

Learning and Skills Scrutiny Committee

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

Meeting Date
Monday, 7 October 2019

Meeting Time
2.00 pm

For further information please contact
Elizabeth Patterson

elizabeth.patterson@powys.gov.uk



County Hall
Llandrindod Wells
Powys
LD1 5LG

Issue Date

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
-----------	------------------

To receive apologies for absence.

2.	DECLARATIONS OF INTEREST
-----------	---------------------------------

To receive declarations of interest from Members.

3.	DECLARATIONS OF PARTY WHIP
-----------	-----------------------------------

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
-----------	----------------

To receive the minutes of the meetings held on 8th July 2019 and 19th July 2019.
(To Follow)

5.	SCHOOL STANDARDS REPORT 2019
-----------	-------------------------------------

To receive a briefing on the Provisional Learner Outcomes, Attendance and Exclusions 2019.

(Pages 3 - 24)

6.	ERW COUNCILLORS SCRUTINY GROUP
-----------	---------------------------------------

To receive an update from the Powys representatives on the ERW Councillors Scrutiny Group.

(Pages 25 - 26)

7.	CHAIR'S BRIEFING
-----------	-------------------------

To receive a verbal update from the Chair of the Learning and Skills Scrutiny Committee.

8.	WORK PROGRAMME
-----------	-----------------------

Committee dates:

30th October 2019 am Estyn Inspection Report and Post Inspection Action Plan

18th November 2019 pm Schools Service Budget

22nd November 2019 am Schools budgets - TBC

16th December 2019 pm Post 16 Review (pre-Cabinet Scrutiny)

Scrutiny briefing dates:

8th November 2019

Scrutiny Working Group dates:

Early Years 8th November 2019

WESP 25th November 2019

Additional dates to be confirmed as required.

CYNGOR SIR POWYS COUNTY COUNCIL.

SCRUTINY

23rd September 2019

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

SUBJECT: Briefing on Provisional Learner Outcomes, Attendance & Exclusions 2019

REPORT FOR: **Discussion/information**

1. Foreword

Performance measures in Wales are changing. In Foundation phase in 2018, pupils were assessed in revised areas of learning for the first time.

In primary schools there is also now a greater emphasis on progress made by pupils (achievement) rather than end of key stage attainment. Welsh Government no longer publish national data for foundation phase, key stage 2 or key stage 3. This means that there is no comparative data available either across local authorities or nationally.

In secondary schools, new qualifications have been introduced during the past three years. Welsh Government have also introduced interim key stage 4 performance measurement arrangements with a change from Level 2 qualifications (A* - C) to Capped 9 Average Point Score.

Key stage 4 and 5 data within the report remains provisional as we await the verified data available in December 2019.

In line with the new Estyn Inspection arrangements and The Learning Inspectorate Review undertaken by Professor Donaldson focussing on 'high stakes', accountability and inspection, Powys Education Service are placing even greater emphasis on the progress that pupils make during their schooling, as opposed to purely evaluating outcomes in a more summative manner. This individualised approach to evaluating progress and learning should ensure that pupils' needs are being met more effectively, adopting the valuable approaches outlined within the ALN Transformation Act, whilst addressing both wellbeing and academic needs.

2. Estyn

In July 2019, Powys Education Service was inspected by Estyn. The report, published in September 2019, concluded that:

'Overall, many pupils in Powys schools make sound progress. However, in many secondary schools, pupils do not sustain the good progress they achieve in early years settings and primary schools. In particular, the performance of more able pupils is too inconsistent across secondary schools. A few secondary schools perform strongly whilst performance in many others is weak.'

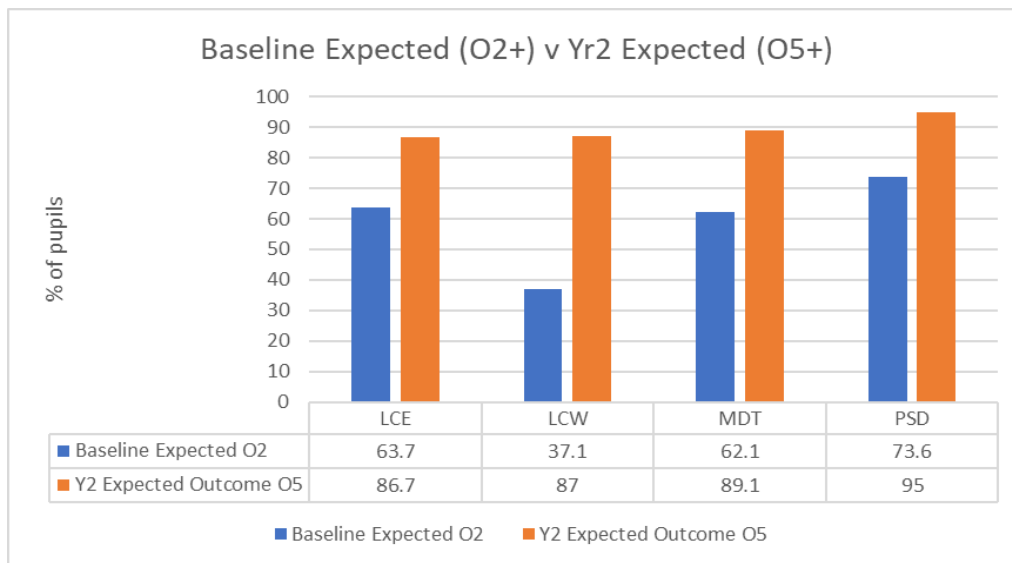
One of the Estyn recommendations applied directly to improving standards:

'Recommendation 1: Improve standards in secondary schools, and especially the performance of more able learners.'

The results for 2018/19 were not available at the time of the inspection; therefore, Estyn judgements were based on previous years' verified data.

