



BWRDD ADDYSG, SGILIAU A LLES Y CABINET

DYDD IAU, 8 RHAGFYR 2022

**YN SYTH AR ÔL CYFARFOD PWYLLGOR CRAFFU POLISIŶAU AC
ADNODDAU'R CABINET**

**SIAMBR Y CYNGOR – CANOLFAN DDINESIG CASTELL-NEDD PORT
TALBOT**

**RHAID GOSOD POB FFÔN SYMUDOL AR Y MODD DISTAW AR
GYFER PARHAD Y CYFARFOD**

Gweddarlledu/Cyfarfodydd Hybrid:

Gellir ffilmio'r cyfarfod hwn i'w ddarlledu'n fyw neu'n ddiweddarach drwy wefan y cyngor. Drwy gymryd rhan, rydych yn cytuno i gael eich ffilmio ac i'r delweddau a'r recordiadau sain hynny gael eu defnyddio at ddibenion gweddarlledu a/neu hyfforddiant o bosib.

1. Penodi Cadeirydd
2. Cyhoeddiad y Cadeirydd
3. Datganiadau o fuddiannau
4. Cofnodion y Cyfarfod Blaenorol (*Tudalennau 3 - 6*)
5. Blaenraglen Waith 2022/23 (*Tudalennau 7 - 10*)
6. Amser Cwestiynau Cyhoeddus
Mae'n rhaid cyflwyno cwestiynau'n ysgrifenedig i'r Gwasanaethau Democrataidd, democratic.services@npt.gov.uk heb fod yn hwyrach na chanol dydd ar y diwrnod gwaith cyn y cyfarfod. Mae'n rhaid i'r cwestiynau ymwneud ag eitemau ar yr agenda. Ymdrinnir â

chwestiynau o fewn cyfnod o 10 munud.

Adroddiadau ar gyfer Monitro

7. Dangosyddion Perfformiad Chwarter 2 (*Tudalennau 11 - 26*)

Adroddiadau er Gwybodaeth

8. Diweddariad Dysgu Oedolion (*Tudalennau 27 - 32*)
9. Diogelu Addysg (*Tudalennau 33 - 38*)
10. Presenoldeb Disgyblion (*Tudalennau 39 - 46*)
11. Diweddariad Gwasanaeth Cwnsela mewn Ysgolion (*Tudalennau 47 - 58*)
12. Eitemau brys
Unrhyw eitemau brys (boed yn gyhoeddus neu wedi'u heithrio) yn ôl disgrisiwn y Cadeirydd yn unol ag Offeryn Statudol 2001 rhif 2290 (fel y'l diwygiwyd).

K.Jones
Prif Weithredwr

Canolfan Ddinesig
Port Talbot

Friday 2nd December 2022

Aelodau'r Bwrdd Addysg, Sgiliau a Lles y Cabinet:

Y Cyngorwyr J.Hurley a/ac N.Jenkins

EXECUTIVE DECISION RECORD

24 NOVEMBER 2022

EDUCATION, SKILLS & WELLBEING CABINET BOARD

Cabinet Members:

Councillors: N.Jenkins and J.Hurley (Chairperson)

Officers in Attendance:

A.Thomas, R.Crowhurst, P.Walker, M.Shaw, W.John, A.Thomas and T.Davies

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor J.Hurley, be appointed Chairperson of the meeting.

2. **CHAIRPERSONS ANNOUNCEMENT/S**

Councillor Hurley welcomed everyone to the meeting.

3. **DECLARATIONS OF INTEREST**

No declarations of interest were received.

4. **MINUTES OF PREVIOUS MEETING**

That the minutes of the previous meeting, held on the 27 October 2022, be approved as an accurate record.

5. **FORWARD WORK PROGRAMME 2022/23**

That the Education, Skills and Wellbeing Cabinet Board Forward Work Programme be noted.

6. **PUBLIC QUESTION TIME**

No questions from the public were received.

7. **BAND C SCHOOLS**

Decisions:

That, having given due regard to the first stage integrated impact assessment,

1. the next phase of investment for ongoing learning projects, as detailed and contained within the circulated report, be approved.
2. Officer Authorisation to explore with Welsh Government Officials, grant funded opportunities available within the programme and to secure the most beneficial option for the Council, be granted.

Reason for Decisions:

To access Welsh Government Sustainable Communities for Learning Programme grant funding for capital projects, and subject to the outcome of the grant funding application, implementation of the programme of projects will enable the Council to promote high educational standards and the fulfilment of every child's potential. It will also enable the Council to meet its duty to secure efficient education in its area,

Implementation of Decisions:

The decisions will be implemented after the three day call in period, which ends on 28 November 2022 at 9.00am. There was no call in of this item.

Consultation:

As the programme develops, each project will be subject to consultation with the respective school communities. Should a project involve the closure of a school, formal consultation will be undertaken in line with legislative requirements.

8. **CEFN COED OPTIONS APPRAISAL REPORT**

Decisions:

That having given due regard to the first stage integrated impact assessment,

1. in principle and subject to available funding streams, the following key recommendations be approved:
 - The scale of costs required for essential repairs to enable the museum to safely reopen to the public.
 - Possible alternative uses for the site and buildings.
 - An examination of the role and contribution of Cefn Coed Colliery Museum as a heritage site and tourist destination.
 - A review of current and future regeneration opportunities for Cefn Coed.
 - Alternative sources of income via grants and external funding.
 - Income generation opportunities.
2. that Officer Authorisation to explore with Welsh Government Officials, grant funded opportunities available within the programme securing the most beneficial option for the Council, be granted.

Reason for Decisions:

To enable the Authority to plan and explore future options for the development of the Cefn Coed museum site.

Implementation of Decisions:

The decisions will be implemented after the three day call in period, which ends on 28 November 2022, at 9.00am. There was no call in of this item.

Consultation:

Consultation has taken place with internal and external stakeholders.

9. **CREATION OF A REGIONAL PARTNERSHIP FOR SPORT AND PHYSICAL ACTIVITY IN WEST WALES**

Decision:

That having given due regard to the integrated impact assessment, the development and creation of a New Regional Partnership for Sport and Physical Activity in West Wales, as detailed within the circulated report, be approved.

Reason for Decision:

To continue working in partnership with Sport Wales, and secure funding for the Active Young People Programme. Ensuring there is the right support and opportunities in place for those who are not regularly physically active - with a clear focus on removing barriers for those who need most help.

Implementation of Decision:

The decision will be implemented after the three day call in period, which ends on 28 November 2022, at 9.00am. There was no call in of this item.

10. **URGENT ITEMS**

No Urgent Items were received.

CHAIRPERSON

Education Skills and Wellbeing Cabinet Board

Immediately following Scrutiny Committee starting at 2pm

Meeting Date 2023	Agenda Item	Type	Contact Officer
19th January 23	Annual School Term Dates (Back from Consultation)	Decision	Helen Lewis
	Employability and Skills Update	Information	Angeline Spooner –Cleverly Keri Jones
	Support Visits	Monitoring	Mike Daley
	Transport Personal Allowance	Decision	Rhiannon Crowhurst
	Participation and Engagement Strategy (Results of Consultation)	Decision	Liz Dennis/ Hayley Lervy

Meeting Date	Agenda Item	Type	Contact Officer
2nd March	School Terms and Holiday Dates (Out of Consultation)	Decision	Helen Lewis
	Professional Learning	Information	Gayle Shenton
	Admissions to Schools (Results of Consultation)	Decision	Helen Lewis/ John Burge
	Quarter 3 Performance	Monitoring	Shaun Davies
	Free School Meals Update	For Information	Rhiannon Crowhurst

Meeting Date	Agenda Item	Type	Contact Officer
13th April			
	Elective Home Education	Information	John Burge/ Hayley Thomas
	Equality and Safe Place to Learn	Information	Jonathan Roberts
	Foundation Phase Development	Information	Sarah Griffiths
	Culture Strategy – Update (Includes Leisure Services)	For Information	Andrew Thomas/ Paul Walker
	School Capacities Report	Decision	Rhiannon Crowhurst
	Period Dignity Report	Information	Kath Gilbert/ John Burge

Meeting Date	Agenda Item	Type	Contact Officer
25th May			
	School Terms and Holiday Dates (Back from Consultation)	Decision	Helen Lewis
	Seren Programme	Information	Karen Thomas
	Welsh 2nd Language Support	Information	Alison Streetland



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL /
CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT
TALBOT**

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet
Addysg, Sgiliau a Llesiant**

8th December 2022

**Director of Education, Leisure and Lifelong Learning /
Cyfarwyddwr Addysg, Hamdden ac Gydol Oes**

Andrew Thomas

Matter for Monitoring

Wards Affected: All Wards

Report Title

Quarterly Performance Management Data 2022-2023 –
Quarter 2 Performance (1st April 2022– 30th September 2022)

Purpose of the Report:

To provide members with quarter 2 performance management data, complaints and compliments for the period 1st April 2022 to 30th September 2022 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESW Cabinet Board to discharge their functions in relation to performance management.

