

Learning, Skills and Economy Scrutiny Committee

Meeting Venue
**Council Chamber - County Hall,
Llandrindod Wells, Powys**

Meeting Date
Monday, 1 October 2018

Meeting Time
10.00 am

For further information please contact
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County Hall
Llandrindod Wells
Powys
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Issue Date 25th
September 2018

The use of Welsh by participants is welcomed. If you wish to use Welsh please inform us by noon, two working days before the meeting

AGENDA

1.	APOLOGIES
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To receive apologies for absence.

2.	DECLARATIONS OF INTEREST
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To receive declarations of interest from Members.

3.	DECLARATIONS OF PARTY WHIPS
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To receive 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.

(NB: Members are reminded that under Section 78 Members having been given a prohibited party whip cannot vote on a matter before the Committee.)

4.	MINUTES
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To authorise the Chair to sign the minutes of the following meetings as correct records:

- 18th June 2018

- 25th June 2018
- 29th August 2018

(Pages 3 - 20)

5.	PROVISIONAL LEARNER OUTCOMES, ATTENDANCE AND EXCLUSIONS 2018
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To receive a briefing on the Provisional Learner Outcomes, Attendance and Exclusions 2018.

(Pages 21 - 38)

6.	ESTYN INSPECTION OUTCOMES 2017-18
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To receive a summary of the Estyn Inspection Outcomes and recommendations 2017-18.

(Pages 39 - 46)

7.	CHAIR'S BRIEFING
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To receive a verbal update from the Chair of Learning, Skills and Economy Scrutiny Committee.

8.	WORK PROGRAMME
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Forthcoming dates for this committee are:

- 17/10/2018 Review of Pre-school provision and HOWPS Annual Report
- 02/11/2018 Highways Asset Management Plan
- 21/11/2018 Funding Formula Review – Post Consultation
- 13/12/2018 ALN Review

Education Briefings:

- 09/11/2018 School Organisation and Post 16
- TBC School Improvement

MINUTES OF A MEETING OF THE LEARNING, SKILLS AND ECONOMY SCRUTINY COMMITTEE HELD AT COUNCIL CHAMBER - COUNTY HALL, LLANDRINDOD WELLS, POWYS ON MONDAY, 18 JUNE 2018

PRESENT

County Councillors M Barnes, G Breeze, K W Curry, B Davies, E Durrant, D O Evans, L George, D R Jones, E M Jones, G Jones, D Jones-Poston, K Laurie-Parry, I McIntosh, J Pugh, L Roberts, P Roberts, D Selby, R G Thomas
Parent Governor Representatives: N. Bufton, Mrs A Davies and Mrs S. Davies

In attendance:

C Pinney (Solicitor to the Council), R Waggett (Finance Manager), J Cassey (Interim Head of Schools Service), E Towns (Senior Challenge Advisor), M Gedrim (Additional Learning Needs Manager) and L Patterson (Scrutiny Officer)

1. ELECTION OF CHAIR FOR THE MEETING

RESOLVED that County Councillor P Roberts be elected as Chair for the meeting.

2. APOLOGIES

Apologies for absence were received from County Councillors Sandra Davies and Susan McNicholas and Church Representative Margaret Evitts.

3. DECLARATIONS OF INTEREST

The following declarations of interest were made in respect of Members who are School Governors. Members who are Local Authority appointed School Governors are granted an exemption under the Members' Code of Conduct to take a full part in discussions excluding regulatory type matters. Members who are appointed as School Governors otherwise than through the Council have a similar dispensation to take a full part in discussions excluding regulatory type matters.

Mark Barnes	Penygloddfa Primary School, Newtown High School
Graham Breeze	Welshpool High School
Kelvyn Curry	Rhayader CIW Primary School
Bryn Davies	Ysgol Pennant
Emily Durrant	Llangorse Primary School, Gwernyfed High School
Diane Jones-Poston	Llanbrynmair Primary School, Llanidloes High School
David Jones	Castle Caereinion Primary School, Guilsfield Primary School
Gareth Jones	Llanfair Caereinion Primary School
Pete Roberts	Llandrindod Wells CP School - Cefnlllys
Lucy Roberts	Brynhafren Primary School, Llanfyllin High School Gwynfor
Thomas	Ysgol Llansantffraid, Llanfyllin High School
Nigel Bufton	Llanfihangel Rhydithon Primary
Angela Davies	Rhayader Primary School, Builth Wells High School and Interim Governing Body – Ysgol Calon Cymru

4. DECLARATIONS OF PARTY WHIPS

There were no 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.

5. REVIEW OF SCHOOLS FUNDING FORMULA

Documents:

- Draft Cabinet Paper for 10th July 2018 'School Funding Formula Review'

Discussions:

- The paper is intended to get Cabinet approval to move to consultation
- Officers and a Review Group of 25 people are working on the proposed formula
- Views from across the education sector are being sought before consultation
- The formula will be based around four blocks:
 - Core educational delivery and basic running costs
 - Additional educational need and social deprivation
 - Costs relating to site, facilities and establishment
 - Other factors and adjustments
- The group considered it will be necessary to identify the minimum cost of running a school (block 1)
- The following risks are identified:
 - Ensuring enough views sought before consultation
 - A mismatch between the cost of running schools and the finance available
 - Meeting timescales for consultation
- An experienced consultant is advising on the project (experience and appointment authority requested)
- The links between the Additional Learning Needs (ALN) Review and the Funding Formula Review were explored. It was confirmed that pupils with additional learning needs would be funded according to their need and that the ALN Review and Funding Formula Review were working closely together. Further detail would be provided to Members as part of an update on the ALN Transformation Programme as this project progresses
- The content of the fourth block (other factors and adjustments) was discussed. It was noted that this would address funding issues in connection with all-though schools and multi-site schools and that the report considered these as exceptions. However, the move towards federation would increase the number of schools that this would cover. Officers confirmed the intention was for the policy to be future proofed as far as possible in line with Welsh Government guidance.
- Scrutiny noted that previous reviews of the funding formula had resulted in schools of between 135 and 160 pupil numbers being penalised. Officers

confirmed that there was insufficient information available at this stage of the process to identify if any particular sized school would be penalised by these changes but further discussions would be had by Schools Forum when further detail was available. The additional costs of Welsh education were raised and it was confirmed that the work identifying the costs of running a school would consider language provision to address the increase in Welsh medium education.

- Members noted that a majority of schools were forecasting a deficit position and queried that by calculating the cost of running a school and reviewing the funding formula may not necessarily improve this position. Officers confirmed that the Funding Formula Review and the actions taken to address the deficit positions of schools would run in parallel but holding schools to account for their financial management and setting a balanced budget is a statutory requirement which is monitored by Estyn. Scrutiny observed that the Schools Service had previously taken action to improve the forecast deficit position but the position had worsened. Officers assured Members that a more robust approach was being taken in line with the Scheme of Financing for Schools with additional financial surgeries (a total of 3 per year) being provided, with follow-up letters and action plans sent to all schools who have been met with and further work being undertaken with those schools forecasting the worst positions.

(Cllr Durrant left 14.30)

- Scrutiny noted that the timeframe for consultation was tight if a Funding Formula was to be worked up over the summer and queried if sufficient time was available. Officers assured the Committee that they were on track and that it was the intention to bring a report to Cabinet in November once consultation had closed to enable a phased introduction of the new Funding Formula for 2019/20.
- Members asked if there were other local authority funding formulas that could be used. It was confirmed that the consultant advising the project was a national expert but the consultation would allow for an appropriate approach to meet the needs of Powys.
- Scrutiny noted that much money was spent on consultations which could have been spent on providing frontline services. It was confirmed that consultation was a requirement when reviewing the Funding Formula.
- Members observed that one of the major issues was falling rolls. It was confirmed that the review would look at the minimum number of staff needed. Small schools needed to achieve economies of scale where possible for example by sharing costs.
- Scrutiny expressed concern that Powys has a comparatively high level of spending on education but low levels of delegation to schools. Officers noted that the decision for allocating the funding available was taken in the Schools Forum.
- Scrutiny noted that further information would be provided by way of a verbal report to Cabinet in July and that work on other blocks of the formula had begun and would be accelerated during July and August. Scrutiny felt that it had not been possible to provide scrutiny of the Formula Funding Review which was to go to Cabinet in July to 'approve the overall design of a revised funding formula to schools' and to 'delegate the decision to proceed to full consultation with all schools to the Portfolio Holder for Learning and Welsh Language and Finance'.

The information available at this stage (ie pre-consultation) was insufficient for scrutiny to be able to make informed observations in this regard and Officers gave a formal commitment that the Funding Formula would be made available for Scrutiny prior to its consultation in September 2018.

Outcome

- **That the following information be provided:**
 - **A pen portrait of the consultant appointed to undertake the Formula Funding Review**
 - **Links between the Funding Formula Review Group and ALN Transformation Board**
- **That Scrutiny receive a further report Funding Formula to include the verbal update being provided to Cabinet in July and the work proposed to be undertaken over the summer prior to the Portfolio Holder making a decision to proceed to consultation in September 2018 to give sufficient time for the Portfolio Holder to respond to any issues raised.**

6.	SCHOOLS SAFEGUARDING COMPLIANCE
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The Additional Learning Needs Manager presented the Safeguarding Audit report and draft Safeguarding and Child Protection Policy (copy attached to signed minutes).

- A draft Safeguarding and Child Protection Policy had been produced to function at the level of the Schools Service and as an umbrella policy to cover both schools and other settings to which Powys has a degree of responsibility through the provision of funding (namely, pre-school provisions).
- The draft Safeguarding and Child Protection Policy also includes a model policy for use by schools and other settings.
- The first annual safeguarding audit of schools has been completed.
- Members who had been involved in completing the audit found it time consuming; it provided good focus although it was not clear what evidence was needed
- It was confirmed that the responses had been variable particularly around the ratings and when the audit is next undertaken the Challenge Advisors will provide support and challenge in respect of the audit
(Cllr M Barnes left 3.30pm)
- It was confirmed that the school staff member and Governor with Safeguarding responsibilities would have completed the report. Each Governing Body should have an Annual Safeguarding Report.

