

**EDUCATION AND FAMILY SUPPORT – PERFORMANCE YEAR END 2021-2022**

Commitments 2021-22		BRAG – progress against commitment				All Indicators (incl. Finance and sickness PIs)		Corporate Plan Indicators	
Year-end Directorate Commitments to delivering Wellbeing objectives	Total	Blue	Red	Amber	Green	Performance vs Target	Trend vs Q4 2020-21	Performance vs Target	Trend vs Q4 2020-21 (excluding Finance)
Wellbeing Objective One – Supporting a successful sustainable economy	6	6							
Wellbeing Objective Two – Helping people and communities to be more healthy and resilient	1	1							
Wellbeing Objective Three – Smarter use of resources	4	4							

**Finance**

**Revenue Budget**

- The net revenue budget for the Education and Family Support Directorate for 2021-2022 is **£128.292m**. The year-end outturn is £128.119m with an underspend of **£173,000** at the year end.

**Capital Budget**

- At year end the capital budget for the Directorate for 2021-2022 is **£10.888m** with total expenditure of **£4.644m**.

Savings (£000)	Outstanding prior year	2021-22	2021-22 %
Savings target	344	116	100%
Savings achieved	344	116	100%
Variance	0	0	0%

Additional financial information is provided in the Budget Monitoring 2021-22– Quarter 4 Revenue Forecast report presented to Cabinet on in June 2022.

**Risk**

**Corporate Risks**

Oversight of corporate risks are collectively undertaken and managed by Corporate Management Board (CMB).

The corporate risk register can be found attached here and should be viewed in the overall context of the performance of this dashboard to understand the risks. some are council-wide while others focus on specific directorates.

**Directorate Risks**

The Education and Family Support Directorate (EFS) currently (as of April 2022) has 20 directorate-level risks. As none of these risks have a residual (ie post-mitigation) score of more than 15, they are not escalated for consideration as a corporate-level risk.

**Implications on Service Performance and key Issues/challenges (linked to corporate areas of change)**

**Workforce issues impacting on Service Performance**

Our priorities are as follows:

- maximise the skills and performance of the existing workforce;
- support and develop training opportunities;
- allow greater flexibility for the workforce;
- develop responses to recruitment and retention issues; and
- support the health and well-being of employees.

**Procurement issues impacting on service performance (not for all directorates)**

School transport operators have been significantly impacted by the pandemic and have passed many of the risks associated with continuing to operate including, for example, driver retention, relatively low paid jobs and ongoing insecurity in the market, on to the local authority. For example, the cost of drivers and escorts has increased significantly. Therefore, there is significant local and regional pressure on school transport services and this has increased costs through a number of recent procurement exercises.

**Asset management implications on service performance (not for all directorates)**

n/a

**Progress against regulator's recommendations to date (not for all directorates)**

Since September 2017, the number of Bridgend schools in Estyn review or monitoring categories has fallen from 12 to 1. During Q4 (2021-2022), there were 4 schools receiving 'enhanced' support from the local authority and Central South Consortium.

Central South Consortium and the local authority have supported two primary schools to be removed from the Estyn category of 'special measures'.

The following Estyn recommendations include the latest progress update


Recommendation	Progress made	Status	Next steps
Raise standards of literacy in primary schools.	Progress as reported in the post-inspection action plan (PIAP). Continue to monitor through monthly Performance and Financial Monitoring (PFM) Board meetings on a monthly basis and the School Improvement Group (SIG) on a half-termly basis.	<b>Green – on track</b>	Continue to monitor through monthly Performance and Financial Monitoring (PFM) Board meetings.
Improve outcomes for post-16 learners in sixth forms.	As above	<b>Green – on track</b>	Continue to monitor through monthly PFM Board meetings. It is likely that for future years, as we are returning to an exam-based system based on improved outcomes via the centre determined grades, outcomes may dip.
Increase the pace of improvement in schools causing concern.	As above	<b>Green – on track</b>	Continue to monitor through monthly PFM Board meetings. There are currently no Bridgend schools in a support category. Estyn inspections have now resumed.
Strengthen the role of the Welsh in Education Forum to ensure timely progress in delivering the priorities identified in the Welsh in Education Strategic Plan (WESP).	The Welsh in Education Forum (WEF) now meets on a termly basis and engages a range of key stakeholders and delivery partners. In addition, we have established several sub-groups to ensure the objectives set out in our WESP are progressed.	<b>Yellow</b>	The WEF continues to meet each term with a focus of regularly monitoring and reviewing the 10-year WESP. All subgroups reviewed with leads in place and feeding into the termly WESP Forum. A WESP Support Officer has now been appointed. Welsh Government approval of the draft 10-year WESP. Implement the WESP 10-year plan from September 2022.

