members expressed concern over the potential budget implications this service could have for the future, both revenue and capital budgets.

#### **Future Scrutiny FWP**

Given the concerns highlighted in the comments above the Committee agreed to follow up on the following as part of their future FWP:

- Free School Meals provision for primary schools – further details on funding as well as consideration of provision of staff, kitchen equipment and space for pupils
- Monitor the implications of any proposed reduction to school delegated budget – on school budgets, staffing structures, redundancies, and any resulting impact on pupils.
- Central South Consortium – How they have provided value for the schools in the County Borough
- School catchment areas, pupil admission numbers and new school builds

**SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - THURSDAY, 19 JANUARY 2023**

Home to School Transport Review – including information relating the potential provision of paid places.

8. **URGENT ITEMS**

None

The meeting closed at 15:00

# Agenda Item 4

<b>Meeting of:</b>	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
<b>Date of meeting:</b>	26 MAY 2023
<b>Report title:</b>	EDUCATION AND FAMILY SUPPORT DIRECTORATE STRATEGIC PLAN 2023-2026
<b>Report owner / Corporate Director:</b>	CORPORATE DIRECTOR - EDUCATION AND FAMILY SUPPORT
<b>Responsible officer:</b>	LINDSAY HARVEY CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT
<b>Policy Framework and Procedure Rules:</b>	There is no effect upon policy framework or procedure rules
<b>Executive summary:</b>	<ul style="list-style-type: none"> <li>• The purpose of the report is to provide Subject Overview and Scrutiny Committee 1 (SOSC1) members with an opportunity to view and comment on the draft Education and Family Support Directorate (EFS) Strategic Plan 2023-2026.</li> <li>• The directorate plays a key role in delivering a wide range of services which impact directly on the lives of children, young people, adults, and families living in Bridgend.</li> <li>• The directorate comprises 6 service areas, served by 28 operational teams, 59 schools and 1 pupil referral unit. Due to the complexity and wide-ranging nature of the directorate, it is essential that the directorate’s activity is underpinned by robust governance, strategic and operational procedures.</li> <li>• The directorate’s three-year strategic plan (attached in draft form at Appendix A) is an important part of the directorate’s delivery model as it enables clear alignment with national policy and locally determined priorities.</li> </ul>

	<ul style="list-style-type: none"> <li>• While the directorate is under no statutory duty to produce a three-year plan, the directorate is keen to engage with stakeholders to ensure service delivery, over the medium term, is well co-ordinated and, wherever possible, meets the needs of service recipients.</li> </ul>
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**1. Purpose of report**

1.1 The purpose of the report is to provide Subject Overview and Scrutiny Committee 1 (SOSC1) members with an opportunity to view and comment on the draft Education and Family Support Directorate (EFS) Strategic Plan 2023-2026.

1.2 The draft EFS Strategic Plan 2023-2026 is attached at Appendix A.

**2. Background**

2.1 The Education and Family Support Directorate ('the directorate') is Bridgend County Borough Council's (BCBC's) largest directorate with an annual gross revenue budget of around £170m and around 4000 staff. The directorate is also responsible for BCBC's largest capital investment project (that is, the School Modernisation Programme).

2.2 The directorate plays a key role in delivering a wide range of services which impact directly on the lives of children, young people, adults, and families living in Bridgend.

2.3 The directorate comprises 6 service areas, served by 28 operational teams, 59 schools and 1 pupil referral unit. Due to the complexity and wide-ranging nature of the directorate, it is essential that the directorate's activity is underpinned by robust governance, strategic and operational procedures.

2.4 The directorate's mission statement is:

*To inspire and support children, young people, adults, and families to achieve better outcomes, leading to prosperous, healthy, safe, and happy communities*

2.5 The directorate's key deliverables are listed below:

- sector-leading schools (supported by effective professional services) that provide outstanding learning opportunities to secure excellent outcomes for all learners;
- robust safeguarding procedures across all the directorate's service areas;
- an ambitious School Modernisation Programme;
- excellent family support services delivered by the right people, at the right time, to those most in need;
- effective youth support services (including the provision of an appropriate youth justice service offer);
- a high-quality adult learning offer;
- an effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education;

- outstanding support for children and young people with additional learning needs (ALN); and
- effective health and safety advice to all areas of council business.

2.6 The directorate's key challenges include:

- the significant, continuing impact of COVID-19 (including pupil behaviour, attendance, and exclusions);
- budget pressures (particularly home-to-school transport and the school modernisation programme);
- curriculum and ALN reform;
- capacity issues (especially in specialist and statutory areas); and
- corporate health and safety compliance and monitoring

### 3. Current situation/proposal

3.1 The directorate adopts a mature self-evaluation protocol which informs a comprehensive business planning approach. This includes the development of:

- an annual self-evaluation report;
- a comprehensive business plan (which aligns with the BCBC Corporate Plan and complies with regulator expectations);
- a business plan objective progress tracker to ensure agreed objectives are monitored closely; and
- an established risk register to ensure risks across the directorate are managed appropriately.

3.2 The directorate's three-year strategic plan (attached in draft form at Appendix A) is an important part of the directorate's delivery model as it enables clear alignment with national policy and locally determined priorities.

3.3 While the directorate is under no statutory duty to produce a three-year plan, the directorate is keen to engage with stakeholders to ensure service delivery, over the medium term, is well co-ordinated and, wherever possible, meets the needs of service recipients.

3.4 In developing the EFS Strategic Plan 2023-2026, feedback has been requested from the following groups to ensure the delivery partner and stakeholder 'voice' informs the directorate's medium-term service delivery model:

- children and young people via school councils and Bridgend Youth Council;
- headteachers;
- school staff;
- school governing bodies (including chairs of school governing bodies);
- Estyn;
- National Academy of Educational Leadership;
- Welsh Government;
- Welsh in Education Forum;
- Cabinet;
- Subject Overview and Scrutiny Committee 1;

- Corporate Management Board; and
- officers (including those with responsibility for family support and adult community learning).

3.5 It is important to note that the version of the plan attached at Appendix A remains draft subject to:

- recommendations from Subject Overview and Scrutiny Committee 1;
- feedback from stakeholders (feedback period ends on 9 June 2023); and
- formal agreement from Cabinet on 20 June 2023.

3.6 Further to consultation with stakeholders and delivery partners, the directorate has identified the following 15 'strategic themes' to underpin this three-year strategic plan:

- T1 Pupil and staff wellbeing
- T2 Support for pupil behaviour, attendance, and exclusions
- T3 Support for vulnerable children and young people
- T4 Support for children and young people with ALN
- T5 Curriculum for Wales and assessment
- T6 High-quality teaching and learning
- T7 Effective leadership and governance
- T8 Robust safeguarding procedures across all the directorate's service areas
- T9 Ambitious School Modernisation Programme
- T10 Appropriate family support services delivered by the right people, at the right time, to those most in need
- T11 Effective childcare and early years offer
- T12 Effective youth support and youth justice services
- T13 Meaningful adult in the community learning offer
- T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education
- T15 Effective health and safety advice to all areas of council business (ensuring business resilience and continuity)

3.7 The draft EFS Strategic Plan 2023-2026 provides further narrative in respect of each of the strategic themes including:

- an overview of each theme;
- an assessment of the directorate's current and projected performance;
- a summary of notable successes to date;
- how we will work with partners to improve service delivery;
- the high-level resources required to secure improvement; and
- a list of success indicators; and
- how the theme aligns with national and local policy.

3.8 The three-year strategic plan will also set out a broad delivery schedule which identifies the anticipated dates of key activities. This section of the draft report will be more fully populated prior to publication

#### **4. Equality implications (including Socio-economic Duty and Welsh Language)**

4.1 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. A Welsh Language Impact Assessment has been undertaken (see Appendix B). The Welsh Language Impact Assessment has identified that there will be a positive impact on the Welsh language as a result of this proposed plan. A key strategic theme within the three-year plan is the delivery of the Welsh in Education Strategic Plan (WESP) and a strong school modernisation agenda focused on creating additional places in the local authority's Welsh-medium schools. Furthermore, the plan supports an effective childcare and early years offer, including support for Welsh-medium places.

4.2 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 conduct an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts because of this report.

#### **5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives**

5.1 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 education and family support services focuses on meeting the needs of a wide range of service beneficiaries including children, young people, adults, and families.

**Prevention** - The focus of education and family support services is upon early identification of need and ensuring that there is appropriate provision in place to meet individual needs.

**Integration** - The approach to education and family support services addresses the need for a coherent delivery of economic, social, environmental, and cultural outcomes.

**Collaboration** - A fundamental principal of the approach to education and family support focuses on improving collaboration and creating a unified system.

**Involvement** - Ensuring that children, young people, adults, and families are at the heart of the system and that needs are discussed in a person-centred way

#### **6. Climate Change Implications**

6.1 The local authority's 'Bridgend 2030 – Net Zero Carbon Strategy' and Welsh Government's carbon reduction commitments will also be addressed through the School Modernisation Programme, as all new provision will be designed to ensure

that net zero carbon 'in operation' and embodied carbon targets are achieved. In addition, the designs of our learning environments will embrace sustainability and biodiversity to enhance the surrounding environment and support active travel.

## **7. Safeguarding and Corporate Parent Implications**

- 7.1 The directorate has a robust approach to safeguarding, and this is detailed within the strategic plan. The EFS Strategic Plan 2023-2026 is aligned with BCBC's Corporate Parenting Strategy.

## **8. Financial Implications**

- 8.1 The current annual revenue budget for the Education and Family Support Directorate is approximately £138m for 2023-2024. In addition to the annual revenue budget, for 2022-2023, the directorate also received in the region of £38m in external grant funding and managed approximately £5.8m of capital funding (mainly in respect of the Council's School Modernisation Programme).
- 8.2 BCBC's Medium-Term Financial Strategy sets out the Council's financial priorities over the next four years. Alongside other service areas, the directorate faces several significant challenges over the next few years to meet demand while ensuring services are delivered more efficiently.
- 8.3 It is important to note that the EFS Strategic Plan 2023-2026 is predicated on a stable funding scenario and any significant changes to the directorate's budget may have a material impact on its ability to deliver the objectives identified within the plan.
- 8.4 This matter will be closely monitored and will be subject to further scrutiny during the lifespan of the plan.

## **9. Recommendations**

- 9.1 The committee is requested to:
- consider the contents of this report; and
  - provide feedback.



# Bridgend County Borough Council

Cyngor Bwrdeistref Sirol



**DRAFT**

## **Education and Family Support Directorate Strategic Plan 2023-2026**

**Education and Family Support Directorate Strategic Plan 2023-2026**

**Contents**

- 1. Foreword**
- 2. Introduction**
- 3. Themes**
- 4. Executive summary**
- 5. Self-evaluation and ambition summary**
- 6. Policy and guidance alignment**
- 7. Glossary**
- 8. Timeline**

**DRAFT**

### 1. Foreword

The Education and Family Support Directorate ('the directorate') plays a key role in delivering a wide range of services which impact directly on the lives of children, young people, adults, and families living in Bridgend.

While the directorate is proud of the work it does, we recognise that many challenges remain if we are to ensure that our education and family support services are able to adapt to meet the needs of our residents.

This strategic plan sets out our ambitions for the future of education and family support services in Bridgend and brings together our ambitions and operational goals to tackle the impact of poverty and support people to live healthier and prosperous lives.

Our aim is to achieve equity and excellence for all.

DRAFT

## 2. Introduction

### Context

Bridgend County Borough Council (BCBC) is a local authority in South Wales with a total population of approximately 145,000. The county lies at the geographical heart of South Wales. Its land area of 285 square kilometres stretches 20km from east to west and occupies the Llynfi, Garw and Ogmores valleys. The largest town is Bridgend, followed by Maesteg, Pencoed and the seaside resort of Porthcawl. There are 51 elected members in total, representing 28 wards.

