

# Public Document Pack

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

### Bridgend County Borough Council



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

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dewis iaith.*

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Annwyl Cyngorydd,

#### **PWYLLGOR CRAFFU TESTUN 1**

Cynhelir Cyfarfod Pwyllgor Craffu Testun 1 Hybrid yn Siambr y Cyngor - Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr, CF31 4WB / O Bell Trwu Timau Microsoft ar **Dydd Llun, 16 Medi 2024 am 11:00.**

#### **AGENDA**

1. Ymddiheuriadau am absenoldeb  
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant  
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Cymeradwyaeth Cofnodion 5 - 10  
I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 18/07/2024
4. Diweddariad 2023-2026 o Gynllun Strategol y Gyfarwyddiaeth Addysg, 11 - 138  
Blynyddoedd Cynnar a Phobl Ifanc

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Cyfnwidd testun: Rhowch 18001 o flaen unrhyw un o'n rhifau ffon ar gyfer y gwasanaeth trosglwyddo testun

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### Gwahoddwyr:

Cynghorydd Martyn Jones – Aelod Cabinet dros Addysg a Gwasanaethau Leuenctid

Lindsay Harvey - Cyfarwyddwr Corfforaethol, Addysg a Chefnogi Teuluoedd

Nicola Echanis - Pennaeth Addysg a Chefnogaeth i Deuluoedd

Mark Lewis – Rheolwr Grŵp (Blynyddoedd Cynnar a Phobl Ifanc)

Stephanie Thomas – Rheolwr y Blynyddoedd Cynnar a Gofal Plant

Christa Bonham-Griffiths – Rheolwr Gwasanaeth Cyfiawnder Ieuenctid

Owen Shepherd - Rheolwr Gwasanaethau Cymorth Ieuenctid

### Prifathrawon

Kathryn John - Prifathro, Ysgol Gynradd Brackla - Cadeirydd Ffederasiwn Cynradd Pen-y-bont ar Ogwr

Neil Pyrcce – Prifathro, Ysgol Gynradd Pil

Ryan Davies – Prifathro, Ysgol Brynteg

### 5. Casgliadau ac Argymhellion

6. Ymateb y Cabinet i Argymhellion y Pwyllgor 139 - 148

7. Adroddiad Gwybodaeth - Perfformiad Ch4 2023-24 149 - 200

8. Diweddariad Rhaglen Gwaith 201 - 228

### 9. Materion Brys

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

Nodyn: Bydd hwn yn gyfarfod Hybrid a bydd Aelodau a Swyddogion mynychu trwy Siambr y Cyngor, Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr / o bell Trwy Timau Microsoft. Bydd y cyfarfod cael ei recordio i'w drosglwyddo drwy wefan y Cyngor. Os oes gennych unrhyw gwestiwn am hyn, cysylltwch â cabinet\_committee@bridgend.gov.uk neu ffoniwch 01656 643148 / 643694 / 643513 / 643159

Yn ddiffuant

**K Watson**

Prif Swyddog, Gwasanaethau Cyfreithiol a Rheoleiddio, AD a Pholisi Corfforaethol

### **Dosbarthiad:**

#### Cynghorwyr

JPD Blundell

RJ Collins

HJ David

H Griffiths

#### Cynghorwyr

D M Hughes

J Llewellyn-Hopkins

I M Spiller

T Thomas

#### Cynghorwyr

JH Tildesley MBE

A Williams

AJ Williams

E D Winstanley

Cynrychiolwyr Cofrestredig

Angela Clarke - Cynrychiolydd yr Eglwys yng Nghymru

Samantha Lambert-Worgan - Ysgol Arbennig Rhiant Lywodraethwyr

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COFNOD O GYFARFOD Y PWYLLGOR TROSOLWG PWNC A CHRAFFU 1 A GYNHALIWDYD YN HYBRID YN SIAMBR Y CYNGOR - SWYDDFEYDD DINESIG, STRYD YR ANGEL, PEN-Y-BONT AR OGWR, CF31 4WB AR DDYDD IAU, 18 GORFFENNAF 2024 AM 11:00

Yn bresennol

Cynghorydd – Cadeirydd

H J David

D M Hughes

A J Williams

Yn Bresennol yn Rhithiol

J P D Blundell

J Llewellyn-Hopkins

T Thomas

Ymddiheuriadau am Absenoldeb

RJ Collins, H Griffiths ac I M Spiller

Swyddogion:

Nicola Echanis  
Robin Davies

Pennaeth Addysg a Chymorth i Deuluoedd  
Rheolwr Grŵp, Cymorth Busnes

Rachel Keepins  
Lucy Beard

Rheolwr Gwasanaethau Democraidd  
Swyddog Craffu

Gwahoddedigion / Cynrychiolwyr Cofrestredig

Helen Jones  
Adele Thomas

Pennaeth Ysgol Gyfun Maesteg  
Pennaeth Ysgol Gynradd Notais

Datganiadau o Fuddiant

Cynghorydd Alex Ulberini-Williams – Rhagfarnol – Eitem 4 – Ymgynghoriad Teithio Dysgwyr

Cynghorydd Amanda Williams – Personol – Eitem 4 yn cynnwys Ysgol Brynteg lle mae'r Cynghorydd yn Llywodraethwr AALI ac mae ei phlant yn ddisgyblion yno. Yn ogystal, cwblhawyd yr ymgynghoriad fel Llywodraethwr.

Cynghorydd Della Hughes – Personol – Llywodraethwr yn Ysgol Gynradd Cwm Ogwr. Y Cynghorydd Johanna Llewellyn-Hopkins - Personol - Llywodraethwr yn Ysgol Gyfun Cynffig.

Cynghorydd Jon-Paul Blundell – Rhagfarnol – Eitem 4 fel y cyn aelod o'r Cabinet a oedd yn un o'r awduron ac a lofnododd y gwaith yn sgil hynny.

Cynghorydd Tim Thomas – Personol – Llywodraethwr Ysgol.

**47. Cymeradwyo Cofnodion**

|                        |  |
|------------------------|--|
| Penderfyniad           | <u>PENDERFYNWYD:</u> Derbyn Cofnodion cyfarfod y Pwyllgor Trosolwg Pwnc a Chraffu 1 a gynhaliwyd ar 11 Ebrill 2024 fel rhai gwir a chywir. |
| Dyddiad y Penderfyniad | 18 Gorffennaf 2024   |

#### **48. Canlyniad Ymgynghoriad Teithio Dysgwyr**

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|--------------|--|
| Penderfyniad | <p><u>PENDERFYNWYD:</u> Ar ôl ystyried yr adroddiad a'r drafodaeth fanwl a gafwyd gydag Aelodau o'r Cabinet ac Uwch Swyddogion, gwnaed y sylwadau a'r argymhellion canlynol gan y Pwyllgor:</p> <p><b>Argymhellion Cyffredinol:</b></p> <p><b>Argymhelliad 1</b><br/>Amlygodd y Pwyllgor fod gan bob Cynghorydd, fel Rhieni Corfforaethol, ddyletswydd dros Blant sydd wedi Profi Gofal a thros bobl ifanc, gan argymhell rhoi ystyriaeth i sut y gallent gael eu heffeithio gan gynigion yr HTST gael ei archwilio fel rhan o benderfyniad y Cabinet.</p> <p><b>Argymhelliad 2</b><br/>O'r cyfarfod cafwyd tystiolaeth y gallai'r cynigion effeithio ar bresenoldeb a llwyddiant addysgiadol disgyblion, yn enwedig mewn ardaloedd o amddifadedd cymdeithasol. Argymhellodd yr aelodau, os yw'n bosibl, cyn penderfyniad y Cabinet, y dylid ceisio gwybodaeth a dadansoddiad gan Awdurdodau Lleol eraill i ddeall pa mor ddwys fyddai'r effaith hon er mwyn bwydo penderfyniad y Cabinet.</p> <p><b>Argymhelliad 3</b><br/>Amlygodd y Cabinet bwysigrwydd cyfathrebu gyda rhieni yn ogystal â phlant a phobl ifanc ynghylch unrhyw newidiadau posib neu ffyrdd y gallent gael eu heffeithio, gan argymhell y dylai hyn fod yn flaenoriaeth yn dilyn pob penderfyniad, er mwyn sicrhau eu bod yn ymwybodol o'r cychwyn cyntaf.</p> <p><b>Cynnig 1</b></p> <p><b>Argymhelliad 4</b><br/>Amlygodd y Cabinet amryw o bryderon ynghylch rhai o'r llwybrau i'r ysgol sydd ar hyn o bryd yn cael eu hystyried fel rhai diogel, er enghraifft rhai ardaloedd heb groesfannau i gerddwyr, rhai llwybrau ddim yn cael eu cynnal a dim digon o olau arnynt yn ystod nosweithiau tywyll y gaeaf. Argymhellodd y Pwyllgor gan hynny:</p> <ul style="list-style-type: none"> <li>• Y dylid cynnal arolwg ar bob llwybr diogel i'r ysgol, bob tymor;</li> <li>• Y dylid cael trefn lle gall rhieni gynnig adborth ar unrhyw faterion yn ymwneud â'r llwybrau er mwyn datrys unrhyw broblem yn gyflym.</li> </ul> |
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### **Argymhelliad 5**

Trafododd yr aelodau y mater ynghylch plant a phobl ifanc yn gorfod cerdded i'r ysgol, hyd at 3 milltir o bosib dan y cynigion newydd, mewn tywydd gwael, ac yna rhai disgyblion o bosib yn wlyb trwy'r dydd wrth orfod croesi safle'r ysgol yn barhaus mewn tywydd gwael i fynd i'w dosbarthiadau. Cododd y Pwyllgor bryderon ynghylch hyn yn effeithio ar bresenoldeb disgyblion ar ddyddiau pan fydd y tywydd yn wael. Cododd Aelodau bryderon hefyd ynghylch adroddiadau bod disgyblion, yn achlysurol, yn gorfod disgwyl yn hir i fysiau dan gontract BCBC eu casglu o'r ysgol, sy'n golygu bod disgyblion ac athrawon yn gorfod sefyll y tu allan mewn tywydd difrifol.

- a. Argymhellodd y Pwyllgor y dylai'r Awdurdod Lleol gydweithio'n agos ag ysgolion ac athrawon i sicrhau bod darpariaeth yn ei lle i ddisgyblion un ai sychu eu dillad neu efallai newid i ddillad sych wrth iddynt gyrraedd yr ysgol.
- b. Felly hefyd, bod darpariaeth ar gael i gadw disgyblion yn ddiogel ac yn gynnes ar ddiwedd diwrnod ysgol os bydd angen iddynt ddisgwyl am fws cyhoeddus neu fws dan gontract BCBC i'w cludo gartref.
- c. Cafwyd argymhelliad pellach gan yr Aelodau y dylai'r Awdurdod drafod gyda chontractwyr ynghylch yr amser maent yn cyrraedd yr ysgol i gasglu disgyblion er mwyn lleihau'r amser mae disgyblion ac athrawon yn gorfod disgwyl.

### **Cynigion 3 a 4**

#### **Sylw**

Er bod y Pwyllgor yn cydnabod mai strategaeth yr Awdurdod Lleol yw tyfu addysg cyfrwng Cymraeg a'r nifer o lefydd, cododd y Pwyllgor bryderon ynghylch capasiti ysgolion cyfrwng Cymraeg yn ogystal ag Ysgolion Ffydd i ymdopi gyda'r cynnydd posib mewn ceisiadau i fynychu'r ysgolion hyn, o ystyried y byddai eu darpariaeth teithio ar gyfer meithrinfeydd ac ôl-16 yn cael eu diogelu dan y cynigion hyn.

#### **Cynnig 4**

### **Argymhelliad 6**

Os bydd y cynnig hwn yn cael ei dderbyn, amlygodd yr Aelodau y byddai cynnydd yn sicr yn y ddibyniaeth ar fysiau cyhoeddus gan ddisgyblion ôl-16 er mwyn iddynt allu cyrraedd yr ysgol neu'r coleg. Cafwyd argymhelliad gan y Pwyllgor felly, cyn gwneud unrhyw benderfyniad ar ôl-16; y dylai'r Awdurdod Lleol ymchwilio i weld a oes yna unrhyw fysiau cyhoeddus sy'n mynd heibio neu'n agos i bob ysgol sy'n cynnig addysg ôl-16, ac yn yr ysgolion lle nad yw hynny'n cael ei gynnig, i ddeall yn llawn effaith bosib disgyblion felly yn optio allan o addysg ôl-16. Roedd cryn bryder ymysg y Pwyllgor ynghylch effaith bosib y newidiadau hyn ar ddisgyblion ôl-16 sy'n byw yn ardaloedd

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|  | <p>Llynfi, a Chymoedd Ogwr a Garw, ac y byddai tynnu'r gwasanaeth teithio yn golygu na fyddai addysg ôl-16 ar gael iddynt o bosib.</p> <p><b>Argymhelliad 7</b><br/>Cafwyd argymhelliad gan y Pwyllgor y dylai'r Awdurdod Lleol gydweithio gyda chwmnïau bysiau lleol cyn gynted â phosib i ystyried sut allent helpu gyda'r ddarpariaeth deithio ôl-16 i ysgolion a cholegau ar draws y Fwrdeistref. Ymhellach, y dylai'r Awdurdod Lleol archwilio unrhyw gyfleoedd gyda'r cwmnïau bysiau sydd dan gcontract ar hyn o bryd i weld a oes yna unrhyw beth y gallent ei ddarparu o ran gwasanaeth bws lleol a fyddai'n helpu disgyblion i allu cyrraedd eu hysgolion a'u colegau. Gofynnodd yr Aelodau hefyd i'r Awdurdod Lleol sicrhau bod pob llwybr bws a'r amserlenni'n cael eu hanfon at ddisgyblion ôl-16 sydd wedi cael eu heffeithio gan y newid hwn.</p> <p><b>Argymhelliad 8</b><br/>Cafwyd argymhelliad gan y Pwyllgor y dylai'r Awdurdod Lleol holi Colegau Penybont a Phencoed i weld a fyddent yn fodlon cefnogi eu dysgwyr drwy ddarparu pasys bws am ddim i ddisgyblion cymwys, sy'n debyg i'r cynlluniau a ddarperir mewn colegau mewn Awdurdodau Lleol eraill yng Nghymru.</p> <p><b>Argymhelliad 9</b><br/>Codwyd cwestiynau gan Aelodau ynghylch a fyddai'r newidiadau a gynigir i deithio ôl-16 yn cydfynd ag ymrwmiadau'r Awdurdod Lleol dan Ddeddf Llesiant Cenedlaethau'r Dyfodol. Wrth gydnabod bod yr adroddiad yn crynhoi'r goblygiadau ynghylch y pum ffordd o weithio dan y ddeddf, barn y Pwyllgor oedd nad yw'r ymateb yn amlygu'r effaith ar blant nad ydynt bellach yn gallu mynychu addysg ôl-16. Gan hynny, cafwyd argymhelliad gan y Pwyllgor y dylid rhoi ystyriaeth lawn i hyn ac y dylai'r effaith dan y Ddeddf fod yn fwy eglur.</p> <p><b>Argymhelliad 10</b><br/>Codwyd pryderon gan y Pwyllgor ynghylch disgyblion bregus posib a fyddai dan anfantais yn sgil y cynigion hyn, fel y rhai a fyddai'n gallu fforddio pas bws i gael mynediad at addysg ôl-16, gan felly fod mewn mwy o berygl o ddod yn NEET. Cafwyd argymhelliad gan y Pwyllgor y dylid rhoi ystyriaeth i hyn, a'r potensial o gynnal cynllun gyda meini prawf ar gyfer disgyblion sy'n cael eu hystyried fel rhai bregus.</p> <p><b>Cynnig 5</b></p> <p><b>Argymhelliad 11</b><br/>Cafwyd argymhelliad gan y Pwyllgor y dylid cael eglurhad ynghylch a yw lwfans milltiroedd o 45 ceiniog y filltir yn ddigon i ddigolledu unrhyw gostau ychwanegol y byddai rhieni/gofalwyr yn gorfod eu hysgwyddo, fel costau yswiriant petai hyn yn cael ei ystyried yn filltiroedd lwfans busnes. Felly hefyd, dylid ceisio mwy o eglurhad ynghylch a fyddai'r lwfans hwn yn creu unrhyw oblygiadau treth neu fudd-dal i rieni/gofalwyr.</p> <p><b>Monitro Effaith</b></p> |
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|                               | <p><b>Argymhelliad 12</b></p> <p>Wrth ystyried y cynigion, roedd Aelod y Cabinet yn cydnabod, petai'r cynigion yn cael eu derbyn y byddai hyn yn arwain yn sicr at rai problemau unigol ac y byddai hyn yn anochel yn anffodus wrth geisio lleihau rhai ardaloedd i'r isafswm statudol. Er mwyn ceisio ymateb i'r materion hyn, adroddodd y byddai'n ceisio sefydlu a chadeirio grŵp monitro a fyddai'n ystyried effaith unrhyw newidiadau i HTST ac ymateb iddynt yn briodol. Eglurodd y byddai'r grŵp hwn yn ymgysylltu gyda Swyddogion ar draws y gwahanol Gyfarwyddiaethau yn ôl yr angen er mwyn gweld sut y gellir datrys y problemau.</p> <p><b>a)</b> Roedd y Pwyllgor yn croesawu sefydlu'r Grŵp hwn gan argymhell y dylai edrych yn benodol ar ystyried rhai o'r elfennau a nodwyd yn y sylwadau a'r argymhellion uchod, gan gynnwys:</p> <ul style="list-style-type: none"> <li>• Arolygu parhaus, cynnal a delio gyda materion yn ymwneud â Llwybrau Diogel i'r Ysgol;</li> <li>• Sut mae ysgolion yn ymateb i ddisgyblion yn cerdded i'r ysgol mewn tywydd gwael, fel cyfleusterau addas i sychu dillad neu i newid dillad.</li> </ul> <p>Yn ogystal â'r:</p> <ul style="list-style-type: none"> <li>• Effaith ar ffigyrau NEET, presenoldeb disgyblion, absenoldeb, traffig cerbydau y tu allan i'r ysgol;</li> <li>• Sicrhau bod yr Awdurdod Lleol yn parhau i lwyddo i fodloni gofynion Deddf Llesiant Cenedlaethau'r Dyfodol, yn enwedig ynghlwm â disgyblion ôl-16;</li> <li>• Rhoi ystyriaeth i fynediad a pharcio i'r anabl mewn ysgolion a cholegau er mwyn bod o gymorth i deuluoedd a phobl ifanc wrth iddynt fynd i'r ysgol a dychwelyd adref yn ddiogel, yn enwedig gan y byddai'r cynigion hyn o bosib yn golygu cynnydd mewn lefelau traffig y tu allan i ysgolion;</li> <li>• Sut mae ysgolion yn defnyddio amserlennu i fod o gymorth o bosib i ddisgyblion ôl-16 wrth leihau'r effaith o'r cynigion hyn, er enghraifft lleihau'r angen i ddisgybl orfod mynychu'r ysgol ar gyfer un dosbarth yn unig ar ddiwrnod penodol;</li> <li>• Sut mae ysgolion yn rhannu arferion da o ran eu dull o ymateb i'r cynigion hyn a chefnogi eu disgyblion wrth gael mynediad at addysg yn ddiogel.</li> </ul> <p><b>b)</b> Cafwyd argymhelliad gan y Pwyllgor ei bod hi'n hanfodol bod arweinwyr neu benaethiaid ysgolion ynghlwm â'r gwaith o fonitro effaith y newidiadau arfaethedig i HTST, yn ogystal ag unrhyw weithrediadau yn sgil hynny.</p> |
| <p>Dyddiad y Penderfyniad</p> | <p>18 Gorffennaf 2024</p>  |

**49. Adroddiad Enwebu Rhianta Corfforaethol**

|                        |   |
|------------------------|---|
| Penderfyniad           | <b>PENDERFYNWYD:</b> Y dylid enwebu'r Cynghorydd Della Hughes i gynrychioli'r Pwyllgor Trosolwg Pwnc a Chraffu 1 fel unigolyn gwahoddedig i gyfarfodydd Rhianta Corfforaethol Pwyllgor y Cabinet. |
| Dyddiad y Penderfyniad | 18 Gorffennaf 2024  |

**50. Diweddariad ar y Flaenraglen Waith**

|                        |  |
|------------------------|--|
| Penderfyniad           | <b>PENDERFYNWYD:</b> Cymeradwyodd y Pwyllgor y Flaenraglen Waith (FWP) yn Atodiad A, nodwyd y Daflen Camau Gweithredu Monitro Argymhellion yn Atodiad B a nodwyd y byddai adroddiad ar yr FWP, y Daflen Camau Gweithredu Monitro Argymhellion ac unrhyw ddiweddariadau gan y Pwyllgor yn cael ei gyflwyno yn y cyfarfod nesaf o'r Pwyllgor Trosolwg Corfforaethol a Chraffu. |
| Dyddiad y Penderfyniad | 18 Gorffennaf 2024   |

**51. Eitemau Brys**

|                        |                    |
|------------------------|--------------------|
| Penderfyniad           | Dim.               |
| Dyddiad y Penderfyniad | 18 Gorffennaf 2024 |

Er mwyn edrych ar y drafodaeth bellach a gafwyd ar yr eitemau uchod, cliciwch y ddolen hon

Daeth y cyfarfod i ben am 14:38.

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| <b>Meeting of:</b>                                   | <b>SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1</b>  |
| <b>Date of meeting:</b>                              | <b>16 SEPTEMBER 2024</b>  |
| <b>Report title:</b>                                 | <b>EDUCATION, EARLY YEARS AND YOUNG PEOPLE<br/>DIRECTORATE STRATEGIC PLAN 2023-2026 UPDATE</b>  |
| <b>Report owner /<br/>Corporate Director:</b>        | <b>CORPORATE DIRECTOR – EDUCATION, EARLY YEARS<br/>AND YOUNG PEOPLE</b>   |
| <b>Responsible officer:</b>                          | <b>LINDSAY HARVEY<br/>CORPORATE DIRECTOR – EDUCATION, EARLY YEARS<br/>AND YOUNG PEOPLE</b>  |
| <b>Policy Framework<br/>and Procedure<br/>Rules:</b> | <b>There is no effect upon policy framework or procedure<br/>rules.</b>   |
| <b>Executive<br/>summary:</b>                        | <p>The purpose of the report is to provide Subject Overview and Scrutiny Committee 1 with an update on progress against the objectives set out in the Education, Early Years and Young People Directorate Strategic Plan 2023-2026.</p> <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 5 service areas, served by 28 operational teams, 59 schools and 1 pupil referral unit.</p> <p>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 (attached 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.</p> <p>While the directorate is under no statutory duty to produce a three-year plan, the directorate is keen ensure service delivery, over the medium term, is well co-ordinated and, wherever possible, meets the needs of service recipients.</p> |

## 1. Purpose of report

- 1.1 The purpose of the report is to provide Subject Overview and Scrutiny Committee 1 (SOSC1) with an update on progress against the objectives set out in the Education, Early Years and Young People Directorate ('EEYYP' or 'the directorate') Strategic Plan 2023-2026.
- 1.2 The EEYYP Strategic Plan 2023-2026 is attached at **Appendix A**.

## 2. Background

- 2.1 The Education, Early Years and Young People Directorate is Bridgend County Borough Council's (BCBC's) largest directorate with an annual revenue budget of approximately £143m and around 3800 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 5 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 early years 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 (WESP) 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 the COVID-19 pandemic (in particular, on 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.
- 2.7 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.
- 2.8 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. The draft strategic plan benefitted from pre-decision scrutiny by SOSC1 on 23 May 2023 and the resultant plan was formally approved by Cabinet on 20 June 2023.
- 2.9 While the directorate is under no statutory duty to produce a three-year plan, the directorate is keen to ensure service delivery, over the medium term, is well co-ordinated and, wherever possible, meets the needs of service users.
- 2.10 In developing the EEYYP Strategic Plan 2023-2026, feedback was 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;
  - BCBC's Welsh in Education Forum;
  - Cabinet;
  - SOSC1;
  - Corporate Management Board; and
  - officers.
- 2.11 Further to consultation with stakeholders and delivery partners, the directorate identified the following 15 strategic themes ('T') 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 WESP 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)

2.12 The EEYYP 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.

2.13 The directorate benefits from an established, well-coordinated and robust scrutiny process. Reports are taken to subject and corporate overview and scrutiny committees at regular intervals throughout the year, for discussion. The resultant recommendations from scrutiny committees are always carefully considered by the directorate and are used to inform service delivery and policy proposals.

2.14 The directorate's Performance and Financial Monitoring Board meets monthly to review school performance. The board's membership includes input from officers including Human Resources (HR), Finance, the Corporate Health and Safety Unit, the Education Engagement Team, and Central South Consortium. A Performance and Financial Monitoring Schools Monitoring 'Heatmap' has been developed to better track outputs from these meetings and highlight any significant areas of improvement or challenge required in our schools.

2.15 Outcomes of the Performance and Financial Monitoring Board process are reported to the School Improvement Group (SIG) on a termly basis. The SIG is chaired by the Leader of the Council and includes the Chief Executive and the Corporate Director (Education, Early Years and Young People) among its membership. The SIG also benefits from cross-party representation as the group is also attended by the chairperson of SOSC1.

- 2.16 To ensure that the outcomes of all audits, reviews and inspections are recorded, a regulatory tracker has been developed. This includes information shared by Estyn, Care Inspectorate Wales, His Majesty's Inspectorate for Probation and Audit Wales. Actions are considered and scrutinised at CMB, Governance and Audit Committee and Cabinet meetings. The tracker is updated by the directorate on a quarterly basis.
- 2.17 Internal audits are carried out across directorate services to provide an independent and objective opinion on risk management, control and governance processes by evaluating the effectiveness in achieving objectives.

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

- 3.1 In April 2024, the directorate transferred its established business planning processes (in operation since 2017) to a new system called STORI (Strategic Team Objectives Reporting Information). STORI is a spreadsheet-based system which has been developed in-house. A copy of STORI (August 2024) is attached at **Appendix B**.
- 3.2 STORI provides a 'one-stop-shop' solution for the directorate's business planning, self-evaluation, risk management and associated reporting functions. This system has been developed to ensure that the directorate's performance management tools are maintained in a single repository that provides easy access to all authorised users.
- 3.3 The directorate has proactively sought feedback from internal and external partners to ensure STORI is fit-for-purpose. In July 2024, STORI was reviewed by the following partners and their advice is being used to refine the system:
- Corporate Director – Social Services and Wellbeing (Bridgend County Borough Council);
  - Chief Officer – Education and Youth (Flintshire County Council);
  - Chief Officer for Education (Monmouthshire County Council); and
  - Chief Officer – Education and Early Intervention (Wrexham County Council).
- 3.4 STORI includes 5 sections:
- monthly updates from each of the directorate's 7 constituent areas;
  - regular updates in respect of progress against the directorate's 15 strategic themes (linked to the 99 identified strategic indicators);
  - an overall formative assessment of the directorate's progress against its strategic objectives;
  - a risk register (which is updated regularly and reviewed on a quarterly basis); and
  - an annual self-evaluation, using quantitative measures and qualitative narrative, to report on the directorate's performance.
- 3.5 As of August 2024, the directorate is reporting the following progress in respect of the 99 strategic indicators against its strategic objectives:

| BRAYGWP | Definition   | August 2024 |
|---------|--|-------------|
| Blue    | Activity is completed  | 1           |
| Red     | Important weaknesses outweigh strengths and urgent improvement is required | 4           |
| Amber   | Strengths outweigh weaknesses but important aspects require improvement    | 36          |
| Yellow  | Strong features although minor aspects may require attention               | 38          |
| Green   | Very strong, sustained performance and practice                            | 19          |
| White   | Activity has not yet started   | 0           |
| Purple  | Activity has been cancelled or made redundant                              | 1           |

3.6 As of August 2024, the following 4 strategic indicators have been rated as 'red':

- We will support schools in developing robust risk assessments.
- We will improve the percentage of completed topic-based audits that are judged as being at least 'adequate'.
- We will develop and implement the Children Missing Education Guidance.
- We will establish a more effective parental engagement policy/practice with parents or children with ALN.

3.7 While progress against every strategic indicator is monitored carefully (at the directorate's monthly senior management team meetings), specific focus is applied to all red-rated activities. A 'Hotspots' tab is included within STORI (refer to attached spreadsheet) to allow for ready identification and close monitoring of each activity.

#### **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.

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. 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, early years and young people 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, early years and young people 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, early years and young people services addresses the need for a coherent delivery of economic, social, environmental, and cultural outcomes.

**Collaboration** - A fundamental principle of the approach to education, early years and young people services 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 impact of climate change is considered significant at a national and local level. Therefore, one of our biggest challenges is preparing for and tackling the impact of climate change. The steps to meet this challenge are complex and interconnected. However, it is important that we are committed to reducing carbon emissions by changing the way we deliver services either ourselves or via third-party providers. We must embed energy saving and carbon reduction into everything we do.
- 6.2 Through the careful and longer-term strategic planning of services, the local authority is better able to make a robust contribution to tackling the Welsh Government declared climate and nature emergencies. This includes the planning and investment in goods and services we buy and commission, and in our work with local, regional and national partners.

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

- 7.1 BCBC is committed to promoting equality and valuing diversity through all our services and dedicated to treating all citizens, employees, and visitors with respect, while providing services which respond to people's individual needs.
- 7.2 The EEYYP Strategic Plan 2023-2026 ensures that equality and fairness remain firmly at the heart of how the council plans, provides and delivers important services to the people of Bridgend County Borough.

## **8. Financial Implications**

- 8.1 The current annual revenue budget for the Education, Early Years and Young People Directorate is approximately £143m. In addition, the directorate manages significant capital expenditure (mainly in respect of the Council's School

Modernisation Programme) which, in the Financial Year 2023-2024, totalled £7.927m including £1.766m of grant funding.

- 8.2 BCBC's Medium-Term Financial Strategy (MTFS) sets out the Council's financial priorities over the next two 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 EYYP 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. Recommendation**

- 9.1 SOSC1 is requested to:
- consider the contents of this report; and
  - provide feedback.

## **Background documents**

None



# Education, Early Years and Young People Directorate Strategic Plan 2023-2026

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Cyngor Bwrdeistref Sirol





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## Foreword

The Education, Early Years and Young People Directorate ('the directorate') plays a key role in delivering a wide range of services that 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, early years and young people services are able to adapt to meet the needs of our residents.

This strategic plan sets out our ambitions for the future of education, early years and young people 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.



**Cllr Huw David**  
Leader



**Cllr Jane Gebbie**  
Deputy Leader  
Cabinet Member for  
Social Services and  
Health



**Cllr Jon-Paul Blundell**  
Cabinet Member for  
Education



**Cllr Hywel Williams**  
Cabinet Member for  
Finances, Resources and  
Legal



**Cllr Neelo Farr**  
Cabinet Member for  
Community Safety and  
Wellbeing



**Cllr Alex Williams**  
Chair  
Subject Overview and  
Scrutiny Committee 1



**Ellie O'Connell**  
Mayor  
Bridgend Youth Council



**Kathryn John**  
Chair  
Bridgend Federation of  
Primary Headteachers



**Ravi Pawar**  
Chair  
Bridgend Association of  
Secondary Headteachers



**Tom Beedle**  
Chair  
Bridgend Governors  
Association



**Mark Shephard**  
Chief Executive



**Lindsay Harvey**  
Corporate Director  
Education, Early Years  
and Young People

# 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 Ogmore 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, Early Years and Young People Directorate is BCBC's largest directorate with an annual revenue budget exceeding £175m and around 4,000 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:



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 (WESP) 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.

The Corporate Plan 2023-2028 and Medium-Term Financial Strategy (MTFS) 2023-2027 were approved by Bridgend County Borough Council (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.

# Themes

Further to consultation with stakeholders and delivery partners, the Education, Early Years and Young People 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. This section 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.





# Theme 1

Pupil and staff wellbeing



# 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 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 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 the wellbeing of vulnerable children and young people.

In collaboration with Cwm Taf Morgannwg University Health Board (CTMUHB), Rhondda Cynon Taf EPS, and Child and Adolescent Mental Health Services (CAMHS), Bridgend 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 counsellors.

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 that has been outlined. Well-being and good mental health will continue to underpin all consultation and intervention work.

As a part of the 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**



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

## 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 (HR), 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;
- focused more on the individual development of children and young people (especially considering the changes to accountability measures);
- appointed a Health and Wellbeing Officer;
- established a Council employee wellbeing group;
- made health and wellbeing resource leaflets available to all staff; and
- provided training to staff in relation to absence management, delivering difficult conversations and managing pressure.





## 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 the 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;

- develop a partnership agreement with trade unions;
- improve access to wellbeing resources for site-based employees and employees who have little access to a laptop or work computer; and
- use the views of our workforce to make improvements, develop and motivate employees and improve staff retention.

## Resources

To support these ambitions, we will:

- need support from CTMUHB colleagues to support emerging themes;
- offer professional development workshops/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

|                              | Corporate Plan 2023-2028 commitment   |
|------------------------------|---|
| <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.                                    |



# Theme 2

**Support for pupil behaviour,  
attendance and exclusions**

## 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 two years (which included COVID-19 and school closures during those periods).

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

Ongoing work is being delivered to ensure schools consistently follow the graduated response, and utilise their resources linked to behaviour and access local authority resources in a timely way. The local authority is also planning to introduce 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. While school attendance levels are starting to show a slow but steady increase since the lifting of COVID-19 restrictions, they remain well below pre-pandemic rates. The most common reason for absence is reported as illness and coded accordingly. Other reasons for pupil non-attendance include holidays and medical and dental appointments.

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.
- 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 will be completed by all schools to evidence good practise and areas for development.
- Truancy patrol will 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.
- A 'buddy system' is being encouraged for pupils in all schools to promote confidence and wellbeing.
- Schools will reintroduce the 'Callio' system of letters to parents to ensure a consistent graduated response that will 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**



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

## Successes to date

We have:

- established a pupil attendance working group and policy;
- developed truancy patrol and a 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 for schools;
- 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 to provide clarity and consistency across schools in managing behaviour, and the use of fixed-term and permanent exclusions;
- clarify what behaviour support is available for schools in Bridgend County Borough;
- undertake a 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;
- establish a forum for school governors to understand the reasons behind pupil exclusions and use these sessions to share effective practice in respect of managing pupil behaviour;
- 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
- establish 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

|                              | Corporate Plan 2023-2028 commitment   |
|------------------------------|---|
| <b>Wellbeing Objective 4</b> | <p>We will develop a permanent exclusion panel to support all schools.</p> <p>We will develop additional activities to improve school attendance (for example, truancy patrols).</p> <p>We will employ additional tutoring staff and strengthen youth engagement teams to ensure no-one becomes disengaged from education and learning.</p> <p>We will expand personal learning accounts to ensure all under 25s are offered education, apprenticeships, or employment.</p> |



# Theme 3

**Support for vulnerable  
children and young people**



## 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 of and compliant with 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 effectively, in recognition of the ongoing challenges being experienced linked to COVID-19 and the cost-of-living crisis.







**Current rating**



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

## 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 and Thrive, through ELSA support, and via PERMA; 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;
- deliver more joined-up services (including education, health, social care, and police) and ensure users better understand available services;
- develop a 'threshold of need document' to enable families and professionals to understand the most appropriate support available to meet specific needs, in order to ensure families, access the right support at the right time; and
- review referral data more effectively (via the Early Help and Safeguarding Board) to determine whether families are having access to services in a timely way.

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

|                       | Corporate Plan 2023-2028 commitment  |
|-----------------------|--|
| Wellbeing Objective 6 | We will increase the percentage of Team Around the Family (TAF) interventions that are closed with a positive outcome to 75% in 2023-2024. |
| Wellbeing Objective 7 | We will roll-out universal primary free school meals to all primary school learners by September 2024.                                     |



# Theme 4

**Support for children and young people  
with additional learning needs**



## 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 ALN Reform is a transformational approach and not simply a move across from one system to the other.

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

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 cluster leads to support the transformation and implementation of the ALN Reform. ALNCo Forum days are held and attended by officers, ALNCoS and Health colleagues. The agendas for the ALNCo Forum days are co-constructed with the ALNCo cluster leads.

Quality assurance work has been undertaken with ALNCoS in relation to individual development plans (IDPs). IDP champions have been established within each cluster. The promotion of school-to-school work is an important part of the ALNCo role. These staff are pivotal in ensuring relevant information and training materials are shared with other school staff. The ALNCoS also assist with self-evaluation and planning while having oversight of the ALN provision map within their schools.

As part of the transformation phase of the ALN Reform schools evaluated their readiness for the reform. We are currently in the second year of the implementation phase and schools will be asked to revisit their evaluations as part of a local authority review of current progress.

An independent strategic review of ALN provision in Bridgend has been undertaken. As a result of this review an action plan has been developed and agreed by the local authority. A board has been established to oversee this work and is made up of representatives from the local authority and schools. Sub-groups have been set up to work on the objectives within the plan and these groups provide regular updates to the Board. We have been able to expand the ALN provision within Bridgend due to securing additional funding. This has included additional provision for pupils with ALN who wish to continue their learning journey through the medium of Welsh. A key part of this plan focuses on how the local authority can provide further Welsh-medium provision for pupils with ALN.







**Current rating**



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

## Successes to date

We have:

- developed an effective cluster working model involving ALNCos;
- established a weekly ALN Panel;
- 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 a Welsh-medium primary school (Ysgol Cynwyd Sant);
- opened a LRC for learners with autism spectrum disorder (ASD) in an English-medium primary school (Tremains Primary School);
- strengthened the staffing resource within the CART;
- completed the transition from Statements of Special Educational Needs (SEN) to IDPs for (as mandated) Year 6 and Year 11 pupils;
- trained and 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;
- further 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 ALN in Bridgend (including roles, responsibilities, and shared expectations);
- undertake strategic review of ALN provision;
- develop an ALN strategy and an ALN behaviour strategy;
- develop a consistent approach to support the transition of Statements of SEN to IDPs 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;
- 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

|                       | Corporate Plan 2023-2028 commitment   |
|-----------------------|---|
| Wellbeing Objective 1 | We will provide training to build knowledge of ALN reform and how effective support can be provided for children with ALN. This will ensure that at least school-based 60 ALNCos will receive bespoke training to meet the needs of pupils. |

# Theme 5

Curriculum for Wales and assessment



# 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. We want learners to be 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. We want learners to be 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 the 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**



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

## Successes to date

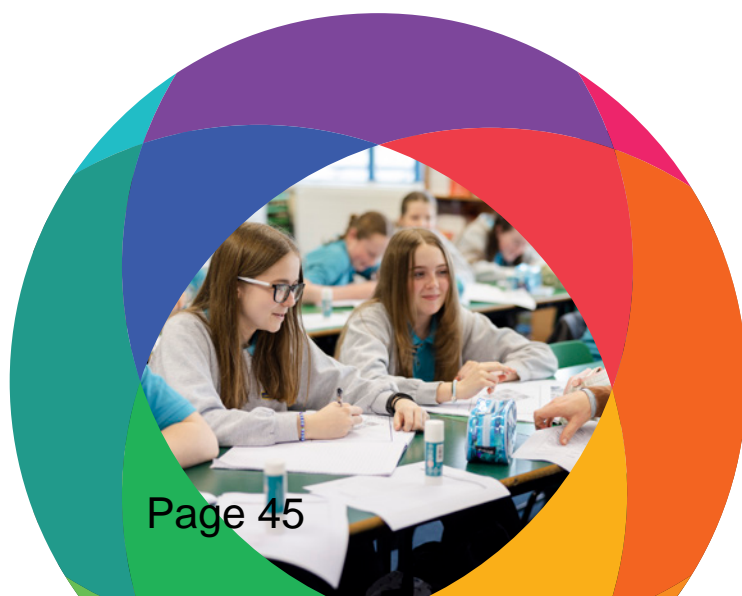
We have:

- commenced the implementation of Curriculum for Wales in all primary schools with early implementation in many secondary schools in Bridgend;
- secured positive feedback from Estyn in all recent school inspections in respect of Curriculum for Wales;
- developed an effective professional development programme encouraging professional learning related to collaborative enquiry;
- 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 within 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;
- develop Diversity and Anti-Racist Professional Learning (DARPL) across early years and school settings;
- 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 the engagement of elected members in supporting schools;
- implement the Evaluation, Improvement and Accountability Framework (Welsh Government, 2022); and
- continue to provide high-quality professional learning opportunities and encourage professional learning related to collaborative enquiry.



## Resources

To support these ambitions, we will:

- provide high-quality professional learning opportunities commissioned by external partners;
- share effective practice, including case studies;
- continue to hold Team Bridgend network meetings;
- continue to arrange regional network groups including areas of learning experiences (AoLE) groups;
- develop progression maps for AoLEs;
- provide guidance related to progression and assessment, as it becomes available;
- use the Collaboration Grant and the Professional Learning Grant to support this ongoing development; and
- continue to hold network group meetings such as the Curriculum Leaders Development Group, and the Deputy Headteacher Network for the sharing of good practice and professional development sessions to support schools.



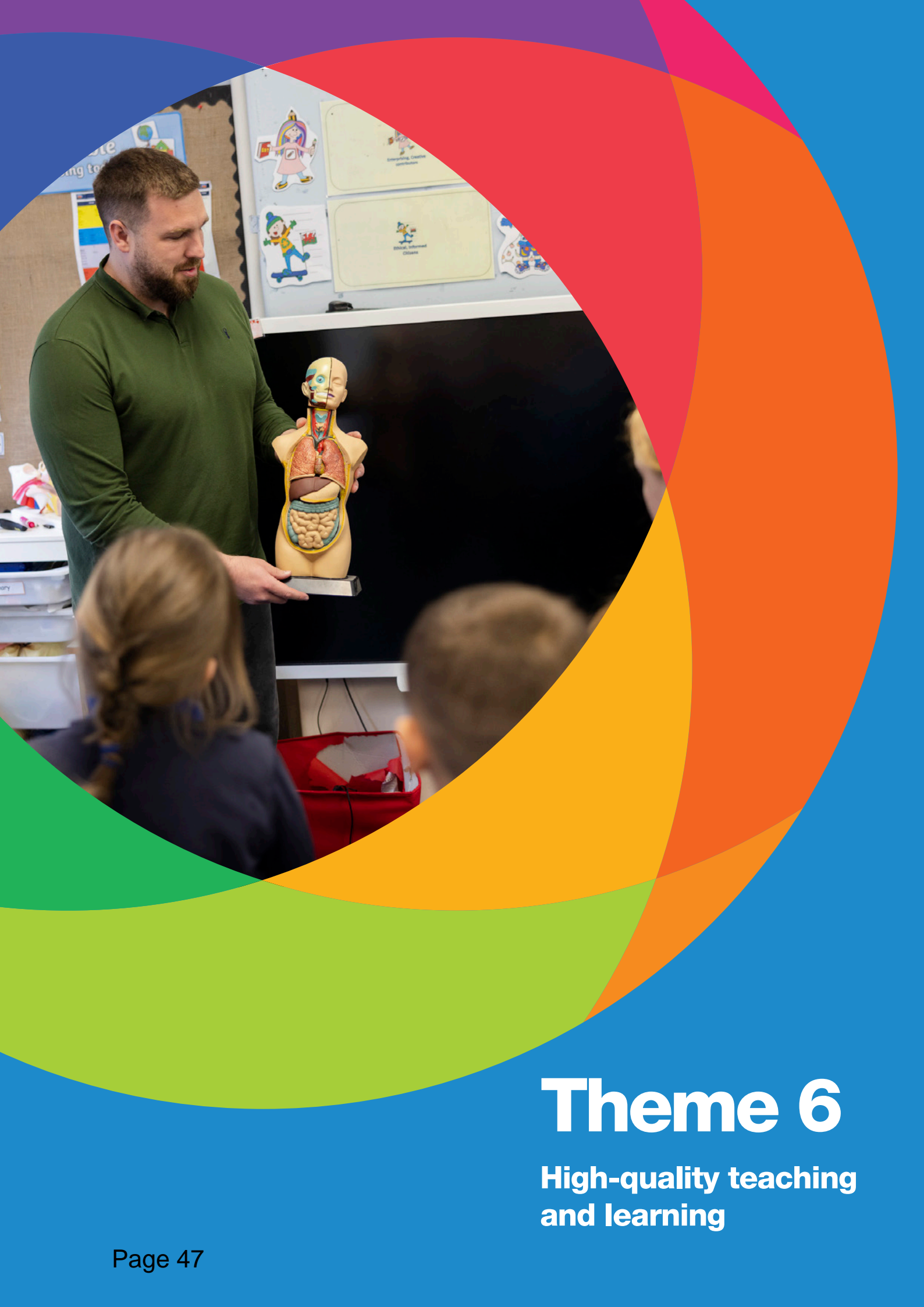
## Success indicators

We will know if we have been successful if:

- all schools and the local authority have a uniform, shared understanding of progression;
- no Bridgend school 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

|                              | Corporate Plan 2023-2028 commitment  |
|------------------------------|--|
| <b>Wellbeing Objective 4</b> | 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 have been analysed and, following this, appropriate professional development opportunities will be offered to all schools. This will ensure that Estyn will judge all Bridgend schools as 'not requiring any follow-up'. |



# Theme 6

**High-quality teaching  
and learning**

## 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. These resources are at the heart of supporting 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 new curriculum.

Schools will carry out self-evaluation in partnership with delivery 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 are 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**



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

## 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 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;
- 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:

- continue with school support networks to disseminate and share information and good practice across the local authority;
- continue to liaise with Welsh Government officials to ensure clarity and consistency of policies and messages;
- share effective practice, including case studies;
- continue to hold Team Bridgend network meetings; and

- use the Collaboration Grant and the Professional Learning Grant effectively to support this ongoing development.

Success indicators

We will know if we have been successful if:

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

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

|                       | Corporate Plan 2023-2028 commitment  |
|-----------------------|--|
| Wellbeing Objective 4 | 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 have been analysed and, following this, appropriate professional development opportunities will be offered to all schools. This will ensure that Estyn will judge all Bridgend schools as ‘not requiring any follow-up’. |



# Theme 7

## Effective leadership and governance



## 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.

In line with our commitment to protect the wellbeing of pupils and staff, support for new and acting headteachers is provided, on a formal and an informal basis, through the mentoring and buddy system, and an annual induction day for new school senior leaders.

We will continue to 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**



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



## 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 established senior leader forums;
- established effective cluster working arrangements;
- engaged with partners to develop national leadership pathways;
- involved school leaders in the local authority strategic planning process to allow for greater alignment with School Improvement Plans (SIPs);
- adopted the Evaluation, Improvement and Accountability Framework;
- successfully procured effective legal services on behalf of schools;
- introduced a termly school summary for governing bodies;
- developed an effective communication system between schools and the local authority via the 'Monday Mailshot';
- introduced a 'Bridgend buddy' to support new headteachers; and
- positive outcomes have been reported in many of Estyn's school 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;
- develop more effective support mechanisms for new/acting headteachers/deputy headteachers;
- support the wellbeing of headteachers and other senior leaders in schools;
- undertake an evaluation of the skillset of school governors and continue to promote the school governing body self-evaluation toolkit;
- support the work of the Bridgend Governors Association to ensure all school governors in Bridgend have access to this valuable resource;
- develop more effective communication channels for sharing information with school governors;

- undertake a marketing campaign to recruit school governors;
- develop effective succession planning arrangements across schools and within the directorate;
- ensure advice from Welsh Government and Estyn is embedded within practice wherever possible;
- ensure that all professional learning is aligned with the National Professional Learning Entitlement (NPLE);
- develop creative recruitment and retention strategies (especially in relation to Welsh-medium schools);
- work with partners to develop capacity for creative leadership approaches to assist with the innovation of the new curriculum;
- develop more effective support mechanisms for senior leaders in schools;
- encourage schools to develop and share their own programmes and seek endorsement from the National Academy for Educational Leadership (NAEL), where appropriate;
- work closely with NAEL by supporting leaders to make good use of the resources available, participate in associate roles, and apply for innovation funding;
- provide more opportunities to develop leaders at various levels within schools by encouraging staff to make use of the professional learning offer related to leadership;
- develop processes to share good practice between schools, governors, local authorities across the 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 we have been successful if:

- all school governors have completed statutory training modules;

- there is a significant reduction in the number of vacancies within school governing bodies;
- schools have strong self-evaluation processes that 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; 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  |
|-----------------------|--|
| Wellbeing Objective 4 | We will help schools achieve their school improvement plans by analysing objectives in the plans and offering training to address them. This will help ensure that all schools will be judged by Estyn as 'not requiring any follow-up'. |



# Theme 8

**Robust safeguarding procedures across  
all the directorate's service areas**



## T8: Robust safeguarding procedures across all the directorate's service areas

### Summary

In 2018, the local authority restructured its Safeguarding in Education, Looked After Children's Education (LACE), Elective Home Education (EHE) and support for other vulnerable services 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 Learner Support teams include the CART, the 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.

The true impact of COVID-19 is now being seen across all of 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 the number of care-experienced children, increases in requests for ancillary support, increases in fixed-term exclusions, increases in children eligible for free school meals, increases in requests for specialist education provision, and more children accessing Education Other Than At School (EOTAS).

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 offer further support to schools to ensure the grant is used effectively.

The local authority will continue to promote the importance of safeguarding training for governors through their work with schools. Training will continue to be made available to governors in a flexible way (for example, as face-to-face or online sessions after work hours).







**Current rating**



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

## Successes to date

We have:

- undertaken safeguarding audits in all Bridgend schools;
- established the Education, Early Years and Young People 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 system to monitor and record safeguarding information.

## Improvement objectives

We will work with partners to:

- ensure relevant recommendations from child practice reviews are implemented;

- ensure that significant areas of learning from child practice reviews, Estyn and other regulators are included in the annual safeguarding audits undertaken by schools to ensure this key learning is embedded across all our schools.
- implement agreed actions contained within child exploitation action plan;
- embed the relevant elements of the '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;
- 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;
- develop an appropriate recording system; and
- benefit from professional learning in relation to safeguarding accusations.

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

|                       | Corporate Plan 2023-2028 commitment  |
|-----------------------|--|
| Wellbeing Objective 4 | 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. |





# Theme 9

## Ambitious School Modernisation Programme



# T9: Ambitious School Modernisation Programme

## Summary

In January 2022, Welsh Government rebranded the 21st 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 ('the 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.

The Education, Early Years and Young People Directorate works closely with the local authority's Corporate Landlord Department and Energy Team to ensure the council's current school building assets are maintained effectively and operate efficiently.

Through the use of condition and asset surveys, enhanced plant servicing contracts and engagement with school leaders the Corporate Landlord Department continually identifies and executes energy saving projects as part of its school building maintenance and refurbishment projects. The Corporate Landlord Department will continue to use Welsh Government Sustainability Grant Funding innovatively by exploring schemes such as solar panels, wind turbines and air source heat pumps installations.





**Current rating**



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

## Successes to date

We have:

- built five new primary schools (Band A of the 21st Century Schools and Colleges Programme);
- undertaken a significant remodel of a secondary school for pupils with ALN;
- concluded all statutory processes and commenced designs for Band B schemes;
- improved school 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 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:

- open two enlarged Welsh-medium and two new English-medium primary schools;
- open a 300-place replacement Heronsbridge School;
- provide a Welsh-medium seedling school;
- extend two 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

|                              | Corporate Plan 2023-2028 commitment  |
|------------------------------|--|
| <b>Wellbeing Objective 3</b> | <p>We will provide Welsh-medium childcare in the Ogmore 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.</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 disorder, severe learning difficulties and profound and multiple learning difficulties through Band B of the School Modernisation Programme.</p> |
| <b>Wellbeing Objective 5</b> | <p>We will deliver the five new school schemes to meet net zero carbon requirements and support the decarbonisation agenda.</p>  |





# Theme 10

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

# 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 that 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, building on current partnerships to ensure there is effective co-production of services.



**Current rating**



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

## Successes to date

We have:

- implemented the successful Team Around the Family (TAF) model;
- used evidence-based interventions effectively;
- expanded the Integrated Family Support Service (IFSS) to include new substance misuse practitioner roles to widen the offer to families;
- been awarded a Social Care Accolade for innovative and inspiring practice for the 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 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:
- an improvement is pupil attendance rates;
  - an increase in the percentage of TAF interventions closing with a positive outcome;
  - 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

|                       | Corporate Plan 2023-2028 commitment  |
|-----------------------|--|
| Wellbeing Objective 1 | 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. |
| Wellbeing Objective 7 | We will roll-out universal primary free school meals to all primary school learners by September 2024.   |



# Theme 11

Effective childcare and early years offer



# T11: Effective childcare and early years offer

## Summary

The 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. This 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 undertake 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 when 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. However, 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?**

## Successes to date

We have:

- offered dynamic support to the Early Years and Childcare settings throughout and since the pandemic, disseminating public health messages, maintaining a training offer, and supporting the sector to remain viable and sustainable;
- utilised funding and resources to support more than 640 placements in early years settings, between 2020 and 2022, to give children at risk of disadvantage the opportunity to benefit from the social, emotional, and cognitive advantages of access to early education and care.
- built two new childcare settings for use by Welsh-medium providers;
- successfully migrated the Childcare Offer to its new digital platform, ensuring more seamless processes for both parents and providers;
- secured a resource with the Education Engagement Team to ensure effective safeguarding processes are embedded across all Flying Start and funded non-maintained Early Years settings;
- secured positive Care Inspectorate Wales inspections of BCBC Flying Start hubs; and
- developed cohesive; strategic planning to support the local authority's Flying Start expansion;

## Improvement objectives

We will work with partners to:

- develop an agreed system-wide approach to, and acknowledgement of, the importance of early language and communication, and relationships and attachment to children's development;
- ensure that provision across all funded non-maintained Early Years and Flying Start settings in Bridgend is highly effective in giving children the best possible start to their educational journey;
- strengthen systems and processes so that children who need additional support are identified at an early stage, allowing targeted interventions, providing effective early support, to be put in place;
- ensure parents experience good, joined-up responses from different agencies, which help them gain a good understanding of the opportunities, help and support that are available for their early years children, and how they can access them;
- implement an effective delivery model for each of the Welsh-medium childcare settings;
- improve data capture arrangements across the Early Years and Childcare service to better understand impact and outcomes; and
- ensure that the training and development offer to the early years workforce is joined up and is co-ordinated well between the different services and agencies involved.



## Resources

To support these ambitions, we will need to:

- secure a commitment from partners to working towards a shared, aspirational vision of what good quality looks like for early years children and their families;
- ensure effective liaison with Welsh Government policy makers, careers services and training providers to promote childcare as an attractive career choice to new entrants.
- utilise additional budget made available through the Flying Start expansion programme to support the creation of additional posts to grow the capacity of the Early Years and Childcare Team;
- invest in the professional development of our Early Years and Childcare Team and of leaders and aspiring leaders in settings to build internal expertise and capacity and to ensure effective succession planning; and
- make effective use of the new management information system.

## Success indicators

We will know if we have been successful if:

- the early years profession in Bridgend is well-respected, valued, and attractive to professionals at all career stages, helping improve sector recruitment and retention rates.
- parents can access high-quality, inclusive childcare places that enable them to work or study and have confidence that their children are receiving high-quality care and early learning opportunities.
- all funded non-maintained settings in Bridgend are judged by the regulator as at least good;
- all two-year-olds in Bridgend are offered childcare provision that is at least good
- the new Welsh-medium childcare settings are fully operational and offer high standards of care and education to the children on roll; and
- parents' experiences of engaging with Early Years services are positive and productive.

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

|                              | Corporate Plan 2023-2028 commitment  |
|------------------------------|--|
| <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. |



# Theme 12

Effective youth support and youth justice services



## 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-years-old.

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 system, 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. We must continue to recognise 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, we will optimise prevention services, further develop our trauma-based approach, increase opportunities for young people to access services in a way that they feel most comfortable with, and ensure the voice of the child is heard and used to inform the decision-making process and service delivery.





**Current rating**



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

## 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 Bridgend Youth Justice Service;
- secured transition funding for targeted youth provision; and
- successfully implemented the Period Dignity project.

## Improvement objectives

We will work with partners to:

- 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 the 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;
- there is a reduction in the number of young people not in education, employment, or training;
- there is a reduction in first time entrants into the criminal justice system; and
- there is a reduction in offending and re-offending rates.

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

|                       | Corporate Plan 2023-2028 commitment  |
|-----------------------|--|
| Wellbeing Objective 1 | 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.   |
| Wellbeing Objective 2 | <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> |
| Wellbeing Objective 6 | 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.  |







# Theme 13

Meaningful adult learning  
in the community offer



## 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 achieve funding targets, and to deliver a wide range of high-quality, multi-curriculum sector learning opportunities. ACL will work with delivery partners to ensure that the overall offer across the county borough is meaningful and:

- delivers 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;
- raises the literacy and numeracy levels among adults, including those adults whose first language is not English;
- reduces the numbers of adults (16+) who are NEET;
- engages with adults in all parts of Bridgend County Borough, particularly those who have benefitted least from education in the past or who are most at risk of not benefiting in the future; and
- provides opportunities for learners to engage in learning through the medium of Welsh.



**Current rating**



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

## Successes to date

We have:

- developed positive and constructive partnership working to enhance planning, provision, and monitoring of learner opportunities for adults;
- received positive feedback from an Estyn inspection of the work of the partnership, which was undertaken in February 2023;
- seen 222 adult learners benefit from high-quality provision during the last financial year; and
- successfully implemented an enhanced digital offer.

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

## Success indicators

We will know if we have been successful if:

- we offer 25% more adult basic education courses resulting in sustained uptake;
- we offer opportunities for learners to engage in learning through the medium of Welsh;
- we offer 20 more face-to-face sessions resulting in sustained uptake; and
- 100% evaluations received from adult learners are rated as at least good.

## Improvement objectives

We will work with partners to:

- deliver at least 20 more face-to-face sessions;
- achieve a 25% increase in adult basic education courses/provision;
- 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 to identify and offer additional, appropriate training opportunities;
- utilise an online learning platform to act as a repository for extended learning materials/a blended learning option;
- need to develop a partnership platform to promote central marketing of provision offered by all partner organisations;



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

|                       | Corporate Plan 2023-2028 commitment  |
|-----------------------|--|
| Wellbeing Objective 4 | 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. |



# Theme 14

**Effective Welsh in Education Strategic  
Plan to promote the Welsh language  
and Welsh-medium education**

# T14: Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education

## Summary

Since September 2022, BCBC has been implementing its WESP which has been approved by Welsh Government.

Our vision is to promote 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.

Time has been dedicated to planning within sub-groups to ensure collaboration involving all delivery partners. The sub-groups are working effectively, focusing on the targets and actions within each of 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.

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

Since launching the Siarter Iaith in our Welsh-medium schools and the Siarter Iaith Cymraeg Campus in our English-medium schools, innovative work has been undertaken by the schools to increase the social use of Welsh across the whole school community.

Welsh language is offered as an A level subject in Bridgend schools. Provision is supported through collaboration between schools.

There are various activities for children and young people to become engaged with, to ensure that they can experience Welsh as a living language and within their communities. Examples include:

- links with the Urdd;
- visits to schools and regular sessions with Cymraeg Bob Dydd;
- links with Menter Iaith Bro Ogwr;
- school Eisteddfodau;
- Diwrnod Shwmae/Dydd Miwsig Cymru;
- visits/performances from Mr Phormula, Candela, and Tudur Clocsio;
- Welsh assemblies;
- encouragement and training for staff to use Welsh in their lessons as much as possible;
- awards given by the pupils to one member of staff per half-term for the most use of Welsh in lessons;
- extra merits for pupils for use of Welsh;
- use of Welsh Swogs who consult with the school's Welsh department on content of learning and then deliver a section of this to their form classes;
- Criw Cymraeg;
- use of social media to encourage parents to use some Welsh; and
- the use of the Athrawon Bro.





**Current rating**



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

## 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 WEF and sub-groups;
- developed annual plans for each of the WEF sub-groups;
- established an immersion facility; 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;
- 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 LRCs; and
- undertake a site option appraisal of Ysgol Gyfun Gymraeg Llangynwyd.





## Resources

To support these ambitions, we will:

- ensure sufficient resources are allocated to meet emerging demand/need;
- utilise any grant funding that becomes available (for example, for immersion);
- provide professional learning and resources for teachers in Welsh-medium schools on how best to support latecomers;
- facilitate the sharing of good practice in this area in collaboration with the current Welsh Immersion Unit in Cardiff and any other emerging provision going forward; and
- promote and use the additional resources that have been created by Welsh Government specifically for Welsh speakers.

## Success indicators

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 Welsh-medium nursery education school places available for Nursery children;
- there is an increase in the number of Welsh-medium school places available for Reception places; and
- there is an increase in Welsh-medium provision for pupils with ALN.

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

|                       | Corporate Plan 2023-2028 commitment   |
|-----------------------|---|
| Wellbeing Objective 4 | We will implement all the actions contained in the relevant sections of the WESP. |





# Theme 15

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

# 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, and in particular, for 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 activities.

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

The Act sets out the general duties that:

- employers have towards employees and members of the public;
- employees have to themselves and to each other; and
- certain self-employed persons 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 their 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, guidance, 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**



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

## Successes to date

We have:

- refreshed our health and safety guidance;
- re-established the Health and Safety Steering Group and developed associated action plan;
- provided support for schools/services/other settings particularly 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 service delivery areas and, where appropriate, service users;
- develop improved training material, including online learning modules;
- launch a new corporate Health and Safety Policy;

- monitor the use of the corporate accident and incident reporting system and aim to continuously improve the system to ensure it is fit for purpose.