Executive Summary:

The report provides education results and assessments at KS4. Attendance data over the secondary and primary sectors. Data relating to the Statutory Assessment Process, the Youth Service and childcare. Data relating to the Library Service concerning the number of visitors and a summary of the number of people participating in a sporting activity at the council facilities.

Background:

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's). A list of quarter 2 key performance KPI's with progress comments on each indicator are attached as appendix 1.

KPI status:

- GREEN (green traffic light) - KPI's that have improved on or achieved target
- AMBER (amber traffic light) - KPI's that have not achieved target but performance is within 5%
- RED (red traffic light) - KPI's that are 5% or more below target

Where available, appendix 1 provides performance data for quarter 2 performance for 2020/21, 2021/22 & 2022/23. The target provided is for the corresponding period.

Appendix 2 provides quarter 2 information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

Financial Impacts:

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

This impacts all wards.

Workforce Impacts:

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

Legal Impacts:

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

Consultation:

There is no requirement under the Constitution for external consultation on this item.

Recommendations:

Members monitor performance contained within this report.

Reasons for Proposed Decision:

Matter for monitoring. No decision required.

Implementation of Decision:

Matter for monitoring. No decision required.

Appendices:

Appendix 1: Key Performance Management Data - Quarterly.

Appendix 2: Compliments and Complaints Data

List of Background Papers:

The Neath Port Talbot Corporate Improvement Plan - 2019-2022

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

Officer Contact:

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Performance Indicators





Neath Port Talbot Council





Appendix 1 - Education, Leisure and Lifelong Learning Directorate Key Performance Indicators - Quarter 2 (1st April - 30th September) -2022/23




Performance RAG (Red, Amber Green) key:






- **Green:** achieved quarter 2 target for 2022/23
- **Amber:** Within 5% of target
- **Red:** 5% or more below target
- N/a or blank column – no comparable data or no target set

How will we know we are making a difference (01/04/2022 to 30/09/2022)?






PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
1.2.1 SRP - Wellbeing Objective 1 - Best start in life					
CP/005 - Percentage of pupil attendance in primary schools	93.83	91.18	89.23		 NA
<p>2022/23 data is for the 2021/22 academic year. 362,715 missed half day sessions of 3,368,595 in Academic Year 2021/22 compared to 221,839 missed half day sessions of 2,516,523 in Academic Year 2020/21. The figures for 2020/21 reflect attendance rates for the year previous prior to Covid with the subsequent years reflecting data captured at the height of the pandemic. Efforts to increase attendance across all sectors continue in partnership with schools. No target set due to Covid-19.</p>					
CP/006 - Percentage of pupil attendance in secondary schools	92.51	87.88	85.52		 NA
<p>2022/23 data is for the 2021/22 academic year. 347,629 missed half day sessions of 2,400,924 in Academic Year 2021/22 compared to 170,599 missed half day sessions of 1,407,888 in Academic Year 2020/21. The figures for 2020/21 reflect attendance rates for the year previous prior to Covid with the subsequent years reflecting data captured at the height of the pandemic. Efforts to increase attendance across all sectors continue in partnership with schools. No target set due to Covid-19.</p>					
CP/008 - Percentage of year 11 pupils studying Welsh first language	11.33	12.29	12.70	12.50	 Green
<p>For the Academic Year 2021/22, there were 202 pupils studying Welsh first language from a cohort of 1,591 pupils compared to 199 from a cohort of 1,619 for 2020/21. The number of pupils studying Welsh as a first language and related percentage has increased slightly compared to Academic Year 2020/21.</p>					
ELLL - Strategic School Improvement Programme - PI/896 - Completion of Welsh Government Band B projects.			60.00		 NA
<p>New performance indicator for 2022/23 60% programmes have been completed. One programme is in the initial planning and design stage and one programme is awaiting Section 106 information. Reported quarterly from 2022/23.</p>					






PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
<p>ELLL - ANLSS - PI/824 - The percentage of current final statements of special educational needs and Individual Development Plans (IDPs) issued within the statutory time scales excluding exceptions. (measured over the calendar year - quarterly)</p>	100.00	100.00	91.67		 NA
<p>91.67% - 11 statements/IDP's issued within the required timescale (excluding exceptions) out of a total of 12 possible statements/IDP's. One IDP was issued one day over the timescale. This figure exemplifies that when Professional Advices are submitted within the specified timeframe, the service is able to produce the Plan within statutory timescales.</p>					
<p>ELLL - ANLSS - PI/872 - The percentage of final statements of current special education needs and Individual Development Plans (IDPs) issued within the statutory time scales including exceptions. (measured over the calendar year - quarterly)</p>	35.80	30.97	6.79		 NA
<p>6.79% - 11 statements/IDP's issued within the required timescale (including exceptions) out of a total of 162 possible statements/IDP's. The majority of these exceptions related to late Advice from professionals, which is outside the control of the service. It should also be noted that from September 1st 2022, any pupil undergoing the SEN Statutory Assessment process had to be moved to the new ALN system as per Welsh Government Guidance. In some instances this caused an unavoidable delay to statutory timescales being met as work had to be undertaken with parents/ carers to enable them to understand the change; the draft Statement had to be converted to a draft IDP; and a Person Centred Review arranged with all key adults/ professionals who provide support either in attendance or providing a written contribution. The move between these systems is therefore a time consuming process, which SEN statutory timescales did not allow for. It should be noted that this % did not adversely affect provision. Where parents give consent, we will issue the statement or IDP without all advices providing panel have sufficient evidence to make decisions. However, in many cases, parents request that all advice are received before the case is considered by panel.</p>					
<p>ELLL - Children Looked After Education Service - PI/881 - The percentage of LA maintained IDPs developed for Children Looked After (CLA) issued within the 12 week statutory timescale.</p>				72.00	 NA
<p>New performance indicator for 2022/23</p>					
<p>Data reported in quarter 3 2022/23</p>					
<p>ELLL - Early Years and Childcare Team - PI/892 - Number of new English Medium registered childcare spaces developed as a result of benefitting from improvement funding via Welsh Government revenue and capital Early Years and Childcare funding pots.</p>			56.00		 NA
<p>New performance indicator for 2022/23</p>					
<p>The following childcare settings opened during quarter one and two, with new additional English medium childcare places available. Rhos Lullabys Childcare - 37 places Abbey Childcare – 19</p>					





PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
ELLL - Early Years and Childcare Team - PI/893 - Number of children in receipt of support funding to aid access to childcare.			61.00		 NA
<p>New performance indicator for 2022/23.</p> <p>Child Development Fund has supported 10 children to access childcare. Some funding has supported additional staff, specialist equipment and professional and specialist staff and training such as occupational therapy. O Gam I Gam, our childcare support fund for both additional learning need/disability and financial support has supported 20 children with access to childcare 31 children are currently access addition support workers via Flying Start ALN funding to access childcare.</p>					
ELLL - Early Years and Childcare Team - PI/924 - Number of Welsh Language and Bilingual registered childcare spaces.			299.00		 NA
<p>New performance indicator for 2022/23.</p> <p>We continue to support our Welsh Education Strategic Plan ambitions, and continue to strive to close our childcare sufficiency gaps detailed in our Childcare Sufficiency Assessment by supporting the development of additional Welsh and bilingual childcare spaces and new childcare settings.</p> <p>Within NPT we now have 299 Welsh Language and Bilingual registered childcare spaces. This is an increase of 58 spaces as we have developed 2 new Welsh Language and Bilingual registered childcare spaces:</p> <ul style="list-style-type: none"> YGG Cwmllynfell (Cylch Cwmllynfell) – 19 spaces YGG Tyle'r Ynn (Cylch Teulu'r Tyle) - 19 spaces <p>10 additional Flying Start spaces at Canolfan Maerdy Lots of Tots following the addition of another child's toilet, allowing 10 more spaces to be added to CIW registration and aid Flying Start expansion in GCG area</p>					
ELLL - Early Years and Childcare Team - PI/936 - Number of new Welsh Medium and bilingual registered childcare spaces developed as a result of benefitting from improvement funding via Welsh Government revenue and capital Early Years and Childcare funding pots.			19.00		 NA
<p>New performance indicator for 2022/23.</p> <p>We continue to support our Welsh Education Strategic Plan ambitions, and continue to strive to close our childcare sufficiency gaps detailed in our Childcare Sufficiency Assessment by supporting the development of additional Welsh and bilingual childcare spaces and new childcare settings.</p> <p>Within NPT we now have 299 Welsh Language and Bilingual registered childcare spaces. This is an increase of 58 spaces as we have developed 2 new Welsh Language and Bilingual registered childcare spaces:</p> <ul style="list-style-type: none"> YGG Cwmllynfell (Cylch Cwmllynfell) – 19 spaces YGG Tyle'r Ynn (Cylch Teulu'r Tyle) - 19 spaces <p>10 additional Flying Start spaces at Canolfan Maerdy Lots of Tots following the addition of another child's toilet, allowing 10 more spaces to be added to CIW registration and aid Flying Start expansion in GCG area.</p>					


PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
<p>ELLL - Families First & Early Intervention - PI/759 - % of Families First service users who report positive impacts following engagement with early intervention support.</p> <p>New performance indicator for 2022/23 To the end of Q2, 67% of participants closing to the programme reported positive impacts following their engagement. 24% of participants didn't engage with or opted out of the support offered to them, family moving out of area (2%), escalated to statutory service (3%) and Other reasons (4%).</p>			67.00	72.00	 Red
<p>ELLL - Family Information Service and Childcare Offer - PI/747 - Number of applications approved for children aged 3 and 4 to receive funded childcare through the Childcare Offer for Wales. (Academic Year).</p> <p>New performance indicator for 2022/23 Due to the nature of the Childcare Offer, a large number of children cease to be eligible at the end of August when they are due to start full time school. This figure for those currently eligible to use the Offer, although lower than the June figure, shows an increase in applications on the same period in 2021. The Childcare Offer received 241 applications in the second quarter of 2022 compared to 213 for the same period in 2021.</p>			425.00		 NA
<p>ELLL - Flying Start - PI/929 - Number of English Language Flying Start childcare spaces accessed.</p> <p>New performance indicator for 2022/23 313 individual childcare placements for 2 year olds (313 spaces) or a total of 25,081 single 2.5 hour sessions.</p>			313.00		 NA
<p>ELLL - Flying Start - PI/930 - Number of Welsh Language and Bilingual Flying Start childcare spaces accessed.</p> <p>New performance indicator for 2022/23 67 individual childcare placements for 2 year olds (67 Spaces) or a total of 5,343 single 2.5 hour sessions.</p>			67.00		 NA
<p>ELLL - Flying Start - PI/931 - Number of parents recording a positive distance travelled from pre to post Flying Start structured parenting course intervention.</p> <p>New performance indicator for 2022/23 17 structured courses accessed and 7 one-to-one courses accessed with positive distance travelled recorded.</p>			24.00		 NA

Funded

PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
<p>ELLL - Flying Start - PI/932 - Number of parent contacts Flying Start Professionals such as health staff and parenting staff have engaged in.</p> <p>New performance indicator for 2022/23 3502 health visiting contacts, and 3968 wider Flying Start team contacts involving Parenting, Midwives, early years Educational Psychologists and Community Nursery Nurses.</p>			7470.00		 NA
<p>ELLL - Flying Start - PI/933 - Number of individuals, not eligible for Flying Start, accessing the programme's services via an outreach space.</p> <p>New performance indicator for 2022/23 47 Flying Start outreach childcare spaces accessed. 19 parents on Flying Start caseloads, not from eligible Flying Start postcodes. 10 families on Flying Start Health Visiting caseloads not from Flying Start eligible postcodes. 80 parents accessing Flying Start Midwifery support from outside of Flying Start postcodes.</p>			87.00		 NA
<p>ELLL - PI/444 - Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths</p> <p>Data reported in quarter 3 2022/23 - No target set due to COVID-19.</p>					 NA
<p>ELLL - Project Development and Funding Unit - PI/722 - Number of organisations/individuals given assistance with grant applications.</p> <p>New performance indicator for 2022/23 The Project Development and Funding Unit has experienced the usual volume of calls and emails during Quarter 2. Those seeking advice and grant aid include the Voluntary Sector, Primary Schools, Community Councils, Charities and inter and Intra Directorate colleagues.</p>			65.00	65.00	 Green
<p>ELLL - Project Development and Funding Unit - PI/725 - Number of organisations/individuals receiving grants as a consequence of the assistance given by the Unit (compared to 1 above- 'Success Rate').</p> <p>New performance indicator for 2022/23 14 of the 'Assists' in Quarter 2 are yet to materialise into bids and the realisation of grant aid. Progress with these project proposals will be governed by the fortitude of the Applicant and their willingness to see the Grant acquisition process through.</p>			39.00	40.00	 Amber

PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
ELLL - Project Development and Funding Unit - PI/726 - Value of grant received by organisations/individuals as a consequence of the assistance given by the Unit.			465920.29	400000.00	 Green
<p>New performance indicator for 2022/23</p> <p>This is the income secured from Renewable Energy Funds, Mineral Deposit Funds and Section 106 payments. Bids to Sport Wales, WRU and the Community Trust Funds will be made and mature in Quarter 3 & 4.</p>					
ELLL - Youth Service - PI/547 - Percentage of 11 - 19 year olds in contact with the Youth Service (measured cumulatively over the financial year - quarterly)	3.48	14.69	19.03	14.69	 Green
<p>The Youth Service have engaged with 2,857 young people aged 11-19 at the end of quarter 2. This has increased from 1,478 in quarter 1. The percentage is 19% of the 11-19 year old population.</p>					
ELLL - Youth Service - PI/686 - Increase the wellbeing of young people following support including those with protected characteristics.			99.00	50.00	 Green
<p>New performance indicator for 2022/23</p> <p>1,233 young people aged 11-25 have stated that they are feeling better after support. This is 99% of the 1,236 young people asked.</p>					
<p>1.2.3 SRP - Wellbeing Objective 3 – Our local environment, culture and heritage can be enjoyed by future generations</p>					
ELLL - Libraries and Community Facilities - LCL001 - The number of visits to public libraries during the year, per 1,000 population (measured cumulatively over the financial year - quarterly)		884.16	1243.75		 NA
<p>The number of visits to libraries continues to increase month by month in line with our Service Recovery Plan.</p>					
ELLL - Margam Park - PI/739 - To increase wedding booking at The Orangery.			80.00	55.00	 Green
<p>New performance indicator for 2022/23</p> <p>Wedding bookings for the Orangery remain unchanged from Quarter 1 at 80.</p>					

PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
<p>ELLL - Physical Activity & Sport Service - PI/718 - School Sport Survey hooked on sport.</p> <p>New performance indicator for 2022/23</p> <p>Community Club Participation Hooked on Sport: Participation 3 x or more per week Welsh Average is 64.6%, NPT is 71.6%. Neath Port Talbot Hooked on Sport: Participation 3 x or more per week Welsh Average 39.5% compared to NPT at 46%. Sports club membership Welsh average 54.4% compared to NPT which is 63.9% (as at Sept 21).</p>			71.60	50.00	 Green
<p>ELLL - Theatres - PI/560 - Number of visits to our theatres</p> <p>Audiences are returning after Covid Pandemic.</p>		31232.00	75167.00		 NA
<p>2.4 SRP - Wellbeing Objective 4 – Jobs and Skills</p>					
<p>ELLL - Communities for Work - PI/581 - priority 1 (age 25+): number of people helped to gain training, volunteering, work experience or sustainable employment</p>		31.00	22.00	45.00	 Red
<p>Welsh Government have re-profiled Communities for Work due to the programme delivery ending in March 23, due to ESF (European Social Fund) funding ending. Over 25+ provision throughout Wales has been difficult, and still remains a challenge to reach those hardest to reach, either those who are long term unemployed, or economically inactive. We continue to work with partners and engage in our outreach facilities to provide a service to those who need it.</p>					
<p>ELLL - Communities for Work - PI/582 – Priority 3 (age 16-24): number of people helped to gain training, volunteering, work experience, full time education or sustainable employment</p>		89.00	80.00	38.00	 Green
<p>Welsh Government has re-profiled Communities for Work due to ESF funding ending in 2023. This priority P3, 16-24 year olds has always over achieved on targets, and this is a great start to reach our expected targets. Young people continue to want to seek help and support for employability, engaging with our mentors at outreach locations. We also work closely with colleagues in the Young Persons Guarantee where we can offer a softer skills side to those who have been most affected from the pandemic, encouraging those to re-engage in training, building their confidence and helping them find work when ready.</p>					

PI Title	Qtr. 2 Actual 20/21	Qtr. 2 Actual 21/22	Qtr. 2 Actual 22/23	Qtr.2 Target 22/23	Perf. RAG
ELLL - Communities for Work - PI/583 – Programme for age 16+: number of people helped to gain training, volunteering, work experience, sustainable employment or those who are “in work poverty		256.00	299.00	150.00	 Green
<p>We have run a series of engagement events with our partners in community venues to encourage those in our community who needs help and support. Caseloads remain steady and finally we have had the keys to one of our Employability Hubs located in Aberafan Shopping Centre. It is intended to work alongside partner organisations to work with us to embed a single front door provision to Employability for all our residents in NPT. Neath is still ongoing, but a venue has been approved. Delays with the Hub in Pontardawe has made it impossible for us to move forward with the intended location, as we look elsewhere.</p>					

Mae'r dudalen hon yn fwiadol wag



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Tudalen 25

Performance Indicators

Neath Port Talbot Council

Appendix 2 - Education, Leisure & Lifelong Learning (excl. Community Safety) - Compliments & Complaints - Quarter 2 (1st April - 30th September) - 2022/23



Print Date: 28-Nov-2022

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Head of Education Development – Chris Millis

Matter for Information

Wards Affected:

All wards

Adult Learning in the Community Update (Diweddariad Dysgu Oedolion yn y Gymuned)

Purpose of the Report

To inform Member of the progress of Adult Learning in the Community Service in Neath Port Talbot.

Executive Summary

This report contains an update of the work completed in communities by the Adult Learning in the Community (ALC).

The number of learners enrolled on courses started off slow and have gradually increased. Enrolments are up 6% on last figures at this time. ALC is on target to maintain and hopefully improve slightly on the number of enrolments for 2022-2023.

During the COVID outbreak we adapted our delivery to online and we have continued a hybrid approach for 2022-2023. This approach offers learners the choice to attend sessions online or face to face. This has kept

attendance figures high as learners are able to learn alongside their normal life routine.

ALC has supported learners to be able to 'get online' with more learners now engaging in the use technology to allow them to continue their learning journey. Also AL developed 'Using IT to Support Your Learning' courses where learners have the opportunities to study digital skills alongside their learning.

Adult Learning in the Community was again successful in securing Welsh Government funding from the Adult Learning Support Fund 2021-2022 - 3K for each LA, which is ongoing. This funding was used for staff to support their mental health and well-being and professional development.

Funding from the Engagement Grant was secured in 2021-2022 - 106K. This funding allowed ALC to deliver well-being/engagement courses in the community. The funding was used to develop a website which is under construction. This will allow learners access to direct links to the courses and support ALC can offer. The new website will link into our database which will make data collection and analysing more efficient, this will support the data used to secure our Community Learning Grant funding.

Background

Adult Learning in the Community (ALC) continues to deliver a range of learning activities for post 16 year olds in Neath Port Talbot. It is non-statutory and approximately 60% of Adult Learning in the Community courses provided in Neath Port Talbot County are delivered by Adult Learning in the Community (ALC).

Adult Learning in the Community is externally funded through a grant from the Welsh Government and a franchise agreement with NPTC Group. Both contracts amount to approximately £450K. The ALC direct funding grant from the Welsh Government remained the same for 21/22. Funding from the college covers the academic year August - July and the service is on target to deliver the appropriate amount of learning to ensure the funding allocation for 21/22.

ALC is one of the lead partners of the NPT Learning and Skills Network partnership. The partnership was set up in 2000 under the New Learning

Network and involves a range of public and voluntary-sector organisations in Neath Port Talbot County Borough including NPTC Group, Neath Port Talbot Council for Voluntary Service, Adult Learning in the Community Wales, Swansea University Department of Adult Continuing Education and Tai Tarian.

The Network is committed to the continuous development of quality, curriculum and learner support across the county. Welsh Government continues to look at ways it funds Adult Learning in the Community with options being put forward to the minister for approval. The ALC Manager has attended regular meetings to ensure that the service is kept up to date with current information on funding.

ALC continues to deliver courses in line with Welsh Government priorities as set in the Adult Learning in the Community in Wales policy, developing soft skills (including their confidence to learn) improving literacy/numeracy/digital literacy skills, employability skills, engagement activities and ensures progression into more formal learning and/or employment. For example the service continues to have a large number of learners on childcare courses and aims to give people the knowledge and understanding to achieve a professional qualification which may lead to employment in the sector. The service is also delivering the new Children's Care, Learning, Play and Development qualification with progression opportunities from the Introduction to Childcare which helps to improve their skills in preparation for more formal training onto the QCF level 2 and 3 qualifications. Other courses relevant to childcare learners are autism awareness, phonics, dyslexia awareness and classroom Welsh.

Other courses delivered by ALC are literacy, numeracy, study skills, confidence building, IT and employability skills. Our GCSE and A-Level programme remains highly attended with enrolment figures for 22/23 are 35% higher than 21/22.

New courses introduced for 22/23 include Anger and Conflict Management, Principles of Team Building, Managing Anxiety, Knowing Myself, Managing a Diary, Time Management, Communication in a Business Environment, Stress Management and Active Citizenship.

ALC will be starting a new programme in January 2023, Be SMART with your money, and it will be designed to try and support people through the

cost of living crisis. The programme will include courses such as weekly shopping, purchasing goods, home finances, money management, understanding home energy efficiency, handling payments, cooking on a budget, budgeting for Universal Credit, budgeting and planning finances. Our learning engagement officer is contacting community venues throughout the borough to discuss what needs the communities have. ALC will plan delivery around the community need.

