

Meeting of:	EDUCATION AND YOUTH SERVICES OVERVIEW AND SCRUTINY COMMITTEE
Date of Meeting:	1 JUNE 2026
Report Title:	SCHOOL IMPROVEMENT
Report Owner: Responsible Chief Officer / Cabinet Member	CABINET MEMBER EDUCATION AND YOUTH SERVICES CORPORATE DIRECTOR EDUCATION, EARLY YEARS AND YOUNG PEOPLE
Responsible Officer:	GAYLE SHENTON HEAD OF LEARNING DARREN JONES GROUP MANAGER SCHOOL IMPROVEMENT
Policy Framework and Procedure Rules:	There is no impact on the Council's Policy Framework and Procedure Rules.
Executive Summary:	<p>School improvement in Bridgend operates within a national framework that prioritises equity, inclusion, wellbeing, learner progression and continuous improvement.</p> <p>The Curriculum for Wales, alongside national reforms to professional learning and accountability, places schools at the centre of improvement, supported by collaboration, professional trust and robust self-evaluation rather than high-stakes accountability.</p> <p>Following the Welsh Government Middle Tier Review, responsibility for school improvement transferred from Central South Consortium to the local authority in September 2025, strengthening local accountability while retaining a strong regional professional learning offer.</p> <p>The current model provides universal support to all schools through improvement partners, with improvement priorities identified through ongoing self-evaluation and informed by first-hand evidence, performance information and professional dialogue.</p>

	<p>Targeted and enhanced support is provided where progress is insufficient, ensuring timely intervention and sustained improvement.</p> <p>Collaboration across clusters, networks and regional structures remains a strength, supporting progression, transition and the sharing of effective practice.</p> <p>Looking ahead, the directorate is developing a new three-year strategic plan for implementation from autumn 2026, aligned with revised national school improvement guidance published in January 2026.</p> <p>While there is no confirmed statutory timeline, the local authority will retain the strengths of its current model while refining processes to further strengthen support, build system-wide capacity and ensure that every learner reaches their full potential within an inclusive education system.</p>
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1. Purpose of Report

- 1.1 The purpose of this report is to update the Education and Youth Services Overview and Scrutiny Committee on the current position relating to the model of school improvement in the local authority following the transition of school improvement services from Central South Consortium in September 2025.

2. Background

- 2.1 School improvement in Wales operates within a distinct national policy and legislative framework that emphasises equity, wellbeing, learner progression and continuous improvement, rather than high-stakes accountability.
- 2.2 The Curriculum for Wales, introduced on a mandatory basis from September 2022 ([Curriculum and Assessment \(Wales\) Act 2021](#)) and now embedded across all year groups, is central to improvement activity. It places responsibility on schools to design curricula that are purpose-led, inclusive and responsive to local contexts, with a strong focus on progression, learner agency and the development of the four purposes. The four purposes describe what children and young people should become as a result of their education. The four purposes are:
- ambitious, capable learners;
 - enterprising, creative contributors;
 - ethical, informed citizens; and
 - healthy, confident individuals.
- 2.3 As a result, school improvement activity in Wales focuses increasingly on quality of teaching, curriculum design, assessment for learning and professional learning, rather than headline performance measures alone.

