

# Agenda

## Pwyllgor Craffu ar Berfformiad – Pobl

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Dyddiad: Dydd Mawrth, 26 Medi 2023

Amser: 10.00 am

Lleoliad: Hybrid Meeting

At: Cynghorwyr: P Bright

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### Eitem

### Wardiau Dan Sylw

- 1 Ymddiheuriadau
- 2 Datganiadau o ddiddordeb
- 3 Cofnodion y cyfarfod blaenorol (*Tudalennau 3 - 12*)
- 4 Adroddiad Deilliannau Arolygon Estyn 2022-23 (*Tudalennau 13 - 30*)
- 5 Casgliad Adroddiadau Pwyllgorau  
Ar ôl cwblhau adroddiadau'r Pwyllgor, gofynnir i'r Pwyllgor ffurfioli ei gasgliadau, ei argymhellion a'i sylwadau ar eitemau blaenorol i'w gweithredu.
- 6 Adroddiad Cyngorydd Craffu (*Tudalennau 31 - 40*)
  - a) Camau Gweithredu'n Codi (**Appendix 1**)
  - b) Diweddariad ar y Rhaglen Gwaith i'r Dyfodol (**Appendix 2**)
  - c) Adroddiadau Gwybodaeth (**Appendix 3**)

Mae'r dudalen hon yn wag yn

# Draft Minutes

## Performance Scrutiny Committee - People

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Date: 25<sup>th</sup> July 2022

Time: 10am

Venue: Microsoft Teams Meeting / Committee Room 1

Present: Councillors W Routley (chair), M Al-Nuaimi, P Drewett, P Bright, D Mayer, B Davies, J Cleverly.

Samantha Schanzer (Scrutiny Advisor), Pamela Tasker (Governance Support Officer) Taylor Strange (Governance Officer)

Sally Ann Jenkins (Strategic Director for Social Services), Mary Ryan (Head of Adult Services), Caroline Ryan-Phillips (Head of Prevention and Inclusion), Rhianydd Williams (Service Manager – Integrated Family Support), Cllr Stephen Marshal (Cabinet Member for Social Services (Job Share)), Cllr Jason Hughes (Cabinet Member for Social Services (Job Share)), Cllr Deb Harvey (Cabinet Member for Community Wellbeing)

Apologies: Councillor R Howells and C Townsend

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### 1. Apologies

Councillor R Howells and C Townsend.

### 2. Declarations of Interest

Councillor W Routley declared an interest as the Chairperson of the David Bomber Pierce Charity.

### 3. Minutes of Previous Meeting

The minutes of meeting held on **11 July 2023** were **accepted as a true and accurate record.**

### 4. End of Year Report – Social Services 2022-23

Invitees:

**Sally Ann Jenkins – Strategic Director for Social Services**

**Mary Ryan – Head of Adult Services**

**Caroline Ryan-Phillips – Head of Prevention and Inclusion**

**Rhianydd Williams – Service Manager for Integrated Family Support**

**Appendix 1 – Children’s Services**

The Strategic Director for Social Services and the Cabinet Member for Social Services presented the report.

**Questions:**

The Committee noted that the Eliminate agenda was compounding the situation regarding placements and this was highlighted through Children's Services report. The Committee felt that although a regional team was being developed, the Eliminate agenda was having a negative effect. The Committee asked for further explanation on this.

- The Strategic Director stated that the Eliminate agenda was a strong policy driver and the regional team was in place. The Strategic Director informed Committee that Newport managed the team, ensuring the 5 Local Authorities in the Gwent area are ready for the Eliminate agenda and build our fostering capacity.
- The Strategic Director noted that this was a challenging environment regarding placements and foster carers were always sought after. The Strategic Director explained that working in partnership was key.
- The Cabinet Member for Social Services highlighted that Newport was one of the only local authorities in Wales that had applied for and received grant funding that allowed for innovation in Social Services to assist service delivery.

The Committee highlighted the section that noted the aftermath of the pandemic continued to emerge with the complexity of referrals but also states that number of children looked after remains stable which was this a contradiction. The Committee queried whether this increase been dealt with in a different way.

- The Strategic Director stated that a lot of work had been done with data on referrals coming in versus how many converted into ongoing work with families so there did seem to be anomaly. The Strategic Director noted that CLA numbers remained the same as well as the number of children on the Child Protection Register but this was not wholly reflective of what's being done as these numbers change where children move on and off of the register. The Strategic Director highlighted that these figures recognise the quality of work being done in services, but this is not an easy position to maintain and has an impact on staff.
- The Cabinet Member for Social Services noted that during the pandemic, children were home-schooled, so these figures had an upturn when schools reopened and there was more contact which resulted in more referrals.

The Committee noted that while it was saddening to have to fund Asylum Seeking Children, Committee wanted to commend Social Services for their continued hard work in this area.

The Committee noted that 40% of staff had accessed training and asked whether there is a problem or was this due to the timing of the action.

- The Strategic Director noted that it was an issue of timing within the action, and this was not an area of concern.

The Committee requested an update on the Rapid Response Team.

- The Strategic Director agreed to provide further information to Committee outside of the meeting.

The Committee asked for an update on the Rapid Response action where it had completion date of June 2023 which had passed and was marked as 0% complete.

- The Strategic Director informed Committee that the action was to have the arrangement in place, and stated that grant money has been received to enable this. The Strategic Director noted that this presentation of data would be looked at as there was a need to be clear about this discrepancy in reporting.

The Committee noted the difference in percentages which were all marked green and asked for an explanation of this.

- The Strategic Director confirmed that these were ongoing pieces of work as the projects were incomplete and highlighted that they were marked as green as progress was on target.
- The Committee felt that the colour of an action should not be green if it was not completed.

The Committee asked what progress there was on the Children and Young People's Accommodation Pathway.

- The Strategic Director confirmed that there was strong progress in this area in bringing the relevant parties together as accommodation was not just about Social Services, but it was about working with Housing, RSL's, employment services etc. The Strategic Director felt that they were working constructively but noted massive housing challenges to consider going forward. The Strategic Director felt that group working brought together a variety of strengths and focused on outcomes for young people.

The Committee queried the development of Specialist Fostering Placements and requested an update.

- The Strategic Director for Social Services confirmed that the Committee would receive further information on this outside of the meeting.

The Committee commented on the turnaround offer and asked whether it was having the expected impact.

- The Strategic Director of Social Services confirmed it was having the expected impact.
- The Head of Prevention and Inclusion added that this was a new project but was confident that it would have an impact.

The Committee asked why there had been a jump in the figures regarding Child Exploitation.

