



EDUCATION, SKILLS AND CULTURE CABINET BOARD

***Immediately Following Scrutiny Committee on
THURSDAY, 24 OCTOBER 2019***

COUNCIL CHAMBER - PORT TALBOT CIVIC CENTRE

1. Appointment of Chairperson
2. Declarations of Interest
3. Minutes of Previous Meeting (*Pages 3 - 6*)
4. Home to School Travel Assistance Appeals Procedure (*Pages 7 - 26*)
5. Employability Programmes within the Education, Leisure and Lifelong Learning Directorate (*Pages 27 - 36*)
6. Annual Report on young people who are not in Education, Employment or Training (*Pages 37 - 52*)
7. Leadership Strategy in Schools (*Pages 53 - 58*)
8. Curriculum for Wales 2022 (*Pages 59 - 80*)
9. Christmas and New Year Opening Times 2019. Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools (*Pages 81 - 94*)
10. Proposed Lease and Service Level Agreement of the Turbine

House at Margam Country Park to the Friends of Margam Country Park (Pages 95 - 102)

11. Forward Work Programme 18/19 (Pages 103 - 106)

12. Urgent Items

Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No. 2290 (as amended).

S.Phillips
Chief Executive

Civic Centre
Port Talbot

17 October 2019

Cabinet Board Members:

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

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise Democratic Services staff.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process). The Chairperson and Vice Chairperson of the relevant Scrutiny Committee will be invited to be present at this meeting.*

EXECUTIVE DECISION RECORD

12 SEPTEMBER 2019

EDUCATION, SKILLS AND CULTURE CABINET BOARD

Cabinet Members:

Councillors: P.A.Rees (Chairperson) and R.G.Jones

Officers in Attendance:

A.Thomas, S.Thomas, P.Walker, H.Lervy, R.Crowhurst, C.Davies and J.Woodman-Ralph

Invitees:

Councillors: S.Reynolds (Scrutiny Chairperson)
R.Mizen (Scrutiny Vice Chairperson)

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Cllr. P.A.Rees be appointed Chairperson for the meeting.

2. **MINUTES OF PREVIOUS MEETING**

That the minutes of the meeting held on 4 July 2019 be approved.

3. **FORWARD WORK PROGRAMME 18/19**

That the Forward Work Programme for 2019/20 be noted.

4. **QUARTERLY PERFORMANCE MANAGEMENT DATA 2019-2020 -
QUARTER 1 PERFORMANCE (1ST APRIL 2019- 30TH JUNE 2019)**

Decision:

That the report be noted.

5. **SSIP - PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR
SECONDARY AGE PUPILS WITH AUTISTIC SPECTRUM DISORDER
(ASD)**

Decision:

That having given due regard to the integrated impact and risk assessments, and in line with Section 48 of the School Standards and Organisation (Wales) Act 2013. Approval be granted to undertake consultation on a proposal to establish specialist provision for secondary age pupils with Autistic Spectrum Disorder (ASD) at Dwr y Felin Comprehensive School.

Reason for Decision:

The decision was necessary to comply with the formal consultation requirements imposed on the Council by the School Organisation Code. Subject to the outcome of consultation, implementation of the proposal 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 Decision:

The decision will be implemented after the three day call in period.

6. **PUPIL ATTENDANCE UPDATE**

Decision:

That the report be noted.

7. **REFORM OF SCHOOL GOVERNANCE: REGULATORY FRAMEWORK'; WELSH GOVERNMENT'S RESPONSE.**

Decision:

That the report be noted.

8. **PONTARDAWE BUSINESS PLAN - UPDATE**

Decision:

That the report be noted.

9. **WELSH GOVERNMENT FREE SWIMMING**

Concern was expressed by Members at the implications on the older population of the reduction in funding by Welsh Government to support free swimming for the over 60's.

Decision:

That the report be noted.

CHAIRPERSON

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

24th October 2019

Report of the Head of Participation – Chris Millis

Matter for: Decision

Wards Affected: All Wards

Home to School Travel Assistance Appeals Procedure

Purpose of the Report:

1. To seek Member approval to introduce a new Home to School Travel Assistance Appeals Procedure.

Executive Summary:

2. Where an application for transport assistance has been made and has been rejected, the parent/carer has the right to appeal the decision.
3. The current Neath Port Talbot Home to School Travel Policy 2017 was introduced in September 2017. 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.
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.

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. Provided the relevant criteria is met, home to school travel is provided for pupils attending Welsh-medium and Faith education under discretionary arrangements.

Background:

7. Since the current Home to School Travel Policy was introduced in September 2017, there has been an increased demand in the request for an appeal following the rejection of applications for home to school travel assistance. This has resulted in the need to hold more independent appeal hearings. The increased demand has proved difficult to manage as panel members are not always available within the set timescales.
8. The proposed new two-stage appeals process does not make any changes to the Council's current Home to School Travel Policy, other than amend the process of the appeals procedure. Where an application has been made and subsequently rejected, all applicants will have the right to appeal this decision. The current policy informs interested parties that they have the right to appeal.
9. The way in which the appeal process is conducted is being amended but the right to appeal and grounds for appeal remain as per the current Home to School Travel Policy.
10. The Council currently has an informal officer review, this is undertaken when notification of an appeal is received. By including this as a formal stage of the appeals procedure it will mean that the process is open and transparent. Additionally, appellants will be able to distinguish how their appeal is considered by both Council officers and an appeals panel.
11. In a recent public consultation exercise relating to a proposed new Home to School Travel Assistance Policy, stakeholders were asked to provide their views on the introduction of a two-stage appeal procedure. 62% of respondents to an on-line survey agreed to the Council having a two-stage process.

Should the Council introduce a two-stage appeal process?

Yes (256) 62%

No opinion (110) 27%

No (44) 11%

12. It is intended that the new two stage appeal process will be introduced in November 2019. The new appeals procedure if agreed, will be made available on the Council's website as from the 1st November 2019.

13. By introducing a two stage appeals procedure, every case will have the benefit of two full reviews. On the first occasion by the Transport Group and the second by the Independent Panel.
14. By pre-diarising appeal hearings in advance for the independent appeal panels, it will ensure that there is always a fully trained and experienced Chairperson available to sit on the panel.
15. Applications for travel assistance are submitted via an on-line application process. Having the first stage of the appeal as a review by the Transport Group ensures that all factors are considered early on and if the case requires remedy at this stage, this can be actioned before the need for an independent panel to consider the matter. Additionally, if the matter is confirmed as a correctly rejected application, the first stage review will have already provided the applicant with a full and detailed explanation of the decision to reject the application for their consideration, prior to the applicant seeking to escalate their case to the second stage of the appeals procedure.
16. Having a two stage appeals process will ensure a robust system to ensure full consideration of each individual case.

Financial Impacts:

17. There is no financial impact in respect of the implementation of the two stage Home to School Travel Assistance Appeals Procedure.
18. Financial Information - Home to School Travel costs

Academic Year 2018/2019	Actual Expenditure
Primary Education - In County	£889,692
Primary Education - Out of County	£67,402
Secondary Education - In County	£1,655,636
Secondary Education - Out of County	£250,524
Special Educational Needs - In County	£2,926,793
Special Educational Needs - Out of County	£130,626
Special Educational Needs Post 16 - In County	£208,521
Special Educational Needs Post 16 - Out of County	£20,212
Post 16 – In County	£5,859

Post 16 - Out of County	£1,783
Transport Service Delivery	£29,766
TOTAL COST	£6,186,814

Integrated Impact Assessment:

19. A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016).

The first stage assessment has indicated that a more in-depth assessment is not required. A summary is included below:

Summary:

The assessment does not show any negative impact on any of the areas or groups considered. This is because the initiative relates to an administrative process relating to applications for home to school travel assistance. Where an application has been made and subsequently rejected, all applicants will have the right to appeal this decision if they so choose to do so.

Valleys Communities Impacts:

20. No implications.

Workforce Impacts:

21. No implications.

Legal Impacts:

22. No implications.

Legislation relating to the provision of home to school travel assistance does not stipulate the arrangements for an appeals process. By having an appeals procedure, the Council ensures there is a process in place under which cases are reviewed. This process functions both as a process for error correction as well as a process for clarifying and interpreting the Council's policy and relevant law.

Risk Management Impacts:

23. No implications.

Consultation:

24. There is no requirement for external consultation on this item.

Recommendations:

25. For Members' to approve the implementation of the new Home to School Travel Assistance Appeals Procedure.

Reasons for Proposed Decision:

26. To improve the current Home to School Travel Assistance Appeals Procedure.

Implementation of Decision:

27. The decision is proposed for implementation following the three day call in period.

Appendices:

Appendix 1 - Home to School Travel Assistance Appeals Procedure

List of Background Papers:

Home to School Travel Policy 2017

First Stage Integrated Impact Assessment

The Learner Travel (Wales) Measure 2008

Officer Contact:

Chris Millis, Head of Participation.

☎ 01639 763226

✉ c.d.millis@npt.gov.uk

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Neath Port Talbot County Borough Council

HOME TO SCHOOL TRANSPORT APPEALS PROCEDURE

Where an application for travel assistance has been made and has been rejected, the parent/carer will have the right to appeal this decision.

An appeal may only be made on the following grounds:

- the local authority has not applied its policy or the law correctly
- there are special/exceptional circumstances, that have been previously raised, which should be reconsidered

Where a parent/carer believes that a case can be made in relation to either or both of these criteria the following procedure will apply:

Stage One: Review by the Council's Transport Group

1. The parent/carer is invited to submit a **Stage One Review Form** to outline their grounds for appeal. This form is attached below.

Note:

Stage One of the appeals process will only commence when the Stage One Review Form is submitted. A request by e-mail, letter or telephone call to reconsider a rejected application will not be accepted as notification that an appeal is required by the parent/carer.

2. The parent/carer at the same time as submitting the **Stage One Review Form** must also submit all evidence to demonstrate their grounds for appeal.
3. The **Stage One Review Form** and **all evidence** should be returned via e-mail to education@npt.gov.uk. If you are unable to return via e-mail, please post to Home to School Travel Assistance Appeals, Education, Leisure & Lifelong Learning Directorate, Port Talbot Civic Centre, Port Talbot, SA13 1PJ.
4. The parent/carer must submit their **Stage One Review Form** and all of the evidence they wish to rely upon within **20 working days** of receipt of the confirmation that their application for transport assistance has been rejected. Appeal requests received outside of this timeframe will be rejected.
5. On receipt of the **Stage One Review Form** a formal meeting of the Council's Transport Group will be arranged to consider the appeal. This meeting shall be convened within **20 working days** of receipt of the appeal form and all related evidence (*please note: if there is a request by the appellant to delay providing their*

evidence this will mean a postponement of the date upon which the Transport Group holds its meeting).

The Council's Transport Group will consist of five members, the members will be officers from the Council. Three officers will represent the Education, Leisure & Lifelong Learning Directorate Home to School Travel Section and three members will represent the Environment Directorate's Passenger Transport Section. All five members will have professional knowledge of the Council's Home to School Travel Assistance Policy.

In order to consider the appeal, some members will have previous knowledge of the case but others will be independent and not have been involved in considering the matter to date.

The Transport Group will review the case and in so doing will consider the appeal form and submitted evidence. The group will come to an agreed decision following deliberated discussions of the case before them. This decision will take into account whether the policy and law has been applied correctly and whether there are special/exceptional circumstances that have been presented in the evidence submitted which would qualify for the providing travel assistance and overturning the original rejection.

6. The parent/carer **will not** be invited to attend this meeting so it is important that the parent/carer provides all evidence they wish to be considered at the time of submitting their appeal.
7. The Transport Group will write to the parent/carer (usually via e-mail) confirming their decision within **5 working days** of their meeting.

Where a Stage One review has been made and has not been upheld, the parent/carer will have the right to request an appeal hearing before an independent appeal panel.

Note:

If there is a material change in circumstances or there is new evidence and this evidence is of a substantial nature, in the first instance, a new application for travel assistance should be submitted.

Stage Two: Review by an Independent Appeal Panel

8. The parent/carer is invited to submit a **Stage Two Appeal Form** to outline their grounds for wishing to escalate the matter to stage two. This form is attached below.

9. If the parent/carer chooses to escalate their case to Stage Two, they must submit a **Stage Two Appeals Form** within **30 working days** of receipt of the outcome of Stage One letter.
10. The **Stage Two Appeal Form** should be returned via e-mail to education@npt.gov.uk. If you are unable to return via e-mail, please post to Home to School Travel Assistance Appeals, Education, Leisure & Lifelong Learning Directorate, Port Talbot Civic Centre, Port Talbot, SA13 1PJ.

Note:

Stage Two of the appeals process will only commence when the Stage Two Appeal Form is submitted by the parent/carer. There is not an automatic initiation of this stage if the appeal is not upheld at Stage One.

