

Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments	Follow up required
14-Sep-2017	Additional Learning Needs Reform	<p>Following their consideration of the item and the evidence received, the Committee agreed to make a series of comments and recommendations for submission to the Education and Family Support Directorate as well as a number of recommendations to be forwarded to Welsh Government for consideration in the development and implementation of the Bill, its Code and guidance.</p> <p>The Committee requested that the subject of ALN be revisited by Scrutiny in the future at a time when the Bill has been further progressed to include consideration of the following points:</p> <p>a) How the Authority and Schools are engaging with parents over the changes to the Bill?                      b) What the finalised process is for assessments and who is responsible for leading with them?                      c) What involvement/responsibilities do Educational Psychologists have under the Bill?                      d) Has the Bill led to an increase in tribunals and what impact has this had? This is set against the context of the recent announcement by the Lifelong Learning Minister that instead of saving £4.8m over four years the Bill could potentially cost £8.2m due to an expected increase in the number of cases of dispute resolution.                      e) Given that the Bill focuses on the involvement of young people and their parents, what support is available for those involved in court disputes?                      f) Outcomes from the Supported Internship programme.                      g) Support for those with ALN into employment.                      h) Staffing - Protection and support for staff, ALNCO support, workloads and capacity.                      i) Pupil-teacher ratios and class sizes and impact of Bill on capacity of teachers to support pupils with ALN                      j) How is the implementation of the Bill being monitored; what quality assurance frameworks are there and what accountability for local authorities, consortiums and schools?</p> <p><b>Further Information</b>                      The Committee requested that they receive detail of how many requests for support for children and young people with ALN have been received over the last 12 months and how long it has taken from request to an assessment been carried out.</p>	<p>Needs revision prior to sending to Cabinet due to timing issue.</p> <p>These will be incorporated into the FWP</p> <p>Academic Year 2016/17.</p> <p>Cognition and Learning Team.                      The number of referrals received through ALN the request for help panel were approximately 252 which would include dyslexia assessments, DCD and cognitive levels for the learning resource centres (LRCs.)                      The time-frame:- from referral to assessment could vary from two to twelve weeks.</p> <p>Complex Medical Team (CMMI)                      The number of ancillary support requests were approximately 33.                      The time-frame:- from referral to assessment could vary from a few days to twelve weeks.</p> <p>Educational Psychology Service.                      The number of referrals received between September 2016 to July 2017 were approximately 363. Assessments were undertaken and reports were written.                      There were a number of other Children and Young People discussed at consultation level at the school where school staff may be sign posted to other agencies. Educational Psychologists attend reviews for a number of young people and these are not captured in the data.                      The time frame:- to start the assessment is usually around four weeks.</p> <p>Speech and Language Team.                      The number of referrals that went to the additional learning needs (ALN) request for help forum were 70. There were also approximately 25 additional referrals which required some action.                      The time frame:- all were dealt with within a month.</p> <p>Autistic Spectrum Disorder (ASD) Team.                      The number of referrals that went to the additional learning needs (ALN) request for help forum were approximately 82.                      The time frame:- all were dealt with within a month.</p>	

<p>04-Dec-2017</p>	<p>Draft Budget Proposals - Education and Family Support</p>	<p>Following the Committee's consideration of the draft budget proposals for the Education Directorate, Members determined to make the following recommendations to go forward to Cabinet:</p> <ol style="list-style-type: none"> <li>1. The Committee recommend that in order for Members to support the Festival of Learning proposed budget growth there needs to be clear objectives and outcomes in order to see what is going to be achieved from this one-off investment;</li> <li>2. The Committee recommend that the Authority lobby Welsh Government to consider longer term budget planning to enable Local Authorities to better plan for the future and have security of funding for projects and priorities;</li> <li>3. The Committee recommend that the Authority ensure that strong links are made between any future investment for schools and the current and future Local Development Plan with closer working relationships with all those involved. This is in line with the requirements of the Wellbeing and Future Generations (Wales) Act in terms of how decisions taken now should be taking account of the longer term impact on future generations;</li> <li>4. The Committee recommend that early and serious consideration be given to the proposals for future Education cuts of a 1% efficiency saving from 2019-20 onwards including evidence of potential impact and how schools and the Local Authority can plan to minimise this impact on schools, staff and most importantly on pupil performance.