## 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;
- there is a reduction in accidents at work; and
- there is good uptake in the health and safety training offer.



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

|                       | Corporate Plan 2023-2028 commitment   |
|-----------------------|---|
| Wellbeing Objective 4 | We will implement all the actions contained in the relevant sections of the WESP. |



## Executive summary

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

This plan sets out the Education, Early Years and Young People 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, 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 ensuring the physical and mental wellbeing of our staff and service users is prioritised. Working with partners, we will ensure that effective practices and appropriate support are in place to support the 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 more effective

services to provide high-quality support to those open to the Youth Justice Service.

The plan refers to the directorate's ambition to support and develop high-quality teaching and learning. The development of highly effective pedagogy will be encouraged via enquiry-led and collaborative working by professionals to ensure all learners benefit from outstanding teaching and receive the best possible learning experiences. This will support the further development 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 have responsibility for developing a shared, ambitious vision, driving forward agreed goals, ensuring the promotion of high standards, and nurturing success through collective endeavour.





We are passionately committed to realising Welsh Government's ambition to achieve the target of 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 replacement special school.

The local authority has invested significantly in high-quality provision for children and young people with ALN 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 pupil referral unit 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 a timely manner. 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.



## Self-evaluation and ambition summary

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

## 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)



# Glossary

| Abbreviation     | Description  |
|------------------|--|
| <b>ACL</b>       | Adult community learning   |
| <b>ALN</b>       | Additional learning needs  |
| <b>ALNCOs</b>    | Additional Learning Needs Co-ordinators                                |
| <b>ALNET Act</b> | Additional Learning Needs and Education Tribunal (Wales) Act (2018)    |
| <b>ALP</b>       | Additional learning provision  |
| <b>AoLE</b>      | Areas of learning experiences  |
| <b>ASD</b>       | Autistic Spectrum Disorder   |
| <b>BYC</b>       | Bridgend Youth Council   |
| <b>CAMHS</b>     | Child and Adolescent Mental Health Services                            |
| <b>CART</b>      | Communication and Relationships Team                                   |
| <b>CMMI</b>      | Cognition and Learning Team, Complex Medical and Motor Impairment Team |
| <b>CPD</b>       | Continuous professional development                                    |
| <b>CPRs</b>      | Child practice reviews   |
| <b>CTMUHB</b>    | Cwm Taf Morgannwg University Health Board                              |
| <b>DARPL</b>     | Diversity and Anti-Racist Professional Learning                        |
| <b>EET</b>       | Education Engagement Team  |
| <b>eFSM</b>      | Eligible for free school meals   |
| <b>EHE</b>       | Elective home education  |
| <b>ELSAs</b>     | Emotional learning support assistants                                  |
| <b>EOTAS</b>     | Education Other Than At School   |
| <b>EPS</b>       | Educational Psychology Service   |
| <b>EWS</b>       | Education Welfare Service  |
| <b>I2A+</b>      | Inspire to Achieve+ (Shared Prosperity Funding Project)                |
| <b>I2W+</b>      | Inspire to Work+ (Shared Prosperity Funding Project)                   |

| <b>Abbreviation</b> | <b>Description</b>   |
|---------------------|--|
| <b>IDP</b>          | Individual Development Plan  |
| <b>IFSS</b>         | Integrated Family Support Service  |
| <b>LACE</b>         | Looked After Children's Education  |
| <b>LRCs</b>         | Learning Resource Centres  |
| <b>MLD</b>          | Moderate learning difficulties   |
| <b>MTFS</b>         | Medium-term financial strategy   |
| <b>NAEL</b>         | National Academy for Educational Leadership  |
| <b>NEET</b>         | Not in education, employment, or training  |
| <b>NEST</b>         | Nurturing, Empowering, Safe and Trusted Framework  |
| <b>NPLE</b>         | National Professional Learning Entitlement   |
| <b>PDG</b>          | Pupil Development Grant  |
| <b>PERMA</b>        | Positive emotional, engagement, relationships, meaning accomplishments   |
| <b>PLASC</b>        | Pupil Level Annual School Census   |
| <b>PRU</b>          | Pupil referral unit  |
| <b>RAYD</b>         | Raising Attainment for Disadvantaged Youngsters Programme  |
| <b>RAYG</b>         | 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. |
| <b>SCfLP</b>        | Sustainable Communities for Learning Programme   |
| <b>SEN</b>          | Special educational needs  |
| <b>SIP</b>          | School improvement plan  |
| <b>SNSAs</b>        | Special needs support assistants   |
| <b>TAF</b>          | Team Around the Family   |
| <b>UPFSM</b>        | Universal Primary Free School Meals  |
| <b>WEF</b>          | Welsh in Education Forum   |
| <b>WESP</b>         | Welsh in Education Strategic Plan  |
| <b>YPOP</b>         | Young People Of Pride  |



# 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 of online adult learning opportunities</li> <li>• Phase 1 of the co-constructed digital education plan for schools</li> <li>• Longer-term tracking and monitoring of post-16 outcomes for learners who are eligible for free school meals (eFSM)</li> <li>• Increase safeguarding protections including strengthening the independent schools' regulations</li> <li>• Roll out of Curriculum for Wales to Year 8</li> <li>• Begin the National Professional Learning Entitlement validation</li> <li>• Deliver the 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 published</li> <li>• Updated schools causing concern guidance comes into force</li> </ul> |
| Spring Term 2024 | <ul style="list-style-type: none"> <li>• Prepare to teach new 14-16 qualifications (first award 2027)</li> <li>• All schools adopting the new school language categories following introduction of revised Pupil Level Annual School Census (PLASC) datasets</li> <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> </ul>   |
| Summer Term 2024 | <ul style="list-style-type: none"> <li>• New 'State of the Nation' audit of adult literacy and numeracy commences</li> <li>• Review and update Welsh in education workforce data analysis</li> <li>• Roll out the UPFSM initiative to the learners in Year 4</li> </ul>  |

| Term                    | Activity  |
|-------------------------|---|
| <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 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 starts</li> <li>• Enlarged Welsh-medium primary school opens</li> <li>• English-medium primary school opens</li> <li>• Six-classroom teaching block at a secondary school opens</li> <li>• Roll-out of UPFSM to all primary school learners (including Nursery)</li> <li>• ALN Strategy embedded</li> <li>• Behaviour Strategy embedded</li> <li>• Wellbeing Strategy developed</li> <li>• New training programme to build knowledge of ALN reform and how best support can be provided for children with ALN commences</li> <li>• New face-to-face courses in response to learner preferences in ACL begin</li> </ul> |
| <b>Spring Term 2025</b> | <ul style="list-style-type: none"> <li>• Primary school extensions open</li> <li>• Welsh-medium seedling school opens</li> </ul>  |
| <b>Summer Term 2025</b> | <ul style="list-style-type: none"> <li>• Remaining new GCSEs approved</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>• Enlarged Welsh-medium primary school opens</li> <li>• English-medium primary school opens</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>• Replacement 300-place Heronsbridge School opens</li> <li>• Implement all the actions contained in the Welsh Language Promotion Strategy (2021-2026)</li> </ul>   |
| <b>Summer Term 2026</b> | <ul style="list-style-type: none"> <li>• EFS Strategic Plan 2026-2029 launched</li> </ul>   |

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**Strategic Areas**

|      |   |
|------|---|
| SA1  | Pupil and staff wellbeing   |
| SA2  | Support for pupil behaviour, attendance, and exclusions   |
| SA3  | Support for vulnerable children and young people  |
| SA4  | Support for children and young people with additional learning needs  |
| SA5  | Curriculum for Wales and assessment   |
| SA6  | High-quality teaching and learning  |
| SA7  | Effective leadership and governance   |
| SA8  | Robust safeguarding procedures across all the directorate's service areas   |
| SA9  | Ambitious School Modernisation Programme  |
| SA10 | Appropriate family support services delivered by the right people, at the right time, to those most in need (subject to current staff reorganisation) |
| SA11 | Effective childcare and early years offer   |
| SA12 | Effective youth support and youth justice services  |
| SA13 | Meaningful adult in the community learning offer  |
| SA14 | Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education  |
| SA15 | Effective health and safety   |

| Glossary  |  |
|-----------|--|
| Reference | Definition                                     |
| ACL       | adult community learning                       |
| AI        | artificial intelligence                        |
| ALN       | additional learning needs                      |
| ALNCo     | additional learning needs coordinator          |
| BYJS      | Bridgend Youth Justice Service                 |
| CARE      | Communication Autism Resource Education        |
| CART      | Communication and Relationships Team           |
| CDM       | Construction Design Management Regulations     |
| CfW       | Curriculum for Wales                           |
| CHSU      | Corporate Health and Safety Unit               |
| CMMI      | complex medical and motor impairment           |
| DCF       | Digital Competency Framework                   |
| DSP       | designated safeguarding person                 |
| EBSD      | emotional, behavioural and social difficulties |
| EdTech    | educational technology                         |
| EET       | Education Engagement Team                      |
| eFSM      | eligible for free school meals                 |
| ELSA      | emotional literacy support assistant           |
| EOTAS     | education other than at school                 |
| EPS       | educational psychologist                       |
| EPS       | Education Psychology Service                   |
| EWS       | Education Welfare Service                      |
| FPN       | fixed penalty notice                           |
| GB        | governing body                                 |
| HAV       | hand arm vibration                             |

| Do not abbreviate             |
|-------------------------------|
| child and young person        |
| first-time entrant            |
| fixed-term exclusion          |
| form-entry                    |
| governing body                |
| local authority               |
| Welsh Government              |
| Central South Consortium      |
| Department for Education      |
| Care Inspectorate Wales       |
| Healthcare Inspectorate Wales |



|       |   |
|-------|---|
| HSE   | Health and Safety Executive                     |
| IDP   | individual development plan                     |
| IEB   | interim executive board                         |
| INSET | In-Service Training (event)                     |
| IP    | improvement partner                             |
| ISPI  | Independent Specialist Post-16 Institution      |
| KPI   | key performance indicator                       |
| LADO  | local authority designated officer              |
| LLC   | Language, Literacy and Communication            |
| LPP   | Learner Progression Profile                     |
| LRC   | learning resource centre                        |
| MER   | monitoring and evaluation review                |
| MFL   | modern foreign languages                        |
| MLD   | moderate learning difficulties                  |
| MTFS  | Medium-Term Financial Strategy                  |
| NEET  | not in education, employment, or training       |
| NEST  | Nurturing, Empowering, Safe and Trusted         |
| nFSM  | not eligible for free school meals              |
| NE:IR | National Resource: Improvement and Evaluation   |
| PAD   | prevention and diversion                        |
| PCP   | person-centred practice                         |
| PFM   | Performance and Financial Monitoring Board      |
| PDG   | Pupil Development Grant                         |
| PIAP  | post-inspection action plan                     |
| QA    | quality assurance                               |
| RADY  | Raising Attainment for Disadvantaged Youngsters |
| RIBA  | Royal Institute of British Architects           |
| SDP   | school development plan                         |
| SER   | self-evaluation report                          |
| SIG   | School Improvement Group                        |
| SIP   | school improvement plan                         |

|       |                                     |
|-------|-------------------------------------|
| SLT   | senior leadership team              |
| SPG   | strategic partnership group         |
| SWAC  | school workforce annual census      |
| TBC   | to be confirmed                     |
| UPFSM | universal primary free school meals |
| UPS   | Upper Pay Scale                     |
| WEF   | Welsh Education Forum               |
| WESP  | Welsh in Education Strategic Plan   |
| YEF   | Youth Endowment Fund                |

EEYYP STORI August 2024  
Heatmap

|    | SA1 | SA2 | SA3 | SA4 | SA5 | SA6 | SA7 | SA8 | SA9 | SA10 | SA11 | SA12 | SA13 | SA14 | SA15 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 1  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 2  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 3  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 4  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 5  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 6  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 7  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 8  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 9  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 10 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 11 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 12 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| 13 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

|        | Apr | May | Jun | Jul | Aug |
|--------|-----|-----|-----|-----|-----|
| Blue   | 0   | 0   | 0   | 0   | 1   |
| Red    | 15  | 15  | 12  | 7   | 4   |
| Amber  | 32  | 32  | 32  | 33  | 36  |
| Yellow | 39  | 39  | 40  | 38  | 38  |
| Green  | 13  | 13  | 15  | 19  | 19  |
| White  | 0   | 0   | 0   | 0   | 0   |
| Purple | 0   | 0   | 0   | 1   | 1   |
| Total  | 99  | 99  | 99  | 98  | 99  |

| BRAYGWP Description |    |    | Definition   |  |  |
|---------------------|----|----|--|--|--|
| COMPLETED           |    |    | Activities are completed   |  |  |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |  |  |
| 3                   | 2  | 1  |  |  |  |
| ADEQUATE            |    |    | Strengths outweigh weaknesses, but important aspects require improvement   |  |  |
| 6                   | 5  | 4  |  |  |  |
| GOOD                |    |    | Strong features although minor aspects may require improvement             |  |  |
| 9                   | 8  | 7  |  |  |  |
| EXCELLENT           |    |    | Very strong, sustained performance and practice                            |  |  |
| 12                  | 11 | 10 |  |  |  |
| NOT STARTED         |    |    | Activities are yet to commence   |  |  |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |  |  |

| EEYYP Activity Hot Spots |  |  |               |                                     |         |  |   |  |
|--------------------------|--|--|---------------|-------------------------------------|---------|--|---|--|
| Strategic Indicator      | Activity   | Outputs  | Delivery Date | Operational Lead                    | BRAYGWP | Successes  | Challenges  | Forward look   |
| SA15.2                   | We will support schools in developing robust risk assessments.   | CHSU to support and evaluate schools and services dynamically.   | 31/06/2024    | Principal Health and Safety Advisor | 3       | <p>Topic based audits have been completed on traffic management plans, first aid needs assessments, design and technology and radiation.</p> <p>Online risk guidance has been reviewed.</p> <p>Risk assessment training has been offered to school clusters.</p> | Prioritisation by stakeholders is required to achieve the desired outcome.                          | Senior leaders to participate in topic-based audits and undertake necessary action as required.        |
| SA15.5                   | We will improve the percentage of completed topic-based audits that are judged as being at least 'adequate'. | We will work with schools and services to improve the adequacy of their topic-based audits on a dynamic basis. | 30/06/24      | Principal Health and Safety Advisor | 3       | Several audits have been completed including traffic management in schools, hand arm vibration (HAV) in highways and in open spaces.   | We have limited resources to support this work.   | We will ensure the formalisation of corporate/directorate priorities in relation to health and safety. |
| SA10.3                   | We will develop and implement the Children Missing Education Guidance.                                       | Children missing education guidance will be developed and implemented by 31/09/2024.                           | 21/09/24      | Education Engagement Team Manager   | 3       | The restructure of Early Help Services was implemented in July 2024.   | Due to the restructure of services, there has been some delay in the development of the new policy. | The new policy will be in place during the school year 2024-2025.                                      |
| SA4.2                    | We will establish a more effective parental engagement policy/practice with parents or children with ALN.    |  | 31/08/24      | Group Manager (Learner Support)     | 3       | Proposals for improvements to the ALN-related webpages, to support easier navigation, have been shared with the website team.  | Further development of the webpages has been impacted by capacity.                                  | It is envisaged that much of this work will be completed by the end of autumn term 2024.               |

Strategic Report Card

|                  |  |                        |
|------------------|--|------------------------|
| Lead             | Corporate Director (Education, Early Years and Young People) | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024                                      | 7                      |

|              |   |
|--------------|---|
| Successes    | Corporate Health and Safety Policy approved by Cabinet in July 2024. The outcome of the Learner Travel consultation was also endorsed by Cabinet at the July 2024 meeting.  |
|              | Formal review of STORI has been undertaken by internal and external delivery partners. Feedback was discussed at EEYYP SMT meeting on 19/08/2024.   |
|              | School attendance continues to improve with the local authority's current cross-phase attendance (at 89.5%) near top-quartile, all-Wales performance.   |
| Challenges   | The ongoing review of school improvement arrangements in Wales continues to be challenging - both in terms of resourcing and future delivery models.  |
|              | The number of fixed-term and permanent pupil exclusions remains concerning. It is hoped that the refreshed managed moves protocols and targeted behaviour support will mitigate this issue.                           |
|              | Staffing changes across the directorate (for example, in relation to new headteachers and central team restructures) are presenting challenges and need to be managed carefully.                                      |
| Forward Look | Update on progress against commitments in the EEYYP Strategic Plan 2023-2026 will be taken to Subject Overview and Scrutiny Committee 1 on 16/09/2024.  |
|              | The First Minister and Cabinet Secretary for Education (Welsh Government) are due to visit Ysgol Cynwyd Sant on 04/09/2024 with a focus on UPFSM delivery.  |
|              | Revised Home-To-School/College Transport Policy will be considered by Cabinet in September 2024. Subject to approval, we will aim to implement the new policy from September 2025.                                    |
| Issues       | The Medium-Term Financial Strategy position remains challenging - both in terms of reduced capacity in key service areas and difficulty in securing substantial efficiency savings in relation to specific proposals. |
|              | Significant market changes are placing pressure on the delivery of the school modernisation programme.  |
|              | Many schools are reporting significant challenges in respect of their individual budgets. As at the end of summer term 2024, several schools have not been able to set an agreed deficit budget recovery plan.        |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    | Strengths outweigh weaknesses, but important aspects require improvement   |
| 6                   | 5  | 4  |  |
| GOOD                |    |    | Strong features although minor aspects may require improvement             |
| 9                   | 8  | 7  |  |
| EXCELLENT           |    |    | Very strong, sustained performance and practice                            |
| 12                  | 11 | 10 |  |
| NOT STARTED         |    |    | Activities are yet to commence   |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity  | Summary   | Outputs   | Delivery Date | Operational Lead   | Successes (max. 3)  | Challenges  | Forward Look  | BRAYGWP |
|---------------------|---|---|---|---------------|--|---|---|---|---------|
| SA1.1               | We will reduce external pressures on all staff at all levels.   | We will ensure that we focus only on the strategic priorities identified in Bridgend County Borough Council's Corporate Plan 2023-2028 and the Education and Family Support Directorate Strategic Plan 2023-2026.<br><br>This will result in staff undertaking clearly defined activity within a carefully managed environment.<br><br>We will monitor the success of this objective by undertaking an annual staff survey and tracking absence levels due to work-related stress.  | Annual staff survey conducted and results analysed.   | 31/08/26      | Corporate Director (Education, Early Years and Young People) | The annual staff survey has been conducted and analysed.  | The response rate to the annual staff survey from the Education, Early Years and Young People Directorate was low.  | We will need to promote the staff survey more effectively next year to ensure all staff have opportunity to have their voice heard.   | 6       |
| SA1.2               | We will work with managers to ensure wellbeing remains a high priority and promote work-life balance. | We will ensure all staff within the directorate have access to a refreshed employee assistance programme by 01/09/2024.<br><br>This will result in all staff having appropriate occupational support. The maintenance of a positive work-life balance is promoted as an essential element of working within the directorate.<br><br>We will monitor the success of this objective by undertaking an annual staff survey and monitoring staff absence levels across the directorate. | Health and Wellbeing extended management team presentations promoting resources and Health Hub News.<br><br>School governors Health and Wellbeing presentation.<br><br>Schools have a wellbeing protocol in place.<br><br>Reduce emails to schools by collating information and sending on a weekly basis only, and sharing documents through a central location.<br><br>Director meetings with Executive Headteacher Group on a fortnightly basis to improve communication.<br><br>Team Bridgend in place as an information-sharing meeting for improved communication and reduce workload on headteachers.<br><br>We will reduce staff absence by 1%. | 31/08/26      | Corporate Director (Education, Early Years and Young People) | Executive Headteacher Group meetings continue to be held on a fortnightly basis where staff wellbeing issues and support mechanisms are considered.<br><br>Regular Team Bridgend meetings are held with all headteachers where any areas of concern are discussed and, wherever possible, support is offered.<br><br>The Monday Mailshot ensures that the vast majority of emails are 'bundled' in one communication with a view to reduce school staff workload. | While the initial wellbeing session with extended management team members was effective, it has been some time since the session and another workshop needs to be organised.<br><br>We need to ensure that the benefits of the employee assistance programme are promoted to all staff. There is some concern at present that the programme may not be fully understood by all staff. | We are committed to promoting the health, safety and wellbeing of all our employees. All employees have access to the employee assistance programme which includes a confidential counselling line which is available 24/7.<br><br>We have procured a new occupational health service 'Insight' (which replaces Insync), providing staff with a quick turnaround on occupational health physician appointments. We will monitor the new system carefully. | 7       |



|        |  |   |   |          |  |   |  |   |   |
|--------|--|---|---|----------|--|---|--|---|---|
| SA1.3  | We will deliver specific support programmes for senior leaders in schools.   | <p>We will work with headteacher representative groups and trade unions to ensure senior leaders in all schools are supported to undertake their roles within a nurturing environment.</p> <p>We will monitor the success of this objective by undertaking an annual staff survey.</p>  | Annual staff survey conducted and results analysed  | 31/08/26 | Group Manager (Schools Group)                                | <p>The wellbeing of senior staff in schools is discussed at all Executive Headteacher Group meetings.</p> <p>Headteacher wellbeing sessions (delivered by occupational health specialists) have been incorporated into Team Bridgend sessions.</p> <p>Inputs from HR in respect of senior staff wellbeing have been provided at Bridgend Association of Secondary Headteachers (BASH) and Primary Federation meetings.</p>  | The amount of feedback received (through self-evaluation exercises and through the annual staff survey) has been low. Therefore, we need to encourage more significant engagement to capture an accurate picture.  | We need to ensure the range of e-learning modules offered by the Learning and Organisational Development Team (for example, Absence Management, Delivering Difficult Conversations, and Managing Pressure) are actively promoted to employees.  | 7 |
| SA1.4  | We will develop case studies to share effective practice.  | <p>We will work with local, regional, and national partners to develop case studies of effective practice to share with stakeholders and delivery partners.</p> <p>This will result in a bank of effective practice materials which will be shared with elected members and other delivery partners (such as Welsh Government).</p> <p>We will develop at least one case study of effective practice every term.</p>  | Evaluate case studies from Estyn inspections and share best practice with other schools.  | 31/08/26 | Group Manager (Schools Group)                                | <p>Effective practice (showcased by senior leaders and teachers from Bridgend and other local authorities) has been included in recent Team Bridgend events.</p> <p>Central South Consortium's 'Snippets of Success' newsletter (which identifies effective practice in schools and pupil referral units across the region) is shared with all schools.</p> <p>Network groups, organised by Schools Group colleagues, ensure effective practice is shared across the local authority.</p> | While Estyn case study material has been shared with schools, we need to promote the resources on the Estyn website.   | The Professional Development Programme for the school year 2024-2025 has now been developed and is in place for the forthcoming school year. The programme will ensure the areas of focus highlighted during the Performance and Financial Monitoring Board process will be addressed.        | 8 |
| SA1.6  | We will implement the workforce development plan and provide effective training and continuous professional development. | <p>We will work with HR and other providers to produce a meaningful professional development plan to ensure all staff have access to effective professional development.</p> <p>This will result in staff, at all levels within the directorate, benefitting from effective training.</p> <p>We will measure this by determining the success of the directorate's professional learning programme during the annual performance management process.</p>   | <p>Promotion of funded qualifications, apprentices and graduate schemes to schools.</p> <p>Workforce development training opportunities for management.</p> <p>Professional learning offer available from Central South Consortium.</p> | 31/08/26 | Head of Education, Early Years and Young People              | <p>A training needs analysis has been undertaken for all senior and extended management team colleagues. The information provided by this exercise has informed our extended management team development programme.</p> <p>Details of the professional learning programme provided by HR have been shared with all staff.</p>   | It has been difficult for some school staff to secure sufficient release time to attend professional learning events.  | <p>Future extended management team sessions will feature more professional learning opportunities for managers.</p> <p>Regular Team Bridgend sessions will include a feedback session to gather feedback from headteacher colleagues in respect of future professional learning activity.</p> | 6 |
| SA1.10 | We will create incentives to improve retention and recruitment.  | <p>We will work with HR and external partners (such as the Education Workforce Council and Welsh Government) to develop a plan to improve the retention and recruitment of all staff within the directorate (including school-based staff).</p> <p>We will focus on key areas such as specialist staff in certain settings (such as Welsh-medium staff and teachers of science, technology, engineering, and mathematics).</p> <p>We will measure this by monitoring the levels of vacancies.</p> | <p>Monitor vacancy levels to identify trends across the directorate.</p> <p>Implement workforce development plan to upskill staff.</p> <p>Promote health and wellbeing across the directorate.</p>                                      | 31/08/26 | Head of Education, Early Years and Young People              | <p>We have a transparent pay structure to ensure all employees are paid for their job responsibilities. In addition, all employees are able to join the Local Government Pension Scheme or the Teachers Pension Scheme, depending on the role.</p> <p>Vacancy levels across the directorate continue to be monitored carefully. This exercise has been particularly helpful as it supports the Medium-Term Financial Strategy efficiency saving associated with vacancy management.</p>   | <p>Recruitment to some specialist roles remains challenging (both in terms of officer roles and certain teaching posts within schools).</p> <p>Due to the current budget situation, it is unlikely that additional funding will be sourced to provide financial incentives to facilitate recruitment to challenging roles.</p> | We will recommence discussions with Central South Consortium and Welsh Government in respect of the recruitment and retention of staff in Welsh-medium schools.   | 6 |
| SA1.11 | We will develop a partnership agreement with trade unions.   | <p>We will work with partners in the consultative panel to create an agreement for transparent working practices</p> <p>This will result in clear policies and processes agreed by all parties.</p> <p>We will measure this by monitoring the number and range of issues we are unable to find agreement on.</p>  | Partnership agreement developed and in place with unions.   | 31/08/26 | Corporate Director (Education, Early Years and Young People) | <p>Consultative Panel meetings are held on a half-termly basis with education trade union colleagues. These are chaired by the Group Manager (Schools).</p> <p>Professional advice is provided by a Principal HR Partner.</p> <p>Meetings are well attended and the feedback we receive from participants is generally positive.</p>  | Due to the efficiency savings required by schools as part of the Medium-Term Financial Strategy, several redundancy proposals have been presented by headteachers. This is clearly a challenging situation for school staff whose job may be vulnerable as part of a restructure.  | Trade union colleagues have requested that the Corporate Director (Education, Early Years and Young People) attend Consultative Panel meetings. It is hoped that this can be achieved from autumn term 2024.  | 6 |

Directorate Report Card

|                  |   |                        |
|------------------|---|------------------------|
| Lead             | Head of Education, Early Years and Young People | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024                         | 7                      |

|              |  |
|--------------|--|
| Successes    | Succession planning work has progressed, information submitted by the senior management team has been examined and used to populate an overall grid identifying the areas of most concern. The final stage of the process now needs to progress (such as, the development of individual plans and strategies). |
|              | As we meet MTFS commitments, there have been some critical successes including the progress of the changes to the Home-to-School/College Transport Policy and the successful implementation of several efficiency saving targets.  |
| Challenges   | MTFS continues to be a significant challenge in several areas, particularly securing resources, either financial or staffing, to complete essential elements of the processes.   |
|              | Budget continues to be a concern. The council as a whole is overspent and there are significant overspends in the Education, Early Years and Young People Directorate. The requirement to reduce this overspend position is currently very challenging.  |
|              | Pressure on resources is increasing as demand is increasing in some critical areas which is placing an additional financial burden. The increased requirement for out of authority placements is a particular concern.   |
| Forward Look | Review of the middle tier will place a significant burden on the directorate. The requirement to design and develop an effective new system is already a significant burden on the senior management team  |
|              | The requirement to meet MTFS targets means we have not appointed to a number of vacant posts. This is an accumulating issue managing workload and, in the case of frontline services, managing waiting lists for services  |
| Issues       | Management capacity within the directorate remains a concern.  |
|              | Meeting the future requirements of MTFS will be a significant issue for the directorate.   |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    |  |
| 6                   | 5  | 4  | Strengths outweigh weaknesses, but important aspects require improvement   |
| GOOD                |    |    |  |
| 9                   | 8  | 7  | Strong features although minor aspects may require improvement             |
| EXCELLENT           |    |    |  |
| 12                  | 11 | 10 | Very strong, sustained performance and practice                            |
| NOT STARTED         |    |    |  |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity  | Summary  | Outputs  | Delivery Date | Operational Lead                                | Successes (max. 3)   | Challenges  | Forward Look  | BRAYGWP |
|---------------------|---|--|--|---------------|---|--|---|---|---------|
| SA1.13              | We will develop a robust succession plan, specifically for senior management grades.  | We will develop a robust succession plan, specifically for senior management grades.<br><br>This will result in a effective future leadership and knowledge across services.   | Develop a Directorate succession plan.<br><br>Workforce planning with staff development opportunities available.                 | 31/08/26      | Head of Education, Early Years and Young People | The initial scoping work for this exercise has been completed.<br><br>Group Managers have completed second stage.  | The initial scoping required significant HR input and time.<br><br>There are some discrepancies in structures.<br><br>In some areas, structures are actively changing and this is challenging in respect of service delivery. | The final stage of creating plans for individual posts is now underway.   | 10      |
| SA3.4               | We will work with the Social Services and Wellbeing Directorate to improve communication between social services and schools.   | We will ensure that an effective restructure is successfully concluded by 31/12/2024.<br><br>We will identify effective mechanisms for regular interface between the two directorates to improve understanding and increase familiarity.                                     | Restructure of services successfully concluded by 31/12/2024.<br><br>Identify new mechanisms for interface between directorates. | 31/12/24      | Head of Education, Early Years and Young People | Meetings have been held to discuss mechanisms for future engagement and interaction.<br><br>The job description for the Local Authority Designated Officer (LADO) has been amended to include support for education.<br><br>Officers within Social Services and Wellbeing Directorate have started attending Team Bridgend meetings. | As yet, there has been no appointment to the LADO role.   | We will implement new working arrangements following the recent restructure.  | 8       |
| SA3.5               | We will evaluate our service provision (including education, health, social care, and police) to ensure our services are fit for purpose and take into consideration recent efficiencies. | We will work with partners to ensure there is no duplication of services and make best use of resources by 31/12/2024.<br><br>This will result in greater understanding, less duplication and maximisation of resources.<br><br>We will measure this through audit activity. | Carry out audits to ensure we make the best use of our resources.  | 31/12/24      | Head of Education, Early Years and Young People | The development of reporting mechanisms has become more robust through the use of STORI.<br><br>Audit activities have been conducted with regular frequency, and none have identified any significant issues.  | There has been a significant restructure in the Early Help and Young People Group and new systems for referrals are currently being developed.<br><br>MTFS savings will create further challenges in completing this work.    | Restructure is now complete, referral processes are in draft and future quality assurance mechanisms are being developed. | 7       |

Learner Support Report Card

|                  |                                 |                        |
|------------------|---------------------------------|------------------------|
| Lead             | Group Manager (Learner Support) | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024         | 7                      |

|              |  |
|--------------|--|
| Successes    | Staff consultations have progressed for the cessation of the Adult Community Learning Service.   |
|              | Following reviews of needs by the Communication and Relationships Team, agreed ancillary hours for the start of the autumn term have reduced by a total of 235 hours per week. This has resulted in the directorate achieving targeted efficiency savings. |
|              | All pupils placed on waiting lists in the autumn and spring terms for The Bridge Alternative Provision and Ysgol Bryn Castell have been offered start dates from September 2024.   |
| Challenges   | Due to staff absence, two school clusters are currently without a permanent link educational psychologist.   |
|              | The availability of alternative, timely placements to meet individual pupil's learning needs and risk assessments is challenging.  |
|              |  |
| Forward Look | In the autumn term 2024, the WESP Co-ordinator will be working with English-medium schools to gain a better understanding of how Welsh as a second language is taught.   |
|              | Cognition and Learning Team members will soon be able to obtain data directly from 'B Squared' pupil tracking software. This will reduce the number of requests made of school for information.  |
|              |  |
| Issues       | An increasing number of pupils are transitioning from early years to statutory provision with support packages, resulting in increased requests for ancillary support.   |
|              | Recruitment and retention is an issue for Educational Psychology Services across the UK.   |
|              |  |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    | Strengths outweigh weaknesses, but important aspects require improvement   |
| 6                   | 5  | 4  |  |
| GOOD                |    |    | Strong features although minor aspects may require improvement             |
| 9                   | 8  | 7  |  |
| EXCELLENT           |    |    | Very strong, sustained performance and practice                            |
| 12                  | 11 | 10 |  |
| NOT STARTED         |    |    | Activities are yet to commence   |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity   | Summary  | Outputs | Delivery Date | Operational Lead                   | Successes (max. 3)   | Challenges  | Forward Look  | BRAYGWP |
|---------------------|--|--|---------|---------------|------------------------------------|--|---|---|---------|
| SA1.9               | We will develop an effective whole-school support model for emotional and mental wellbeing using the NEST Framework. | We will connect services in Learner Support and Family Support by undertaking a local authority 'map and gap' exercise and developing one approach to mental health and wellbeing.<br><br>This will result in a cohesive local authority graduated approach and provision map.<br><br>We will measure this in collaboration with our Public Health Wales partners who lead on the initiative on behalf of Welsh Government.  | #SPILL! | 31/08/25      | Group Manager (Learner Support)    | The plan for the 2024-2025 has been completed and submitted to Welsh Government for approval.  | The whole-school Health and Wellbeing Co-ordinator post at Cwm Taf Morgannwg University Health Board is currently vacant. This has some impact on the access to information and updates.                                  | A meeting has been held with Public Health Partners and the Group Manager (Early Years and Young People) to discuss use of the whole-school approach to Wellbeing Grant for 2024-2025.<br><br>The grant plan was completed and agreed at the meeting. | 7       |
| SA1.12              | We will support the wellbeing of all pupils by engaging with and listening to their views.                           | We will continue to deliver Lego Therapy, massage stories, and Thrive overview training to schools. We will continue ELSA training and supervision of staff in our schools.<br><br>This will result in school staff being better equipped to support learners' wellbeing and emotional needs.<br><br>We will measure this through action research and evaluations of the interventions. This will result in services which are fit for purpose to meet the needs of the children and young people that use them. This will ensure children feel better about the services provided for them. |         | 31/03/25      | Principal Educational Psychologist | A wide range of interventions has been delivered.<br><br>There are 10 protected ELSA training places for Bridgend staff each term, and ongoing supervision of trained ELSAs by educational psychologists.<br><br>Officers across the directorate continue to build links with whole-school approach and Shine in-reach teams.<br><br>A bid has been submitted to Welsh Government to pilot joint sessions in schools with Shine and the EPS. | Budget constraints in schools place pressure on the continuation of intervention delivery.<br><br>Further work and time capacity is needed to engage in action research to obtain views of our children and young people. | There will be joint working arrangements around creating a provision map of wellbeing services across the local authority as part of 2024-2025 grant delivery.  | 7       |

|       |  |  |   |          |                                    |  |  |   |          |
|-------|--|--|---|----------|------------------------------------|--|--|---|----------|
| SA2.1 | We will develop a high-quality training/induction programme for special needs support assistants to ensure staff are well trained and have a clear knowledge of pupils and their challenges before arriving at school. | <p>We will add training opportunities to special needs support assistants to upskill staff at the start of every term.</p> <p>This will result in the needs of learners being met, leading to improved attendance, fewer exclusions, and the reduced need for specialist provisions.</p>   |   | 31/03/25 | Interim Lead CART                  | A range of training was provided to SNSAs and teachers in the spring term, with further training planned for the final two weeks of the summer term.   | <p>Schools face ongoing challenges in releasing staff for training sessions.</p> <p>The high demand for certain training sessions has made it challenging to secure suitable venues.</p>   | All ALNCoS will be updated in the autumn term on the school training schedule for 2024-2025.  | 8        |
| SA2.3 | We will undertake a review of provision at Ysgol Bryn Castell and The Bridge Alternative Provision.  | <p>We will engage with a partner to undertake a review of our special education provision.</p> <p>This will provide a clear picture of the size and capacity of both provisions allowing maximisation of the available use of space and staffing available while also ensuring the local authority can provide suitable provision for our most vulnerable learners.</p> <p>We will measure this by completing the review and create an action plan based on the outcomes of the review.</p>                  | <p>Independent review of Ysgol Bryn Castell complete and action plan developed.</p> <p>Independent review of The Bridge complete and action plan developed.</p> | 31/05/24 | Group Manager (Learner Support)    | An independent reviewer was appointed through the procurement process, and the review was conducted in June 2024. The findings are currently being considered by the directorate.  | The report has confirmed there is currently no additional space in Ysgol Bryn Castell that could be used to increase capacity.   | Planning for EBSD provision will need further consideration. The Group Manager (Learner Support) will invite relevant partners to a planning task and finish group during the autumn term 2024.   | 8        |
| SA2.5 | We will establish a high-quality professional learning programme for all school-based staff on specific issues such as de-escalation.  | <p>We will continue to deliver Team Teach training to schools where there is an emphasis on de-escalation. Currently, 70% of schools are Team Teach trained. Our target is for 80% to be trained by 31/07/2024.</p> <p>This will result in consistent approaches between schools in managing challenging behaviour and instilling the ethos of relationship building and de-escalation.</p> <p>We will measure this by the number of fixed term exclusions issued as well as referrals to A&amp;E panel.</p> |   | 31/07/24 | Interim Lead CART                  | <p>The schools that have completed Team Teach are implementing the training in practice.</p> <p>The majority of physical interventions carried out are being recorded appropriately.</p> <p>Team Teach Connect platform price has been agreed and progressed, and will be introduced in schools in the autumn term.</p>  | <p>Costs associated with training present a challenge for some schools.</p> <p>Team Teach Connect is a new platform for Team Teach, which has an additional cost.</p>  | Team Teach Connect platform will be introduced in schools in the autumn term.   | 8        |
| SA2.6 | We will develop an expanded offer of alternative pathways.   | <p>We will work with partners to understand the range of provision available and how that provision can be adapted to meet needs.</p> <p>This will result in more children having suitable alternative provision resulting in less disengaged pupils, reducing numbers on waiting lists for EOTAS provision.</p>   |   | 31/07/25 | Head, The Bridge                   | <p>Recruitment of a Welsh Specialist Teacher and Learning Support Officer are currently on hold due to the budget position.</p> <p>The availability of alternative EOTAS provision remains limited in Bridgend. Options have been explored with partners such as Bridgend College. Due to the financial implications of supporting further EOTAS provision, this cannot be progressed.</p>           | <p>Recruitment of a Welsh Specialist Teacher and Learning Support Officer are currently on hold due to the budget position.</p> <p>The availability of alternative EOTAS provision remains limited in Bridgend. Options have been explored with partners such as Bridgend College. Due to the financial implications of supporting further EOTAS provision, this cannot be progressed.</p> | Continue to review the budget proposals alongside any future staff changes.   | Obsolete |
| SA3.6 | We will ensure we meet our statutory duties under the ALNET (Wales) 2018 Act.  | <p>We will ensure that all schools and the local authority comply with the Commencement Orders by regular communication and monitoring by the ALN Statutory Team by 31/03/2025. All schools to meet statutory duties under ALNET (Wales) 2018 Act.</p> <p>We will monitor this activity via feedback from the local authority's ALN Panel.</p>   |   | 31/07/24 | Principal Educational Psychologist | <p>The ALN Statutory Team is monitoring all outstanding Statement-to-IDP transfers to ensure we are on course to meet our 100% target.</p> <p>Following PCP meetings for all local authority maintained IDPs, the ALN Statutory Team notifies schools and follows up returns of draft IDPs.</p> <p>Meetings scheduled throughout the summer holidays, to manage IDPs awaiting quality assurance.</p> | <p>There have been some communication issues around the requirements of IDPs and this has resulted in some paperwork not being submitted to the local authority.</p> <p>Some IDPs are being returned late. Consequently, timescales to meet statutory duties are sometimes compromised.</p>  | <p>Weekly monitoring of all outstanding Statements-to-IDPs will continue via the ALN Panel and sub-group.</p> <p>We will provide increased quality assurance sub-group meetings with officers to improve the number of completed IDPs within statutory timelines. Timetable of additional meetings in place throughout summer holidays to manage IDPs awaiting quality assurance.</p> | 7        |

|       |   |   |  |          |   |  |   |   |    |
|-------|---|---|--|----------|---|--|---|---|----|
| SA3.7 | We will ensure all Year 9 pupils with ALN will have a transition plan in place by start of March in each school year. | <p>We will ensure all pupils with ALN are to start the transition process by 31 March of every year by inviting specialist careers advisors, college transition workers and Post-16 officers to reviews.</p> <p>This will result in a smoother transition process for ALN learners to an appropriate placement Post-16.</p> <p>We will measure this by through a review process of all transition plans.</p>  |  | 31/03/24 | ALN Lead<br>Additional Learning Provision and Post-16 | <p>Transition meetings have been going well and completed in a timely fashion.</p> <p>There has been effective communication with potential Post-16 providers.</p>               | <p>Requests for Post-16 transport are increasing.</p> <p>A number of young people have applied unsuccessfully to the college for Post-16 provision, as the college is unable to meet their needs.</p> | <p>We will work with The Bridge to develop an effective process for Post-16 transition.</p> <p>We will link with learner support colleagues to identify a process for Post-16 additional support.</p> | 8  |
| SA4.1 | We will develop an ALN strategy and an ALN behaviour strategy.  | <p>We will establish a working party and create a draft strategy by 31/01/2024.</p> <p>This will result in schools having a clear vision in the ethos of ALN and the support that the local authority offer to schools.</p> <p>We will establish a working party and create a draft behaviour strategy by 30/04/2024.</p> <p>This will result in schools having a clear steer in the support available across Bridgend.</p> <p>We will monitor this activity by reviewing the outcomes of Estyn inspections to ensure effective school-level ALN policies are in place.</p> |  | 31/07/24 | Interim Lead<br>CART                                  | <p>An initial working party has met and key roles have been identified for the development of the Behaviour Policy.</p>  | <p>Budget cuts have impacted heavily on CART and, therefore, capacity to support schools is limited.</p>  | <p>The Group Manager (Learner Support) plans to reinstate the working group and continue this piece of work.</p>  | 6  |
| SA4.2 | We will establish a more effective parental engagement policy/practice with parents or children with ALN.             | <p>We will review webpage content and format of the ALN page on the Bridgend County Borough Council's website to ensure information and guidance is clear, accessible and up to date. We will continue to encourage schools to use IDP review documents to record input from parents and learners as part of the review process.</p> <p>This will result in parents/carers having access to information on how we identify and support children/young people with emerging or additional learning needs.</p>  |  | 31/08/24 | Group Manager<br>(Learner Support)                    | <p>Proposals for improvements to the ALN-related webpages, to support easier navigation, have been shared with the website team.</p>   | <p>Further development of the webpages has been impacted by capacity.</p>   | <p>It is envisaged that much of this work will be completed by the end of autumn term 2024.</p>   | 3  |
| SA4.3 | We will quality assure additional learning provision.   | <p>We will continue to have weekly local authority IDP quality assurance sessions to monitor additional learning provision identified.</p> <p>This will result in children and young people having appropriate additional learning provision to meet their need.</p> <p>We will measure this through ALN Statutory Team data and through monitoring all local authority IDPs through appropriate quality assurance.</p>   |  | 31/07/24 | ALN Lead<br>Additional Learning Provision and Post-16 | <p>There has been significant improvement in the quality of IDPs.</p> <p>When schools submit IDPs for quality assurance, few adjustments are needed.</p>                         | <p>There have been some teething issues with the development of the new IDP process.</p> <p>There has been an increase in the number of requests for a local authority IDP.</p>                       | <p>We will continue to work with special schools to develop the quality of local authority IDPs.</p> <p>We will work with schools on developing their own costed provision maps.</p>                  | 8  |
| SA4.4 | We will deliver training for Early Years settings.  | <p>We will develop a monthly programme of training for Early Years settings by the start of each school year.</p> <p>This will result in a training offer being available to all settings to help them meet the needs of children with emerging ALN.</p> <p>We will measure this by attendance at, and feedback from training sessions.</p>   |  | 30/09/24 | ALN Lead Early Years                                  | <p>The Early Years training programme has been published.</p> <p>Attendance at training sessions has improved.</p> <p>Face-to-face training sessions are very well attended.</p> | <p>There are some difficulties in identifying venues with sufficient capacity for face-to-face training sessions.</p> <p>Attendance at sessions can be variable due to staff unavailability.</p>      | <p>An alternative setting has volunteered space for training sessions as a trial this term.</p> <p>Further links will be established with health colleagues to enhance the training further.</p>      | 10 |



|        |   |  |  |          |   |  |   |   |   |
|--------|---|--|--|----------|---|--|---|---|---|
| SA4.5  | We will develop a continuum of support for older pupils with MLD through the medium of Welsh. | <p>We will establish a learning resource centre for pupils with MLD by 31/03/2025.</p> <p>This will result in all-through provision being available from primary to secondary phases for all pupils that need it.</p> <p>We will measure this by a learning resource centre being in place by 31/03/2025.</p>  |  | 31/03/25 | ALN Lead Early Years                                | <p>There has been a transition process for pupils with MLD moving to secondary school in September 2024.</p> <p>We have established an interim plan to support pupils with MLD until the consultation process concludes.</p> | The consultation process to formally establish a designated 'class' at secondary school has not yet begun.  | The first pupils will transition from the newly-established Key Stage 2 provision in September 2024.  | 5 |
| SA4.6  | We will establish a comprehensive process for Early Years IDPs.                               | <p>We will establish an implementation and quality assurance process by 31/08/2024.</p> <p>This will mean that all IDP for Early Years children not attending a maintained school will be robustly monitored and the local authority will be confident at the quality of the provision being provided.</p> <p>We will monitor data reports that should show all children with IDPs have had a quality assurance of ALP visit within three months of the final agreed plan.</p> |  | 31/07/24 | ALN Lead Early Years                                | <p>All ALP delivery in the IDPs has been quality assured within three months of issue.</p> <p>This process allows for setting staff development and identification of any gaps in understanding/knowledge.</p>               | <p>Some settings are over-capacity and additional staff are required to meet demand.</p> <p>The volume of ALN transition work is a challenge given current capacity.</p>  | <p>We will be using the new online IDP system.</p> <p>The use of the mangement information system will help with work flow.</p> <p>We will provide bespoke information sessions for settings with children on packages.</p>                                 | 9 |
| SA4.7  | We will improve transition practice, policy and process between childhood and adulthood.      | <p>We will work with partners including the Social Services and Wellbeing Directorate, further education colleges and schools to ensure that transitions are smooth and result in pathways that are clearly understood by all.</p> <p>This will result in children and young people having a seamless transition into adult services and provision.</p> <p>We will measure this by monitoring the numbers of children whose transition does not progress smoothly.</p>         |  | 31/08/26 | ALN Lead Additional Learning Provision and Post-16  | <p>We have excellent working relationships with Careers Wales colleagues. They are sharing their invaluable knowledge regarding all parts of the Post-16 transition process.</p>   | <p>There have been teething issues with the implementation of the Independent Specialist Post-16 Institution (ISPI) system.</p> <p>We have received a significant number of transport queries and requests.</p> <p>Further communication and awareness-raising is required, to address some misunderstandings relating to the new 0-25 ALN system.</p>    | <p>We are developing a process for actioning ISPI requests.</p> <p>We will continue to work with colleagues in Social Services and Wellbeing Directorate on a shared understanding of social needs and educational needs relating to ISPI applications.</p> | 7 |
| SA4.8  | We will launch the online IDP system.   | <p>We will launch the online IDP system by 31/08/2024.</p> <p>This will result in a central online repository for all IDPs .</p> <p>We will monitor this by benchmarking then monitoring the numbers of IDPs on the system.</p>  |  | 31/03/25 | Group Manager (Learner Support)                     | <p>The new online IDP system is ready to launch.</p> <p>Key officers have been given access to the test system.</p> <p>The data sharing agreement has now been finalised.</p>  | <p>Given the necessary activity to ensure a robust data sharing agreement and the finalisation date, it was not feasible to launch the online IDP system for use by schools in the 2023-2024 school year.</p>   | <p>Data is available in the system for trial with the Learner Support Service at the start of the autumn term.</p> <p>We will put a plan in place for roll-out to other phases of education and settings.</p>   | 5 |
| SA13.1 | We will deliver at least 20 more ACL face-to-face sessions.                                   | <p>We will increase the number of face-to-face courses and sessions by 31/07/2024.</p> <p>This will result in an overall increase across the school year.</p> <p>We will measure this by monitoring the number of sessions that take place and through participant feedback.</p>   |  | 31/08/26 | Principal Officer Community Learning and Engagement |  | <p>The agreed budget cuts include the cessation of the Adult Community Learning Service. As a result, some accredited courses have not been able to run in the summer term.</p> <p>Significant levels of staff absences have impacted the delivery of courses.</p> <p>Following the restructure, the target to increase sessions is now unachievable.</p> | It is anticipated that the service will terminate as of January 2025.   | 4 |
| SA13.2 | We will achieve a 25% increase in adult basic education courses/provision.                    | <p>We will expand the range of courses/sessions offered by 31/07/2024.</p> <p>This will result in a wider range of provision offered in the Skills for Life and Work sector.</p> <p>We will measure this by monitoring the number of courses/sessions that take place and through participant feedback.</p>  |  | 31/08/26 | Principal Officer Community Learning and Engagement |  | <p>The agreed budget cuts include the cessation of the Adult Community Learning Service. As a result, some accredited courses have not been able to run in the summer term.</p> <p>Significant levels of staff absences have impacted the delivery of courses.</p> <p>Following the restructure, the target to increase sessions is now unachievable.</p> | It is anticipated that the service will terminate as of January 2025.   | 4 |

|        |  |  |  |          |  |  |  |  |   |
|--------|--|--|--|----------|--|--|--|--|---|
| SA13.3 | We will achieve a 50% increase in ACL blended courses/provision.                           | <p>We will increase the number of blended/online sessions and courses by 31/07/2024.</p> <p>This will result in more learners being able to access learning remotely.</p> <p>We will measure this by the number of blended sessions and courses that take place and through participant feedback.</p>  |  | 31/08/26 | Principal Officer<br>Community Learning and Engagement | The team restructure consultation has now concluded.   | <p>The agreed budget cuts include the cessation of the Adult Community Learning Service. As a result some accredited courses have not been able to run in the summer term.</p> <p>Significant levels of staff absences have impacted the delivery of courses.</p>  | Those staff affected will receive redundancy notices in the next month.  | 5 |
| SA14.1 | We will support the implementation of the 'Cymraeg for Kids' programme.                    | <p>We will support Mudiad Meithrin and Cymraeg i Blant to promote the sessions available.</p> <p>This will result in groups running at capacity by March 2025.</p> <p>We will measure this by the monitoring the attendance data at these settings.</p>  |  | 31/07/24 | WESP Co-ordinator                                      | <p>There are four Cymraeg for Kids sessions - 'Sing and Sign' and 'Baby Massage' running weekly in Bridgend in different locations. Sing and Sign: 46 groups with 581 parents attending. Baby massage: 94 groups with 909 parents attending.</p> <p>Cymraeg i Blant is exploring the option of moving sessions to Porthcawl so that there are Welsh parent sessions in the area in readiness for the childcare hub and seedling school.</p> <p>A plan to promote the classes is in progress with the Communications Team.</p>  | The Welsh Education Forum (WEF) does not work directly with Cymraeg for Kids.  | The WESP Co-ordinator will continue to develop our relationship with Cymraeg for Kids and data collection.   | 7 |
| SA14.2 | We will develop late immersion provision.  | <p>We will continue to review the late immersion provision utilising the grant from Welsh Government by 31/03/2025.</p> <p>This will result in the local authority offering late immersion provision to 100% of pupils that request a place.</p> <p>We will measure this by the monitoring the request data and in-year admissions to Welsh-medium schools.</p>  |  | 31/03/25 | WESP Co-ordinator                                      | <p>Late immersion provision is open and available to all pupils from Year 1 to Year 9 that are new or returning to Welsh-medium education. The team responsible for school admissions is aware of the provision and is able to share information with parents.</p> <p>There have been 14 pupils supported so far this year from Reception to Year 8. In the schools where the late immersion is situated, language booster sessions are offered to pupils as part of the provision, as capacity allows.</p> <p>The model is fluid and quickly meets the need of the schools.</p> | <p>Staffing is currently through an agency, which can result in some uncertainties. All staff that are currently in place are not available in September 2024. Two part-time agency staff have been appointed and a professional development package will be undertaken.</p> <p>The model is working well at the moment but a short-term location within a school would be preferred. This brings implications to school transport.</p> <p>Changes to the funding stream enables the local authority to respond to the need of the pupils and schools.</p> | <p>We are considering a short-term location or locations now that the grant is available for the year ahead.</p> <p>We are considering staffing options and working with agencies for September 2024.</p>  | 7 |
| SA14.4 | We will establish improved availability of support for pupils to attend Welsh-medium LRCs. | <p>We will upskill staff in LRCs by giving access to training offered by the Communication and Relationship Team to support with behaviours associated with emotional, social, and behavioural difficulties, autistic spectrum disorder and speech and language difficulties by 31/03/2025.</p> <p>This will result in LRC staff having the necessary skills to support pupils effectively.</p> <p>We will measure this by tracking ALN needs referrals and number of learners attending specialist provision.</p> |  | 31/03/24 | Interim Lead<br>CART                                   | <p>Staff from CARE LRCs attended the Eiklan programme to support learners with speech and language difficulties.</p> <p>Additional Team Teach training has been provided for the staff in the CARE LRCs.</p> <p>Gestalt training was offered for September 2024 to support the building blocks of speech, specifically for learners with ASD.</p>  |  | From September 2024, the CARE provision at Ysgol Gynradd Gymraeg Calon y Cymoedd will be at capacity.  | 8 |
| SA14.5 | We will expand Welsh language opportunities within schools.                                | <p>We will work closely with delivery partners to promote Siarter Iaith Cymraeg Campus and professional development opportunities for staff by 31/03/2025.</p> <p>This will result in an increased engagement in the local authority's professional development programme and 94% of schools engaged with Siarter Iaith Cymraeg Campus.</p> <p>We will measure this by monitoring the termly Siarter Iaith Cymraeg Campus data.</p>  |  | 31/08/25 | WESP Co-ordinator                                      | <p>At the end of the school term, 98% (59/60) of schools are engaged with Siarter Iaith and Siarter Iaith Cymraeg Campus.</p> <p>This year, awards have been received by 22 schools, bringing the total to 44. A further 4 schools have accreditation visits booked. Three schools have received the gold award.</p> <p>A communications plan is in place to celebrate schools that have received awards.</p>  |  | <p>We will continue to celebrate schools that are engaged and receiving awards.</p> <p>The Communications Team will share messages such as 'Did you know that 98% of our schools are engaged with Siarter Iaith Cymraeg Campus? Did you know that ... schools have received the bronze award?'</p> | 9 |

|        |  |   |  |          |                   |   |  |  |   |
|--------|--|---|--|----------|-------------------|---|--|--|---|
| SA14.6 | We will increase the number of children attending 'Ti a Fi' groups.                      | <p>We will support Mudiad Meithrin to undertake a review of Mudiad Meithrin provision by 31/03/2025.</p> <p>This will result in Ti a Fi provision opening in the vicinity of the Welsh-medium primary schools by 31/03/2025.</p> <p>We will measure this by analysing the Ti a Fi attendance data.</p>  |  | 31/07/24 | WESP Co-ordinator | <p>Mudiad Meithrin have undertaken an audit on all of their provision and have ear-marked areas to develop a Cylch Ti a Fi.</p> <p>There are five Cylch Ti a Fi in Bridgend. Mudiad Meithrin resources and updates have been included in the Welsh-medium communications plan.</p> <p>We have strengthened our working relationship with the Mudiad Meithrin.</p>   | <p>Mudiad Meithrin are unable to confirm plans to develop Cylchoedd Ti a Fi and Cylchoedd Meithrin until the plans for providers in the Welsh-medium childcare hubs have been finalised.</p>                         | <p>We aim to further develop links between Mudiad Meithrin and Welsh-medium schools by creating a transition plan for schools and Cylchoedd Meithrin. This will be added to the 2024-2025 sub-group development plan for Outcome 1.</p>  | 6 |
| SA14.7 | We will support the school workforce in developing Welsh language skills and competency. | <p>We will continue to encourage schools to use the Welsh Competency Framework and promote professional development opportunities through the medium of Welsh and opportunities to learn Welsh by 31/03/2025.</p> <p>This will result in an upskilled workforce and the Welsh competency in the SWAC data improved on.</p> <p>We will measure this by undertaking a SWAC analysis activity.</p> |  | 31/07/24 | WESP Co-ordinator | <p>Central South Consortium presented the Welsh Language Competency Framework at Team Bridgend in October 2023.</p> <p>Three teachers have attended Welsh sabbatical courses this year.</p> <p>There have been 244 members of staff engaged in Welsh language professional development from April 2023 to March 2024.</p>   | <p>We are currently unable to measure the number of schools that have used the Welsh Language Competency Framework.</p> <p>The School Workforce Annual Census (SWAC) data is available later in the school year.</p> | <p>Once available, we will analyse SWAC data to identify any trends. We aim to report on the number of school-based staff studying different levels of Welsh language professional development with Central South Consortium.</p>  | 6 |
| SA14.8 | We will improve the Welsh language competency of all children in all settings.           | <p>We will work closely with delivery partners to support schools by promoting their offer of professional development, Continuum of Language Patterns (English-medium schools) and resources (Welsh-medium schools) by 31/03/2025.</p> <p>This will result in an increased uptake of Welsh language courses in first and second language. We will measure this by monitoring A Level data.</p> |  | 31/03/25 | WESP Co-ordinator | <p>In October 2023, Central South Consortium launched the Continuum of Welsh Language Patterns. Schools in Bridgend are using the Continuum of Language Patterns ,which is leading to higher engagement.</p> <p>Porthcawl Primary School contributed to Central South Consortium Sgwrs podcast on how they have implemented the framework and the impact that has had on engagement and pupil progress.</p> <p>Welsh leaders network has been established and met on 11/07/2024 at Brynteg School. Many items were discussed with A Level Welsh being discussed in depth.</p> | <p>We are currently unable to measure the number of schools that use the Continuum of Welsh Language Patterns.</p> <p>Information is not readily available on how schools measure Welsh competency.</p>              | <p>We will continue to explore ways to collect information on how schools measure progress in Welsh.</p> <p>We will explore ways to collect information on the delivery of formal Welsh language teaching and learning.</p> <p>Aims of the Welsh leaders network include promoting A Level Welsh, examining funding streams and ensuring all learners are aware of Welsh on column Y of the options table.</p> | 6 |