7.	SCHOOLS SERVICE WORKFORCE STRATEGIC DEVELOPMENT PLAN 2018
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The Senior Challenge Advisor introduced the Workforce Strategic Plan (attached to the agenda).

- Organisational charts are published on an annual basis and can be provided for previous years
- The service has a Critical Incident Process which is regularly reviewed and after each Critical Incidence a debrief will take place
- The service work closely with Emergency Planning and the Police and it depends on what type of incident as to who takes the lead on any Critical Incident
- It was confirmed that Education Psychologists were hard to recruit and the service had appointed two trainees to help address this

8. TIMING OF MEETINGS

The Committee received the report of the Scrutiny Manager. It was noted that this suggestion had developed during the discussion prior to the last meeting of the Council regarding the new scrutiny committee structure. As there was a larger number of Councillors who worked than in previous terms of office, the Group Leaders had suggested that the scrutiny committees might consider alternating the times of meetings, including meetings in early evenings which might allow for a greater number of Members to attend the meetings. The Committee was therefore asked if it was prepared to trial some alternative times for meetings.

Members indicated that they were willing to attend meetings at the following times:

Option A – 10.00am to 1.00pm	19 votes
Option B – 2.00pm – 5.00pm	11 votes
Option C – 4.00pm – 7.00pm	1 vote
Option D – 5.00pm – 8.00pm	0 votes

Members agreed that morning meetings were preferable but afternoon meeting could be held if necessary due to Officer availability.

9. WORK PROGRAMME

The work programme for this Committee was being put together for consideration at Joint Chairs and Vice-Chairs and would be circulated when available.

Meeting closed 4.00pm

County Councillor P Roberts

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Public Document Pack

Learning, Skills and Economy Scrutiny Committee Monday, 25 June 2018

MINUTES OF A MEETING OF THE LEARNING, SKILLS AND ECONOMY SCRUTINY COMMITTEE HELD AT COUNCIL CHAMBER - COUNTY HALL, LLANDRINDOD WELLS, POWYS ON MONDAY, 25 JUNE 2018

PRESENT

County Councillors: M Barnes, G Breeze, K W Curry, B Davies, D O Evans, D R Jones, E M Jones, G Jones, D Jones-Poston, K Laurie-Parry, I McIntosh, S McNicholas, L Roberts, P Roberts, D Selby, R G Thomas,
Parent Governor Representatives: Mrs A Davies and Mrs S. Davies
Mrs M Evitts, Mr J Brautigam, JG Morris,

In attendance

County Councillors Myfanwy Alexander (Portfolio Holder for Education) and Aled Davies (Portfolio Holder for Finance)

Ian Budd (Director of Education), Joanna Cassey (Interim Head of Learning), Marianne Evans (Senior Manager Schools Transformation), Betsan Ifan (Schools Transformation Programme Manager), Jim Swabey (Heart of Wales Property Services), Nick Hinckley (Heart of Wales Property Services)

1.	ELECTION OF CHAIR FOR THE MEETING
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RESOLVED that County Councillor P Roberts be elected as Chair for the meeting.

2.	APOLOGIES
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Apologies for absence were received from County Councillors Sandra Davies, Les George, Edwin Roderick and Parent Governor Representative Nigel Bufton.

3.	DECLARATIONS OF INTEREST
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No declarations of interest were received.

4.	DECLARATIONS OF PARTY WHIPS
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There were no 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.

5.	SCENE SETTING
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This item was deferred.

6.	21ST CENTURY SCHOOL PROGRAMME - WELSHPOOL PRIMARY PROJECT AND YSGOL CALON CYMRU
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This item had been referred to scrutiny at a Cabinet meeting on the 19th June 2018 where the following decision was taken:

RESOLVED that, subject to the views	Reason for Decision:
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of Scrutiny	
Cabinet approves an increase in the budget for Welshpool Schools Project to £16,794,385 to be split between Band A and Band B.	To enable the two schools to be built in Welshpool therefore improving the learning environment for pupils.
Cabinet approves that any unallocated funding in Band A is invested in improvements at Ysgol Calon Cymru.	To improve facilities for pupils in a major Schools Transformation project.

Documents considered:

- Cabinet Report 19th June 2018
- Scrutiny Briefing
- Report to Learning, Skills and Economy Scrutiny Committee

Discussion:

Background

- Schools Transformation in Welshpool started in 2014 looking to transform three infant schools and one junior school (all of poor quality) to two primary schools (one Welsh medium, one English medium)
- Welshpool is an area with significant demographic issues
- The new schools opened in September 2017 using existing buildings (English medium on three sites and Welsh medium on one site)
- Approval is in place under Band A of 21st Century School funding to build a new English Medium School at Salop Road and a new Welsh Medium School on the Ysgol Maesydre site
- In spring 2017 Dawnus was appointed as contractor to the two buildings
- In March 2018 CADW confirmed that Ysgol Maesydre was to be Listed
- The service looked at alternative locations for the Welsh Medium School but no town centre sites in public or private ownership were available
- Consideration was given to co-locating the Welsh Medium and English Medium schools on the same site but this was rejected as the site was too constricted
- Therefore the service worked with contractor to incorporate the Listed Building into the Welsh Medium School
- This has resulted in increased costs and the consequent report to Cabinet which proposes to split the project with the English Medium School continuing under Band A of 21st Century Schools, the Welsh Medium School moving to Band B. It is intended to spend the money now available within Band A to improve the Llandrindod Wells campus of Ysgol Calon Cymru a merged school opening in September 2018.

Reasons for increased costs at Welshpool 21st Century Schools project

- These were given as:
 - Re-design costs and costs associated with remodelling a listed building;
 - Economies of scale no longer achievable due to schools now being built sequentially rather than concurrently

- Further investigation in to the Welshpool CiW Primary School site identified that the topsoil needs to be removed and re-filled due to a historical use of the land.

Listing

- Not identified as at risk from Listing until the letter from CADW was received in December 2017
- Confirmation of Listing was received from CADW in March 2018
- The Schools Service were unsuccessful in opposing the listing of Ysgol Maesydre although were successful in achieving the exclusion of the more recent additions to the property to the Listing
- Ysgol Maesydre had not been maintained during the recent past and is in a poor state of repair. Whether or not it is used as part of the Welsh medium school there is a duty on the Council to repair and maintain Listed Buildings
- It was confirmed that it was not possible to demolish a Listed Building and that a specialist had been commissioned to advise what could be done with this property
- It was confirmed that there was limited opportunity to receive grant funding from CADW and this should not be relied upon
- The Schools Service have been in close correspondence with Welsh Government regarding the increased costs and Welsh Government are content with the approach proposed. The inclusion of this within the 21st Century Schools programme means the additional costs are shared
- It was acknowledged the applicant for Listed Building status had been in correspondence with the Schools Service during the earlier consultation process but the schools service were of the view that there was not wide spread community support for the views expressed in his submission
- During ongoing discussions with people of Welshpool it was not identified as an important building that might be proposed for listing
- The contract managers confirmed that the costs for the Welsh Medium school are estimates based on similar schemes elsewhere
- The service are looking to design the school with the main teaching and learning areas in the new build with the administration and early years in the Listed Building
- Contract managers are working closely with CADW on preplanning matters to get the best outcome. CADW are keen for the site to be redeveloped with the right scheme. They would object to a new school sited in front of the Listed Building for visual amenity reasons and in any event there would still be a duty for the authority to maintain the Listed Building

The meeting adjourned for the Chair and Audit representatives to consider commercially sensitive information regarding project costs.

- It was not clear how much of the additional spend is due to the Listing of Ysgol Maesydre

Church in Wales site

- Increased costs came to light when ground investigation revealed demolition debris on site

Reasons Ysgol Calon Cymru prioritised for the newly available capital funding from Band A

- The condition of the Llandrindod campus was identified in 2016 as category C. This has recently been reassessed as Band C/D. A key criteria for the Welsh Governments 21st Century Schools Programme is to reduce the number of Condition D schools. This needs to be addressed as quickly as possible

Associated matters

- Scrutiny and Audit Members were concerned that there has been insufficient time afforded for proper scrutiny of this matter
- One of the reasons given to support the 21st Century Schools Welshpool project was there was excess surplus places between the four schools (434 available places 82 unfilled (19%)). It is intended to provide 510 places between the two new schools with 352 pupils expected (158 unfilled places (30.6%)) which was higher than the original excess capacity. It was explained that there were approximately 100 pupils from the Welshpool catchment area that were accessing education outside of the catchment therefore this indicates there are a greater number of pupils in Welshpool than currently attend schools in Welshpool. The potential impact of pupil movements on surrounding schools was not explored.
- Cost for the new schools per pupil were calculated as: Welshpool CiW School £28k/pupil if full, £37k/pupil at present occupancy, and Ysgol Gymraeg y Trallwng £41k/pupil if full and £77k/pupil at present occupancy
- Spare capacity is normally built into new schools and in the procurement process tenders need to show how they will develop plans to extend school buildings to accommodate for increasing numbers. New build schools across Wales are known to attract pupils. There is also a significant Welsh Government strategy to increase the number of Welsh speakers in Wales and therefore the Welsh school is being built for 150 places to accommodate future growth. The Local Development Plan identifies land for new properties which will result in additional pupils (estimated at 1 child per 5 houses). The projections calculate these schools to be of the correct size.
- Concern that projects are tendered for on perfect site scenario and further information requested on this process.

7.	EDUCATION IMPROVEMENT PLAN
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This item was deferred.

8.	POST 16 REVIEW
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This item was deferred.

9.	WORK PROGRAMME
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The next meetings will be held on the 19th July 2018 and 22nd August 2018.