</li> </ol> <p><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>• The Outturn figures for catering indicating profit and loss for the last 3 years including information outlining whether the price increase each year outweighs the loss due to a reduction in uptake;</li> <li>• Details of delegated and non-delegated funding , per pupil – to see comparisons and clarify the evidence over the Authority being funded 17 out of 22 for secondary schools and 21 out of 22 for primary schools;</li> </ul>	<p>Cabinet has already accepted this approach as part of the budget pressure submission. A report will be provided to Scrutiny by 2 March 2018 outlining proposed objectives and outcomes.</p> <p>The WLGA has consistently over a long period of time worked with local authorities to lobby for long term budgets. Cabinet accepts the recommendation and will continue to lobby for this.</p> <p>Cabinet accepts the recommendation. Please note however that there are already strong working relationships between relevant officers in the planning department and in Education. The School Modernisation Team liaises closely with Planning and the housing development schedule is incorporated into the pupil projections for each school. Band B proposals are informed by knowledge of housing developments currently under construction and future planned developments. Officers will continue to work closely on this key issue. The Council is embarking on a full review of the LDP. This will be addressed within the bounds of the LDP process.</p> <p>Cabinet is confident that the LDP Steering Group will take on board these recommendations during the review.</p> <p>Outturn for last 3 full financial years and narrative supplied on next sheet (Appendix A1). The price rise did not take effect until Sept 17 and consequently until there has been a whole year it is difficult to see any take up impact. Also, any changes in outturn can be due to the fact that there are different numbers of trading days and also different numbers of pupils from one year to the next.</p> <p>Please see attached Appendix A2.</p>
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		<ul style="list-style-type: none"> <li>• Clarification of the number of pupils with an ASD who are in receipt of support from the Pupil Development Grant;</li> <li>• The Committee requested that the feedback from the School Budget Forum following its meeting next week be presented to both BREP and the Corporate Overview and Scrutiny Committee for consideration in development of their recommendations.</li> </ul>	<p>The figures indicate the number of children with a primary or secondary need of ASD, who are also FSM eligible.</p> <p>The data is taken from the last 3 PLASC censuses in January 2015, 2016 and 2017.</p> <table border="1" data-bbox="1151 1082 1653 1204"> <thead> <tr> <th>Date</th> <th>Number of Children with Primary or Secondary ASD diagnosis</th> <th>Number who are FSM eligible</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>January 2015</td> <td>370</td> <td>113</td> <td>30.5</td> </tr> <tr> <td>January 2016</td> <td>432</td> <td>130</td> <td>30.1</td> </tr> <tr> <td>January 2017</td> <td>454</td> <td>149</td> <td>32.8</td> </tr> </tbody> </table> <p>The draft minutes of the meeting held on the 6th December are attached (Appendix A3). These have not yet been issued/approved by representatives of the SBF.</p>	Date	Number of Children with Primary or Secondary ASD diagnosis	Number who are FSM eligible	%	January 2015	370	113	30.5	January 2016	432	130	30.1	January 2017	454	149	32.8
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10-Jan-2018	<b>A Review of the Future Post-16 Provision across Bridgend County Borough Council</b>	<p>1. The Committee determined that for Cabinet to make any future decision regarding the proposed concepts for Post-16, evidence of the following aspects having been considered needs to be provided:</p> <p>a) The Governance route for any future proposal particularly since it was reported that it is currently difficult to recruit new Governors. The Committee requested that evidence be provided as to how this will be addressed;</p> <p>b) How proposals aim to raise the aspiration of those pupils from the most deprived backgrounds;</p> <p>c) How the needs of vulnerable pupils such as those with ALN, who often struggle with change, are being met;</p> <p>d) How Pastoral Care will be ensured in any provision going forward. The Committee recommended that whether in a school or a college, students needed a stable base for academic continuity where they could access support should they need to;</p> <p>e) Evidence of where good practice has been considered in both England and Wales in relation to opst-16 education;</p> <p>f) How e-learning will be utilised in any of the proposals;</p> <p>g) How sports can be greater encouraged and incorporated into post-16 education;</p> <p>h) Whether vocational learning should be provided in schools as well as colleges? What evidence is there from other LAS?</p> <p>i) How any transition will be structured and managed;</p> <p>j) How transport costs are going to be met – particularly the different implications there would be with transport depending on whether post-16 education was through a FE maintained college or school sixth forms;</p>	
		<p>2. The Committee also recommend that the Local Authority maintain control of the admissions process to ensure that it continues to be carried out in line with the code.</p>	
		<p>3. Members stressed the point that had been discussed during the meeting; that one size did not necessarily fit all, however the Committee felt that the political stance seemed to be that all schools maintain 11-18 provision. The Committee stressed the need to listen to the community and the experts particularly following consultation.</p> <p><b>Additional Information</b> The Committee requested that they receive data regarding schools in the county borough that are under capacity.</p>	
		<p>The Committee accepted the comments and recommendations of the Member and School Engagement Panel in relation to Maesteg school and agreed to send them to Cabinet, the Directorate and the Consortium for a response.</p>	N/A
