

T: Ext./Est:

E:

Contact:/Cysylltwch â: deb.jones@blaenau-gwent.gov.uk



MAE HWN YN GYFARFOD Y MAE GAN Y CYHOEDD HAWL EI FYNYCHU

Dydd Mawrth, 21 Chwefror 2023

Annwyl Syr/Madam

PWYLLGOR CRAFFU POBL

Cynhelir cyfarfod o'r Pwyllgor Craffu Pobl yn O Bell yn Defnyddio Microsoft Teams on Dydd Mawrth, 28ain Chwefror, 2023 am 10.00 am.

Yn gywir

Michelle Morris
Rheolwr Gyfarwyddwr

AGENDA

1. CYFIEITHU AR Y PRYD

Mae croeso i chi ddefnyddio'r Gymraeg yn y cyfarfod, mae angen o leiaf 3 diwrnod gwaith o rybudd os dymunwch wneud hynny. Darperir gwasanaeth cyfieithu ar y pryd os gwneir cais am hynny.

2. YMDDIHEURIADAU

Derbyn ymddiheuriadau

We welcome correspondence in the medium of Welsh or English. / Croesawn ohebiaith trwy gyfrwng y Gymraeg neu'r Saesneg.

3. **DATGANIADAU BUDDIANT A GODDEFEBAU**
- Derbyn datganiadau buddiant a goddefebau.
4. **PWYLLGOR CRAFFU POBL** 5 - 8
- Derbyn penderfyniadau'r Pwyllgor Craffu Pobl a gynhaliwyd ar 17 Ionawr 2023.
- (Dylid nodi y cyflwynir penderfyniadau er pwyntiau cywirdeb yn unig).
5. **DALEN WEITHREDU** 9 - 10
- Derbyn y ddalen weithredu.
6. **CANLYNIAD AROLWG ESTYN AR WASANAETHAU
ADDYSG LLYWODRAETH LEOL BLAENAU GWENT** 11 - 32
- Ystyried adroddiad y Cyfarwyddwr Corfforaethol Addysg.
7. **POLISI DERBYN BLAENAU GWENT AR GYFER
ADDYSG FEITHRIN A STATUDOL 2024/25** 33 - 68
- Ystyried adroddiad y Cyfarwyddwr Corfforaethol Addysg.
8. **BLAENRAGLEN GWAITH: 18 EBRILL 2023** 69 - 72
- Derbyn y flaenraglen gwaith.

EITHREDIG

Derbyn ac ystyried yr adroddiad(au) dilynol sydd ym marn y swyddog priodol yn eitem(au) eithredig gan roi ystyriaeth i'r prawf cyhoeddus ac y dylai'r wasg a'r cyhoedd gael eu heithrio o'r cyfarfod hwn (mae'r rheswm am y penderfyniad dros yr eithriad ar gael ar restr a gedwir gan y swyddog priodol).

9. **ACHOS BUSNES DROS BRYNU 2 ADEILAD I'W** 73 - 118

DEFNYDDIO FEL CARTREFI PRESWYL PLANT

Ystyried adroddiad Pennaeth Interim Gwasanaethau
Plant.

At: Cynghorwyr T. Smith (Cadeirydd)
J. Morgan, J.P. (Is-gadeirydd)
C. Bainton
D. Bevan
K. Chaplin
G. A. Davies
J. Holt
G. Thomas
D. Wilkshire
T. Baxter
T. Pritchard
Lewis R

Pob Aelod arall (er gwybodaeth)
Rheolwr Gyfarwyddwr
Prif Swyddogion

This page is intentionally left blank

COUNTY BOROUGH OF BLAENAU GWENT

REPORT TO: THE CHAIR AND MEMBERS OF THE PEOPLE SCRUTINY COMMITTEE

**SUBJECT: PEOPLE SCRUTINY COMMITTEE
- 17TH JANUARY, 2023**

REPORT OF: DEMOCRATIC & COMMITTEE SUPPORT OFFICER

PRESENT: Councillor T. Smith (Chair)

Councillors J. Morgan, J.P.
C. Bainton
D. Bevan
K. Chaplin
G.A. Davies

Co-Opted Youth Member

Ms. R. Lewis

WITH: Corporate Director of Education
Interim Corporate Director of Social Services
Head of Children's Services
Head of Adult Services
Head of Governance & Partnerships
Head of School Improvement & Inclusion
Service Manger Education Transformation & Business Change
Strategic Education Improvement Manager
Policy Officer Engagement & Equality
Scrutiny & Democratic Officer

<u>ITEM</u>	<u>SUBJECT</u>	<u>ACTION</u>
No. 1	<p data-bbox="256 327 839 365"><u>SIMULTANEOUS TRANSLATION</u></p> <p data-bbox="256 412 1300 490">It was noted that no requests had been received for the simultaneous translation service.</p>	
No. 2	<p data-bbox="256 544 485 582"><u>APOLOGIES</u></p> <p data-bbox="256 629 1193 667">Apologies for absence were reported for Mr. Tim Baxter.</p>	
No. 3	<p data-bbox="256 719 1225 757"><u>DECLARATIONS OF INTEREST AND DISPENSATIONS</u></p> <p data-bbox="256 804 1230 842">No declarations of interest or dispensations were reported.</p>	
No. 4	<p data-bbox="256 893 850 931"><u>PEOPLE SCRUTINY COMMITTEE</u></p> <p data-bbox="256 978 1300 1057">The decisions of the People Scrutiny Committee held on 18th October, 2022 were submitted.</p> <p data-bbox="256 1104 1300 1182">The Committee AGREED that the decisions be accepted as a true record of proceedings.</p>	
No. 5	<p data-bbox="256 1238 1203 1317"><u>ACTION SHEET – PEOPLE SCRUTINY COMMITTEE – 18th OCTOBER, 2022</u></p> <p data-bbox="256 1364 1161 1442">The Action sheet arising from the meeting held on 18th October, 2022, was submitted.</p> <p data-bbox="256 1489 1198 1527">The Committee AGREED that the action sheet be noted.</p>	
No. 6	<p data-bbox="256 1583 1153 1662"><u>ANNUAL REPORT OF THE DIRECTOR OF SOCIAL SERVICES 2022/2023 (QUARTERS 1 AND 2)</u></p> <p data-bbox="256 1709 1289 1787">Consideration was given to the report of the Interim Corporate Director of Social Services.</p> <p data-bbox="256 1834 1233 1912">The Committee AGREED to recommend that the report be accepted as provided (Option 2).</p>	

<p>No. 7</p>	<p><u>CORPORATE DIRECTOR OF EDUCATION SERVICES - QUARTER 1 AND 2 2022</u></p> <p>Consideration was given to report of the Corporate Director of Education.</p> <p>The Committee AGREED to recommend that the report be accepted as provided (Option 2).</p>	
<p>No. 8</p>	<p><u>IMPROVING SCHOOLS PROGRAMME</u></p> <p>Consideration was given to the joint report of the Head of School Improvement Inclusion and the Strategic Education Improvement Manager.</p> <p>The Committee AGREED to recommend that the report be accepted as provided (Option 2).</p>	
<p>No. 9</p>	<p><u>FORWARD WORK PROGRAMME – 28TH FEBRUARY, 2023</u></p> <p>Consideration was given to report of the Scrutiny & Democratic Officer.</p> <p>The following amendments were reported:</p> <p>The Estyn Feedback report to be added, and the Safeguarding Performance Report to be removed and replaced by an end of year performance report (June 2023).</p> <p>The Committee AGREED, subject to the foregoing, that the Forward Programme for the meeting 28th February, 2023 be accepted (Option 1)</p>	

This page is intentionally left blank

Blaenau Gwent County Borough Council

Action Sheet

People Scrutiny Committee

Date	Action to be Taken	By Whom	Action Taken
06.09.22	Item 16 – Proposal to explore and develop a Business Case for Children’s Residential provision in Blaenau Gwent Member Briefing Session in relation to Children Looked After and residential provision to be arranged.	Interim Corporate Director Social Services / Democratic Team	<p>A significant amount of activity is ongoing regarding identifying and pursuing a purchase of a property for the residential provision, working closely with the Estates department. Once the property is secured it will be some time before it will be ready for use as residential provision, as there will be significant adaptations required to the property to meet all the statutory regulations required by the Care Inspectorate Wales to ensure the property is fit for purpose.</p> <p>Following this there will be a recruitment exercise, and the successful appointments will undertake a thorough induction to ensure the right staff are appointed to meet those children’s needs.</p> <p>Therefore, it is anticipated that the residential provision will be operational in early Spring 2024.</p> <p>Updates will be provided to scrutiny as the work progresses and will feature in the 2023/24 Forward Work Programme.</p> <p>Action complete: 17.01.2023</p>

This page is intentionally left blank

Agenda Item 6

Cabinet and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **People Scrutiny Committee**

Date of meeting: **28th February 2023**

Report Subject: **Blaenau Gwent Estyn Local Government Education Services (LGES) Inspection Outcome**

Portfolio Holder: **Cllr. Sue Edmunds, Cabinet Member People and Education**

Report Submitted by: **Lynn Phillips, Corporate Director of Education**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Governance and Audit Committee	Democratic Services Committee	Scrutiny Committee	Cabinet	Council	Other (please state)
✓	02.02.23	15.02.23			28.02.23	01.03.23		

1. Purpose of the Report

- 1.1 The purpose of the report is to present to Members the outcomes from the Estyn Local Government Education Services (LGES) Inspection and the full report is attached as Appendix 1.