- The Strategic Director explained that it could be that services have improved which means that they are able to detect more effectively, or it could be that there is a genuine increase in the numbers. The Strategic Director felt it would be complex to separate these.
- The Strategic Director explained that Social Services is a reactive service and that child exploitation was difficult to combat as it was a societal issue. The Strategic Director assured Committee that work would continue to be done with Gwent Police and with all partners to address this issue.

The Committee asked why a 15% tolerance had been allowed for targets.

- The Strategic Director noted that work was ongoing to look at tolerances as they were not wholly comfortable. The Strategic Director informed Committee that they hoped by next year, they would be better placed for discussion. The Strategic

Director highlighted that data in Social Services needed to be reflected better.

## **Appendix 2 – Adult's Services**

The Head of Adult's Services presented this report.

The Cabinet Member for Social Services highlighted the resilience of staff and their continued work to transform services to ensure sustainability. sustainable.

### **Questions:**

The Committee commended the work of staff and noted the national recognition.

- The Head of Adult's Services highlighted that the Chatty Café relaunched in 2022 and noted the importance of working in partnership with other service areas in Social Services to ensure the best service delivery.

The Committee asked what progress had been made for the reablement services for those with dementia.

- The Head of Adult Service noted that Step Up, Step Down beds were solely for those with dementia in the hospital community and they were looking at the need for expansion. The Head of Adult Services highlighted that the dementia project is based on one from Swansea and aimed to be informative, and to be a place for people with early diagnoses to get help and support.

The Committee noted the Learning Disability Accommodation and commended the work.

The Committee asked if service users were involved in this work.

- The Head of Adult Services confirmed that they have transitions in place from Children's Services to Adults Services and that these tended to come through at age 18. The Head of Adult Services noted that these tended to be 3-5 people but that they had had 25 people this year. The Head of Adult Services felt that it was important to have a good offer of services available and to involve not only service users, but their families in next steps for the best outcomes.
- The Head of Adult Services highlighted that they had worked with Pobl and other supported living environments on a number of projects that have worked well. The Head of Adult Services noted that it was important to build on these relationships to provide the greatest flexibility for those involved.

The Committee asked what innovative technology, assistive technology and smart house technology was.

- The Head of Adult Services offered to put on a display of some items used. The Head of Adult Services gave examples including computer units on TV's which can video call in and out, technology to open blinds, door entry systems and animatronic pets and babies to soothe those with dementia.
- The Committee asked for further information on this and a demonstration.

The Committee felt that this assistive technology could be beneficial for residents with agoraphobia and asked what outreach had been done in this area.

- The Head of Adult Services explained that these had only been available for a few months and there were plans to expand it. The Head of Adult Services felt that if there were a dementia hwb, it would be the perfect place for it.
- The Committee asked what was available for those who were unable to leave their homes.
- The Head of Adult Services assured Committee that work was done closely with mental health teams which would enable innovative use of the technology available to these people.
- The Cabinet Member encouraged Members to visit the Swansea Dementia Hwb to see what is available. The Cabinet Member highlighted that technology was evolving rapidly and it would only help people to live better, more independent lives.
- The Cabinet Member highlighted the impact on carers and young carers as assistive technology allowed them to engage with and care for their family members while freeing up more time for themselves to help avoid burnout.
- The Head of Adult Services noted the impact the pandemic had on caring ability and the difference now when people were getting back into work. The Head of Adult Services noted that this innovative technology allowed for carers to check in with family while being able to work. The Head of Adult Services also noted that this technology would have an impact on budgets going forward but would also delay or avoid full care, which would be beneficial.

The Committee asked for more information on the Carer Friendly accreditation.

- The Head of Adult Services explained that sits in the Prevention and Inclusion service area but was started by Adult Services. The Head of Adult Services informed Committee that it looked at the offer to caring staff. The Head of Adult Services highlighted that grant funding had been applied for to fill a post working toward this accreditation.

The Committee asked whether staff must have valid and up-to-date DBS checks and training before working with service users.

- The Head of Adult Services assured Committee that this was the case and that there was an onboarding process to ensure everything is done and up to date. The Head of Adult Services explained that this was an error in how it was recorded as it was the way data was taken.

The Head of Adult Services wanted to update Committee on the move from DOLS to LPS. The Head of Adult Services explained that this had now been postponed due to challenges of codes of practice and there was no due date currently. The Head of Adult Services suggested sending an update out to all Members on this to which the Committee agreed.

### **3. Appendix 3 – Prevention and Inclusion Services**

The Cabinet Member for Community Wellbeing introduced the report.

The Head of Prevention and Inclusion gave a summary of the report.

#### **Questions:**

The Committee asked for clarification between Objectives 1 and 2.

- The Head of Prevention and Inclusion explained that Objective 1 focused on working with individuals within their own community with place and community based support to enable service users to remain within their own communities. The Head of Prevention and Inclusion explained that Objective 2 focused on meeting the needs of service users, with a range of what this could entail. The Head of Prevention and Inclusion noted that the key difference between the two was firstly supporting those in their communities, while the second highlighted meeting needs.
- The Head of Prevention and Inclusion noted that the two could be confused as they were both about prevention and delivering services.

The Committee commended the team for their accomplishments and asked whether the rating on interactive technologies was unfairly presented as the same action in the Adult Services report was marked as more complete.

- The Cabinet Member agreed.
- The Service Manager for Integrated Family Support explained that Adult Services lead while Prevention and Inclusion assist.
- The Committee asked whether this could be looked at to present the action in a fairer way.
- The Head of Adult Services stated that this demonstrated the relationship between service areas and noted that they needed to work more efficiently for these reviews to demonstrate that relationship.

The Committee asked what challenges were preventing the expansion of the Sport and Play service.

- The Head of Prevention and Inclusion highlighted that the traditional way of delivering this services was through holiday clubs. The Head of Prevention and Inclusion informed Committee that a review had been done to understand the issues and as a result the scope had been widened. The Head of Prevention and Inclusion noted that the main issues were workforce and capacity issues as they had to work within CIW regulations about staff ratio to children.
- The Head of Prevention and Inclusion informed Committee that they have looked at remodelling the service delivery to be able to deliver more with what resources they have currently while working towards a sustainable workforce and this will be presented to the Cabinet Member for discussion.

The Committee asked for an update on Youth Clubs going forward.

- The Head of Prevention and Inclusion informed Committee that they had gone under review to look at altering delivery as they were traditionally very geographical. The Head of Prevention and Inclusion noted that it was an aim of the service area to ensure that they are reaching city wide.
- The Head of Prevention and Inclusion highlighted that there was a lot of work going into reviewing and recruiting, as well as joining up with other projects. The Head of Prevention and Inclusion informed Committee that they were remodelling the number of areas and wanted to be innovative. The Head of Prevention and Inclusion noted that they wanted to link in with sports activities and the outreach team. The Head of Prevention and Inclusion acknowledged that it was an ambitious plan but that it was still in early development and the vision for the service was expanding and growing.