Public Document Pack

Learning, Skills and Economy Committee – 29 August 2018

MINUTES OF A MEETING OF THE LEARNING, SKILLS AND ECONOMY SCRUTINY COMMITTEE HELD AT COUNCIL CHAMBER - COUNTY HALL, LLANDRINDOD WELLS, POWYS ON WEDNESDAY, 29 AUGUST 2018

PRESENT

County Councillors D Selby (Chair), , G Breeze, B Davies, S C Davies, D O Evans, L George, E M Jones, G Jones, I McIntosh, J Pugh, P Roberts, E Roderick, D Selby, R G Thomas, R Williams, Mrs A Davies, Mrs S. Davies, Mrs M Evitts

In attendance: County Councillors and JG Morris and Mr J Brautigam, Audit Committee

Officers: Ian Budd, Director of Social Services, Alec Clarke, Head of Learning, Jo Cassey, Interim Head of Learning, Jane Thomas, Head of Financial Services, Jennie Spraggon, Finance Business Partner and Susan Fielden

1.	APOLOGIES
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Apologies for absence were received from County Councillors M Barnes, K W Curry, D R Jones, D Jones-Poston, S McNicholas, L Roberts and MC Alexander

2.	DECLARATIONS OF INTEREST
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There were no declarations of interest.

3.	DECLARATIONS OF PARTY WHIPS
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There were no declarations of party whips.

4.	CHAIR'S BRIEFING
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In the absence of the substantive Chair there was no briefing.

5.	FUNDING FORMULA REVIEW
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Background

The Committee had previously considered the proposal to review the Funding Formula and had presented a number of observations to Cabinet. Assurance had been given that there would be a further opportunity to scrutinize the proposals prior to the commencement of the formal consultation period.

The Director of Education acknowledged the level of engagement in the process of the review including Head Teachers, Governor representatives and the Schools Forum.

A Funding Formula is a key statutory responsibility. It should be transparent, equitable and simple to administer and understand. Transparency was necessary to enable any party to check how funds had been allocated and to assist in considering future priorities. Equity was also important in adding to the debate and ensuring effective decision making. It was essential that the Formula, once agreed, was maintained to accommodate changing legislation, priorities etc.

A Schools Finance Specialist had been engaged to support the process of the review. She informed the Committee that in developing the proposals, there were a number of balancing questions to be addressed. The Formula would need to have a fixed element and a variable element. Every pupil in the County should be funded on the same basis. The first challenge was in describing the Education Offer that required funding. Discussions are ongoing with schools and options are emerging. Further open questions would be put to schools to enable constructive feedback to add to the process. No single proposal would be put forward as this would be disingenuous.

Underlying principles to support each phase of the Offer would be adhered to unless there was a clear reason for variation. Diversity of need would have to be addressed. It was also essential that the level of resourcing needed to be safe.

The areas covered by the Formula would include class sizes, leadership and management, additional support and repairs and maintenance.

The Head of Financial Services reminded the Committee that the Formula was a mechanism for funding schools but that it did not dictate to the schools how those funds were spent. It was acknowledged that one Formula will never satisfy every school. The Formula was intended to provide a consistent, minimum level of delivery to schools. This would assist in comparing schools and in addressing the reasons for deficits in some schools.

Discussion

Would the cost per pupil be higher where schools are smaller and, within key stages, would KS2 and KS3 be more expensive?

Foundation Phase has a specified staffing ratio and KS5 is grant funded outside of the Formula. KS4 tends to be smaller but gains additional funding to reflect the GCSE offer. Generally, funding is lower for KS2.

Members questioned why no Formula had been presented to them

It had been decided not to provide a Formula at this stage but to establish the principles upon which a Formula could be based. Once those principles have been agreed, additional information will be provided regarding individual allocations to schools. This process is in line with other reviews across Wales and a consensus on how the Formula should be constructed is paramount. No school should be faced with a crisis in funding under new arrangements and further discussion on transition arrangements may be required.

Prior to the reconfiguration of the scrutiny committees, the People Committee had received a presentation on ALN provision. This was to be a radical review

and it was questioned whether the Formula could be developed ahead of the completion of the ALN Review.

The Formula will be implemented for the next financial year and the ALN reforms will be worked up over 3 years. The Formula will need to be maintained to keep pace with changing expectations. In the secondary sector, the Formula is being devised on the basis of provision of at least one class which could cater for those with additional needs or for those exceptionally able pupils. Diversity of need will be accommodated. An update on progress relating to transformation of ALN had been provided to the last meeting of the Committee and there would be regular progress reports.

The Committee had been provided with the core Offer and how this would impact upon the current arrangements for financing schools

It was difficult to identify the current base as there were a number of inconsistencies in the current position and there had been manual interventions in the allocations made. The main driver in any formula would be expectations on pupil teacher ratios.

There was some concern that expectations within schools were being raised and whether there would be sufficient funds to deliver the Offer. Further information on the numbers of schools which may gain or lose from the revised Formula, together with the number of isolated schools and those in areas of deprivation would have been helpful.

The Formula will need to fund learners in the current provision. A defined core offer plus additional needs will have to be provided by the Formula – this will have to continue as schools transform.

The review had not been intended as a mechanism for increasing funding to schools. Comparisons are ongoing and will continue through each sector to ensure the Formula can deliver. It is inevitable that some may gain while others may lose but it is expected that, overall, the new Formula will deliver a similar level of funding.

In response to concerns that smaller schools would be adversely affected by fluctuating numbers more so than a larger school, it was noted that the Offer has a defined level of staffing. Any significant fluctuation could be managed by licensed deficit which would be based on evidence.

Data provision has been essential in the work that has been completed so far. An annual census is considered as is live birth data. Stress testing of models has also been completed.

The Formula is calculated annually and it was questioned whether provision should be made to smooth the curve – planning must be on a multi-year basis and the Formula should provide an indicative analysis for future years. There should be a more flexible approach to addressing future education provision through both formal and informal arrangements. Creative thinking is needed going forward.

Statistics show that gross expenditure in Powys per head is well above average. Delegated budgets show an average expenditure in the primary sector but below average in the secondary sector. A large slice is taken out for central support services which covers transport and ALN. Will the Formula deliver more funding to delegated budgets and will the secondary sector receive a larger proportion?

There are technical issues underlying the data provided – for example it is compulsory that rates are delegated but Powys is unique in the way that it manages this. There are other technical adjustments that are needed to make the Formula compliant. Until discussions on principles are complete it is not known whether the revised Formula will deliver a greater proportion to the secondary sector. A political decision to maximise delegation is already in place.

With regard to the funding for ALN the aim is to migrate those from out of county provision to specialist in-house provision and to move those in specialist provision to mainstream education. This will take time to achieve as existing settled provision will not be changed. In the longer term it is anticipated that costs will reduce.

The Head of Finance informed the Committee that although the delegated budget was top-sliced for central support services, most of that money did go into schools.

There was inconsistency in addressing deficit budgets. Schools managing their budgets can be subject to clawback and this was thought to be unfair when some schools appeared to be 'getting away with' deficits.

The Authority has introduced a more stringent compliance process but some schools will take some time to reduce their deficits. Everyone should be accountable. In establishing a minimum level of provision there will be more transparency to challenge some schools' models of delivery. Clawback is required within the Scheme and criteria is laid out. Surplus reserves can be held to manage the budget and an individual school should not be penalised in these circumstances. The issue is reviewed annually.

Those Members who were also Governors, were advised that financial planning must run alongside staff planning. A vision for the future should identify when stresses will need to be dealt with.

The Welsh Government and Powys County Council have accepted an aim to have 1 million Welsh speakers by 2050. This will necessitate one third of the population of Powys being able to speak Welsh. Is there a financial plan to achieve this aim and will the Formula enable bilingual education to be delivered? Dual stream schools are a step on the way to bilingual schools and how will the authority make the transition to bilingual schools. There needs to be financial support for total immersion classes as well as a choice of KS4 and 5 subjects otherwise Welsh education will not be chosen at KS2 and 3. A fifth block should be added to the formula to deal with the issue of bilingual education so that this flows through every aspect.

There are specific protections for dual and Welsh medium schools to enable the curriculum to be delivered. The aim would be dependent on a Workforce Strategy and it would be a challenge to have a skilled, bilingual workforce. It

would be useful if scrutiny had regular access to updates on the provision and take up of Welsh language education and what partnerships were in place. The Formula would provide an allocation for staffing but not for training and development.

It may be more relevant to make reference to staffing explicit in block one rather than add an additional block. If every pupil is to be bilingual, then this has staffing implications.

The Chair of Audit Committee reminded Members of reports into the financing of schools by both the WAO and Audit Committee and he hoped that these documents had been considered during the review. Although it was disappointing that the Portfolio Holder could not be present, could sufficient assurance be given that school deficits could be reduced or schools could be prevented from going into deficit? The Issues Log circulated separately could indicate that schools will be excused from deficit repayment.

The new Formula is needed to deliver the Authority's requirements. The position regarding deficits could not be answered at this stage – the clarity provided by the new Formula would enable challenge to those schools in a deficit position. Ultimately the position regarding cumulative deficits is a political one, but the minimum or core Offer would not be sufficient to allow payback of deficits. Deficits could not be written off and would remain with the school.

Although the core offer had been provided, there was more information regarding primary schools than secondary schools.

There was a difference in presentation between primary schools which was relatively straightforward, and secondary schools which had been compiled on the basis of year groups. The information was contained within the narrative but had not been presented in graphical form. This could be arranged.

There was concern regarding the average pay scale and that many staff were at the upper end of the pay scale. Such matters are out with the control of a Governing Body and officers were challenged to explain how this would be dealt with.

Average teacher costs tended to be quite high. The Formula could develop in the future to use a fixed point on the scale plus a percentage for management and leadership.

If the cost is significantly more once the Formula has been applied, what will the Authority do?

This is unlikely to happen and officers were confident that the Formula is deliverable.

There was concern that other Key stages were subsidising Post 16 education.

The Director of Education reiterated that the Formula did not cover Post 16 and other key stages should not be subsidising its provision.

It was suggested that a clear plan for delivery of education over the next five to ten years was required and that a Formula could not be devised if there was no clarity on what might be required in the future.