- 2.4 Inclusive education is a further national priority. [The Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#), supported by the [Additional Learning Needs Code 2021](#), places statutory duties on schools and local authorities to meet learners' needs through a person-centred and inclusive approach. School improvement activity therefore places strong emphasis on universal provision, early identification and effective collaboration with families and partner agencies.
- 2.5 [Estyn](#) (His Majesty's Inspectorate for Education and Training in Wales) plays a central role in school improvement through inspection, guidance and thematic reports.
- 2.6 Welsh Government's approach to school improvement is based on the principles of subsidiarity and professional trust. National expectations focus on schools operating as learning organisations, leadership at all levels driving improvement, high-quality professional learning aligned to identified priorities, and effective collaboration between schools and across sectors.
- 2.7 These expectations are set out in the [National School Improvement Guidance: Evaluation, Improvement and Accountability](#), which was published in June 2022 and implemented from September 2022, providing a coherent framework for self-evaluation, improvement planning and accountability. This guidance was further updated in January 2026.
- 2.8 Under this National School Improvement Framework in Wales, the governing body of each school and Estyn as the national education inspectorate, are the accountable bodies for the quality of provision and the progress of learners.
- 2.9 Within this context, local authorities retained statutory responsibility for school improvement and work in partnership with schools to provide appropriate challenge, support and intervention as required.
- 2.10 [Central South Consortium](#) developed a regional approach to implementing the National School Improvement Guidance, Evaluation, Improvement and Accountability, which has been in place since September 2022.
- 2.11 Key aspects of this approach include every school being supported by an improvement partner, with strategic improvement priorities agreed collaboratively between the school and the improvement partner.
- 2.12 The progress and impact of these priorities are monitored and evaluated throughout the year through ongoing self-evaluation activity, the collation of first-hand evidence and the review of a wide range of other evidence. This process is intended to ensure that schools receive an appropriate level and focus of challenge, support and professional learning, aligned closely to identified improvement needs.
- 2.13 In this model, improvement partners were shared across local authorities according to specialisms, and to ensure equity across each local authority. In the 2024-2025 school year, there were 12 improvement partners for the 60 schools across the local authority, and this equated to 3.7 full-time equivalent improvement partners. Only four of the improvement partners worked solely with Bridgend schools.

- 2.14 In 2023, [Welsh Government announced a further review of the middle tier in the delivery of education across Wales](#). The review focused on examining the roles and responsibilities of organisations operating between Welsh Government and schools, and on considering how these arrangements could be better organised to improve effectiveness, coherence and accountability within the system.
- 2.15 As a result of the Middle Tier Review, a number of changes were identified at both national and regional level. The remit of Central South Consortium was amended, with responsibility for improvement partners transitioning to local authorities across the Central South Consortium region.
- 2.16 Central South Consortium was retained as the education professional learning arm of the five local authorities across the region, with a clear focus on supporting high-quality professional learning. The five local authorities are Bridgend County Borough Council, Cardiff Council, Merthyr Tydfil County Borough Council, Rhondda Cynon Taff County Borough Council and Vale of Glamorgan Council. These changes were intended to complement Welsh Government reforms to professional learning and to strengthen coherence, accountability and effectiveness across the school improvement system.
- 2.17 [Dysgu](#) is Welsh Government's national education professional learning and leadership organisation. It was established in September 2025 to strengthen the strategic coherence, quality and impact of professional learning across the education system in Wales, particularly in response to the findings of the Middle Tier Review of education in Wales.
- 2.18 [Dysgu's remit is to design, commission and quality assure national professional learning for the education workforce](#), ensuring alignment with Welsh Government priorities, including the Curriculum for Wales, leadership development and system reform.
- 2.19 Key aspects of Dysgu's remit include the development, commissioning and oversight of national professional learning programmes, alongside support for leadership development at all levels of the education system, ensuring that professional learning is coherent, high-quality and aligned with Welsh Government priorities.

3. Current situation/proposal

- 3.1 On 1 September 2025, responsibility for school improvement arrangements for Bridgend schools transferred from Central South Consortium to Bridgend County Borough Council. The regional model of school improvement continued to be implemented. Key features of this approach include universal support for all schools through an improvement partner, with strategic improvement priorities agreed collaboratively between schools and their improvement partners.
- 3.2 The school improvement team now has seven improvement partners, equivalent to four full-time equivalent improvement partners. All improvement partners work solely for the local authority.
- 3.3 Progress against, and the impact of, these priorities are monitored and evaluated throughout the year through ongoing self-evaluation, the collation of first-hand

evidence, and the review of a wide range of qualitative and quantitative information. This approach ensures that schools receive an appropriate level of challenge, support and professional learning, closely aligned to identified improvement needs.

