

Strategic Areas

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

Glossary

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

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

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

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

EEYYP STORI August 2024
Heatmap

	SA1	SA2	SA3	SA4	SA5	SA6	SA7	SA8	SA9	SA10	SA11	SA12	SA13	SA14	SA15
1	Amber	Yellow	Amber	Amber	Green	Green	Amber	Yellow	Yellow	Amber	Yellow	Yellow	Amber	Yellow	Amber
2	Yellow	Amber	Amber	Red	Green	Yellow	Green	Green	Amber	Amber	Yellow	Amber	Amber	Yellow	Red
3	Yellow	Yellow	Yellow	Yellow	Grey	Green	Green	Amber	Amber	Red	Yellow	Green	Amber	Amber	Amber
4	Yellow	Amber	Yellow	Green	Grey	Green	Green	Yellow	Amber	Grey	Yellow	Yellow	Grey	Yellow	Amber
5	Yellow	Yellow	Yellow	Amber	Grey	Green	Grey	Yellow	Amber	Grey	Yellow	Amber	Grey	Yellow	Red
6	Amber	Purple	Yellow	Yellow	Grey	Grey	Grey	Yellow	Amber	Grey	Grey	Green	Grey	Amber	Amber
7	Blue	Green	Yellow	Yellow	Grey	Grey	Grey	Amber	Grey	Grey	Yellow	Grey	Amber	Green	Amber
8	Green	Grey	Amber	Amber	Grey	Grey	Grey	Grey	Yellow	Grey	Grey	Green	Grey	Amber	Grey
9	Yellow	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Amber	Grey	Grey	Yellow	Grey	Grey	Grey
10	Amber	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Yellow	Grey	Grey	Grey	Grey	Grey	Grey
11	Amber	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Green	Grey	Grey	Grey	Grey	Grey	Grey
12	Yellow	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
13	Green	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey

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

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

EEYYP Activity Hot Spots

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

Strategic Report Card

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

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

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

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

Directorate Report Card

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

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

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

Learner Support Report Card

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

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

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

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

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

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

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

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

Strategy, Performance and Support Group Report Card

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

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

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

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

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

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

Early Years and Young People Group Report Card

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sustainable Communities for Learning Team Report Card

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

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

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

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

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

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

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

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

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

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

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

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

Self - Evaluation 2023-2024

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

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

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

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

<p>School Modernisation</p>	<p>We have completed the statutory processes (that is, as per the School Organisation Code, 2018 (Code)) for all capital schemes and the design process has commenced.</p> <p>We have commenced Stage 2 and completed the pre-application consultation process for planning for the Bridgend West scheme.</p> <p>We have completed the construction of the Ogmore Valley Welsh-medium childcare setting.</p> <p>We have progressed Community Focused Schools Grant schemes during 2023-2024.</p> <p>'Kitchen pod' schemes have been progressed and construction has commenced on site to support Welsh Government's UPFSM initiative.</p> <p>We have completed area reviews to aid decision making around future investment priorities.</p> <p>Capital scheme have been progressed through the design process.</p> <p>A tender process has commenced for additional secondary school provision.</p> <p>We have a completed a suitability and sufficiency review of all schools.</p> <p>We have completed improvements to certain school drop-off areas.</p>	<p>We will continue to progress the capital and revenue funded schemes through the various Royal Institute of British Architecture stages.</p> <p>We will receive confirmation of the investment priorities for the new nine-year rolling programme and obtain Strategic Outline Programme approval.</p> <p>We will complete the kitchen pod schemes to support UPFSM.</p> <p>We will continue to progress the individual Community Focused School grant funded schemes.</p>
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Leadership and management		
	Strengths	Areas for Development
Strategic	<p>In line with the development of the three-year strategic plan, leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies to stakeholders and delivery partners during this period.</p> <p>The local authority places great emphasis on collaborative working. The regular 'Team Bridgend' and Executive Headteachers Group meetings are good examples of this.</p>	<p>While the PFM process has been further improved during this reporting period, in the new financial year we will identify how to increase the involvement of headteachers in the process.</p>
Directorate	<p>There is an experienced, longstanding senior management team in post whose members are all familiar with their areas of expertise and with operation of the whole council. This enables the directorate to develop practice and adapt to new and emerging themes seamlessly.</p> <p>There are regular meetings with managers at all levels which enables an on-going dialogue and development culture.</p> <p>There is a robust learning offer available for staff at all levels to enable them to increase their knowledge and expertise. Continual professional learning is prioritised with the directorate.</p> <p>The appointment of senior staff within schools is supported by directorate staff to ensure there is close joint working and there is a shared understanding of priorities.</p> <p>Team Bridgend is a well-developed overarching mechanism for joint leadership of all directorate business including the setting of priorities, business planning and self-evaluation.</p> <p>There is robust financial management across the directorate including schools with members of the SMT participating in the monitoring of all areas of financial monitoring and planning.</p>	<p>Succession planning in key areas, and specifically within senior management grades, needs to be more robust. This will be a focus for the directorate going forward.</p>
Business Support	<p>Staff and service users benefit from team managers and the group manager acting in both an operational and strategic capacity.</p> <p>With ongoing capacity and resources challenges, in particular those as a result of the impact of the Medium-Term Financial Strategy (MTFS) the resilience of services and staff wellbeing remain a critical focus. Managers have reacted with support and innovation in how services are and can be delivered in the future.</p> <p>Against the backdrop of cuts to key services, service delivery has remained the key focus and statutory responsibilities are still being met.</p> <p>The health and safety of all staff and service users is a key focus and the local authority has reacted quickly to address emerging issues (for example, reducing pedestrian and vehicular conflict in school drop-off areas).</p> <p>Great emphasis is placed on the provision of high-quality services to ensure children and young people achieve the best possible outcomes. Services (for example, the School Transport Team and the Catering Service in particular) are quick to adapt to a changing external landscape.</p> <p>Self-evaluation and business planning is well understood and is continuously monitored and adapted. The directorate has appointed a new Business Planning and Performance Officer who has added strength to our internal business planning and performance management processes.</p> <p>Wellbeing of staff and service users is a key focus.</p> <p>There has been careful consideration of the need to grow and protect front-line services and consequently service users, in particular those benefitting from home-to-school transport, with the creation of a new Contract Monitoring Officer post within the School Transport Team.</p>	<p>We will oversee the creation of Health and Safety Steering Groups within each directorate to ensure there is more local ownership of health and safety matters.</p> <p>We will implement appropriate arrangements to address 'succession planning' and 'skill obsolescence'.</p> <p>We will consider the creation of a new MIS Team to replace the current Knowledge Management Team with the focus on data quality and user reporting of data.</p>

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

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