



***BWRDD ADDYSG, SGILIAU A DIWYLLIANT Y CABINET***

***DYDD IAU, 17 CHWEFROR 2022***

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

***O BELL DRWY MICROSOFT TEAMS***

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

1. Penodi Cadeirydd
2. Croeso a galw'r rhestr
3. Cyhoeddiadau'r Cadeirydd
4. Datganiadau o fuddiannau
5. Cofnodion y Cyfarfod Blaenorol (*Tudalennau 3 - 8*)
6. Blaenraglen Waith 2021/2022
7. Diwrnod o wyliau TOIL ar gyfer ysgolion i nodi Jiwbilî Blatinwm y Frenhines (*Tudalennau 9 - 16*)
8. Cyfleusterau gofal plant mewn ysgolion (*Tudalennau 17 - 26*)
9. Derbyni i Ysgolion Cymunedol - 2023/2024 (*Tudalennau 27 - 54*)
10. Adroddiad Perfformiad Chwarterol Chwarter 3 2021/22 (*Tudalennau 55 - 70*)

11. Adroddiad Perfformiad Chwarterol Chwarter 3 2021/22  
(*Tudalennau 71 - 82*)
12. Y Diweddaraŵ am y Bartneriaeth Teulu'n Flaenaf (*Tudalennau 83 - 114*)
13. Eitemau brys  
Unrhyw eitemau brys (boed yn gyhoeddus neu wedi'u heithrio) yn ôl disgresiwn y Cadeirydd yn unol ag Offeryn Statudol 2001 Rhif 2290 (fel y'i diwygiwyd).

**K.Jones**  
**Prif Weithredwr**

**Canolfan Ddinesig**  
**Port Talbot**

**10 Chwefror**

**Aelodau'r Bwrdd Addysg, Sgiliau a Diwylliant y Cabinet:**

Y Cynghorwyr A.R.Lockyer a P.A.Rees

## EXECUTIVE DECISION RECORD

19 JANUARY 2022

### EDUCATION, SKILLS AND CULTURE CABINET BOARD

#### **Cabinet Members:**

Councillors: A.R.Lockyer and P.A.Rees (Chairperson)

#### **Officers in Attendance:**

A.Thomas, R.Crowhurst, H.Lervy, J.Burge, R.Bowen, E.Dennis, K.Windsor-Brown, I.Guy, C.Davies and T.Davies

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#### 1. **APPOINTMENT OF CHAIRPERSON**

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

#### 2. **WELCOME AND ROLL CALL**

The Chair welcomed everyone to the meeting and a roll call was taken.

#### 3. **CHAIR'S ANNOUNCEMENTS**

There were none.

#### 4. **DECLARATIONS OF INTEREST**

No Declarations of Interest were received.

#### 5. **MINUTES OF PREVIOUS MEETINGS**

It was agreed that the minutes of the Special meeting held on 25 November 2021, be taken to the next Special meeting of the Education,

Skills and Culture Cabinet Board, for approval, as Cllr Lockyer was not present at that meeting

That the minutes of the meeting held on 25 November 2022, be approved.

6. **FORWARD WORK PROGRAMME 2021/2022**

That the Forward Work Programme 2021/22 be noted.

7. **WELSH IN EDUCATION STRATEGIC PLAN 2022-2032**

Officers verbally amended the wording of the recommendation contained in the circulated report, which Members agreed to, and which is reflected as the decision below.

**Decision:**

Having given due regard to the Integrated Impact Assessment, circulated prior to the meeting, and the responses to the Consultation, the draft WESP be commended to Council for permission to submit to Welsh Government for approval.

**Reason for Decision:**

To comply with the consultation requirements imposed upon the council by Section 84 of the School Standards and Organisation (Wales) Act 2013 and the WESP (Wales) Regulations 2019.

**Implementation of Decision:**

The Decision will be implemented after the three day call in period, which ends at 9.00am on Sunday 23 January 2022. There was no call in of this item.

**Consultation:**

This item has been subject to external consultation.

8. **STRATEGIC SCHOOL IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH A NEW WELSH-MEDIUM PRIMARY SCHOOL IN NEATH ABBEY**

It was noted that Welsh Government funding was not necessary for the creation of the new Welsh medium starter school, but would enable a superior build.

**Decisions:**

1. Having given due regard to the Impact Assessments in relation to equality, risk, community usage and Welsh language, and to the Wellbeing of Future Generations Act (Wales 2015), together with the legal implications, and in line with Section 48 of the School Standards and Organisation (Wales) Act 2013, Consultation on the proposal to establish a new Welsh–medium primary school at St John’s Terrace, Neath Abbey, Neath, SA10 7ND, be approved.
2. That the proposed date of implementation to be 9 January 2023.

**Reason for Decisions:**

This decision is necessary to comply with the consultation requirements imposed upon the council by Section 84 of the School Standards and Organisation (Wales) Act 2013 and the WESP (Wales) Regulations 2019.

**Implementation of Decision:**

The Decision will be implemented after the three day call in period, which ends at 9.00am on Sunday 23 January 2022. There was no call in of this item.

**Consultation:**

This item will be subject to external consultation.

9. **DISPOSAL OF LAND AND PREMISES - ABBEY PRIMARY SCHOOL'S INFANT SITE**

**Decision:**

Having had due regard to the first stage Integrated Impact Assessment, the land and premises at Abbey Primary School Infant site at New Road, Neath Abbey, Neath, SA10 7NG be declared surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service, and to transfer ongoing responsibility for management of any future disposal to the Head of Property and Regeneration.

**Reason for Decision:**

The land and premises will become non-operational when the school relocates to its brand new building during March 2022 and therefore surplus to the ongoing strategic needs of the Education, Leisure and Lifelong Learning Service.

**Implementation of Decision:**

The decision will be implemented after the three day call in period which ends at 9.00am on Sunday 23 January 2022. There was no call in of this item.

10. **ANNUAL PUPIL ATTENDANCE UPDATE REPORT**

**Decision:**

That the report be noted.

11. **PASTORAL SUPPORT PROGRAMMES**

**Decision:**

That the new Pastoral Support Programmes guidance (as detailed at Appendix 1 to the circulated report) go out for consultation between February and March 2022.

**Reason for Decision:**

The current guidance is due for review and requires updating to reflect new legislation and processes. This new guidance will further strengthen arrangements and monitoring of provision for learners with Pastoral Support Programmes.

**Implementation of Decision:**

The decision will be implemented after the three day call in period, which ends at 9.00am on Sunday 23 January 2022. There was no call in of this item.

**Consultation:**

This item will be subject to external consultation.

12. **URGENT ITEMS**

None were received.

**CHAIRPERSON**

Mae'r dudalen hon yn fwriadol wag



## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education, Skills and Culture Cabinet Board

17 February, 2022

#### Report of the Director of Education – Andrew Thomas

##### Matter for Decision

**Wards Affected:** All Wards

**Report Title:** VARIATION OF THE 2021/22 SCHOOL TERM DATES TO ACCOMMODATE A DAY IN LIEU IN RECOGNITION OF THE QUEEN'S PLATINUM JUBILEE

##### **Purpose of the Report:**

To seek Members permission to provide delegated authority to the Director of Education to authorise a variation in the 2021/22 term dates to allow for each school to close for one day in lieu of the bank holiday taking place during the Whitsun half-term in recognition of the Queen's Platinum Jubilee.

##### **Background:**

To celebrate the Queen's Platinum Jubilee the UK Government has announced an additional national bank holiday will take place on Thursday, 2<sup>nd</sup> June, 2022. The traditional May Day bank holiday will move to Friday, 3<sup>rd</sup> June, 2022 allowing for a four day long weekend of national celebration.

As the additional bank holiday will fall during the Whitsun half-term Welsh Government have made provision for the 2021/22 term dates to be reduced by one school day in lieu of the additional bank holiday which schools can take on another day during the current school year.

Regulations require individual governing bodies, local authorities and the Welsh Minister to agree the setting and variation of term dates on an annual basis. Ordinarily Members are asked to approve the setting of term dates two years in advance of the academic year in which they relate. The current academic year term dates were agreed by Cabinet in June, 2019.

In order to fully comply with the Regulations, local authorities are required to provide the chosen date in lieu of the additional bank holiday for each school to Welsh Government by no later than 4<sup>th</sup> March, 2022 to enable the Minister to agree the variation of the term dates. Governing Bodies are currently formally considering their individual choice of day in lieu prior to notifying the local authority for consideration.

As this is the last Education, Skills and Cabinet meeting prior to the return date of 4<sup>th</sup> March, 2022, Members are asked for delegated authority to be given to the Director of Education to approve the dates provided by individual governing bodies of their chosen day in lieu. Governing Bodies are currently meeting to consider this. When all governing bodies have submitted their chosen date the local authority will then authorise these and notify the Minister for his final determination.

**Financial Impacts:**

There are no implications associated with this report.

**Integrated Impact Assessment:**

There are no implications associated with this report – see attached IIA Stage 1 Screening Assessment.

**Valleys Communities Impacts:**

All Neath Port Talbot schools will benefit from a day in lieu of the additional bank holiday being held during the Whitsun half-term to celebrate the Queen's Platinum Jubilee.

**Workforce Impacts:**

The additional day in lieu of the bank holiday allows school-based staff to enjoy an additional day in the same way as all other employees.

**Legal Impacts:**

The setting of term dates are governed within Regulations. The 2021/22 term dates were agreed by both the Council and Welsh Minister in 2019. There is now a need to vary those dates reducing the term by one day to allow for a day in lieu for the additional bank holiday described within this report.

**Consultation:**

There is no requirement for external consultation on this item. Individual governing bodies are currently setting their chosen date for their day in lieu of the additional bank holiday.

**Recommendations:**

- i) That members note the reduction in the 2021/22 term dates by one day in recognition of a day being granted to schools in lieu of the national bank holiday taking place on Thursday, 2<sup>nd</sup> June, 2022 to celebrate the Queen's Platinum Jubilee.
- ii) That delegated authority be provided to the Director of Education to agree individual governing bodies choice of their day in lieu to enable the local authority to notify Welsh Government of all school choices by no later than 4<sup>th</sup> March, 2022.

**Appendices:**

Integrated Impact Screening Assessment – Stage 1

**List of Background Papers:**

ESC Cabinet Report of 6<sup>th</sup> June, 2019 seeking permission to set the term dates for 2021/22:

<http://modgov.npt.gov.uk/documents/s51155/NEATH%20PORT%20TALBOT%20COUNTY%20BOROUGH%20COUNCIL%20ApproveTERM%20DATES%2020212022.pdf>

**Officer Contact:**

Andrew Thomas, Director of Education,  
John Burge, Manager of the School & Family Support Team,  
[j.burge@npt.gov.uk](mailto:j.burge@npt.gov.uk)

## Impact Assessment - First Stage

### 1. Details of the initiative

<b>Initiative description and summary:</b> VARIATION OF THE 2021/22 SCHOOL TERM DATES TO ACCOMMODATE A DAY IN LIEU IN RECOGNITION OF THE QUEEN'S PLATINUM JUBILEE
<b>Service Area:</b> All NPT Schools
<b>Directorate:</b> ELLL

### 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				
Disability		X				
Gender Reassignment		X				
Marriage/Civil Partnership		X				
Pregnancy/Maternity		X				
Race		X				
Religion/Belief		X				
Sex		X				

Sexual orientation		X				
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**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				
Treating the Welsh language no less favourably than English		X				

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**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				
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment,		X				

such as air quality, flood alleviation, etc.						
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**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people		X	
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	X		School-based staff will be afforded the same benefit as other staff in terms of an additional day in lieu of the national bank holiday for the Queen's Platinum Jubilee being held on 2 <sup>nd</sup> June, 2022.
<b>Involvement</b> - how people have been involved in developing the initiative	X		Each governing body is currently determining the exact date for the day in lieu.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions		X	
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse		X	

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

A full impact assessment (second stage) <b>is not</b> required	<input checked="" type="checkbox"/>
Reasons for this conclusion	
A full impact is not required as there is no impact on any protected group. All school-based staff benefit from this additional day in an equal manner.	

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

	Name	Position	Signature	Date
Completed by	<b>John Burge</b>	<b>Manager, School and Family Support</b>	<b>John Burge</b>	<b>08/02/2022</b>
Signed off by		Head of Service/Director		





Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Education, Skills & Culture Cabinet Board**

**17 February, 2022**

#### **Report of the Head of Early Years, Inclusion & Partnership – Hayley Lervy**

##### **Matter for Decision**

##### **Wards Affected:**

All Wards

##### **Childcare Facilities within Schools in Neath Port Talbot**

##### **Purpose of the Report:**

The purpose of this report is to present the current situation with regard to childcare facilities located on school sites.

The Report seeks to update Members and seeks authorisation to continue to regularise the position of childcare settings on school sites, including seeking Members' approval for a change in delegated decision making, involving the continuing establishment of childcare in school and education sites, following the change in Education structure and area of responsibility for Early Years.

Included with this Report, as Appendix A, is a list of childcare provisions currently within schools or school grounds throughout Neath Port Talbot.

**Executive Summary:**

This Report seeks to gain authorisation for the ongoing and continuing development of childcare facilities on school sites and to allocate delegated powers to the Head of Early Years, Inclusion and Partnerships to authorise childcare developments on school sites. This is reported to Members on an annual basis.

**Background:**

Delegated powers around childcare in schools prior to the recent Head of Service restructure fell under Chris Millis, Head of Transformation.

Following the responsibility for Early Years being realigned under the recently appointed Head of Early Years, Inclusion and Partnership, Members are asked to consider that decision making regarding childcare in schools now move to Head of Early Years, Inclusion and Partnership, Hayley Lervy.

The Local Authority has a statutory duty to provide sufficient childcare places for parents and carers that need it. This duty came into effect in April 2008 and forms part of the statutory duties imposed on all local authorities set out by the Childcare Act 2006.

In line with the duty, the Flying Start, Early Years and Childcare Team are currently updating their Childcare Sufficiency Assessment, last published in March 2017. The assessment aims to identify areas of unmet demand for childcare and also will allow for the planning and preparation in line with WG

Childcare is an integral part of our community within Neath Port Talbot, enabling children to thrive and develop to their full potential, supporting readiness for school, and enabling parents to access work, education and training.

Through funded programmes, such as Flying Start, Childcare Offer for Wales, and Childcare and Play funding from the Welsh

Government, The Flying Start, Early Years and Childcare Team endeavour to continue to draw down much needed capital and revenue funding from Welsh Government, and create sustainable learning communities for children right from the start, by providing as much childcare on school sites as possible. This not only enables a smooth transition for children into education from pre-school, but builds on the trusted school reputation with parents, develops early connections and partnerships between schools and families, and brings capital investment to our education estate. Working in tandem with our WESP targets, we strive to increase the number of children accessing Welsh education by placing much needed pre-school childcare within our Welsh schools as possible.

