

Education Outcomes

30/01/2019

Members wished to make the following comments and conclusions:	Response/Comments
<i>Members made the following recommendations</i>	
Members requested that the report would benefit from additional narrative. It was recommended that next year's report comes back to Scrutiny in 12 months' time.	Agreed
Members welcomed the input from staff from those schools present, and recommended that it would be useful for next time to have input from schools in the Red Category to understand their journey better, as well as other schools.	Agreed
Members raised concern that large events organised by the WG, LA's and CSC should be synchronised to avoid diary clashes for head teachers. Members recommended writing to the WG, LA and CSC to ask them to consider allowing greater co-ordination and lead times to avoid clashes with other high profile events and exam periods.	The concern raised by the scrutiny committee regarding the arrangement of events has been noted. Generally, Central South Consortium (CSC) and the local authority synchronise calendars to avoid clashes between themselves wherever possible and work around planned Welsh Government events. However, there have been occasional clashes when national events have been organised after dates have been set locally. We will continue to work closely with partners to ask them to consider allowing greater coordination and lead times to avoid clashes wherever possible.
Members asked Cllr Smith if he could set out his long term vision for Education in BCBC and what this would look like.	<i>Cllr Smith will be happy to provide a brief, high level, strategic statement, once he has consulted political colleagues and officers to ensure its compatibility with lower level statements that pervade our various policy document - PLEASE SEE ATTACHED.</i>
While it was acknowledged that schools have made use of informal networks, this is not captured in the report. It was therefore recommended that this data is included in future reports.	I am unable to respond to the query about informal networks, where schools use informal networks they will not feel it necessary to notify the local authority and therefore we would not have that information.
Members questioned what support CSC was giving to governing bodies in respect of managing their budgets?	Finance support and training for governing bodies is delivered by local authorities because each local authority has different financial processes. CSC is commissioned to provide mandatory training for governors in: <ul style="list-style-type: none"> • the use of data; • governor induction; • the role of the chair; and • headteacher performance management.

<p>It was also noted by Members that training for governors seemed to have moved geographically and is often provided out of the Borough? Members require further clarification on this.</p>	<p>In addition, CSC provides termly briefings on areas of current interest (eg curriculum reform). CSC continues to hold governor training in Coleg Cymunedol Y Dderwen (CCYD). Bridgend requested all mandatory training is held in CCYD due to its facilities and central location. Nevertheless, CSC is trying to move towards a more regional training calendar and is selecting locations based on this. For example, training sessions have been held at Cowbridge Comprehensive School as it is not only on the border with Bridgend but will also accommodate governors in the west of the Vale of Glamorgan. Pencoed Comprehensive School will be used on 11 June 2019, for the summer briefing session and, if this is successful, the local authority/CSC will add this venue as a regular training location.</p>
<p>While acknowledging the benefits of school-to-school working, members would like to be assured that the workload of staff at highly effective schools is not being negatively impacted by such arrangements.</p>	<p>As recognised by the local authority and CSC, the wellbeing of staff in all schools is pivotal to supporting outcomes for learners. There are clear benefits to school-to-school working; especially around shared professional learning for all involved. Following the joint agreement between Welsh Government, local authorities, consortium, Estyn and the Education Workforce Council, there is a national professional learning programme aimed at reducing workload for teachers. Central to this programme, is looking at how teachers can make better use of feedback in a more efficient manner. It should also be noted, that there is no expectation for schools to run school-to-school programmes. It is for school leaders to decide if they are in a position to do so and this is obviously a balance between the potential benefit to the school and the workload capacity of the individuals involved.</p>
<p>Members asked what the process looked like for those underperforming teachers involved within the capability route, how many had gone through this process in the last 12 months and are currently going through the process?</p>	<p>The capability procedure for teaching staff is complex with many steps. The starting point is the performance management process, to ascertain if teachers have met their objectives/targets. If not, support is put in place to improve. If the individual is still not achieving his/her targets, an informal plan is put in place. If this informal stage is unsuccessful in securing sufficient improvement, a formal capability process can commence. The plan/performance is reviewed and a notice for improvement is issued if the targets are still not met. Support is put in place each step of the way and trade unions are fully involved. There are five stages to the process:</p> <p>Stage 1 Informal Stage 2 First stage formal Stage 3 Second stage formal Stage 4 Final notice of improvement Stage 5 Dismissal</p> <p>There were seven teachers and one support staff at the informal support stage between April 2018 and March 2019. Of those, two teachers terminated by August 2018, one terminated by December 2018 and three terminated by August 2019. There is one member of teaching staff who has been on long-term sickness who just returned and their capability has been picked up from where the school left off.</p> <p>One case progressed to Stage two, then the employee went on maternity leave. This will be picked up by the school on their return. There are currently four ongoing cases in the formal process. Of these three will be terminating in August 2019 and the one will be progressed upon their return from long-term sick. There will be more cases at the informal stage. However, human resources will only get involved if the trade union highlights a problem, or the case is moving into formal stages of capability and therefore until the case becomes formal we would not normally be alerted.</p>

