



EDUCATION SKILLS AND CULTURE SCRUTINY COMMITTEE

2.00 pm THURSDAY, 26 JULY 2018

COMMITTEE ROOM 1/2 - PORT TALBOT CIVIC CENTRE

Part 1

1. To receive any Declarations of Interest from Members.
2. To receive the Minutes of the Education, Skills and Culture Scrutiny Committee held on 14th June. *(Pages 5 - 12)*
3. To scrutinise information and monitoring issues being reported by:

Report of the Head of Transformation

4. Strategic School Improvement Programme - A report on a new 21st century school build *(Pages 13 - 30)*

Report of the Head of Participation

5. Minority Ethnic Achievement Service and the Traveller Education Service Report *(Pages 31 - 38)*

Report of the Head of Participation

6. Home to School Transport 2017/18 *(Pages 39 - 46)*
7. To receive the Scrutiny Forward Work Programme 2018/19. *(Pages 47 - 50)*

8. Any urgent items (whether public or exempt) at the discretion of the Chairman pursuant to Statutory Instrument 2001 No 2290 (as amended).
9. To select appropriate items from the Cabinet Board Agenda for pre-scrutiny (Cabinet Board reports enclosed for Scrutiny Members).
10. Access to Meetings to resolve to exclude the public for the following item(s) pursuant to Section 100A(4) and (5) of the Local Government Act 1972 and the relevant exempt paragraphs of Part 4 of Schedule 12A to the above Act.

Part 2

11. To scrutinise information and monitoring issues being reported by:

Private Report of the Head of Transformation

12. School Reserves Report (Exempt under Paragraph 14) (*Pages 51 - 60*)
13. To select appropriate private items from the Cabinet Board Agenda for pre-scrutiny (Cabinet Board Reports enclosed for Scrutiny Members).

S.Phillips
Chief Executive

Civic Centre
Port Talbot

Thursday, 19 July

Committee Membership:

Chairperson: Councillor A.L.Thomas

Vice Chairperson: Councillor M.Crowley

Councillors: S. ap Dafydd, M.Ellis, S.Harris, H.N.James, S.Miller, R.Mizen, J.D.Morgan, M.Protheroe, S.Renkes, R.L.Taylor, A.J.Richards, D.Whitelock and R.Phillips

***Co-opted Voting Members** M.Caddick and A. Amor

***Co-opted Non Voting Members** R.De Benedictis

Notes:

- (1) *If Committee Members or non-Committee Members wish to have relevant items put on the agenda for future meetings, then please notify the Chief Executive/Chair eight days before the meeting.*
- (2) *If non-Committee Members wish to attend for an item of interest, then prior notification needs to be given (by 12.00 noon on the day before the meeting). Non-Committee Members may speak but not vote, or move or second any motion.*
- (3) *For pre scrutiny arrangements, the Chair will normally recommend forthcoming executive items for discussion/challenge. It is also open to Committee Members to request items to be raised - though Members are asked to be selective here in regard to important issues.*
- (4) *The relevant Cabinet Board Members will also be invited to be present at the meeting for Scrutiny/ Consultation purposes.*
- (5) *Would the Scrutiny Committee Members please bring the Cabinet Board papers with them to the meeting.*

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EDUCATION SKILLS AND CULTURE SCRUTINY COMMITTEE

(Committee Room 1/2 - Port Talbot Civic Centre)

Members Present:

14 June 2018

Chairperson: Councillor A.L.Thomas

Vice Chairperson: Councillor M.Crowley

Councillors: S. ap Dafydd, M.Ellis, S.Harris, H.N.James, S.Miller, R.Mizen, J.D.Morgan, S.Renkes, R.L.Taylor, A.J.Richards, D.Whitelock and R.Phillips

Co-opted Voting Members M. Caddick and A. Amor

Officers In Attendance A.Thomas, M.Daley, J.Burge and K.Gilbert

Cabinet Invitees: Councillors A.R.Lockyer and P.A.Rees

Observers Ms.E.Bradfield

1. **MINUTES OF THE EDUCATION, SKILLS AND CULTURE SCRUTINY COMMITTEE HELD ON 3 MAY 2018**

The Committee noted the minutes.

2. **SCRUTINY FORWARD WORK PROGRAMME 2018/19.**

Members were informed that the forward work planner had been updated, but it was still in draft form as there were outstanding items to be added. Members referred to the discussions held at the recent forward work programme workshop held in May, and referred to the two suggestions made by Members for task and finish projects, which included the role and support of school governors, and healthy schools/obesity. The Committee agreed to prioritise the task and finish project for healthy schools/obesity, which would be scoped and

brought back to a later meeting for comment.

The Committee noted the forward work programme.

3. **PRE-SCRUTINY**

The Committee chose to scrutinise the following items:

Cabinet Board Proposals

3.1 Welsh Government Feminine Hygiene Grant

The Committee received information in relation to the Welsh Government Feminine Hygiene Grant as contained within the circulated report.

Members queried why an Equalities Impact Assessment (EIA) had not been completed and attached to the report. Officers explained that the report was for information only, and that it was generally held that reports for information were not usually subject to EIAs. Members commented that it may have been useful to complete an EIA to demonstrate the positive impact that this particular item had made.

Members questioned whether the grant money received from Welsh Government (WG) covered the schools' costs for purchasing feminine hygiene products. Officers stated that the grant subsidised the costs and eased the financial pressure on schools, but did not cover all the costs. Officers informed Members that once the grant money ceased the schools would have to pay the full cost from their own budget once again.

Members queried the timescale for purchasing the products using the grant funding and distributing them to the schools. Officers explained that the schools were already providing products to pupils from their own budgets. Officers added that the only potential delay in using the grant funding would be if WG specified that the money would have to be spent on vending machines to distribute products to pupils; otherwise it was envisaged that there would be no issue as the products would be given out via the existing mechanisms already established by the schools.

Members queried whether there was any data available which could provide an indication of how many pupils relied on products from the

schools, in order to try to understand the magnitude of the situation. Officers stated that no specific data had been collected to date, but it was possible that the information could be obtained from the records held by the schools on the number of products purchased and the number of products distributed to pupils. Officers added that it had been previously deemed unnecessary to quantify as the schools were responding to the problem, and pupils were receiving the products that they required.