Strategy, Performance and Support Group Report Card

|                  |   |                        |
|------------------|---|------------------------|
| Lead             | Group Manager (Strategy, Performance and Support Group) | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024                                 | 8                      |

|              |  |
|--------------|--|
| Successes    | Cabinet has considered Learner Travel arrangements following the outcome of the public consultation.   |
|              | Cabinet has considered and approved the new Corporate Health and Safety Policy.  |
|              | A major procurement exercise of home-to-school transport contracts has yielded significant efficiency savings for the local authority.   |
| Challenges   | MTFS planning for 2025-2026 and beyond provides us with limited flexibility for future service delivery without significant service change and risks.  |
|              | The capacity of teams to deliver front-line services, especially the Catering Service, remains challenging. The ability of the service to recruit into Catering Service posts where the hospitality market remains depressed, continues to present a significant challenge.                            |
|              | The MTFS proposal to cease the Meals-at-Home service requires a full (12-week) public consultation, prior to any consideration by Cabinet on the proposed efficiency saving.   |
| Forward Look | Following the decision by Cabinet to approve changes the current Home-to-School/College Transport Policy, a report to approve a new Home-to-School Transport Policy will be presented to Cabinet in September 2024. Subject to approval, this new policy will then be implemented from September 2025. |
|              | The implementation of UPFSM will extend to Year 6 from September 2024 meaning that all primary school pupils will benefit from this important initiative.  |
|              |  |
| Issues       | There are challenges with our ability to fund and, therefore, create specialist posts in the Catering Service. In particular, there is an urgent need for a specialist dietetic/allergen function to support the special diets of several hundred pupils who now benefit from UPFSM.                   |
|              |  |
|              |  |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    | Strengths outweigh weaknesses, but important aspects require improvement   |
| 6                   | 5  | 4  |  |
| GOOD                |    |    | Strong features although minor aspects may require improvement             |
| 9                   | 8  | 7  |  |
| EXCELLENT           |    |    | Very strong, sustained performance and practice                            |
| 12                  | 11 | 10 |  |
| NOT STARTED         |    |    | Activities are yet to commence   |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity  | Summary   | Outputs   | Delivery Date | Operational Lead              | Successes (max. 3)   | Challenges   | Forward Look  | BRAYGWP |
|---------------------|---|---|---|---------------|-------------------------------|--|--|---|---------|
| SA1.8               | We will roll out the UPFSM offer to all primary school pupils.                                      | We will ensure all primary school pupils are offered a free school meal from 01/09/2024.<br><br>This will ensure that all eligible pupils are able to access a UPFSM.<br><br>We will measure the percentage of eligible primary school pupils able to access a free school meal.  | Year 1 - Year 3 delivery at the start of 2023-2024.<br><br>Nursery implementation by January 2024.<br><br>Year 4 implementation by Summer 2024.<br><br>Year 5 and Year 6 by September 2024. | 30/09/24      | Catering Team Manager         | Year 5 pupils became eligible for UPFSM from June 2024.  | A large number of staff vacancies persists, which is impacting on our ability to deliver UPFSM across all primary schools.   | We will submit a business justification case for capital funding to support delivery at Penybont Primary School.<br><br>The planning for the Year 6 roll-out of UPFSM is in place, ready for a September 2024 launch. | 10      |
| SA3.8               | We will develop a dynamic purchasing system that will be implemented for school transport services. | We will develop a purchasing system to improve the delivery of school transport services and the availability.  | An implemented dynamic purchasing system available to all school transport operators.   | 31/12/24      | School Transport Team Manager | Initial discussions have commenced with Corporate Procurement Team.  | The School Transport Team has limited resources and expertise to take this forward independently, or to lead on its development and implementation.<br><br>This system requires ongoing maintenance, which is resource intensive at a time when resources have been reduced due to MTFS efficiencies.  | We will continue to consider innovative ways in which we can progress this work.  | 5       |
| SA7.3               | We will undertake a marketing campaign to recruit local authority school governors.                 | We will utilise our internal communication mechanisms to promote the role of local authority school governors by 31/08/2024.<br><br>This will result in a reduction in the number of vacant local authority governor positions across our school governing bodies.<br><br>We will measure this by identifying and monitoring the percentage of local authority governor positions in our school governing bodies that are vacant. | Promotion of the role of local authority school governors on internal communication channels.   | 30/06/24      | Senior Pupil Services Officer | Initial contact has been made with the Web Team to expand the information on the website regarding all school governor roles.<br><br>Communication has commenced with schools to support enhanced promotion of vacancies of local authority and other governors. | There are limited resources and capacity within Pupil Services, in particular, with the impact of efficiency savings linked to the MTFS via the holding of vacancies.<br><br>The local authority is only responsible for appointments to local authority governor positions, as schools are responsible for all other categories of governor.<br><br>There are challenges associated with the migration of all operational practice and data into the management information system. | We have completed the implementation of the management information system governors module. Data migration and updating is ongoing.   | 10      |

|        |  |   |   |            |                                     |   |   |   |   |
|--------|--|---|---|------------|-------------------------------------|---|---|---|---|
| SA14.3 | We will consider the merits of proposing the introduction of Welsh-medium catchment areas.                   | <p>We will send a paper to cabinet to consider catchment areas for Welsh-medium schools by 29/02/2024.</p> <p>If successful, a consultation process will start and will result in catchment areas being implemented in 2025-2026.</p> <p>We will measure this by actioning outcomes of the consultation.</p>  | <p>Submit paper to cabinet for consideration of catchment areas for Welsh-medium schools by 29/02/2024.</p> <p>Consultation to take place in 2025-2026.</p>   | 29/02/24   | Senior Pupil Services Officer       | Legal advice has been received and will be linked to school admission policy development for future years.  | We currently have no Geographical Information System (GIS) support to undertake analysis of historic data to support development of the most suitable boundary in the valleys gateway area. | The Group Manager (Strategy, Performance and Support Support) will undertake the GIS analysis as there are no other resources available.                    | 5 |
| SA15.1 | We will improve health and safety compliance across all services/schools and with contractors.               | <p>We will ensure all services and contractors are compliant with their responsibilities, in particular to the CDM by 30/09/2024.</p> <p>This will mean that all services, schools and contractors are fulfilling their compliance responsibilities.</p> <p>We will measure this through the percentage of schools, services and contractors assessed as compliant with health and safety and CDM responsibilities.</p>   | <p>Develop and implement a training model to address any identified improvement opportunities.</p> <p>Prepare suitable and sufficient guidance and instructions.</p> <p>Oversee the creation of Health and Safety Steering Groups within each directorate to ensure there is more local ownership of health and safety matters.</p> | 31/03/26   | Principal Health and Safety Advisor | <p>The final draft of a corporate training model has been completed ready for consultation.</p> <p>The online construction design management (CDM) guidance has been checked.</p>   | Now the Corporate Health and Safety Policy has been ratified, we will now work with all directorates to ensure alignment and compliance.  | CDM training will be incorporated in to the future training plan.   | 4 |
| SA15.2 | We will support schools in developing robust risk assessments.   | <p>By 30/06/2024, we will work with schools to ensure that risk assessments are in place and are revised in accordance with good practice.</p> <p>This will result in an increase in the number of schools who have adequate risk assessments in place.</p>   | CHSU to support and evaluate schools and services dynamically.  | 31/06/2024 | Principal Health and Safety Advisor | <p>Topic based audits have been completed on traffic management plans, first aid needs assessments, design and technology and radiation.</p> <p>Online risk guidance has been reviewed.</p> <p>Risk assessment training has been offered to school clusters.</p>  | Prioritisation by stakeholders is required to achieve the desired outcome.  | Senior leaders to participate in topic-based audits and undertake necessary action as required.   | 3 |
| SA15.3 | We will undertake a review of accident and incident reporting systems.                                       | <p>We will review the current accident reporting system to ensure it is fit for purpose by 30/04/2024.</p> <p>This will result in an increase uptake in the use of the system.</p> <p>We will measure this by the annual percentage increase in the reporting and resolution of accidents/incidents reported via the online accident reporting system.</p>  | Review of accident reporting system and reports and redevelop where necessary in 2024-2025.   | 31/07/24   | Principal Health and Safety Advisor | <p>The review of the system is progressing involving both the current system and version 2.</p> <p>Version 2 is under development with a planned introduction in September 2024. Updates to the current version have progressed to address some of the issues identified and improve the user interface.</p>        | <p>There is a lack of available resources and time to support this work.</p> <p>There are ongoing issues regarding the accessibility of the system by users.</p>                            | There is further data analysis to be undertaken.<br><br>Links will be formed with the corporate training plan to improve the quality of accident reporting. | 6 |
| SA15.4 | We will assess individual compliance in respect of health and safety competence.                             | <p>We will provide a new mandatory e-learning module for all staff by 31/03/2024.</p> <p>We will ensure managers and staff are able to access appropriate training on health and safety matters by 30/04/2024.</p> <p>This will result in an increase of staff and managers with good awareness of their health and safety responsibilities.</p> <p>We will measure this by the percentage of managers completing the mandatory e-learning module on health and safety within six months of their appointment.</p> <p>We will measure this by the percentage of all staff completing the mandatory e-learning module on health and safety within six months of their appointment or within the first year of roll-out for existing staff.</p> | <p>We will provide a new mandatory e-learning module for all staff by 31/03/2024.</p> <p>We will ensure managers and staff are able to access appropriate training on health and safety matters by 30/04/2024.</p>  | 31/08/26   | Principal Health and Safety Advisor | <p>The corporate training model has been completed, awaiting consultation.</p> <p>E-learning for health and safety awareness has been completed. E-learning for introduction to health and safety management has started.</p> <p>A new Corporate Health and Safety Policy was approved by Cabinet in July 2024.</p> | More evidence is to be sought of managers and staff putting training into practice.   | We will embed the new Health and Safety Policy to ensure that it is adopted by the whole of the council.  | 6 |
| SA15.5 | We will improve the percentage of completed topic-based audits that are judged as being at least 'adequate'. | <p>We will work with schools and services to improve the adequacy of their topic-based audits.</p> <p>This will result in an increase in topic-based audits judged as adequate by the Corporate Health and Safety Unit.</p> <p>We will measure this by monitoring the percentage of completed topic-based audits judged as adequate by the Corporate Health and Safety Unit on a quarterly basis.</p>   | We will work with schools and services to improve the adequacy of their topic-based audits on a dynamic basis.  | 30/06/24   | Principal Health and Safety Advisor | Several audits have been completed including traffic management in schools, hand arm vibration (HAV) in highways and in open spaces.  | We have limited resources to support this work.   | We will ensure the formalisation of corporate/directorate priorities in relation to health and safety.  | 3 |



|        |   |  |  |          |                                     |   |  |   |    |
|--------|---|--|--|----------|-------------------------------------|---|--|---|----|
| SA15.6 | We will work to reduce accidents at work.                             | <p>We will ensure that there is an increased uptake in resolution of accidents/incidents via the online accident reporting system</p> <p>We will measure this through monitoring the percentage of schools reporting work related (health and safety) accidents via the accident reporting database.</p> | <p>Review of the accident and incident reporting system.</p> <p>Provide staff with regular information/communication and training.</p> | 30/06/24 | Principal Health and Safety Advisor | The new online accident reporting system is now developed.  | We need to promote the robust investigation of accidents.  | <p>The new accident reporting system will be in place from September 2024.</p> <p>This should improve the reporting of accidents in the workplace and in turn impact the culture of the organisation to report and act to reduce the number of accidents.</p> | 6  |
| SA15.7 | We will develop and approve a new Corporate Health and Safety Policy. | This is a statutory responsibility   | <p>We will create a new cabinet approved policy.</p> <p>Implement directorate-based reporting arrangements.</p>                        | 30/06/24 | Principal Health and Safety Advisor | <p>A draft policy has been completed and developed by Corporate Health and Safety Steering Group.</p> <p>The new policy has been approved by Cabinet.</p> | We will promote the new policy with all council services and employees (including volunteers and members). | The new policy will be communicated and implemented across the organisation and with partners.  | 10 |

Early Years and Young People Group Report Card

|                  |  |                        |
|------------------|--|------------------------|
| Lead             | Group Manager (Early Years and Young People Group) | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024                            | 7                      |

|              |   |
|--------------|---|
| Successes    | The tender has been awarded (subject to ten-day standstill) to a provider to deliver early years Welsh-medium childcare from the new Betws site.                                  |
|              | The local authority is currently ranked sixth in Wales, and 0.5% above the all-Wales average of 89%, for cumulative school attendance rates across primary and secondary schools. |
|              | The Food and Fun Programme was delivered across 6 schools with 213 children benefitting (compared to 4 schools and 131 children last year).                                       |
| Challenges   | School exclusions (permanent and fixed-term) remain a challenge.  |
|              | The Shared Prosperity Fund for Inspire+ projects expires in March 2025, so delivery will need to cease in December 2024 to allow sufficient time for project closure.             |
|              | Planned budget cuts will reduce previously reported performance.  |
| Forward Look | Possible extension of the Youth Endowment Fund monies beyond March 2025.  |
|              | There will be a new referral pathway in place for the new Pupil Support Team and this will need to be communicated to stakeholders in the autumn term.                            |
|              | Following the restructure, appointments have been made to all new management posts, with the exception of the Pupil Support Team Manager.   |
| Issues       | It will be a challenge to ensure both primary and secondary schools endorse the new managed moves protocols.  |
|              |   |
|              |   |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    | Strengths outweigh weaknesses, but important aspects require improvement   |
| 6                   | 5  | 4  |  |
| GOOD                |    |    | Strong features although minor aspects may require improvement             |
| 9                   | 8  | 7  |  |
| EXCELLENT           |    |    | Very strong, sustained performance and practice                            |
| 12                  | 11 | 10 |  |
| NOT STARTED         |    |    | Activities are yet to commence   |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity   | Summary   | Outputs   | Delivery Date | Operational Lead                  | Successes (max. 3)  | Challenges   | Forward Look   | BRAYGWP   |
|---------------------|--|---|---|---------------|-----------------------------------|---|--|--|-----------|
| SA1.7               | We will expand the Food and Fun programme to at least 6 schools, meaning that up to 240 children benefit in summer 2024. | We will support the running of the Food and Fun Programme in 6 schools by 31/08/2024.<br><br>This will result in up to 240 children benefitting from the programme.   | Summer 2023 – To recruit at least three schools to run the programme, benefitting up to 120 children.<br><br>Summer 2024 – To recruit at least six schools to run the programme, benefitting up to 240 children.<br><br>Summer 2025 – To recruit at least nine schools to run the programme, benefitting up to 360 children.  | 31/08/25      | Early Years and Childcare Manager | Six Food and Fun programmes operated in the first three weeks of the summer holidays 2024.<br><br>The six programmes provided a wide geographical spread across the county borough and included a Welsh-medium school.<br><br>In total, 213 children benefitted from attending. | Two school withdrew from the programme due to difficulties with staff recruitment or due to lack of interest from pupils.<br><br>Uptake at one primary school was disappointing with only eight children attending.<br><br>Schools continue to express that the rate of pay on offer is less than staff earn during term time and would like the freedom to align the two. | An evaluation of this year's programme is underway and will continue into September in order to report back to the Welsh Local Government Association (WLGA).<br><br>Promotion of the scheme for next year will start in the autumn term, along with efforts to try and remove the barriers to participation that schools have reported. | Completed |
| SA2.2               | We will support schools in reducing fixed-term and permanent exclusions.   | We will develop stronger links with CART and ALN Team by 31/03/2024 to provide guidance and support to schools at the earliest stage of behaviour escalation.<br><br>This will result in reduced number of school exclusions.<br><br>We will measure this by monitoring numbers of panel referrals and school exclusions. | Monitoring of panel referrals to identify trends.<br><br>Reduction in the number of school exclusions.<br><br>Establish a forum for school governors to understand the reasons behind pupil exclusions and use these sessions to share effective practice in respect of managing pupil behaviour.<br><br>All school governors to have completed exclusion training. | 31/08/24      | Education Engagement Team Manager | Exclusion training continues to be delivered to school governors.   | The number of permanent exclusions is increasing for both primary and secondary schools. There were over 30 permanent exclusions in Bridgend schools during the school year 2023-2024.<br><br>Schools are reporting that they are struggling to manage the challenging behaviours they are faced with and this is impacting staff wellbeing.                               | We will continue to deliver training to school governors on exclusions.<br><br>The permanent exclusion protocol will be updated.<br><br>The 'school on a page' data will be completed in readiness for the start of the new school year.   | 5         |
| SA2.4               | We will review the Managed Move Policy.  | We will review the managed move protocol and develop a policy by 31/08/2024.<br><br>We will monitor the number of managed moves attempted and explore reasons for managed moves that have failed.   | Analysis to be completed of the managed moves.<br><br>Monitor the levels of managed moves.<br><br>Update the managed move policy.   | 31/08/24      | Education Engagement Team Manager | The exclusions task and finish group identified the 'Newport Model' as one of good practice in relation to managed moves.   | Aligning new protocols with existing policies and processes is challenging.<br><br>Ensuring all delivery partners subscribe to the new model will be a key focus going forward.  | Approval of the new managed move protocols needs to be secured and revised processes adopted by all schools.   | 4         |

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| SA3.1 | We will develop better tracking systems for vulnerable learners (including care-experienced children).                       | <p>We will continue to work with Business Support Teams to set up records and reports within the directorate's management information system.</p> <p>This will result in improved reporting and tracking of learner progress and outcomes.</p> <p>We will measure this by utilising available tracking reports in Capita to report individual outcomes.</p>  | <p>We will develop better tracking systems for vulnerable learners, including: Education Engagement Team will use Capita to capture all permanent exclusions, all involvements with learners to be logged on Capita One and all pupil IDPs will be on the new IDP system.</p> <p>Vulnerable groups surgeries to be completed with all schools with parental involvement.</p>  | 31/08/24 | Education Engagement Team Manager | <p>The Education Engagement Team is now using our management information system as its main recording system.</p> <p>Vulnerable groups surgeries take place in schools on a termly basis. The proforma has been updated to support better analysis and identification of the challenges and what is working well in schools.</p>                                  | <p>Accurate vulnerable groups tracking is still not fully functioning, there are current challenges with the report function on our management information system.</p> <p>Pupil IDPs are now being recorded on our management information system.</p>  | We will review information gathered on personal education plans (PEP).   | 5  |
| SA3.3 | We will complete safeguarding audits and share effective best practice across schools.                                       | <p>We will complete quality assurance on all school safeguarding audits by 31/01/2024.</p> <p>This will result in a completed annual report on safeguarding provision across Bridgend, identify areas for further improvement and aspire to 100% of Bridgend schools are rated as 'green' for safeguarding.</p>  | <p>School safeguarding audits to be completed yearly to ensure schools are operating secure online reporting and recording system that aligns with local authority expectations.</p> <p>Vulnerable groups surgeries to be completed with all schools.</p> <p>Produce a best practice document to share across schools and work to ensure all Bridgend schools are rated as 'green' for safeguarding.</p> <p>We will ensure every Designated Safeguarding Lead Forum has a standing agenda item of child practice reviews. Review findings and recommendations will be shared and discussed at each event starting 01/03/2024.</p> | 31/08/24 | Education Engagement Team Manager | <p>The regional Cwm Taf Morgannwg Schools Safeguarding Policy has been circulated to all schools.</p> <p>We have re-launched the EEYYP Directorate Safeguarding Board.</p> <p>Local authority officers and schools continue to engage in the 'signs of safety' workshops that are being delivered routinely by the Social Services and Wellbeing Directorate.</p> | The DSP Forum has not taken place recently due to issues with securing a venue.  | <p>School safeguarding audits will be completed in the autumn term.</p> <p>DSP training is scheduled for September.</p>  | 9  |
| SA8.1 | We will implement agreed actions contained within the child exploitation action plan.  | <p>We will action all child-practice review recommendations as they are published via discussion at Designated Safeguarding Lead Forums.</p> <p>This will result in improved safeguarding practice and processes.</p> <p>We will measure this by evaluations completed at Designated Safeguarding Lead Forums as well as completed actions.</p>  | <p>Action and evaluate all child-practice review recommendations as they are published via discussion at Designated Safeguarding Lead Forums.</p>   | 31/08/25 | Education Engagement Team Manager | <p>Child practice review information is shared through the EEYYP Directorate Safeguarding Board.</p>  | Child practice review learning to be shared as appropriate.  | Child practice review learning will be shared at the EEYYP Directorate Safeguarding Board.   | 8  |
| SA8.2 | We will support the Social Services and Wellbeing Directorate to implement relevant elements of the 'Signs of Safety' model. | <p>We will liaise with the Social Services and Wellbeing Directorate by 31/12/2023 to ensure all schools and early years settings have had the opportunity to attend training or drop-in sessions for the introduction of the Signs of Safety Programme.</p> <p>This will result in education and school staff engaging in a more person-centred approach for all Children's Services meetings such as strategy and child protection meetings.</p> | <p>Liaise with the Social Services and Wellbeing Directorate to ensure all schools and early years settings have had the opportunity to attend training or drop-in sessions for the introduction of the Signs of Safety Programme by 31/08/2025.</p>  | 31/08/25 | Education Engagement Team Manager | <p>Local authority officers and schools continue to engage in the Signs of Safety workshops that are being delivered routinely by the Social Services and Wellbeing Directorate.</p>  | <p>Schools are continuing to be asked to scale using the Signs of Safety framework. However, there are some schools who do not yet feel confident in completing this.</p> <p>There have been changes made to the decision making process in child strategy meetings. There is some challenge in relation to this due to it being a multi-agency meeting.</p> | <p>A review of the Signs of Safety training package has commenced and will continue.</p> <p>We will continue to work with Children's Social Care to ensure we work in partnership to safeguarding children and young people.</p> | 11 |
| SA8.3 | We will develop a local authority safeguarding policy for early years and childcare.   | <p>We will prepare and review an Early Years Safeguarding Policy that aligns with the Schools Safeguarding Policy already approved by Cwm Taf Morgannwg Safeguarding Board by 31/01/2024.</p> <p>This will result in improved and consistent safeguarding practice across all early years settings.</p> <p>We will measure this by the number of settings who have adopted the model policy annually.</p>  | <p>We will prepare and review an Early Years Safeguarding Policy that aligns with the Schools Safeguarding Policy already approved by Cwm Taf Morgannwg Safeguarding Board by 31/01/2024.</p> <p>All settings and schools to be encouraged to adopt the local authority policy.</p>   | 31/08/25 | Education Engagement Team Manager | <p>A draft Early Years and Childcare Safeguarding Policy has been completed. This is currently being reviewed by Early Years and Childcare Team for amendments.</p>   | The training expectations for early years settings has changed.  | We will meet with Welsh Government in the autumn term 2024 to ascertain minimum training levels for early years and childcare to ensure we are meeting statutory requirements.   | 6  |

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| SA8.4  | We will ensure all school staff and governors receive the appropriate safeguarding training.           | <p>We will ensure all school staff and governors receive the appropriate safeguarding training by providing professional development sessions, and professional learning opportunities through various networks, Team Bridgend, and the Bridgend Governors Association programme.</p> <p>Support for safeguarding will be provided through school and cluster-based delivery. This will result in greater upskilling of staff and governors and improve their capacity to meet their safeguarding policy and practice responsibilities.</p> <p>We will measure this by monitoring governor attendance at, and feedback from, training sessions.</p> | <p>Provide regular training to school governors and monitor take-up.</p> <p>We will measure this by monitoring the percentage of safeguarding e-learning completions across schools.</p> | 31/08/24 | Education Engagement Team Manager | Regular safeguarding training is provided to school governors both online and on a face-to-face basis.  | Between April 2023 and March 2024, 103 school governors completed safeguarding training.   | <p>There have been changes to the training framework, now categorised as group A, group B and group C, which will impact training going forward.</p> <p>School governors are expected to complete group A safeguarding training as soon as practical on commencement of their role.</p> <p>In the future there is an expectation for the chair of governors and the designated governor for safeguarding to complete further training in line with their responsibilities. The chair of governors must complete 'managing allegations against staff/professional concerns' training within twelve months of commencement in the role.</p> | 9 |
| SA8.5  | We will monitor and review professional concerns in our schools with the aim to reduce numbers raised. | <p>We will work with the LADO to improve the process of identifying and referring professional concerns by 30/04/2024.</p> <p>We will work closely with CART to increase the number of staff and schools undertaking Team Teach de-escalation training.</p> <p>We will review professional concerns and identify emerging themes in order to provide relevant support.</p> <p>We will measure this by monitoring the number of professional concern discussions and strategy meetings.</p>  | We will measure this by monitoring the number of professional concern discussions and strategy meetings.   | 31/08/24 | Education Engagement Team Manager | Most staff in schools understand the process with regards to professional concerns.   | <p>Education remains the highest referring agency for professional concerns.</p> <p>School transport operators are responsible for training their staff and the local authority has limited oversight.</p> <p>Designated Safeguarding Person training has been completed. There is another training session in September 2024.</p> | <p>Schools have the responsibility to ensure they are in compliance with their Team Teach training.</p> <p>The local authority designated officer will offer staff training.</p> <p>We will identify emerging themes and monitor data.</p>  | 8 |
| SA8.6  | We will support the implementation of the Corporate Parenting Strategy in schools.                     | <p>We will support the implementation of the Corporate Parenting Strategy in schools. We will continue to work closely with the Corporate Parenting Board to review and improve processes to support care-experienced children in education by 31/08/2024.</p> <p>We will measure this by attending all corporate parenting meetings, completing required actions and feedback.</p>   | We will ensure attendance at all corporate parenting meetings, completing required actions and evaluating feedback.  | 31/08/24 | Education Engagement Team Manager | Attendance at the corporate parenting board remains a priority.   | There are current challenges with provision for learners who are care-experienced and deemed appropriate for Ysgol Bryn Castell.   | A drop-in will be set up between the Education Engagement Team and the Care Experienced Childrens Team to ensure that we become aware of care-experienced children at the earliest opportunity, to ensure smooth transitions into education and that appropriate support is given.  | 8 |
| SA10.1 | We will improve pupil attendance in our primary schools.   | <p>We will raise pupil attendance rates in schools by 2% by 31/03/2025. We will achieve this by promoting the benefits of pupil attendance, asking all schools to adopt a consistent attendance policy and by developing more effective family engagement with the Education Welfare Service.</p> <p>This will result in the average pupil attendance rate in Bridgend primary schools rising to at least 94%.</p>  | Promoting the benefits of pupil attendance, asking all schools to adopt a consistent attendance policy, complete attendance audits and by revising the FPN code of conduct.              | 30/09/24 | Education Engagement Team Manager | <p>The FPN code of conduct has been revised and FPNs are now being issued by schools to promote school attendance</p> <p>Three attendance drives have taken place in partnership with schools.</p> <p>Education welfare officers are now part of the Education Engagement Team. Team development sessions have taken place.</p> | There are currently some education welfare officer vacancy gaps, which is putting additional pressure on the service.  | <p>The attendance task and finish group will continue to meet to look at strategic interventions to support improving school attendance.</p> <p>A multi-agency workstream will be put in place to target improving attendance.</p> <p>Attendance audits to take place with all schools.</p>   | 6 |
| SA10.2 | We will improve pupil attendance in our secondary schools.   | <p>We will raise pupil attendance rates in schools by 2% by 31/03/2025. We will achieve this by promoting the benefits of pupil attendance, asking all schools to adopt a consistent attendance policy and by developing more effective family engagement with the Education Welfare Service.</p> <p>This will result in the average pupil attendance rate in Bridgend secondary schools rising to at least 91% by 31/03/2025.</p>  | Promoting the benefits of pupil attendance, asking all schools to adopt a consistent attendance policy, complete attendance audits and by revising the FPN code of conduct.              | 30/09/24 | Education Engagement Team Manager | <p>The FPN code of conduct has been revised and FPNs are now being issued by schools to promote school attendance</p> <p>Three attendance drives have taken place in partnership with schools.</p>  | There are currently some education welfare officer vacancy gaps, which is putting additional pressure on the service.  | <p>The attendance task and finish group will continue to meet to look at strategic interventions to support the improving school attendance agenda.</p> <p>A multi-agency workstream will be put in place for targeted attendance improvements.</p> <p>Attendance audits to take place with all schools.</p>  | 6 |
| SA10.3 | We will develop and implement the Children Missing Education Guidance.                                 | <p>We will develop and implement a new Children Missing Education Guidance by 31/09/2024.</p> <p>This will result in improved arrangements for identifying and monitoring children missing education.</p>   | Children missing education guidance will be developed and implemented by 31/09/2024.   | 21/09/24 | Education Engagement Team Manager | The restructure of Early Help Services was implemented in July 2024.  | Due to the restructure of services, there has been some delay in the development of the new policy.  | The new policy will be in place during the school year 2024-2025.   | 3 |

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| SA11.1 | We will recruit and induct 5 new providers, registered to offer Flying Start places across Bridgend.  | <p>We will recruit and induct 5 new providers, registered to offer Flying Start places.</p> <p>We will carry out a full quality assurance assessment with every setting delivering Flying Start and/or early education by 31/03/2025.</p> <p>This will result in every setting having a focused plan for continued improvement.</p>   | <p>September 2023 – Early Years Quality and Impact Team established.</p> <p>November 2023 – New Bridgend Quality Assurance document ready to launch with settings.</p> <p>Between January 2024 and March 2025 – every provider offering funded places will receive a full quality assurance audit and support to produce a setting improvement plan.</p> <p>Review our Childcare Sufficiency Assessment each June annually and take any required follow-up actions.</p> <p>Increase the number of childcare places available through the expansion programme to 500 by March 2024, with future expansion in line with Welsh Government stipulations.</p> | 31/08/26 | Early Years and Childcare Manager | <p>The service has achieved the targets set by Welsh Government for the latest phase of expansion.</p> <p>An formal decision has been received from Welsh Government to fund a short-term project officer to bring all existing funded childcare providers under contract and to establish fixed-fee rate for those offering Flying Start .</p> <p>The restructure of the Early Years and Childcare Team is underway and responsibility for Flying Start commissioned childcare and expansion has passed to a new officer, meaning that there is no gap in delivery for the childcare element of the programme.</p>                       | <p>The sustainability audit illustrates significant challenges for the sector and suggests that the majority of childcare providers are struggling financially and some are considering closure. This creates a challenging backdrop for future Flying Start expansion and for any increased demand.</p>  | <p>We will review findings and recommendations of the recent sustainability audit.</p> <p>Progress in the Early Years and Young People Group restructure, in line with proposals made, and recruit to two newly-developed senior posts.</p>   | 7 |
| SA11.2 | We will implement an effective delivery system for the new buildings at Bettws and Blackmill, resulting in the creation of up to 32 Welsh-medium childcare places.  | <p>We will work with relevant partners so that the Bettws and Blackmill hubs are in use by 31/03/2025.</p> <p>This will result in more children receiving care and education through the medium of Welsh.</p> <p>We will measure this by tracking the number of children attending Welsh-medium early years settings in Bridgend.</p>   | <p>Providers secured for Bettws and Blackmill Welsh-medium settings by October 2023, and planned to be operational by March 2024.</p>  | 31/03/24 | Early Years and Childcare Manager | <p>A successful competitive procurement process for the opportunity available at Bettws took place during July and August 2024.</p> <p>Mudiad Meithrin have expressed they are interested in the opportunity at Blackmill.</p>  | <p>The empty buildings represent a material and reputational risk.</p>  | <p>The outcome of the Bettws tender process will be shared with stakeholders by the end of August 2024.</p> <p>The building is expected to be handed over to a new provider on 2 September 2024.</p> <p>The site at Blackmill requires deep cleaning and setting up with furniture and resources in order that a tender process can be launched in the autumn term 2024.</p>  | 8 |
| SA11.3 | We will provide 350 free places on mandatory training courses to support the Early Years and Childcare sector to remain compliant with Care Inspectorate Wales requirements.  | <p>We will publish an annual training programme driven by the needs of the sector by 31/03/2025. We will provide 350 free places on mandatory training courses to support the sector to remain compliant with Care Inspectorate Wales requirements.</p> <p>This will result in settings being enabled to plan more strategically to meet the development needs of their staff team.</p> <p>We will measure this by collating training records for each early years provider and monitoring the impact of training through setting visits.</p> | <p>Develop systems that enable us to collate training records for each provider and monitoring the impact of training through setting visits by March 2024.</p> <p>An annual training programme driven by the needs of the sector by April 2025.</p> <p>350 mandatory training places offered.</p>   | 31/03/26 | Early Years and Childcare Manager | <p>A training calendar, containing a wide variety of continuous professional development opportunities for early years professionals, has been shared with the sector and received highly positive feedback.</p> <p>So far, 71 places have been provided on safeguarding training and 45 places on paediatric first aid, including weekend courses.</p> <p>A database has been created to record training undertaken by staff from each funded provider, enabling the service to help ensure providers remain compliant with statutory requirements.</p>  | <p>Care Inspectorate Wales has doubled the required length of safeguarding training, meaning that early years settings and schools sharing training is currently possible. The service is currently spending £2k to £3k each month to buy in a private provider to deliver approved safeguarding training.</p> <p>Due to ratio requirements staff booked on training sometimes do not attend. Where places are limited and the service has funded their place, this comes at a cost of up to £400 a time.</p> | <p>The Education Engagement Team will be updating their safeguarding training over the summer to ensure all requirements are covered. A meeting will be held with Care Inspectorate Wales before the start of the new school year to discuss concerns and challenges.</p> <p>Eventbrite will be utilised to provide an efficient way of managing course bookings from September 2024.</p> <p>Consideration of a charge to help cover the cost of non-attendance at training sessions.</p> | 8 |
| SA11.4 | We will use a consistent toolkit to quality assure 100% of maintained and non-maintained settings.  | <p>We will embed the work of the Quality and Impact Team by 31/03/2025 and use a consistent quality assurance toolkit.</p> <p>This will result in 100% of maintained and funded settings being quality assured, so that areas for improvement can be identified and improvements made where necessary. At least 85% of settings will be assessed as good or better.</p>   | <p>September 2023 – Early Years Quality and Impact Team established.</p> <p>November 2023 – New Bridgend Quality Assurance document ready to launch with settings.</p> <p>Between January 2024 and March 2025 – every provider offering funded places will receive a full quality assurance audit and support to produce a setting improvement plan.</p>   | 31/03/26 | Early Years and Childcare Manager | <p>Most funded providers have received a visit this half term so new advisers and development officers can introduce themselves and share the new quality assurance document. Initial observations have taken place in the majority of these settings.</p> <p>The outcomes of visits and setting observations have informed the service's professional development offer for next school year.</p>  | <p>The service is working with a high number of settings that require an enhanced level of support, which presents capacity issues.</p> <p>Staff absences can impact on progress in this area of work.</p>  | <p>The service will develop a 'live' performance and monitoring document for funded early years settings, where visit and quality assurance information can be collated and summarised.</p> <p>Continued development of action plans with settings where concerns are noted.</p>  | 8 |
| SA11.5 | We will embed the use of the newly developed 'Learner Progression Profile' across all Flying Start childcare settings to better understand and demonstrate the impact of Flying Start childcare provision on outcomes for children. | <p>We will embed the use of the newly developed 'Learner Progression Profile' across all Flying Start childcare settings to better understand and demonstrate the impact of Flying Start childcare provision on outcomes for children.</p>  | <p>Effective delivery of Learner Progression Profile training to all mixed economy Flying Start childcare settings.</p>  | 31/03/25 | Early Years and Childcare Manager | <p>All settings offering Flying Start funded places have received training in the Learner Progression Profile (LPP). Required assessments are being carried out in line with the on-entry, mid-year and on-exit assessment points and feedback from the sector has been overwhelmingly positive - practitioners find the tools easy to use and useful in supporting planning for progress for the children.</p> <p>A training course 'observing children' has been written and delivered to the sector (approximately 20 attendees so far). This will help support manageable, accurate and consistent assessments across the sector.</p> | <p>There is some concern from the sector about the clarity of the guidance being given by Welsh Government.</p>   | <p>Continued opportunities for the sector to receive training in the LPP and the 'observing children' training course.</p> <p>Production of annual data report based on LPP outcomes for the school year 2023-2024.</p> <p>Further support to settings in the use of the data report to inform their planning and their strategic priorities.</p>   | 8 |



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| SA12.1 | We will identify those most likely to offend at the earliest stage possible including identification work with schools. | <p>We will continue to receive prevention referrals that support children between the ages of 10 and 17 years of age.</p> <p>The Service Manager from Bridgend Youth Justice Service also has regular meetings with the headteachers and Social Care teams to build awareness of the services in Bridgend Youth Justice Service. We will complete this by 31/03/2025.</p> <p>This will result in a reduction in offending and improved attendance in education, training, and employment.</p> <p>We will monitor the sources of referrals into the Youth Justice Service and identify gaps. This will be completed on a quarterly basis. From this data we will target schools and other services to raise awareness of the service.</p> <p>We will measure this through monitoring the proportion of children engaged through prevention versus statutory</p>                   | <p>Quarterly review of referral sources to identify trends and missed opportunities.</p> <p>Regular meetings with headteachers and Social Care teams to build awareness of the Bridgend YJS.</p>  | 31/03/25 | Strategic Manager Youth Justice Service | <p>Referrals are being received from a variety of sources for children who are at risk of offending. These are assessed through the weekly Prevention and Diversions Panel.</p> <p>The operational managers are working with local schools to raise awareness of anti-social behaviour in children.</p> <p>A weapons awareness prevention programme in schools has continued through the school year and all secondary schools and Bridgend College, except one, have taken advantage of this incentive.</p> <p>The PAD Panel has streamlined the referral process, ensuring smooth handoffs to other agencies for cases where criminalisation can be avoided. It has undergone a review to expand its membership by the next quarter, aligning with restructuring needs</p> | <p>Referrals are not being received by agencies in a timely manner to avoid criminalisation in children.</p> <p>Not all schools have taken up the prevention offer from the youth justice services.</p>  | <p>We will continue to achieve entrance and exit strategies for children requiring prevention support through the BYJS prevention referral system.</p> <p>From September 2024, the weapon awareness programme will target the Year 7 intake for each comprehensive school and the one school missed in the school year 2023-2024.</p>  | 7  |
| SA12.2 | We will work with partner agencies to implement a local serious violence duty.  | <p>We will continue to work with the regional Serious Violence Task and Finish Group.</p> <p>We will continue to work with the Police and Prison service to look at and share all relevant information regarding serious violence.</p> <p>This will ensure that all relevant serious violence occurrences are managed in a multi- agency manner.</p> <p>In addition, we will meet with colleagues from Cwm Taf Youth Justice Service to review their lessons learned in relation to emerging gang violence.</p> <p>We will measure this by regularly reviewing data provided by the Serious Violence Task and Finish Group and use this as a basis for continuous improvement in our collaborative efforts to address serious violence. We will adjust strategies and interventions based on the outcomes to enhance the overall effectiveness of the multi-agency approach.</p> | <p>Reviewing data provided by the Serious Violence Task and Finish Group. Review incidents of serious violence within the Borough.</p> <p>Adjust strategies and interventions based on the outcomes to enhance the overall effectiveness of the multi-agency approach</p> | 31/03/25 | Strategic Manager Youth Justice Service | <p>The youth justice performance indicator for serious violence has been implemented as part of the youth justice performance measures for youth justice services.</p> <p>A Multi-agency Serious Violence Group has been convened through the Cwm Taf Morgannwg University Health Board.</p> <p>A Youth Justice Board platform has been established to provide a quality assurance monitoring mechanism to the Youth Justice Board. The strategic manager has arranged a meeting with the Community Safety Partnership to agree a way forward from a wider partnership perspective.</p>  | <p>The Serious Violence Board has been delayed in the last three months and no strategy has yet been produced.</p> <p>Multi-agency buy-in to tackling serious violence is proving difficult to achieve across such a large region.</p> <p>The co-ordination of services needed to respond to serious violence needs to improve.</p>  | <p>On going monthly Community Safety Partnership meeting will continue to ensure there is a combined approach to tackling serious violence.</p>  | 5  |
| SA12.3 | We will develop the Youth Bureau Diversion Model.   | <p>We will enhance the current decision-making process by increasing multi-agency involvement in the bureau process. The new multi-agency decision making panel will commence by 31/12/2023.</p> <p>This will result in a holistic view of the child and the most appropriate intervention offered to support the child.</p> <p>We will measure this by utilising the quarterly Cwm Taf Morgannwg Out of Court Disposal Scrutiny Panel to review specific cases. We will collate feedback through feedback forms with children and parents / carers. Adjustments can then be made to enhance the process and improve outcomes for the children involved.</p>   | <p>Quarterly Cwm Taf Morgannwg Out of Court Disposal Scrutiny Panel.</p> <p>Gather and review feedback from children and parents/carers.</p>  | 31/03/25 | Strategic Manager Youth Justice Service | <p>The PAD Panel is well established with positive attendance from all relevant service.</p> <p>No children discussed at the panel are left without support from the most relevant service.</p> <p>In the regional scrutiny panel all Bridgend cases discussed were closed with the decision taken by panel that they had been opened and actioned with appropriate youth justice and partnership responses.</p>   | <p>There needs to be an improvement in the quality of referrals from partner agencies to BYJS for intervention.</p> <p>Further work is required on effective exit strategies for children completing BYJS interventions.</p> <p>There are restrictions on how many referrals BYJS are able to receive due to limited case management capacity with only a small caseload of youth justice case managers.</p> | <p>BYJS will monitor all referrals that we did not offer intervention, to ensure that the child has not offended. This will help us to ensure that the service is accepting the appropriate referrals.</p> <p>We will continue to enhance education and partner membership on the PAD Panel.</p> <p>There will be a Police Crime Commissioner review of prevention services, in particular, the arrests of children.</p>   | 10 |
| SA12.4 | We will reduce the number of young people not in education, employment, or training (NEET).                             | <p>We will continue to outperform the Wales average for the number of school leavers presenting as NEET by 31/03/2025.</p> <p>To achieve this, we will have fully operational Inspire+ projects and delivery staff by 31/03/2024.</p> <p>This will result in more young people participating in the labour market and contributing to the economic growth of the county borough.</p> <p>We will measure this by using the annual statistical release of pupil destinations published by Careers Wales.</p>   | <p>Fully operational Inspire+ projects and delivery staff by 31/03/2024.</p>  | 31/08/25 | Youth Support Services Manager          | <p>Data for Year 11 school leavers presenting as NEET for school year 2022-2023 is 1.4% (23 young people) compared to all-Wales average of 2%. When compared against other local authorities, this figure places Bridgend in fourth, behind Newport, Vale of Glamorgan and Neath Port Talbot respectively.</p> <p>Data for Year 13 school leavers presenting as NEET for school year 2022-2023 is 2.3% (18 young people) compared to all-Wales average of 3.6%.</p>  | <p>An increase has been identified in data for Year 12 school leavers presenting as NEET for the school year 2022-2023, which was 1.4% (11 young people) compared to the all-Wales average of 0.5%.</p> <p>The Shared Prosperity Fund for Inspire+ projects expires in March 2025, so delivery will need to cease in December 2024 to allow sufficient time for project closure.</p>                         | <p>Links have been formed with Bridgend College to look at the future plans of Junior Apprenticeship attendees for September 2024.</p> <p>There are pupils that have been identified as educated off-site but who not attending that alternative provision. We will link in with EET to support those pupils.</p> <p>I2W+ has expanded its Youth Pathways (post-16) Team by an additional three staff to focus on transition between Year 11 and further education, employment or training pathways.</p> | 8  |

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| SA12.5 | We will develop an improved digital offer for young people to access information and services, and share their thoughts and feedback. | <p>We will increase the number of young people accessing our social media platforms, website and chatbot by 31/03/2025.</p> <p>This will result in young people having an awareness of services available to them in their local communities, as well as receiving information, advice, and guidance in an accessible and convenient platform.</p> <p>We will measure this by using user data from our analytical platform to see how many young people are visiting our digital sites and how they got there.</p> <p>Our Participation Forum is to be facilitated through a digital link / QR code to an online questionnaire once a term to youth groups, school councils and young people in receipt of services across the directorate to get their opinions on a range of topics such as mental health, the environment and youth services.</p> | <p>Analyse the pathway taken by people visiting social media sites, website and using the chatbot.</p> <p>Develop and implement our Participation Forum so that young people can provide feedback on a range of topics.</p> | 31/08/26 | Youth Support Services Manager          | <p>The youth support social media presence is growing weekly with posts now reaching, at most, 2000 young people.</p> <p>The Young Editors group continues to grow in numbers with between 12 to 15 young people attending weekly. Digital competency is developing through workshops in readiness for our website launch.</p> <p>We are working with the Youth Council to develop some peer-led delivery alongside the 'Your Voice' forum, and in response to feedback obtained from full applications of the forum.</p>        | As whole-site remodelling has not been possible, we are working on building the site page-by-page.   | <p>Youth Support Services will begin a trial for a corporate TikTok account, as this has been identified as young people's preferred platform.</p> <p>The team are preparing for the launch of the new 'Your Voice' digital forum with social posts, business cards and posters to be distributed.</p> | 6  |
| SA12.6 | We will further develop the Period Dignity initiative offer.  | <p>We will increase the range of opportunities young people have to access products (including our home delivery service) by 31/03/2025.</p> <p>This will result in young people in need, having a multitude of options to receive free products within the county borough.</p> <p>We will measure this by recording user participation and stock uptake within our various collection/delivery options.</p>   | <p>Analysis of user participation and stock uptake to identify trends.</p>  | 31/03/25 | Youth Support Services Manager          | <p>New contract for Period Dignity subscription service is now live with over 500 participants signing up within the first week.</p> <p>The roll-out of stalls in Halo centres in Garw, Ogmore Vale and Maesteg, alongside Evergreen Hall, have now been completed.</p> <p>Development of our webpage is complete to show a map of community sites and partners where young people can access products.</p>  | <p>Halo Bridgend is unable to hold stock so the stand needs to be refilled by local authority staff weekly.</p> <p>The service is looking into the possibility of recruiting community champions to assist in stock replenishment.</p>   | Youth centre stands to be setup and installed in readiness for the new school year.  | 10 |
| SA12.7 | We will further increase open-access youth provision.   | <p>We will demonstrate an increase in footfall of young people accessing youth provision by 31/03/2025.</p> <p>This will result in more young people accessing safe spaces and receiving support from qualified youth workers.</p> <p>We will measure this by comparing year-on-year footfall amongst our open access youth centres.</p>   | <p>We will increase the footfall of young people accessing youth provision by 31/03/2025.</p>   | 31/03/25 | Youth Support Services Manager          | <p>Evergreen Hall is now operational and jointly staffed between Youth Support and Youth Justice staff and being used weekdays between Monday to Thursday for one-to-one support sessions alongside themed drop-in sessions. Since reopening on 1 May 2024, 101 young people have accessed daytime provision.</p> <p>The summer programme is being run from Evergreen Hall every Wednesday and it has been well attended.</p>  | The service is subject to MTFs savings.  | We will run promotion and awareness sessions throughout social media channels for the autumn term.   | 9  |
| SA12.8 | We will ensure that there is a reduction in first-time entrants into the criminal justice system.                                     | <p>We will continue to ensure there is a reduction in first time entrants by utilising our prevention and diversion offer.</p> <p>We will continue to explore opportunities with the court and police to divert children from court and further utilise the use of Outcome 22.</p> <p>This will result in identifying and diverting children from the criminal justice system at the earliest point.</p> <p>We will measure this through the quarterly review report provided to the Cwm Taf Morgannwg Out of Court Disposal Scrutiny panel.</p>   | <p>Quarterly review reports to the Cwm Taf Morgannwg Out of Court Disposal Scrutiny Panel.</p> <p>Continue to link in with the court and police around the use of Outcome 22.</p>   | 31/08/25 | Strategic Manager Youth Justice Service | <p>The successful implementation of a range of activities, as defined by Home Office codes, has played a role in diverting children who offend from being criminalised, significantly reducing the number of first-time entrants into the criminal justice system.</p> <p>Decisions regarding the application of these outcomes are made by a multi-agency Prevention and Diversion Panel, further strengthening the collaborative effort to protect vulnerable children from the long-term consequences of criminalisation.</p> | <p>The amount of different out of court disposals a child can receive makes the system difficult for children families and stakeholders to navigate.</p> <p>The Turnaround Prevention Funding will end in March 2025 with no current alternative funding source available.</p> <p>Certain matters require decisions in a timescale that is prior to a multi-agency panel being convened.</p> | <p>Meetings will be held between police and partners throughout BYJS scrutiny panel to examine Outcomes 8, 21, 22 and guidance in relation to offering these interventions. There will be a focus on the impact of child crime on victims and what support they receive.</p>                           | 10 |

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| SA12.9 | <p>We will ensure that there is a reduction in offending and re-offending rates</p> | <p>We will continue to ensure there is a reduction in offending and re-offending rates by using a trauma informed approach to meet the needs of the child and adapting our intervention so that the holistic needs of the child are met.</p> <p>This innovative way of working compliments the established risk management and public protection procedures already in place.</p> <p>This will result in intervention meeting the needs of the child to support a positive offending-free future.</p> <p>We will measure this by analysing the data provided by the Youth Justice Board on a quarterly basis.</p> | <p>Adapt our interventions to focus on a trauma informed, holistic approach.</p> | 31/08/25 | Strategic Manager Youth Justice Service | <p>The reported figures confirm that BYJS are performing well against national standards.</p> <p>BYJS has implemented the YEF Trauma model.</p> <p>BYJS has extended its in-house interventions to include a wider range of support services for children.</p> | <p>Funding for the YEF Project is only available until March 2025.</p> <p>MTFS requirements will reduce the ability to provide high quality interventions.</p> <p>A large number of children referred into the service have complex needs and require a high level of support and intervention.</p> | <p>A meeting will be held in September 2024 with the YEF Team to discuss a possible extension of six months for the project and how will this be funded.</p> <p>We will create a directory of external interventions that can be accessed wider than BYJS internal provision.</p> | 9 |
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Schools Group Report Card

|                  |                               |                        |
|------------------|-------------------------------|------------------------|
| Lead             | Group Manager (Schools Group) | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024       | 9                      |

|              |   |
|--------------|---|
| Successes    | The Schools Group facilitated a range of activities for learners during the summer term. These include the first University Clinical Aptitude Test (UCAT) preparation day, the Forces Festival and the summer youth music ensemble.   |
|              | All schools submitted their audio-visual (AV) requirements in respect of the Welsh Government Hwb Grant. EdTech technology orders have now been placed. Bridgend schools have satisfied the Welsh Government funding sustainability and equity requirements to sign off Wave 5 of EdTech funding. |
|              | Faldau Primary School and St Roberts Catholic Primary School received successful Estyn inspection outcomes with no follow-up required.  |
| Challenges   | We are awaiting legal advice to support the planned report to Cabinet to seek permission to consult about possible changes to the Nursery provision as part of the MTFS.  |
|              | There are current challenges around the use and request of Artificial Intelligence (AI) tools within schools. Currently, the use of AI tools is being investigated to mitigate any possible security concerns.  |
|              | Due to school budget pressures, a small number of schools have withdrawn from their service level agreements (SLA) with Bridgend Music Service.   |
| Forward Look | A report will need to be presented to Cabinet in the autumn term related to the 'middle tier review' and future school improvement arrangements.  |
|              | We will be working closely with schools to ensure the refreshed managed moves protocols are adopted consistently across the county borough.   |
|              | While pupil attendance is improving across the county borough, we will continue to work with delivery partners and stakeholders to further improve attendance in schools.   |
| Issues       | Feedback from headteachers indicates significant concern in respect of their delegated school budgets.  |
|              | Several schools are managing challenging pupil behaviours and this is impacting on service delivery. There continues to be significant numbers of fixed-term and permanent exclusions.  |
|              |   |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    |  |
| 6                   | 5  | 4  | Strengths outweigh weaknesses, but important aspects require improvement   |
| GOOD                |    |    |  |
| 9                   | 8  | 7  | Strong features although minor aspects may require improvement             |
| EXCELLENT           |    |    |  |
| 12                  | 11 | 10 | Very strong, sustained performance and practice                            |
| NOT STARTED         |    |    |  |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity  | Summary  | Outputs  | Delivery Date | Operational Lead                                 | Successes (max. 3)   | Challenges   | Forward Look  | BRAYGWP |
|---------------------|---|--|--|---------------|--|--|--|---|---------|
| SA1.5               | We will ensure all learners benefit from a tailored approach to learning to best meet their needs, in line with Welsh Government's drive for equity and excellence. | We will continue to develop the raising of attainment for all learners by promoting high-quality teaching and learning with support from Central South Consortium and sharing effective practice as appropriate.<br><br>We will also support the drive to increase attendance.<br><br>This will result in improved attainment for all learners.  | Through network meetings and Team Bridgend, support for raising attainment for all learners. | 31/08/25      | Lead Officer - Strategic Development (secondary) | The introduction of the Post-16 Improvement Plan (PIP), targeting five priorities has helped to provide a focus for the network groups in relation to Post-16 provision.<br><br>Network meetings such as Heads of Sixth Form and Seren school co-ordinators are well attended, allowing for constructive discussions in raising achievement for all.<br><br>The professional development sessions requested by leaders have supported them in their roles.                     | Only one set of capped-9 scores are available to date. They are not comparable due to the pandemic so it remains difficult to measure the successes.<br><br>Gaining accurate information on Key Stage 4 progress is limited. This is due to the loss of a number of Key Stage 4 leaders and attendance at meetings.<br><br>Attendance levels in schools remains a challenge. | All schools will continue to develop and evaluate their PIP.<br><br>Summer examinations and capped-9 scores will provide more data to analyse.<br><br>We will review the attendance data at the end of the school year. | 9       |
| SA2.7               | We will work with Bridgend College to provide further opportunities for more young people to participate in the Junior Apprenticeship Programme.                    | We will work with partners at Bridgend College by 30/04/2024 to discuss options to expand the Junior Apprenticeship Programme and consider alternative subjects and accreditations available. Discussions will take place as part of the Curriculum Development Leaders Group (CDLG)<br><br>This will result in Key Stage 4 pupils being able to access a wider range of subject and vocational accreditations.<br><br>We will measure this by the number of young people enrolled on a Junior Apprenticeship Programme at Bridgend college. | Engagement with CDLG.  | 01/08/25      | Lead Officer - Strategic Development (secondary) | Bridgend College has provided attendance data for schools regarding junior apprenticeships and they have held a meeting with the Education and Engagement Team manager around referrals to the programme.<br><br>Courses are now full for both Construction and Hair and Beauty, with limited spaces on the Accelerated Learning Programme.<br><br>Keeping in touch days were held for learners by invitation on 2 and 3 July 2024.  | Currently there are low numbers of learners applying for Health and Social Care. Bridgend College is working with schools to propose that students are moved to the Acceleration to Employment programme.  |   | 10      |
| SA3.2               | We will develop a local authority equity plan.  | We will review and reference the regional Enabling Equity and Excellence document and develop a local authority plan by 31/08/2025.<br><br>This will result in all schools aspiring to excellence and have robust provision and practices for inclusion and teaching.<br><br>We will measure this by reviewing school policies annually.   | Develop a local authority equity plan and share with schools.                                | 31/08/25      | Group Manager (Schools Group)                    | The Central South Consortium Lead for Wellbeing and Equity and a senior leader from Maesteg School have both attended Team Bridgend and the Deputy Headteacher Network to present information about the Equity and Excellence document and to share good practice in relation to the Raising Attainment of Disadvantaged Youngsters (RADY) programme.<br><br>The Big Bocs Bwyd initiative has helped to address some of the needs related to equity in 14 schools in Bridgend. |  | Senior managers within the directorate will develop a plan to extend good practice so that each service area may contribute to this cross-cutting theme.  | 5       |

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| SA5.1 | We will adopt CfW and ensure pupils are prepared for new qualifications.   | We will ensure all schools are supported to implement CfW from 01/09/2022.<br><br>This will result in all schools implementing CfW by 01/09/2026.  | Schools to receive support from Central South Consortium Networks to discuss CfW development and the sharing of good practice.<br><br>Schools to publish CfW summary documents and evaluate the implementation of CfW.<br><br>We will measure this by ensuring all schools publish their curriculum summary documents for all stakeholders.<br><br>September 2023 - Year 8<br>September 2024 - Year 9<br>September 2025 - Year 10<br>September 2026 - Year 11  | 31/08/26 | Lead Officer - Strategic Development (secondary) | There has been successful implementation of the mandatory requirements of the Curriculum for Wales in all schools.<br><br>We have shared professional learning and effective practice via a range of networks.<br><br>Bespoke support has been offered to schools.   | Assessment requirements continue to be a challenge in relation to CfW to ensure there is systematic planning for progress in schools and alignment of CfW with GCSE qualifications.  | There is a planned shared INSET day for all secondary schools in February 2025 by Qualifications Wales to support the new specifications (Wave 1).<br><br>There is a planned shared INSET day for all secondary schools in February 2026 by Qualifications Wales to support the new specifications (Wave 2). | 11 |
| SA5.2 | We will implement a new Digital Learning Plan for schools.   | We will implement a new Digital Improvement Plan for schools by working with the Digital Leaders Group and wider School Support networks.<br><br>This will result in an:<br>•increased range of digital technology used in schools;<br>•improved practitioner and learner digital competence;<br>•improved and increased stakeholder awareness of online safety issues;<br>•greater capacity for schools to support learners and their families with online safety education.<br><br>We will measure this through the percentage of schools engaging with the Digital Network Group. Engagement is defined as attendance to one or more network meetings, in receipt of network communication, updates, agendas and minutes. | Digital Leaders Group network and School Support networks.<br><br>Deliver Team Bridgend presentations.<br><br>Link in with Primary Fed and BASH meetings.<br><br>Offer bespoke support for schools and clusters.<br><br>Identify schools that engage with online safety professional learning events and digital competence training   | 31/08/24 | Digital Lead Officer                             | All schools submitted their audio-visual (AV) requirements. Education Technology (EdTech) grant orders have now been placed. Bridgend's allocation funding has been spent on 250 AV screens, 32 projectors, 68 Window devices, 268 chrome devices and 203 Apple devices, in addition to a range of AV and device peripherals for all 60 Bridgend schools.<br><br>Bridgend schools have satisfied the Welsh Government funding sustainability and equity requirements to sign off Wave 5 of EdTech funding.<br><br>360 Safe Cymru self-review support provided to Brynmenyn Primary School who have now registered and begun the self-review process for online safety. | There are current challenges around the use and request of Artificial Intelligence (AI) tools within schools. Currently, AI tools will not be permitted across corporate and school networks due to identified vulnerabilities and security.<br><br>Supporting more schools with online safety incidents around social media and increasing parent-carer engagement for learning events. | Further learning events planned for September 2024 within primary schools, to support parent/carers and learner online safety.   | 11 |
| SA6.1 | We will support high-quality teaching and learning through the promotion of effective practice, collaboration and professional learning. | We will work with School Support networks to share effective practice by offering professional development workshops, opportunities to present at Team Bridgend meetings within the School Support network groups.<br><br>This will result in greater awareness of effective practice and increased consistency across the local authority.  | Offering professional development workshops and utilising opportunities to present at Team Bridgend meetings within the School Support network groups.<br><br>Feedback questionnaires to network participants, gauge requirements.<br><br>To continue with the support of Central South Consortium in providing professional learning opportunities for school staff.<br><br>Cluster meetings in place to discuss transition events and publish cluster transition plan and shared understanding of progression information. | 31/08/25 | Lead Officer - Strategic Development (primary)   | We have shared professional learning and effective practice via a range of networks.<br><br>All 59 schools and the pupil referral unit have engaged with Central South Consortium professional learning, 49 of which have received bespoke support.<br><br>We conducted a survey of headteachers about their requirements for professional development workshops, which has resulted in higher attendance at most recent workshop.   | The in-person Deputy Headteachers Network meeting for the summer term had to be cancelled due to low attendance. Evaluation questionnaires have been sent to group members.<br><br>Planned cluster meetings for the summer term did not take place due to difficulties for schools relating to the release of teachers.  | Cluster meetings will take place in the autumn term 2024.  | 10 |
| SA6.2 | We will support primary schools to raise literacy standards, in line with the local authority post-inspection action plan.               | We will ensure literacy standards in our primary schools improve by implementing the local authority's Primary School Strategic Plan.<br><br>This will result in greater awareness of effective practice and increased consistency across the local authority.   | Analysis of those schools who identify literacy as a strategic priority within the schools self-evaluation process, and bespoke support offered.<br><br>Primary Strategic Plan evaluated, discussed and amended to meet agreed priorities.   | 31/08/25 | Lead Officer - Strategic Development (primary)   | Support has been available through the 'Language Literacy Communication' Central South Consortium Network, where 112 practitioners have engaged with the network during this school year.<br><br>Schools have accessed professional learning, with four primary schools receiving bespoke support for literacy, based on their self-evaluation requirements.<br><br>Several schools have engaged with Central South Consortium projects, which include the Voice 21 oracy project (three primary schools) and the Comparative Judgement Writing Project (nine primary schools).  | In the school year 2023-2024, four out of nine schools received a recommendation related to aspects of literacy in their Estyn inspection reports.   | We will continue to promote the sharing of good practice from within the Deputy Headteacher Network and curriculum updates from Central South Consortium in future network meetings.   | 9  |