11. On receipt of the **Stage Two Appeal Form** a formal hearing will be arranged to consider the appeal. Stage Two Appeal Hearings are held according to a pre-set timetable which equates to two days per academic term. Accordingly, there is no guarantee that every appeal will be heard within the same term as the date of the application at Stage Two.
12. The appeal will be heard by the Home to School Travel Assistance Appeals Panel. The Home to School Travel Assistance Appeal Panel shall comprise of three independent panel members. At the hearing, one person will be elected by the panel members to act as the Chairperson. To qualify to sit as Chairperson, the individual must have undertaken the appropriate training. The panel will be supported by a member of Legal Services.

The three panel members will be independent of the original decision making process. Independent Panel Members may be drawn from internal or external of the Council. If the appeal relates to a learner with ALN/SEN one of the panel members will be required to have appropriate knowledge, skills and experience of ALN/SEN.
13. Notice of the appeal hearing and all evidence from the Home to School Travel Department to demonstrate their reason for rejecting the application for travel assistance will be provided to the parent/carer and all members of the appeal panel within **5 working days** of the date of the Stage Two Appeal Hearing. This information will also include evidence from Stage One of the appeals process, including the grounds for the Stage One review not being upheld.
14. The parent/carers availability for the appeal hearing will be checked prior to confirming a date (*please note: the appeal hearings are only available according to the pre-set timetable*). When confirming their availability, the parent/carer should also advise whether they have any special requirements that need to be taken into account for the purpose of attending the appeal hearing.

15. The parent/carer will be invited to make representation in person before the Home to School Travel Assistance Appeal Panel or to supply a written statement to be considered by the panel if they do not wish to attend. The parent/carer may be accompanied at the appeal hearing by another person whose role it is to assist them.

Note:

If the parent/carer has additional evidence to that which was provided at Stage One for consideration by the Transport Group, and this additional evidence indicates a significant and material change in circumstances, in the first instance a brand new online claim for travel assistance should be submitted so that the application process commences at the initial stage once again.

16. Both parent/carer and the Home to School Travel Department will be bound by the decision of the Home to School Travel Assistance Appeals Panel.

17. The appeal hearing shall follow the general form :-

- (i) The chairperson shall explain the process and make introductions.
- (ii) The parent/carer shall be invited to make their representation.
- (iii) An officer will present the Home to School Travel Department's position.
- (iv) Panel members will have the opportunity to ask questions of both parties.
- (v) Both parties will have the opportunity to ask questions of each other.
- (vi) The parent/carer and the officer shall withdraw and the panel will remain to consider its decision.
- (vii) All parties shall have the decision confirmed in writing within **5 working days** of the appeal hearing.

The panel's decision:-

- (i) In reaching their decision, the panel must give due regard to the Council's Home to School Travel Assistance Policy. They will need to satisfy themselves that the policy has been applied correctly. They will look at the special/exceptional circumstances to determine whether they are sufficiently strong to enable them to depart from the arrangements set out under the policy and overturn the decision of the Transport Group at the Stage One review.

Note:

- ***Following the conclusion of the two-stage appeals process, there is no further right of appeal.***
- ***Parents/Carers will not be entitled to make any further applications for travel assistance in relation to the same child at the same school, unless:***
 - ***they can demonstrate a significant and material change in circumstances since the previous appeal was decided***
 - ***the Council changes its policy and any change in policy is relevant to the case***
 - ***there is a relevant change to the law governing the provision of home to school travel assistance***

- ***If the parent/carer has a complaint in respect of how the appeal process was conducted, they have the right to make a complaint to the Public Services Ombudsman for Wales. The Ombudsman will only consider a complaint of a procedural nature, this is not a right of an additional appeal.***
- ***The parent/carer has the right to apply for Judicial Review if they wish to challenge the lawfulness of a decision or action made under the appeals process.***

For additional information about this appeals procedure, please e-mail your query to education@npt.gov.uk or telephone the Council's transport officer on 01639 861104.

Appendix 1 – Stage One Review Form

Appendix 2 – Stage Two Appeal Form

HOME TO SCHOOL TRAVEL ASSISTANCE STAGE ONE REVIEW FORM

Please ensure that you:

- Read the accompanying school travel assistance appeal hearing procedure guidelines
- Read the Home to School Travel Assistance Policy
- Sign the form and return it to:

Home to School Travel Assistance Appeals
Education, Leisure and Lifelong Learning Directorate
Port Talbot Civic Centre, Port Talbot, SA13 1PJ

or e-mail to: education@npt.gov.uk

Pupil's Surname	<input type="text"/>
First Names(s)	<input type="text"/>
Name of School	<input type="text"/>
Date of Birth	<input type="text"/>
Full Postal Address including postcode	<input type="text"/>
Parent's / Carer's Name	<input type="text"/>
Relationship to Pupil	<input type="text"/>
Current Address incl. postcode (if different from the pupil's address)	<input type="text"/>
Contact Phone Number	<input type="text"/>
Contact E-mail	<input type="text"/>

GROUNDS / REASONS FOR SUBMITTING THE APPEAL (please tick)

1) That the local authority has not applied the Home to School Travel Assistance Policy correctly.

2) That the appellant is able to cite special/exceptional circumstances which they believe should be considered.

Details of appeal:

It is important that you explain as clearly as you can the reasons why you are appealing in accordance with the box or boxes ticked above.

Please submit all evidence in support of your appeal with this form.

Signed:	Date:
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HOME TO SCHOOL TRAVEL ASSISTANCE STAGE TWO APPEAL FORM

Please ensure that you:

- Read the accompanying school travel assistance appeal hearing procedure guidelines
- Read the Home to School Travel Assistance Policy
- Sign the form and return it to:

Home to School Travel Assistance Appeals
Education, Leisure and Lifelong Learning Directorate
Port Talbot Civic Centre, Port Talbot, SA13 1PJ

or e-mail to: education@npt.gov.uk

Pupil's Surname

First Names(s)

Name of School

Date of Birth

Full Postal Address including
postcode

Parent's / Carer's Name

Relationship to Pupil

Current Address incl. postcode

Contact Phone Number

E-mail contact

GROUNDS FOR SUBMITTING THIS APPEAL

Details of appeal:

Please provide a detailed explanation of the grounds for your request to escalate the matter to Stage Two of the appeals procedure:

Signed:

Date:

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Impact Assessment - First Stage

1. Details of the initiative

<p>Initiative description and summary: Home to School Travel Assistance Appeals Procedure 2019/2020 This is a proposed new procedure which introduces a two stage appeals process. Stage One via the Transport Group and Stage Two via an Independent Panel.</p>
<p>Service Area: Home to School Transport</p>
<p>Directorate: Education, Leisure & Lifelong Learning</p>

2. Does the initiative affect:

	Yes	No
Service users	x	
Staff		x
Wider community	x	
Internal administrative process only		x

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age			x		L	The appeals process will be available to anyone who wishes to appeal a home to school travel assistance application which has been rejected.
Disability			x		L	As above
Gender Reassignment			x		L	As above
Marriage/Civil Partnership			x		L	As above
Pregnancy/Maternity			x		L	As above
Race			x		L	As above

Religion/Belief			x		L	As above
Sex			x		L	As above
Sexual orientation			x		L	As above

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				The appeals process will be available to anyone who wishes to appeal a home to school travel assistance application which has been rejected. The procedure will treat both the Welsh- language and English language equally.
Treating the Welsh language no less favourably than English		x				As above

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity			x			There will be no impact on biodiversity as the initiative relates to an administrative process.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.			x			As above

6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people		x	The initiative relates to an administrative process for dealing with appeals following a rejected application for home to school travel assistance.
Integration - how the initiative impacts upon our wellbeing objectives		x	As above
Involvement - how people have been involved in developing the initiative		x	As above
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions		x	As above
Prevention - how the initiative will prevent problems occurring or getting worse		x	As above

7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	x
Reasons for this conclusion	
The assessment does not show any negative impact on any of the areas or groups considered. This is because the initiative relates to an administrative process relating to applications for home to school travel assistance. Where an application has been made and subsequently rejected, all applicants will have the right to appeal this decision if they so choose to do so.	

A full impact assessment (second stage) is required	
Reasons for this conclusion	

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	Name	Position	Signature	Date
Completed by	Debora Holder-Phillips	ELLL Performance & Planning		September 2019
Signed off by	Chris Millis	Head of Service (Participation) Education, Leisure & Lifelong Learning		September 2019



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Committee

October 2019

Report of the Head of Participation Mr Chris Millis

For Information

Wards Affected: All Wards

Employability Programmes within the Education Leisure and Life Long Learning Directorate

Purpose of the Report

To give Members an update regarding the Employability programmes.

Executive Summary

In July 2018 the Participation element in the Education Leisure and Life Long Learning Directorate was re-structured in order to ensure all the

Employability themed projects were brought together under one Manager, namely, Communities for Work, Communities for Work Plus, Skills and Training and the Legacy Fund. The Employability Manager is currently working with Workways + and other employability programmes outside the local authority to develop a local Employability Plan linking into the Welsh Government Employability Plan to ensure consistent delivery and enhance support for individuals. This also includes developing a brand to encompass one Employability Programme for NPT, sharing of resources and staff time for the two directorates (Education and Environment).

Communities for Work and Communities for Work plus staff are now part of the Work Station in Port Talbot and the Work Bank in Neath to ensure that all programmes within NPT are represented and that a customer can have the appropriate help and assistance to look for employment, while remaining at our key outreach locations at Sandfields, Cwmafan, Victoria Gardens, Croeserw and Ystradgynlais.

We have also included quarterly Members Briefing sessions where members were able to meet the teams and discuss the programmes in greater detail.

An update on each of the programmes can be seen below.

Background

Communities for Work

Communities for Work (CFW), an ESF programme has been working well within Neath Port Talbot. The programme works in partnership with Department of Working Pensions (DWP) locally and both teams work simultaneously together to ensure a seamless transition from those working with those furthest away from the labour market with individuals either being long term unemployed, economically inactive or NEET (Not in Education, Employment or Training) to achieving employment. April 2019 saw the introduction of team targets working

alongside our partners in DWP, this has brought the teams closer together and able to focus to share responsibilities on overall targets.

The programme offers the support of Triage Officers who provide a clear pathway referral system for Communities For Work Plus, Pace, DWP and Workways + as well as other agencies to suit the need of the customer.

We have just received a new re-profile on the project which will take the project up to 2023. Since April 2019, we have engaged with 82 customers, and 57 job entries.

Communities for Work Plus

April 2018 NPT saw the introduction of the new Welsh Government Employability programme, Communities for Work Plus (CfW+), an employability initiative which focused on bridging the gaps of the current ESF Communities for Work programme. The CfW+ programme enabled those who were unemployed, not eligible for ESF CfW, or other existing European Social Fund programmes within NPT, to provide one to one support, advice and guidance, taking away restrictions of postcodes and being able to work with anyone. This includes those who are in employment, looking to seek career progression, to have extra hours to increase their monthly earnings. Welsh Government recognise that In Work Poverty is increasing and this programme will help to provide new support for those who are barely surviving on their monthly earnings.

To date both programmes are running seamlessly, with a one team approach ethos. CfW+ has engaged with 846 engagements and 273 job entries.

This programme is now part of the new Children's and Community Grant, and is funded on an annual basis via Welsh Government.

Legacy Fund

Legacy Fund was created last year to keep the 'best bits' of the old Communities First programme. This fund has allowed us to keep Legacy Welfare Rights Team, Legacy Youth Workers, a Digital Inclusion Ambassador and a Legacy Community Counsellor.

The Legacy Welfare Rights Team have supported over 600 people to access their benefits/advice and raised over £2 million in Welfare benefit within NPT.

The Legacy Youth Workers Delivery Plan indicated that the project will:

- Work with pupils in Years 9-11 inside and outside of the classroom.
- Provide interventions to Year 11s to prepare young people for moving onto their Post 16 destination.
- Provide targeted school holiday interventions for Year 11 leavers uncertain of their destination or those who are at risk of disengaging;
- Provide Keeping in Touch (KIT) support for young people following their entry into a post 16 destination until the destination snapshot.

The Legacy Team have been able to support pupils in years 9-11 both inside and outside of the classroom environment. The interventions have varied depending on the needs of the young person and the schools. A combination of group work and one to one support has proved to be successful within schools, and projects in the local community have given young people a range of exciting opportunities.

Regular Year 11 Caseload Meetings have been established between the Legacy Youth Worker, Careers Worker and the School to identify the young people who need support, and information is exchanged to ensure the Legacy Youth Worker understands the needs of each young person. A unique package of support has then been offered depending on their career aspirations and any barriers they face. The work has been based upon what the young person wants and needs in order to successfully transition into education, employment or

training. This has included classroom support, home visits, work experience, taking them to college taster days and work based learning visits.