### **Developments**

Flying Start, Early Years and Childcare Team have been active in collectively setting ambitious targets as part of our WESP, within Objective One. With childcare in schools at the heart, we have started a journey to create a growing culture for Welsh Language in early childhood right from the start within our Welsh Medium schools. As part joint grant applications with our SSIP team, Welsh Medium (WM) Education Grant for WM childcare developments include:

- YGG Tyle'r Ynn – New Cylch Teulu Tyle'r (32 place WM childcare due to open in March 2022) Plus community room where Ti a Fi and parenting will run for the community bilingually.
- YGG Cwmllynfell – New Cylch Cwmllynfell (24 place WM childcare due to open in February 2022)
- YGG Pontardawe – Cylch Pontardawe (additional 10+ places created within existing WM childcare by increasing size of childcare space) Due to complete before March 2022

Circa £5m was awarded to NPTCBC for 2019 - 2023 for Capital builds to address childcare gaps in line with Childcare Sufficiency Assessment and Childcare Offer for Wales. This has funded:

- Wauncerich Primary School Childcare building (Complete)
- Rhos Primary School Childcare building (completion Feb 2022)
- New Abbey Primary Childcare Setting (completion May 2022)
- Blaendulais Welsh/Bilingual Childcare Setting (Completion March 2023)
- \*Cwmavon Childcare Setting - Completion March 2023
- \*Castell Nedd Welsh Childcare Setting (24 places) – within Neath Central Development, Completion May 2022.

*\*due to lack of space on school sites, the following sites have been selected with access and proximity to schools in mind.*

Flying Start capital funding was secured to develop a Welsh Medium Childcare setting at Rhos Afan/Tir Morfa site, this was complete in 2019. The childcare provision registering 20 children per session, will transition into Rhos Afan, and will relocate to the school building in the future when further capital is awarded.

Annual capital funding is secured by the Early Years and Flying Start Manager to maintain school based childcare settings within Flying Start areas, and improve facilities. More details can be found in Appendix A of this report.

### **Continuity of Service**

In order to ensure continuity of the development of childcare within Neath Port Talbot, it is recommended that Members approve. Members will be kept up to date within current scheduled reporting, regarding the

### **Financial Impacts:**

There are no financial implications for the Council in relation to this report.

### **Integrated 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. A summary is included below:

The screening is in relation to the change in shows no negative impact, no further IIA or EIA is required.

**Valleys Communities Impacts:**

No implications

**Workforce Impacts:**

There are no workforce impacts or implications for the Council in relation to this report.

**Legal Impacts:**

There are no legal impacts or implications for the Council in relation to this report

**Risk Management Impacts:**

This Report seeks to minimise the risk to the Council by continuing to support Governing Bodies of Schools and also supporting the Local Authority in meeting the statutory duties placed on it in the Childcare Act 2006

**Crime and Disorder Impacts:**

No impact

**Counter Terrorism Impacts:**

No impact

**Violence Against Women, Domestic Abuse and Sexual Violence Impacts:**

No Impact

**Consultation:**

There is no requirement for external consultation on this item.

**Recommendations:**

Having had due regard to the IIA screening, it is recommended that Members agree in principle to the authorising of the development of childcare facilities on school sites with the terms and conditions to be agreed by the Head of Property and Regeneration. It is recommended that Members allocate delegated powers to the Head of Early Years, Inclusion and Partnerships to authorise childcare developments on school sites and to report to Members on an annual basis

**Reasons for Proposed Decision:**

To ensure that continuity of the development of childcare in Neath Port Talbot, in line with WG policies and plans. Allowing officers to strive to close the childcare sufficiency gaps identified by our CSA. To support the Governing Bodies of schools in supporting the request for childcare facilities to be developed on school sites. Thus also supporting the Local Authority in meeting the statutory duties placed on it in the Childcare Act 2006. This will in turn support the Child Poverty agenda in enabling parents the time to enter training or employment opportunities, or to access employment or training within the childcare sector.

**Implementation of Decision:**

The decision will be implemented after the 3 day call in period.

**List of Background Papers:**

1. Education, Skills & Culture Cabinet Report, 17<sup>th</sup> January, 2019.  
<http://modgov.npt.gov.uk/documents/g8121/Public%20reports%20pack%2017th-Jan->

[2019%2014.00%20Education%20Skills%20and%20Culture%20Cabinet%20Board.pdf?T=10](#)

## 2. First Stage Screening IIA – Childcare in Schools

**Officer Contact:**

Hayley Lervy, Head of Early Years, Inclusion & Partnership,  
[h.lervy@npt.gov.uk](mailto:h.lervy@npt.gov.uk)

Allison Harris, Think Family Partnership Manager,  
[a.t.harris@npt.gov.uk](mailto:a.t.harris@npt.gov.uk)

Lisa Clement-Jones, Early Years and Flying Start Manager  
[l.clement-jones@npt.gov.uk](mailto:l.clement-jones@npt.gov.uk)

Mae'r dudalen hon yn fwriadol wag



**Childcare Facilities Including Flying Start Funded Places**

School	Childcare Name	Location	Type of Facility	Organisation Status	Operating Hours	Times of sessions	Recent Grant Investment	
Melin Primary School (Infant site)	Melin Flying Start Childcare	Demountable on site	Flying Start/private	Private	42 weeks of the year	9-11.30 12.30-3.00	Childcare playground development and	
Melin Primary School (Junior site)	Melin Flying Start Childcare	Demountable on site	Flying Start/Private	Private	42 weeks of the year	9-11.30 12.30-3.00	Outdoor classroom and forest school area for shared use	
Awel Y Mor ( was Glanymor Primary School)	Lots of Tots, Awel Y Mor Flying Start	Community Room with own entrance	Flying Start Playgroup	Private	42 weeks of the year	9-11.30 12.10-2.40	Outdoor classroom and forest school area for shared use	
Sandfields Primary School	Aberavon ICC	Buiding attached to school with own entrance,and additoinal classroom within school	Flying Start Playgroup	Voluntary managed	F/Start 42wks Private 51wks	FS- 8.50-11.20 12.30 3.30 12.30-3.20 Private 7.30-6pm	Capital identified to again improve outdoor shared space and nature reserve	
Cymmer Afan	Afan Playgroup	Purposed built demountable on site	Flying Start	Private	42 weeks of the year	9.15-11.45 Mornings only	Installation of demountable and outdoor play area	
YGG Gwaun Cae Gurwen	Meithinfa Ddydd Y Waun	Classroom within school	Flying Start/wrap around	Voluntary managed	42 weeks of the year	9.00-11.30 12.30-3.00		
Additional 6 spaces in new extended space	Gnoll Primary School	PALs Childcare	Classroom within school	After school club	Private	All Year	3.15pm-6pm 3.15pm-5.30pm	Extention to the childcare classrooms, improvement to the childcare play space, replacment of access path, installation of safety lights
				Flying Start/private	Private	42weeks of the year	8.45-11.15 12.45-3.15	
Additional 10 spaces in new rooms	YGG Pontardawe	Cylch Pontardawe	Classrooms within school with own entrance	Breakfast/ After school club/Flying Start/Private	Private	42 weeks per year	Breakfast 8-8.45 FS-8.45-11.15 12.30-3pm ASC 3pm-5pm	Extention to the childcare classrooms, improvement to the childcare play space (ongoing)
	Croeserw Primary School	Little Wings Flying Start Playgroup	Classrooms within school with own entrance	Flying Start	Social enterprise	42 weeks of the year	9.00 - 12.00 12.30-3pm	Refurbishment of additional classroom for use as childcare, development of outdoor area (FS investment)
	Glyncorwg Primary School	Little Wings Flying Start Playgroup	Demountable on site	Flying Start	Social enterprise	42 weeks of the year	9.00-11.30	
	Tir Morfa ACL, Former Tir Morfa Primary School	Georgie Porgies Tir Morfa	Childcare rooms within building	Flying Start/Private	Private	42weeks of the year	Private/FS 9-11.30 am 12.30-3pm	Extensive renovation of internal and external space (FS Funding)
yes	Tir Morfa ACL, Former Tir Morfa Primary School	Georgie Porgies Cylch Tir Morfa (Welsh Language Childcare)	Demountable on site	Flying Start/Private	Private	42weeks of the year	Private/FS 9-11.30 am 12.30-3pm	Building funded from FS investment
	Penafan Primary School	Gwnfi Tots	Classroom within school	Full Day Care/Mixed Economy flying start	Private	Term time only for Private 42 week for FS	FS- 8.50-11.20 12.30-3.00 Private- 8.50-3pm	Development of outdoor play space (£25k FS investment)

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	Rhydyfro Primary School		Classroom within school	flying Start/wrap around/after school club	Private	42 weeks of the year	8.50-11.20 12.30-3.00 Private-8.50-3pm	Outdoor developments and minor indoor repairs (FS investment)
	Cylch Meithrin Cwmnedd		Demountable on site	Flying Start/Sessional Day Care	Private	42 weeks of the year	8:45- 11:45	Outdoor fencing and gate (FS Funding)
yes	YGG Tyle'r Ynn	Mudiad Meithrin	Classroom within schools	TBC	Voluntary managed	TBC	TBC	WMEG WG Funding

**Non Flying Start Childcare Facilities**

	LA Building/Site	Childcare Name	Location	TYPE OF FACILITY	RUN BY	OPERATING TIMES	Times of sessions	
	Alltwen Primary School			Full Day Care	Private	Term time only	Wrap around 11.45-3.20pm Playgroup 12.50-3.20pm ASC 3.20-5.15pm	
	Blaenbaglan Primary School			After School Club/Holiday Club	Private	All year	ASC 3.20-5.45pm Hols - 8.30-5.30pm	
	Catwg Primary School			After School Club/Holiday Club	Voluntary Managed	All Year	ASC -3.15-5.30pm Hols-8.30-5.30pm	
	Creunant Primary School			Full Day Care	Voluntary Managed	All year	8.50-5.30pm	
	Tywyn Primary School			After School Club/Holiday Club	Voluntary managed	All year	ASC-3.15-5.30pm Hols-9am-5.15pm	About to reopen
Yes	YGG Blaendulais			Wrap around childcare	Voluntary managed	Term time only	11.50am-3.10pm	Setting will relocated to new developed setting when complete (£1m investment from CCO Capital)
	Tonnau Primary			Full Day Care	Private	All year	8.50am-6pm	
Yes	Wauneceirch Primary School	Woodlands Childcare	Demountable on site	Full Day Care	Private	All year	Breakfast-7.30am-8.50am 11.30am-6pm	New purpose build childcae unit funded by CCO WG Capital
yes	Rhos Primary	TBC	Purpose build on site	TBC	Private	TBC	TBC	New purpose build childcae unit funded by CCO WG Capital
Yes	YGG Cwmllynfell	Mudiad Meithrin	Classroom within schools	TBC	Voluntary managed	TBC	TBC	WMEG WG Funding

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### EDUCATION SKILLS AND CULTURE CABINET BOARD

**17 February 2022**

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

#### **MATTER FOR DECISION**

#### **WARDS AFFECTED – ALL WARDS**

#### **ADMISSION TO COMMUNITY SCHOOLS: 2023/2024**

#### **Purpose of Report**

1. To obtain Education Skills and Culture Cabinet Board determination of the admission arrangements for community schools in relation to the 2023/2024 academic year.

#### **Executive Summary**

2. The Council is the admission authority for community schools in its area (the relevant area) and is required to determine by 15<sup>th</sup> April 2022 its admission arrangements in relation to the 2023/2024 academic year.
3. Proposed admission arrangements that detail the procedures to be followed when allocating school places have been consulted upon. These arrangements are the same as the previous year.
4. Consultation took place between 30<sup>th</sup> November 2021 and 31<sup>st</sup> January 2022. Consultees included head teachers & governing bodies of community and voluntary aided schools, neighbouring local authorities.
5. It is the officer recommendation that Members determine the proposed admission arrangements attached to this report.

6. These arrangements conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

## **Background**

7. The Council, as local authority for the relevant area, is responsible for determining the admission arrangements for community schools<sup>1</sup> and has a duty to consult annually on those arrangements.
8. In drawing up admission arrangements, the Council must ensure that the practices and the criteria used to decide on the allocation of school places:
  - are clear in the sense of being free from doubt and easily understood
  - are objective and based on demonstrable fact
  - are procedurally fair and are also equitable for all groups of children
  - provide parents or carers with easy access to helpful admission information
  - comply with all relevant legislation and have been determined in accordance with the statutory requirements and the provisions of this Code
9. At its meeting of 25<sup>th</sup> November 2021, the Education Skills and Culture Cabinet Board approved consultation on proposed admission arrangements for community schools.

## **Proposed admission arrangements for determination**

10. The proposed admission arrangements for Member determination are attached as Appendix A. These arrangements are the same as the previous year.
11. They include oversubscription criteria specific to secondary school admissions that support the principle of partner<sup>2</sup> schools. This reflects the need to ensure the admission arrangements give

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<sup>1</sup> The Education (Determination of Admission Arrangements) (Wales) Regulations 2006

<sup>2</sup> For the purpose of admission to community schools the term:

- 'partner' school is defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary.
- catchment area is defined as the geographical area served by a school, as determined by the Council.

suitable priority to partner schools at secondary school transfer. This is the same as the previous year.

12. These have been the subject of consultation. No responses were received.
13. If approved, the arrangements will be effective in relation to admission to community schools for the 2023/2024 academic year.

### **Consultation**

14. The Council, as local authority is required to consult each year on the admission arrangements for those schools which it is the admission authority.
15. Neath Port Talbot County Borough Council is the admission authority for community schools. Admission to voluntary aided (i.e. Faith) schools is the responsibility of the respective governing bodies.
16. The requirements of consultation are set out in the Welsh Government's School Admissions Code<sup>3</sup>.
17. In the case of this Council, consultation is required with:
  - the governing bodies of community schools
  - the governing bodies of voluntary aided (i.e. Faith) schools
  - all neighbouring local authorities.
18. In relation to the 2023/2024 academic year, those consultations are required to be undertaken no sooner than 1<sup>st</sup> September 2021 and completed by 1<sup>st</sup> March 2022.
19. Once consultation has been completed the Council must determine by 15<sup>th</sup> April 2022 its admission arrangements, either in their original form or with such modifications as seen fit.
20. Consultation took place between 30<sup>th</sup> November 2021 and 31<sup>st</sup> January 2022. Consultees included head teachers & governing bodies of community and voluntary aided schools within the County Borough (the relevant area) and neighbouring local authorities.
21. No comments were received.

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<sup>3</sup> School admissions code: Statutory Code document No. 005/2013

### **Financial Impact**

22. There is no financial impact directly associated with this proposal. The admission arrangements support the efficient and effective delivery of education across the County Borough.
23. Administration of the admission process is within the Council's staffing cost envelope and is a statutory function that falls to the Council.

### **Integrated Impact Assessment**

24. A Screening Assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. After completing the assessment it has been determined that this Policy does not require an Integrated Impact Assessment. This policy is the same as in previous years.

### **Workforce Impact**

25. As a statutory function of the Council, the admission process is administered centrally. The current staffing complement associated with this function will be maintained and there will be no change to the staffing arrangements consequent upon the implementation of the proposal.