The Formula must provide for today's children's education. The Formula must be maintained and adaptable to meet future requirements. A number of key strategies are being developed and following a change in the configuration of scrutiny committees it was thought advisable that workshops be held to inform Members of the vision for Education, WESP and ALN – workshops had already been arranged.

Are projections showing an increase or decrease in pupil numbers? How many children are not in any school?

Pupil numbers were expected to decline. There were 126 children registered as not being in school. However, there was no way of knowing how many children were not registered. The Welsh Government are looking to match health records with an EPN number. Further collaboration is needed to ensure there is awareness of all children not within the formal education system.

There was concern that Powys was unable to attract teachers due to the lack of job security.

There were many elements to be considered. Results were good and this in itself would attract staff. There needs to be the ability to progress and sufficient training and development. Discussions are ongoing with Head Teachers regarding recruitment and retention. A Communications Strategy is also being prepared.

County Councillor P Roberts arrived at 12 noon.

The Chair summed up the main points of the meeting. Although no formal scrutiny observation report would be submitted on this occasion, the minutes of the meeting would be circulated to all for reference purposes.

Outcomes:

- **The Minutes to be circulated in place of a scrutiny observations report**
- **Future items for scrutiny or workshops**
 - **WESP**
 - **Workforce Strategy**
 - **ALN**
 - **Vision for Education**

6. WORK PROGRAMME

Forthcoming dates for this Committee are:

- 14th September 2018 – 10.00am (9.30am briefing) – School Budgets

- 1st October 2018 – 10.00am (9.30am briefing) – School Standards

Education scrutiny briefing dates:

- 19th September 2018 10.00am
- 25th September 2018 10.00am

**County Councillor D Selby
Chair**

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CYNGOR SIR POWYS COUNTY COUNCIL.

SCRUTINY

20th September 2018

REPORT AUTHOR: County Councillor Myfanwy Alexander
Portfolio Holder for Learning and Welsh Language

SUBJECT: Briefing on Provisional Learner Outcomes, Attendance & Exclusions 2018

REPORT FOR: Discussion/information

1. Summary

The purpose of this report is to provide an update in relation to learner outcomes, attendance and exclusions in Powys.

In July 2018, the Cabinet Minister for Education announced significant amendments relating to teacher assessment information. Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the foundation phase, key stage 2 and key stage 3 in all maintained primary and secondary schools. As a result of this change:

- there is no longer any comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools';
- Welsh Government will no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data;
- My Local School website will no longer include teacher assessment data below key stage 4.

2. Standards

In the **foundation phase**, the revised Areas of Learning were introduced on a statutory basis from September 2015. This means that the cohort of children that started reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the foundation phase in the summer of 2018. Hence comparisons of results with previous years should be treated with caution as they are not measured on a like for like basis.

Standards are good with the Foundation Phase Indicator being 85.4%. This places Powys as the highest authority across ERW and 2.8 percentage points higher than Wales. **(See Appendix 1)** Girls continue to outperform boys at the expected outcomes at the end of foundation phase. The gender gap has increased slightly in 2017-18, however, this remains similar to the gap between gender across Wales.

At **key stage 2**, standards are good with the Core Subject Indicator (CSI) being 90.4% in 2017-18, a decrease of 0.8 percentage points from the previous year but an increase of 2.1 percentage points since 2014. In comparison to the other ERW local authorities, Powys is equal first. The all Wales average CSI for 2017-18 is 89.5%.

Powys' performance at the higher levels (level 5 and above) has increased in all subjects except Welsh 1st Language and for the first time exceeds 50% of pupils in both English and Maths.

Girls continue to outperform boys at key stage 2 in Powys but while gender differences have increased slightly from 2017 they are not as high as pre-2017 levels and in most cases are significantly lower than in Wales as a whole.

The performance of pupils eligible for Free School Meals (eFSM) in 2018 has improved significantly with 82.7% achieving the CSI this year compared to 73.2% in 2017 and 68.3% in 2016. **(See Appendix 2)**

At **key stage 3**, standards have improved in 2017-18, with the CSI increasing from 88.6% to 91.6%. This is a significant increase of 3 percentage points and the greatest percentage point increase in a single year since 2013. This compares to a Wales average of 88.1%, an increase of 0.7pp since 2016-17. Powys' performance has improved at a greater rate than Wales averages in the last year. In comparison to other ERW authorities, Powys is the highest performing.

Attainment at the higher levels at the end of key stage 3 has improved in all subjects, with more than three-quarters of year 9 pupils achieving level 6 or higher in maths or science.

Girls continue to outperform boys in the CSI at the end of key stage 3, however, in most cases, this is in line with the average across Wales.

The performance of pupils eligible for Free School Meals in 2018 has increased to 75% attaining the CSI. This is an increase of 3 percentage points from the previous year.

At **key stage 4** all data for 2018 is provisional and not yet verified. At national level there have been considerable changes to GCSE

requirements since 2016. These significant changes make direct like for like comparisons with previous years inappropriate.

Key Stage 4 Indicator	2017			2018 (Provisional)		
	All	eFSM	Boys-Girls	All	eFSM	Boys-Girls
L2+	62.2%	27.4%	-5.0pp	62.8%	33.3%	-16.1pp
L2	74.3%	43.4%	-6.5pp	74%	45.3%	-16.7pp
L2 A*A	18.9%	8.0%	-7.7pp	18.8%	5.1	-10.5pp
Capped 9 points	365.8	303	-24.4	364	281	-36
Best Lang L2	72.6%	52.9%	-13.2pp	72.8%	41.9%	-21.1pp
Best Maths L2	68.1%	33.7%	2.9pp	70.7%	46.2%	-5.8pp

2018 Cohort – 1229; Females - 579 Males – 650; non-eFSM – 1112 eFSM – 117

Key stage 4 performance in Key Performance Indicators

LA Name	Year 11 KS4 Level 2+	Year 11 KS4 Capped 9
Powys	63%	364
Ceredigion	58%	367
Pembrokeshire	54%	334
Carmarthenshire	58%	341
Swansea	59%	357
Neath Port Talbot	52%	339
ERW	58%	349
Wales	n/a	n/a

Key stage 4 Level 2+

The aggregated data for the authority shows a 0.6pp increase in the L2+ indicator. Provisional benchmarking data for authorities within ERW places Powys as the highest performing authority, significantly higher than each of the other five authorities. Early indications show that pupils eligible for Free School Meals improved at Level2+ compared to the previous year. Historically the attainment of eFSM pupils has been volatile due to the relatively small numbers in each cohort.

Levels in mathematics at level 2 have improved by 2.8 percentage points on the previous year, meaning that results in mathematics have returned to similar levels as those seen in 2016. The decrease in science was significant in 2018, with a 6 percentage point decrease from the previous year. However, this decrease is lower than the decrease in attainment seen in science across ERW, which fell by 9 percentage points. This was the first full year where only GCSE science results were recorded and did not include other vocational science options. The performance of boys is significantly lower than girls in all core subjects across Powys, but this remains lower than the difference at a national level.

Key stage 4 Level 2

The aggregated Level 2 data for 2018 shows that standards remain very similar to the previous year. The variation across schools between 2018 and 2017 results has narrowed significantly and now range from -7.9pp to 12.4pp. This is due to the change in performance measures by withdrawing the BTEC science option and placing a cap on the number of BTEC options counting within the measure.

There is a slight increase of 1.9pp in the number of eFSM pupils attaining the Level 2 threshold compared to last year.

Early indications show that there is now a significant difference in the gender gap at Level 2 compared to the previous year. This is very likely to be linked to the high level of literacy skills required across all subjects and the reduction in coursework weighting. Also for summer 2018 a marked increase in the C grade boundary compared to November 2017, resulting in fewer pupils achieving a C grade when re-sitting their examinations.

Key stage 4 Higher Grades

Performance at the highest grades A*-A show these decreased slightly in 2018, with 18.8% of pupils attaining the higher grades. Powys' results at the higher grades remain higher than Wales although the gap between Powys and Wales is now 0.7pp.

Key stage 4 Level 1

The Level 1 indicator has decreased by 1.1pp with variation across schools ranging from -4pp to +2pp.

Key stage 4 conclusions

Provisional benchmarking data indicates that since the changes in GCSE requirements in 2016, many Powys schools Level 2+ performance compares well with schools across ERW and Wales. A few schools perform very well, but a few need to significantly improve and a few have made significant improvements. Newtown high schools' performance in this indicator improved by over 10 percentage points. The performance of boys in Level 2+ needs to significantly improve.

Provisional benchmarking data indicates:-

- nearly all Powys schools have a higher Level 2+ percentage than the ERW average.
- strong overall performance in the capped points score. All Powys Secondary schools capped 9 points are above the ERW average capped 9 points score.
- overall, standards in English declined slightly across Powys. Standards achieved by girls improved, however, the performance of boys declined and needs to improve;
- performance in Welsh as a First Language improved significantly in about half of the relevant schools;
- overall performance in mathematics and numeracy improved in 2018. The standards in pupils' best mathematics or numeracy results compares well with their best language result.

Key stage 5/ A Levels

The number of WJEC A-levels taken in Powys schools has decreased from 1,111 in 2017 to 1,045 in 2018 which represents a fall of approximately 6%. The number of A-level candidates in Powys has fallen from 624 to 444 between 2013 and 2018. The breadth of curriculum offer and sustainability of sixth forms remains an area of focus in working with school leaders.

In 2018, more than 20% of A-level candidates achieved the highest grades A*-A and more than 75% achieved grades A*-C. Almost all students that took a WJEC A-level obtained grades A*-E (97.2%). This overall pass rate is similar to that for Wales of 97.4%.

Exclusions

For the academic year 17/18 there were ten permanent exclusions. The main reason for the permanent exclusions was verbal abuse/threatening behaviour against an adult.

The fixed term exclusion data for the year shows that there were 29 fixed term exclusions of 5 days or more. This is six more than the last academic year. The main reason for these exclusions was physical assault against a pupil, closely followed by verbal abuse/threatening behaviour against an adult.