Members questioned whether pupils in special needs schools were also receiving feminine hygiene products. Officers confirmed that all schools including special needs schools were providing products free of charge to pupils.

Members queried whether work was being progressed across the various portfolios to look at how pupils who were unable pay for feminine hygiene products could receive them free of charge outside of school times. Officers acknowledged that there was currently no provision to provide products for pupils outside school times, and agreed that this needed to be looked at. Members questioned whether officers had spoken to other organisations who were currently providing similar support to young girls such as Wings Cymru. Officers commented that they were not aware of the organisation and stated that they would make enquiries.

Members questioned whether a portion of the grant money could be used to purchase sanitary disposal bins, as there was a significant cost associated with emptying the bins. Officers confirmed that the grant could be used in this way, but the bins were already in place in the schools.

Members questioned whether it was possible for the primary schools and comprehensive schools to share a common practice for distributing products in order to ease transition from one school to the next, and to ensure that pupils were familiar with the process for receiving products. Officers explained that they were not entirely sure of the practices in place in the secondary schools, as each school had their own different practice which appeared to be working. Officers noted the suggestion from Members to introduce a common practice in the primary schools and secondary schools.

Members queried whether it was possible to ascertain the cost of providing feminine hygiene products to pupils throughout the borough, inside and outside school term time. Officers stated that

there were systems in place in the schools for recording how much stock had been purchased and issued to pupils. Officers added that this information could be used to provide an estimate of the cost, and that it would be reported back to the Committee.

Members suggested that further research may be required around the issue of feminine hygiene products, as national statistics showed that one in ten 14 to 21 year olds could not afford to buy feminine hygiene products. Members stated that there could be potential issues with regard to attendance at schools as a result of period poverty, and that it may be worth collecting figures for school absences as a result. Officers informed Members that the issue had been acknowledged, and was being addressed and dealt with accordingly. Officers stated that the schools had removed the barrier and that the pupils had access to the products; however officers acknowledged that it would be worth enquiring with the schools if there were any further issues. Officers added that the issue could be wider as some pupils did not always have support at home, and some of the issues could fall under the remit of other committees too. Members suggested that placing the item on the agenda for school governors could be one way of collecting data. Members commented that there were support workers that went to pupils' homes to investigate cases of school absences and that they may be able to contribute to the data collection.

Members commented that the installation of vending machines was an unnecessary expense, as money could be more effectively spent on products. Members proposed that the Committee write to Julie James, Assembly Member, for clarity regarding the conditions of the WG grant in order to establish whether there was a requirement to purchase vending machines to distribute products to pupils, or if products could be distributed using the existing practices in the schools. Members urged officers to write to the Assembly Member also.

Member questioned whether the grant money would be monitored and audited. Officers explained that as part of the condition of the grant a highlight monitoring report had to be provided to WG to account for how the money was spent. Officers added that the report would be brought back to the committee for information.

Following scrutiny, it was agreed that the report be noted.

3.2 Health Care Needs Policy

The Committee received information in relation to the Health Care Needs Policy as contained within the circulated report.

Members queried how the principles and practices outlined in the policy could be carried out with no additional funding available, particularly when arranging training for staff. Officers stated that there had never been funding available. Officers informed Members that head teachers had previously received training which was still relevant. Officers explained that the guidance received from Welsh Government was comprehensive and had been circulated to all schools for reference.

Members queried how teachers identified pupils with disabilities as they were not always visual, and some symptoms were not visible until later on in teenage years. Members commented that identifying disabilities and arranging support in a reasonable timeframe was difficult. Officers explained that the policy provided detailed guidance and best practice. Officers added that a lot of the work had already been done with the schools on the matter.

Members questioned whether the arrangements for the administration of medicines to pupils had been resolved. Officers stated that they were currently in discussions with the unions. Officers informed Members that the option was being explored to pay teachers and teaching assistants an honorarium rate for administering medication to pupils. Officers explained that the matter was complicated as the needs of pupils differed from school to school. Officers added that it was difficult to produce a policy that suited all schools. Members questioned whether officers were satisfied that there was a satisfactory approach in place in each school. Officers stated that they were satisfied with the approach in each school, but there was an issue with regard to payments to staff for providing this additional service for pupils.

Members commented that an EIA could have been included with the report to demonstrate the positive impact of the policy. Officers explained that consideration was given to the need for an EIA, however, it was determined that as the report set out policy expectations in terms of health care plans provided by schools and did not contain recommendations that could be quantified it was felt no EIA was necessary; however officers noted the comments made

by Members in relation to the positive impact.

Members referred to governor training and the points raised on page three of the policy, and acknowledged the immense responsibility on new governors. Members commended officers on the development and modernisation of the training for governors. Officers stated that new ways were always being explored to promote training and to make access easier. Officers added that online training was currently being looked at, as well as varying timeslots for physical training and arranging training sessions in various communities instead of at the civic centres only.

Following scrutiny, the Committee were supportive of the proposal to be considered by Cabinet Board.

3.3 Quarterly Performance Management Data 2017-2018

The Committee received information in relation to Quarter 4 Performance Management Data (2017/18) as contained within the circulated report.

Members commented on indicators 27 and 28 regarding the decrease in visits to leisure centres and libraries, and queried whether the figures referred to Authority owned buildings only. Officers confirmed that the information only applied to Authority owned buildings, as there was no mechanism in place to collect data from outsourced and privately owned leisure centres. Officers added that the data was only useful in monitoring information on Council owned facilities.

Members queried why there was a slight rise in permanent school exclusions. Officers explained that there were no issues generally across the board, but there were specific issues in a couple of schools which was pushing the overall figure up slightly.

Officers informed Members that there was an event arranged the following week at the Princess Royal Theatre to encourage schools to register with UNISEF. Members requested a report on the Respect agenda and a report on the outcome of the UNISEF event. Members requested for both reports to be brought back to the Committee in September/October.

Following scrutiny, it was agreed that the report be noted.

CHAIRPERSON

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Scrutiny

Committee

26th July 2018

REPORT OF HEAD OF TRANSFORMATION

ANDREW THOMAS

MATTER FOR INFORMATION

WARDS AFFECTED: All

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME – A REPORT ON A NEW 21ST CENTURY SCHOOL BUILD.

Purpose of report

1. To inform Members of a review of the educational impact of a new, 21st Century School build, together with lessons learned. The evaluation of Ysgol Bae Baglan after the first year of opening will inform the Council's Strategic School Improvement Programme's planning, practices and procedures for future new builds and school reorganisation.

