

Agenda



Pwyllgor Craffu ar Berfformiad – Pobl

Dyddiad: Dydd Mawrth, 19 Chwefror 2019

Amser: 10.00 am

Lleoliad: Ystafell Bwyllgora 1 - Canolfan Ddinesig

At: Cynghorwyr: D Williams (Cadeirydd), J Cleverly, K Critchley, R Hayat, H Thomas, C Townsend, J Watkins, T Watkins, J Richards and S Marshall

Eitem	Wardiau Dan Sylw
1	<u>Agenda yn Gymraeg / Agenda in Welsh</u> (Tudalennau 3 - 4)
2	<u>Ymddiheuriadau</u>
3	<u>Datganiadau o Fuddiant</u>
4	<u>Cofnodion</u> (Tudalennau 5 - 8)
5	<u>Adroddiad Arolwg Estyn</u> (Tudalennau 9 - 26)
6	<u>Fframwaith a Deddf ADY - BRIFFIO</u> (Tudalennau 27 - 34)
7	<u>Casgliad Adroddiadau Pwyllgorau</u> Ar ôl cwblhau adroddiadau'r Pwyllgor, gofynnir i'r Pwyllgor ffurfioli ei gasgliadau, ei argymhellion a'i sylwadau ar eitemau blaenorol i'w gweithredu.
8	<u>Adroddiad Cynghorydd Craffu</u> (Tudalennau 35 - 50) <ul style="list-style-type: none">a) Diweddariad ar y Rhaglen Gwaith i'r Dyfodol (Atodiad 1)b) Camau Gweithredu'n Codi (Atodiad 2)c) Llythyr cyfeirio (Atodiad 3)d) Adroddiadau Gwybodaeth (Atodiad 4)

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Y Cyngorwyr: D Williams (Cadeirydd), J Cleverly, J Guy, H Thomas,
C Townsend, T Watkins, J Watkins, R Hayat, K Critchley

Aelodau Cyfetholedig

Dr Annette Daly (Eglwys yng Nghymru), Paul Bennett (Eglwys Gatholig yng Nghymru), Swydd Wag (Cynrychiolydd Rhiant Lywodraethwyr) and Swydd Wag (Cynrychiolydd Rhiant Lywodraethwyr)

Eitem

1. Agenda yn Gymraeg
2. Ymddiheuriadau am Absenoldeb
3. Datganiadau o Fuddiant
4. Cofnodion y Cyfarfod a 15 Ionawr
5. Adroddiad arolygiad Estyn
6. Anghenion dysgu ychwanegol Fframwaith A Ddeddf - Briffio
7. Casgliadau Adroddiadau Pwyllgor
Yn dilyn cwblhau adroddiadau'r Pwyllgor, gofynnir i'r Pwyllgor ffurfioli ei gasgliadau, argymhellion a sylwadau ar eitemau blaenorol ar gyfer gweithredu.
8. Adroddiadau Ymgynghorwyr Craffu

Mae'r dudalen hon yn wag yn

Minutes



Performance Scrutiny Committee - People

Date: 15 January 2019

Time: 10.00 am

Present: Councillors J Cleverly, K Critchley, J Guy, H Thomas, C Townsend and T Watkins

Co-opted Members :

In Attendance: Councillors

D Cooke (Scrutiny Adviser), L Davies (Governance Officer), S Morgan (Chief Education Officer) and M Rushworth (Head of Finance)

Apologies: Councillors D Williams, R Hayat, K Thomas and J Watkins

R Penn (Church in Wales)

1 **Declarations of Interest**

None

2 **Minutes of the Meeting held on the 26 November 2018**

The minutes of the meeting held on 26/11/2018 were approved as a true and accurate record

3 **Minutes of the Meeting held on 4 December 2018**

The minutes of the meeting held on 04/12/2018 were approved as a true and accurate record

4 **2019/20 Budget and Medium Term Financial Plan (MTFP)**

Attendee:

- Sarah Morgan – Chief Education Officer
- Meirion Rushworth – Head of Finance

The Chief Education Officer presented a brief overview of the report to the Committee and highlighted the key areas for consideration. The saving proposal within Education was the only saving to be presented to the Committee from the People Directorate. When the Council looked for savings it had to take into account the statutory education obligations and grant funded roles, which limited the potential areas for savings. The Officer confirmed that the workforce in Admissions had already been cut, the Special Educational Needs (SEN) provisions were overburdened, and many roles, including Gwent Ethnic Minority Service (GEMS) and Gwent Music, were grant funded. The Authority had seen a growth in pupil numbers, which had been accommodated with a £3.1 Million increase in budget.

- Members of the Committee asked the Chief Education Officer if the reduction in the budget could have been made in any other areas within the Education Department, the Officer was also asked where future reductions would be made and what would happen in the next few years to come. The Officer replied to Members explaining that the Heads of Service in the Organisation had an incredibly hard job to make savings year on year. This leads to entire departments being scrutinised for which areas potentially could change for savings to be made. The Officer continued by informing the Committee that she could not discuss which other areas of Education were looked at or which areas of Education could face cuts next year.
- Members enquired if any correspondence had been received from Schools, or meetings taken place, to gain information on what others thought of the proposed saving. The Officer confirmed that the public consultation was ongoing. Trade Union representatives had communicated their concerns, and the Employee Partnership forum and Head Teacher forum was meeting before the consultation closed. Officers explained that Head Teachers had been addressed at a meeting regarding the budget proposal, but they could not suggest any alternative cost savings.
- A Member expressed concerns regarding the proposal to cut Educational Welfare Officer (EWO) and an Education Psychologist post. Members commented that by reducing the EWO role, it would likely have a knock on effect on attendance results, which Estyn would criticise. Members felt that a reorganisation would be required to ensure support could be provided to all schools in Newport. The Officer replied to the Members explaining that the less visual back office staff often receive less empathy, it was explained that there were only three back office staff to support the whole of Newport. The Officer continued by stating that it was important to keep front line staff but equally important to keep back room staff for a functioning service, the decision was the best of the worst option.
- Members commented that the proposed saving was two hundred and fifty thousand pounds and asked could the Officers confirm what figure would be saved in 2019/2020. The Officers confirmed that the full amount would be saved as there was a separate pot for redundancy and pension costs.
- Members enquired what support would likely be given to schools and would this reduce home visits by the EWO. The Officer replied explaining that the support would fall on the EWO as they would take on 2 clusters within the City. It was explained that schools should set the attendance culture, more emphasis should be on changing the attendance culture within the family setting. The Officer also explained that the proposal might reduce the EWO working with staff in schools, but this was something that would be identified in time. The EWO would predominantly work with schools around the attendance prosecution process.
Members asked the Officers if any allowance would be given to the Authority from Estyn, as there could be a knock on effect on attendance figure. The Officers confirmed that Estyn were aware, but if the Authority fell below the Welsh average there would be consequences.
- A Member asked Officers to confirm the age group of those staff effected by the proposal, and asked if the staff would have to interview for their own post. The Officer confirmed the age ranged from 30 – 50. Voluntary Redundancy would be offered to staff, which would then determine if staff needed to interview for roles.
- Members commented that there would be staff left behind to pick up the excess workload, would the staff and their welfare be monitored. Officers explained that the Authority had a duty of care to employees, and those changes would be tracked as a result of budgetary cuts.

- Members asked the Officers what the 3.1 million extra budget would be spent on, and if some of the budget could be spent in other areas. Officers confirmed that the extra budget would be spent on new schools and to accommodate the growth of current schools within the Authority. The Officer confirmed the suggestion was a valued point, but the decision had been very difficult, the suggestion of spending the extra budget in different areas would only give a proportional saving.
- Members asked the Officers for a quarterly report on attendance data. Officers confirmed that would be produced.

The Chair thanked the Officer for attending.

Conclusion - Comments to the Cabinet

The Committee noted the 2019/20 Budget Proposals and MFTP and agreed to forward the minutes to the Cabinet as a summary of the issues raised.