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| SA6.3 | We will provide support for more able and talented learners.  | <p>We will provide bespoke support for more able and talented learners by using the Enabling Equity and Excellence document. We will also encourage effective teaching and learning with regard to offering sufficient challenge to all learners (a feature of the school support strategic plans). We will also offer additional 'stretch and challenge' to identified learners in Year 8 to Year 13 through the Seren Network.</p> <p>This will result in better outcomes for more able and talented learners (especially those learners achieving A* and A grades at A level and GCSE).</p>  | <p>Bespoke support for more able and talented learners by using the Enabling Equity and Excellence document.</p> <p>Encourage effective teaching and learning with regard to offering sufficient challenge to all learners (a feature of the school support strategic plans).</p> <p>Post-16 Improvement Plan evaluated, discussed and amended to suit previous outcomes.</p>  | 31/08/25 | Lead Officer - Strategic Development (secondary) | <p>There has been excellent engagement by the schools' Seren Co-ordinators and learners across all age groups through the activities and trips arranged by the Hub Seren Co-ordinators arrange (including workshops and university visits).</p> <p>Welsh Government coordinators acknowledged the excellent leadership of the Seren Network.</p>   | <p>Welsh Government funding to support the Seren Network across the local authority has been reduced.</p> <p>Schools have found it difficult to release staff to attend some sessions.</p>   | We will continue to promote the sharing of good practice across all schools through Seren Network arranged activities. A calendar of events and opportunities will be available for learners on Gofod Seren Space.   | 11 |
| SA6.4 | We will ensure pupil attainment within our sixth forms improves.  | <p>We will ensure pupil attainment within our sixth forms improves by encouraging effective teaching and learning with regard to offering sufficient challenge to all learners (a feature of the school support strategic plans). We will also offer additional 'stretch and challenge' to identified learners in Year 8 to Year 13 through the Seren Network.</p> <p>This will result in better outcomes for all learners.</p> <p>We will measure this by analysing examination data (where available) and value-added data.</p>   | <p>Seren network meetings with all school Seren Co-ordinators.</p> <p>Monitoring and evaluating the Post-16 Improvement Plan throughout the academic year.</p> <p>Heads of Sixth Network meetings to allow for discussion on teaching and learning across the schools.</p> <p>Feedback to gather the learner voice after Seren activities.</p> <p>Analyses of examination data (where available) and value-added data.</p>   | 31/08/25 | Lead Officer - Strategic Development (secondary) | <p>Through network meetings, key areas are discussed and are standing items on the agenda, such as updates with Seren Network learners. The first University Clinical Aptitude Test (UCAT) preparation day was held at Archbishop McGrath Catholic High School with 30 learners attending from five secondary schools.</p> <p>The Post-16 Improvement Plan is evaluated at two points across the school year to monitor, evaluate and adapt where applicable to suit the needs of the learners and schools.</p> <p>There is effective sharing of good practice across the schools.</p> | <p>Welsh Government funding to support the Seren Network across the local authority has been reduced.</p> <p>There is a lack of data available to help analyse outcomes due to the changes to the curriculum and the recent re-introduction of capped-9 scores.</p>  | <p>Annual learner voice questionnaires will be completed by learners and Seren co-ordinators.</p> <p>The final evaluation and monitoring stages of the Post-16 Improvement Plan will be carried out in preparation for the school year 2024-2025.</p> <p>Review and analysis of examination data for 2023-2024 will take place with schools in the autumn term 2024.</p> | 10 |
| SA6.5 | We will further develop links with Bridgend Music Service partners to explore income generation opportunities and broaden the learning offer where appropriate. | <p>We will continue to develop links with partners (such as, Royal Welsh College of Music and Drama) to broaden the learning offer so that learners can work side by side with professionals and learn about wider job opportunities.</p>   | <p>Further links established with partners.</p>  | 31/08/24 | Head of Music - Expressive Arts                  | <p>Primary schools in the Garw Valley cluster (that is, Betws, Blaengarw and Ffaldau - 100 pupils) were invited to perform at National Music for Youth Festival in Birmingham Town Hall.</p> <p>The 'Battle of the Bands' competition ran for the second year with a 100% increase in entries.</p> <p>Summer youth ensemble/Associated Board of Royal Schools of Music (ABRSM) high scorers concert raised £800.</p>   | <p>The unavailability of suitable large scale performance venues in Bridgend County impacts on the hosting of events.</p> <p>The current financial climate is limiting income generation and activities with partners and resulting in some schools withdrawing from the service level agreement (SLA) with the music service.</p> | <p>Following the successful link with local community choir, Maternal Harmony, work has commenced to develop further links with other Bridgend community music groups.</p>   | 10 |
| SA7.1 | We will support effective governance in schools.  | <p>We will deliver high-quality training opportunities in respect of the Welsh Government Evaluation, Improvement and Accountability Framework by supporting governors to develop their understanding of the new arrangements. Working with improvement partners, we will encourage governors to adopt the 'governor self-evaluation toolkit'.</p> <p>This will result in governors having a clear understanding of their role in respect of accountability and schools having the freedom to implement CNV.</p> <p>We will measure this by levels of engagement with high quality training as reported in the local authority bi-annual report and by feedback and evaluation from participants.</p> | <p>Implement the Evaluation, Improvement and Accountability Framework.</p> <p>Hold monthly Bridgend Governor Association meetings (online and in-person) to provide current information and share good practice from schools who have a strong governor presence that supports school improvement.</p> <p>Conduct audit of skills to identify training/development needs of governing bodies so that they are able to fulfil their roles effectively.</p> <p>Review levels of engagement with high quality training provided by Central South Consortium and the local authority.</p> <p>Pupil services to share timetable of training with governors on a termly basis.</p> | 31/08/25 | Lead Officer - Strategic Development (primary)   | <p>A local authority governor skills audit tool has been circulated and responses will inform the local authority how to ensure governors are equipped to support school improvement.</p>  | <p>There has been limited levels of governor engagement with the Hwb platform.</p> <p>There has been limited levels of governor attendance at the Bridgend Governors' Association 2023-2024 meetings.</p>  | <p>The Bridgend Governors Association has been renamed 'Bridgend Governors', with there being a change in day and time format for the 2024-2025 meetings.</p>  | 6  |

|       |  |   |  |          |                               |  |   |  |    |
|-------|--|---|--|----------|-------------------------------|--|---|--|----|
| SA7.2 | We will support schools to ensure they are effectively led.                  | <p>We will develop more effective support mechanisms for new/acting headteachers/deputy headteachers by continuing to offer an induction programme, a 'Bridgend buddy' for new headteachers and peer support through Team Bridgend, the School Support networks.</p> <p>We will ensure advice from Welsh Government and Estyn is embedded within practice wherever possible by working with School Support networks to increase knowledge of Welsh Government and Estyn advice/guidance, giving due regard to case studies and thematic reviews. We will continue to invite local authority officers across the directorate to these network meetings as appropriate.</p> <p>This will result in greater awareness of good practice and increased consistency across the local authority.</p> | <p>Roll out of Bridgend Buddy scheme to support headteachers.</p> <p>Team Bridgend and School Support networks to improve communication and support to headteachers.</p> <p>Work with Central South Consortium to support schools with recommendations around leadership and management.</p> <p>Work with schools and Central South Consortium at network meetings highlighting case studies and thematic reviews to share good practice.</p> <p>Estyn thematic recommendations to be reviewed by SMT on a quarterly basis.</p> <p>Review school self-evaluation plans to promote alignment of plan.</p> | 31/08/24 | Group Manager (Schools Group) | <p>High levels of support are provided for recruitment exercises for headteacher and deputy headteacher positions.</p> <p>We have implemented a variety of strategic plans to support each of the School Support networks, which helps to build capacity in schools for leaders at all levels.</p> <p>Following support provided by the local authority and Central South Consortium, Croesty Primary School and Nantymoel Primary School have recently been removed from Estyn's list of schools requiring Estyn review (for leadership).</p> | It has been difficult to engage relevant school staff in network meetings due to financial and release time pressures in schools. | <p>A 'Senior Leaders Induction Day' will be provided in September/October 2024.</p> <p>Further support will be provided to schools for online safety self-review (360 Safe Cymru).</p> | 10 |
| SA7.4 | We will support schools to become self-improving and learning organisations. | <p>We will provide high-quality support for self-evaluation and school development planning by encouraging schools to work with their improvement partners and by aligning the evaluation work of the various schools network groups with school priorities and local authority strategic themes.</p> <p>This will result in greater consistency of approach by schools and fewer schools receiving recommendations related to self-evaluation from Estyn.</p> <p>We will measure this by levels of engagement with self-evaluation and school development planning.</p>  | <p>School Support network groups in place.</p> <p>Secondary/Special schools engaged with the half-termly Teaching and Learning Group.</p> <p>Work with Central South Consortium to support schools to update SDPs.</p> <p>Work closely with Improvement Partners to support schools where required.</p> <p>Through the use of our Performance and Financial Monitoring Board process, officers will track and monitor schools to prevent schools going into red.</p>   | 31/08/25 | Group Manager (Schools Group) | <p>The Post-16 Improvement Plan has been embedded across secondary networks to align local authority priorities with school development plans.</p> <p>Schools Group networks are well established and help schools to develop as learning organisations.</p> <p>The development of the Performance and Financial Monitoring Board summary allows the local authority to gain a better insight of performance across service areas.</p>   | Further working with Welsh Government and local authority colleagues is required, as part of the middle-tier review.              | Regular updates will be provided to schools at Team Bridgend events.   | 10 |

Sustainable Communities for Learning Team Report Card

|                  |  |                        |
|------------------|--|------------------------|
| Lead             | Sustainable Communities for Learning Manager | Overall BRAYGWP Status |
| Reporting Period | 18/07/2024 - 19/08/2024                      | 3                      |

|              |   |
|--------------|---|
| Successes    | The tender process for the highway works associated with Bryntirion Comprehensive School's four-classroom block has concluded and a successful bidder has been identified.              |
|              | The School Transport Advisory Group's approval has been received in respect of the highway design for the replacement Mynydd Cynffig Primary School and Ysgol Gymraeg Bro Ogwr schemes. |
|              | Welsh Government has approved the local authority's Strategic Outline Programme.  |
| Challenges   | Ongoing discussion with the developer for the land west of Bridgend.  |
|              | The timing of agreeing a strategy to deal with ecology and levels in terms of highway infrastructure with the adjacent developer for the Ysgol Gymraeg Bro Ogwr scheme.                 |
|              | The site investigation at Mynydd Cynffig Primary School (junior site) is ongoing.   |
| Forward Look | Revised Outline Business Cases will be submitted to Welsh Government for the replacement Mynydd Cynffig Primary School and Ysgol Gymraeg Bro Ogwr.                                      |
|              | The planning application will be submitted for the replacement Mynydd Cynffig Primary School.   |
|              | The kitchen pods at Cwmfelin and Newton Primary Schools will be handed over to the local authority.   |
| Issues       | Market conditions have changed since obtaining funding approval from Welsh Government and Council. This is impacting on all project costs.  |
|              | Due to resourcing issues, procurement has become a more involved process than previously and could potentially impact on timescales for the delivery of projects.                       |
|              | Resourcing issues are impacting on the monitoring of certain Welsh Government grant-funded schemes (for example, Community Focused Schools and Additional Learning Needs Grants).       |

| BRAYGWP Description |    |    | Definition   |
|---------------------|----|----|--|
| COMPLETED           |    |    | Activities are completed   |
| UNSATISFACTORY      |    |    | Important weaknesses outweigh strengths and urgent improvement is required |
| 3                   | 2  | 1  |  |
| ADEQUATE            |    |    | Strengths outweigh weaknesses, but important aspects require improvement   |
| 6                   | 5  | 4  |  |
| GOOD                |    |    | Strong features although minor aspects may require improvement             |
| 9                   | 8  | 7  |  |
| EXCELLENT           |    |    | Very strong, sustained performance and practice                            |
| 12                  | 11 | 10 |  |
| NOT STARTED         |    |    | Activities are yet to commence   |
| OBSOLETE            |    |    | Activities are redundant/cancelled   |

| Strategic Indicator | Activity   | Summary  | Outputs  | Delivery Date | Operational Lead                             | Successes (max. 3)   | Challenges   | Forward Look   | BRAYGWP |
|---------------------|--|--|--|---------------|--|--|--|--|---------|
| SA9.1               | We will provide enhanced facilities to support the UPFSM initiative. | We will provide three kitchen pods by 01/09/2024 and progress construction of a kitchen extension by 31/03/2025.<br><br>This will provide enhanced facilities to support the UPFSM initiative. | Planning approval for all schemes will be sought in 2023-2024.<br><br>The outcome will ensure:<br>- the enabling works, groundworks and installation of kitchen pods can be progressed; and<br>- detailed design can take place in respect of the kitchen extension. | 31/05/25      | Sustainable Communities for Learning Manager | The kitchen pod building work at Newton Primary School is complete.<br><br>The kitchen pod at Cwmfelin Primary School has been installed on site, and the fit out is underway.<br><br>The ecology survey for Trelales Primary School has concluded and the outcome will inform the design. |  | The kitchen pod at Newton Primary School will be handed over to the local authority.<br><br>The planning application will be considered for the kitchen extension at Trelales Primary School.<br><br>The kitchen pod for Cwmfelin Primary School will be handed over to the local authority. | 8       |
| SA9.2               | We will meet the increased demand for specialist ALN provision.      | We will develop the replacement Heronsbridge School modernisation scheme to the RIBA Stage 3 by 31/03/2025.<br><br>The percentage planned increase of ALN places in Bridgend.                  | Develop the replacement Heronsbridge School modernisation scheme to the RIBA Stage 3 by 31/03/2025.  | 31/03/25      | Sustainable Communities for Learning Manager | An addendum response to the revised Outline Business Case has been submitted to Welsh Government for consideration.  | The cost of the scheme has increased, due to cost increases affecting the construction industry. | AECOM will develop design information for the residential provision.<br><br>Welsh Government will determine the outcome of the revised Outline Business Case submission.<br><br>The additional funding required to deliver the scheme will be reported to Cabinet and Council.               | 6       |

|       |   |  |   |          |  |  |  |   |   |
|-------|---|--|---|----------|--|--|--|---|---|
| SA9.3 | We will support the ambitions of the local authority's WESP (2022-2032).  | <p>We will develop schemes as follows:</p> <p>Ysgol Gymraeg (YG) Bro Ogwr and Bridgend Town Welsh-medium Childcare scheme - RIBA Stage 4 will be achieved by 31/12/2024.</p> <p>Ysgol y Ferch o'r Sgêr – the school building will be under construction by 31/03/2025.</p> <p>Porthcawl Welsh-medium Seedling School and Welsh-medium Childcare scheme will achieve RIBA Stage 2 by October 2024.</p> <p>YG Bro Ogwr – temporary accommodation will be ready for occupation by 31/12/2024.</p> <p>Conclude a feasibility study in respect of additional secondary Welsh-medium provision by March 2025.</p> <p>We will measure the percentage annual increase (PLASC 2019-2020) of Year 1 learners taught through the medium of Welsh.</p> | <p>Ysgol Gymraeg Bro Ogwr and Bridgend Town Welsh-medium Childcare scheme - RIBA Stage 4 will be achieved by 31/03/2025.</p> <p>Ysgol y Ferch o'r Sgêr – the school building will be under construction by the end of 2025, dependent on receiving the necessary approvals from Welsh Government.</p> <p>Porthcawl Welsh-medium Seedling School and Welsh-medium Childcare scheme will achieve RIBA Stage 2 by March 2025.</p> <p>Ysgol Gymraeg Bro Ogwr – temporary accommodation will be ready for occupation by 31/12/2024.</p> <p>Conclude a feasibility study in respect of additional secondary Welsh-medium provision by March 2025.</p> | 31/08/26 | Sustainable Communities for Learning Manager | <p>The School Transport Advisory Group has approved the school transport access point which adjoins the adjacent highway for the replacement Ysgol Gymraeg Bro Ogwr.</p> <p>The design team for Ysgol y Ferch o'r Sgêr has been reassembled by the Welsh Education Partnership Company and has commenced reviewing the outcome of the pre-application consultation responses to inform a future planning application.</p> <p>Arcadis has been appointed to undertake the design of structures and civils for the Porthcawl Welsh-medium Seedling School.</p> | <p>Ecology issues at Ffordd Cadfan are impacting on commencing the ground investigation. The Major Projects Team is in dialogue with the ecologist to seek a way forward and a meeting has been organised with the adjacent developer.</p>   | <p>The transport assessment for the Porthcawl Welsh-medium seedling school will be progressed.</p> <p>Cabinet Secretary for Education approval to transition the replacement Ysgol y Ferch o'r Sgêr scheme from Mutual Investment Model funding to capital, is anticipated and, if received, Council approval will be sought for the same.</p> <p>The mobile classroom for Ysgol Gymraeg Bro Ogwr will be re-tendered.</p> <p>The revised Outline Business Case for Ysgol Gymraeg Bro Ogwr will be submitted to Welsh Government.</p> | 4 |
| SA9.4 | We will open a new English-medium school in Kenfig Hill to replace the current Mynydd Cynffig Primary School.           | <p>We will continue to develop the scheme and construction will commence during 2024-2025.</p> <p>This will result in improved English-medium provision for learners.</p>  | Obtain planning consent for the replacement Mynydd Cynffig Primary School and progress to tender stage by March 2025.   | 31/08/26 | Sustainable Communities for Learning Manager | <p>The School Transport Advisory Group has approved the highway design.</p>  | <p>A delayed decision in respect of the planning application could impact on the ecology seasonal mitigation measures.</p> <p>The cost of the scheme has increased since receiving initial approval.</p>   | <p>The site investigation will conclude.</p> <p>The planning application will be submitted for the replacement school.</p> <p>Feasibility will commence for the active travel improvements identified for the area.</p> <p>The revised Outline Business Case will be submitted to Welsh Government.</p>   | 4 |
| SA9.5 | We will open a new English-medium school in Cornelly to replace Corneli Primary School and Afon y Felin Primary School. | <p>We will commence construction, which will be ongoing throughout 2024-2025.</p> <p>This will result in improved English-medium provision for learners.</p>   | The school building will be under construction by the end of 2025, dependent on receiving the necessary approvals from Welsh Government.  | 31/08/26 | Sustainable Communities for Learning Manager | <p>The design team for the replacement English-medium school has been reassembled by the Welsh Education Partnership Company and has commenced reviewing the outcome of the pre-application consultation responses to inform a future planning application.</p>  |  | <p>Cabinet Secretary for Education approval to transition the replacement Ysgol y Ferch o'r Sgêr scheme from Mutual Investment Model funding to capital, is anticipated and, if received, Council approval will be sought for the same.</p>   | 4 |
| SA9.6 | We will help to reduce the number of children who are refused a place in their preferred school.                        | <p>We will progress the extension designs for Coety Primary School and Pencoeed Primary School by 31/03/2025. We will provide a six-classroom block extension at Bryntirion Comprehensive School by 31/03/2025.</p> <p>Will will measure this through the percentage of children who are offered a place in their first choice school at Reception and Year 7.</p>   | <p>Commence the construction of the six-classroom general teaching block for Bryntirion Comprehensive School.</p> <p>Conclude the statutory process for an enlargement of Coety Primary School and if approved, commence design.</p> <p>Progress the design of a two-classroom extension at Pencoeed Primary School.</p>  | 31/08/26 | Sustainable Communities for Learning Manager | <p>A tender process has concluded for the highway works associated with the Bryntirion Comprehensive School four-classroom teaching block.</p>   | <p>Resourcing issues have resulted in a delayed tender process to appoint certain disciplines for the design development of Coety Primary School's extension.</p> <p>Awaiting drainage information for the two-classroom extension at Pencoeed Primary School in order to submit a planning application.</p> | <p>The local authority will make further appointments to form a design team to progress the four-classroom extension at Coety Primary School.</p> <p>Construction will commence on the four-classroom teaching block at Bryntirion Comprehensive School.</p> <p>Planning consent will be sought in respect of the two-classroom extension at Pencoeed Primary School.</p>   | 5 |
| SA9.7 | We will achieve our net zero commitments in respect of our new build schools.   | We will continue to develop school designs to support the net zero agenda by 31/03/2025.   | <p>Develop school designs to support the net zero agenda by 31/03/2025.</p> <p>Each new build school will meet zero carbon compliance at the point of occupation.</p>   | 31/08/26 | Sustainable Communities for Learning Manager |  |  | All new schools will be designed and built to ensure they achieve Net Zero Carbon.  | 5 |

|        |   |   |   |          |  |  |  |   |    |
|--------|---|---|---|----------|--|--|--|---|----|
| SA9.8  | We will increase pupil involvement in site-related ecological/biodiversity studies relating to school development projects and engage with pupils regarding active travel improvements. | We will increase the involvement and ownership of pupils in site-related ecological/biodiversity studies so that they can begin to understand the impacts of schemes and raise awareness. This activity will promote active travel and work towards changing the culture around active travel in the community. | Pupil site visits.<br>Active travel consultations.<br>Pupil involvement at Ffordd Cadfan replacement of Ysgol Gymraeg Bro Ogwr. | 31/08/26 | Sustainable Communities for Learning Manager |  | We will work collaboratively with all necessary parties to establish satisfactory active travel improvements that will support the planning application.<br><br>We will continue to pursue timely engagement with the ecologist/s to ensure pupil participation. | Active travel engagement sessions will be undertaken with pupils from Ysgol Gymraeg Bro Ogwr on 27/09/2024.             | 8  |
| SA9.9  | We will develop the project stakeholder engagement plan.  | We will develop the project stakeholder engagement plan to ensure there is a consistent strategy across all programmes.   | Finalised project stakeholder engagement plan.  | 31/12/24 | Sustainable Communities for Learning Manager | A stakeholder engagement plan is being drafted.  |  | We will further develop the stakeholder engagement plan.  | 5  |
| SA9.10 | We will develop a benefits realisation plan.  | We will develop a benefits realisation plan so that resulting benefits of investments can be measured through the school modernisation measurables (for example, attendance).<br><br>This will allow us to understand the impact of schemes and identify opportunities for improvements in future investments.  | Finalised benefits realisation plan.  | 31/12/24 | Sustainable Communities for Learning Manager | A benefits realisation plan is being drafted.  |  | We will further develop the benefits realisation plan.  | 7  |
| SA9.11 | We will develop a programme monitoring matrix.  | We will develop a programme monitoring matrix to enable clear oversight of programme status, timescales and identify when key stages of the process has happened or due.<br><br>This will provide a reference resource for anyone requiring updates on progress or key dates.                                   | Programme monitoring matrix developed.  | 31/08/25 | Sustainable Communities for Learning Manager | A programme monitoring matrix has been developed and information has been added in respect of certain schemes. |  | The Sustainable Communities for Learning Team will continue to add information to the monitoring matrix as appropriate. | 10 |

Education, Early Years and Young People Directorate Risk Register 2024-2025 (Q1 2024-2025)

| Risk ID  | Risk  | Raw Risk Score |    |       | Date score assigned | Mitigation   | Responsible Officer                                     | Review Date | Residual Risk Score |    |       | Strategic activities        |
|----------|---|----------------|----|-------|---------------------|--|---|-------------|---------------------|----|-------|-----------------------------|
|          |   | Li             | Im | Total |                     |  |   |             | Li                  | Im | Total |                             |
| RR EFS 1 | If the availability and retention (depending on available budget) of staff does not improve, then there may be a negative impact on service delivery for children, young people and families.   | 4              | 5  | 20    | 25/09/23            | Creative use of available budgets.<br>Consideration of enhancements.<br>Seek to identify business critical posts and explore whether they could be made permanent.<br>Determine commitment from the organisation to make staff permanent after two years of continuous employment.   | Head of Education, Early Years and Young People         | 19/08/24    | 3                   | 5  | 15    | SA1.10                      |
| RR EFS 2 | If there is a lack of investment in the school workforce to support local and national initiatives (for example, curriculum reform), then staff may not have the required skills and/or resources to develop and deliver core services.                           | 3              | 4  | 12    | 25/09/23            | Ongoing support from Central South Consortium.<br>School support networks to share good practice.<br>Evaluation of the network meetings.<br>Feedback from improvement partners.  | Group Manager (Schools Group)                           | 19/08/24    | 2                   | 4  | 8     | SA1.3<br>SA1.6<br>SA7.2     |
| RR EFS 3 | Without strong multi-agency partnerships (for example, with health services) to support person-centred planning, there may not be suitable support, expertise, or provision (for example, mental health services) in place for young people in the community.     | 4              | 4  | 16    | 25/09/23            | Develop relevant partnership agreements.<br>Engage with Cwm Taf Morgannwg University Health Board to support emerging themes.<br>Offer development workshops and surgeries<br>Significant signposting to partners in respect of available resources.<br>High number of schools engaging with Health Service SHINE Project.                     | Group Manager (Learner Support)                         | 19/08/24    | 3                   | 4  | 12    | SA1.9                       |
| RR EFS 4 | If we do not have a clear strategy in the delivery of critical functions (for example, pupil behaviour and additional learning needs (ALN) support) then we may not be effectively targeting our resources and learners may become disengaged.                    | 4              | 5  | 20    | 25/09/23            | Develop and adopt a strategy and vision for attendance.<br>SNSA training/induction.<br>Develop and adopt a strategy and vision for behaviour support.<br>Develop and adopt a strategy and vision for ALN (roles, responsibilities and shared expectations).<br>Clear evaluation processes in place in all schools.<br>Review of ALN provision. | Group Manager (Learner Support)                         | 19/08/24    | 3                   | 4  | 12    | SA4.1                       |
| RR EFS 5 | If there is no tracking in place for vulnerable learners, then the local authority may not be able to evaluate the impact of the services provided in support of these children and young people and meet the expectations of external regulators.                | 3              | 4  | 12    | 25/09/23            | Implementation of our management information system.<br>Information sharing from schools.<br>Vulnerable groups surgeries to track best practice activities and interventions used across school settings.  | Group Manager (Early Years and Young People Group)      | 19/08/24    | 3                   | 3  | 9     | SA3.1                       |
| RR EFS 6 | If we do not engage with children, young people and families and encourage participation then core service and the expenditure of resources may not deliver positive outcomes for individuals, families and communities.  | 4              | 4  | 16    | 25/09/23            | Group Managers taking the lead on engagement.<br>Youth support leadership and enablement.<br>Launch of the re-developed participation strategy.  | Group Manager (Early Years and Young People Group)      | 19/08/24    | 3                   | 4  | 12    | 9.8<br>12.5<br>12.6<br>12.7 |
| RR EFS 7 | There is a risk that without full implementation of our management information systems (that is, the core MIS and the online IDP system), the local authority may not be able to meet its statutory duty or the needs of pupils, young people and their families. | 4              | 5  | 20    | 25/09/23            | Implementation working group.<br>Full SMT and corporate commitment to the prioritisation of the implementation.<br>Allocation of budget and resource.  | Group Manager (Strategy, Performance and Support Group) | 19/08/24    | 4                   | 4  | 16    | SA3.1<br>SA4.8              |
| RR EFS 8 | If schools are unable to deliver adequate teaching and learning in line with the Curriculum for Wales then pupils may not be prepared for the requirements of the new education qualifications.   | 3              | 4  | 12    | 25/09/23            | Support from curriculum advisors at Central South Consortium.<br>Ongoing forums with curriculum leaders and secondary teaching and learning groups with colleagues at Qualifications Wales to review new qualifications.   | Group Manager (Schools Group)                           | 19/08/24    | 2                   | 4  | 8     | SA6.1                       |

|            |          |            |       |          |       |              |
|------------|----------|------------|-------|----------|-------|--------------|
| Likelihood | Certain  | 5          | 10    | 15       | 20    | 25           |
|            | Likely   | 4          | 8     | 12       | 16    | 20           |
|            | Possible | 3          | 6     | 9        | 12    | 15           |
|            | Unlikely | 2          | 4     | 6        | 8     | 10           |
|            | Rare     | 1          | 2     | 3        | 4     | 5            |
|            |          | Negligible | Minor | Moderate | Major | Catastrophic |
|            |          | Impact     |       |          |       |              |



|                  |   |   |   |    |          |  |  |          |   |   |    |                         |
|------------------|---|---|---|----|----------|--|--|----------|---|---|----|-------------------------|
| <b>RR EFS 9</b>  | There is a risk that without continued funding through relevant grants (for example, the Collaboration Grant and the Professional Learning Grant, Regional Integrated Fund), ongoing development and support to schools may be negatively impacted. | 4 | 5 | 20 | 25/09/23 | Continue to promote the benefits of these services to Corporate Management Board (CMB) and Cabinet.  | Group Manager (Early Years and Young People Group) | 19/08/24 | 4 | 5 | 20 | SA1.6<br>SA5.2          |
| <b>RR EFS 10</b> | If we do not have effective succession planning arrangements in place, there is a risk of ineffective future leadership and knowledge across schools and core services.   | 4 | 5 | 20 | 25/09/23 | Workforce planning.<br>Staff development.<br>Develop a Directorate succession plan.<br>Coaching and mentoring.   | Head of Education, Early Years and Young People    | 19/08/24 | 4 | 5 | 20 | SA1.13                  |
| <b>RR EFS 11</b> | Without the availability and take-up of high-quality training and support to school governors, there is a risk that schools will not receive improved Estyn inspection outcomes in respect of effective leadership and governance arrangements.     | 4 | 4 | 16 | 25/09/23 | Central South Consortium mandatory training.<br>Topical training offer.<br>Bridgend Governors Association meetings.<br>Revised recruitment guidelines for local authority governors.<br>Develop improved communication opportunities between the directorate and governors.<br>Support from the regional lead governor.  | Group Manager (Schools Group)                      | 19/08/24 | 3 | 4 | 12 | SA7.1                   |
| <b>RR EFS 12</b> | Without effective safeguarding practice across schools and within the directorate, there is a risk that safeguarding arrangements may not be in place or adequate.  | 4 | 5 | 20 | 25/09/23 | Safeguarding audits undertaken by schools.<br>Analysis of audits to identify good practice and areas for development.<br>Effective working relationships between schools and EET.<br>Clear lines of communication which are assisting in understanding roles and responsibilities linked to safeguarding.<br>Robust review of processes and practices across schools.<br>Ensure that schools have a safeguarding policy in place, and it is being applied. | Group Manager (Early Years and Young People Group) | 19/08/24 | 3 | 4 | 12 | SA3.3<br>SA8.2<br>SA8.4 |
| <b>RR EFS 13</b> | If the Sustainable Communities for Learning Programme is not resourced appropriately, there is a significant risk that the outcomes reported to council may not be realised.  | 5 | 5 | 25 | 25/09/23 | Robust programme management and governance procedures in place for projects.<br>Identification and commitment of internal and external resources.<br>Effective communication with relevant stakeholders.<br>Outsource temporary staff (cost implication)   | Sustainable Communities for Learning Manager       | 19/08/24 | 3 | 4 | 12 | SA9.1 - SA9.11          |
| <b>RR EFS 14</b> | If there insufficient capital investment, there is a risk that the local authority will not be able to deliver projects identified in the School Modernisation Programme.   | 5 | 5 | 25 | 16/08/24 | Reduce the scope of the programme<br>Vire funding from other council schemes<br>Reidentification of match funding opportunities  | Sustainable Communities for Learning Manager       | 19/08/24 | 2 | 5 | 10 | SA9.1 - SA9.11          |

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| RR EFS<br>15 | If schools continue to experience reduced attendance across the year groups, then educational outcomes, safeguarding and wellbeing may be negatively impacted.  | 4 | 5 | 20 | 25/09/23 | <p>Ensure education welfare service continues to proactively support pupil attendance at schools.</p> <p>Promote the benefits of school attendance via a communication/ social media plan (for example, attendance video).</p> <p>Implement the work plan of the attendance task and finish group.</p> <p>Implementation of the attendance module on Capita One.</p> <p>Training for school staff including standardised communication.</p> <p>Introduced new fixed penalty notice code of conduct.</p> | Group Manager<br>(Early Years and Young People Group)      | 19/08/24 | 3 | 4 | 12 | SA10.1<br>SA10.2<br>SA10.3                    |
| RR EFS<br>16 | If partners don't work together to create capacity and equity of childcare places for both English and Welsh-medium children, then there may be fewer opportunities and reduced quality of service provided.  | 4 | 3 | 12 | 25/09/23 | <p>Provision of two Welsh-medium childcare settings.</p> <p>Delivery of two additional Welsh-medium childcare settings.</p>   | Group Manager<br>(Early Years and Young People Group)      | 19/08/24 | 3 | 3 | 9  | SA11.2  |
| RR EFS<br>17 | If we do not have an adult education offer, then the opportunities for adults to gain skills for employment and community involvement will be limited or ineffective.   | 4 | 4 | 16 | 25/09/23 | <p>Increase adult basic education provision.</p> <p>Increase blended course provision.</p> <p>Increase number of face-to-face sessions offered.</p> <p>Partnership platform offer and stakeholder subscription.</p> <p>Opportunities for learning through the medium of Welsh.</p> <p>Marketing of the service.</p> <p>Transfer of function to internal and external partners.</p>  | Group Manager<br>(Learner Support)                         | 19/08/24 | 3 | 4 | 12 | SA13.1<br>SA13.2                              |
| RR EFS<br>18 | If we do not achieve the objectives and targets outlined in the Welsh in Education Strategic Plan we may suffer reputational damage and/or be challenged legally over our commitments and support for the promotion and growth of the Welsh language. | 4 | 5 | 20 | 25/09/23 | <p>Marketing of childcare hubs.</p> <p>Band B school modernisation programme proposals.</p> <p>'Cymraeg for Kids' support programme.</p> <p>Catchment area implementation for Welsh-medium schools.</p> <p>Develop an immersion provision.</p>  | Group Manager<br>(Learner Support)                         | 19/08/24 | 3 | 5 | 15 | SA9.3<br>SA14.5<br>SA14.6<br>SA14.7<br>SA14.8 |
| RR EFS<br>19 | Without engagement from all services, there is a risk of ineffective health and safety practice, reporting and compliance across the local authority.   | 3 | 5 | 15 | 25/09/23 | <p>Contractor compliance.</p> <p>Construction Design Management (CDM) responsibilities understood and implemented by all parties.</p> <p>E-learning package in place.</p> <p>Health and Safety steering group.</p> <p>CMB approval of mandatory training for staff and managers.</p> <p>CDM responsibilities understood in schools and across services with dedicated training.</p>   | Group Manager<br>(Strategy, Performance and Support Group) | 19/08/24 | 3 | 5 | 15 | SA15.1  |
| RR EFS<br>20 | If some of our Medium Term Financial Strategy (MTFS) efficiency savings proposals are not accepted, then there is a risk that we will need to find alternative efficiencies across other service areas.   | 5 | 5 | 25 | 25/09/23 | <p>Post-implementation planning.</p> <p>Robust communication on the impact of efficiency savings.</p>   | Head of Education,<br>Early Years and Young People         | 19/08/24 | 4 | 5 | 20 |   |

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| RR EFS 21 | If our MTFS efficiency savings are implemented then there will be a significant impact on the delivery of front-line services across the directorate and within schools, which is likely to impact educational outcomes and life outcomes. | 5 | 5 | 25 | 25/09/23 | <p>Post-implementation planning.</p> <p>Review the strategic plan with a view to refocus operational priorities.</p> <p>Review of strategic priorities.</p> <p>Consideration of consolidation of services.</p> <p>Look for alternative sources of funding.</p> <p>Consideration of partnership approaches.</p>                                 | Head of Education, Early Years and Young People              | 19/08/24 | 4 | 5 | 20 |                |
| RR EFS 22 | If Universal Primary Free School Meals (UPFSM) is not delivered in line with local and national expectations, then there is a risk of potential reputational damage to the local authority.  | 3 | 5 | 15 | 23/01/24 | <p>Additional capital investment from Welsh Government.</p> <p>Contingency arrangements in place.</p> <p>Project and programme management arrangements in place.</p> <p>Catering service recruitment drive.</p> <p>Full scrutiny of programme where recommendations will be considered.</p> <p>Partnership arrangements with schools</p>       | Group Manager (Strategy, Performance and Support Group)      | 19/08/24 | 1 | 5 | 5  | SA1.8<br>SA9.1 |
| RR EFS 23 | If resources continue to become depleted due to efficiency savings, there is a risk of creating a large number of single points of failure.  | 4 | 4 | 16 | 21/03/24 | <p>Identify single points of failure within directorate business planning processes.</p> <p>Upskill staff to share skill sets and knowledge across teams.</p> <p>Effective coaching and mentoring available.</p> <p>Professional development and training opportunities.</p>   | Corporate Director (Education, Early Years and Young People) | 19/08/24 | 4 | 4 | 16 | SA1.13         |
| RR EFS 24 | If pupil behaviour does not improve (complemented by appropriate behaviour strategies and support), there is a risk of increased fixed-term and permanent exclusions.  | 5 | 4 | 20 | 14/08/24 | <p>Maintenance of specialist support.</p> <p>Targeted support using assessment profiles.</p> <p>Ongoing training for staff including more effective use of graduated response.</p>   | Group Manager (Early Years and Young People Group)           | 19/08/24 | 4 | 4 | 16 | SA2.2<br>SA4.1 |
| RR EFS 25 | If resources continue to become depleted due to efficiency savings, then management capacity may become more stretched.  | 5 | 4 | 20 | 21/03/24 | <p>Streamlining of strategic processes and reporting requirements.</p> <p>Reassess corporate and directorate expectation.</p> <p>Communicate expectations and likely reality.</p> <p>Consider more self-sufficiency within teams in responding to complaints and member referrals.</p> <p>Teams to evaluate their own operational process.</p> | Head of Education, Early Years and Young People              | 19/08/24 | 5 | 3 | 15 |                |

## Self - Evaluation 2023-2024

| Outcomes                |   |  |
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|                         | Strengths   | Areas for Development  |
| <b>Strategic</b>        | <p>Bridgend County Borough Council ('the local authority') played a key role in the leadership of national and regional school improvement services during 2023-2024.</p> <p>The local authority's Corporate Director for Education and Family Support has been the Lead Director for Central South Consortium during this period.</p> <p>This has allowed the Education and Family Support Directorate ('the directorate') to play a leading role in the review of school improvement services (specifically in terms of the quality of teaching, learners, and school leadership and how they impact on outcomes for learners).</p> <p>A three-year strategic plan for the directorate has been developed in partnership with schools and other key stakeholders and a refreshed reporting mechanism has been established to complement the plan.</p>   | <p>The following areas for development were identified during the spring term 2024 'Assurance and Risk Assessment' (ARA) meeting with regulators: pupil attendance, pupil behaviour and self-evaluation.</p> <p>There has been significant emphasis on these areas during the financial year 2023-2024 and these aspects have been identified for further improvement during the financial year 2024-2025.</p>   |
| <b>Directorate</b>      | <p>There is a robust continuous professional learning offer available from Central South Consortium which is monitored by the directorate and evaluated to ensure it is relevant and meets the needs of staff across our schools.</p> <p>Directorate staff benefit from a comprehensive learning offer which is supported by an annual training needs analysis of the ongoing learning requirements of our staff cohort.</p> <p>All events and activities are comprehensively evaluated, and those evaluations are used to refine and develop subsequent events.</p> <p>There is effective joint working with a wide range of partners, the most significant being the joint work with headteachers via the Team Bridgend range of mechanisms.</p>  | <p>The recruitment and retention of staff, in certain key areas of the directorate, remains a challenge. We will continue to work with HR and other delivery partners to focus on, and seek to resolve, key areas of challenge.</p>  |
| <b>Business Support</b> | <p>A robust school admission policy is in place with supporting processes that fully support timely decision-making on school admissions applications. This is supported by a strong School Admissions Forum that fully supports and challenges the policy and arrangements as appropriate.</p> <p>The Catering Service continues to implement the important Universal Primary Free School Meals (UPFSM) strategy. This is against a challenging staffing situation with a significant number of vacant positions across the service.</p> <p>The Corporate Health and Safety Unit (CHSU) supports critical services while also being reactive to specific incidents and where there are weaknesses in health and safety practice, in particular, in schools.</p> <p>The CHSU has developed an action plan of key priorities for the organisation and has developed new bespoke mandatory training for both staff and managers.</p> <p>The Schools Transport Advisory Group has played a lead role in providing governance of traffic management improvements on and in the immediate vicinity of school sites.</p> <p>The local authority has a strong school transport policy offer discharged with careful consideration of required support for vulnerable pupils, in particular, those with additional learning needs (ALN) and care-experienced children.</p> <p>The local authority has been explicit in the responsibilities schools have in respect of placing pupils immediately on-roll following their admissions, in particular, for excluded pupils and those with complex emotional and/or behavioural needs.</p> | <p>We need to develop a new Corporate Health and Safety Policy. This will be progressed during 2024-2025 with the aim of the new policy being approved by Cabinet and communicated across all directorates.</p> <p>We need to relaunch the corporate accident reporting system following critical work by ICT to resolve the current issues with the system.</p> <p>With Corporate Management Board (CMB) oversight, we will ensure that the correct level of departmental management resource, ownership, and responsibility is in place to provide adequate health and safety control measures, in particular those that fall under the requirements of Construction and Design Management (CDM).</p> <p>A dynamic purchasing system will be developed and implemented for school transport services.</p> <p>There will be consideration and consultation on a revised Home-to-School/College Transport Policy.</p> <p>There will be further consideration and consultation on the merits of integrated school admission arrangements for voluntary-aided schools.</p> |

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| <p><b>Family Support</b></p> | <p>There is a good sector and parental awareness of the 'Childcare Offer' and there has been strong uptake of the offer.</p> <p>There has been an increase in the percentage of Team Around the Family (TAF) assessments closed with a positive outcome from 73% in 2022 to 75% in 2023.</p> <p>Early Help hubs have established strong working links with primary schools to develop a better understanding of the Early Help offer to support families at the right time. There has been a 300% increase in the number of referrals as a result of school visits by the senior leadership team, coffee mornings for parents/carers to attend and evidence-based parenting interventions and wellbeing groups being facilitated at school premises.</p> <p>The interface arrangements between Early Help and Children's Social Care have been prioritised and improved for case discussions to take place. An Early Help induction booklet is available and induction meetings take place between the two services, and more joint visits are carried out to ensure children, young people and their families' needs are being addressed within a timely manner.</p> <p>Bridgend Youth Justice Service (BYJS) has continued to perform in line with the Youth Justice Board guidelines on reducing the number of first-time entrants into the justice system.</p> <p>There has been implementation of a new prevention assessment to ensure that children requiring BYJS prevention support are identified and offered intervention in a timely manner and that the needs of the child and their voice is present throughout offered intervention.</p> <p>A quality assurance audit group runs bi-monthly with targeted themes being audited to support improvement of practice with its stakeholders to assist developing positive outcomes for children.</p> <p>Based on the last published dataset from Careers Wales (2021-2022 school year), Bridgend's performance (1.6%) betters the all-Wales average (2.1%) for the percentage of Year 11 school leavers presenting as not in education, employment, or training. When compared against other local authorities, this figure places Bridgend in the second quartile overall, behind Ceredigion County Council, Conway County Borough Council, Newport City Council, Powys County Council, and the Vale of Glamorgan Council, respectively.</p> <p>The Rise Service has now been fully embedded within Edge of Care Services allowing for interventions to be delivered with the aim of reducing the number of families subject to repeat proceedings.</p> <p>The number of children's names removed from the child protection register between 1 October 2023 and 31 December 2023 while also receiving support from Edge of Care Services was 106. This has increased from 83 during the same period in 2022.</p> <p>The number of individuals becoming care-experienced who were receiving Edge of Care support at the start of their care episode has reduced from 45 in 2022-2023 to 34 in 2023-2024.</p> <p>There has been an increase in the number of referrals into Integrated Family Support Services (IFSS), from 31 in 2022-2023 to 43 in 2023-2024 to date.</p> <p>Following the joint inspection of Bridgend's child protection arrangements in May 2023, it was noted that the Education Engagement Team (EET) provides an exemplary service to the schools.</p> <p>There is an EET link for permanent exclusions and schools are following the Welsh Government process and meeting statutory deadlines.</p> <p>The number of fixed-term exclusions for our care-experienced children have decreased this year compared to autumn 2022, from 44 to 27 and the number of days has decreased by 30.5. The Communications and Relationships Team (CART) and EET joint visits have commenced to the school-to-support reintegration to mainstream offer advice and guidance after a permanent exclusion.</p> <p>The EET is based in Multi-Agency Safeguarding Hub (MASH) on a rota and senior staff have attended various team meetings to ensure there is clarity on roles, responsibilities, processes, and procedures linked to safeguarding. As a result of the presence of education in MASH, we have an increase in education representation in strategy meetings. Education attendance is, on average, 90.2%.</p> | <p>We need to embed the use of the newly developed 'Learner Progression Profile' across all Flying Start childcare settings to better understand and demonstrate the impact of Flying Start childcare provision on outcomes for children.</p> <p>We need to ensure all staff are trained in evidence-based parenting intervention and are upskilled in managing risk, so that they are fully trained and equipped to manage complex family dynamics, preventing families stepping up into Children's Social Care.</p> <p>We need to work to strengthen the opportunities for children, victims and parents involved with the BYJS to give their feedback via a digital platform.</p> <p>We aim to host an annual celebration event to allow young people to reflect on their own achievements and those of others.</p> <p>We will develop a timetable of topical sessions to be held across the service linked to national awareness weeks to educate young people on their own choices, and those of others.</p> <p>We will work to further develop and enhance systems for gathering feedback from children and young people to allow for better measurement of children's outcomes and to promote co-production.</p> <p>We need to ensure there is a continued focus to reduce the number of re-referrals into Edge of Care services to improve outcomes for children, young people, and families.</p> <p>We will ensure that there is a continued focus to contribute to the reduction of the percentage of children who become care experienced or subject to child protection registration.</p> <p>We will continue to work with the safeguarding hubs to ensure education representation at strategy meetings organised via the hubs.</p> |
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| Learner Support      | <p>A quality assurance cycle continues to develop resulting in better quality Individual Development Plans (IDPs) and sharing of good practice. Quality improvements and the consistency of IDPs produced across schools and settings continues.</p> <p>The Educational Psychology Service has developed new guidance for schools for interventions, such as emotionally based school avoidance (EBSA), to support the continuum of provision and a robust graduated response to meet the needs of children and young people.</p> <p>All Year 9 pupils with ALN have a transition plan in place by start of March in each school year, with relevant specialist careers advisors, college transitions staff and Post-16 officers involved in the process.</p> <p>ALN Strategy and IDP Principles guidance has been produced and shared with schools, March 2024.</p> <p>'Capita One' is now being used by all teams to record panel outcomes and communications. Reports can now be used to monitor involvement, progress, and outcomes for individual pupils as well as whole-school information.</p> <p>The planning within the Welsh in Education Plan (WESP) (2022-2023) sub-groups has ensured collaboration between all involved. The sub-group members have been reviewed and additional officers invited ensuring the continued focus on 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).</p> | <p>We will progress a review of capacity at Ysgol Bryn Castell and The Bridge (pupil referral unit) to improve available outcomes at the Access to Education Panel.</p> <p>Following the outcome of the Exclusions Task and Finish Group, we will review current panels and processes in place for managed moves and exclusions.</p> <p>We will continue to review and adapt available specialist provision across all our settings based on cohort information and predictions from early years information to ensure early intervention and support where appropriate.</p> <p>We will continue to implement the WESP (2023-2032).</p>  |
| School Support       | <p>Through Team Bridgend, there is an effective culture of collective responsibility for the quality of education provided to all children and young people.</p> <p>The local authority and Central South Consortium work proactively alongside schools to ensure that they undertake honest and thorough self-evaluation, through rigorous, enquiry-based analysis of the evidence available, as part of a culture of continuous improvement.</p> <p>Most schools identify clear, manageable improvement priorities because of effective self-evaluation processes. Improvement priorities are drawn together in a single, strategic school development plan. Where the need is greater, the local and Central South Consortium offer more intensive support.</p> <p>The local authority is highly effective at promoting collaborative working and facilitating the sharing of good practice, especially making use of the various networks that have been established. The most recently established network group, the Digital Leaders' Group, has provided an effective insight and support for digital and online priorities.</p> <p>There has been increased teacher and pupil engagement with School Support activities (for example, Seren Academy Network and Bridgend Music Service youth ensembles/workshops).</p>   | <p>We will continue to support schools with the learning recovery after the disruption caused by COVID-19.</p> <p>Working with Central South Consortium, we will continue to support schools with the implementation of Curriculum for Wales and assessment, encouraging high-quality teaching and learning.</p> <p>As part of the changes to accountability measures, we will continue to implement the new evaluation, improvement, and accountability measures in line with the Curriculum for Wales developments.</p> <p>Through the strategic development of a Post-16 Improvement Plan, we will work with schools to improve outcomes for Post-16 learners in school sixth forms.</p> <p>After the resumption of Estyn school inspections (spring 2022), there is currently one school in a statutory category in Bridgend. We will provide this school with targeted support to ensure it moves out of the statutory category in good time.</p> |
| School Modernisation | <p>The School Modernisation Team consults effectively with learners to ensure their views are known in respect of school organisation proposals.</p> <p>Following the completion of schemes, the team captures lessons learnt to inform the future design of our schools to ensure teaching and learning spaces support the successful delivery of the curriculum.</p> <p>The team works well to support the directorate with building and site-related matters.</p>   | <p>The School Modernisation Team will increase pupil involvement in site-related ecological/biodiversity studies relating to school development projects and engage with pupils regarding active travel improvements.</p> <p>We will continue to update post-occupation evaluations of 'Band A' schools.</p> <p>We will continue to update the School Modernisation Programme</p>  |



## Self - Evaluation 2023-2024

| Provision               |  |   |
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|                         | Strengths  | Areas for Development   |
| <b>Strategic</b>        | <p>The directorate has undertaken a review of how well the directorate responds to recommendations from previous inspection reports, thematic reports and other relevant reports from inspectorates and regulators.</p> <p>A wholesale review of the directorate's performance management systems has been undertaken and this has complemented the development of the directorate's business plan. This review was used to inform the directorate's strategic plan.</p>   | <p>Due to capacity issues, the directorate has been unable to develop a strategy to ensure children and young people are actively involved in decisions that affect them. This will be added to next year's strategic plan work programme.</p>  |
| <b>Directorate</b>      | <p>There is a system for the constant review of the provision available for all of our vulnerable pupils. The introduction of the Capita One system has improved our ability to track vulnerable pupils.</p> <p>There is regular oversight of all our policies and procedures and routine reviews of terms of reference and membership of groups to ensure they are effective in influencing provision positively.</p> <p>There is a learning culture which encourages review and learning from others and creative, solution-focused thinking.</p> <p>There is effective management oversight of all safeguarding throughout the directorate and in schools. Safeguarding is a standard item on all meetings of the senior management team meetings and there is now an overarching directorate safeguarding board.</p>   | <p>While there has been some development of pupil voice activities, participation with children and young people needs to be embedded routinely when developing services, policies and procedures that affect them.</p>   |
| <b>Business Support</b> | <p>To ensure we support this important national initiative, UPFSM has been implemented for pupils in Nursery, Reception, Years 1, Year 2, and Year 3.</p> <p>There is a strong procedure for the dynamic review of the provision available for our vulnerable pupils via the Mainstream Fair Access Panel.</p> <p>The local authority has provided strong challenge to schools regarding vulnerable pupils not being on-roll following their admission to school.</p> <p>Business Support continues to provide information to schools in a timely manner. This helps ensure that as a single point of contact for all stakeholders.</p> <p>There has been good challenge and support given to schools and individual pupils on reduced timetables, where appropriateness thresholds and timescales have been clarified, especially in respect of school transport arrangements.</p> <p>The directorates new management information system (MIS) has been implemented across many of the directorate's key services which has helped provide a single pupil record and improved operational arrangements in teams/services.</p> | <p>UPFSM will be delivered for Year 4 in April 2024 and Years 5 and 6 from September 2024.</p> <p>Further deliver the MIS and develop appropriate reports to assist service provision, including strengthening the internal arrangements to ensure the local authority is self-sufficient in reporting beyond full and final implementation of the MIS.</p> |

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| Family Support | <p>Phase 2 Flying Start childcare expansion targets exceeded.</p> <p>Parenting grant was secured in order for staff to be trained in evidenced-based parenting interventions including One Plus One, Non-Violence Resistance, Nurture and Grobrain. All Early Help staff who are currently in post are now fully trained, which will provide further stability and level of expertise towards the families with whom we are working with, to prevent their personal circumstances from escalating and empowering them to become more resilient.</p> <p>Some Early Help staff have been involved in the Trauma Recovery Model pilot project through the Youth Endowment Fund, to better support young people over the age of 10, who have experienced trauma.</p> <p>BYJS has extended the Prevention and Diversion (PAD) Panel to include multi-agency partnership attendance from education, Children's Social Care, health, substance misuse and victim services.</p> <p>BYJS has devised an in-house process called 'My Voice', which is being utilised across all interventions (paper-based and online). This captures the child's perception of their needs and strengths. It also includes any diversity needs and language requirements the child may have.</p> <p>Our Tackle After Dark project, launched in November 2023, attends four areas (Bridgend, Pyle, Maesteg and Sarn) within the county borough with high incidences of reported anti-social behaviour (ASB) and has successfully engaged with 174 individual young people as of February 2024. As a result, there has been a significant drop in reports of anti-social behaviour in the Bridgend (-67%) and Maesteg (-72%) areas.</p> <p>Number of individual young people and contacts made by youth support services continues to increase for 2023-2024 when compared to previous two years.</p> <p>Funding has been secured through the Regional Integrated Fund for an additional Family Support Worker in the Baby-in-Mind Service.</p> <p>'Enjoy Your Baby' training which was funded by the Early Years Transformation Programme has been attended by two members of staff in the Baby in Mind Service. This training provides group support for mothers with mild to moderate perinatal mental health problems across Cwm Taf Morgannwg.</p> <p>Funding has been secured from the Youth Endowment Fund to develop and deliver a trauma-informed approach across family support services. Training has been delivered to staff allowing for consistent interventions for children, young people, and their families.</p> <p>The substance misuse support worker post funded by Cwm Taf Morgannwg Area Planning Board has now been filled after being vacant for over two years.</p> <p>We continue to deliver evidence-based interventions on a one-to-one or group basis, to support improved outcomes for children, young people, and families. Since 2023, the Nurture Programme has been delivered on a group basis and the feedback has been positive.</p> <p>IFSS workshops are being delivered to staff within the Family Support Group to support consistent, trauma informed practice.</p> <p>Signs of Safety training has been delivered to staff in Edge of Care services. This allows for consistency in line with social workers and social work support staff in Children's Services.</p> <p>Education is the most efficient agency to input their information onto GOSS (a system for multi-agency information sharing). Most incident requests are completed within the hour and no more than one day.</p> <p>English as an additional language and Gypsy Roma and Traveller assessments have been undertaken in a timely manner and currently there is no waiting list.</p> | <p>We need to increase the number of Welsh-medium childcare places.</p> <p>We will ensure all staff are trained in the 'Signs of Wellbeing' to be aligned to the model used by Children's Social Care.</p> <p>We will increase education, training and employment support to children who are presenting as not in education, employment, or training (NEET) or with reduced timetables.</p> <p>We will ensure that all work with victims of child crime is in line with the 2024 Victims Code in relation to youth justice services.</p> <p>We will ensure termly evaluations on delivery and future content are extended beyond young people and also include feedback from staff and volunteers.</p> <p>We will develop an information booklet/card detailing ongoing support options that can assist young people's exit plan.</p> <p>As Central South Consortium will no longer be delivering care-experienced children friendly training, we will develop and deliver this training to ensure schools remain up to date and aware of our care-experienced children population's needs.</p> <p>A personal education plan template and guidance is now nearing completion. We will undertake a final consultation with key stakeholders to ensure an efficient and robust process is in place.</p> |
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|                        | <p>EET has seen an increase in the number of school governors accessing training (including care-experienced, exclusion, and child protection/designated safeguarding person training). Feedback is extremely positive for all the training events.</p> <p>EET continues to provide schools with a designated point of contact for information, advice and support related to safeguarding, care-experienced children, home education, English as an additional language, Gypsy Roma and Traveller families and other vulnerable learners. The service has an extended remit and offers advice to early years settings (maintained and some qualifying non-maintained) within the local authority.</p> <p>All schools have had their safeguarding audit reviews this school year, and 95% of schools evaluated themselves as 'green'.</p>   |  |
| <b>Learner Support</b> | <p>The number of learners accessing adult community learning at the start of each term has increased from 131 learners in April 2023 to 228 learners in September 2023 and 149 learners in January 2024.</p> <p>In preparation for the continued support of pupils transitioning to secondary provision, three staff from the Sensory Team have started Level 6 training for British Sign Language (BSL). This will ensure pupils will have support to access all parts of the curriculum up to GCSE and A level moving forwards.</p> <p>The teams within the directorate continue to deliver strong wellbeing support for schools including a draft wellbeing resource for school staff and wider teams and EBSA guidance.</p> <p>The Educational Psychology Service has continued to offer bespoke advice and support for school through a number of sad events and critical incidents.</p>   | <p>A review of capacity at Ysgol Bryn Castell has been agreed and will start in April 2024. We will seek to improve capacity at Ysgol Bryn Castell and available provision for pupils with autistic spectrum disorder (ASD) and emotional, social, and behavioural difficulties (ESBD).</p> <p>We will undertake a capacity review for The Bridge to ensure capacity is maximised and pupils are accessing most appropriate provision to meet their individual needs.</p> <p>We will work closely with the additional learning needs co-ordinators (ALNCos), we will ensure that provision mapping for ALN is in place in all schools.</p> |
| <b>School Support</b>  | <p>The local authority's monthly Performance and Financial Monitoring Board (PFM) chaired by the Corporate Director (Education and Family Support), and the half-termly School Improvement Group (SIG) (chaired by the Leader of the Council) demonstrate the clear focus the local authority places on school improvement and raising educational outcomes.</p> <p>Bridgend continues to benefit from effective joint working arrangements with its schools and all settings. Officers from the local authority and from Central South Consortium regularly attend representative groups (for example, Primary Federation, Bridgend Association of Secondary Headteachers, Schools ICT Strategy Group and Curriculum Development Leaders Group).</p> <p>The local authority is highly effective at supporting and challenging all schools and, where necessary, dispenses its use of intervention and legal powers in a graduated manner.</p> <p>The local authority holds Central South Consortium to account for its work effectively. Central South Consortium attends annual scrutiny meetings with local elected members and attends the half-termly, member-led SIG meetings. The local authority and hold formal performance meetings, on a termly basis, to monitor performance and drive improvements where required.</p> <p>Network groups support schools effectively to implement changes and develop and share good practice to meet national policy, for example Curriculum for Wales. They also provide an opportunity to empower schools to help deliver the directorate priorities.</p> | <p>We will continue to work with Central South Consortium to help schools deliver high-quality teaching and learning, mitigating the impact of the COVID-19.</p> <p>We will continue to support schools to implement changes and develop practice to meet national policy for example curriculum and assessment requirements.</p> <p>We will continue to evaluate the blended learning option (A level Welsh) for Post-16 collaborative courses and use this model as a template for other non-viable subjects.</p> <p>We will continue to support the recruitment and development of all school governors.</p>                            |

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| <p><b>School Modernisation</b></p> | <p>We have completed the statutory processes (that is, as per the School Organisation Code, 2018 (Code)) for all capital schemes and the design process has commenced.</p> <p>We have commenced Stage 2 and completed the pre-application consultation process for planning for the Bridgend West scheme.</p> <p>We have completed the construction of the Ogmore Valley Welsh-medium childcare setting.</p> <p>We have progressed Community Focused Schools Grant schemes during 2023-2024.</p> <p>'Kitchen pod' schemes have been progressed and construction has commenced on site to support Welsh Government's UPFSM initiative.</p> <p>We have completed area reviews to aid decision making around future investment priorities.</p> <p>Capital scheme have been progressed through the design process.</p> <p>A tender process has commenced for additional secondary school provision.</p> <p>We have a completed a suitability and sufficiency review of all schools.</p> <p>We have completed improvements to certain school drop-off areas.</p> | <p>We will continue to progress the capital and revenue funded schemes through the various Royal Institute of British Architecture stages.</p> <p>We will receive confirmation of the investment priorities for the new nine-year rolling programme and obtain Strategic Outline Programme approval.</p> <p>We will complete the kitchen pod schemes to support UPFSM.</p> <p>We will continue to progress the individual Community Focused School grant funded schemes.</p> |
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## Self - Evaluation 2023-2024

| Leadership and management |   |  |
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|                           | Strengths   | Areas for Development  |
| <b>Strategic</b>          | <p>In line with the development of the three-year strategic plan, leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies to stakeholders and delivery partners during this period.</p> <p>The local authority places great emphasis on collaborative working. The regular 'Team Bridgend' and Executive Headteachers Group meetings are good examples of this.</p>  | <p>While the PFM process has been further improved during this reporting period, in the new financial year we will identify how to increase the involvement of headteachers in the process.</p>  |
| <b>Directorate</b>        | <p>There is an experienced, longstanding senior management team in post whose members are all familiar with their areas of expertise and with operation of the whole council. This enables the directorate to develop practice and adapt to new and emerging themes seamlessly.</p> <p>There are regular meetings with managers at all levels which enables an on-going dialogue and development culture.</p> <p>There is a robust learning offer available for staff at all levels to enable them to increase their knowledge and expertise. Continual professional learning is prioritised with the directorate.</p> <p>The appointment of senior staff within schools is supported by directorate staff to ensure there is close joint working and there is a shared understanding of priorities.</p> <p>Team Bridgend is a well-developed overarching mechanism for joint leadership of all directorate business including the setting of priorities, business planning and self-evaluation.</p> <p>There is robust financial management across the directorate including schools with members of the SMT participating in the monitoring of all areas of financial monitoring and planning.</p>  | <p>Succession planning in key areas, and specifically within senior management grades, needs to be more robust. This will be a focus for the directorate going forward.</p>  |
| <b>Business Support</b>   | <p>Staff and service users benefit from team managers and the group manager acting in both an operational and strategic capacity.</p> <p>With ongoing capacity and resources challenges, in particular those as a result of the impact of the Medium-Term Financial Strategy (MTFS) the resilience of services and staff wellbeing remain a critical focus. Managers have reacted with support and innovation in how services are and can be delivered in the future.</p> <p>Against the backdrop of cuts to key services, service delivery has remained the key focus and statutory responsibilities are still being met.</p> <p>The health and safety of all staff and service users is a key focus and the local authority has reacted quickly to address emerging issues (for example, reducing pedestrian and vehicular conflict in school drop-off areas).</p> <p>Great emphasis is placed on the provision of high-quality services to ensure children and young people achieve the best possible outcomes. Services (for example, the School Transport Team and the Catering Service in particular) are quick to adapt to a changing external landscape.</p> <p>Self-evaluation and business planning is well understood and is continuously monitored and adapted. The directorate has appointed a new Business Planning and Performance Officer who has added strength to our internal business planning and performance management processes.</p> <p>Wellbeing of staff and service users is a key focus.</p> <p>There has been careful consideration of the need to grow and protect front-line services and consequently service users, in particular those benefitting from home-to-school transport, with the creation of a new Contract Monitoring Officer post within the School Transport Team.</p> | <p>We will oversee the creation of Health and Safety Steering Groups within each directorate to ensure there is more local ownership of health and safety matters.</p> <p>We will implement appropriate arrangements to address 'succession planning' and 'skill obsolescence'.</p> <p>We will consider the creation of a new MIS Team to replace the current Knowledge Management Team with the focus on data quality and user reporting of data.</p> |

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| <p><b>Family Support</b></p>  | <p>The senior team in the Early Years and Childcare Team consists of experienced officers with varied professional backgrounds and a complementary skills mix. There are processes in place for succession planning within the team.</p> <p>Early Help staff are now well embedded in the Social Care Workforce Development Programme (SCWDP) and are accessing a range of training opportunities to be professionally upskilled in managing more complex cases which will support improved outcomes for children, young people, and families.</p> <p>The Attendance Task and Finish Group is now established which is progressing a range of initiatives to improve school attendance, including two successful attendance drives across Bridgend County Borough Council. In September 2023 there were 396 house visits on one day and in February 2024, 616 houses visited across the week.</p> <p>BYJS has developed a senior management team which meets weekly to discuss all aspects of the service to ensure clear targets and a consistent approach to leading developmental change and identifying key strengths and positive practice.</p> <p>Strong partnership working arrangements with the BYJS and South Wales Police resulting in a joint approach to a number of initiatives from educational support, intelligence sharing, provision of outreach services and behaviour management and targeted interventions in our open-access provisions.</p> <p>The Signs of Safety model has been implemented in Edge of Care services allowing for alignment with Children's Services.</p> <p>There has been attendance at case discussions and legal planning meetings from Edge of Care Team Manager to enable collaborative working with Children's Services, supporting the implementation of appropriate, effective, and timely interventions for children, young people, and their families.</p> <p>Senior Family Support Workers in Edge of Care services are completing the ILM Level 4 qualification in Principles of Leadership and Management.</p> <p>The EET Team Manager and senior managers meet weekly to discuss all aspects of the service to ensure consistent service delivery and discuss pressure points.</p> <p>EET co-ordinates and chairs monthly education and BYJS meetings to have strong collaborative working arrangements with the BYJS, Inspire to Work and Careers Wales, resulting in a joint approach to educational support, intelligence sharing, provision of outreach services to avoid NEET status.</p> | <p>We will develop a training offer for new and aspiring deputy leaders in early years settings.</p> <p>Due to recent changes within the service, we will ensure all managers and senior hub workers are offered the leadership and management qualification to further strengthen the leadership of the team and service.</p> <p>We will ensure regular attendance from the five statutory partners at the BYJS Management Board meetings.</p> <p>We will ensure the 14 key performance measures for youth justice are understood and monitored closely by the BYJS and its management board.</p> <p>We will develop and implement a directorate-wide digital platform to capture the voice of young people, specifically those who have been in receipt of services.</p> <p>Given budget pressures, increase in demand and capacity within EET, we will ensure there is ongoing and close monitoring to meet service demands and work within our criteria of supporting vulnerable groups identified by Estyn.</p> <p>We will offer wellbeing sessions to support the team.</p> |
| <p><b>Learner Support</b></p> | <p>The leadership and management of Learner Support teams is strong.</p> <p>The implementation of Bridgend County Borough Council ALN Implementation Plan (2022-2023). The local authority has a strong working relationship with the ALNCoS and ALN clusters leads to support the implementation of ALN reform. ALNCo forum days have been held and have been well attended, where officers and other partners such as the Designated Education Clinical Lead Officer (DECLO), other health colleagues and the ALNCo from Bridgend College have attended. The format for ALNCo forum days has been co-constructed with the ALNCo cluster leads and is reviewed annually.</p> <p>Since September 2022, the local authority has begun implementing its Welsh in Education Strategic Plan (WESP) 2022-2032, having been approved by Welsh Government.</p> <p>The secondment of the WESP Coordinator has been extended until March 2025.</p> <p>The Welsh in Education Forum has been established and continues to monitor and support progress of the WESP. The forum is made up of local authority officers, schools, and partners.</p> <p>The ALN Statutory Team has developed a quality assurance process to ensure consistent standards for IDPs across all schools and settings.</p>   | <p>We will continue to implement the local authority ALN Implementation Plan (2023-2024).</p> <p>Working in partnership with schools, we will ensure that there are clear, evaluative processes in all schools for the implementation of the ALN Reform and the quality assurance of ALN practice in schools.</p> <p>We will implement the ALN Strategy, bespoke to Bridgend, ensuring it is clearly communicated and understood by all.</p> <p>We will develop a local authority Behaviour Strategy, which is co-constructed, clearly communicated and understood by all.</p> <p>We will fully implement the new online IDP system across services, with partners and stakeholders.</p>  |



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| <p><b>School Support</b></p>       | <p>School Support leaders and managers place great emphasis on the provision of high-quality services to ensure children and young people achieve the best possible outcomes.</p> <p>There is strong collaboration within the directorate and with schools to inform the strategic priorities. For example, School Support has engaged with school leaders at all levels to inform self-evaluation processes, increasing capacity of future leaders (succession planning).</p> <p>The local authority enjoys an excellent relationship with Central South Consortium. The principal improvement partner is a member of the directorate's senior management team and is actively involved in shaping the directorate's self-evaluation report and business plan. Senior officers play an integral role in the life of Central South Consortium, engaging fully in a range of groups and boards.</p> <p>The local authority's PFM, SIG and the Central South Consortium local authority monitoring meetings ensure a consistent and strong focus on quality assurance and school improvement.</p> <p>All schools in an 'enhanced support' category are required to attend and present at termly progress review meetings. Progress review meetings are attended by local authority officers, the Principal Improvement Partner, the School's Improvement Partner, the headteacher and the chair of governors. Progress review meetings are highly effective at ensuring that progress is being made. Where progress is limited, a verbal report is made to both the local authority's PFM and SIG. The impact of these focused and robust systems for ensuring progress is clear in the small number of schools in an Estyn statutory category.</p> <p>Central South Consortium and the local authority have supported one primary school to be removed from Estyn review.</p> <p>School Support has facilitated monthly professional development workshops for school governors.</p> <p><u>Participation of School Support Strategic Leads on the Central South Consortium leadership programmes has increased</u></p> | <p>We will continue to support schools to develop appropriate assessment procedures for Curriculum for Wales.</p> <p>We will continue to promote the 'Team Bridgend' concept and related networks to maintain a culture of collective responsibility.</p> <p>We will continue to offer professional learning workshops to school leaders following a review.</p> <p>We will support schools to develop their post-inspection action plans (PIAP) following an Estyn inspection.</p> <p>We will review the Bridgend Governors Association meeting arrangements to maximise attendance of school governors.</p> |
| <p><b>School Modernisation</b></p> | <p>The School Modernisation Programme has a strong governance structure which offers challenge and support.</p> <p>Roles and responsibilities are clearly defined, risks and issues are managed and escalated where appropriate.</p> <p>Stakeholders, including learners, are actively engaged with the process.</p> <p>Significant contribution and support are offered in respect of the WESP.</p> <p>There is good engagement with other council departments on an operational and strategic level in terms of the school estate.</p>  | <p>We will finalise the project stakeholder engagement plan to ensure there is a consistent strategy.</p> <p>We will finalise the benefits realisation plan.</p> <p>We will undertake a review of the programme brief to ensure consistency with new initiatives.</p> <p>We will develop a programme monitoring matrix.</p>   |

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| <b>Meeting of:</b>                           | <b>SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1</b>   |
| <b>Date of Meeting:</b>                      | <b>16 SEPTEMBER 2024</b>   |
| <b>Report Title:</b>                         | <b>CABINET RESPONSE TO THE COMMITTEE'S RECOMMENDATIONS ON THE LEARNER TRAVEL CONSULTATION OUTCOME</b>  |
| <b>Report Owner / Corporate Director:</b>    | <b>CHIEF OFFICER – LEGAL &amp; REGULATORY SERVICES, HR &amp; CORPORATE POLICY</b>  |
| <b>Responsible Officer:</b>                  | <b>MERYL LAWRENCE<br/>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>                    | <b>Following consideration of the Learner Travel Consultation Outcome report at the meeting on 18 July 2024, the Committee made 12 Recommendations, which were presented to the meeting of Cabinet on 23 July 2024.</b><br><br><b>The Cabinet Response is attached to this report as Appendix A, for the Committee's information.</b>  |

## 1. Purpose of Report

- 1.1 The purpose of this report is to provide the response from the Cabinet, attached as **Appendix A**, to the Recommendations made by the Committee on the Learner Travel Outcome Consultation report on 18 July 2024, which were presented to the Cabinet meeting held on 23 July 2024.