Executive summary

2. A review of Ysgol Bae Baglan was undertaken at the end of the first year of opening to evaluate how the school has grown and developed as an educational establishment, and how those most involved view the school at the close of the first year of operation.

3. The review was conducted by SSIP team members, staff at Ysgol Bae Baglan and the acting head teacher of Ynysmaerdy Primary School (a partner primary). The review had the full support from the head teacher and Governing Body of Ysgol Bae Baglan.
4. The review took place during July 2017 and involved speaking to key focus groups including pupils, staff, governors and partner primary schools. Information was also gained from a Safeguarding review, an Additional Learning Needs (ALN) review, Education Development Service (EDS) and the school based Wellbeing review.
5. The overwhelming view of all groups is that the new school has been a positive event for pupils. All focus groups viewed the school as 'successful' and are proud of what has been achieved.
6. The review also highlighted a number of challenges which have had an impact on the development of the school in the first year.
7. Additionally the review clarified that opportunities exist for future school reorganisations and new build projects to learn from some of the successes achieved and from the challenges faced in establishing Ysgol Bae Baglan.
8. In 2018 four new build schools will open across the county and already lessons learned from Ysgol Bae Baglan have helped to improve the processes involved.

Background

9. The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. The Council has established a Strategic School Improvement Programme

(SSIP) to deliver its school organisation responsibilities which involves reviewing the existing school estate and determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough.

10. Provision is reviewed on the basis of:
 - educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management

11. In delivering parts of its school organisation programme of change the Council has accessed capital grant monies from the Welsh Government's 21st Century Schools Programme which, combined with match funding from its own resources and borrowing capacity, has facilitated state of the art, new school builds.

12. Underpinning successful bids for Welsh Governing funding has been a requirement for new build projects to be transformational. This review draws upon the experience of the Council's largest investment in a school build, Ysgol Bae Baglan, a purpose built all-through school, with a large specialist provision for pupils with SEN and extensive community facilities. Its build design supports the innovative delivery of education and community provision.

13. In October 2010 the Council's executive approved the development of a proposal to change the provision of education for children living in the areas currently served by Cwrt Sart Community Comprehensive, Glanafan Comprehensive and Sandfields Comprehensive schools, including Traethmelyn Primary school and Learning Support Centre provision.

14. Consultation took place during March and April 2013, with the final

approval given by Welsh Government in December 2013.

15. A full business case was submitted and in July 2014 Welsh Government gave approval in principle to the scheme. Planning permission was granted in September 2014 and in January 2015 building work commenced.

16. From 2014 to the date of opening in 2016 detailed procedures and processes were put in place including
 - establishing a temporary Governing Body
 - appointing a head teacher
 - appointing key senior staff
 - resourcing the new school
 - naming the school
 - designing the logo and uniform
 - communicating with all stakeholders including pupils and parents
 - arranging visits to see progress of the build
 - arranging transport
 - making key decisions on the day to day aspects of the school, including how pupils would be managed and safeguarded
 - setting the budget
 - ensuring delivery of the curriculum for the four key stages that the school caters for – from Foundation Phase to Key stage 4
 - preparing for the inclusion of 120 pupils with statements of Special Educational Need (SEN) to be transitioned into the schools learning resource provision

17. The new school, Ysgol Bae Baglan opened to pupils in September 2016, the first all through, purpose built 3-16 school in Neath Port Talbot with 1,519 pupils – 290 pupils aged 3-11, and 1229 pupils aged 11-16 including 118 statemented pupils in the specialist learning support centre.

18. Ysgol Bae Baglan is an English-medium, community school serving Port Talbot, Aberafan and Briton Ferry. Its large learning support centre provides for secondary age pupils from across the County Borough. Approx. 33% of pupils across the school are eligible for free school meals which is significantly above the local authority average of 22% and the national average of 17%.
19. The school has a high percentage of pupils with additional learning needs – 27% across the school, again above the local authority average of 26% and the national average of 22.5%.

Review Process

20. From the point of opening Ysgol Bae Baglan has won numerous architectural awards for its design and innovation including 'UK Building project of the Year 2017' Constructing Excellence Awards, 'Best Educational Building' LABC Building Excellence Awards, and 'Gold medal for Architecture' in the National Eisteddfod of Wales.
21. The school was named a Microsoft Showcase School which indicates the school has created 'immersive and inclusive experiences that inspire lifelong learning, stimulating development of essential life skills so students are empowered to achieve more.' (Microsoft Schools Programme).
22. In its first year the pupils and staff, have taken part in a wide range of enriching visits and experiences and have achieved many successes in academic, sporting and creative activities, with a host of team and individual successes.
23. This review was undertaken as an evaluation of the first year of opening as a whole, recognising the more public achievements but, importantly,

also seeking to evaluate how the school has grown and developed as an educational establishment, and how those most involved view the school at the close of the first year of operation.

24. The review considered the following points –
- What planned and unexpected successes and challenges have there been?
 - Were the well documented concerns of stakeholders realised or were they unfounded?
 - What is the reality of a 3-16 school for pupils and staff?
 - Are the stated aims of the SSIP programme being met?
 - What lessons can be learned for the future – for the school and for the local authority?
25. The review was conducted by SSIP team members, staff at Ysgol Bae Baglan and the acting head teacher of Ynysmaerdy Primary School (a partner primary). The review had the full support from the head teacher and Governing Body of Ysgol Bae Baglan.
26. The review took place during July 2017 and involved speaking to key focus groups including pupils, staff, governors and partner primary schools. Information was also gained from a Safeguarding review, an Additional Learning Needs (ALN) review, Education Development Service (EDS) and the school based Wellbeing review.
27. Sincere thanks to Mike Tate, Head Teacher, Ysgol Bae Baglan, for kindly making his school available for this review in what was a very busy time for all concerned during the first year of opening. Thanks also to all those who contributed to the evaluation process and helped deliver a very informative review.