The majority of the Committee reluctantly supported the education budget saving proposal and wished to make the following comments to the Cabinet:

- Monitoring of the attendance levels of schools and a quarterly report to be produced for the People Committee.
- Concerns were raised over the impact of the budget saving on the fantastic work done by the Education department and schools to increase the attendance figures over the last number years.
- Concerns were raised over the impact on the remaining EWOs from additional workload pressures. The Councilors concerns included the EWO's welfare, additional sick leave and school staff picking up the slack. The Committee felt that there were not adequate mitigations to offset the risks.
- The Committee requested an explanation of how the budget saving fit in with the Council's long term aims set out in the Corporate Plan.

5 Scrutiny Adviser Reports

Attendees:

- Daniel Cooke (Scrutiny Adviser)

a) Forward Work Programme Update

The Scrutiny Adviser presented the Forward Work Programme, and informed the Committee of the topics due to be discussed at the next two committee meetings:

19 February 2019;

- ALN Framework and Act – Briefing

9 April 2019;

- Transition from Children to Adults Social Services

b) Action Arising

The Scrutiny Adviser presented the Action Sheet and advised the Committee that as indicated in the table, the actions from the last meeting had been drawn to the attention of the relevant Officers, and the Scrutiny Team were waiting for their response, before disseminating the information to the team

The meeting terminated at 11.05 am



Scrutiny Report

Performance Scrutiny Committee – People

Part 1

Date: 19 February 2019

Subject Estyn inspection report

Author Overview and Scrutiny Officer

The following people have been invited to attend for this item:

Invitee:	Area / Role / Subject
Councillor Gail Giles	Cabinet Member for Education and Skills
Sarah Morgan	Chief Education Officer
Andrew Powles	Deputy Chief Education Officer

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

1. Acknowledge the recommendations and comments made in the Estyn Inspection report.
2. Question and challenge the Officers and Cabinet Member on the action and improvement plans in place to remedy the areas highlighted in the recommendations.
3. Decide if it wishes to make any comments and recommendations to the Cabinet Member.

2 Context

Background

- 2.1 Estyn's mission is to achieve excellence for all learners in Wales by providing independent, high quality inspection and advice services. Estyn inspects schools and local authority central education departments at least once in a seven-year period.

The aim is to provide the public accountability to service users on the quality and standards of education and training provision in Wales. Estyn carries out its inspections in line with primary legislation and associated regulations.

The report contains a number of recommendations and comments for service area improvement. It is the responsibility of scrutiny to ensure that the Education department take appropriate action to address these recommendations and actions and to monitor the continued application of, and achieving of, the recommendations and comments.

3 Information Submitted to the Committee

3.1 Appendix 1 – Newport City Council – Estyn Inspection report.

4. Suggested Areas of Focus

Role of the Committee

The role of the Committee in considering the report is to:

- Discuss the recommendations with the Officers and Cabinet Members and establish whether adequate improvement/actions plans have been devised to sufficiently deal with the recommendations and comments;
- The Committee might wish to assess and make comment on the Education Departments action plans for the five recommendations individually:
 1. Improve the overall performance of secondary schools.
 2. Establish a coherent strategy across all relevant services to improve the outcomes of pupils eligible for free school meals.
 3. Ensure that self-evaluation activities focus on the impact the services have on outcomes and their value for money.
 4. Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them.
 5. Deliver the strategic plans to develop welsh medium education further.
- Conclusions:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion on the performance of the Service Area?
 - Do any areas require a more in-depth review by the Committee?
 - Do the Committee wish to make any Comments / Recommendations to the Cabinet?

Section B – Supporting Information

5 Supporting Information

5.1 The following reports might provide insight into the information contained in the report:

- [Estyn Annual Plan 2018 -2019](#)
- [Education Act 1997](#)

6 Links to Council Policies and Priorities

- The Estyn Inspection report directly links with the Education and Skills Well-being Objective and the Aspirational People Corporate Plan Commitment:

Well-being Objectives	Promote economic growth and regeneration whilst protecting the environment	Improve skills, educational outcomes & employment opportunities	Enable people to be healthy, independent & resilient	Build cohesive & sustainable communities
Corporate Plan Commitments	Thriving City	Aspirational People		Resilient Communities
Supporting Function	Modernised Council			

7 Wellbeing of Future Generation (Wales) Act

5 Ways of Working	Types of Questions to consider:
<p>Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	<p>Have you identified anything on the horizon that would impact your ability to carry out the recommendations and comments?</p> <p>How will the needs of your service users potentially change in the future?</p>
<p>Prevention Prevent problems occurring or getting worse.</p>	<p>What are you able to put in place to prevent these recommendations from being an issue in the future?</p> <p>How are you addressing these issues to prevent a future problem?</p>
<p>Integration Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	<p>Are there any other organisations providing similar / complementary services?</p> <p>How does the Council's performance within this service area impact upon the services of other public bodies and their objectives?</p>
<p>Collaboration Acting in collaboration with any other person (or different parts of the organisation itself).</p>	<p>Who could you work with to deliver these recommendations?</p> <p>How are you co-working with other sectors?</p> <p>How are you using the knowledge / information / good practice of others to inform / influence the Council's work?</p>
<p>Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</p>	<p>How have you sought the views of those who are impacted by your service area?</p> <p>How have you taken into account the diverse communities in your decision making?</p>

8. Background Papers

Include all additional documents that are referenced in the report, and those that you have used as background reading. Hyperlink to online versions of them if available.

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [Estyn Annual Plan 2018 -2019](#)
- [Education Act 1997](#)

Report Completed: February 2019



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Newport City Council
Civic Centre
Newport
NP20 4UR**

Date of inspection: November 2018

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Newport City Council

Newport City Council is located in South East Wales and has a total population of 151,485. The local authority maintains 55 schools. There are two nursery schools and 42 primary schools, including three Welsh-medium primaries. Of the nine secondary schools, one is a recently opened new Welsh-medium school. In addition, there is a pupil referral unit and two special schools.

The chief executive took up his post in January 2013 and the chief education officer was appointed in November 2017. The council leader and the main portfolio holder for education services began their roles in May 2016. The local authority's last inspection was in November 2011.

Newport is one of five local authorities in the EAS regional consortium for school improvement. It is also involved in other joint working arrangements with the five local authorities, for example the partnership supporting education for ethnic minority children and young people in schools (GEMS).

In 2018-19, the Council's net education budget increased above the Wales average percentage change and the delegated school budget per pupil is the second lowest of all local authorities in Wales.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Newport is noted below:

- Over a three year average, 18.6% of pupils aged 5 to 15 are eligible for free school meals, slightly higher than the Wales average of 17.9%
- 2.1% of pupils are fluent in Welsh, which is considerably lower than the Wales average of 16.2%
- 24.8% of pupils are from ethnic minorities, significantly higher than the Wales average of 11.1%
- 21.0% of pupils have special educational needs, slightly lower than the Wales average of 22.6%
- 83 children per 10,000 were looked after by the local authority in 2017, which is lower than the Wales average of 95 children per 10,000

Summary

Overall, many pupils in Newport make strong progress during their time in primary school, but pupils' progress is too variable across other sectors and in secondary schools in particular. The local authority's support for pupils with English or Welsh as an additional language is very effective and nearly all pupils in receipt of long-term language support achieve as well as their peers.

Officers know their schools well and have strong partnerships with individual schools. These are supportive but also robust and challenging. The school improvement services provided in partnership by the local authority and the regional consortium, EAS, are working well to support and challenge primary schools to improve. However, the services have had little impact in promoting improvement in a minority of secondary schools that are causing concern. There are effective strategies to support young people at risk of leaving education, employment or training, but provision to support pupils eligible for free school meals lacks a coherent plan. Provision to improve attendance and reduce exclusions is purposeful and nearly all schools apply agreed strategies consistently. The local authority has a clear vision for the long-term development of digital technologies and an appropriate strategy to promote these across its services, including schools.

Senior elected members and officers have a clear vision and high expectations of outcomes for children and young people. However, the quality of self-evaluation processes at all levels in the education service is too variable. Leaders respond appropriately to key financial pressures and are flexible in their approach to delivering priorities.

