

## **LEARNING AND CULTURE SCRUTINY COMMITTEE**

Minutes of a meeting held on 18<sup>th</sup> July, 2019.

Present: Councillor G.C. Kemp (Chairman); Councillor Ms. R.M. Birch (Vice-Chairman); Councillors: A.R.T. Davies, S.J. Griffiths, N.P. Hodges, T.H. Jarvie, Mrs. J.M. Norman, A.C. Parker, Mrs. S.D. Perkes and N.C. Thomas

Co-opted Members Present: Dr. C. Browne (Parent Governor - Secondary Sector), Mrs. J. Lynch-Wilson (Parent Governor - Primary Sector) and Dr. M. Price (Roman Catholic Church).

Non-voting Observers: Mr. Isaac Cramb (Vale Youth Forum).

Also present: Councillor L. Burnett (Deputy Leader and Cabinet Member for Education and Regeneration)

### 166 APOLOGY FOR ABSENCE –

This was received from Mr. H. Gapper (Welsh Medium Education).

### 167 MINUTES –

RECOMMENDED – T H A T the minutes of the meeting held on 20<sup>th</sup> June, 2019 be approved as a correct record.

### 168 DECLARATIONS OF INTEREST –

No Declarations were received.

### 169 PRESENTATION: EXPECTED EVALUATIONS FOR INTERIM KEY STAGE 4 PERFORMANCE MEASURES – CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE –

For this item the Committee welcomed, Carys Pritchard, Senior Challenge Advisor for the Central South Consortium (CSC).

The purpose of the presentation was to outline changes to the expected evaluations for the interim Key Stage 4 (KS4) performance measures. The presentation included:

- The National plan and impact on the CSC's Business Plan;
- Changes for Teacher Assessment Reporting;
- Interim performance measures for KS4;
- Impact on August results days (KS4 requirements); and
- Future National developments.

The Senior Challenge Advisor began by referring to the two key documents. The first being the Welsh Government's National Mission Action Plan 2017-21, which outlined the overall national strategy, and the CSC's Business Plan 2019-2020 which was closely aligned to the national priorities.

Members noted that the CSC Business Plan priorities 1 to 6 were aligned directly to the four enabling objectives set out by Welsh Government. CSC's 6 overarching priorities being:

1. Develop a high quality education profession
2. Develop inspirational leaders to facilitate working collaboratively to raise standards
3. Develop strong and inclusive schools committed to wellbeing, equality and excellence
4. Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems
5. Provide professional learning opportunities to support the curriculum for Wales
6. Improve the effectiveness of efficiency of Central South Consortium

Although the main impact related to Key Stage 4, the Senior Challenge Advisor stated that there would also be changes to Foundation Phase (FP), Key Stage 2 (KS2) and Key Stage 3 (KS3). The main changes for these areas being:

- Teacher Assessments to be used for information purposes e.g. to develop school improvement policies etc. but not for school accountability purposes below national level.
- No change to the collection process or, therefore, the information that Welsh Government held.
- Teacher assessment data below National level to be removed from all publicly available data sources:
  - My Local School
  - StatsWales website
  - Statistical Releases
- Comparative data for Local Authorities and Regional Consortia would no longer be available.

As a result there would direct implications for schools, meaning that the following information would no longer be available:

- DEWi Comparative Reports
- All Wales Core Data Sets (AWCDS)
- National Benchmarking Data (FP, KS2 and KS3)
- Family average comparisons (as previously included in AWCDS)
- Information for schools from 2018/19

Members were advised that for 2018/19 the CSC would provide an interim evaluation of a school – “CSC School on a page” which would assist and support, where needed, school self-evaluation activities.

Focus then turned to implications for Local Authorities, and the Senior Challenge Advisor highlighted that for 2018/2019, Elected Members could expect a reduced standard of scrutiny reporting for teacher assessment outcomes. The main changes being:

- Removal of published Local Authority data, Local Authority comparisons and corresponding rank positions;
- Removal of the summary positions based on benchmark quarter summaries;
- Removal of any information published at individual school level for FP, KS2 and KS3 teacher assessment or Welsh National Tests.