### **Legal Impacts**

26. The Council, as an admission authority, has a statutory duty to act in accordance with the requirements of the Welsh Government's School Admissions Code, 2013.
27. In relation to the specific purpose of this report, there is a legal requirement that school admission arrangements must be determined by 15<sup>th</sup> April 2022.

### **Risk Management**

28. There are requirements placed on the Council, as an admission authority, intended to ensure the admission system works for the benefit of both schools and pupils. Admission authorities are required to consult on and determine their admission arrangements, and to offer places within timeframes and deadlines specified by legislation.

- 29 The proposed admission arrangements recommended for determination in this report conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

### **Recommendations**

- 30 It is recommended that, in line with School Admissions Code, 2013 and The Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Members determine the admission arrangements for community schools in relation to the 2023/2024 academic year, as attached to this report.

### **Reasons for the Proposed Decision**

- 31 To enable the Council to meet statutory duties and good practice guidelines in respect of the admission of pupils to community schools.

### **Implementation of Decision**

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

### **Appendix**

Appendix A: Proposed admission to community schools in Neath Port Talbot County Borough, 2023/2024

### **List of Background Papers**

- a. Welsh Government: School Admissions Code (No. 005/2013).
- b. Welsh Government: Measuring the capacity of schools in Wales
- c. Education (Determination of Admission Arrangements) (Wales) Regulations 2006
- d. Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999
- e. School Admissions (Common Offer Date) (Wales) regulations 2013
- f. The Education Act 2002 (Commencement No.8) (Wales) Order 2006

### **Officer Contact**

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Mae'r dudalen hon yn fwriadol wag





## **Admission to Community Schools 2023/2024**

### **1. Introduction**

The Council is the admission authority for all community maintained schools in the County Borough. As admission authority, the Council determines the criteria that will be applied when allocating places at community schools. This document sets out the admission arrangements that will apply during 2023/2024 for: nursery classes based at community primary schools; community primary schools; community secondary schools; and the Welsh medium sixth form at a community secondary school.

For voluntary aided (i.e. Faith) schools, it is each school's governing body that determines the admission arrangements, details of which can be obtained from the respective governing body.

This policy document sets out the principles underpinning the admission arrangements for community schools together with the procedures and the timetables for admission during the 2023/2024 school year (appendices 1, 2, 3 & 4). Further details to assist parents in applying for a school place choosing a school for their child will be set out in the 'Information for Parents Handbook 2023/2024' which will be available to parents in October 2022, prior to the application date. The handbook will contain important information about schools in the County Borough including their admission numbers, the catchment areas they serve together and their partner school arrangements. The handbook also contains the published admission arrangements for individual voluntary aided (i.e. Faith) schools. In this respect, the 'Information for Parents Handbook 2023/2024' forms an integral part of the information available to parents on school admission.

### **2. Context**

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service that celebrates diversity and respects everyone's right to education. The Council provides access to high quality learning experiences for every child and young person by encouraging and supporting individuals to realise their ambitions, achieve their potential and become active and responsible members of society.

To meet the educational needs of children, the County Borough Council delivers a range of provision, including:

- **part-time nursery education, available** in all primary and 'all-through' 3-16/3-18 schools. Successful learning begins in the nursery where children have access to rich experiences in a secure environment;
- **primary phase education** at primary and 'all-through' 3-16/3-18 schools (including Welsh medium and voluntary aided schools), providing a broad education based on practical experiences designed to meet individual needs, including national curriculum areas of study.
- **secondary phase education** at secondary and 'all-through' 3-16/3-18 schools, (including Welsh medium and a Roman Catholic school), setting high standards in examinations, sport and cultural activities, and personal and social education. Pupils in all schools have access to a wide range of curricular opportunities and the national curriculum;
- **special schools**, providing rich and stimulating learning experiences for pupils with severe and complex difficulties. All pupils attending these schools have a statement of special educational needs. Specialist support for primary and secondary age pupils with emotional and behavioural difficulties is available within the County Borough.
- **learning support centres**, based at a number of primary, secondary and 'all-through' schools, provide specialist support in mainstream schools for pupils with statements of special educational needs.

The Council's admission arrangements for community schools ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of the Welsh Government School Admissions Code 005/2013.

### **3. Admission to nursery classes at community primary and 'all-through' 3-16/3-18 schools**

The Council is the admission authority for all nursery classes in community primary and 'all-through' 3-16/3-18 schools.

Children can access a part-time nursery place from the start of the term following their third birthday. Parents/carers who require a place in a nursery class will be required to submit an admission application. Application forms are available from (and, when completed, to be returned to) the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Parents/carers can apply for a place at the catchment school or express a preference for a placement at an alternative school.

Admission to a nursery class prior to the start of the term following the child's third birthday can only be agreed in consultation with the Admissions Officer.

The number of nursery places available may differ to the admission number of full-time year groups within a school (Reception).

Children who are in receipt of a statement of special educational needs/ IDP which identifies mainstream nursery education within a community school will be guaranteed a place at that setting. Schools have a duty to admit children with a Statement of Special Educational Needs/IDP who have been placed in a school by the LA and these pupils are counted towards the number of pupils to be admitted unless their placement is within a school based Learning Support Centre.

The Council will consider each individual application received. If the number of applications exceeds the number of places available, places will be allocated according to the oversubscription criteria below, listed in priority order.

– ***Oversubscription Criteria***

- a) Children looked after<sup>1</sup> or previously looked after by a local authority in Wales, as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.
- b) Children who live within the catchment area of the nursery class for which an application is made.
- c) Children who have an older sibling who will be on the register at the school at which the nursery class is based when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the nursery class, the parents will be asked to decide which child should be offered a place first or the parents may wish to consider an alternative setting for all children.

If children are equally entitled to a place in the nursery in categories a) to c)

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<sup>1</sup> A looked after child refers to a child who is looked after by the local authority, in accordance with section 74 of the Social Services and Well-being (Wales) Act 2014 or under Section 22(1) of the Children Act 1989 at the time an application to a school is made and who the local authority has confirmed will still be looked after at the time of admission to the school. Previously looked after children: looked after children who cease to be so because they were adopted or become subject to a residence order, or special guardianship order immediately following having been looked after.

above, priority will be given to the child living nearest. This is measured by the shortest walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

In all cases evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school, except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information, the application will be considered afresh, and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered in relation to application for admission to schools in Neath Port Talbot.

Where parents have shared responsibility for a child and the child lives with each parent for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

No account will be taken of the particular primary school the child is likely to attend subsequently or to the length of time the school has been aware of the parental intention to apply for a place at the school.

Only applications received by the published closing date for receipt of application forms will be processed in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

As nursery education is non-statutory provision parents have no statutory right of appeal. If they are unsuccessful in gaining a nursery place, wherever possible, children will be offered a place within two miles of the child's place of residence.

**Attendance at a nursery class does not automatically entitle a child to a**

**place at a reception class in the same school. A separate application will have to be submitted for admission to the reception class at the school the parent wishes their child to attend.**

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

#### **4. Admission to community primary, secondary and 'all-through' schools**

The County Borough Council is the admission authority for all community maintained primary, secondary and 'all-through' schools, (including Welsh-medium schools and sixth form provision).

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support Team. Children are admitted to reception classes in the September following their fourth birthday. Parents may defer entry until the term following their child's fifth birthday. Children transfer to secondary phase education in the September following their eleventh birthday.

Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ or parents can apply online at [www.npt.gov.uk](http://www.npt.gov.uk). Requests for a place will be granted unless to do so would prejudice the provision of efficient education or the efficient use of resources.

Those parents who apply on time for a place at any school will be given priority over those who apply late.

The closing date for applications is 25<sup>th</sup> November 2022.

Parents of pupils due to transfer from one educational phase to another at the end of the academic year will be sent an admission application letter by the Council during the Autumn Term. Parents will be advised of their child's allocated secondary phase education place on 1<sup>st</sup> March 2023 and primary phase education place on 17<sup>th</sup> April 2023.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school.

Children who are in receipt of a statement of special educational needs/ IDP

which identifies mainstream education within a community school will be guaranteed a place at that school.

### ***Oversubscription criteria primary phase education***

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school the Council applies the criteria set out below in the order of priority shown - a) being the highest priority.

The Council will only admit up to a school's admission number and will not breach the Infant Class Size Regulations of 30 or less, save exceptional circumstances.

- a) Children looked after or previously looked after by a local authority in Wales, section as defined in 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.
- b) Children who live within the catchment area of the school for which an application is made.
- c) Children who have an older sibling / a sibling of statutory school age (statutory school age is defined as pupils who are between the age of 5 and 16 i.e. pupils in any year group between and including reception to year 11) who will be on the register at the school at which the nursery class is based when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the school, the parents will be asked to decide which child should be offered a place first or the parents may wish to consider an alternative setting for all children.
- d) Children who live outside the preferred school's catchment area

If children are equally entitled to a place in the school in categories - a) to d) above, then priority will be given to the child living nearest. This is measured by the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest

distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

In all cases evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child or young person with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

## **Right of Appeal**

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Primary phase education admission appeals to be submitted by **12<sup>th</sup> May 2023**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.



## **Waiting lists**

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30<sup>th</sup> September in the school year in which the applicants applied.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

### ***Oversubscription criteria secondary phase education***

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied.

In deciding which children to admit to a school the Council applies the criteria set out below in the order of priority shown - a) being the highest priority.

The Council will only admit up to a school's admission number.

Parents/carers can apply for a place at the catchment school or express a preference for a placement at an alternative school. Requests for a place will be granted unless to do so would prejudice the provision of efficient education or the efficient use of resources

Those parents who apply on time for a place at any school will be given priority over those who apply late.

a) Children and young people looked after or previously looked after by a local authority in Wales as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.

b) Children and young people attending a partner primary school<sup>2</sup> who live within the catchment area of the school for which the application is made.

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<sup>2</sup> Reference to a partner primary school is in relation to the school for which the application is made. For the definition of a partner primary school see para. 8



c) Other children and young people who live within the catchment area of the school for which the application is made but do not attend a partner primary school.

d) Children and young people who have an older sibling who will be on register at the school when they are admitted. A “sibling” is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the school, parents will be asked to decide which child should be offered a place first or parents may wish to consider an alternative setting for all children.

e) Children and young people attending a partner primary school<sup>3</sup>, but who live outside the catchment area of the school for which the application is made.

If children are equally entitled to a place in the school in categories - a) to e) above, then priority will be given to the child living nearest. This is measured by the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability. In all cases evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child or young person with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

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<sup>3</sup> Reference to a partner primary school is in relation to the school for which the application is made. For the definition of a partner primary school see para. 8

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child/young person and the child/young person lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

## **Right of Appeal**

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Secondary phase education admission appeals to be submitted by **24<sup>th</sup> March 2023**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30<sup>th</sup> September in the school year in which the applicants applied.

The LA will be under no duty to comply with preference expressed otherwise than in accordance with its arrangements.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

## 5. Admission to Sixth Form

There are two sixth forms within the County Borough - a community school Welsh-medium sixth form at Ysgol Gymraeg Ystalyfera Bro Dur for which the Council is the admission authority and a voluntary aided school sixth form at St Joseph's RC School & 6<sup>th</sup> Form Centre for which the school's governing body is the admission authority

Young people who are in receipt of a statement of special educational needs which identifies a particular sixth form provision will be guaranteed a place at that school.

### – ***Oversubscription criteria (Welsh-medium 6<sup>th</sup> Form)***

Parents and pupils have the right to express a preference which will be considered individually and complied with wherever possible. In the event of the number of requests for places exceeding the number of places available, preferences will still be considered but the priorities set by the Council will be applied. In deciding which young people to admit to the sixth form, the Council applies the criteria set out below in the order of priority shown - a) being the highest priority. The Council will not normally exceed the sixth form's admission number.

- a) Young people looked after or previously looked after by a local authority in Wales, as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or, or England as defined in Section 22 of the Children Act 1989.
- b) Young people who have an older sibling who will be on register at the sixth form when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all young people a place in the sixth form, the parents will be asked to decide which young person should be offered a place first or parents may wish to consider an alternative setting for all young people.

If young people are equally entitled to a place in the sixth form in categories a) and b) above then priority will be given to the young person living nearest. This is measured by the shortest suitable walking/travel route between the home and the sixth form. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application

forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

In all cases evidence of permanent residence of the pupil at time of application must be supplied if required.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the young person's along with their parent's principal place of residence (or the young person's alone if they are living independently) on the published date, i.e. where they are normally and regularly living. If a young person is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a young person and the young person lives with both parents for part of the school week then the home address will be determined as the address where the young person lives for the majority of the school week, e.g. 3 out of 5 days. Parents and young people living independently will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

If a parent or young person is dissatisfied with the result of an application for a particular sixth form an appeal may be submitted to the independent Admission Appeals Panel by **24<sup>th</sup> March 2023**. Any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same sixth form will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team determines that there are significant and material changes the circumstances.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

## **6. Admission during the academic year**

Requests for children and young people to transfer between schools at periods other than at the normal transfer age will be determined by applying the above arrangements. Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent (or young person in the case of a sixth form application) should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Successful applicants will receive a leaving date from the school at which they are currently enrolled and a start date for the receiving school. Moving children and young people during the academic year is not encouraged and, unless otherwise stated, admission to the receiving school will be from the beginning of the following term.

Transfer into a school within the County Borough from another local authority, or a change of school necessitated by a change of address, will be authorised as soon as possible but within 15 school days or 28 calendar days whichever is the sooner.

Children and young people who transfer due to being in receipt of a statement of special educational needs will be admitted into the named school as soon as possible but within 15 working days.

## **7. Admission number and class sizes – community schools**

The admission number means the number of pupils that the Council can admit to a school. Each school has an admission number which is calculated using the Welsh Government's 'Measuring the capacity of schools in Wales' assessment. Admission to a school cannot be refused unless the admission number has been reached (appendix 5)

Legislation requires the class size for classes containing pupils the majority of whom will attain the age of 5, 6 and 7 during the course of the school year not to exceed 30 pupils save for 'excepted pupils' as specified by Regulation. The relevant age group is the group at which children and young people are normally admitted, i.e. reception for primary schools and Y7 for secondary schools.

## **8. Catchment areas and partner schools – community schools**

For the purpose of admission to community schools, the term catchment area is defined as the geographical area served by a school, as determined by the Council.

For the purpose of admission to community schools, the term 'partner' school is

defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary (voluntary aided schools excepted). An indicative list as at 1<sup>st</sup> September 2021 is attached as appendix 4.

Copies of school catchment area maps may be obtained from the Admissions Officer, School and Family Support Team.

## **9. Admission Process overview - Community Schools**

All applications for admission into a community school (including sixth form) within the County Borough **must** be made on the appropriate form to the Council and **not** to the school. Parents can apply online at [www.npt.gov.uk](http://www.npt.gov.uk)

Head teachers do not have the authority to admit children to their school. Applications have to be made to the admission authority which, for community schools, is the Council / LA.

All parents of children known to the Council and residing within the County Borough will be forwarded an admission application letter and accompanying admission arrangement notes during the Autumn Term prior to entry into school in September of the following academic year.