Recommendations

- R1 Improve the overall performance of secondary schools
- R2 Establish a coherent strategy across all relevant services to improve the outcomes of pupils eligible for free school meals
- R3 Ensure that self-evaluation activities focus on the impact that services have on outcomes and their value for money
- R4 Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them
- R5 Deliver the strategic plans to develop Welsh-medium education further

What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations identified through the inspection process.

Main findings

Outcomes

Overall, many pupils make strong progress during their time in primary school but pupils' progress is too variable across other sectors and in secondary schools in particular. Many pupils with English or Welsh as an additional language, who receive long-term language support, make particularly strong progress in primary and secondary school. Most pupils make good progress in Welsh first language during their time in primary school.

During the last three years, the proportion of primary schools in Newport judged to be at least good for standards compares favourably to inspection outcomes nationally. The number of primary schools receiving excellent judgements for standards in this period is significantly higher than across Wales as a whole. The sample of secondary schools inspected during the last three years is too small to make any meaningful comparisons of inspection outcomes, but a third of Newport secondary schools are currently in statutory categories. Two of these schools have remained in a statutory category for too long.

The performance of pupils in key stage 4 over the last three years, in the key indicators that include English and mathematics, has improved and many pupils make strong progress. Pupils' performance in these indicators now compares favourably to that in local authorities across Wales. In 2018, the performance of more able pupils also improved and is now in line with that of the same group of pupils in other local authorities. However, the performance of other groups of pupils and in other key indicators is not as strong. For example, pupils' performance in the key indicators that include a wide range of qualifications does not compare well with that in similar local authorities. This is also the case with the performance of pupils eligible for free school meals.

Pupils who receive continuous support from the Gwent Education Minority-ethnic Service (GEMS), over a period of years, perform well at key stage 4 in the key indicators that include English and mathematics. They achieve to a standard comparable with that of other pupils. The service helps pupils to develop their language skills rapidly through, for example, support from bilingual teaching assistants. This enables pupils to engage better in school life at an academic and social level and enhances their wellbeing considerably. In addition, the service supports parents to communicate meaningfully with their child's school and to become involved in their education.

The rate of fixed-term exclusions from school of five days or less has decreased in recent years but remains higher than the Wales average. The rate of fixed-term exclusions of more than five days has also reduced. In 2017, this indicator was below the Wales average. The local authority's managed moves strategy is successful in supporting a few vulnerable pupils who would otherwise be permanently excluded. Despite this, rates of permanent exclusion have remained slightly above the Wales average for the last three years.

The percentage of pupils who are not in education, employment or training (NEET) has fallen sharply over the last four years and is now below the Wales average. A good range of projects across the local authority support this reduction well due to the valuable services they offer for vulnerable pupils, particularly in secondary schools. These projects include many initiatives provided through 'Newport Live' the local sports and arts trust, such as school sport clubs, health promotion activities, primary to secondary school transition projects and a peer-mentoring programme. In addition, services such as 'Talking Zone' counselling provided by the local authority in conjunction with the University of South Wales have a positive effect on the wellbeing of pupils who access these services. The standard of pupils' wellbeing, judged good or better in inspections, has been similar to the Wales average over the last three years.

Overall, pupils' contributions to the evaluation of the range of initiatives on offer are underdeveloped. Although there is a Newport Youth Forum, few pupils of secondary school age are aware of this body or have knowledge of its work. Pupils lack a voice in helping to set the strategic direction of education within the local authority. However, there are examples of good practice. The feedback from pupils and their parents on the services provided by GEMS led to a re-structuring of the service to increase the numbers of bilingual teaching assistants and to reduce the numbers of specialist support teachers.

During the last three years, attendance in secondary schools has improved slightly but remains below the Wales average. During the same period, attendance in primary schools shows a trend of improvement and is in line with the average for Wales. Rates of persistent absence, where pupils miss more than a day of school per week on average, across the local authority for the last five years are considerably worse than the average for Wales.

Education services

Under Inspection Area 2, Estyn sets local inspection questions that are relevant to each local authority. Local inspection questions focus on education services that relate to the local authority's current strategic priorities or result from information that Estyn has about education services in the local authority.

To what extent are pupil outcomes influenced by the quality of the work of the school improvement services?

Newport local authority knows its schools well and has a strong understanding of many individual school issues. The local authority and the regional consortium, EAS, work together well to provide effective support to schools on many aspects, including governor training, school-to-school working and improving performance in English and mathematics. As a result, this partnership has a positive impact on pupil outcomes in important areas. It is particularly effective in supporting strong outcomes in primary schools and in English and mathematics in secondary schools. However, the school improvement services provided by EAS and the local authority have had insufficient impact on promoting improvement in the pupil referral unit and the three secondary schools, which are in a statutory category. This is also the case for the performance of secondary school pupils in the indicators that include a wide range of qualifications and the performance of pupils who are eligible for free school meals.

When brokering support for schools, the local authority considers carefully the services provided by EAS to assess whether these meet the needs of its schools. It negotiates amendments where necessary. For example, it has worked with EAS to adapt its target-setting processes.

The local authority's evaluation of the impact of its own and EAS's work is generally suitable and officers have provided feedback to EAS to improve the quality of aspects of the services provided by EAS, such as the work of challenge advisers. However, the local authority does not evaluate sufficiently the effectiveness of the services it or EAS provides in terms of their impact on pupils' progress and standards, particularly in schools in statutory categories.

How well do services support young people to sustain progress to employment, training or further education (NEET) when they leave school?

The local authority places a high strategic priority on identifying young people at risk of becoming NEET and reducing the number of young people who become NEET. The chief education officer chairs the Youth Support Services Board, which monitors closely the action plan for the Youth Engagement and Progression Framework (YEPF). This plan sets out the local authority's approach to addressing this priority. Three working groups, focused on young people below 16 years of age, those aged between 16 and 18 years and learning providers, support the work of this board well.

Officers undertake early identification well for pupils from Year 7 onwards and there are relevant strategies in place to support pupils at risk of becoming NEET. These include guidance from Careers Wales and the use of learning coaches to help pupils to choose a suitable route for them when they leave school. The engagement and progression co-ordinator monitors the young people who move on to further education, training and employment well. This helps to ensure that they maintain their engagement.

In 2017, the Youth Support Services Board commissioned an independent review of its work. One of the review's main findings was that young people at risk of becoming NEET need to be identified earlier. At present there is insufficient focus on identifying those at risk at primary school age to help the partnership to plan support.

The local authority has started to address this recommendation suitably through the YEPF action plan.

The strong partnership arrangements between the engagement and progression co-ordinator, secondary schools, Careers Wales and Coleg Gwent help to ensure a strong focus on those children and young people who are at risk of becoming or who are NEET. A good range of alternative curriculum opportunities, including bespoke programmes, help to support the engagement or re-engagement of many in this group successfully.

Does provision for pupils eligible for free school meals support them to make good progress in school?

The local authority recognises that the provision to improve the outcomes for pupils eligible for free school meals is underdeveloped. Over time, officers' response to the

relatively weak performance of these pupils has not been swift or effective enough. In particular, the local authority's strategic approach is not sufficiently coherent and lacks a clear vision. Provision for these pupils does not take enough account of the potential of working with wider local authority services and other agencies to ensure that the approach is more coherent and holistic. As a result, the provision of support for pupils eligible for free school meals has not had enough impact on their progress, particularly in secondary schools. These pupils do not make sufficient progress in comparison with similar groups in other local authorities.

Officers recognise that a few primary schools in the local authority have practice that supports vulnerable pupils particularly well. The approaches developed by these schools include effective multi-agency working, the provision of community and family learning centres and programmes that support parents and children facing challenging domestic situations. They also focus robustly on improving teaching and ensuring that there is an appropriate curriculum for all pupils. These schools provide valuable examples of how to support pupils eligible for free school meals to make good progress.

The local authority requires EAS to carry out suitable activities to ensure that schools maintain a focus on the performance of pupils eligible for free school meals. Although EAS evaluates whether schools comply with the terms and conditions of the pupil development grant, officers do not evaluate sufficiently the impact of specific strategies in improving outcomes for pupils.