However, information would be available for:

- National Categorisation Support Categories
- Estyn inspection outcomes of schools
- Progress of schools in Estyn follow-up categories
- Progress of schools causing concerns
- Pupil progress information
- School engagement in the curriculum reform programmes

In relation to interim performance measures for KS4 and summer 2019 reporting, the Senior Challenge Advisor explained that there had been changes to performance measures since the summer of 2017, with the most significant changes being introduced for the current year. She advised that there was a move away for the previous Levels 1, 2, and 3 threshold by percentages to the average points score for 4 key areas. These being:

- Average Points Literacy (Best of Literature or Language (English or Welsh))
- Average Points Numeracy (Best of Maths or Maths-Numeracy)
- Average Points Science (Best)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Average Points Welsh Baccalaureate Skills Challenge Certificate

The Senior Challenge Advisor stressed that only the results of the first awarding of a complete qualification would count towards the performance measures. This however, did not prevent pupils from re-sitting examinations at a later date. In addition, for Literacy, previously focus had been on Language but for 2019 this would change to the best of Literature or Language. This would be the same for both Welsh and English.

So for the interim reporting arrangements for 2019, performance measures would be points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures published would be:

- The Capped 9 measures (3+6)

- Literacy measure (best of Language / Literature)
- Numeracy measure (best of mathematics / numeracy)
- Science measure (best of science)
- Welsh Baccalaureate Skills Challenge Certificate measures

Members noted that Points Score equivalents were: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16.

The 'Capped 9' would include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).

A Welsh Government had highlighted that:

- "The interim measures are very much transitional arrangements as we journey towards the new Evaluation and Improvement arrangements."
- "In late spring we will be issuing comprehensive guidance on aspects such as what data will be provided to schools."
- "Attainment against the Level 2 inclusive and the Level 1 measures will no longer be published for 2019... Therefore, in order to assist schools with monitoring progress against targets set for Level 2 inclusive and Level 1 attainment, in autumn 2019 we will provide schools with Level 2 inclusive and Level 1 attainment data in addition to the interim measures."

Members noted that how performance measures, or any type of informative indicators, were to be used and what they would look like, was to be reviewed and developed. This was necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum. Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they would be designed to help secure the aim of enabling all learners to achieve their potential. The review would consider key aspects, including:

- how to split accountability measures from data for self-evaluation
- how to manage teacher workload to develop the work
- determining any progress measures with dependable baselines
- giving consideration to the value of intermittent rather than end of career measures

The Senior Challenge Advisor outlined expectations for the 2019 KS4 results day, advising that data would be collated by the CSC which would be shared with partner Local Authorities. In addition performance for historic KS4 and KS5 targets would be collected and again shared with Local Authorities.

In terms of future developments, the Senior Challenge Advisor explained that Estyn would have a new role in the evaluation and improvement arrangements for schools. This would lead to a possible partial suspension of inspections for maintained schools from September 2020 to August 2021, while the new evaluation process was trialled within selected schools.

Furthermore, a national resource for school improvement was being developed with Estyn, OECD and the profession, with draft guidance being issued during Autumn 2019. The final improvement process was planned for 2020.

Outcomes of the Welsh Government Target Setting Consultation had been published and changes to Key Stage 4 requirements should be effective from September 2019.

For GCSE – Qualifications Wales, a letter from Welsh Government indicated “As the draft curriculum has taken shape, we have been considering how we can make sure that qualifications continue to meet the needs of 16-year-olds once the new curriculum is introduced. Meeting the aims of the National Mission will require new qualifications to be available for first teaching from September 2025.”

This closed the Senior Challenge Advisor’s presentation.

A Committee Member stated that he was confused by Welsh Government’s intent to restrict the flow of information, stating that current indicators were an “empowering tool” for parents. The Member asked whether the CSC had requested the changes or were these a directive from Welsh Government. In reply, the Senior Challenge Advisor stated the CSC had not requested the changes, which would’ve come out of Welsh Government consultation with stakeholders held during 2017. Furthermore, the Director of Learning and Skills commented that Local Authorities had raised concern that the performance framework had been “dampened down” meaning that parents would no longer be able to see how their school was performing. The Director explained that the changes had been implemented in order for schools to focus on individual pupils. The changes were aimed at addressing an unintended consequence of the Accountability Framework for Key Stage 4, which had resulted in schools focusing too much on the borderline pupils. The Director added that it was important to recognise that there was currently a transitional phase so there would be further consultation on the Accountability Framework. It was reiterated that Welsh Government’s reason for the changes was because schools had focussed too much on the borderline C/D pupils, so the new framework should lead to focus on all pupils and not just a narrow group.