## 2. Background

- 2.1 The Committee considered a report regarding the Learner Travel Consultation Outcome at its meeting on 18 July 2024, the purpose of which was to:

- Inform the Committee of the outcome of the public consultation in relation to the local authority's Home-to School/College Transport Policy; and
- For the Committee to consider and agree any Recommendations it wished to make to Cabinet when it met to consider the matter on 23 July 2024.

2.2 Given the close timings of the Committee meeting and the meeting of Cabinet on 23 July 2024, it was agreed that a verbal presentation be made to Cabinet in respect of any Recommendations from the Committee in light of the proposals and consultation responses.

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

3.1 The Committee considered the Learner Travel Consultation Outcome report on 18 July 2024 and, following its examination and detailed discussions with Cabinet Members and Officers invited, the Committee made 12 Recommendations to Cabinet for consideration:

#### **Recommendations:**

##### **Recommendation 1**

The Committee highlighted that, as Corporate Parents, all Councillors have a responsibility to Care Experienced Children and young people and recommended that consideration of how they might be affected by the Home to School Transport (HTST) proposals be explored as part of the Cabinet's decision.

##### **Recommendation 2**

Evidence at the meeting suggested that the proposals could have a potential impact on attendance and educational outcomes of pupils, particularly in areas of higher social deprivation. Members recommended that, if possible, prior to the decision of Cabinet, information and analysis be sought from other Local Authorities to understand the level of this impact in order to inform Cabinet's decision.

##### **Recommendation 3**

The Committee highlighted the importance of communication with parents as well as children and young people regarding any potential changes or ways in which they may be affected and recommended that this be a priority following any decision, in order to ensure they are aware at the earliest opportunity.

#### **Proposal 1**

##### **Recommendation 4**

The Committee highlighted various concerns regarding some of the routes to school currently regarded as safe, such as some areas having no pedestrian crossings, routes not being maintained and the lighting along them insufficient for dark winter evenings. The Committee therefore recommended:

- That all safe routes to schools be reviewed termly;
- That a mechanism be provided for parents to provide feedback on any issues with the routes so that they can be rectified quickly.

### **Recommendation 5**

Members discussed the issue surrounding children and young people having to walk to school, potentially 3 miles under the new proposals, in various bad weather conditions, and then some pupils also potentially being wet all day resulting from continued crossing of the school site in bad weather to access their classes. The Committee expressed concern over the potential for this to affect pupil attendance on days where the weather was bad. Members also expressed concern over reports that pupils were at times having to wait significant lengths of time for BCBC contracted buses to pick them up from school which meant that pupils and teachers were often waiting outside in awful weather.

- a. The Committee recommended that the Local Authority work closely with schools and teachers to try and ensure provision is made for pupils to either dry their clothing or possibly change when arriving at school.
- b. Likewise, that provision is made to keep pupils safe and warm after school should they have to wait a while for either a public bus or a BCBC contracted bus to get home.
- c. Members further recommended that the Authority explore with contractors the times that they are arriving at schools to pick pupils up to minimise waiting times for both pupils and teachers.

### **Proposals 3 and 4**

#### **Comment**

Whilst appreciating that the LA's strategy is to grow Welsh Medium education and the number of placements, the Committee expressed concern over the capacity of Welsh Medium schools as well as Faith Schools to account for the potential increase in applications for these schools given that their nursery and post-16 transport provision will be protected under these proposals.

### **Proposal 4**

#### **Recommendation 6**

Should this proposal be agreed, Members highlighted that there will inevitably be an increased reliance on public buses by post-16 pupils to enable them to get to school or college. The Committee therefore recommended that prior to any decision being made on post-16, the LA explore whether there are public buses going near or past each school that offers post-16 education and where there is not, the potential impact of this on pupils then opting out of post-16 education be fully understood. There was particular concern amongst the Committee of the significant impact these changes could potentially have for post-16 pupils living in the Llynfi, Ogmore and Garw Valleys, and the removal of transport for them leading to a potential removal of access to post-16 education.

### **Recommendation 7**

Members recommended that the LA work with local bus companies as soon as possible to consider how they could assist with post-16 transport provision to schools and colleges across the Borough. Furthermore, that the LA also explore any opportunities with the current contracted bus companies to consider if there is anything that they would possibly be willing to provide in terms of a local bus service which would assist pupils accessing schools and colleges. Members also requested that the LA ensure all bus routes and timetables are communicated to post-16 pupils affected by this change.

### **Recommendation 8**

The Committee recommended that the LA explore with Bridgend and Pencoed Colleges whether they would be willing to support their learners in providing free bus passes to eligible pupils, similar to schemes that are provided in colleges in other Welsh LAs.

### **Recommendation 9**

Members queried whether the proposed changes to Post-16 transport would be in line with the LA's commitments under the Wellbeing of Future Generations Act. Whilst acknowledging that the report summarises the implications relating to the five ways of working under the Act, the Committee felt that the response does not capture the impact of children no longer being able to attend post-16 education. The Committee therefore recommend that this be fully considered and the impact under the Act be made clearer.

### **Recommendation 10**

The Committee expressed concern over potential vulnerable pupils who might be disadvantaged by these proposals, such as those who would not be able to afford a bus pass to access post-16 education and were then at a higher risk of becoming NEET (*Not in Education, Employment or Training*). The Committee recommended that consideration be given to this, and the potential of a means tested scheme for pupils considered as vulnerable.

### **Proposal 5**

### **Recommendation 11**

The Committee recommended that clarification be sought on whether the mileage allowance of 45 pence per mile is sufficient to cover any extra costs parents/carers might incur such as any insurance costs if this was seen as a business mileage allowance. Similarly further clarification be considered as to whether this allowance would have any potential tax or benefit implications for parents/carers.

### **Monitoring Impact**

### **Recommendation 12**

During their consideration of the proposals, it was acknowledged by the Cabinet Member that if the proposals were agreed it would inevitably lead to some individual issues and problems and that this was unfortunately unavoidable when looking to reduce certain areas to the statutory minimum. In order to try and respond to these issues, he reported that he would be looking to set up and chair a monitoring group that would consider the impact of any changes to HTST and respond to these as

necessary. He explained that this group would engage with Officers across the various directorates when required to try and see how problems could be overcome.

- a) The Committee welcomed the establishment of this Group and recommended that it specifically look to consider some of the aspects mentioned in the above comments and recommendations including:

- Regular review, maintenance and issues relating to Safe Routes to School;
- How schools are responding to pupils walking to school in bad weather conditions such as suitable facilities to dry or change clothes;

As well as:

- Impact on NEETs figure, pupil attendance, absenteeism, vehicle traffic outside schools;
- Ensuring that the LA is still meeting its requirements of the Wellbeing and Future Generations Act, particularly in relation to post-16 pupils;
- Consideration of disabled access and parking at schools and colleges to assist families and young people with getting to and from school safely, particularly as these proposals could potentially result in an increase in traffic outside schools;
- How schools are using timetabling to potentially assist its post-16 pupils in reducing the impact from these proposals, for example reducing the need of a pupil to have to attend school for only one class on a specific day;
- How schools were sharing best practices in the ways they were responding to these proposals and supporting their pupils with accessing education safely.

- b) The Committee recommended that it was essential that school leaders were involved with any monitoring of impact from the proposed changes to HTST as well as any resulting actions.

3.2 The Committee's Recommendations were verbally presented to Cabinet on 23 July 2024.

3.3 The Cabinet Response to the Committee's recommendations is provided in **Appendix A** to this report, for the Committee's information.

#### **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 well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.
- 5.2 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 scrutiny function contributes to the 5 Ways of Working set out in the Well-being of Future Generations (Wales) Act 2015 and how they contribute to the Council developing its own five ways of working, driving and measuring those ways of working.
- 5.3 The scrutiny arrangements assists in the achievement of the Council's 7 Well-being Objectives under the Well-being of Future Generations (Wales) Act 2015, listed below:
  - 1. A County Borough where we protect our most vulnerable
  - 2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
  - 3. A County Borough with thriving valleys communities
  - 4. A County Borough where we help people meet their potential
  - 5. A County Borough that is responding to the climate and nature emergency
  - 6. A County Borough where people feel valued, heard and part of their community
  - 7. A County Borough where we support people to live healthy and happy 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 There are no Safeguarding and Corporate Parent Implications arising from this report.

## **8. Financial Implications**

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

## **9. Recommendation**

- 9.1 The Committee is recommended to note the response from the Cabinet attached as **Appendix A**, to the Recommendations made by the Committee on the Learner Travel Outcome Consultation report on 18 July 2024, presented to the Cabinet meeting held on 23 July 2024.

**Background documents:** None.

| <u>Date of Cabinet</u> | <u>Report Title</u>   | <u>Cabinet Decision</u>  | <u>Recommendations</u>   | <u>Written Response</u>   |
|------------------------|-----------------------|--|--|---|
| 23 July 2024           | Learner Travel Policy | The Cabinet determined to progress Proposals 1, 2, 3 and 4 choosing to defer Proposal 5 - The offer to parents/carers of pupils with additional learning needs (ALN) the option of a 'personal transport budget', pending further investigation. | <p>SOSC 1 considered the Pre Decision report on <b>Learner Travel Consultation Outcome</b> at its meeting held on 18 July 2024 and made the following Recommendations to Cabinet, which were presented to the meeting of <b>Cabinet on 23 July 2024</b> by Cllr Winstanley as Acting Chair of SOSC 1 for the meeting:</p> <p><b>General Recommendations:</b></p> <p><b>Recommendation 1</b><br/>The Committee highlighted that as Corporate Parents, all Councillors have a responsibility to Care Experienced Children and young people and recommended that consideration of how they might be affected by the HTST proposals be explored as part of the Cabinet's decision.</p> <p><b>Recommendation 2</b><br/>Evidence at the meeting suggested that the proposals could have a potential impact on attendance and educational outcomes of pupils, particularly in areas of higher social deprivation. Members recommended that if possible, prior to the decision of Cabinet, information and analysis be sought from other Local Authorities to understand the level of this impact in order to inform Cabinet's decision.</p> <p><b>Recommendation 3</b><br/>The Committee highlighted the importance of communication with parents as well as children and young people regarding any potential changes or ways in which they may be affected and recommended that this be a priority following any decision, in order to ensure they are aware at the earliest opportunity.</p> <p><b>Proposal 1</b></p> <p><b>Recommendation 4</b><br/>The Committee highlighted various concerns regarding some of the routes to school currently regarded as safe, such as some areas having no pedestrian crossings, routes not being maintained and the lighting along them insufficient for dark winter evenings. The Committee therefore recommended:</p> <ul style="list-style-type: none"> <li>• That all safe routes to schools be reviewed termly;</li> <li>• That a mechanism be provided for parents to provide feedback on any issues with the routes so that they can be rectified quickly.</li> </ul> <p><b>Recommendation 5</b><br/>Members discussed the issue surrounding children and young people having to walk to school, potentially 3 miles under the new proposals, in various bad weather conditions, and then some pupils</p> | <p><b>Recommendation 1</b><br/>The Learner Travel (Wales) Measure 2008 identifies the local authority's responsibilities to assess the transport needs of looked-after children. This is reflected in the current Home-to-School/College Transport Policy and is not proposed to change under the current policy proposals presented to Cabinet.</p> <p><b>Recommendation 2</b><br/>It is not possible to directly associate poor attendance with school transport provision as there are multiple factors that can contribute to attendance rates. Unfortunately, given the timing of the Cabinet meeting (that is on 23 July 2024) which was shortly after the meeting of the SOSC 1 Meeting (that is 18 July 2024), there was insufficient time for officers to undertake any meaningful analysis of information or research that would satisfy the recommendation by the committee.</p> <p><b>Recommendation 3</b><br/>Following the Cabinet decision, the earliest any policy change could be implemented would be from the start of the 2025-2026 school year in September 2025. Therefore, the local authority will ensure that during the course of the 2024-2025 school year, there is detailed communication to pupils, parents and carers on the impact of the policy changes.</p> <p><b>Recommendation 4</b><br/>Previously, as identified in the report, routes were assessed by an independent consultant at considerable cost to the local authority. It would not be practicable or cost effective to assess routes on a regular basis unless there are significant changes to the route, for example, significant extra traffic caused by a large residential development.</p> <p>The mechanism for the assessment of routes is covered by the Learner Travel Statutory Provision and Operational Guidance 2014 and this statutory guidance identifies the responsibilities on the local authority to allow challenge by pupil, parents and carers over the local authority's assessment of available walking routes to school.</p> <p><b>Recommendation 5</b></p> |

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|  |  | <p>also potentially being wet all day resulting from continued crossing of the school site in bad weather to access their classes. The Committee expressed concern over the potential for this to affect pupil attendance on days where the weather was bad. Members also expressed concern over reports that pupils were at times having to wait significant lengths of time for BCBC contracted buses to pick them up from school which meant that pupils and teachers were often waiting outside in awful weather.</p> <p>a. The Committee recommended that the Local Authority work closely with schools and teachers to try and ensure provision is made for pupils to either dry their clothing or possibly change when arriving at school.</p> <p>b. Likewise, that provision is made to keep pupils safe and warm after school should they have to wait a while for either a public bus or a BCBC contracted bus to get home.</p> <p>c. Members further recommended that the Authority explore with contractors the times that they are arriving at schools to pick pupils up to minimise waiting times for both pupils and teachers.</p> <p><b>Proposals 3 and 4</b></p> <p><b>Comment</b><br/>Whilst appreciating that the LA's strategy is to grow Welsh Medium education and the number of placements, the Committee expressed concern over the capacity of Welsh Medium schools as well as Faith Schools to account for the potential increase in applications for these schools given that their nursery and post-16 transport provision will be protected under these proposals.</p> <p><b>Proposal 4</b></p> <p><b>Recommendation 6</b><br/>Should this proposal be agreed, Members highlighted that there will inevitably be an increased reliance on public buses by post-16 pupils to enable them to get to school or college. The Committee therefore recommended that prior to any decision being made on post-16, the LA explore whether there are public buses going near or past each school that offers post-16 education and where there is not, the potential impact of this on pupils then opting out of post-16 education be fully understood. There was particular concern amongst the Committee of the significant impact these changes could potentially have for post-16 pupils living in the Llynfi, Ogmore and Garw Valleys, and the removal of transport for them leading to a potential removal of access to post-16 education.</p> <p><b>Recommendation 7</b><br/>Members recommended that the LA work with local bus companies as soon as possible to consider how they could assist with post-16 transport provision to schools and colleges across the Borough. Furthermore, that the LA also explore any opportunities with the current contracted bus companies to consider if there is</p> | <p>a. There are 23,000 pupils in Bridgend schools and currently approximately 4,000 of them receive free home-to-school transport. Therefore, a significant number of pupils are already likely walking to school up to the statutory distance of three miles for secondary school pupils and up to two miles for primary school pupils. Schools will already be able, where available, to support the drying of clothes. However, provision is unlikely to be consistent given the size and age of many school buildings.</p> <p>b. The majority of large bus (coach) transport picks up pupils at public bus stops and drops off pupils at schools (normally in school grounds).</p> <p>All school transport contracts are monitored for timeliness and officers act in line with the terms and conditions of each transport contract to ensure the timeliness of school transport provision.</p> <p>c. All school transport pick-up times are published on the local authority's website. Officers are not aware of any significant issues relating to the timing of school transport as this is monitored by local authority officers and schools and acted on as appropriate.</p> <p><b>Recommendation 6</b><br/>Local authority officers acknowledge the potential impact on Post-16 pupils and the risk of those pupils not pursuing their education if transport provision was removed. This is acknowledged in the report to both SOSC1 and Cabinet. However, officers are unable to provide assurance that every secondary school sixth-form is currently accessible by public transport to all pupils living in the catchment area for that school. The public transport market has seen significant changes since the end of the pandemic and this has been reflected in the number and frequency of bus routes in particular, across Bridgend and the region. Furthermore, the availability of funding from Welsh Government to support public service buses has changed markedly. The market continues to change and therefore it would not be appropriate for a policy decision to be made on a relatively dynamic provision that the local authority has little control over.</p> <p><b>Recommendation 7</b><br/>The local authority maintains good dialogue with public bus operators.</p> |
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|  |  | <p>anything that they would possibly be willing to provide in terms of a local bus service which would assist pupils accessing schools and colleges. Members also requested that the LA ensure all bus routes and timetables are communicated to post-16 pupils affected by this change.</p> <p><b>Recommendation 8</b><br/>The Committee recommended that the LA explore with Bridgend and Pencoed Colleges whether they would be willing to support their learners in providing free bus passes to eligible pupils, similar to schemes that are provided in colleges in other Welsh LAs.</p> <p><b>Recommendation 9</b><br/>Members queried whether the proposed changes to Post-16 transport would be in line with the LA's commitments under the Wellbeing of Future Generations Act. Whilst acknowledging that the report summarises the implications relating to the five ways of working under the Act, the Committee felt that the response does not capture the impact of children no longer being able to attend post-16 education. The Committee therefore recommend that this be fully considered and the impact under the Act be made clearer.</p> <p><b>Recommendation 10</b><br/>The Committee expressed concern over potential vulnerable pupils who might be disadvantaged by these proposals, such as those who would not be able to afford a bus pass to access post-16 education and were then at a higher risk of becoming NEET. The Committee recommended that consideration be given to this, and the potential of a means tested scheme for pupils considered as vulnerable.</p> <p><b>Proposal 5</b></p> <p><b>Recommendation 11</b><br/>The Committee recommended that clarification be sought on whether the mileage allowance of 45 pence per mile is sufficient to cover any extra costs parents/carers might incur such as any insurance costs if this was seen as a business mileage allowance. Similarly further clarification be considered as to whether this allowance would have any potential tax or benefit implications for parents/carers.</p> <p><b>Monitoring Impact</b></p> <p><b>Recommendation 12</b><br/>During their consideration of the proposals, it was acknowledged by the Cabinet Member that if the proposals were agreed it would inevitably lead to some individual issues and problems and that this was unfortunately unavoidable when looking to reduce certain</p> | <p>Without significant additional funding, operators are only likely to operate commercially viable routes. This has been demonstrated in the most recent round of changes to public bus services since the end of the pandemic and the availability of national funding.</p> <p>Public bus routes and timetables are widely available on the internet.</p> <p><b>Recommendation 8</b><br/>Bridgend College has been made aware of the policy proposals as a formal consultee. Local authority officers will continue to work closely with Bridgend College to ensure that all options will be explored, to support students being able to access their further education.</p> <p><b>Recommendation 9</b><br/>While the Wellbeing of Future Generations Act is an important consideration in the determination by Cabinet of the policy proposals, it is important to identify that Post-16 education and therefore Post-16 transport provision are both non-statutory and the overriding legislation is the Learner Travel (Wales) Measure 2008. However, officers have identified in particular, that the policy proposals contribute to several of the 'seven ways of working' in particular a more prosperous Wales as a 'low carbon society' a 'healthier Wales' in particular the health benefits of exercise and the use of alternative modes of transport to get to school, including walking and cycling. Furthermore, through the removal of the legacy policy protection elements in the current Home-to-School/College Transport Policy, this could lead to 'more equal' and 'cohesive' communities.</p> <p><b>Recommendation 10</b><br/>It would not be possible under the current policy proposals to offer means tested school transport scheme for Post-16 learners as such a proposal would require a separate public consultation. Nevertheless, the report to Cabinet identifies the current Educational Maintenance Allowance (EMA) benefit available to those learners in low income families.</p> <p><b>Recommendation 11</b><br/>There has been no analysis of the sufficiency of the 45p threshold given this is the national Inland Revenue limit for tax liability. As the proposal is optional and intended to make significant savings, there would be no benefit to the local authority in offering beyond the 45p threshold.</p> <p><b>Recommendation 12</b><br/>Officers will work with the Cabinet Member for Education and Youth Services to develop an appropriate terms of reference for this group. However, it is important to identify that some of the proposals by SOSC1 are already covered by other groups such as the School Transport Advisory Group and will therefore not be duplicated.</p> |
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|  |  |  | <p>areas to the statutory minimum. In order to try and respond to these issues, he reported that he would be looking to set up and chair a monitoring group that would consider the impact of any changes to HTST and respond to these as necessary. He explained that this group would engage with Officers across the various directorates when required to try and see how problems could be overcome.</p> <p><b>a)</b> The Committee welcomed the establishment of this Group and recommended that it specifically look to consider some of the aspects mentioned in the above comments and recommendations including:</p> <ul style="list-style-type: none"> <li>• Regular review, maintenance and issues relating to Safe Routes to School;</li> <li>• How schools are responding to pupils walking to school in bad weather conditions such as suitable facilities to dry or change clothes;</li> </ul> <p>As well as:</p> <ul style="list-style-type: none"> <li>• Impact on NEETs figure, pupil attendance, absenteeism, vehicle traffic outside schools;</li> <li>• Ensuring that the LA is still meeting its requirements of the Wellbeing and Future Generations Act, particularly in relation to post-16 pupils;</li> <li>• Consideration of disabled access and parking at schools and colleges to assist families and young people with getting to and from school safely, particularly as these proposals could potentially result in an increase in traffic outside schools;</li> <li>• How schools are using timetabling to potentially assist its post-16 pupils in reducing the impact from these proposals, for example reducing the need of a pupil to have to attend school for only one class on a specific day;</li> <li>• How schools were sharing best practices in the ways they were responding to these proposals and supporting their pupils with accessing education safely.</li> </ul> <p><b>b)</b> The Committee recommended that it was essential that school leaders were involved with any monitoring of impact from the proposed changes to HTST as well as any resulting actions.</p> | <p>As part of our Team Bridgend arrangements all school leaders will be involved in the implementation and the monitoring of the changes to learner travel.</p> |
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| <b>Meeting of:</b>                           | <b>SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1</b>  |
| <b>Date of Meeting:</b>                      | <b>16 SEPTEMBER 2024</b>  |
| <b>Report Title:</b>                         | <b>INFORMATION REPORT – 2023-24 QUARTER 4 PERFORMANCE</b>   |
| <b>Report Owner / Corporate Director:</b>    | <b>CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY</b>   |
| <b>Responsible Officer:</b>                  | <b>MERYL LAWRENCE<br/>SENIOR DEMOCRATIC SERVICES OFFICER - SCRUTINY</b>   |
| <b>Policy Framework and Procedure Rules:</b> | <b>There is no effect upon the policy framework and procedure rules.</b>  |
| <b>Executive Summary:</b>                    | <b>To provide for information within the remit of this Committee:</b> <ul style="list-style-type: none"> <li>- the Quarter 4 Performance 2023-24 report that was reported to Corporate Overview and Scrutiny Committee (COSC) on 25 July 2024 (Appendix A).</li> <li>- the Corporate Performance Dashboard for Quarter 4 2023-24 (Appendix 1).</li> </ul> |

## 1. Purpose of Report

- 1.1 The purpose of this report is to provide for information, within the remit of this Subject Overview and Scrutiny Committee, the Quarter 4 Performance 2023-24 reported to Corporate Overview and Scrutiny Committee (COSC) on 25 July 2024, for Members' information.

## 2. Background

- 2.1 Following the reporting of the Quarter 4 Performance 2023-24 to COSC for the monitoring of the quarterly performance, the report and performance dashboard are being reported to the subsequent meeting of each Subject Overview and Scrutiny Committee, for information on the performance within the respective remit of each Committee.
- 2.2 The report to COSC is attached at **Appendix A** with the appendix to that report attached as **Appendix 1**.
- 2.3 The background to this report is set out in Section 2 of Appendix A – the Quarter 4 Performance 2023-24 report to COSC on 25 July 2024.



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

- 3.1 Details of the scale for scoring the Council's performance, summary of progress on Corporate Commitments, comparison with the previous quarter, overall performance on Performance Indicators (PIs) by Wellbeing Objective, PI trends and measuring performance against the five ways of working are set out in Section 3 of Appendix A – the Quarter 4 Performance 2023-24 report to COSC on 25 July 2024.
- 3.2 In place of the previous 4 Directorate dashboards, a single performance dashboard (**Appendix 1**) has been developed for the Council's performance against its Corporate Plan based upon the 7 Wellbeing Objectives, as requested by COSC, together with greater detail on the individual commitments and PIs along with improved explanatory comments.

### **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. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

### **5. Well-being of Future Generations Implications and Connection to Corporate Well-being Objectives**

- 5.1 This report assists in measuring and monitoring progress made against the following corporate well-being objectives under the Well-being of Future Generations (Wales) Act 2015 that form the Council's Corporate Plan 2023-28:
1. A County Borough where we protect our most vulnerable
  2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
  3. A County Borough with thriving valleys communities
  4. A County Borough where we help people meet their potential
  5. A County Borough that is responding to the climate and nature emergency
  6. A County Borough where people feel valued, heard and part of their community
  7. A County Borough where we support people to live healthy and happy lives
- 5.2 The 5 ways of working set out in the Well-being of Future Generations (Wales) Act have also contributed to the Council developing its own five ways of working. The ways of driving and measuring those ways of working is also contained in the Corporate Plan Delivery Plan.

## **6. Climate Change Implications**

6.1 There are no Climate Change Implications from this report.

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

7.1 There are no Safeguarding and Corporate Parent Implications from this report.

## **8. Financial Implications**

8.1 There are no financial implications in relation to this report.

## **9. Recommendations**

9.1 The Committee is requested to note the content of the Quarter 4 Performance 2023-24 report and the Corporate Performance Dashboard Quarter 4 2023-24 within the remit of this Committee and have regard to the dashboard when considering the Committee's Forward Work Programme.

## **Background documents**

None

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| <b>Meeting of:</b>                           | <b>CORPORATE OVERVIEW AND SCRUTINY COMMITTEE</b>  |
| <b>Date of Meeting:</b>                      | <b>25 JULY 2024</b>   |
| <b>Report Title:</b>                         | <b>QUARTER 4 / YEAR-END PERFORMANCE 2023-24</b>   |
| <b>Report Owner / Corporate Director:</b>    | <b>CHIEF OFFICER – LEGAL AND REGULATORY SERVICES,<br/>HR AND CORPORATE POLICY</b>   |
| <b>Responsible Officer:</b>                  | <b>ALEX RAWLIN<br/>POLICY AND PERFORMANCE MANAGER</b>   |
| <b>Policy Framework and Procedure Rules:</b> | <b>Monitoring the Council's performance against its Corporate Plan forms part of the Council's Performance Management Framework.</b>  |
| <b>Executive Summary:</b>                    | <p><b>This report provides –</b></p> <ul style="list-style-type: none"> <li><b>• an overview of performance against wellbeing objectives in the Corporate Plan 2023-28 at year-end 2023-24.</b></li> <li><b>• more detailed analysis, as agreed with the Corporate Overview and Scrutiny Committee, on performance on the commitments and performance indicators in the Corporate Plan Delivery Plan (CPDP) 2023-24.</b></li> </ul> |

## **1. Purpose of Report**

- 1.1 The purpose of this report is to provide the Committee with an overview of Council performance against the Corporate Plan at quarter 4 of 2023-24, which is the finalised year-end outturn position. This is the first full year of the new 5-year Corporate Plan 2023-28 and the final performance report for the 2023-24 Corporate Plan Delivery Plan (CPDP). The format of this report has changed significantly this year to improve the way the Council monitors, analyses and understands its performance to inform effective decision making and allow robust scrutiny.

## **2. Background**

- 2.1 On 1 March 2023 Council agreed the Corporate Plan 2023-28 and the proposal to develop a one-year Corporate Plan Delivery Plan (CPDP) to help monitor progress against it. On 19 July 2023 Council agreed the Corporate Plan Delivery Plan 2023-24 which set out the wellbeing objectives and associated aims, commitments, and performance indicators to help measure the Council's progress on these priorities.
- 2.2 Each Directorate produced a business plan, which includes milestones against each commitment, targets against each Performance Indicator (PI) and clear rationales for targets. The directorate business plans can be viewed via the staff intranet. Data quality and accuracy templates have been completed for each PI to clearly define what the PI is measuring, the scope of the data included, the calculation and verification methods to be used, and identify the responsible officers. In October

2023 the Corporate Plan PI targets and rationales were approved by Council and these are the targets used to judge performance at quarter 4 (Q4).

- 2.3 As part of the Performance Management Framework, monitoring of these commitments and PIs is carried out quarterly through 4 separate directorate performance dashboards scrutinised by Directorate Management Teams and reported quarterly to Corporate Performance Assessment (CPA) and now Cabinet and Corporate Management Board (CCMB) following the decision to discontinue CPA after Q3 2023-24. A performance overview report is presented to Corporate Overview and Scrutiny Committee (COSC) at quarters 2, 3 and 4 to help them scrutinise progress on delivery.
- 2.4 In October 2023 the performance team held a performance process review session with Corporate Overview and Scrutiny Committee to discuss proposals for improvements to the performance reporting process, including the way the council collates, summarises, analyses, and presents performance information. These changes have been implemented in stages throughout the year and will continue into 2024-25 to ensure the data is presented, summarised and displayed in the most effective way.
- 2.5 At the meeting of Corporate Overview and Scrutiny Committee in December 2023 members recommended that improvements were made to the commentary in the dashboards, to give a clearer understanding of progress made, where PIs or commitments are off target, and what corrective actions are in place. This has been implemented for the dashboards produced in Q3 and Q4.
- 2.6 A key improvement is the development of a single performance dashboard for Bridgend County Borough Council's performance against its Corporate Plan which was implemented at Q3 this year. This gives greater detail on the individual commitments and PIs along with improved explanatory comments.

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

- 3.1 The year-end performance dashboard has been provided at **Appendix 1**, which details performance against the Corporate Plan for 2023-24, with final judgements on our commitments and comments to summarise key activities and achievements in the year and outline next steps where appropriate, and annual values and supporting comments for the performance indicators.
- 3.2 Our simple scale for how we score the Council's performance is set out in our Performance Management Framework. This is summarised again for members' convenience in each separate table in the analysis below and the full performance key is provided within the performance dashboard (**Appendix 1**).

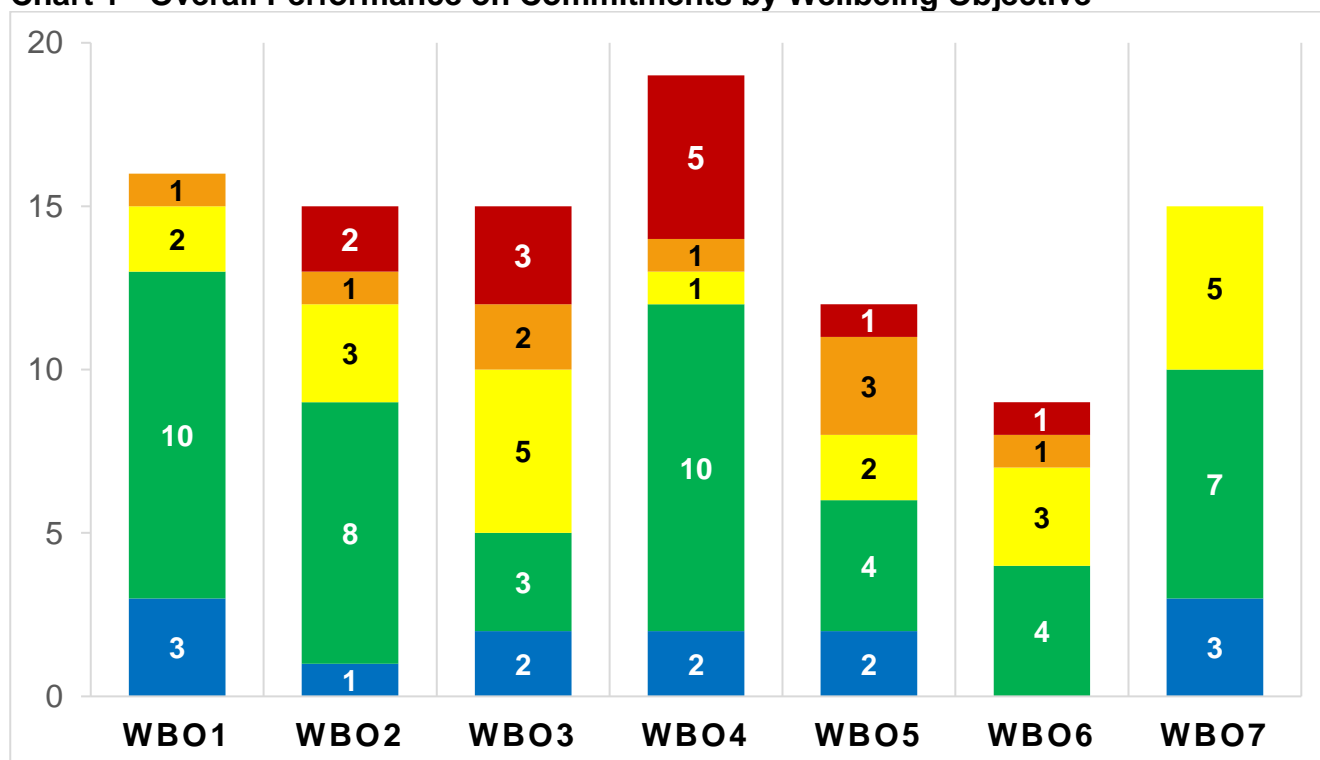
### 3.3 Summary of progress on Corporate Commitments

Table 1 shows the overall performance judgements for commitments at Year-end (Q4) and comparison with the previous quarter (PQ), with Chart 1 breaking this down further to show performance for each of the wellbeing objectives.

**Table 1**

| Status                      | Meaning of this status   | Performance |       |              |       |
|-----------------------------|--|-------------|-------|--------------|-------|
|                             |  | PQ (Q3)     |       | Current (Q4) |       |
|                             |  | Number      | %     | Number       | %     |
| <b>COMPLETE (BLUE)</b>      | Project is completed   | 10          | 9.9%  | 13           | 12.9% |
| <b>EXCELLENT (GREEN)</b>    | As planned (within timescales, on budget, achieving outcomes)  | 50          | 49.5% | 46           | 45.5% |
| <b>GOOD (YELLOW)</b>        | Minor issues. One of the following applies - deadlines show slippage, project is going over budget or risk score increases     | 13          | 12.9% | 21           | 20.8% |
| <b>ADEQUATE (AMBER)</b>     | Issues. More than one of the following applies - deadlines show slippage, project is going over budget or risk score increases | 17          | 16.8% | 9            | 8.9%  |
| <b>UNSATISFACTORY (RED)</b> | Significant issues – deadlines breached, project over budget, risk score up to critical or worse                               | 11          | 10.9% | 12           | 11.9% |
|                             | <b>Total</b>   | 101         | 100%  | 101          | 100%  |

**Chart 1 - Overall Performance on Commitments by Wellbeing Objective**





### 3.4 Summary of Performance Indicators

At Year-end (Q4) we are able to evaluate performance on the full PI data set included in the 2023-24 delivery plan, which is 116 PIs, 60 of which are quarterly indicators, and 56 annual indicators which are included for the first time.

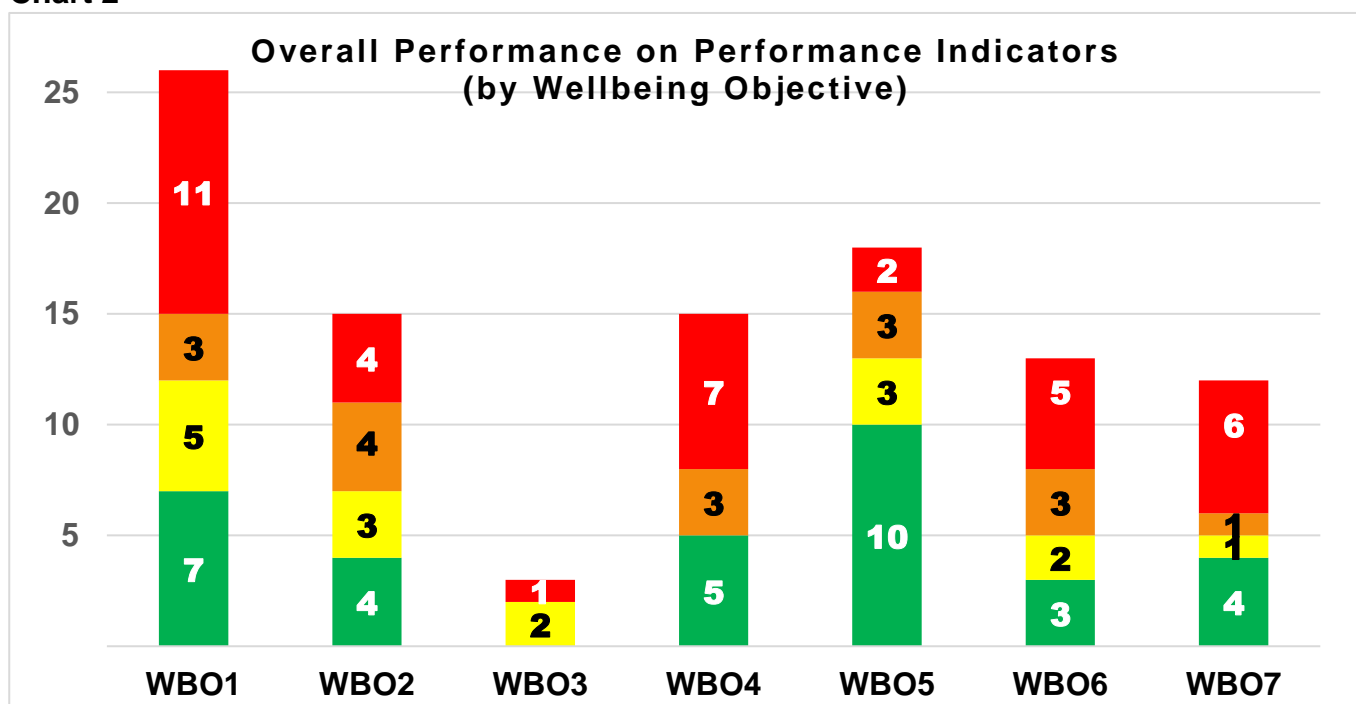
3.5 Of these 116, 114 have verified annual values, with 2 recorded as “data not available”. 102 could be compared against their target and awarded a RAYG status, with 12 of the indicators using 2023-24 to establish baseline values to set targets going forward.

3.6 Table 2 below shows overall year-end performance for PIs and a comparison with the previous quarter performance (Q3), and Chart 2 the performance for each wellbeing objective.

**Table 2**

| Status                      | Meaning of this status                         | Performance |        |              |        |
|-----------------------------|--|-------------|--------|--------------|--------|
|                             |  | PQ (Q3)     |        | Current (Q4) |        |
|                             |  | Number      | %      | Number       | %      |
| <b>EXCELLENT (GREEN)</b>    | On target <u>and</u> improved or is at maximum | 11          | 20.75% | 33           | 32.35% |
| <b>GOOD (YELLOW)</b>        | On target                                      | 11          | 20.75% | 16           | 15.69% |
| <b>ADEQUATE (AMBER)</b>     | Off target (within 10% of target)              | 10          | 18.9%  | 17           | 16.67% |
| <b>UNSATISFACTORY (RED)</b> | Off target (target missed by 10%+)             | 21          | 39.6%  | 36           | 35.29% |
|                             | Total  | 53          | 100%   | 102          | 100%   |

**Chart 2**







3.7 Verified data could not be provided for 2 indicators detailed below with explanations provided by the Service.

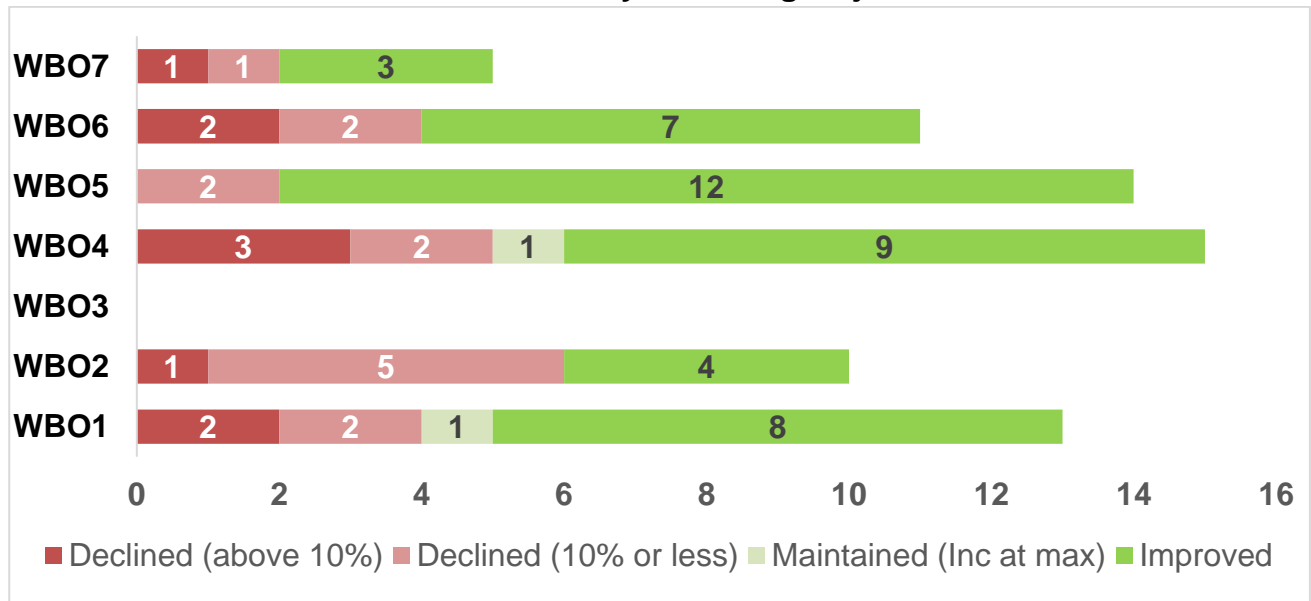
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| <b>SSWB55b)</b> Percentage of carers who were offered a carers' assessment - Adult Social Care  | <b>Performance:</b> In Adult Social Care we are currently working with our IT department to resolve the reporting issues with this measure. A Carers action plan has been developed and is currently in progress. Carers champions across all adult social work teams have been recruited.  |
| <b>SSWB72</b> Percentage of pupils who participate in three or more occasions of activity per week (FG Indicator 38 Sport Wales School Sport Survey data) | <b>Performance:</b> Survey not undertaken this year. This is based on the national school sport survey that is run by Sport Wales involving primary and secondary schools but is not annual and next survey is not imminent. Bridgend has demonstrated top quartile performance in the previous survey in a range of categories including overall activity levels, after school participation and links to community activities. The surveys cover primary and secondary school ages. |

3.8 Trend data allows us to compare our 2023-24 annual values with the same period last year (2022-23 annual values). Comparable data for last year is available for 68 of the 116 PIs. Of the remaining 48, 2 indicators are "data not available", 42 indicators do not have comparable verified data for last year because they are new or data was not collected last year, and 4 PIs are "trend not applicable" due the way the targets are profiled. Trend analysis for year-end performance is set out in Table 3, with a comparison to the trend analysis at Q3, and Chart 3 the trend analysis for each wellbeing objective.

**Table 3**

| Performance Indicators Trend Definition   |  | Trend   |       |              |        |
|---|--|---------|-------|--------------|--------|
|   |  | PQ (Q3) |       | Current (Q4) |        |
|   |  | Number  | %     | Number       | %      |
|  | Performance has improved                           | 19      | 63.3% | 43           | 63.24% |
|  | Performance maintained (includes those at maximum) | -       | -     | 2            | 2.94%  |
|  | Declined performance (by less than 10%)            | 5       | 16.7% | 14           | 20.59% |
|  | Declined performance (by 10% or more)              | 6       | 20%   | 9            | 13.23% |
|   | <b>Total</b>                                       | 30      | 100%  | 68           | 100%   |

**Chart 3 – Performance Indicator Trend by Wellbeing Objective**



- 3.9 At the performance process review session held with COSC in October 2023 members indicated it would be useful to have a more detailed visual summary to show performance at a glance in the form of a heat map. This is intended to allow members to pick out specific areas of concern which can then easily be identified on the performance dashboard. This is provided in Chart 4 on the next page.

Chart 4 - Overall Performance Heatmap

| WBO & AIM |     | Commitments |   |   |   |   |   |   |  | Performance Indicators |   |   |   |   |   |   |   |   |    |    | WBO & AIM |   |
|-----------|-----|-------------|---|---|---|---|---|---|--|------------------------|---|---|---|---|---|---|---|---|----|----|-----------|---|
|           |     | 7           | 6 | 5 | 4 | 3 | 2 | 1 |  | 1                      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |           |   |
| 1         | 1.1 | Y           | G | G | Y | G | G | G |  | G                      | G | A | G | G | Y | R | R | Y | G  | G  | 1.1       | 1 |
|           | 1.2 |             |   |   |   |   | G | G |  | Y                      | Y |   |   |   |   |   |   |   |    |    | 1.2       |   |
|           | 1.3 |             |   |   |   |   |   | B |  | R                      | R |   |   |   |   |   |   |   |    |    | 1.3       |   |
|           | 1.4 |             |   |   |   |   |   | B |  | G                      |   |   |   |   |   |   |   |   |    |    | 1.4       |   |
|           | 1.5 |             |   |   |   |   | A | G |  | A                      | R | A |   |   |   |   |   |   |    |    | 1.5       |   |
|           | 1.6 |             |   |   |   |   |   | G |  | R                      | R | R | R | Y |   |   |   |   |    |    | 1.6       |   |
|           | 1.7 |             |   |   |   |   | G | B |  | R                      | R |   |   |   |   |   |   |   |    |    | 1.7       |   |
| 2         | 2.1 |             |   |   |   | G | G | Y |  | Y                      | A |   |   |   |   |   |   |   |    |    | 2.1       | 2 |
|           | 2.2 |             |   |   |   | B | G | G |  | R                      | G |   |   |   |   |   |   |   |    |    | 2.2       |   |
|           | 2.3 |             |   |   |   | R | R | Y |  |                        |   |   |   |   |   |   |   |   |    |    | 2.3       |   |
|           | 2.4 |             |   |   |   | Y | A | G |  | G                      | Y | Y |   |   |   |   |   |   |    |    | 2.4       |   |
|           | 2.5 |             |   |   |   |   |   | G |  | R                      | R | A | R | G | A | A |   |   |    |    | 2.5       |   |
|           | 2.6 |             |   |   |   |   | G | G |  | G                      |   |   |   |   |   |   |   |   |    |    | 2.6       |   |
| 3         | 3.1 |             |   |   |   |   | Y | G |  | Y                      |   |   |   |   |   |   |   |   |    |    | 3.1       | 3 |
|           | 3.2 |             |   |   |   | G | R | Y |  |                        |   |   |   |   |   |   |   |   |    |    | 3.2       |   |
|           | 3.3 |             |   |   | Y | A | Y | A |  | Y                      |   |   |   |   |   |   |   |   |    |    | 3.3       |   |
|           | 3.4 |             |   |   |   |   | R | B |  |                        |   |   |   |   |   |   |   |   |    |    | 3.4       |   |
|           | 3.5 |             |   |   |   |   | B | Y |  |                        |   |   |   |   |   |   |   |   |    |    | 3.5       |   |
|           | 3.6 |             |   |   |   |   | R | G |  | R                      |   |   |   |   |   |   |   |   |    |    | 3.6       |   |
| 4         | 4.1 |             |   |   | A | G | G | G |  | A                      | R | R | R | G | A |   |   |   |    |    | 4.1       | 4 |
|           | 4.2 |             |   |   |   |   |   | G |  |                        |   |   |   |   |   |   |   |   |    |    | 4.2       |   |
|           | 4.3 |             |   |   |   |   |   | G |  | A                      | R | R |   |   |   |   |   |   |    |    | 4.3       |   |
|           | 4.4 |             |   | R | R | R | R | R |  |                        |   |   |   |   |   |   |   |   |    |    | 4.4       |   |
|           | 4.5 |             |   |   |   |   |   | G |  | G                      | G |   |   |   |   |   |   |   |    |    | 4.5       |   |
|           | 4.6 |             |   |   |   |   | B | G |  |                        |   |   |   |   |   |   |   |   |    |    | 4.6       |   |
|           | 4.7 |             |   |   |   |   | G | G |  |                        |   |   |   |   |   |   |   |   |    |    | 4.7       |   |
|           | 4.8 |             |   |   |   |   |   | B |  | R                      |   |   |   |   |   |   |   |   |    |    | 4.8       |   |
|           | 4.9 |             |   |   |   |   | G | Y |  | G                      | G | R |   |   |   |   |   |   |    |    | 4.9       |   |
| 5         | 5.1 |             |   | A | B | R | G | A |  | A                      | G | A | G | A | R |   |   |   |    |    | 5.1       | 5 |
|           | 5.2 |             |   |   |   | A | B | G |  | Y                      | Y |   |   |   |   |   |   |   |    |    | 5.2       |   |
|           | 5.3 |             |   |   |   |   |   | G |  | R                      | G |   |   |   |   |   |   |   |    |    | 5.3       |   |
|           | 5.4 |             |   |   |   |   | Y | Y |  | G                      | G | G | G | Y | G | G |   |   |    |    | 5.4       |   |
|           | 5.5 |             |   |   |   |   |   | G |  | G                      |   |   |   |   |   |   |   |   |    |    | 5.5       |   |
| 6         | 6.1 |             |   |   |   |   | Y | G |  | R                      |   |   |   |   |   |   |   |   |    |    | 6.1       | 6 |
|           | 6.2 |             |   |   |   | R | G | Y |  | A                      | A | G | G |   |   |   |   |   |    |    | 6.2       |   |
|           | 6.3 |             |   |   |   |   |   | Y |  | A                      | R | G | R | R |   |   |   |   |    |    | 6.3       |   |
|           | 6.4 |             |   |   |   |   | G | G |  | R                      | Y | Y |   |   |   |   |   |   |    |    | 6.4       |   |
|           | 6.5 |             |   |   |   |   |   | A |  |                        |   |   |   |   |   |   |   |   |    |    | 6.5       |   |
| 7         | 7.1 |             |   |   |   |   |   | Y |  | R                      |   |   |   |   |   |   |   |   |    |    | 7.1       | 7 |
|           | 7.2 |             |   | G | B | Y | G | Y |  | G                      | A | Y |   |   |   |   |   |   |    |    | 7.2       |   |
|           | 7.3 |             |   |   |   | B | B | Y |  | R                      | R |   |   |   |   |   |   |   |    |    | 7.3       |   |
|           | 7.4 |             |   |   |   |   | G | G |  | G                      | R | G |   |   |   |   |   |   |    |    | 7.4       |   |
|           | 7.5 |             |   |   |   |   |   | G |  | R                      |   |   |   |   |   |   |   |   |    |    | 7.5       |   |
|           | 7.6 |             |   |   |   | Y | G | G |  | R                      | G |   |   |   |   |   |   |   |    |    | 7.6       |   |

**Measuring Performance against our Ways of Working**





- 3.10 This is the first year of developing indicators / commitments to demonstrate how the Council is performing against the five ways of working in the new Corporate Plan. This remains a work in progress and will continue into 2024-25 with more work needed to agree how we judge progress against the ways of working commitments and come to overall judgements.
- 3.11 As a first step this year we have reported on a number of ways of working PIs in addition to those included within the wellbeing objectives. 9 of these indicators have been reported on at Q4, 8 which are quarterly PIs, with 1 annual indicator. Of the 9, 7 have an annual outturn value which could be compared against target and awarded a RAYG status. This is shown in Table 4, with comparison to the previous quarter.

**Table 4**

| Status                  | Meaning of this status                         | Performance |        |              |        |
|-------------------------|--|-------------|--------|--------------|--------|
|                         |  | PQ (Q3)     |        | Current (Q4) |        |
|                         |  | Number      | %      | Number       | %      |
| EXCELLENT<br>(GREEN)    | On target <u>and</u> improved or is at maximum | 2           | 28.57% | 2            | 28.57% |
| GOOD<br>(YELLOW)        | On target                                      | 2           | 28.57% | 1            | 14.29% |
| ADEQUATE<br>(AMBER)     | Off target (within 10% of target)              | 2           | 28.57% | 2            | 28.57% |
| UNSATISFACTORY<br>(RED) | Off target (target missed by 10%+)             | 1           | 14.29% | 2            | 28.57% |
|                         | Total  | 7           | 100%   | 7            | 100%   |

- 3.12 Trend data is available for 6 of the 9 ways of working indicators, comparing annual performance for 2023-24 with the same period last year. Of the remaining 3, 1 of the indicators does not have comparable verified data for last year because it is new, and 2 indicators are “trend not applicable” due the way the targets are profiled. Trend analysis is set out in Table 5 on the next page.

**Table 5**

| Performance Indicators Trend Definition   |  | Trend   |      |              |        |
|---|--|---------|------|--------------|--------|
|   |  | PQ (Q3) |      | Current (Q4) |        |
|   |  | Number  | %    | Number       | %      |
|  | Performance has improved                           | 2       | 40%  | 3            | 50%    |
|  | Performance maintained (includes those at maximum) | 2       | 40%  | 2            | 33.33% |
|  | Declined performance (by less than 10%)            | 1       | 20%  | 1            | 16.67% |
|  | Declined performance (by 10% or more)              | -       | -    | -            | -      |
|   | Total  | 5       | 100% | 6            | 100%   |

### **Summary of Sickness Absence**

- 3.13 Sickness absence is included as one of the ways of working PIs under Better and More Targeted use of Resources. The focus continues to be on trying to reduce sickness across the organisation, therefore no targets were set for the overall staff indicator or individual directorates. Staff wellbeing measures are in place and sickness continues to be closely monitored by Directorate Management Teams, Corporate Management Board, and at CPA/CCMB.
- 3.14 At Q4 cumulative days lost per full time equivalent (FTE) employee across the organisation in 2023-24 is 12.37, showing an improved position compared with 13.2 days for 2022-23, a 6.3% decrease, and bringing levels back down in line those reported in 2021-22. This improved trend is mirrored within the directorate data for both Social Services and Wellbeing and Education and Family Support, however a worsening trend compared to last year is seen in Chief Executives, Communities Directorate, and Schools. The proportion of absences that are classified at short-term has decreased slightly from 27% in the 2022-23 to 26% in 2023-24, which is the same as reported at Q3.

## **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. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.



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

5.1 This report assists in measuring and monitoring progress made against the following corporate well-being objectives under the Well-being of Future Generations (Wales) Act 2015 that form the Council's Corporate Plan 2023-28:-

1. A County Borough where we protect our most vulnerable
2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
3. A County Borough with thriving valleys communities
4. A County Borough where we help people meet their potential
5. A County Borough that is responding to the climate and nature emergency
6. A County Borough where people feel valued, heard and part of their community
7. A County Borough where we support people to live healthy and happy lives

5.2 The 5 ways of working set out in the Well-being of Future Generations (Wales) Act have also contributed to the Council developing its own five ways of working. The ways of driving and measuring those ways of working is also contained in the Corporate Plan Delivery Plan.