Of particular note has been a work experience gardening project for young people in Year 11 studying at Ysgol Hendrefelin. The young people were supported to undertake six sessions, one day per week at the Tir Morfa Community Garden. The pupils interacted well and thoroughly enjoyed the project, where they learnt about different plants, herbs and how to grow them. The project provided the young people with the opportunity to gain knowledge, skills and experience of the world of work, helped build confidence, self-esteem and teamwork. The food grown within the garden was donated to the local food bank. All of the young people involved in this project have achieved a positive post 16 destination of college.

All of the Legacy Team have now attended the Trauma Recovery Model (TRM) training and 4 out of the 5 staff have completed the Youth Mental Health 1st Aid training with the remaining member of staff booked on a Mental Health 1st Aid course in November.

The Legacy team have undertaken ELSA (Emotional Literacy) training and practice under the supervision of the Educational Psychology team. ELSA is an emotional literacy programme, and supports young people on topics such as emotions, social skills, communication, anger management and social stories. Young people have had the opportunity to meet regularly with their Legacy Youth Worker to look at any issues they may be facing and to set themselves personal goals and targets. The programme has enabled young people to develop their confidence, skills and competencies in the areas they want to improve.

The Legacy Team are currently supporting young people transition from school into a post 16 destination and will return to supporting the schools from the 1st November.

Numbers of young people support so far are:

608 young people support of which 343 were male and 265 were female.

1,113 contacts from 1st April – 30th September.

Digital Inclusion Ambassador

After consultation with the third sector organisations the Digital Inclusion Ambassador (DIA) organised the appropriate training via Digital Communities Wales (DCW) for staff and volunteers to deliver a safe effective service to the residence within their communities. DIA have prepared and delivered to many community groups a presentation on the benefits of accessing digital services and organising support for communities to access online services. DIA have been involved in identifying and participating in many community events to promote digital services, such as Neath Food and Drink Festival, Neath Port Talbot Stroke association event and Briton Ferry promotional event. DIA have worked closely with partners to deliver a joined up approach for digital services, ensuring residence are aware of cybercrime and scams and how to keep themselves safe when using digital services.

The DIA will continue to identify opportunities to promote digital services to the parts of the community who are excluded from the benefits that they offer and continue working with partner organisation to identify gaps in provision.

Legacy Community Counsellor

Legacy Community Counselling is becoming firmly established within Neath Port Talbot. School and organisations are more aware of the service with referrals coming in from a variety of settings such as Social Services, Team around the Family, schools, Cam Nesa, Youth Service, parents and the Junior Apprentice scheme which is running in Neath and Afan College. Young people have also been self-referring.

Counselling is being carried out at community centres, libraries, schools, colleges, Tir Morfa Centre, the young person's home also third sector organisations.

From April to September there has been 135 counselling sessions delivered, considering this is a hard to reach client group the numbers indicate that young people are engaging with the service.

There are currently 22 young people waiting for counselling

In total there has been 69 referrals to date, ages range from 10 – 23yrs.

Currently there are 13 young people receiving counselling on a weekly basis. Links have been made with Third Sector organisation Caer Las which is based in Port Talbot. Caer Las provides a room free of charge for young people to access counselling.

Connections have been made with the Swansea Bay University Health Board and a meeting was attended recently to look at the possibility of the adult mental health service referring into Legacy Community Counselling. The Legacy Community Counsellor has been invited to the next mental health team meeting to talk more about the service.

This service is also highlighting young people that are feeling suicidal and self-harming with four recent cases. The counsellor has been able to liaise with appropriate services such as Child and Adolescent Mental Health Services (CAMHS) to help the young people access the appropriate support. Three of these young people are currently not attending school; if they had not engaged with the Community Counsellor then their feelings may not have been identified.

The Legacy Community counsellor has worked collaboratively with the Youth Service to help this young person achieve her goal of attending school.

Skills and Training

Skills and Training (S & T) undertook a restructure at the beginning of the year, making the department efficient and streamlined in its

approach to deliver Work Based Learning (WBL). Skills and Training are still partners of the Skills Academy Wales (SAW), where the WBL contract was awarded. S&T continue to deliver high quality programme and activities for the learners.

S&T continue to develop new initiatives to increase their commercial training contract, this also involves working with Ysgol Bae Baglan pupils in their chosen career pathway of Hairdressing as part of their options. This is due to expand into Ysgol Hendrefelin.

S&T are also part of the Priority 2 bid for Job Support Wales. Neath Port Talbot Group of Colleges have named S&T as a partner, news of this tender will be due out in November, for commencement in April 2020.

The Tir Morfa refurbishment is currently ongoing, ensuring that public hallways and training rooms are updated. This will continue until the end of this financial year, and moving forward onto the next financial year where we plan to refurbish the staff and training rooms on the first floor.

Financial Impacts:

Budgets are being monitored at present.

Intergrated Impact Assessment:

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

Valleys Communities Impacts:

No implications.

Workforce Impacts:

No implications.

Legal Impacts:

No implications.

Risk Management Impacts:

There are no risks management issues associated with this report.

Consultation:

There is no requirement for external constitution on this item.

Recommendations:

This report is for information only.

Reasons for Proposed Decision:

N/A

Appendices:

N/A

List of Background Papers:

N/A

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH Port Talbot COUNTY BOROUGH COUNCIL

Education Skills and Culture Cabinet Board

24th October 2019

Report of the Head of Participation Chris Millis

Matter for Monitoring

Wards Affected:

All Wards

Report Title Annual Report on Young People who are not in Education, Employment or Training (NEET)

Purpose of the Report:

To inform Members of the outcomes and progress made with young people who are Not in Education, Employment or Training (NEET) or those young people who are at risk of becoming NEET.

Executive Summary:

Neath Port Talbot Youth Service's work with NEET young people is funded through three external grants, the Welsh Government funded Communities First Legacy Grant, Youth Support Grant and a European Social Funded (ESF) Cam Nesa Grant.

NEET work focuses on year 11 leaver's transition, 16-18 NEET figures based on Careers Wales 5 Tier Model and 18-25 NEET work with Job Centres.

Legacy Funding is used to provide Legacy Youth Workers who support young people who are NEET or at risk of becoming NEET. This work occurs within schools, with young people identified by their schools as being at risk of disengagement.

Work with year 11 school leavers over the summer holiday period to help them transition into EET is proving successful. NEET Destination figures have risen this year but are our second lowest ever figure of 2.9%.

The Keeping in Touch (KIT) Team focus on finding and tracking young people whose status is unknown to Careers Wales (Tier 1) and also supporting young people who are known to be NEET and are either not ready or are unable to enter EET (Tier 2). The finding of Tier 1 young people is still going well and this figure has reduced from over 130 Tier 1 young people in July 2016 to 10 Tier 1 young people in August 2019

The young people supported in Tier 2 often have significant barriers which can prevent engagement and attainment. Partnership working between the KIT workers and specialist support agencies is vital to address and reduce the obstacles they face. The Keeping in Touch workers liaise closely with Careers Wales, Colleges, Work Based Learning Providers, Youth Justice, Childrens and Social Services to provide individuals with bespoke post 16 support.

Partnership working with Job Centre Plus (JCP) is still a strong aspect of the work undertaken by the Youth Service and the Youth Service mobile provision (the Rolling Zone) is still used as an outreach resource for young people who are NEET and require additional support. The KIT Cam Nesa team now attend the Work Station once a week providing an open access provision to NEET young people.

The ESF funded Cam Nesa provision Youth Workers support young people aged 16-24 with the aim of helping them transition from NEET

into employment. The provision has already helped over 130 young people gain employment which has exceeded its target of helping 90 young people gain employment.

In addition the following provisions offer support to young people: Communities for Work Youth Mentors work with NEET young people aged 16-24 from Communities First areas.

The ESF funded Cynnydd provision continues to support young people aged 11 -16 within schools.

Engagement Workers continue to support young people within schools at key stage 4.

Junior Apprenticeships are now in their second year, run in partnership with NPTC Group.

Background:

Neath Port Talbot Youth Services work with NEET young people is funded through three external grants the Legacy grant, Youth Support grant and the ESF Cam Nesa grant. The grants are used to fund the following:

The work carried out by the Legacy Team supports potential NEET young people to reduce the number of young people leaving school in year 11 without a positive destination. The Legacy Team consists of 0.5 Senior Youth Officer, Legacy Team Leader, 4.5 x Legacy Youth Workers. Legacy Youth Workers are present in all secondary schools approx. 2 days a week.

Legacy Youth Workers work with young people identified by their schools. Youth workers provide one-to-one and group work sessions and provide accredited courses; personal and social development opportunities; employability related activities and offer breakfast, lunch and after-school clubs. Youth workers are also trained as Emotional Literacy Support Assistants (ELSA) - an initiative designed to build the capacity of schools to support the emotional needs of their pupils.

In 2018/2019 the Vulnerable Assessment Profile (VAP) was amended by the Engagement and Progression Co-ordinator with the weightings being increased and decreased to be a tool that could potential better predict disengagement and young people more at risk of becoming NEET. This information was discussed with each school and helped the Legacy team to work with identified young people. This new tool will be evaluated towards the end of 2019 to ascertain how accurate it was, in order to improve it for future years.

The Legacy Youth Workers also work in partnership with the schools and Careers Wales to support young people through the transition period from secondary school to further education, work based learning and employment. It is during this transition period that the Legacy Team adopt a caseload approach to their work and engage with the young people who are having difficulties transitioning for a range of reasons.

If the Legacy Team are not able to transition the young people into an EET destination by the 31st October then they hand the young person over to either the Keeping in Touch, Cam Nesa or Communities for Work teams.

The Legacy Team are currently supporting young people who are experiencing difficulties with their transition for a range of reasons for example; pregnancy/motherhood, anxiety and depression, low confidence and self-esteem, learning difficulties and poor physical health. There are also some young people who are reluctant to take up any post 16 opportunity and have refused support. As this work is ongoing and subject to external verification, destination figures for the most recent leavers will not be known until Spring 2020.

Within the Youth Service the Youth Support Grant funded Youth Engagement & Progression Team consists of the Engagement & Progression Coordinator, Keeping in Touch Senior Youth Officer, 2 x Keeping in Touch Youth Workers. This Team also consist of the ESF

funded Cam Nesa Team Leader, Cam Nesa Data & Finance Officer and 4 x Cam Nesa Youth Workers.

The Keeping in Touch and Cam Nesa Teams work with post 16 young people using a range of interventions:

Tier Work

This part of the work involves working with young people who have left education and have been identified as being NEET using the Careers Wales Five Tier Model (please see Appendix 1) or whose current status is unknown. The young people referred often have significant barriers which can prevent engagement and attainment. Partnership working between the youth workers and specialist support agencies is vital to address and reduce the obstacles they face. The youth workers liaise closely with colleges, Work Based Learning Providers, Youth Justice, Children's and Social Services and key workers to provide individuals with bespoke post 16 support.

Job Centre Plus (JCP)

Partnership working with JCP is still a strong aspect of the work undertaken by the Youth Service. Feedback from Job Centre staff and management has been extremely positive with the service being viewed as invaluable to them and the young people.

The aim of the work with JCP is to support young people aged 18-24 to overcome any barriers they have to entering employment. Young people are supported by the team to develop their employability skills, increase confidence and access other youth support services to enable them to address their needs. The type of support provided includes work related training, signposting, helping with work experience and volunteering placements, CV writing, interview techniques, job search opportunities to look at local labour market information and providing general advice and support. We now have KIT or Cam Nesa Youth Workers based in both Port Talbot and Neath Job Centres.

Mobile Provision

The Youth Service mobile provision (the Rolling Zone) is used as an outreach resource for young people who are NEET and require additional support. The KIT and Cam Nesa Teams have piloted the mobile provision in Neath town centre every Thursday and are currently looking at using the Mini Rolling Zone in the Swansea and Neath Valleys.

Young people may either be referred from a partner organisation such as JCP, training providers and other organisations or they may self-refer. They receive the same support as that provided in the Job Centre as well as access to laptops to undertake Construction Site Safety Card and food hygiene training. The mobile provision is also used by the Communities for Work Youth Mentors to support young people from Communities First areas.

Cam Nesa

Cam Nesa is an operation under Specific Objective 1 (to reduce the number of NEET young people, among 16-24 year olds) of the 2014-2020 West Wales and the Valleys ESF Operational Programme. It operates in the unitary authority areas of Ceredigion, Pembrokeshire, Carmarthenshire, Swansea and Neath Port Talbot by a consortium of beneficiaries comprising the local authorities in each area. The lead beneficiary is Pembrokeshire County Council.