2. Scope and Background

- 2.1 It is a statutory responsibility of the Corporate Director of Education to assess the effectiveness of the delivery of Education and produce updates for Members that forms part of the Annual Council Reporting Framework. The provision of Education is regulated under the Estyn Local Government Education Services (LGES) framework and this report will detail the outcomes from the inspection that took place during the Autumn term 2022.
- 2.2 In September 2022, Blaenau Gwent Council received a letter from Estyn, His Majesty's Inspectorate for Education and Training in Wales, stating that the Local Authority will be subject to an Estyn inspection, in line with the Local Government Education Services (LGES) framework. The letter confirmed that the inspection would take place between 28th November to 2nd December 2022.
- 2.3 The Reporting Inspector and the LA's Link Inspector are attending the People Scrutiny Committee session when this report is discussed. The LGES Inspection guidance includes the following text to explain their involvement: 'Following the publication of the inspection report, we expect that a relevant Scrutiny Committee of the local council scrutinises the report and challenges senior leaders, including officers and elected members, about their plans for improvement. At least one inspector involved in the inspection will attend this meeting as an observer but will contribute to the session where it helps clarify any matters relating to the inspection and the report'.
- 2.4 The inspection was carried out in accordance with the inspection framework and the guidance 'for the inspection of Local Government Education Services'. The three inspection areas of the LGES inspection framework are:

Inspection Area 1 – Outcomes

- Standards and progress overall
- Standards and progress of specific groups
- Wellbeing and attitudes to learning

Inspection Area 2 – Education Services and Provision

- Support for school improvement
- Support for vulnerable learners
- Other education support services

Inspection Area 3 – Leadership and Management

- Quality and effectiveness of leaders and managers
- Self-evaluation and improvement planning
- Professional learning
- Safeguarding arrangements
- Use of resources

2.5 In the lead-up to the inspection, Estyn identified Blaenau Gwent's 4 Local Questions for the Inspection, including:

- 1) How well does the local authority challenge and support non-maintained settings and schools to improve?
- 2) How well does the local authority tackle inequalities in education experiences and outcomes for children living in poverty?
- 3) How well does the local authority support schools to promote respectful relationships and address negative behaviour effectively?
- 4) How well does the local authority ensure that the interests of learners are above all others in its planning for schools and other education provision?

2.6 Prior to the core inspection week, preliminary work involved surveying staff, learners, parents and other local/regional/national stakeholders with an interest in education services. There was also a preliminary visit held in early November before the core inspection week to interview key stakeholders.

2.7 The Council received preliminary feedback and findings from the Inspection team on 2nd December 2022. This was followed up by a draft and final report, which included the inspectorate findings and identified 3 recommendations for improvement. The full report also details the inspectorate's findings against the 4 local questions. This letter was published on the 9th. February 2023 and is attached to this report. The report provides a high-level summary of the main findings and some of the key considerations, including:

- The local authority has made good progress with its education services since it was last inspected around ten years ago as important areas for improvement have largely been addressed. Senior officers and elected members have a strong commitment to education, and this is reflected in the funding given to schools and education services.

- The local authority generally plans well to make sure that it has suitable education provision to meet the needs of every child and young person. Over the past decade, the local authority has successfully reduced surplus places in schools and improved the conditions of its school buildings. The local authority is suitably developing its Welsh-medium education provision. Whilst there have been some positive developments in provision for pupils with additional learning needs, the quality of planning for future provision is variable.
- There are many strengths in the local authority's work to reduce the impact of deprivation on education outcomes and its support for families in low-income households. There are also many strengths in the services to support children and young people's well-being and promote positive relationships.
- The authority has worked with its regional school improvement service to strengthen the challenge and support it provides to schools. This work has greater impact for children in non-maintained and primary age settings than for young people in secondary age settings. Provision for young people was too slow to improve in two schools placed in statutory categories.
- Despite strengths in education services, corporate leaders have not ensured that their vision and strategic aims for education are fully understood by other officers, elected members, school staff and external partners. Also, corporate leaders have not ensured that the corporate plan is supported by coherent delivery plans for education that include related actions and measurable success criteria. Overall, the quality of self-evaluation, planning for improvement, and performance management is not strong enough.

2.8 The inspectorate has identified 3 recommendations for improvement that the local authority will use to update its improvement plans. These areas for development take account of shortcomings identified through the inspection process. The local authority's plans are to be updated during the Spring term and the revised Education Improvement Plan (EIP) and Self-Evaluation Report (SER) will be brought back to the People Scrutiny Committee and Cabinet early in the Summer term for both scrutinisation and to seek approval. Importantly, developmental work has already begun on addressing the recommendations that are outlined below:

- R1.** Improve the corporate leadership of education services;
- R2.** Improve the quality of self-evaluation, strategic planning and performance management; and,
- R3.** Accelerate improvements in provision for secondary age pupils in schools causing concern.

2.9 The outcome of the Inspection is positive overall, progress since the last inspection has been made and there is no requirement for follow-up activity. The 3 recommendations identified can be used to facilitate leverage at a corporate level to deliver continued incremental change. However, it needs to be acknowledged that the LA's areas for improvement are of paramount importance in supporting our children and young people to improve their education, skills and life chances. There will be regular update reporting on progress to Members and the Education Directorate will work with Estyn through the Local Authority Link Inspector (LALI) termly meetings to provide assurances to the inspectorate that improvements continue to be made both corporately and operationally across the range of LGES services.

3. **Options for Recommendation**

3.1 The report has been considered by Education's DMT and the Corporate Leadership Team (CLT).

3.2 **Option 1**

Members are asked to scrutinise the information detailed within the Estyn report and contribute to the continuous assessment of effectiveness of LGES services by making appropriate recommendations to Cabinet.

3.3 **Option 2**

Accept the report as provided.

4. **Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 It is a statutory responsibility of the Corporate Director of Education to assess the effectiveness of the delivery of Education and regular monitoring reports will be produced, in line with the Scrutiny and Cabinet Forward Work Programmes.

5. **Implications Against Each Option**

5.1 **Impact on Budget (short and long term impact)**

There are no direct financial considerations associated with this report, however, it is pleasing to note the findings from the Inspectorate on resource management. There was acknowledgement that the LA has a track record of spending within its education budget in recent years, with relatively small underspends for the past three years against the overall education budget. The financial outlook, however, for the public sector will be challenging over the period of the Medium Term Financial Strategy and close financial management will be essential to achieve value for money.

5.2 **Risk including Mitigating Actions**

There is one corporate risk for the Education service in the Corporate Risk Register relating to the 2 Schools Causing Concern. Education also maintains a Directorate Risk Register, which is aligned to both service level and corporate risks. The risk register is reviewed as part of the business planning process and included within the performance reporting for the service. The inspection findings are to be included in the risk registers.

6. **Supporting Evidence**

6.1 The detailed inspection findings are included within Appendix 1. The Education Directorate is working together with key stakeholders to deliver 'Better Schools, Better Citizens and Better Communities – all through a child and young person-centred approach'. The Education Directorate are working with corporate colleagues and key partners to ensure that the vision and strategic aims for education are fully understood across the board.

6.2 **Expected outcome for the public**

The Estyn report was published early in February and the reporting of findings provides the public with the opportunity to view progress of the LA/ Education Directorate and partners to ensure public accountability for our citizens.

6.3 **Involvement (consultation, engagement, participation)**

The LA has shared the inspection findings with stakeholders, including Headteachers and partners. Pupil voice is a key area for the Education Directorate and examples of this are included within the inspection findings, it should also be noted that a member of the Youth Forum contributes to the work of the People Scrutiny Committee.

6.4 **Thinking for the Long term (forward planning)**

The report enables the Education Directorate to plan as resourcing, risk and performance is continuously reported. The Estyn findings provide a baseline of where the services are currently placed, and most importantly, where we need to be in the future.

6.5 **Preventative focus**

The work undertaken by the Education Directorate promotes a preventative approach to practice through early identification and intervention. The respective teams have an active rather than re-active approach to service planning can also help with planning resources and ensuring value for money services are delivered.

7. **Monitoring Arrangements**

7.1 The performance of the Education Directorate is monitored via through the democratic process via various reporting mechanisms including the Finance and Performance Report, the Assessment of Performance and various performance monitoring reports.

Background Documents /Electronic Links

- Appendix 1 – Estyn - A report on Education Services in Blaenau Gwent County Borough Council.

This page is intentionally left blank

A report on education services in

Blaenau Gwent County Borough Council

**The General Offices
Steelworks Road
Ebbw Vale
Blaenau Gwent
NP23 6DN**

Date of inspection: November 2022

by

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

This report is also available in Welsh.