Overall, the lack of a coherent strategy to support pupils eligible for free school meals means that there is no comprehensive and co-ordinated approach to addressing the issue of their underperformance across the local authority's schools.

How effective are services that support schools to improve pupil attendance and reduce exclusions?

The local authority generally has effective strategies to improve attendance and reduce exclusions. Its attendance and exclusion protocol supports targeted intervention and effective communication with schools, governors, challenge advisers, education welfare officers and local authority officers. Officers have developed consistent strategies to hold schools and their governing bodies to account for their pupils' attendance regularly and robustly. This challenge helps to ensure that schools implement a consistent range of strategies that have a positive impact on overall attendance.

The high profile local authority campaign, 'Attendance Matters', highlights the importance of good attendance and the link between this and attainment. The attendance forum provides useful opportunities for schools to support one another and to share strategies to improve attendance. Multi-agency work is particularly effective in supporting individual vulnerable pupils to engage with school. However, the overall rate of persistent absence remains higher than the Wales average.

There are consistent protocols and processes that are effective in reducing overall exclusion rates. The local authority challenges schools about these regularly and monitors performance against the targets set for reducing the number of exclusions. The managed moves panel monitors pupil exclusions carefully and supports pupil

transfers between schools effectively wherever possible. The panel meets weekly and involves a wide range of agencies and schools. It allows partners to share effective practice and have useful professional discussion about the appropriateness of strategies to reduce exclusion rates. This helps to spread effective practice, for example the use of effective alternative curriculum packages provided by 'Newport Live' and alternative restorative approaches to promote pupils' re-engagement.

The local authority works closely with a range of providers to enable pupils at risk of exclusion to access bespoke packages, for example to support their emotional wellbeing and build resilience. These support the needs of vulnerable pupils well and help to re-engage them in learning. There is a strong school commitment to the wellbeing and success of pupils who access this alternative provision and schools take responsibility for funding this from their own budgets.

How well do services support young people to develop behaviours and skills that improve their wellbeing?

Provision to support the wellbeing of children and young people is a high priority within the local authority. Officers across a wide range of services ensure that they adapt their provision effectively to meet the changing wellbeing priorities of children and young people. They work productively with other partners to secure external funding and services to support the wellbeing of different groups of children and young people successfully.

The local authority's well-established wellbeing monitoring group, which includes representatives from schools and officers, is effective in assessing schools' provision for the wellbeing of their pupils. For example, the group regularly analyses a wide range of data from the local authority's school wellbeing tracker, to identify school needs and aspects of wellbeing that are strong. This enables them to organise training events, such as attachment training, where providers have the opportunity to share effective practice with colleagues.

GEMS provides a high level of support for pupils with English or Welsh as an additional language and their families, particularly through their home language. They deliver bespoke support in schools, which improves the wellbeing of these pupils successfully. In particular, bilingual teaching assistants work effectively with new arrivals to help them to settle well and feel included. The 'See the world through our eyes' project has helped promote inclusion through introducing pupils to the features of different cultures, including Roma Travellers. This has helped to nurture good relations within communities and improved the wellbeing of pupils from different ethnic backgrounds.

The local authority works closely with 'Newport Live', to improve the wellbeing of children and young people. For example, it organises projects to help vulnerable pupils make a smoother transition from primary to high school. Last summer, their 'Fit and Fed' campaign had a positive impact on improving wellbeing in the school holidays of around four hundred pupils by providing them with healthy meals and sports, cooking and arts activities.

A wide range of initiatives support the skills and behaviours of children and young people in schools. Many of these have a positive impact on improving the wellbeing of pupils. For example, many schools use restorative approaches to prepare pupils to cope with conflict more successfully and thus improve behaviour.

Local authority officers recognise the need to understand and address the mental health of children and young people. For instance, educational psychologists have used action research to design the 'Arrow Project' to support secondary schools in their work in this field. These professionals are working with three schools to help pupils and staff understand mental health issues. Educational psychologists have used data from the national 'Schools' Health Research Network' project to identify and provide beneficial training on pupils' greatest mental health concerns. For example, they have worked with pupils to improve their sleep routines and address their anxiety over body image through interactive workshops. However, it is too early to judge the impact of this work on improving the mental health of pupils across the local authority.

How widely do pupils access high quality digital learning experiences and does this help them to develop effective digital skills?

The local authority has a clear vision for the long-term development of digital technologies in Newport. It places a high priority on the city's connectivity and the use of information and communication technology (ICT) in delivering services. For example, it is working well to improve the speed and efficiency of broadband connections available to its service areas, including schools. The local authority recognises the importance of developing the digital skills of its community and identifies this as a high-level priority in its corporate plan. However, the education service does not reflect this in its improvement planning processes. In addition, the local authority does not communicate its arrangements to support teachers to improve pupils' digital skills well enough and schools are not clear about the support that is available to them.

Regular reports from EAS provide senior leaders with a generally appropriate understanding of the nature of provision for the development of pupils' digital skills. Senior leaders have a good knowledge of, for example, digital pioneer schools that deliver high quality digital learning experiences for pupils. They monitor how frequently pupils access the Welsh Government's digital learning resource platform. However, they do not have a wholly accurate picture of the quality of provision across all schools because they do not have sufficient first-hand evidence on which to base their judgements.

Where schools identify a need, the local authority works well with EAS to ensure good quality professional learning for school staff to improve the teaching of digital skills. Officers recognise the benefits of school-to-school support to share good practice in the development of these skills. As a result, they have improved processes for identifying and sharing effective practice. This provides teachers with beneficial opportunities to view good practice and adapt it for use in their own school. For example, a network lead primary school works effectively to develop the leadership skills of middle leaders in ICT across the local authority. This supports digital leads to develop valuable skills to improve provision and deliver training in their own schools. Officers consider the impact of professional learning on teacher skills appropriately and seek the views of participants consistently to help to evaluate its impact.

The local authority works well to support pupils to stay safe online. It promotes the use of effective resources to develop pupils' understanding of the measures they

need to take to stay safe when using the internet. It monitors carefully which schools access these resources and how frequently. Officers broker effective support to ensure that schools' connections to the internet include appropriate safety procedures. There are suitable systems to ensure that headteachers and governors are aware of their responsibilities when they choose not to use the local authority's chosen provider.

Leadership and management

Senior elected members and senior officers have a clear vision for education in Newport. These leaders are highly committed to education and have high expectations for outcomes for children and young people in the local authority. The priority given to education in the 2017 to 2022 corporate plan and the level of resources allocated for education services reflect this. The corporate plan gives due consideration to the Well-being of Future Generations (Wales) Act.

Over time, the local authority has secured improvements in services and outcomes in some areas but has had limited impact on others. Since the last inspection in 2011, outcomes and provision for pupils in primary schools have remained strong overall. The local authority has provided sustained, strong leadership of GEMS over many years, resulting in very good outcomes for supported minority ethnic pupils across all phases. However, leaders of education services have not had enough impact on improving outcomes for pupils eligible for free school meals and for those in secondary schools and the pupil referral unit.

During the last 18 months, many senior and middle leaders in the education services have taken on higher-level roles and responsibilities. The local authority has managed this period of change effectively. These leaders generally have a good understanding of education performance and the quality of education services.

Senior and middle leaders engage well with staff in the education service, schools and in regional services to develop shared ownership of the local authority vision. This engagement enables staff to influence actions to meet the objectives in the corporate plan and to improve education services. However, the local authority provides limited opportunities for children and young people to influence the work of the education service as a whole.

Senior leaders are prepared to make difficult decisions. For example, the local authority has used its powers to intervene recently in schools causing concern by using senior officers and elected members to strengthen governing bodies. However, the local authority has occasionally made significant decisions about education services without considering the consequences fully. For example, the closure of the learning resource base at Llanwern High School resulted in increased costs associated with out of county placements for affected pupils.

The quality of relationships that the local authority has developed with its schools and EAS means that there is sufficient trust on all sides for mature discussion over difficult issues and for robust quality assurance and challenge at a strategic level to be encouraged and accepted.