Parents should request an admission application form and, when completed, return it to the Admissions Officer or apply online, by the date given on the admission arrangements.

The outcome of all admission applications will be notified to parents in writing or by email as appropriate, with all outcomes sent from the central office on the date given on the admission arrangements.

Parents who are satisfied with the placement offered should confirm acceptance of the offer in writing to the Council or via the school admission website. Unfilled places will be allocated to children and young people whose parents have applied for admission ahead of those who have not formally accepted the initial offer of a place.

Parents who are not satisfied with the placement offered have a right of appeal.

Information regarding appeals will be within the contents of the letter received. Appeals will be heard by an Independent Appeal Panel constituted for the sole purpose of hearing appeals.

Requests for admission to the relevant age group submitted on or before the

administrative closing date will be processed collectively. In this respect, no advantage shall be gained from the early submission of an admission request. Requests submitted after the closing date will be processed on a weekly basis.

Admissions will not be determined on the basis of selection criteria involving the sitting of tests, viewing of school reports, interviewing pupils, with or without parents for the purpose of assessing ability or aptitude.

Where requests for admission exceed the number of places available, places will be allocated by applying the Council's oversubscription criteria.

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30<sup>th</sup> September in the school year in which applications were received applied.

## **Right of Appeal**

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of primary phase education admission appeals to be submitted by **12<sup>th</sup> May 2023**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

Children attending the nursery class will not have an automatic right of admission to full time education at the same school. Similarly, children transferring from primary phase education to secondary phase education do not have an automatic right of admission to any school<sup>4</sup>.

The Council will be under no duty to comply with preferences expressed otherwise than in accordance with its arrangements.

Separate admission arrangements apply to pupils for whom the Council holds a statement of special educational need/IDP. Pupils with a statement of educational needs must be admitted to the school named on their statement/IDP.

Looked after and previously looked after children must, after children with a statement of educational needs, be given first priority in the case of

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<sup>4</sup> Children admitted to the primary phase of an 'all-through' school do not have to apply for a place at the same school at secondary transfer.

oversubscription.

#### **10. Admission to Voluntary Aided (i.e. Faith) Schools**

Although voluntary aided (i.e. Faith) schools are their own admission authority, through its on-line application system the Council assists the application process for St Joseph's RC School & 6<sup>th</sup> Form Centre. (This applies to year 7 applications only) Requests for admission will be determined by reference to admission criteria set by the governing body. (The governing bodies of Voluntary Aided Schools are responsible for determining their own admission arrangements)



**Schedule of Events**  
**Community Schools**  
**Secondary Phase Education & Sixth Form Admission 2023/24**

**3<sup>rd</sup> October 2022**

Application forms / School Prospectus / Information for Parents Handbook distributed to parents. Parents of young people entering a new school (Year 7) have a minimum of 6 weeks to apply to a school of their choice.

**Application forms to be returned to:**

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

**25<sup>th</sup> November 2022**

Closing date of submission of Admission Application Forms

Applications processed

**1<sup>st</sup> February 2023**

Children with statements of special educational needs/idp have placements confirmed.

**1<sup>st</sup> March 2023**

Parents and schools informed of allocation of secondary places to mainstream pupils.

**24<sup>h</sup> March 2023**

Appeals against refusal to admit

**Schedule of Events**  
**Community Schools**  
**Primary Phase Education Admission 2023/24**

**3<sup>rd</sup> October 2022**

Application forms / School Prospectus, Information for Parents Handbook distributed to parents. Parents of children entering a new school (Reception) have a minimum of 6 weeks to apply to a school of their choice.

**Application forms to be returned to:**

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

**25<sup>th</sup> November 2022**

Closing date of submission of Admission Application Forms  
Applications processed

**1<sup>st</sup> February 2023**

Children with statements of special educational needs/idp have placements confirmed.

**17<sup>th</sup> April 2023**

Parents and schools informed of allocation of primary places to mainstream pupils.

**12<sup>th</sup> May 2023**

Appeals against refusal to admit

**Schedule of Events for**  
**Community Schools**  
**Nursery Class Admission 2023/24**

**3<sup>rd</sup> October, 2022**

**Application forms distributed to parents.**

**Application forms to be returned to:**

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough  
Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

**10<sup>th</sup> March 2023**

Closing date of submission of Admission Application Forms  
Applications processed

**5<sup>th</sup> May 2023**

Parents and schools informed of allocation of nursery places.

**Partner Community Schools  
(Indicative list as at 01/09/21)**

<b>PARTNER COMMUNITY SCHOOLS</b>	
<b>Secondary</b>	<b>Primary</b>
<b>CEFN SAESON</b>	Crynallt Primary, Gnoll Primary, Melin Primary, Tonnau Primary.
<b>CWMTAWE</b>	Alltwen Primary, Godre'rgraig Primary, Llangiwig Primary, Rhos Primary, Rhydyfro Primary, Tairgwaith Primary.
<b>YSGOL BAE BAGLAN</b>	Awel Y Mor Primary, Ysgol Carreg Hir, Baglan Primary, Blaenbaglan Primary, Sandfields Primary, Tywyn Primary.
<b>DWR Y FELIN</b>	Abbey Primary, Blaenhonddan Primary, Coedffranc Primary, Crymlyn Primary, Waunceirch Primary.
<b>YSGOL CWM BROMBIL</b>	Central Primary, Coed Hirwaun Primary, Cwmafan Primary, Eastern Primary, Croeserw Primary, Cymer Afan Primary, Glyncorwg Primary, Pen Afan Primary.
<b>LLANGATWG</b>	Blaendulais Primary, Blaengwrach Primary, Catwg Primary, Cilffriw Primary, Creunant Primary, Cwmnedd Primary, Maesmarchog Primary, Ynysfach Primary.
<b>YSGOL Gymraeg Ystalyfera – Bro Dur</b>	YGG Blaendulais, YGG Castell-Nedd, YGG Cwmllynfell, YGG Cwmnedd, YGG Gwaun Cae Gurwen, YGG Pontardawe, YGG Rhosafan, YGG Trebannws, YGG Tyle'r Ynn.

**NB: Attendance at a partner school does not guarantee a place at the preferred school nor does it prevent parents applying to alternative schools of their choice.**

**This table does not include voluntary aided schools which are subject to separate admission arrangements.**

**Admission Number<sup>5</sup>  
September 2021**

Name of school	Primary Phase Admission Number
Abbey Primary	53
Alderman Davies CIW Primary	59
Alltwn Primary	34
Awel Y Mor Primary	42
Baglan Primary	38
Blaenbaglan Primary	40
Blaendulais Primary	23
Blaengwrach Primary	20
Blaenhonddan Primary	32
Bryncoch CIW Primary	31
Catwg Primary	29
Central Primary	55
Cilffriw Primary	30
Coed Hirwaun Primary	22
Coedffranc Primary	62
Creunant Primary	19
Croeserw Primary	25
Crymlyn Primary	12
Crynallt Primary	57
Cwmafan Primary	60
Cwmnedd Primary	30
Cymer Afan Primary	12
Eastern Primary	26
Glyncorrwg Primary	19
Gnoll Primary	48
Godre'rgraig Primary	23
Llangiwg Primary	21
Maesmarchog Primary	16
Melin Primary	34
Pen Afan Primary	18
Rhos Primary	25
Rhydyfro Primary	24
Sandfields Primary	53
St Joseph's Infant	34
St Joseph's Junior	39
St Joseph's Primary	29

<sup>5</sup> Voluntary aided (i.e. Faith) schools admission numbers included

St Therese's Primary	28
Tairgwaith Primary	21
Tonnau Primary	30
Tywyn Primary	52
Waunceirch Primary	30
Ysgol Bae Baglan Primary Phase	40
Ynysfach Primary	25
Ysgol Carreg Hir	60
Ysgol Cwm Brombil Primary Phase	30
Ysgol Gymraeg Ystalyfera Bro Dur Primary Phase	26
YGG Blaendulais	17
YGG Castell Nedd	48
YGG Cwm Nedd	26
YGG Gwaun Cae Gurwen	25
YGG Pontardawe	51
YGG Rhosafan	45
YGG Tyle'r Ynn	29
YGG Cwmllynfell	13
YGG Trebannws	18

<b>Name of School</b>	<b>Secondary Phase</b>	<b>Sixth Form</b>
	<b>Admission Number</b>	<b>Admission Number</b>
Cefn Saeson Comprehensive	184	
Cwmtawe Community	256	
Dwr-y-Felin Comprehensive	220	
Ysgol Cwm Brombil Secondary Phase	210	
Llangatwg Community	233	
St Joseph's RC School and 6 <sup>th</sup> Form Centre	144	143
Ysgol Bae Baglan Secondary Phase	220	
Ysgol Gymraeg Ystalyfera Bro Dur	240	130

## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education, Skills and Leisure Cabinet Board

17 February 2022

#### Report of the Head of Education Development – Christopher Millis

#### Matter for Information

#### Wards Affected:

All Wards

#### Report Title: Annual Pupil Performance Report 2020/21 (Summary)

#### Purpose of the Report:

To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during the academic year of 2020/21.

#### Executive Summary:

The report provides detail of 2020/21 performance regarding attendance, exclusion's and attainment of Neath Port Talbot pupils compared with previous academic years and national data where it exists. Also included is some contextual data on the level of free school meal entitlement and special educational need (SEN) which is correlated to pupil performance.

#### Background:

Local Authority level educational performance over the 2020/21 academic year.

#### Financial Impacts:

No implications

#### Integrated Impact Assessment:

The Equality Act 2010 requires public bodies to “pay due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and

- foster good relations between persons who share a relevant protected characteristics and persons who do not share it.”
- As the focus of this report is to report progress and Neath Port Talbot schools produce an annual Strategic Equalities Plan there is no requirement to undertake an equality impact assessment.

**Valleys Communities Impacts:**

All Neath Port Talbot schools are included within this report

**Workforce Impacts:**

The progress described in the annual report was achieved against a backdrop of a reduced workforce alongside ongoing financial challenges

**Legal Impacts:**

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

**Consultation:**

‘There is no requirement for external consultation on this item’

**Recommendations:**

Members monitor the contents of the Annual Report 2020/21 attached at Appendix 1.

**Implementation of Decision:**

The report is for information only.

**Appendices:**

Appendix 1 – Annual Pupil Performance Report Summary 2020/21

**Officer Contact:**

Carl Glover - Data Unit Manager [c.glover@npt.gov.uk](mailto:c.glover@npt.gov.uk) Tel. 01639 763139

Mike Daley – Lead Education Support Officer [m.daley@npt.gov.uk](mailto:m.daley@npt.gov.uk)

Chris Millis – Head of Participation [c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)



Appendix 1

# **Annual Report on Pupil Performance (Summary)**

## **Education Leisure & Lifelong Learning**

### **Neath Port Talbot County Borough Council**

#### **2020/21**

Christopher Millis,  
Head of Education Development



## Contextual Data

A number of variables contribute towards a pupil, school and authority's ability to achieve expected outcomes and sustain a high level of performance. Two of the most influential pupil characteristics affecting performance are the levels of deprivation encountered, which historically has been measured by the percentage of free school meal (FSM) entitlement, and the level of additional learning needs (ALN). Whilst these two issues play a major part in achievement it should be noted that a number of other factors are influential e.g. quality of teaching, gender, traveller status, looked after pupils etc.

Free school meal data across Wales show that there is a statistical relationship between the level of FSM entitlement and attendance and attainment at school. Higher FSMs results in lower attendance and attainment and vice versa. NPT has consistently had one of the largest proportion of FSMs in Wales and at the 2021 Pupil Level Annual School Census (PLASC) it was 26.8% which is the 4<sup>th</sup> highest in Wales. It seems that with the introduction of FSM transitional protection some local authorities are not maintaining their FSM numbers correctly which is why NPT are now ranked 4<sup>th</sup>.

Sector	2016/17			2017/18			2018/19			2019/20			2020/21		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	22.4	18.3	2	23.2	18.0	1	25.3	19.0	1	26.1	20.8	3	29.4	24.0	3
Secondary	19.5	16.6	6	19.1	16.0	4	20.1	16.6	2	19.9	18.0	5	22.4	21.0	7
Middle	32.9	18.0	1	21.6	17.2	3	23.1	18.5	3	22.7	19.6	4	24.7	22.5	4
Special	52.1	41.9	2	54.7	42.2	2	52.4	42.9	2	51.5	44.6	3	50.2	46.4	6
All 5-15	22.6	17.8	2	22.1	17.4	2	23.8	18.3	1	24.1	19.9	3	26.8	22.9	4

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 6<sup>th</sup> highest proportion of pupils with a additional learning needs (ALN), including the highest percentage with the most severe need which necessitates a statement.

Year		Pupil No's (All Pupils)	All Pupils with Additional Learning Needs											
			Statemented			School Action			SAP			All ALN		
			No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2019 Plasc	Neath Port Talbot	21066	947	4.5%	1	2833	13.4%	7	1551	7.4%	11	5331	25.3%	5
	Wales	468398	13168	2.8%		56315	12.0%		34493	7.4%		103976	22.2%	
2020 Plasc	Neath Port Talbot	21288	1005	4.7%	1	2513	11.8%	8	1547	7.3%	12	5065	23.8%	6
	Wales	469176	13513	2.9%		50749	10.8%		33289	7.1%		97551	20.8%	
2021 Plasc	Neath Port Talbot	21585	1049	4.9%	1	2387	11.1%	7	1534	7.1%	11	4970	23.0%	6
	Wales	474724	14082	3.0%		46790	9.9%		31816	6.7%		92688	19.5%	

As at PLASC 2021, 10.2% of the reception to year 11 cohort were both FSM and ALN.

## Attendance

	2016/17			2017/18			2018/19			2019/20 (to 13/3/20)			2020/21		
(Ages 5-15)	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
<b>Primary</b>	94.7	94.9	16	94.1	94.5	20	94.0	94.6	20	93.8	n/a	n/a	91.1	n/a	n/a
<b>Secondary</b>	93.4	94.1	20	93.2	93.8	19	93.3	93.8	18	92.2	n/a	n/a	87.6	n/a	n/a

Due to the covid 19 attendance in 2020/21 is down on previous years. The Welsh Government has not collected school attendance data during 2019/20 or 2020/21 so there are no national figures or benchmarking data.

The attendance of year 1-11 FSM pupils in 2020/21 across both primary and secondary sectors was 83.82% compared with 92.27% for non FSM pupils, a difference of 8.45%. During 2018/19, the most recent non covid affected academic year, the difference was just 3.82% (90.77% versus 94.59%), illustrating that the pandemic has had a greater impact on the attendance of more deprived families.

## Exclusions (all pupils)

Below is a summary of NPT permanent and fixed term exclusions.

