

Pecyn Dogfennau Cyhoeddus

Pwyllgor Craffu Dysgu a Sgiliau

Man Cyfarfod
Trwy Zoom

Dyddiad y Cyfarfod
Dydd Mercher, 20 Mawrth 2024

Amser y Cyfarfod
2.00 pm

I gael rhagor o wybodaeth cysylltwch â
Katharine Flanagan-Jones
katharine-maria.flanagan-
jones@powys.gov.uk
katharine-maria.flanagan-
jones@powys.gov.uk



Neuadd Y Sir
Llandrindod
Powys
LD1 5LG

Dyddiad Cyhoeddi

Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

AGENDA

1.	YMDDIHEURIADAU
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Derbyn ymddiheuriadau am absenoldeb.

2.	DATGANIADAU O DDIDDORDEB
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Derbyn unrhyw ddatganiadau o ddiddordeb gan Aelodau yn ymwneud ag eitemau sydd i'w hystyried yn y cyfarfod.

3.	DATGANIADAU CHWIP Y PLEIDIAU
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Derbyn datganiadau ynglyn â gwaharddiad chwip plaid a gyflwynwyd i Aelod mewn perthynas â'r cyfarfod yn unol ag Adran 78 (3) Mesur Llywodraeth Leol 2011.

(D.S.: atgoffir yr Aelodau, dan Adran 78, na all Aelodau sydd wedi derbyn gwaharddiad chwip plaid bleidleisio ar fater sydd gerbron y Pwyllgor.)

4.	COFNODION
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Awdurdodi'r Cadeirydd i lofnodi cofnodion y cyfarfodydd a gynhaliwyd ar y dyddiadau a ganlyn fel cofnod cywir: 15 Ionawr 2024 a 9 Chwefror 2024.

Hefyd nodi cofnodion y CydBwyllgor Craffu ar 28 Chwefror 2024 mewn perthynas â Pherfformiad Ch3.

(Tudalennau 1 - 16)

5.	ADRODDIAD ARGYMHELLION Y CYDWEITHGOR HAMDDEN I'R CABINET
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Derbyn Adroddiad Argymhellion i'r Cabinet, cyflwynwyd gan y Cyng Gareth E Jones, Cadeirydd, Cyd Weithgor Hamdden y Pwyllgor Craffu.

(Tudalennau 17 - 20)

6.	TRAFODAETH Y PWYLLGOR AR YMWELIADAU YSGOL A GWAITH ARCHWILIAD DWFN
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Aelodau'r Pwyllgor i drafod cynnal ymweliadau Ysgol ac ystyried archwiliadau dwfn o feysydd pryder penodol.

7.	CYNNYDD A DYSGU
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Derbyn ac ystyried yr adroddiad ar Gynnydd a Dysgu gan Uwch Reolwyr Gwella Ysgolion Uwchradd Cressy Murphy ac Eurig Towns.

(Tudalennau 21 - 24)

8.	Y CYNNIG AR GYFER CYFNOD ALLWEDDOL 4
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Derbyn ac ystyried cyflwyniad ar y Cynnig ar gyfer Cyfnod Allweddol 4.

9.	RHAGLEN WAITH
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Nodi bod cyfarfodydd y Pwyllgor ar gyfer y dyfodol wedi'u trefnu fel a ganlyn:

(Tudalennau 25 - 26)

Myfyrdod y Pwyllgor

Wedi i'r cyfarfod ddod i ben, gofynnir i'r Pwyllgor dreulio 5 i 10 munud yn myfyrio ar gyfarfod heddiw.

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Learning and Skills Scrutiny Committee Monday, 15 January 2024

MINUTES OF A MEETING OF THE LEARNING AND SKILLS SCRUTINY COMMITTEE HELD BY ZOOM ON MONDAY, 15 JANUARY 2024

Present:

County Councillor Gwynfor Thomas (Chair)

County Councillors: D Bebb, AW Davies, B Davies, D Meredith, S McNicholas, G Preston, L Roberts, S McNicholas, C Robinson.

Co-opted Member: K Chedgzoy, S Davies, M Evitts.

Cabinet portfolio Holders in Attendance:

County Councillors:

P Roberts, Cabinet Member for a Learning Powys

D Thomas, Cabinet Member for Finance and Corporate Transformation

Officers: Georgie Bevan - Head of Schools Service, Sarah Quibell - Service Manager for Education Support Services, Simon Anderson - Inclusion Manager, Mari Thomas - Deputy Head of Finance, Jennie Spraggon – Finance Business Partner.

1. WELCOME AND APOLOGIES

Apologies for absence were received from Lynette Lovell, Director of Education and Nancy Owen, Finance Manager

Chair welcomed Cllr Carol Robinson to the Committee membership.

2. DISCLOSURES OF INTEREST

There were no declarations of interest from Members relating to items for consideration on the agenda.

3. DECLARATIONS OF PARTY WHIP

The Committee did not receive any disclosures of prohibited party whips which a Member has been given in relation to the meeting in accordance with Section 78(3) of the Local Government Measure 2011.

4. ELECT A VICE CHAIR

RESOLVED that County Councillor Lucy Roberts be elected Vice-Chair for the remainder of this municipal year.

Chair, on behalf of the Committee expressed thanks to Cllr Gareth D Jones for his time and commitment as Vice Chair.

5.	MINUTES
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Documents Considered:

- Minutes 13.09.2023, 20.09.2023 and 17.10.2023

Minutes agreed by Committee members present as a true and accurate reflection of the meetings and ratified accordingly by the Chair.