**6. Climate Change Implications**

6.1 There are no specific implications of this report on climate change. However, some of the measures and projects included within the Corporate Plan 2023-28 and annual delivery plan for 2023-24 have been developed to help assess the Council's performance on areas including climate change.

**7. Safeguarding and Corporate Parent Implications**

7.1 There are no specific implications from this report on safeguarding or corporate parenting.

**8. Financial Implications**

8.1 There are no financial implications arising from this report.

**9. Recommendations**

9.1 The Committee is recommended to note the Council's performance at quarter 4 for the 2023-24 financial year.

**Background documents**

None

# Corporate Performance Dashboard

## Year End 2023-24



**Bridgend County Borough Council**  
**Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr**







KEY:

How will we mark or score ourselves

We have one simple scale for how we mark or score the council’s performance. Because overall judgements, commitments and performance indicators are measured differently, the colours or judgements have different descriptions depending on which type of performance you are reviewing.

|                      | What does this Status mean?  |   |  |
|----------------------|--|---|--|
|                      | Overall / self-assessment performance  | Commitments, projects or improvement plans  | Performance Indicators                                 |
| COMPLETE (BLUE)      | Not applicable   | Project is completed  | Not applicable   |
| EXCELLENT (GREEN)    | Very strong, sustained performance and practice  | As planned - within timescales, on budget, achieving outcomes   | On target and performance has improved / is at maximum |
| GOOD (YELLOW)        | Strong features, minor aspects may need improvement                                      | Minor issues. One of the following applies - deadlines show slippage, project is going over budget or risk score increases      | On target  |
| ADEQUATE (AMBER)     | Needs improvement. Strengths outweigh weaknesses, but important aspects need improvement | Issues – More than one of the following applies - deadlines show slippage, project is going over budget or risk score increases | Off target (within 10% of target)                      |
| UNSATISFACTORY (RED) | Needs urgent improvement. Weaknesses outweigh strengths                                  | Significant issues – deadlines breached, project over budget, risk score up to critical or worse                                | Off target (target missed by 10%+)                     |

For performance indicators, we will also show trends in performance so you can see how we are doing compared with the same period last year.

| Trend   | Meaning  |
|---|--|
|  | Improved performance                               |
|  | Maintained performance (includes those at maximum) |
|  | Declined performance (by less than 10%)            |
|  | Declined performance (by 10% or more)              |

| Trend | Performance Indicator types |
|-------|-----------------------------|
| CP    | Corporate Plan Indicator    |
| WoW   | Ways of Working Indicator   |

|      | Directorate Responsible                   |
|------|---|
| ALL  | All Directorates                          |
| CEX  | Chief Executives Directorate              |
| COMM | Communities Directorate                   |
| EFS  | Education and Family Support Directorate  |
| SSWB | Social Services and Wellbeing Directorate |



# OUR CORPORATE PLAN - AT A GLANCE

## OUR 7 WELLBEING OBJECTIVES-

1

A County Borough where we protect our most vulnerable

2

A County Borough with fair work, skilled, high-quality jobs and thriving towns

3

A County Borough with thriving valleys communities

4

A County Borough where we help people meet their potential

5

A County Borough that is responding to the climate and nature emergency

6

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

7

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

## WBO1: A County Borough where we protect our most vulnerable

### WBO1.1: Providing high-quality children's and adults social services and early help services to people who need them

#### Performance Indicators

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| PI Ref & Aim   | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|--|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">CH/026</a><br>WBO1.1                               | Safe reduction in the number of children on the child protection register (SSWB)<br><b>Lower Preferred</b>                                | New 22-23      | 270            | 270          | 189                   | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> Target set to see reduction following significant increase in 2022-23<br><b>Performance:</b> The numbers of children on the Child Protection Register have steadily reduced over this year. We will continue to monitor this and undertake dip sampling to provide reassurance of conference decision making.   |
| <a href="#">DEFS29</a><br>WBO1.1                               | Percentage of completed TAF (Team Around the Family) support plans that close with a successful outcome. (EFS)<br><b>Higher Preferred</b> | 73%            | 75%            | 72%          | 83%                   | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> Due to an increased complexity in caseloads, the target may be more challenging to achieve.<br><b>Performance:</b> Through timely and effective interventions with families, the number of TAF plans closing with a positive outcome has increased throughout the year and has exceeded this year's target by over 10% (an increase of 8% compared to the previous year).   |
| <a href="#">SSWB38c</a><br><a href="#">(AD/011c)</a><br>WBO1.1 | Percentage of reablement packages completed that mitigated need for support (SSWB) <b>Higher Preferred</b>                                | 70.94%         | 66.84%         | 68%          | 66.58%                | ↙                           | Quarterly Indicator<br><b>Target Setting:</b> Target set to improve; however, an increased number of referrals is expected.<br><b>Performance:</b> A change in discharge to recover and assess (D2RA) pathways mean that people with additional needs are being referred to reablement which has an impact on the proportion where needs are mitigated.   |
| <a href="#">SSWB39</a><br><a href="#">(CH/039)</a><br>WBO1.1   | Safe Reduction in the number of Care Experienced Children (SSWB)<br><b>Lower Preferred</b>  | 374            | 398            | 374          | 370                   | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> Target set to see reduction in numbers reflective of pre-pandemic levels<br><b>Performance:</b> The number of care experienced children is safely but steadily reducing. There has been a reduction in the rate of children becoming looked after and a focus on care order discharges where appropriate. A refreshed safe reduction strategy is in development.  |
| <a href="#">SSWB55a</a><br>WBO1.1                              | Percentage of carers who were offered a carer's assessment-Children's (SSWB)<br><b>Higher Preferred</b>                                   | New 23-24      | New 23-24      | 80%          | 100%                  | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Developing internal processes and IT systems to strengthen recording mechanisms to improve the ability to measure the offer of carers assessments<br><b>Performance:</b> Positive progress has been maintained in this area. The introduction of carers champions has commenced. Further work is required to ensure that all staff understand the importance of offering a carers assessment.  |
| <a href="#">SSWB55b</a><br>WBO1.1                              | Percentage of carers who were offered a carer's assessment – Adults (SSWB)<br><b>Higher Preferred</b>                                     | New 23-24      | New 23-24      | 80%          | Data not Available    | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Developing internal processes and IT systems to strengthen recording mechanisms to improve the ability to measure the offer of carers assessments<br><b>Performance:</b> In Adult Social Care we are currently working with our IT department to resolve the reporting issues with this measure. A Carers action plan has been developed and is currently in progress). Carers champions across all adult social work teams have been recruited. |
| <a href="#">SSWB57</a><br>CP<br>WBO1.1                         | Percentage of enquiries to the Adult Social Care front door which result in information and advice only (SSWB)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 70%          | 74.88%                | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline target set based on analysis of data over last 2 years<br><b>Performance:</b> As part of our approach to providing strengths-based practice and delivering on our vision of empowering people to live independent lives and exercise choice and control, the provision of information and advice is vital. Therefore, we aspire to improve our performance in this area.  |
| <a href="#">SSWB61a</a><br>WBO1.1                              | Number of people who access independent advocacy to support their rights within:<br>a) children's social care<br><b>Higher Preferred</b>  | New 23-24      | New 23-24      | 185          | 64                    | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline target set based on current service demand.<br><b>Performance:</b> The Tros Gynol Plan (TGP) Manager is meeting with teams to raise awareness. Systems are being updated to support and record the offer of advocacy. Work to be undertaken with the IRO service for raising during reviews.  |
| <a href="#">SSWB61b</a><br>WBO1.1                              | b) Adult's social care (SSWB)<br><b>Higher Preferred</b>  | New 23-24      | New 23-24      | 180          | 87                    | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline target set based on current service demand.<br><b>Performance:</b> One of our commissioned providers is leading engagement activity with relevant social work teams to reprofile referral pathways. We will be working with commissioned advocacy providers to explore how service provision can be optimised.  |

|                                   |  |           |        |     |        |   |   |
|-----------------------------------|--|-----------|--------|-----|--------|---|---|
| <a href="#">SSWB76</a><br>WBO1.1  | Number of packages of reablement completed during the year (SSWB)<br><b>Higher Preferred</b> | New 23-24 | 377    | 370 | 377    | ↔ | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline target set based on analysis of previous years data.<br><b>Performance:</b> The resetting of reablement to maximise the number of people who are supported to retain or regain their independence is one of the strategic priorities for Adult Social care. This data monitors the numbers of interventions completed.  |
| <a href="#">SSWB78a</a><br>WBO1.1 | Timeliness of visits to a) children who are care experienced<br><b>Higher Preferred</b>      | New 22-23 | 81.13% | 85% | 85.31% | ↑ | Quarterly Indicator<br><b>Target Setting:</b> To continue to improve performance but also reflect the challenges there have been linked to recruitment and retention<br><b>Performance:</b> To continue to improve performance Social Worker's will have protected time to ensure that their visits are recorded within WCCIS. Team briefings will be utilised to identify pressure points such as staff absence to ensure all visits are undertaken. |
| <a href="#">SSWB78b</a><br>WBO1.1 | b) children on the child protection register (SSWB)<br><b>Higher Preferred</b>               | New 22-23 | 82.14% | 85% | 86.77% | ↑ | Quarterly Indicator<br><b>Target Setting:</b> To continue to improve performance but also reflect the challenges there have been linked to recruitment and retention<br><b>Performance:</b> Improving picture which is positive. Further work to be done to improve further. The introduction of four hubs with appropriate staffing will lead to safer caseloads.  |

## Commitments

| Code                     | Commitment  | Status               | Progress this period  | Next Steps  |
|--------------------------|---|----------------------|---|---|
| <a href="#">WBO1.1.1</a> | Continue to improve early help services by increasing the number of team around the family (TAF) interventions that close with a positive outcome (EFS) | GREEN<br>(Excellent) | Quarter 4: Family Support Workers develop effective assessments and plans with families and deliver suitable interventions in line with this plan, that meet the needs of the family. As there has been an increase in the number of interventions closed with a successful outcome throughout the year, this evidences that the interventions are timely, impactful and appropriate. There was an overall increase in the number of plans closed from last year, and the number of plans closed with a positive outcome in 2023-2024 increased to 319 from 240 in the previous year. Work has been carried out throughout the year to improve the recruitment and retention of staff; however the planned service restructure has now been overtaken by the wider restructure of the Family Support service portfolio. |   |
| <a href="#">WBO1.1.2</a> | Help communities become more resilient, so more people will find help / support they need in their community, with the third sector (SSWB)              | GREEN<br>(Excellent) | Quarter 4: Community navigators are based within Bavo and are being supported by Regional Integrated Fund investment. Local community co-ordinator roles are based within the council and part supported by Welsh Government investment a to de-escalate needs within communities. The local community co-ordinators supported 395 individuals during the year and the community navigators supported 517 people. There were over 200 community connection opportunities identified supporting needs to be met in communities. People are supported via "what matters" conversations to develop plans that meet needs and develop confidence to connect to local community-based support.   | Continue to support people who can be connected into community-based opportunities as opposed to requiring services. Ensure that referring partners understand the roles and support that can be delivered.   |
| <a href="#">WBO1.1.3</a> | Support the wellbeing of unpaid carers, including young carers, to have a life beyond caring (SSWB)   | GREEN<br>(Excellent) | Quarter 4: New Bridgend Carers Wellbeing service was co-produced with unpaid carers and mobilised during quarter 1, expanding delivery in quarters 2, 3 and 4. Services include information, advice and assistance, proportionate "what matters" conversations and signposting to support within communities. The new service continues to meet needs based on volume of engagement. There is additional work taking place with young carers beyond this via Prevention and Wellbeing service, with 380 young carers engaged.   | Conduct "what matters" conversations and proportionate carers assessments which has been seen to reduce the need for full assessments. Support available will include using technology to share information and advice, and face-to-face opportunities in a range of community settings. We will continue to engage with and support young carers including young carers network group. |
| <a href="#">WBO1.1.4</a> | Improve Children's Services by delivering the actions in our three-year strategic plan (SSWB)   | YELLOW<br>(Good)     | Quarter 4: A detailed stocktake shows that we are largely on track to deliver the actions and outcomes set out for the first 6 months of the 3 year plan. This has been reported to the Cabinet Corporate Parenting Committee and the Social Services Improvement Board.<br><br>Key actions completed in 2023/24 are noted in the regulatory tracker and include: <ul style="list-style-type: none"> <li>The development an engagement and involvement framework.</li> <li>The development of a workforce plan including a revised business case for the Bridgend 'Grow our own Social Work Programme'.</li> <li>The implementation of an evidence-based re-unification framework.</li> </ul>   | Continue to review our action plan and deliver year 2 objectives which include further embedding signs of safety as the model of practice, continuing to reduce agency workforce, addressing the sufficiency issues for placements in fostering and residential, remodelling early help support to ensure the impact is maximised and co-producing a parents charter.                   |



|                          |  |                              |  |  |
|--------------------------|--|------------------------------|--|--|
|                          |  |                              | <ul style="list-style-type: none"> <li>The development of a commissioning strategies for the provision of accommodation, care and support services for children with disabilities and care experienced children and young people.</li> <li>The introduction of live performance dashboards for each team</li> <li>Implemented new structures for grade 1, 2 &amp; 3 social workers in children's social care and continue market supplement to address vacancies for children's social workers.</li> <li>Implemented the care experienced children reduction strategy</li> <li>Established a Children's Services dataset for the Corporate Parenting Board that relates to KPIs and Strategy Priorities.</li> </ul>  |  |
| <a href="#">WBO1.1.5</a> | Improve adult social care with a new three-year strategic plan to tackle physical and mental health impacts of Covid-19 on people with care and support needs, and our workforce (SSWB)                  | <b>GREEN<br/>(Excellent)</b> | Quarter 4: During 2023-24, Adult Social Care developed a draft "Three-Year Plan for Sustainable Care and Support for Adults in Bridgend" which, sets out the strategic objectives, priorities and plans required to deliver sustainable and effective social care and wellbeing support for adults in the County Borough. The draft plan will be presented for pre-scrutiny in July 2024, followed by engagement events over the summer with the final plan being presented to Cabinet in the Autumn of 2024.  | Finalise and implement the plan  |
| <a href="#">WBO1.1.6</a> | Change the way our social workers work to build on people's strengths and reflect what matters to our most vulnerable citizens, the relationships they have and help them achieve their potential (SSWB) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: One year post launch of the new practice model with social care staff across ASC has seen the initial embedding of the model as evidenced through quality assurance activities such as audits and supervision. A series of 2 day training sessions on 'Strengths based, outcome focused practice' specifically aimed at leaders across ASC (Continuous Improvement Group members) was delivered February 2024 with course feedback highlighting the usefulness of the course. In children's social care the Signs of Safety model of social work practice is making good progress in being embedded. Staff have accessed 2 day and 5 day training sessions and feedback from partners and families is positive of the difference the "think family" approach is making. | Children's -To commence working groups on future operating model and development of services in Bridgend to prevent children and family need escalating. Adults – 'Strengths based, outcome focused practice' training to be widened for delivery to front line social care staff across BCBC. |
| <a href="#">WBO1.1.7</a> | Address the gaps in social care services such as care and support at home, specialist care homes for children and adults and recruiting more foster families (SSWB)                                      | <b>YELLOW<br/>(Good)</b>     | Quarter 4: We have developed 5-year commissioning strategies which were approved by Cabinet in April 2024 note all priorities across Adult and Children's Social Care some of which include placement sufficiency, the resetting of reablement and the recruitment of foster carers.   | Close working with Commissioning to ensure the delivery of the key actions as outlined in the Commissioning plans.   |

## WBO1.2: Supporting people in poverty to get the support they need / help they are entitled to

### Performance Indicators

| PI Ref & Aim                    | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|---------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CED43</a><br>WBO1.2 | Percentage of people supported through FASS (Financial Assistance and Support Service) where support has resulted in increased income through claims for additional/increased benefits and allowances (CEX) <b>Higher Preferred</b> | New 23-24      | New 23-24      | 60%          | <b>92%</b>            | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Base target set to monitor success of the scheme in supporting people to access benefits and allowances they are entitled to receive.<br><b>Performance:</b> The target overall has been exceeded due to an increase in clients presenting throughout the year to the service for support in benefit entitlement. In Q4 alone nearly half of the clients presenting required support with Personal Independence Payments (PIP). |
| <a href="#">CED44</a><br>WBO1.2 | Percentage of people supported through FASS who have received advice and support in managing or reducing household debt (CEX) <b>Higher Preferred</b>   | New 23-24      | New 23-24      | 60%          | <b>93%</b>            | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Base target set to monitor the success of the intervention by the Financial Assistance and Support Scheme<br><b>Performance:</b> The target for the service has been far exceeded during the last twelve months, this is due to FASS seeing an increase in those needing support to manage council tax and energy bill arrears as a result of the cost-of-living crisis.  |

## Commitments

| Code                     | Commitment  | Status                       | Progress this period   | Next Steps |
|--------------------------|---|------------------------------|--|------------|
| <a href="#">WBO1.2.1</a> | Support eligible residents to receive financial help through the Council Tax Reduction Scheme and to pay their energy bills by administering the UK Government's Energy Bill Support Scheme (CEX) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: The Energy Bill Support Scheme ended earlier in the year and all payments have been made. Council Tax Reduction Scheme (CTRS) applications are dealt with promptly, and at Q4 the average time (days) taken to process council tax reduction (CTR) new claims is 23.64 days, exceeding the target of 28 days and showing a trend of improving performance.  |            |
| <a href="#">WBO1.2.2</a> | Raise awareness of financial support available to residents (CEX)   | <b>GREEN<br/>(Excellent)</b> | Quarter 4: CAB have continued to provide a valuable service to residents across the county, including continuation of the extended drop-in service, for which the uptake is high. In the last quarter CAB have seen an increase in the number of clients presenting with issues such as benefit entitlement (126%), with 42% of issues relating to Personal Independence Payments. In the past twelve months, CAB have developed and implemented both an outreach and drop-in service, raising awareness of the support on offer to residents across the county. Take up of both services has been positive, with the drop in being extended from one day to two days per week in the latter half of the year. |            |

## WBO1.3: Supporting people facing homelessness to find a place to live

## Performance Indicators

| PI Ref & Aim  | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|---|--|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">DOPS39</a><br>WBO1.3                              | Percentage of people presenting as homeless or potentially homeless, for whom the Local Authority has a final legal duty to secure suitable accommodation. (CEX)<br><b>Lower Preferred</b> | 19.2%          | <b>7.6%</b>    | 10%          | <b>29%</b>            | ↓                           | Quarterly Indicator<br><b>Target Setting:</b> Target set to see reduction in the number who fall into the final legal duty category. This is where initial measures to relieve their homelessness within 56 days have failed.<br><b>Performance:</b> Since 2020 there have been a number of social, economic and legislative factors affecting housing and homelessness across Wales. It has acknowledged that there is housing shortage across the country. The only way in which someone can be prevented from becoming homeless or from having their homelessness relieved is to either save their tenancy/accommodation or, to secure alternative accommodation before the point they have to leave. It's highly unlikely that social housing will be a mechanism to prevent homelessness from taking place, although not impossible. The private rented sector is not a solution to prevention in a majority of cases we deal with due to the considerable disparity between what our applicants can afford in comparison to what the current market rent is. There is a disparity between social housing demand and supply. We have also seen larger households being made homeless from private rented accommodation, the stock to meet this need is one of the lowest type across all RSL's. We have also seen an increase in households requiring accessible accommodation being made homeless, the demand on accessible housing outweighs supply. Changes to the priority need definitions in legislation has resulted in almost all presenting as homeless being accepted under a final homeless duty where homelessness cannot be prevented. In addition, there are additional cases presenting through leaving refugee schemes Whilst we have adopted a rapid rehousing plan to mitigate the throughflow of homelessness, which primarily enables us to allocate a greater percentage of housing to those who are homeless, this must be balanced against the general public who are also in housing need. The numbers of households registered on the Bridgend common housing register are the highest that they have been in approximately 10 years. To not allocate accommodation to those households results in their circumstances deteriorating, priority increasing and in some cases to the extent they become homeless as their living situation becomes unsuitable and unreasonable to continue. |
| <a href="#">PAM/012</a><br><a href="#">(DOPS15)</a><br>WBO1.3 | Percentage of households threatened with homelessness successfully prevented from becoming homeless. (CEX)<br><b>Higher Preferred</b>  | 30.5%          | <b>19%</b>     | 20%          | <b>11%</b>            | ↓                           | Quarterly Indicator<br><b>Target Setting:</b> Target reduced to more realistic level considering the Welsh Government legislative changes in terms of priority need which has a significant impact on number of households included in this measure<br><b>Performance:</b> See comment for DOPS39 (above)   |

## Commitments

| Code                     | Commitment   | Status                      | Progress this period   | Next Steps  |
|--------------------------|--|-----------------------------|--|---|
| <a href="#">WBO1.3.1</a> | Develop a new homeless strategy with partners to deliver new projects to prevent and reduce homelessness (CEX) | <b>BLUE<br/>(Completed)</b> | Quarter 4: The Housing Support Programme Strategy 2022–2026 was approved by Cabinet in January and has been submitted to Welsh Government. An Independent consultant was commissioned to undertake a review to inform the strategy. This strategy outlines the Council's strategic priorities, our objectives and what we, alongside our partners aim to do over the next four years, to tackle homelessness across the county borough | Implement the action plan associated with the Housing Support Programme Strategy. |

## WBO1.4: Supporting children with additional learning needs to get the best from their education

## Performance Indicators

| PI Ref & Aim      | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| DEFS164<br>WBO1.4 | Percentage of schools that have an Additional Learning Needs (ALN) policy in place (EFS)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 100%         | 100%                  | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> In line with the Additional Learning Needs and Education Tribunal Act (Wales) 2018.<br><b>Performance:</b> Out of the 59 schools in consideration, 3 have a stand alone ALN policy and the other 56 have incorporated it within their Teaching and Learning policy, in line with the ALN code. There is no requirement for schools to have a stand-alone ALN policy. |

## Commitments

| Code     | Commitment   | Status              | Progress this period  | Next Steps |
|----------|--|---------------------|---|------------|
| WBO1.4.1 | Provide training to at least 60 school-based staff about ALN reform and how to support children with Additional Learning Needs (EFS) | BLUE<br>(Completed) | Quarter 4: Headteachers and additional learning needs co-ordinators (ALNCoS) in all Bridgend schools have received detailed training on ALN reform, as all schools have progressed towards full implementation. Support is also available from the Central South Consortium, as is training with support material available on Hwb. Individual ALNCoS monitor training and attendance of school-based staff, which is specific to each school. The provision of suitable training and information across our schools ensures that there is suitable support available for children and young people with additional learning needs when it is required. |            |

## WBO1.5: Safeguarding and protecting people who are at risk of harm

## Performance Indicators

| PI Ref & Aim     | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24       | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------|---|----------------|----------------|--------------------|-----------------------|-----------------------------|--|
| CH/003<br>WBO1.5 | Children's safeguarding referrals – decision making in 24 hours (SSWB)<br><b>Higher Preferred</b>                                 | New 22-23      | 99.53%         | 100%               | 99.69%                | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To continue to improve performance and ensure children are protected from harm<br><b>Performance:</b> Completed and monitored daily. During the year there was one occasion where compliance was missed due to scheduled maintenance on the network which meant that WCCIS was unavailable and 7 referrals were received after system shutdown.  |
| CORPB1<br>WBO1.5 | Percentage of safeguarding e-learning (including workbook) completions (ALL)<br><b>Higher Preferred</b>                           | 76.65%         | 77.33%         | 100%               | 82.73%                | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> All staff to complete training<br><b>Performance:</b> A review of the mandatory e learning models for all staff is ongoing to ensure the most important training is carried out first as a priority and to recognise prior learning and training for some staff where appropriate.   |
| SSWB62<br>WBO1.5 | Percentage of child protection investigations completed within required timescales (SSWB)<br><b>Higher Preferred</b>              | New 23-24      | New 23-24      | Establish Baseline | 77.78%                | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> New indicator for 2023/24 and system changes need to be made to enable accurate data capture.<br><b>Performance:</b> Section 47 compliance is monitored weekly and systems are currently being reviewed to ensure more informed and accurate reporting.   |
| SSWB63<br>WBO1.5 | Average waiting time (in days) on the Deprivation of Liberty Safeguards (DoLS) waiting list (SSWB). <b>Lower Preferred</b>        | New 23-24      | New 23-24      | Establish Baseline | 16 days               | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline data to be recorded in order to calculate an average and set future target<br><b>Performance:</b> The backlog of DoLS assessments has been addressed through utilising an independent DoLS assessor, following which we are now managing demand through existing resource.   |
| SSWB77<br>WBO1.5 | Percentage of Adult safeguarding inquiries which receive initial response within 7 working days (SSWB)<br><b>Higher Preferred</b> | New 22-23      | 84.19%         | 85%                | 81.85%                | ↘                           | Quarterly Indicator<br><b>Target Setting:</b> Target set to see improved performance<br><b>Performance:</b> This is slightly under target. The difficulties lie with the need to wait for information from partner agencies to complete the enquiry. The permanent recruitment of a Social Work Team Manager for the Safeguarding and Secure Estates now provides managerial oversight and support for adult safeguarding enquiries, this includes the revision of safeguarding processes. |



## Commitments

| Code                     | Commitment  | Status                   | Progress this period   | Next Steps   |
|--------------------------|---|--------------------------|--|--|
| <a href="#">WBO1.5.1</a> | Work as one Council on a strategic plan to improve our safeguarding arrangements (SSWB) | <b>GREEN (Excellent)</b> | Quarter 4: Corporate Safeguarding Officer is currently on maternity leave, discussions are being held about the distribution of work to ensure all Safeguarding forums continue to take place. Our Annual Corporate Safeguarding Report was presented to Cabinet in January, this reflected the current position in respect of safeguarding arrangements across the council. We also continue to hold regular Corporate Safeguarding board meetings to review safeguarding arrangements across the council with representation from all directorates analysing specific safeguarding data for each area. In 2024/25 all Council directorates will be required to undertake their own self-evaluation on safeguarding competency.<br>(EFS)The Education Engagement Team have delivered safeguarding training and all schools are currently in compliance with their training. The team have also delivered Designated Safeguarding Person training since September 2023 and schools have recently received additional Signs of Safety training sessions. Governor safeguarding training has been completed and will continue to be scheduled and delivered through face-to-face and virtual sessions. | Ensure all Safeguarding forums continue to take place.   |
| <a href="#">WBO1.5.2</a> | Safeguard children, young people and adults at risk of exploitation (SSWB)              | <b>AMBER (Adequate)</b>  | Quarter 4: The local authority has implemented an exploitation panel with positive feedback being received by social workers and partner agencies in raising awareness and responses to children at risk of exploitation. There are 2 workers supporting this agenda. Further work is required to ensure those roles are delivered equitably across the local authority. SWP have undertaken some work in respect of missing persons. This is an area in the Joint Inspection of Child Protection Arrangements Action plan that will continue to be monitored in respect of implementation. The Exploitation team in Bridgend is now well established. There is a regular multi-agency Exploitation panel held to consider those children who are or are at risk of being exploited and support services provided to address those concerns. The team will become a part of the Edge of Care team in 2024 with clear referral pathways for support being developed. In addition to local work, regional work has also been completed to develop a forum where data and themes are presented across the region to consider any emerging issues that need a strategic response.                        | To monitor the impact of the way of working and continue to work with regional partners to implement a regional model of practice. |

## WBO1.6: Help people to live safely at home through changes to their homes

## Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23     | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|--|----------------|--------------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CED45(a)</a><br>WBO1.6 | The average number of calendar days taken to deliver a Disabled Facilities Grant (DFG) for: a) low level access showers<br><b>Lower Preferred</b>    | New 23-24      | New 23-24          | 210 days     | <b>668 days</b>       | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline data to be recorded under the new category headings to calculate an average and set future targets. Data will continue to be reported as combined average while baseline data is gathered.   |
| <a href="#">CED45(b)</a><br>WBO1.6 | b) Stair lifts<br><b>Lower Preferred</b>   | New 23-24      | New 23-24          | 210 days     | <b>346 days</b>       | New 23-24                   | <b>Performance:</b> A concentrated effort on the implementation of grants under all categories for referrals dating back to 2019/20 has been successful, with full utilisation of the DFG budget in 2023/24. The average number of days taken to deliver a DFG will begin to reduce over the coming months, due to historical cases now being fully certified and closed. The final cumulative position of collective DFG's (averages number of days, all types) remains over target at 454 days due to the historical cases completed during the year. A total number of 234 jobs have been completed and certified during the year with 87% of these cases relating to the period 2017/18 through to 2022/23. The remaining 13% are referrals from the current year 2023/24. |
| <a href="#">CED45(c)</a><br>WBO1.6 | c) ramps<br><b>Lower Preferred</b>   | New 23-24      | New 23-24          | 210 days     | <b>694 days</b>       | New 23-24                   |  |
| <a href="#">CED45(d)</a><br>WBO1.6 | d) extensions (CEX)<br><b>Lower Preferred</b>  | New 23-24      | New 23-24          | 210 days     | <b>917 days</b>       | New 23-24                   |  |
| <a href="#">DOPS41</a><br>WBO1.6   | Percentage of people who feel they are able to live more independently as a result of receiving a DFG in their home (CEX)<br><b>Higher Preferred</b> | 100%           | data not available | 98%          | <b>98%</b>            | Trend data not available    | Quarterly Indicator<br><b>Target Setting:</b> To maintain performance while new records management systems are embedded<br><b>Performance:</b> The overall position for the year is positive with all those residents receiving a service being satisfied with the adaptations made to their homes enabling them to remain in their own home independently and safely. The issues faced in the first six months of the year, with the absence of a process to collect information from residents has been resolved, with the process now firmly embedded.  |

## Commitments

| Code                     | Commitment  | Status                   | Progress this period  | Next Steps |
|--------------------------|---|--------------------------|---|------------|
| <a href="#">WBO1.6.1</a> | Improve the process and access to grants for older and disabled people who need to make changes to their home (CEX) | <b>GREEN (Excellent)</b> | Quarter 4: The new MasterGov system was implemented in year and is fully operational, streamlining and supporting the process for residents to apply for a DFG. The system has aided the team in having a clear and transparent process for addressing referrals in a timely manner. A fully digitised process has also been implemented for payment of works to contractors, creating efficient and effective budget management. With the addition of a DFG Caseworker in the team, coordination of adaptations from point of referral through to completion has been created with a partnership approach to providing a positive service to the end user. |            |

## WBO1.7: Support partners to keep communities safe

## Performance Indicators

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| PI Ref & Aim                      | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24     | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-----------------------------------|---|----------------|----------------|------------------|-----------------------|-----------------------------|--|
| <a href="#">CED46</a><br>WBO1.7   | Number of instances where CCTV supports South Wales Police in monitoring incidents (CEX)<br><b>Higher Preferred</b>   | New 23-24      | New 23-24      | Baseline Setting | 944                   | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> To collect, monitor and analyse the first year of data in order to set a meaningful target and rationale going forward<br><b>Performance:</b> This is a new PI for 23-24 and this year's data will give us an understanding of the total amount of incidents reported or picked up by operatives via CCTV and reported to South Wales Police (SWP). The number incidents across the Borough each quarter has been fairly consistent throughout the year, averaging around 236 each quarter. The support provided by CCTV operatives is vital for both the council and SWP in helping to deal with incidents across Bridgend and helping keep members of the public and local communities safe. |
| <a href="#">CORPB2</a><br>WBO1.7  | Percentage of council staff completing Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) training (Level 1) (ALL)<br><b>Higher Preferred</b> | New 23-24      | 73.45%         | 100%             | 75.54%                | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> All staff to complete training<br><b>Performance:</b> A review of the mandatory e learning models for all staff is ongoing to ensure the most important training is carried out first as a priority and to recognise prior learning and training for some staff where appropriate.   |
| <a href="#">DEFS161</a><br>WBO1.7 | Percentage of children being released from custody who attend a suitable education, training and employment (ETE) arrangement (EFS)<br><b>Higher Preferred</b>  | New 23-24      | New 23-24      | 100%             | DATA REDACTED         |                             | Quarterly Indicator<br><b>Target Setting:</b> As per conditions of release from custody, it is important that children engage in suitable education, training or employment arrangements.<br><b>Performance:</b> This data cannot be included in the dashboard. Current children in custody figures are extremely low, therefore there are GDPR implications in reporting this data. However, the low numbers demonstrate a positive outcome for Bridgend Youth Justice Service, as this indicates that there is effective prevention in place to stop children receiving custodial sentences.   |

## Commitments

| Code                     | Commitment  | Status               | Progress this period   | Next Steps |
|--------------------------|---|----------------------|--|------------|
| <a href="#">WBO1.7.1</a> | Invest £750K 'safer streets' funding into extra CCTV, youth activities and women's self-defence classes (CEX)     | BLUE<br>(Completed)  | Quarter 4: Safer Street funding was secured from the Home Office to help reduce anti-social behaviour, crime, and other offences across the County Borough. The funding included the implementation of additional fixed CCTV cameras in key areas following consultation with officers in BCBC, police and third sector. The funding was also used to purchase additional re-deployable CCTV cameras to deter offenders' behaviour, provide evidential capture and reassure communities. New and improved CCTV signage was also produced and installed across the County Borough in these areas. Women's self-defence classes have been delivered throughout quarter 1 and quarter 2, in April 2023 (Pencoed - 4 Courses with 53 female delegates), July 2023 (Bridgend 1 course delivered to 20 Bridgend Independent Domestic Violence Advisors) and August/September 2023 (8 Courses with 108 female delegates). This means that because of this funding women and young girls have received such training, improving their quality of life, improving their confidence, and reducing the chances of them becoming a victim of violence in the future. Furthermore, there will be ongoing benefits/value via DA Advisors who attended the inputs and will be able to pass this advice on to others/victims.            |            |
| <a href="#">WBO1.7.2</a> | Identify children who are more likely to offend and provide them with support to reduce offending behaviour (EFS) | GREEN<br>(Excellent) | Quarter 4: The multi-agency prevention panel has expanded further to include wider multi-agency partnerships who both identify children relevant for Bridgend Youth Justice Service (YJS) but also can receive cases who are not eligible for YJS interventions at the point of referral. Partners can also raise cases at the panel to ensure the exit strategy for the child from any service is considered. A resettlement panel is in place which is held monthly, and is inclusive of representation from corporate parenting, housing services, youth justice services, probation, education, custody services and children services. This panel ensures that transition and resettlement planning for those children is proactive and meets the needs of the child A new prevention assessment tool created by the Youth Justice Board has now been developed and will be integrated into the YJS ChildView system in May 2024. This tool provides an in-depth risk of offending, risk of harm and child safety and wellbeing assessment for children at risk of entering criminal justice services. The Youth Endowment Fund Trauma Recovery project is now in its sixth month of operation and trauma practice is now further developed in relevant service areas (early help, youth support and edge of care). |            |

## WBO2: A County Borough with fair work, skilled, high-quality jobs and thriving towns

### WBO2.1: Helping our residents get the skills they need for work

#### Performance Indicators

| PI Ref & Aim                     | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24       | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|----------------------------------|---|----------------|----------------|--------------------|-----------------------|-----------------------------|---|
| <a href="#">DEFS82</a><br>WBO2.1 | Number of participants in the Employability Bridgend programme going into employment. (COMM)<br><b>Higher Preferred</b>                         | 556            | 392            | 350                | 366                   | Trend not applicable        | Quarterly Indicator<br><b>Target Setting:</b> Annual target set to maximise use of funding secured for that year. Funding arrangements can vary from year to year depending on funding source therefore targets are not comparable<br><b>Performance:</b> From a slow start to the year, where we were closing all of the old EU funded projects which ceased delivery in March 2023, and simultaneously starting all of the new UK Government and Welsh Government projects from 1st April 2023, and one of our existing Welsh Government contracts, CFW+, introduced new rules, targets and approaches from 1st April 2023, which meant that there were significant changes in the roles of team members and the nature of projects we deliver which were not conducive to achieving targets in these early months. Clarification from funders on eligibility criteria also delayed the claim process. All of this made achieving targets challenging, so this backlog has carried over to the later part of the year. Existing staff on the previous projects transferred to the new projects between April and October 2023, therefore we did not have the new projects fully staffed until towards the end of Q2 and we are still expanding and recruiting with 7 vacancies (5 of which are new posts added to the structure to support workload) still vacant out of 69 team members, of which 68 are project and not core funded. We are also currently claiming outcomes, as per compliance rules which are required for our funders, upon closure of the entire file when the participant leaves the project, as these clients can require a high level of support, it can be some time before they leave us. Therefore, the claimed figures do not reflect the work completed or show pipeline outputs and outcomes, which are much higher. This is different to last year, where we could immediately claim outcome. We were expecting that by Q4 we would have a significant number of clients who have come through the system and are claimed, however, due to staff turnover the support team, which includes compliance, went from 7 members of staff to 3, there is a significant backlog of files to close. The UK Government projects, People and Skills and Multiply has targets over 2 years, from 2023-25, with no specific targets for 2023-24 so it will be in Q4 of 2024-25 that all of the targets for this part of our operation will be achieved and fully claimed. |
| <a href="#">DEFS84</a><br>WBO2.1 | Number of under-employed participants leaving Employability Bridgend with an improved labour market position. (COMM)<br><b>Higher Preferred</b> | 84             | 107            | 100                | 93                    | Trend not applicable        | Quarterly Indicator<br><b>Target Setting:</b> First year of reporting. Baseline to be established.<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward. The new Adult Social Care Mental Health team are co-located within ARC to develop and enhance partnership working. This will support an increase in appropriate referrals.  |
| <a href="#">SSWB64</a><br>WBO2.1 | Number of referrals to the employment service in ARC (SSWB)<br><b>Higher Preferred</b>  | New 23-24      | New 23-24      | Establish Baseline | 213                   | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> First year of reporting. Baseline to be established.<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward. The new Adult Social Care Mental Health team are co-located within ARC to develop and enhance partnership working. This will support an increase in appropriate referrals.  |

#### Commitments

| Code                     | Commitment   | Status            | Progress this period   | Next Steps   |
|--------------------------|--|-------------------|--|--|
| <a href="#">WBO2.1.1</a> | Invest £22m of Shared Prosperity Funding in projects in the County Borough by 2025, with third sector partners, including in people and skills, supporting local businesses, and developing communities and place (COMM) | YELLOW (Good)     | Quarter 4: The programme is now live and fully operational. All grant funds were agreed by Cabinet in June 2023 and applications received have been assessed against the funding criteria. A large number of key, strategic procurement exercises have been undertaken and contractors are still in place. The Economic Programme Board continues to monitor programme delivery and all claims and reports have been submitted to UK Government, via RCT who are the 'regional lead'.  | Delivery of the 2024/25 Shared Prosperity Fund programme and commence scoping and development of future phases of the programme. |
| <a href="#">WBO2.1.2</a> | Employability Bridgend will work with funders and partners, including the Inspire to Work Project to deliver a comprehensive employability and skills programme (COMM)   | GREEN (Excellent) | Quarter 4: The new Employability Bridgend programme was successfully launched on 29th June 2023 and was attended by multiple agencies and organisations. The new wellbeing focussed employability offer was showcased at the public facing event held in the Bowls Hall in Halo. Partnership meetings continue to be held monthly in various locations across the borough and are attended by key local groups and organisations with the aim of working together and preventing duplication, with new organisations being added as appropriate. A feasibility study, funded through SPF has been successfully created based on feedback from this network and there is a steering group that feeds back to the network. |  |
| <a href="#">WBO2.1.3</a> | Help people with support needs to overcome barriers to work and get jobs (SSWB)  | GREEN (Excellent) | Quarter 4: This work is being progressed as part of the review of day opportunities. Relationships with employability have been strengthened, some people are being given volunteering opportunities in the Day Service. A regional workstream has been established for Neuro Diversity and Learning Disability. A stakeholder meeting was held in February 24 to identify   | Work stream to continue to meet to   |



|  |  |  |   |                                   |
|--|--|--|---|-----------------------------------|
|  |  |  | current provision and networks between providers. There is existing support in the ARC and an embedded worker in the 16+ team as well as supported training and employment in wood-b and b-leaf. Further work is needed in 2024-25 to strengthen support from employability for people with care and support needs. | develop a local and regional plan |
|--|--|--|---|-----------------------------------|

## WBO2.2: Making sure our young people find jobs, or are in education or training

### Performance Indicators

| PI Ref & Aim                      | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-----------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">DEFS80</a><br>WBO2.2  | Number of participants in the Employability Bridgend programme supported into education or training (COMM)<br><b>Higher Preferred</b>  | 342            | 387            | 727          | 76                    | Trend not applicable        | Quarterly Indicator<br><b>Target Setting:</b> Annual target set to maximise use of funding secured for that year. Funding arrangements can vary from year to year depending on funding source therefore targets are not comparable<br><b>Performance:</b> See comment for DEFS82 and DEFS84 above  |
| <a href="#">PAM/046</a><br>WBO2.2 | The percentage of Year 11 leavers from schools in the authority identified as not being in education, employment or training (NEET) in the Careers Wales Annual Destination Survey Statistics. (EFS)<br><b>Lower Preferred</b> | 1%             | 1.6%           | 1.5%         | 1.4%                  | ↑                           | Annual Indicator<br><b>Target Setting:</b> This target reflects the current position where more young people are identifying with a range of complex issues, impacting their progression into education, employment or training.<br><b>Performance:</b> For the 2022-2023 academic year, Bridgend's performance betters the all-Wales average for percentage of Year 11 school leavers presenting as not in education, employment or training. This is also an improvement on the previous year (1.6%). When compared against other local authorities, this figure places Bridgend in 4th, behind Newport, Vale of Glamorgan and Neath Port Talbot respectively. |

### Commitments

| Code                     | Commitment   | Status               | Progress this period   | Next Steps   |
|--------------------------|--|----------------------|--|--|
| <a href="#">WBO2.2.1</a> | Increase employment and training opportunities in the County Borough for young people aged 16 to 24 years old (COMM)   | GREEN<br>(Excellent) | Quarter 4: Employability Bridgend staff attended all schools on both A level and GCSE results days in August 2023 to offer support and advice on next steps, and work and training opportunities. The Annual Jobs Fair was held in September 2023, with many agencies supporting Employability Bridgend in providing advice and guidance to young people, and a specific section focusing on getting jobs within the council for young people. We have continued to engage with projects funded by Young Persons Guarantee providers to share information which can help with engaging and supporting those utilising the funding. We have made good progress in developing a specific menu of training aimed at young people including engagement opportunities such as the Digital Futures Festival leading to pathways into the digital sector. |  |
| <a href="#">WBO2.2.2</a> | Employ and develop a well-motivated, well supported, qualified social care workforce in the Council and with partners. Fill vacancies in our social care services and reduce dependence on agency workers (SSWB) | GREEN<br>(Excellent) | Quarter 4: Across Adults and Children's Social Care we have seconded 15 staff and appointed 8 social work trainees to undertake a social work degree programme. We are currently consulting with staff to further improve the current learning and development training programme for 2023-24 which supports newly qualified practitioners within Bridgend.  | Maintain our learning and development training programme which supports newly qualified practitioners within Bridgend. |
| <a href="#">WBO2.2.3</a> | Bridgend Music Service will further develop links with universities and conservatoires to develop music skills in young people that lead to jobs (EFS)   | BLUE<br>(Completed)  | Quarter 4: The Bridgend Music Service works closely with the Seren Network, which supports pupils to achieve their academic potential and gain access to leading universities. The music service has also supported Seren welcome events by providing musical items performed by Seren students (19th October 2023, 8th December 2023). The service works with the British Army, who have been involved in side-by-side rehearsals and concerts (18th October 2023). Links have been established with the Royal Welsh College of Music and Drama and BBC National Orchestra of Wales, with a side-by-side rehearsal planned for April 2024. The Benedetti Foundation has carried out residential sessions in September 2023, working with pupils at primary schools and upskilling teachers and music service staff.                               |  |

## WBO2.3: Improving our town centres, making them safer and more attractive

## Commitments

| Code                     | Commitment   | Status                          | Progress this period   | Next Steps  |
|--------------------------|--|---------------------------------|--|---|
| <a href="#">WBO2.3.1</a> | Deliver £1.3m of Transforming Towns investment across our town centres in partnership with Welsh Government over the next three years to improve the economic sustainability of our town centres (COMM)                              | <b>YELLOW<br/>(Good)</b>        | Quarter 4: The Transforming Towns programme has covered the delivery of 2 new placemaking plans for Maesteg and Porthcawl Town Centres', commercial premises grants, and match funding for project designs and feasibility work, which are currently in the process of being delivered. Whilst not all the funding is allocated in year the team will continue to work with businesses in the community to bring schemes forward in 24/25 as the funding is for three years. | Continue the Transforming Town Grant funding scheme into 24/25.   |
| <a href="#">WBO2.3.2</a> | Prioritise the replacement of the Penprysg Road Bridge and removal of the level crossing in Pencoed and seek funding from UK Government for this project (COMM)  | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: Unfortunately, there is no progress on this project. After discussions with the UK Government Levelling Up Department, it's been identified that we are also not eligible for LUF funding for this project.   | Our next steps will be to work with Transport for Wales and Network Rail to consider funding options.                   |
| <a href="#">WBO2.3.3</a> | Redevelop Bridgend Central Station including improving the front public area with a transport interchange at the rear, providing links between bus services and trains, in partnership with Welsh Government and Network Rail (COMM) | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: Unfortunately, there is no progress on this project. We have continued to investigate possible funding options and how partnership working with UK Government, Welsh Government and Transport for Wales could assist.   | Our next steps will be to work with Welsh Government, Transport for Wales and Network Rail to consider funding options. |

## WBO2.4: Attracting investment and supporting new and existing local businesses

## Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24     | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|--|----------------|----------------|------------------|-----------------------|-----------------------------|--|
| <a href="#">CED47</a><br>WBO2.4    | Number of local businesses attending procurement workshops (CEX). <b>Higher Preferred</b>                | New 23-24      | New 23-24      | Baseline Setting | 0                     | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> Provide workshops in line with our procurement strategy and the introduction of supplier relation management<br><b>Performance:</b> There has been a significant delay on running procurement workshops due to capacity within the team.  |
| <a href="#">CED48</a><br>WBO2.4    | Percentage local spend on low value purchases and contracts under £100,000 (CEX) <b>Higher Preferred</b> | New 23-24      | 2.93%          | 4%               | 45.22%                | ↑                           | Annual Indicator<br><b>Target Setting:</b> Increase the amount of local spends on low value purchases and contracts under £100,000.<br><b>Performance:</b> There has been a significant increase in local spend on lower value contracts as these have been awarded by a tender process this year. Small, Medium Enterprises (SMEs) and local suppliers are generally in a position to tender for lower value contracts as they do not have the capacity to tender for higher value contracts. |
| <a href="#">DCO23.03</a><br>WBO2.4 | Number of businesses receiving support through Shared Prosperity Funding (COMM) <b>Higher Preferred</b>  | New 23-24      | New 23-24      | 20               | 25                    | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Base target set to monitor the number of businesses supported and support economic growth<br><b>Performance:</b> The team were able to support more businesses in 23/24 than initially considered due to a level of local demand for support available.   |
| <a href="#">DCO23.04</a><br>WBO2.4 | Number of business start-ups assisted (COMM) <b>Higher Preferred</b>                                     | New 23-24      | New 23-24      | 52               | 219                   | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> New indicator. Base target set to monitor the number of businesses supported and support economic growth<br><b>Performance:</b> The team were able to support more businesses in 23/24 than initially considered due to a level of local demand for support available.  |

## Commitments

| Code                     | Commitment   | Status                       | Progress this period  | Next Steps  |
|--------------------------|--|------------------------------|---|---|
| <a href="#">WBO2.4.1</a> | Invest in business start-ups in the County Borough by providing both professional and grant support, supporting key growth sectors like research and development, finance and the green economy (COMM) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: In close liaison with the needs and demands of the local business community, the team have been able to provide support through a range of grant funds, advice sessions, web material and face to face networking and event opportunities. | Continue to deliver support services as set out in the Communities Directorate Business Plan, 2024/25 |

|                          |  |                         |  |   |
|--------------------------|--|-------------------------|--|---|
| <a href="#">WBO2.4.2</a> | Helping local businesses to tender for public sector work through our Supplier Relation Management (SRM) project and external procurement webpage, supporting local businesses to be viable post-covid (CEX) | <b>AMBER (Adequate)</b> | Quarter 4: Staffing and capacity has had an impact on the progress of this project. The external webpage has been successfully developed and is now live however we have not been able to progress further to promote this to suppliers or arrange workshops to engage with suppliers directly.  | New legislation is scheduled to come into effect in October 2024. This will require changes to our Contract Procedure Rules and our ways of engaging with local businesses. Supplier workshops will be arranged during the transition period. |
| <a href="#">WBO2.4.3</a> | Work with the Cardiff City Region (CCR) and its 10 local authorities to think regionally about planning, transport and economic development (COMM)   | <b>YELLOW (Good)</b>    | Quarter 4: Officers have continued to work on regional engagement with Cardiff Capital Region (CCR) throughout the year as it has transitioned into a Corporate Joint Committee (CJC). There has been continued attendance at Welsh Government working groups, with key members of local authorities looking at the implications of the Corporate Joint Committee (CJC) having strategic responsibility for economic development, transport, and planning. Also, we have continued to work with Officers from CCR on a range of strategic projects and grant funded schemes including the metro link and Ewenny Road in Maesteg. |   |

## WBO2.5: Making the council an attractive place to work

### Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|------------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">CED29(a)</a><br>WBO2.5 | The proportion of staff reporting through survey that they agree or strongly agree with the statement: a) I feel every department is working towards the same common goal. <b>Higher Preferred</b> | 38%            | 41%            | 42%          | 35%                   | ↓                           | Annual Indicator<br><b>Target Setting:</b> Target set to show increase in positive feedback from staff in comparison to the previous survey conducted (22-23 actuals)<br><b>Performance:</b> It is disappointing to see the recent results have not improved since last year, and whilst it isn't possible to know the reason for the less positive responses from staff, there was a 41.9% reduction in survey completions across the workforce which would have impacted the overall results. It is difficult to know whether the lower response rate illustrates that the majority of 'silent' staff are satisfied or 'dissatisfied' so it is proposed to undertake additional focus group work to get underneath the headline results. Following the survey, an action plan will now need to be developed, as it is every year, to agree on steps that need to be taken to improve on these results. A focus will also need to be given to demonstrate to staff that their views are listened to and acted upon, [currently a 'you said', 'we did' section is available on the staff intranet] to encourage and increase the number of completions in the next annual staff survey which will hopefully improve future staff responses. |
| <a href="#">CED29(b)</a><br>WBO2.5 | b) I am satisfied with BCBC as an employer <b>Higher Preferred</b>   | 73%            | 67%            | 74%          | 66%                   | ↙                           |   |
| <a href="#">CED29(c)</a><br>WBO2.5 | c) Working here makes me want to perform to the best of my ability <b>Higher Preferred</b>   | 78%            | 77%            | 79%          | 73%                   | ↙                           |   |
| <a href="#">CED29(d)</a><br>WBO2.5 | d) I feel that BCBC values its employees' ideas and opinions <b>Higher Preferred</b>   | 47%            | 40%            | 48%          | 39%                   | ↙                           |   |
| <a href="#">CED29(e)</a><br>WBO2.5 | e) Do you think there are opportunities for two-way communication to discuss and raise ideas and issues? <b>Higher Preferred</b>   | 82%            | 84%            | 85%          | 85%                   | ↑                           |   |
| <a href="#">CED49(a)</a><br>WBO2.5 | Percentage of staff reporting through survey that they agree or strongly agree with the statement: a) I feel supported to manage my personal wellbeing whilst in work. <b>Higher Preferred</b>     | New 23-24      | 70%            | 71%          | 67%                   | ↙                           |   |
| <a href="#">CED49(b)</a><br>WBO2.5 | b) The council is dedicated to taking positive action to support employees achieve a positive sense of wellbeing in their working lives (CEX) <b>Higher Preferred</b>                              | New 23-24      | 53%            | 54%          | 50%                   | ↙                           | Quarterly Indicator<br><b>Target Setting:</b> Collect baseline data to understand how many staff are accessing the extranet to set a meaningful target and rationale for future<br><b>Performance:</b> This project has not been able to start in 23/24, go-live date has not yet been agreed as this will depend on when single sign-on (SSO) has been completed, and training documents and support are in place.   |
| <a href="#">CED50</a><br>WBO2.5    | Number of sign up of new subscribers to the staff extranet (CEX) <b>Higher Preferred</b>   | New 23-24      | New 23-24      | Baseline     | 0                     | New 23-24                   |   |

### Commitments

| Code                     | Commitment   | Status                   | Progress this period   | Next Steps   |
|--------------------------|--|--------------------------|--|--|
| <a href="#">WBO2.5.1</a> | Improve the Council's culture as an employer, offering fair work opportunities to current and potential employees. Use the views of our workforce to make improvements, develop and motivate employees and improve staff retention (CEX) | <b>GREEN (Excellent)</b> | Quarter 4: Throughout the year the council has continued to promote itself as an employer of choice and ensure that both current and potential employees have access to opportunities for development. We have renewed the disability confident status, implemented the real living wage and continued to promote Health and Wellbeing and self-care. A number of policies have been renewed, some awaiting approval, and there has been positive progress in "growing our own" programme. | Further work to better understand the staff survey responses and seek to implement measures that address the main concerns |



## WBO2.6: Ensuring employment is fair, equitable and pays at least the real living wage

### Performance Indicators

| PI Ref & Aim                    | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|---------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CED54</a><br>WBO2.6 | Number of real living wage employers identified (CEX)<br><b>Higher Preferred</b> | New 23-24      | 235            | 249          | 250                   | ↑                           | Annual Indicator<br><b>Target Setting:</b> Increase the number of suppliers replying and becoming accredited<br><b>Performance:</b> Further to the 235 employers we identified as Real Living Wage employers in 22/23, we have added 15 more to this list in 23/24. This has been achieved by actively working with our suppliers and requesting this information in our tender documentation. |

### Commitments

| Code                     | Commitment  | Status            | Progress this period   | Next Steps   |
|--------------------------|---|-------------------|--|--|
| <a href="#">WBO2.6.1</a> | Encourage our suppliers to become real living wage employers (CEX)      | GREEN (Excellent) | Quarter 4: We have worked with our current and new suppliers to promote becoming RLW employers, to find out whether they are aware of the RLW, already accredited, or working towards accreditation.   | We will continue this into 2024-25 and will be reviewing when necessary. |
| <a href="#">WBO2.6.2</a> | Encourage employers to offer growth/training options to employees (CEX) | GREEN (Excellent) | Quarter 4: We have encouraged our suppliers to offer their employees training opportunities relevant to the job and to keep any necessary training employees need up-to-date by including this within our standard tender documentation. Bidders must respond to the relevant questions as part of their bid. Contract managers will be monitoring supplier contracts to ensure they are fulfilling their tender response and ultimately their contract. |  |

## WBO3: A County Borough with thriving valleys communities

### WBO3.1: Investing in town centres, including Maesteg town centre

#### Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|------------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">DCO23.01</a><br>WBO3.1 | Number of commercial properties assisted through the enhancement grant scheme (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 2            | 4                     | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> To allocate the grant appropriately to successful applicants in line with funding terms<br><b>Performance:</b> In 23/24 we have successfully managed to assist 4 commercial properties through the enhancement grant scheme. We are able to accept applications at any point in time as there are no funding rounds, and encourage as many projects as possible to come forward. |

### Commitments

| Code                     | Commitment   | Status            | Progress this period  | Next Steps |
|--------------------------|--|-------------------|---|------------|
| <a href="#">WBO3.1.1</a> | Complete a Placemaking Strategy for Maesteg town centre to improve the environment and support future investment bids (COMM)                               | GREEN (Excellent) | Quarter 4: The Placemaking Plan for Maesteg has been commissioned and prepared. A consultation has been completed with the public and external stakeholders on the draft plan, and the final draft is ready for sign off by Cabinet in summer 2024. |            |
| <a href="#">WBO3.1.2</a> | Develop a commercial property enhancement grant for all valley high streets, to make them look better and bring properties back into commercial use (COMM) | YELLOW (Good)     | Quarter 4: The Commercial Property Enhancement Grant has been developed and marketed. 1 project is underway, however take up has been slow and a further marketing exercise is to be completed.   |            |

## WBO3.2: Creating more jobs in the valleys

## Commitments

| Code                     | Commitment   | Status                          | Progress this period   | Next Steps   |
|--------------------------|--|---------------------------------|--|--|
| <a href="#">WBO3.2.1</a> | Develop funding bids for our valleys, to enhance the economy and stimulate new job opportunities (COMM)                      | <b>YELLOW<br/>(Good)</b>        | Quarter 4: A detailed grant bid to the Cardiff Capital Region (CCR) Northern Valley's Initiative has been submitted and we are awaiting consideration and decision. If successful we will be able to develop a range of industrial premises as set out in WBO3.2.2 below.  |  |
| <a href="#">WBO3.2.2</a> | Increase the amount of land and premises available for businesses, including industrial starter units, in the Valleys (COMM) | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: No progress yet as we are awaiting the outcome of the grant bid outlined in WB03.2.1  | Continue to seek out and progress bids for funding to bring premises & land forward for business growth in the valleys.  |
| <a href="#">WBO3.2.3</a> | Provide new facilities for supported training for people with learning disabilities at Wood B and B-Leaf in Bryngarw (SSWB)  | <b>GREEN<br/>(Excellent)</b>    | Quarter 4: For 23-24 the focus has been on conducting a feasibility study on what might be achievable, indicative costs, and sources of funding. The council has supported Awen with feasibility funding for the next stage of project design and development at RIBA 3. The tender was awarded and design work has continued to progress and will seek planning views in regards to potential development due to the location within Bryngarw Park. Securing planning permission will be advantageous to securing the external funding that is needed to progress this project. | Work in partnership with Awen to complete feasibility study to RIBA 3 and identify options for investment, maybe as an integrated community hub. Seek advice from planning on any considerations needed. |

## WBO3.3: Improving community facilities and making them more accessible

## Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24       | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|------------------------------------|--|----------------|----------------|--------------------|-----------------------|-----------------------------|---|
| <a href="#">DCO23.11</a><br>WBO3.3 | Value of investment with Community Asset Transfers (CATs) in Valleys (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | £200,000           | <b>£296,662</b>       | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> Level of external investment exceeds Council's CAT Fund allocations for the year. External investment target of £200K for CAT projects in valley communities<br><b>Performance:</b> A total of £624,900 of inward external investment was attributed to CAT related projects against a target of £400,000 for the year. In addition, there is substantial external investment via the UK Governments Community Ownership Fund, Welsh Governments Community Facilities Programme, Sports Wales and Cymru Football Foundation already in the pipeline for 2024-25. |
| <a href="#">SSWB65</a><br>WBO3.3   | Number of visits to venues for all purposes (SSWB)<br><b>Higher Preferred</b>                          | New 23-24      | New 23-24      | Establish Baseline | 353,782               | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Baseline to be set with new approach to capturing participation across a range of facilities within the valleys.<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward. During the year we have captured data on visits across 4 venues - Maesteg pool, Maesteg sports centre, Ogmore Valley Centre and Garw Valley Centre.  |

## Commitments

| Code                     | Commitment   | Status                      | Progress this period   | Next Steps   |
|--------------------------|--|-----------------------------|--|--|
| <a href="#">WBO3.3.1</a> | Progress with Community Asset Transfers in the valleys, including Llangynwyd Playing Fields, to protect these valuable community assets for future generations (COMM)          | <b>AMBER<br/>(Adequate)</b> | Quarter 4: Only 3 CATs out of an original target of 5 were finalised in the Valley areas during 2023-24 (Bettws, Llangynwyd & Garth Park, Maesteg). The number of transfers were impacted by property issues such as land title that could not be resolved due to limitations of staff resources within the Corporate Landlord and Legal Services which was further compounded by a prolonged staff absence by a member of staff due to illness. | CATs to be finalised in 2024-25 will need to be prioritised to reflect the current backlog and limitations of internal staff resources. In addition, external factors such as funding will also need to be considered. The feasibility of further streamlining the preparation of heads of terms and leases based on standard templates will also need to be considered to speed up the CAT process. |
| <a href="#">WBO3.3.2</a> | Redevelop the Ewenny Road site, including new and affordable homes, an enterprise hub, open space and green infrastructure, in partnership with the adjoining landowner (COMM) | <b>YELLOW<br/>(Good)</b>    | Quarter 4: Significant progress throughout the year, with planning permission granted for a mixed-use development, the site being marketed for sale, with good interest. Awaiting confirmation from Cardiff Capital Region (CCR) on the revised timeline and milestones for completion.  |  |

|                          |  |                             |   |  |
|--------------------------|--|-----------------------------|---|--|
| <a href="#">WBO3.3.3</a> | Deliver additional activities in community venues in the Valleys, including digital activities (SSWB)  | <b>AMBER<br/>(Adequate)</b> | Quarter 4: This is a planning phase and project delivery is mainly intended to take place in 2024-25 using external funding support via shared prosperity fund. Consultant support has been secured in quarter 4 to take forward a digital development project involving 5 community venues and identifying how venue staff and volunteers can be more skilled and confident to use digital approaches including the streaming of activities. A development plan has been created.  | Continue to develop and promote library usage in valleys communities in line with the review of library services following Council request for a new approach to be explored. Continue to deliver the development project in partnership with community centres. |
| <a href="#">WBO3.3.4</a> | Increase participation in physical and mental wellbeing programmes and leisure activities at Maesteg Town Hall, Garw and Ogmore Valley Life Centre, Maesteg Swimming Pool and Maesteg Sports Centre (SSWB) | <b>YELLOW<br/>(Good)</b>    | Quarter 4: New focus on developing opportunities that build social connections and mental wellbeing, beyond visits that are for physical wellbeing purposes only. This has included activities beyond fitness or swimming and includes group activities that are therapeutic or combat loneliness and isolation by bringing people together. Total visits at halo operated facilities for all purposes have been captured and seeing growth although there is a need for external funding to support specific services and programmes. The life centres are now supporting people to maintain both physical and mental wellbeing. | Plan for investing in programming to increase usage and income at identified centres. BCBC is reviewing some reduced hours if unproductive times are identified at some venues going forward.  |