Further work is needed with school leaders to ensure that in-school and escalation support for vulnerable children and young people is sufficient and effective. The support for pupils with behaviour and social and emotional needs is a workstream in the Powys ALN Transformation programme. The workstream will be reporting back on options to improve support for these vulnerable pupils in early January 2019.

It is important to note that a small number of schools significantly reduced their numbers of fixed term and permanent exclusions.

Attendance

For the academic year 2017/18 attendance data for primary schools shows 95.3% attendance, a drop of 0.2% on the previous year. This breaks down into 4.13% authorised and 0.57% unauthorised absence. **Please note that this data is unverified. Verified data will be available at the end of October 2018**

For the academic year 2017/18 attendance data for secondary schools shows 94.5% attendance, a drop of 0.1% on the previous year. This breaks down into 4.8% authorised and 0.72% unauthorised absence. Although attendance is slightly down, Powys is above the Welsh national average of 93.8%

Further focused work is needed with individual schools to minimise non-attendance. A new school intervention model for Education Welfare Service (EWS) has been developed and is being implemented this year. This will mean that schools will receive support based on need. This means that schools with poorer attendance will get additional support for policy development as well as work with target pupils..

Schools Causing Concern

The standards in the following High Schools will be discussed in greater detail during the Scrutiny Meeting due to them being in Estyn follow up or a school causing concern during the last academic year:

- Newtown
- Builth Wells
- Llandrindod
- Caereinion
- Llanfyllin
- Bro Hyddgen
- Brecon
- Maesydderwen

Appendices

Appendix 1 – Foundation Phase 2018

Appendix 2 – Key Stage 2 2018

Appendix 3 – Key Stage 3 2018

Appendix 4 – Key Stage 4/ GCSE 2018

Appendix 5 – A Level 2018

Appendix 6 – ERW Comparative Data across Local Authorities

Appendix 7 – Exclusions 2018

Appendix 8 – Attendance 2018

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Appendices

Appendix 1 – Foundation Phase 2018

Appendix 2 – Key Stage 2 2018

Appendix 3 – Key Stage 3 2018

Appendix 4 – Key Stage 4/ GCSE 2018

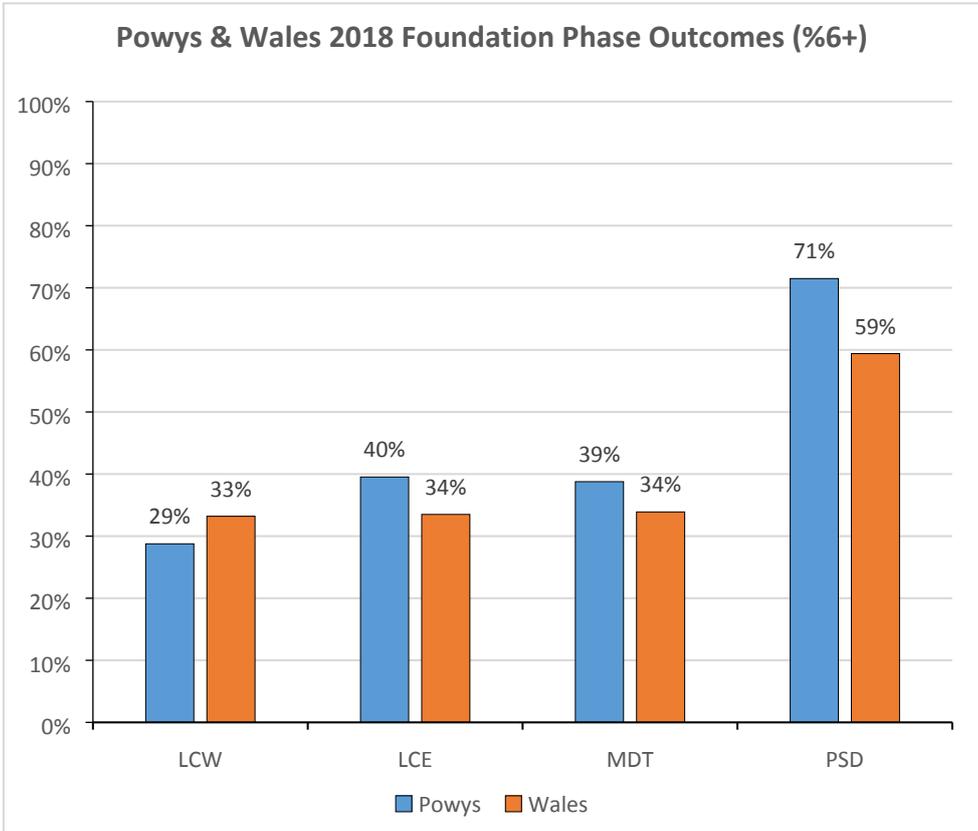
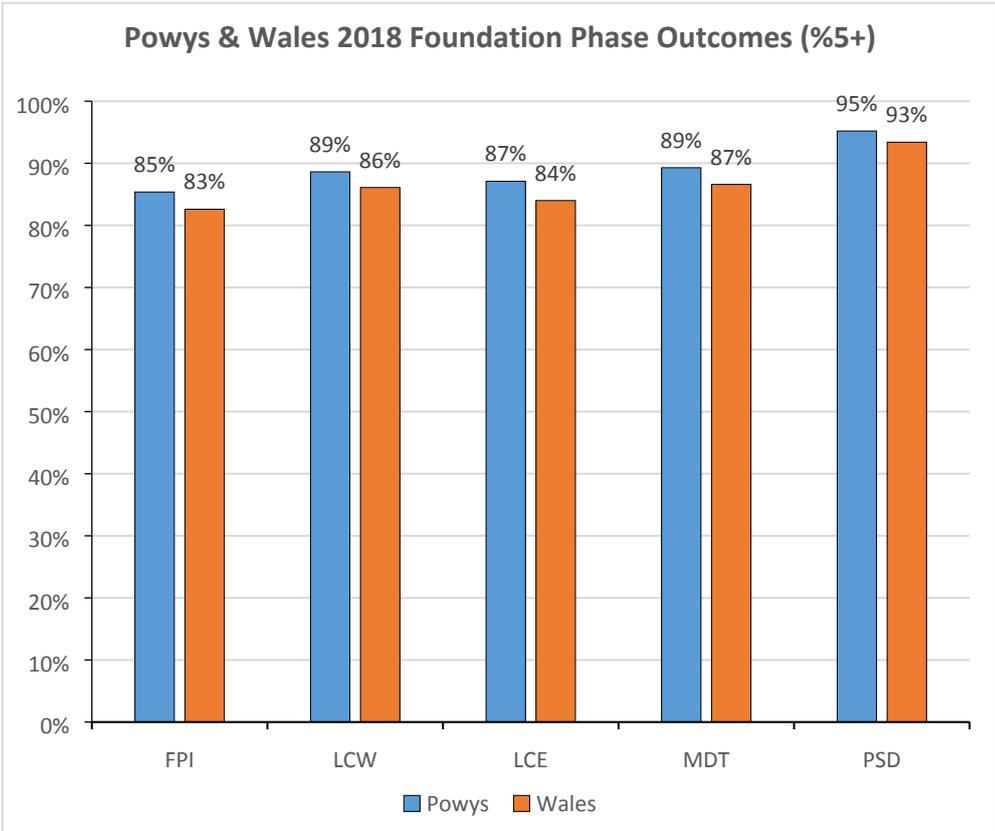
Appendix 5 – A Level 2018

Appendix 6 – ERW Comparative Data across Local Authorities

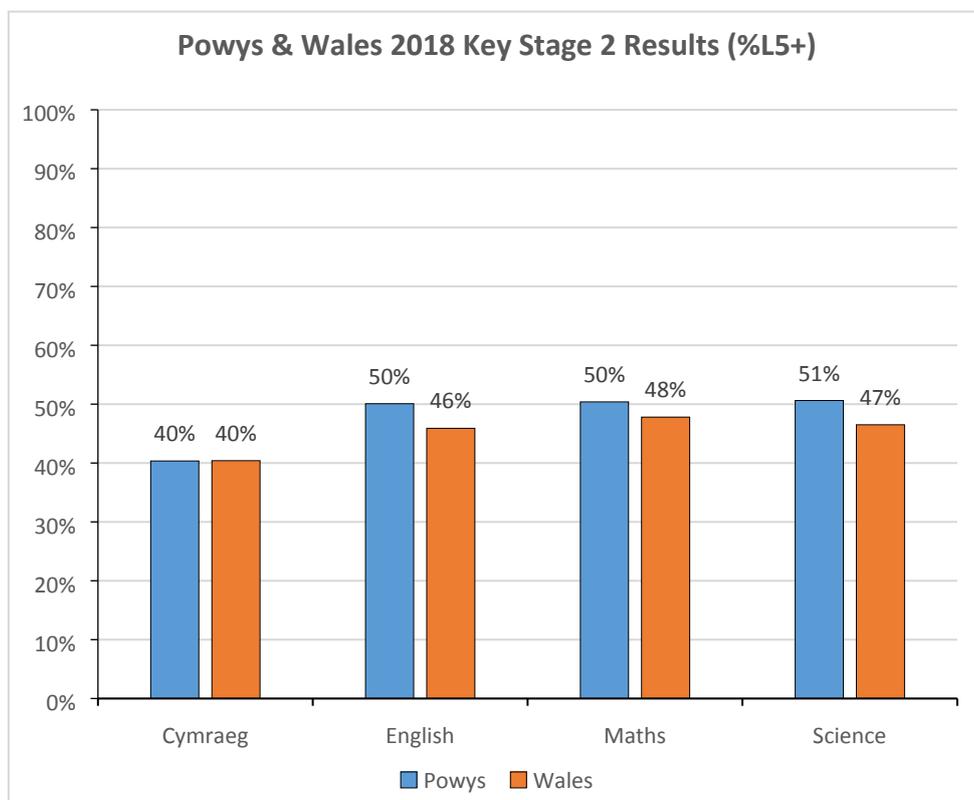
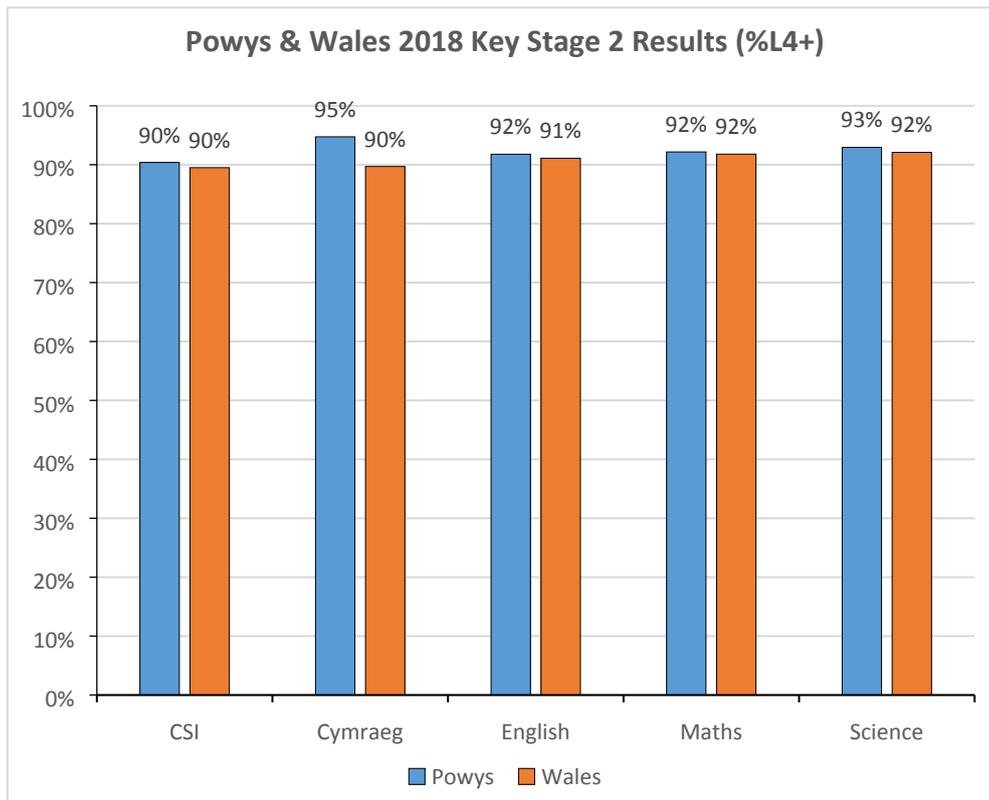
Appendix 7 – Exclusions 2018