The primary objective of Cam Nesa is measured using the indicator “NEET Participants (16 – 24) gaining employment”. The provision also records the results - “NEET Participants (16 – 24) in education or training upon leaving” and “NEET Participants (16 – 24) gaining qualifications upon leaving”. It is anticipated that the operation will assist at least 450 young people within Neath Port Talbot with 90 of these young people to gaining employment with many gaining employment related qualifications and / or entering education/training.

As of September 2019 the Cam Nesa team have worked with 321 young people with 131 of them gaining employment. The Cam Nesa Team work very closely with the Engagement & Progression Coordinator and the Keeping in Touch Team.

Work outside of the Youth Service which targets NEET or at risk of NEET young people is carried out by a range of provisions. This report will summarise four of the main provisions Communities for Work, Cynnydd, Engagement Workers and Junior Apprenticeships.

Communities For Work supports young people aged 16-24 from Communities First areas. Communities for Work are a key referral route for young people in Tier 2 identified via the Tier lists from Careers Wales and the Engagement & Progression Coordinator.

Communities For Work Plus, a 16+ Welsh Government employment focused programme designed to provide a wraparound provision where current ESF provisions are not able to meet a person's needs due to eligibility criteria. Therefore ensuring employment and training needs for all young people within NPT are catered for, with intensive one to one mentoring help, advice and support. This provision is not governed by post codes and will also support those currently employed.

Cynnydd – provides Youth Engagement Worker support to young people aged 11 -16 to address any issues leading to pupil's disengagement and reduce the risk of young people becoming NEET. Cynnydd also provides funding for additional support within MEAS. NPTC Group is a partner within Cynnydd, along with Careers Wales.

The Cynnydd team has workers within secondary schools. Cynnydd is ESF funded with some secondary schools part funding the Cynnydd Workers to ensure they get full time support. The success of Cynnydd is measured on participants having improved attendance, attainment or behaviour and increased self-efficacy.

Engagement Workers - each school has a named worker in Key Stage 4. This team works with pupils that are disengaged but are not Cynnydd eligible. Each school may have a different focus for their worker depending on the needs of the school/pupils. Workers provide intervention programmes and support pupils through GCSE studies including providing additional support if pupils are withdrawn from courses.

Junior Apprenticeships is a full time provision for pupils and is run in partnership with NPTC Group. Apprenticeships are offered to pupils in year 11 in two pathways; Hair and Beauty and Construction. New groups will start in November with year 10 pupils accessing Motor Vehicles and Hair & Beauty courses.

Pupils will complete GCSE Maths/Numeracy and English as part of their studies. The pathways are aimed at pupils who are disengaged from school and for whom a vocational pathway would be more appropriate. Learning Coaches are available on all pathways.

Engagement and Progression

The NEETS strategy (Youth Engagement Strategy 2013-2023) continues to set out a multi-agency approach to ensuring young people's engagement in education, employment and training. The strategy focuses on young people aged 11-25 which is a wider age range than that of traditional NEETS (16-18). The strategy also takes into account the Welsh Government Youth Engagement and Progression Framework. The duties of the Engagement & Progression Co-ordinator sit within the Youth Service.

The Youth Service and local authority take lead roles in the Youth Engagement Strategy (YES) group and the NEETs Multi Agency (NEETS MAG) Group which brings partners around the table to discuss both strategic and operational issues around the NEETs agenda.

The Careers Wales 5 Tier Model is used to categorise young people's status with regards to education, employment and training. It is used to help identify and track young people who are NEET aged 16-18. It is the remit of Careers Wales to work with young people who are in Tier 3 and are close to entering education, employment or training. The Youth Service is solely responsible for Tier 1 and the Youth Service works with partners to support young people in Tier 2. Tiers 2 and 3 represent the number of young people confirmed as NEET, Tier 1 are those young people whose status is unknown. See Appendix 2 for the latest Tier 1, 2 & 3 figures.

In 2018, 43 young people were NEET in the year 11 destination figure. The multi-agency work on Tiers 1-3 has resulted in significantly reduced figures from a combined figure of 389 young people in August 2015 to 185 in August 2019. Of the 185 young people identified, 89 of them are in Tier 2 with 66 of these young people being in Tier 2 for 90+ days. This demonstrates the complexity of the issues and barriers that they face and lack of suitable provision for the most vulnerable young people.

The KIT Team continue to focus on tracking Tier 1 young people which has continued to keep the number of young people in Tier 1 low. This figure has reduced from over 130 Tier 1 young people in July 2016 to 10 Tier 1 young people in August 2019, please see Appendix 3 for a more detailed graph showing progress in this area.

In 2016 NPT was ranked as the worst performing local authority with regards to year 11 school leavers becoming NEET with 3.6% (56 young people) of school leavers not being in education, employment and training on the 31st October. With much better collaboration between the Youth Service, Careers Wales and the Schools and also an improved multi agency approach to supporting transition over the last two years we had our lowest ever year 11 NEET destination figures of 2.3% in 2017 (34 young people) and our second lowest figure of 2.9% in 2018 (43 young people). NPT are now ranked once again at 22nd in Wales.

We have concerns around comparing the destination figures due to the number of tier 1 young people across Wales whose destination status was unknown. If these figures were taken into consideration then NPT would be ranked 19th in Wales.

Neath Port Talbot has made a positive impact on the number of Year 11 leavers whose status was unknown on the 31st October. In 2016 the status of 10 young people was unknown (0.7%). In 2017 this has improved to only 1 young person (0.1%) entering Tier 1 and in 2018, NPT was the only local authority not to have any school leavers in Tier 1 at the Destination snapshot.

Members are requested to note the following:

The effort in tracking young people to reduce the number of year 11 school leavers whose status is unknown from 0.7% in 2016 to 0% in 2018.

We still have higher than the Welsh average year 11 leavers who are known to be NEET on 31st October.

The effective partnership working with Job Centre Plus to address the needs of 18-24 young unemployed and also Careers Wales with regards to 16-18 NEETs.

The effective use of external grants focusing on working with NEET young people.

The work on reducing the number of NEET young people aged 16-18 across Tiers 1 - 3. Combined figures have reduced from 389 young people in August 2015 to 185 young people in August 2019.

Significant number of young people have been in Tier 2 for 90+ days and face complex barriers to entering EET.

Financial Impacts:

There are no implications linked to the report but Members should note that the NEET support is solely funded through external grants all of which are currently finishing on 31st March 2020.

Integrated Impact Assessment:

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

Valleys Communities Impacts:

No implications.

Workforce Impacts:

No implications.

Legal Impacts:

No implications.

Risk Management Impacts:

Funding streams associated with Neath Port Talbot Youth Services work on NEETs is currently funded through external grants which currently expire on the 31st March 2020. There is ongoing work seeking extensions on the Communities First Legacy and ESF Cam Nesa Grants. The Youth Support Grant is Welsh Government funded and reviewed on an annual basis.

Consultation:

There is no requirement for external consultation on this item'

Recommendations:

This report is for monitoring only.

Reasons for Proposed Decision:

This report is for monitoring only.

Implementation of Decision:

This report is for monitoring only.

Appendices:

Appendix 1 - Careers Wales 5 Tier Model

Appendix 2 - NEET Young People Aged 16-18 Tiers 1, 2 & 3

Appendix 3 - Tier 1 Graph

List of Background Papers:

N/A

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Angeline Spooner-Cleverly, Participation Co-ordinator, Telephone 01639 686044 e-mail a.spooner@npt.gov.uk

Careers Wales 5 Tier Model

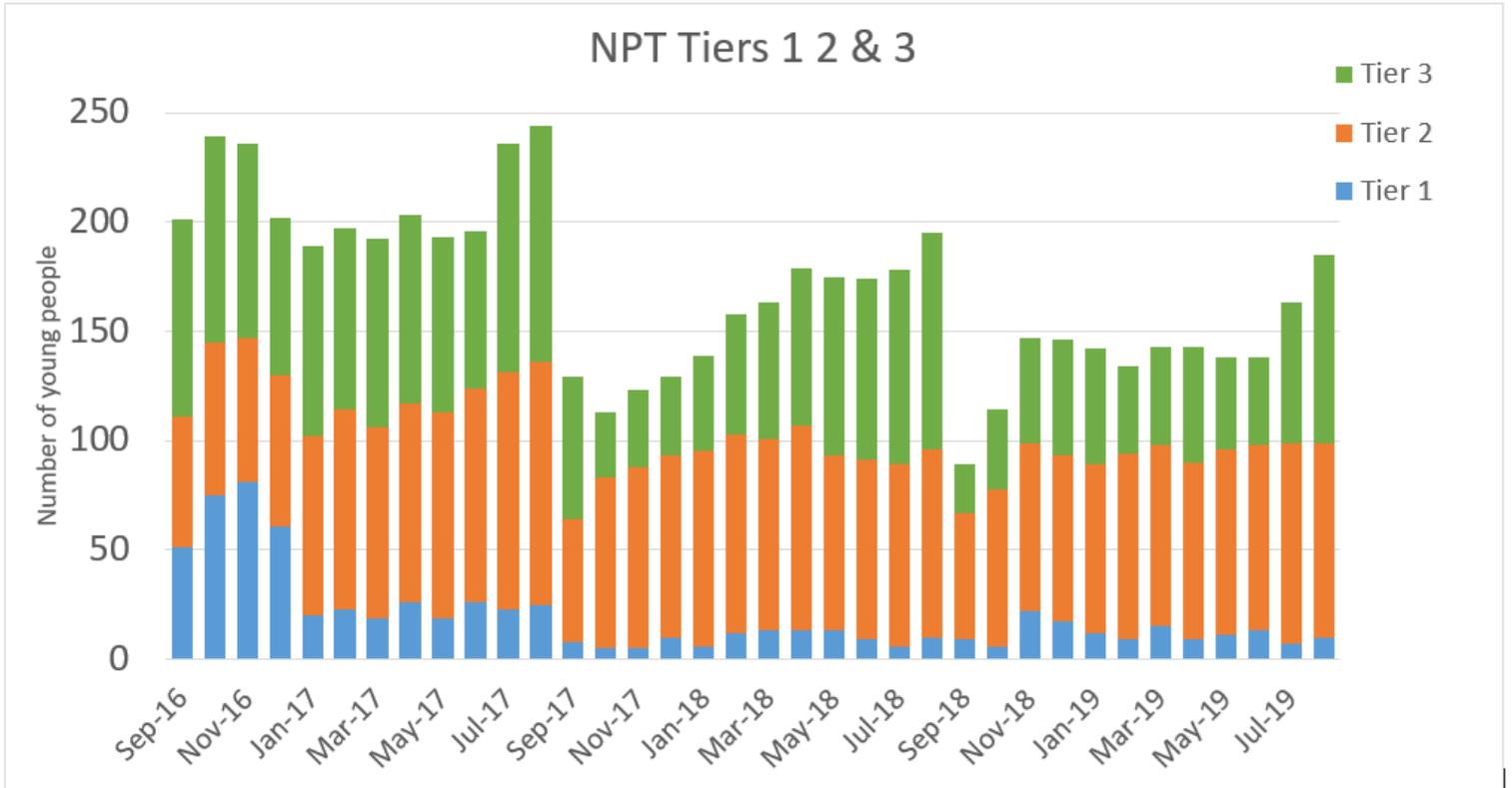
Careers Wales 5 Tier Model

Figure 6: The Careers Wales five tier model of engagement (for post-16) and allocation of lead workers