- 3.4 Each school will have their own unique set of strategic priorities that they will plan to develop. The priorities are identified through a comprehensive analysis of the school's own self-evaluation evidence, an understanding of their unique context, including the capacity to improve and the needs of each individual school with regard their professional learning needs to support the planned improvements. The ultimate goal is for the school to improve learner outcomes through sustained self-evaluation, collaboration and robust improvement planning.
- 3.5 The overarching purpose of school improvement is to help schools give learners the best possible learning experiences and outcomes, whatever their background, in order to achieve high standards and aspirations for all. Under the Curriculum for Wales, a fundamental part of this will be ensuring that schools support every learner to make progress, contributing to the four purposes as set out in paragraph 2.2 above.
- 3.6 The improvement partner will support schools through appropriate challenge to identify clear, manageable improvement priorities arising from robust self-evaluation. Improvement partners will collaborate closely with school leaders to review first-hand evidence and ensure that self-evaluation processes are rigorous, accurate and evaluative. In supporting schools to review their self-evaluation cycle, improvement partners will ensure that there is appropriate coverage of the three overarching areas set out in the current framework for school improvement. These are:
 - vision and leadership;
 - curriculum, learning and teaching; and
 - wellbeing, equity and inclusion.
- 3.7 Improvement partners operate to an agreed schedule of key tasks that take place throughout the academic year, alongside specific activities planned for each term. These activities are also complemented by a range of additional activities that are agreed with school leaders due to the individual need of each school. Improvement partners gather authentic first-hand evidence to inform their ongoing evaluation of school effectiveness and progress.
- 3.8 Throughout the year, improvement partners engage with schools through a range of agreed activities, including attendance at key school meetings and participation in monitoring, evaluation and review processes. This enables them to support and challenge school leaders effectively, ensuring that the quality of provision continues to improve and that the needs of all learners are met.
- 3.9 Enhanced support is provided where a school's self-evaluation, performance information or first-hand evidence indicates that progress is insufficient, outcomes are declining, or there are significant concerns about leadership capacity, teaching and learning, or learner well-being, equity and inclusion. Enhanced support may also be appropriate where improvement priorities are complex, inter-related or require a sustained and coordinated response beyond universal or bespoke support.

- 3.10 The process for implementing enhanced support is informed by robust self-evaluation and professional dialogue between the school, and the local authority. This includes a detailed review of first-hand evidence, performance data and the school's improvement planning to identify the specific barriers to progress.
- 3.11 Clear, time-bound improvement priorities and success criteria are then agreed, alongside a tailored package of support and challenge. This may include increased improvement partner engagement, targeted professional learning, leadership support and closer monitoring of progress.
- 3.12 The impact of enhanced support is reviewed regularly to ensure that it leads to measurable improvement and is adjusted or stepped down as capacity and effectiveness improve.

Central South Consortium

- 3.13 Central South Consortium continues to operate as the regional professional learning organisation, under a revised remit following the Middle Tier Review of education in Wales. Central South Consortium now focuses on a reduced but targeted remit, providing professional learning and support across the 3 to 16 continuum and Post-16 education in the following areas:
- teaching and learning, including assessment for learning and learner effectiveness;
 - curriculum design and progression;
 - the six areas of learning and experience and their associated subjects and disciplines;
 - the three cross-curricular skills;
 - qualifications related to the above areas;
 - outdoor learning;
 - Cymraeg;
 - leadership at all levels;
 - newly qualified teacher (NQT) induction; and
 - support for teaching assistants.
- 3.14 Central South Consortium continues to work in partnership with schools and local authorities to further develop and embed a self-improving system at the heart of new approaches to school improvement across the region.
- 3.15 Tailored support continues to be available, upon request, to all schools and collaboratives, clusters or groups of schools, within the capacity and remit of the new service.
- 3.16 The bespoke support is tailored to meet identified needs and may take a range of forms, including one-off coaching and mentoring sessions for school leaders and/or practitioners focused on specific aspects of school improvement; a menu of bespoke professional learning delivered in schools, for example through In-service Educational Training days or twilight sessions; and a planned series of bespoke professional learning and support activities, agreed in partnership with the school and the improvement partner, focused on a clearly identified improvement priority.

- 3.17 Bespoke support will be available where needs are additional to, or different from, existing professional learning and support activities, or where these cannot be met within the school's own capacity. Bespoke support means tailored school improvement support that is designed around the specific needs, context and priorities of an individual school or setting, rather than a one-size-fits-all offer. Bespoke support can include Central South Consortium advisers collaborating directly with leaders and staff on agreed priorities, for example leadership, teaching and learning, Curriculum for Wales, or Welsh language. The support is provided through in-school coaching, modelling practice, bespoke professional learning, focused reviews, or short-term intensive support.
- 3.18 There continues to be strong engagement from schools across the local authority with the regional professional learning offer, and schools make effective use of bespoke support to develop agreed strategic priorities and secure the intended impact.
- 3.19 As a result of robust analysis of schools' strategic priorities, inspection recommendations, and local and national priorities, the local authority provides a targeted professional learning offer and bespoke support in partnership with Central South Consortium.
- 3.20 Regionally, Central South Consortium's knowledge bank, design thinking model and practitioner networks support effective curriculum design. Bespoke support packages - brokered jointly by improvement partners - address school specific needs.