### WBO3.4: Improving education and skills in the Valleys

#### Commitments

| Code                     | Commitment   | Status                          | Progress this period   | Next Steps   |
|--------------------------|--|---------------------------------|--|--|
| <a href="#">WBO3.4.1</a> | Establish three new Flying Start provisions, offering free childcare for two-year-olds in Nantymoel, Ogmore Vale and Pontycymmer (EFS) | <b>BLUE<br/>(Completed)</b>     | Quarter 4: Flying Start Nurseries at Pontycymmer, Nantymoel and Ogmore Vale are now fully registered with Care Inspectorate Wales, and are operating morning and afternoon sessions. A total of 60 children are currently in attendance across the three settings. |  |
| <a href="#">WBO3.4.2</a> | Open Welsh-medium childcare in the Ogmore Valley and Bettws, with 32 full-time-equivalent childcare places (EFS)                       | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: There is interest from childcare providers at the Bettws and Blaengarw settings, however, the lease documentation is still not complete, meaning that neither opportunity is able to be opened to tender.   | Corporate Landlord have indicated that the required documentation will be available by May 2024. Due to timeframes for advertising the opportunity and registering the provision, the sites are not expected to be operational until at least November 2024. |

### WBO3.5: Investing in our parks and green spaces and supporting tourism to the valleys

#### Commitments

| Code                     | Commitment   | Status                      | Progress this period   | Next Steps |
|--------------------------|--|-----------------------------|--|------------|
| <a href="#">WBO3.5.1</a> | Develop a regeneration strategy for the valleys (including Ogmore and Garw Valleys) (COMM)         | <b>YELLOW<br/>(Good)</b>    | Quarter 4: There has been good progress overall in developing the Valley Regeneration Strategy. Extensive consultations have taken place throughout the three valley areas and have included stakeholder and public engagement sessions. A draft strategy is now being prepared for consultation in the summer of 2024.                        |            |
| <a href="#">WBO3.5.2</a> | Work with the Cwm Taf Nature Network Project to improve access to high quality green spaces (COMM) | <b>BLUE<br/>(Completed)</b> | Quarter 4: The Cwm Taf Nature Network (CTNN) completed its delivery during 23/24 and the evaluation report demonstrated the project had been a success. Key elements, where applicable, in relation to future opportunities were then integrated into the delivery of the Green Spaces Enhancement project which is now live at a local level. |            |

### WBO3.6: Encourage the development of new affordable homes in the valleys

#### Performance Indicators

| PI Ref & Aim                    | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|---------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">CED55</a><br>WBO3.6 | Number of additional affordable homes provided by Registered Social Landlords (RSLs) in the Valleys (CEX)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 20           | <b>2</b>              | New 23-24                   | <p>Annual Indicator</p> <p><b>Target Setting:</b> This 1-year target forms part of wider programme to see an additional 100 units in the valleys provided by RSLs over the next 5 years through the Welsh Government capital build scheme.</p> <p><b>Performance:</b> Whilst development has been committed for the valleys areas work is progressing to identify opportunities with RSLs, where opportunities have been identified the statutory development process, outside of BCBC's control, has meant they have had to move forward into the next financial year(s) development programme. As we move through the programme opportunities will be realised. In addition to these opportunities there is a large-scale development identified in the LDP that will bring a considerable number of new homes to a Valley area albeit over a longer period.</p> <p>(Also refer to CED60 – Aim 7.6)</p> |



## Commitments

| Code                     | Commitment   | Status                          | Progress this period  | Next Steps   |
|--------------------------|--|---------------------------------|---|--|
| <a href="#">WBO3.6.1</a> | Promote and encourage the development of new social housing in the valleys (CEX)                                 | <b>GREEN<br/>(Excellent)</b>    | Quarter 4: The Council meets monthly with Registered Social Landlords (RSLs) and quarterly with Welsh Government to identify opportunities within the Valleys and across Bridgend County Borough. The development of opportunities takes a significant amount of time, the process involves identification and working through viability with linkages to the Local Development Plan (LDP) and Local Housing Market Assessment (LHMA). With this regular engagement a funnel of opportunities is being developed and over time the hope is that these opportunities will become bricks and mortar. We are also working with RSLs on the Ewenny site, Maesteg. |  |
| <a href="#">WBO3.6.2</a> | Encourage the development of self-build homes on infill plots, to increase the range of housing available (COMM) | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: No further progress on this project as there are no resources or funding available.  | Seek an appropriate resource to allow this work to continue. |

## WBO4: A County Borough where we help people meet their potential

## WBO4.1: Providing safe, supportive schools with high quality teaching

## Performance Indicators

| PI Ref & Aim                      | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-----------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">DEFS155</a><br>WBO4.1 | Percentage of schools that have self-evaluated themselves as 'green' as part of their annual safeguarding audit (EFS)<br><b>Higher Preferred</b> | New 22-23      | <b>90%</b>     | 100%         | <b>95%</b>            | ↑                           | Annual Indicator<br><b>Target Setting:</b> In line with guidance, to ensure schools are exercising their legal safeguarding obligations.<br><b>Performance:</b> All safeguarding audits have been completed by schools and quality assured by the Education Engagement Team. There has been an improvement in the percentage of schools rated as green. There were three schools that achieved an amber rating on this year's audit, with areas for development including, improving school websites content relating to safeguarding, enhancing the visual safeguarding information in schools and required updated to school anti-bullying policies.   |
| <a href="#">DEFS156</a><br>WBO4.1 | Number of schools judged by Estyn to be in 'significant improvement' or 'special measures'. (EFS)<br><b>Lower Preferred</b>                      | New 23-24      | 0              | 0            | <b>1</b>              | ↓                           | Quarterly Indicator<br><b>Target Setting:</b> School support is delivered by Central South Consortium, so there should be early support in place to avoid the outcome of any school requiring 'significant improvement' or in 'special measures'<br><b>Performance:</b> As concluded in the May 2023 Estyn inspection, Caerau Primary School is currently in need of 'special measures'. In a recent visit, Estyn found that the school is making good progress in line with the post-inspection action plan.  |
| <a href="#">EDU010a</a><br>WBO4.1 | Percentage of school days lost due to fixed-term exclusions during the academic year, in primary schools.(EFS)<br><b>Lower Preferred</b>         | 0.014%         | 0.02%          | 0.02%        | <b>0.03%</b>          | ↓                           | Annual Indicator<br><b>Target Setting:</b> Exclusion data is monitored closely by schools to identify any variations in permanent exclusions to understand why it is happening and to ensure they are only used when necessary. Primary exclusions have remained static since COVID-19 lockdown, so targets remain the same as pre-pandemic levels.<br><b>Performance:</b> The percentage of school days lost due to fixed-term exclusions in primary and secondary schools is higher than the target set for this year. Pupil behaviour is becoming an increasing concern for both schools and local authorities since the pandemic. There is evidence that pupil behaviour is becoming more problematic leading to increases in both fixed-term and permanent exclusions. The behaviour being witnessed within schools show increases in verbal and physical aggression towards adults and other children, in addition to persistent and disruptive behaviour. An action plan has been developed with schools in Bridgend to look at how they are responding to these increases. This has included reviews of school's current graduated response, the pastoral and behaviour support in school, alternative provision, and the support available from within the local authority. In January 2024, the Directorate established an Exclusions Task and Finish Group to consider this issue. The group consisted of a wide range of local authority officers, colleagues from Central South Consortium and headteacher representatives. The task and finish group has been impressed by the 'Exclusions and Managed Move Panel' currently being run by Newport City Council. Members of the task and finish group have visited Newport and observed the panel in operation. Having undertaken a thorough examination of the issues currently being experienced in Bridgend, the task and finish group considered that there is merit in establishing a similar panel. |

|  |   |               |               |                  |              |                     |   |
|--|---|---------------|---------------|------------------|--------------|---------------------|---|
| <a href="#">EDU010b</a><br>WBO4.1              | Percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools. (EFS)<br><b>Lower Preferred</b> | 0.081%        | 0.164%        | 0.12%            | <b>0.19%</b> | ↓                   | Annual Indicator<br><b>Target Setting:</b> Exclusion data is monitored closely by schools to identify any variations in permanent exclusions to understand why it is happening and to ensure they are only used when necessary. Secondary exclusions have shown an upward trend since the pandemic due to behavioural changes and increased complexity of need. The target reflects an expected improvement in this performance.<br><b>Performance:</b> See comments for EDU010a (above)  |
| <a href="#">EDU016a</a><br>(PAM/007)<br>WBO4.1 | Percentage of pupil attendance in primary schools (EFS)<br><b>Higher Preferred</b>  | Not collected | 90.1%         | 90%              | <b>91.5%</b> | ↑                   | Annual Indicator<br><b>Target Setting:</b> Pupil attendance is a critical measure, as young people are unlikely to attain their full potential and are more likely to be diverted into anti-social behaviour if they are not attending school regularly.<br><b>Performance:</b> Pupil attendance in primary schools this year has surpassed the target for this year, however, still sits below pre-pandemic levels. A school attendance campaign was launched last year, and work is ongoing to promote the benefits of attending school to children and parents.  |
| <a href="#">EDU016b</a><br>(PAM/008)<br>WBO4.1 | Percentage of pupil attendance in secondary schools (EFS)<br><b>Higher Preferred</b>  | Not collected | 86.5%         | 90%              | <b>87.9%</b> | ↑                   | Annual Indicator<br><b>Target Setting:</b> Pupil attendance is a critical measure, as young people are unlikely to attain their full potential and are more likely to be diverted into anti-social behaviour if they are not attending school regularly.<br><b>Performance:</b> Pupil attendance in secondary schools is below the target for this year. However, it increased by 1.4% from the previous school year and continues on a positive trajectory. A school attendance campaign was launched last year and work is ongoing to promote the benefits of attending school to children and parents.   |
| <a href="#">PAM032</a><br>CP<br>WBO4.1         | Average Capped 9 Score for pupils in Year 11. (EFS)<br><b>Higher Preferred</b>  | Not collected | Not collected | Baseline setting | 361.50       | Trend not available | Annual Indicator<br><b>Target Setting:</b> Welsh Government has reinstated the data collection for the 2022-2023 school year. This reintroduction is for an interim period while Welsh Government develops further thinking to align with the introduction of new qualifications from 2025. Data is expected to be available in autumn 2023.<br><b>Performance:</b> As this has been a baseline setting year, due to the data being unavailable since 2018-2019, there was no target set. However, Bridgend has achieved an increased average capped 9 score this year, when compared to historic data. For the 2022-2023 academic year, Bridgend's performance betters the all-Wales average. When compared against other local authorities, Bridgend ranks in 9th position. |

## Commitments

| Code                     | Commitment  | Status                   | Progress this period  | Next Steps  |
|--------------------------|---|--------------------------|---|---|
| <a href="#">WBO4.1.1</a> | Help schools achieve their improvement plans by analysing needs and offering training to address this, ensuring that all schools will be judged by Estyn as 'not requiring any follow-up' (EFS) | <b>GREEN (Excellent)</b> | Quarter 4: Improvement partners at Central South Consortium have collated and reviewed all school development plans. All schools that have been through an inspection receive support from their improvement partner to amend their school development plan (SDP) or produce a post inspection action plan as appropriate. Improvement partners monitor the progress and impact of SDP priorities in partnership with school leaders. Central South Consortium continue to share the governor professional learning programme termly through the local authority governor services (pupil services). Bespoke support is also provided for individual governing bodies on request through the improvement partner, for example, preparation for Estyn and the regional self-evaluation toolkit. Through the Bridgend Governor Association, further training/development opportunities have been offered to school governors on a monthly basis. There is currently work ongoing to establish a governor skills audit to support their self-evaluation processes. |   |
| <a href="#">WBO4.1.2</a> | Ensure all local schools are rated as green following their safeguarding audit and provide support they need to improve (EFS)   | <b>GREEN (Excellent)</b> | Quarter 4: All school safeguarding audits are complete and have been quality assured by the Education Engagement Team coordinators. No school or significant areas of concern have been identified, with 95% of schools rated as "green". Of the three schools with an amber rating, a few areas have been highlighted for development including, improving school websites to ensure appropriate information is available in relation to safeguarding, enhancing the visual safeguarding information in schools (reception and foyer areas) and updates are needed to school anti-bullying policies. The schools also identified further safeguarding training needs for staff and school governors.   |   |
| <a href="#">WBO4.1.3</a> | Make additional digital learning training available to all school staff to improve teaching and learning in our schools (EFS)   | <b>GREEN (Excellent)</b> | Quarter 4: Central South Consortium provides a professional learning programme to support digital learning. This, alongside bespoke support, is available to all schools and complements the work of the digital lead officer. Bespoke professional learning has been provided to schools, including, digital competency training, google classroom and digital platform training, Curriculum for Wales skills mapping and online safety training (also provided to governors). Schools continue to engage with ongoing digital support opportunities, with recent training on Hwb tools and services to Pîl Primary School, Afon y Felin Primary School and Coychurch Primary School.  |   |
| <a href="#">WBO4.1.4</a> | Improve the digital offer to young people, including youth led interactive website (EFS)  | <b>AMBER (Adequate)</b>  | Quarter 4: The website wireframe, which was co-developed with the young editors group, has been further transformed by the communications and marketing team into the website content. This stage is now nearing sign off and a phased delivery plan has been agreed going forward. Social media channels (currently active on FaceBook, X and Instagram) are going from strength to strength and prove to be an excellent medium to engage with young people. Our social media following is increasing weekly, with latest posts reaching over 2000 young people. Bridgend Youth Support will be trailing a "TikTok" account for the local authority in the coming months. This is supported by young people that have engaged over the past months and have indicated that this is the preferred social media platform. The young editors group is established with approximately 15 young people attending weekly. There is a diverse group of young people  | Initial website launch date has been set for end of May and will be completed in phases |

|  |  |  |   |                                     |
|--|--|--|---|-------------------------------------|
|  |  |  | attending, and the team are developing their digital competency through a series of workshops. Alongside their skill development, the young editors are now actively contributing to content on the youth-led digital platforms (website and social media). | prioritising the content available. |
|--|--|--|---|-------------------------------------|

WBO4.2: Improving employment opportunities for people with learning disabilities

Commitments

| Code     | Commitment   | Status               | Progress this period   | Next Steps  |
|----------|--|----------------------|--|---|
| WBO4.2.1 | Give young adults with learning disabilities a chance to try activities, gain new skills and fulfil their potential working across the Council and partners (SSWB) | GREEN<br>(Excellent) | Quarter 4: This work is being progressed as part of the review of day opportunities. Relationships with employability have been strengthened, some people are being given volunteering opportunities in the Day Service. A regional workstream has been established for Neuro Diversity and Learning Disability. A stakeholder meeting was held in February 2024 to identify current provision and networks between providers. | Workstream to continue to meet to develop a local and regional plan |

WBO4.3: Expanding Welsh medium education opportunities

Performance Indicators

| PI Ref & Aim      | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| DEFS138<br>WBO4.3 | Percentage of Year 1 learners taught through the medium of Welsh. (EFS)<br><b>Higher Preferred</b>   | 7.71%          | 8.1%           | 8.7%         | 8.56%                 | ↑                           | Annual Indicator<br><b>Target Setting:</b> Welsh Government targets in accordance with Welsh in Education Strategic Plans (Wales) Regulations 2019.<br><b>Performance:</b> The percentage of Year 1 learners taught through the medium of Welsh has increased gradually over the last four years and continues to follow an upward trajectory, but has not reached the target for this year. Work continues to support and promote education through the medium of Welsh in Bridgend, with a variety of groups, projects and initiatives in place to increase opportunities for children to use the Welsh language.  |
| DEFS157<br>WBO4.3 | Percentage of learners studying for assessed qualifications through the medium of Welsh at the end of Key Stage 4 (EFS)<br><b>Higher Preferred</b> | New 23-24      | 6.89%          | 7.16%        | 6.62%                 | ↙                           | Annual Indicator<br><b>Target Setting:</b> Target increase in learners studying through the medium of Welsh as per Welsh in Education Strategic Plans (Wales) Regulations 2019.<br><b>Performance:</b> The data shows a slight decrease in performance, indicating a smaller proportion of children studying at a Welsh-medium secondary school. Work continues to support and promote Welsh-medium education in Bridgend, with a variety of groups, projects and initiatives in place to increase opportunities for children to use the Welsh language.   |
| DEFS158<br>WBO4.3 | Number of learners studying for Welsh as a second language (EFS)<br><b>Higher Preferred</b>  | New 23-24      | 11             | 1,437        | 11                    | ↔                           | Annual Indicator<br><b>Target Setting:</b> Target to increase learners studying Welsh as a second language as per the Welsh in Education Strategic Plan (Wales) Regulations 2019.<br><b>Performance:</b> This is a new indicator for 2023-24, which was intended to be based on the number of learners entered for a Welsh Second Language examination at GCSE. However, as Welsh is a compulsory subject, this measure was not deemed the most effective for measuring outcomes, therefore the end-of-year figure is not comparable to the target. A more suitable indicator has been determined going forward, to measure the number of students who were entered for an A level examination in Welsh second language, as this will evidence progression. The number remains the same as in the previous year, however, the number sitting examinations in Welsh second language is almost double those that sat A level Welsh first language. |

Commitments

| Code     | Commitment  | Status               | Progress this period  | Next Steps |
|----------|---|----------------------|---|------------|
| WBO4.3.1 | Deliver the actions in the Welsh Language Promotion Strategy and WESP (EFS) | GREEN<br>(Excellent) | Quarter 4: The Welsh Language Promotion Strategy remains on target, with actions aligned with targets set within the Welsh in Education Strategic Plan (WESP). Changes to Welsh Government grants for 2024-25 ensures that staffing can be maintained for progress to continue. Progress has been made in developing the Welsh-medium webpages and a plan has been drafted with the communications team to promote Welsh-medium education throughout the year. Utilising the underspend of the Welsh Government grant for late immersion has led to positive outcomes for learners. |            |



## WBO4.4: Modernising our school buildings

## Commitments

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| Code                     | Commitment  | Status                         | Progress this period   | Next Steps  |
|--------------------------|---|--------------------------------|--|---|
| <a href="#">WBO4.4.1</a> | Enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry new build off Ffordd Cadfan in Brackla (EFS)   | <b>RED</b><br>(Unsatisfactory) | Quarter 4: The delayed decision regarding the site layout continued to negatively impact on the programme. The ecology phase 1 survey was completed. The design is progressing to Royal Institute of British Architecture (RIBA) Stage 2. Active travel assessment has been undertaken.  | Review the outcome of the active travel assessment and determine extent of improvements. Commence site investigation to inform foundation design. Continue to develop the scheme in readiness for the pre-application consultation process, ahead of submitting a planning application. Agree safe crossing points following design considerations.         |
| <a href="#">WBO4.4.2</a> | Provide a new build for Mynydd Cynffig Primary School at the junior site in Kenfig Hill (EFS)   | <b>RED</b><br>(Unsatisfactory) | Quarter 4: The ecology mitigation was delayed as a result of Pwllgath Allotment Association (PAA) remaining on site for longer than planned. Vacant site position was achieved in March (PAA vacated the site). However, the pigeon loft remains in situ until it can be relocated. Further site investigations are required at the site and a consultant was appointed to oversee and report the outcome of the works, which will inform the foundation design. The design is ongoing and is at RIBA Stage 3. | Obtain a Coal Authority permit to undertake the site investigation. Relocate the pigeon loft to a site adjacent to Mynydd Cynffig Primary School infants site (subject to planning approval). Continue to develop the design (that is, architectural, mechanical and electrical). Agree extent of ecology mitigation measures with the appointed ecologist. |
| <a href="#">WBO4.4.3</a> | Enlarge Ysgol Ferch o'r Sger to a two form-entry new build on the existing school site (EFS)  | <b>RED</b><br>(Unsatisfactory) | Quarter 4: The review of the elemental cost plan concluded. Welsh Government's technical advisers undertook a review of the outcome of this work and provided Welsh Government with advice. Council agreed the anticipated increase in the annual service charge as part of the MTFS report in March 2024.   | Scheme progression to Stage 2 will be dependent on affordability for all partners. Welsh Government will need to confirm their view regarding affordability for the scheme to progress through Mutual Investment Model Stage 2.   |
| <a href="#">WBO4.4.4</a> | Provide a new two form entry English-medium school at Marlas Estate, Cornelly, to replace the existing Afon Y Felin and Corneli Primary Schools (EFS) | <b>RED</b><br>(Unsatisfactory) |  |   |
| <a href="#">WBO4.4.5</a> | Relocate Heronsbridge School to a new build 300 place school at Island Farm (EFS)   | <b>RED</b><br>(Unsatisfactory) | Quarter 4: The outcome of RIBA Stage 2 (that is, concept design and cost plan) was reported to Cabinet and Corporate Management Board (CCMB) in quarter 3. In March 2024, Cabinet and Corporate Management Board gave approval to take the scheme to tender stage. Meetings have been held to further define the residential provision on site to inform the revised Outline Business Case submission to Welsh Government.   | Confirmation of residential provision will be received. The revised Outline Business Case will be submitted to Welsh Government. The tender documents will be drafted to appoint a design and build contractor to take the scheme forward.  |

## WBO4.5: Attract and retain young people into BCBC employment

## Performance Indicators

| PI Ref & Aim                     | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|----------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">CED56</a><br>WBO4.5  | Percentage of those concluding apprenticeships and obtaining a non-apprentice role (CEX)<br><b>Higher Preferred</b> | New 23-24      | 70.8%          | 75%          | 90%                   | ↑                           | Annual Indicator<br><b>Target Setting:</b> Continue to improve the number of apprentices gaining employment<br><b>Performance:</b> 10 apprenticeships concluded with 9 obtaining roles within BCBC.   |
| <a href="#">DOPS36</a><br>WBO4.5 | The number of apprentices employed across the organisation (CEX)<br><b>Higher Preferred</b>                         | 40             | 36             | 39           | 46                    | ↑                           | Annual Indicator<br><b>Target Setting:</b> Target set to increase number of apprentices<br><b>Performance:</b> Since the implementation of the Apprenticeship Scheme and the investment and commitment the council is making to apprenticeships, Managers are now realising the importance of succession planning and the idea of 'grow your own' within their teams. This has been complemented by the work being undertaken within schools to promote apprenticeships. As a result we are getting more expressions of interest and a wider cohort of applicants, including a number of which would not have previously considered the apprenticeship route and would have gone onto higher education. |

## Commitments

| Code                     | Commitment  | Status                       | Progress this period   | Next Steps |
|--------------------------|---|------------------------------|--|------------|
| <a href="#">WBO4.5.1</a> | Work with local schools to promote the Council as an employer and promote apprenticeships (CEX) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: During the year Learning and Development (L&D) have engaged with schools via the termly Director Reports and have attended options and careers events at various locations to promote the apprenticeship offer including specific roles such as engineering, deliver workshops on applying for apprenticeship jobs and improving interview skills. L&D have also visited jobs fairs and options events at some comprehensive schools. |            |

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[WBO4.6: Offering youth services and school holiday programmes for our young people](#)

## Performance Indicators

| PI Ref & Aim                     | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24       | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|----------------------------------|--|----------------|----------------|--------------------|-----------------------|-----------------------------|---|
| <a href="#">SSWB66</a><br>WBO4.6 | Participation in targeted activities for people with additional or diverse needs (SSWB)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | Establish Baseline | 357                   | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New indicator. Welsh Government post pandemic investments have been removed and now using core resources.<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward. The removal of Welsh Government investment support for programmes such as Summer of Fun and Winter of Wellbeing initiatives will negatively impact the range and volume of opportunities available and the numbers that can be supported.  |
| <a href="#">SSWB67</a><br>WBO4.6 | Participation in the national free swimming initiative for 16 and under (SSWB)<br><b>Higher Preferred</b>          | New 23-24      | New 23-24      | Establish Baseline | 19,659                | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> New indicator. Programme investment reduced and Welsh Government review taking place<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward. The funding for the Free Swimming Initiative is provided by Welsh Government which has been reduced by 50% in recent years and the costs of operating the programme have increased. The programme supports free access to swimming pool-based activities for those aged 16 and under during school holiday periods and weekends. A reduced performance of 16,000 is targeted for 2024-25   |
| <a href="#">SSWB68</a><br>WBO4.6 | Participation in active for life and holiday playworks programmes (SSWB)<br><b>Higher Preferred</b>                | New 23-24      | New 23-24      | Establish Baseline | 8                     | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> New indicator. Significant reduction in government funding, new approaches being developed.<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward. These opportunities are generally funded by Town and Community Councils and Welsh Government and has enabled free holiday activity programmes for 8-11 year olds to take place in 8 locations including leisure centres, secondary school sites and community settings. The investments into these schemes and ability to operate the same volume or range of activities may be challenged going forward based on external funding related decisions. |

## Commitments

| Code                     | Commitment   | Status                       | Progress this period   | Next Steps   |
|--------------------------|--|------------------------------|--|--|
| <a href="#">WBO4.6.1</a> | Make our leisure and culture programmes more accessible to children with additional needs (SSWB) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: Discovery programmes have continued to support young people with higher levels of additional needs and their families. An average of 50 households are supported with activities for the young people provided that creates respite for the families also. During the year additional work has taken place with young adults with disabilities including gaining accredited qualifications. As part of a new prevention & wellbeing "step up and step down" approach for low level social care referrals 22 families have been referred and 70 individuals have been supported. Targeted inclusion programmes being delivered in partnership with halo and community groups including a focus on youth activities for more vulnerable young people. | Continue to work with young people with additional needs and offer opportunities that support wellbeing. |
| <a href="#">WBO4.6.2</a> | Extend the food and fun programme in Summer 2023 to at least 80 pupils (EFS)                     | <b>BLUE<br/>(Completed)</b>  | Quarter 4: Four schools took part in the two-week Food and Fun Programme in summer 2023, with a total of 130 children accessing the events. Children receive 12 sessions, where they receive a healthy breakfast and lunch, and take part in a range of activities to support their physical health and emotional wellbeing.   |  |

## WBO4.7: Work with people to design and develop services

## Commitments

| Code     | Commitment   | Status               | Progress this period  | Next Steps  |
|----------|--|----------------------|---|---|
| WBO4.7.1 | Support communities to develop their own services (SSWB)                             | GREEN<br>(Excellent) | Quarter 4: Co-production approaches being applied when community-based support services are being designed or developed and review of alignment to other existing support to make best use of resources. The Feel Good for Life programme delivered by Halo Leisure has used peer review panels and also regularly engages with service users to plan for improvements. A dementia planning working group has been established to share insight and opportunities to collaborate between partner organisations.   | Continue to engage with people with lived experience and stakeholders to shape services and improve effectiveness.  |
| WBO4.7.2 | Develop our future wellbeing programmes with people who are going to use them (SSWB) | GREEN<br>(Excellent) | Quarter 4: Engagement planning to make use of lived experience has been progressing for unpaid carers and people living with cognitive impairment. In partnership with Cwmpas a social innovation project has been progressed involving a broad range of stakeholders who are working with unpaid carers to review how access to the information they need can be improved and how a range of short breaks could improve their resilience to care. This approach is bringing together key stakeholders and people with lived experience to review long standing issues. | Continue to grow co-productive approaches to inform community opportunities. Learning developed from the social innovation approach could be used for other service review processes. |

## WBO4.8: Supporting and encouraging lifelong learning

## Performance Indicators

| PI Ref & Aim      | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| DEFS159<br>WBO4.8 | Percentage of learners enrolled in local authority community learning per 1,000 adult population (EFS) <b>Higher Preferred</b> | New 23-24      | 0.002%         | 1%           | 0.66%                 | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To ensure there are adequate learning opportunities for the adult population across the county borough.<br><b>Performance:</b> The percentage of learners has increased steadily between April 2023 and March 2024, showing a significant improvement on the previous year. The target was not achieved as active engagement was ceased due to the approved proposal for cessation of the ACL service in February 2024. The percentage achieved would have been greater had planned workshops in Q4 been approved to run along with additional enrolments on to digital college provision. |

## Commitments

| Code     | Commitment   | Status              | Progress this period   | Next Steps |
|----------|--|---------------------|--|------------|
| WBO4.8.1 | Run more sessions that communities have expressed an interest in – provide 20 more in-person training sessions (EFS) | BLUE<br>(Completed) | Quarter 4: Between April 2023 and March 2024, Adult Community Learning (ACL) enrolment numbers have increased compared to previous years. Engagement and promotion of the service has continued, and more face-to-face courses/sessions have been offered, including accredited courses, one-off taster sessions and regular digital drop-ins. A total of 53 face-to-face sessions have been delivered to communities so far. A successful partnership has developed with a number of primary schools and effective recruitments campaigns were run. Active engagement and campaigns were ceased due to the approved proposal for cessation of the ACL service in February 2024. |            |

## WBO4.9: Being the best parents we can to our care experienced children

## Performance Indicators

| PI Ref & Aim     | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| CH/052<br>WBO4.9 | Percentage of care leavers who have experienced Homelessness during the year (SSWB) <b>Lower Preferred</b> | 8.23%          | 10.2%          | 10%          | 7.17%                 | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To continue to improve performance<br><b>Performance:</b> Positive joint working means this is on target. The 16+ team are in the process of recruiting a Social Worker specifically for “When I’m Ready “and Supported Lodgings arrangements. This role will include supporting the recruitment and assessments of providers in addition to providing support for the placement. There is a young person and Unaccompanied Asylum-Seeking Children homelessness workstream which includes representatives from housing and Social Services Department to consider how we can work together to prevent homelessness for care leavers with a more pro-active approach. The Group Manager for case management and transition works closely with commissioning and placements to consider future options. A 16+ move on panel is currently being planned. There is an increased focus on post 18 planning with regards to reunification plans and Placement with Parents arrangements with robust support. Independent living skills assessments are now in place within 16+ which will support the Personal |



|                                   |   |        |        |     |        |   |
|-----------------------------------|---|--------|--------|-----|--------|---|
|                                   |   |        |        |     |        | Assistants to understand any skills deficits to enable plans to be targeted to support particular areas of need to support independent living with a view to prevent homelessness.  |
| <a href="#">SSWB48a</a><br>WBO4.9 | Percentage of care leavers who have completed at least 3 consecutive months of employment, education or training in the<br>a) 12 months since leaving care<br><b>Higher Preferred</b> | 64.52% | 54.17% | 60% | 68.97% | ↑<br>Quarterly Indicator<br><b>Target Setting:</b> To continue to improve performance<br><b>Performance:</b> The team continue to encourage access to education, employment and training. This is monitored and reviewed through the pathway planning process.  |
| <a href="#">SSWB48b</a><br>WBO4.9 | b)13-24 months since leaving care (SSWB)<br><b>Higher Preferred</b>   | 54.55% | 62.07% | 65% | 57.69% | ↓<br>Quarterly Indicator<br><b>Target Setting:</b> To continue to improve performance<br><b>Performance:</b> It has been identified that there has been a decline since the Basic Income Pilot was introduced. The team now have a multiply officer in post to support care leavers with developing numeracy skills. 16+ will look to further develop links with youth development. As the time lapses from the young person being looked after their contact with us often decreases which leads to us often struggling to maintain contact and be fully up to date of the Young Person's current engagement. This is actively discussed in Pathway reviews. |

## Commitments

| Code                     | Commitment  | Status               | Progress this period  | Next Steps  |
|--------------------------|---|----------------------|---|---|
| <a href="#">WBO4.9.1</a> | Give care experienced children love, care, safe homes to live in and opportunities to try new activities, gain new skills and fulfil their potential working across the Council and partners (SSWB) | YELLOW<br>(Good)     | Quarter 4: The delivery of Bridgend Corporate Parenting Strategy is overseen by a multi-agency corporate parenting board. In the last quarter member agencies have been tasked with signing up to the Welsh Government Corporate Parenting Pledge. Each agency has also been developing single agency action plans which will be amalgamated into the overall Bridgend Corporate Parenting Delivery Plan.   | To review the action plan that is being developed to hold each agency to account on their support for care-experienced children. This action plan is key to ensure that the strategy is being implemented and improving outcomes for children and young people. |
| <a href="#">WBO4.9.2</a> | Develop a Corporate Parenting strategy with care experienced children to explain what public services will do to help them meet their potential and celebrate rights of passage (SSWB/EFS)          | GREEN<br>(Excellent) | Quarter 4: (SSWB) Data from each of the relevant agencies will be agreed in readiness for regular reporting in the new financial year. All agencies have been asked to sign up to the 'Corporate Parent Charter – a promise for Wales'. The Corporate Parenting and Participation Officer submitted BCBC pledge on behalf of the council on 3rd February following the agreement by Cabinet Committee Corporate Parenting to commit to the national charter. Bridgend Halo Leisure Centre is booked to host the Achievement Awards for all care experience children, young people and care leavers aged 5 – 21 across Bridgend County on Monday 28th October (half term). A fundraising page has been created to fund the awards and work is underway to plan for event. The most significant progress this quarter is the agreement by full council to have care experience recognised as a protected characteristic.<br>(EFS)The Education Engagement Team continue to work closely with the Social Services and Wellbeing Directorate as part of the Corporate Parenting Strategy. Attendance at the corporate parenting board remains a priority. A drop-in will be set up between the Education Engagement Team and the care-experience team to ensure that we become aware of care-experienced children at the earliest opportunity to ensure smooth transitions into education and appropriate support is given. All personal education plans, which are used to record the child's view and plan how best to support their education, are now attached to the learners on WCCIS, however, they currently cannot be added into the directorate's management information system (MIS). It's important that they are transferred over to the MIS as this will become the primary information system for the directorate. | The final consolidated action plan encompassing all agency actions will be reviewed as described above within the Corporate Safeguarding Board.   |

## WBO5: A County Borough that is responding to the climate and nature emergency

### WBO5.1: Moving towards net zero carbon, and improving our energy efficiency

#### Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|------------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">CED57</a><br>WBO5.1    | Levels of nitrogen dioxide (NO2) pollution in the air (micrograms per m3) (CEX SRS)<br><b>Lower Preferred</b>   | New 23-24      | 47             | 40           | 40.80                 | ↑                           | Annual Indicator<br><b>Target Setting:</b> Target set to see a reduction, in line with concentration modelled in the draft Air Quality Action Plan (AQAP) for the monitoring location of OBC -110. Note (1) This represents the worst-case concentration recorded during 2022.<br><b>Performance:</b> The value of 40.8 µg/m3 is the worst-case value recorded on Park Street, and the result is expressed as an annual average for 2023. Monitoring is undertaken to specific calendar dates. Further improvement will be seen as the AQAP is implemented. |
| <a href="#">DCO20.01</a><br>WBO5.1 | Annual Gas Consumption across the Authority – kWh (COMM)<br><b>Lower Preferred</b>  | 29,604,029     | 24,362,648     | 23,144,515   | 21,966,783            | ↑                           | Annual Indicator<br><b>Target Setting:</b> To see reduction in energy consumption levels and related emissions and progress our corporate energy efficiency<br><b>Performance:</b> Whilst not meeting the targets entirely, as not all planned energy reduction measures were implemented due to timeframes, a reduction overall was achieved and this should be considered as a success  |
| <a href="#">DCO20.02</a><br>WBO5.1 | Annual Electricity Consumption across the Authority – kWh (COMM)<br><b>Lower Preferred</b>  | 18,003,343     | 15,927,161     | 15,130,803   | 15,210,536            | ↑                           |   |
| <a href="#">DCO20.03</a><br>WBO5.1 | Annual CO2 related to gas consumption across the Authority – tonnes (COMM)<br><b>Lower Preferred</b>  | 5,417          | 4,458          | 4,235        | 4,018                 | ↑                           |   |
| <a href="#">DCO20.04</a><br>WBO5.1 | Annual CO2 related to electricity consumption across the Authority – tonnes (COMM)<br><b>Lower Preferred</b>  | 3,783          | 3,080          | 2,925        | 3,150                 | ↙                           | Annual Indicator<br><b>Target Setting:</b> To see a reduction in emissions and progress our corporate energy efficiency<br><b>Performance:</b> A 4.3% reduction in emissions was achieved, which whilst not the target 5%, can be considered as a success. More corporate working will be required in the year ahead as this target is for all Council Services so a collective responsibility.   |
| <a href="#">DCO23.05</a><br>WBO5.1 | Reduction in emissions (across our buildings, fleet & equipment, streetlighting, business travel, commuting, homeworking, waste, procured goods and services) (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 5%           | 4.3%                  | New 23-24                   |   |

#### Commitments

| Code                     | Commitment   | Status                   | Progress this period   | Next Steps  |
|--------------------------|--|--------------------------|--|---|
| <a href="#">WBO5.1.1</a> | Keep reducing our carbon footprint by changing our Council vehicles to electric and further energy efficiency schemes (COMM)                         | <b>AMBER (Adequate)</b>  | Quarter 4: Overall the Council saw a 4.3% reduction in its emissions in 2023-24. However, a very small proportion of this was from the movement of fleet from traditional petrol/diesel to Ultra Low Emission Vehicles (ULEV). The reason for this is the prohibitive costs currently of ULEV vehicles, this will impact on the speed of the transitioning future years unless it is grant aided by Welsh Government, as some vehicles for social services have been this year.  | Will need to review our fleet transition strategy and align with the resources that are available within the Council and the Welsh Government reviewed commitments to a target of 2035 for Net Zero in the public sector. |
| <a href="#">WBO5.1.2</a> | Use feedback from the consultation to agree an Air Quality Action Plan and start work on the measures to improve air quality along Park Street (CEX) | <b>GREEN (Excellent)</b> | Quarter 4: Work was progressed to further develop and refine measures of the AQAP for Park Street. This resulted in additional modelling work being undertaken to assess the impact of further measures including electrification of buses using Park Street and also stopping HGVs from using Park Street, however these additional measures had minimal impact in terms of reducing future NO2 concentrations and therefore were not taken forward for implementation, but instead retained as future options in the AQAP. There was also further work to forecast a likely year of compliance as requested by Welsh Gov as part of their review of the draft AQAP. The assessment demonstrated that compliance will be achieved by 2026 with all measures in place. A report on the final AQAP is due to go to Cabinet for approval but this has been delayed until April 2024. | Cabinet report for approval of the AQAP at April cabinet meeting before implementation can begin.   |

|                          |   |                                 |  |   |
|--------------------------|---|---------------------------------|--|---|
| <a href="#">WBO5.1.3</a> | Build five new net zero carbon schools (EFS)  | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: Each of the five schemes are in design development and due to delays on each scheme throughout 2023-2024, the timescales for the five schemes has been impacted. This target will only be achieved following construction of the schools.   | <p><b>Mynydd Cynffig Primary School</b> - Obtain a Coal Authority permit to undertake the site investigation. Relocate the pigeon loft to a site adjacent to Mynydd Cynffig Primary School infants site (subject to planning approval). Continue to develop the design (that is, architectural, mechanical and electrical). Agree extent of ecology mitigation measures with the appointed ecologist.</p> <p><b>Ysgol Ferch o'r Sgêr and English-medium school</b> - Scheme progression to Stage 2 will be dependent on affordability for all partners. Welsh Government will need to confirm their view regarding affordability for the scheme to progress through Mutual Investment Model Stage 2.</p> <p><b>Heronbridge School</b> - The revised Outline Business Case will be submitted to Welsh Government. The tender documents will be drafted to appoint a design and build contractor to take the scheme forward.</p> <p><b>Ysgol Gymraeg Bro Ogwr</b> - Review the outcome of the active travel assessment and determine extent of improvements. Commence site investigation to inform foundation design. Continue to develop the scheme in readiness for the pre-application consultation process, ahead of submitting a planning application.</p> |
| <a href="#">WBO5.1.4</a> | Deliver more frontline social care services with workers using the Council's electric vehicles (SSWB) | <b>BLUE<br/>(Completed)</b>     | Quarter 4: There are 6 electric vehicles in operation within the Support at Home Service being utilised by the Mobile Response Team and Support at Home Team Leads. The BCBC Decarbonisation Programme Officers are in the process, and are on track, to commission back-office management to support the charging functions. There have been challenges faced to in being able to charge the vehicles on site and this will be resolved with the imminent switch on of the charging points. The benefits of using electric vehicles within the service are that they; demonstrate the value of our service to the people who use the service and staff members; reduces wear and tear on staff members' own vehicles; reduces the amount of expenses claimed and has a number of broader benefits to the environment. | Implement the charging points at the Support at Home base.  |
| <a href="#">WBO5.1.5</a> | Invest in energy efficiency improvements to Council buildings including schools (COMM)                | <b>AMBER<br/>(Adequate)</b>     | Quarter 4: The 2030 Decarbonisation Board has overseen focused work on building efficiencies in relation to insulation and lighting. This will continue into 24/25 however it is clear that these schemes will need to be funded via an Invest to Save Scheme. So will be balanced against the other competing needs within the Council's MTFS.  | Take the business case for an energy invest to save proposal to Cabinet to identify if this is a Council priority and how it can be funded in 24/25.  |

## WBO5.2: Protecting our landscapes and open spaces and planting more trees

### Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">DCO23.06</a><br>WBO5.2 | Number of blue flag beaches (COMM)<br><b>Higher Preferred</b>                 | New 23-24      | New 23-24      | 3            | <b>3</b>              | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> Target set to maintain current high standards<br><b>Performance:</b> All our blue flag beaches retained their status. |
| <a href="#">DCO23.07</a><br>WBO5.2 | Number of green flag parks and green spaces (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 2            | <b>2</b>              | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> Target set to maintain current high standards<br><b>Performance:</b> All our green flag parks maintained their status |



## Commitments

| Code                     | Commitment   | Status                       | Progress this period   | Next Steps   |
|--------------------------|--|------------------------------|--|--|
| <a href="#">WBO5.2.1</a> | Deliver projects such as woodland protection, develop and protect our natural environment in partnership with our communities as part of our Bridgend Biodiversity Plan (COMM) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: The Local Places for Nature project successfully delivered its 23/24 work programme which included biodiversity enhancement schemes at Heol Y Cyw Playing Fields and land behind Pyle Swimming Pool and habitat connectivity schemes at Sarn, Brynmenyn, Newbridge Fields, Cefn Glas, Aberkenfig, Bryntirion and Newcastle.                 |  |
| <a href="#">WBO5.2.2</a> | Work with the Cwm Taf Nature Network Project to enhance and improve access to high quality green spaces in our County Borough (COMM)   | <b>BLUE<br/>(Completed)</b>  | Quarter 4: The Cwm Taf Nature Network (CTNN) project completed its delivery during 23/24 and the evaluation report demonstrated the project had been a success. Key elements, where applicable, in relation to future opportunities were then integrated into the delivery of the Green Spaces Enhancement project which is now live at a local level. |  |
| <a href="#">WBO5.2.3</a> | Plant a further 10,000 trees a year and provide a Community Planting Scheme to green our County Borough (COMM)   | <b>AMBER<br/>(Adequate)</b>  | Quarter 4: Feasibility for tree planting schemes were delivered in 23/24, however budget must be agreed and further information regarding the community woodland identified as the preferred site option, in order to complete tree planting scheme and landscape designs.   | Implementation of scheme is pending corporate budget decisions, as currently there is no allocation for this work. |

## WBO5.3: Improve the quality of the public realm and built environment through good placemaking principles

## Performance Indicators

| PI Ref & Aim                      | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|-----------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">PAM/018</a><br>WBO5.3 | Percentage of all planning applications determined within 8 weeks (COMM)<br><b>Higher Preferred</b> | 64%            | <b>64%</b>     | 80%          | <b>68%</b>            | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> Target set in line with national target for good performance<br><b>Performance:</b> The Planning Department have implemented a restructure during this year which has resulted in some new posts being created. It is expected that performance will increase significantly next year. |
| <a href="#">PAM/019</a><br>WBO5.3 | Percentage of planning appeals dismissed (COMM)<br><b>Higher Preferred</b>                          | 76%            | <b>64%</b>     | 66%          | <b>87%</b>            | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> Target set in line with national target for good performance<br><b>Performance:</b> On target  |

## Commitments

| Code                     | Commitment  | Status                       | Progress this period  | Next Steps   |
|--------------------------|---|------------------------------|---|--|
| <a href="#">WBO5.3.1</a> | Adoption of the Replacement Local Development Plan (COMM) | <b>GREEN<br/>(Excellent)</b> | Quarter 4: The Local Development Plan has now been adopted by Full Council in March 24 after an extensive examination in public in Spring 2023 by a Welsh Government Appointed Inspector. | We will now progress work on the Supplementary Planning Guidance (SPG) which is a document that enhances the policies in the Local Development Plan. The SPG covers topics such as affordable housing, education, open spaces etc. |

## WBO5.4: Reducing, reusing or recycling as much of our waste as possible

## Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">DCO20.05</a><br>WBO5.4 | Percentage of Street cleansing waste prepared for recycling. (COMM)<br><b>Higher Preferred</b>   | 40.7%          | <b>40.47%</b>  | 40%          | <b>41.12%</b>         | ↑                           | Annual Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Facility is extracting increased recycling from cleansing waste.  |
| <a href="#">PAM/010</a><br>WBO5.4  | Percentage of highways land inspected and found to be of a high/acceptable standard of cleanliness. (COMM)<br><b>Higher Preferred</b>                                | 98.53%         | <b>98.05%</b>  | 98%          | <b>99.97%</b>         | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Target has been exceeded and has improved by 1.92% compared to the previous year. Hard work of cleansing teams showing increased cleanliness of inspected streets. |
| <a href="#">PAM/030</a><br>WBO5.4  | Percentage of municipal waste collected and prepared for reuse, and/or recycled, including source segregated biowastes that are composted or treated biologically in | 72.97%         | <b>71.38%</b>  | 70%          | <b>71.94%</b>         | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Target achieved showing a 0.56% improvement compared to 22/23. Continued work by our education and enforcement teams with residents and other key stakeholders and |

|                                      |  |           |          |        |          |   |   |
|--------------------------------------|--|-----------|----------|--------|----------|---|---|
|                                      | any other way (COMM)<br><b>Higher Preferred</b>  |           |          |        |          |   | communication campaigns assisting with continued improvements in amount of waste recycled and reused.   |
| <a href="#">PAM/030 a)</a><br>WBO5.4 | Percentage of municipal waste collected and a) prepared for reuse<br><b>Higher Preferred</b>                           | 1.24%     | 0.68%    | 1%     | 1.39%    | ↑ | Quarterly Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Increased use of re-use shop on Maesteg CRC. Some highways waste being reused in civic works in the County Borough.   |
| <a href="#">PAM/030 b)</a><br>WBO5.4 | b) prepared for being recycled<br><b>Higher Preferred</b>  | 51.29%    | 51.01%   | 49%    | 50.42%   | ↙ | Quarterly Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Target has been achieved this year. We have seen a decrease in figures throughout the year and believe this could be down to less paper and cardboard materials being collected on the kerbside. The fall in figures may also be affected by residents purchasing less due to the economic climate. |
| <a href="#">PAM/030 c)</a><br>WBO5.4 | c) as source segregated biowastes that are composted or treated biologically in another way<br><b>Higher Preferred</b> | 20.44%    | 19.69%   | 20%    | 20.14%   | ↑ | Quarterly Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Target has been achieved this year with a slight increase of 0.45% compared to 22/23. Increased promotion of garden waste service meaning more subscribers to garden kerbside collections in this year.   |
| <a href="#">PAM/043</a><br>WBO5.4    | Kilograms of residual waste generated per person (COMM)<br><b>Lower Preferred</b>                                      | 131.65 kg | 120.2 kg | 131 kg | 119.8 kg | ↑ | Quarterly Indicator<br><b>Target Setting:</b> To maintain the existing targets which remain challenging to achieve<br><b>Performance:</b> Target has been exceeded with less residual waste per person in 23/24.  |

## Commitments

| Code                     | Commitment   | Status        | Progress this period  | Next Steps  |
|--------------------------|--|---------------|---|---|
| <a href="#">WBO5.4.1</a> | Develop our Future Waste Services Model, improving our recycling targets further and converting our vehicles. We will consult on the options with residents in 2024 (COMM) | YELLOW (Good) | Quarter 4: A consultant was engaged to produce a report outlining our future service delivery options – to reprocore with an external provider, set up a Local Authority Trading Company (LATCo), or bring the service back inhouse. This involved data gathering, and analysis based on the current service model. The consultant report was presented to Scrutiny in March 2024. Recommendations from scrutiny and Cabinet meeting in April 2024 require additional analysis of the options before Cabinet can make a decision on the preferred service delivery model. | Further work to explore options with findings reported Summer 24 and public consultation to take place. |
| <a href="#">WBO5.4.2</a> | Ensure that the new Community Recycling Centre at Pyle is opened (COMM)  | YELLOW (Good) | Quarter 4: The new Community Recycling Centre (CRC) opened in Pyle on 14th March 2024, following a new licence application being submitted by our waste contractor and granted by Natural Resources Wales (NRW). A number of meetings were held with NRW and the waste contractor to ensure any issues with application were dealt with which resulted in the granting of the licence in February 2024 and subsequent opening of the site. Plans to decommission the CRC at Tythegston have not started in 2023-24 as we had planned.                                     | Continue with plans to decommission the Tythegston Community Recycling Centre                           |

## WBO5.5: Improving flood defences and schemes to reduce flooding of our homes and businesses

## Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">DCO23.08</a><br>WBO5.5 | Percentage of statutory sustainable drainage systems (SuDS) applications processed within 7 weeks from receipt of appropriate scheme drawings. (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 95%          | 100%                  | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> Baseline target set to ensure effective progression of applications<br><b>Performance:</b> We are holding regularly meetings with SUDs colleagues to manage workloads in this area and assess upcoming deadlines to ensure targets were met. |

## Commitments

| Code                     | Commitment   | Status            | Progress this period  | Next Steps |
|--------------------------|--|-------------------|---|------------|
| <a href="#">WBO5.5.1</a> | Invest in and improve flood mitigation measures in our valleys communities to reduce the flood risk (COMM) | GREEN (Excellent) | Quarter 4: New flood prevention and culvert schemes have been completed in Station Street, Nantymoel, and Queen street, Blaengarw and have been successfully monitored for effectiveness over the winter period and inclement weather. Bids have been issued to Welsh Government for further schemes identified and grant funding approved for implementation in 2024/25. There has been additional gully clearance during winter period at historical flooding locations, and ditch cleaning operations undertaken to improve flood risk in rural areas. Additional culverts have been added to monitoring regime and additional inspections undertaken throughout winter period of the flood risk culverts, along with replacement and upgrading of culvert warning sensors at various locations. |            |

WBO6: A County Borough where people feel valued, heard and part of their community

WBO6.1: Celebrating and supporting diversity and inclusion and tackling discrimination

Performance Indicators

| PI Ref & Aim                     | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|----------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CORPB3</a><br>WBO6.1 | Percentage of council staff completing Introduction to Equality and Diversity training (E-Learning or workbook). (ALL)<br><b>Higher Preferred</b> | New 23-24      | 12.07%         | 100%         | 47.61%                | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> All staff to complete training<br><b>Performance:</b> A review of the mandatory e learning models for all staff is ongoing to ensure the most important training is carried out first as a priority and to recognise prior learning and training for some staff where appropriate. |

Commitments

| Code                     | Commitment  | Status               | Progress this period  | Next Steps |
|--------------------------|---|----------------------|---|------------|
| <a href="#">WBO6.1.1</a> | Finish work on current strategic equalities plan and work with communities to develop a new one, supporting Welsh Government on race equality and LGBTQ+ action plans (CEX) | GREEN<br>(Excellent) | Quarter 4: We have engaged with key service areas to develop a new Strategic Equalities Plan (SEP) for 2024-28. This was presented to Cabinet Committee Equalities before Cabinet gave approval to commence a formal public consultation to seek views on the proposed Strategic Equalities Objectives and ensure they reflect citizens' priorities. The consultation ran during January and February 2024 and consisted of a public survey available online through our consultation webpage and in paper format by request. The consultation was sent out to our Citizen Panel, and shared with Town and Community Councils, and the Youth Council, and in-person public engagement events were also held throughout the consultation period. Following the consultation, further work has been taking place to finalise the plan. The final draft will go to Cabinet in May for approval and work can begin on formulating an action plan with the Corporate Equalities Network. |            |
| <a href="#">WBO6.1.2</a> | Establish new BCBC staff groups for people with protected characteristic (CEX)  | YELLOW<br>(Good)     | Quarter 4: The Equalities Team worked with Human Resources to design and undertake a staff survey to identify potential staff networks groups. Following analysis of the responses the groups identified included menopause, LGBTQ+, autism/social anxiety, Welsh, mental health, lifestyle, ethnic minority, new managers, and walking outdoors. Human Resources have looked at what e-learning training we have against each of the groups and work is now underway to move these initiatives forward. Staff have been asked to contact the equalities team with expressions of interest in joining groups by the end of April so that we can start arranging group meetings.   |            |

WBO6.2: Improving the way we engage with local people, including young people, listening to their views and acting on them

Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CED58</a><br>WBO6.2    | Percentage of consultation participants who answered positively: How effective do you think we have been in meeting our aim of being citizen-focused over the last 12 months?(CEX)<br><b>Higher Preferred</b> | New 23-24      | 46%            | 50%          | 49.4%                 | ↑                           | Annual Indicator<br><b>Target Setting:</b> Target set to improve performance<br><b>Performance:</b> This is a slight improvement. During 2024/2025 the Council intends to improve engagement with residents to provide better information about what the Council does but also to hear about their priorities.   |
| <a href="#">CED59(a)</a><br>WBO6.2 | Level of engagement (Welsh / English) a) across consultations (CEX)<br><b>Higher Preferred</b>  | New 23-24      | 8,267          | 8,268        | 7,946                 | ↙                           | Annual Indicator<br><b>Target Setting:</b> To improve the level of engagement across the county borough, based on the number of people who engage in certain corporate consultations, open the digital communications bulletins, and engage with posts across all the social media platforms<br><b>Performance:</b> The Council adopted a new Participation and Engagement Strategy in 2023/3024 which was informed by feedback received during a consultation period. In 2024/2025 the Council will be undertaking a number of consultations and the method of engagement will be reviewed for each exercise to ensure the correct methods are used, dependent on the service area that is the subject of the consultation. |
| <a href="#">CED59(b)</a><br>WBO6.2 | b) with corporate communications to residents, using the digital communications platform (CEX)<br><b>Higher Preferred</b>   | New 23-24      | 795,335        | 795,336      | 972,384               | ↑                           |  |
| <a href="#">CED59(c)</a><br>WBO6.2 | c) across all corporate social media accounts (CEX)<br><b>Higher Preferred</b>  | New 23-24      | 1,230,698      | 1,230,699    | 1,715,802             | ↑                           |  |



## Commitments

| Code                     | Commitment   | Status                          | Progress this period   | Next Steps   |
|--------------------------|--|---------------------------------|--|--|
| <a href="#">WBO6.2.1</a> | Review how we communicate and engage with residents, including children and young people to help us become more customer focused and responsive (CEX)  | <b>YELLOW<br/>(Good)</b>        | Quarter 4: Work has continued to strengthen our engagement methods with different groups. Engagement sessions have been carried out with pupils in schools to open further lines of communication. The engagement team continue to use different functionalities within Engagement HQ system such as ideas boards and quick poll surveys in order to reach younger audiences. Throughout the year there has been further work with our services to develop and improve the corporate website, with content constantly being reviewed and developed. For example, new webpages and content has been developed to support the drive to recruit more social care staff and social workers. We have engaged with Youth Services to improve their online presence and information available to young people. The digital communication platform is also being developed with new topics being created to increase our user numbers for specific services such as jobs, waste and recycling etc. | A new Communications manager has been appointed who is developing a communications plan for both external and internal communications, including the development of an agreed corporate narrative and a proposed comprehensive public engagement exercise this year to help shape the Council's priorities moving forward. |
| <a href="#">WBO6.2.2</a> | Provide new opportunities for the community to engage with us on our regeneration plans, holding workshops with key stakeholders including town councils, learners and community groups (COMM) | <b>GREEN<br/>(Excellent)</b>    | Quarter 4: Officers have undertaken numerous consultation and engagement sessions throughout the year with local communities and key stakeholders on a number of our regeneration projects. This has included engagement on the Porthcawl and Maesteg Town Centre Placemaking Plans and the Valleys Regeneration Strategy.   |  |
| <a href="#">WBO6.2.3</a> | Develop the Bridgend County Borough Council Climate Citizens Assembly to allow communities to shape our 2030 Net Zero Carbon Agenda (COMM)   | <b>RED<br/>(Unsatisfactory)</b> | Quarter 4: There has been no progress here as the funding for this activity was taken as part of an MTFS saving for 24/25  | Officers will now identify other methods to engage with communities on the 2030 agenda   |

## WBO6.3: Offering more information and advice online, and at local level, and making sure you can talk to us and hear from us in Welsh

## Performance Indicators

| PI Ref & Aim                    | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|---------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CED5</a><br>WBO6.3  | Percentage of first call resolutions (CEX)<br><b>Higher Preferred</b>                                  | 75.66%         | <b>75.91%</b>  | 75.92%       | <b>69.17%</b>         | ↙                           | Quarterly Indicator<br><b>Target Setting:</b> Target set to improve performance.<br><b>Performance:</b> The first call resolution fluctuates and depends on the complexity of the calls taken by staff within the Contact Centre. The calls are monitored each month and the main IVR on the telephone system is constantly reviewed to try to ensure calls are routed to the right service first time. Also whilst there is no way to help identify which inbound calls are complex, discussions are ongoing with relevant service areas to see identify how the first call resolution can be improved.   |
| <a href="#">CED51</a><br>WBO6.3 | Number of online transactions using the digital platform (CEX)<br><b>Higher Preferred</b>              | New 23-24      | 103,347        | 103,348      | <b>72,500</b>         | ↓                           | Quarterly Indicator<br><b>Target Setting:</b> To promote channel shift and to increase the number of online transactions by customers<br><b>Performance:</b> The volume of online transactions has been consistent this financial year. Whilst the figure is lower than the set target, it must be reminded that the previous figures were inflated due to the various forms available online for residents to complete to apply for various schemes, mainly the Winter Fuel payments. There hasn't been any adhoc government schemes this financial year so the online activity has been based on the usual online services that are available. |
| <a href="#">CED52</a><br>WBO6.3 | Number of hits on the corporate website (CEX)<br><b>Higher Preferred</b>                               | New 23-24      | 1,398,559      | 1,398,560    | <b>3,415,000</b>      | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To improve on the information and advice that is available online to support residents further<br><b>Performance:</b> We actively promote the website, directing residents to the site to complete online transactions and view key information. We have also created a number of new pages on the website which are receiving more views as time goes on. During 2023/24 the roadworks page received over 15,000 views. The Free menstrual products subscription page, which is a new fairly new initiative, received over 13,000 views.  |
| <a href="#">CED53</a><br>WBO6.3 | Percentage of staff with Welsh language speaking skills (including schools)<br><b>Higher Preferred</b> | New 23-24      | 25.5%          | 52%          | <b>26.82%</b>         | ↑                           | Annual Indicator<br><b>Target Setting:</b> To improve the number of staff, including schools, with Welsh language speaking skills.<br><b>Performance:</b> Whilst we're under our target of 52% we have seen a 1% increase since last year on the amount of staff with Welsh language speaking skills.  |

|                                  |  |              |       |      |        |   |  |
|----------------------------------|--|--------------|-------|------|--------|---|--|
| <a href="#">CORPB4</a><br>WBO6.3 | Percentage of council staff completing Welsh Language Awareness E-Learning. (CEX) (ALL)<br><b>Higher Preferred</b> | New<br>23-24 | 12.4% | 100% | 47.61% | ↑ | Quarterly Indicator<br><b>Target Setting:</b> All staff to complete training<br><b>Performance:</b> A review of the mandatory e learning models for all staff is ongoing to ensure the most important training is carried out first as a priority and to recognise prior learning and training for some staff where appropriate. |
|----------------------------------|--|--------------|-------|------|--------|---|--|

### Commitments

| Code                     | Commitment   | Status               | Progress this period  | Next Steps  |
|--------------------------|--|----------------------|---|---|
| <a href="#">WBO6.3.1</a> | Develop more community hubs in libraries and other Council buildings so that residents can get more information and help without travelling to Civic Offices (CEX) | <b>YELLOW (Good)</b> | Quarter 4: Work continues with Awen to provide an extension of customer services to support residents accessing council services within their local communities. A pilot has been undertaken in Garw and Ogmore Valleys' libraries. The pilot proved demand in both communities was low as customers use alternative channels to access council services. | A decision will be made following AGM on how to progress with community support in the Garw and Ogmore Valleys. |