Adult Learning in the Community ensures that costs are kept to a minimum with numerous classes being free e.g. literacy, numeracy, study skills, employability, retail and hospitality to enable all residents in NPT to be able to access learning to their improve skills.

ALC continues to have good links with the Department of Work and Pensions, Communities for Work+, DOVE, Glynneath Training Centre, Skills and Training and Mental Health Co-ordinators.

ALC delivers a variety of courses in schools throughout NPT. The Family Learning delivery has given parents opportunities to increase their Literacy and Numeracy skills and support their children's learning. The majority of learners ask for progression courses after attending the Family Learning course and then go onto courses such as Introduction to Childcare, British Sign Language and Child Psychology that are being offered in schools. During the pandemic Family Learning stopped however, ALC has been working with schools during summer 2022 and delivery has now resumed.

The number of learners enrolled onto courses started a little slow and have gradually increased. Enrolments have increased by 6% in comparison to last year. ALC is on target to maintain and may improve slightly, on the number of enrolments for 2022-2023.

One of the reasons for maintaining good enrolments figures is the partnership working that the service has with organisations. ALC attends regular events arranged by different organisations e.g. DWP, Crisis and Communities for Work+. These raise the ALC profile and generate many referrals for work skills courses such as Hospitality, Retail, Admin and other provision. It also allows ALC to anticipate changes such as the introduction of universal credit and monthly employment themes.

Our aim is to continue and expand delivery throughout NPT in a variety of outreach community venues. ALC are currently working with local libraries such as Cymer and Pontardawe to develop a learning programme to suit the needs of the community.

Data -due to COVID no external data published for 2020/21 (Internal data only).

Direct Delivery

Completion – 97% Attainment – 92% Success – 94%

Franchise Delivery

Completion - 99% Attainment - 97% Success - 95%

Adult Learning in the Community will continue to look at ways to improve the service. This is evidenced by the learner survey and the steps taken to implement feedback. ALC will also be sending out a survey to organisations who refer learners onto courses to gain information regarding the service.

Financial Impact

There are no financial impacts in relation to this report.

Equality Impact Assessment

There are no equality impacts associated with this report.

Workforce Impacts

There are no direct workforce or staffing issues in relation to this report.

Legal Impacts

There is no legal impact in relation to this report.

Risk Management

There is no identified risk to this report.

Consultation

Not applicable.

Recommendations

The report is for information purposes only.

Appendices

None

List of Background Papers

NA

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

8th December, 2022

Report of the Head of Education Development - Chris Millis

Matter for information

Wards Affected: All

EDUCATION SAFEGUARDING UPDATE

Purpose of the Report

1. To provide Members with an overview of safeguarding in education and outline the support work the authority undertakes in this area.

Background

2. Safeguarding, in terms of our statutory responsibility for education, is a broad term that covers the day-to-day operation of schools as well as the concerns, disclosures or allegations that may come to the attention of school staff relating to pupil harm and neglect. The Directorate has had an experienced safeguarding lead for many years providing a wide range of support to schools. Additionally, the authority has created and recruited into a new deputy which has its own responsibilities.
3. All schools in Neath Port Talbot have adopted both the local authority model safeguarding and child protection policy. This document has been developed with reference to “Welsh Government Keeping Learners Safe” guidance and the Wales Safeguarding Procedures. The policy is regularly reviewed and revised in line with legislative and policy changes. Changes are disseminated widely to all schools and internal education service areas.

4. Schools and other directorate service staff are able to call on education safeguarding officers for advice and support when dealing with matters of a safeguarding or child protection nature. This includes supporting schools when children make disclosures or when staff become aware of indicators of abuse, neglect and harm. Support can involve signposting to relevant agencies or working with schools to make referrals to social services or the police. Ongoing support is provided as a referral goes through statutory social services interventions or criminal proceedings.
5. Allegations against staff of professional abuse towards children can be complex and are managed in line with the Wales Safeguarding Procedures and Welsh Government statutory guidance. Allegations made to school staff are, in the first instance, discussed with an education safeguarding officer or other senior education officer and reported to Social Services Single Point of Contact Team (SPOC) where necessary. SPOC will consider the allegation, liaise with other agencies such as Health and Police and make a decision whether a Professional Strategy Meeting (PSM) is needed under the Wales Safeguarding Procedures. PSM is a statutory multi-agency meeting that co-ordinates and shares information as part of the national procedures for managing allegations against staff.
6. Schools undertake basic fact finding when an allegation is made but must not seek to investigate as this is the role of social services and the police. Schools are supported throughout the process by the education safeguarding team and the relevant Human Resources officer. Every situation requires an individual response based on a risk assessment. The progress of allegations through the PSM process is monitored by the Education Safeguarding Reference Group which meets every three weeks.
7. Members will appreciate the need to ensure staff have access to good quality, relevant training. For the start of each school academic year a system is in place whereby the education safeguarding officer provides schools with a set of training materials which is delivered and cascaded to the whole school staff by designated safeguarding person (DSP) within each school. This ensures consistency of the message across schools and to all staff, from the Headteacher through to the teaching and all non-teaching staff. In-depth training for DSPs is delivered by the education safeguarding officer and is repeated at least every three years. For the last two years work has been undertaken to ensure all DSPs and deputies have access to the DSP training developed by the All Wales

Safeguarding in Education Group (SEG) which has been delivered via Teams because of Covid restrictions. Refresher training sessions are also offered on specific areas of interest.

8. Every governing body has a dedicated governor with responsibility for safeguarding. The local authority provides regular ongoing safeguarding training to governors as part of the termly governor training programme. Safeguarding is a standing item on governing body meeting agendas. This includes headline information on the number of cases referred to social services, number of physical interventions used, updates on safeguarding training provided to staff and any bullying and exclusion incidents.
9. On a three-year cycle the local authority undertakes safeguarding peer reviews in each of its schools which are undertaken by a team of peer reviewers; some of whom are Headteachers, Designated Safeguarding Persons, Education Support Officers and senior officers of the local authority. The Education Safeguarding Officer oversees the programme of visits and monitors the completion of any identified actions. As part of these visits, the peer reviewer will have access to the schools safer recruitment documentation and latest internal audit report. Pupil interviews are undertaken where children are asked whether they feel safe and happy in their school environment.
10. The process is largely a supportive measure, which aims to identify any deficiencies and provide an approach to rectify and assist with the development of a positive safeguarding culture that the whole school can understand and engage with. The Peer review/audit process has been used by Welsh Government via the All Wales Safeguarding Education Group (SEG) as a model when developing a school self-evaluation audit tool to roll out across Wales for reviewing safeguarding arrangements in schools and education settings.
11. Reports relating to the use of physical intervention in schools are submitted to the Child and Family Support Team on a monthly basis. These are triaged by the safeguarding officer and the Team Teach trainer so that any issues can be addressed swiftly. On a termly basis the Physical Intervention Monitoring Group (PIMG) meet to consider those reports that meet the criteria in the terms of reference. Schools have a separate policy on physical intervention, it is reviewed annually by the governing body and is consistent with Welsh Government guidance.