In reference to the publication of the summer results for 2019, a Committee Member stated that most schools would still likely publish their best results for the percentage rate of pupils achieving certain grades, so this could cause confusion for parents. In reply the Senior Challenge Advisor stated that the new framework would take time to bed in. Furthermore, the Director stated that for this summer’s results, the Council would be able to publish performance as a percentage for at least some indicators. However, the Council would not be able to compare its performance to other Local Authorities. Information could be shared internally among the CSC but not made public.

The Cabinet Member was then invited to comment, and she stated that we were within in a period of great change, but she did share concerns regarding the lack of ability to interrogate data. However, for too long the Council was not able to identify what value had been made to pupil’s outcomes. The Cabinet Member went on to add that there would be a state of “flux” but we had to find a way forward. She commented that she valued the ability of schools to assist the development and

progress for all pupils on an individual basis, rather than a narrow focus on borderline pupils.

A Committee Member stated that the changes appeared costly, and she queried the financial implications particularly as schools would be expected to make earlier intensive interventions. The Member added that as an ex-teacher, she was aware of many schools which had focussed too much on borderline C/D pupils, where as pupils expected to achieve grades Bs or Es did not receive enough attention. In reply, the Senior Challenge Advisor stated that the main challenge for schools was more good quality teaching, for which 'differentiation' was key. Schools needed to ensure that all pupils received good quality teaching.

The Vale Youth Representative stated that an important consideration for him was that the ability for pupils to achieve certain grades was based on the Sets that pupils had been placed into. For example, and in relation to Maths, pupils in Set 2 could only achieve a grade B. He therefore outlined that boundaries were in place which prevented pupils achieving higher grades. In reply, the Head of Standards and Provision stated that in her experience, teachers were expected to assess and evaluate, on an individual basis, what pupils could achieve. Teachers should have an in-depth knowledge of their pupils and the syllabus that was being followed, and so were best placed to understand a pupil's abilities.

A Committee Member queried whether parents would have sufficient information on attainment levels. In reply, the Cabinet Member stated that parents would still have access to their individual child's information, but would not expect to have a whole school picture. Parents would however, still have access to written reports following school inspections and up to date data of their individual child.

On being asked to comment, the Head of ALN and Wellbeing stated that the changes were interesting and appeared cyclical. Previously there had been a very much assessment/data based system that perhaps had gone on for too long and no doubt would likely reappear again in the future. He added that there were always unintended consequences, and it felt as if there was a gap in data and accountability although he was not sure this was entirely negative so time would tell.

A Co-opted Member commented that he welcomed the changes which moved away from the previous system of statistics and performance measures to focussing on individual pupils. It was important to recognise that each year there was a different cohort of children and the Member stated that the new framework would see a better way of assessing school performance.

Finally, the Committee noted that there would no longer be 'benchmarking' of schools, although pupils would still be judged by a baseline from early years so tracking of progress could be made over time.

The being no further comments, the Committee

**RECOMMENDED – T H A T** the contents of the presentation be noted, and the thanks passed to the Senior Challenge Advisor.

Reason for recommendation

Following consideration of the contents of the presentation.

## 170 SUPPORT FOR CARERS IN THE VALE OF GLAMORGAN (REF) –

As there was no Officer to present the report, the Committee requested for this item to be deferred to the next meeting in September.

RECOMMENDED – T H A T the Cabinet reference and report regarding Support for Carers in the Vale of Glamorgan be deferred to the next meeting scheduled for September.

Reason for recommendation

To consider the report regarding Support for Carers in the Vale of Glamorgan.

## 171 CLOSURE OF ACCOUNTS 2018/19 (DLS) –

The Principal Accountant presented the report which provided the provisional financial position of the Council for the 2018/19 financial year.

Overall, the Committee was advised that the year-end revenue position was break even after a net transfer to reserves of £66k. Members noted that a revenue savings target of £1.144m, had been set and achieved for 2018/19.

## Schools - Breakeven

Schools were permitted to carry forward any revenue variances through school balances. School balances increased by a net £57k in the financial year. This was as a result of two late and unforeseen Welsh Government (WG) grants totalling £359k being awarded to schools in March 2019 which allowed Schools to offset existing expenditure against the grant.

Strategy, Culture, Community Learning and Resources – Favourable variance of £270k.