3. Standards

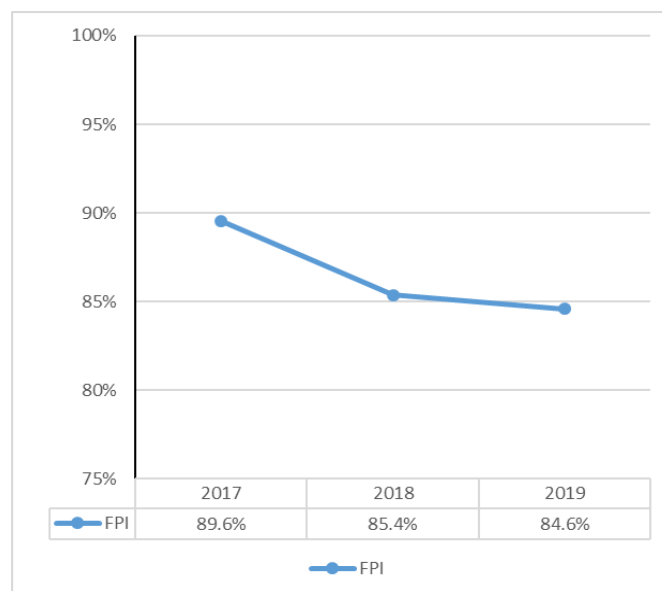
Foundation Phase (FP)



Progress commentary:

- In relation to their baseline assessments, nearly all pupils are attaining a good level of progress across all indicators. This indicates evidence of good value added from expected outcomes on entry to end of foundation phase for this cohort of pupils.
- In Language, Literacy and Communication, Welsh (LCW), there is significant progress evident from expected outcome on entry of 37.1% to 87% of pupils achieving the expected outcome or higher by the end of Year 2.

Foundation Phase Indicator (FPI) and Areas of Learning (AoL) Outcomes



FP Areas of Learning (Outcome 5+)	2017	2018	2019
Lang./Lit.-Eng.(LCE)	89.9%	87.1%	86.7%
Lang./Lit.-Cym.(LCW)	95.2%	88.6%	87.0%
Math.Dev (MDT)	91.6%	89.3%	89.1%
Pers./Soc.Dev. (PSD)	96.0%	95.2%	95.0%

FP Areas of Learning (Outcome 6)	2017	2018	2019
Lang./Lit.-Eng.(LCE)	42.2%	39.5%	39.5%
Lang./Lit.-Cym.(LCW)	39.4%	28.8%	23.5%
Math.Dev (MDT)	44.2%	38.8%	36.5%
Pers./Soc.Dev. (PSD)	71.2%	71.5%	68.2%

Commentary in relation to 2019 outcomes

- In 2018-19, there were 1,261 Year 2 pupils. This is 94 pupils fewer than assessed in 2017-18.
- The number of pupils in Welsh medium education was less in 2018 -19 than in the previous year, 249 pupils (2018 -19) compared to 299 pupils (2017-18). Cohort size of Welsh medium pupils has contributed to the decline in percentage of pupils achieving the expected outcome as each pupil is worth a higher percentage.
- This was the second year of assessing foundation phase pupils against the revised Areas of Learning outcomes. The new outcomes have increased expectations of pupil attainment at the expected outcome and the higher outcome in all Areas of Learning.
- There has been a decrease in the Foundation Phase Indicator (FPI) performance of 0.8%. This equated to 10 fewer pupils achieving the FPI than in the previous year.
- 17.6% of the Year 2 cohort were on the SEN register. (School Action 148 pupils, School Action+ 69 pupils, Statemented 6 pupils)
- At the higher levels, standards have been maintained in English at outcome 6, however, there were decreases in the other Areas of Learning.

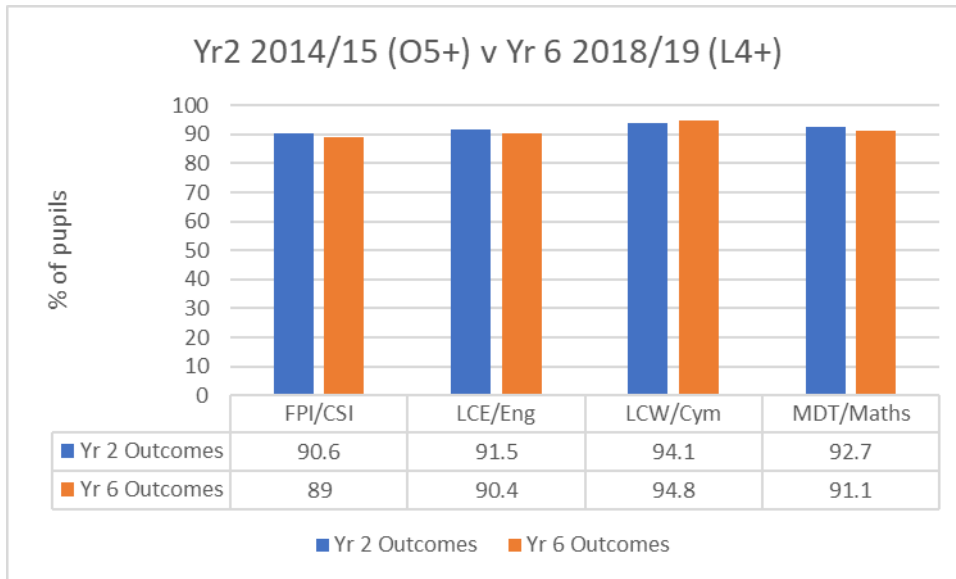
Strategic support implemented in 2018/19

- Targeted support from foundation phase practitioners, with specific focus on developing pupils' early literacy and numeracy skills.
- Improving literacy provision for more able pupils.
- School to school support for developing pupil wellbeing and personal and social education.
- School to school support for improved foundation phase pedagogy.

Next Steps

- Improve transition from early years' settings following changes to funded hours in pre-school settings.
- Improve provision for more able pupils in all areas of learning.

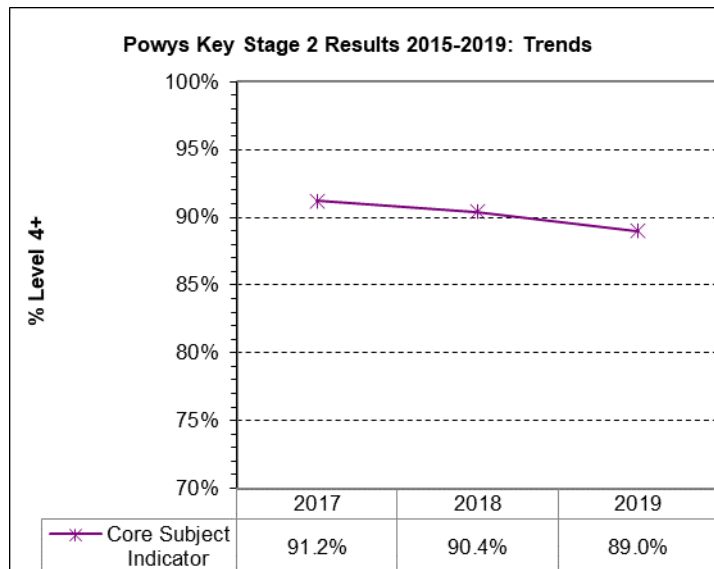
Key Stage 2 (KS2)



Progress commentary

- Nearly all pupils have maintained the expected progress from the end of foundation phase to end of key stage 2.
- Most pupils have achieved the Core Subject Indicator.
- There is an increase in the number of pupils achieving the expected level in Cymraeg, however there is a slight drop in English and mathematics.