The Education and Family Support Directorate is BCBC's largest directorate with an annual revenue budget exceeding £175m and around 4000 staff. The directorate is also responsible for BCBC's largest capital investment project (that is, the School Modernisation Programme).

The directorate comprises 6 service areas, served by 28 operational teams, 59 schools and 1 pupil referral unit. Due to the complexity and wide-ranging nature of the directorate, it is essential that the directorate's activity is underpinned by robust governance, strategic and operational procedures. To ensure these processes are fit for purpose, the directorate adopts a mature self-evaluation protocol which informs a comprehensive business planning approach. This three-year strategic plan is an important part of the directorate's delivery model as it enables clear alignment with national policy and locally determined priorities.

The directorate's mission statement is:

**To inspire and support children, young people, adults, and families to achieve better outcomes; leading to prosperous, healthy, safe, and happy communities**

The directorate's key deliverables are listed below:

- sector-leading schools (supported by effective professional services) that provide outstanding learning opportunities to secure excellent outcomes for all learners;
- robust safeguarding procedures across all the directorate's service areas;
- an ambitious School Modernisation Programme;
- excellent family support services delivered by the right people, at the right time, to those most in need;
- effective youth support services (including the provision of an appropriate youth justice service offer);
- a high-quality adult learning offer;
- an effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education;
- outstanding support for children and young people with additional learning needs (ALN); and
- effective health and safety advice to all areas of council business.

The directorate's key challenges include:

- the significant, continuing impact of COVID-19 (including pupil behaviour, attendance, and exclusions);
- budget pressures (particularly home-to-school transport and the school modernisation programme);
- curriculum and ALN reform;
- capacity issues (especially in specialist and statutory areas); and
- corporate health and safety compliance and monitoring.

### **National policy and local priorities**

The Wellbeing of Future Generations (Wales) Act 2015 states that local authorities must work to improve the economic, social, environmental, and cultural well-being of Wales. Corporate Plan 2023-2028 and Medium-Term Financial Strategy (MTFS) 2023-2027 were approved by BCBC on 1 March 2023.

The two documents are aligned to each other and make explicit links between BCBC's well-being objectives, and the resources directed to support them.

'Our national mission: High standards and aspirations for all' (Welsh Government, 2023) ('the national mission') identifies a range of priorities to ensure the success, high standards and wellbeing of all learners.

This three-year strategic plan mirrors the aspirations of BCBC's Corporate Plan 2023-2028 and closely aligns with the various policy drivers identified within this document.

### 3. Themes

Further to consultation with stakeholders and delivery partners, the Education and Family Support Directorate has identified the following 15 'strategic themes' to underpin this three-year strategic plan:

- T1 Pupil and staff wellbeing
- T2 Support for pupil behaviour, attendance, and exclusions
- T3 Support for vulnerable children and young people
- T4 Support for children and young people with ALN
- T5 Curriculum for Wales and assessment
- T6 High-quality teaching and learning
- T7 Effective leadership and governance
- T8 Robust safeguarding procedures across all the directorate's service areas
- T9 Ambitious School Modernisation Programme
- T10 Appropriate family support services delivered by the right people, at the right time, to those most in need
- T11 Effective childcare and early years offer
- T12 Effective youth support and youth justice services
- T13 Meaningful adult in the community learning offer
- T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education
- T15 Effective health and safety advice to all areas of council business (ensuring business resilience and continuity)

It is fundamentally important that we prioritise our efforts and corral available resources around these themes to ensure the best possible outcomes for the children, young people, adults, and families the directorate is proud to serve.

The next section of this plan provides further information in respect of the policy drivers in relation to each of these themes and details the work that has been done to date and the activity that needs to be undertaken to improve outcomes over the next three years.

**Self-evaluation guidelines**

The directorate uses the following RAYG (that is, red (or unsatisfactory), amber (or adequate), yellow (or good) and green (or excellent)) self-evaluation scale to assess its performance and progress against identified targets.

Each stage is divided into three parts (top/middle/bottom) to further refine our self-evaluation judgements.

Therefore, all areas of activity are scored between 1 and 12.

An activity area scored as '1' is an aspect judged as having considerable weaknesses and where immediate improvement is required.

An activity area scored as '12' is an aspect of outstanding practice.

RAYG Description			Definition
<b>EXCELLENT</b>			Very strong, sustained performance and practice
12	11	10	
<b>GOOD</b>			
9	8	7	Strong features although minor aspects may require improvement
<b>ADEQUATE</b>			Strengths outweigh weaknesses, but important aspects require improvement
6	5	4	
<b>UNSATISFACTORY</b>			Important weaknesses outweigh strengths and urgent improvement is required
3	2	1	

## T1 Pupil and staff wellbeing

### Summary

The true impact of COVID-19 on wellbeing is now beginning to be seen across Wales including Bridgend. The local authority recognises that pupil and staff wellbeing is of paramount importance to for the school community to thrive.

The local authority provides a range of support to assist schools in supporting mental health within schools. The Educational Psychology Service (EPS) continues to work at three different levels to support vulnerable children and young people. They also support school staff and families across the local authority. The EPS is progressing the roll out of the online profiling tool 'The PERMA profiler' which is used within schools to identify, monitor, and improve the 'wellbeing profiles' of pupils and staff.

The PERMA project was formally launched to all schools across the region in November 2019. The EPS continues to train emotional literacy support assistants (ELSAs) in schools, having moved to an online training platform because of the pandemic. ELSAs work with groups and individual pupils to provide emotional literacy support and programmes to support wellbeing of vulnerable children and young people.

In collaboration with Cwm Taf Morgannwg University Health Board (CTMUHB), Rhondda Cynon Taf EPS, Child and Adult Mental Health Services (CAMHS) and Bridgend EPS, the EPS is supporting the roll-out of the whole-school approach 'In Reach' project providing mental health teams to support children and young people and schools across Bridgend.

From a Family Support perspective, there are a wide range of preventative services that schools can access to support children and young people. These include family support workers, family engagement officers, school-based counsellors, lead workers (youth workers), education welfare officers, emotional wellbeing workers and community counselling.

Early Help and Family Support and the EPS are acutely aware that there is an increased focus on wellbeing and recovery moving forward, in addition to the work which has been outlined. Well-being and good mental health will continue to underpin all consultation and intervention work.

As a part of the additional learning needs (ALN) strategic provision review, additional resource has been put into The Bridge Alternative Provision to support those children and young people with mental health issues but who do not have a diagnosis from CAMHS.

The framework on embedding a whole-school approach to emotional and mental well-being (2021) is currently being piloted by some schools in Bridgend. The evaluation of those pilots will be undertaken during summer term 2023.

### Current rating





Unsatisfactory											
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- seen great resilience demonstrated by children, young people, families, and staff, especially during the COVID-19 pandemic;
- benefitted from excellent support from Human Resources, occupational health and a range of other teams (for example, the Care First and Wellbeing offer);
- seen some staff adapt to the new hybrid working arrangements and demonstrate flexibility;
- delivered the ‘Food and Fun’ school-based holiday enrichment programme;
- successfully rolled out the universal primary free school meal (UPFSM) offer to all Reception, Year 1 and Year 2 pupils; and
- focused more on the individual development of children and young people (especially considering the changes to accountability measures).

**Improvement objectives**

We will work with partners to:

- reduce external pressures on all staff at all levels;
- work with managers to ensure wellbeing remains a high priority and promote work-life balance;
- deliver specific support programmes for senior leaders in schools;
- develop case studies to share effective practice;
- develop the Raising Attainment for Disadvantaged Youngsters (RADY) Programme;
- implement workforce development plan and provide effective training and continuous professional development (CPD);
- develop the ‘Food and Fun’ Programme to ensure more young people benefit from the provision;
- roll out the UPFSM offer to all primary school pupils;
- ensure support for families is consistent across the county borough;
- develop common policies to support home-to-school partnership;
- ensure our provision is consistently aligned with Welsh Government policy and expectations;
- develop an effective whole-school support model for emotional and mental wellbeing using the NEST (Nurturing, Empowering, Safe and Trusted) Framework;
- develop more effective mental health services for children and young people;
- create an incentive programme to improve retention and recruitment; and
- develop a partnership agreement with trade unions.

**Resources**

To support these ambitions, we will:

- require support from CTMUHB colleagues to support emerging themes;
- offer professional development workshop/surgeries;
- need support from specialists (for example, play therapy);
- further develop school-to-school working (in clusters/cross clusters/across phases); and
- ensure all activity is steered by a range of common policies.

**Success indicators**

We will know if we have been successful if:

- pupil attendance rates improve;
- appropriate provision and resources are available to support the wellbeing of all pupils;
- feedback from pupils in respect of their wellbeing is at least ‘good’ in all settings;
- staff absence rates decrease; and
- our ability to recruit and retain staff, especially in targeted areas, improves.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 6</b>	We will extend the delivery of the ‘Food and Fun’ Programme in July/August 2023 to ensure at least 80 pupils benefit from this provision.
<b>Wellbeing Objective 7</b>	We will roll-out universal primary free school meals to all primary school learners by September 2024.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

## T2 Support for pupil behaviour, attendance, and exclusions

### Summary

Pupil behaviour is becoming an increasing concern for schools and for the local authority. There is evidence that behaviour is becoming more problematic leading to increases in both fixed-term and permanent exclusions. The behaviours being witnessed within schools are predominately increases in verbal and physical aggression towards adults and other children along with persistent and disruptive behaviour.

This past school year (2021-2022), there has been a 100% increase in the number of permanent exclusions in comparison to the previous 2 years (which included COVID-19 and school closures during those periods).

Fixed-term exclusions are also a concern with behaviours being recorded regarding verbal, physical aggression, persistent and disruptive behaviour. Fixed-term exclusions in secondary schools are higher than in previous whole school years. There were 827 exclusions across primary and secondary schools which equates to 1426.5 days lost between September 2021 and 20 March 2022. These have increased between September 2022 and 20 March 2023 with 916 exclusions across primary and secondary schools which equates to 1814 days lost.

Ongoing work is being delivered to ensure schools consistently follow the graduated response, utilise their resources linked to behaviour and access local authority resources in a timely way. The local authority is also planning to introduce a training and workshops to support schools in using this process proportionately and in line with Welsh Government guidance. The Communication and Relationships Team (CART) Lead has also been invited by the School Support Team to speak to their professional networks of pastoral leads/heads of year to help share strategies to assist with the above issues.

School attendance is a priority for the directorate. There has been a reduction in school attendance levels nationally which has been impacted by the pandemic.

School attendance data for the periods 2018-2019 and 2021-2022 is highlighted in the table below.

	2018-2019	2021-2022
<b>Primary school attendance</b>	94.8%	90.1%
<b>Secondary school attendance</b>	94.1%	86.5%

The Education Welfare Service and schools have been working in close partnership to address the reduction in attendance levels within the context of the All-Wales Attendance Framework (2012).

Some of these approaches and interventions are outlined below:

- Education welfare officers support and advise schools on attendance including ensuring statutory legal functions are used consistently and appropriately.