The education services plan provides a useful platform for delivering the relevant objectives in the corporate plan as well as addressing priorities within the service itself. Team plans complement these plans, but the actions and their expected impact are not consistently specific enough.

Newport's approach to developing Welsh-medium education has been reactive and not strategic enough. The more recent plans demonstrate a stronger commitment to developing Welsh medium provision and the intention to open a fourth Welsh-medium primary school is a positive step forward. In addition, the local authority has taken a stronger approach to promoting the benefits of Welsh medium education.

Leaders in the education service use a range of helpful approaches to monitor the delivery of plans through the year. They check on progress in key priority areas and assess the impact on outcomes. However, leaders are less rigorous in monitoring commissioned services, such as 'Newport Live' and the school-based counselling service. As a result, the local authority is limited in its ability to assess the value for money provided by such services.

The education service has a clear self-evaluation policy, which is in its first cycle. There is a healthy approach to self-evaluation by senior leaders and a commitment to critical self-reflection. However, the quality of self-evaluation at all levels within the service is too variable, including judgements about value for money. The usefulness of key performance indicators and the tracking of progress within teams is inconsistent. As a result, the 'team on a page' termly report does not always provide an accurate assessment of progress to senior leaders.

The scrutiny process is improving. Elected members are increasingly robust in monitoring and challenging progress and supporting decision-making in key areas.

Senior leaders use the corporate system for performance management effectively within the education service to support staff to carry out their roles. The local authority values its staff and demonstrates strong levels of investment in their professional learning and support for their wellbeing. Leaders support new managers well, and staff at all levels have a variety of valuable opportunities that develop their skills, broaden their awareness and prepare them for new work.

The local authority has clear policies and appropriate procedures for safeguarding that meet requirements.

Leaders are responding appropriately to the key pressures within the education budget. This includes out of county placements, which they recognise will require a long-term approach to secure sustainable and cost-effective solutions. They draw appropriately on additional internal capacity to support the education service to address significant budget pressures.

The local authority takes a proactive approach to seeking funding to deliver its priorities, for example for school buildings and support for minority ethnic pupils, including both internal and external funding. There are suitable arrangements for ensuring that schools' use of grant funding is appropriate.

There is an effective partnership with the schools' budget forum around the financing of schools. For example, an effective consultation with schools around recent changes to additional learning needs funding. The funding formula for schools takes account of relevant factors but senior leaders recognise the need to review the formula to ensure that it continues to meet the needs of schools in light of the changing pupil population.

Processes to support all schools with their resource and financial management are systematic. In response to the increased financial challenges schools now face, leaders are developing a useful short-term programme to provide them with additional support and advice about resource and financial management.

Copies of the report

Copies of this report are available from the local authority and from the Estyn website (www.estyn.gov.wales)

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 31/01/2019

SCRUTINY COMMITTEE Template Report

**SUBJECT: ADDITIONAL LEARNING NEEDS AND EDUCATIONAL
TRIBUNAL (ALN ET) ACT AND REFORM**

REPORT BY: HEAD OF INCLUSION

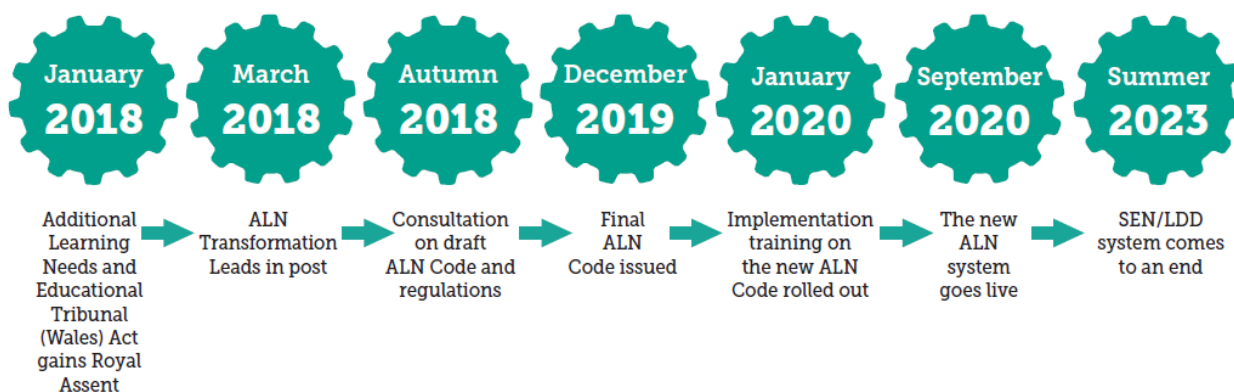
1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to update members regarding the current status of the Additional Learning Needs (ALN) and Tribunal (Wales) Act (2018) and implications.

2. SUMMARY

- 2.1 The Additional Learning Needs and Education Tribunal (Wales) Act (2018) was passed by the National Assembly for Wales in December 2017 and given Royal assent in January 2018. The aim of the Act is to create a unified process for children and young people 0-25 that will improve outcomes with a single statutory framework.
- 2.2 The Act will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes.
- 2.3 The Act will be supported by secondary legislation and an Additional Learning Needs Code (statutory guidance and mandatory requirements) which will be subject to consultation this year.
- 2.4 Welsh Government have appointed five transformation leads to support the process and made an investment of £20m over 4 years.
The ALN Transformation Programme will be delivered through 5 work strands:
1. Legislation and statutory guidance
 2. Workforce development
 3. Implementation/ transition support
 4. Awareness-raising
 5. Supporting policy
- 2.5 LAs have a responsibility to ensure that the requirements of the Act and Code are in place to support learners aged 0-25 and that they work effectively with other agencies such as Health and Social Services to deliver improved outcomes for children and young people
- 2.6 The reforms will come into force in September 2020 and be introduced over a three year period. For the time being, local authorities and all those who work with children and young people with SEN, must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the SEN Code of Practice for Wales. (2002)

ALN implementation timeline



3. LINKS TO STRATEGY

- 3.1 Additional Learning Needs and Educational Tribunal (Wales) Act (2018)
- 3.2 The Wellbeing of Future Generations Act (Wales) (2015)
- 3.3 Social Services and Wellbeing Act (2014)
- 3.4 United Convention on the Rights of the Child (UNCRC) (1989)
- 3.5 Welsh Language Act (2011/2018)
- 3.6 The Equalities Act (2010)

4. REPORT

4.1 Core Aspects of the reform:

- New terminology-Additional Learning Needs (ALN) to replace term Special Educational Needs SEN
- Act to cover 0-25 year olds- age range will be extended from 0-25 years
- A unified statutory plan – the individual development plan (IDP). Role of LA in maintaining more complex plans
- Increased participation of children and young people [\[person centred practice\]](#)
- High aspirations and improved outcomes for young people
- A simpler less adversarial system
- Increased collaboration- role of Health and Social Services
- Avoiding disagreements and earlier disagreement resolution- duty to consider learners views
- Clear and consistent rights of appeal
- A mandatory ALN Code
- Welsh language duties-promoting a bilingual system

4.2. The Welsh Government has introduced a transformation programme in order to support the process with a focus on five key areas:

- Legislation and guidance
- Workforce development (Core skills development for all, Specialist skills development for Advisory Teacher's and Educational Psychologists, ALNCo role)
- Implementation and transition support
- Awareness raising