6.	SCHOOLS FUNDING FORMULA
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Background:-

Presentation provided to Scrutiny Committee on the Formula Review Consultation.

(The presentation was provided to Committee Members following this meeting).

Summary of proposed changes:

- A. Changes to the way the formula distributes notional Additional Learning Needs (ALN) funding both in Primary and Secondary phase mainstream formulae.
- B. Changes to the way the formula distributes funding based on a factor for deprivation in both Primary and Secondary phase mainstream formulae.
- C. Changes to the way the formula distributes funding for premises in both the Primary and Secondary phase mainstream formulae.

Points raised by the Panel:	Responses received from Officers or Cabinet Members.
ALN	
The graph shown under the Notional ALN funding, for mainstream schools, the adjustment to the funding would take into account the variations in individual schools.	Yes, it would, the changes to the funding will be phased in, for reassurance funding would not suddenly be removed from schools. All Head teachers and Chairs of Governors were involved in finance discussions on these proposals, the proper process for consultation documents was followed, to ensure all stakeholders voices were heard. With the previous formula was based on learner numbers and not the indicators of need. Some schools who needed more funding were not receiving it, whilst others were in receipt of more funding than there was need. The service acknowledges some schools would be affected by the proposed changes. The proposed formula makes distinct links to the learner and learner need.
Data from schools has to be accurate.	It was an expectation that schools would be able to provide accurate and up to date information on eFSM and

	ALN, PLASC information is required for submission tomorrow.
<p>Explanation of the 1:15 ration was requested.</p> <p>In the 1:15 model regardless if a school had one pupil with ALN or 15, that school would have been in receipt of the same amount of funding.</p>	<p>The 1:15 ratio is in relation to the notional ALN funding and the previous processes.</p> <p>The 1:15 ratio used is the same for each school and each stream within dual stream schools. It allows a first class of 1:15 within each year group, within each stream.</p> <p>It allowed schools flexibility to have smaller groups.</p> <p>Yes, in the previous 1:15 model, schools would have received funding equivalent for 15 pupils if they only had one pupil.</p>
<p>Would it be correct to assume that there would have had to be 15 pupils with a need to generate sufficient funding for a teacher.</p>	<p>No, there would have been funding for that first class of 15 then additional classes would have been funded at 1:30. When changed to the per pupil funding formula, the top-up was retained for the notional ALN funding.</p>
<p>Please provide an explanation of Notional ALN funding as opposed to real ALN funding.</p> <p>Funding followed pupils to the school and the school could spend that funding how they felt best appropriate</p>	<p>The formula used provided each school with an amount of funding which the Governing Body and Head Teacher could spend as they deemed appropriate.</p> <p>The ALN and eFSM funding was amalgamated under the 1:15 model. The proposal presented was to separate these 2 elements, to follow the learner. This proposal would give longevity and more autonomy to schools. There are also alternative funding streams available through grants for eFSM.</p> <p>In essence the pupils were not getting the funding to directly support their ALN, individually, the class was benefitting from the funding.</p>
<p>Would the formula be exactly the same as that used for bi-lingual, Welsh medium education.</p>	<p>Yes.</p>
<p>Chair commented that the proposed formula would give greater equity to individual pupils, and that could be achieved through the new proposals.</p>	<p>Absolutely.</p>
<p>It would be presumed that the new formula formed part of the Local Authority's response to the new ALNET Act.</p>	<p>The Schools funding formula was not in direct response to the new ALNET Act. there were 2 new statutory documents:- the Schools Individual Development Plan (S-IDP) and the</p>

	<p>Local Authority Individual Development Plan (LA IDP).</p> <p>In the current SEN system, there was 1 statutory document which was the Statement of Special Educational Need, owned by the LA and funded separately.</p> <p>Under the new system, those learners who would have previously had a Statement of SEN would fall into the LA-IDP category.</p> <p>The S-IDP is new, and schools would now be legally responsible for the content of the IDP.</p> <p>The funding formula would better support schools to deliver the content of the S-IDP.</p> <p>The third category which was not statutory, Universal Learning Provision (ULP) would be for those learners who need additional support but who do were not classed as having additional learning needs, with a notional amount of funding for schools to put in intervention or target groups.</p> <p>The funding pot will not change, the figures shown were indicative, and the Service has a robust framework in place to review what the value of funding for ULP, S-IDP & LA-IDP would be dependent on numbers in each category.</p> <p>Other LA's have decided not to give additional funding to schools for ULP as feel this falls under the remit of what should be provided as part of the quality first teaching for differentiation with classes.</p>
<p>What would be the process for assessment for S-LDP and LA-IDP and were schools in receipt of necessary information to complete documentation.</p>	<p>The LA-IDP was for those learners with the most complex needs throughout Powys. Under the ALNET Act and Code, there were 2 tests for whether a learner meets the threshold for an LA-IDP, and schools would have to provide information in accordance with the requirements of the Act and Code. Powys has a multi-agency Duty to Decide Panel to review information and evidence to form decision on whether the level of need of the learners meets the criteria set out in statute.</p>