## APPENDIX A

- A task and finish group chaired by the Group Manager (Family Support) with headteachers, education welfare officers and legal representation has been established to revise the local authority's attendance strategy.
- School attendance audits to be completed by all schools to evidence good practise and areas for development.
- Truancy patrol to be rolled out with the police during the autumn term.
- A marketing campaign is being explored to ensure a consistent message is relayed to parents/guardians about the Importance of attending school.
- Encourage a 'buddy system' for pupils in all schools to promote confidence and wellbeing.
- Schools to reintroduce the 'Callio' system of letters to parents to ensure a consistent graduated response to highlight and improve attendance levels.
- Revised attendance and engagement guidance will be published in autumn 2023, which will outline roles and responsibilities of local authorities, schools and settings, and governor responsibilities in supporting learners to maintain good attendance. As part of this, schools will be asked to publish their attendance policies

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- established a pupil attendance working group and policy;
- developed truancy patrol and buddy system;
- secured an attendance officer for some schools;
- issued pre-exclusion notices where required;
- engaged effectively with schools on exclusions;
- established an assessment class and Foundation Phase in The Bridge Alternative Provision;
- reviewed and improved Early Help front door arrangements;
- established bespoke nurture and behaviour support arrangements in some schools (for example, the Phoenix Centre in Coleg Cymunedol y Dderwen);
- expanded the 'Team Teach' training offer; and

- worked with Bridgend College to deliver the effective Junior Apprenticeship Programme.

### **Improvement objectives**

We will work with partners to:

- develop a social media strategy (to undermine the influence of social media on pupils);
- develop a high-quality training/induction programme for special needs support assistants (SNSAs) to ensure staff are well trained and have a clear knowledge of pupils and their challenges before arriving at school;
- develop a clear local authority direction/vision for behaviour support with an accompanying strategy;
- clarify what behaviour support is available for schools in Bridgend County Borough;
- undertake review of provision at Ysgol Bryn Castell and The Bridge Alternative Provision;
- review the Managed Move Policy;
- undertake attendance audits;
- ensure consistent support from the Education Welfare Service (EWS) is available in all schools;
- clarify the actions taken by the local authority for non-attenders (for example, fixed penalty notices);
- develop a comprehensive package of guidance and advice in respect of effective parenting and family engagement underpinned by an agreed strategy;
- embed the NEST whole-school wellbeing approach; and
- established a high-quality professional learning programme for all school-based staff on specific issues such as de-escalation.

### **Resources**

To support these ambitions, we will:

- use specialists from schools to support and deliver training (for example, Ysgol Bryn Castell and Heronsbridge School); and
- further develop and adopt a clear strategy and vision for attendance which is communicated effectively to families.

### **Success indicators**

We will know if we have been successful if:

- there is a reduction in pupil (fixed-term and permanent) exclusions;
- there is an improvement in pupil attendance;
- all schools adopt the local authority School Attendance Policy on a consistent basis;
- an enhanced strategy to support parents and families is established;
- a range of surgeries/drop-in sessions with specialist staff are developed; and

- we develop an expanded offer of alternative pathways (for example, Junior Apprenticeship Programme) and ensure that these programmes are available equally through the medium of Welsh and English.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	To be completed
<b>Wellbeing Objective 2</b>	To be completed
<b>Wellbeing Objective 3</b>	To be completed
<b>Wellbeing Objective 4</b>	To be completed
<b>Wellbeing Objective 5</b>	To be completed
<b>Wellbeing Objective 6</b>	To be completed
<b>Wellbeing Objective 7</b>	To be completed

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

### T3 Support for vulnerable children and young people

#### Summary

Safeguarding is everyone’s responsibility.

For schools, this is underpinned by legislation such as the Education Act (2002), section 175 which highlights the duties of the local authority and schools. Further legislation in Wales such as the Social Services and Wellbeing Act (2014), the Future Generations Act (2015), the Equality Act (2010) and the Wales Safeguarding Procedures (2019) highlight clearly what schools must do to ensure children are protected from harm. Welsh Government has also produced statutory guidance, ‘Keeping Learners Safe’ which explains clearly what schools must and should do when discharging their safeguarding responsibilities.

To continue to embed safeguarding practices within schools in Bridgend, the local authority has invested a significant amount of time and resource to ensure schools are fully aware and compliant of their safeguarding responsibilities. Specifically, through the role of the Education Engagement Team by providing a single point of contact to assist schools in managing safeguarding issues. This support is provided through training, advice and support linked to safeguarding procedures.

A regime of auditing school safeguarding practice was implemented in 2020. This involved utilising an audit tool provided by Welsh Government to enable schools to review and evidence their approach to safeguarding. The local authority has acted as a ‘critical friend’ in reviewing the audits completed by schools to assist in identifying good practice and areas for development.

Moving forward, the local authority will continue to work in partnership with schools and other agencies to support children and families most effectively and importantly in recognition of the ongoing challenges being experienced linked to COVID-19 and the cost-of-living crisis.

#### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

#### Successes to date

We have:

- made effective use of grant funding (including effective cluster working to support care-experienced children in schools);
- strengthened staffing resource within Early Help Screening Team and Education Engagement Team;
- established the ‘Helping Hands’ programme;

- undertaken whole-school safeguarding audits;
- developed website pages to offer online support to families;
- secured resource to support refugee children;
- provided a range of targeted interventions in schools including Shine, Thrive, by ELSA (emotional literacy support assistants), and via PERMA (positive emotional, engagement, relationships, meaning accomplishments); and
- improved transition processes (for example, between Flying Start settings, schools and colleges including for electively home-educated children).

**Improvement objectives**

We will work with partners to:

- provide more targeted support for disengaged learners;
- develop better tracking systems for vulnerable learners (including care-experienced children);
- develop a local authority equity plan;
- audit and share effective best practice in schools;
- develop more effective participation of vulnerable learners;
- improve the offer for children not in education, employment, or training (NEET);
- work with the Social Services and Wellbeing Directorate to improve communication between social services and schools; and
- deliver more joined-up services (including education, health, social care, and police) and ensure users understand available services better.

**Resources**

To support these ambitions, we will:

- develop a directory of support; and
- ensure equity in levels of support, particularly for larger clusters/schools (for example, educational psychology service support).

**Success indicators**

We will know if we have been successful if:

- all school policies comply with a local authority equity plan;
- support for parents of vulnerable children is improved; and
- support workers are linked to a cluster and based in a school.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 6</b>	We will increase the percentage of Team Around the Family (TAF) interventions that are closed with a positive outcome to 75% in 2023-2024.



<b>Wellbeing Objective 7</b>	We will roll-out universal primary free school meals to all primary school learners by September 2024.
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**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

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## T4 Support for children and young people with additional learning needs

### Summary

The Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the Additional Learning Needs Code for Wales (2021) provide the legislation which underpins the ALN Reform. It is important to recognise that the additional learning needs (ALN) Reform is a transformational approach and not simply moving across from one system to the other.

In response to the ALNET Act, additional staffing in Learner Support has been employed. These staff are on the ALN Senior Leadership Team of Learner Support and have been employed to meet statutory requirements. These are in the areas of Early Years and Post-16. In 2022, the responsibility for the statutory team moved across to Learner Support and subsequently additional staff have been appointed to this team.

The local authority is working with the additional learning needs co-ordinators (ALNCoS), (which became a statutory role as part of the ALNET Act) and ALN clusters leads to support the transformation and implementation of the ALN Reform. ALNCo Forum days are held where officers and other partners such as Health colleagues and the ALNCo from Bridgend College attend. The agenda for the ALNCo Forum day is co-constructed with the ALNCo cluster leads.

Quality assurance is being undertaken with ALNCoS regarding individual development plans (IDPs) and IDP champions have been established within clusters. The promotion of school-to-school work is important in this work. The role of the ALNCo within schools is also pivotal in cascading information and training which they have received. Their role in self-evaluation and planning for ALN and having oversight of the provision map for ALN within the school is important.

During the transformation phase of the ALN Reform schools evaluated their readiness for the ALN Reform. We are currently in the second year of the implementation phase of the ALN Reform. The local authority is intending to undertake a review with all schools of their evaluation of the implementation of the ALN Reform in schools to date.

A strategic independent review of ALN provision in Bridgend has been undertaken. The implementation of the action plan which was agreed by the local authority is being progressed and a Board comprising of representatives from the local authority and schools has been established. Sub-groups of the Board have been working on the different aspects of the action plan and outcomes of those meetings are reported back to the Board meeting. Additional ALN provision has opened in Bridgend because of additional funding and Cabinet approval.

### Current rating

<b>Unsatisfactory</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
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1	2	3	4	5	6	7	8	9	10	11	12
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### Successes to date

We have:

- developed an effective cluster working model involving additional learning needs coordinators (ALNCos);
- established weekly ALN Panel;
- created ALN Statutory Team;
- provided expert support from an experienced Educational Psychology Service and the specialist ALN teams from within Learner Support;
- delivered dispute resolution training to all ALNCos;
- opened a learning resource centre (LRC) for learners with moderate learning difficulties (MLD) in Welsh-medium primary school (Ysgol Cynwyd Sant);
- opened an LRC for learners with autism spectrum disorder (ASD) in an English-medium primary school (Tremains Primary School);
- strengthened the staffing resource within Communication and Relationships Team (CART);
- completed the transition from Statements of Special Educational Needs (SEN) to IDP for (as mandated) Year 6 and Year 11 pupils;
- trained and developed individual development plan (IDP) champions within clusters;
- developed the CART graduated response:
- developed the Early Years toolkit;
- implemented the ALN Improvement Plan;
- established the IDP quality assurance process;
- developed our specialist provision (for example, Ysgol Bryn Castell, Heronsbridge School and The Bridge Alternative Provision); and
- developed an effective ALNCo Forum and other working groups.

### Improvement objectives

We will work with partners to:

- develop a clear vision for additional learning needs in Bridgend (including roles, responsibilities, and shared expectations);
- undertake ALN Strategic provision review;
- develop ALN strategy and ALN behaviour strategy;
- develop a consistent approach to support the transition of Statements of SEN to IDP within statutory targets;
- establish a more effective parental engagement policy/practice;
- further share effective practice across schools;
- quality assure additional learning provision (ALP);
- deliver training for Early Years settings;

- develop a continuum of support for older pupils with MLD through the medium of Welsh;
- establish a comprehensive process for Early Years IDPs;
- improve transition practice, policy and process between childhood and adulthood;
- investigate arrangements for excellent inter-agency working and explore models of good practice from elsewhere;
- target the allocation of resources more effectively to meet the needs of learners; and
- launch the online IDP system.

**Resources**

To support these ambitions, we will:

- continue to provide a range of professional learning opportunities;
- seek to improve funding to support pupils with ALN;
- continue to provide high-quality support from the Educational Psychology Service and the other specialist ALN teams within Learner Support;
- develop high-quality SNSAs with a clear understanding of their roles and responsibilities;
- explore best practice models of transition between childhood and adulthood;
- provide a regularly updated online directory of support; and
- ensure resources produced by schools in Bridgend are shared more effectively.

**Success indicators**

We will know if we have been successful if:

- an effective local authority ALN Strategy, bespoke to Bridgend, which has been co-constructed, clearly communicated and understood by all, is in place;
- emerging needs for children and young people with ALN are identified and acted upon;
- clear evaluative processes are present in all schools;
- a quality assurance protocol of ALN practice in schools is established;
- there is an improvement in the recruitment and retention of school ALNCoS; and
- there is a seamless process of transition between childhood and adulthood.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	We will provide training to build knowledge of ALN reform and how best support can be provided for children with ALN. This will ensure that at least 60 additional learning needs (ALNCoS) who are school-

	based staff will receive bespoke training to meet the needs of pupils.
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**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

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## T5 Curriculum for Wales and assessment

### Summary

The Curriculum for Wales, for schools and funded non-maintained settings, was introduced from September 2022. We want to take full advantage of this development in Bridgend to ensure all learners enjoy their learning and develop the skills, knowledge, and emotional resilience they need to succeed in life as ethical individuals who play an active part in their community and society, taking account of ethnic diversity and inclusivity as part of a whole-school approach.

They should be prepared to thrive in the world of work and be capable of adapting and responding to ongoing changes in technology. We must take full advantage of all the resources and experiences the borough has to offer to make the curriculum 'real' in Bridgend and adapt it to the range of contexts facing our schools and learners.