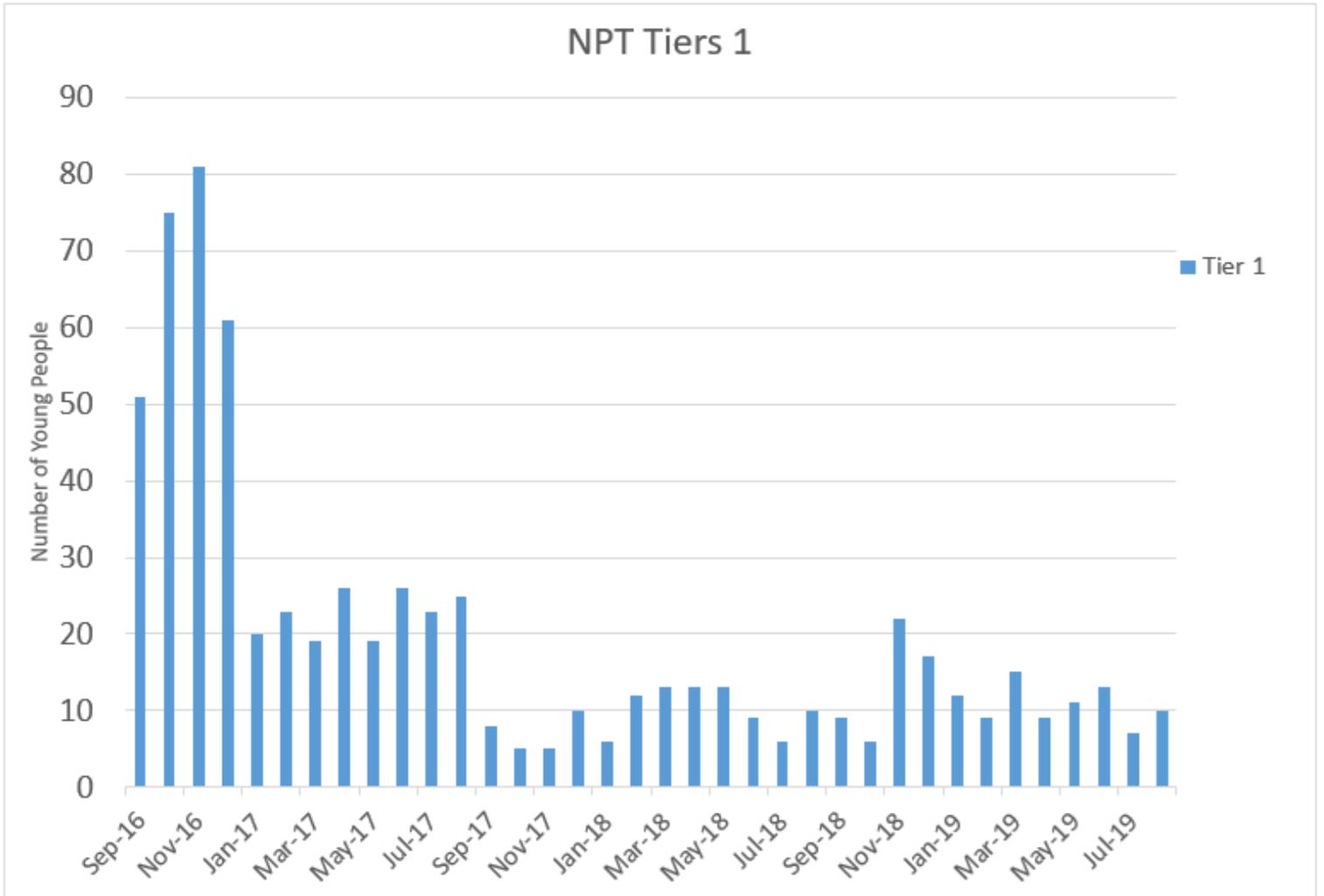
Tier	Client group	Lead worker
Tier 5 Young People in Further Education, Employment or Training (EET)	<ul style="list-style-type: none"> Sustaining education, employment or training (EET). Working or studying part time over 16 hours. Voluntary Work. 	<ul style="list-style-type: none"> No lead worker is judged necessary given that young person is already engaged and not judged to be at risk of disengaging.
Tier 4 Young People at risk of dropping out of EET	<ul style="list-style-type: none"> Those engaged in less than 16 hours of EET. Those who have been identified at risk of disengagement pre-16 and/or were judged as at risk of not making a positive transition who are subsequently in FE, sixth form or training. Those who have been made aware to CW by EET providers (or themselves) as at risk of dropping out of EET. 	<ul style="list-style-type: none"> Allocation of lead worker depends on level of risk. Low and medium risk – provider pastoral systems and/or allocation of learning coach as a lead worker. High risk – may be allocated lead worker from either Youth Service or Careers Wales or if Families First involved Team Around the Family will decide allocation of lead worker.
Tier 3 Unemployed 16 and 17 year olds known to Careers Wales	<ul style="list-style-type: none"> Engaged with CW and/or known to be actively seeking EET; either ready to enter EET, or assessed as requiring career management or employability skills support to enter EET. This tier should also include those known to CW, actively seeking EET but not requiring CW enhanced support i.e. accessing support via CW.com, awaiting a college start date etc. 	<ul style="list-style-type: none"> Lead worker identified for 100% cohort. Careers Wales will provide the lead worker in nearly all cases.
Tier 2 Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET	<ul style="list-style-type: none"> Young person not available/ unable to seek EET (sickness, young carers, pregnancy, custody). Young people with significant or multiple barriers requiring intensive personal support. 	<ul style="list-style-type: none"> Lead worker identified for 100% cohort. Youth Service will provide lead worker in nearly all cases.
Tier 1 Unknown status on leaving Careers Wales services	<ul style="list-style-type: none"> Young people unknown to Careers Wales. 	<ul style="list-style-type: none"> Once individuals are identified they are allocated to appropriate tier and allocated a lead worker accordingly.

Appendix 2

NEET Young People Aged 16-18 Tiers 1, 2 & 3



Tier 1 Graph



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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Leisure Cabinet Board
24th October 2019

Report of the Head of Participation

Matter for Information

Wards Affected:

All Wards

Report Title Leadership Strategy in Schools

Purpose of the Report:

To provide members with information on how leadership is developed in schools and its early impact.

This will enable the ESC Cabinet Board to have a better understanding of the strategy in place to develop leaders at all levels in schools.

Executive Summary:

This report explains how leadership is developed for teaching assistants, teachers and school leaders throughout their career from entering the profession to experienced headteachers. It explains the local opportunities and how professionals within Neath and Port Talbot can access regional and national development opportunities.

Background:

Members are presented with a leadership strategy report attached as appendix 1.

Financial Impacts:

No implications

Integrated Impact Assessment:

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

Valleys Communities Impacts:

No implications

Workforce Impacts:

No implications

Legal Impacts:

No implications

Consultation:

'There is no requirement for external consultation on this item'

Recommendations:

Matter for information – no recommendations required.

Implementation of Decision:

Matter for information – no recommendations required.

Appendices:

Appendix 1 - Neath Port Talbot Leadership Strategy for Schools

Officer Contact:

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Mike Daley – Lead Challenge Adviser m.daley@npt.gov.uk 01639 763972

Appendix 1

Report on the NPT Leadership Strategy 2017 – 2020

Introduction

In September 2017 NPT implemented a single coherent leadership strategy. This strategy aimed to secure clarity and cohesion on how the local authority would focus on improving leadership during the next three academic years.

What was the picture? (September 2017)

An analysis of data showed that Neath Port Talbot had a high turnover of headteachers during the previous five years. For example, 38% of the headteachers in the primary sector had been in role for less than three years. A half of schools had been judged by Estyn to have adequate or unsatisfactory leadership for the previous four years and consequently received follow-up from Estyn. 24% of schools were judged to have very good capacity to improve, according to national categorisation (2016).

Actions undertaken

- School leaders have been challenged effectively through the national categorisation model and appropriate support for leadership has been identified and delivered through the menu of support and 'bespoke' professional learning for leadership.
- The role of the NPT Challenge Adviser with responsibility for leadership (Andrew Herbert) has been adapted to become a leadership coach supporting schools to strengthen leadership.
- The school improvement team has led a strategy to support schools to improve their self-evaluation processes to focus on pupils' standards and wellbeing.
- The school improvement team has modelled effective self-evaluation processes including learning walks, work scrutiny and pupil interviews with middle and senior leaders and by inviting school leaders to join challenge advisers on core visits in other schools.
- A NPT 'Leadership' shared area has been developed on Hwb which provides a toolkit of valuable resources for school leaders. This shared area also includes resources to support leaders to strengthen their self-evaluation processes and to make them more pupil-centred.
- Four new/acting headteachers undertook a leadership development and coaching programme with Geoff Creswell in 2017/2018. Four experienced headteachers have also undertaken this leadership development programme with Mr. Creswell with a view to them cascading the programme to colleagues throughout the local authority (commenced in summer term 2019).

Over the last two academic years the professional learning pathway has strengthened considerably.

- We have worked alongside ERW to develop a team of specialised TA's to deliver the 'Teaching Assistant Learning Pathway' programmes. This includes professional learning for newly appointed teaching assistants, practising teaching assistants and Higher Level Teaching Assistants.
- The 4-day aspiring and new middle leaders' programme continued to be developed, with 88 participants from NPT schools during the last two academic years.
- Six senior leaders have completed the 4-day Aspiring Secondary Headteacher programme
- The local authority is currently delivering monthly workshops for primary deputy headteachers focused on providing them with the knowledge and skills to undertake their roles effectively; to ensure that they are better prepared for leading the school in the headteacher's absence and to provide them with suitable professional learning to strengthen their leadership and management skills.
- Thirteen participants have successfully completed the NPQH over the last two years.
- A national development programme for new headteachers commenced in September 2018. The programme takes place over a two-year period and requires a commitment of the equivalent of 8 days over the two years. Participants are allocated a leadership coach for the duration of the programme.
- Senior leaders from Federated schools and schools on more than one site have been provided with the opportunity to share effective practice during a conference over the last two academic years.
- Three participants from the local authority have completed the Future Leaders in Education programme.

Evaluation of Progress of the Leadership Strategy

The aim is that NPT leaders are confident, ambitious and effective leaders who have a relentless focus on improving standards for children and young people in Neath Port Talbot. As a result all schools will be led by confident, ambitious leaders, who manage change effectively. Standards and wellbeing for all pupils in NPT will improve and fewer schools in NPT will require Estyn follow-up.

Percentage of schools achieving a judgement of at least 'Good' in Estyn inspections.

Standards		Wellbeing		Leadership	
2013 -2017	2017 - 2019	2013 -2017	2017 - 2019	2013 -2017	2017 - 2019
44%	90%	50%	95%	50%	90%

Based on the Estyn judgements, there has been significant improvement in standards and wellbeing within NPT schools over the last two academic years (see table above). Too many schools in Neath Port Talbot previously received follow-up from Estyn because of adequate or unsatisfactory leadership. Only a half of schools had been judged by Estyn to have effective leadership for the four years prior to the implementation of the leadership strategy. Since implementation of the strategy this has improved to 90%. The last school from NPT to be judged below 'Good' for leadership was in October 2017.

Prior to the leadership strategy in 2016/2017, 24% of schools were judged to have very good capacity to improve, according to national categorisation (judgement 'A'). This improved to 52% in 2018/2019.

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Curriculum for Wales 2022 Cwricwlwm i Gymru 2022

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Agenda Item 8

Task Tasg

What do you know about Curriculum for Wales?

- Led/driven by the four core purposes
- Three cross curriculum responsibilities
- Six AoLEs
- Progression steps at 5, 8, 11 and 14

What makes this curriculum different from the National Curriculum?

- Flexibility for schools to design a curriculum that suits their pupils
- Time to implement change

Beth ydych chi'n ei wybod am Y Cwricwlwm i Gymru?

- Yn cael ei yrru gan y pedwar diben
- Y cyfrifoldebau trawsgwricwlaidd: llythrennedd, rhifedd a chymhwysedd digidol
- Chwe Maes Dysgu a Phrofiad
- Camau cynnydd yn 5, 8, 11 a 14

Beth sy'n gwneud y cwricwlwm hwn yn wahanol i'r Cwricwlwm Cenedlaethol?

- Hyblygrwydd i ysgolion ddylunio cwricwlwm sy'n addas i'w disgyblion
- Amser i weithredu newid

Curriculum for wales 2022

Cwricwlwm i Gymru 2022

The draft curriculum for Wales 2022 statutory guidance consists of:

- A guide to Curriculum for Wales 2022
- Assessment guidance and
- The guidance for each of the areas of learning and experience

Mae canllawiau drafft statudol Cwricwlwm i Gymru 2022 yn cynnwys:

- Canllaw Cwricwlwm i Gymru 2022
- Canllawiau asesu
- Canllawiau ar gyfer pob un o'r meysydd dysgu a phrofiad

Key planning milestones

Cerrig milltir cynllunio allweddol

- **April 2019** – New curriculum and assessment arrangements available for feedback
- **July 2019** – Feedback period for new curriculum closed
- **January 2020** – New curriculum and assessment arrangements finalised and available
- **September 2022** – Schools using the new curriculum – Nursery to Year 7
- **2023+** - The new curriculum will be rolled out to Years 8 to 11 between 2023 and 2026
- **Ebrill 2019** – Cwricwlwm a threfniadau asesu newydd ar gael er mwyn cael adborth
- **Gorffennaf 2019** – Cau'r cyfnod ar gyfer rhoi adborth ar y cwricwlwm newydd
- **Ionawr 2020** – Cwricwlwm a threfniadau asesu newydd yn barod ac ar gael
- **Medi 2022** - Ysgolion yn defnyddio'r cwricwlwm newydd – dosbarth Meithrin hyd at Flwyddyn 7
- **2023+** - Caiff y cwricwlwm newydd ei gyflwyno i Flynyddoedd 8 i 11 rhwng 2023 a 2026



Principles of curriculum design

Egwyddorion cynllunio'r cwricwlwm

Authentic	Evidence-based	Responsive	Inclusive	Ambitious
Empowering	Unified	Engaging	Based on subsidiarity	Manageable

Yn ddilys	Wedi'i seilio ar dystiolaeth	Yn ymatebol	Yn gynhwysol	Yn uchelgeisiol
Yn rymusol	Yn unedig	Yn ddiddorol	Wedi'i seilio ar sybsidiaredd	Yn hawdd ei drin

Curriculum for Wales 2022

Cwricwlwm i Gymru 2022

Curriculum for Wales 2022 consists of:

- a national-level framework
- school-level design and planning

Curriculum for Wales 2022 is a national curriculum. There will be an expectation for schools to use the national-level curriculum to develop and plan their own school-level curriculum to meet the needs of their pupils.