About Blaenau Gwent County Borough Council

Blaenau Gwent has a total population of around 67,000 people, and a school population of around 9,400 pupils. There are 25 schools in the local authority, including one that provides Welsh-medium education.

The local authority works in partnership with four other local authorities in South East Wales for some of its education services, including a regional school improvement services (the EAS), a regional ethnic minority support service (GEMS) and a regional support service for learners with sensory and communication needs (SENCOM).

The Council Leader and Executive Member People & Education were both elected to their roles in May 2022. The interim Chief Executive took up post in April 2022, and the Corporate Director for Education took up post in November 2020.

In 2022-2023, the local authority's education budget is around £66,637,000. The delegated school budget per pupil in 2022-2023 is £5,697, slightly higher than the Wales average of £5,032.

The local authority's last inspection was in January 2013. Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Blaenau Gwent is noted below:

- Over a three-year average, 31.2% of pupils aged 5 to 15 are eligible for free school meals, higher than the Wales average of 23%
- 6.1% of pupils aged 5 to 15 are from ethnic minorities, lower than the Wales average of 13.3%
- 1.8% of pupils aged 5 to 15 have English as an additional language
- 1.1% of pupils aged 5 or over are fluent in Welsh, lower than the Wales average of 15.6%
- 15.5% of pupils aged 5 to 15 have additional learning or special educational needs

Summary

The local authority has made good progress with its education services since it was last inspected around ten years ago as important areas for improvement have largely been addressed. One of the local authority's four priorities in its current corporate plan for 2022-2027 is to 'maximise learning and skills for all learners to create a prosperous, thriving, resilient Blaenau Gwent'. Senior officers and elected members have a strong commitment to education and this is reflected in the funding given to schools and education services.

The local authority generally plans well to make sure that it has suitable education provision to meet the needs of every child and young person. Over the past decade, the local authority has successfully reduced surplus places in schools and improved the conditions of its school buildings. The local authority is suitably developing its Welsh-medium education provision. Whilst there have been some positive developments in provision for pupils with additional learning needs, the quality of planning for future provision is variable.

There are many strengths in the local authority's work to reduce the impact of deprivation on education outcomes and its support for families in low-income households. There are also many strengths in the services to support children and young people's well-being and promote positive relationships.

The authority has worked with its regional school improvement service to strengthen the challenge and support it provides to schools. This work has greater impact for children in non-maintained and primary age settings than for young people in secondary age settings. Provision for young people was too slow to improve in two schools placed in statutory categories.

Despite strengths in education services, corporate leaders have not ensured that their vision and strategic aims for education are fully understood by other officers, elected members, school staff and external partners. Also, corporate leaders have not ensured that the corporate plan is supported by coherent delivery plans for education that include related actions and measurable success criteria. Overall, the quality of self-evaluation, planning for improvement, and performance management is not strong enough.

Recommendations

- R1 Improve the corporate leadership of education services
- R2 Improve the quality of self-evaluation, strategic planning and performance management
- R3 Accelerate improvements in provision for secondary age pupils in schools causing concern

What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should update its plans within three months of the publication of the inspection report.

Main findings

Outcomes

We are unable to provide a full evaluation of outcomes. This is due to the impact of the COVID-19 pandemic, which caused the suspension of inspections of schools and most other education providers between March 2020 and February 2022. It is also due to the lack of data about outcomes that can be compared over time as the pandemic caused changes to the way that qualifications were awarded and affected most other data that we consider when making evaluations, such as school attendance, school exclusions and post-16 learner destinations. Any evaluations that follow provide a context by reporting on outcomes before the pandemic or relate to more recent outcomes where the evidence base is valid and reliable.

Between September 2017 and March 2020, we inspected eight primary schools, one all-age school and one secondary school. Overall, inspection outcomes during this period were in line with the national average. We judged that standards were good in all but one of the primary schools. However, standards in the all-age school and the secondary school were judged to be adequate and unsatisfactory respectively, and both schools were placed in a statutory follow-up category. Although one of these schools has been removed from its category, both of these schools were slow to improve standards following their inspection. Since inspections resumed in February 2022, we have inspected two primary schools and a special school. We asked both primary schools to provide case studies of good practice, but the special school requires special measures.

In the three years before the start of the pandemic, the proportion of pupils who achieved five or more GCSEs at grade C or above including English or Welsh and mathematics varied considerably across the authority's schools. One school performed consistently well, one school performed consistently satisfactorily, one school had a worsening trend and one school performed consistently poorly.

In the school inspections between September 2017 and March 2020, pupils' well-being and attitudes to learning were judged to be good in many schools. For the three years from 2017 to 2019, overall school attendance was consistently lower than the national average. However, the attendance of pupils eligible for free school meals was higher than that of their peers nationally and rates of persistent absenteeism and unauthorised absence were broadly in line with national averages, which are positive given the socio-economic context of the authority. The rate of fixed-term school exclusions of five days or less was well above the national average, although the rate of fixed-term exclusions of more than five days was broadly in line with the national average.

After Year 11, almost all young people progress to further education, employment or training. This is a particular strength given the historically high levels of young people who were not in education, employment or training (NEET) and given the challenging socio-economic context of the authority. Young people continue to benefit from support from dedicated officers beyond their initial destination after Year 11 that helps them to move to an alternative education, employment or training destination if their initial destination does not work out.

Children and young people currently benefit from a wide range of services to support their well-being. Children and young people aged 10 to 25 are well supported by the authority's counselling service in schools and communities which, on average, leads to considerable reductions in emotional distress. Young carers have identity cards that help to reduce barriers that can prevent them from participating fully in and benefiting from activities that their peers enjoy. Vulnerable children and young people benefit from free after school and holiday activities that develop their literacy and numeracy skills and support their personal and social development, physical health and well-being.

When given the opportunity, children and young people in the authority influence decisions that affect them. A young person is elected from the Youth Forum to be a member of the scrutiny committee that considers education matters. The voice of secondary age pupils has supported the development of helpful LGBTQ+ support groups in all their schools.

Education services

How well does the local authority challenge and support non-maintained settings and schools to improve?

Officers in Blaenau Gwent generally know their schools well and have developed a good understanding of the contexts of different schools. Following a review of the education service structure, the local authority created a dedicated senior leadership role for school improvement and inclusion. This has increased the capacity of the local authority to work more closely with schools and to link more effectively with the regional school improvement service, the Educational Achievement Service (EAS).

Officers have strengthened and improved their relationships with senior leaders in most schools. Most headteachers feel that officers listen to their views and take account of their opinions. For example, headteachers identified that pupils' reading skills are weaker following the pandemic and the local authority has commissioned the EAS to support schools to improve these skills.

The local authority and the EAS work well together to support schools. School improvement partners have a well-structured plan of work with school leaders across the academic year, starting with sessions that focus on school self-evaluation and professional discussions with key staff from the school, the local authority and the EAS. These sessions help to identify the level and nature of the support that schools will benefit from to enable them to address their improvement priorities successfully. A single plan for each school outlines the support that the school will receive, details of grant spending, school improvement priorities and termly evaluations of the progress against these. Officers implement a tiered approach to providing support to schools. When schools need additional support, officers implement the Team around the School approach to ensure a holistic approach that meets the bespoke needs of the school.

There are currently no primary schools or non-maintained settings requiring follow-up activity after inspection. Over the past two years officers have identified a few primary schools that require improvement. The local authority and the EAS have provided good support for these schools to help them to improve. This support includes

strengthening the governing body and commissioning curriculum support through the 'local network of schools' process. Where the local authority uses its statutory powers to appoint governors, it takes care to match governors' skills and expertise closely to the needs of the school.

The local authority early years team and the advisory teacher from the EAS provide the three non-maintained settings with effective advice and guidance. This includes support for evaluation and improvement planning as well as guidance on how to create a stimulating environment for young children. This support is helping the settings to deliver good quality provision for their children.

Two schools in the local authority require special measures currently, one secondary school and one special school, and one all-age school was removed from the category of needing significant improvement in February 2022. In two of these three schools, officers did not recognise important shortcomings or the need for school leaders to make significant improvements prior to these being identified by inspectors. The pace of improvement in these two schools has been too slow. Reviews of progress in these schools show that issues identified at the time of the inspections, particularly around the quality of teaching, are not being addressed quickly enough and impact on learners' progress for too long a period of time. Officers do not monitor progress closely enough or ensure that school improvement partners set sufficiently precise and focused success criteria against which progress can be measured. In a few instances where improvement partners lacked the relevant specialist knowledge and skills to be able to support and challenge schools, the local authority challenged the EAS and ensured that suitable improvement partners were put in place.

The EAS and the local authority provide a range of appropriate professional learning opportunities for staff at all levels in schools. These include national leadership programmes and training to support teaching and learning. In addition, the local authority delivers its own useful complementary programmes for aspiring and new headteachers, which helps to mitigate the challenge of recruiting experienced senior leaders to schools in the county. Recent changes to the programme to support governors means that they now access training matched better to their needs.