Further support for school improvement

- 3.21 Qualification reform is supported through termly local authority 'TeachMeets' alongside wider regional networks. The local authority has strengthened the provision for qualification reform through a programme of local authority 'TeachMeets' to provide support and share solutions to the common problems identified. The 'TeachMeets' are currently facilitated by improvement partners and the Strategic Lead for Secondary Schools, with leaders from across all local authority secondary schools attending according to the focus of the meeting, for example science leaders.
- 3.22 It is anticipated that the professional learning offer from Dysgu, as the new national professional learning and leadership organisation, will become available from the start of the 2026-2027 school year.
- 3.23 Across the local authority there is a strong focus on inclusion and Welsh language development. Improvement partners review the progress of pupils eligible for free school meals (eFSM) progress and support schools to plan and evaluate Pupil Development Grant (PDG) spending. Schools draw on Central South Consortium's 'Strategy for Equity and Excellence', four secondary schools participate in the [Raising the Attainment of Disadvantaged Youngsters \(RADY\) initiative](#), and 'Thinking Differently' resources support approaches for disadvantaged learners.
- 3.24 Collaboration and system learning are strong features of practice. As a local authority, there is a focus on promoting cluster first approaches to Curriculum for Wales progression and transition. Networks - such as Deputy Headteachers, Key

Stage 4 leaders, Heads of Sixth Form, Seren Coordinators and Digital Leaders - strengthen professional dialogue and distributed leadership.

3.25 Schools share practice locally through professional development sessions and Team Bridgend, through regional networks, enquiry projects and lead practitioner deployment, and nationally through Welsh Government and Estyn case studies and thematic reports. Some examples of case studies produced by local authority schools for Estyn include:

- Bryntirion Comprehensive School

[Health and well-being curriculum and provision for personal and social development of pupils.](#)

- Ysgol Gyfun Gymraeg Llangynwyd

[The way in which the school ignites a sense of belonging to the school and how this influences the high levels of well-being and attendance.](#)

- Heronsbridge School

[Professional learning at Heronsbridge school.](#)

For a list of Estyn spotlights of effective practice, please see Appendix 1.

3.26 Schools have been provided with a range of resources and case studies to support the development of cluster working between schools to ensure effective transition of pupils between schools and a robust continuum of learning as pupils progress through the age groups. Practice shared to support vertical collaboration includes local authority, regional and national case studies.

3.27 There is extensive guidance on effective self-evaluation and school improvement planning, including the self-evaluation toolkits that focus on skills, teaching and curriculum, national and regional leadership pathway materials, and a bank of case studies showcasing strong evaluative practice across the region.

3.28 Practitioner-led networks offer opportunities for leaders to explore self-evaluation approaches in similar settings, while the Curriculum for Wales knowledge Bank includes tools that help schools align evaluative processes to curriculum realisation and learner progression.

3.29 In addition, Central South Consortium provides templates, audit tools, exemplars of high-quality development plans and access to national guidance, enabling schools to benchmark and strengthen their strategic documentation.

3.30 There is a wide range of governor professional learning provided by the local authority for governors, including the mandatory modules of professional learning, health and safety, safer recruitment.

3.31 There is a wide range of professional learning provided by the local authority to support governors. This includes mandatory training modules such as professional

learning, health and safety, safer recruitment, finance, pupil exclusions and child protection, alongside additional optional training opportunities.