Mae Cwricwlwm i Gymru 2022 yn cynnwys:

- fframwaith ar lefel genedlaethol
- dulliau dylunio a chynllunio ar lefel ysgol

Mae Cwricwlwm i Gymru 2022 yn gwricwlwm cenedlaethol. Bydd disgwyl i ysgolion ddefnyddio'r cwricwlwm ar lefel genedlaethol i ddatblygu a chynllunio eu cwricwlwm lefel ysgol eu hunain i ddiwallu anghenion eu disgyblion.

Principles of curriculum design				
Authentic	Evidence-based	Responsive	Inclusive	Ambitious
Empowering	Unified	Engaging	Based on subsidiarity	Manageable

Four purposes of the curriculum			
Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens

Areas of learning and experience					
Expressive Arts	Health and Well-being	Humanities	Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology

Three cross-curricular responsibilities		
Literacy	Numeracy	Digital competence

Wider skills	
Welsh dimension	International perspective

Twelve pedagogical principles

Egwyddorion cynllunio'r cwricwlwm					
Yn ddilys	Wedi'i seilio ar dystiolaeth	Yn ymatebol	Yn gynhwysol	Yn uchelgeisiol	
Yn rymusol	Yn unedig	Yn ddiddorol	Wedi'i seilio ar sybsidiaredd	Yn hawdd ei drin	
Pedwar Diben y Cwricwlwm					
Dysgwyr uchelgeisiol, galluog	Unigolion iach, hyderus	Cyfranwyr mentrus, creadigol		Dinasyddion egwyddorol, gwybodus	
Meysydd dysgu a phrofiad					
Celfyddydau Mynegiannol	Iechyd a Lles	Dyniaethau	Ieithoedd, Llythrennedd a Chyfathrebu	Mathemateg a Rhifedd	Gwyddoniaeth a Thechnoleg
Tri chyfrifoldeb trawsgwricwlaidd				Sgiliau ehangach	
Llythrennedd	Rhifedd	Cymhwysedd digidol		Y dimensiwn Cymreig	Y persbectif rhyngwladol
Deuddeg egwyddor addysgeg					

The curriculum will be purpose led

Mi fydd y cwricwlwm yn cael ei arwain gan y pedwar diben

“The curriculum includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education...”

“Mae'r cwricwlwm yn cynnwys yr holl brofiadau dysgu a gweithgareddau asesu sydd wedi'u cynllunio i gyd-fynd a dibenion cytunedig addysg ...”



A Purpose led curriculum

Four purposes of the curriculum

Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens
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Exploring what these four broad purposes of the curriculum mean in the context of our thinking and practice is an important task.

This places an increased responsibility on all those involved in the education of children to **think deeply about the kinds of learning experiences** that allow children to become **confident, responsible, effective and successful learners**.

Cwricwlwm sy'n cael ei yrru gan y dibenion

Pedwar Diben y Cwricwlwm

Dysgwyr uchelgeisiol, galluog	Unigolion iach, hyderus	Cyfranwyr mentrus, creadigol	Dinasyddion egwyddorol, gwybodus
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Mae archwilio sut mae'r pedwar diben eang hwn yn ei olygu yng nghyd-destun ein meddwl a'n harfer yn dasg bwysig.

Mae hyn yn rhoi mwy o gyfrifoldeb ar bawb sy'n ymwneud ag addysg plant i **feddwl yn ddwfn am y mathau o brofiadau dysgu** sy'n caniatáu i blant ddod yn **ddysgwyr hyderus, cyfrifol, effeithiol a llwyddiannus.**

Are your pupils? Ydy'ch disgyblion chi yn?

- Ambitious, capable learners who are ready to learn throughout their lives
 - Enterprising, creative contributors who are ready to play a full part in life and work
 - Ethical, informed citizens who are ready to be citizens of Wales and the world
 - Healthy confident individuals who are ready to lead fulfilling lives as valued members of society.
- yn ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu drwy gydol eu hoes
 - yn gyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith
 - yn ddinasyddion egwyddorol, gwybodus yn barod i fod yn ddinasyddion i Gymru a'r byd
 - yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas



Four core purposes

ACL	Ambitious, capable learners who:	ECC	Enterprising, creative contributors who:	EIC	Ethical, informed citizens who:	HOI	Healthy confident individuals who:
ACL1	set themselves high standards and seek and enjoy challenge	ECC1	connect and apply their knowledge and skills to create ideas and products	EIC1	find, evaluate and use evidence in forming views	HOI1	have secure values and are establishing their spiritual and ethical beliefs
ACL2	are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts	ECC2	think creatively to reframe and solve problems	EIC2	engage with contemporary issues based upon their knowledge and values	HOI2	are building their mental and emotional well-being by developing confidence, resilience and empathy
ACL3	are questioning and enjoy solving problems	ECC3	identify and grasp opportunities	EIC3	understand and exercise their human and democratic responsibilities and rights	HOI3	apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
ACL4	can communicate effectively in different forms and settings, using both Welsh and English	ECC4	take measured risks	EIC4	understand and consider the impact of their actions when making choices and acting	HOI4	know how to find the information and support to keep safe and well
ACL5	can explain the ideas and concepts they are learning about	ECC5	lead and play different roles in teams effectively and responsibly	EIC5	are knowledgeable about their culture, community, society and the world, now and in the past	HOI5	take part in physical activity
ACL6	can use number effectively in different contexts	ECC6	express ideas and emotions through different media	EIC6	respect the needs and rights of others, as a member of a diverse society	HOI6	take measured decisions about lifestyle and manage risk
ACL7	understand how to interpret data and apply mathematical concepts	ECC7	give of their energy and skills so that other people will benefit and are ready to play a full part in life and work	EIC7	show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world	HOI7	have the confidence to participate in performance
ACL8	use digital technologies creatively to communicate, find and analyse information					HOI8	form positive relationships based upon trust and mutual respect
ACL9	undertake research and evaluate critically what they find and are ready to learn throughout their lives					HOI9	face and overcome challenge
						HOI10	have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society

Pedwar diben y cwricwlwm

yn ddysgwyr uchelgeisiol, galluog sydd:	yn gyfrannwyr mentrus, creadigol sydd:	yn ddinasyddion egwyddorol, gwybodus sydd:	yn unigolion iach, hyderus sydd:
yn gosod safonau uchel i ddyn nhw eu hunain ac yn chwilio am beriau ac yn eu mwynhau	yn cyswiltu ac yn cymhwysu eu gwobodaeth a'u seiliau i greu syniadau a chynhyrchiop	yn caelod, yn gwerthuso ac yn defnyddio tystiolaeth wrth ffurfio barn	â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbodol a moesegol
yn datblygu corff o wybodaeth ac sydd â'r seiliau sydd eu hangen i gyswiltu'r wybodaeth bonno a'i chymhwysu at wahanol gyd-destunau	yn meddwl yn creadigol er mwyn ail-lunio a datrys problemau	yn trafod materion cyfoes ac sail eu gwobodaeth a'u gwerthoedd	yn meithrin eu lles meddyliol ac emosiynol drwy ddatblygu hyder, cadernid ac empathi
yn ymholgar ac yn mwynhau datrys problemau	yn adnabod cyfleoedd ac yn manteisio arwynt	yn deall ac yn arfer eu cyfrifoldebau a'u hawliau dynol a democrataidd	yn cymhwysu gwobodaeth am effaith deiet ac ymarfer ac iechyd corfforol a meddyliol yn eu bywyd pob dydd
yn gallu cyfathrebu'n effeithiol mewn gwahanol ffurfiau a lleoliadau, drwy'r Gymraeg a'r Saesneg	yn mentro'n bywiog	yn deall ac yn ystyried effaith eu gweithredoedd wrth ddewis a gweithredu	yn gwobod sut i ddod o hyd i'r wybodaeth a'r cymorth sydd eu hangen i gadw'n ddioget ac iach
yn gallu egluro'r syniadau a chysyniadau v maent yn dysgu amdanynt	yn arwain ac yn chwarae rolau gwahanol mewn timau'n effeithiol ac yn gyfrifol	yn wybodus am eu diwylliant, eu cymuned, eu cymdeithas a'r byd, yn awr ac yn y gorffennol	yn cymryd rhan mewn gweithgareddi corfforol
yn gallu defnyddio chif yn effeithiol mewn gwahanol gyd-destunau	yn mynegi syniadau ac emosiynau drwy wahanol gyfrngau	yn parchu anghenion a hawliau pobl eraill, fel aelod o gymdeithas arnywiol	yn gwneud penderfyniadau bywiog ymbyrch eu ffordd o fyw ac yn rheoli risg
yn deall sut i ddechongli data a chymhwysu cysyniadau mathemategol	yn rhoi o'u begni a'u seiliau fel y bydd pobl eraill yn elwa ac yn barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith	yn dangos eu bymrymied i sicrhau cynaliadwyedd v blaed ac yn barod i fod yn ddinasyddion i Gymru a'r byd	â'r hyder sydd ei angen i gwmryd rhan mewn perfformiadau
yn defnyddio technolegau digidol yn creadigol i gyfathrebu a digd o hyd i wybodaeth a'i dadansoddi			yn ffurfio perthnasoedd cadarnhaol wedi'u seilio ar ymddiriedaeth a pharch at ei gilydd
yn ymchwilio ac yn gwerthuso eu canfyddiadau'n feirniadol ac yn barod i ddsau drwy gydol eu hoes			yn wnebu beriau ac yn eu trechu
			â'r seiliau a'r wybodaeth sydd eu hangen i ddelfio â'u bywyd pob dydd mor annibynnol ag y gallant ac yn barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas

Twelve pedagogical principles

Y deuddeg egwyddor addysgegol (Pedagogaidd)

All teaching and learning should be directed to achieving the four core purposes.

Good teaching and learning...

1. maintains a consistent focus on the overall purposes of the curriculum*
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them*
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem solving, creative and critical thinking*
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles...

*This pedagogical principle relates directly to the four core purposes.

Dylai pob agwedd o addysgu a dysgu anelu at gyflawni pedwar diben y cwricwlwm.

Mae addysgu a dysgu da...

1. Yn canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm*
2. Yn rhoi her i'r holl ddysgwyr drwy eu hannog i gydnabod pwysigrwydd ymdrechu'n barhaus i gwrdd â disgwyliadau sy'n uchel ond o fewn eu cyrraedd*
3. Yn galw am ddefnyddio cymysgedd o ddulliau sy'n cynnwys addysgu uniongyrchol.
4. Yn golygu defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol*
5. Yn golygu gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
6. Yn creu cyd-destunau dilys ar gyfer dysgu
7. Yn golygu dilyn egwyddorion asesu ar gyfer dysgu

*Mae'r egwyddor addysgegol (pedagogaidd) hon yn ymwneud yn uniongyrchol â'r pedwar diben.

Twelve pedagogical principles

Y deuddeg egwyddor addysgegol (Pedagogaidd)

All teaching and learning should be directed to achieving the four core purposes.

Good teaching and learning...

8. ranges within and across Areas of Learning and Experience

9. regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them

10. encourages children and young people to take increasing responsibility for their own learning

11. supports social and emotional development and positive relationships

12. encourages collaboration*

*This pedagogical principle relates directly to the four core purposes.

Dylai pob agwedd o addysgu a dysgu anelu at gyflawni'r pedwar diben.

Mae addysgu a dysgu da...

8. Yn ymestyn oddi mewn ac ar draws y Meysydd Dysgu a Phrofiad

9. Yn atgyfnerthu'r Cyfrifoldebau Trawsgwricwlaidd, gan gynnwys llythrennedd, rhifedd a chymhwysedd digidol, yn rheolaidd ac yn cynnig cyfleoedd i'w hymarfer

10. Yn cymell plant a phobl ifanc i gymryd cyfrifoldeb cynyddol dros eu dysgu eu hunain

11. Yn hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol

12. Yn hybu cydweithio *

*Mae'r egwyddor addysgeg (pedagogaidd) hon yn ymwneud yn uniongyrchol â'r pedwar diben.