There had been a number of adverse variances during the year totalling £536k. The Education Transport budget sat within the Environment and Housing Directorate, however any variance was transferred to Learning and Skills at year end. The 2018/19 overspend transferred to the Learning and Skills Directorate was £99k This adverse variance occurred as a result of extra Additional Learning Needs (ALN) routes being required and mainstream transport costs due to placing pupils out of their catchment area due to capacity issues. The schools maternity schemes made a net loss of £26k as a result of funding a higher number of teaching staff this year. It was a statutory requirement that redundancy costs were funded centrally and the cost of redundancies and early retirements in schools exceeded the budget by £44k. The non delegated budget out turned with an adverse variance mainly as a result of

21st Century Schools transitional and one off revenue costs of which £308k related to salary and legal costs at Barry Comprehensive , Pencoedtre and Bryn Hafren. There were also other small variances relating to non delegated costs of £15k. The Adult Community Learning service had an adverse variance of £21k mainly to cover building work at Cowbridge Old Hall and a shortfall on the Welsh Medium Provision. The schools' Breakfast Club budget out turned at an adverse variance of £23k and the Catering Service were working with schools to ensure that Breakfast Clubs were staffed within recommended ratios.

There had been a number of favourable variances during the year totalling £769k. The Library Service had out turned at a favourable variance of £106k mainly due to vacant posts and core staff funded from one off grants. A number of vacancies within the Strategy and Resources section had contributed to a staffing underspend of £85k. The capital investment budget had out turned at a favourable variance of £78k due to an underspend on prudential borrowing payments and capital charges to other Authorities for pupils enrolled at Ysgol Y Deri. The Long Term Supply Scheme made a net surplus of £105k. There had been an increase in the take-up of the schools' ICT SLA which had generated £26k in excess of the budget. The revenue budget for urgent school repairs was not fully utilised and out turned with an underspend of £26k. There was a £29k favourable variance due to the reversing of a commitment from an historic grant. The budget to reimburse schools for the backfilling of teacher time spent on official Union duties was not fully utilised resulting in an underspend of £7k. The Welsh Immersion budget was not required during the financial year and had a favourable variance of £40k. The Catering Service had out turned at a favourable variance of £192k which was mainly due to the WG grant made available to fund any increase in Free School Meals as a result of the transitional arrangements under the Universal Credit. The Arts Development budget out turned with a favourable variance of £8k on special events and payments to arts providers. A contribution of £67k was received from St. Nicholas School to transfer into the Rationalisation reserve to fund capital works.

There had been a net transfer from reserves of £37k. The redundancy overspend would be funded with £11k from the Invest to Save and Schools Deferred Pension reserve. £78k had been transferred into the Schools Investment Strategy reserve as a result of the favourable variance on the budget for the 21st Century Schools Programme prudential borrowing loan repayments and capital charges to other Authorities for pupils enrolled at Ysgol Y Deri. £40k relating to the Welsh Immersion underspend had been transferred into the Rationalisation Reserve to fund future demand in this area as well as £67k from St. Nicholas School. £281k had been utilised from the Rationalisation reserve respectively to cover one off cost for the transformation. £14k was transferred from the Adult Community Learning service reserve to cover building work at Cowbridge Old Hall and a shortfall on the Welsh Medium Provision. £21k was drawn down from the Breakfast Club reserve. £105k had been transferred into the Long Term Supply reserve.

Director's Office – Favourable variance of £30k

The favourable variance of £30k was due to the non-replacement of one post which had been held vacant in order to partially mitigate the Directorate overspend.



### Achievement for All – Adverse variance of £308k

There was an adverse variance of £707k. There had been a significant increase in demand to meet the needs of pupils Educated Other Than at School (EOTAS) and the Pupil Referral Units at Key Stages 3 and 4 for behavioural purposes. As a result, these budgets out turned with an adverse variance of £308k. The pupil placements budget out turned with an adverse variance of £265k. The report outlined that occasionally the Council was unable to meet the needs of very complex pupils within the Vale of Glamorgan and placements were purchased from independent schools or other Authorities. Unit costs were typically very high and as a result this budget could be volatile as one new pupil could have a dramatic effect on the outturn. As at 31<sup>st</sup> March, 2019, there were 35 pupils in an OOC or independent placement, funded from this budget. There were seven new starters and four leavers during the financial year. The budget for pupils educated in non-delegated ALN units has overspent by £88k due to an increase in pupils with complex needs requiring placement in a unit rather than a mainstream school. The Out of School tuition budget had overspent by £31k due to an increase in pupils with anxiety and other medical conditions. There was also an adverse variance on the Additional Needs budget of £15k.