Appendix 8 – Attendance 2018

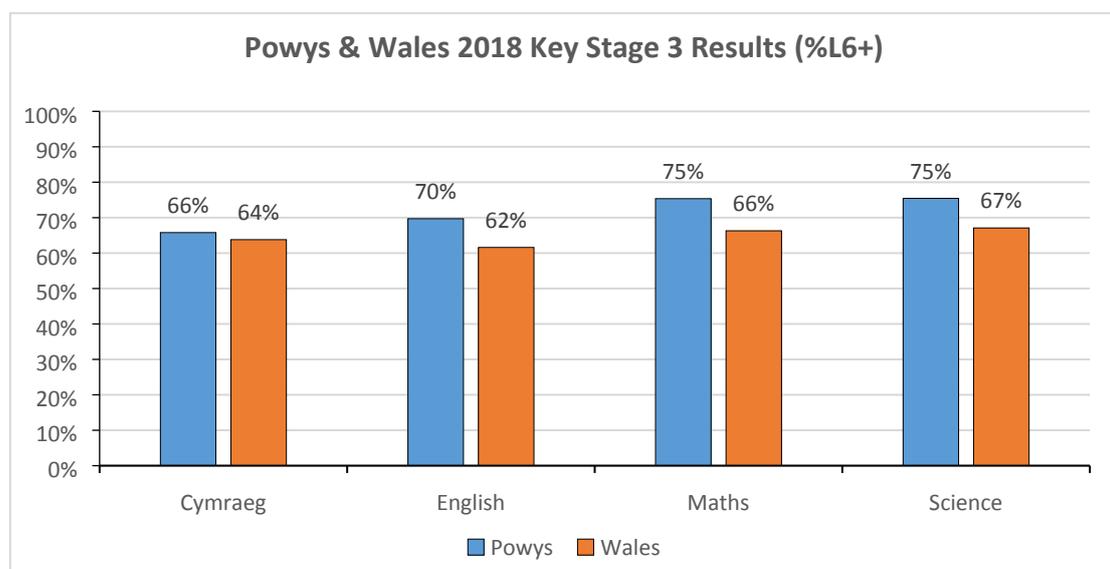
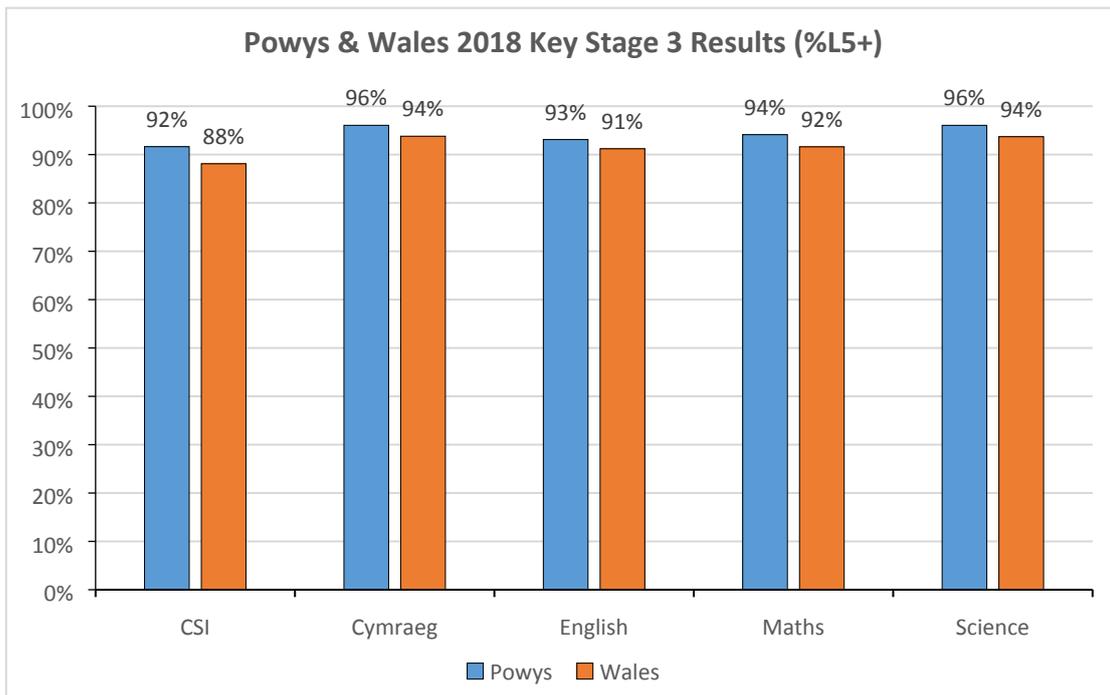
Appendix 1 – Foundation Phase 2018



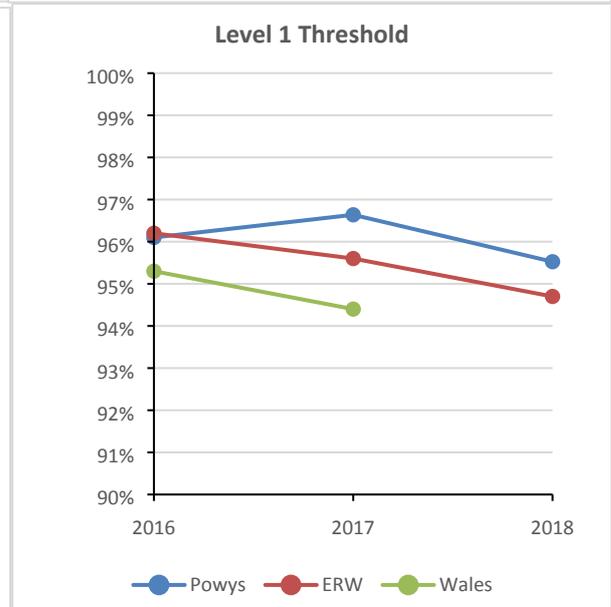
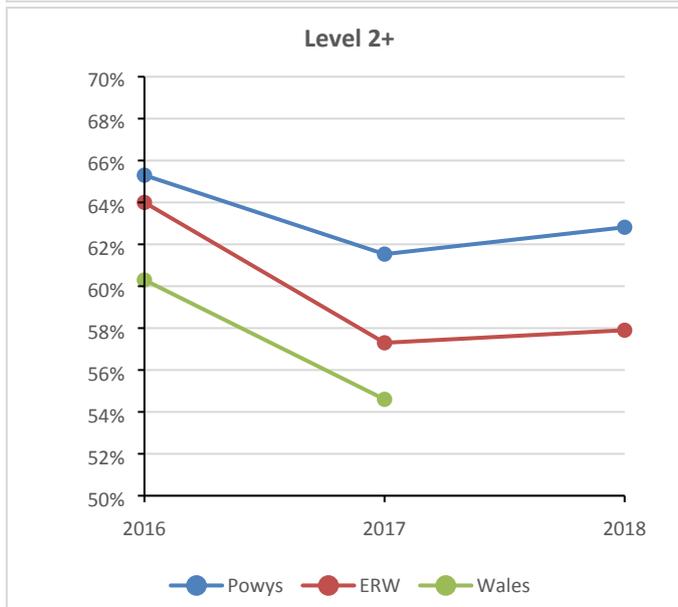
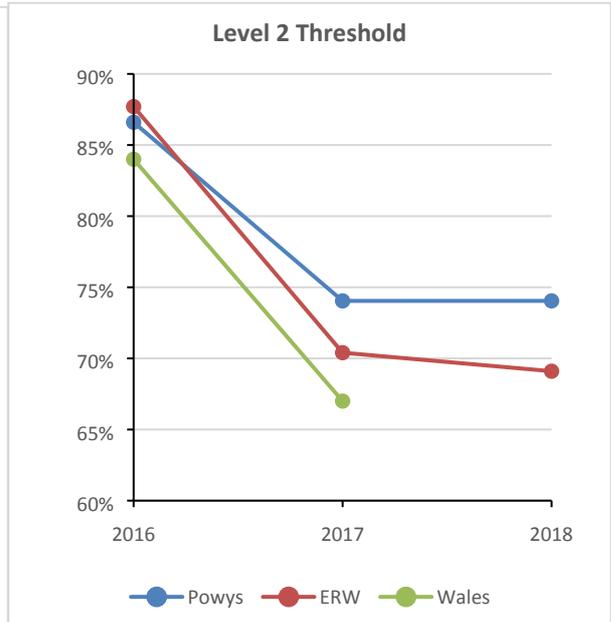
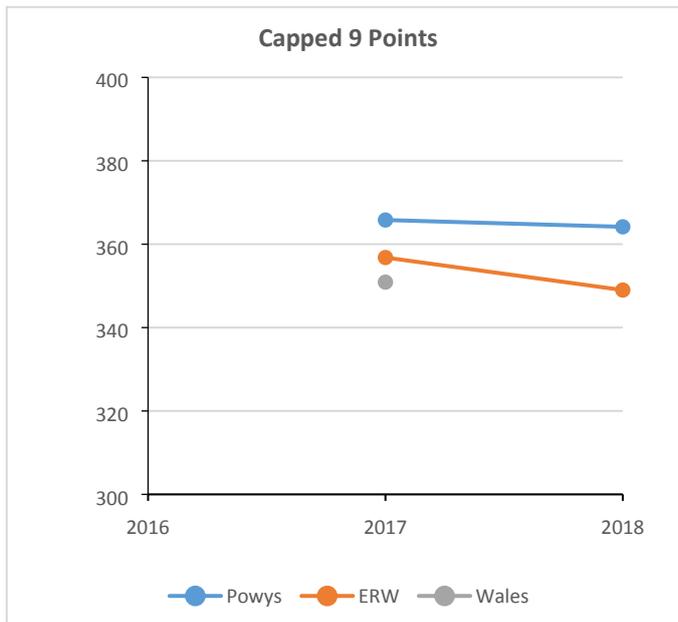
Appendix 2 – Key Stage 2 2018