KS2 Core Subject Indicator (CSI) and Core Subject Outcomes



KS2 Subject (Level 4+)	2017	2018	2019
English	93.2%	91.8%	90.4%
Welsh 1st Language	95.9%	94.7%	94.8%
Mathematics	92.8%	92.2%	91.1%
Science	94.3%	92.9%	91.8%

KS2 Subject (Level 5)	2017	2018	2019
English	47.9%	50.1%	48.2%
Welsh 1st Language	46.2%	40.4%	41.0%
Mathematics	49.4%	50.4%	46.8%
Science	50.1%	50.6%	47.4%

Commentary in relation to 2019 outcomes

- There were 1,158 pupils assessed at the end of key stage 2 in 2018/19.
- There has been a decrease of 2.2 percentage points in the number of pupils achieving the CSI. This equates to 25 fewer pupils attaining the CSI.
- 26.5% of Year 6 pupils were on the SEN register. (School Action 167 pupils, School Action+ 124 pupils, Statemented 16 pupils)
- The number of pupils in Welsh medium education assessed at the end of key stage 2 in 2018-19 was higher than the previous year, 249 pupils (2018-19) compared to 228 pupils (2017-18).
- Welsh is the only subject where there is an increase in the percentage of pupils achieving the expected level compared to the previous year's outcomes, 0.1pp increase.
- At the higher levels, Welsh has increased by 0.6 percentage points. There has been a decrease in the percentage of pupils attaining the higher level in English, mathematics and science.

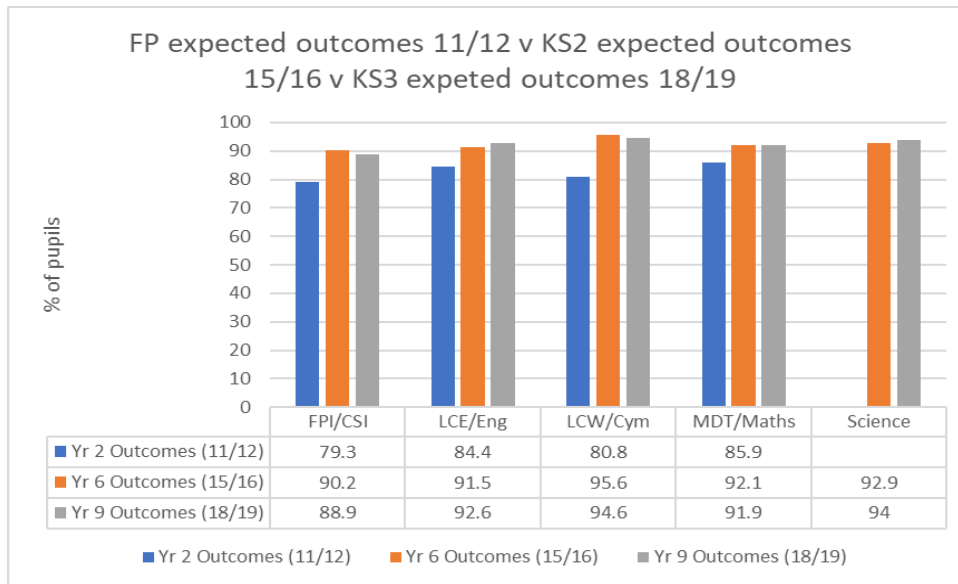
Strategic support implemented in 2018/19

- Support for increasing pupils' opportunities to write across the curriculum.
- Bespoke training for schools on developing literacy and numeracy skills.
- School to school support for numeracy across the curriculum.
- ERW leaders of learning focused on cluster approaches to developing pupil independence.
- Development of clear moderation processes in all schools and agreed across clusters.

Next Steps

- Improve standards, particularly at the higher levels, in all core subjects.
- Improve pupils' writing skills, including punctuation, grammar and presentation.
- Improve transition from key stage 2 to key stage 3 to ensure that pupils maintain or improve progress in attainment.

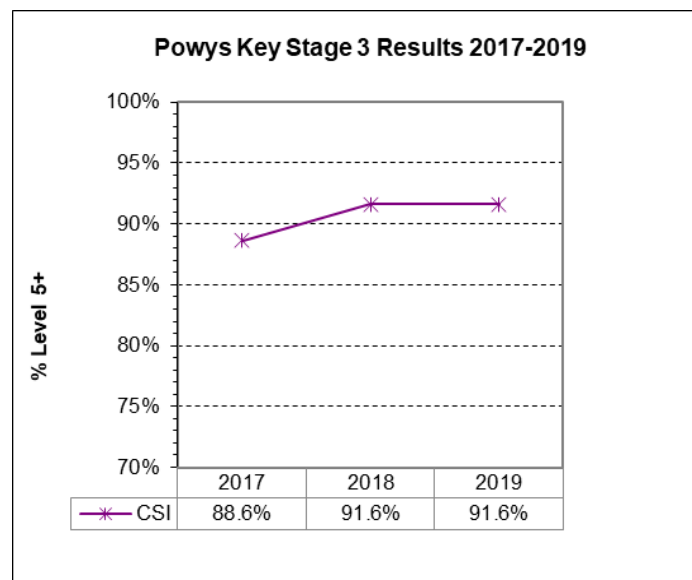
Key Stage 3 (KS3)



Progress commentary:

- Nearly all pupils made good progress from key stage 2 to the end of key stage 3.
- Most pupils achieved the Core Subject Indicator. Progress from the end of foundation phase to end of key stage 3 in the Core Subject Indicator is strong. However, progress from key stage 2 to key stage 3 in the Core Subject Indicator for this cohort has dipped slightly.
- There is a significant reduction in the number of pupils assessed in Welsh at the end of key stage 3 compared to the same cohort at the end of key stage 2. There were 228 pupils assessed for Welsh in 2015/16 compared to 148 in 2018/19.