	<b>Member and School Engagement Panel</b>		
18-Jan-2018	<b>Remodelling Children's Residential Services Project</b>	<p>Members commended the report for its detail and focus.</p> <p><b>Recommendations</b></p> <p>1. The Committee recommend that the Authority look towards providing joint regional training with other Local Authorities and that consideration be given to looking within these LAs for experts to provide this. This joint training would not only assist in hopefully reducing the cost of training but would also help build relationships between staff, residential staff and foster carers regionally not just within our own LA.</p>	<p>Report went to Cabinet 27 feb 2018 which briefly detailed the recs of scrutiny - need follow up at later date to show evidence of how they have been taken into consideration - annual rec report</p>
		<p>2. The Committee recommend that the Authority incorporate a clause within Foster Carer contracts where they are receiving specialist training, in order to maintain them in house and not potentially lose very qualified Foster Carers to IFAs.</p>	<p>Report went to Cabinet 27 feb 2018 which briefly detailed the recs of scrutiny - need follow up at later date to show evidence of how they have been taken into consideration - annual rec report</p>
		<p>3. The Committee recommend that a proper evaluation of career development be considered for specialist foster carers to use as an incentive when recruiting.</p>	<p>Report went to Cabinet 27 feb 2018 which briefly detailed the recs of scrutiny - need follow up at later date to show evidence of how they have been taken into consideration - annual rec report</p>
		<p>4. The Committee highlighted the budgetary assumptions that were being made in relation to future need for Residential care and the potential risk of still requiring Out of County placements. With this in mind the Committee recommend that evidence of contingency plans, both budgetary and staffing, be incorporated into the project and any future reports.</p>	<p>Report went to Cabinet 27 feb 2018 which briefly detailed the recs of scrutiny - need follow up at later date to show evidence of how they have been taken into consideration - annual rec report</p>
		<p>The Committee requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes.</p>	<p>Added to FWP</p>
		<p><b>Further comments</b> The Committee requested that as part of the future Early Help and Social Services item, the report include detailed analysis of the causes and demands on Children's Social Services. Members commented that if this is not known and understood then the Authority cannot effectively plan for the future and Members cannot be assured that changes that are being introduced are fit for purpose.</p>	<p>Added to FWP</p>
		<p>The Committee requested that the outcome of the CSSIW investigation into Looked After Children be provided to Scrutiny for information when it becomes available.</p>	<p>Added to FWP</p>

<p><b>08-Feb-2018</b></p>	<p><b>School Standards</b></p>	<p>The Committee felt that whilst the report included a vast amount of data there was a lack of analysis in relation to individual schools within the county borough and therefore Members felt it difficult to get a grasp of the current situation with schools in Bridgend i.e. which ones were of concern and required significant support etc.</p>	<p>The process of categorisation provides a view of all schools across the Borough. It is an indication of which schools are of concern and the level of support required. Categorisation indicates the capacity of each school to improve (A, B, C or D with A being very good capacity to improve and D being a limited capacity to improve). The level of support ranges from green support (minimal support) to red support (intensive support). Categorisation for the 2017-2018 academic year has just been verified nationally. The updated categorisation for Bridgend is attached at Appendix 1a.</p>
		<p>The Committee also queried the fact that the report did not provide detail of how exactly the Consortium had firstly had an impact on school performance last year – much work was described but the direct impact and outcomes of this on individual schools was not apparent. Secondly whilst areas of improvement were identified throughout the report, it did not provide ideas or examples of how these improvements would be put in place. Members understood that improvements would be somewhat different in each school however, for areas such as improving attainment of boys across the County Borough, the Committee felt there should be some overall plan for this directed by the Consortium.</p>	<p>Direct impact of the Consortium's work on outcomes of individual schools is recorded on Evaluation for Improvement reports, retained centrally at CSC for all schools. Performance of schools and actions taken to improve performance, particularly in relation to those schools causing concern, are reported to the Director on a termly basis through the LA Performance report and meeting. Specific areas of improvement that are particular to a LA are also reported in this report and discussed at the termly meeting e.g. improving Welsh at level 5 and level 6 in 2016-2017. Challenge advisers regularly report to the senior challenge adviser and a termly meeting between all the challenge advisers and LA group managers for school improvement is held. All schools' performance and progress is reported at this meeting. Required actions for improvement / intervention are also agreed.</p> <p>CSC establishes its annual business plan, based on regional and national need. Progress with the business plan is reported annually to the LA. For LA specific improvements the LA does identify areas. Schools are made aware of the general areas through headteacher meetings. This academic year the LA Annex to the CSC business plan is focussing on schools working in their clusters to identify the general areas for improvement that are pertinent to their cluster. Each cluster has produced a 'School on a Page' that sets targets that they need to improve. The Festival of Learning, in June 2018, will share the impact of these improvements across BCBC schools.</p>