<p>Was there a waiting list for the Duty to Decide Panel currently.</p>	<p>Powys are the only LA within Wales that has increased the number of LA-IDP's, other LA's have placed all previous SEN learners on S-IDP's. Powys is the only LA to meet weekly to discuss requests and referrals from schools. Powys does not have a waiting list, upon receipt of a referral the LA has 35 working days for decisions to be made.</p>
<p>There have been issues in the past around the award of Statements of Educational Need for learners, there would have to be a strong gatekeeping mechanism in place under the new formula.</p>	<p>This formed part of the discussion for changes to the formula, we was expected that Headteachers and ALNCO's to know the needs within their schools, along with the rigorous programme in place for checking on referrals. Schools have requested professional autonomy to decide what was correct in the context of their school. There could be a potential risk if the Service did not closely maintain and track this to ensure equity for all learners with ALN and deprivation needs. The 2 statutory levels would provide greater protection to families and learners, as the LA, schools and Governing Bodies would have to legally provide what is held within those documents.</p>
<p>If the funding was not awarded, which entity would be expected to attend Tribunals the LA or the School</p>	<p>In terms for referrals to tribunal, the LA would be responsible and required to attend and represent decisions, schools would not be taken to tribunal directly, they may be called as witnesses.</p> <p>The only time a school would be directly responsible would be if the claim were in regard to disability discrimination.</p>
<p>The proposed figures to be passported directly to schools is £3.699m, what would have happened previously. Was this figure similar to previous years funding.</p>	<p>Previously there would have been approximately £1m held in the funding pot to cover costs of learners moving into the County and schools could apply for additional funding support via the exceptional circumstances panel. Any funding remaining at the end of the year would have been distributed via the formula to schools. This proposal would do away with that</p>

<p>If an individual moved into Powys with ALN, what resources would there be in the new system to cover this funding if the £1m reserve is removed.</p>	<p>process as was lengthy. The funding was similar to previous year's levels.</p> <p>Approximately £300k will be held in reserve for emergency such as this the one mentioned or those learners who suffer life changing medical conditions or accidents.</p>
<p>Clarification requested of the significance of the Notional ALN Funding graph.</p>	<p>The slide demonstrated that the current level of funding did not follow the learners need, particularly in the Secondary sector. The Primary sector had a requirement for the new categories to be undated, however, they had been using ALN and FSM indicators.</p> <p>The Secondary Sector were using the current formula which provided the 1:15 in each year and stream, and not reflecting the ALN or FSM need within the school grey and yellow bars reflects the need within the schools.</p>
<p>Clarification sought as to whether there an equivalent variance in the Primary and Special school Sectors</p> <p>Link between two bars – completely broken on the graph blue line through Ysgol Calon Cymru – is that correct</p>	<p>The Special Schools formula was reviewed last year, the changes discussed today only related to mainstream education.</p> <p>Primary schools formula was based on ALN and eFSM indicators, there would be some re-distribution of funding, as the current formula takes the number of SEN learners on the register at each school, under the proposed formula there would be nuances around the ULP, S-IDP and LA-IDP's.</p> <p>There would be connections between eFSM and ALN. Although will have learners who are deemed one without the other. The current formula did not enable the differentiation whilst allowing schools to have autonomy.</p>
<p>Whilst the School and LA professionals would assess for an S-IDP or LA-IDP who decides on need for an ULP and what would be the criteria.</p>	<p>The school decides ULP provision for the lower-level requirement of support. There would need to be evidence to support request that individual learners are in need of support that would be additional and different to other learners within the class.</p>
<p>Request for information on Early Intervention for the youngest of learners, aware would be dependent</p>	<p>Early intervention was one of the reasons the decision was made to fund ULP. All schools can identify resource</p>

<p>on circumstances but if resources applied early enough later problems or issues could be prevented.</p>	<p>requirement through ULP for that Early prevention or intervention measure. Consultation feedback from the Primary Sector was that they were seeing significant increases in the levels of ALN, the funding evidenced the impact on the schools need to deliver outcomes for learners.</p>
<p>Disadvantaged Learners</p>	
<p>Explanation required on how the Service was or planned to proceed with tackling poverty and was the Service going above and beyond any requirement.</p>	<p>Should the proposals be accepted, they would support learners who had socioeconomic disadvantage through a wide variety of work already being undertaken by the LA. The Service is ensuring the funding is learner led, to support those children at a socioeconomic disadvantage.</p> <p>The LA had undertaken a significant amount of work through the Child Poverty Taskforce and through investment of the child poverty force RADY (Raising the Attainment of Disadvantaged Youngsters) programme, dovetailing work undertaken by the LA with what schools need.</p> <p>The funding was to ensure equity for all and providing opportunities for schools where there was high levels of deprivation, intervention was the best form of solution. The LA now has Family Liaison Officers (FLO's) across communities, funded from a separate grant. The feedback from schools has led to these proposals being made. The impact of Covid has led to schools facing different challenges in behaviour ALN and deprivation not experienced previously.</p>
	<p>Cabinet Member stated that there was a concern held by themselves and Officer following the expansion of universal eFSM, that some learners were slipping through the net as families were not applying under the measure of eFSM which was a gateway to a raft of other supported measures and assistance. Request for all Members especially those who were Governors to communicate this message via newsletters, emphasising</p>