KS3 Core Subject Indicator (CSI) and Core Subject Outcomes



KS3 Subject (Level 5+)	2017	2018	2019
English	92.3%	93.1%	92.6%
Welsh 1st Language	96.3%	96.1%	94.6%
Mathematics	91.2%	94.1%	91.9%
Science	95.2%	96.0%	94.0%

KS3 Subject (Level 6+)	2017	2018	2019
English	66.4%	69.7%	67.4%
Welsh 1st Language	64.8%	65.8%	52.0%
Mathematics	70.5%	75.4%	72.5%
Science	71.2%	75.4%	74.0%

Commentary in relation to 2019 outcomes

- There were 1,293 pupils assessed at the end of key stage 3 in 2018/19.
- The number of pupils attaining the CSI has been maintained from the previous year.
- There are slight reductions in the number of pupils attaining the expected level or better in English.
- There are more significant changes in the number of pupils attaining the expected levels or better in Welsh, mathematics and science, however, these still remain significantly higher than 90%.
- 21.1% of Year 9 pupils were on the SEN register. (School Action 172 pupils, School Action+ 87 pupils, Statemented 14 pupils).
- There is a significant decline in the number of pupils attaining the higher level in Welsh in 2019, a 13.8 percentage point decrease from the previous academic year. The reduction in the number of pupils educated through the medium of Welsh is a contributing factor.
- At the higher levels, there is a decrease in the number of pupils achieving level 6+ in English, mathematics and science from the previous year, however outcomes remain higher than 2016/17 outcomes.

Strategic support implemented in 2018/19

- Support for middle leaders to develop their skills and capacity to lead effective teams and improve outcomes for learners.
- Support for Welsh medium literacy and numeracy.
- Support for reviewing and developing self-evaluation processes and improvement planning.
- Bespoke departmental reviews for core subjects.
- ERW support for curriculum development.
- Development of clear moderation processes in all schools agreed across clusters.

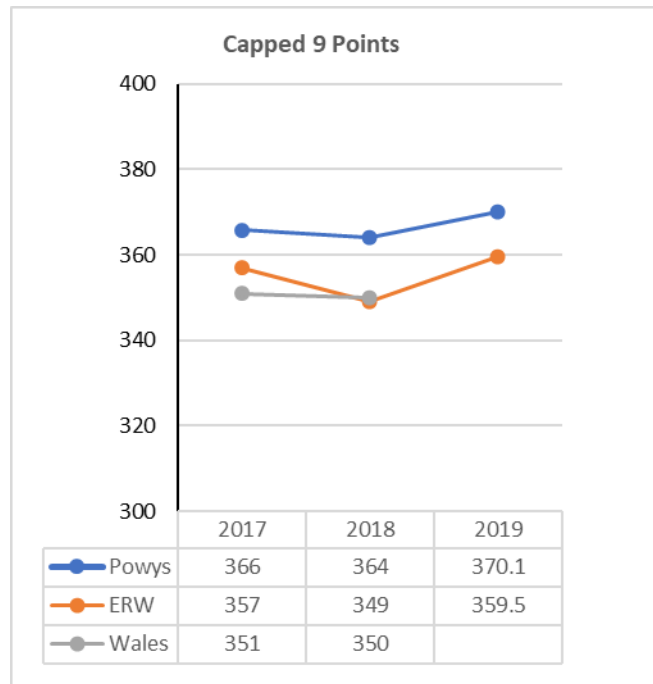
Next Steps

- Continue to focus on developing the skills of middle leaders and hold them to account for improving outcomes for learners.

- Improve transition from key stage 2 to key stage 3 to ensure that pupils maintain or improve progress in attainment.

Key Stage 4 (KS4)*
(* All data is provisional)

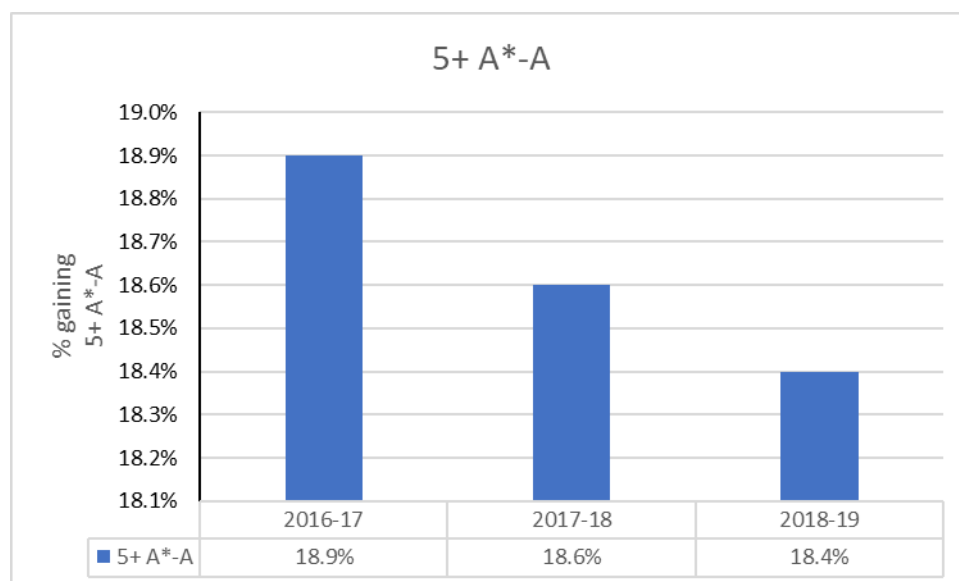
Capped 9 (Average point score for individual pupils gaining 9 GCSEs)



Commentary in relation to 2019 outcomes

- There was an improvement of 6.1 points in the average Capped 9 points score for individual pupils.
- The average Capped 9 point score has increased in 7 out of our 11 secondary schools.
- Across ERW, the average Capped 9 point score increased by 10.9 points. Powys is ranked 3rd across the ERW local authorities.
- Data for groups of pupils is not yet available. This will be included in the verified data scrutiny report during the Spring Term 2020.