How well does the local authority tackle inequalities in education experiences and outcomes for children living in poverty?

The local authority has a clear commitment to reducing the impact of poverty on education outcomes. Officers know their communities well and use information they gather locally, national surveys and reports to identify needs and prioritise resources. Heads of service across the local authority have established an anti-poverty council and elected members have recently set up a cost-of-living crisis group. Elected members are committed to addressing this issue, and a new member 'poverty champion' brings knowledge and expertise to help support this aspect of their work. Members look beyond their authority to see what they can learn from others to help improve Blaenau Gwent for its citizens.

Officers collaborate well across directorates on issues relating to poverty to enable resources to be targeted towards those most in need. This is helping vulnerable families to access services where they can get suitable advice, support and practical

help. Officers work well with local charitable groups to provide support for families who are struggling financially, as well as ensuring that period poverty does not lead to educational disadvantage.

The local authority uses a wide range of approaches to help mitigate the effects of poverty in pre-school and children's early years in education. This begins before birth with support for mothers-to-be by, for example, encouraging healthy eating and developing budgeting skills. There are groups for new mothers to help with parenting, for example the 'Lap not App' programme that promotes the development of bonds and relationships. Flying Start hubs are largely within local communities to make them as accessible as possible. Within these hubs, there is holistic support for parents, including opportunities for education and training to access employment.

Officers ensure that schools spend their pupil development grants appropriately, supporting them to make well-considered decisions and challenging them on the impact of their spending. Headteachers value the support the authority provided during the pandemic. School holiday enrichment programmes provide structured childcare for children to have access to sport, craft and environmental activities. Children taking part in these programmes have a daily meal provided for them, learn to cook simple, healthy recipes and have opportunities to prepare meals for their families to dine together.

From September 2022, the local authority increased catering capacity to provide universal free school meals for all pupils up to Year 2, going beyond the Welsh Government's minimum requirements for the roll-out of free school meals at this stage. The authority works with a specialist dietician to ensure that meals are healthy and nutritious, and that they cater appropriately for an increasing number of pupils with special dietary requirements. Additionally, healthy schools co-ordinators work with schools and settings to promote healthy lifestyles, for example by promoting healthy snacks in the early years.

The authority identifies vulnerable children and young people of all ages using a range of suitable risk measures. The needs of the more vulnerable are considered by multi-agency panels. Professionals track, monitor and support vulnerable children and young people through a named support worker. These children and young people have support during important milestones, such as transition from primary to secondary schools and on to post-16 education, training or employment.

Families First funds four social workers to work with schools across clusters. This enables schools to access appropriate support quickly for pupils and families to reduce the risk of disengagement from school and learning. Recently, the authority has restarted its family engagement work following the pandemic, for example supporting pupils returning to school and those with examination anxiety.

The authority acknowledges the work of young carers in the authority and the challenges they can face. Local authority and health professionals proactively identify young carers so that can offer them suitable support. Over the past three years, young carers have been provided with a National Young Carers ID card, which gives access to a range of helpful benefits and incentives to help them and their families, such as free access to leisure facilities and permission to collect prescriptions for

those they care for. Elected members recognise and celebrate the contribution of young carers at an annual awards ceremony.

How well does the local authority support schools to promote respectful relationships and address negative behaviour effectively?

Through the education psychology service and an 'inclusive practice service', all schools have access to a range of suitable support to promote positive, respectful relationships and address negative behaviour effectively. These two services work closely together.

Officers in the education psychology service provide helpful training for school staff, including Emotional Literacy Support Assistant (ELSA) training for teaching assistants. They provide valuable guidance for additional learning needs co-ordinators (ALNCos) that helps them to consider how to best meet pupils' additional learning needs.

The local authority commissions one of its special schools to provide the 'inclusive practice service' for other schools. This service provides beneficial support for staff to understand behaviours in schools and respond appropriately. It has recently modified its approach from directly supporting individual pupils to providing professional learning to school staff so that they can support pupils themselves.

The local authority has recently developed new 'positive relationships and behaviour' guidance and a 'relationships (anti-bullying)' policy, although there was limited involvement of schools and learners in developing these. The anti-bullying policy sets out the expectation that schools will record all alleged incidents of bullying, outlining the specific types of bullying, including bullying involving pupils with protected characteristics. Previously the local authority had not been collecting information about incidents from schools in a way that would enable it to identify potential issues and act upon them. The local authority has improved its work in this area by purchasing a safeguarding information management system for every school that is being used to record and report incidents and related pupil demographics at school level and collate this information centrally. It is too early to evaluate how well the local authority and its schools are using this system.

The local authority has developed an effective early identification tool, which identifies children and young people aged 7 to 25 years who may be at risk of exclusion or disengaging with education, employment or training, or becoming homeless. Through Families First and a multi-agency approach, the local authority provides helpful early support for these children and young people. Blaenau Gwent's youth service provides strong support for young people aged 11-25 who are at risk of being excluded or being not in education, employment or training (NEET). Working closely with other support services, youth workers support young people on a one-to-one basis and in groups, both in schools and in their communities. This co-ordinated approach has helped young people to remain engaged in their education and has supported a reduction in school exclusions. The proportion of young people who are NEET has reduced considerably over the last decade and young people are supported positively beyond their initial destination after Year 11.

The youth service co-ordinates a counselling service for children and young people from age 10 to age 25 that is provided in schools and community locations. This service provides helpful support for children's and young people's emotional well-being and mental health. A community psychologist provides young people with more specialist support, if necessary, where they are unable to access this through traditional routes. More recently, the local authority has established play therapy for children in Year 2 to Year 6. These services help children and young people to better understand behaviours and manage their relationships with others as well as reducing their emotional distress.

A dedicated detached youth team is used effectively to address anti-social behaviour in local communities. For example, following concerns about the behaviour of some young people in a car park outside of school hours, detached youth workers used their skills to divert young people to more suitable activities. Incidents of anti-social behaviour have reduced wherever this team has worked, and this work supports the work of schools in promoting good relationships.

The authority has very recently established a vulnerable learners panel, which involves senior leaders from secondary and all-age schools. It was established in collaboration with schools to improve the well-being of vulnerable pupils and help decrease exclusions. Early signs suggest that this panel is adding value to the existing range of services.

The range of useful support services to promote positive relationships in schools and communities means that exclusions are low in many schools, although a few schools still have high exclusion rates.

How well does the local authority ensure that the interests of learners are above all others in its planning for schools and other education provision?

Over the past ten years, or so, the local authority has been successful in both reducing surplus places in schools and improving the conditions of its school estate. The local authority has been prepared to make difficult decisions in relation to closing schools and replacing them with mergers and new builds. Where appropriate the local authority has modernised school buildings, for example through refurbishments and extensions.

The local authority has kept its school organisation policy under review and recently amended it to reflect recent developments, including the impact of the pandemic. The policy appropriately considers and incorporates national and local priorities such as its Welsh in Education strategic plan and information and communication technology (ICT) in schools. However, the engagement of headteachers in this strategy was variable and the strategy is generally not well understood. In addition, despite many appropriate actions to improve connectivity and developments in relation to ICT, there is no clear ICT strategy.

The south-east Wales regional sustainable communities for learning group was established by the local authority around five years ago and has recently been extended and includes local authorities from outside the region. The group's work currently focuses on sharing information on processes regarding the planning of

school places, standardising costs, and issues regarding sustainability and carbon neutral designs.

The key focus of the local authority's Welsh in education strategic plan (WESP) is to ensure that Welsh-medium provision is available and accessible in all three of the county's valleys. This is a sensible and pragmatic approach and is supported well by plans to increase access to pre-school and nursery Welsh-medium provision. The Welsh in education forum (WEF) comprises a broad range of partners and provides an effective steer for this work. Officers are aware of the risks in not being able to deliver the WESP's priorities and are considering appropriate steps to mitigate against these risks. The WESP's focus on improving Welsh skills of pupils in English-medium schools and expanding Welsh-medium provision in post-16 is underdeveloped. The local authority is considering working with Merthyr Tydfil and Powys local authorities to scope out the possibility of establishing a Welsh-medium secondary school to cater for the expected rise in demand during the next 10 years.

The local authority has a well-established Welsh-medium primary school in Blaina. An immersion provision is being developed at the school, which will provide additional opportunities for pupils to access Welsh-medium education. There are well-developed plans to open a seedling Welsh-medium primary school in Tredegar in September 2023. This school will also offer childcare provision and a resource base for pupils with autism.

Despite recent closer working between colleagues in education regarding the planning of provision for pupils with additional learning needs (ALN), data is not always used effectively enough to inform long-term planning. This is illustrated by the recent decision to increase capacity at a special school by nearly 40%. The needs of children with complex special education and medical needs, including those with profound and multiple learning difficulties, are generally known from a very young age, so the demand for additional capacity should have been foreseen and planned for in a more timely way.