**KEY:**

Overall performance judgement	
Status	Descriptor
<b>EXCELLENT</b>	Very strong, sustained performance and practice
<b>GOOD</b>	Strong features, although minor aspects may require improvement
<b>ADEQUATE and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>UNSATISFACTORY and needs urgent improvement</b>	Important weaknesses outweigh strengths

Commitments		
Status	Meaning	Descriptor
<b>BLUE</b>	Complete	Project (or task within a project/plan) is completed and is no longer a priority.
<b>GREEN</b>	Progressing as planned and according to designated time, budget and desired outcomes.	Actions completed within timescales, on budget and evidence of achieving desired outcomes
<b>AMBER</b>	Issues that could delay progress	Task/action looks liable to go over budget Task/action agreed deadlines show slippage Task/action within 2 weeks of deadline - not started Risk or issue score increases (review required)
<b>RED</b>	Significant issues	Task/action over budget Task/action agreed deadline breached Risk or issue score increases to critical or catastrophic

Performance indicators	
Status	Definition
<b>GREEN</b>	On target or better AND Performance has improved compared to last year (or performance is at maximum and cannot be improved on)
<b>YELLOW</b>	On target
<b>AMBER</b>	Target is within 10%
<b>RED</b>	Target is missed by 10% or more

Performance Indicators (Trend)		Performance Indicator types	
	Performance has improved compared to last year.	CP	Corporate Plan indicator
	Performance has maintained (this includes those at maximum)		
	Performance has declined BUT within 10% of the last year		
	Performance has declined by 10% or more compared to previous year		

## PERFORMANCE AGAINST CORPORATE PLAN

### WBO1: Supporting a successful sustainable economy

#### Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO1.1.1</a>	Sustain the current good pupil performance at key stage 4.	Blue	Many standard learner performance measures for the 2020-2021 school year (2021-2022 financial year) were assessed by Welsh Government as not capable of measurement due to the pandemic. Improvement partners have worked with all schools to ensure that effective evaluation and improvement processes are in place and this work will continue to maintain and enhance these processes, as appropriate.	Not applicable

#### Performance Indicators

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">PAM032</a> CP WBO1	Average Capped 9 Score for pupils in Year 11. <b>Higher preferred</b>	362.00	N/A	N/A	N/A	N/A	Annual Indicator <b>Target Setting:</b> Per Welsh Government - not able to be measured in the 2021-2022 financial year (that is, for 2020-2021 school year) due to the pandemic. <b>Performance:</b> Per Welsh Government - not able to be measured in the 2021-2022 financial year (that is, for 2020-2021 school year) due to the pandemic.

#### Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO1.1.2</a>	Raise standards of literacy in primary schools.	Blue	Many standard learner performance measures for the 2020-2021 school year (2021-2022 financial year) were assessed by Welsh Government as not capable of measurement due to the pandemic. Improvement partners have worked with all schools to ensure that effective evaluation and improvement processes are in place and this work will continue to maintain and enhance these processes, as appropriate.	Not applicable

#### Commitment

Code	Commitment	Status	Comments	Next Steps
<a href="#">WBO1.1.3</a>	Improve outcomes for Post-16 learners in school sixth forms.	Blue	Many standard learner performance measures for the 2020-2021 school year (2021-2022 financial year) were assessed by Welsh Government as not capable of measurement due to the pandemic. Improvement partners have worked with all schools to ensure that effective evaluation and improvement processes are in place for sixth forms and this work will continue to maintain and enhance these processes, as appropriate. IMS (School Information Management System) training was provided at the Heads of Sixth Forms meeting in February 2022, relating to capturing information on the support offered to students.	Not applicable

## Performance Indicators

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">DEFS114</a> CP WBO1	The percentage of post-16 learners gaining 3 A*-C grades at Level 3. <b>Higher preferred</b>	55.4%	N/A	N/A	N/A	N/A	Annual Indicator <b>Target Setting:</b> Not measured in the financial year 2021-2022 (that is, in the 2020-2021 school year) due to the pandemic. <b>Performance:</b> Not measured in the financial year 2021-2022 (that is, in the 2020-2021 school year) due to the pandemic.

## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO1.1.4</a>	Assess the impact of the COVID-19 school closures on outcomes for learners and support schools to mitigate teaching and learning issues as a result of the pandemic.	Blue	Estyn's annual report for 2020-2021 identified the positive impact of blended learning. Within Bridgend, curriculum leaders and Heads of Sixth Forms have explored options to extend the use of blended learning for collaborative courses in line with the Post-16 Review and drawing from the good practice that has been experienced. This has been supported by the Post-14 Strategic Partnership Group. Primary and secondary school practitioners have developed and implemented blended learning to support self-isolating pupils and for homework/supplementary tasks. All schools have effective evaluation and improvement processes at this time. All school leaders have received appropriate support to develop effective evaluation and improvement activities. Central South Consortium and the local authority continue to offer appropriate support (in line with national policy) to all schools to implement changes and develop and share good practice to meet national policy requirements (for example, in relation to additional learning needs and curriculum reforms). This support has been through the professional learning offer and professional development workshops, in addition to the regular support from school improvement partners. The offer has been tailored to meet the varying needs of schools. Central South Consortium Improvement Partners and the Curriculum for Wales (CfW) Team continue to monitor the real-time picture of schools' readiness for implementation in September 2022 (or September 2023 for secondary schools where appropriate).	Not applicable

## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO1.1.5</a>	Support schools to provide safe learning environments for all learners and staff in schools.	Blue	The main COVID-related local guidance/generic risk assessment for schools is checked every time there is a change to national guidance. This is then re-issued to schools, and also to other council services. All other guidance, including risk assessment guidance, is checked in line with its relevant review date (that is, every three months or every three years) or whenever a significant change has been identified.	Not applicable

## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO1.1.6</a>	Deliver the priorities in the Welsh in Education Strategic Plan (WESP) to promote Welsh-medium education and increase the number of Welsh speakers to support Cymraeg 2050.	Blue	The substantial number and range of activities in support of this commitment have been completed. The new WESP will be in place from September 2022.	Publish new WESP in September 2022



## Performance Indicators

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">DEFS138</a> CP WBO1	Percentage of Year 1 learners taught through the medium of Welsh. <b>Higher preferred</b>	7.58%	7.55%	8.7%	7.67%	↑	Annual indicator <b>Target Setting:</b> Reflects the local authority's ability to provide places in the timescale of the plan. <b>Performance:</b> The total number of Year 1 learners in the four Welsh-medium primary schools in the 2020-2021 academic year, as measured by PLASC, was 122. This compares to a total of 119 in the previous school year. The total number of Year 1 learners across all schools was 1591, compared to 1577 in the previous school year. The total number of places available in each statutory year group for the four schools, totalled 162. Therefore, there continued to be a surplus of Year 1 places in the Welsh-medium primary sector.

## Other indicators linked to achieving WBO1

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">DEFS136</a> CP WBO1	Percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the expected outcome in English/Welsh first language, as determined by teacher assessment. <b>Higher preferred</b>	N/A	N/A	N/A	N/A	N/A	Annual indicator <b>Target setting:</b> Not able to be measured in the 2020-2021 and 2021-2022 financial years (that is, in the 2019-2020 and 2020-2021 school years) due to the pandemic. <b>Performance:</b> Not able to be measured in the 2020-2021 and 2021-2022 financial years (that is, in the 2019-2020 and 2020-2021 school years) due to the pandemic.
<a href="#">DEFS150</a> CP WBO1	The percentage of pupils, at end of Foundation Phase, achieving Outcome 5 or above in teacher assessments for LLC-E and LLC-W (Language Literacy and Communication in English and Welsh). <b>Higher preferred</b>	N/A	N/A	N/A	N/A	N/A	Annual Indicator <b>Target setting:</b> Not to be measured in the 2021-2022 financial year (that is, the 2020-2021 school year) due to the pandemic. <b>Performance:</b> Not to be measured in the 2021-2022 financial year (that is, the 2020-2021 school year) due to the pandemic.
<a href="#">EDU016a</a> (PAM/007) Local WBO1	Percentage of pupil attendance in primary schools. <b>Higher preferred</b>	94.8%	N/A	N/A	N/A	N/A	Annual indicator <b>Target setting:</b> No target-setting comments <b>Performance:</b> The national data collection for attendance was suspended by Welsh Government for the 2019-2020 school year (2020-2021 financial year), due to the pandemic. For the 2020-2021 school year (2021-2022 financial year), this was replaced with a weekly pull of data, by Welsh Government, directly from schools' management of information system. The resulting published data was at an all-Wales level with only one publication being at a local-authority level - weekly average attendance. This was not split by school, nor by sector. For several reasons, most particularly, the scale of absence due to the pandemic, the data is not comparable with any previous data. Welsh Government is maintaining the same arrangements for the 2021-2022 school year (this will be the 2022-2023 financial year). However, due to a range of reasons, including definition variations, the data is not comparable with that for 2020-2021 school year.
<a href="#">EDU016b</a> (PAM/008)	Percentage of pupil attendance in secondary schools <b>Higher preferred</b>	94.1%	N/A	N/A	N/A	N/A	Annual indicator <b>Target setting:</b> No target-setting comments <b>Performance:</b> The national data collection for attendance was suspended by Welsh Government