	that there was no stigma attached, in this context as every child in the Primary Sector would be entitled to eFSM within the next year.
Clarification sought on the funding of eFSM in the Secondary Sector.	Currently £200k was distributed to Primary Schools in addition to the FSM funding. However, there was no similar amount distributed to Secondary schools so the funding would be additional monies to support learners in the Secondary Sector for eFSM. The funding would be weighted to be equitable for those schools where it was recognised had significant numbers of learners with eFSM and from disadvantaged backgrounds.
Additional funding for Secondary schools for e-FSM from where would this be drawn, the delegated budget.	Yes, it would be from the delegated budget as it formed part of the 1:15 pot as discussed earlier, the same funding distributed more equitably by changing the funding formula.
Premises Element of mainstream Formula	
General fund element was queried was noted this was the same rate for all schools based on square meterage, where a schools was in a poor state of repair, it would surely be at a disadvantage to a newer, more modern school.	Within the current formula there was a top up based on the condition factor of all schools, therefore the top-up would remain available dependent on the condition factor outside of the mainstream premises funding element.
In relation to kitchen would it have been more appropriate for the funding to be based on the number of meals produced rather than the area of the kitchen.	There was not a significant difference in costs dependent on the number of meals and for assurance purposes all factors were looked into.
Request for the reaction from schools to this proposal be given as there appears to be such a differential.	The proposal was based on information provided by schools.
All Elements of the Funding Formula	
The 3 priorities discussed today which were all valid subjects, how were these priorities chosen.	The 3 priorities were decided upon after feedback from Head Teachers, through various conversations, the Head Teacher perception survey and from face-to-face meetings particularly around barriers to wellbeing.
Was there representation for Welsh medium education on the funding group.	There was representation from different schools via Governing Bodies and Head Teachers, the membership was being reviewed to ensure there was coverage from all schools. The Chair

	and Vice Chair of the forum are connected to bi-lingual schools.
<p>TROCHI and Welsh medium education has to be considered and reflected by the funding formula, otherwise an opportunity to create bi-lingual children would be missed.</p> <p>There is a need for vision within the formula to drive forward the bilingual provision in education. The idea of obtaining equity does not exist with this formula. The English medium stream have 100% of lessons taught through language of their choice, the Welsh medium stream have far less, at approximately 20-25%.</p>	<p>The LA funds 1:15 for the Welsh medium stream and 1:30 in the English medium stream.</p> <p>The Portfolio Holder remarked that TROCHI was a challenge, in how to meet the demand that was seen in pockets around the county. Point made of embedding into the formula review was noted as a possibility, however there was already a Welsh medium element within the formula at both Primary and Secondary level.</p> <p>Request could be made from this Committee to the School Budget Forum to review TROCHI as part of their deliberations, to bring recommendations forward in the process, for inclusion in the funding formula in the next academic year.</p>
<p>Request for the positive and negative cost range within the Secondary Sector from the current to the proposed funding formula.</p>	<p>The information on range would be gathered and forwarded to the Committee in terms of highest and lowest.</p>

Observations:

Scrutiny made the following observations:

- The Committee welcomed:
 - Efforts made on tackling child poverty, through the work of the RADY (Raising the Attainment of Disadvantaged Youngsters) programme and the utilisation of grants awarded.
- The Committee requested that:
 - There was a continued emphasis on communication by the Cabinet, the Schools Service and schools in respect of families applying for FSM (Free School Meals) provision. This could provide a gateway for other available benefits, of particular importance for Powys' most disadvantaged learners.
 - A review of the progress and possible outcomes of the School Funding Formula to be brought to Learning and Skills Scrutiny Committee, with input from Head Teachers across the sectors.
 - That the School Budget Forum as part of their deliberations for future recommendations, consider the TROCHI immersion across Powys within the Schools Funding Formula.
- The Committee remained unconvinced about:

- Responses to schools, learners and their families for LA IDP's (Local Authority Individual Development Plan) being received within 35days, as was not evidenced nor the experienced of some Committee members.

Scrutiny's Recommendations to Cabinet

1. The responsibility on schools to ensure accurate data was submitted to obtain necessary and appropriate funding through the formula, must be stressed by the Schools Service.
2. For Powys CC to provide a functioning and equitable TROCHI service across the County, there has to be consideration within the School Funding Formula which is driven by both the Cabinet and Council.

7.	WORK PROGRAMME
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Comments:

- Committee wish to incorporate School visits into the 2024-25 programme.
- Working Group to be established to complete a deep dive on TROCHI immersion provision, progression and development.

County Councillor R G Thomas (Chair)

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Learning and Skills Scrutiny Committee Friday, 9 February 2024

MINUTES OF A MEETING OF THE LEARNING AND SKILLS SCRUTINY COMMITTEE HELD BY ZOOM ON FRIDAY, 9 FEBRUARY 2024

Present:

County Councillor Gwynfor Thomas (Chair)

County Councillors: L Roberts, D Bebb, AW Davies, B Davies, G Morgan, S
McNicholas, G Preston & C Robinson

Co-opted Member: K Chedgzoy, S Davies, M Evitts.

Officers: Emma Plamer CEO, Lynette Lovell Dir. Of Education and Children's
Services, Georgie Bevan, Head of Schools Service, Sarah Quibell, Service
Manager for Education Support Services, Eurig Towns Service Manager for
School Improvement, Cressy Murphy Service Manager for Secondary School
Improvement & Chris Davies Service Manager for Curriculum for Wales.

1. APOLOGIES

Apologies for absence were received from:

Committee Members

County Councillors:- D Meredith & D Bebb

Portfolio Holders

P Roberts, Cabinet Member for a Learning Powys

D Thomas, Cabinet Member for Finance and Corporate Transformation

Jackie Charlton – Cabinet Member for A Greener Powys – Council Business

Officer:

Jane Thomas Dir. Of Corporate Services.