The local authority has established useful resource bases in several mainstream schools for pupils with additional learning needs. In some cases, these resource bases helped to address surplus places in the mainstream schools, but as the number of pupils in mainstream classes in these schools has increased, a few schools are now struggling for space. In 2017, the local authority undertook a very useful review of resource base provisions. This identified strengths and areas for improvement across the provisions. However, the ongoing monitoring of these provisions is inconsistent. There are very few references to these provisions in notes of visit from school improvement partners. Where they are referenced, comments made are too limited to be of any value to the local authority and rarely evaluate the impact of provision on pupils' progress.

Senior leaders have a suitable vision for inclusion and pupils with ALN. However, this is not yet supported by a clear strategy. A range of very useful policy and guidance materials have recently been shared with schools.

The local authority makes provision for pupils in out-of-county settings. Half of the pupils currently placed in out-of-county provision have additional learning needs related to their social, emotional and behavioural needs. The local authority does not

analyse its use of out-of-county settings well enough in order to understand the implications for its capacity to meet the needs of pupils locally.

Leadership and management

Leaders in Blaenau Gwent place a high priority on improving outcomes for children and young people across the local authority. The local authority has high aspirations for regeneration and education to enable all children and young people in the local area to thrive and succeed. Lead elected members and senior officers are committed to improving conditions for their community so that deprivation is not a barrier to long term success. Elected members and officers demonstrate a strong commitment to 'maximise learning and skills for all learners to create a prosperous, thriving, resilient Blaenau Gwent', one of the four priorities set out in the corporate plan 2022-2027. Corporate leaders and the education directorate are beginning to refine their approaches to ensure that this commitment is translated into specific and measurable actions.

Senior leaders in the education directorate have worked with elected members and other senior officers across the council to establish a suitable vision for education. This aims to create a 'school-led, self-improving system that develops 'better schools, better citizens and better communities'. However, this vision is not communicated clearly or consistently enough by the corporate leadership team. As a result, the strategic direction for education is not sufficiently understood by all elected members, officers, or staff in schools.

Corporate leaders have not ensured that the corporate priority and directorate vision for education are coherently reflected in education plans. The corporate plan sets out how the local authority will know how well it is doing in relation to its priority for education, but the range of broad indicators in the corporate plan are not developed sufficiently into specific success criteria against relevant actions in education plans. This disconnect between corporate and education plans tempers senior leaders' ability to hold officers to account for their work and ensure an appropriate pace of improvement in identified areas. Nevertheless, the executive board, which includes senior elected members and senior officers from across the local authority, is used appropriately to hold education officers to account for progress against planned actions. In the board meetings, members challenge officers suitably.

Despite the weakness in corporate leadership, the education senior management team has developed strong working relationships with officers across the directorate and places a high level of trust in staff at all levels to deliver high quality services. Senior education managers have good oversight of most education services covered by our local inspection questions. These services have strengthened over time to better meet the needs of children and young people, and are having a positive impact on their outcomes.

The education senior management team meetings provide suitable opportunities for education leaders to monitor progress against planned activity. However, the quality of improvement planning and evaluation within the education directorate is too variable. Plans do not always include suitable success criteria, and evaluations therefore focus too often on whether actions have been completed rather than the impact they have had on improving provision and outcomes for learners. In

mitigation, senior managers have a better understanding of strengths and weaknesses in their services areas than is reflected in planning and self-evaluation documentation.

Performance management processes in the local authority are suitably established and used to support officers and hold them to account. Officers have access to monthly support sessions and regularly review progress against targets set. Despite this, performance management targets are not consistently precise enough and do not always identify the specific aspects of practice that officers need to improve. As a result, performance management processes are not aligned consistently with evaluation and improvement work, and accountability does not always focus on the most important aspects of officers' work.

There are suitable examples of officers accessing useful professional learning to improve aspects of their work, such as managing staff and supporting their well-being. However, the local authority does not have a strategic enough approach to planning or evaluating the impact of professional learning across the directorate.

The local authority has strengthened working relationships with its regional school improvement service (EAS). As a result, officers in inclusion services are working more closely with school improvement partners to provide a holistic approach to supporting schools. The local authority has recently improved the way it holds EAS to account for operational aspects of their work, for example when considering the usefulness of notes from school visits by school improvement partners.

Leaders make appropriate decisions when they are concerned about the progress of schools. For example, the authority has issued warning notices to a few schools that were causing concern and used its powers to appoint additional governors. In a few cases, the progress that schools causing concern make is too slow and the local authority is not sufficiently challenging school leaders, the work of EAS or holding its own officers to account for the impact of actions in these schools.

Elected members, through scrutiny, carry out their duties diligently. They regularly challenge and scrutinise decisions and officers respond promptly to their requests. They have a good working knowledge of the local authority and the members briefings have provided them with suitable professional learning, which has improved the way in which they hold the local authority to account for its work. However, due to the weaknesses in evaluation across the directorate, members are not always provided with a clear enough picture of the strengths and areas for improvement across the directorate. This limits their ability to hold the local authority and the EAS to account for all aspects of their work.

Officers and elected members are committed to safeguarding young people in their local authority. There is an appropriate safeguarding culture within the local authority. All officers and elected members receive suitable safeguarding training. The way in which education and children's services work together has contributed well to improving multi-agency working and the support schools receive to manage the needs of pupils and their families more effectively. The advice and guidance provided to schools by officers is valued by school leaders and helps them to respond to safeguarding concerns appropriately. Elected members are beginning to develop

their understanding of safeguarding in education and challenge appropriately the content of reports they receive.

The authority's prioritisation of education is reflected in its allocation funding for education further above its Indicator Based Assessment than most local authorities in Wales. It also increased funding to schools this year by a higher percentage than the Welsh average. The authority also budgeted for the highest spend per pupil of all authorities in Wales this year. The authority delegates a higher percentage of its education budget to schools than many other Welsh local authorities. To support the improvement of school buildings, the authority has also allocated nearly £7million of its capital funding over 2019-2025 for Band B of its 21st Century Schools programme.

The authority has a track record of spending within its education budget in recent years, with relatively small underspends for the past three years against the overall education budget. The authority is projecting a small overspend this year and understands its key current and future budget pressures for education that include energy costs and home-to-school transport.

Overall, schools' balances increased in the three years prior to the pandemic. None of the authority's schools were in deficit at the end of last year. In common with other local authorities, total schools' balances have increased significantly during the pandemic due to additional grant funding but the authority anticipates that schools' balances will reduce by the end of this year, and in future years. The authority has applied its scheme for schools' financing where schools were in deficit prior to the pandemic. In previous years, deficit reduction plans were in place for a very few schools, although some actions were appropriately not taken during the pandemic.

The authority provides a comprehensive range of service level agreements (SLAs) for a range of services it provides for schools, such as catering and cleaning. Feedback from headteachers on some SLAs was mixed when the authority surveyed schools as part of a review of SLAs last year. SLAs were revised to take account of feedback and there is subsequently a high level of take-up for 2022-2025.

The School Budget Forum is generally well attended by headteachers and engaged in helpful activity such as reviewing the schools' funding formula and SLAs. The authority makes use of comparative data to inform reviews of its school funding formula, for example the re-allocation of some funding from primary to secondary schools. The funding formula was reviewed for each of the last two years.

Many headteachers agree that the authority provides good support for schools with their financial planning and nearly all agree that the authority provides schools with good human resources support.

The authority monitors appropriately the delivery of commissioned services, and key commissioned services, including the EAS and Aneurin Leisure Trust, have been discussed at scrutiny committee.

Evidence base of the report

Before the inspection, inspectors:

- consult the local authority on the local inspection questions to be used during the inspection, based on the authority's self-evaluation, strategic plans and relevant data held by Estyn
- analyse the outcomes from open questionnaires, including the views of learners, parents, school staff and governors, local authority staff, regional consortium staff, elected members and general public
- carry out a preliminary visit to the local authority to meet with a range of relevant partners to education services, such as learner representatives, headteachers and governors, and leaders from statutory and third sector agencies working with children and young people

During the inspection, inspectors normally:

- meet with the leader of the council, elected members responsible for education services, elected members responsible for the scrutiny of education services, the chief executive, the director of education, other leaders and managers in education services, other relevant staff in the local authority, the managing director of the regional consortium for school improvement and other relevant staff from the regional consortium
- look closely at the local authority's self-evaluation processes
- consider the local authority's strategic and operational plans for improvement
- scrutinise a variety of documents, including information on learner outcomes, information on the performance of schools and other education settings, including information from the regional consortium for school improvement, minutes from a range of meetings, reports presented to council or scrutiny, information relating to the safeguarding of learners and any other information relevant to the local authority's education services held by Estyn

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection
- provide a draft copy of the report for the local authority to note any concerns with factual accuracy, and made amendments where necessary

Copies of the report

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

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

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

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (English to Welsh).