12. Alongside the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (VAWDASV) Welsh Government published a training framework with specific training requirements. All local authority staff and school-based staff were required to undertake group 1 e-learning. Over the last academic year the education safeguarding officer, working with a training specialist from a domestic abuse support organisation, has begun to deliver the group 2 "Ask and Act" training. This half-day training is recommended for all DSPs. Going forward full-day group 3 "Champions" training will begin to roll out.
13. Under the Counter Terrorism and Security Act 2015, Prevent e-learning has been mandatory for all local authority staff. This training has helped embed the message that intervention is needed as early as possible if extreme or radical views are being shared. The Prevent duty and the associated Channel panel process is key to engaging individuals in the 'pre-criminal space' and offering a different perspective before anyone takes the step into committing any criminal offences. Schools have identified young people who are beginning to show an interest in extreme, radical views and may benefit from specialist intervention via the Channel panel. The education safeguarding officer sits on Channel panel and supports schools with making referrals if necessary.
14. In July 2021 a joint inspection of child protection arrangements (JICPA) was undertaken involving five different inspectorates; for education this included HMI Estyn. This inspection had a focus on children vulnerable to child sexual exploitation. It should be noted that the inspection report was very positive in relation to schools and the safeguarding work of the directorate. However, as part of the data gathering for the inspection it emerged there were a high number of pupils on reduced timetables. Given that the focus was around exploitation it was acknowledged that further work was needed to understand how reduced timetables were being used, whether the safeguarding of pupils when not in school had been properly considered, and if in alternative provision what safeguarding checks had been undertaken in respect of the provider.
15. The Directorate acted swiftly and created a deputy education safeguarding officer post. This new role has been given a priority focus around monitoring the use of reduced timetables and the potential safeguarding implications for children when not in school. The deputy will also conduct safeguarding checks of any external providers used by schools as part of an alternative curriculum. When necessary the deputy will provide safeguarding advice, support and training and deputise for the

safeguarding officer at any forums and meetings. The postholder commenced employment in July 2022 and has begun a data collection exercise amongst our schools in respect of reduced timetables and alternative provisions being used.

16. In response to Estyn's thematic review on the prevalence of peer-on-peer sexual harassment in schools the Local Authority has created an action plan to address the Estyn recommendations. One of those actions includes Education Safeguarding Officer and Deputy working with Barnardo's Better Futures Service to identify appropriate training to assist schools in managing these issues. A virtual training event has been arranged for November 2022, "Providing proportionate responses to children and young people who display Harmful Sexual Behaviour." This full day of training will cover harmful sexual behaviour, peer-on-peer abuse and exploitation and will help schools identify the key staff to engage in further train-the-trainer sessions to upskill them to deliver sessions to pupils in school. In addition, a safeguarding conference with a key theme of peer-on-peer abuse and sexual harassment has been arranged for March, 2023.

Financial Impact

17. There is no financial impact associated with this report.

Integrated Impact Assessment

18. There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes only.

Valleys Communities Impacts

19. There are no specific impacts for valley communities arising from this report.

Workforce Impacts

20. There are no direct workforce or staffing issues in relation to this report.

Legal Impacts

21. There is no legal impact in relation to this report.

Risk Management

22. There is no identified risk in relation to this report.

Consultation

23. There is no requirement under the Constitution for external consultation on this item.

Recommendations

24. That Members noted the update provided of the work being undertaken by the education safeguarding team.

Implementation of Decision

25. Not applicable.

Appendices

26. None.

Officer Contact

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

8th December, 2022

**Report of the Head of Education Development -
Chris Millis**

Matter for information

Wards Affected: All

PUPIL ATTENDANCE UPDATE

Purpose of the Report

1. To provide Members with information and data in relation to Neath Port Talbot pupil attendance.

Background

2. This report provides Members with details of pupil attendance data for the academic year 2021/22.

Attendance Data

The primary sector attendance rate was 89.17%, whilst the secondary sector attendance rate was 85.31%. [Note: for the purpose of statistical reporting, the data for Ysgol Bae Baglan, Ysgol Cwm Brombil and Ysgol Gymraeg Ystalyfera - Bro Dur as all-through schools have been disaggregated into both the primary and secondary sectors.]

3. There is a negligible difference in attendance between boys and girls in either the primary or secondary sectors, and similarly between CLA and non-CLA pupils (Children Looked After) and again between white British and non-white British pupils. However, there is a significant attendance gap between pupils who are categorised as eligible for free school meals and non-free school meals, and again between pupils designated as having SEN/ALN and those non-SEN/ALN. This is a

pattern identified pre-Covid and areas where the local authority provides additional support to narrow these gaps in terms of identifying and intervening with vulnerable pupils and families at an earlier stage before persistent absence becomes an issue; working far closer with other service areas both within and external to the Council in order to provide a more cohesive and interconnected level of support, and acting as an advocate for pupils where there are issues between school and home preventing regular attendance.

4. This was the first complete academic year without a period of national Covid lockdown, therefore, it is not possible to compare any elements of the attendance data with the previous two years.
5. Members will be aware that since the Covid pandemic Welsh Government withdrew the statutory requirement for schools to set attendance targets and publicly report on attendance progress. Therefore, currently no national data is available to make any comparisons against. What is known though from discussions with colleagues in other local authorities is that attendance within both the primary and secondary sectors are currently several percentage points lower than pre-Covid periods in nearly all, if not all, local authorities across Wales.
6. It has been widely reported that some pupils have struggled to re-connect with school and return full-time since the pandemic, whilst others have detached from education altogether and are presenting as school refusers. There is no single reason for an increase in pupil absence rather a range of reasons including complex and multiple causes, anxiety, mental health and wellbeing issues and allegations of bullying. Some learners established a pattern of not attending school during the pandemic that they and their families have found difficult to revert from. Many of these challenges existed before the pandemic, but some have deepened since, and as a result some families have become harder to reach and engage. A number of pupils were school refusers' pre-Covid and have continued with their poor attendance.
7. The Education Welfare Service (EWS) supports parents and carers to fulfil their statutory responsibility in ensuring that children attend school regularly. The Education Welfare Service works in partnership with schools, parents and other professionals to reduce pupil absence and to raise achievement, enabling pupils to maximise their educational opportunities. The service works closely with schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed. Schools are encouraged to correctly code absences to allow for effective data tracking. Pupil

illnesses are monitored and challenged by Education Welfare Officer where there appears to be patterns of absence. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions. Education Welfare Officers will often attend at the home of the pupil to make enquiries as to the reason for the absence from school in an effort to assist and facilitate an early return to school and discuss with parents various strategies to encourage and improve regular attendance.

8. During the 2021/22 academic year Education Welfare Officers undertook 6,731 forms of communications with pupils and families (5,605 telephone calls/text messages/emails, and 1,126 house visits). During the period of the pandemic 14,587 contacts were made to support children and families with Education Welfare Officers undertaking garden visits delivering food parcels, sanitary products for girls, laptops, books and pencils to aid learning at home as part of their welfare role.
9. Where support has been unsuccessful though and, strictly as a last resort, the Council has the available option of issuing parents with a fixed penalty notice or the commencement of prosecution via Court. These options were paused throughout the pandemic, however, have recently been reintroduced. Several parents have recently been issued with final written warnings regarding their child's attendance, however, no penalty notices have been issued as yet and no Court proceeding have commenced.
10. Having previously undertaken two exercises to evaluate the effectiveness of fixed penalty notices and Court action in terms of whether these measures improve attendance, the evidence clearly demonstrates an increase in attendance in nearly all instances. In a number of cases attendance was seen to rise by 40-50 percentage points per pupil.
11. It has previously been reported to Members that there is overwhelming evidence supporting the use of penalty notices where two-thirds of those issued with a penalty notice resulted in improved attendance rates amongst pupils with some pupils' attendance rising to 100% in the weeks/months following the issuing of the notice. Penalty notices also provide for a punitive step short of what otherwise would have been prosecution via the Court system where, if convicted, parents would receive a criminal record and a level of punishment up to and including a possible custodial sentence. Actions such as this are

always taken as a very last resort after all other options of support have been attempted and failed.

12. The Education Welfare Service has close links with local Police who together regularly carry out truancy patrols to discourage absence from school. These have recently recommenced with a patrol in Neath town centre having been done and another patrol to be undertaken shortly in Port Talbot town centre. A number of pupils were identified as being absent from school without a valid reason and both pupils and parents appropriately warned.
13. In terms of pupil de-registration; all local authorities across Wales have seen an increase in the number of pupils being electively home educated since the beginning of the Covid pandemic. There are a number of reasons for this including the success for some from the experience of home learning during the lockdown periods to the consequences of attempts towards others to re-engage and return to school. It is the latter where officers in Neath Port Talbot are experiencing the greater number of de-registrations.
14. Members will continue to be provided with regular reports on pupil attendance and the work being undertaken to improve the operation of the Education Welfare Service.