<p>With this in mind the Committee requested that they receive a further report at a meeting in the near future, (to be agreed by Corporate Overview and Scrutiny), incorporating the following:</p> <ul style="list-style-type: none"> <li>• School Categorisation information;</li> <li>• In relation to Post-16 data at 4.53 of the report, the Committee requested that they receive the baseline for each school to give a better indication of how each school has improved;</li> <li>• Information on Bridgend’s ranking for Key Stage 4 based on the latest results;</li> <li>• Information on what targets were set at each stage in order to determine whether the performance was expected and possibly a cohort issue or whether any actuals differed significantly from the targets set;</li> <li>• Information that the Consortium has gathered through drilling down into each schools’ performance to determine what challenges schools face;</li> <li>• Further detail of the performance of those with ALN attending the PRU or Heronsbridge School as Members felt this was not incorporated into the report to a great degree;</li> <li>• Information on the work that the Consortium is doing to identify the variation for each secondary school at Key Stage 4, and what is being done about it;</li> <li>• More information in relation to each schools performance – not necessarily more data but detail of the where, what and how in relation to good and poor performance for each school so that the Committee has an overall understanding of the current situation and priority schools in Bridgend;</li> <li>• What extent are schools responding to the changes recently introduced such as the removal of Btec etc, to ensure they are still meeting the needs of the pupils;</li> <li>• What work is being done to mitigate against future dips in performance resulting from any changes to curriculum or changes to performance measures;</li> <li>• Evidence of how the Consortium has made a direct impact on schools and school performance, what outcomes can they be measured on in relation to Bridgend to assure Members of value for money;</li> <li>• What is being done to mitigate against the impact of changes in teachers to ensure that this does not have a resulting impact on the performance of pupils;</li> <li>• Performance in relation to vocational qualifications and non-core subjects – where are there causes for concern and where there is excellent work taking place etc.</li> </ul>	<p>School categorisation and drilling down into each schools’ performance - please see comment on categorisation above. The evidence gathered and final categorisation reports produced for every school across the Borough detail judgements made on each schools’ standards performance, capacity to improve, recommendations for improvement and the level of support required to support that improvement. Each school and governing body has access to their reports. Publicly information is published on the website ‘My Local School’ for all schools across Wales. A three year report on Bridgend’s categorisation, including a regional and LA summary, is at Appendix 1b.</p> <p>Please see baseline detail provided in the table entitled Bridgend Schools A level Results 16-17, at appendix 2 Information on Bridgend’s ranking based on the latest results - please see appendix 3. Information on targets vs actuals - please see appendix 4 which is an extract from the Bridgend LA 2017 Data Commentary version 5 document produced by the CSC Data Quality and Intelligence Unit. This document can be made available to Scrutiny in full, should you request. Detail of the performance of ALN pupils attending PRU or Heronsbridge .... Lindsay/ Nicola please advise. Information on the work the Consortium is doing to verify the variation for each secondary school at key stage 4 - please see report for Bridgend key stage 4 performance at appendix 5.</p> <p>What extent are schools responding to the changes recently introduced such as removal of Btec to ensure they are meeting the needs of the pupils? Within the domain of science, feedback into the Heads of Department (HoDs) network meetings indicates that all Bridgend schools (including The Bridge, PRU) have replaced BTEC provision with elements of the new GCSE science suite. As expected, schools vary in their curriculum models, responding to local needs and internal capacity. Across the LA, schools deliver all components of the new suite (GCSE Double Award, Separate Sciences, Double Award Applied and Single Award Applied). Many schools have adopted Double Award Applied Science as an alternative pathway for those learners who, in previous years would have been enrolled onto BTEC. There is no regional or national consistency over this approach and it is not clear if this pathway results in the best outcomes for these learners. Consistent with Welsh Government and CSC guidance all schools in the LA show limited adoption of Single Award Applied Science, with nearly all adopters targeting the course at those learners most at risk of not completing key stage 4. Many schools are continuing the trend of beginning teaching key stage 4 at Christmas of year 9. A few schools are beginning to start key stage 4 at the onset of Year 9. More generally, the status of BTEC is understood by schools in the LA as a question of performance measures. However, there is variability in schools response to changes in performance measures. As a result, there is no clear, consistent regional picture over how schools have responded to the change of status of the wider BTEC qualification. Following the recent announcement on early entry many schools changed their planned entry pathways and now nearly all schools in Bridgend offer English Literature and English Language to pupils. What work is being done to mitigate against future dips in