### WBO6.4: Helping clubs and community groups take control of and improve their facilities and protect them for the future

#### Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">DCO16.8</a><br>WBO6.4  | Number of council owned assets transferred to the community for running (CATs) across the County Borough (COMM)<br><b>Higher Preferred</b>                       | 11             | 10             | 15           | 7                     | ↓                           | Annual Indicator<br><b>Target Setting:</b> A combination of 10 transfers ongoing being delivered and five new ones, across the County Borough<br><b>Performance:</b> The number of completed transfers was impacted by property issues such as land title that could not be resolved due to limitations of staff resources within the Corporate Landlord and Legal Services, further compounded by a prolonged staff absence by a member of staff due to illness.  |
| <a href="#">DCO23.12</a><br>WBO6.4 | Value of investment with CATs across Bridgend County Borough (COMM)<br><b>Higher Preferred</b>   | New<br>23-24   | New<br>23-24   | £400,000     | £624,900              | Trend not applicable        | Annual Indicator<br><b>Target Setting:</b> Level of external investment exceeds Council's CAT Fund allocations for the year. External investment target of £400K for CAT projects across County Borough.<br><b>Performance:</b> A total of £624,900 of inward external investment was attributed to CAT related projects against a target of £400,000 for the year. In addition, there is substantial external investment via the UK Governments Community Ownership Fund, Welsh Governments Community Facilities Programme, Sports Wales and Cymru Football Foundation already in the pipeline for 2024-25.   |
| <a href="#">SSWB69</a><br>WBO6.4   | Number of people supported to have their needs met in their communities by local community co-ordinators and community navigators (SSWB) <b>Higher Preferred</b> | New<br>23-24   | New<br>23-24   | 200          | 395                   | New<br>23-24                | Annual Indicator<br><b>Target Setting:</b> Baseline target set based on number of individuals being supported by BCBC local community co-ordinators who will be working in 6 locations within the county borough<br><b>Performance:</b> Although the number of local community co-ordinators has been increased the volume is low for whole county coverage and additional investment into these preventative roles would increase the community based support available. Three of the six new roles did not commence until quarter three. There are limitations on the numbers that can be supported at any given time particularly regarding those on the edge of care with higher complexities of need. |

### Commitments

| Code                     | Commitment  | Status                   | Progress this period  | Next Steps   |
|--------------------------|---|--------------------------|---|--|
| <a href="#">WBO6.4.1</a> | Invest a further £400k in Community Asset Transfers and support clubs and Community Groups with equipment grants to improve and safeguard the facilities (COMM) | <b>GREEN (Excellent)</b> | Quarter 4: A total of £624,900 of inward external investment was attributed to CAT related projects against a target of £400,000 for the year. In addition, there is substantial external investment via the UK Governments Community Ownership Fund, Welsh Governments Community Facilities Programme, Sports Wales and Cymru Football Foundation already in the pipeline for 2024-25.   |  |
| <a href="#">WBO6.4.2</a> | Develop a more coordinated approach with partners to helping people find activities and groups in their communities (SSWB)                                      | <b>GREEN (Excellent)</b> | Quarter 4: Community network building approaches to bring partners and stakeholders together who support people in communities to connect with what is in place and identify gaps in provision. There has been positive network development including opportunities for people with disabilities and additional needs, opportunities for older adults via the older adults network and network based opportunities for carers and young carers also. BAVO are supporting a range of community based networks as part of a prevention and wellbeing in communities approach. | Continue to build networks and grow network meetings that are more cross cutting as part of an overarching prevention and wellbeing network in partnership with Bavo and third sector. |

## WBO6.5: Becoming an age friendly council

## Commitments

| Code     | Commitment   | Status                  | Progress this period  | Next Steps   |
|----------|--|-------------------------|---|--|
| WBO6.5.1 | Make Bridgend County Borough a great place to grow old, working with partners to improve leisure activities, accessible housing, care, and support as an Age Friendly Council (SSWB) | <b>AMBER (Adequate)</b> | Quarter 4: Bridgend is participating in the all Wales programme supported by Welsh Government and developing its baseline assessment and action plan. This will continue into 2024-25. There are 8 domains to focus on including transport, housing, community support and health services, social participation, respect and social inclusion, civic participation and employment, communication and information. There has been survey work to engage older adults, programmes of older adult activity groups, cultural activities including dementia friendly sessions and support for the older persons forum to improve web information. | Continue to be a part of the Welsh Government and older persons commissioners network to inform local planning and development. Commence engagement with stakeholders and partners on draft plans. |

## WBO7: A county borough where we support people to be healthy and happy

## WBO7.1: Improving active travel routes and facilities so people can walk and cycle

## Performance Indicators

| PI Ref & Aim       | PI Description and Preferred Outcome                                      | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|--------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| DCO23.17<br>WBO7.1 | New active travel routes (length in KM) (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 4km          | <b>0.4km</b>          | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> Additional target routes for the year<br><b>Performance:</b> Welsh Government have significantly reduced the funding available to implement Active Travel Routes, hence the dramatic reduction in schemes achieved in 23/24 from previous years. Without this funding future schemes cannot come forward. |

## Commitments


| Code     | Commitment   | Status               | Progress this period  | Next Steps |
|----------|--|----------------------|---|------------|
| WBO7.1.1 | Improve sustainable and active travel choices, including the Metrolink bus facility in Porthcawl, to increase connectivity and greener travel choices (COMM) | <b>YELLOW (Good)</b> | Quarter 4: Construction of the Metrolink bus facility is underway and has progressed well throughout the year, but has not been completed for the facility to open to commercial use within the year as planned. The new completion date will be summer 2024. |            |

## WBO7.2: Offering attractive leisure and cultural activities

## Performance Indicators

| PI Ref & Aim     | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24       | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|------------------|---|----------------|----------------|--------------------|-----------------------|-----------------------------|--|
| SSWB70<br>WBO7.2 | Number of visits by older adults to physical activity opportunities supported (SSWB)<br><b>Higher Preferred</b>   | New 23-24      | New 23-24      | Establish Baseline | 23,308                | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> New indicator. New approach with reductions in funding.<br><b>Performance:</b> Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward.  |
| SSWB71<br>WBO7.2 | Number of individuals who commence programmes and complete 16 weeks of activity (SSWB)<br><b>Higher Preferred</b>   | New 23-24      | 350            | 350                | <b>416</b>            | ↑                           | Annual Indicator<br><b>Target Setting:</b> New indicator. Funding levels set by Public Health Wales.<br><b>Performance:</b> On target. The 16-week measure is based on a period to encourage behavioural change in those referred as an indicator. As some referrals link to a range of chronic conditions this is not always attainable due to poor health or other risks.  |
| SSWB72<br>WBO7.2 | Percentage of pupils who participate in three or more occasions of activity per week (FG Indicator 38 Sport Wales School Sport Survey data) (SSWB)<br><b>Higher Preferred</b> | New 23-24      | 44.6%          | 46%                | Data not available    | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> New indicator. Base target set to see improvement on previous data captured by Sport Wales<br><b>Performance:</b> Survey not being undertaken this year. This is based on the national school sport survey that is run by Sport Wales involving primary and secondary schools but is not annual and next survey is not imminent. Bridgend has demonstrated top quartile performance in the previous survey in a range of categories including overall activity levels, after school participation and links to community activities. The surveys cover primary and secondary school ages. |



|                                  |  |           |           |        |        |   |  |
|----------------------------------|--|-----------|-----------|--------|--------|---|--|
| <a href="#">SSWB73</a><br>WBO7.2 | Participation in the summer reading challenge in libraries (SSWB)<br><b>Higher Preferred</b> | New 23-24 | New 23-24 | 2,378  | 2,361  | New 23-24   | Annual Indicator<br><b>Target Setting:</b> New indicator. Target set in line with agreement with Awen<br><b>Performance:</b> Although performance was positive overall (less than 1% below target) the Councils changes in requirements regarding library services and reductions in investment will not see programmes such as the summer reading challenge monitored regarding performance in subsequent years   |
| <a href="#">SSWB74</a><br>WBO7.2 | Participation in Childrens events in libraries (SSWB)<br><b>Higher Preferred</b>             | New 23-24 | 61,855    | 48,176 | 55,975 |  | Annual Indicator<br><b>Target Setting:</b> New indicator. Welsh Government have removed funding used to support previous higher attendances therefore base target set for new funding levels<br><b>Performance:</b> On target. The figures for 2022-23 will have been artificially inflated whereby additional children's library activities were funded by Welsh Government school holiday programmes that have now ceased. Also where library temporary closures have been needed for improvement works this has influenced activity programmes. The attendances have exceeded the target set for the year recognising this reduction. |

## Commitments

| Code                     | Commitment  | Status                   | Progress this period  | Next Steps  |
|--------------------------|---|--------------------------|---|---|
| <a href="#">WBO7.2.1</a> | Redevelop Porthcawl Grand Pavilion to increase the use of the new facilities and extend social and leisure facilities, in partnership with Awen Cultural Trust (COMM) | <b>YELLOW (Good)</b>     | Quarter 4: Good progress has been made on the Grand Pavilion project. Procurement of a specialist project management team to work alongside officers is underway, and planning and listed building consent has been approved, with work on the RIBA 4 designs continuing. An enabling works contract is slightly delayed but due to start in May to oversee the strip out and survey the building in advance of the main contract. The tender process will commence in the Summer.  |   |
| <a href="#">WBO7.2.2</a> | Develop an active leisure offer for older adults to improve physical and mental wellbeing (SSWB)  | <b>GREEN (Excellent)</b> | Quarter 4: Welsh Government and Sport Wales are supporting this initiative during 23/24 and have confirmed it can be continued into 24/25. The focus has been on growing usage of leisure facilities or ancillary programmes that benefit older adults. Activities have included the Super Agers activity programmes in community settings, free or subsidised swimming for those 60 plus and leisure venue based fitness classes and racquet sport sessions.   | Focus available resources to develop increased usage in valleys communities by older adults.  |
| <a href="#">WBO7.2.3</a> | Increase the use of the exercise referral programme by people who may have found it hard to participate in the past (SSWB)  | <b>YELLOW (Good)</b>     | Quarter 4: The National Exercise Referral Scheme (NERS) programme supports people needing to exercise more or living with chronic conditions to improve lifestyle and activity rates. An exercise professional will provide personal support and ensure safe exercise regimes are followed in line with national protocols The NERS programme is operating beyond capacity and with waiting lists in place for support. Referrals are in place from all GP surgeries. There were 1658 new referrals in 2023-24 with 20,729 session attendances. 416 people completed a 16 week review of progress. Programmes include cardiac, back care, falls, stroke, mental health and the generic pathway. | Public Health Wales have changed the national approach to capturing performance of the NERS scheme which may influence the data used to monitor impact. |
| <a href="#">WBO7.2.4</a> | Complete the refurbishment of Pencoed library and provide investment into library services (SSWB)   | <b>BLUE (Completed)</b>  | Quarter 4: This has been completed by Awen utilising external investment via Welsh Government and Awen resources during Q1. Library related usage is monitored on a quarterly basis as part of the cultural partnership and includes a diverse range of areas including events, borrowing, and digital resources. During 23-24 there have been 26,620 visits (supporting 17,760 adult issues, 20,873 junior issues, 1,013 ICT sessions and 825 WiFi sessions, 479 new borrowers).   |   |
| <a href="#">WBO7.2.5</a> | Develop a long-term Active Bridgend plan and leisure strategy (SSWB)  | <b>GREEN (Excellent)</b> | Quarter 4: The Council is responding to the Wales Audit Office (WAO) review of the Active Bridgend plan and related Better Health Successful Sport plan that expired during the pandemic to create a longer-term vision and plan. External support has been commissioned and engagement has been progressing in regards to leisure facility operators, schools, national governing bodies of sport, community groups and key Council personnel and external stakeholders also. The review will explore the alignment of key policy areas including community focused schools, community asset transfer, active travel, play sufficiency and the population needs assessment.                    | Continue stakeholder engagement to create draft plan during 24/25.  |

## WBO7.3: Improving children's play facilities and opportunities

## Performance Indicators

| PI Ref & Aim                       | PI Description and Preferred Outcome                                | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|------------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">DCO23.09</a><br>WBO7.3 | Value of investment in play areas (COMM)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | £1,000,000   | £54,443               | New 23-24                   | Annual Indicator<br><b>Target Setting:</b> Target set in line with programme of works for the year<br><b>Performance:</b> We have been unable to achieve our target this year due to procurement taking longer than expected and then the lead in times for the work to commence. The work has been split into 3 lots with 8 children's play areas being refurbished in Lot 1, 8 in Lot 2 and 6 in Lot 3. Work on Lot 1 has begun. All 22 play areas are due to be refurbished in 24/25 |
| <a href="#">DCO23.10</a><br>WBO7.3 | Number of play areas refurbished (COMM)<br><b>Higher Preferred</b>  | New 23-24      | New 23-24      | 20           | 0                     | New 23-24                   |   |

## Commitments

| Code                     | Commitment  | Status                      | Progress this period  | Next Steps   |
|--------------------------|---|-----------------------------|---|--|
| <a href="#">WBO7.3.1</a> | Improve the quantity and quality of play opportunities. We will Invest in all children's play areas and make sure inclusive play equipment is provided to allow opportunities for all (SSWB/COMM) | <b>YELLOW<br/>(Good)</b>    | Quarter 4: (SSWB) The need for a play sufficiency network group was approved by cabinet and reviewed at scrutiny when considering the play sufficiency assessment and action plan required by Welsh Government. There have been improvements to play spaces including accessibility, free school holiday programmes supported by partners, targeted activities and opportunities for young people with diverse needs and improvements made to web based information resources.<br>(COMM) Whilst there has been slow progress during the complex procurement of this works in packages, the contracts have now all been awarded, and work has commenced on refurbishing 22 children's play areas across the County. This has included consulting local members on community needs and working with Disability Wales to ensure that inclusive play equipment is included as appropriate in schemes. | SSWB - Next full play sufficiency assessment is due for June 2025. The network group will need to support the assessment and action planning process.<br>COMM - Deliver Phase 3 and continue Phase 4 development |
| <a href="#">WBO7.3.2</a> | Roll-out the Dare2Explore project in at least 1 more school (EFS)   | <b>BLUE<br/>(Completed)</b> | Quarter 4: The "Dare2Explore" project was initially rolled out to Coleg Cymunedol Y Dderwen and Cynffig Comprehensive School. Following the pilot, all secondary schools in Bridgend have engaged with the project leader. Children involved in the project benefit from learning about nature and the environment at sites across Bridgend, including, Bryngarw Country Park, Trecco Bay, Kenfig Pool and Gorwelion. Children learn new skills each week, such as, safety around water, cooking skills and wildlife conservation.  |  |
| <a href="#">WBO7.3.3</a> | We will increase the range of after school music ensembles and activities to ensure more pupils benefit from this provision (EFS)   | <b>BLUE<br/>(Completed)</b> | Quarter 4: By September 2023, the music service had developed a new training brass ensemble, senior wind band and string ensemble. The new training string ensemble now has regular attendance of beginner string players of all ages. As of March 2024, Bridgend Music Service began running ensemble workshop days in addition to the regular ensembles to support recruitment of members. Due to increased membership across all ensembles, this enables the two main orchestras to split into wind and string ensembles, increasing the overall number of ensembles to six.   |  |

## WBO7.4: Providing free school meals and expanding free childcare provision

## Performance Indicators

| PI Ref & Aim                      | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|-----------------------------------|--|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">DEFS160</a><br>WBO7.4 | Number of two-year-olds accessing childcare through the Flying Start programme. (EFS)<br><b>Higher Preferred</b>                     | New 23-24      | 321            | 500          | <b>530</b>            | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> The target reflects the positive investment made in the Phase 2A and 2B expansions of the Flying Start programme.<br><b>Performance:</b> The expansion of the Flying Start programme has created significant additional capacity. At the end of March 2024, there were 520 children registered at Flying Start settings in Bridgend, an increase of 249 children compared to the previous year (2022-2023). Welsh Government has funded a small expansion (26 additional Flying Start childcare places) to take place in 2024-2025.   |
| <a href="#">DEFS162</a><br>WBO7.4 | Percentage of non-maintained settings that are judged by Care Inspectorate Wales as at least 'good' (EFS)<br><b>Higher Preferred</b> | New 23-24      | New 23-24      | 100%         | <b>76.5%</b>          | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> Target set in line with Welsh Government expectations<br><b>Performance:</b> No further inspections have taken place in quarter 4, however, the data represents 13 of 17 funded non-maintained settings that have so far received a joint inspection. A strong professional development offer, generous grants and the ongoing support of local authority officers continues to support improvement across the funded non-maintained sector. This work should officially be recognised when settings are inspected/re-inspected as part of Estyn / Care Inspectorate Wales' joint inspection cycle. |
| <a href="#">DEFS163</a><br>WBO7.4 | Percentage of eligible learners offered a free school meal (EFS)<br><b>Higher Preferred</b>  | New 23-24      | New 23-24      | 100%         | <b>100%</b>           | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> Target set in line with government expectations<br><b>Performance:</b> Year 3 eligibility was successfully delivered from the start of the 2023-2024 school year and Nursery was implemented in January 2024 as planned. So far, roll-out of the UPFSM offer is on track, with further implementation planned throughout the year.  |

## Commitments

| Code                     | Commitment   | Status               | Progress this period   | Next Steps |
|--------------------------|--|----------------------|--|------------|
| <a href="#">WBO7.4.1</a> | Provide free school meals to all primary school learners by September 2024 (EFS)                         | GREEN<br>(Excellent) | Quarter 4: Universal primary free school meals (UPFSM) has been implemented across Year 3 and Nursery pupils. Year 4 pupils have now been included in the UPFSM offer from the start of the summer term. The roll-out to Year 5 and Year 6 is on track for September 2024.   |            |
| <a href="#">WBO7.4.2</a> | Work with childminders, nurseries and others to roll-out universal childcare for all two-year-olds (EFS) | GREEN<br>(Excellent) | Quarter 4: There has been a further increase in the children accessing Flying Start funded childcare through the expansion programme. There have been 272 additional children accessing childcare between April 2023 and March 2024 with a total of 530 children registered at quarter 4. Welsh Government has funded a small expansion (26 additional Flying Start childcare places) to take place in 2024-2025. A delivery plan has been submitted and agreed. |            |

## WBO7.5: Integrating our social care services with health services so people are supported seamlessly

## Performance Indicators

| PI Ref & Aim                     | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|----------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">SSWB75</a><br>WBO7.5 | Number of people recorded as delayed on the national pathway of care (SSWB)<br><b>Lower Preferred</b> | New 23-24      | New 23-24      | 71           | 104                   | New 23-24                   | Quarterly Indicator<br><b>Target Setting:</b> New national indicator which includes all reasons for delayed pathway of care. Baseline target set based on data captured for the first quarter of the year<br><b>Performance:</b> Implementation of Discharge to Recover and Assess pathways earlier this year has added some confusion to discharge planning- use of electronic whiteboards to record delay codes were not accessible to the social work team and affected communication. Patients and their conditions move in and out of being "assessment fit" and social workers have kept patients open for assessment to ensure timely re start of their assessments and continuity for the patients and their families. Also availability of social care capacity within the short term services fluctuates and have affected this PI. Group Manager of service area is monitoring daily and receiving weekly reports actioning as required. |

## Commitments

| Code                     | Commitment  | Status               | Progress this period  | Next Steps  |
|--------------------------|---|----------------------|---|---|
| <a href="#">WBO7.5.1</a> | Work even more closely with the NHS so all people receive the right health or care service at the right time (SSWB) | GREEN<br>(Excellent) | Quarter 4: Dementia mapping and linking needs around the Complex Dementia Day Service and the new Memory Assessment Service. Some Cwm Taf Morgannwg University Health Board Regional Integrated Fund posts remain waiting for approval to advertise, this is having some impact on service delivery, but is being escalated through appropriate routes. We have mobilised the Age Connect Morgannwg contract with the new Dementia Connector role for Bridgend and have mobilised the Alzheimer's Disease contract for the Dementia Link Workers. | Continue to develop the Network Multi-Disciplinary Teams. Continue to escalate requests for approval of vacant posts. |

## WBO7.6: Improving the supply of affordable housing

## Performance Indicators

| PI Ref & Aim                    | PI Description and Preferred Outcome  | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period   |
|---------------------------------|---|----------------|----------------|--------------|-----------------------|-----------------------------|---|
| <a href="#">CED60</a><br>WBO7.6 | Number of additional affordable homes provided by Registered Social Landlords (RSLs) across the County Borough (CEX)<br><b>Higher Preferred</b> | New 23-24      | 110            | 110          | 64                    | ↓                           | Annual Indicator<br><b>Target Setting:</b> This 1-year target forms part of wider programme to see an additional 500 units across the County Borough to be provided by RSLs over the next 5 years through the Welsh Government capital build scheme.<br><b>Performance:</b> In year 1 of the programme over £11.8 million has been committed in Social Housing Grant equating to approximately to delivering around 119 new homes. In addition, over £4 million was secured through TACP to bring approximately 33 addition homes into current stock. There have been external factors affecting the delivery of new sites e.g. NRW objections, which is not within the gift of BCBC to resolve meaning that whilst the grant has been allocated the homes will not be deliverable in the same period. Schemes can move into the next financial years due to hurdles that need to be overcome which causes delays to build commencements. A scheme of moderate size circa 30 units can take 2-3 years from planning to completion. Monthly meetings have been taking place with all RSL development teams to identify new sites at the earliest opportunity and progress sites that are already in the development programme. In addition, a quarterly Bridgend Housing Partnership |



|                                 |   |              |   |   |   |   |   |
|---------------------------------|---|--------------|---|---|---|---|---|
|                                 |   |              |   |   |   |   | meeting takes place with all RSL directors. We also meet with Welsh Government on a quarterly basis to discuss our development programme. We're working collaboratively with our estates team to identify opportunities in development. To try and enhance the process, regular meetings are taking place with planning colleagues and development of a process of early engagement to identify any key challenges with a scheme. |
| <a href="#">CED61</a><br>WBO7.6 | Number of empty properties returned to use with local authority intervention (CEX)<br><b>Higher Preferred</b> | New<br>23-24 | 5 | 5 | 6 | ↑ | Annual Indicator<br><b>Target Setting:</b> This is a challenging environment and maintaining current performance is proposed<br><b>Performance:</b> The Empty Properties Group work with property owners via the Empty Properties Strategy with a focus on the top 20 properties as identified.   |

## Commitments

| Code                     | Commitment   | Status               | Progress this period  |  |  |  | Next Steps |
|--------------------------|--|----------------------|---|--|--|--|------------|
| <a href="#">WBO7.6.1</a> | Increase the number of affordable homes in Bridgend County Borough in partnership with Welsh Government and social landlords (CEX) | GREEN<br>(Excellent) | Quarter 4: Monthly meetings have continued with the development teams with 6 RSL's currently developing in the area. We've recently incorporated representation from Strategic Asset Management for efficiency in bringing new sites forward for development and specialist insight. Monthly meetings continue to be held with planning colleagues and development of a system whereby consultation with them takes place on potential development sites prior to a pre planning application being submitted. Quarterly meetings take place with all RSL's and Welsh Government collectively and Bridgend Housing Partnership meeting takes place quarterly with CEO's etc of all RSLs collectively. TACP funding was fully utilised for this financial year and 11 million worth of social housing grant committed for development. The Welsh Government Leasing scheme has been adopted with a small portfolio of accommodation already in use.           |  |  |  |            |
| <a href="#">WBO7.6.2</a> | Get a better understanding of housing and support needs and work with social landlords to provide homes to suit those needs (CEX)  | GREEN<br>(Excellent) | Quarter 4: A housing and support needs assessment was undertaken during the development of the Housing Strategy. Housing needs are discussed with Registered Social Landlords in monthly development meetings where general needs housing, temporary accommodation and supported housing schemes are discussed. Separate meetings have been arranged with the primary stock holding authority to look at specific supported accommodation needs and visits have taken place to one of our supported accommodation projects. Accommodation has been transferred under a lease agreement to support providers by RSL's for the purpose of supported and temporary accommodation.  |  |  |  |            |
| <a href="#">WBO7.6.3</a> | Improve the way we deal with empty homes (CEX)   | YELLOW<br>(Good)     | Quarter 4: The Empty Properties Loan Scheme is nearing completion. The Empty Properties Working Group targets the Top 20 empty properties in the Borough. Of the top 20 properties, 2 are sold, 3 are under renovation and 2 properties have completed on probate. 2 properties have been served with an enforcement notice. There have been 3 successful prosecutions and a further prosecution pending. 1 work in default completed. The remaining properties are subject to informal action. Work also continues on properties outside the top 20 utilising the 5-stage escalation letter process and enforcement provisions. The Empty Properties working group is also working with a Welsh Government Industry Expert who is supporting the working group to provide a coordinated approach to towards a remediation strategy for the top 20 empties this is around implementing further powers with regard to Enforced Sale and Compulsory Purchase. |  |  |  |            |

## Ways of Working

## Performance Indicators (not included in WBO)

| PI Ref, PI Type  | PI Description and Preferred Outcome   | Year End 21-22 | Year End 22-23 | Target 23-24 | Year End 23-24 & RYAG | Direction vs year end 22-23 | Performance this period  |
|--|--|----------------|----------------|--------------|-----------------------|-----------------------------|--|
| <a href="#">CHR002</a><br><a href="#">(PAM/001)</a><br>WOW | The number of working days/shifts per full-time equivalent (FTE) local authority employee lost due to sickness absence (ALL)<br><b>Lower Preferred</b> | 12.36 days     | 13.20 days     | No target    | 12.37 days            | ↑                           | Quarterly Indicator<br><b>Target Setting:</b> To reduce sickness levels across the organisation<br><b>Performance:</b> Overall sickness levels have improved from 22/23.   |
| <a href="#">CORPB5</a><br>WOW                              | Percentage of staff that have completed a Personal Review/Appraisal (excluding school staff) (ALL)<br><b>Higher Preferred</b>                          | N/A            | 58.05%         | 80%          | 60.89%                | ↑                           | Annual Indicator<br><b>Target Setting:</b> Target set to ensure all eligible staff have an annual review.<br><b>Performance:</b> The annual target has not been achieved this year, however, there has been an improvement of 2.84% from the previous year. More comms and targeted data is being used to support managers in completing appraisals whilst also recognising those that are on probation.   |
| <a href="#">DCO16.9</a><br>WOW                             | Realisation of capital receipts targets (COMM)<br><b>Higher Preferred</b>  | £48,840        | £3,710,000     | £0           | N/A                   | Trend not applicable        | Quarterly Indicator<br><b>Target Setting:</b> Target set in line with disposal programme<br><b>Performance:</b> No disposals identified or undertaken in year. A number of larger development opportunities are currently being brought to the market; including Maesteg Ewenny Road, The Crescent and Leisure sites in Porthcawl, Ravens Court, 52 Chilcott Avenue and land at Bettws allowing the 24/25 disposal strategy and capital receipts target to be updated. |

|                                   |   |           |           |        |        |                      |   |
|-----------------------------------|---|-----------|-----------|--------|--------|----------------------|---|
| <a href="#">DCO19.02</a><br>WOW   | Percentage of full statutory compliance across BCBC operational buildings (COMM)<br><b>Higher Preferred</b>   | 64.4%     | 78.6%     | 100%   | 84.9%  | ↑                    | Quarterly Indicator<br><b>Target Setting:</b> Target set to achieve full compliance<br><b>Performance:</b> Target will always remain at 100%. The overall compliance with all compliance related items (statutory, non-statutory, safety critical and non-safety critical) have all improved in 23/24 with the year-end figure of 84.9% reported. Overall compliance did exceed 90% during the year however it has dropped as a number of compliance contracts have been retendered and new contractors appointed and currently mobilising. The compliance team has benefitted from the appointment of an Apprentice Compliance Officer, and this is allowing greater data capture and improvements to be made.   |
| <a href="#">DCO23.14</a><br>WOW   | Percentage of statutory compliance across BCBC operational buildings (big 5) (COMM)<br><b>Higher Preferred</b>  | New 23-24 | New 23-24 | 100%   | 93.5%  | New 23-24            | Quarterly Indicator<br><b>Target Setting:</b> Target set to achieve full compliance<br><b>Performance:</b> Statutory (Big 5) Compliance target will always remain at 100%. Big 5 compliance has increased by approximately 20% in year benefiting from the appointment of a legionella officer and new water risk management surveys being contracted and undertaken. Further improvements targeted in 24/25 with further water risk assessments being completed and new contracts awarded for other big-5 compliance servicing requirements. The compliance team has benefitted from the appointment of an Apprentice Compliance Officer, and this is allowing greater data capture and improvements to be made  |
| <a href="#">DOPS34 (a)</a><br>WOW | Percentage availability of a) voice and data network<br><b>Higher Preferred</b>   | 100%      | 100%      | 99.99% | 100%   | ↔                    | Quarterly Indicator<br><b>Target Setting:</b> Target set to maintain good performance<br><b>Performance:</b> On target and continuing to perform well   |
| <a href="#">DOPS34 (b)</a><br>WOW | b) storage area network (core computing)<br><b>Higher Preferred</b>   | 100%      | 100%      | 99.99% | 100%   | ↔                    | Quarterly Indicator<br><b>Target Setting:</b> Target set to maintain good performance<br><b>Performance:</b> On target and continuing to perform well   |
| <a href="#">DOPS34 (c)</a><br>WOW | c) core applications (as defined in the ICT Strategy), central printers and multi-functional devices and network connected devices (CEX)<br><b>Higher Preferred</b> | 99.96%    | 99.99%    | 99.9%  | 99.96% | ↘                    | Quarterly Indicator<br><b>Target Setting:</b> Target set to maintain good performance<br><b>Performance:</b> Despite achieving our target, we have seen a slight downward trend compared to 22/23. This is down to the complete ICT outage on Monday July 23rd 2023.  |
| <a href="#">DRE6.1.1</a><br>WOW   | Percentage budget reductions achieved (Overall BCBC budget) (CEX/ALL)<br><b>Higher Preferred</b>  | 96.3%     | 72.1%     | 100%   | 90.57% | Trend not applicable | Quarterly Indicator<br><b>Target Setting:</b> Target retained at maximum<br><b>Performance:</b> Our position has improved slightly in that of the 2023-24 savings target of £2.608 million, £2.362 million has been achieved (90.57%). The most significant reduction proposals not achieved in full are:- • EDFS1 – Delegation of school transport responsibilities to The Bridge Pupil Referral Unit (£40,000). Officers are continuing to investigate the practicalities and implications of this bespoke transport arrangement. • COM1 – closure of each of the Community Recycling Centre sites for one weekday per week (£50,000). Public consultation on this proposal was undertaken between the 30 June and 12 September 2023, with the outcome reported to Cabinet on the 21 November 2023, when the proposal was approved. A marginal saving was made in 2023-24, with the full saving being realised in 2024-25. • COM 2 – Charging Blue Badge Holders for parking (£40,000). The traffic management team have been engaged in the introduction of the national speed limit in built up areas, and therefore the saving proposal was not achieved in 2023-24 due to the resource required to introduce this change first. • COM5 – commercially let a wing of Ravens Court to a partner organisation or business (£120,000) – delay in progressing budget reduction proposal whilst the Future Service Delivery model is being developed. Directors continue to work with their staff to deliver their proposals or alternatives and this is reflected in year-end spend. |

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|--|--|
| <b>Meeting of:</b>                           | <b>SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1</b>   |
| <b>Date of Meeting:</b>                      | <b>16 SEPTEMBER 2024</b>   |
| <b>Report Title:</b>                         | <b>FORWARD WORK PROGRAMME UPDATE</b>   |
| <b>Report Owner / Corporate Director:</b>    | <b>CHIEF OFFICER – LEGAL &amp; REGULATORY SERVICES, HR &amp; CORPORATE POLICY</b>  |
| <b>Responsible Officer:</b>                  | <b>MERYL LAWRENCE<br/>SENIOR DEMOCRATIC SERVICES OFFICER – SCRUTINY</b>  |
| <b>Policy Framework and Procedure Rules:</b> | The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council Constitution to be updated.   |
| <b>Executive Summary:</b>                    | <p>The Council's Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.</p> <p>The Council's Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council's Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to have oversight and refer any cross-cutting topics to a Committee or Research and Evaluation Panel.</p> <p>The Committee is asked to consider and agree its Forward Work Programme, identify any specific information it wishes to be included in and any invitees they wish to attend for the reports for the next two Committee meetings, identify any further items for consideration on the Forward Work Programme having regard to the criteria set out in the report, consider the Recommendations Monitoring Action Sheet and note that the Forward Work Programmes for the Subject Overview and Scrutiny Committees will be reported to the next meeting of COSC.</p> |

## 1. Purpose of Report

### 1.1 The purpose of this report is to:

- a) Present the Committee with the Forward Work Programme updated at the previous Committee meeting (**Appendix A**) for discussion and consideration;
- b) Request any specific information the Committee identifies to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Request the Committee to identify whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 3.6 of this report;
- d) Present the Recommendations Monitoring Action Sheet (**Appendix B**) to track responses to the Committee's recommendations made at previous meetings;
- e) Advise that the Committee's updated Forward Work Programme, any feedback from the Committee and the Recommendations Monitoring Action Sheet will be reported to the next meeting of Corporate Overview and Scrutiny Committee (COSC), with the comments from each respective Subject Overview and Scrutiny Committee (SOSC), following consideration in this cycle of Committee meetings.

## 2. Background

- 2.1 The Council's Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.
- 2.2 The Council's Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council's Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to have oversight and refer any cross-cutting topics to a Committee or Research and Evaluation Panel.

### Best Practice / Guidance

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



- 2.5 The CfGS's guide to effective work programming 'A Cunning Plan?' makes the following reference to the importance of good work programming:

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

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

#### Forward Work Programme

- 3.1 Following the approval of the schedule of Scrutiny Committee meeting dates at the Annual Meeting of Council on 15 May 2024, the standing statutory reports to Scrutiny Committees of: the Corporate Plan, the Medium Term Financial Strategy (MTFS) and Budget, Performance and Budget Monitoring, etc. have been mapped to the appropriate timely meeting dates into a Forward Work Programme.
- 3.2 The Forward Work Programmes for each Scrutiny Committee have been prepared using a number of difference sources, including:
- Corporate Risk Assessment;
  - Directorate Business Plans;
  - Previous Scrutiny Committee Forward Work Programme report topics / minutes;
  - Committee / Member proposed topics;
  - Policy Framework;
  - Cabinet Work Programme;
  - Discussions with Corporate Directors;
  - Performance Team regarding the timing of performance information.
- 3.3 There are items where there is a statutory duty for Policy Framework documents to be considered by Scrutiny, e.g., the MTFS including draft budget proposals scheduled for consideration in January 2025, following which COSC will coordinate the conclusions and recommendations from each of the Subject Overview and Scrutiny Committees in a report on the overall strategic overview of Cabinet's draft Budget proposals to the meeting of Cabinet in February 2025.
- 3.4 An effective Forward Work Programme will identify the issues that the Committee wishes to focus on during the year and provide a clear plan. However, at each meeting the Committee will have an opportunity to review this as the Forward Work Programme Update will be a standing item on the Agenda, detailing which items are scheduled for future meetings and be requested to clarify any information to be included in reports and the list of invitees. The Forward Work Programme will remain flexible and will be revisited at each COSC meeting with input from each Subject Overview and Scrutiny Committee reported and any updated information gathered from Forward Work Programme meetings with Corporate Directors.
- 3.5 The Subject Overview and Scrutiny Committee Forward Work Programmes will be reported to the next meeting of COSC, with the comments from each respective Subject Overview and Scrutiny Committee for coordination and oversight of the

overall Forward Work Programme. The SOSC Forward Work Programmes will be included in the standing Forward Work Programme Update report from then on with any feedback from each SOSC meeting included.

#### Identification of Further Items

- 3.6 The Committee are reminded of the Criteria Form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to maximise the impact scrutiny can have on a topic and the outcomes for people. Criteria which can help the Committee come to a decision on whether to include a referred topic, are set out below:

#### Recommended Criteria for Selecting Scrutiny Topics:

|                    |   |
|--------------------|---|
| PUBLIC INTEREST:   | The concerns of local people should influence the issues chosen for scrutiny;   |
| ABILITY TO CHANGE: | Priority should be given to issues that the Committee can realistically influence, and add value to;  |
| PERFORMANCE:       | Priority should be given to the areas in which the Council is not performing well;  |
| EXTENT:            | Priority should be given to issues that are relevant to all or large parts of the County Borough, or a large number of the Authority's service users or its population; |
| REPLICATION:       | Work programmes must take account of what else is happening in the areas being considered to avoid duplication or wasted effort.  |

#### Reasons to Reject Scrutiny Topics:

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

#### Corporate Parenting

- 3.7 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.

- 3.8 In this role, it is suggested that Members consider how each item they consider affects care experienced children and young people, and in what way can the Committee assist in these areas.
- 3.9 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet Committee Corporate Parenting and particularly any decisions or changes which they should be aware of as Corporate Parents.
- 3.10 The Forward Work Programme for the Committee is attached as **Appendix A** for the Committee's consideration.
- 3.11 The Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations made at previous meetings is attached as **Appendix B**.

#### **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 approval of this report will assist in the planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery.
  - Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet.
  - Integration - The report supports all the wellbeing objectives.
  - Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service and Elected Members.

- Involvement - Advanced publication of the Forward Work Programme ensures that stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

5.2 When setting its Forward Work Programme, the Committee should consider how each item they propose to scrutinise assists in the achievement of the Council's 7 Wellbeing Objectives under the **Well-being of Future Generations (Wales) Act 2015** as follows :-

1. A County Borough where we protect our most vulnerable
2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
3. A County Borough with thriving valleys communities
4. A County Borough where we help people meet their potential
5. A County Borough that is responding to the climate and nature emergency
6. A County Borough where people feel valued, heard and part of their community
7. A County Borough where we support people to live healthy and happy lives

## **6. Climate Change Implications**

6.1 The Committee should consider how each item they scrutinise affects climate change, the Council's Net Zero Carbon 2030 target and how it meets the Council's commitments to protect and sustain the environment over the long term. There are no Climate Change Implications arising from this report.

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

7.1 The Committee should consider how each item they scrutinise affects care experienced children and young people, and in what way the Committee can assist in these areas. 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. There are no Safeguarding and Corporate Parent Implications arising from this report.

## **8. Financial Implications**

8.1 There are no financial implications arising from this report.

## **9. Recommendation**

9.1 The Committee is recommended to:

- a) Consider and approve the Forward Work Programme for the Committee in **Appendix A**.
- b) Identify any specific information the Committee wishes to be included in the items for the next two meetings, including invitees they wish to attend;

- c) Identify whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 3.6 of this report.
- d) Note the Recommendations Monitoring Action Sheet in **Appendix B** to track outstanding responses to the Committee's recommendations made at previous meetings;
- e) Note that the Forward Work Programme, any feedback from the Committee and the Recommendations Monitoring Action Sheet will be reported to the next meeting of Corporate Overview and Scrutiny Committee (COSC), with the comments from each respective Subject Overview and Scrutiny Committee (SOSC), following consideration in this cycle of Committee meetings.

### **Background documents**

None.



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## APPENDIX A

### 2024-25 Draft Forward Work Programme Subject Overview and Scrutiny Committee 1

| 18 July 2024 at 11.00am                 |   |   |
|---|---|---|
| Report Topic                            | Information Required / Committee's Role   | Invitees  |
| Home-to-School/College Transport Policy | <p>Outcome of the HTST policy public consultation.</p> <p>To include aspects relating to:</p> <ul style="list-style-type: none"> <li>• Safe routes to schools</li> <li>• Implications of revised LDP</li> <li>• School catchment areas</li> <li>• Pupils' admission numbers</li> <li>• New school builds</li> </ul> | <p><b><u>Cabinet Members</u></b><br/>Cabinet Member for Education and Youth Services.</p> <p><b><u>Officers</u></b><br/>Corporate Director for Education, Early Years and Young People.<br/>Head of Education and Family Support<br/>Group Manager (Strategy, Performance and Support)</p> <p><b><u>CSC</u></b></p> <p><b><u>Headteacher Nominees</u></b><br/>Headteacher Maesteg Comprehensive<br/>Headteacher Nottage Primary</p> <p><b><u>External</u></b></p> |

| Monday 16 <sup>th</sup> September 2024 at 11.00am –                               |  |  |
|---|--|--|
| Report Topics   | Information Required / Committee's Role                              | Invitees   |
| Education, Early Years and Young People Directorate Strategic Plan 2023-26 Update | <p>To include update on ALN and Budget implications from 2024-25</p> | <p><b><u>Cabinet Members</u></b><br/>Cabinet Member for Education and Youth Services.</p> <p><b><u>Officers</u></b><br/>Corporate Director for Education, Early Years and Young People.</p> <p><b><u>CSC</u></b></p> <p><b><u>Headteacher Nominees - TBA</u></b></p> <p><b><u>External</u></b></p> |

| Monday 18 <sup>th</sup> November 2024 at 11.00am |   |   |
|--|---|---|
| Report Topics                                    | Information Required / Committee's Role | Invitees  |
| Nursery  | Pre Decision                            | <p><b><u>Cabinet Members</u></b><br/>Cabinet Member for Education and Youth Services.</p> <p><b><u>Officers</u></b></p> |

|  |  |   |
|--|--|---|
|  |  | <p>Corporate Director for Education, Early Years and Young People.</p> <p><b><u>CSC</u></b></p> <p><b><u>Headteacher Nominees - TBA</u></b></p> <p><b><u>External</u></b></p> |
|--|--|---|

| Thursday 16 <sup>th</sup> January 2025 at 11.00am |   |  |
|---|---|--|
| Report Topics                                     | Information Required / Committee's Role | Invitees   |
| Medium Term Financial Strategy 2025-26 to 2028-29 | Pre Decision                            | <p><b><u>Cabinet Members</u></b><br/>Cabinet Member for Education and Youth Services.</p> <p><b><u>Officers</u></b><br/>Corporate Director for Education, Early Years and Young People.</p> <p><b><u>CSC</u></b></p> <p><b><u>Headteacher Nominees - TBA</u></b></p> <p><b><u>External</u></b></p> |

| Monday 3 <sup>rd</sup> March 2025 at 11.00am – |   |  |
|--|---|--|
| Report Topics                                  | Information Required / Committee's Role | Invitees   |
| Behaviour, Attendance and Exclusions           |   | <p><b><u>Cabinet Members</u></b><br/>Cabinet Member for Education and Youth Services.</p> <p><b><u>Officers</u></b><br/>Corporate Director for Education, Early Years and Young People.</p> <p><b><u>CSC</u></b></p> <p><b><u>Headteacher Nominees - TBA</u></b></p> <p><b><u>External</u></b></p> |

| Thursday 8 <sup>th</sup> May 2025 at 11.00am |   |  |
|--|---|--|
| Report Topics                                | Information Required / Committee's Role | Invitees   |
| Safeguarding                                 |   | <p><b><u>Cabinet Members</u></b><br/>Cabinet Member for Education and Youth Services.</p> <p><b><u>Officers</u></b><br/>Corporate Director for Education, Early Years and Young People.</p> <p><b><u>CSC</u></b></p> <p><b><u>Headteacher Nominees - TBA</u></b></p> <p><b><u>External</u></b></p> |

### **Members briefing sessions.**

- Reporting of exam results - Session to be held to update Members on recommencing of reporting exam results.
- Leadership and Safeguarding – How they are being audited.
- Secondary School meal Provision - Either an information report or a briefing session arranged as soon as possible to further explore issues raised by Members on this subject. Members have also requested more visits to schools, focusing on secondary school meal provision in this instance, and the capacity of the catering service to meet this need.
- New Estyn Inspection Framework
- Governing Bodies – Support and funding. Invitation to be extended to representatives and the Governors Association

### **Information reports to be provided.**

- English Language School's catchment areas / capacity
- Appointment of Local Education Authority (LEA) governors – Policy and rules - Criteria and procedure for the appointment and removal of local authority school governors'
- Corporate performance

### **Potential Items to be scheduled.**

- ALN Provision and Implementation Update
- Review of school improvement services

- Review of post inspection plan
- School mergers
- School Modernisation update
- Update on UPFSM Rollout (to include pupils' views and be invited to meeting) – possibly taken up by BREP
- Delegated budgets, monitor the implications of any proposed reduction to school delegated budget – on school budgets, staffing structures, redundancies, and any resulting impact on pupils – possibly taken up by BREP

### **Scrutiny Panel**

- Potential research and evaluation panel comprising a few members of the Committee to consider the subject of Governing Body support and funding in more detail with any recommendations reported back to the main committee.



**Subject Overview and Scrutiny Committee 1**

**RECOMMENDATIONS MONITORING ACTION SHEET 2023-2024**

| <b>Date of Meeting</b> | <b>Agenda Item</b>                         | <b>Action</b>   | <b>Responsibility</b>   | <b>Outcome</b>   | <b>Response</b>   |
|------------------------|--|---|---|--|---|
| 11 April 2024          | Welsh in Education Strategic Plan (202-32) | <p>Whilst acknowledging that the WESP Annual report 2022-23 predated the recent approval of the MTFS 2024-25 to 2027-28, the Committee expressed strong concern over the significant financial implications that now faced the Local Authority, which could potentially compromise the delivery of the ambitions and commitments contained in the WESP.</p> <p>An example of this relates to the proposal to increase capacity at Ysgol Gymraeg Bro Ogwr and Ysgol Y Ferch o'r Sgêr as well as the development of a seedling school in Porthcawl, given the proposal in the current MTFS to reduce nursery provision to the statutory minimum from 2025-26. There was further concern relating to the Welsh medium childcare hubs and the fact that two hubs already built in Bettws and Blackmill still lay vacant and if providers could not be sought, would remain vacant. Not only was there a reputational risk to the Local Authority but also a financial risk to the Capital expenditure for further</p> | Corporate Director of Education and Family Support / Welsh in Education Strategic Plan Co-Ordinator | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |

| Date of Meeting | Agenda Item | Action  | Responsibility | Outcome | Response |
|-----------------|-------------|---|----------------|---------|----------|
|                 |             | <p>nursery provision and Welsh childcare provision, the latter of which also had ongoing revenue implications for the Local Authority.</p> <p>The Committee therefore recommended that:</p> <ul style="list-style-type: none"><li>a) The Five and Ten Year WESP plan be amended and updated (if possible), to reflect the recent financial implications including the impact of any proposed changes to Nursery provision and Home to School Transport provision, which was also highlighted within the future MTFS budget reductions;</li><li>b) That both plans be amended to reflect the current situation of the childcare hubs, as the plan implies that those in Bettws and Blackmill are already open.</li><li>c) That the concerns of the Committee relating to the reputational risk of having</li></ul> |                |         |          |

## APPENDIX B

| Date of Meeting | Agenda Item                                | Action   | Responsibility  | Outcome  | Response  |
|-----------------|--|--|---|--|---|
|                 |  | vacant Welsh childcare hubs as well as the ongoing financial risk of revenue funding required for this provision, be brought to the attention of the Cabinet Secretary for Education.  |   |  |   |
| 11 April 2024   | Welsh in Education Strategic Plan (202-32) | The Committee considered the timescales of the Annual WESP report and recommended that they receive an update containing the draft Annual WESP report 2023-24, before it is approved by Cabinet in September 2024, in order that they can undertake pre-decision scrutiny and have a greater impact.   | Corporate Director of Education and Family Support  | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Welsh in Education Strategic Plan (202-32) | Whilst appreciating that the individual sub-group reports contain the latest updates, the Committee recommend that the larger Five Year WESP Plan needed to contain those updates so that a full picture could be provided to the Scrutiny Committee alongside the Annual Report. If this was not possible, the Committee requested that they receive the subgroup plans with these updates. | Corporate Director of Education and Family Support / Welsh in Education Strategic Plan Co-Ordinator | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Welsh in Education                         | The Committee recommended that the Annual report contain figures and   | Corporate Director of   | <b>ACTIONED</b> – response and                                     | <a href="https://democratic.bridgend.gov.uk/ecSDDis">https://democratic.bridgend.gov.uk/ecSDDis</a>   |

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| Date of Meeting | Agenda Item                                | Action   | Responsibility  | Outcome  | Response  |
|-----------------|--|--|---|--|---|
|                 | Strategic Plan (202-32)                    | information relating to the work being undertaken with English speaking nurseries to encourage the use of Welsh language.  | Education and Family Support / Welsh in Education Strategic Plan Co-Ordinator                       | information circulated 8 July 2024.                                | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">playClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a>   |
| 11 April 2024   | Welsh in Education Strategic Plan (202-32) | Members discussed the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh in regard to the school workforce annual census, which showed teachers skills across the board from basic to proficiency. The Committee noted that the statistics were in isolation and recommended that a comparison be undertaken with other Local Authorities of similar characteristics to assist Members in understanding the level of skills for teachers. | Corporate Director of Education and Family Support / Welsh in Education Strategic Plan Co-Ordinator | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Welsh in Education Strategic Plan (202-32) | The Committee requested clarification on the four new funding streams that have been agreed by Welsh Government as priorities in relation to Welsh Language.   | Corporate Director of Education and Family Support  | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Welsh in Education                         | Members discussed the subject of parental support as well as the decisions   | Corporate Director of   | <b>ACTIONED</b> – response and                                     | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |

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| Date of Meeting | Agenda Item  | Action   | Responsibility                                       | Outcome  | Response  |
|-----------------|--|--|--|--|---|
|                 | Strategic Plan (202-32)                              | behind parents choosing to send their children to an English medium or Welsh medium school. The Corporate Director of Education and Family Support advised he would confer with the School's Admission Team as to what information was available or could potentially be gathered.                               | Education and Family Support                         | information circulated 8 July 2024.                                | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">playClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a>   |
| 11 April 2024   | Welsh in Education Strategic Plan (202-32)           | The Committee supported the work being undertaken and support provided to pupils with Additional Learning Needs (ALN) in Welsh Medium education and felt that Members would benefit from receiving anonymous case studies where children with ALN have really excelled and achieved high educational attainment. | Corporate Director of Education and Family Support   | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Welsh in Education Strategic Plan (202-32)           | The Committee requested further information on what incentive schemes were currently being run by Welsh Government to encourage and increase the number of Welsh-medium teachers.  | Corporate Director of Education and Family Support   | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Annual Local Authority Scrutiny Report Central South | Members discussed their consideration of the last annual report brought to the Committee from the Central South Consortium (CSC) and recommended   | Corporate Director of Education and Family Support / | <b>ACTIONED</b> – response and information                         | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |

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| Date of Meeting | Agenda Item   | Action  | Responsibility  | Outcome  | Response  |
|-----------------|---|---|---|--|---|
|                 | Consortium 2022-23  | that pre decision scrutiny of the 2025-2028 Business Plan be built into the CSC planning process to enable the Committee to provide some value into the process.  | Central South Consortium  | circulated 8 July 2024.  | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">D=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a>   |
| 11 April 2024   | Annual Local Authority Scrutiny Report Central South Consortium 2022-23 | The Committee recognise the restrictions that Welsh Government has placed on the sharing and publishing of performance data in the public domain. It was however recommended, and agreed by representatives from the Central South Consortium, that it would be useful to include further detail of some of the ALPs performance analysis, such as the number of 'A' level entries, in future reports, as this would provide a more informed picture. | Corporate Director of Education and Family Support / Central South Consortium | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 11 April 2024   | Annual Local Authority Scrutiny Report Central South Consortium 2022-23 | Members requested additional information on CSC grant funding; how it is divided up and allocated, as well as clarification on the associated funding formula.  | Corporate Director of Education and Family Support / Central South Consortium | <b>ACTIONED</b> – response and information circulated 8 July 2024. | <a href="https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1">https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD951&amp;ID=951&amp;RPID=13260176&amp;sch=doc&amp;cat=13497&amp;path=13490%2c13492%2c13497&amp;LLL=-1&amp;LLL=-1</a> |
| 18 July 2024    | Learner Travel Consultation Outcome                                     | The Committee highlighted that as Corporate Parents, all Councillors have a responsibility to Care Experienced Children and young people and recommended that consideration of how  | Cabinet   | <b>ACTIONED</b> – Recommendations presented to the                 |   |



**APPENDIX B**

| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome  | Response |
|-----------------|-------------------------------------|--|----------------|--|----------|
|                 |                                     | they might be affected by the HTST proposals be explored as part of the Cabinet's decision.  |                | meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024.  |          |
| 18 July 2024    | Learner Travel Consultation Outcome | Evidence at the meeting suggested that the proposals could have a potential impact on attendance and educational outcomes of pupils, particularly in areas of higher social deprivation. Members recommended that if possible, prior to the decision of Cabinet, information and analysis be sought from other Local Authorities to understand the level of this impact in order to inform Cabinet's decision. |                | <b>ACTIONED –</b> Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024. |          |

| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome   | Response |
|-----------------|-------------------------------------|--|----------------|---|----------|
| 18 July 2024    | Learner Travel Consultation Outcome | The Committee highlighted the importance of communication with parents as well as children and young people regarding any potential changes or ways in which they may be affected and recommended that this be a priority following any decision, in order to ensure they are aware at the earliest opportunity.   |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024. |          |
| 18 July 2024    | Learner Travel Consultation Outcome | The Committee highlighted various concerns regarding some of the routes to school currently regarded as safe, such as some areas having no pedestrian crossings, routes not being maintained and the lighting along them insufficient for dark winter evenings. The Committee therefore recommended: <ul style="list-style-type: none"><li>• That all safe routes to schools be reviewed termly;</li><li>• That a mechanism be provided for parents to provide feedback on any issues with the routes so that they can be rectified quickly.</li></ul> |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the   |          |

**APPENDIX B**

| Date of Meeting | Agenda Item                         | Action  | Responsibility | Outcome   | Response |
|-----------------|-------------------------------------|---|----------------|---|----------|
|                 |                                     |   |                | next SOSC 1 meeting on 16 September 2024.   |          |
| 18 July 2024    | Learner Travel Consultation Outcome | <p>Members discussed the issue surrounding children and young people having to walk to school, potentially 3 miles under the new proposals, in various bad weather conditions, and then some pupils also potentially being wet all day resulting from continued crossing of the school site in bad weather to access their classes. The Committee expressed concern over the potential for this to affect pupil attendance on days where the weather was bad. Members also expressed concern over reports that pupils were at times having to wait significant lengths of time for BCBC contracted buses to pick them up from school which meant that pupils and teachers were often waiting outside in awful weather.</p> <p>a. The Committee recommended that the Local Authority work closely with schools and teachers to try and ensure provision is made for pupils to either dry their clothing or possibly change when arriving at school.</p> <p>b. Likewise, that provision is made to keep pupils safe and warm after school should they have to wait a while for either a</p> |                | <p><b>ACTIONED –</b> Recommendations presented to the meeting of Cabinet on 23 July 2024.</p> <p>Reponses requested 13 August 2024.</p> <p>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024.</p> |          |

| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome   | Response |
|-----------------|-------------------------------------|--|----------------|---|----------|
|                 |                                     | <p>public bus or a BCBC contracted bus to get home.</p> <p>c. Members further recommended that the Authority explore with contractors the times that they are arriving at schools to pick pupils up to minimise waiting times for both pupils and teachers.</p>  |                |   |          |
| 18 July 2024    | Learner Travel Consultation Outcome | <p>Whilst appreciating that the LA's strategy is to grow Welsh Medium education and the number of placements, the Committee expressed concern over the capacity of Welsh Medium schools as well as Faith Schools to account for the potential increase in applications for these schools given that their nursery and post-16 transport provision will be protected under these proposals.</p> |                | <p><b>ACTIONED –</b> Recommendations presented to the meeting of Cabinet on 23 July 2024.</p> <p>Reponses requested 13 August 2024.</p> <p>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024.</p> |          |
| 18 July 2024    | Learner Travel Consultation Outcome | <p>Should this proposal be agreed, Members highlighted that there will inevitably be an increased reliance on public buses by post-16 pupils to enable them to get to school or</p>  |                | <p><b>ACTIONED –</b> Recommendations presented to the</p>   |          |

**APPENDIX B**

| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome  | Response |
|-----------------|-------------------------------------|--|----------------|--|----------|
|                 |                                     | college. The Committee therefore recommended that prior to any decision being made on post-16, the LA explore whether there are public buses going near or past each school that offers post-16 education and where there is not, the potential impact of this on pupils then opting out of post-16 education be fully understood. There was particular concern amongst the Committee of the significant impact these changes could potentially have for post-16 pupils living in the Llynfi, Ogmre and Garw Valleys, and the removal of transport for them leading to a potential removal of access to post-16 education. |                | meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024.                      |          |
| 18 July 2024    | Learner Travel Consultation Outcome | Members recommended that the LA work with local bus companies as soon as possible to consider how they could assist with post-16 transport provision to schools and colleges across the Borough. Furthermore, that the LA also explore any opportunities with the current contracted bus companies to consider if there is anything that they would possibly be willing to provide in terms of a local bus service which would assist pupils accessing schools and colleges. Members also requested that the LA ensure all bus routes and timetables are communicated to post-16 pupils affected by this change.           |                | <b>ACTIONED –</b> Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 |          |

**APPENDIX B**

| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome   | Response |
|-----------------|-------------------------------------|--|----------------|---|----------|
|                 |                                     |  |                | meeting on 16 September 2024.   |          |
| 18 July 2024    | Learner Travel Consultation Outcome | The Committee recommended that the LA explore with Bridgend and Pencoed Colleges whether they would be willing to support their learners in providing free bus passes to eligible pupils, similar to schemes that are provided in colleges in other Welsh LAs.   |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024. |          |
| 18 July 2024    | Learner Travel Consultation Outcome | Members queried whether the proposed changes to Post-16 transport would be in line with the LA's commitments under the Wellbeing of Future Generations Act. Whilst acknowledging that the report summarises the implications relating to the five ways of working under the Act, the Committee felt that the response does not capture the impact of children no longer being able to attend post-16 education. The Committee therefore recommend that this be fully |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.   |          |



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| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome   | Response |
|-----------------|-------------------------------------|--|----------------|---|----------|
|                 |                                     | considered and the impact under the Act be made clearer.   |                | Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024.  |          |
| 18 July 2024    | Learner Travel Consultation Outcome | The Committee expressed concern over potential vulnerable pupils who might be disadvantaged by these proposals, such as those who would not be able to afford a bus pass to access post-16 education and were then at a higher risk of becoming NEET. The Committee recommended that consideration be given to this, and the potential of a means tested scheme for pupils considered as vulnerable. |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024. |          |
| 18 July 2024    | Learner Travel Consultation Outcome | The Committee recommended that clarification be sought on whether the mileage allowance of 45 pence per mile is sufficient to cover any extra costs parents/carers might incur such as any insurance costs if this was seen as a business mileage allowance. Similarly further clarification be considered as to whether this allowance would have any   |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.   |          |

**APPENDIX B**

| Date of Meeting | Agenda Item                         | Action   | Responsibility | Outcome   | Response |
|-----------------|-------------------------------------|--|----------------|---|----------|
|                 |                                     | potential tax or benefit implications for parents/carers.  |                | Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024.  |          |
| 18 July 2024    | Learner Travel Consultation Outcome | <p>During their consideration of the proposals, it was acknowledged by the Cabinet Member that if the proposals were agreed it would inevitably lead to some individual issues and problems and that this was unfortunately unavoidable when looking to reduce certain areas to the statutory minimum. In order to try and respond to these issues, he reported that he would be looking to set up and chair a monitoring group that would consider the impact of any changes to HTST and respond to these as necessary. He explained that this group would engage with Officers across the various directorates when required to try and see how problems could be overcome.</p> <p>a) The Committee welcomed the establishment of this Group and recommended that it specifically look to consider some of the aspects mentioned</p> |                | <b>ACTIONED –</b><br>Recommendations presented to the meeting of Cabinet on 23 July 2024.<br><br>Reponses requested 13 August 2024.<br><br>Reponses presented to Members at the next SOSC 1 meeting on 16 September 2024. |          |

| Date of Meeting | Agenda Item | Action  | Responsibility | Outcome | Response |
|-----------------|-------------|---|----------------|---------|----------|
|                 |             | <p>in the above comments and recommendations including:</p> <ul style="list-style-type: none"><li>• Regular review, maintenance and issues relating to Safe Routes to School;</li><li>• How schools are responding to pupils walking to school in bad weather conditions such as suitable facilities to dry or change clothes;</li></ul> <p>As well as:</p> <ul style="list-style-type: none"><li>• Impact on NEETs figure, pupil attendance, absenteeism, vehicle traffic outside schools;</li><li>• Ensuring that the LA is still meeting its requirements of the Wellbeing and Future Generations Act, particularly in relation to post-16 pupils;</li><li>• Consideration of disabled access and parking at schools and colleges to assist families and young people with getting to and from school safely, particularly as these proposals could potentially result in an increase in traffic outside schools;</li><li>• How schools are using timetabling to potentially assist its post-16 pupils in reducing the impact from these proposals, for example reducing the</li></ul> |                |         |          |

| <b>Date of Meeting</b> | <b>Agenda Item</b> | <b>Action</b>   | <b>Responsibility</b> | <b>Outcome</b> | <b>Response</b> |
|------------------------|--------------------|---|-----------------------|----------------|-----------------|
|                        |                    | <p>need of a pupil to have to attend school for only one class on a specific day;</p> <ul style="list-style-type: none"><li>• How schools were sharing best practices in the ways they were responding to these proposals and supporting their pupils with accessing education safely.</li></ul> <p>The Committee recommended that it was essential that school leaders were involved with any monitoring of impact from the proposed changes to HTST as well as any resulting actions.</p> |                       |                |                 |