Financial Impact

15. There is no financial impact associated with this report.

Integrated Impact Assessment

16. There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes only.

Valleys Communities Impacts

17. The attendance data contained within this report and support provided by the Education Welfare Service covers all schools across Neath Port Talbot.

Workforce Impacts

18. There are no workforce or staffing issues directly associated with this report.

Legal Impacts

19. There is no legal impact associated with this report.

Risk Management

20. There is no identified risk in relation to this report.

Consultation

21. There is no requirement under the Constitution for external Consultation on this item.

Recommendations

22. That Members note the update provided within this report.

Appendices

23. None.

List of Background Papers

24. None.

Officer Contact

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Mae'r dudalen hon yn fwriadol wag

Pupil Attendance Data for 2021/22 academic year

School	%
Abbey Primary	90.23
Alderman Davies CIW	90.36
Alltwen Primary	90.29
Awel y Môr	88.29
Baglan Primary	90.16
Blaenbaglan Primary	91.40
Blaendulais Primary	82.02
Blaengwrach Primary	91.88
Blaenhonddan Primary	92.98
Bryncoch CIW Primary	92.59
Catwg Primary	91.37
Central Primary	90.43
Cilffriw Primary	85.53
Coed Hirwaun Primary	88.44
Coedffranc Primary	88.91
Creunant Primary	90.55
Croeserw Primary	84.85
Crymlyn Primary	92.29
Crynallt Primary	89.62
Cwmafan Primary	87.96
Cwmnedd Primary	86.04
Cymer Afan Primary	91.71
Eastern Primary	86.97
Glyncorrwg Primary	89.64
Gnoll Primary	86.99
Godrergraig Primary	90.86
Llangiwig Primary	89.08
Maesmarchog Primary	87.02
Melin Primary	88.41
Penafan Primary	85.65
Rhos Primary	90.55
Rhydyfro Primary	88.96
Sandfields Primary	85.42
St Joseph's Infant	89.27
St Joseph's Junior	89.35
St Joseph's Primary	88.44
St Therese's Primary	86.73
Tairgwaith Primary	89.13
Tonnau Primary	87.99
Tywyn Primary	88.75
Wauanceirch Primary	88.81
YGG Blaendulais	92.40
YGG Castell-nedd	90.83
YGG Cwmllynfell	90.34
YGG Cwmnedd	90.51
YGG GCG	89.21
YGG Pontardawe	91.63
YGG Rhosafan	91.01
YGG Trebannws	89.39
YGG Tyle'r Ynn	91.43
YG Ystalyfera - Bro Dur	87.26
Ynysfach Primary	91.40

Ysgol Bae Baglan	88.51
Ysgol Carreg Hir	87.45
Ysgol Cwm Brombil	90.58
Ysgol Maes Y Coed	77.58
Ysgol Hendrefelin	66.59
NPT Primary	89.17
Cefn Saeson	82.54
Cwmtawe	87.39
Dwr y Felin	87.36
Llangatwg	80.38
St Joseph's RC	83.12
Ysgol Bae Baglan	84.62
Ysgol Cwm Brombil	86.38
YG Ystalyfera - Bro Dur	88.93
Ysgol Maes Y Coed	80.35
Ysgol Hendrefelin	76.32
NPT Secondary	85.31



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Scrutiny Board

8th December 2022

Report of the Director of Education

Matter for Information

Wards Affected:

All Wards

Report Title: School Based Counselling Service Update.

Purpose of the Report:

This report will provide Members with an update on the School Based Counselling Service including statutory roles and responsibilities, referral data and outcomes for children and young people, recruitment and retention of staff and an update on plans and delivery.

Executive Summary:

School Based Counselling is a statutory service offered to children and young people in Year 6 and above across Wales. Welsh Government have recently committed grant funding to Local Authorities through the *Whole School Approach to Emotional Health and Wellbeing* for services to be extended to children below this

statutory school age. Neath Port Talbot (NPT) however have invested core funding to ensure that children below Year 6 will have sustainable access to counselling and therapeutic support, without reliance upon grant funded money. In consultation with Welsh Government NPT will invest this grant money into services for school staff in line with the whole school framework which will enable us to expand this area over the next financial year.

While it is acknowledged that waiting lists and times to access the service have increased over the last 18 months, when pupils receive counselling, the outcomes are significant. In the academic year 2020/2021 NPT SBCS was ranked second out of the twenty one Local Authorities across Wales in terms of improvements made following counselling. It is expected that when the national statistics for School Based Counselling is released by Welsh Government in March 2023, that NPT School Based Counselling Service (SBCS) will rank highly for 2021/2022 also. It is anticipated that when the service is able to overcome current recruitment issues and are at full capacity, waiting lists and times will reduce.

Background:

The Neath Port Talbot School Based Counselling Service is comprised of School Based Counsellors, Play Therapists and a Drama Therapist. In addition to the SBCS Manager, there are currently 13.7 core funded FTE school based counselling staff who hold permanent posts within NPT. The service currently has 1.8 FTE vacancies, for which we are currently endeavouring to recruit.

NPT SBCS is committed to helping Children and Young People (CYP) address emotional and mental health issues so that they may rise through adversity, achieve their potential and lead fulfilling lives. This is achieved through the provision of counselling and child therapy to CYP in Years 1-13 across NPT. Counsellors, Play Therapists and Drama Therapists provide targeted therapy to CYP in order to address a range of emotional and mental health issues. We

support schools in this joint endeavour through consultation, support and high quality in house training which is available to Head Teachers, Governors, teaching and non-teaching staff. We also offer support to primary school parents through the Primary Parent Helpline.

The work of the SBCS is underpinned by The School Standards and Organisation (Wales) Act 2013. Under this framework, all Local Authorities in Wales have a duty to provide SBCSs to Year 6 pupils and above. However, since the pandemic and in recognition of the increased need for counselling and therapeutic support to children, Welsh Government have directed Local Authorities to provide a counselling service to children below Year 6. No specification was given as to how far to extend the service, however, in order to ensure early intervention, and to meet need, NPT SBCS was keen to extend as far as possible in order to meet the needs of children. For this reason, the service was extended to Year 1 and a new school based child therapy model created.

Waiting lists for Secondary School Based Counselling and Primary School Based Child Therapy are monitored frequently and resources allocated accordingly. Pupils are invited to complete feedback forms for each area of the service which then informs any changes or continuation of service delivery. Secondary school pupils are able to self-refer directly into the service via the service website.

In addition to support for CYP, the service is passionate about addressing school staff wellbeing, through initiatives such as the School Staff Supervision Service Pilot and School Staff Counselling Service.

Recruitment and Retention of Staff

In line with national trends across Wales, NPT SBCS is currently experiencing challenges in relation to recruitment and retention of staff. For a significant period in the academic year 2021/2022, there were 7.7 vacancies. School Based Counsellor salaries are typically nationally lower than those across the wider counselling profession, particularly within the NHS. This makes retention and recruitment of staff challenging; this funding issue has been highlighted to Welsh Government. While additional grant funding has been welcomed, it has also put pressure on the demand for school based counsellors, as all local authorities across Wales have sought additional staff within the same period of time.

In recognition of the need to recruit highly specialised and experienced staff, NPT has recently undergone a Management of Change process, which has created core funded positions within the service, ensuring sustainability of staff who were previously reliant upon grant funded money. Following some successful recruitment drives, NPT has been fortunate in securing 5.9FTE counselling staff, leaving a current shortfall of 1.8FTE.

Team members are well supported through half termly one-to-ones, peer supervision, external clinical supervision, team meetings and Performance Development Reviews. Performance Development Reviews are held annually in line with corporate policies and there are regular continuing professional development opportunities provided in accordance with British Association of Counselling and Psychotherapy (BACP)/ Play Therapy UK (PT UK)/ British Association of Play Therapists (BAPT)/ British Association of Drama Therapists (BADTh) regulations.