A key component of our approach will be the contextualisation of learning – placing the essential skills, knowledge and understanding in a meaningful, appropriate, and engaging context. Schools cannot do this on their own – they will need to work with local authority and regional partners to reimagine the possibilities presented by the curriculum and develop new and engaging experiences for learners.

We also want to see a strong focus on supporting bilingualism and expanding the range of opportunities for learners to engage with and develop their Welsh language skills and connection with our Welsh heritage and culture. Young people say that one of the most important priorities for them is better support to be ready for their lives after education.

Curriculum for Wales recognises this and once realised will support all learners, especially those most at risk, to develop the skills they need to manage all aspects of their lives – housing, personal finances and budgeting, independent living, personal and family relationships, sex education, cultural awareness and community cohesion, sustainable living, and citizenship.

Assessment is a fundamental part of Curriculum for Wales and is integral to the process of learning. We believe assessment plays an important role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, to inform next steps in learning and teaching.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- implemented Curriculum for Wales in all primary schools and, from September 2023, all secondary schools;
- secured positive feedback from Estyn in all recent school inspections;
- developed an effective professional development programme;
- established effective cluster working (both within the local authority and across the region) to develop a shared understanding of progression;
- developed our pedagogy to deliver Curriculum for Wales; and
- shared effective practice via Team Bridgend and other processes.

### Improvement objectives

We will work with partners to:

- adopt Curriculum for Wales in all Bridgend schools;
- improve transition at key points with a learner's journey;
- produce a wider range of Estyn and local authority case studies;
- further develop cluster collaboration;
- provide more opportunities for schools and local authorities to share effective practice;
- encourage schools to develop and share innovative practice;
- implement a new Digital Learning Plan for schools;
- provide high-quality professional learning for all staff (both in terms of online and face-to-face opportunities);
- ensure pupils are prepared for new qualifications;
- improve member engagement in supporting schools; and
- implement the Evaluation, Improvement and Accountability Framework (Welsh Government, 2022).

### Resources

To support these ambitions, we will provide:

- high-quality professional learning opportunities

### Success indicators

We will know if we have been successful if:

- all schools and the local authority have a uniform, shared understanding of progression;
- no Bridgend is judged by Estyn as requiring follow-up or determined as requiring 'significant improvement' or 'special measures'; and
- all schools successfully implement the mandatory elements of Curriculum for Wales.

Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	<p>We will continue to provide bespoke support for schools to help them achieve the priorities included in their school improvement plans. We will ensure that by the end of autumn term each year (as part of the annual cycle of self-evaluation and improvement planning), all school development plans will have been analysed and appropriate professional development opportunities will be offered to all schools.</p> <p>We will provide bespoke support for schools to help them achieve the priorities included in their school improvement plans. This will ensure that Estyn will judge all Bridgend schools as ‘not requiring any follow-up’.</p>

Where do we want to be by August 2026?

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12



**T6 High-quality teaching and learning**

**Summary**

Education in Wales: Our national mission (Welsh Government, 2017) sets out to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence. The provision of high-quality teaching and learning is a key part of this national strategy and is underpinned by the Professional Standards for Teaching and Leadership in Wales that support the delivery of education reform, the successful implementation of the Curriculum for Wales and the revision of public examinations and qualifications.

Curriculum design for learners of all ages and abilities should be underpinned by the pedagogical principles. We will continue to support schools in refining their curriculum based upon the twelve pedagogical principles that will support learners in successfully developing the four purposes.

Schools will carry out self-evaluation in partnership with Improvement Partners to identify strengths and areas for development in teaching and learning, with practice shared more widely as appropriate.

Team Bridgend is a valuable vehicle for the sharing and development of effective practice, making use of the various networks and groups. Professional development sessions support different areas of development based on identified needs from self-evaluation exercises.

This support for the development of high-quality teaching and learning will ensure learners within Bridgend have a strong disposition to learning with increasing independence, effective metacognitive skills, an ability to problem solve and highly effective communication skills.

High-quality teaching and learning will be responsive, dynamic, and embedded in strong relationships, where engaging and developmentally appropriate learning opportunities is informed by regular observation and ongoing assessment of learning and the learner’s stage of development. Effective teaching will challenge learners and have high expectations, actively engaging with parents, carers, and the wider community as partners in learning.

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- aligned our pedagogical development offer with Curriculum for Wales;
- developed a successful partnership across local authorities in the delivery of Post-16 provision via E-sgol;
- implemented Curriculum for Wales in all primary schools with early implementation in many secondary schools;
- developed an effective partnership working model involving all schools and the local authority;
- developed models of blended learning;
- provided a comprehensive professional development programme;
- developed effective cluster collaboration; and
- appointed a local authority Digital Learning Officer.

### **Improvement objectives**

We will:

- continue to share effective practice;
- continue to provide high-quality professional learning opportunities;
- support increased collaboration involving Areas of Learning and Experience (AoLE) Leads;
- deliver a development programme for learning support staff at all levels; provide high-quality support for self-evaluation and school development planning;
- ensure an effective blend of the pedagogical principles of learning and teaching in all schools;
- provide opportunities to develop middle leaders – bespoke Bridgend approach;
- explore opportunities for middle leaders to work in other schools (for example, a short-term ‘swap’); and
- identify which aspects of teaching and learning to focus on (for example, differentiation and independence).

### **Resources**

To support these ambitions, we will:

- engage stakeholders and delivery partners to develop ‘The Bridgend Way’;
- continue with School Support networks to disseminate and share information and good practice across the local authority; and
- continue to liaise with Welsh Government officials to ensure clarity and consistency of policies and message.

### **Success indicators**

We will know if we have been successful if:

- if all schools develop and share effective practice which tested by delivery partners; and
- effective teaching and learning is identified by Estyn in all Bridgend schools.

Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	<p>We will continue to provide bespoke support for schools to help them achieve the priorities included in their school improvement plans. We will ensure that by the end of autumn term each year (as part of the annual cycle of self-evaluation and improvement planning), all school development plans will have been analysed and appropriate professional development opportunities will be offered to all schools.</p> <p>We will provide bespoke support for schools to help them achieve the priorities included in their school improvement plans. This will ensure that Estyn will judge all Bridgend schools as ‘not requiring any follow-up’.</p>

Where do we want to be by August 2026?

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**T7 Effective leadership and governance**

**Summary**

The National Professional Standards for Teaching and Leadership (Welsh Government, 2017) set clear expectations about effective practice, enabling leaders to be able to reflect on their role, individually and collectively, to identify successes and areas for development. This aligns with the more recent Evaluation, Improvement and Accountability guidance (Welsh Government, 2022).

The leadership professional learning programmes will support the continued development of leaders at all levels across schools in Bridgend. The Team Bridgend approach establishes an ethos of support and collaboration for leaders, through a range of networks, professional development opportunities and the sharing of effective practice.

Support for new and acting headteachers is provided through the mentoring and buddy system, and an annual induction day for new school senior leaders.

Improvement partners work with school leaders to set appropriate targets, monitor the progress of school priorities through a range of self-evaluation activities and broker increased support if necessary. This early intervention is an integral part of the self-evaluation process. Progress against the schools’ strategic priorities will be reviewed within the local authority with appropriate support provided.

The Evaluation, Improvement and Accountability Framework states that schools have the central role in driving improvements and that governing bodies are the accountable bodies for their schools. In this role, they take responsibility for strategic leadership of the school, for its effective governance and for driving improvements in their schools for the benefit of learners.

To ensure the effective governance of schools across Bridgend, we will continue to develop the professional learning programme for governors to ensure they can carry out their enhanced accountability role effectively. The promotion of the Governing Body Self-evaluation Toolkit will continue to support the development of governing bodies in their roles. The local authority will ensure that governing bodies are supported with recruitment and election of governors.

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- liaised with partners to develop a regional governing body self-evaluation model;
- established network groups to assist with distributed leadership and building capacity;
- developed an effective way of joint working under the Team Bridgend model;
- developed well-developed senior leader forums;
- established effective cluster working arrangements;
- engaged with Central South Consortium to develop national leadership pathways;
- involved school leaders in the local authority strategic planning process to allow for greater alignment with School Improvement Plan (SIP);
- adopted the Evaluation, Improvement and Accountability Framework (Welsh Government, 2022);
- successfully procured effective legal services on behalf of schools;
- introduced termly school summary for governing bodies;
- developed an effective communication system between schools and the local authority via EDSU (for example Monday Mailshot);
- introduced a 'Bridgend buddy' to support new headteachers; and
- positive outcomes reported in many school Estyn inspections.

### **Improvement objectives**

We will work with partners to:

- deliver high-quality training opportunities for school governors in respect of the Evaluation, Improvement and Accountability Framework (Welsh Government, 2022);
- develop more effective support mechanisms for new/acting headteachers/deputy headteachers;
- undertake an evaluation of the skillset of school governors and continue to promote governor self-evaluation tool kit;
- develop communication and support for school governors;
- undertake a marketing campaign to recruit school governors;
- develop effective succession planning arrangements across schools and the directorate;
- develop creative recruitment and retention strategies;
- provide more opportunities to develop leaders at various levels within schools and other settings;
- develop more effective support mechanisms for senior leaders in schools;
- develop process to share good practice between schools, governors, local authorities across region; and
- provide high-quality support for self-evaluation and school development planning.

### **Resources**

To support these ambitions, we will:

- secure more professional learning for school governors (for example, in respect of the Evaluation, Improvement and Accountability Framework);
- continue to work with the National Academy of Educational Leadership;
- continue to use and develop the regional self-evaluation toolkit for school governors; and
- develop a leadership pathways model.

**Success indicators**

We will know if have been successful if:

- all school governors have completed statutory training modules;
- there is a significant reduction in the number of vacancies on school governing bodies;
- schools have strong self-evaluation processes which impact positively on high-quality teaching and learning;
- senior school leaders have a clear understanding of the strengths and areas for improvement in their school;
- we have consolidated senior leadership positions in schools;
- there is a reduction in the number of governor vacancies; and
- we see an improvement in the number of schools being evaluated by Estyn as having effective leadership and governance arrangements in place.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	Corporate Plan 2023-2028 commitment
<b>Wellbeing Objective 1</b>	To be completed
<b>Wellbeing Objective 2</b>	To be completed
<b>Wellbeing Objective 3</b>	To be completed
<b>Wellbeing Objective 4</b>	To be completed
<b>Wellbeing Objective 5</b>	To be completed
<b>Wellbeing Objective 6</b>	To be completed
<b>Wellbeing Objective 7</b>	To be completed

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**T8 Robust safeguarding procedures across all the directorate’s service areas**

**Summary**

In 2018, the local authority restructured their Safeguarding in Education, Looked After Children’s Education (LACE), Elective Home Education (EHE) and support for other vulnerable groups into one team. This team is now called the Education Engagement Team (EET) and is a single point of contact for schools in relation to support for learners mentioned above.

Alongside EET, the ALN teams within Learner Support also provide support for vulnerable learners. The teams are Communication and Relationships Team (CART), Education Psychology Service (EPS), Sensory Team, Cognition and Learning Team, Complex Medical and Motor Impairment Team (CMMI) and provision at The Bridge which is the pupil referral unit (PRU).

The true impact of COVID-19 is now beginning to be seen across Wales including Bridgend. There are increases in referral rates for social care support, increases in the number of children being added to the child protection register, increases in care-experienced children, increases in requests for ancillary support, increases in fixed-term exclusion, increases in children eligible for free school meals, increases in requests for specialist education provision, more children accessing Education Other Than At School (EOTAS), all of which demonstrates the extent of the impact from COVID-19.

Moving forward, we will support additional learning needs reform of systems, provision and practices around person-centred practice and inclusive education, delivering positive changes for learners with ALN and monitor system effectiveness. Disadvantaged learners will benefit from targeted support through the Pupil Development Grant (PDG), and we will work with partners to review how it is used and further support schools in effective use of the grant.