- 3.32 In addition, bespoke support is provided for governing bodies across a range of areas, including governors' roles and responsibilities, supporting schools through inspection, governor self-evaluation and effective use of the self-evaluation toolkit, and governors' involvement in whole-school self-evaluation.
- 3.33 School governors are also supported by improvement partners in relation to headteacher professional development (previously performance management) and senior leader recruitment processes.
- 3.34 In Estyn's recent inspection of [Bridgend County Borough Council's Local Government Education Services](#) (March 2026), the transition of the improvement partners to the local authority was recognised as being effective. Estyn noted that Bridgend schools valued the support of local authority improvement partners, whose strong links with wider education services enabled timely, effective support. Estyn noted that the school improvement framework implemented in Bridgend ensures first-hand evidence from visits helps the local authority understand strengths and areas for improvement across schools. Estyn also acknowledged the strong relationships improvement partners have developed with governing bodies, providing advice, guidance and professional learning that helps governors to understand school performance and to support improvement.
- 3.35 Estyn inspectors recognised that, although improvement partner evaluations have strengthened since the transition to the local authority, there has been variability over time in the quality of information included. This has been identified as an area for further refinement to ensure that quality assurance processes secure evaluations that focus consistently and clearly on the impact of provision on improving pupils' outcomes.
- 3.36 An analysis of the Welsh Government Key Stage 4 performance measures for the local authority indicates that the local authority average for all measures compares favourably with the all-Wales averages (please refer to Appendix 2).

The Way Forward

- 3.37 The Education, Early Years and Young People Directorate is developing a new three-year strategic plan for implementation from autumn 2026, aligned with the vision, principles and aims of the updated national guidance for school improvement, with the clear ambition that every learner reaches their full potential within an inclusive education system that values each learner's unique journey from ages 3 to 16 and beyond, and supports all learners to develop successfully towards the four purposes of the Curriculum for Wales. The closure of the last 3-year strategic plan and pre-decision of the new plan is due to be reported to the Education and Youth Services Overview and Scrutiny Committee in September 2026.
- 3.38 As we begin to align with the updated [national school improvement guidance published in January 2026](#), it will be important to maintain the clear strengths of our current school improvement model while refining processes where appropriate to further strengthen the local authority's approach to enable learning through:

- ensuring strategic clarity;
- distributed improvement capacity;
- collective ownership;
- collaborative enquiry; and
- continuous system improvement.

There is currently no published timeline for the national guidance becoming statutory.

- 3.39 Under the revised national school improvement model, schools will continue to lead their own improvement through regular, robust self-evaluation and planning as part of an ongoing cycle of improvement rather than a one-off event, enabling schools to develop a strong culture of continuous learning and to adapt their approaches in response to evaluation, while being strengthened by external perspectives provided through partnership working with improvement partners other schools and support from the local authority.
- 3.40 Vertical collaboration is where the primary schools in a cluster, work with the secondary school, on shared objectives such to support pupils as they move through the education continuum. Vertical collaboration will remain a key focus, supporting a coherent continuum of learning for pupils from ages 3 to 16, strengthening transition and enabling practitioners to develop a shared understanding of progression, with collaborative planning around shared objectives securing and embedding cluster-wide improvements, and, where appropriate, increased use of clusters to provide high-quality professional learning that develops a common understanding of effective practice, pedagogy and wellbeing to better support all learners.
- 3.41 Horizontal collaboration is a peer-based approach where schools of the same phase work together to share expertise, develop practice, and drive sustainable improvement. Horizontal collaboration will continue to be strengthened through local authority networks that promote the sharing of effective practice, expertise and specialism, supporting the improvement journey of all schools in a sustainable way, while providing trusted external perspectives that help schools to identify improvement priorities, professional learning needs and areas requiring deeper investigation.
- 3.42 Schools will continue to lead their own improvement through regular self-evaluation and planning as part of an ongoing cycle of improvement rather than a one-off event, enabling them to develop a strong culture of continuous learning and to adapt their approaches in response to evaluation, supported by trusted external perspectives provided through partnership working with other schools and the local authority.
- 3.43 Schools will continue to use their school development plan (SDP) to set out a clear and ongoing strategic approach to improvement, including the identification of key priorities and the planning of professional learning for staff, while also planning improvement across collaborative partnerships to collectively address shared challenges, strengthen improvement activity and make effective use of collective expertise.