Summary of Review findings

Successes

28. The overwhelming view of all groups is that the new school has been a positive event for pupils – improved provision achieved through the 21st century build has brought greater opportunities and experiences, leading to raised expectations and a more purposeful learning environment.
29. All groups viewed the school as 'successful'. The adult groups recognise that the school, and their role within the school are in the early stages of development and that there are some areas for improvement. Pupils speak proudly of their school and all groups recognise the accomplishments of the first year and are proud of what has been achieved.
30. Transition into the new school, with staff and pupils moving from the four separate schools into one, has proven to be much easier and smoother than anticipated and overall the move is perceived to have gone well.
31. The Senior Leadership Team (SLT) are recognised to be hard working, supportive and approachable; a clear vision and ethos has been created and developed through the first year.
32. Pupil wellbeing has been given high priority, there is a strong inclusive ethos which is shared by all groups. Pupils themselves report that they feel safe and recognise their own responsibilities for creating a positive learning environment.
33. The 3 -16 element is viewed by all as very positive, and will be a focus for further development in the future. Older and younger pupils demonstrate mutual respect and support and are forging links naturally through whole school aspects such as the Pupil Leadership Team, Eco

Council and other whole school groups and activities.

34. Pupils feel that staff have higher expectations of them and feel motivated to succeed. Many pupils articulate the sense of privilege they feel at being a pupil at Ysgol Bae Baglan and the wide range of opportunities that are available to them. All groups feel that in general pupils have made progress in the first year through improved self-confidence, better interaction and development of social skills, greater self-esteem and wellbeing, greater motivation and willingness to participate and improved academic attainment.

Challenges

35. The review also highlighted a number of challenges which have had an impact on the development of the school in the first year.
36. It was felt by a number of staff and governors that the long period of time leading up to the closures created uncertainty and anxiety about the future and was a stressful period.
37. Despite no compulsory redundancies and the creation of extra posts in the new school, a number of staff still expressed their dissatisfaction with the process, and spoke of their employment uncertainty in the months before the school opened.
38. In the period prior to closing some of the school communities were fearful that there would be instances of bullying between pupils coming from the different schools and between the younger and older pupils (due to the 3-16 element). Concerns were also expressed about disruption to the educational progress of pupils, and about the need to maintain high standards. None of these aspects were mentioned as ongoing concerns now that the school has opened.
39. Some comments received indicated that greater involvement with the

design and construction process would have been welcomed by some groups.

40. The size of the school presented challenges, both building size and the greater number of pupils and staff. Some staff talked about their early experiences of no longer knowing all of the pupils or other staff by name and how this was a change for them which was difficult to adjust to. However they also spoke about plans which were being developed by the staff themselves to overcome this, and it was recognised that the size of the school also had advantages in terms of the provision being offered. Year 7 pupils explained how they had quickly devised a colour coded timetable to enable them to easily find their way around, and were of the view that the size of the school had not been an issue for them on entry.

Data

41. At the time of the review Ysgol Bae Baglan had been open for just 10 months and no verified pupil performance data for the end of any key stage was available. Even if data had been available it is notably difficult and somewhat unreliable to measure performance after such a short time, particularly for Key Stage 4 pupils as the majority of pupils would have had most of their education experiences in their previous schools. However, in preparation for school improvement planning in the autumn term 2017 the school were able to identify positives and areas for development from their first year of operation.

– Foundation Phase

In 2017 many Foundation Phase pupils attained the expected outcome in all key indicators at the end of the phase, despite the low level of literacy and numeracy skills on entry to school. The school is placed in quartiles 3 and 4 in all areas, which is a decline from previous years.

– Key Stage 2

Pupils at the end of key stage two performed well against all indicators with 86% of pupils attaining the core subject indicator (CSI), level 4 in Maths, English and Science. This is an improvement on the previous year and places the school in quartile 2 for all subjects except mathematics.

– **Key Stage 3**

Pupil performance had been variable at key stage 3 in the previous schools and in 2017 pupils performed better in English but not as well in Maths when compared to previous year's data. Improving outcomes in English, maths and science at Key Stage 3 has been identified as a priority for the school this year.

– **Key Stage 4**

Outcomes attained at Key stage 4 by pupils in their final year of secondary education were good and in many key indicators exceeded predictions. The school recognised and responded effectively to the challenges faced through the transition into the new school, ensuring the outcomes for this cohort of pupils were not affected adversely by the move, which was a matter of great concern for many before the school opened.

When compared to similar schools, at key stage 4, performance in many indicators has placed the school in quartile 1 and 2. In 2017 37% of pupils achieved L2+ (5A* -C including English and maths). Pupil outcomes were above modelled expectation (+1.3%) and the school is placed in the top 50% of similar schools.

The proportion of pupils achieving 5+ A*/A is good, at 8%. The school is above the family average of 6.4% and is ranked 2nd in its family group. The local authority average is 14% and all Wales is 17%.

Performance at level 2 (5A* - C) is also above the family average,

positioning it 4th in the family. In 2017 52% of pupils achieved level 2. The school is placed in the top 50% of similar schools.

Changes to the assessment processes at key stage 4 impacted upon the performance of all Neath Port Talbot schools and, similarly, across Wales. In 2017 the number of pupils attaining 5 GCSE A* to C grades including English and Maths across Neath Port Talbot schools fell to 51.4%, a 9.5pp drop from 2016. Across Wales the decrease was 5.7pp (60.3% to 54.6%). However at Ysgol Bae Baglan the percentage was 37.3%, a decrease of 6.7pp from the combined percentage of Cwrt Sart, Sandfields and Glan Afan in 2016 which is slightly greater than the national average but nearly 3pp below the decrease across all Neath Port Talbot schools.

Attendance

42. Attendance data for Ysgol Bae Baglan has remained stable when compared to the previous schools, with a slight increase in the primary phase from 93.2% to 93.6% and a slight decrease from 92.2% to 91.8% in the secondary phase in 2016-2017. The school identified improving attendance as a priority for 2017 -2018 and targeted persistent absentees in particular, as well as raising awareness of the importance of good attendance with parents /carers. By May this year attendance had risen to 92.7% in the secondary phase which is higher than the data combined from the three previous schools in all years, and at the time of writing absenteeism has decreased by 50%.

Pupil Voice

43. The school has a fully inclusive pupil voice system of committees covering; active travel, wellbeing, healthy eating, eco-schools, digital leaders and academic committees including subject ambassadors. Each committee has two representatives on the Pupil Leadership Team (PLT). Members of the PLT are involved in the self-evaluation process and staff interviews where they take an active role. Subject

ambassadors assist heads of department in the evaluation and development of schemes of work.