- Supporting policy

- 4.3. Financial Implications. Presently feedback indicates that there are predicted to be savings associated with a more effective system over time, however there is likely to be an increased cost over the three year implementation.
- 4.4. Implementation guidance for transition into the new system has been released by the Welsh Government in July 18, taking into account the views of various stakeholder groups. It is expected the ALN system set out in the Act will be fully implemented over a three year period. The implementation period is expected to run from September 2020 to August 2023. This will be done by mandating the conversion of particular age based cohorts (for children under compulsory school age) or academic-based cohorts (for those of compulsory school age) in each of the years of implementation. Local authorities (LAs) and school governing bodies will be required to move learners in these cohorts to the new system in each of the three academic years - 2020/21, 2021/22, and 2022/23 - of the implementation period. In the case of LAs, implementation will take place over the first two years.
- 4.5. Presently LAs and the school improvement consortium, the EAS, have been working with the ALN Transformation Lead for the region, developing a regional implementation plan. This plan focuses on partnerships to deliver on the key requirements of the Act, using an LA readiness survey tool to complete a base-line assessment which has identified strategic priorities. In the SEWC region the focus is on four priority areas that further develops work that has been supported for the last two years through the ALN innovation Grant provided by the Welsh Government.
- These are:
- Add capacity to the region by identifying practitioners with experience of multiagency practice to identify current Early Years (EY) ALN good practice across agencies with a particular focus on effective multi-agency assessment and excellence in transition to school/nursery.
 - Add capacity to the region by identifying practitioners who can support the identification of excellent ALN practice in mainstream and special school settings which will support the transition from the current to the new statutory framework
 - Add capacity to the region by identifying practitioners who have experience of post 16 provisions and in working in a multi-agency / multi-disciplinary context. The focus of their work would be to identify excellent practice particularly in relation to effective transition from school / educational providers to Further Education (FE) or other providers.
 - Provide the existing SEWC ALN regional group, with a budget to allow them to work collaboratively on awareness raising and on a communication strategy to ensure that all stakeholders are aware of the reforms and support services available to learners with ALN and their families, and facilitate the development of a common set of ALN related processes / procedures and systems. Also to develop bilingual responses to resources, training and additional learning provision(ALP) across the region

5. Implications

- 5.1 The ALN Act has implications for Local Authorities (LAs), schools, Further Education institutions (FEIs) non-maintained early education providers, Social Services and Health
- 5.2 LAs are responsible for providing strategic oversight of the system. We will be responsible for supporting our maintained schools to fulfil their duties. The LA has a role in the identification of ALN and providing expertise where necessary to meet the needs of learners and support education institutions to deliver their functions
- 5.3 Individual development plans (IDPs) will replace statements of special educational needs (SEN) and individual education plans (IEPs) for learners currently supported through Early Years Action/School Action or Early Years Action Plus/School Action Plus.

Where required, the school will decide whether the child or young person has additional learning needs (ALN) and, if so, put an IDP in place. Schools can refer such decisions to the local authority if:

- determining the extent and nature of the young person's ALN, or the additional learning provision (ALP) that they require, is beyond the school's capability
- it would not be reasonable for the school itself to secure the required provision.

LAs will be responsible for learners with additional learning needs (ALN) from 0 to 25, ensuring they can access suitable education and/or training, including compulsory education and specialist post-16 education where necessary. Further education institutions can refer back to the LA if the provision required is beyond the capability of the institution or if the provision cannot be secured.

- 5.4 LAs will also be directly responsible for meeting the needs of children and young people with the most complex and/or severe needs, those who do not attend a maintained school or FEI (including those below school age) and children who are looked after by them.

The ALN Code will impose **mandatory requirements** on LAs in accordance with the following general principles;

- identification and intervention in relation to ALN should take place at the earliest possible opportunity
- all those involved in providing support to children and young people with ALN should work together in the best interests of the child or young person
- transitions should be planned in advance and consideration given to supporting transition into adulthood
- the views, wishes and feelings of the child, child's parent or young person should be at the heart of all the decision making processes
- meeting the needs of learners with ALN should be part of a whole school approach to school improvement
- learners must be supported to participate in mainstream education and in the curriculum as fully as possible wherever this is feasible
- where a child or young person has a need for ALP in Welsh all reasonable steps must be taken to provide it

Some of the principles of the Code are statutory requirements under the Act for LAs

- providing information and advice services
- the avoidance and resolution of disagreements
- providing independent advocacy services
- preparing the content, form, review and revision of IDPs
- ceasing to maintain IDPs.

LAs must provide information to children to ensure they have an awareness and understanding of the new system; ensure there is clear information available regarding rights of appeal and make arrangements for dispute resolution

LAs should also consider designating an Early Years Additional Learning Needs Lead Officer role to ensure robust planning and transition for early year's pupils.

The ALN Code will impose mandatory requirements on the governing body of a maintained school in Wales in respect of:

- decisions on whether a pupil has additional learning needs

- the preparation, content, form, review and provision of IDPs
- ceasing to maintain IDPs

- 5.5 In relation to Social Services it will be essential that departments work together to plan changes and transitions particularly where children have an IDP that would form part of the Personal Education Plan (PEP) for a looked after child.
- 5.6 Local authorities and further education institutions (FEIs) can request that the health service considers whether there's a relevant treatment or service likely to be of benefit in addressing the learner's ALN. If there is, the health service must secure it.

Where the health service believes that a child has (or probably has) ALN, they must bring this to the attention of the appropriate local authority, if they believe that is in the child's best interests.

The statutory Designated Education Clinical Lead Officer (DECLO), appointed by the Health Board (ABUHB) in July 18, will promote consistency and equity; ensure evidence-based interventions; promote better outcomes and reduce inequalities.

6. Next Steps

- 6.1 LAs must be prepared to implement the new system. As outlined above LAs and some schools will move towards this process in September 2020, with the complete system becoming operational from September 2023. It is essential that the LA adopts a person centred approach and develops systems and plans that mirror the principles of the Act without compromising the current systems. There will be two systems operating from 2020-2023, therefore the LA must ensure effective work with colleagues, parents and children in order that the implications of the Act are understood.
- 6.2 Priorities for the SEWC region are outlined above and the focus is on seeking to secure coherent and collaborative regional working in relation to key developments. In relation to **<INSERT LA>** the focus is on:
- ensuring there is a clear understanding of the implications of the Act and Code
 - promoting effective joint working with other agencies; taking account of good practice; using resources efficiently; encouraging flexibility and creativity and being solution focussed.
 - ensuring effective working relationships with parents and carers
 - developing services flexibly to meet needs and keeping under review the arrangements made both by the LA and governing bodies of maintained schools in our area, for pupils with ALN, in order to assess and respond to future needs.
 - ensuring processes and procedures are developed in advance of implementation date(s).
 - ensuring any other developments within the LA re: ALN services/provision will be compliant with the Act.
- 6.3 The SEWC ALN group, the SEWC education directors and school improvement consortium, the EAS, will work together over the next 3 years (to March 2021) in partnership with the Welsh Government and the ALN transformation lead to prepare all stakeholders.
- 6.4 The second draft of the ALN Code was released for consultation on 10th December 2018

7. WELL-BEING OF FUTURE GENERATIONS

- 7.1 The well-being goals and principles prescribed for within the 2015 Act connect directly to the objectives of the ALN ET Act and Code. It is consistent with the five ways of working as defined within the sustainable development principle and more specifically for the principles

noted below.

Collaboration – a fundamental principal of the Act focuses on improving collaboration and creating a unified system.

Involvement- ensuring that pupils, parents and carers are at the heart of the system

Long term – the Act focuses on meeting the needs of children from 0-25

Prevention – the focus of the Act on early identification of need and ensuring appropriate provision to meet needs.

8. EQUALITIES IMPLICATIONS

8.1 The Act and Code clearly articulate the Equalities Act (2010) statutory requirements. The Council's full Equalities Impact Assessment (EIA) process is adhered to at all times

9. FINANCIAL IMPLICATIONS

9.1 There are no financial implications associated with this report.

10. PERSONNEL IMPLICATIONS

10.1 There are no personnel implications associated with this report

11. CONSULTATIONS

11.1 The report reflects the views of the consultees.

12. RECOMMENDATIONS

It is recommended that members note the contents of the report

13. STATUTORY POWERS

Additional Learning Needs and Education Tribunal Act Wales (2018)

Additional Learning Needs Code (draft) (February 2017)

Special Educational Needs Code of Practice (2002)

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

Social Services and Well-being Act (2014)

Education Act (1996)

Equality Act (2010)

United Nations Convention on the Rights of the Child (1989)

Welsh Language Act (2011/2018)

CONSULTEES

Chief Executive

Corporate Director Social Services

Head of Human Resources

Head of Corporate Finance

Corporate Solicitor

Chief Education Officer

Head of Planning and Strategy

Strategic Lead for School Improvement

Early Years Manager

Youth and Progression Pathway Lead

ALN Transformation Lead for SEWC -Welsh Government

ALN Transformation Lead for FEIs -Welsh Government
Parental engagement groups
Pupil voice-participation rights

Mae'r dudalen hon yn wag yn

Scrutiny Report

Performance Scrutiny Committee – People

Part 1

Date: 19 February 2019

Subject Scrutiny Adviser Reports

Author Scrutiny Adviser

The following people have been invited to attend for this item:

Invitee:	Role
Daniel Cooke – Scrutiny Adviser	Present the Committee with the Scrutiny Adviser Reports for discussion and update the Committee on any changes.