Pupils achieving at least 5 A*-A pupils in GCSEs



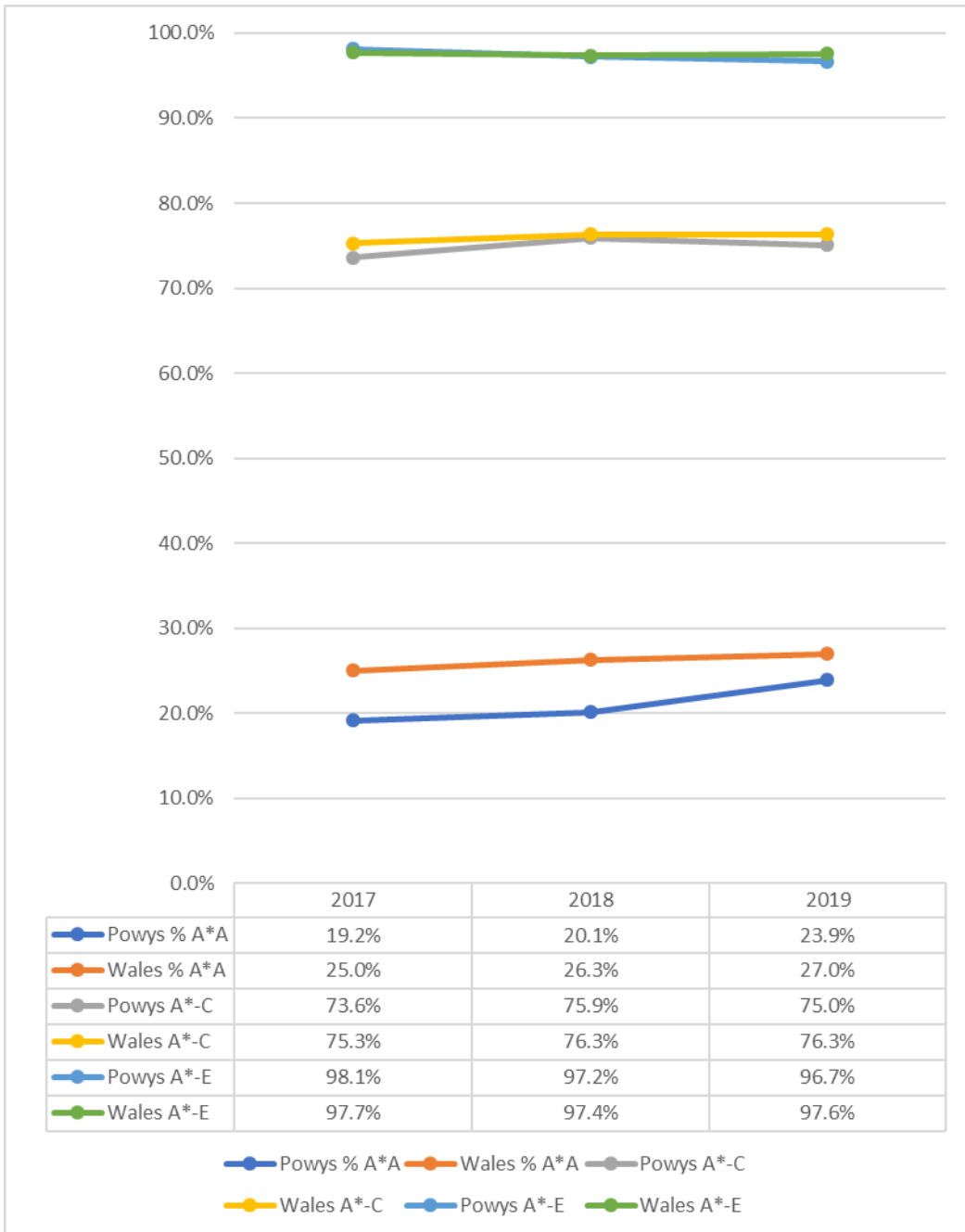
Commentary in relation to 2019 outcomes

- The percentage of pupils achieving at least 5 A* - A in their GCSEs has decreased slightly from the previous year.
- Five out of the eleven Powys secondary schools improved the percentage of pupils achieving 5A* - A grades.
- Improving provision for More Able pupils has already been identified as an area for improvement prior to the Estyn inspection.

Next Steps

- Improve pupil outcomes in secondary schools particularly Capped 9 scores and A* - A.
- Improve pedagogy across key stage 3 and key stage 4 in order to develop pupil independence and provide effective differentiation and challenge.
- Ensure effective identification and provision for all More Able Talented (MAT) pupils in secondary schools

Key Stage 5 (KS5) A Level Performance



Commentary in relation to 2019 outcomes

- In 2018/19, the number of pupils sitting A Level examinations in Powys continued to reduce. In 2018/19, 427 pupils took A Level examinations, compared to 444 in 2017/18 and 534 in 2016/17.
- There is a continued improving trend of the number of pupils attaining A* - A grades. However, Powys continues to be below the national average at A* - A.
- Powys outcomes at A* - C grades are slightly lower than the previous year, however this remains higher than 2016/17 results.
- There is a declining trend in the number of pupils attaining A* - E at A Level.

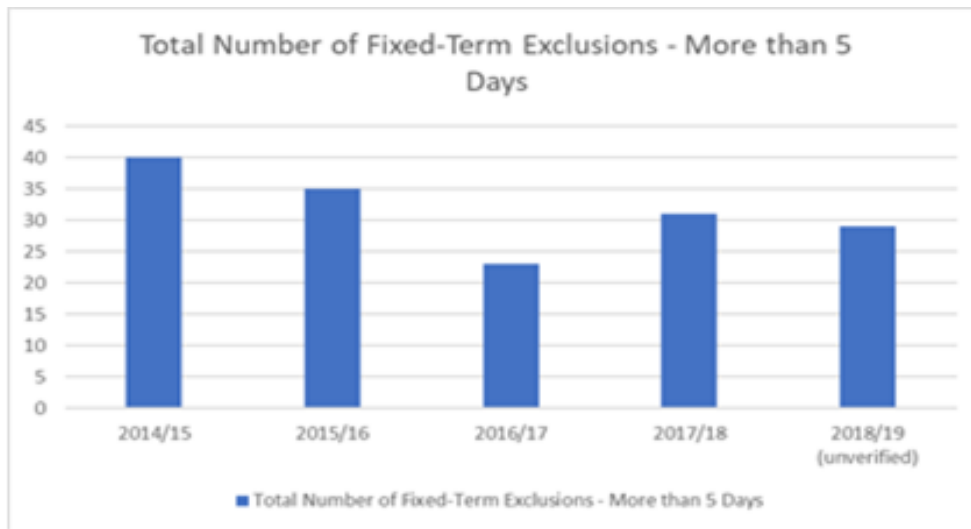
Next Steps

- Undertake a review of post-16 provision in Powys.
- Introduce one e-learning course in each secondary school, known as E-sgol.
- Promote post-16 education through rebranding as Powys Pathways.