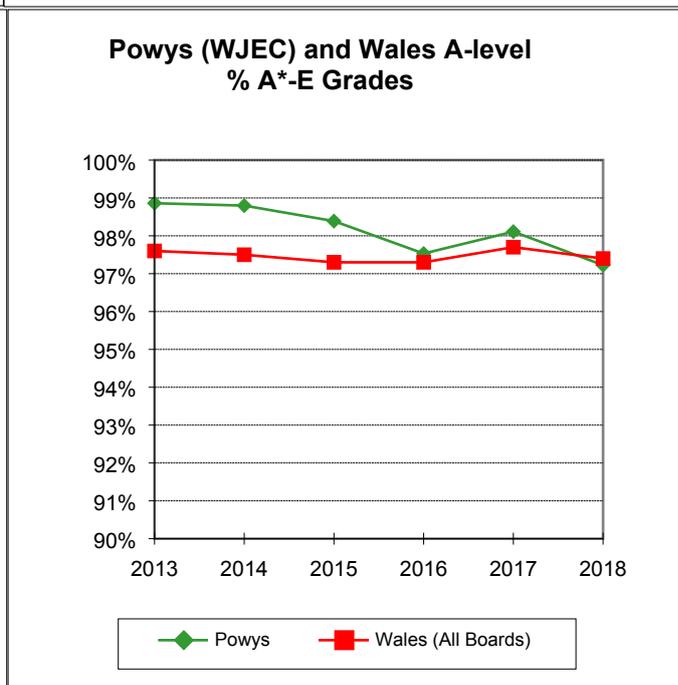
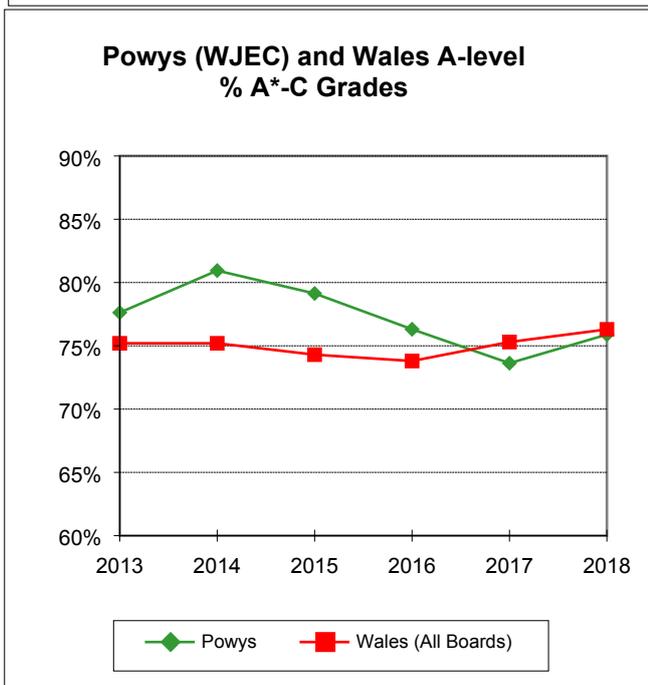
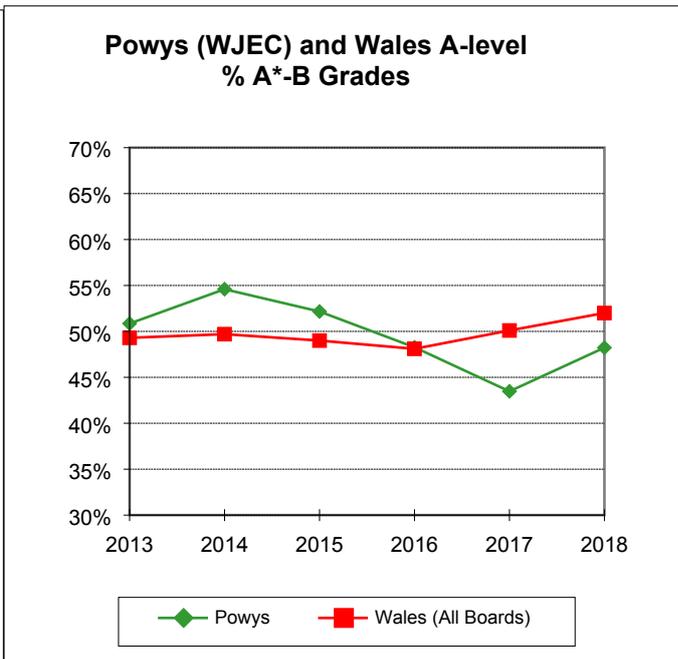
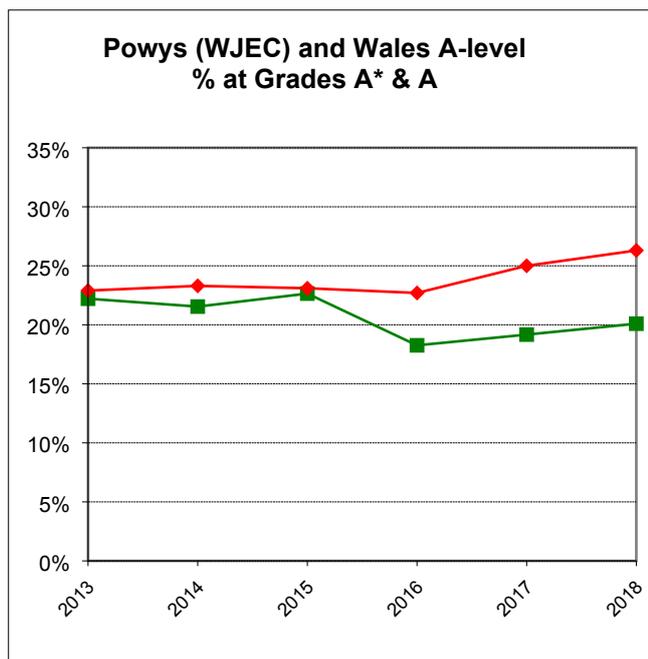
Appendix 3 – Key Stage 3 2018



Appendix 4 – Key Stage 4/ GCSE 2018



Appendix 5 – A Level 2018



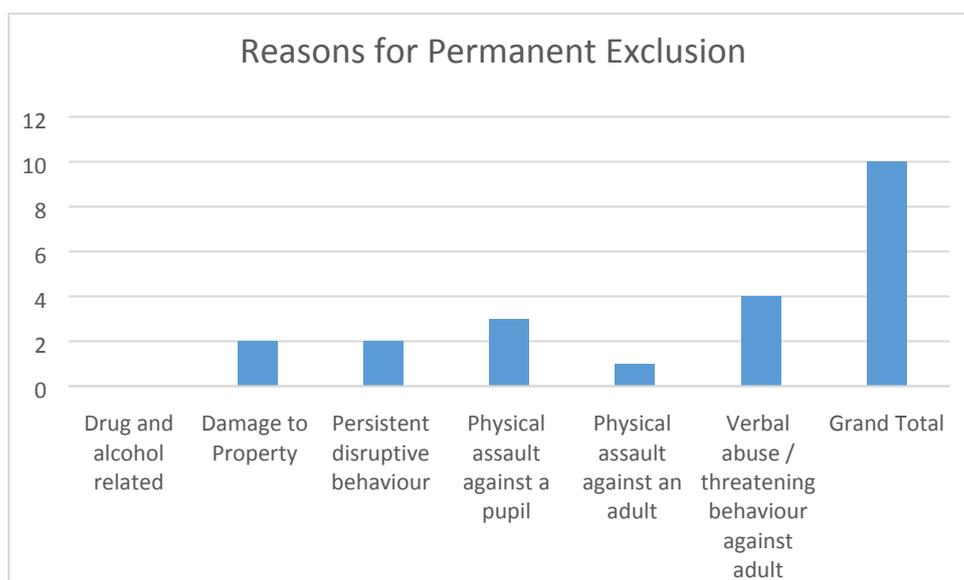
Appendix 6 – ERW Comparative Data across Local Authorities