44. In 2017 members from Year 2 to Year 10 of the PLT successfully presented at an All Through Schools Conference reporting on their roles and the successful work undertaken in the first year of existence. The presentation focussed on the bringing together of the school community and pupil voice, and the bond between the different age groups of pupils was evident. The PLT are supported by two members of staff – the head of middle school and a reception class teacher, demonstrating 3-16 cross phase work in practice.

Pupil Behaviour

45. Throughout the review all groups reported that the behaviour of pupils is generally good and there is universal confidence in the SLT to deal with any issues as they arise.
46. In 2015-2016 data indicates that 5 permanent exclusions were made across the three previous secondary schools, while in 2016 -2017 just 1 permanent exclusion took place in Ysgol Bae Baglan. Additionally the number of fixed term exclusions at the same time in the secondary phase reduced from 210 to 123, although the number of days lost at 445.5 was slightly higher than the 3 year average of the previous schools at 438.
47. Exclusion data for the secondary phase available currently for 2017-2018 indicates a further fall in all areas with 1 permanent exclusion, 114 fixed term exclusions and 258.5 days lost, demonstrating the continuing success of the school in this area.

Community usage

48. At the end of the first year over 30 different community groups regularly

made use of the school facilities. Ysgol Bae Baglan offers a diverse range of activities including a range of sports, drama, dance and Welsh language and youth groups.

49. The school is open from 5.00pm -9.30pm every evening and for most of the weekend, with an average of 9 user groups on site every evening.
50. It is reported that over 70, 000 users accessed the facilities in the first year, with an estimated income from hire charges of approximate £50k. This income enables the school to offset the cost of out of hours use including staffing, running and maintenance costs, important factors as the community facilities need to be self-supporting and not reliant on the school budget.

Partnership working with primary schools

51. The Ysgol Bae Baglan partner primary group is one of the largest in Neath Port Talbot, and is very diverse, with some schools situated in some of the most disadvantaged wards while others are in more affluent areas of the county borough. The closure of the three small secondary schools to create one larger all through school has meant partner primaries having to become part of a much larger group, with many of the schools themselves being part of school reorganisation processes adding to the challenges faced.
52. Time has been needed to allow the schools to develop as one group, bringing with them differing experiences of what partnership working means in practice and learning to work together within this new structure.
53. The chair of the partner group is a primary head teacher who is active in leading developments. It has been recognised that staff at Ysgol Bae Baglan have needed to focus their attention on developing their own school in these early stages and as such the primary schools have

needed to take a greater role than previously in partnership working.

54. Despite early concerns by some of the primary schools, mainly around fears of being 'taken over' and not having a voice in collaborative working, it is felt that an effective partnership approach has been developed with Ysgol Bae Baglan and work has been undertaken on creating consistent policies across the cluster; for example the attendance policy is common to all the schools.
55. It was noted that that Ysgol Bae Baglan has been particularly accommodating to partnership working through sharing facilities including providing rooms for meetings and offering the use of the Ysgol Bae Baglan minibus.

Conclusion

56. The review confirmed the many successes achieved by the school in its first year of opening, and verified that the aims and aspirations of the Council/SSIP programme in developing the school have been largely met.
57. Additionally the review clarified that opportunities exist for future school reorganisations and new build projects to learn from some of the successes achieved and from the challenges faced in establishing Ysgol Bae Baglan. As highlighted by groups involved in the review, these included the need for:
 - Improved communication with key groups throughout the school reorganisation process
 - Enabling greater pupil/staff/governor involvement in the design and construction process
 - Greater recognition of the importance of transition and more support to facilitate this – more shared training for staff prior to opening, pupil transition days etc.

- More support and monitoring for closing schools and better co-operation between schools and the local authority.
- Greater awareness of the challenges faced by school communities throughout the reorganisation process and during the early years of a new school opening.

Benefiting from ‘lessons learned’

58. In 2018 four new build schools will open across Neath Port Talbot and already some of the lessons learned from Ysgol Bae Baglan have helped to improve the processes involved. These include :
- SSIP officer attendance at newly established temporary Governing Body meetings to assist and improve communication, to provide support for Governors in recognising priorities and making key decisions, and in guiding them through the formal and informal processes needed for establishing a new school
 - SSIP officer attendance at all design and construction meetings with a view to becoming the link between schools and the design and construction teams, particularly in the early stages of a build before key school staff are appointed and when many important decisions have to be made.
 - Greater communication with closing schools, providing step by step guidance and support for many months before closure and involving many different local authority teams, to enable schools to feel in control of the process and to make the best choices for the pupils and staff transferring to the new builds.
 - Greater support for pupil involvement – SSIP officers to facilitate work with construction community liaison officers and schools, to ensure pupil involvement in build progress, and to maintain links with the schools and pupils during the process.
 - Greater communication and involvement of other education groups – Education Development Service, inclusion services, Support for

Learning teams, etc. to further provide support leading up to opening and in the early years to ensure the best decisions are being made for pupils.

Financial Impacts

59. There are no financial impacts directly associated with this report.

Equality Impact Assessment

60. There are no equality impacts directly associated with this report.

Workforce impacts

61. There are no workforce impacts directly associated with this report.

Legal impacts

62. There are no legal impacts directly associated with this report.
63. The Council's school organisation programme is being delivered in accordance with the requirements of the School Standards and Organisation (Wales) Act 2013 and associated Welsh Government School Organisation Code.

Risk management

64. There are no risks directly associated with this report.

Welsh Language Impact Assessment

65. There are no Welsh language impact assessment issues directly associated with this report.

Consultation

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

Recommendation

67. The report is for information purposes only.

Reasons for proposed decision

68. Not required

Implementation of the decision

69. Not required

Appendices

N/A

List of background papers

- a) Cabinet Report: May 2013
[https://democracy.npt.gov.uk/Data/Cabinet/20130529/Agenda/\\$CAB-290513-REP-EL.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20130529/Agenda/$CAB-290513-REP-EL.doc.pdf)
- b) Cabinet Report: July 2013
[https://democracy.npt.gov.uk/Data/Cabinet/20130717/Agenda/\\$CAB-170713-REP-EL-AE.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20130717/Agenda/$CAB-170713-REP-EL-AE.doc.pdf)
- c) Strategic School Improvement Programme Principles Paper:
September 2008
[https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/\\$CAB-240908-REP-EL-KN.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/$CAB-240908-REP-EL-KN.doc.pdf)
- d) Welsh Government - School Organisation Code: July 2013
<http://gov.wales/docs/dcells/publications/130719-school-organisation-codes->

en.pdf

e) School Standards & Organisation (Wales) Act 2013

http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Scrutiny Committee

26th July 2018

Report of the Head of Participation

Matter for Information

Wards Affected: All

Purpose of the Report

Update on the issues of funding the Minority Ethnic Achievement Service and the Traveller Education Service

Executive Summary

Welsh Government has effectively withdrawn its funding for both MEAS and TES services. A sum of £7.5m has been allocated to four local authorities (Swansea, Cardiff, Newport and Wrexham) with the expectation that £2.5m is used to establish services on a regional basis. There is currently no clarity on how this will be delivered.