There had been a number of favourable variances during the year totalling £284k. Staffing underspends within ALN, Complex Needs and Social Inclusion teams resulted in a favourable variance of £111k. This variance was mainly due to posts that were held vacant to partly mitigate the Directorate's overspend. Additional OOC pupils at Ysgol Y Deri resulted in higher OOC income than planned and a favourable variance of £108k. The Children and Young People Partnership out turned with a favourable variance of £65k as salary costs had been displaced into the grant in recognition of work carried out that met grant terms and conditions.

There had been a net transfer from reserves of £115k. £100k had been transferred from the Youth Service reserve to partly fund the EOTAS overspend. There was a transfer from the Additional Needs Fund of £15k.

School Improvement – There was a favourable variance of £8k due to the non-replacement of a senior post which was held vacant but was partly offset by a payment to the Central South Consortium as a contribution towards redundancy costs.

### Capital

Council, on 28<sup>th</sup> February, 2018 (minute no. 745), agreed the Authority's capital budget for 2018/19.

Attached at Appendix 2 the report was a breakdown of the 2018/19 Capital Programme by scheme. The overall outturn for this Committee was a variance of £1.683m. The main variance is shown below.

### Wick Primary Nursery and Remodel of Building - Slippage of £574k

There has been a delay to the start of the works on site. Originally the project was due to complete late May but now was on programme to complete August 2019 as agreed with the school. It had therefore been requested that £574k be carried forward into 2019/20.

Attached at Appendix 3 to the report was a schedule showing the Committee's reserves as at 31<sup>st</sup> March, 2019.

There had also been transfers into reserves for reimbursements from services for works where the initial cost was funded from that specific reserve e.g. ICT Renewal Fund, Schools Rationalisation Fund, Schools Deferred Pensions fund and the Energy Management Fund.

On 20<sup>th</sup> March, 2019 WG issued a grant offer letter to the Council providing additional capital funding of £1.765m for schools. The grant funding could be used in 2018/19 to fund existing capital schemes with the displaced funding to be used in 2019/20 for investment in the improvement of schools. The drawdown from reserves to finance capital expenditure had therefore reduced in 2018/19, however, transfers had been made from the Building Fund (£1.162m), the Project Fund (£330k) and the ICT Fund (£273k) to a new reserve called the WG Schools Capital Grant fund to finance capital expenditure on schools in 2019/20.

A Committee Member queried the impact of the number of vacant posts within the Directorate, and asked whether there was difficulty in recruiting to certain positions, or had there been a conscious decision not to fill posts due to financial pressures. In reply, the Director stated that, for some vacancies, there would be a "time lag" between the post becoming vacant and that position being filled. In some instances, the recruitment process could be lengthy and cover several months. The Director added that for some posts, the positions would be left open in order to see how a particular service coped and to determine whether that post should be deleted. The Director advised that she was not aware of any recent difficulties to recruiting to any particular post, although the Directorate did have an ageing working in certain areas. The Committee requested for information to be provided which detailed vacant posts in the Directorate and how long it had taken them to be filled. The Director stated that she would check with the Human Resources that this information was available.

In clarifying the £100k that had been transferred from the Youth Service reserve to partly fund the EOTAS overspend, the ALN and Wellbeing stated that this had been necessary in order to support children with the greatest of need. It was also important to recognise that although different budget headings, both these services worked closely together and in practice were one in the same. He added that the recent restructure to the Youth Service had helped to strengthen where the service was most needed. Further to this, the Vale Youth Form Representative welcomed the changes to the Youth Service which he stated was now operating more effectively.

With regard to the loan scheme to support I.C.T infrastructure within schools, a Committee Member queried why for 2018/19, out of a total budget of £200k, only £8k had been utilised. In response, the Director stated that the take up from schools varied year on year and that access to this for 2018/19 had been low. She clarified

that the low take up was not down to a lack of information available to schools, and that a budget was again available for 2019/20 and had been accessed by schools.

Having considered the report, it was

**RECOMMENDED –**

- (1) T H A T the provisional financial position and actions that had been taken for 2018/19 be noted.
- (2) T H A T information regarding the number and duration of vacant posts within the Directorate of Learning and Skills be circulated to Members of the Scrutiny Committee.