performance resulting from any changes? All schools have the opportunity to attend CSC network meetings for core subject HoDs. Subject leaders continue to focus on sharing “effective” and “emerging” practice with respect to curriculum, performance measures and pedagogy changes. Attendance from Bridgend schools is good, with many schools consistently attending English, Mathematics and Science networks. These are also supplemented by Lead Practitioner schools network meetings for GCSE foundation subjects. Schools across CSC continue to provide feedback to allow us to capture regional need to inform our school – school support model. Lead Practitioners and Curriculum Hubs continue to provide professional learning and red-amber support for schools across the region. A growing number of schools are developing their key stage 2 to key stage 3 transition and collaboration networking in preparation for delivering the Curriculum for Wales. Many schools in the LA are continuing to revise their key stage 3 schemes, incorporating cross-curricular working and the requirements for learners to retain a body of domain specific knowledge. All materials developed in collaboration with schools across the CSC region in support of Curriculum for Wales and PISA have been shared with HoDs (and are available electronically via the Cronfa system). Curriculum Hubs and Lead Practitioners in the Bridgend area continue to support red-amber schools across the region and to provide local networking opportunities. CSC in collaboration with schools across the region is developing regional assessment opportunities (mock examinations) for English Language and Mathematics Numeracy, which will allow the current Year 10 to experience “early entry” without the school being subject to the changed rules on official early entry. These papers will be made freely available bilingually to all schools in the CSC region during the summer term. A Post-16 cross-regional project group is responding to Welsh Government recommendations to support the post-16 curriculum in schools. ALPS is funded for all schools across the region to provide value-added data analysis at subject level. The regional report is being used to identify Lead Practitioner schools and further brokerage opportunities are being planned, beginning with a pilot project to identify intensive support networks for A Level Physics, Chemistry and Biology. The Lead Practitioner Network activity will be broadened to include post-16 curriculum focus. A regional data manager network has been formed. A Heads of 6th Form network will continue to be developed in association with a lead group of schools. We will encourage attendance from FE practitioners at the appropriate regional post-16 networking meetings. Work is underway to bring improvements to regional data intelligence. This will provide further opportunities for early identification of support and effective brokerage across school phases. The Managing Director of CSC reported to Directors on 24.11.17 about the work being undertaken in relation to changes in the curriculum and performance measures. Please see report</p>
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			<p>the work being undertaken in relation to changes in the curriculum and performance measures. Please see report attached at appendix 6.</p> <p>Evidence of how Consortium has made a direct impact on schools and school performance, what outcomes can be measured in relation to Bridgend to assure Members of value for money? The attached Value for Money draft document 2016-2017 (at appendix 7) shows the financial outputs for 2016-2017 by individual local authority. Please see appendix F on page 58. Also on the following page the table shows the initiatives split into regional support as well as identified local authority requirements and specific funded projects.</p> <p>What is being done to mitigate against the impact of changes in teachers to ensure that this does not have a resulting impact on the performance of pupils? All full time NQTs have an induction mentor (IM) from within their school. They are also allocated an external verifier (EV) from outside of the school. The EV visits the school to undertake lesson observations, discuss learning experiences and evidence gained in demonstrating that they are meeting the professional standards. Both the IM and the EV complete reviews on the NQT's on-line profile on a termly basis and a final recommendation. All full time NQT'S are offered the CSC Aspire programme based around the professional standards. Short term supply NQT'S receive support but because they are not based in one school the EV is the IM as well. There is an abridged version of the Aspire programme on two Saturdays.</p> <p>Performance in relation to vocational qualifications and non-core subjects - where are there causes for concern and where is there excellent work taking place. Across the region, the multiple strands of the performance measures (WBQ and/or Capped-9) leads to a lack of consistency with respect to curriculum pathways at key stage 4, especially within science. Curriculum pathways for learners who may have previously adopted BTEC science are varied – a picture that is reflected across the region. Anecdotally, the downgrading of those BTEC and GCSE subjects that are worth fractional GCSEs are being removed from option columns, leading to a narrowing of pathways to more traditional GCSE and vocational courses. Schools report via core HoDs network meetings that there is increased pressure to reduce curriculum contact time. Time freed is allocated to either increased English and/or mathematics at key stag 4 and to incorporate elements of timetabled WBQ lessons at key stage 4. A few centres indicate that these curriculum pressures are also affecting post-16 provision. Schools in the Bridgend region continue to lead on networking opportunities and school-school for Religious Studies, Welsh Baccalaureate, Computer Science and whole school Literacy. Across the LA, strategic and cross curricular use of diagnostic data (Welsh National Tests, ALPS, ALPS Connect and FFT Aspire for example) is variable in both secondary and primary phases.</p>