2. DISCLOSURES OF INTEREST

There were no declarations of interest from Members relating to items for
consideration on the agenda.

3. DECLARATIONS OF PARTY WHIP

The Committee did not receive any disclosures of prohibited party whips which a
Member has been given in relation to the meeting in accordance with Section
78(3) of the Local Government Measure 2011.

4. MINUTES

Documents Considered:

- Minutes 17.11.2023 and 13.12.2023

Minutes agreed by Committee members present as a true and accurate
reflection of the meetings and ratified accordingly by the Chair.

5. JOINT INSPECTION OF CHILD PROTECTION ARRANGEMENTS (JICPA)

Documents considered:

The Care Inspectorate Wales (CIW), His Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS), Healthcare Inspectorate Wales (HIW) and Education and training inspectorate for Wales (Estyn) published report and a presentation provided at the meeting by the Schools Service and later circulated to Committee members.

Background:

Summary by the Schools Services provided as follows:

- Safeguarding organisations in Powys have systems and arrangements in place for effective joint working when children are considered at risk of abuse or neglect.
- Senior leaders in the local authority, police and health boards demonstrated a joint approach to regional safeguarding arrangements.
- Leaders and managers have established a highly positive culture of joint multi-agency workings.
- Effective information sharing.
- Useful regional threshold guidance.
- Shared understanding.
- Opportunities for partnership working are positively taken up.
- Schools work well with a wide range of services to support children. Pupil wellbeing and safety is a high priority across all schools.
- However as is the case across the whole of Wales, the ability to recruit and retain key staff is impacting on children's safeguarding arrangements exacerbated by the high demand on services and increasing complexity of needs.

Points raised by the Panel:	Responses received from Officers or Cabinet Members.
It was noted in the presentation that there were issues with staff retention, what mechanisms did PCC have to ensure the right staff were in place	This was an overall summary including other Service Areas of the Council. This particular point was in reference to the Children's Services, which is not just a local but a national issue across the UK.
Were any issues noted of relationships between schools and agency social work staff, due to the latter's lack of understanding	General agreement from the schools services officers present.
	Director of Education commented and offered assurance that overall, in terms of well-being for Education, the outcomes were noted as strong. The Service would include in the Action Plan safeguarding arrangements around the fixed term exclusions were robust.

<p>Assurance sought that though there was good attendance across multi-agency partners was there also consistency with attendance at those attending.</p>	<p>This point was in terms of school staff attendance at meetings involving child protection arrangements, Child Protection Case Conferences (CPCC), Core Group meetings and that school staff were fully engaged and involved.</p>
<p>Request for further information around where the responsibility lay for meeting with Electively Home Educated (EHE) children</p>	<p>The responsibility for contacting the EHE learners falls to the Education Welfare Officers (EWO) who form part of the Schools Service support. Parents are not required to engage, however the Service, were proactive in offering appointments and visits to suit the needs of each individual family. The latest Welsh National annual figures showed that only 2% of EHE in Powys had not been in receipt of, despite attempts, a visit / contact.</p>
<p>Can assurance be given that the Schools Service was aware of all EHE learners across Powys, what was the current figure of Powys EHE learners.</p>	<p>We can assure Committee that the Service was confident in the number of EHE learner across Powys, the figure currently stood at approximately 350 individual learners. The Service has undertaken a significant amount of work over the last 2 years as there was a rise during the COVID pandemic of EHE, and to ensure these learners are in receipt of a suitable education.</p>
<p>Reference was made to the Fixed Term Excluded learners within the report. Can clarity be given if the (Pupil Referral Unit) PRU was visited within this Inspection, as felt it would have played an important role for those most vulnerable of children who do not for whatever reason remain in mainstream education. There were instances whereby multiple failed attempts have been made to secure places for learners into the PRU or a supportive environment, which has resulted in those learners missing years of education. Were the children randomly selected or selected due to any risk category.</p>	<p>The Inspectors had requested specific focus on children under Child Protection arrangements, and then identified a number of children for the deep dive of their case files. The selection was made by the Inspectorate randomly from the current cases held by Children's Services, initial cases were approx. 200, brought down to 20, with 10 looked at for one aspect of the inspection and 6 for the deep dive. In terms of the Fixed Term Exclusions there was already a piece of work being undertaken for the 2 schools that have the highest numbers, with a leading national expert working with the Pastoral leads for the schools concerned, delivering training on specific elements i.e. de-escalation and more challenging behaviour. A review of the Integrated Business Plan (IBP) has followed from the JICPA, rather</p>