- 3.44 As a local authority, we will continue to work collaboratively with local authority partners through the Central South Consortium regional professional learning organisation to share school-based capacity in a systemic way, provide tailored support where required, and build a resilient and sustainable learning system.
- 3.45 Welsh Government will support system-wide improvement by providing consistent, high-quality professional learning in national priority areas through Dysgu, aligning local improvement needs with national priorities through the Welsh Government's Education Improvement Team, and publishing regular updates on the performance of the Welsh education system to strengthen transparency and oversight.
- 3.46 Improvement partners will continue to work closely with each school to nurture an open, improvement-focused culture across the local learning system. They will gain first-hand insight into school performance and build strong, trusting relationships with schools. This will support a deep understanding of leadership, teaching, wellbeing and learning capacity, which will inform strategic planning and targeted support.
- 3.47 Improvement partners will help draw together local improvement priorities by identifying strengths and school-based capacity to support others. They will commission school-to-school support and draw on external expertise where required. They will also analyse and use a wide range of data and intelligence from across local authority services to plan strategically and ensure schools develop as inclusive, community-focused learning environments that engage all learners and their families.
- 3.48 The local authority will use the collaborative improvement model to complement intelligence gained from SDPs, enabling bespoke support, including professional learning, to be brokered and system-wide capacity for improvement to be strengthened.
- 3.49 The accountability system in Wales is designed to promote fairness and inclusivity by recognising the unique circumstances of each school and learner, ensuring that evaluation and improvement processes are effective, supporting and strengthening improvement activity by identifying and addressing issues at an early stage.
- 3.50 Headteachers and governing bodies play key roles in the accountability of individual schools. Headteachers have a central role within the school improvement and accountability system, with responsibility for the internal organisation, management and day-to-day running of the school, and for implementing the strategic direction set by the governing body. This includes shaping the school's aims, policies and improvement targets, which are agreed with the governing body. Headteachers also contribute to wider system accountability by working with local authorities, inspectors and other partners to ensure their school's work aligns with national priorities and supports collective improvement across the system.
- 3.51 As the accountable body, the school's governing body should monitor the delivery of the SDP and act where progress is unsatisfactory, use the SDP to inform the professional development review process, ensure that all staff are accountable for their role in delivering improvement, and provide effective challenge to the

headteacher by holding them to account for the school's overall performance and effectiveness.

- 3.52 Local authorities have a dual role within the school system as both maintainers of schools and promoters of educational standards, providing a range of core services and support that enable schools to operate effectively, meet statutory requirements and improve outcomes for learners, while working with schools and partners to secure continuous improvement and raise standards across the local education system.
- 3.53 The local authority is accountable for developing a clear understanding of schools' priorities and capacity for improvement, facilitating improvement through the collaborative infrastructure, including drawing on expertise from outside the locality where required, and building a deep understanding of the quality of leadership, learning, teaching and wellbeing support needed, while providing a holistic support offer, evaluating its impact, engaging with and sharing the latest national and international evidence, and maintaining robust information systems that enable a comprehensive understanding of schools across the local authority.
- 3.54 Estyn provides independent, regular and consistent inspections of schools, offering a clear, evidence-based evaluation of school performance and identifying areas for improvement.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. It is considered that there will be no significant or unacceptable equality impacts because of this report.

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

- 5.1 The well-being goals and principles prescribed for within the Well-being of Future Generations (Wales) Act 2015 connect directly to the approach to supporting children, young people and their families. The approach is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long term	The approach to teaching and learning focuses on meeting the needs of children and young people from the age of 0 to 25 to maximise their potential.
Prevention	The focus of teaching and learning is upon identification of needs of young people and ensuring that there is appropriate learning provision in place to meet individual needs.
Integration	The approach to teaching and learning addresses

the need for a coherent delivery of economic, social, environmental, and cultural outcomes.

Collaboration A fundamental principle of the approach to teaching and learning focuses on improving collaboration within schools, between schools, with officers and school stakeholders create a unified system.

Involvement Ensuring that children and young people, parents and carers are at the heart of the system and that needs are discussed and met in a person-centred way.

6. Climate Change and Nature Implications

6.1 There are no climate change or nature implications resulting from this report. However, we are committed to supporting the implementation of the local authority's 'Bridgend 2030 – Net Zero Carbon Strategy' and Welsh Government's carbon reduction commitments.

7. Safeguarding and Corporate Parent Implications

7.1 The directorate has a robust approach to safeguarding, and this is detailed within the directorate's strategic plan. The Education, Early Years and Young People Directorate Strategic Plan 2023-2026 is aligned with Bridgend County Borough Council's (BCBC's) Corporate Parenting Strategy.

8. Financial Implications

8.1 There are no financial implications specifically relating to this report.

9. Recommendations

9.1 The Education and Youth Services Overview and Scrutiny Committee is asked to:

- consider the contents of the report; and
- provide feedback.

Background documents

None