Cross curricular responsibilities Cyfrifoldebau Trawsgwricwlaidd

LITERACY
Cross-curriculum

NUMERACY
Cross-curriculum

LLYTHRENNEDD
Trawsgwricwlaidd

RHIFEDD
Trawsgwricwlaidd

**DIGITAL
COMPETENCE**
Cross-curriculum

**CYMHWYSED
DIGIDOL**
Trawsgwricwlaidd

Note: ICT curriculum (2008) is still statutory. If this is good in schools, it puts them in a strong position to implement the DCF. Monitor pupils' ICT skills (not digital competence) to ensure pupils are developing the full range of skills, particularly – modelling and data handling progressively through the school.

Sylwer: Mae cwricwlwm TGCh (2008) yn dal i fod yn statudol. Os yw hyn yn dda mewn ysgolion, mae'n eu rhoi mewn sefyllfa gref i weithredu'r Fframwaith Cymhwysedd Digidol. Mae angen monitro sgiliau TGCh disgyblion (nid cymhwysedd digidol) i sicrhau bod y disgyblion yn datblygu'r ystod lawn o sgiliau, yn enwedig - modelu a thrin data yn gynyddol drwy'r ysgol.

Areas of learning and experience – AoLEs Y Chwe Maes Dysgu a Phrofiad

- Expressive arts
- Health and wellbeing
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology
- Celfyddydau mynegiannol
- Iechyd a lles
- Dyniaethau
- Ieithoedd, llythrennedd a chyfathrebu
- Mathemateg a rhifedd
- Gwyddoniaeth a thechnoleg

These are listed in alphabetical order to signal that they are equally important to developing a broad and balanced curriculum.

Mae'r rhain yr un mor bwysig i ddatblygu cwricwlwm eang a chytbwys.



Remember Cofiwch

Schools will have the freedom to develop their own curriculum based on the content of the AoLEs, the four core purposes and the three cross-curricular responsibilities. They will not be told how to develop and implement their curriculum. This will be a school's decision.

Bydd gan ysgolion y rhyddid i ddatblygu eu cwricwlwm eu hunain yn seiliedig ar gynnwys y Chwe Maes Dysgu, y pedwar diben a'r tri chyfrifoldeb trawsgwricwlaidd.

Ni fyddant yn cael gwybod sut i ddatblygu a gweithredu eu cwricwlwm.

Dyma benderfyniad ysgol.

A suggested approach to developing the new curriculum Awgrym ar gyfer datblygu'r cwricwlwm newydd

LLAN curriculum group – A suggested approach to developing the new curriculum

Key planning milestones:

April 2019 – New curriculum and assessment arrangements available for feedback
 July 2019 – Feedback period for new curriculum closed
 January 2020 – New curriculum and assessment arrangements finalised and available
 September 2022 – Schools using the new curriculum – Nursery to Year 7

Definition of curriculum:

"The curriculum includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education..."

"For children and young people, the new arrangements will help to ensure that they experience the full benefits of primary education. The curriculum purposes will help ensure that they are developing as well-rounded individuals with strong literacy and numeracy skills and the ability to acquire and deploy digital competences in creative settings. Their Welsh language skills will develop progressively as they move through primary. They will feel confident about themselves and know how to stay healthy and safe. They will be encouraged to engage directly in shaping their own learning, providing examples of achievements that they feel proud of."

(Successful Futures, Professor Graham Donaldson, 2015.)

Action - Provide an overview of the principles of curriculum for Wales to staff and governors.

Grŵp Cwricwlwm LLAN - Awgrym ar gyfer datblygu'r cwricwlwm newydd

Cerri milltir cynllunio allweddol:

Ebrill 2019 – Cwricwlwm a threfniadau asesu newydd ar gael ar mwyn cael adborth
Gorffennaf 2019 – Cau'r cyfnod ar gyfer rhoi adborth ar y cwricwlwm newydd
Ionawr 2020 – Cwricwlwm a threfniadau asesu newydd yn barod ac ar gael
Medi 2022 - Ysoltion yn defnyddio'r cwricwlwm newydd – dosbarth Meithrin hyd at Flwyddyn 7

Diffiniad o'r cwricwlwm:

"Mae'r cwricwlwm yn cynnwys yr holl brofiadau dysgu o gweithgareddau asesu y mae'r ysaol wedi'u swallunio er mwyn cyflawni dibenion addysu y cytunwyd arant. ..."

"O safbwynt y plant a phobl ifanc, bydd y trefniadau newydd yn helpu i sicrhau eu bod yn profi'r holl fanteision sydd ynghlwm wrth addysu aynradd. Bydd y dibenion cwricwlwm yn helpu i sicrhau eu bod yn datblygu'n unigolion sydd â chymeriad cryn, sydd â sailiau cryf / mewn llythrennedd a thifedd ac sy'n gallu dysgu a defnyddio cymwyseddau digidol mewn cyd-destunau creadiaol. Bydd eu sailiau Cymraeg yn datblygu'n raddol wrth iddynt symud drwy addysu aynradd. Byddant yn hyderus ac yn awybod sut i aros yn iach a diogel. Byddant yn cael eu hannog i ymwneud yn uniongyrchol â siapiau eu dysgu eu hunain, gan gynnwys enghreifftiau o alyfawniadau y maent yn falch ohonynt."

(Dyfodol Llwyddiannus, Yr Athro Graham Donaldson, 2015.)

Cam Gwaithredu - Darparu trosolwg o gawddorion cwricwlwm i Gymru i'r staff a'r llywodraethwyr.



Review your current curriculum

Adolygwch eich cwricwlwm cyfredol

Is your current curriculum:

- Meeting the four core purposes?
- Broad and balanced?
- Designed to develop pupils' literacy, numeracy and ICT skills?
- Designed to allow pupils to make progress?
- Creating authentic contexts for learning?
- Rooted in Welsh values and culture?
- Influenced by the pupils – do they have a say in what and how they learn?

“Learners need to become involved in planning their own learning through discussions about where they have reached and how they can best be supported to achieve future aspirations.”

(Successful Futures, Professor Graham Donaldson, 2015.)

(This doesn't mean that pupils will all learn something different – their ideas will be used to shape what and how they learn).

- Organised to meet your pupils' needs? For example, Maths and English/Welsh are taught discretely in the morning and topic in the afternoon.

Ydy'ch cwricwlwm presennol:

- Yn cael ei yrru gan y pedwar diben
- Yn eang a chytbwys?
- Wedi'i gynllunio i ddatblygu medrau llythrennedd, rhifedd a TGCh disgyblion?
- Wedi'i gynllunio i alluogi disgyblion i wneud cynnydd?
- Creu cyd-destunau dilys ar gyfer dysgu?
- Wedi'i wreiddio yng ngwerthoedd a diwylliant Cymru?
- Yn cael ei ddylanwadu gan y disgyblion - a oes ganddynt lais yn yr hyn a sut maen nhw'n dysgu?

“Mae angen i ddysgwyr gyfrannu at gynllunio eu dysgu eu hunain drwy gymryd rhan mewn trafodaethau ynghylch lle y maent wedi cyrraedd a beth yw'r ffordd orau o'u helpu i wireddu eu dyheadau yn y dyfodol.”

(Dyfodol Llwyddiannus, Yr Athro Graham Donaldson, 2015.)

(Nid yw hyn yn golygu y bydd disgyblion i gyd yn dysgu rhywbeth gwahanol - bydd eu syniadau'n cael eu defnyddio i lunio'r hyn a sut maen nhw'n ei ddysgu).

- Wedi'i drefnu i ddiwallu anghenion eich disgyblion? Er enghraifft, caiff Mathemateg a Saesneg/Cymraeg eu haddysgu yn y bore a'r thema yn y prynhawn.



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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL EDUCATION SKILLS AND CULTURE CABINET BOARD

24 October 2019

Mr Andrew Thomas Head of Transformation

Matter for: Decision

Wards Affected: All

Christmas and New Year Opening Times 2019. Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools

Purpose of the Report

1. The purpose of this report is for Members to agree the proposed opening times for the Christmas and New Year period 2019.

Executive Summary

2. Proposed Opening and Closure of facilities over the Christmas Holiday period 2019

Background

3. Members will be aware that traditionally over the Christmas and New Year period the opening times of the above facilities are amended to reflect patterns of demand and to accommodate statutory Bank Holidays.

The proposals for opening and closing have a direct effect on front line staff and the arrangements for their annual leave over this period.

The following proposals have been prepared by taking into consideration historical levels of usage of the facilities.

Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

Financial Impact

4. There are no financial impacts associated with this report.

Integrated Impact Assessment

5. A first stage impact assessment has been undertaken and is appended as (Appendix 3) to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The first stage assessment has indicated that a more in-depth assessment is not required.

Valleys Communities Impacts

6. There are no Valleys Communities Impacts associated with this report.

Workforce Impacts

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

Legal Impacts

8. There are no legal impacts associated with this report

Risk Management

There is no Risk impacts associated with this report

Consultation

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

Recommendations

10. That Members agree the proposals for Christmas and New Year opening and closure for the above facilities as detailed within Appendices 1 – 2.

Reasons for Proposed Decision

11. To ensure that the Council's facilities are available to the public when there is a demand for them to be open and to enable managers to make appropriate arrangements with front line staff over their annual leave.

Implementation of Decision

12. The decision is proposed for implementation after the three day call in period.

Appendices

13. Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

Appendix 3 - First stage impact assessment.

List of Background Papers

14. None.

Officer Contact

Paul Walker Operations Coordinator . p.walker@npt.gov.uk

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PROPOSED OPENING HOURS LEISURE CENTRES AND SWIMMING POOLS 2019

		24.12.18	25.12.18	26.12.18	27.12.18	28.12.18	29.12.18	30.12.18	31.12.18	01.01.19	02.01.18
		Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu
	GYM	8 - 12	Closed	9 - 1	9 - 7	8 - 4	8 - 4	9 - 7	8 - 12	Closed	Open
ALFC	Swim Casual	8 - 11	Closed	Closed	9 - 6	8 - 4	8 - 4	9 - 6	Closed	Closed	Open
	Lane	8 - 11	Closed	Closed	9 - 6	8 - 4	8 - 4	9 - 6	8 - 11	Closed	Open
	Gym/Squash	Closed	Closed	Closed	9.00 - 4.00	9.00 - 4.00	9.00 - 4.00	9.00 - 4.00	Closed	Closed	Open
NLC	Pool	Closed	Closed	Closed	9.00 - 4.00	9.00 - 4.00	9.00 - 4.00	9.00 - 4.00	Closed	Closed	Open
	Bar	Open	11.00-3.00	11.00-10.00	Open	Open	Open	Open	4.00-12.00	Closed	Open
NSC	Gym/Sport hall	8.00 - 12.00	Closed	Closed	10.00-3.00	10.00-3.00	10.00-3.00	10.00-3.00	10.00-3.00	Closed	Open
PLC	Gym/sports hall/Bowls	Closed	Closed	9.00 - 5.00	9.00 - 7.00	9.00 - 4.00	9.00 - 4.00	9.00 - 4.00	Closed	Closed	Open
PSP		Closed	Closed	Closed	8.00 - 4.00	8.00 - 4.00	8.00 - 4.00	8.00 - 4.00	Closed	Closed	Open
	Gym	Closed	Closed	Closed	8.00-1.00	8.00-3.00	9.00-3.00	9.00-3.00	Closed	Closed	Open
VON	Pool	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Open
Gwyn Hall		10.00-5.00	Closed	Closed	Open	Open	10.00-5.00	Open	10.00-5.00	Closed	Open

Appendix Two

PROPOSED OPENING HOURS – MARGAM COUNTRY PARK

The proposal for Margam Country Park is to close at 1.00pm on Tuesday 24th December 2019.

From Thursday 26th December 2019 to Thursday 2nd January 2020; the Park will be open 10am-4 pm.

The Park will reopen as normal on Thursday 2nd January 2020.

PROPOSED OPENING HOURS – LIBRARIES, MUSEUMS AND THEATRES.

Libraries:

Saturday 21st December 2019 – Libraries will be open as normal.

Monday 23rd December 2019 - Libraries closed

Tuesday 24th December 2019 Libraries closed -

Wednesday 25th December 2019 Christmas Day bank holiday

Thursday 26th December 2019 Boxing Day Bank Holiday

Friday 27th December 2019 Libraries closed

Monday 30th December 2019 Libraries closed

Tuesday 31st December 2019 Libraries closed

Wednesday 1st January, 2020 New Years - Day Bank Holiday

Thursday 2nd January, 2020 – Libraries open as normal

Theatres:

The proposal for the Princess Royal Theatre is to close at 12.00pm Tuesday 24th December 2019 and re-open 10.00am on Thursday 2nd January 2020.

The proposal for Pontardawe Arts Centre is to close from Tuesday 24th December 2019 and re-open on Friday 3 January 2020.