	<p>than waiting for the Action Plan to be formulated, as well as collaborative input from the Children's Services Head of Service.</p>
<p>With the increase in the number of EHE has there been:-</p> <ul style="list-style-type: none"> a. Increased pressure on the EWO's b. What is the frequency of contact with EHE learners. 	<p>The Schools Service reviewed the model in recognition of the increased numbers of EHE Learners to ensure continuity in the provision of support and communication. Parents are required provide an annual report and contact is tailored to individual family's needs.</p>
<p>What were the numbers of Fixed Term Excluded learners.</p>	<p>The percentage of learners was known, and the service has identified the specific schools with the highest numbers. The Service is focussed on any trends i.e. ALN and learners experiencing deprivation are often, not always, linked.</p>
<p>There were many linkages to trends, however there was still not a clear understanding of how the remodelling of the PRU would benefit or impact learners. The Chair agreed that information and data could be included within the proposed Joint Scrutiny.</p>	<p>It was acknowledged that in the past there has been a lack of data, however, this had now changed, for example, fixed term exclusions and attendance was information that could be provided There would also be a focus on FTE moving forward by Estyn. The Service would be open to the Scrutiny Committee on format of information required.</p>
<p>Could the ALN strategy encompassing data and statistics be brought to Scrutiny Committee in the future.</p>	<p>The ALN strategy has formed part of the ongoing work, inclusive of behaviour. Since the pandemic there was a differing picture within schools and the LA has been noted as having strengths in processes and systems by Estyn. The Head of the PRU provides the FBA training and various elements of work within schools therefore closely aligned. Wherever possible the best learning environment and experience for the majority of learners was to remain within mainstream education.</p>
<p>The phase used "most" schools would appear to conclude that not all schools were keeping accurate records, how was this being addressed.</p>	<p>The Inspectorate did not visit all schools, however it is a message that would be continually reinforced for the appropriate maintenance of safeguarding records.</p>
<p>Slight frustration noted that the report was before Committee prior to all action plans being formulated and review completed by the Regulators. Requested that the Action Plans would be presented to this Committee</p>	

<p>and the Health and Care Scrutiny Committee with possibly a Joint Scrutiny meeting scheduled.</p>	
<p>In reference to the Welsh Government removal of the School Beat Cymru programme from their budget, which was a strong link between schools and Dyfed Powys Police (DPP) which engendered confidence in the relationships between young people and the police, was this reviewed as part of the report. What was the Schools Services perspective of the impact the reduction in funding would have. The Chair added that the reduction of the funding would not have been made available at the time of the Inspection nor writing of the report, it would be hoped that any future inspections and report would note the impact.</p>	<p>The programme funding was not commented upon within the report, whilst the programme was discussed. The School Beat Cymru programme was valued within Schools and was used to evidence partnership working within the JICPA. The impact of the reduction in funding was yet to be seen.</p>
<p>Chair expressed on behalf of the Scrutiny Committee his praise and thanks to those involved in the JICPA, the report provided by the Regulators is positive in its remarks in relation to Education.</p>	<p>The Director of Education and Children’s Services responded with thanks to the Committee for their comments which reflected the vast amount of work and good practice input by both the Education and Children’s Services.</p>

6.	WORK PROGRAMME
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Comments:

- Impact on partnership working between DPP and Schools due to the reduction in Welsh Government Schools Beats Cymru funding to be reviewed.
- Possible Joint Scrutiny meeting in relation to the Action Plan in response to the JICPA Report with the Health and Care Scrutiny Committee.
- ALN to be reviewed periodically in line with the implementation of the ALNET (Additional Learning Needs and Education Tribunal) Act.

County Councillor R G Thomas (Chair)

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Working Group Report to the Economy, Residents and Communities Health and Care / Learning and Skills

Working Group:	Joint Scrutiny Working Group – Leisure Review
Meetings Held:	From May 2023 – January 2024

Matters Considered:

The purpose of the Working Group was to examine, scrutinise and seek assurance on the effectiveness and impact of the Officer Working Group processes for the Leisure Review. In particular the Working Group considered the reliability, breadth, and depth of the information that the Officer Working Group had accessed while undertaking the Review.

The Working Group were not required to consider the potential outcomes and recommendations of the officer group and understood that the process would be undertaken by the Scrutiny Committees when the draft final report and recommendations were produced later in the year for consideration by Cabinet.

The Working Group were tasked to examine, scrutinise, and seek assurance around each element of the Leisure Review Workstreams, including:

1. The financial sustainability of the contract
2. The interaction with the school's service
3. Communication / engagement with stakeholders
4. Data / insight
5. Consideration of accessibility, poverty, equality agendas
6. The consideration of alternative delivery models
7. The conclusion of the asset review of the centres
8. Communications and engagement

Outcomes / Concerns / Observations:

- officers from the services were commended on the significant number of detailed documents, data, analysis, and officer time provided.
- questions, queries, and challenges aimed at officers were answered with complete clarity and confirmation although some information requested was not provided.
- aligned timelines with the Officer Working Group supported information to be shared at the earliest availability.
- Initial concerns were raised around resources and assurance sought to ensure that the process and officer work could be conducted and concluded comprehensively, that all options were being explored, budget processes and sustainability considered. Members received the required assurance.
- It was stressed that the pace in which the Council undertook the review was crucial to residents, staff and all those involved in the leisure industry. Timescales were realistic for the process to be conducted, completed and for proposals to be compiled and presented in a timely manner.
- the Working Group stressed the importance of the links identified between internal parties and officers, officers were encouraged to strengthen links to enable the Working Group to be kept informed and provide support during the process.
- It was noted that the information provided, and data analysis was only related to the Leisure Facilities run under the Freedom Leisure contract and did not include other leisure facilities run in the authority by charities, sports clubs, and other bodies.

The eight elements of the process scrutinised provided:

Working Group Report to the Economy, Residents and Communities Health and Care / Learning and Skills

- assurance that all investigative aspects were thoroughly researched, and a full and comprehensive data set was provided to benchmark and provide comparisons.
- valuable insights were gained from external guests providing first hand experiences to the Working Group to gain further understanding and knowledge of potential alternative options for the management and control of leisure facilities.
- the approach to engagement was all-inclusive and evidence demonstrated the expansive range reached and the return of valuable data received. Engagement methods and the span of reach were encouraged by the Working Group to ensure that as many of the residents in Powys took part as possible through the survey undertaken.
- Members received details regarding the level of school utilisation of facilities and examples of how facilities are being used to support individual residents' wellbeing goals and health preventions, although the group did not receive sufficient input from Schools, Health, or Social Services.
- confirmation was received from officers in respect to regular updates on performance from Freedom Leisure together with feedback from Sport Development and other services the data received is subject to compliance and internal audit checks.
- Consideration was given to the Council's Corporate & Strategic Equality Plan that sets out the Stronger, Fairer, Greener Vision for the future and includes the well-being key priority objectives.