	Number of Fixed Exclusions					Number of Pupils Receiving a Fixed Exclusion				
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	159	197	196	194	104	79	96	96	94	61
Secondary	653	669	804	726	481	328	374	397	377	306
Special	43	136	189	129	97	26	48	52	47	40
Total	855	1002	1189	1049	682	433	518	545	518	407
	Number of Days Lost to Fixed Term Exclusions					Number of Permanent Exclusions				
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	307	400	348	402	257	1	2	1	2	1
Secondary	1740	1725	1848	1342	1026	12	9	16	10	7
Special	69	234	304	223	117	0	0	0	0	0
Total	2115	2359	2500	1966	1399	13	11	17	12	8

The table below looks at the rate of exclusion in NPT compared with across Wales.

Exclusion Type		Number of Exclusions					Rate of Exclusion (Per 1000 pupils)				
		2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Permanent Exclusions	NPT	13	11	17	12	8	0.63	0.53	0.81	0.56	0.37
	Wales	165	174	246	218		0.35	0.37	0.53	0.47	
Fixed Excl - 5 Days or Less	NPT	791	954	1137	1022	651	38.1	45.6	54.0	48.0	30.2
	Wales	16044	17146	18286	12740		34.4	36.7	39.1	27.2	
Fixed Excl - Over 5 Days	NPT	64	48	59	27	31	3.1	2.3	2.8	1.3	1.4
	Wales	863	806	785	547		1.9	1.7	1.7	1.2	

Due largely to the covid 19 pandemic exclusions across NPT fell in 2020/21. All Wales data for 2020/21 has not yet been released though the 2019/20 figures show Neath Port Talbot's rate of permanent exclusion and fixed exclusion of over 5 days to be much closer

to the national averages. However, fixed exclusions of 5 days or less is significantly higher in Neath Port Talbot with the gap to the national average widening.

### **Assessment/Examination Performance – Foundation Phase (Year 2 Pupils)**

Due to the covid 19 pandemic foundation phase teacher assessments were not gathered by the Welsh Government in 2019/20 or 2020/21 due to the limited time pupils were in school. Based on unofficial and incomplete internal data collection it is clear that pupil attainment has been negatively affected by time missed from school with all 2021 outcomes well below the 2019 values contained in the above table.

### **Assessment/Examination Performance – Key Stage 2 (Year 6 Pupils)**

Due to the covid 19 pandemic key stage 2 teacher assessments were not gathered by the Welsh Government in 2019/20 or 2020/21 due to the limited time pupils were in school. Based on unofficial and incomplete internal data collection it is clear that pupil attainment has been negatively affected by time missed from school with all 2021 outcomes well below the 2019 values contained in the above table.

### **Assessment/Examination Performance – Key Stage 3 (Year 9 Pupils)**

Due to the covid 19 pandemic key stage 3 teacher assessments were not gathered by the Welsh Government in 2019/20 or 2020/21 due to the limited time pupils were in school.

### **Assessment/Examination Performance – Key Stage 4 (Year 11 Pupils)**

Unlike foundation phase, Key Stage 2 and Key Stage 3 which are teacher assessments, Key Stage 4 results are usually the outcome of external examinations. However, due to covid 19 no examinations could take place during the summer of 2019 or 2020 so grades were based on teacher assessments. With Key Stage 4 measures undergoing reform over recent years caution should be taken when comparing annual performance.

As per the Welsh Government data pre-pandemic, all key stage 4 results are based on a pupil's first entry, which are lower than the best results. No national performance data has been produced by the Welsh Government for 2019/20 or 2020/21.

KS4	Level 1 (5 GCSE A*-G)				Level 2 (5 GCSE A*-C)				L2 (incl E/W & M)				L2 5A*A				English Lang (C+)				Best Maths (C+)			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2017	93.5	94.4	-0.9	17	65.2	67.0	-1.8	14	53.7	55.8	-2.1	14	13.9	16.8	-2.9		62.7	63.7	-1.0	13	59.4	62.5	-3.1	15
2018	92.9	93.7	-0.8	15	65.5	67.0	-1.5	12	53.5	56.6	-3.1	15	17.0	18.0	-1.1	10	61.2	62.6	-1.3	12	58.6	63.6	-4.9	17
2019	91.7	92.8	-1.1	16	64.5				49.9	53.8	-3.9	17	14.9	18.0	-3.1	15	54.7	58.9	-4.2		57.1			
2020	92.3			16	70.7				60.1				20.0				65.0				63.6			
2021	92.8			16	74.2				64.7				26.8				71.1				69.3			

All key indicators above improved in 2021 with English language, best maths (mathematics and numeracy) and 5A\*A all increasing by around 6 percentage points. 35.3% of girls achieved 5A\*A grades compared with 18.5% of boys whilst 31.1% of non free school meal pupils achieved this indicator compared with just 11.2% of free school meal eligible pupils.

During 2019 the Welsh Government introduced five interim measures whilst they debate what should be used going forward. The table below has the five measures along with backdated figures from 2017.

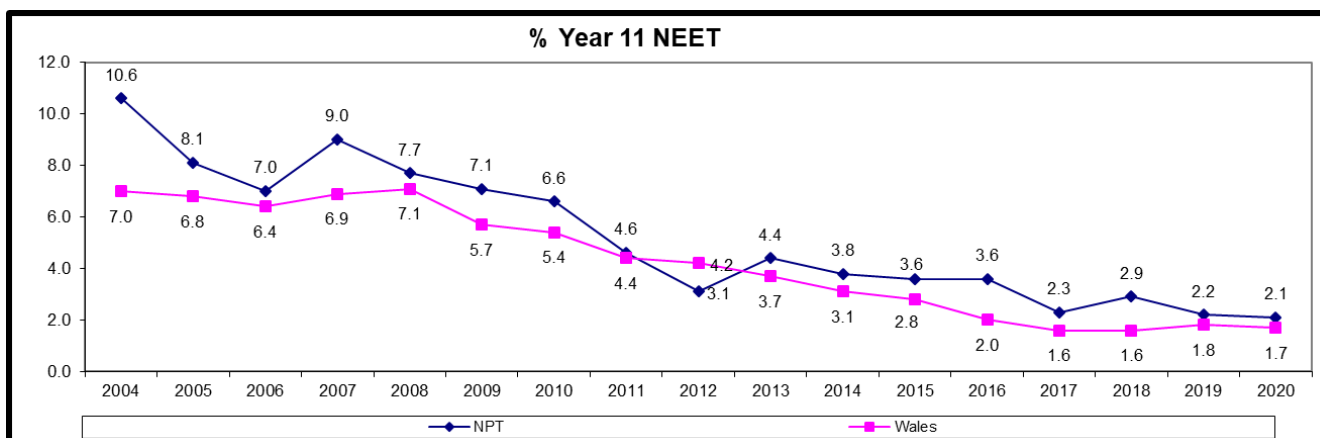
KS4	Capped 9 Ave Pts				Literacy Ave Pts				Numeracy Ave Pts				Science Ave Pts				SCC Ave Pts			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2017	340.0	351.0	-11.0	14	38.6	39.1	-0.5		36.6	37.9	-1.3		36.3	39.0	-2.7		28.8	28.6	0.2	
2018	341.3	349.5	-8.2	14	39.0	39.4	-0.4		36.9	38.3	-1.4		36.3	36.8	-0.5		35.8	36.5	-0.7	
2019	342.0	353.8	-11.8	16	37.9	39.0	-1.1	14	35.8	37.1	-1.3	16	35.6	36.8	-1.2	16	35.3	36.4	-1.1	15
2020	369.0				40.2				38.4				38.8				33.7			
2021	378.0				41.3				40.7				40.4				31.5			

The interim measures are based on the average points scored per pupil based on an A\* grade being worth 58 points, A grade 52, B grade 46, C grade 40, D grade 34, E grade 28, F grade 22 and G grade 16. The literacy indicator uses a pupil's best result from English/Welsh language and English/Welsh literature whilst the numeracy indicator uses the best of mathematics and numeracy GCSE's. In all interim measures except the Skills Challenge Certificate (SCC) NPT improved, with one school not entering pupils for this course.

Girls in NPT outperform boys in all 5 interim measures with the difference being 5.1 points in literacy, 1.9 in numeracy, 3.6 in science, 5.9 in the Skills Challenge Certificate (SCC) and 32 points in the average capped 9 score.

The difference between free school meal (FSM) and non free school meal pupils (NFSM) is greater than the gender gap. NFSM pupils outperformed FSM pupils by 9.1 points in literacy, 9.9 in numeracy, 11.6 in science, 12.4 in SCC and 87 points in the capped 9 indicator.

The latest Welsh Government NEET (not in education, employment or training) figures (released July 2021) providing the destination of 2020 year 11 school leavers shows 2.1% of NPT pupils categorised as NEET. This is NPT's lowest percentage to date but remains 0.4% higher than the national average. NPT's ranking improved from 19<sup>th</sup> to 16<sup>th</sup>.



## Assessment/Examination Performance – Key Stage 5 (Year 13 Pupils)

Pupils aged 17 - Key Stage 5 Performance Measures														
Year	Plasc Cohort	Of Plasc Cohort:			Entered 2 A Levels	Of those entering the equivalent of 2 A Levels:								
		Average Wider Points				Achieved Level 3 Threshold			Achieved 3 A*-A Grades			Achieved 3 A*-C Grades		
		NPT	Wales	NPT Rank		NPT	Wales	NPT Rank	NPT	Wales	NPT Rank	NPT	Wales	NPT Rank
2017	174	647	731	20	136	96.3%	97.1%	16	8.1%	10.5%	16	52.2%	54.7%	14
2018	184	729	740	12	167	98.2%	97.6%	8	13.8%	13.4%	7	54.5%	57.9%	13
2019	192	725	741	12	166	98.8%	97.9%	1	9.0%	13.2%	17	54.2%	58.4%	16
2020	192	798			169	99.4%			24.3%			75.7%		
2021	184	853			172	98.8%			29.1%			69.8%		

As with key stage 4, key stage 5 results are normally via external examinations but due to covid 2019/20 and 2020/21 results are based on teacher assessments. Like key stage 4, there was improvement in results at key stage 5 with the average wider points score increasing from 798 in 2020 to 853 in 2021. The percentage achieving 3A\* or A grades increased from 24.3% to 29.1% due to improved A level results. The proportion achieving 3A\*-C grades fell by 5.9% to 69.8% because of a 15.6% fall in Skills Challenge Certificate A\*-C results and also a decrease in both A level and vocational qualification A\*-C performance. No national key stage 5 results have been published by the Welsh Government for 2020/21.

## 2020/21 Inspection Outcomes

In September 2017 a new cycle of inspections was initiated under a new common inspection framework. Below are the inspection areas and judgements.

During the inspection process schools are judged in five inspection areas:

Inspection Area 1: How good are standards?

Inspection Area 2: How good is wellbeing and attitudes to learning?

Inspection Area 3: How good is teaching and learning experiences?

Inspection Area 4: How good is care, support and guidance?

Inspection Area 5: How good is leadership and management?

In these evaluations, inspectors use a four point scale:

**Judgements and what the judgement means**

- Excellent – Very strong, sustained performance and practice
- Good – strong features, although minor aspects may require improvement
- Adequate and needs improvement – Strengths outweigh weaknesses but important aspects require improvement
- Unsatisfactory and needs urgent improvement – weaknesses outweigh strengths

The schools below were inspected during the 2020/21 academic year and received the following judgements:

St Joseph’s Catholic School and 6<sup>th</sup> Form Centre – 1/4/21 judged to have made sufficient progress in addressing the recommendations from the inspection in October 2019 and has been removed from the list of schools requiring Estyn review. The Upper Afan Valley Federation was re-visited (online) at the end of the autumn term. It was decided that no decision was yet possible due to the disruptions caused by Covid 19. The next revisit will take place at the end of the summer term. No other inspections took place during 2020/21.

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## Impact Assessment - First Stage

### 1. Details of the initiative

<b>Initiative description and summary: Annual Pupil Performance Report February 2022</b>
<b>Service Area: Education Development</b>
<b>Directorate: Education Leisure Lifelong Learning</b>

### 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				
Disability		X				
Gender Reassignment		X				
Marriage/Civil Partnership		X				
Pregnancy/Maternity		X				
Race		X				
Religion/Belief		X				
Sex		X				
Sexual orientation		X				

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#### 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				
Treating the Welsh language no less favourably than English		X				

#### 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				
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X				

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

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	X		Supports schools
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	X		Supports schools
<b>Involvement</b> - how people have been involved in developing the initiative	X		Schools involved indecision making
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	X		Staff will work cross directorate and other partners
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	X		Improve and support schools

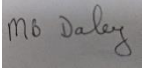
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**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	<input type="checkbox"/>
Reasons for this conclusion	
See above	

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

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	Name	Position	Signature	Date
Completed by	<b>MB Daley</b>	<b>Lead Education Support Officer</b>		<b>3-2-22</b>
Signed off by		Head of Service/Director		

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Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Education, Skills and Culture Cabinet Board**

17 February 2022

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

#### **Matter for Monitoring**

**Wards Affected: All Wards**

#### **Report Title**

Quarterly Performance Management Data 2021-2022 –  
Quarter 3 Performance (1st April 2021– 31st December 2021)

#### **Purpose of the Report:**

To provide members with quarter 3 performance management data, complaints and compliments for the period 1st April 2021 to 31st December 2021 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESC Cabinet Board to discharge their functions in relation to performance management.

#### **Executive Summary:**

The report provides education results and assessments at KS4. Attendance and exclusion data over the secondary and primary sectors. Data relating to the Statutory Assessment Process, the Youth Service and childcare. Data relating to the Library Service

concerning the number of visitors and a summary of the number of people participating in a sporting activity at the council facilities.

**Background:**

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's).

A list of quarter 2 key performance KPI's with progress comments on each indicator are attached as appendix 1.

KPI status:

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

Where available, appendix 1 provides performance data for quarter 3 performance for 2019/20, 2020/21 & 2021/22. The target provided is for the corresponding period.

Appendix 2 provides quarter 3 information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

**Financial Impacts:**

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

**Integrated Impact Assessment:**

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

**Valleys Communities Impacts:**

No implications.



**Workforce Impacts:**

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

**Legal Impacts:**

This Report is prepared under:

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

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

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

**Risk Management Impacts:**

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

**Consultation:**

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

**Recommendations:**

Members monitor performance contained within this report.

**Reasons for Proposed Decision:**

Matter for monitoring. No decision required.

**Implementation of Decision:**

Matter for monitoring. No decision required.

**Appendices:**

Appendix 1: Key Performance Management Data - Quarterly.

Appendix 2: Compliments and Complaints Data

**List of Background Papers:**

The Neath Port Talbot Corporate Improvement Plan - 2019-2022

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

**Officer Contact:**

Neal Place, Performance Management Officer.