The Committee asked what kind of future development they would like for Youth Clubs.



- The Head of Prevention and Inclusion highlighted a move away from traditional youth clubs, and acknowledged that they did have a role but that many children who can't or don't use these. The Head of Prevention and Inclusion informed Committee that they must think innovatively about how to engage children in communities and that it must be led by what service users want.
- The Service Manager highlighted the importance of partnership relationships in this area.

The Committee asked what areas current youth clubs were in.

- The Head of Prevention and Inclusion informed Committee that there was a lot of work ongoing in youth clubs and that work was ongoing to join up with other projects. The Head of Prevention and Inclusion highlighted the importance of youth clubs to get experience for service users, to prevent offending etc. The Head of Prevention and Inclusion highlighted that it was their aspiration to have city-wide provision and agreed to provide information outside of the meeting on what was available throughout the city.

The Committee asked how action 2 on page 70 was being monitored as it was only at 17%.

- The Head of Prevention and Inclusion informed Committee that this percentage was an error which needs to be rectified as it is now completed and a new action has arisen.
- The Head of Prevention and Inclusion noted that they were involved with workshops with professional and that they were recommissioning for a specialist.

The Committee asked for clarification on what Carbon Home Adaptations were.

- The Head of Prevention and Inclusion informed Committee that it supported the Carbon Reduction Plan and that discussions with the Adaptations team and were looking at initiatives and who they were working with. The Head of Prevention and Inclusion noted that this action had been marked complete as they wanted the teams to think differently about how they support this plan.

The Committee asked how the merger of Prevention and the Resilient Communities Team has been received.

- The Head of Prevention and Inclusion noted that it has had very little impact to the teams and they were settled. The Head of Prevention and Inclusion noted that the actual impact of this merge was that more families are seen.
- The Committee asked for a further update on this.

The Committee asked for an expansion on the Identifying the Triggers and the Models of Parenting initiatives.

- The Head of Prevention and Inclusion informed Committee that the Identifying the Triggers project had been in pilot for 3 years and a report was devised as a model that responded to local issues to report to the OPCC to look at factors behind exclusions and service responses. The Head of Prevention and Inclusion noted that this report had identified some key factors. The Head of Prevention and Inclusion noted that the model is about identifying children sooner to build a relationship with them and support them through transitioning school years. The Head of Prevention and Inclusion noted the importance of moving away from exclusion and of moving

towards a wrap around plan. The Head of Prevention and Inclusion highlighted that the pilot in Llanwern school had been robust and saw some powerful outcomes for children. The Head of Prevention and Inclusion also highlighted that it was not about resource or needing more funding, but about looking at what resource is available and how it is utilised. The Head of Prevention and Inclusion noted that they were waiting on evaluation reports so that this could be revisited and relaunched across Newport.

- The Service Manager highlighted that parenting groups are provided by the team and have a range of what's available to service users.
- The Committee noted the importance of early intervention and highlighted that primary schools could be beneficial in identifying children. The Committee highlighted that there must be balance between the safety of other children and staff in schools and the needs of the child, but that this balance could be achieved with good working relationships and partnerships.
- The Head of Adult Services highlighted that work was done with Gwent Police, whereby if any incidents are reported from home, schools are informed so that they can alter their approach to the child.

The Committee highlighted the performance measure on page 77 and asked whether they were looking at developing Welsh medium schools to help improve the development of this area. The Committee also asked whether there would be improvement in six months' time.

- The Head of Prevention and Inclusion informed Members that this was outside of the service area remit and that this measure was regarding the Flying Start programme, which is not in place yet with Welsh provision. The Head of Prevention and Inclusion noted that they would be growing and developing Welsh medium provision to be able to offer placements.
- The Head of Prevention and Inclusion agreed with Committee that more data would be available in future as it is still early on.

The Committee asked for clarification on what "QOL" referred to regarding substance users.

- The Head of Prevention and Inclusion informed committee that it stood for quality of life and that the system of measurement for this and the projects' impact was very complicated and it needed to be broken down further in the report. The Head of Prevention and Inclusion noted that reviews are done with service users to see what changes in their lives have occurred. The Head of Prevention and Inclusion highlighted that work was being done to simplify and clarify this.

The Committee wanted to highlight the work being done within Social Services for succession planning and upskilling for staff and the importance this has on sustainability within the service.

## **5. Conclusions of Committee Reports**

The Committee were content with reports and wanted to note their thanks to all staff for their continued hard work.

The Committee recommended that in the interest of presenting fairer and more accurate information, the Action regarding Prevention and Inclusions' data for assistive technology (Objective 1 Reference 1) be altered to reflect their collaborative working with other

service areas, which show a higher completion percentage of a similar Action within the Adult Services' Report (Objective 1 Action 4).

The Committee recommended sharing an all-Member communication regarding the current position of Deprivation of Liberties Safeguards (DOLS) and Liberty Protection Safeguards (LPS).

The Committee welcomed and accepted the Officers' suggestion of a setup session for Members on the assistive technology available and asked for a site visit to Newport Market be arranged.

The Committee asked for an update in writing regarding the status and work of the Rapid Response Team and on Specialist Fostering Placements.

The Committee asked for an information report regarding Child Exploitation be provided.

The Committee asked for further information regarding youth provision be shared with Committee to show what services are available in all wards.

The Committee asked that information regarding the upcoming tournament be shared with all Members as soon as possible.

The Committee asked for further data to be shared with Committee to demonstrate the impact on service users of the merging of the Prevention and Resilient Community teams.

## **6. Scrutiny Adviser Reports**

### **Actions Arising (Appendix 1)**

The Scrutiny Adviser noted that there were no actions to report on.

### **Forward Work Programme Update (Appendix 2)**

The Scrutiny Adviser noted that there were no changes to the Forward Work Programme. The date of the next meeting was noted as the 27<sup>th</sup> September 2023.

## **7. Live Event**

[Please click here to watch the recording.](#)

Mae'r dudalen hon yn wag yn

# Scrutiny Report

## Part 1

Date: September 2023

## Subject Schools' Estyn Inspection Outcomes Annual Report 2022-23

Author Sarah Davies (Deputy Education Officer)

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

Invitee:	Area / Role / Subject
Cllr Deborah Davies	Cabinet Member for Education and Early Years
Sarah Morgan	Chief Education Officer
Sarah Davies	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 are a Crown body, who were established under the Education Act 1992. They are independent of the Welsh Parliament but funded by the Welsh Government (under Section 104 of the Government of Wales Act 1998).