The documents provided and scrutinised included:

- a full cost matrix with Finance Officers on hand to explain each step of the process and how the different elements of the review fed in to produce proposals for consideration. This included the provision of an interactive model that officers can use in the future that provided a very good analysis of the potential impact on service delivery to users and the available alternatives
- a summary of the detailed condition surveys and decarbonisation assessments offered evidence demonstrating that processes had been undertaken to a high standard and consistent throughout. Members also received details of the methods used to assess the revenue and capital requirements needed to meet the authority's aspirations for conditions of the building in the portfolio.
- an in-depth review of the condition survey was undertaken, and the processes followed by officers, in respect to the dry and wet facilities provided at the Leisure Centre in Ystradgynlais.
- a presentation from a Trustee of the Hay on Wye Swimming Pool and the Manager of Crickhowell Sports Centre was given to provide two different delivery models in respect of a charity run pool and a School managed dry sports facility.
- full analysis of the public engagement survey and the lengths taken to ensure inclusivity for the residents and how the results were a fundamental part in demonstrating how wide and varied the leisure offer was within Powys.

Information not provided Working Group.

- members expressed concern that some of the financial performance data of each Leisure Centre was not accessible to be shared.
- payments to Freedom Leisure were not split between dry use facilities and pool use which the Working Groups felt schools would struggle with costings.

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- Information was provided for the number of schools using each pool, but the number of hours of swimming undertaken by schools over the year for each pool was not provided. (But now available)

Conclusions:

- overall, the Working Group concluded that each element had been considered and conducted thoroughly for the best outcome for the residents of Powys and the Council as a whole.
- that from the results of the customer survey, the facilities were seen to be a very valuable facility for each of the localities that they were based in.
- that the running and operational costs of the current portfolio of assets, can be met within the Council’s current budget for the service and that Freedom Leisure appear to be running the centres at a profit. However, the capital requirement and investment exceeds the budget available now and, in the future, this will now need to be reviewed in light of the budget proposals for 2024-25 and future years.
- that there was an apparent significant difference, based on the figures presented, in the cost per activity across each of the centres. Although the lack of a full breakdown of the £2m+ paid by the Schools Service for its use of the facilities places a level of unreliability on these figures.
- that following the completion of the condition surveys and other property work that the authority has a significant capital investment requirement to bring the current portfolio of assets up to its condition target and to meet net Zero carbon targets.
- that a number of the dry side facilities were essential to meet the curriculum requirements of the Co-located high school site.
- that the draft report produced contains the full dashboard analysis of the data for leisure facilities in the county managed and run by other providers. And the total number of hours delivered to meet health and wellbeing needs are presented on a per centre basis (referrals & Welsh Government schemes).
- Assurance was provided that the School Service as part of the Schools Transformation Programme works closely with the Leisure Team to provide total costs of delivering the school curriculum including all transport cost as well as direct delivery.

**Recommendations to the Economy, Residents and Communities / Health and Care / Learning and Skills Scrutiny Committees:
Recommendations to the Cabinet;**

Scrutiny’s Recommendation	Accept (plus Action & timescale)	Partially Accept (plus rationale, action & timescale)	Reject (plus Rationale)
1. When Scrutiny is undertaken on the final report the members of the scrutiny committee/s should be provided with the full financial performance and activity data.			

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2. That a more detailed analysis of the school usage of swimming pools would be considered in future evaluations. For example the distance in which schools travel to facilities and the full transport cost and provision.			
3. To ensure that the total cost of delivering the school curriculum include all transport cost as well as direct delivery.			

September 2023

Report Author:	County Councillor Pete Roberts Portfolio Holder for a Learning Powys
Lead Officers:	Eurig Towns & Cressy Murphy
Report Title:	Progression and Learning
Report For:	Information

1. Purpose

1.1 This report provides an update on progression and learning in Powys schools during the academic year 2022-23. The report includes analysis of Estyn inspections of primary and secondary schools and an evaluation of examination data for GCSE qualifications.

2. Estyn Inspections 2022-2023

2.1 Nine Powys schools received a core Estyn inspection during the 2022/23 academic year. Eight of these schools were primary schools, with the other inspection taking place in a secondary school.

2.2 Of the nine inspections, five primary schools had successful inspections and are in no form of follow up; three schools (two primary and one secondary) are in Estyn Review; one primary school is in need of Significant Improvement.

2.3 Analysis of the recommendations from the inspections in the nine schools shows that there is a focus on improving teaching. Nearly half of the recommendations from the nine schools focus on teaching (13/27), with the need to challenge pupils appropriately identified in 5 of the 13 recommendations. All three recommendations in Inspection Area 4 (IA4) relate to Health & Safety and safeguarding issues in those schools.