© Crown Copyright 2023: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/02/2023

Agenda Item 7

Cabinet and Council only

Date signed off by the Monitoring Officer:

Date signed off by the Section 151 Officer:

Committee: **People Scrutiny Committee**

Date of meeting: **28th February 2023**

Report Subject: **Blaenau Gwent Admissions Policy for Nursery and Statutory Education 2024/25**

Portfolio Holder: **Cllr Sue Edmunds, Cabinet Member People and Education**

Report Submitted by: **Corporate Director of Education – Lynn Phillips
Service Manager Education Transformation and Business Change – Joanne Watts**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Governance Audit Committee	Democratic Services Committee	Scrutiny Committee	Cabinet	Council	Other (please state)
	02.02.23	15.02.23			28.02.23	01.03.23		

1. Purpose of the Report

- 1.1 The purpose of the report is to outline the outcome of the annual consultation process, in line with the revised draft of the Blaenau Gwent Admissions Policy for Nursery and Statutory Education 2024/25. The People Scrutiny Committee is asked to provide their views and comments on the document in preparation for the 2024/25 admission round, prior to its determination and publication on the 15th April 2023.

2. Scope and Background

- 2.1 The Welsh Government's School Admissions Code (2013) dictates that Councils must review their admissions policies annually for consultation and publication by April 15th in the academic year preceding the admissions round. Blaenau Gwent School Admissions Policy outlines the arrangements, criteria and relevant legislation that underpin school admission processes and methodology, and has been drafted in line with the aforementioned Code, along with the Admissions Appeals Code (2013). The Admissions Authority must ensure that the following information is provided during the consultation process:
- i) The admission numbers for each school
 - ii) Application procedures and the timetable for the admission process
 - iii) The criteria to be applied to applications in the event that there are more applications than places for a school
 - iv) Arrangements for waiting lists and how they operate
 - v) Arrangements for the processing of late applications
 - vi) Details of how parents will be notified of a decision on their application, as well as appeal procedures should their application be unsuccessful
- 2.2 The primary changes (detailed in red within **Appendix 1**) to the policy document for the 2024/25 academic session are as follows:
- Updated consultation and application details.

- A review of the nursery, primary and secondary admission numbers in line with the annual capacity review process, which considers changes to the configuration of teaching and learning environments. This process is carried out in line with the Welsh Government's Measuring the Capacity of Schools in Wales Guidance (2011). The final agreed capacity calculations are then used to inform admission numbers detailed with the policy document.
- A review of the dates for the admission round(s), associated processing and offer deadlines.
- Updating of the policy in relation to Managed Moves, Resource Bases, Special School and Complex Placements in line with ALN reform developments and learning from the current year.
- Changes to terminology in line with ALN reform.
- Updates as requested by consultees (detailed below).

2.3 The draft Blaenau Gwent Admissions Policy for Nursery and Statutory Education (2024/25, please refer to **Appendix 1** for the policy document), was distributed to relevant consultees as outlined within Welsh Government's School Admissions Code (2013, pages 6-7) and detailed on page 2 of the appended policy consultation document. The consultation period commenced on Wednesday 11th January 2023 and concluded on Wednesday 25th January 2023. During the consultation period, 5 responses were received as follows:

- Ysgol Gymraeg Bro Helyg requested that the policy be updated to include a comment clarifying that parents need to specify their preference on the application form as to which campus they would prefer their child to attend i.e., Tredegar or Blaina campus.
- Coed y Garn requested that the policy be amended to reflect that they offer a full-time provision for nursery only and not for rising 3's.
- St Mary's RC requested the policy be changed to reflect the fact they offer a full-time provision for rising 3 as well as nursery.
- The Early Years team requested the name of Mrs Tiggy Winkles be amended to Tiggy's Day Care as the name has changed.
- Brynmawr Foundation School requested that the name of the Digital Mapping system be incorporated (GIP which is a Geographic Information System).

3. **Options for Recommendation**

3.1 **Option 1:** The People Scrutiny Committee considers and accepts the policy document; or,

3.2 **Option 2:** The People Scrutiny Committee considers the policy document and provides recommendation relating to improvements that can be made in consideration of the publication date (15th April 2023).

4. **Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**
- 4.1 In accordance with the Welsh Government's School Admissions and Admission Appeals Code (2013), there is a statutory requirement upon the Council to determine and publish their admissions arrangements annually by the 15th April, the year preceding the admissions round to which they apply.
- 4.2 Education is a priority in the Council's Corporate Plan of which the planning of school places, is an essential component.
5. **Implications Against Each Option**
- 5.1 **Impact on Budget (short and long term impact)**
There are no direct budget implications associated with this report.
- 5.2 **Risk including Mitigating Actions**
There is a risk that the Council will not be compliant with the Welsh Government School Admissions Code (2013), if the policy is not approved and published by the 15th April 2023. The timeline for approval takes account of the publication requirements and dates.
- 5.3 **Legal**
The Council is legally required to prepare, implement and update accessibility strategies for all schools for which they are the responsible body.
- 5.4 **Human Resources**
There are no direct legal implications associated with this report.
- 5.5. The Schools Admissions Policy for Nursery and Statutory Education 2024/25 has been developed by the Education Transformation team, who oversee implementation and reviews the policy within Blaenau Gwent.
- 5.7 The Education Directorate Management Team along with Wider Corporate Leadership Team, have a key role to play in ensuring that the policy is effectively implemented and reviewed in accordance with relevant strategy, policy and regulatory frameworks.
6. **Supporting Evidence**
- 6.1 **Performance Information and Data**
Please refer to **Appendix 2**, for a summary of the 2022/23 Admissions Round. The Council is presently implementing the 2023/24 policy.
- 6.2 **Expected outcome for the public**
The public can expect a fair and equitable admissions process for all pupils in accessing education, and where possible place allocation in line with parent/pupil preference.

- 6.3 Involvement (consultation, engagement, participation)**
Stakeholders and end user needs and engagement are of paramount importance and a key focus of both the policy development, and ongoing admissions process. The Policy is subject to consultation on an annual basis, in line with the Welsh Government School Admissions Code (2013). In addition, the admission arrangements and forms are developed in consultation with key stakeholders including: schools, partners, governing bodies, parents etc.
- 6.4 Thinking for the Long term (forward planning)**
The admissions process contributes to effective pupil place planning and management, ensuring that there are sufficient pupil places and promoting access to education for all Blaenau Gwent pupils.
- 6.5 Preventative focus**
The admissions process prevents oversubscription of schools and inequality in line with access to education.
- 6.6 Collaboration / partnership working**
The Admissions Authority works with other internal admission authorities i.e. the faith and foundation schools, along with external admission authorities within the region and partners such as Social Services, to ensure that there are sufficient arrangements and pupil places for Blaenau Gwent Schools. Also, supporting effective appeal, capacity assessment, childcare offer and other associated processes. The Blaenau Gwent Admission Forum which is comprised of school, council, governor and other service representatives; oversee application of the policy, procedures and compliance with the Welsh Government School Admissions and Admission Appeals Codes (2013).
- 6.7 Integration (across service areas)**
The Blaenau Gwent School Admissions Policy for Nursery and Statutory Education is aligned to early year's education, pupil place planning, school organisation, the work of social services, planning in line with housing developments etc. Service integration is essential to ensure effective policy implementation, whilst also securing appropriate access to education for current and prospective pupils. The Admissions process is monitored and assured by the Admissions Forum, works in accordance with ALN and Managed Move Panels and associated process. Work with Social Services, Health & Safety, Early Years, Health, Occupational etc. is ongoing to ensure effective transition processes are in place.
- 6.8 Decarbonisation and Reducing Carbon Emissions**
Any physical works planned and undertaken within education settings are planned in order to take account of decarbonisation and reducing carbon emissions.
- 6.8.1** The Minister for Education and Welsh Language, announced on November 2nd 2021 that all new school and college buildings, major refurbishments and extension projects, will be required to meet Net Zero Carbon targets

from January 1st 2022. The Council are committed to and are working with Welsh Government in the implementation of this agenda.

6.9 ***Integrated Impact Assessment***

An Equality Impact Screening Assessment (EQIA) has been completed in line with the policy, which determined that there is no negative impact upon the protected characteristics. The policy promotes equality of opportunity for all, with regards to accessing education.

7. **Monitoring Arrangements**

7.1 The Admissions Authority monitors the development and delivery admission round(s) and processes on a weekly basis; reporting the Blaenau Gwent Admissions Forum quarterly, providing monthly data analysis and undertaking annual appraisals in line with the delivery of the admission arrangements, which are reported via the Councils political processes.

Background Documents /Electronic Links

Appendix 1 – Draft Admissions Policy for Nursery and Statutory Education (2024/25)

Appendix 2 – Annual Admissions Analysis 2022/23

This page is intentionally left blank

2024/25

Blaenau Gwent Admission Policy for Nursery and Statutory Education



Consultation Process

In accordance with the Welsh Government School Admissions Code (2013) Blaenau Gwent County Borough Council consults upon its admission arrangements on an annual basis, attempting where possible to mirror the admission round timescales of neighbouring admission authorities. The coordinated admission arrangements will determine the date at which application forms are sent to parents as well as the publication of an agreed closing date (For more information please refer to page 13).