<p>Members noted that due to budget constraints, some schools are likely to have a higher number of new qualified teachers. What pathway of support is given to these teachers from CSC?</p>	<p>In respect of support for newly qualified teachers (NQTs), the following information applies:</p> <p>Summary of support for NQTs in the region</p> <ul style="list-style-type: none"> • We have approximately 250 full-time (FT), contracted NQTs in schools across the region. • We have approximately 250 short-term supply (STS) NQTs who are a more mobile workforce in the region. • All NQTs are entitled to 10% planning, preparation and assessment (PPA) time. • All NQTs are entitled to 10% professional learning time. • The Appropriate Body (AB) intercedes on behalf of all NQTs who are flagged as causes for concern in order to arbitrate and implement even more comprehensive support for the NQT to be enabled to meet their targets. • The AB provides a range of training and briefing opportunities that are offered to every NQT, Induction Mentor and External Verifier throughout the academic year that are aligned cross-regionally. • All NQTs are invited to attend the annual NQT conference that is a celebration of their entry into the teaching profession. <p>Full-time (FT) NQTs</p> <ul style="list-style-type: none"> • All FT NQTs are allocated an Induction Mentor (IM) to coach/mentor them regularly (about every two/three weeks), to agree targets and action plans against the Induction Standards and to write termly progress reports. IMs are the gatekeepers of an NQT's professional learning entitlement and progress in the classroom and make recommendations as to the pass/fail of induction. • All FT NQTs are allocated an External Verifier (EV) to QA the role of their IM, to alert the Appropriate Body (AB) in causes for concern and to make the final recommendation to the AB as to the pass/fail of induction. • All FT NQTs are offered the chance to participate in the professional learning programme, ASPIRE, currently running for six sessions through the year. <p>Short-term supply (STS) NQTs</p> <ul style="list-style-type: none"> • All STS NQTs are offered the chance to participate in the short course version of ASPIRE that runs over two days in the spring and summer terms. • All STS NQTs are allocated an EV who performs a dual EV/IM role; to mentor them as regularly as possible, to observe them teaching, to agree targets and action plans against the Induction Standards and to write termly progress reports. STS EVs monitor the progress of a STS NQT as they move between schools and make the final recommendation to the AB as to the pass/fail of induction.
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Bridgend County Borough Council
On-one-page vision for local government education services

Senior officers and elected members share a clear vision for ensuring effective education provision in Bridgend.

Elected members and officers communicate this vision well across the local authority, throughout the directorate, and to stakeholders and partners.

The Education and Family Support Directorate has embedded the local authority's three corporate objectives (ie supporting a successful economy, helping people to be more self-reliant and smarter use of resources) in its business plan and these priorities provide a sound base for the directorate's plan for improving education.

The Education and Family Support Directorate has created the following vision statement with a view to capturing the key aim of its wide-ranging remit:

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

This statement was developed in conjunction with school leaders, school governors and local authority officers.

The Education and Family Support Directorate's Business Plan identifies a further three key priorities with and for schools.

The three strategic priorities for schools are:

- wellbeing (staff and pupils);
- safety (safeguarding and health and safety); and
- literacy.

Wellbeing continues to be supported through multiple channels including the Festival of Learning, a recently developed 'Wellbeing Charter for School-based Staff' and several events organised by schools (eg the Wellbeing Conference organised by the Bridgend Primary Federation in February 2019).

The safety of staff and pupils is a key priority for the local authority. In order to support this priority, the local authority has undertaken health and safety audits of all schools, established a comprehensive Corporate Landlord service level agreement to facilitate premises management and developed a Vulnerable Groups Team to provide expert safeguarding advice and support to schools.

Literacy is seen as a key skill; both in terms of language development and as an enabler to allow learners to access all areas of the curriculum. This priority is supported by school-to-school working, expert external advice brokered via Central South Consortium and professional development opportunities arranged by the local authority through 'Team Bridgend'

Estyn inspected the local authority in the spring of 2019, and while the report is yet to be published there can be no indiscretion in saying that comments were favourable and supportive of all the above.

To reinforce the above corporate statement I add my personal high-level vision statement for education in Bridgend, which I believe encompasses education and regeneration, together with other priorities such as wellbeing and future generations, and also sits well with BCBC and Welsh Government life-cycle aspirations:

- **Fit-for-purpose buildings serving happy people;**
- **Young people fully prepared for citizenship;**
- **Citizens enthusiastic for lifelong learning.**

Cllr. Dr. Charles Smith
Cabinet Member, Education and Regeneration,
May 2019.