Estyn inspect quality and standards in a wide range of providers, including non-maintained nursery, settings, who receive funding from local authorities, all schools including independent

schools, pupil referral units, further education, independent specialist colleges, adult learning in the community, local government education services, teacher education and training, Welsh for adults, work-based learning and learning in the justice sector.

As well as inspecting Estyn advise and guide Welsh government on quality and standards of education and training.

Legislation sets out the power of His Majesty's Chief Inspector of Education and Training for Wales. This includes what the Chief Inspector may or may not inspect and report on, how often schools and other providers must be inspected and details for publishing inspection reports.

Under the Education Act 2005 the Chief Inspector has a duty to keep the Welsh parliament informed about the quality of the education in schools. He may also advise on matters connected with schools, or a particular school.

The main primary legislation governing Estyn inspections of schools is the Education Act 2005 (non-maintained nursery settings, maintained schools and Pupil Referral Units).

The legislation contains extra requirements for some sectors of education and training, particularly maintained schools. It includes provision for additional inspectors and Registered Inspectors, and for placing schools in categories of concern, such as special measures or significant improvement.

The legislation also sets out that all non-maintained nursery settings, maintained schools and Pupil Referral Units must be inspected within the eight-year period between September 2016 and August 2023.

The report covers all schools and PRUs in the City of Newport that have been inspected by Estyn, as part of their core inspection or follow-up activity in the academic year 2022-2023.

### **Previous Consideration of this item**

- 2.2 This Committee previously discussed this report in [February 2019](#).
- 2.3 These reports were postponed as during the Covid-19 pandemic, inspections were postponed and therefore there was no information to report to Committee.
- 2.4 Scrutiny reports linked to the monitoring of the Education Service Plan will describe Estyn outcomes for schools.

## **3 Information Submitted to the Committee**

- 3.1 The following information is attached for the Committees consideration:

### **Appendix 1**

- This section of the report includes:
  - An explanation of the purpose, scope and background of the report.
  - An explanation of Estyn Inspection Areas and potential outcomes
  - A summary of current Estyn indicators in Newport, including summaries of each school inspection report.

### **Appendix 2**

- This section of the report includes:
  - Links to the specific Estyn reports for each school.

## 4. Suggested Areas of Focus

### 4.1 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?

### 4.2 Suggested Lines of Enquiry

The committee may wish to consider the following areas in their questioning:

- How robust are learners' standards in Newport's schools?
- How well do learners develop their skills in literacy, numeracy, and digital competence and are there any improvements to be made?
- How effective are the local authority's arrangements in supporting school improvement?
- Are there any barriers to improving performance in schools?
- How quickly do outcomes improve in schools requiring follow-up after an inspection?
- How does the local authority inspection outcomes compare to that of similar local authorities and nationally?

### 4.3 Wellbeing of Future Generation (Wales) Act

5 Ways of Working	Types of Questions to consider:
<p><b>Long-term</b></p> <p>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	<p>What consideration have you given to the long term trends that could affect your proposal or; how could your proposal impact these trends?</p>
	<p>How will the needs of your service users potentially change in the future?</p>
<p><b>Prevention</b></p> <p>Prevent problems occurring or getting worse.</p>	<p>What is the objective (or the desired outcome) of this proposal?</p>
	<p>How are you addressing these issues to prevent a future problem?</p>
	<p>How have the decisions, so far, come about? What alternatives were considered?</p>
<p><b>Integration</b></p> <p>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>Have you consulted with the health board, third sector, emergency services, businesses and anyone else you think might be impacted?</p>
	<p>What practical steps will you take to integrate your project with existing plans and strategies of other public organisations to help us all contribute fully to the seven national well-being goals?</p>
<p><b>Collaboration</b></p> <p>Acting in collaboration with any other person (or different parts of the organisation itself).</p>	<p>Who have you been working with? Why? Who have you collaborated with in finding out more about this problem and potential solutions?</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><b>Involvement</b></p> <p>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 involved the people who are being impacted by this decision?</p>
	<p>How have you taken into account the diverse communities in your decision making?</p>
	<p>How have you used different / alternative methods to reach people and involve them?</p>
	<p>How will you communicate the outcome of your decision?</p>

## Section B – Supporting Information



## 5 Links to Council Policies and Priorities

Well-being Objective	1 – Economy, Education and Skills	2 – Newport’s Environment and Infrastructure	3 – Preventative and Equitable Community and Social Care	4 – An Inclusive, Fair and Sustainable Council
<b>Aims:</b>	Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all.	A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future.	Newport is a supportive city where communities and care are at the heart of what we do.	Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core.

5.1 This report has strong links with the following Newport City Council Wellbeing Objectives

- Wellbeing Objective 1: Economy, Education and Skills : Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all.
- Wellbeing Objective 3: Quality Social Care and Community services. Newport is a supportive city where communities and care are at the heart of what we do.

## 8. Background Papers

- [The Essentials – Well-being of Future Generation \(Wales\) Act](#)
- [Corporate Plan 2022-2027](#)
- [Estyn Inspection Explained](#)
- [Estyn Non-Maintained Inspection Explained](#)
- [Inspection | Estyn \(gov.wales\)](#)
- [Education Act 2015?](#)

Report Completed: August 2023

Mae'r dudalen hon yn wag yn

# Estyn School Inspection Outcomes Annual Report 2022-23



## 1. Purpose of the Report

The purpose of the report is to provide Members with an update on the outcomes of Estyn school inspections and monitoring activity in Newport schools and the Pupil Referral Units (PRU), between September 2022 and July 2023.

## 2. Scope and Background

The report covers all schools and PRUs in the City of Newport that have been inspected by Estyn, as part of their core inspection or follow-up activity in the academic year 2022-2023.

The report explains the Estyn Inspection Framework for the inspection of maintained schools and PRUs and follow-up activity.

School and PRU inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by HMI, Additional Inspector, or Registered Inspector, and must result in a published report.

Inspection teams no longer give overall grades for each inspection area. They make a robust and thorough evaluation of the school or PRU's provision and its impact on learning and wellbeing; for each of the inspection areas.

Where inspectors identify any interesting or innovative practice that is worthy of sharing more widely, they will invite the school to complete a case study, which they showcase on the Estyn website.

Where inspectors identify serious shortcomings in one or more inspection area, the school or PRU will normally require a statutory level of follow-up activity (significant improvement or special measures). In a few instances where inspectors have seriously considered but rejected significant improvement and special measures, they may decide that the provision requires monitoring through Estyn review.

## 3. Estyn Inspection Areas

The inspection areas are numbered 1-5, but they are all equally important. Within each inspection area there are different aspects which are inspected and reported on in the published inspection report.