Background

The MEAS and Traveller Education Service (TES) work with all pre-school, primary, secondary and special schools and NPTC.

In TES, there are currently six members of staff (1 x perm; 3 x temp; 2 x fixed term), four of whom are entitled to redundancy at a total value of £38.8k. They support circa 50+ pupils, mostly primary.

In MEAS, there are currently twelve members of staff (2 x perm; 3 x temp; 7 x fixed term), eight of whom are entitled to redundancy at a total value of £42k. Some staff work in more than one role. There are also nine casual members of staff providing language interpretation support. MEAS support Ethnic Minority (EM) learners at risk of

underachievement as well as learners with English as an Additional Language (EAL). They support circa 800-900 pupils. Pupils are graded on a language acquisition scale from A-E (A being new to English and E being fluent).

Financial Impact

- Minority Ethnic
- £127,365* (Retained or non-delegated EIG).
- £28,500 (14-19 from EIG**; this is based on a decision taken by NPT's 14-19 Executive Group to apportion funding to support transition into NPTC / 6th Form for ME students with low language acquisition skills). Secondary schools have decided to invest a parcel of their EIG funding into 14-19 activity, including support for ME pupils transferring in to KS5. In technical terms, it is delegated to schools that pool the money to fund (buy-back) a range of collaborative activities.
- Total ME funding from EIG* + EIG buy-back** = £155,865
- Gypsy Roma / Traveller (TES)
- £90,000 (EIG retained)
- £39,834 (NPT match funding)
- Total GRT funding = £129,834
- Summary:
- The retained EIG element for ME /GRT = £217,365
- Including EIG buy-back from comps = £245,865
- Including NPT core match funding = £285,699

Equality Impact Assessment

Not Applicable

Workforce Impacts

Staff remain in place with funding secured through corporate reserves. This is unsustainable. All staff have been put on the "At Risk of Redundancy" list.

Legal Impacts

Not Applicable

Risk Management

The cessation or reduction of TES and MEAS provision will have a significant impact on pupils, families, staff and communities. The local authority is committed to creating an environment that secures access to learning provision and opportunities for all children, young people and adults in order that they reach their potential and their ambition. Our vision is to champion the needs of all learners, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities.

There are **real** risks that pupils currently benefitting from TES and MEAS support will become more marginalised, their achievements and attendance rates will reduce, exclusion rates could increase. This could place increased pressures on our Inclusion Services, Social Services, Health, Education Welfare Officers, support for Additional Learning Needs, Wellbeing Team and Challenge Advisers.

On the 18th May, NPT received information from WG on additional funding of £85,527 in 2018-19. Please see appendix 3 below. WG go on to say that it is their intention to earmark a further £8.7million to all 22 local authorities to support a sustainable model in 2020-21. This funding will be conditional on evidence of working progress towards more sustainable models of delivery.

Consultation

All staff have been consulted with; including unions on the current situation regarding the WG decision no longer allow MEAS and TES to be funded through EIG

Recommendations

None – information only

Our position would be;

- continue to put pressure on WG to reconsider their decision
- ask clarity on the eligibility of spend proposed by WG through a regional model
- all TES and MEAS staff remain on “At Risk of Redundancy” list.

- we look to restructure current model
- we consult with schools

Reasons for Proposed Decision

Information only

Implementation of Decision

Information only

Appendices

Appendix 1 - Current staffing costs (anonymised)

Appendix 2 - Redundancy costs (anonymised)

Appendix 3- Subject to Grant Letter

List of Background Papers

Not Applicable

Officer Contact

Chris Millis

Head of Participation

Pennaeth Cyfranogi

Phone/Ffon: 01639 763226

c.d.millis@npt.gov.uk

Appendix 1

Current staffing costs (anonymised)

MEAS

Staff	Salary costs 18/19	Additional Information
1	27,504	
2	7,746	
2	2,876	ESF – Cynnydd budget
3	1,083	
4	4,945	British Council budget
5	6,652	ESF – Cynnydd budget
5	13,960	ESF – Cynnydd budget
6	44,866	
7	53,473	
8	19,872	
	<u>182,975</u>	

TES

Staff	Salary costs 18/19	Additional Information
1	55,835	
2	20,103	
3	9,290	
4	11,590	
5	10,236	
6	17,790	
	<u>124,843</u>	

Appendix 2

Redundancy costs (anonymised)

MEAS

Surname	Notice	Notice pay	Redundancy costs	Consultation period costs	Total costs
1	11 weeks	4633.09	9,826.36	1,663.80	16,123.25
2	5 weeks	756.75	1,766.25	564.93	3,087.93
2	5 weeks	78.30	182.75	58.44	319.49
3	1 month	845.80	-	845.80	1,691.60
4	9 weeks	11587.72	10,000.35	2,896.93	24,485.00
5	7 weeks	12877.68	8,316.53	3,219.42	24,413.63
6	1 month	581.01	-	581.01	1,162.02
6	1 month	233.76	-	233.76	467.52
7	7 weeks	2130.80	4,566.00	1,322.70	8,019.50
8	1 month	413.50	-	413.50	827.00
8	1 month	845.80	-	845.80	1,691.60
					£82,288.54

TES

Surname	Notice	Consultation Costs and Notice pay	Redundancy costs plus consultation costs	Total costs
1	12 weeks	17,329.80	22,528.74	39,858.54
2	12 Weeks	5,919.68	12,330.77	18,250.45
3	5 Weeks	1,516.32	1,403.44	2,919.76
4	5 Weeks	1,550.07	2,152.88	3,702.95
5	3 Weeks	1,169.07	973.67	2,142.74
6	5 weeks	1,089.00		1,089.00
				£67,963.44

Appendix 3

Eich cyf/Your ref
Ein cyf/Our ref

s.phillips@neath-porttalbot.gov.uk

18 May 2018

Dear Chief Executive, Neath Port Talbot

Subject to Grant Letter

I am writing following the recent announcement in respect of support for minority ethnic achievement and the education of Gypsy Roma Traveller learners.