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
Local WBO1							for the 2019-2020 school year (2020-2021 financial year), due to the pandemic. For the 2020-2021 school year (2021-2022 financial year), this was replaced with a weekly pull of data, by Welsh Government, directly from schools' MIS. The resulting published data was at an all-Wales level with only one publication being at a local-authority level - weekly average attendance. This was not split by school, nor by sector. For several reasons, most particularly, the scale of absence due to the pandemic, the data is not comparable with any previous data. Welsh Government is maintaining the same arrangements for the 2021-2022 school year (this will be the 2022-2023 financial year). However, due to a range of reasons, including definition variations, the data is not comparable with that for 2020-2021 school year.
<a href="#">PAM/046</a> Local WBO1	The percentage of Year 11 leavers from schools in the authority identified as not in education, employment or training (NEET) in the Careers Wales Annual Destination Survey Statistics. <b>Lower preferred</b>	2.4%	Data published April 2022.	N/A	data published April 2023	N/A	Annual indicator <b>Target setting:</b> No target-setting comments <b>Performance:</b> Data published in arrears by Careers Wales. In April 2022, Careers Wales will be publishing the data for the October 2021 survey, relating to the Year 11 2020-2021 school year leavers.
<a href="#">PAM033</a> Local WBO1	The percentage of pupils assessed in Welsh (that is, who received a language, literacy and communication skills teacher's assessment in Welsh) at the end of the Foundation Phase. <b>Higher preferred</b>	8.1%	N/A	N/A	N/A	N/A	Annual indicator <b>Target setting:</b> No target-setting comments <b>Performance:</b> Not measured in the 2020-2021 school year (2021-2022 financial year), due to the pandemic.
<a href="#">PAM034</a> Local WBO1	The percentage of Year 11 pupils studying Welsh first language (that is, pupils entered to sit a GCSE in Welsh first language). <b>Higher preferred</b>	6.8%	6.9%	N/A	6.2%	↓	Annual indicator <b>Target setting:</b> No target-setting comments <b>Performance:</b> The number of Year 11 learners who sat a GCSE in Welsh first language in the 2020-2021 academic year was 99, which was only a marginal reduction on the 100 in the year before. However, the overall number of Year 11 learners who sat GCSE exams in the school year was higher than previously, at 1607, which has a bearing on the performance in percentage terms.

## WBO2: Helping people and communities to be more healthy and resilient

### Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO2.1.2</a>	Target the use of early intervention services to reduce demand on statutory services.	Blue	For the full year, 169 Team Around the Family cases (TAFs) closed with a successful outcome out of a total of 232. Therefore, performance for the year was both better than target and an improvement on last year's performance. In addition, 84% of all TAFs closed, were closed within 6 months, meaning that the needs of these families had been addressed within this shorter time frame. For the remainder, 14% closed within 7 to 12 months, and only 2% extended beyond 12 months.	Refer to next year's business plan operational objectives.