Inspection Area	Aspects
1. Learning	Standards and progress in learning and skills

2. Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitudes to learning
3. Teaching and learning experiences	3.1 The breadth, balance, and appropriateness of the school's curriculum 3.2 Teaching and assessment
4. Care, support and guidance	4.1 Personal development (including spiritual, moral, social and cultural development and the provision of learning support) 4.2 Safeguarding
5. Quality and effectiveness of leaders and managers	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning

#### 4. Estyn Follow-up

During all core inspections, the inspection team will consider whether the school or PRU needs any follow-up activity.

There are three types of follow-up activity:

- A. Special measures
- B. Significant improvement
- C. Estyn review

Special measures and significant improvement are statutory categories that apply to schools and PRUs causing concern as defined by the Education Act 2005 and any associated circulars. Estyn has a duty to inform the Minister for Education and Welsh Government officers when schools are placed in these categories, Estyn keep them informed of subsequent progress following monitoring inspections, as required by legislation.

##### A. Special Measures

Special measures are required to be taken in relation to a school if:

- a) the school is failing to give its pupils an acceptable standard of education, and
- b) the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

When a school has been placed in special measures the school's governing body is required to draft and send a draft Post Inspection Action Plan (PIAP) to Estyn within

20 working days of the report being published. Once Estyn judge the plan meets requirements, the school and the local authority send a copy to Welsh Government.

Estyn will then revisit the school at least every six months/ termly. Each visit will focus on the progress the school has made towards address a sample of recommendations. Over a 12-month period, Estyn would normally have evaluated progress against all the recommendations.

Multi- agency panel meetings will be held to support all secondary schools in special measures. The multi-agency panel will work together with the school to identify and agree its issues and support needs. The panel will be chaired by the LA Director of Education; and include portfolio holder, Governing Body, headteacher, Estyn, regional consortium, diocesan authority (where relevant) and Welsh Government representative. The local authority will draft a multi-agency agreement, which should bring clarity to the expectations of all parties and allow for effective co-operation in supporting schools.

In primary schools and Pupil referral Units the local authority support and monitor a schools progress through half-termly Team Around the School meetings.

At the end of each visit, Estyn will judge whether the school continues to require special measures or not. If progress is insufficient, the school will still require special measures. Estyn will continue to carry out monitoring visits until His Majesty's Inspectorate (HMI) decides that the school has improved enough to remove it from special measures.

## **B. Significant Improvement**

Schools in need of significant improvement are likely to have fewer important areas for improvement than schools in need of special measures. If inspectors have seriously considered, but rejected, the judgement that the school needs special measures, it is highly likely that it will come into the category of schools requiring significant improvement.

When a school has been placed in significant improvement the school's governing body is required to draft and send a draft Post Inspection Action Plan (PIAP) to Estyn within 20 working days of the report being published. Once Estyn judge the plans meet requirements, the school and the local authority send a copy to Welsh Government.

Estyn will send a small team of Estyn inspectors to visit the school or PRU about 12-18 months after the publication of the inspection report. If the team judges that the school or PRU has made enough progress in relation to the recommendations, the team will recommend to HMI that the school or PRU be removed from the list of schools requiring significant improvement. If progress is insufficient, the team will normally identify the school or PRU as requiring special measures.

## **C. Estyn Review**

If inspectors have seriously considered and rejected placing a school or PRU in a statutory category, but are concerned that follow-up is necessary, they may consider

whether it requires Estyn review. Normally, school or PRUs will need this level of activity when there are weaknesses in the quality of leadership and management that have an impact on pupils' outcomes.

Inspectors will work with the local authority to monitor the school's progress in addressing the recommendations highlighted in the report around 12-18 months after the report's publication. If there is clear evidence of progress and its impact on improving pupil outcomes, Estyn will remove the school from the list of schools requiring Estyn review and no further follow-up activity will take place. If clear progress is not evident, then, normally, inspectors will visit the school to observe and evaluate the improvements at first hand.

## **5. Current Estyn Inspection Indicators in Newport**

Across Newport, one nursery school and ten primary schools have been inspected in 2022-2023: Newport Nursery, Tredegar Park Primary, Jubilee Park Primary, High Cross Primary, Milton Primary, Caerleon Lodge Hill Primary, Monnow Primary, Pillgwenlly Primary, St Mary's RC Primary, Pentrepoeth Primary and St Woolos Primary. Pillgwenlly Primary was added to Estyn's list of schools requiring Estyn review.

Malpas CIW Primary and Newport High School were removed from the Estyn statutory category of special measures and Ysgol Gyfun Gwent Is Coed was removed from Estyn's list of schools requiring review.

Newport is currently only one of two local authorities in Wales to have no schools in a statutory category.

Newport's Estyn inspection outcomes are strong, and are significantly better than all of the local authorities, that make up the South East Wales Consortium. Across the region 58% of schools have been invited to provide a best practice case study, whereas in Newport this is 70%. The national figure of the percentage of schools invited to provide a best practice case study is 27%.

## **Estyn School Inspections (Appendix 1)**

### **1) Tredegar Park Primary**

Tredegar Park Primary School was inspected in October 2022. Estyn commented that 'Tredegar Park Primary is a caring school with support for pupil well-being at its heart. The headteacher provides strong leadership and has solid support from senior leaders. Since the amalgamation of the infant and junior schools, leaders have worked tirelessly on the creation of a whole school vision that focuses well on the school's context and the community it serves. The school places a strong emphasis

on supporting the well-being of pupils and providing them with the vital skills they need for their futures.'

Estyn have requested that the school prepares a case study for dissemination on Estyn's website in relation to its Y Cartref provision and the development of pupils' skills for life. There were four recommendations for improvement that were identified which are:

- R1 Offer pupils appropriately challenging learning activities that develop their independent learning skills.
- R2 Ensure that monitoring activities focus shapely on improving teaching and pupil progress.
- R3 Strengthen pupils' independent reading skills.
- R4 Improve pupils' use of spoken Welsh.

## **2) Jubilee Park Primary**

Jubilee Park Primary was inspected in October 2022. Estyn commented that, 'Since its opening five years ago, senior leaders have placed professional learning and effective engagement with research at the heart of the work of this new school. Over this time, leaders have developed a tangible culture of learning across the school community, including staff, pupils, governors, and parents. Staff at all levels work very effectively with staff in other local schools and across Wales.'

Estyn have requested that the school prepares a case study for dissemination on the Estyn website on its work in relation to creating a culture of professional learning and developing an anti-racism curriculum. There was one recommendation for improvement:

- R1 The school should continue its improvement journey; there are no specific recommendations relating to this inspection.

At the time of the inspection Jubilee Park was only one of two schools in Wales with no specific recommendations relating to its inspection.