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

Committee’s Work Programme:

- Consider the Committee’s Forward Work Programme (**Appendix 1**):

Action Plan:

- Consider the Action Plan from the meeting on 15 January 2019 (**Appendix 2**);

Agenda item referral letters:

- Consider if the Committee wish to add the agenda item to the work programme (**Appendix 3**)

Information reports:

- Accept the information reports (**Appendix 4**)

2 Context

Background

- 2.1 The purpose of a forward work programme is to help ensure Councillors achieve organisation and focus in the undertaking of enquiries through the Overview and Scrutiny function. Effective work programming is essential to ensure that the work of Overview and Scrutiny makes a positive impact upon the Council’s delivery of services.

- 2.2 Further information about the work programming process, including the procedures for referring new business to the programme, can be found in our Scrutiny Handbook on the Council's Scrutiny webpages (www.newport.gov.uk/scrutiny).
- 2.3 The Centre for Public Scrutiny's Good Scrutiny Guide recognises the importance of the forward work programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be co-ordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.

Forward Work Programme Updates

- 2.4 The Committee's work programme was set in June 2018, including estimated timescales for when the reports will be considered by the Committee. This programme is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.5 The Committee agreed to keep a degree of flexibility within its work programme to enable the Committee to respond to urgent / emerging issues. This item is an opportunity for the Committee members to raise any suggested additions to the work programme.

Action Sheet – 15 January 2019

- 2.7 Attached at **Appendix 2** is the action sheet from the Committee meeting on 15 January 2019. The responses to completed actions are included in the table.
- 2.8 For the actions that do not have a response – these will be included on the action sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

Agenda Item Referral Letter

- 2.9 Attached at **Appendix 3** is a referral for the Committee to scrutinise the Council's Draft Carers Strategy 2019-2022.
- 2.10 The Committee must decide whether it wishes to receive the report, and if so, whether they wish to add it to their work programme or receive it as an Information Report.

Information Reports

- 2.11 The following information reports have been received and disseminated to the Committee:
1. National School Categorisation 2018 – 19
 2. Role of Looked After Children Education Co-ordinator
 3. Newport Youth Support Services – Young people not in Education, Employment or Training (NEET)
 4. Wales Audit Office Flying Start report
 5. Information on children and young people in Pupil Referral Unit

3 Information Submitted to the Committee

3.1 The following information is attached:

Appendix 1: The current Committee forward work programme;

Appendix 2: Action Sheet – 15 January 2019 Committee meeting;

Appendix 3: Agenda item referral letters

Appendix 4: Information reports

4. Suggested Areas of Focus

Role of the Committee

The role of the Committee in considering the report is to:

- **Forward Work Programme**

Consider:

- Are there any amendments to the topics scheduled to be considered at the next Committee meeting?
- Are there any additional invitees that the Committee requires to fully consider the topic?
- Is there any additional information that the Committee would like to request?

- **Action Sheet – 15 January Meeting**

Consider:

- The responses to the actions from the meeting;
- Are you satisfied that you have received the necessary information?
- Are there any further issues arising from the responses that you would like to raise?
- For the actions that do not have responses – these actions will be rolled over to the next meeting and reported back to the Committee.

- **Information Reports**

Consider:

- Do the information reports provide the information that the Committee requested?
- Are there any particular parts of the report that the Officers could elaborate on?
- Do you think the report warrants being added to an agenda for additional scrutiny?

- **Agenda Item referral letter**

Consider:

- If the Committee wish to add the Carers strategy to their forward work programme.

Section B – Supporting Information

5 Supporting Information

- 5.1 The Corporate Assessment, and the subsequent [follow up assessment](#) provide background information on the importance of good work programming. Specific reference is made to the need to align the Cabinet and Scrutiny work programmes to ensure the value of the Scrutiny Function is maximised.
- 5.2 The latest Cabinet work programme was approved by the Cabinet on a monthly basis for the next 12 months and includes the list of reports scheduled for consideration. Effective forward planning by both Cabinet and Scrutiny needs to be coordinated and integrated in relation to certain reports to ensure proper consultation takes place before a decision is taken. A link to the Cabinet work

programme is provided [here](#) to the Committee as part of this report, to enable the Committee to ensure that the work programmes continue to reflect key decisions being made by the Cabinet.

6 Risk

- 6.1 If proper work programming procedures are not put in place, the organisation and prioritisation of the work programme is put at risk. The work of Overview and Scrutiny could become disjointed from the work of the rest of the Council, which could undermine the positive contribution Overview and Scrutiny makes to service improvement through policy development.
- 6.2 This report is presented to each Committee every month in order to mitigate that risk. The specific risks associated with individual topics on the work programme will need to be addressed as part of the Committee's investigations.

7 Links to Council Policies and Priorities

- 7.1 Having proper work programming procedures in place ensures that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services, contributes to the delivery of corporate objectives, and ensures that work can be undertaken in a timely and well-planned manner.

6 Financial Implications

- 6.1 There will be financial consequences for some of the reviews undertaken. These will be commented upon by the Head of Finance as the reports are presented. The preparing and monitoring of the work programme is done by existing staff for which budget provision is available.

7 Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [Cabinet Work Programme](#)
- The Corporate Assessment and [follow up assessment](#).

Report Completed: February 2019

Mae'r dudalen hon yn wag yn

Tuesday, 9 April 2019

Topic	Role / Information Required	Invitees
Transition from Children to Adults Social Services	<p>The Heads of Service will provide the Committee with a verbal update on the following aspects of Transition from Children to Adults Social Services;</p> <ul style="list-style-type: none">• What the Council do now• Why the need for a defined project• What this project aims to achieve• Any timescales for completion• Any risks and mitigations	<ul style="list-style-type: none">• Sally Ann Jenkins – Head of Children and Young People Services• Chris Humphrey – Head of Adults and Community Services

11th and 25th June 2019

Topic	Role / Information Required	Invitees
<p>End of Year Service Plan Reviews</p> <p>Tudalen 42</p>	<p>Performance Monitoring - holding the executive to account for the Council's performance.</p> <p>The Service Plan will provide the Committee with a full picture of Service Areas performance and finances for a specific period of time.</p> <p>Monitoring of performance, focusing on:</p> <ul style="list-style-type: none"> • Achievement of outcomes and actions within service plans; • Scrutinising progress in improvements to areas of poor performance; • Assessing the extent to which performance objectives are contributing to the overall objectives and priorities of the Council, including Wellbeing Objectives and Improvement Plan Objectives. • Assessing the extent to which performance is in keeping with the performance management strategy; <p>The Committee will receive an overview of the performance of the service area including a list of the all of the service plan measures and an indicator of whether the targets have been achieved (Red, Amber and Green status). This will also include a summary of the common measures, which include complaints answered in timeframes, staff sickness rates, and the use of agency staff and overtime.</p>	<p>For Education Service</p> <ul style="list-style-type: none"> • Chief Education Officer; • Cabinet Member for Education and Skills, • Strategic Director - People <hr/> <p>For Adult and Community Services:</p> <ul style="list-style-type: none"> • Head of Adult and Community Services; • Cabinet Member for Social Services, • Strategic Director – People. <p>For Children and Young People Services:</p> <ul style="list-style-type: none"> • Head of Children and Young People; • Cabinet Member for Social Services, • Strategic Director – People.