E-mail [n.place@npt.gov.uk](mailto:n.place@npt.gov.uk). Tel. 01639 763619



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# Performance Indicators





Neath Port Talbot Council

Appendix 1 - Education, Skills and Culture Cabinet Board - Key Performance Indicators - Quarter 3 ( 1st April - 31st December) - 2021/22













*Print Date: 01-Feb-2022*




## How will we know we are making a difference (01/04/2021 to 31/12/2021)?

PI Title	Qtr. 3 Actual 19/20	Qtr. 3 Actual 20/21	Qtr. 3 Actual 21/22	Qtr. 3 Target 21/22	Perf. RAG
<b>Organisation</b>					
CP/002 - Number of full day childcare places provided	2327.00	2442.00	2333.00	2400.00	 Amber
Number of places has decreased since end of Q2 (2362) but has risen compared to end of Q1 (2287). Registered numbers fluctuate through the year as settings change or vary their registered numbers. The sector is still reacting and responding to the impacts of Covid which continues to affect how they operate. Even when we have New Developments opening, there are others who deregister at the same time therefore affecting total registered places.					
CP/005 - PAM/007 - Percentage of pupil attendance in primary schools	94.02	93.83	91.18		 NA
2021/22 data is for the 2020/21 academic year. Pupil attendance continues to be affected by the Covid-19 pandemic. Whilst the number of pupils returning to school have been excellent, continued attendance has been intermittent for some who have either been required to self-isolate at home; isolate whilst waiting for the results of a PCR test or for those pupils who have contracted Covid themselves. Welsh Government have removed the need for schools and local authorities to set attendance targets for the second year running. No target set in the 2021/23 Corporate Plan due to Covid-19.					
CP/006 - PAM/008 - Percentage of pupil attendance in secondary schools	93.46	92.51	87.88		 NA
2021/22 data is for the 2020/21 academic year. Pupil attendance continues to be affected by the Covid-19 pandemic. Whilst the number of pupils returning to school have been excellent, continued attendance has been intermittent for some who have either been required to self-isolate at home; isolate whilst waiting for the results of a PCR test or for those pupils who have contracted Covid themselves. Welsh Government have removed the need for schools and local authorities to set attendance targets for the second year running. No target set in the 2021/23 Corporate Plan due to Covid-19.					
CP/007 - PAM/033 - Percentage of pupils assessed in Welsh at the end of Foundation phase	16.63			15.80	 NA
Foundation Phase assessments were not undertaken for 2021/22 (2020/21 academic year) or 2020/21 (2019/20 academic year) due to COVID-19. Data for 2019/20 (16.63%) relates to 2018/19 academic year.					

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PI Title	Qtr. 3 Actual 19/20	Qtr. 3 Actual 20/21	Qtr. 3 Actual 21/22	Qtr. 3 Target 21/22	Perf. RAG
CP/008 - PAM/034 - Percentage of year 11 pupils studying Welsh first language	11.40	11.33	12.29	11.70	 Green
For the Academic Year 2020-21, there were 199 pupils studying Welsh first language from a cohort of 1,619 pupils compared to 171 from a cohort of 1,509 for 2019-20. The number of pupils studying Welsh as a first language and related percentage has increased slightly compared to Academic Year 2019-20. The figure is likely to rise steadily for the next 3 years.					
CP/014 - Percentage of 11 - 19 year olds in contact with the Youth Service (measured cumulatively over the financial year - quarterly)	27.97		22.31	21.00	 Green
At the end of quarter 3 the youth service reach with 11-19 year olds was 3,350 which equates to 22.3% of the 11-19 populations.					
CP/072 - Number of visits to our theatres	217161.00		83802.00		 NA
There has been a fall in visitor numbers to theatres compared to quarter 3 2019/20 figure due to COVID-19. No data available for quarter 3 2020/21 and no target set in the 2021/23 Corporate Plan due to COVID-19.					
CP/073 - PAM/040 - Percentage of quality Indicators achieved by the Library Service	66.67				 NA
Due to COVID a number of the Quality Indicators are currently no longer relevant or practical. A report from Welsh Government is being prepared.					
CP/074 - PAM/017 - Number of visits to leisure centres per 1,000 population	5787.94		3094.98		 NA
There has been a fall in visitor numbers to leisure centres per 1,000 population compared to quarter 3 2019/20 figure due to COVID-19. The figure is increasing steadily from quarter 2 2021/22. No data available for quarter 3 2020/21 and no target set in the 2021/23 Corporate Plan due to COVID-19.					
PI Title	Qtr. 3 Actual 19/20	Qtr. 3 Actual 20/21	Qtr. 3 Actual 21/22	Qtr. 3 Target 21/22	Perf. RAG

CP/108- PAM/032 - Capped 9 score	342.09	369.00	378.00	345.00	 Green
This is not comparable to previous years as it is due to teacher assessments (Covid)					
CP/116 - Communities for Work – priority 1 (age 25+): number of people helped to gain training, volunteering, work experience or sustainable employment			44.00	64.00	 Red
Priority 1 continues to be those hardest to reach for engagements and job entries, but this trend is seen throughout Wales. Staff are still working from home, but during Quarter 3 were able to attend Outreach venues and events. 25+ seem reluctant to engage due the pandemic but it is hoped that referrals will pick up with targeted events to engage with this specific group. New indicator for 2021/22.					
CP/117 - Communities for Work – Priority 3 (age 16-24): number of people helped to gain training, volunteering, work experience, full time education or sustainable employment			115.00	33.00	 Green
Priority 3 continues to exceed targets as we are seeing that young people are actively seeking work. Engagements and Job Entries remain above targets. We have encouraged those who are struggling to participate in the Winter of Wellbeing programme, working alongside DWP where we run organised trips and activities to promote wellbeing. We have seen some excellent results, which is evident in the targets. New indicator for 2021/22.					
CP/118 - Communities for Work Plus – Programme for age 16+: number of people helped to gain training, volunteering, work experience, sustainable employment or those who are in “in work poverty			346.00	225.00	 Green
Referrals still coming into the programme and continue to achieve targets. Quarter 3 allowed staff to attend outreach venues and organise events for targeted work. We are also working alongside our HR department to develop systems and processes to encourage people to apply for jobs in NPTC. Our Digital Chrome Books Loan Scheme continues to be well utilised for those applying and searching for jobs.					
ELLL - EDU/015a - The percentage of final statements of special education needs issued within 26 weeks including exceptions. (measured over the calendar year - quarterly)	63.70	27.42	29.41	28.00	 Green
29.41% - 45 statements issued within the 26 week timescale (including exceptions) out of a total of 153 possible statements. The effects of the pandemic are continuing to have an adverse impact on the LA’s duty to meet the statutory timescales. This is primarily because Health professionals, particularly Community Paediatricians, are unable to provide the Advice requested within the given timeframe. Although some parents are happy to proceed without, this has not been the case for a large number of ongoing assessments.					
<b>PI Title</b>	<b>Qtr. 3 Actual 19/20</b>	<b>Qtr. 3 Actual 20/21</b>	<b>Qtr. 3 Actual 21/22</b>	<b>Qtr. 3 Target 21/22</b>	<b>Perf. RAG</b>

<p>ELLL - EDU/015b - The percentage of final statements of special education needs issued within 26 weeks excluding exceptions. (measured over the calendar year - quarterly)</p>	100.00	100.00	100.00	100.00	 Green
<p>100% - 45 statements issued within the 26 week timescale (excluding exceptions) out of a total of 45 possible statements. This figure exemplifies that when there are no delayed advices from professionals, the team is able to effectively meet the 26 weeks statutory timescale.</p>					
<p>ELLL - LCL001 - The number of visits to public libraries during the year, per 1,000 population (measured cumulatively over the financial year - quarterly)</p>	3971.94	534.97	1400.27	3900.00	 Red
<p>Visits to libraries are still subject to the impacts of COVID which has reduced the number of events and activities together with the range of services.</p>					
<p>ELLL - PI/444 - Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths</p>	45.81	57.83	62.75	50.00	 Green
<p>1061 pupils achieved this indicator from a cohort of 1619 pupils - This is not comparable to previous years as it is due to teacher assessments (Covid)</p>					

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Neath Port Talbot Council

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# Performance Indicators

Neath Port Talbot Council

Appendix 2 - Education, Leisure and Lifelong Learning - Compliments & Complaints - Quarter 3 - (1st April - 31st December) - 2021/22



*Print Date: 31-Jan-2022*

## How will we know we are making a difference (01/04/2021 to 31/12/2021)?

PI Title	Actual 19/20	Actual 20/21	Actual 21/22	Target 21/22	Perf. RAG
<b>Organisation</b>					
PI/256 - Education, Leisure & Lifelong Learning Directorate-- % of complaints at stage 1 that were upheld	0.00	0.00	25.00		
There have been four stage 1 complaints so far this year. Two concerning home to school transport and one for Strategic School Improvement Programme (SSIP) Service that were not upheld. There was one upheld complaint concerning COVID measures at a theatre. The complainant had a full refund.					
PI/257 -Education, Leisure & Lifelong Learning Directorate - % of complaints at stage 2 that were upheld/partially upheld	0.00	0.00	0.00		
There has been one stage 2 complaint for Quarter 3 concerning school transport which was not upheld. There was one stage 2 complaint in Q3 - 21/22 and three in Q3 - 19/20. (All were not upheld)					
PI/258 -Education, Leisure & Lifelong Learning Directorate - % of complaints dealt with by the Public Services Ombudsman that were upheld/partially upheld	100.00		0.00		
There is one complaints referred to the Ombudsman in Q3 that is still on-going. This complaint is in relation to School Transport.					
PI/259 - Education, Leisure & Lifelong Learning Directorate - Number of compliments received from the public	89.00	1.00	6.00		
There has been 5 compliments in Q3. One concerning a Halloween Party at Neath Library, One concerning the Education Psychology service and three concerning School catering around special diets.					

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Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Education, Skills & Culture Cabinet Board**

**17 February 2022**

### **Report of the Head of Early Years, Inclusion & Partnerships – Hayley Lervy**

#### **Matter for Information**

#### **Wards Affected:**

All Wards

#### **Think Family Partnership Update**

#### **Purpose of the Report:**

To provide Members with an update on the work of the Think Family Partnership, including delivery of key programmes and services for children, young people and families.

#### **Executive Summary:**

The Think Family Partnership oversees delivery of a number of programmes and service areas, many of which are funded through Welsh Government (WG) grant streams:

- Families First and Early Intervention & Prevention Panel
- Flying Start and Early Years
- Childcare Offer
- Family Information Service

- Children's Play
- Early Years Integration
- Child Development Fund

The partnership also ensures that the authority meets duties in relation to the Childcare Act 2006 and the Children & Families (Wales) Measure 2010, through undertaking the required Childcare and Play Sufficiency Assessments. New assessments are required to be submitted to WG by end June 2022 and work is underway on both, with engagement with parents and stakeholders planned for the coming months.

The Early Intervention Panel continues to improved access to support services for families, with over 5,800 referrals being received since the introduction of the panel

Childcare providers continue to be well supported through the provision of sustainability and new development grants, and also through the implementation of the childcare offer. Additional support has been provided throughout the pandemic.

Additional capital and revenue funding has been received for children's play and applications have been invited from internal and external providers to deliver a range of opportunities for children and young people.

**Background:**

The Think Family Partnership manages delivery of a number Welsh Government programmes - Families First, Flying Start, Childcare Offer Wales, Childcare & Play – and also supports the authority in meeting its legislative duties in relation to:

- Sections 22 and 26 of the Childcare Act 2006 – to secure sufficient provision of childcare and to undertake childcare sufficiency assessments;

- Section 27 of the Childcare Act 2006 - to provide information for children, young people, families and professionals on a wide range of family related topics;
- Section 11 of the Children & Families (Wales) Measure 2010 – to assess for and secure sufficiency of play opportunities for children (0-17 years) in the local authority area.

Programmes and teams are funded in the main through Welsh Government (WG) grants and, therefore, use of monies must comply with the terms and conditions of each individual grant stream.

Since the last update to Members in 2019, the Think Family Partnership has received additional funding through WG's Early Years Integration Pathfinder programme and Child Development Fund, and also funding to support children's play. Whilst the additional funding has been welcomed to support children and families in NPT, it has created capacity issues in many areas of the overall team. Updates on the implementation of the grants are included in the report. A table providing an overview of funding received during 2021/22 is provided as Appendix 1.

### **Programme/Service Updates**

The report will provide updates on:

- Families First and Early Intervention & Prevention Panel
- Flying Start and Early Years
- Childcare Offer
- Family Information Service
- Children's Play
- Early Years Integration

- Child Development Fund

## **1. Families First and Early Intervention & Prevention Panel**

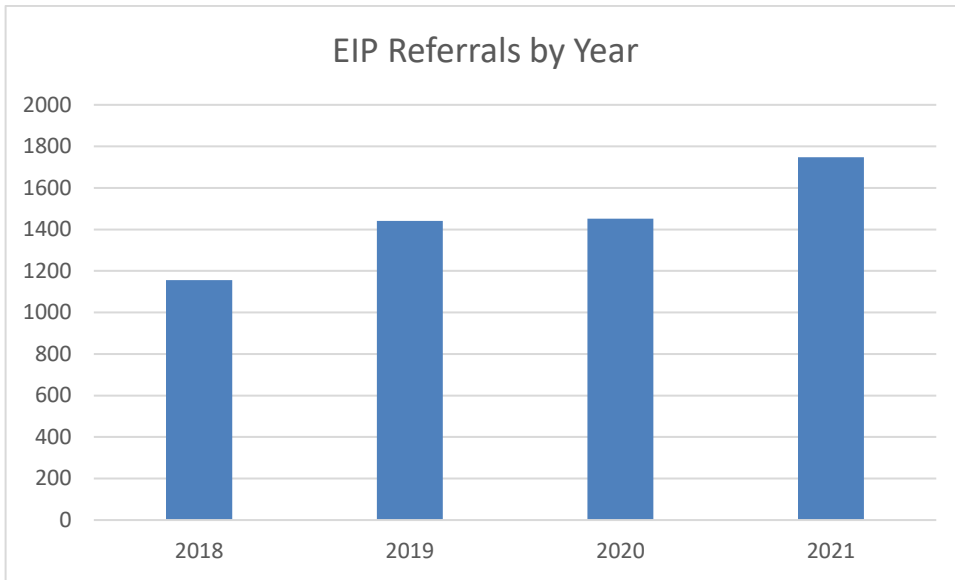
Families First is a Welsh Government early intervention and prevention programme aimed at improving outcomes for children, young people (0-25 years) and their families. The programme has a number of key elements:

1. Team Around the Family
2. Joint Assessment Family Framework (TAF Assessment)
3. Strategic Commissioning
4. Disability Focus

In 2017, a range of services were established to deliver support services for children, young people and families for the period 2018 to 2022. Services are delivered through both internal and external providers. In November 2021, Members approved a report for a one year extension to contracts and agreements for services funded through the Families First grant, from April 2022 to March 2023.

Participants access services through the multi-agency Early Intervention & Prevention (EIP) Panel, via a referral to the Single Point of Contact (SPOC). Families can refer themselves or are identified and referred by partners, with the families' consent. Between April 2018 and December 2022 over 5,800 referrals were received by EIP Panel. Other services can also be accessed via panel, as all panel members are able to accept referrals.

The graph below illustrates the growth in referral numbers since 2018.



Two of the Families First funded services delivered internally are managed through the Think Family Partnership – parenting and Sandfields West Children’s Community.