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- undertaken safeguarding audits in all Bridgend schools;
- established the Education and Family Support Directorate Safeguarding Board;

- reintroduced the Designated Safeguarding Person Forum;
- created the Education Engagement Team and recently expanded this support to cover Early Years and Childcare;
- provided more effective training for school governors in respect of safeguarding in schools;
- we have delivered safeguarding training to schools and other stakeholders;
- established a more effective communication system in respect of safeguarding for elected members and schools;
- developed a highly integrated approach involving multi-agency working across the directorate;
- developed an improved process for considering professional concerns; and
- established a successful monitoring and recording safeguarding system.

### **Improvement objectives**

We will work with partners to:

- ensure relevant recommendations from child practice reviews (CPRs) are implemented;
- ensure that significant areas of learning from CPRs, Estyn and other regulators are included in annual school's safeguarding audits to ensure this key learning is embedded across all our schools.
- implement agreed actions contained with child exploitation action plan;
- embed the relevant elements of 'Signs of Safety' model;
- enhance links between Bridgend schools and Cwm Taf Morgannwg Regional Safeguarding Board;
- implement relevant actions and pledges within the Corporate Parenting Strategy;
- offer relevant training opportunities to all school governors/staff;
- establish robust self-evaluation and audit processes for all schools and the local authority;
- develop safeguarding policy for Early Years and Childcare;
- adopt a consistent approach to managing social media (for staff and pupils);
- develop screen time guidance for pupils;
- align more closely with local authority practice;
- develop a better understanding of thresholds for action;
- ensure educational provision for online/cyber safety is strengthened across all Bridgend schools; and
- provide tiered safeguarding support (for example, basic, intermediate, and advanced) to schools.

### **Resources**

To support these ambitions, we will:

- need to secure additional officer time;
- require an agreed training programme;
- require effective partnership working;



- arrange local authority safeguarding weeks;
- need an appropriate recording system in place; and
- benefit from professional learning for dealing with safeguarding accusations and supporting staff.

**Success indicators**

We will know if we have been successful if:

- all school staff and governors receive the appropriate training;
- all schools use an effective recording and reporting system that closely aligns with local authority expectations;
- effective practice relating to online safety is shared across all schools;
- all schools undertake refreshed annual safeguarding audits;
- all schools self-evaluate as ‘green’ on their safeguarding audits;
- we see a reduction in the number of professional concerns; and
- we have a local authority Social Media Protocol in place.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will continue to review school safeguarding audits to identify areas for further improvement and support. We will ensure all Bridgend schools are rated as ‘green’ following their individual safeguarding audit.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

**T9 Ambitious School Modernisation Programme**

**Summary**

In January 2022, Welsh Government rebranded the 21<sup>st</sup> Century Schools and Colleges Programme as the Sustainable Communities for Learning Programme (SCfLP) to make a clear statement about the commitment towards the environment, community cohesion, and future generations.

Bridgend’s School Modernisation Programme (Programme) investment objectives align with Welsh Government’s SCfLP. Education transformation is a vital outcome of the programme, as is improving the condition of our school buildings. The programme also aims to provide efficient and effective educational infrastructure that will meet current and future demand for places and seeks to optimise the use of our assets so that use of space and facilities available for our stakeholders is maximised.

During the three-year period 2023-2026, the local authority plans to complete a range of schemes (refer to the success indicators) which will deliver on our programme objectives and other key strategies (for example, the local authority’s Welsh in Education Strategic Plan).

The local authority’s ‘Bridgend 2030 – Net Zero Carbon Strategy’ and Welsh Government’s carbon reduction commitments will also be addressed through the programme, as all new provision will be designed to ensure that net zero carbon ‘in operation’ and embodied carbon targets are achieved. In addition, the designs of our learning environments will embrace sustainability and biodiversity to enhance the surrounding environment and support active travel.

In February 2023, Welsh Government announced a nine-year rolling SCfLP. The new programme will commence in 2024 and we are in the process of establishing future investment priorities.

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- built five new primary schools (Band A of the 21<sup>st</sup> Century Schools and Colleges Programme);
- undertaken a significant remodel of a secondary school for pupils with ALN;

- concluded all statutory processes and design has commenced for Band B schemes;
- improved car park drop-off arrangements; and
- strengthened staffing resource within the School Modernisation Team.

**Improvement objectives**

We will work with partners to:

- remodel current provision (including supporting the UPFSM offer);
- continue our ambitious School Modernisation Programme;
- meet the increased demand for specialist ALN provision;
- support the ambitions of the local authority’s Welsh in Education Strategic Plan (WESP) (2022-2032); and
- deliver a Welsh-medium seedling school in Porthcawl.

**Resources**

To support these ambitions, we will

- invest significant capital and revenue funding (via Mutual Investment Model schemes) in our School Modernisation Programme.

**Success indicators**

We will know if we have been successful if we:

- open 2 new Welsh-medium and 2 new English-medium primary schools;
- open a 300-place replacement Heronsbridge School;
- provide a Welsh-medium seedling school;
- extend 2 primary schools;
- provide a six-classroom teaching block at a secondary school;
- reduce the number of children who are refused a place in their preferred school; and
- achieve our net zero commitments.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 3</b>	<p>We will provide Welsh-medium childcare in the Ogmores Valley and in Bettws. This will provide 32 full-time-equivalent childcare places for families who wish to secure Welsh-medium childcare for their children and providing direct support to the settings as an assistant.</p> <p>We will provide two Welsh-medium and two English-medium primary schools plus a 300-place replacement Heronsbridge School for learners with autistic spectrum</p>

	disorder, severe learning difficulties and profound and multiple learning difficulties through Band B of the School Modernisation Programme.
<b>Wellbeing Objective 5</b>	We will deliver the five new school schemes to meet net zero carbon requirements and support the decarbonisation agenda.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

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**T10 Appropriate family support services delivered by the right people, at the right time, to those most in need**

**Summary**

Family support services in Bridgend have been developed in line with the Social Services and Wellbeing (Wales) Act 2014. The emphasis within the Act is developing preventative services, addressing the root causes to problems before they escalate requiring statutory intervention.

There are three locality hubs in Bridgend who are co-located with Children’s Social Care providing opportunities for closer working and information sharing. Early Help hubs are multi-professional teams made up of senior early help workers, family support workers, Flying Start family support workers, family engagement officers, wellbeing workers, lead workers, education welfare officers, attendance and wellbeing workers, school-based counsellors, community counsellors and play therapists.

During 2023-2026, family support services will continue to expand to meet the needs of children, young people, and families: build on current partnerships to ensure there is effective co-production of services.

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- implemented the successful Team Around the Family (TAF) model;
- used evidence-based interventions (EBIs) effectively;
- expanded the Integrated Family Support Service (IFSS) to include new substance misuse practitioner roles to widen the offer to families;
- awarded Social Care Accolade for innovative and inspiring practice for Baby in Mind Service; and
- developed a successful family support offer.

**Improvement objectives**

We will work with partners to:

- improve pupil attendance in our schools (link with Theme 2);
- increase the percentage of TAF interventions closed with a positive outcome;

- reduce the number of care experienced children;
- reduce the number of children on the Child Protection Register;
- reduce the number of care and support cases; and
- develop and implement the Children Missing Education (CME) Policy.

**Resources**

To deliver these ambitions, we will:

- allocate resources appropriately to meet emerging needs.

**Success indicators**

We will know if we have been successful if there is:

- an improvement in pupil attendance rates;
- an increase in the percentage of TAF interventions closing with a positive outcome; and
- a reduction in the number of care-experienced children; and
- a reduction in the number of children on the Child Protection Register.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	We will continue to develop excellent family support services by increasing the number of team around the family (TAF) interventions that close with a positive outcome.
<b>Wellbeing Objective 7</b>	We will roll-out universal primary free school meals to all primary school learners by September 2024.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

**T11 Effective childcare and early years offer**

**Summary**

Welsh Government plans to expand the Flying Start programme so that, in time, all two-year-olds benefit from 12.5 hours of childcare each week during term time has far-reaching implications on our duty, as a local authority to take action to ensure that there are sufficient childcare places to meet local demand.

Being able to access the right early years childcare provision is a key contributory factor to enabling parents to work and children to achieve good early years outcomes. In collaboration with parents, schools, and the childcare sector, we will take a range of actions aimed at developing additional sustainable childcare options and reducing the barriers that can be experienced by families when accessing early education and childcare. Our Family Information Service will be transformed so that parents are well-informed of their options and supported in making key decisions around choosing a setting for their child.

The quality of the early years and childcare workforce is of the utmost importance in enabling children to achieve good outcomes in early years and for years to come. Our strategy to enable members of the workforce, at all levels to access appropriate continued professional development opportunities will help ensure that strong, skilled, and knowledgeable professionals effectively support children’s early learning and development.

We want all children, whatever their individual strengths and needs to experience a positive start to their educational journey in our early years settings, benefitting from high quality care and learning experiences, in inspirational learning environments, supported by attuned, interested and highly skilled adults.

Some children are disadvantaged, and this can make it harder for them to achieve the same outcomes as other children without these disadvantages, but through the development of strong and effective systems, more children who need additional support will be identified at an early stage so that they can benefit from a range of targeted interventions, providing impactful early support and better-planned transitions to school.

**Current rating**

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- built two new Welsh-medium childcare settings;
- secured a positive recent Care Inspectorate Wales inspection of BCBC Flying Start hubs;
- secured a resource with Education Engagement Team to ensure safeguarding is embedded across Early Years settings; and
- developed cohesive; strategic planning to support the local authority’s Flying Start expansion.

**Improvement objectives**

We will work with partners to:

- implement an effective delivery model for each of the Welsh-medium childcare settings;
- ensure there is effective provision across all non-maintained settings in Bridgend;
- ensure there is effective provision across all funded non-maintained settings; and
- develop an informative and clear family information service website to enable families to access the right information at the right time;
- review of current service structure and commissioned services; and
- improve data capture arrangements across the Early Years and Childcare Service to better understand impact and outcomes.

**Resources**

To support these ambitions, we will need to:

- secure additional budget to support the creation of additional posts to meet requirements; and
- introduce the new management of information system.

**Success indicators**

We will know if we have been successful if:

- all four Welsh-medium childcare settings are fully operational;
- all non-maintained settings in Bridgend are evaluated by the regulator as at least good; and
- all two-year-olds in Bridgend are offered childcare provision that is at least good.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 7</b>	



	We will work with childminders and early years settings across Bridgend County Borough to support the roll out of universal childcare for all two-year-olds.
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**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

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**T12 Effective youth support and youth justice services**

**Summary**

Legislative developments such as the Education Act (1996) and the Learning and Skills Act (2000) reinforce the statutory responsibilities placed on the local authority to provide youth support services to young people aged 11 to 25.

Under section 40 of the Crime and Disorder Act (1998), local authorities have a statutory duty to submit an annual youth justice plan relating to their provision of youth justice services and how delivery will reduce anti-social behaviour, offending and reoffending. The plan must incorporate the Blueprint in Wales which aims to prevent children entering the criminal justice, minimising their contact with it and maximising opportunities for diversion, which is essential in supporting them to lead crime free lives. It also aims to provide services to victims to assist repairing harm from child crime.

Regional groups such as the all-Wales Principal Youth Officers Group and Youth Offending Team Managers Cymru ensure that while being able to respond to local need, that the sharing of good practice and policy development remains fundamental to the work of both services.

Moving forward, both services seek to ensure that delivery is always child or young person centred, that we are recognising individual lives, rights, and potential, promote their strengths and that we actively seek to gather the voices of those accessing our support to ensure that what we offer remains relevant, responsive, and most importantly fit for purpose.