The Cabinet Secretary for Education has continued to listen to the concerns raised by various stakeholders about the impact of this cut. I am sure you will appreciate these are challenging times, and difficult decisions have had to be made.

In recognising that transitioning the service takes time, I am writing to confirm Neath Port Talbot LA will receive a total allocation of £85,527 in 2018-19.

The position for 2019-20 will need to be reviewed as part of the draft budget, however it is our intention to earmark a further £8.7million to all 22 local authorities to support a sustainable model in 2020-21. This funding will be conditional on evidence of working progress towards more sustainable models of delivery. We will continue to work with the WLGA over the forthcoming months on this matter.

I would be grateful if you could confirm your acceptance of this funding in principle by emailing me at: Melanie.Godfrey@gov.wales. Following which a formal grant offer will be sent to you.

Yours sincerely

Mel Godfrey



Eich cyf/Your ref
Ein cyf/Our ref

18 May 2018

Annwyl Brif Weithredwr, Neath Port Talbot

Lythyr Parthed Grant

Rwy'n ysgrifennu atoch yn dilyn y cyhoeddiad diweddar am gefnogaeth i gyflawniad lleiafrif ethnig ac addysg dysgwyr Teithwyr Sipsi Roma.

Mae Ysgrifennydd y Cabinet dros Addysg wedi parhau i wrando ar y pryderon a godwyd gan wahanol randdeiliaid am effaith y toriad. Rwy'n siŵr eich bod yn gwerthfawrogi bod rhain yn amseroedd heriol, ac mae angen cymryd penderfyniadau anodd.

Mewn cydnabyddiaeth fod y newid yn cymryd amser, rwy'n ysgrifennu atoch i gadarnhau y bydd Neath Port Talbot yn derbyn cyfanswm dyraniad o £85,527 yn 2018-2019.

Bydd y sefyllfa ar gyfer 2019-2020 angen ei adolygu fel rhan o'r gyllideb ddrafft, fodd bynnag ein bwriad yw clustnodi £8.7 miliwn i bob un o'r 22 awdurdod lleol i gefnogi model cynaliadwy yn 2020-2021. Bydd y cyllid hwn yn amodol ar weld tystiolaeth o weithio tuag at model gweithredu cynaliadwy. Fe fyddwn yn parhau i weithio gyda'r CLLLC dros y misoedd nesaf ar y mater.

Byddwn yn ddiolchgar pe bai chi yn gallu cadarnhau eich bod yn bwriadu derbyn y cyllid hwn mewn egwyddor, gan fy ebostio ar: melanie.godfrey@llyw.cymru . Yn dilyn hynny bydd cynnig grant ffurfiol yn cael ei ddanfôn atoch.

Yn gywir

Mel Godfrey

Neath Port Talbot County Borough Council

Education, Skills and Culture Scrutiny Committee

26 July 2018

Report of the Head of Participation – Chris Millis

Matter for: Information

Wards Affected: All Wards

Home to School Transport 2017/18

Purpose of the Report

1. To provide Members' with information on the Neath Port Talbot Home to School Travel Policy 2017. The update report has been prepared to enable Members to be kept updated on the implementation of the Home to School Transport Policy as requested by Members in a previous meeting.

Executive Summary

2. This report provides information on home to school transport arrangements under the 2017 policy. The information relates to one academic year, being September 2017 to July 2018.
3. The new Neath Port Talbot Home to School Travel Policy 2017 was introduced in September 2017 to coincide with the start of the new academic year. This policy provides free home to school travel for those pupils who are eligible under statutory requirements. For those pupils who do not meet the criteria for free school transport, the local authority can, under its discretionary powers, as outlined in Section 6 of the Learner Travel Measure provide free home to school travel for pupils attending both Voluntary Aided (Faith) education and Welsh medium education. This policy provides for

discretionary transport for those pupils attending Welsh medium and Voluntary Aided (Faith) education.

Home to School Transport provided under statutory duty.

4. Those children of compulsory school age who attend their nearest suitable school and who meet the distance criteria are eligible for free home to school travel.
5. Those children who attend their nearest suitable school but where there is no suitable walking route, regardless of distance are eligible for free home to school travel.

Home to School Transport provided under statutory discretion

6. The local authority remains committed to delivering home to school transport arrangements in an effective and efficient way, respecting parents' preferences to seek Voluntary Aided (Faith) education or Welsh medium education for their children. The local authority has been in regular correspondence with Welsh Government as regards its interpretation of the legislation and guidance in relation to home to school transport, specifically in relation to accessing Welsh medium and Voluntary Aided (Faith) provision.
7. The Council, where appropriate, wishes to exercise its discretionary powers under the Learner Travel Measure 2008. Section 10 of the Learner Travel Measure 2008 states that each local authority must promote access to education through the medium of the Welsh language when exercising functions under the Measure. The obligation to promote access to Welsh medium education will be relevant and important when considering the power to provide discretionary travel arrangements to other pupils under section 6 of the Measure.
8. Under the 2017 policy the Council provides free non-statutory travel to those pupils who meet the distance criteria, in the following instances:
 - Pupils attending Welsh-medium schools which are not their nearest suitable school
 - Pupils attending Voluntary Aided (Faith) schools which are not their nearest suitable school.
9. Under discretionary arrangements, pupils aged 16-19 years who meet the distance criteria, may purchase a seat on existing home to school travel routes. These seats may be purchased for the cost of £100. However, the Council will assess whether an establishment provides a reasonable range of courses suitable to the abilities, aptitudes and requirements of an

individual learner. Transport will only be provided to an educational establishment which is not the nearest if, in the judgement of the Council, there is a considerable variation between the learner's course and the course on offer at the nearest establishment.