Secondary School Based Counselling and Primary School Based Child Therapy Service

During the academic year 2019/2020 and throughout the pandemic, the SBCS delivered 3654 sessions to 551 pupils across NPT. This was an increase of 49 pupils and 1065 sessions in comparison to the previous year (2018/2019). It is worth noting that this achievement was in stark contrast to the trend across Wales during 2019/2020 which showed a decrease in the number of CYP accessing SBCSs nationally. This was possible due to the pro-active response of NPT SBCS in initiating remote therapy for secondary school pupils, with no gap in provision.

The academic year 2020/2021 saw the reopening of schools to pupils, however attendance at school for a portion of the client group was sporadic for various reasons, including isolation requirements and social anxiety. For this reason, engagement reduced to 3009 sessions delivered to 480 pupils (447 for Years 6-13, 33 for Years 1-5). In order to reduce the likelihood of missed sessions, the team adopted contracting for remote therapy at the first session so that pupils could access therapy remotely if appropriate. The SBCS also experienced long term sickness during the year 2020/2021, further contributing to the challenges the service was facing and the reduced number of pupils and sessions. Average waiting times during this year were 4 weeks for initial assessment and 5 weeks for commencement of counselling.

YP CORE is an assessment tool used to monitor change, i.e. improvements in emotional wellbeing. Scores above 30 are deemed to be indicative of severe emotional distress whilst scores below 10 are within the normal range. During the year 2020/2021, average YP scores reduced from 24 to 14 showing a significant improvement.

During the academic year 2021/2022 the service delivered counselling sessions to 436 pupils across primary and secondary schools (406 for Years 6-13, 30 for Years 1-5). This equates to 2616 sessions which is a reduction compared to the previous year. This is a direct result of recruitment and retention issues which we hope to

overcome. The additional staff recruited to date will help to alleviate this issue. Average waiting times during this year were 3.66 weeks for initial assessment and 6.77 weeks for commencement of counselling. The service accepted 578 referrals (346 secondary, 90 primary) meaning that 142 referrals were carried over into the following academic year. Of those referrals 103 were assessed and signposted to other appropriate services for the summer holidays. During the year 2021-2022, average YP scores reduced from 25.10 to 13.3 which again is a significant improvement.

The current average waiting times at the time of writing (22/11/2022) are 4.33 weeks for an initial assessment and 12 weeks for commencement of counselling in secondary schools. There is no waiting list for the Primary School Based Counselling Service at the present time.

Since the pandemic, the highest presenting issue for counselling is 'Anxiety'. Prior to the pandemic, the highest presenting issue was 'Family'. This is a trend which is consistent across Wales.

School Staff Wellbeing and Consultation Helpline

In recognition of the increased pressure on school staff during lockdown, the SBCS offered a wellbeing and support call back service for school staff. This service had two purposes:

1. To support the emotional wellbeing of school staff.
2. To provide consultation for staff who may be supporting CYP presenting with complex difficulties either at the hubs or in the community.

During 2019/2020 this service supported 11 staff over 16 sessions and during 2020/2021 supported 12 staff over 15 sessions.

School Staff Counselling Service

During 2020/2021 a School Staff Counselling service was created in order to further support staff in recognition of well documented low levels of school staff wellbeing. This service replaced the School Staff Wellbeing and Consultation Helpline.

Since its implementation, NPT has supported 26 members of staff over 165 sessions. The impact on staff wellbeing is assessed using the CORE-10 measure. Outcomes are extremely positive showing an average starting score of 21.5 and an average end score of 8.0.

School Staff Supervision Pilot

The creation of a School Staff Supervision Pilot began in 2020, with one to one, monthly clinical supervision being provided for pastoral school staff in three secondary schools. This was in recognition of low staff wellbeing levels in the education sector and the link between this and pupil wellbeing. This work also recognised the formalisation of the responsibility of school staff in regards to emotional wellbeing as highlighted in The Together for Mental Health Plan, the 'Framework on embedding a whole-school approach to emotional and mental well-being' (Welsh Government, 2021) and the Mental Health Measure Wales (2011) as well as the low levels of confidence of school staff with regards to work of this nature.

Supervision is able to address two issues in the education sector through supporting the wellbeing of staff and upskilling them in their pastoral role which has increased in complexity over time. Supervision was provided by qualified counsellors and supervisors. This work was underpinned by academic research, the aim of which was to evaluate the efficacy of the pilot and is now being used to inform future work in this area. During 2020/2021, this service provided 142 supervision sessions to 34 members of school staff. During 2021/2022 51 school staff over 91 sessions benefitted from the service. Additionally, 2 primary schools received training in

'Peer Supervision Skills' and 10 staff received group supervision from the SBCS.

Feedback from the project has been positive and the service is currently reviewing more sustainable arrangements for supporting staff wellbeing in schools. Supervisees' report improvements in wellbeing with the average score on the Warwick Edinburgh Mental Wellbeing Scale increasing from 51.8 to 54.9. The vast majority (81.8%) of supervisees showed elevations in levels of wellbeing, and 72.72 % demonstrated meaningful change of three points or more.

Primary Parent Support Service

During 2019-2020, throughout periods of lockdown, it was significantly challenging to provide a remote service to younger children for practical and ethical reasons. The SBCS therefore created a Primary Parent Support Service. The aim of the service was to support parents in supporting the emotional wellbeing of their children. This was achieved through telephone support and parent-child/parent programmes which were delivered online. During 2019/2020, this service supported 28 parents over 42 sessions and during 2020/2021 9 parents over 9 sessions. During the academic year 2021/2022 the service supported 9 parents over 13 sessions. Parents reported that the service helped them in supporting their children throughout the pandemic.

Due to the creation of the School Based Child Therapy Service, there has been less of a need for this service although, it is still available to parents.

Collaboration with Partners

The SBCS collaborates well with other services and partner agencies which enables children and young people to receive a holistic service through the utilisation of relevant skill sets. This is particularly pertinent in relation to the Emotional Health and Psychological Wellbeing (EHPW) forums. These consultations take place once per term in each school cluster, which provides a reflective space for schools to discuss emotional health and wellbeing related issues.

The 'consultation team' is comprised of a school-based counsellor (SBC), a wellbeing service (WBS) practitioner, an educational psychologist (EP) and a practitioner from the Child and Adolescent Mental Health Service (CAMHS). Occasionally, other relevant professionals who have expertise in children and young people's emotional health and wellbeing (e.g., Cynnydd worker, Education Welfare Officer, etc.), may also be present. Additionally, the Manager of the SBCS represents the Education Directorate as part of the Emotional Health and Wellbeing programmes within the Regional Partnership Board. This joint working has strengthened working relationships with local CAMHS services.

Financial Impacts:

There are no financial implications associated with this report.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

There is no impact or implications.

Workforce Impacts:

There are no workforce implications associated with this report.

Legal Impacts:

There are no legal implications associated with this report.

Risk Management Impacts:

No implications.

Crime and Disorder Impacts:

No implications

Counter Terrorism Impacts:

No implications

Violence Against Women, Domestic Abuse and Sexual Violence Impacts:

No implications

Consultation:

There is no requirement for external consultation on this item.

Recommendations:

The report is for information.

Reasons for Proposed Decision:

Not applicable .

Implementation of Decision:

Not applicable.

Appendices:

None

List of Background Papers:

Counselling for children and young people: September 2020 to August 2021 (Welsh Government, 2021)

Together for Mental Health Plan (2021)

Framework on embedding a whole-school approach to emotional and mental well-being' (Welsh Government, 2021)

Mental Health Measure Wales (2011).

The School Standards and Organisation (Wales) Act 2013.

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Mae'r dudalen hon yn fwriadol wag