### Parenting

Delivered by the Children and Families Team, the service supports parents from the time of conception up to parents of teenagers, across the county borough area. This includes a range of drop-in, informal, and evidence based parenting sessions and programmes, and delivery of family-based events. The services are aimed at working with parents strengthen parenting capacity, develop and build resilience, and sustain positive change in the best interests of children.

The team work in conjunction with the Flying Start parenting team to avoid duplication and to co-deliver programmes. The team have developed own online programmes in response to the Covid-19 pandemic to ensure that a range of support is available to meet the needs of families. The online delivery of programmes will now remain as part of the overall service provided to participants.

The team have taken a staged approach to reintroducing face to face delivery in response participants' growing need more directly connect with other families and with their support worker. Interventions with parents and early years children, such as Stay and Play and baby massage, have been well attended with other parents already signed up for future group.

Other, more formal parenting groups for parents of older children, such as Family Links Nurture and Talking Teens are also being offered, with participant numbers growing slowly.

Additional capacity is currently being built into the team in response to the introduction of Section 1 of the [Children \(Abolition of Defence of Reasonable Punishment\) \(Wales\) Act 2020](#) (Children Wales Act), which will come into force on 21 March 2022. This will remove the defence of reasonable punishment and all physical punishment of children will be illegal in Wales, including by parents and anyone acting in loco parentis in any setting in Wales. The Police will be able to offer an out of court disposal (O OCD) to a parent who has physically punished their child. A condition of the O OCD would be engagement in parenting support which is intended to develop positive non-violent parenting practices. The additional capacity will support both parenting teams in responding to O OCD referrals from the Police for parenting support. Numbers of referrals, engagement by parents etc. will be monitored following the introduction of the Act. The Children & Families Team Manager is working with Social Services, Swansea Council and the Police to ensure that clear pathways and processes are in place to implement this.

#### Sandfields West Children's Community

Sandfields West Children Community (SWCC), based at Tir Morfa, aims to be a one stop shop for families in Sandfields West, providing information, advice and support to families in the community.

Through Families First, a Children's Community Lead is funded to work in partnership with agencies to support families' engagement



with services, particularly to address priorities of improving school readiness and promoting the emotional health and wellbeing of young people.

Engagement throughout the pandemic has been difficult, however good progress has been made in developing the Children's Community as a valuable resource in the area:

- With funding awarded from the All Wales Play Opportunities Grant (AWPOG), the outdoor area has been improved to encourage greater use by children and families.

Councillor Wood has offered Members' Fund monies to develop an outdoor equipped play area on the site, and work is ongoing to complete this.

Further outdoor work is being planned in partnership with Tai Tarian.

- A Local Reference Group has been established with representation from residents, local services, schools and Councillors to ensure that the Children's Community continues to understand local needs and to strengthen links with the community.
- Engagement with families has been mainly through online and social media platforms, with a digital Easter event being held with partners. Face to face work is gradually being reintroduced with partners delivering groups, such as perinatal support and parenting. Physical activity sessions are also planned with the Council's Physical Activity & Sport Service to develop early year's motor skills and coordination.

## **2. Flying Start and Early Years & Childcare**

## **Flying Start**

The Flying Start (FS) programme provides support for families with children who are under 4 years of age and consists of four key elements:

- Childcare for 2-3 year olds
- Enhanced Health Visiting service
- Parenting Programmes
- Speech, Language and Communication

In addition to these, the programme in NPT also delivers:

- Midwifery
- Early Years Education Psychology
- Outreach childcare provision via EYMAP (Early Years Multi Agency Panel)

Key data from across the programme is included as Appendix 2.

### Childcare

The programme engages with 28 childcare settings in NPT. All settings are well established and continue to provide quality childcare for Flying Start children.

Flying Start settings within NPT have embraced the challenges resulting from COVID 19 and continue to deliver a high quality, essential part of the Flying start programme despite the extra restrictions and considerations. All FS settings are now open.

All Flying Start settings have been provided with a subscription to Adventures with Alice training and resources due to restrictions in face to face training. The programme is designed to reignite a passion for play, promote the best possible practice, and inspire ideas that will enable every child to grow and learn in their settings. Flying Start settings will close individually for 5 inset days throughout the year to carry out their own training sessions guided by Alice Sharp and with support from their Development Officer and Training Officer. Discussions are in the process to arrange the next volume of Alice Sharp training for next year.

A new Welsh in Childcare Award is being developed to launch in five English language childcare settings. This will include termly training courses and partnership working with Menter Iaith and Urdd Chwaraeon.

A small amount of capital was available for Flying Start from Welsh Government this year, with NPT securing approx. £136,500.

### Enhanced Health Visiting

The health visiting team, with their cap of children/families set at 1845 were working over 10% higher than their expected cap of families during 19/20 and 20/21. The team continues to work very close to their cap so far this year, but maintain caseloads safely in delivering an enhanced All Wales Healthy Child Programme (HCW) FS areas across Neath Port Talbot.

Throughout the pandemic, the HCW programme and additional FS visits have been carried out virtually, or over the phone, with garden visits if needed, and home visits reserved for essential contacts only, to maintain the safety of families and health staff.

### Parenting

The team provides support to families within Flying Start areas in Port Talbot, Neath and the Swansea Valley, through delivery of structured and informal programmes, both one to one and in groups.

COVID adaptations have led to virtual working with families using various video interaction platforms including MS Teams, and introducing PowerPoint presentations to help demonstrate visually to families how making changes to the way they parent. This has not come without its challenges, however, positive outcomes in completion of the Family Links Nurture program and individual packages of support have been achieved.

Garden visits, alongside walk and talk sessions have been key in developing trusting relationships between the parenting worker and parents during the pandemic.

### Speech, Language and Communication

The Speech and Language (SAL) element of the project is delivered by Therapists and Assistants seconded from Swansea Bay University Health Board, who attend Parent and Toddler Groups and the Flying Start Childcare settings. They identify very early any issues with children and encourage parents to help their children with speech development. Face to face has been limited to mostly virtual during the pandemic months, with joint virtual visits and online group delivery.

During 2020-21, the team adapted their service delivery model in response to the COVID 19 pandemic and Welsh Government guidelines. During the initial part of this year the support provided to children and their families was delivered via virtual platforms. As the year progressed processes were set in motion to re-start face to face contacts in 'Clean spaces' or the patient's home using Personal Projective Equipment. The FS SLT were also affected this year with redeployment where 0.4 WTE sessions were lost to support the NHS response to the Pandemic.

Universal messages were delivered via the Neath Port Talbot Flying Start Facebook page and Swansea Bay Speech and Language Therapy Services Facebook page in the form of videos of activity suggestions and signposting to BBC's Tiny Happy People.

The SAL element has provided virtual groups, delivering 'Learning to Talk' key messages; provided assessments via telehealth platforms or face to face; and attended multi-disciplinary team meetings with the EP service, childcare settings and Health Visitor service, to support children identified to be at high risk to developing persistent SLC difficulties or ALN.

	2020-21	2021-22 (end Dec)
Parents accessing virtual groups	52	89
Requests for targeted support	51	40
Assessments	116	90
Families completing min. 4 Adult Child Interaction Therapy	23	64
Multi-disciplinary team meetings	52	45

### Midwifery:

The small team of midwives have continued to deliver a specific antenatal and postnatal service to vulnerable mothers, mainly aged 20 years and under, with additional work with 20-25 year olds when need and capacity allows. Hours available in the team have been greatly reduced over the last year, with COVID related recruitment issued within the health board.

Work includes diet, nutrition and exercise; smoking cessation; hand expression; antenatal colostrum harvesting breastfeeding; sexual health awareness; contraception; positive mental health; bonding & attachment; the development of the brain and the prevention of ACE's. Key statistics are included in Appendix 2. Throughout the pandemic, very few visits could take place virtually so risk assessments and recommended PPE have been used to continue delivery of the support.

### Educational Psychology

Educational Psychologists (EPs) work on early identification and intervention of additional needs and work closely with childcare settings to aid transition into nursery. They visit families at home when necessary to deliver intensive support and at present there are 2.5 full time equivalents operating within the programme.

The EPs work with childcare settings on strategies to assist development of children and can agree to provide the child with

additional support from a dedicated childcare worker placed within the setting. They also work alongside the parenting team to enable early assessment and statementing where needed. FS EPs conduct multi-agency transition meetings in playgroup or school, which are attended by parents and all professionals working with the child to support the most vulnerable FS children to manage the transition to nursery school. EPs utilise a Person Centred Planning approach to enable a child centred approach to transition. One Page Profile training has been made available to all childcare settings to support their participation in this process.

The EPs and ALNLO continue to provide 'Work it Wednesday' sessions to build staff confidence on various topics, such as Solution Circles and Supporting Children with ALNs' Wellbeing. The sessions have also provided an opportunity to ask EPs direct questions. A helpline has also been launched for parents.

Childcare Advice sessions have been introduced for settings to speak to professionals for advice around specific behaviour/situations they are experiencing in their setting.

### **Early Years and Childcare**

The team support and develop the childcare sector in NPT and also leads on ensuring that the Council meets its statutory duty to undertake a Childcare Sufficiency Assessment (CSA). The team have been instrumental in supporting childcare in NPT during the pandemic, and have been commended by the sector for their knowledge, support and information, making sure that all providers were kept up to date as guidance changed, and ensuring providers felt supported at all times.

They continue to support the settings to ensure they are as COVID secure as possible, accessing risk assessments, policies and procedures via umbrella organisations, as well as supporting managers to keep up to date changes to the Protective Measures Guidance from Welsh Government.

Childcare providers receive support visits from the team to provide advice and information, and to encourage participation in initiatives, such as the Healthy & Sustainable Pre-School Scheme (HSPSS).

The WG HSPSS aims to promote the health of pre-school aged children by working with childcare settings to encourage positive health behaviours in children from an early age. Currently, 42 providers are involved with the HSPSS scheme in NPT.

Assessment visits have been paused during the pandemic, however, one setting has agreed to pilot a virtual HSPSS accreditation process, which will explore options such as virtual tours and online group sessions for question and answers on certain aspects. This work will continue in the coming year.

Public Health Wales identified four key priorities for HSPSS during the continued Covid restrictions:

- Physical activity and Outdoor play
- Mental and Emotional Health, Wellbeing and Relationships
- Hygiene
- Nutrition and Oral Health.

Settings were extensively consulted regarding the four priority areas to explore the challenges they faced, how they were equipped to address the four priority areas. Settings were supported financially to purchase resources linked to the priority areas.

Outdoor play is a focus for all childcare settings, as WG guidelines continue to encourage more outdoor provision for the children.

Working with the PASS team, an Early Years Delivery Plan is being introduced, that will continue next year. The programme will start with four Flying Start settings and then roll out to other settings.

Work has recently commenced on the latest CSA, which is due to be submitted to WG by the end of June 2022. Actions from the CSA will be taken forward through the multi-agency Early Years and Childcare Group. Sub groups from the group have been paused due to

restrictions but they continue to report on specific targets, including Transition, Promoting Welsh, Supporting and Promoting Childcare, Childcare Offer, Training and Workforce Development.

### Training

A programme of free training is offered to childcare settings each year, delivering key mandatory courses and also a range of other courses designed to support the delivery of quality childcare. Courses have been delivered online during the pandemic, with delivery including safeguarding and behaviour management, Signalong, Food Safety, and Paediatric First Aid.

The introduction of the Additional Learning Needs and Education Tribunal (ALNET) Act has seen training provided by the Additional Learning Needs Support Team (ALNST). The FS and EY team have been attended train the trainer Person Centred Approach (PCP) and Picture Exchange Communication System (PECS), and have also received Babbling Babies training by a member of the SALT team. They are now able to offer support and advice as well as signposting to ALNST as part of their support visits.

Feedback from childcare providers highlighted that the sector have been overwhelmed with ALN training and ongoing Covid issues. In response, the training programme was paired back to deliver only mandatory courses. However, the training programme will build on this in 2022-23, with training planned around child development, observation, play and play based learning as well as domestic violence training, to be delivered by Welsh Women's Aid.

### Transition

All children within NPT now follow the same transition process as they leave childcare.

Cluster planning meetings are arranged by the ALN Transition Officer and attended by the Childcare Training and Transition Officer. Schools are advised of any children due to start the following term



with significant need and individual transition meetings arranged where necessary.

Similarly, any information which needs to be passed on for those children with no identified ALN, the Childcare Training and Transition Officer will make contact with schools to advise them of this.

Childcare settings continue to link with schools on an individual basis to pass on transition information sheets. Where relationships have not yet been developed the Childcare Training and Transition Officer will support the passing of information, as well as acting as a link to facilitate transition meetings for those who do not have an identified ALN, should a meeting be necessary.

#### Financial Support for Childcare

The team administer a number grants to support sustainability, development and access to childcare. During the COVID pandemic, additional support funding was awarded to all local authorities to support the childcare sector as they maintained “business as usual”.

The team manages a grant panel awarding childcare provision with grant funding. The Early Years Grant Panel make these awards in a joint panel with Childcare Offer Small Capital Grants to remove any duplication.

Year	Grant	£	No. settings benefitting	Purpose
20-21	NPTC O Gam I Gam	£138,300	29	ALN and financial support for low income families
20-21	WG CWTCH Grant	£102,700	48	
20-21	WG Childcare Providers Grant	£7,455	3	Sustainability through Covid

20-21	WG uplift to sustainability fund	£133,957	96	Sustainability through Covid
21-22	WG uplift to sustainability fund	£173,500	66	Sustainability through Covid

In addition to the above, funding was secured from WG for childcare settings delivering Flying Start and/or the Childcare Offer to improve IT at their settings.

### **3. Childcare Offer**

The Childcare Offer Wales is a Welsh Government funded initiative and aims to provide funded childcare to working families with three to four year olds, where both parents work the equivalent of at least 16 hours per week at the national minimum wage.

Since the introduction of the offer in NPT in 2018, 2065 children have benefitted from the Offer enabling parents to return to work, take up employment or continue in employment with less worry over the cost of childcare.

During 2021-22 (to end December), 547 applications have been received – with 458 of those currently active. At the end of 2021 there were 550 children receiving funded childcare through the scheme.

A total of £1,719,144 has been paid to childcare providers for 382,031 funded childcare hours (April – December 2021).

There are 182 registered childcare providers signed up to deliver the offer. 119 of these are based in Neath Port Talbot with the rest in neighbouring Local Authorities. This includes a range of childminders, full daycare and sessional settings.

#### Coronavirus Childcare Assistance Scheme (C-CAS)

At the height of the pandemic, from April 2020 to August 2020, the Childcare Offer was temporarily suspended and replaced by C-CAS.

This scheme provided childcare for children aged 0-5 of keyworkers as well as children identified as vulnerable.

In NPT, C-CAS provided 214,649 hours of funded childcare for 48 children identified as vulnerable and 38 keyworker's children, enabling parents to keep working in vital roles throughout this period.

CCO Capital

Circa £5m was awarded to NPTCBC for 2019 - 2023 for capital builds to address childcare gaps in line with Childcare Sufficiency Assessment and Childcare Offer for Wales needs.