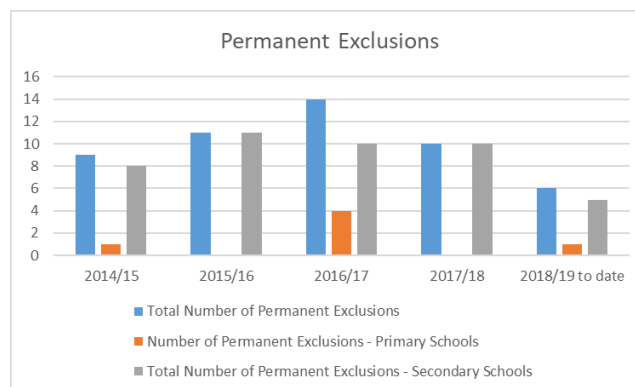
Exclusions

Exclusion Data

Measure	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 (unverified)
Total Number of Permanent Exclusions	0	9	11	14	10	6
Number of Permanent Exclusions - Primary Schools	0	1	0	4	0	1
Total Number of Permanent Exclusions - Secondary Schools	0	8	11	10	10	5
Total Number of Fixed-Term Exclusions - 5 Days or Less	309	491	453	290	460	434
Total Number of Fixed-Term Exclusions - More than 5 Days	34	40	35	23	31	29



- The unverified data shows the number of fixed term exclusions of >5 days has reduced slightly from 2017/18 by 2
- The unverified data for 2018/19 shows the majority of permanent exclusions (5 out of the 6 were in the secondary phase).



- The unverified data shows a drop in permanent exclusions since 2017/18, from 10 to 6.
- One permanent exclusion was from a primary school in 2018/19.
- The drop in permanent exclusions can partly be attributed to the LA's Social Inclusion Consultation panels' interventions and support to schools, and early identification of pupils who may require additional support. The reduction is also down to improvements in leadership and teaching & learning in schools.
- All permanent exclusions last academic year were for one off serious offences, which again shows that the LA's Inclusion Panel supports schools to intervene early to support pupils. There have been no permanent exclusions for persistent disruptive behaviour since 2015/16

Comparison with other Welsh Local Authorities

The Welsh Government has stopped publishing national data on exclusions. There are three main reasons for this:

- The small numbers in the permanent exclusions table results in a large number of suppressed values and an increased risk of accidental disclosure
- Local authority figures can be volatile year on year due to the overall small number of permanent exclusions
- The Welsh Government would like to focus more on trends between different sub groups of the population.

Therefore, we are unable to provide Local Authority comparison information.

Exclusion Reasons 2018/19 Reasons for Fixed Term Exclusion (Total figures of <5 days & >5 days)												
Reason	Damage to Property	Substance Misuse	Disruptive Behaviour	Verbal Abuse against a Pupil	Verbal Abuse against an Adult	Racial Harassment	Sexual Misconduct	Assault/Violence against a learner	Other	Bullying	Violence against a member of staff	Grand Total
Number of Incidents	20	37	107	13	102	5	4	88	11	4	72	463

- The number of incidents of disruptive behaviour (107) and assaults against learners (88) and against members of staff (72) are significant. Officers from the Pupil Referral Unit and the ALN teams along with other officers will be working to develop individualised plans of support for the schools with the highest numbers of incidents.
- Reasons for Permanent Exclusions has not been disclosed due to the low numbers, which could lead to the identification of an individual. This together

with other information that may be already may lead to the identification of a child

- All permanent exclusions were for one off issues

Highest Excluding Schools (Fixed Term Exclusions)

The table below shows the ten schools with the highest number of exclusion incidents.

School	Number of Fixed Term Exclusions
School 1	61
School 2	43
School 3	36
School 4	32
School 5	31
School 6	29
School 7	27
School 8	27
School 9	25

- The above list will be used as a guide to target support to schools. Local Authority officers will work with the schools to develop a plan on how to reduce fixed term exclusions. The list identifies 7 High schools and 2 Primary schools.
- PRU Head Teachers are now attending Early Identification Partnership meetings with Youth Intervention Colleagues in high schools to provide support to schools with pupils who exhibit challenging behaviour and may be at risk of exclusion. Advice and support is given to schools at these meetings. It is too early to evaluate the impact of this. This will be evaluated in January 2020 and again at the end of the academic year.

Estyn Comments

The July 2019 Estyn report stated:

“The rate of permanent exclusions from secondary schools is high when compared with levels in similar local authorities. The total number of fixed-term exclusions of five days or less has varied over the past four years, and although it has reduced between 2017 and 2018, it remains too high”

Estyn were unable to use the 18/19 data as this was unverified, however we are hopeful that once the data is verified, this will show a reduction in permanent exclusions, which will place Powys below the 0.004% per pupil Welsh LA average.

Behaviour & Exclusion Support Developments

In April 2019, the LA reconfigured the way in which schools access behaviour support, including a restructure of the Pupil Referral Unit.

Since September 2019, schools, parents & carers can now request additional support via the Powys Inclusion Panel (PIP).

PIP is a multi-agency panel with a single point of entry for all support requests. Support can include outreach support, part-time PRU placements and support from specialist teams including Educational Psychologists. The aim of the panel is to support schools with early identification and support for pupils with additional needs.

Further ongoing developments will include the following:

- The LA will work with schools to develop ways in which fixed term exclusions can be reduced, including early identification and referral to Powys Inclusion Panel (PIP)
- Full training offer to schools in relation to dealing with challenging behaviour
- Training for Governors on exclusion processes
- PRU Head Teachers now attending Early Identification Partnership meetings with Youth Intervention Colleagues to provide support to schools with pupils who exhibit challenging behaviour and who may be at risk of exclusion
- Identification of a 'trigger point' at which schools will be pro-actively contacted regarding individual exclusions to identify if they require additional support through the PIP process.