## **3) High Cross Primary**

High Cross Primary was inspected in October 2022. Estyn commented that, 'High Cross Primary school is a happy school where pupils show respect and consideration in lessons, playtimes and as they move around the school. They are enthusiastic in lessons and enjoy their learning. When they first join the school, many pupils have communication and numeracy skills at or above the level expected for children of their age. They build successfully from these starting points and develop effective literacy and mathematical skills as they move through the school. They make particularly good progress in their oracy and reading skills. Pupils with additional learning needs (ALN) make good progress in their learning.'

There were three recommendations for improvement:

- R1 Ensure that school development targets are specific and focus sharply on improving outcomes for pupils.
- R2 Secure progression in pupils' learning by ensuring that the curriculum builds systematically and coherently on their existing skills, knowledge and understanding.
- R3 Improve pupils' digital skills.

#### **4) Milton Primary**

Milton Primary School was inspected in October 2022. Estyn commented that, 'Milton Primary is an inclusive, supportive school where pupils make good progress and develop resilience and independence. It is a school that takes inspiration from, and supports, its local area. Leaders and teachers recognise pupils' particular strengths and areas of need and support them as individuals. They develop engaging learning experiences that are purposeful and stem from pupils' thoughts and ideas. They support all pupils, including those with additional learning needs, well.'

There were three recommendations for improvement:

- R1 Improve pupils' Welsh and information and communication technology (ICT) skills.
- R2 Ensure that independent learning tasks challenge pupils consistently well.
- R3 Sharpen evaluation and improvement strategies so that they focus more on pupils' learning.

#### **5) Caerleon Lodge Hill Primary**

Caerleon Lodge Hill Primary School was inspected in January 2023. Estyn commented that, 'The school has developed the new school building very well to create a welcoming, spacious learning environment, with extensive resources to support pupils' learning. Nearly all pupils speak very positively about their school, the staff and the exciting opportunities they have to learn new things. Most pupils feel that they are encouraged to do their best and this helps them feel safe and supported. Relationships between all members of the school community are a strength of the school.'

Estyn have requested that the school prepares a case study for dissemination on the Estyn website on its work in relation to how well they provide bespoke intervention for pupils and plan opportunities for inclusion. There were two recommendations for improvement:

- R1 Monitor the impact of school improvement actions to evaluate their effectiveness and identify next steps.
- R2 Improve pupils' Welsh oracy skills.

#### **6) Monnow Primary**



Monnow Primary School was inspected in February 2023. Estyn commented, 'Many pupils start Monnow Primary School with underdeveloped social and communication skills. From these starting points, they often make strong progress in their development as learners and members of the school community. They engage positively with the wide range of experiences that the school provides. Across the school, pupils' behaviour, and engagement during periods of independent and unsupervised learning are extremely good. This is a direct result of the influence of the school's learning environment, relationships between staff and pupils, and the quality and relevance of teaching and the curriculum. These factors combine to foster a very strong sense of 'cynefin' (belonging) amongst pupils, including those with additional learning needs (ALN) in mainstream classes and the school's learning resource bases.'

Estyn have requested that the school prepare two case study for dissemination on the Estyn website on its work in relation to the effectiveness of the learning environment in supporting pupils to develop their skills, confidence and independence and the use of literature to inspire a curriculum. There were three recommendations for improvement:

- R1 Improve attendance.
- R2 Improve standards in Welsh.
- R3 Further develop professional learning to improve consistency of teaching and the work of teaching assistants.

## **7) Newport Nursery**

Newport Nursery was inspected in March 2023. Estyn commented, 'Newport Nursery School is a happy, nurturing, and inclusive school. Pupils enjoy attending the setting and settle quickly into new routines. Staff build strong relationships with pupils and know them well.'

Estyn have requested that the school prepare a case study for dissemination on the Estyn website on its work in relation to the impact of professional learning on outcomes for pupils with specific additional learning needs. There were two recommendations for improvement:

- R1 Ensure that teachers create learning experiences and environments that enable pupils to become independent, curious, and creative learners.
- R2 Develop the school's curriculum to reflect the learning needs of early years pupils.

## **8) Pillgwenlly Primary**

Pillgwenlly Primary School was inspected in April 2023. Estyn commented, 'Pupils at Pillgwenlly Primary School are polite, friendly, and caring. They are eager to learn, work with others effectively and enjoy taking on leadership roles. They show a good awareness of important issues, such as equality, sustainability, and the importance of valuing others, but are not always clear about the importance of eating healthily.'

The school is a vibrant, multi-cultural learning environment that gives pupils a broad range of engaging learning experiences.'

There were four recommendations for improvement:

- R1 Address the issues relating to safeguarding identified at the time of the inspection.
- R2 Sharpen evaluation and improvement processes so that they focus better, and impact positively, on pupils' learning.
- R3 Improve pupils' writing and their mathematical skills.
- R4 Ensure that teachers provide pupils with challenging learning experiences more consistently and give them regular and helpful feedback on their learning.

The school has drawn up an action plan to show how it is going to address the recommendations and have provided Estyn with a written response to the special safeguarding letter and identify the actions it has and plans to take to address the concerns raised during the core inspection. Estyn will review the school's progress, within 12 months of the report being published, (29/06/23). The local authority will provide advice and support to the school in partnership with its school improvement partner, the EAS and monitor the school's progress against its recommendations, through half termly team around the school meetings.

### **9) St. Mary's RC Primary**

St. Mary's RC Primary was inspected in May 2023. Estyn commented, 'This is a diverse, inclusive school where everyone matters. Adults care deeply about the pupils, each other, and the wider school community. As a result, there is a strong ethos of mutual respect and partnership working, that benefits the pupils and supports them to achieve their best. Pupils describe St Mary's as their 'safe space'. They enjoy their time at school very much, and because of the notable quality of classroom provision, they achieve very well.'

Estyn have requested that the school prepare a case study for dissemination on the Estyn website on its work in relation to creating a culture to encourage staff and leaders to secure effective school improvement. There were two recommendations for improvement:

- R1 Utilise the strong practice in the school to ensure that all teaching encourages pupils to think for themselves.
- R2 Strengthen the provision for Welsh and develop provision for pupils' to learn an international language.

### **10) Pentrepoeth Primary**

Pentrepoeth Primary School was inspected in May 2023. Estyn commented, 'Pentrepoeth Primary School is a vibrant and safe community where pupils thrive and enjoy a wide range of engaging and exciting learning experiences. Strong working relationships and deep mutual respect between pupils and staff create a

particularly supportive ethos that nurtures exceptionally good behaviour, consideration for others and a culture of high expectations.'