To achieve the above, the following priorities for the forthcoming year. These include optimising prevention services, further developing its trauma-based approach, increasing opportunities for young people to access services in a way that they feel most comfortable with, and ensuring the voice of the child is heard and utilised to inform the decision-making process and service delivery.

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- reduced the number of first-time entrants into the youth justice system;
- made significant improvements to the Bridgend Youth Justice Service (as reported by regulators);
- reduced reoffending rates;

- embedded support for youth emotional health and youth homelessness;
- established Young People of Pride and the Bridgend Youth Council;
- increased open-access provision;
- appointed two digital officers within the youth service;
- secured transition funding for targeted youth provision; and
- successfully implemented the Period Dignity project.

**Improvement objectives**

We will:

- identify those most likely to offend at the earliest stage possible including identification work with schools;
- work with partner agencies to implement a local serious violence duty;
- develop the Youth Bureau Diversion Model;
- provide a trauma response to best meet needs at an early stage;
- embed and meet reporting requirements for the new key performance indicators from April 2023;
- reduce the number of young people not in education, employment, or training
- develop an improved digital offer;
- further develop period dignity offer;
- further develop ‘My Voice’ and children’s participation;
- implement new Shared Prosperity Funding Projects Inspire to Work+ (I2W+) and Inspire to Achieve+ (I2A+); and
- further increase open-access youth provision.

**Resources**

To support these ambitions, we will:

- secure sufficient resources to meet emerging needs;
- need to benefit from effective multi-agency partnerships; and
- benefit from suitably qualified staff.

**Success indicators**

We will know if we have been successful if:

- a comprehensive youth-led interactive website is in place; and
- there is a reduction in the number of young people not in education, employment, or training.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	Identify children who are more likely to offend because of their experience of trauma at the earliest point and

	provide a trauma response that best meets their needs and reduces offending behaviour.
<b>Wellbeing Objective 2</b>	<p>We will strengthen links between schools and the local authority’s Employability Team and Learning and Development Team to ensure at least 300 more learners develop application and interview skills to apply for apprenticeships. Bridgend Music Service will further develop links with universities and conservatoires to develop skills in young people that lead to jobs.</p> <p>Maximise employment and volunteering opportunities within Bridgend County Borough Council for young people aged 16 to 24-years-old, ensuring all project participants have the requisite work-related skills and qualifications needed to succeed.</p>
<b>Wellbeing Objective 6</b>	We will improve the digital offer to young people by increasing our online presence. Fundamental to this offer will be the development of a youth-led interactive website and associated content.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

**T13 Meaningful adult learning in the community offer**

**Summary**

The vision for Adult Community Learning (ACL) in Bridgend is to provide meaningful, high-quality learning opportunities for adults, delivered in community venues, to meet local needs.

BCBC ACL works with several delivery partners to ensure that the offer of adult learning opportunities offered across the county borough is varied, meets the needs of learners and employers, and encompasses all priority areas identified by Welsh Government, and in coherence with the Estyn inspection framework.

In addition, ACL aims to support the wellbeing and social inclusion of learners and aims to offer engagement and learning opportunities that fully support this. To further promote the dissemination of wellbeing support and resources ACL worked with regional partners on developing Wellbeing Champions, a project that was recognised as good practice in an Estyn thematic report.

ACL will continue to recruit staff and engage learners to meet funding targets, and to deliver a wide range of high-quality, multi-curriculum sector learning opportunities as possible. ACL will work with delivery partners to ensure that the overall offer across the County Borough is meaningful and planned to:

- deliver learning opportunities for adults to gain skills - for employment, for community involvement and for progression - as well as support and information to improve the health and well-being of all residents of Bridgend County Borough;
- raise the literacy and numeracy levels among adults, including those adults whose first language is not English;
- reduce the numbers of adults (16+) who are NEET;
- engage with adults in all parts of Bridgend County Borough, particularly those who have benefited least from education in the past or who are most at risk of not benefiting in the future; and
- provide opportunities for learners to engage in learning through the medium

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- developed a positive partnership arrangement;
- seen 222 adult learners benefit from high-quality provision during the last financial year; and
- successfully implemented an enhanced digital offer.

**Improvement objectives**

We will work with partners to:

- deliver at least 20 more face-to-face sessions;
- achieve a 50% increase in blended courses/provision;
- develop the partnership platform offer and promote stakeholder subscription;
- further develop regional working; and
- extend opportunities for learners to engage in learning through the medium of Welsh.

**Resources**

To support these ambitions, we will:

- need additional training opportunities;
- improve tutor recruitment; and
- secure appropriate funding to deliver a meaningful learning programme.

**Success indicators**

We will know if we have been successful if:

- offer 20 more face-to-face sessions resulting in sustained uptake; and
- 100% evaluations received from adult learners are rated as at least good.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will plan at least 20 more face-to-face sessions as indicated by learner preferences. We will also increase the number of face-to-face sessions by 50% in the blended courses in response to learner preferences.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
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1	2	3	4	5	6	7	8	9	10	11	12
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**T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education**

**Summary**

Since September 2022, BCBC has begun implementing its Welsh in Education Strategic Plan (WESP) (2022-2032) which has been approved by Welsh Government.

Our vision is to secure favourable circumstances throughout the local authority that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

The Welsh in Education Forum (WEF) is made up of BCBC officers, schools and partners who are working together to ensure that the targets in the WESP are met.

The planning within sub-groups has taken much needed time to ensure collaboration between all involved. The sub-groups are working effectively, focusing on the targets and actions within the sub-group development plans. Each sub-group has delivered on many targets and are on track to meet the targets by the end of the first year of the WESP (2022-2032).

Moving forward, we aim to embed the new working practices, further strengthen our relationships with partners to ensure that we fully deliver the targets as set out in the WESP (2022-2032).

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- developed our ten-year WESP (2022-2032) which has been approved by Welsh Government;
- developed our five-year WESP (2022-2027) which has been submitted to Welsh Government;
- completed the construction of two Welsh-medium childcare hubs;



- established a successful Welsh in Education Forum (WEF) and sub-groups;
- developed annual plans for each of the WEF sub-groups;
- established an immersion facility;
- provided home-to-school transport for pupils attending their nearest Welsh-medium school; and
- opened an LRC for learners with MLD in a Welsh-medium primary school (Ysgol Cynwyd Sant).

### Improvement objectives

We will work with partners to:

- open two more Welsh-medium childcare hubs;
- increase the number of children attending 'Ti a Fi' groups;
- increase the percentage of Year 1 learners taught in Welsh from XX% (2020-2021) to XX% in 2026;
- support the workforce in developing Welsh language skills and competency;
- open a Welsh-medium seedling school in Porthcawl;
- deliver two enlarged Welsh-medium schools during Band B of the School Modernisation Programme;
- implement the 'Cymraeg for Kids' support programme;
- develop late immersion provision;
- consider the merits of proposing the introduction of Welsh-medium catchment areas;
- establish more support for pupils attending Welsh-medium learning resource centres; and
- undertake a site option appraisal of Ysgol Gyfun Gymraeg Llangynwyd.

### Resources

To support these ambitions, we will:

- sufficient resources are allocated to meet emerging demand/need.

### Success criteria

We will know if we have been successful if:

- we improve the Welsh language competency of all children in all settings;
- there is an increase in the number of school places available for Nursery children receiving a Welsh-medium education;
- there is an increase in the number of school places available for Reception children receiving a Welsh-medium education; and
- there is an increase in Welsh-medium provision for pupils with ALN.

### Link with BCBC's Corporate Plan 2023-2028 Wellbeing Objectives

	<b>Corporate Plan 2023-2028 commitment</b>
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<b>Wellbeing Objective 4</b>	We will implement all the actions contained in the Welsh Language Promotion Strategy (2021-2026) and the Welsh in Education Strategic Plan (WESP) (2022-2032).
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**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

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**T15 Effective health and safety advice to all areas of council business  
(ensuring business resilience and continuity)**

**Summary**

Effective health and safety support for all local authority services, in particular, in schools, is extremely important. Firstly, the local authority has a statutory duty to ensure the health and safety of all staff, and anyone affected by our undertakings.

The Health and Safety at Work Act (1974) is the primary piece of legislation covering occupational health and safety in Great Britain. It is sometimes referred to as the HSW Act, the 1974 Act, HSWA, or HASAWA.

The Act sets out the general duties which:

- employers have towards employees and members of the public;
- employees have to themselves and to each other; and
- certain self-employed have towards themselves and others.

To ensure the organisation is compliant with our health and safety responsibilities, it is important that there is a strong focus on health and safety knowledge across the organisation and that all services and schools can discharge those responsibilities effectively.

The focus moving forward will be on compliance and training, ensuring that the organisation is well placed to meet its obligations to staff and the public now and in the future. To do this, we will focus on providing suitable and sufficient information, training, instruction, and supervision to staff.

**Policy and guidance**

- Health and Safety at Work Act (UK Government, 1974)
- Management of Health and Safety at Work Regulations (UK Government, 1999)
- Bridgend County Borough Council Health and Safety Policy
- Reporting of Injuries Diseases and Dangerous Occurrences Regulations (UK Government, 2013)
- Health and Safety Executive guidance

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- developed refreshed health and safety guidance;
- re-established the Health and Safety Steering Group and developed associated action plan;
- provided support for schools/services/other settings noticeably during pandemic;
- developed a responsive service to events; and
- delivered the online reporting system.

**Improvement objectives**

We will work with partners to:

- improve compliance across all services/settings;
- support schools in developing robust risk assessments;
- improve contractor compliance;
- undertake a review of accident and incident reporting systems;
- assess individual competency;
- establish an improved training offer;
- secure more effective engagement with trade unions; and
- review the current Corporate Health and Safety Unit (CHSU) operating model.

**Resources**

To support these ambitions, we will:

- need proactive engagement from all delivery areas and, where appropriate, service users.

**Success indicators**

We will know if we have been successful if:

- the percentage of completed topic-based audits improves;
- there is an increased uptake in resolution of accidents/incidents via an online system; and
- there is a reduction in accidents at work.

**Corporate Plan 2023-2028 Wellbeing Objectives**

Applies equally to all wellbeing objectives

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### 4. Executive summary

#### **Our aim is to achieve equity and excellence for all.**

This plan sets out the Education and Family Support Directorate's strategic direction for the next three years. It has been co-constructed with a range of stakeholders and delivery partners to ensure their important views have been considered during the development of the plan.

The core purpose of the plan is to support the directorate's mission statement:

**To inspire and support children, young people, adults, and families to achieve better outcomes; leading to prosperous, healthy, safe, and happy communities**

Therefore, it is vitally important that the plan consistently maintains a clear focus on ensuring the best possible services are provided by the right teams, by at the right time, to ensure the needs of the individual are met.

Safety remains the directorate's top priority. This plan prioritises the need for effective safeguarding and health and safety policy and practice to be ubiquitous across the entirety of the directorate's activity. Key to the delivery of this plan is to ensure the physical and mental wellbeing of our staff and recipients of our services is prioritised. Working with partners, we will ensure that effective practices and appropriate support are in place to support the needs of needs of all service users.

The ongoing effect of the COVID-19 pandemic is significant. Over the past three years, the directorate has seen a general deterioration in pupil behaviour, a dip in pupil attendance, and a noticeable rise in pupil exclusions. This plan seeks to address these issues 'head on' by working closely with schools and other agencies such as the police, to bring about swift improvements in pupil behaviour and attendance. We will also work closely with the police and other partners to develop a more effective youth justice service to provide high-quality support to those open to the Youth Justice Service.

The plan refers to the directorate's ambition to develop 'The Bridgend Way'. This document will establish the local authority's expectations in respect of highly effective pedagogy to ensure all learners benefit from outstanding teaching and receive the best possible learning experiences. 'The Bridgend Way' will support the implementation of Curriculum for Wales to ensure all learners benefit from a rich, broad, and balanced curriculum offer to secure the success, high standards and wellbeing of all learners.