Attendance

Primary School Attendance

Primary Schools completed their attendance data upload to Welsh Government on 20th September 2019, and the data is still being cleansed. However, the following uncleaned data is available:

Authorised Absence	Unauthorised Absence	Missing Marks	Overall Attendance
4.19%	0.57%	0.97%	94.27%

There are a number of issues with the uncleaned data which means that this data cannot be relied upon to draw conclusions. All Wales comparison data for Primary Schools will be published by Welsh Government in January 2020. This will provide an accurate basis for analysis.

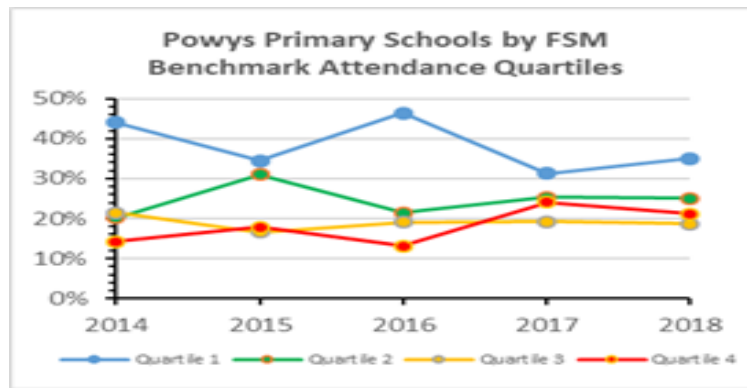
For the academic year 2017/18 Powys Primary attendance was 95.1%. The Welsh average was 94.6% and Powys was ranked 2nd for Primary attendance in Wales.

Primary Attendance Quartiles

All schools are placed in a 'Free School Meals Benchmarking Attendance Quartile'. This compares one school's attendance with that of another school that is in the same free school banding. A school in quartile 1 is in the top 25% of schools when compared with other schools with a similar free school background. A school in quartile 4 is in the bottom 25% of schools with similar free school meals. The tables below show the attendance quartile trends since 2013/14. Please note that 2018/19 data is not available.

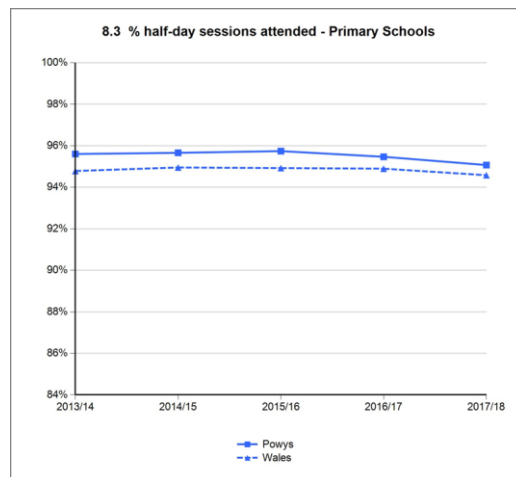
FSM Benchmark	Number of Primary Schools				
	2013/14	2014/15	2015/16	2016/17	2017/18
Attendance Quartile 1	37	29	39	26	28
Attendance Quartile 2	17	26	18	21	20
Attendance Quartile 3	18	14	16	16	15
Attendance Quartile 4	12	15	11	20	17

FSM Benchmark	Percentage of Primary Schools				
	2013/14	2014/15	2015/16	2016/17	2017/18
Attendance Quartile 1	44.0%	34.5%	46.4%	31.3%	35.0%
Attendance Quartile 2	20.2%	31.0%	21.4%	25.3%	25.0%
Attendance Quartile 3	21.4%	16.7%	19.0%	19.3%	18.8%
Attendance Quartile 4	14.3%	17.9%	13.1%	24.1%	21.3%



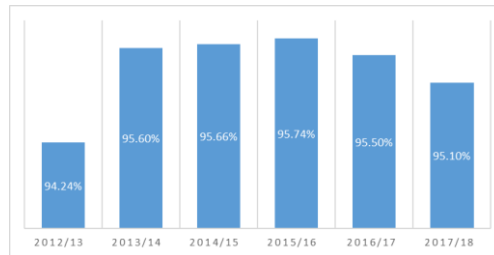
The Powys Primary School FSM Benchmarking Attendance Quartiles show a variable picture. Powys has a large number of Primary Schools with relatively small numbers of pupils. The significance for attendance benchmarking is that an absence of a single pupil in a small school can have a big impact on the overall attendance figures and therefore it may move a school up or down on the attendance quartiles.

Powys Primary Attendance Trends



- The above graph shows Powys Primary attendance has been above the national average since 2013/14

% 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%	95.10%



- The above chart shows all Powys Primary pupil attendance. Attendance rose steadily until 2015/16 in line with Welsh Government advice and when guidance stated that Fixed Penalty Notices should be issued for Term Time holidays. In 2015/16 in line with a High Court ruling, WG revised its guidance to state that up to ten days term-time holiday may be granted at the Headteacher's discretion, and this has had an impact on overall attendance.

Secondary School Attendance

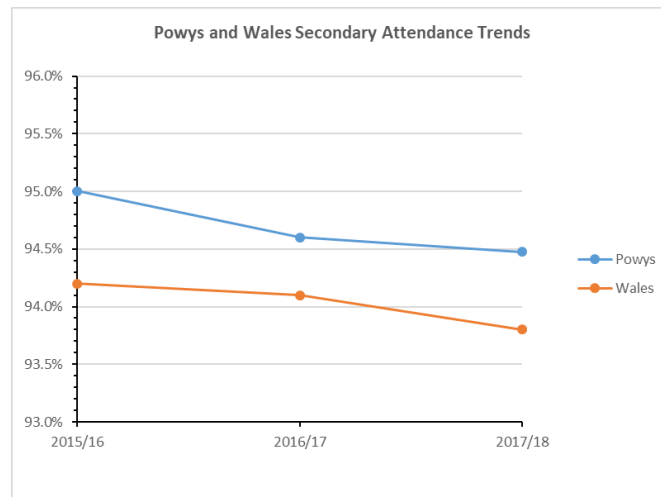
Secondary Schools have completed their attendance data return for the academic year 2018/19. However, the data is still unverified

Unverified Secondary Data for 2018/19

Authorised Absence	Unauthorised Absence	Overall Unverified Attendance
5.1%%	0.9%	94.0%

% Attendance by Pupil PLASC Category	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
All Powys Secondary Pupils	93.3%	94.4%	94.7%	95.0%	94.6%	94.5%	94.0%

- For the academic year 2017/18 Powys Secondary attendance was 94.5%. The Welsh average was 93.8% and Powys was ranked 5th for Secondary attendance in Wales.