Reasons for recommendations

- (1) Following consideration of the Closure of Accounts for 2018/19.
- (2) To provide information regard the number of vacant posts and how long these posts have remained vacant.

**172 REVENUE AND CAPITAL MONITORING FOR THE PERIOD 1<sup>ST</sup> APRIL TO 31<sup>ST</sup> MAY 2019 (DLS) –**

The Principal Accountant presented the report, the purpose of which was to advise the Scrutiny Committee of the progress relating to revenue and capital expenditure for the period 1<sup>st</sup> April to 31<sup>st</sup> May, 2019.

The Learning and Skills Directorate had a planned draw down from reserves for the year. The Directorate had been requested to look at ways of mitigating a projected overspend of £210k relating to Additional Learning Needs.

Directorate/Service	2019/20	2019/20	Variance
	Original Budget £000	Projected £000	(+)Favourable (-) Adverse £000
Schools	87,896	87,896	0
Strategy, Culture, Community Learning & Resources	11,110	11,110	0
Directors Office	234	234	0
Achievement for All	5,339	5,549	-210
Additional Savings to be Found	0	(210)	+210
School Improvement	1,030	1,030	0
<b>Total</b>	<b>105,609</b>	<b>105,609</b>	<b>0</b>

The Directorate had undergone a senior management restructure as reported to Cabinet on 17<sup>th</sup> December, 2018, resulting in the establishment of a new Head of Standards and Provision and the re-designation of the Head of Achievement for All to Head of Additional Learning Needs and Well-being. The budget headings needed to be re-aligned to reflect the new responsibilities as outlined in the Cabinet report and corresponding budget virements are identified in the table below. In addition, a £90,000 budget virement was made from the delegated Schools budget to the central education budget to fund the increase in pupils requiring hospital and home tuition for medical reasons. These virements have not been included in the table above.

	<b>Original Budget £000</b>	<b>Virement £000</b>	<b>Amended Budget £000</b>
Schools	87,896	(90)	87,806
Strategy Community Learning and Resources	11,110	18	11,128
Directors Office	234	(9)	225
Achievement for All	5,339	(5,339)	0
School Improvement	1,030	(1,030)	0
Additional Learning Needs and Wellbeing	0	2,380	2,380
Standards and Provision	0	4,070	4,070
<b>TOTAL</b>	<b>105,609</b>	<b>0</b>	<b>105,609</b>

The delegated budget relating to schools was expected to balance as any under/over spend was carried forward by schools.

Strategy, Culture, Community Learning and Resources – It was anticipated that this area would outturn at budget in the current financial year after a planned transfer from the Schools Rationalisation reserve of £136k to fund ongoing safeguarding and salary protection costs in relation to the transformation of secondary schools in Barry.

Achievement for All – The Additional Learning Needs and Wellbeing service was facing significant pressures due to the increase in children and young people with complex needs. This was placing huge pressure on current in-county provision which was over capacity. It had been necessary to create additional places by enhancing current provision in order to meet demand, particularly for those children with complex social emotional and mental health difficulties. These children and young people required specialist placements in small groups with very high levels of adult support. The estimated cost of establishing this provision in the current financial year was estimated at £210k, which would be funded from within the schools' formula in future years. This was high cost provision but was cost effective as it minimised the necessity for very high cost out of county placements.

At this early stage of the year it was anticipated that other areas of the Directorate would out turn within budget.

As part of the Final Revenue Budget Proposals for 2019/20, a savings target of £162k was set for the Directorate, excluding schools. Attached at Appendix 1 to the report was a statement detailing the savings targets for 2019/20. It was anticipated that all savings would be achieved this year.

Appendix 2 to the report detailed financial progress on the Capital Programme as at 31<sup>st</sup> May, 2019.

Members should be aware that Appendix 2 included requests for unspent committed expenditure to be slipped from the 2018/19 Capital Programme into 2019/20 as approved by emergency powers on 20<sup>th</sup> June, 2019.

Catering Trailer – Emergency powers had been used to increase the 2019/20 Capital Programme by £46k to purchase a trailer for the Catering service, which would be funded from the Catering reserve.