## Performance Indicators

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">DEFS29</a> CP WBO2	The percentage of completed TAF (Team Around the Family) cases support plans that close with a successful outcome. <b>Higher preferred</b>	70%	69%	69%	73%	↑	Quarterly indicator <b>Target setting:</b> There has been a marked drop in referrals during the COVID-19 pandemic period. An increase is expected in coming months with cases anticipated to be far more complex in nature, requiring longer-term interventions. <b>Performance:</b> For the full year, 169 TAFs closed with a successful outcome out of a total of 232. Therefore, performance for the year was better than target. In addition, 84% of all TAFs closed, were closed within 6 months, meaning that the needs of these families had been addressed within this shorter time frame. For the remainder, 14% closed within 7 to 12 months and only 2% extended beyond 12 months.

## WBO3: Smarter use of resources

## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO3.1.2</a>	Provide sufficient school places in the right areas by delivering 21 <sup>st</sup> century schools' under the council's schools' modernisation programme.	Blue	All Band B schemes progressed to the stage that could be achieved by 31 March 2022. The consultation process and public notice stage concluded regarding the regulated alteration to Mynydd Cynffig Primary School. The consultation concluded in respect of the regulated alteration to Ysgol Gymraeg Bro Ogwr. Land off Ffordd Cadfan in Brackla was acquired for the replacement Ysgol Gymraeg Bro Ogwr. The outcome of the feasibility study in respect of Island Farm was reported to Cabinet and approval was received to consult on the Heronsbridge School proposed regulated alterations. The New Project Request relating to Bridgend West schools (enlargement of Ysgol y Ferch o'r Sgêr, discontinuation of Afon y Felin Primary School and Corneli Primary School and establishment of a new English-medium primary school) was submitted to the Welsh Education Partnership Company and was accepted. A small reduction in surplus capacity in the primary sector was achieved.	Comprehensive information available via the Schools Modernisation Programme.

## Performance Indicators

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">DCH2.1.11.1</a> CP WBO3	The percentage surplus capacity in primary schools. <b>Lower preferred</b>	9.36%	11.9%	10%	9.43%	↑	Annual indicator <b>Target setting:</b> National guidance indicates a minimum 10% surplus for primary schools. <b>Performance:</b> Surplus places have reduced in the primary sector due to an increase in population
<a href="#">DCH2.1.11.2</a> CP WBO3	The percentage surplus capacity in secondary schools. <b>Lower preferred</b>	20.65%	20.05%	18%	18%	↑	Annual indicator <b>Target setting:</b> National guidance indicates a minimum 10% surplus for secondary schools. <b>Performance:</b> Surplus places have reduced due to an increase in secondary population.



## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO3.2.3</a>	Implement the planned budget reductions identified in the Medium-Term Financial Strategy (MTFS), in particular for the 2021-2022 financial year, set annual balanced budgets and establish long term financially sustainable solutions.	Blue	The directorate's £116k savings target for 2021-2022 was met in full.	Refer to next year's MTFS.

## Performance Indicators

PI Ref No	PI Description	Annual target 21-22 £'000	Performance as at Q4						Comments
			Red		Amber		Green		
			£'000	%	£'000	%	£'000	%	
<a href="#">DEF143</a> <a href="#">CP feeder</a> <a href="#">WBO 3</a>	Value of planned budget reductions achieved (Education and Family Support Directorate)	116	0	0%	0	0%	116	100%	<p><b>Target setting:</b> Target set by Council to contribute to the corporate reductions target.</p> <p><b>Performance:</b> At the end of the full year, the directorate's £116k savings target for 2021-2022 have been met in full.</p>

## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO3.2.4</a>	Embrace and invest in innovation and technology including improvements in connectivity and new and replacement classroom-based, end-user devices in our schools.	Blue	The Central South Consortium professional learning offer includes significant support for all schools in relation to effectively utilising the Hwb platform to support learning. All schools in Bridgend use the Hwb platform to meet their own improvement priorities requirements.	Further information available in the BCBC Digital Learning Strategy 2019-2022.