Appendix 7 – Exclusions 2018

2017/18 Reasons for Permanent Exclusion							
Reason	Drug and alcohol related	Damage to Property	Persistent disruptive behaviour	Physical assault against a pupil	Physical assault against an adult	Verbal abuse / threatening behaviour against adult	Grand Total
Number of Incidents	0	2	2	3	1	4	10

Autumn & Spring Terms 2016/17. Reasons for Fixed Term Exclusions More than 5 days								
Reason	Damage	Drug and alcohol related	Persistent disruptive behaviour	Physical assault against a pupil	Physical assault against an adult	Verbal abuse / threatening behaviour against pupil	Verbal abuse / threatening behaviour against adult	Total Fixed-term Exclusions of more than 5 days
Number of Incidents	0	0	3	10	4	2	10	29
Total number of Days	0	0	28	99	52	14	91	284

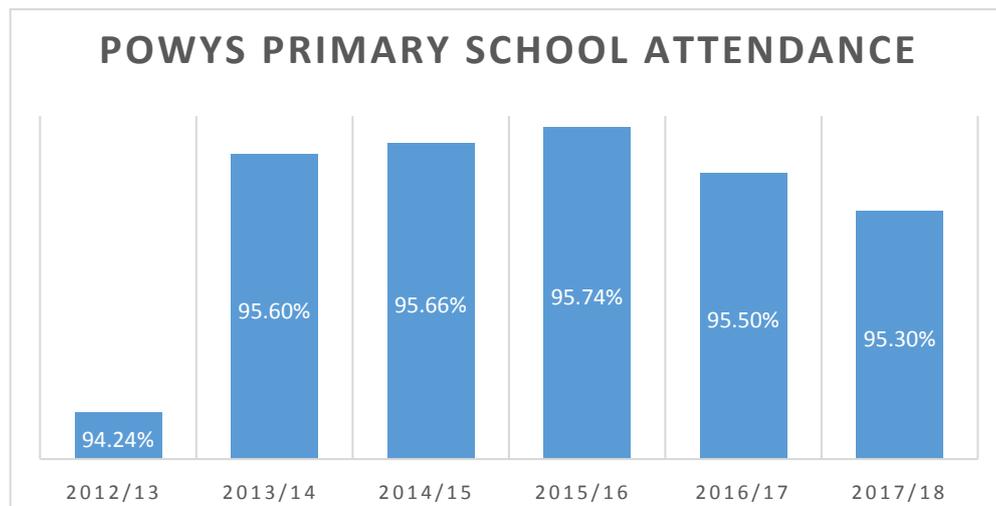




Appendix 8 – Attendance 2018

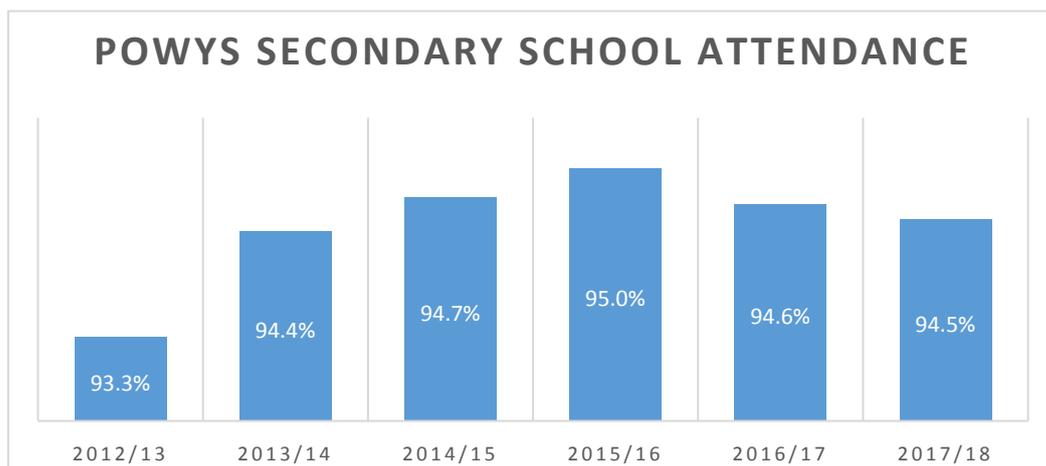
Primary School Attendance Data

% Attendance by Pupil PLASC Category	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
All Powys Primary Pupils	94.24%	95.60%	95.66%	95.74%	95.50%	95.30%



Secondary School Attendance Data

% Attendance by Pupil PLASC Category	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
All Powys Secondary Pupils	93.3%	94.4%	94.7%	95.0%	94.6%	94.5%



Inspection outcomes 2017-18

Primary	Date due	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and management	Category
Franksbridge	04/12/17	Good	Excellent	Good	Excellent	Good	-
Llanfaes	27/12/17	Good	Excellent	Good	Good	Good	-
Llanfair Caereinion	26/03/18	Good	Good	Good	Good	Good	-
Ysgol y Bannau	11/04/2018	Adequate + needs imp	Good	Adequate + needs imp	Adequate + needs imp	Unsat needs urgent imp	In need of Signif Imp
Ysgol Dafydd Llwyd	25/04/2018	Good	Good	Good	Good	Good	-
Ysgol Pennant Cefnlllys	17/05/2018	Good	Good	Good	Good	Good	-
Cefnlllys	24/04/18	SEE BELOW					
Arddleen	17/06/18	Good	Good	Good	Good	Good	-
Treowen	11/07/18	Adequate + needs imp	Good	Adequate + needs imp	Good	Adequate + needs imp	Estyn Review
Newbridge on Wye	13/08/18	Good	Good	Good	Good	Good	
Secondary							
Maesydderwen	18/12/17	Adequate + Needs imp	Good	Adequate + Needs imp	Good	Adequate + Needs imp	Estyn Review
Crickhowell	27/06/18	Good	Excellent	Good	Excellent	Good	

Inspection outcomes 2017-18 – themes within the recommendations

Franksbridge Primary

Outcomes

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

R1 Improve pupils' Welsh oracy skills

R2 Develop opportunities for pupils to make decisions and choices in relation to their learning and whole school matters

Llanfaes Primary

Outcomes

Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Implement the principles and practice of the foundation phase more consistently

R2 Review the accuracy of teachers' assessments of pupils' achievement, including baseline assessment

R3 Strengthen the role of governors in the school's self-evaluation process

Llanfair Caereinion Primary

Outcomes

Standards	Good
Wellbeing and attitudes to learning	Good

Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Provide more opportunities for pupils to make choices in relation to their learning and to work more independently

R2 Ensure more opportunities for pupils in the English stream to use the Welsh language in informal situations

Ysgol y Bannau Primary

Outcomes

Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Recommendations

R1 Strengthen leadership and ensure that leaders operate strategically

R2 Strengthen self-evaluation processes in order to identify clear priorities for improvement, and monitor them more effectively

R3 Improve processes for assessing and tracking pupils' progress

R4 Raise standards of writing in Welsh

R5 Improve the quality of teaching to respond fully to pupils' needs

R6 Strengthen the role of governors to work more strategically and fulfil their statutory duties

Ysgol Dafydd Llwyd Primary

Outcomes

Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Raise pupils' standards of spelling in English in key stage 2

R2 Improve the standard of a few pupils' presentation of work across the school

Ysgol Pennant

Outcomes:

Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations:

R1 Improve pupils' higher order reading skills in key stage 2

R2 Provide regular opportunities for pupils to develop their numeracy skills across the subjects in key stage 2

R3 Develop pupils' independent skills, particularly in key stage 2

Arddleen Primary

Outcomes:

Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations:

R1 Provide high quality opportunities for pupils to make choices about their learning and to work independently

R2 Ensure that all planned tasks focus appropriately on the development of skills, particularly in the foundation phase

Treowen Primary

Outcomes:

Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement

Care, support and guidance
Leadership and management

Good
Adequate and needs improvement

Recommendations:

- R1 Strengthen the strategic role of senior leaders and governors
- R2 Improve pupils' reading, writing and information and communication technology (ICT) skills
- R3 Ensure that teaching consistently challenges all pupils, especially the more able
- R4 Ensure that teachers' planning enables pupils to develop their skills progressively across the curriculum
- R5 Improve attendance

Newbridge-on-Wye Primary

Outcomes:

Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations:

- R1 Plan for pupils to apply their skills in meaningful and practical real-life contexts
- R2 Monitor more closely the impact of distributed leadership team initiatives on pupils' standards

Ysgol Maesydderwen

Outcomes

Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Improve standards, particularly at key stage 4 and those of more able pupils, and improve pupils' independent learning skills
- R2 Improve the quality of **teaching and assessment**
- R3 **Ensure that leaders at all levels evaluate accurately the effectiveness of their work and act swiftly to address aspects in need of improvement**
- R4 Review examination entry policies in English, mathematics and Welsh so that all pupils have the opportunity to reach their full potential.

R5 Work to reduce the deficit budget.

Crickhowell High School

Outcomes:

Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations:

R1 Reduce the variation in the quality of teaching and assessment, including in relation to the provision for literacy

R2 Improve outcomes for the most able pupils

R3 Improve the quality and consistency of middle leadership

R4 Work to eliminate the deficit budget

Brynlllywarch Hall Special School

Outcomes

Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Recommendations

R1 Improve the quality of strategic leadership and procedures for school improvement planning

R2 Improve the curriculum at key stages 3 and 4, to ensure that it matches more closely the needs, interests and aspirations of the pupils

R3 Improve the quality of teaching

R4 Improve pupil behaviour

R5 Address the shortcomings in the management of health and safety procedures identified during the inspection

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