Background

10. Neath Port Talbot's current Home to School Travel Policy has been in operation since September 2017.
11. There have been 646 applications for free home to school transport made during this period.
12. During this period of those applications that have been declined there have been five appeals that have been made to the Home to School Transport Appeal Panel.
13. The Home to School Travel Policy 2017 reflects the home to school travel duties and requirements that fall to the Council by virtue of the Education Act 1996; The Learner Travel (Wales) Measure 2008; The Learner Travel Statutory Provision and Operational Guidance 2014; The Learner Travel Information (Wales) Regulations 2009; The Safety on Learner Transport (Wales) Measure 2011: and the All Wales Travel Behaviour Code.
14. There have been changes to how transport contracts are procured. A framework has been introduced to give more flexibility when procuring routes. The framework enables operators to submit their documentation once for the four year life of the framework. Operators that have passed the evaluation process are able to bid on contracts that are required after the tender process has been completed to be awarded for periods of up to four years. This has the benefit of continuity for the pupils as previously any routes that are procured outside the tender process could only be awarded for a one year period.

Financial Impact

15. For the academic year 2017/18, the Council provides home to school travel arrangements for approximately 3,518 mainstream pupils through the provision of more than 101 contracted routes and the issuing of public transport season tickets. In addition, the service provides transport for approximately 602 pupils with additional learning needs/special educational needs daily on 205 contracted vehicles.

16. Financial Information - Home to School Travel costs

	Expenditure 2017 - 18	Expenditure 2016-2017
Primary Education - In County	£ 850,748	£796,108
Primary Education - Out of County	£59,653	£65,551
Secondary Education - In County	£1,612,096	£1,753,763
Secondary Education - Out of County	£228,550	£274,178
Special Educational Needs - In County	£2,551,952	£2,331,569
Special Educational Needs - Out of County	£163,358	£216,273
Special Educational Needs Post 16 - In County	£171,569	£164,711
Special Educational Needs Post 16 - Out of County	£11,366	£43,367
Post 16 - Out of County	£0	£3,982
Transport Delivery	£48,237	£55,008
TOTAL COST	£5,697,529	£5,704,510

Equality Impact Assessment

17. The Equality Act 2010 requires public bodies to “pay due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
 - Foster good relations between persons who share relevant protected characteristics and persons who do not share it.”
18. A full Equality Impact Assessment was carried out at the time of developing the new Home to School Transport Policy 2017; so that the Council could demonstrate that it has discharged its duty under the Act.
19. The Equality Impact assessment found that there was no evidence to indicate that the policy may result in less favourable treatment for particular groups; give rise to indirect discrimination or more likely to assist or impede in making reasonable adjustments.
20. The Equality Impact Assessment found that the policy will help to remove or minimise any disadvantage; meet the needs of different groups, and encourage increased participation of particular groups. The policy also promotes the understanding of the needs of different groups.
21. This report does not require an Equality Impact Assessment as it provided facts for information purposes only.

Workforce Impacts

22. There are no workforce impacts associated with this report.

Legal Impacts

23. Section 3 of the Learner Travel (Wales) Measure 2008 imposes a duty on local authorities to provide free home to school transport for learners of compulsory school age to their nearest suitable school provided the distance criteria are met.
24. Section 3(6) of the Measure says that a school... “is suitable for a child if the education or training provided there is suitable, having regard to the age, ability and aptitudes of the child and any learning difficulties he or she may have”. The Operational Guidance issued by the Welsh Government makes it clear that whilst parents and learners may express a preference for a particular type or language provision or faith school, the Measure does not

confer on those parents and learners any rights to free transport to their preferred school unless that school is determined by the local authority to be their nearest suitable school and the distance criteria is met.

25. Section 10 of the Measure requires that each local authority must promote access to education and training through the medium of the Welsh language when exercising its functions under the measure.
26. Section 6 of the Measure provides local authorities with the power to provide discretionary transport arrangements for learners who are not attending their nearest suitable school because of language or faith preference.
27. The Welsh Government in its guidance suggests that if the linguistic preference of a parent or learner is for a school which is not the nearest suitable school then the local authority might use the power available in section 6 of the Measure to provide home to school transport.

Risk Management

28. This report is for information purposes only.

Consultation

29. Any change to the Council's current Home to School Travel Policy will be subject to statutory consultation. The Learner Travel Information (Wales) Regulations 2009 requires that any change to the policy must be published before the 1st October of the year proceeding the academic year to which the information relates.

Recommendation

30. This report is for information purposes only.

Reasons for Proposed Decision

31. No decision is required as this report is for information purposes only.

Implementation of Decision

32. No decision will be made as this report is for information purposes only.

Appendices

There are no appendices attached to this report.

List of Background Papers

The Education Act 1996

The Learner Travel (Wales) Measure 2008

The Learner Travel Statutory Provision and Operational Guidance 2014

The Learner Travel Information (Wales) Regulations 2009

Officer Contact

Chris Millis, Head of Participation.

☎ 01639 763226

✉ c.d.millis@npt.gov.uk

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(DRAFT)
Education, Skills and Culture Cabinet Scrutiny Committee
Forward Work Programme 2018/19

Date of Meeting	Agenda Item	Officer
3 May 2018		
14 June 2018	Period Poverty (cabinet Board item)	
26 July 2018	A report highlighting the successes of new school builds in terms of education and Lessons Learnt (including, Comparative attendance, performance and lessons learnt)	Andrew Thomas
	Report on the Mechanism on how to handle excessive school reserves	Andrew Thomas
	MEAS and TES	Chris Millis

6 Sept 2018	Report on the results of the combating poverty pilot	Andrew Jarrett/ Aled Evans
	Review of the Music Service following recent Changes to service delivery	Mike Daley/ Chris Millis
18 October 2018	WESP	Aled Evans
	Statemented Children - update	Andrew Thomas
29 November 2018	Results of the Youth Service Mapping Exercise to the Current Provision include information the Shep Programme (Included in Cabinet Board papers)	Chris Millis/ A.Spooner-Cleverly
	Youth council update	A.Spooner-Cleverly
	Play Strategy Update – included in Cabinet Paper – Think Families report)	A.Spooner-Cleverly
17 January 2019		

28 February 2019		
11 April 2019		
23 May 2019		

- Termly updates on long term staff absence for information – HR
- Creative Schools – Mike Daley
- School improvement literacy – Mike Daley
- Welsh Government entrepreneur strategy – N/A
- Respect agenda report – Andrew Thomas

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