Additionally, joint applications for Welsh medium education grants, including childcare and community capital builds has seen additional childcare developed within WM primary schools, with the aim to increase the number of children accessing WM nursery education. This fund is now aligned under Childcare Offer. Our Early Years and Childcare Team will continue to support these developments and the future provision running from them, making sure that families are aware of the WM opportunities across the county borough.

<b>Setting / Location</b>	<b>Childcare places/additional places (est.)</b>	<b>Status</b>	<b>Allocation as at 22 December 2020</b>
Rhos Primary	32	Complete	£660,000
Wauanceirch Primary	32	Complete	£610,000
Abbey Primary	24	Due March 2022	£555,000

Cwmavon Community	32	Due March 2023	£1,000,000
Castell Nedd Central	24	Due May 2022	£250,000
YGG Blaenddulais	32	Due March 2023	£1,000,000
YGG Tyle'r Ynn	32	Complete	£510,000
YGG Pontardawe	+10	Complete	£550,000
YGG Cwmllynfell	24	Complete	£360,000

#### Capital Small Grants

A small grants pot was also made available to enable registered childcare providers to make small capital improvements to their setting, supporting them to deliver the Childcare Offer.

Since April 2021, NPT has awarded £234,885 of capital small grant funding from Welsh Government to ensure that settings can improve their provision and support the children accessing Childcare Offer. This includes £65,544 of Covid Recovery funding to enable settings to provide Covid safe delivery of childcare. This has included covered outdoor areas to enable children and staff to spend more time outdoors, additional handwashing facilities, improved ventilation systems and safer handover areas with one way systems.

#### **4. Family Information Service**

All local authorities in Wales have a duty under Section 27 of the Childcare Act 2006 to provide a comprehensive, up to date and accurate information on a wide range of topics, including childcare, education and family learning services, and health and wellbeing services. This is delivered through the Family Information Service

(FIS), which is accessible by phone, e-mail, social media, the NPT Family website and through outreach engagement.

As part of the online presence, a services search function is available to give families access to a range of information and support. The functionality is generated through Dewis.

FIS also respond directly to enquiries from families, via telephone, email and social media.

	<b>2020-21</b>	<b>2021-22 (end Dec)</b>
Email	1,260	668
Social Media	169	58
Telephone	115	296
Website	-	79
	<b>1,544</b>	<b>1,101</b>

<b>Reasons for 2021-22 Enquiries</b>	
Childcare offer	512
Help with promotion	167
Childcare	129
Holiday Provision	56
Playgroups	56
Flying start provision	42
Leisure activities	30
School admission	24
Family support	19
Children and Young People's activities	17
Other	12
Parent & toddler groups	10
Childminders	8
Financial information	7
All information	4
Day nurseries	4

Training	3
Early Years entitlement	1
<b>Total</b>	<b>1,101</b>

Short term funding has been secured to second an existing member of the FIS team to undertake more in depth work to understand the barriers to services registering and maintaining their information in the Dewis database. The work will also explore how information hosted on the FIS website can be more inclusive to families with visual or hearing difficulties or where English is not their first language, and also ensure that information is available to meet the needs identified from the enquiries data.

This work will be undertaken between January and March 2022, and the findings will be used to inform further developments for 2022-23. Additional funding is being sought through existing grants in order that work can continue.

## **5. Children's Play**

Managed through the Children & Families Team, this element of the Think Family Partnership leads on ensuring the authority's compliance with the duty to assess for and secure sufficiency of play. Welsh Government require a full Play Sufficiency Assessment (PSA) to be completed and submitted to them every three years with an annual action plan and progress report. A new assessment is now underway and is due to be submitted to WG at the end of June 2022. The PSA will be reported to Members in a separate report following completion of the assessment.

An area of work that is often underfunded by WG, during 2021-22 a number of additional funding streams were awarded to the Council via the All Wales Play Opportunities Grant to take forward actions from the current PSA:

Holiday Play	£45,527
Winter of Wellbeing	£281,613
Summer of Fun	£204,000
Capital	£235,000

Applications were invited for all grants, from both internal and external providers. Information can be provided to members on individual projects funding, if required.

WG have indicated that Holiday Play funding is likely to continue into 2022-23.

## **6. Early Years Integration**

In 2019, both Swansea and Neath Port Talbot Council, along with Swansea Bay University Health Board were invited by Welsh Government to become part of the Early Years Integration Transformation Programme (EYI), also known as Pathfinder, along with 6 other PSB areas across Wales. Neath Port Talbot Council is the lead authority and grant recipient for the regional project and a Steering Group has been established to oversee the direction of the work.

The purpose of the funding and the overarching ambition of the programme is to develop a joined up and responsive early years' system to ensure every child has the best start in life. In order to meet this ambition, Welsh Government has grant funded Regional Pathfinder Programmes to:

- Create an early years system to deliver services in a co-ordinated, integrated and timely way
- Support local partners to re-configure early years services focusing on planning, commissioning and identifying and addressing needs.
- Identify barriers to integration and ways to remove, reduce or rationalise them.

Funding is provided for the employment of two EYI Co-ordinators, one for Neath Port Talbot and one for the Swansea, and also to test/pilot new ways of working to explore opportunities for system and service delivery change.

The funding awarded for the region for 21-22 has been utilised to build on the previous work and to regionalise projects based on 4 themes which are seen as priorities going forward:

### Family Support

Focusses on providing a co-ordinated approach to early years services within the Upper Valley GP cluster, which has been identified as an area of need and one with lower engagement in early years services. A lack of support services and key professionals based in the area has been acknowledged as a barrier to engagement, making it difficult for families to build rapport and trust with professionals. The model looks at linking early years services together and for families receive a seamless journey through services engaging at the earliest possible time preferably at the anti-natal stage.

A range of support is offered by a Specialist Health Visitor and parenting worker, funded by the project, with a timetable of groups for families to reduce isolation and building relationships within the community, whilst being able to access support and advice from a range of professionals who attend the groups. Where it is identified that a family need more intensive support then 1:1 support will be offered.

Links have been made with schools in the cluster and drop in sessions are available for families within the schools on a monthly basis to access advice and support as required.

It has been reported by the team working in the cluster that they have worked with 74 children to date identified with their families receiving



various support around mental health issues, breast feeding/weaning support, parenting advice with specific referrals to paediatrics and Speech and language therapies via EYMAP for children with emerging ALN.

10 referrals from schools have been made for support with speech and language, parenting and toileting and schools have reported that there is an increase in support needed for these issues due to the impact that the pandemic has had on children's developmental delays.

#### Speech Language and Communication

In 2020-21, the speech and language element of the project was piloted in Swansea, as speech and language services are different in the two local authority areas. Going forward, NPT will be piloting a model in line with our Flying Start model in the hope of streamlining the SALT pathway and to have a universal service across the county borough.

#### Physical Literacy and Nutrition

In conjunction with the Health Visiting and Dietetics services, an advice line has been established to offer support and advice to Health Visitors around nutrition support in the early years. This service is delivered regionally and was piloted by Pathfinder over the last year. A shared portal has been developed to offer ongoing advice and information going forward for Health Visitors and training has been delivered to key stakeholders working with families to offer consistent advice around nutrition and diet.

Due to the success of the pilot other funding streams will be explored going forward to ensure the continuation of the service.

#### Transition through Health services.

A Wellbeing Wallet is currently being developed by SBUHB midwifery services to support expectant mothers through pregnancy and ensure a smooth transition into health visiting. This aims to ensure that

patients will not need to retell their stories to different services. Midwifery and Public Health are taking the lead on this project with health visiting having input into it also. The wallet is expected to be ready to be piloted at the end of this financial year with two midwifery teams across the region (one in NPT and one in Swansea) piloting it. There will be public consultation into the development to ensure it will be user friendly.

Indicative funding has been given by WG for the next two years which will enable the work to continue and develop.

## **7. Child Development Fund**

In September 2020, WG introduced a new Child Development Fund to provide additional developmental support to children and families who are in greatest need and disadvantage through of the impact of Covid-19. Initially indicated to be one off funding, the grant has again been awarded in 2021-22 and will continue into 2022-23.

In 2021-22, NPTC was awarded £362,000 from the grant, which has allowed the Council and its partners to address the immediate needs of children (0-5 years) and families most impacted by Covid. This included several projects, which to date has helped to achieve the following:

- The appointment of a 'Recruit Dietetic Assistant Practitioner' to establish 8 Nutrition Skills for Life Get Cooking programmes to support families with children 0-5 years of age gain practical skills to achieve healthier diets.
- The delivery of 20 Forestry School sessions to provide children and families with stimulating outdoor play opportunities.
- The delivery of 6 Family Wellbeing Sessions (to 18 families per week) to encourage family interaction - parental engagement and enhance the overall wellbeing of the whole family.
- The full time employment of a 'child nursery nurse' to work alongside Swansea Bay child disability team to support children

and families' behaviour, development, mental health and well-being while awaiting paediatric assessment – delivered to 178 children.

- The identification of 9 childcare placements for children with ALN/ Developmental delay, where families did qualify for other support programmes.
- 12 high level childcare staff remain in place to support settings with children with emerging needs - supporting up to 48 children across 10 settings with bespoke packages.
- 11 socialisation & interaction programmes were delivered, comprising of 80 sessions. A total of 362 individuals (children and parents/ guardians) booked onto sessions. This included - physical activity sessions, play, drama, art, music, soft play, yoga and circus skill sessions.

**Financial Impacts:**

No impact

**Integrated Impact Assessment:**

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

**Valleys Communities Impacts:**

No implications

**Workforce Impacts:**

No impact

**Legal Impacts:**

No impact

**Risk Management Impacts:**

No impact

**Crime and Disorder Impacts:**

No impact

**Counter Terrorism Impacts:**

No impact

**Violence Against Women, Domestic Abuse and Sexual Violence Impacts:**

No impact

**Consultation:**

There is no requirement for external consultation on this item.

**Recommendations:**

No recommendations.

**Reasons for Proposed Decision:**

No decision required.

**Implementation of Decision:**

No decision required.

**Appendices:**

Appendix 1 - Think Family Partnership Grant Funding 2021-22

Appendix 2 - Key Flying Start Statistics 2020-22

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## Appendix 1

### Think Family Partnership Grant Funding 2021-22

Grant Name	Value	Purpose (as per offer letter)
All Wales Play Opportunities (AWPOG)	£45,527.00	To meet some of the actions in 2021 – 2022 Play Sufficiency Assessment (PSA) Action Plan.
Childcare Offer - Childcare	£2,847,346.00	To deliver the childcare offer
Childcare Offer - Additional Support (same letter as above)	£70,860.00	To support children with additional needs to access the Childcare Offer
Childcare Offer - Admin Grant	£146,151.00	To prepare for, and deliver the Childcare Offer
Child Dev Fund	£362,277.00	To provide additional developmental support to those children and families who are in greatest need who have been impacted most by Covid-19.
Early Years Integration (Co-ordinators)	£99,986.00	Appointment of co-ordinators for Early Years Integration Pathfinder programme (regional project).
Early Years Integration (Piloting and Testing)	£421,146.00	To test new ways of working to support co-ordination of early years system across the Neath Port Talbot and Swansea region.
Children & Communities Grant (Flying Start)	£3,850,463.00	To deliver the Flying Start programme.
Children & Communities Grant (Families First)	£1,928,839.00	To deliver the Families First programme.
Children & Communities Grant (Childcare & Play)	£102,700.00	To identify and meet gaps in out of school childcare provision based on the results of the Childcare Sufficiency

<b>Grant Name</b>	<b>Value</b>	<b>Purpose (as per offer letter)</b>
		Assessments and Play Sufficiency Assessments.
Childcare Offer (CAPITAL)	£4,015,000.00	To provide sufficient childcare places to meet demand generated by the Childcare Offer - Extension from initial award letter
All Wales Play Opportunities Grant (AWPOG) - Summer of Fun	£204,000.00	To meet some of the actions within the 2021 – 2022 Play Sufficiency Assessment (PSA) Action Plan.
All Wales Play Opportunities (AWPOG)	£10,000	To help with the preparations for the 2022 full Play Sufficiency Assessments.
Capital funding - CCO and FS.	£480,000	IT resources for CCO and FS childcare settings Additional funding for CCO capital projects Additional funding for CCO small grants pot
All Wales Play Opportunities Grant (AWPOG) Capital	£235,000.00	Capital works to help with meeting PSA
Children & Communities Grant (Childcare & Play)	£10,000.00	To undertake CSA
Children & Communities Grant (Childcare & Play) - not had confirmation of value	£156,283.00	Childcare sustainability
All Wales Play Opportunities Grant (AWPOG) - Winter of Wellbeing	£281,613.00	Assessment (PSA) Action Plan; To build on the success of the Summer of Fun and provide more opportunities for children and young people aged 0-25 to develop their social, emotional and physical well-being outside of the school day.

<b>Grant Name</b>	<b>Value</b>	<b>Purpose (as per offer letter)</b>
Out of Court Parenting Support	£21,000.00	This grant application covers both the preparation Year (1 December 2021 – 31 March 2022) and Year 1 (1 April 2022 – 31 March 2023) of the Out of Court Parenting Support Grant. - £35,000 for 2022/23
One off Parenting Support	£28,300.00	Increasing the skills, knowledge and resources of the parenting and wider workforce with methods and techniques to manage inter-parental conflict, particularly in the event of family stresses and pressure resulting from Covid 19

## Appendix 2

### Key Flying Start Statistics 2020-22

<b>FLYING START TEAMS</b>	<b>2020-2021*</b>	<b>2021-22 (end Dec 21)*</b>
<b>PARENTING</b>	2,968 home visits 74 Individual courses 11 group courses (including 2 Nurture Programmes)	572 home visits, 111 Individual courses 8 group courses (including 6 Nurture Programmes)
<b>HEALTH VISITING</b>	2,394 home visits covering 2001 individual children.  CNN's carried out 3,434 home visits and held 31 Informal Groups	3,752 home visits covering 1730 individual children.  CNN's carried out* 2,355 home visits and held 18 Informal Groups
<b>SALT</b>	837 home visits and held 20 individual courses and 4 group courses.	990 home visits and held 67 individual courses.
<b>MIDWIFERY</b>	428 AnteNatal appointments and 35 Post Natal appointments.  They gave out over 20 breastpumps	250 AnteNatal appointments and 41 Post Natal appointments.  They gave out over 60 breastpumps



<b>CHILDCARE</b>	On average 464 childcare places were made available each month over 27 settings (6 welsh medium). In which 579 new individual children took up childcare (73 in Welsh Medium) during the year.	On average 453 childcare places were made available each month over 27 settings (6 welsh medium). In which 404 new individual children took up childcare (32 in Welsh Medium) during the year.
<b>ADDITIONAL SUPPORT (ALN)</b>	59 children received additional support	65 children received additional support
<b>OUTREACH</b>	35 children received FS from outreach provision.	58 children received FS from outreach provision.

Figures include virtual/online contacts

Mae'r dudalen hon yn fwriadol wag