Consultation will commence on Wednesday 11th January 2023 and conclude at 5pm on Wednesday 25th January 2023. The admission arrangements will then be published on 15th April 2023, the year preceding the 2024/2025 admissions round. The Local Authority will ensure that the following information is provided during the consultation process:

- i) Admission numbers for each school
- ii) Application procedures and the timetable for the admission process
- iii) The criteria to be applied to applications in the event that there are more applications than places for a School
- iv) Arrangements for waiting lists and how they operate
- v) Arrangements for the processing of late applications
- vi) Details of how parents will be notified of a decision on their application, as well as appeal procedures should their application be unsuccessful.

The Local Authority will consult with the following parties on its admission arrangements:

Headteachers of relevant Schools:	All headteachers of community Schools in Blaenau Gwent
Governing body of relevant Schools:	All governing bodies of community Schools in Blaenau Gwent
All neighbouring Local Authorities within the area:	Caerphilly County Borough Council Torfaen County Borough Council Monmouthshire County Borough Council Newport City Council
Admission Authorities for all other schools in the area:	All headteachers of voluntary aided schools in Blaenau Gwent All governing bodies of voluntary aided schools in Blaenau Gwent Brynmawr Foundation School All Saints RC Primary School St Marys Church in Wales Primary School St Marys RC Primary School St Joseph's RC Primary School

Blaenau Gwent Proposed Admission Policy for Statutory Education 2024/25

1. Introduction/ Purpose

There is a requirement upon Blaenau Gwent County Borough Council as a directive from Welsh Government, to develop, review and consult upon the Blaenau Gwent School Admissions Policy for Nursery and Statutory Education, on an annual basis. The purpose of the policy in question is to guide and inform the statutory admissions function within Blaenau Gwent, ensuring equality of opportunity for all current and prospective pupils. ***Please note that the following non-maintained schools and non-maintained early year's education providers are responsible for the development of and governed by their own individual Admissions Policies:**

- Acorns Nursery
- All Saints Roman Catholic Primary School
- Brynmawr Foundation School
- Cylch Meithrin Brynithel
- **Tiggys Day Care**
- St Joseph's Roman Catholic Primary School
- St Mary's Church in Wales Primary School
- St Mary's Roman Catholic Primary School

The Blaenau Gwent Admissions Policy for Nursery (non-statutory) and Statutory Education has been updated in line with confirmed admission numbers and the dates from the 2023/24 admission round. All other content remains the same. The policy is fully compliant with the Welsh Government School Admissions Code (2013) and School Admissions Appeal Code (2013). This document outlines requirements associated with and guidance relating to pupil admissions and in-year transfers/admissions for nursery, primary, and secondary school place allocation within Blaenau Gwent.

The Welsh Minister for Education and Skills in 2013 outlined the following key considerations in relation to how pupil place allocation in respect of admissions should ensure equality of opportunity:

“The process of starting or transferring between schools can be a time of uncertainty or anxiety; therefore, it is essential that the principles of fairness and openness are applied to all aspects of school admissions. A properly functioning admissions system, that reflects this, can play a vital part in helping to minimise concerns. It is crucial in delivering equality of opportunity.”

Minister for Education and Skills (2013)

2. Admission Types

2.1 Nursery Education

The Council provides free part-time nursery education to every child and every child is entitled to a 'rising 3' place from the start of the term following their third birthday, at either school nursery provision or a quality assured early years education provider.

- Nursery places are in the main offered on a part time basis (am and/or pm sessions which vary in each school throughout the year). Children start attending nursery classes at the age of 3 or 4 years.
- There are three intakes for rising 3 pupils per year as follows:
 - **January**
 - **April**
 - **September**

*Please note that the specific dates for intake change on an annual basis linked to school term dates. These dates are communicated within the Starting Schools Booklet and on nursery application forms, in line with the admission rounds for nursery, reception and secondary school places.

- Some governing bodies offer full-time provision, which is funded directly from the school budget. The nursery entitlement within Blaenau Gwent is part-time which equates to 12.5 hours per/week (2.5 hours per/day), other than the following nursery provisions, which offer:
 - Blaen y Cwm Primary School - full time rising 3 and nursery places
 - **Coed y Garn Primary School - full time nursery places**
 - Rhos y Fedwen Primary School - full time rising 3 and nursery places
 - **St Mary's Roman Catholic Primary School – full time rising 3 and nursery places**
 - St Joseph's Roman Catholic Primary School - part-time rising 3 places and full-time nursery places
 - **Ysgol Gymraeg Bro Helyg & Ysgol Gymraeg Tredegar – full time rising 3 and nursery places**
- The regulations pertaining to nursery education are specific and confirm that: **attending a nursery class does NOT give a child priority for a place in the reception year group. A separate application is required for this purpose.**

2.2 Admission to Primary Education

Children are eligible for admission to school at the start of the school year in which their fifth birthday falls (i.e. 1st September to 31st August inclusive).

It is against the law to prevent your child from accessing education at the start of the school year in which their fifth birthday falls.

The Council must provide education places for the admission of all children in the September following their fifth birthday; however, parents/ guardians or carers have the right to:

- a. request that the date their child is admitted to school is deferred until the term after the child's fifth birthday; or,
- b. request that their child takes up the place part-time until the term after their fifth birthday.

2.2.1 Allocation of Primary School Places at Abertillery Learning Community

In the case of Abertillery Learning Community Primary Phase, the admission authority (Blaenau Gwent Council) is responsible for placing pupils at the Learning Community. These pupils are then allocated a site within the Learning Community by Abertillery Learning Community Leadership team and Governing Body in line with the following criteria:

1. Siblings in the campus already
2. Catchment area
3. Ensuring each session stays within the agreed teacher to learner ratio

Once the site has been confirmed the notification process is then administered by the admissions authority. This process has been established in accordance with the Welsh Government School Admissions Code (2013) point 2.51 which states:

“Where split site schools are in operation, the admission authority **should** in most cases, apply the admission arrangements as if the school were a single unit. They **should** make it clear to parents that admission applications are made to the school as a whole and not to a particular site. The site that children attend is a matter for the internal organisation of the school. Appeals **cannot** be made against the site allocated”.

The Council's School Organisation Policy (2015), advocates having the right schools, of the right size, in the right places. All school organisation proposals are assessed in line with the Council's admissions and pupil place planning arrangements, to ensure that there is sufficient capacity within Blaenau Gwent Schools to accommodate local pupils.

2.2.2 Allocation of School Places at Ysgol Gymraeg Brohelyg

In the case of Welsh Medium Education, the admission authority (Blaenau Gwent Council) is responsible for placing pupils at the federation of Ysgol Gymraeg Bro Helyg and Ysgol Gymraeg Tredegar. These pupils are then allocated a place at either the Blaina or Tredegar Campus by Ysgol Gymraeg Bro Helyg Leadership team and Governing Body.

Parents should clearly note their preference when completing the admission form for Welsh-medium education.

2.3 Admission to Secondary School

Children/ young people transfer from primary school to secondary school at the beginning of the school year, following their eleventh birthday.

2.3.1 Allocation of Secondary School Places 3-16 at Middle Schools

In the case of both Ebbw Fawr Learning Community and Abertillery Learning Community, **pupils who are on roll in Year 6** at the primary phase will automatically transfer to/ be allocated a place at the secondary phase. In this instance a separate admission application is **not** required. ***Please note all other secondary settings require an application to be made in order for a place to be allocated. When making an application for an alternative secondary school automatic place allocation will be removed from the secondary phase.**

2.4 In-Year Transfers (admission that is requested outside of the normal admission round)

In-year transfer/ admission refers to applications made in-year (during and not prior to the academic year commencing), and outside of the normal admission round, i.e. pupils moving into the borough, wishing to change schools etc. All In-year transfers are dealt with in date order of receipt. Where there are a greater number of applications received than the number of places available, the Council will apply their oversubscription criteria (see page 12) in order to determine place allocation and/or refusal.

Applications are processed within 7-15 working days of receipt, confirmation of a place is proved by the Council, and confirmation of a start date is provided by the school. Where possible the start date provided by the school is within 10 days of place allocation being confirmed.

In the following circumstances pupil allocation will be managed differently to that of a standard transfer request:

- **Hard to place pupils**– applicants who are considered hard to place, fall into one or more of the categories presented below. The 14 categories cover circumstances and/or needs which would deem or contribute to a learner being considered as hard to place:
 - Children who were permanently excluded from their last maintained school placement and are able / ready to integrate to an alternative school;
 - Children returning from the criminal justice system (secure estate);
 - Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);
 - Children who are CLA;
 - Children who have been out of education for longer than two months;
 - Children with below 50% attendance;
 - Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;
 - Children of carers, Gypsies, Roma, Travellers, children whose parents offend, asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school;
 - Homeless children who have been placed in temporary housing;
 - Children who are in a refuge due to domestic violence;
 - Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school and will have experienced multiple moves;
 - Children who have received 10 day exclusions in the last twelve months; and/or,
 - Children on the child protection register.