	Further comments		
	The Committee agreed to keep an eye on the performance of English Literature as a result of it being removed from the Level 2+ performance measure.		For Follow up by Scrutiny
	The Committee requested that they invite representatives from other schools to give a broader viewpoint including that of the Consortium support – the Scrutiny Officer agreed to look into this on behalf of the Committee.		For Follow up by Scrutiny
	The Committee also requested that representatives of the school budget forum be invited to attend future meetings on school performance to seek their views on the consortium and the value for money aspect and the potential impact of the budget reduction to future Consortium funding for 2018-19.		For Follow up by Scrutiny
	Members requested that the Chair draft a letter to Estyn on behalf of the Committee regarding the recent experiences of some schools having inspections during periods of refurbishment, renovation or a move. Such instances have not only caused extra stress on staff but could potentially affect the school's inspection results even though they were outside of the school's control and could have been avoided had the inspection taken the situation into account and been better timed.		For Follow up by Scrutiny

<p>12-Mar-2018</p>	<p>School Modernisation</p>	<p>Members recommended that Officers adopt a whole Council approach to the School Modernisation Programme whereby it is ensured that officers from all Directorates including Highways, Transport, Finance and Social Services are consulted throughout the whole of the planning and development stages, are also given the opportunity to provide their input and are present at the relevant Scrutiny Committee to give their representations.</p>	<p>There is excellent representation from officers at programme and project level meetings. Officers contribute to their areas of expertise during project development and delivery, with the make-up of teams evolving as projects progress. Notwithstanding the above, there have been some issues in recent years as a result of re-structuring and resource availability, however as the programme is a priority, resourcing issues have been suitably addressed so as not to hinder schemes. Members' request for officers to be present at the relevant Scrutiny Committee is noted, and this will be conveyed to the appropriate officers.</p>
		<p>Members recommended earlier consultation and engagement with Highways and Planning officers to ensure that the Safe Routes to School provision is applied when plans are being developed for each new school</p>	<p>Early engagement is taking place with Highway Officers in relation to Band B schemes of the School Modernisation Programme. Highway officers are part of the project team their views are recognised as being essential in terms of determining the location of any new schools. Highway officers will initially give their views on the suitability of the location from knowledge and experience of the following: accessibility via modes and modal requirements (pedestrian requirements, cycling, busses/minibuses, cars/taxis), proximity to adjacent authorities for travelling pupils, mitigation measures (junctions on periphery, road capacity, speed of vehicles), room for vehicular movements and parking on site, issues arising regarding stopping on the highway outside facilities, competing traffic, incompatible traffic (eg industrial estate movements), community benefits/amenities. When the proposed long-list of sites have been shortlisted, taking into account all educational requirements, then those sites will need to be considered in detail and the previous process repeated.</p>
		<p>Members further recommended that plans for new schools include adequate facilities for pupils and staff to store and secure their bicycles to encourage them to cycle safely to school.</p>	<p>Encouraging building users to cycle, and in doing so promoting exercise and helping to reduce congestion and emissions, is an important element of school design. This can only be achieved by ensuring that there is adequate cyclist facilities available for staff and pupils. Cycle infrastructure and links to cycle paths from school sites assist with this, together with the provision of cycle parking. The number of cycle parking spaces are determined by the Council's adopted parking standards (Supplementary Planning Guidance 17) plus BREEAM requirements which together determine the number of spaces and other facilities associated with cycling eg showers, lockers etc. Such facilities aide the cyclist and promote the use of this sustainable mode of travel. The members' recommendations are duly noted and this matter will be given serious consideration in progressing Band B schemes with Highway officers and designers.</p>
		<p>The Committee recommended that for the development of any new schools where a private road would be a designated drop off zone, legally compliant parking spaces are incorporated into the plans to ensure the safety of children, staff and parents using the same road to cross and park.</p>	<p>When considering any new school development, a project team is established to consider the design which will include how pupils, staff and parents access the school. Highway officers are part of those project teams. Advise is sought from Highway officers as to best practice with regard to any drop-off zone that may be suggested in order to ensure the safety of children, staff and parents using the facility. It is now usual for a number of layout options to be presented and evaluated by teams, comprising of designers, end users and officers from the 'School Transport Advisory Group', which includes a health and safety adviser. The number and size of parking spaces will need to comply with the Council's adopted parking standards.</p>