Gwenfo Primary Extension – Following tendering, based on the lowest compliant tender received and all known associated costs, the budget for this scheme had a shortfall of £6k. In order to progress these works, the school Governing Body had agreed to contribute £6k. However if the final cost of the scheme was below the budgeted level then funds up to the value of £6k would be returned to the school. Emergency Powers had been used to increase the 2019/20 scheme by £6k.

Additional Welsh Government Education Asset Renewal – During March 2019, Welsh Government issued a grant to the Council providing additional capital funding of £1.765m for schools. The grant was used in 2018/19 to fund existing capital schemes with the displaced funding being held in a reserve to be used in 2019/20 for investment in the improvement of schools. Emergency Powers had been used to increase the Capital Programme by £1.765m. A list of schemes were included in Appendix 2 to the report.

Gladstone Primary Vehicle – The school had purchased a minibus at a cost of £11k. It had been requested that the Capital Programme be increased accordingly with a revenue contribution from the school.

Childcare Offer Capital Grant (COCG) – Cabinet were advised on 4<sup>th</sup> March, 2019 that the Council had been awarded a Welsh Government grant of £1.840m to cover the period 2019/20 to 2020/21, to enable support to provide sufficient childcare places to meet demand generated by the Childcare offer. Welsh Government had now provided the Council with an additional £100k to supplement the £90k previously approved for the Small Grant Scheme. It had been proposed that the sum be included in the 2020/21 Capital Programme.

Subsequently, it was

**RECOMMENDED –**

(1) T H A T the position with regard to the 2019/20 revenue and capital budgets be noted.

(2) T H A T the virements required in the Learning and Skills Directorate as a result of the management reorganisation be noted.

Reasons for recommendations

(1) That Members are aware of the projected revenue outturn for 2019/20.

(2) To align the budget with the new management structure within the Learning and Skills Directorate.

173 END OF YEAR 2018/19 PERFORMANCE REPORT: AN ASPIRATIONAL AND CULTURALLY VIBRANT VALE (DLS) –

The Scrutiny Committee was presented with end of year performance results for the period 1<sup>st</sup> April, 2018 to 31<sup>st</sup> March, 2019 for the Corporate Plan Well-being Outcome 3 – An Aspirational and Culturally Vibrant Vale. In addition, the report included an update on progress in addressing recommendations and improvement proposals from the Council's external regulators.

Overall, it was reported that the Directorate had made good progress in delivering the Corporate Plan priorities in relation to the Well-being Outcome 3 Objectives of, 'Raising overall standards to achievement' and 'Valuing culture and diversity'. This had contributed to an overall Amber status for the Outcome at quarter 4 (Q4).

96% (65 out of 68) of planned activities aligned to 'An Aspirational & Culturally Vibrant Vale' had been attributed a green performance status reflecting the progress made during the year. 4% (3) of planned activities aligned to this Well-being Outcome had been attributed a red status and there was a need to progress these as a priority. These related to: increasing learning opportunities for disadvantaged individuals with a particular focus on digital access and literacy (AC003); implementation of the Welsh Government's "Code of Practice for Ethical Employment" (AC010); and implementing the Vale Arts Strategy (AC015).

Of the 42 performance measures aligned to this Well-being outcome, a performance status was applicable at end of year for 35 PIs. 18 PIs (51%) were attributed a Green performance status, 14 (40%) Amber status and the remaining 3 (9%), a Red status. The PIs that were categorised as red (missed target by more than 10%) related to: Pupils in year 11 who achieved the level 2 threshold including GSCE grades A\* to C in English, Welsh First Language and Mathematics (CPM/041); Days lost due to fixed-term exclusions in primary schools (CPM/034); and average speed of answer for calls on the Welsh language line (CPM/072). A performance status was not applicable for 7 measures. This related to measures which were either establishing baseline performance in 2018/19 and consequently no target was set or where national well-being indicators for which Welsh Government data was not yet available

As at April 2019, of the 28 regulatory report actions contained within the Insight tracker, 19 had been completed and 9 remained ongoing. Of the 9 ongoing actions, 6 had been attributed an Amber performance status and the remaining 3 a Red

status. There were no regulatory reviews that related directly to Well-being Outcome 3.

The report asked for Members' consideration of Q4 performance results as aligned to Well-being Outcome 3 and the proposed remedial actions to address areas of identified underperformance. Upon consideration, the Scrutiny Committee is recommended to refer their views and any recommendations to Cabinet for their consideration.