## Commitment

Code	Commitment	Status	Comments	Next steps
<a href="#">WBO3.2.5</a>	Adapt our ways of working to make better use of our assets and build on the technological progress accelerated by the pandemic.	Blue	The successful procurement and commencement of the build of the Capita One system supports the directorate's access to robust and meaningful data to better support its services and users.	16/05/2022: Quarter 4: Continue implementation and begin roll-out

## Other

## Performance Indicators

PI Ref No, PI Type, PAM / Local link to Corp Priority	PI Description and Preferred Outcome	Year End 19-20	Year End 20-21	Target 21-22	Year End 21-22 & RYAG	Direction of Travel compared to year end 20-21	Comments
<a href="#">CHR002iv</a> Local Other priority	Number of working days per full time equivalent lost due to sickness absence (Education and Family Support Directorate (EFSD), excluding schools). <b>Lower preferred</b>	13.13 days	10.32 days	No Target	12.60 days	↓	Quarterly indicator <b>Target setting:</b> Target set corporately. No target set for 2021-2022. <b>Performance:</b> In 2021-2022, the number of FTE days lost due to COVID-19 infections represented 5.65% of the total number of FTE days lost. Musculoskeletal disorders and stress/anxiety/depression (not work-related) accounted for 50.5% of the total number of FTE days lost. There were 1003 episodes of absence in 2021-2022 compared to 622 for 2020-2021. Of these, 63.5% were for 7 days or less, 10.7% were for 8-20 days and 25.8% were for periods of 21 days and longer.
<a href="#">CORPB1d</a> Local Other priority	Percentage of safeguarding e-learning (including workbook) completions (EFSD). <b>Higher preferred</b>	New 21-22	New 21-22	No target	90.46%	N/A	Quarterly indicator <b>Target setting:</b> All staff should either have completed the existing e-learning module or should complete the new module, once available. <b>Performance:</b> There have been new starters within the directorate over the course of this year. Managers will be reminded that the safeguarding e-learning module is a mandatory module that needs to be completed as part of induction. There will be ongoing monitoring and challenge to those areas with non-compliance, led by the Group Manager - Vulnerable Groups support, with the aim of increasing completion.
<a href="#">CORPB1e</a> Local Other priority	Percentage of safeguarding e-learning (including workbook) completions (schools). <b>Higher Preferred</b>	New 21-22	New 21-22	No target	72.04%	N/A	Quarterly indicator <b>Target setting:</b> All staff should either have completed the existing e-learning module or should complete the new module, once available. <b>Performance:</b> The issue of the non-completion of safeguarding online learning has been addressed directly with headteachers in Team Bridgend, the Primary Federation and the Bridgend Association of Secondary Headteachers. Feedback from schools has highlighted that all staff are compliant with their safeguarding face-to-face training (which is facilitated by the local authority) and, therefore, some staff have not completed the online modules. The local authority will continue to address completion rates through such forums as mentioned above, to ensure an increase in compliance of staff working in schools.
<a href="#">DEFS132</a> Local Other priority	Number of working days per full time equivalent lost due to sickness absence (schools). <b>Lower preferred</b>	9.47 days	6.78 days	No target	10.56 days	↓	Quarterly indicator <b>Target setting:</b> Targets set corporately - no target set for 2021-2022. <b>Performance:</b> The performance for 2021-2022 was 10.56 with a total of 3981 absences, compared to 6.78 and 1755 absences in 2020-2021. The categories of absence giving rise to the largest numbers of FTE days lost were in respect of musculoskeletal disorders, infections (not COVID-related infections) and stress/anxiety/depression not work-related. COVID-related absences accounted for just under 9% of the total number of FTE days lost. Of the total number of absences, 71.8% were for 7 days or less, 9.3% were for 8 to 15 days and 18.9% were for periods of 21 days or longer. Individual schools are responsible for managing staff sickness. Each school has its own policy, based on the Bridgend County Borough Council (BCBC) corporate policy and sickness triggers. However, for those schools where the staff are employed by the church board, the sickness triggers may be different to the BCBC policy triggers. Schools have service level agreements with the BCBC Employee Relations Business Team, in HR, for the provision of assistance and support in managing staff sickness. HR collates the sickness data for schools and provides termly reports to schools. These figures need to be viewed, which must be set into the context of COVID-19 and lockdowns. The categories of absence giving rise to the largest numbers of days lost are in respect of COVID-19, infections, musculo-skeletal disorders and stress/anxiety/depression. Individual schools are responsible for managing staff sickness. Each school has its own policy, based on the BCBC corporate policy and sickness triggers. However, for those schools where the staff are employed by the church board, the sickness triggers may be different to the BCBC policy triggers. Schools have service level agreements with the BCBC Employee Relations Business Team, in HR, for the provision of assistance and support in managing staff sickness. HR collates the sickness data for schools and provides termly reports to schools.