		<p>Members recommended that Officers take into account the demographic changes when considering the placement of new schools and not just consider the new housing developments but also the changes in current housing where increasingly younger families are moving into homes in and around the Town centres. Many young families currently have to travel out of town by car for school provision as there is not sufficient provision in the immediate area</p>	<p>The supply and demand of school places is one of the fundamental elements which help inform the future investment needs of the School Modernisation Programme. The provision of places for housing developments, for which there are no places currently available, are a priority, as there is a statutory duty on the Council to ensure there are a sufficient supply. Officers regularly monitor places. There are an annual calculations of school capacity and pupil projections. The projections take into consideration a series of demographic data available to the Council including live births, housing data and historical information regarding the take-up of places. This method of calculating projections is a robust, tried and tested methodology. The methodology accounts for a 'pupil drift' of pupils year-on-year and also highlights unusual increases above the norm. However, apart from the 'pupil drift' element, in-year increases in population are not accounted for. We will explore opportunities to identify suitable data which may help inform population changes to existing schools and the impact on the supply/demand for places.</p>
		<p>Members recommended that evidence be provided as to how risks relating to a change in political power in Welsh Government have been taken into consideration and mitigated against as this could potentially affect the 25 year financial plan.</p>	<p>Welsh Government (WG) have given a commitment in principle to Band B, however contracts have yet to be entered into on specific schemes. The Council mitigates by not committing to any contracts until there is a signed agreement from WG as to the funding envelope. If anything changes and WG have a change of direction and no longer provides match funding, then we would have to consider this in terms of Bridgend's capital funding availability and priorities. In terms of the 25 year plan, this would only affect the Mutual Investment Model (MIM) and the contract for this would have been entered into at the start of the period so it would be very difficult for WG to break that during the contract period.</p>



<p>Members recommended that Officers engage with Rhondda Cynon Taff Council and the Vale of Glamorgan during the early stages of the planned new housing development near Llanilid to discuss secondary education provision including how the new development could potentially affect the population of Pencoed Comprehensive School</p>	<p>The Communities Directorate and Education and Family Support directorates are engaged in initial discussions regarding the impact of the Cardiff Capital Region City Deal. Furthermore, both directorates work closely together to provide guidance to support the current local development plan and have held initial discussions regarding the revised local development plan from 2021.</p>
<p>Members recommended that as part of Band B of the School Modernisation Programme a solution for the shortfall of pupil places in Bryntirion Comprehensive School is considered as a priority as the school was currently already oversubscribed with children from out of the catchment area opting to be educated there.</p>	<p>Band B has been approved by Council, as has the Strategic Outline Programme. There are 20% surplus places within the county borough's secondary schools so there is no proposal to increase secondary provision for Band B. The issues at Bryntirion Comprehensive School relate to pressure from out-of-catchment applications. The school has sufficient places to meet in-catchment demand ie there are 210 places for the new intake into year 7 in September 2018 with 194 in-catchment applications. Acknowledging the increase pressure from out-of-catchment, the local authority is working to address the issues.</p>
<p>Members recommended that Cabinet and Officers ensure that evidence be provided as to how safety solutions and preventative measures are being addressed in all schools in the Borough, particularly in relation to the newer schools and those that have recently been completed. Members gave the example of schools with mezzanine type floors, which, whilst they complied with safety regulations, were still a cause for concern as children were able to climb onto the safety barriers or throw objects over the top which could cause serious injury to themselves and other pupils</p>	<p>The mezzanine type floor or light well within our schools often takes the form of a cut-out to the floor slab at first floor level, allowing the natural light into areas of the ground floor that would otherwise require artificial lighting. Light wells can also be used to promote ventilation. Certain conditions for their inclusion in designs are likely to be in place eg first floors will be accessed by key stage 2 pupils and management arrangements will be implemented; mostly reliant on one or a combination of supervision, instruction, timing and keeping the first floor landing areas sterile. Building regulations require a guard rail height of 1100mm and for horizontal rails to be avoided; our school designs comply with the requirement of these regulations. Moving forward, it would certainly be advantageous to have an agreed design based on 'normal parameters' which has flexibility if required and technical advice will be sought in this regard. Caerau Primary School, which opened in 2010, has a similar feature and the Headteacher maintains that there have been no known incidents of pupils throwing objects from the first floor to the ground floor. Checks have been made with the Health and Safety adviser to establish whether any incidents have been reported and confirmation has been received that there were two near-miss throwing incidents that occurred at Coety Primary School not long after the school opened in 2015 however, there is no knowledge of any reported incidents regarding this issue since that time.</p>