Secondary Attendance Quartiles

All Secondary Schools are benchmarked by quartiles. The tables below show the attendance quartile trends since 2013/14. 2018/19 data is not included as the new attendance quartiles have not been published by Welsh Government.

FSM Benchmark	Number of Secondary Schools				
Attendance Quartile	2013/14	2014/15	2015/16	2016/17	2017/18
1	0	4	4	3	1
2	5	4	4	0	2
3	5	2	2	1	1
4	2	2	2	8	6

FSM Benchmark	Percentage of Secondary Schools				
Attendance Quartile	2013/14	2014/15	2015/16	2016/17	2017/18
1	0.0%	33.3%	33.3%	25.0%	10.0%
2	41.7%	33.3%	33.3%	0.0%	20.0%
3	41.7%	16.7%	16.7%	8.3%	10.0%
4	16.7%	16.7%	16.7%	66.7%	60.0%

- Six out of the ten secondary schools are in the lowest quartile. This is a serious concern. A minimum offer of education welfare support for all school is in place which sets out the offer to all schools dependent on their attendance quartile. This will be further enhanced to provide additional support to all quartile four secondary schools
- The reduction in Quartile 1 & 2 schools is due to the amalgamation of four schools into two.

Estyn Comments

The July 19 Estyn report stated:

“Pupils’ attendance in primary schools is good and compares well to levels in similar local authorities. Although pupils’ attendance in secondary schools compares favourably with levels in Wales and similar local authorities, almost half of secondary schools have been in the bottom 25% when compared to similar schools over the past two years”

Attendance Support Developments

- Minimum offer for all schools developed – sets out the offer to all schools dependent on their attendance quartile. This will be further developed to provide additional support to all quartile four secondary schools
- A twelve week case work process developed to include attendance concern letters, attendance improvement meetings & regular monitoring
- Challenge Advisors to accompany Education Welfare Officers on Autumn Core Attendance visits for all quartile four secondary schools.
- Scoping exercise to procure a real-time solution for data aggregation to support the early identification of vulnerable pupils with additional learning needs. This will give the LA the ability to be pro-active in its approach to early help for the most vulnerable children & young people.

Contact Officer:	Eurig Towns & Imtiaz Bhatti
Tel:	
Email:	eurig.towns@powys.gov.uk & imtiaz.bhatti@powys.gov.uk

ERW Scrutiny Councillor Group. 23rd September 2019

On Monday 23rd September the Vice Chair of Learning and Skills Scrutiny Angela Davies, Cllr Sandra Davies and Scrutiny Officer Liz Patterson attended a meeting of the ERW scrutiny Councillor group in Aberaeron, Ceredigion representing Powys County Council.

Attendance:

Two representatives from each Member County Councils of ERW form the Councillor Scrutiny Group (Powys, Ceredigion, Carmarthen, Pembrokeshire, Swansea & Neath Port Talbot), a Scrutiny Officer attended from each constituent authority as an observer.

Andi Morgan – New Interim Managing Director of ERW
 Yan James – Assistant Managing Director ERW (2 year fixed term)
 Kate Evan Hughes –(Pembroke) – Director of Education ERW

Chair: Cllr Endaf Davies, Ceredigion (the host county)

Once again the bulk of the meeting was a briefing rather than a scrutiny session.

Kate Evan Hughes discussed the ERW structure;

1. ERW Directors Board - made up of the Directors of Education from the 6 LA
2. Strategic groups – 3,2,1, format
3. SLT group
4. Operations Group
5. Scrutiny
6. Advisory group – includes head teachers, higher education representation and on suggestion of a scrutiny member they will invite industry to input.

She stated that Directors make decisions and put their suggestions forward to the strategic groups – rather than the other way around. All actions must be in line with the ERW business plan. The scheme of work must be fully transparent – ‘what has been spent, where and why?’

NPT confirmed their position remains the same – their notice to quit is still on the table and they are awaiting evidence of improvement. but they also reiterated that NPT were not prepared to accept the proposal for a 400% increase in fee discussed at the last meeting.

Andi Morgan briefed on the work to date.

- Staffing structure – the good news is that most of the posts have been filled. However, given the key roles are temporary or “Interim” there is cause for concern about the long-term direction and stability of the organisation
- New curriculum: Latest information will be shared with schools at the Head conferences, core visits etc.

Assurance was given that by the second half of term ALL schools will have a clear direction and understanding of the requirements. Yan & Andi will have visited or met with all schools.

- A tool kit for schools is to be produced for sharing good practice – promoting school to school support
- there is to be a series of road shows for school to attend – they will be EXPECTED to attend and there is a £300 grant to cover the cost of releasing a member of staff. The road shows will be aimed at school officers, governors and Councillors.
- ERW are meeting with the Key lead for Governors Wales – to see what is happening in other areas.

Osain Evans –gave a presentation - the full costings had been added to the ERW Business plan.

As this information had been received in advance it was impossible to scrutinise. Scrutiny Members requested that all agenda items be circulated in advance to give members the opportunity to read, digest and provide appropriate scrutiny.

Greg Morgan – (lead for Digital learning Systems)

The New Curriculum for Wales 2022 is now available for schools in draft form.

The new curriculum gives cross curricular responsibilities for literacy, numeracy and digital competence.

He explained that some schools are ahead of others on their understanding and implementation of the new curriculum.

Information and examples of good practice will be on the PSBA network for schools.

Cressy Morgan – (lead for Health & Wellbeing).

Had spent time researching the Public Service Board Health and Well-Being plans across the ERW region produced as a result of each areas Well-Being Assessments to determine areas of focus.

Other items discussed:

- there are to be a number of ERW “drop in sessions” across the region – an opportunity for headteachers to meet ERW staff and discuss issues.
- currently working on a protocol for the package of support – to ensure the right amount / type of support is given according to need.
- senior challenge advisors across the region are to meet regularly to ensure consistency.
- a recognition that clear communication across the region is key.

Parent Governor Representative Angela Davies (Vice-Chair)

County Councillor Sandra Davies