The report also asked Members to review the progress reported against the regulatory recommendations/proposals for improvement relevant to their respective Scrutiny Committee in order to enable completed actions to be closed down. Members are being asked to endorse by recommendation to Cabinet the removal of completed actions from the Insight Tracker. Following Cabinet's consideration, this would be reported to the Audit Committee whose key role was to have final oversight of the Council's response to issues raised by our external regulators.

A Committee Member referred to performance indicator CPM/072 – The average speed of answer for calls in Welsh Language line (seconds). The Member noted that the RAG status for this indicator was Red, and he queried whether information was available on calls received in the English Language. The Director stated that this would be checked with the relevant Officer and reported back to Members, but she was aware that performance had been effected by staff turnover. This was being addressed and performance had recently improved.

Subsequently, it was

RECOMMENDED –

- (1) T H A T the performance results and progress towards achieving key outcomes in line with the Corporate Plan Well-being Outcome 3 – An Aspirational and Culturally Vibrant Vale.
- (2) T H A T progress made to date in addressing existing regulatory recommendations and improvement proposals be noted and for the removal of completed actions from the Insight Tracker to be endorsed.

#### Reasons for recommendations

- (1) To ensure the Council is effectively assessing its performance in line with the requirement to secure continuous improvement as outlined in the Local Government Measure (Wales) 2009 and to reflect the requirement of the Well-being of Future Generations (Wales) Act 2015 that the Council maximises its contribution to achieving the well-being goals for Wales.
- (2) To ensure the Council implements its regulatory recommendations and improvement proposals and responds appropriately to the recommendations and proposals for improvement identified through the Wales Audit Office's programme of local and national Local Government Studies.

## 174 MATTER WHICH THE CHAIRMAN HAD DECIDED WAS URGENT –

RESOLVED – T H A T the following matter which the Chairman had decided was urgent for the reason given beneath the minute heading be considered.

175 21ST CENTURY SCHOOLS PROGRAMME – BAND B UPDATE (REF) –  
**(Urgent by reason of the need to enable Cabinet to consider the views of the  
 Scrutiny Committee prior to the Welsh Government’s submission deadline of  
 31<sup>st</sup> July, 2019)**

The Director of Learning and Skills presented the reference from Cabinet on the 21st Century Schools Programme – Band B Update which had been referred for the Committee’s consideration by Cabinet on 15<sup>th</sup> July, 2019.

The report outlined that on 5<sup>th</sup> April, 2019, the Council was notified that the revised Strategic Outline Programme submitted to Welsh Government had not been approved on the grounds that the revised Programme was not within the Council’s Capital Funding envelope.

The Programme had therefore been revisited to ensure the Council was able to deliver a robust Programme within the Welsh Government capital envelope that met emerging priorities through the rationalisation of existing projects and the reinvestment of capital previously allocated to the 21st Century Schools Programme.

Previously, on 22<sup>nd</sup> January, 2018, Cabinet had approved the proposed Band B phase of the 21st Century Schools Programme (Minute No. C199). Funding for the projects was based on an anticipated Welsh Government intervention rate of 50% funding for non-faith school schemes and 85% funding for Voluntary Aided faith school schemes. Eight of the Council’s schemes were based on 50% Welsh Government funding and two schemes were based on 85% funding. The total funding for Band B was £142.417m with £83.823m being funded by Welsh Government and £58.594m being funding by the Council.

The new and revised programme, detailed in paragraph 2.11 of the Cabinet report, would result in the Council’s capital funding envelope increasing from £112.048m to £134.940m. However, the increase would be fully funded by the Council by re-investing previously allocated capital and additional Section 106 contributions. The contribution from the Council would stand at £58.761m, compared to £59.337m as part of the original approved programme. However this compared less favourably to the indicative £47.950m contribution as part of the unsuccessful bid earlier in the year.

In reference to Welsh Government’s Mutual Investment Model (MIM), the Director advised that Welsh Government were still in the process of designing a framework. Previously, it had been determined that the annual revenue cost to the Council was unaffordable, although this was a preferred option for Band C capital to be utilised for St. Richard Gwyn.



Subsequently, it was

RECOMMENDED – T H A T the position relating to the Council's 21<sup>st</sup> Century Schools, Band B Programme be noted.

Reason for recommendation

In view of the current position with regard to the Council's 21<sup>st</sup> Century Schools, Band B Programme.