<p><b>Further Information Requested</b></p>	
<p>How many pupils that live in walking distance to Brynteg School have opted to go to Bryntirion School</p>	<p>Sixteen pupils have applied for a place at Bryntirion Comprehensive School that reside in the Brynteg Comprehensive School catchment area and live within the 3 miles Welsh Government recommended walking distance to Brynteg.</p>
<p>What criteria is applied when refusing planning applications in relation to new housing developments and provision of school places.</p>	<p>Each application is determined on its own merit plus all material considerations. The Group Manager, Development, is unaware of planning consent being refused based on the lack of school places. Education provision is one of the criteria that Planners consider in making a decision or recommendation. Bridgend's own development plan and supplementary planning guidance provides policy clarification on how schemes are assessed.</p>
<p>Clarification on whether the non MIM spend of approximately £1.1m has been included within the MTFS agreed at last council meeting.</p>	<p>In terms of the £1.1m MIM, this isn't included within the MTFS currently as we have not had confirmation that we have got an approved MIM scheme from WG yet, and also, the pressure would not arise until the school was built (around 2024/25) and this is outside the range of our existing MTFS which currently covers 2018-19 to 2021-22.</p>
<p><b>Further Points</b></p>	
<p>Members recommended that Scrutiny explore the possibility of having an item on the Local Development Plan and the section 106 contributions and how these contributions can be expended</p>	

16-Apr-2018	Early Help and Children's Social Care	<ul style="list-style-type: none"> <li>The Committee requested that they receive a briefing on the process for Children coming into care to help illustrate to Members how the process works from a referral being received to a decision being made and how ongoing support is established, as well as any associated costs. The Committee requested that this include information on what monitoring process is in place, how is risk regularly monitored, and what monitoring process is there where the pathway is to try and get the child back to their own family?</li> </ul>	Item to be added to the Pre Council Briefing schedule.
		<ul style="list-style-type: none"> <li>Members also asked for a similar briefing in relation to Early Help, or to combine it with the Looked After Children one; detailing the process for referral; how the step down or step up process works and is monitored; how, if individuals need support from more than one service, such as IFSS and Baby in Mind at the same time, the services would work together to provide this; and who guides them through the services and their pathway, or takes a lead in their support to ensure they are receiving the services they need – would this be a social worker?</li> </ul>	Item to be added to the Pre Council Briefing schedule as a separate item or to be included with the topic above.
		<p>Additional Information</p> <ul style="list-style-type: none"> <li>The Committee requested that future reports on LAC or Early Help etc include the following:                             <ul style="list-style-type: none"> <li>More historical data so that Members can determine whether there has been progression, increase or decrease in numbers and performance;</li> <li>More clearer evidence of outcomes contained within the main report;</li> <li>A breakdown of the destination of LAC, ie. foster care, residential care etc, to give an indication of where the business pressures are;</li> <li>More background and information behind the data presented in graphs and tables;</li> <li>More examples of case studies to assist the committee in its understanding of processes, challenges and outcomes achieved.</li> </ul> </li> </ul>	<p>Agreed</p> <p>Agreed</p> <p>Agreed</p> <p>Agreed</p>
		<ul style="list-style-type: none"> <li>Members requested that they receive step-up data as well as the step down data between Early Help services and Children's Social Care.</li> </ul>	Attachment 1
		<ul style="list-style-type: none"> <li>Members asked to receive follow up information regarding the 51 children who were returned home as a result of the Connecting Families project.</li> </ul>	Attachment 2
		<ul style="list-style-type: none"> <li>The Committee wished to take up the offer to receive the full IPC Review report from the Directorate for information purposes.</li> </ul>	Attachement 3
		<ul style="list-style-type: none"> <li>The Committee requested that they receive detail of the outcomes for the 23 parent and baby placements.</li> </ul>	Attachement 4
		<p>Further points</p> <ul style="list-style-type: none"> <li>The Committee expressed concerns regarding the freedom that schools have in the framework for teaching Personal and Social Education and preparing youngsters with Life Skills. Members requested that they explore a possible item on the forward work programme regarding Children and Young People and how they are taught Life Skills, involving such areas and projects as Personal and Social Education in schools, Flying Start and what work the third sector undertake on this subject. It was agreed that criteria forms would be sent to Members to further scope out the item.</li> </ul>	Information to follow
		<ul style="list-style-type: none"> <li>The Committee requested that a letter be drafted from the committee to Welsh Government highlighting their concerns over the growing National Issue of rising numbers of LAC as well as the uncertainty surrounding future funding for Early Help provision due to it being reliant on grants.</li> </ul>	To be drafted by the SOSC 1