Inspection Areas	Reformations across Powys schools inspected in 2022-23
IA 1 – Standards	6
IA2 – Wellbeing	0
IA3 – Teaching	13
IA 4 – Care, Support & Guidance	3
IA 5 – Leadership	5

Recommendation areas highlighted in more than one Powys inspection:

Appropriate challenge for pupils	5
Health & Safety / Safeguarding	3
Self-evaluation and improvement planning	3
Developing Independence	2
Response to feedback	2

- 2.4 Three Powys schools received an Estyn monitoring visit. Brecon High School and Gwernyfed High School were both judged to have made insufficient progress in addressing their recommendations and have been placed in Special Measures. Llandinam Primary School has been judged to have made strong progress and has been removed from Estyn Review.
- 2.5 At the start of the 2023-2024 academic year, Powys currently has three schools in formal Estyn follow up categories, two secondary schools in Special Measures and one primary school in need of Significant Improvement.

3. Qualifications

- 3.1 In the 2020 – 2022 period there has been a suspension of performance measures due to the Covid-19 pandemic. In 2020, and in 2021 pupils were awarded grades through a centre determined or centre assessed grade model.
- 3.2 In order to take into account, the disruption experienced by pupils during the pandemic, and to take into account the different grading approach used in 2020 and 2021, Qualifications Wales have used a graduated journey back to pre-pandemic assessment arrangements.
- 3.3 There was a return to written examinations in 2022, and there were adaptations to the examination content to compensate for the loss of learning during the pandemic. In addition, it was agreed that results would reflect broadly a midway point between 2021 and 2019.
- 3.4 Examinations went ahead as normal in 2023, there were no adaptations to content this year, however pupils were provided with advance information to support with their revision and learning. A decision by Qualifications Wales in September 2022 has meant that overall results in 2023 are broadly midway between 2019 and 2022. There will be a return to pre-pandemic grading in 2024.
- 3.5 Due to the information above it is not possible to directly compare data from year to year over the last five years. Additionally, the suspension of performance measures means that the local authority do not have access to the same levels of comparative data as they did pre-pandemic. The data that the local authority does hold is detailed below.
- 3.6 GCSE grades are allocated a score as detailed in the table shown. The data available includes the Capped 9 score, the Literacy score, the Numeracy score and scores for pupils eligible for free school meals.

Grade	A*	A	B	C	D	E	F	G
Score	58	52	46	40	34	28	22	16

- 3.7 The Capped 9 score is a performance measure calculating the average of the score for each individual learner in the cohort, capped at a specified volume of GCSEs or equivalent qualifications. There are three subject-specific slots for each learner's best results in: English or Welsh language or literature GCSE, mathematics or mathematics-numeracy GCSE, and Science GCSE. The six remaining slots capture each learner's best remaining qualifications to make a total of nine GCSEs or equivalent volume of qualifications.

- 3.8 The literacy and numeracy points scores are the average scores of all individual learners in the cohort, taking for literacy the best grade from any of English language, Welsh (1st) language, English literature and Welsh literature and for numeracy the best grade from mathematics, or mathematics – numeracy.
- 3.9 Schools are also provided information about the average performance of a ‘family’ of schools to use as a benchmarking tool. Each school is placed into a ‘family’ of similar schools, whose performance you would expect to be broadly in line. This allows schools to compare themselves with other schools in similar contexts.
- 3.10 Data analysis

	Capped 9 score	Literacy points score	Numeracy points score
Local Authority average	369.5	41	38
All Wales Average	358.1	39.7	37.1
Local Authority eFSM	303.0	35.8	31
All Wales eFSM	293.8	32.7	28.9

- 3.11 The figures shown in the table indicate that on average Powys schools performed slightly above the All Wales average in the Capped 9 measure, the literacy measure and the numeracy measure.
- 3.12 Pupils eligible for free school meals in Powys schools also performed above the All Wales average.
- 3.13 In general however, Powys schools performed slightly below similar schools nationally. In the Capped 9 score, Powys schools were on average 3.9 points behind similar schools, the equivalent of around half a grade. In the literacy measure schools were 1.1 points behind and in the numeracy measure 1.4 points behind.

Contact Officers: Eurig Towns & Cressy Murphy

Email: georgie.bevan@powys.gov.uk

Head of Service: Georgie Bevan

Corporate Director: Lynette Lovell

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

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Learning and Skills Scrutiny Committee Forward Work Programme Mar 24 – July 24

Mar 18 th 2pm -4pm	Members briefing on schools transformation programme Pre-Meeting	Marianne Evans Committee members
Mar 20 th 2pm (3)	Committee - Public To be discussed:- School visits To be discussed:- Deep dives Joint Leisure Working Group - outcomes Progression and Learning (Incl. LA level verified exam data) (max 1hr) The Offer –Yr 10-11 (Key Stage 4)	Committee Members Cllr Gareth E Jones Cressy Murphy / Eurig Towns Chris James/ Georgie Bevan
April TBC P&CC Elections ?	Committee – Public JICPA – Incl. Action Plan Schools Transformation 10yr Capital Programme Post 16	Richard Jones/ Georgie Bevan / Sarah Quibell Marianne Evans Chris James/ John Forsey (transport)
May 20 th 2pm	Pre-Meeting	
May 22 nd 2pm (4)	Committee - Public Transformation update -	Marianne Evans
June 17 th 2pm	Pre-Meeting	
June 19 th (5)	Committee – Public TBC School Budgets – Possible Joint with Finance Panel School Out-turn positions and budget plans.	Nancy Owen / Mari Thomas
July 12 th 10am	Pre-Meeting	
July 15 th 2pm (6)	Committee - Public	

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