## Additional Sickness Information by Service Area – Education

Unit	FTE 31.03.2022	QTR4 2020-21			QTR4 2021/22			Cumulative Days per FTE 2020/21	Cumulative Days per FTE 2021/22
		Number of FTE days lost	No. of Absences	Days per FTE	Number of FTE days lost	No. of Absences	Days per FTE		
Business Support	25.99	49.00	2	2.16	30.00	1	1.15	6.82	3.29
Catering Services (CAT)	104.01	417.87	86	3.83	524.84	165	5.05	13.38	15.55
Family Support	185.79	442.25	31	2.44	609.61	42	3.28	10.90	11.42
Learner Support	124.40	523.99	33	3.88	465.75	57	3.74	12.35	15.82
School Modernisation	3.00	0.00	0	0.00	2.00	1	0.67	0.00	2.67
School Support	16.57	0.00	0	0.00	0.00	0	0.00	0.00	0.00
<b>Education &amp; Family Support Directorate Total</b>	<b>461.76</b>	<b>1433.11</b>	<b>152</b>	<b>3.05</b>	<b>1632.20</b>	<b>266</b>	<b>3.53</b>	<b>10.32</b>	<b>12.60</b>

## Additional Sickness Information by Service Area – Schools

Unit	FTE 31.03.2022	QTR4 2020-21			QTR4 2021/22			Cumulative Days per FTE 2020/21	Cumulative Days per FTE 2021/22
		Number of FTE days lost	No. of Absences	Days per FTE	Number of FTE days lost	No. of Absences	Days per FTE		
Primary Schools	1077.42	2835.26	272	2.70	3350.95	519	3.11	7.32	10.34
Secondary Schools	903.77	1445.13	128	1.67	2286.16	409	2.53	5.27	8.45
Special Schools	243.51	770.65	79	3.32	1402.26	177	5.76	9.87	19.41
<b>Schools Total</b>	<b>2224.70</b>	<b>5051.04</b>	<b>479</b>	<b>2.35</b>	<b>7039.37</b>	<b>1105</b>	<b>3.16</b>	<b>6.78</b>	<b>10.56</b>

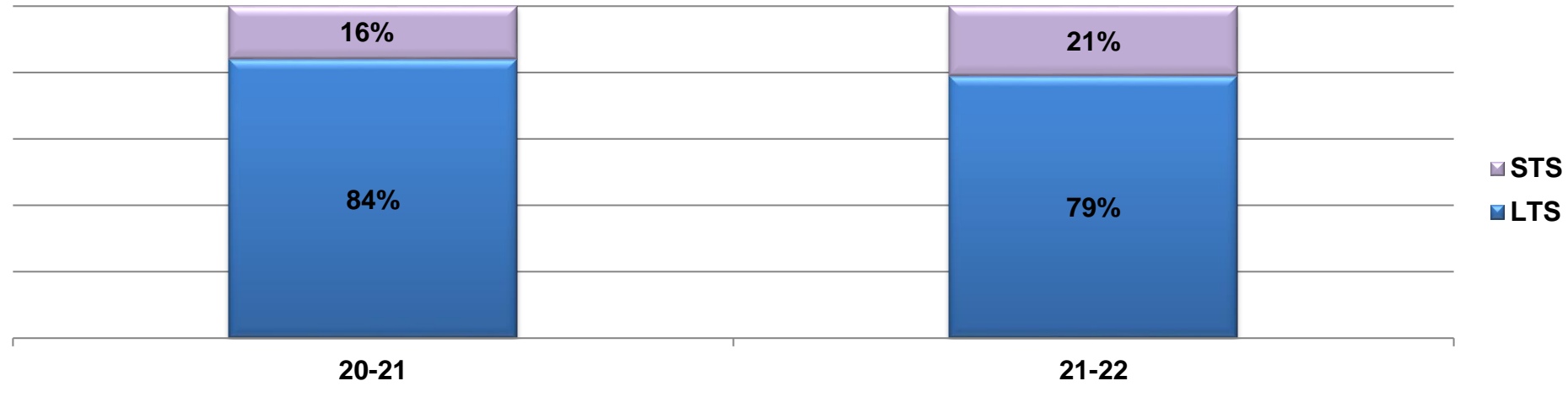
## Additional Sickness Absence by Reason