	<p>For any red and amber measure, the Committee will also receive more detailed information on these measures.</p>	
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Monitoring of budget, focusing on:

- Scrutinising variances in budget;
- Assessing the extent to which performance is being achieved within budget;
- Reviewing the outcomes and the delivery of agreed savings plans;

Mae'r dudalen hon yn wag yn

**Performance Scrutiny Committee – People - Appendix 2
ACTION SHEET – February 2019**

	Agenda Item	Service area / Performance measure	Action	Responsibility	Outcome	
	1	Mid-Year Service Plan Review	Education	To provide the numbers of young people, their school year, school and area they live in to be provided to the Committee	Chief Education Officer	Included in Information reports
	2	Mid-Year Service Plan Review	Education	An information report on the work programme and action plan for supporting NEET young people to be provided to the Committee.	Chief Education Officer	Included in Information reports
	3	Mid-Year Service Plan Review	Education	An information report on how Learning Champions in schools were raising the aspirations of Looked After Children	Chief Education Officer	Included in Information reports
Tudalen 45		Mid-Year Service Plan Review	Adults and Community Services	Arrange presentations for the Committee on aspects of the Social Services area.	Scrutiny Adviser	Ongoing
	5	Mid-Year Service Plan Review	Adults and Community Services	Arrange for the Committee to visit the Health Board Partnerships to see how they work in practice. (Post presentations)	Scrutiny Adviser	Ongoing
	6	Mid-Year Service Plan Review	Children and Young People Service	The Cabinet Member for Social Services invited the Committee to attend the new Residential Centre for young people.	Scrutiny Adviser	Completed
	7	2018 / 19 Budget Proposals and MTFP	Education	Attendance levels of schools to be produced to the PSC – People on a quarterly basis.	Chief Education Officer	Ongoing

Performance Scrutiny Committee – People - Appendix 2
ACTION SHEET – February 2019

7	Forward Work Programme Update	Scrutiny	The Committee approved the report and the items to be considered during the next two meetings.	Scrutiny Adviser	Work programme updated.
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Scrutiny Topic Referral Form and Guidance

Guidance Notes

Scrutiny Committees set their work programme once a year, usually between June and July. Once this work programme is set, any topic that an Officer / Member thinks should be added to the work programme has to be approved by the full Committee prior to adding it onto the work programme.

This is usually done at a Committee meeting, where the Committee receives a brief overview of what it being proposed, and they then decide if they would like to add it to the Annual work programme. Scrutiny Committees have limited time and resources and therefore work plans need to be manageable.

It is not possible to include every topic suggested by Members, Heads of Service or the Public in the Work Plan. Successful scrutiny is about looking at the right topic in the right way and Members will need to be selective whilst also being able to demonstrate clear arguments in favour of including or excluding topics.

Scrutiny work programmes should be focused on what outcomes we can achieve within the resources available and adding value to the process. If you have a topic that you think should be added to the work programme, please fill in the attached form with details of what the Committee is being asked to do. You will then need to send this form to scrutiny@newport.gov.uk, where the Senior Scrutiny Officer will determine which scrutiny Committee it should go to, and provide comment on how the referral fits into the work programme and how it could be undertaken.

For every item on the work programme / new referral, it should be clear:

- What is the issue / activity / project under consideration?
 - *A brief outline of the matter being referred / the question being asked*
- What is Scrutiny being asked to do?
 - *e.g. undertake a full review of the subject? Investigate / interrogate different policy options? Be consulted on final proposals before decision making? Monitor outcomes / implementation?*
- What are the reasons for / expected benefits of involving Scrutiny in this matter?
- Is there a specific deadline for this piece of work?

Scrutiny Topic Referral Form and Guidance

The Referral Process

- All referrals to the Scrutiny Work Programme are considered by the Overview and Scrutiny Management Committee in the first instance.
- Once you email this form to the scrutiny mailbox (scrutiny@newport.gov.uk), the Senior Overview and Scrutiny Officer will schedule your referral on the agenda for the next meeting of that Committee.
- You will receive an email back confirming receipt of the referral, and the date of the Committee meeting.
- The form is then sent to the appropriate Heads of Services so that they can comment on the relevance of the suggested topic, and highlight any factors that need to be taken into consideration when deciding whether to conduct a review of the topic.
- The Senior Overview and Scrutiny Officer will also provide comment on the referral in terms of how it fits in with the Scrutiny work programme, which Committee it would best fit with, the priorities set by the Committee and whether the Committee has the necessary resources.
- The Senior Overview and Scrutiny Officer meets with the Chair prior to the agenda being published, and will be in contact with you if the chair has any queries about the referral, or if they have asked for any additional information.
- The final agenda is published 1 week before the meeting. You should receive the agenda from Modern.gov. If you do not, please email scrutiny@newport.gov.uk.
- You will be invited to attend the meeting, to discuss the referral and answer any questions the Committee may have.
- The Committee will weigh up whether the topic meets their agreed selection criteria, whether it fits with the priorities within its work programme, and also how this piece of work should be undertaken.
- After the Committee meeting, the Senior Overview and Scrutiny Officer will confirm with you what was agreed, and discuss with you the next steps if the referral is approved.

If you would like any help filling in this form, please contact:

- Liz Blayney, Senior Overview and Scrutiny Officer
Elizabeth.blayney@newport.gov.uk
Tel: 01633 235680

We would be happy to discuss your suggestion with you and how the topic would fit within the Scrutiny Work Programme. If you wish we can fill the form in on your behalf and send it to you for verification before it is submitted to the Scrutiny Committee.

Scrutiny Topic Referral Form and Guidance

Title of topic:	<i>Newport Carers Strategy – 2019 – 2022</i>
Brief description of the topic	<i>New strategy for carers</i>
Scrutiny's Role:	<p><i>Please provide detail of what Scrutiny's role would be in the process: i.e.</i></p> <ul style="list-style-type: none"> - <i>to assist in the development of a strategy and consultation with the public</i>
Lead Officers:	<p><i>Who will be involved with this piece of work? Please include:</i></p> <ul style="list-style-type: none"> - <i>Jenny Jenkins – service manager</i> - <i>Sandra Trimarco –</i> - <i>Jessica Holmes – Carers Development Officer</i>
Has this matter been before Cabinet / Council?	<i>Not this strategy, but previous ones</i>
Who will make a final decision on this matter?	<i>Council</i>
When will a decision on this matter be taken?	<i>Would like this strategy to go to public consultation by end of financial year</i>
What are the timeframes for this piece of work?	<i>Would like this strategy to go to public consultation by end of financial year</i>
Please provide detail of how this work would contribute towards Corporate Priorities and Objectives.	<ul style="list-style-type: none"> - <i>Newport 2020</i> <p><i>The 2011 census reports that there are over 16,000 adult carers in Newport (with the figure reported to be much higher).</i></p> <p><i>This strategy sets out how we will support carers in line with the SS Well-Being Act 2016 and Newport plan.</i></p>
Does this involve any partner agencies?	<i>This strategy will be sent to stakeholders for consultation</i>

Please email this form to scrutiny@newport.gov.uk.

To be completed by the Scrutiny Team:

Comments Head of Service	<p><i>The Scrutiny Team will send this form to the relevant heads of service for comment on:</i></p> <ul style="list-style-type: none"> • <i>Is this a relevant topic for scrutiny to look at?</i> • <i>If so, do you agree with the role being suggested for Scrutiny?</i> • <i>Is this topic ready being considered elsewhere?</i>
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Scrutiny Topic Referral Form and Guidance

	<ul style="list-style-type: none">• <i>Are there any other pieces of work / decisions being taken that could impact on this referral?</i>• <i>Are there any other factors that could impact on this referral? (deadlines, cabinet reports / decisions)</i>
Comments Senior Overview and Scrutiny Officer	<p><i>The Senior Scrutiny Officer will provide comment on the following:</i></p> <ul style="list-style-type: none">• <i>How this referral fits into the Scrutiny Forward Work Programme;</i>• <i>How this referral fits into the priorities of the Scrutiny Committees;</i>• <i>A suggested approach – (Policy Review Group / Full Committee);</i>• <i>Timescales – how this would impact upon the other work of Scrutiny;</i>• <i>Resources within the Scrutiny team to support this referral.</i>