The directorate places significant value on effective leadership. This plan identifies a range of activities over the next three years to support school leaders and officers with management responsibility. Leaders within the directorate share responsibility for developing a shared, ambitious vision, driving forward agreed goals, ensuring the promotion of high standards, and nurturing success through

We are passionately committed to realising Welsh Government's ambition to achieve one million Welsh speakers by 2050. The local authority's Welsh in Education Strategic Plan is the directorate's most important single programme. The directorate

actively encourages all its staff to seek out and use every opportunity to value and promote Welsh culture and extend the use of the Welsh language.

Bridgend's ambitious School Modernisation Programme will progress at pace over the next three years. During the lifespan of this plan, five new schools will be built in Bridgend. These new schools will provide significantly more places in our Welsh-medium schools and a new, state-of-the-art special school.

The local authority has invested significantly in high-quality provision for children and young people with additional learning needs over the past few years. This plan outlines the ongoing priority the directorate places on meeting the needs of all learners. Central to the success of this ambition is the outstanding provision the local authority's two special schools and its PRU provide. This plan outlines how the directorate will continue to support all children and young people over the next three years.

The directorate benefits from a successful, highly integrated service delivery model. We are passionate advocates of multi-agency working and continually strive to ensure appropriate services are delivered by the right people, at the right time, to those most in need. This plan identifies a wide range of opportunities, provided by multiple delivery partners, to ensure the needs of children, young people and their families are met in good time. This includes the offer of a meaningful adult learning in the community provision, designed to meet the needs of adults of all ages living in the county borough.

## 5. Self-evaluation and ambition summary

Theme	Current rating 01/09/23	Projected rating 31/08/26	Theme	Current rating 01/09/23	Projected rating 31/08/26
T1 Wellbeing	6	9	T9 School modernisation	5	11
T2 Attendance, behaviour, and exclusions	4	8	T10 Family support services	7	9
T3 Vulnerable learners	6	9	T11 Childcare and early years provision	7	9
T4 Pupils with ALN	7	9	T12 Youth services	7	9
T5 Curriculum and assessment	6	10	T13 Adult community learning	8	9
T6 Teaching and learning	7	10	T14 Welsh in Education Strategic Plan	7	9
T7 Leadership and governance	8	10	T15 Health and safety	7	10
T8 Safeguarding	8	11			

## 6. Policy and guidance alignment

- Wellbeing of Future Generations (Wales) Act (2015)
- Additional Learning Needs and Education Tribunal (Wales) Act (2018)
- United Nations Convention on the Rights of the Child (1992)
- Curriculum and Assessment (Wales) Act (2021)
- Sustainable Communities for Learning Programme (2023)
- Welsh in Education Strategic Plan (WESP) (2022)
- Cymraeg 2050
- Welsh Language (Wales) Measure (2011)
- Health and Safety at Work Act (1974)
- School Organisation Code (2018)
- Child Care Offer for Wales (2019)
- Standards for Children in the Youth Justice System (2019)
- Youth Justice Framework (2019)
- Youth Work Strategy for Wales (2017)
- BCBC Corporate Plan 2023-2028
- BCBC Medium-Term Financial Strategy (MTFS) 2023-2027
- 'Our national mission: High standards and aspirations for all' (2023)
- Social Services and Well-being (Wales) Act (2014)
- All-Wales Safeguarding Procedures (2019)
- Keeping Learners Safe (2022)

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## 7. Glossary

To be completed

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## 8. Timeline

Term	Activity
Autumn Term 2023	<ul style="list-style-type: none"> <li>• Review the current 16 to 19 curriculum offer</li> <li>• Develop options to support wider usage on online adult learning opportunities</li> <li>• Phase 1 of co-constructed digital education plan for schools</li> <li>• Longer-term tracking and monitoring of post-16 outcomes for eFSM learners</li> <li>• Roll out the universal primary free school meal (UPFSM) initiative to the majority of learners in Nursery</li> <li>• Increase safeguarding protections including strengthening the independent schools' regulations</li> <li>• Roll out of Curriculum for Wales to Year 8</li> <li>• National Professional Learning entitlement validation starts</li> <li>• Early career support package – induction for Year 3 in practice</li> <li>• INSET days increased to six days per year for school years 2022-2023, 2023-2024 and 2024-2025</li> <li>• Ongoing commitment to professional learning in support of ALN reform</li> <li>• Develop and take forward the interim Youth Work Board's proposals</li> <li>• Revised attendance and engagement guidance to support learners to maintain good attendance</li> <li>• Updated schools causing concern guidance comes into force</li> <li>• Local targets to be agreed and inserted by 12/05/2023</li> </ul>
Spring Term 2024	<ul style="list-style-type: none"> <li>• Prepare to teach new 14-16 qualifications (first award 2027)</li> <li>• Roll out free school meals to majority of learners in Years 5 and 6</li> <li>• All schools adopting the new school language categories following introduction of revised PLASC datasets</li> </ul>

	<ul style="list-style-type: none"> <li>• Publish decision on full 14-16 offer</li> <li>• Prepare to teach new 14-16 qualification (first award 2027)</li> <li>• Publish outlines of new GCSE specifications</li> <li>• Implement vocational qualifications review recommendations</li> <li>• Consultation on draft statutory school improvement guidance</li> <li>• Local targets to be agreed and inserted by 12/05/2023</li> </ul>
<b>Summer Term 2024</b>	<ul style="list-style-type: none"> <li>• New 'State of the Nation' audit of adult literacy and numeracy</li> <li>• Review and update Welsh in education workforce data analysis</li> <li>• Roll out the UPFSM initiative to the majority of learners in Years 3 and 4</li> <li>• Local targets to be agreed and inserted by 12/05/2023</li> </ul>
<b>Autumn Term 2024</b>	<ul style="list-style-type: none"> <li>• Expansion of lifelong learning opportunities under a new legal duty</li> <li>• Roll out the UPFSM initiative to all primary school pupils</li> <li>• Roll out of Curriculum for Wales to Year 9</li> <li>• Commencement of new initial teacher education programmes accredited against refreshed criteria</li> <li>• First new GCSEs approved</li> <li>• Statutory school improvement guidance comes into force</li> <li>• New Estyn inspection cycle</li> <li>• Local targets to be agreed and inserted by 12/05/2023</li> </ul>
<b>Spring Term 2025</b>	<ul style="list-style-type: none"> <li>• Local targets to be agreed and inserted by 12/05/2023</li> </ul>
<b>Summer Term 2025</b>	<ul style="list-style-type: none"> <li>• Remaining new GCSEs approved</li> <li>• Local targets to be agreed and inserted by 12/05/2023</li> </ul>

<b>Autumn Term 2025</b>	<ul style="list-style-type: none"><li>• Roll out of Curriculum for Wales to Year 10</li><li>• First new GCSEs start</li><li>• Local targets to be agreed and inserted by 12/05/2023</li></ul>
<b>Spring Term 2026</b>	<ul style="list-style-type: none"><li>• Review and update Welsh in education workforce data analysis</li><li>• Local targets to be agreed and inserted by 12/05/2023</li></ul>
<b>Summer Term 2026</b>	<ul style="list-style-type: none"><li>• Local targets to be agreed and inserted by 12/05/2023</li></ul>

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<b>Stage 1 – Information Gathering</b>	
<b>NOTE:</b> As you complete this tool you will be asked for <b>evidence to support your views</b> . Please see Welsh Language Impact Assessment Guidance for more information on data sources.	
<b>Proposal Name:</b>	Education and Family Support Directorate Strategic Plan 2023-2026
<b>Directorate</b>	Education and Family Support Directorate
<b>Service Director</b>	Lindsay Harvey Corporate Director – Education and Family Support
<b>Officer Completing the WLIA</b>	Robin Davies Group Manager Business Support Nicola Echanis Head of Education and Family Support
<b>Email</b>	Lindsay.harvey@bridgend.gov.uk
<b>Brief Description</b>	<p>The directorate plays a key role in delivering a wide range of services which impact directly on the lives of children, young people, adults, and families living in Bridgend.</p> <p>The directorate comprises 6 service areas, served by 28 operational teams, 59 schools and 1 pupil referral unit. Due to the complexity and wide-ranging nature of the directorate, it is essential that the directorate’s activity is underpinned by robust governance, strategic and operational procedures.</p> <p>The directorate’s three-year strategic plan is an important part of the directorate’s delivery model as it enables clear alignment with national policy and locally determined priorities.</p>

	While the directorate is under no statutory duty to produce a three-year plan, the directorate is keen to engage with stakeholders to ensure service delivery, over the medium term, is well co-ordinated and, wherever possible, meets the needs of service recipients.						
<b>Date</b>	16/05/2023						
<b>Please outline who this proposal affects? (Service Users, Employees, Wider Community)</b>	Local authority and school staff, service users, schools, delivery partners, children, young people, families, communities and the wider public.						
<b>What are the aims of the policy, and how do these relate to the Welsh Language?</b>	Out of the 15 strategic themes, the following is of particular relevance:  T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education						
<b>Who will benefit / Could the policy affect Welsh language groups? If so, list them here.</b>	All pupils, children and families wishing to use the Welsh language or pursue an education through the medium of Welsh.						
<b>Current linguistic profile of the geographical area(s) concerned</b>	<p>The ONS recently published the data for the national Census 2021 (Census date 21 March 2021). The 10-year Census provides the most complete information about the Welsh language skills of the population.</p> <p>The Census data identifies the following:</p> <table border="1" data-bbox="1093 1177 1995 1292"> <thead> <tr> <th colspan="3">Welsh Language Skills of the population (%)</th> </tr> </thead> <tbody> <tr> <td></td> <td>Bridgend County Borough</td> <td>Wales</td> </tr> </tbody> </table>	Welsh Language Skills of the population (%)				Bridgend County Borough	Wales
Welsh Language Skills of the population (%)							
	Bridgend County Borough	Wales					

	Can speak Welsh	9%	17.3%
	Can understand spoken Welsh	12.4%	21.3%
	Can read Welsh	10%	16.8%
	Can write Welsh	7.8%	14.8%
	<p>With regards to combinations of Welsh language skills (for example, can speak Welsh but cannot read or write Welsh), 15.2% of the population of Bridgend identified as having some combination of skills, compared to 24.4% for the whole of Wales.</p> <p>The data shows that there is a gap in the Welsh language skills of the population of Bridgend when compared to the whole of Wales.</p>		
<b>Other relevant data or research</b>	None		

**Stage 2 – Impact Assessment**

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language (Wales) Measure 2011.

Please note there is a separate impact assessment for Equality and Socio-Economic duty that must also be completed for policy proposals. Remember that effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal may be beneficial to Welsh learners, but not to Welsh speakers.