Estyn have requested that the school prepares two case studies for dissemination on the Estyn website on its work in relation to the use of the outdoor environment to apply numeracy, literacy and digital skills learnt in class and how the school has approached raising pupils' and parents' awareness and understanding of personal safety. There was one recommendation for improvement:

- R1 Improve opportunities to build pupils' Welsh vocabulary and sentence structure progressively to ensure consistently strong progress as they move through the school.

### **11) St. Woolos Primary**

St. Woolos Primary School was inspected in May 2023. Estyn commented, 'St. Woolos Primary School is an effective and caring school, which holds the community it serves at the heart of all it does. Pupil well-being is a strength of the school. This is due to the priority leaders and staff place upon pupils being happy and ready to learn. There is a strong focus on inclusion and ensuring equality for all, whilst celebrating diversity.'

There were two recommendations for improvement:

- R1 Improve pupils' digital and Welsh oracy skills.
- R2 Improve provision for expressive arts, creativity and to support the development of pupils' physical skills.

## **7. School Removed from an Estyn Category or from Estyn Review between September 2022 and July 2023.**

### **1) Malpas Church in Wales Primary**

Malpas CIW Primary school was removed from the Estyn list of schools categorised as requiring Special Measures in November 2022, having made sufficient progress in relation to the recommendations following the core inspection, in November 2019.

At the time of the core inspection Estyn commented, 'Pupils are happy and feel safe in school. Many enjoy their learning and most leave the school with suitable standards in English and mathematics. However, their standards in Welsh and information and communication technology (ICT) are not good enough. Pupils with special educational needs and a few who are more able make slower progress than they should. Too many pupils do not attend school regularly enough.'

The school had six recommendations for improvement:

- R1 Develop communication systems and a clear strategic direction for the school to enable all staff to work together collaboratively in order to improve the school.

- R2 Devise robust systems to monitor, evaluate and review the work of the school.
- R3 Develop tracking systems to monitor and evaluate pupil progress and attendance robustly.
- R4 Develop the governing body's capacity to support and challenge the school and to fulfil its statutory duties.
- R5 Improve classroom practice to support and challenge all pupils to become more independent learners.
- R6 Strengthen the provision to support pupils with special educational needs.

The school was subject to a statutory warning notice and the local authority placed additional governors on to the governing body. The Headteacher left the school in November 2019 and interim executive Headteacher arrangements were put in place until a substantive Headteacher was appointed in September 2021.

The work of the school was supported and monitored by the local authority through half termly school causing concern meeting. The school received bespoke levels of support from both the local authority and the EAS.

## **2) Newport High School**

Newport High School was removed from the Estyn list of schools categorised as requiring Special Measures in March 2023, having made sufficient progress in relation to the recommendations following the core inspection, in November 2017.

At the time of the core inspection Estyn commented, 'In Newport High School, many pupils demonstrate a positive attitude towards their learning. These pupils make suitable progress in many lessons. Despite this, performance at key stage 4 is weak and is well below that in similar schools over the last three years.'

The school had five recommendations for improvement:

- R1. Raise standards, particularly at key stage 4 and in the sixth form.
- R2. Improve the quality of teaching and assessment.
- R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils.
- R4. Strengthen the co-ordination of provision for pupils with additional learning needs.
- R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning.

The school was subject to a statutory warning notice and the local authority placed additional governors on to the governing body. The Headteacher left the school in July 2019 and interim executive Head arrangements were put in place until a substantive Headteacher was appointed in April 2020.

The work of the school was supported and monitored by the local authority through half termly Estyn multi-agency panel meetings. The school received bespoke levels of support from both the local authority and the EAS.

## **3) Ysgol Gyfun Gwent Is Coed**

Ysgol Gyfun Gwent Is Coed was removed from Estyn’s list of schools requiring monitoring in July 2023, having made sufficient progress in relation to the recommendations following the core inspection, in May 2022.



At the time of the core inspection Estyn commented, ‘Many pupils at Ysgol Gyfun Gwent Is Coed are proud to be a part of the school community. They get on well and respect each other’s points of view. Overall, they benefit from purposeful opportunities to develop their understanding of Welsh culture and traditions. Many pupils behave well in lessons. They work productively with their teachers, work diligently throughout the lesson and respond constructively to verbal and written feedback. A few pupils do not show positive attitudes to learning, which means that they do not make sufficient progress. On the whole, strategic planning to develop provision for wellbeing and inclusion is not robust enough to ensure that teachers and leaders work proactively enough to address these issues.’










The school had five recommendations for improvement:

- R1 Strengthen leadership capacity to ensure that leaders across the school operate more strategically in their areas of responsibility.
- R2 Strengthen provision for inclusion and pupils’ additional learning needs.
- R3 Ensure more cohesive provision to develop pupils’ reading, numeracy and digital competence skills.
- R4 Strengthen leaders’ ability to evaluate the quality of provision in light of its effect on pupils’ learning, skills and wellbeing.
- R5 Respond to the health and safety issue that was identified during the inspection.

The work of the school’s leadership team and governing body, towards achieving the Estyn recommendations, was supported, and monitored through half termly ‘Team Around the School meeting’ with the Chief Education Officer, Deputy Chief Education Officer, School Improvement Partner and representatives from the EAS. This ensured the school were able to be removed from Estyn in the shortest possible time.

## Appendix 2

School	Estyn Report
Tredegar Park Primary	 Inspection report Tredegar Park Primary <a href="#">or click here to view the report online.</a>
Jubilee Park Primary	 Inspection report Jubilee Park Primary <a href="#">or click here to view the report online.</a>

High Cross Primary	 <p>Inspection report High Cross Primary 21 <a href="#">or click here to view the report online.</a></p>
Milton Primary	 <p>Inspection report Milton Primary Schoo <a href="#">or click here to view the report online.</a></p>
Caerleon Lodge Hill Primary	 <p>Inspection report Caerleon Lodge Hill P <a href="#">or click here to view the report online.</a></p>
Monnow Primary	 <p>Inspection report Monnow Primary Sch <a href="#">or click here to view the report online.</a></p>
Newport Nursery School	 <p>Inspection report Newport Nursery Sch <a href="#">or click here to view the report online.</a></p>
Pillgwenlly Primary	 <p>Inspection report Pillgwenlly C.P. Schoo <a href="#">or click here to view the report online.</a></p>
St Mary's RC Primary	 <p>Inspection report St Mary's R.C. Primary S <a href="#">or click here to view the report online.</a></p>
Pentrepoeth Primary	 <p>Inspection report Pentrepoeth C.P. Schc <a href="#">or click here to view the report online.</a></p>
St Woolos Primary	 <p>Inspection report St Woolos Primary Scho <a href="#">or click here to view the report online.</a></p>

# Scrutiny Report

## Performance Scrutiny Committee – People

### Part 1

Date: August 2023

### Subject Scrutiny Adviser Report

Author Scrutiny Adviser

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

Invitee:	Role
Samantha Schanzer (Scrutiny Adviser)	Present the Committee with the Scrutiny Adviser Report for discussion and update the Committee on any changes.