PROPOSED OPENING HOURS – COMMUNITY CENTRES

The proposal for Croeserw Community Education Centre is to close from 1pm Tuesday 24th December 2019 and reopen Thursday 2nd January 2020.

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Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Christmas and New Year Opening Times. Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools 2019
Service Area: Community
Directorate: DELL

2. Does the initiative affect:

	Yes	No
Service users	✓	
Staff	✓	
Wider community	✓	
Internal administrative process only		✓

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		✓				
Disability		✓				
Gender Reassignment		✓				
Marriage/Civil Partnership		✓				
Pregnancy/Maternity		✓				
Race		✓				

Religion/Belief		✓				
Sex		✓				
Sexual orientation		✓				

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		✓				
Treating the Welsh language no less favourably than English		✓				

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		✓				
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		✓				

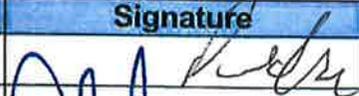
6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	✓		
Integration - how the initiative impacts upon our wellbeing objectives	✓		
Involvement - how people have been involved in developing the initiative	✓		
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	✓		
Prevention - how the initiative will prevent problems occurring or getting worse	✓		

7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	<input checked="" type="checkbox"/>
Reasons for this conclusion	
The proposal is non-discriminatory. The proposal has no impact on Welsh Language The Proposal has no impact on biodiversity	

A full impact assessment (second stage) is required	<input type="checkbox"/>
Reasons for this conclusion	

	Name	Position	Signature	Date
Completed by	Paul Walker	Operations Coordinator		6 th August
Signed off by	Andrew Thomas	Head of Service/Director		6 th August

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

EDUCATION SKILLS and CULTURE CABINET BOARD

24th October 2019

JOINT REPORT OF HEAD OF TRANSFORMATION AND HEAD OF PROPERTY AND REGENERATION

MATTER FOR: DECISION.

WARDS AFFECTED: MARGAM

PROPOSED LEASE AND SERVICE LEVEL AGREEMENT OF THE TURBINE HOUSE AT MARGAM COUNTRY PARK TO THE FRIENDS OF MARGAM COUNTRY PARK.

1. Purpose of the Report

To seek Members in principle authorisation to grant the Friends of Margam Country Park a 25 year internal repairing lease and service level agreement of the recently renovated Turbine House within Margam Country Park on terms to be agreed by the Head of Property and Regeneration.

2. Executive Summary

To approve in principle the grant of a 25 year internal repairing lease and service level agreement to the Friends of Margam Country Park of the Turbine House within Margam Country Park, on the terms to be agreed by the Head of Property and Regeneration.

3. Background

- 3.1.** The Turbine House as approximately shown edged in Black on the attached copy plan is situated adjacent to the entrance to Margam Country Park and has recently been refurbished with the assistance of funding via a Heritage Lottery Grant to include refurbishment of the water turbine and hydroelectric system to generate renewable electricity reducing Margam Parks dependency of imported grid electricity for the Orangery,

Toilet Block and Turbine House achieving energy cost, carbon emission savings.

The Water Turbine scheme will hopefully become an integral part of the visitor experience from a renewable and heritage perspective as well as increasing awareness of renewable energy locally.

However the Water Turbine only occupies a small part of the Turbine House as approximately shown hatched Black on the attached plan.

The Friends of Margam Park have expressed an interest in entering into a lease and service level agreement of the remainder of Turbine House, to provide and operate a visitor reception centre providing a welcome for park visitors, including the provision of orientation, event information, park activities and other information about the park.

The proposal is that the service is provided daily throughout the year during the opening hours of the Park. The centre will include interpretation (to include the turbine itself) as well as rotating exhibitions. The Friends will record statistical data regarding visitor numbers and periodically carry out visitor surveys.

The Friends will also use the Turbine House as its base and for limited storage of historical archive material.

The proposal provides obvious benefit to Margam Country Park and its overall visitor experience and therefore the proposal is that the Friends be granted a 25 year internal repairing lease and service level agreement at a nominal rent of £1.00 without a service charge.

The lease and service level agreement will be terminable by either party on 3 months notice in writing and the lease will be excluded from the security of tenure provisions of the Landlord and Tenant Act legislation.

The Head of Property and Regeneration is satisfied that the financial benefit to the Council of the Friends of Margam Park

providing the voluntary service substantially outweighs the rental value of the premises.

This will mean that going forward Margam Country Park will be responsible for all external repair and maintenance and payment of all electricity water and building insurance costs associated with the proposed use.

Margam Country Park will retain control and responsibility for the water turbine.

4. Financial Impact

The lease and service level agreement will be at a nominal rent of £1.00 with Margam Country Park responsible for all external repair and maintenance and payment of all electricity water and building insurance costs associated with the proposed use.

5. Equality Impact Assessment

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The first stage assessment has indicated that a more in-depth assessment is not required.

6. Workforce Impacts

No implications.

7. Valleys Communities Impacts:

No implications

8. Legal Impacts

No implications. The Head of Property and Regeneration has confirmed that the proposed lease is not at an under-value because the tenant will be providing a service and benefit free of charge to the Park by way of the Service Level Agreement.

9. Risk Management

There are no risk management issues associated with this report.

10. Consultation

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

The local Ward Councillor is supportive of the proposal.

11. Recommendation

To seek Members authorisation the in principle granting of the aforementioned lease and service level agreement on terms to be agreed by the Head of Property and Regeneration.

12. Reasons for Proposed Decision.

The proposed lease and service level agreement will facilitate the proposed use and a Visitors Reception Centre.

13. Implementation of Decision:

The decision is proposed for implementation after the three day call in period'

14. Appendices

Attached copy plan 1

15. List of Background Papers

None

16. Officer Contact

David Phillips, Estates & Valuation
Property and Regeneration

☎01639 686980

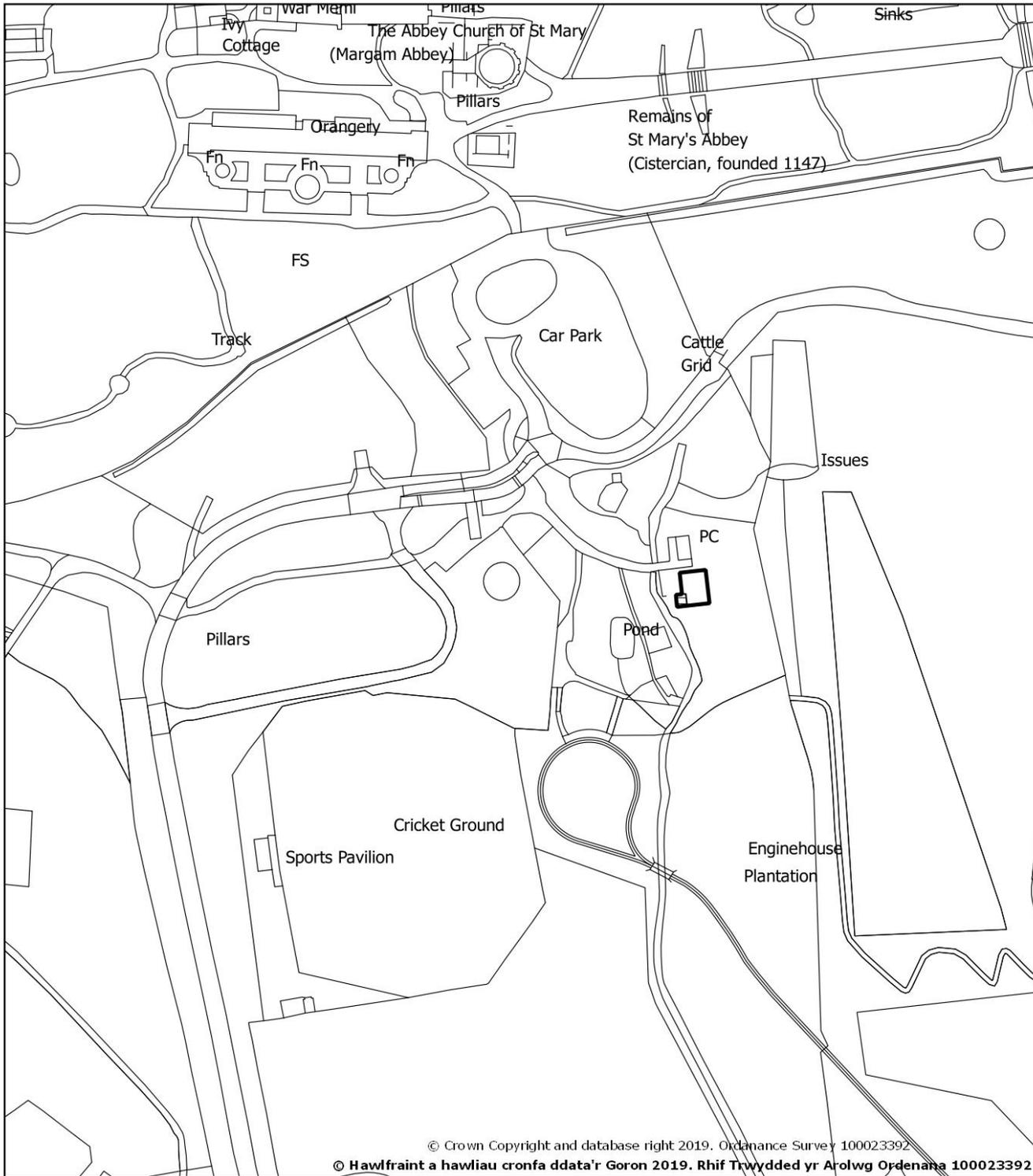
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Education, Skills and Culture Cabinet Board

2019/20 FORWARD WORK PLAN (DRAFT)

EDUCATION, SKILLS and CULTURE CABINET BOARD

MEETING DATE 2019	Agenda Items	Type (Decision/ Monitoring/ Information)	Rotation (Topical, Annual, Bi-Annual, Quarterly, Monthly)	Leisure and Culture Scrutiny Sub Committee	Contact Officer/Head of Service
12 Dec	Quarter 2 Performance Data 19/20	Monitoring	Quarterly	5 Dec 19	C.Glover/ C.Millis
	Schools Admission Policy 22/23 (Permission to Consult)	Decision	Annual		Helen Lewis/ Andrew Thomas
	Libraries Review	Info	Topical		A.Thomas/ Wayne John
	Welsh Public Library Standards Report	Info	Annual	5 Dec 19	A.Thomas/ Wayne John
	Process for Self Evaluation	Info	Topical		C.Millis/ Mike Daley
	Pupil Exclusion Report	Update	Annual		John Burge/ Hayley Lervy
	Local Authority Partnership Agreement Sports Wales	Decision	Annual	5 Dec 19	Paul Walker/ A.Thomas
	Wales Audit Office Leisure Report	Information	Topical	5 Dec 19	Paul Walker/ A.Thomas

Education, Skills and Culture Cabinet Board

MEETING DATE 2020	Agenda Items	Type (Decision/ Monitoring/ Information)	Rotation (Topical, Annual, Bi- Annual, Quarterly, Monthly)	Leisure and Culture Scrutiny Sub Committee	Contact Officer/Head of Service
23 Jan	School Attendance Report	Topical	6 Monthly		John Burge/ Andrew Thomas
	Youth Service Update	Information	Annual		C.Millis/ ASC
	Arts Strategy	Decision	Topical	5 Dec 19	Paul Walker
	Celtic Leisure – Quarter 1	Monitoring	Quarterly	5 Dec 19	Paul Walker
	Celtic Leisure – Annual Report	Monitoring	Annual	5 Dec 19	Paul Walker
	Margam Park Business Plan Update	Information	Topical	5 Dec 19	Paul Walker
	Funding Formula Review – Outcomes of Consultation	Decision	Topical		Andrew Thomas Liz Dennis

Education, Skills and Culture Cabinet Board

MEETING DATE 2020	Agenda Items	Type (Decision/ Monitoring/ Information)	Rotation (Topical, Annual, Bi-Annual, Quarterly, Monthly)	Leisure and Culture Scrutiny Sub Committee	Contact Officer/Head of Service
5 Mar	Quarter 3 Performance Indicators	Monitoring	Quarterly	27 Feb 20	C.Millis/ Carl Glover
	School Admissions Policy 22/23 (Outcome of Consultation)	Decision	Annual		Helen Lewis/ Andrew Thomas
	School Terms and Holiday Dates 23/24 (Permission to Consult)	Decision	Annual		Helen Lewis/ Andrew Thomas
	Celtic Leisure Quarter 2 Performance Review 18/19	Monitoring	Quarterly	27 Feb 20	Paul Walker/ C.Millis
	Princess Royal Business Plan	Decision	Annual	27 Feb 20	Paul Walker
	Pontardawe Cinema Update	Information	Topical	27 Feb 20	Paul Walker

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