**Will the proposed action affect any or all of the following?**

	<b>Does the proposal have any positive, negative or neutral impacts?</b>	<b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b>	<b>What evidence do you have to support this view?</b>	<b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>Opportunities for persons to use the Welsh language</b></p> <p>e.g. staff, residents and visitors The rights of Welsh speakers and learners to use Welsh when dealing with the council and for staff to use Welsh at Work</p>	Positive	<p>The strategy supports a strong Welsh language offer for pupils and learners in Bridgend and within communities.</p> <p>The plan will be published in Welsh as well as English.</p> <p>There has been an appropriate engagement process with stakeholders including Welsh-medium</p>	<p>Proposed strategy document and communications with stakeholder.</p> <p>Feedback received on the proposed strategy.</p>	Further publication of the strategy



		<p>schools and Bridgend County Borough Council's Welsh in Education Forum (WEF).</p> <p>There has been an opportunity for any responses to the engagement to be received and considered in Welsh.</p>		
<p><b>Stage 2 – Impact Assessment</b></p> <p><b>Will the proposed action affect any or all of the following?</b></p>				
	<p><b>Does the proposal have any positive, negative or neutral impacts?</b></p>	<p><b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b></p>	<p><b>What evidence do you have to support this view?</b></p>	<p><b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b></p>
<p><b>Numbers and / or percentages of Welsh speakers</b></p> <p>e.g Welsh Medium Education / Study Opportunities. Links with the Welsh Government's</p>	<p>Positive</p>	<p>The local authority's ambitious School Modernisation Programme that is a 'strategic theme' within the strategic plan principally supports the growth of Welsh-medium</p>	<p>A published Welsh in Education Strategic Plan (WESP) approved by Welsh Government</p>	<p>Further publication of the strategy.</p>

Cymraeg 2050 Strategy / BCBC Five Year Welsh		education places in Bridgend in line with the targets in the approved WESP.		
<p><b>Opportunities to promote the Welsh language</b></p> <p>e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community Actively encourage and promote the use of our services in Welsh to see an increase in demand over time.</p>	Positive	<p>The Welsh language is promoted throughout the plan especially in respect of the delivery of the WESP and with the support and work of the WEF.</p> <p>The provision of an effective childcare and early years offer.</p>	<p>A published WESP approved by Welsh Government</p> <p>WEF meeting minutes and action plans</p>	Continued support of the WEF and action plan

**Stage 2 – Impact Assessment Will the proposed action affect any or all of the following?**

	<b>Does the proposal have any positive, negative or neutral impacts?</b>	<b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b>	<b>What evidence do you have to support this view?</b>	<b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>Compliance with the Council’s <a href="#">Statutory Welsh Language Standards</a></b></p>	Neutral	<p>The three-year strategic plan will be made available in Welsh.</p> <p>Operational services responsible for delivering</p>	<p>Local policy documents.</p> <p>The local authority’s website and ‘My Account’ are bilingual.</p>	None

<p>e.g increasing or reducing the Council's ability to deliver services through the Medium of Welsh. Consider the rights of Welsh speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work</p>		<p>the strategy in the plan will ensure that the Welsh-language is able to be used and will not be treated less favourably than the English language.</p>		
<p><b>Treating the Welsh language, no less favourably than the English language</b></p>	<p>Neutral</p>	<p>The services delivered to children, young people and families as set out in the proposed strategy for 2023-2026 reflect and support the fundamental right of parents/carers to use the Welsh language and to choose the Welsh language as the medium of education for their child(ren).</p>	<p>Progressing the local authority's ambitious School Modernisation Programme to create additional capacity across school for Welsh-medium education.</p> <p>We have begun embedding the national curriculum across Bridgend schools to ensure that pupils are ambitious and capable learners who can communicate effectively in different forms of settings in both English and Welsh languages.</p>	<p>Further implementation of the national curriculum</p>

<b>Stage 3 - Strengthening the proposal</b>		
<p>Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.</p> <p>Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?</p>		
<b>What are you going to do?</b>	<b>When are you going to do it?</b>	<b>Who is responsible?</b>
The local authority will continue to promote Welsh-medium education via the WEF and through the delivery of the approved WESP	Timescales agreed in the WESP.	The local authority and partners.
Progress a strong School Modernisation Programme with a significant increase in the number and availability of Welsh-medium nursery and primary school places across Bridgend.	In line with the delivery of the Band B 21 <sup>st</sup> century Schools Modernisation Programme outlined in the approved WESP.	The local authority
<p><b>If ways of reducing the impact have been identified but are not possible to implement, please explain why. Give sufficient detail of data or research that has led to your reasoning.</b></p>		
<b>What was identified?</b>	<b>Why is it not possible?</b>	


**Stage 4 – Review**

For all policy proposals, whether it is a Significant Key Decision or not, you are required to forward this assessment to Welsh Language services – [WLS@bridgend.gov.uk](mailto:WLS@bridgend.gov.uk) and the Consultation and Engagement team – [consultation@bridgend.gov.uk](mailto:consultation@bridgend.gov.uk) in the first instance for some initial guidance and feedback.

It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below in collaboration with the relevant departments.

Welsh Language Services Comments	Date Considered	Brief description of any amendments made following Welsh Language Services feedback
All areas checked and completed	18/05/2023	N/A
Consultation Comments	Date Considered	Brief description of any amendments made following consultation
All areas checked and completed	18/05/2023	N/A

Stage 5 – Monitoring, Evaluating and Reviewing

How and who will you monitor the impact and effectiveness of the proposal?

Ongoing data analysis and reporting in respect of services supporting school staff, service users, schools, delivery partners, children, young people, families, communities and the wider public.

Service and operational plans will report on data against agreed performance measures.

Service users will be engaged with, consulted with and surveyed on the impact of service provision.

Key partners and stakeholders will provide qualitative and quantitative judgements on the impact of the strategy.

Stage 6 – Summary of Impacts for the Proposal

Provide below a summary of the impact assessment, to include some of the main positive and negative impacts along with an overview of actions taken since the impact assessment to better contribute to more positive impacts.

Opportunities for persons to use the Welsh language – positive impact.

Numbers and / or percentages of Welsh speakers – positive impact.



Opportunities to promote the Welsh language – positive impact.

The Council’s compliance with the statutory Welsh Language Standards – neutral impact.

Treating the Welsh language, no less favourably than the English language – neutral impact.

No additional actions have been taken to better contribute to more positive impacts since the impact assessment was completed or since engagement with key stakeholder commenced.

Stage 7 – Sign off

Name of Officer completing WLIA	Robin Davies /Nicola Echanis	Service Director name:	Lindsay Harvey
Position	Group Manager/Head of Service	I recommend that the proposal: (Highlight decision)	Is implemented with no amendments
			Is implemented taking into account the mitigating actions outlined
			Is rejected due to disproportionate negative impacts on the Welsh language
Signature		Service Director Signature	
Date	18/05/2023	Date	18/05/2023

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# Agenda Item 6

<b>Meeting of:</b>	<b>SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1</b>
<b>Date of Meeting:</b>	<b>26 MAY 2023</b>
<b>Report Title:</b>	<b>CORPORATE PARENTING CHAMPION NOMINATION</b>
<b>Report Owner / Corporate Director:</b>	<b>KELLY WATSON CHIEF OFFICER – LEGAL &amp; REGULATORY SERVICES, HR &amp; CORPORATE POLICY</b>
<b>Responsible Officer:</b>	<b>MERYL LAWRENCE SENIOR DEMOCRATIC SERVICES OFFICER – SCRUTINY</b>
<b>Policy Framework and Procedure Rules:</b>	<b>The work of the Overview and Scrutiny Committees relates to the review and monitoring of plans, policy or strategy that form part of the Council’s Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council Constitution to be updated.</b>
<b>Executive Summary:</b>	<p><b>Corporate Parenting is the term used to describe the responsibility of a local authority towards care experienced children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004.</b></p> <p><b>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 care experienced children and young people in Bridgend.</b></p> <p><b>In order to further develop and enhance the Council’s Corporate Parenting role with its partners, a Cabinet Committee Corporate Parenting comprising all Members of Cabinet was established by Cabinet on 4 November 2008.</b></p> <p><b>The Committee is being asked to nominate one Member as its Corporate Parenting Champion to represent the Committee as an invitee at meetings of the Cabinet Committee Corporate Parenting.</b></p>

## **1. Purpose of Report**

- 1.1 The purpose of this report is to request the Committee to nominate one Member as its Corporate Parenting Champion to represent the Committee as an invitee at meetings of the Cabinet Committee Corporate Parenting.

## **2. Background**

- 2.1 Corporate Parenting is the term used to describe the responsibility of a local authority towards care experienced 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 care experienced children and young people in Bridgend.
- 2.2 In order to further develop and enhance the Council's Corporate Parenting role with its partners, a Cabinet Committee Corporate Parenting comprising all Members of Cabinet was established by Cabinet on 4 November 2008.
- 2.3 The inaugural meeting of the Cabinet Committee was held on 27 November 2008 where it was agreed that the Cabinet Committee will meet quarterly. The terms of reference for the Cabinet Committee Corporate Parenting are:
- to ensure that care experienced children and young people are seen as a priority by the whole of the Authority and by the Children and Young People's Partnership;
  - to seek the views of children and young people in shaping and influencing the parenting they receive;
  - to ensure that appropriate policies, opportunities and procedures are in place;
  - to monitor and evaluate the effectiveness of the Authority in its role as Corporate Parent against Welsh Government guidance.
- 2.4 At its inaugural meeting, the Cabinet Committee requested that a Corporate Parenting "Champion" be nominated from each of the Overview and Scrutiny Committees to become permanent invitees to the Cabinet Committee.

## **3. Current situation / proposal**

- 3.1 The Committee is requested to nominate one Member as its Corporate Parenting Champion to represent the Committee as an invitee at meetings of the Cabinet Committee Corporate Parenting.
- 3.2 The role of the Corporate Parenting Champion is to represent their Overview and Scrutiny Committee, partaking in discussions with Cabinet over items relating to care experienced children and young people.
- 3.3 It is also suggested that in this role each Champion considers how all services within the remit of Scrutiny affect care experienced children and young people and encourage their own Committee to bear their Corporate Parenting role in mind when participating in Scrutiny.

3.4 Scrutiny Champions can greatly support the Committee 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. Equality implications (including Socio-economic Duty and Welsh Language)**

4.1 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.

#### **5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives**

5.1 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 establishment of the Corporate Parenting Cabinet Committee demonstrates the Authority's long-term commitment to improving and strengthening their role as Corporate Parents to care experienced children and young people.
- Prevention – The Corporate Parenting Cabinet Committee are preventative in their nature and ensure that appropriate policies, opportunities and procedures are in place for all care experienced children and young people.
- Integration – This report supports all the Well-being Objectives.
- Collaboration – All Members are Corporate Parents and this report supports collaborative working with Cabinet and Members of Scrutiny and emphasises the role of Corporate Parents for all Elected Members.
- Involvement – Corporate Parent Champions provide practical support and guidance to care experienced children and young people to ensure they achieve their well-being goals.

5.2 Nomination of a Corporate Parenting Champion assists in the achievement of the following of the Council's 7 Wellbeing Objectives under the **Well-being of Future Generations (Wales) Act 2015:-**

##### **1. A County Borough here we protect our most vulnerable**

Seeking for children in public care, the outcomes every good parent would want for their own children. All Members have a level of responsibility for care experienced children and young people in Bridgend.

**4. A County Borough where we help people meet their potential**

Being ambitious for care experienced children and young people and encouraging and supporting their learning and development to fulfill their potential, whether through education, training or employment and ensuring that care experienced children and young people are seen as a priority by the whole of the Authority and by the Children and Young People's Partnership.

**6. A County Borough where people feel valued, heard and part of their community**

Seeking the views of children and young people in shaping and influencing the parenting they receive, supporting voice, choice and control in all aspects of Corporate Parenting through a children's rights approach.

**7. A County Borough where we support people to live healthy and happy lives**

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.

**6. Climate Change Implications**

6.1 There are no Climate Change Implications arising from this report.

**7. Safeguarding and Corporate Parent Implications**

7.1 The Cabinet Committee Corporate Parenting addresses any impact on children or young people within the care of the Authority, under the Council's responsibility as a Corporate Parent. Safeguarding is everyone's business and means protecting peoples' health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect.

**8. Financial Implications**

8.1 There are no financial implications arising from this report.

**9. Recommendation**

9.1 The Committee is asked to nominate one Member of the Committee as its Corporate Parenting Champion to represent the Committee as an invitee at meetings of the Cabinet Committee Corporate Parenting.

**Background documents**

None.