Absence Reason	Education & Family Support Directorate					
	Q1 Number of FTE days lost	Q2 Number of FTE days lost	Q3 Number of FTE days lost	Q4 Number of FTE days lost	Total Number of FTE Days Lost	% of Cumulative days lost
Cancer	0.00	13.55	87.62	136.61	237.78	4.07%
Chest & Respiratory	21.17	28.22	30.78	26.54	106.71	1.83%
Coronavirus COVID - 19	6.55	32.26	118.34	173.02	330.17	5.65%
Eye/Ear/Throat/Nose/Mouth/Dental	41.95	19.96	73.38	87.38	222.67	3.81%
Genitourinary / Gynaecological	50.87	6.76	3.78	0.00	61.41	1.05%
Heart / Blood Pressure / Circulation	3.76	71.13	86.79	20.00	181.68	3.11%
Infections	39.85	19.80	124.25	76.40	260.30	4.46%
Injury - Foot/Ankle/Toe	0.00	0.00	0.00	0.00	0.00	0.00%
Injury	0.00	0.00	0.00	0.00	0.00	0.00%
MSD including Back & Neck	341.90	259.02	349.33	410.40	1360.65	23.29%
Neurological	61.48	95.49	62.16	24.41	243.54	4.17%
Other / Medical Certificate	62.50	27.62	65.34	52.16	207.62	3.55%
Pregnancy related	35.22	27.41	18.95	2.43	84.01	1.44%
Stomach / Liver / Kidney / Digestion	69.09	57.43	66.48	43.70	236.71	4.05%
Bereavement Related	121.41	49.99	164.64	74.65	410.69	7.03%
Other Mental illness	24.32	0.00	0.00	0.00	24.32	0.42%

Stress/Anxiety/Depression not work related	350.59	278.18	541.55	410.49	1580.81	27.06%
Stress/Anxiety/Depression work related	19.73	24.89	154.16	94.00	292.78	5.01%
Tests / Treatment / Operation	0.00	0.00	0.00	0.00	0.00	0.00%
<b>TOTALS</b>	<b>1250.39</b>	<b>1011.71</b>	<b>1947.56</b>	<b>1632.20</b>	<b>5841.86</b>	

Absence Reason	Schools					
	Q1 Number of FTE days lost	Q2 Number of FTE days lost	Q3 Number of FTE days lost	Q4 Number of FTE days lost	Total Number of FTE Days Lost	% of Cumulative days lost
Cancer	85.09	132.71	242.21	200.53	660.54	2.83%
Chest & Respiratory	75.85	69.61	310.43	173.08	628.97	2.70%
Coronavirus COVID - 19	402.73	171.86	838.27	679.71	2092.57	8.98%
Eye/Ear/Throat/Nose/Mouth/Dental	115.07	77.11	330.68	438.15	961.01	4.12%
Genitourinary / Gynaecological	8.99	5.41	124.26	98.65	237.31	1.02%
Heart / Blood Pressure / Circulation	140.53	158.22	218.24	315.41	832.40	3.57%
Infections	536.29	384.78	1567.00	619.63	3107.70	13.34%
Injury - Foot/Ankle/Toe	0.00	0.00	0.00	0.00	0.00	0.00%
Injury	0.00	0.00	0.00	0.00	0.00	0.00%
MSD including Back & Neck	953.89	694.24	949.28	1189.75	3787.16	16.25%
Neurological	348.52	203.38	407.53	326.31	1285.73	5.52%
Other / Medical Certificate	1.62	38.03	55.66	11.08	106.39	0.46%
Pregnancy related	108.77	110.80	184.60	81.31	485.48	2.08%
Stomach / Liver / Kidney / Digestion	504.30	270.81	531.04	766.52	2072.67	8.89%
Bereavement Related	399.05	190.76	356.39	192.53	1138.73	4.89%
Other Mental illness	0.00	0.00	0.00	29.11	29.11	0.12%
Stress/Anxiety/Depression not work related	1489.83	618.52	1214.33	1605.54	4928.21	21.15%
Stress/Anxiety/Depression work related	234.63	116.29	286.88	312.05	949.86	4.08%
Tests / Treatment / Operation	0.00	0.00	0.00	0.00	0.00	0.00%
<b>TOTALS</b>	<b>5405.17</b>	<b>3242.53</b>	<b>7616.80</b>	<b>7039.37</b>	<b>23303.87</b>	

**Education Sickness Absence at Year end -  
Long Term / Short Term**



**Schools Sickness Absence at Year end -  
Long Term / Short Term**