## Section A – Committee Guidance and Recommendations

### Recommendations to the Committee

The Committee is asked to:

#### 1. Action Plan

Consider the Actions from previous meetings (**Appendix 1**):

- *Note the responses for the actions;*
- *Determine if any further information / action is required;*
- *Agree to receive an update on outstanding issues at the next meeting.*

#### 2. Committee's Work Programme:

Consider the Committee's Forward Work Programme Update (**Appendix 2**):

- *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 topics?*
- *Is there any additional information that the Committee would like to request?*

#### 3. Information Reports

Note any information reports that have been circulated to Committee.

## 2 Context

### Background

## Action Sheet

- 2.1 Attached at **Appendix 1** is the Action Sheet from the Committee meetings. The updated completed actions are included in the table.
- 2.2 Any actions that do not have a response will be included on the Action Sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

## Forward Work Programme

- 2.3 Attached at **Appendix 2** is the Forward Work Programme. 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.
- 2.4 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](http://www.newport.gov.uk/scrutiny)).
- 2.5 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.
- 2.6 The Forward Work Programme was set in August 2022 and is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.7 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 amendments to the Work Programme.

## Information Reports

- 2.8 An information report on Child Exploitation has been circulated to Committee as requested.

## 3 Information Submitted to the Committee

- 3.1 The following information is attached:

**Appendix 1:** Action Sheet from Previous Meetings;

**Appendix 2:** Forward Work Programme

## 4. Suggested Areas of Focus

### Role of the Committee



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

- **Action Sheet from Previous Meetings - Appendix 1**
  - 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.
- **Forward Work Programme Update - Appendix 2**  
 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 topics?
  - Is there any additional information that the Committee would like to request?

## 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. Links to Council Policies and Priorities

- 6.1 Having proper work programming procedures in place ensures that the work of the Performance Scrutiny Committee – People 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.

6.2

Well-being Objective	1 – Economy, Education and Skills	2 – Newport’s Environment and Infrastructure	3 – Preventative and Equitable Community and Social Care	4 – An Inclusive, Fair and Sustainable Council
Aims:	Newport is a thriving and growing city that offers excellent education and aspires to provide	A city that seeks to protect and enhance our environment whilst reducing our carbon	Newport is a supportive city where communities and care are at the	Newport City Council is an inclusive organisation that places social value, fairness

	opportunities for all.	footprint and preparing for a sustainable and digital future.	heart of what we do.	and sustainability at its core.
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## 7 Wellbeing of Future Generation (Wales) Act

7.1 The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services.

### 7.2 General questions

- How is this area / policy affected by the new legislation?
- How will this decision / policy / proposal impact upon future generations? What is the long term impact?
- What evidence is provided to demonstrate WFGA has been / is being considered?
- Evidence from Community Profiles / other data?
- Evidence of links to Wellbeing Assessment / Objectives / Plan?

### 7.3 Wellbeing Goals

- How are the Wellbeing goals reflected in the policy / proposal / action?
  - *A prosperous Wales*
  - *A resilient Wales*
  - *A healthier Wales*
  - *A more equal Wales*
  - *A Wales of cohesive communities*
  - *A Wales of vibrant culture and thriving Welsh language*
  - *A globally responsible Wales*

### 7.4 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?
  - **Long Term**  
*The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs*
  - **Prevention**  
*How acting to prevent problems occurring or getting worse may help public bodies meet their objectives*
  - **Integration**  
*Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies*
  - **Collaboration**  
*Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives*
  - **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.*

## 8 Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2022-27](#)
- The Corporate Assessment and [follow up assessment](#)

Report Completed: August 2023

Mae'r dudalen hon yn wag yn

**PERFORMANCE SCRUTINY COMMITTEE - PEOPLE  
ACTION SHEET**

	<b>Agenda Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>
1	End of Year Reviews – Social Services	Organise a setup session for Members on assistive technology	Mary Ryan / Sally Ann Jenkins	
2	End of Year Reviews – Social Services	Organise a site visit to Newport Market to demonstrate the assistive technology	Mary Ryan / Sally Ann Jenkins	
3	End of Year Reviews – Social Services	Provide a written update regarding the status and work of the Rapid Response Team	Natalie Poyner / Sally Ann Jenkins	COMPLETE – 22.08.23
4	End of Year Reviews – Social Services	Provide a written update regarding Specialist Fostering Placements	Natalie Poyner / Sally Ann Jenkins	
5	End of Year Reviews – Social Services	Provide an information report regarding Child Exploitation	Natalie Poyner / Sally Ann Jenkins	COMPLETE – 31.08.23
6	End of Year Reviews – Social Services	Provide further information on Youth Provision to Committee to demonstrate what services are available in all wards	Caroline Ryan Phillips / Sally Ann Jenkins	COMPLETE – 22.08.23
7	End of Year Reviews – Social Services	Provide further information to demonstrate the impact on service users as a result of the merge of the Prevention and Resilient Communities teams.	Caroline Ryan Phillips / Sally Ann Jenkins	
8	End of Year Reviews – Education Services	Provide an update on Millbrook school, its position and whether options have	Sarah Morgan	

		been presented/accepted by the end of the year		
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# Scrutiny

## Performance Scrutiny Committee – People

### Draft Work Programme: June 2023 to May 2024

Meeting	Agenda Items
06/06/2023	<ul style="list-style-type: none"><li>• Director of Social Services Annual Report</li></ul>
11/07/2023	<ul style="list-style-type: none"><li>• End of Year Performance Reviews - Education</li></ul>
25/07/2023	<ul style="list-style-type: none"><li>• End of Year Performance Reviews – Social Services</li></ul>
26/09/2023	<ul style="list-style-type: none"><li>• Estyn Outcomes in Newport Schools Annual Report</li></ul>
28/11/2023	<ul style="list-style-type: none"><li>• Mid Year Performance Reviews – Education</li></ul>
12/12/2023	<ul style="list-style-type: none"><li>▪ Mid Year Performance Reviews – Social Services</li></ul>
02/01/2024	<ul style="list-style-type: none"><li>• Budget Proposals and MTFP – Consultee Meeting</li></ul>
20/02/2024	<ul style="list-style-type: none"><li>• Regulated Services Reports</li><li>• Short Breaks Offer</li></ul>
26/03/2024	<ul style="list-style-type: none"><li>• Recruitment and Retention Report for Social Services and Education</li></ul>

Mae'r dudalen hon yn wag yn