It may not be possible to process complex and hard to place admissions within the target timeframe outlined above. In such cases, the applicant would be informed of any increases to the processing timescales with regards to their application, and the process through which the application will be managed. The Additional Learning Needs Panel and **Vulnerable Learner Panel** would be responsible for managing applications as outlined above (please refer to section 2.6 below for further information on the panel's).

As part of the transfer allocation process, the Council will contact the child or young person's current school to obtain information in order to support and ensure a smooth transition. This information will then be shared with the recipient school in order to make sure that they are equipped to meet the pupils' educational, learning and any other identified needs upon transfer.

It is the responsibility of the parent/ guardian or carer to notify the Admissions Officer if they no longer wish to transfer their child to the newly allocated school, as confirmed within the offer letter.

***Please note:**

The admissions authority does not encourage transfers from one local school to another, due to the potential disruption that it causes to all parties. However, it does recognise that this process may be required in putting the needs of the child and/ or young person first.

Previous research has determined that the transfer process can impinge upon a pupil's educational achievement and success, unless there are exceptional circumstances, such as the transfer being in the best interest of the child/ young person. Transfers are also dependent (as with general admissions), upon place availability at the preferred school. Parents will be encouraged to discuss at length their reasons for wanting to change schools with the school and admissions authority.

Parents should also consider prior to making a transfer request, differences in curriculum offer available at the child's current school and requested recipient school, i.e. the schools may not offer the same subjects at GCSE level.

2.5 Requests for Admission Outside of Chronological Year Group

It is the Council's policy that children are admitted into their chronological year group. It is only in exceptional circumstances that the Council will support admission into a year group that is not within the chronological year. For example, where there is an appropriate evidence base that suggests the chronological year group is not able to meet the needs of the child e.g. on medical grounds, due to ill health, additional learning needs and/ or if a pupil is new to the UK. Evidence of the placement being 'essential' will be required should a placement of this nature be requested.

Applicants submitting requests for admission into a year group that is not the chronological year for the child/ young person, will be given the opportunity to share their reasons for the application with the Council. The headteacher of the preferred school will be consulted during the processing of the application, and their views considered as part of the decision making process.

Parents, guardians or carers who have been refused a place at the preferred school will have a statutory right of appeal against the decision that has been made; however, there is no right of appeal against a decision to refuse a place into a non-chronological year group.

2.6 Managed Moves, Resource Bases, Special School and Complex Placements

The Council has a policy in place which ensures that children and young people who may benefit from what is called a 'managed move' are able to move schools in an organised and coordinated way, ensuring that their needs are appropriately met. This policy is called the Managed Move policy and implemented via the **Vulnerable Learner Panel**. Where appropriate the Admissions Officer will consider the individual circumstances in line with the

Welsh Government Admissions Code (2013), and if the school is over subscribed, utilise and implement 'excepted pupil' status (for more information please see the aforementioned Welsh Government School Admissions Code, 2013, page 27), in order to admit the pupil.

The Vulnerable Learner Panel consists of the following representatives:

- Senior Education Welfare Officer – Chair ((in the Senior Education Welfare Officers absence the ALN Service manager will attend)
- School Admissions Officer;
- Youth Service; and,
- Headteachers/ Senior Leaders and school ALNCOs as well as other professionals/officers as and when required.

The Council has a number of Resource Base provisions throughout Blaenau Gwent to meet the needs of pupils with complex needs, social emotional and behavioural needs (SEBD) or autistic spectrum disorder (ASD) needs of pupils with complex needs, social, emotional and behaviour difficulties (SEBD) or Autism Spectrum Disorder (ASD). A resource base will be considered where it is felt that the mainstream setting cannot meet the needs of the child/young person.

The Council also has two special schools:

- Pen-Y-Cwm Special School, which caters for children and young people with severe, profound and multiple learning difficulties throughout the 3-19 age range.
- River Centre 3-16 Learning Community which caters for pupils with social, emotional and behavioural difficulties.

All placements into resource base and special school provision are agreed and managed by the Additional Learning Needs Panel, which is comprised of the below representatives:

- ALN Manager – Chair (in the ALN Managers absence the ALN Service manager will attend)
- Educational Psychologist
- Education Welfare Officer
- Headteachers
- ALNCOs as well as other professionals/officers as and when required.

If the application is for Ty Afon then this will be determined by the Vulnerable Learner Panel.

Decisions are made based upon strict criteria to ensure placements are appropriate. Processes are managed by the ALN team to ensure that pupils with additional learning needs are admitted in a timely manner, whilst ensuring that all of their identified needs can be met by the recipient school. All processes are carried out in consultation with the Admissions Officer in order to inform the allocation and planning of school places.

Where an application is received for a pupil in receipt of either a Statement of Educational Need or a **Local Authority** Individual Development Plan (IDP), the application is shared with the ALN team. Based on need identified in the IDP **ALN Panel will determine placement.**

The Welsh Government admission code states there are certain categories of children where schools **must** admit and without delay as follows:

Children with Statements of SEN

In general, the admission of children with statements of SEN is covered by the Education Act 1996. Guidance on the admission of children with statements is provided in the Special Educational Needs Code of Practice for Wales. Consequently, the admissions provisions in the 1998 Act do not generally apply to children with statements of SEN. Section 324 of the Education Act 1996 requires a maintained school that is named in a statement of SEN to admit the child. Schools cannot refuse to admit even if by doing so they would exceed their admission number.

If a LA has provided a statement for a child with SEN it is responsible for ensuring that the special educational provision is made for the child. The LA may identify a particular school which it considers to be suitable for the child's needs, and name the school in the statement. Admission authorities must be mindful of their duties with regards to Equalities Legislation and guidance on improving the accessibility of schools. If the parent of a child with a statement of SEN wishes to appeal against the school named in the statement, or the fact that no school has been named, the appeal is to the Special Educational Needs Tribunal for Wales, not to the admission appeal panel.

In certain cases, pupils may be granted excepted pupil status in compliance with the School Admissions Code, which determines that:

Where certain types of children ("excepted pupils") cannot be provided with education at the school in another infant class in which the limit is not exceeded without relevant measures being taken which would prejudice efficient education or the efficient use of resources, those children are not to be counted for the purpose of ascertaining whether or not the limit of 30 pupils is exceeded. Excepted children are:

- *Children whose statements of SEN specify that they should be educated at the school concerned, and who were admitted to the school outside a normal admission round.*
- *Children who are looked after by local authorities (looked after children), or who have ceased to be looked after (previously looked after children) as a result of being adopted or being placed with a family or given a special guardian and are admitted to the school outside a normal admission round.*
- *Children initially refused admission to a school, but subsequently offered a place outside a normal admission round by direction of an admission appeal panel, or because the person responsible for making the original decision recognises that an error was made in implementing the school's admission arrangements.*

- *Children admitted outside the normal admission round who:

 - *the maintaining local authority confirmed cannot gain a place at any other suitable school within a reasonable distance of their home because they have moved into the area outside a normal admission round, or**
- *Children who were admitted to the school outside the normal admission round after which the school has arranged its classes, and after the first day of the school year, the effect of which would mean that the school would have to take a relevant measure if such children were not excepted pupils.*
- *Children of armed forces personnel who are admitted outside the normal admission round.*
- *Children whose twin or other sibling from a multiple birth are admitted as non-excepted pupils, as the final pupil(s) allocated a place before the admission number is reached.*
- *Children who are registered pupils at special schools, but who receive part of their education at a mainstream school.*
- *Children with SEN who are normally educated in a special unit in a mainstream school, who receive part of their lessons in a non-special class*

*Excepted pupils will remain so, once admitted, for the remainder of their time in an infant class or until class numbers fall back and they can be organised to comply with the infant class size limit. For example, because a non-excepted child leaves the class, an additional infant class is created, or an additional teacher is appointed, then that child ceases to be an excepted pupil. Classes **must** be organised so as to comply with the limit wherever possible.*

A complex admission is characterised by the child or young person's needs and or circumstances, being unable to be met within the normal admissions round and general admissions arrangements. Cases characterised as complex often require careful consideration and involvement from a wider network of partners, in order to ensure that the child's educational needs can be met within an appropriate school setting/ placement. Where there is a complex admissions case outside of the remit of the Managed Move policy **and Vulnerable Learner panel** the Admissions Officer will coordinate the development of a working group aligned to the needs of the pupil, in considering the prospective pupil's circumstances and ensuring appropriate school placement. Complex admissions will be managed and processed in accordance with the School Admissions Code (2013). Where appropriate Welsh Government advice may be sought in line with the decision making process.

3. School Admission Criteria

The determination of school admissions differs between Local Authority maintained and non-maintained schools. The faith schools, foundation school, and non-maintained early year's education providers within Blaenau Gwent, maintain their own policies and criteria. These differ to the standardised

criteria of the Council. The faith and foundation schools are also responsible for administering their own transfer and appeal procedures. **Applications for pupil places at these schools need to be made directly to the preferred school.** Applications for pupils where a faith or the foundation school is a first preference, should only be submitted to the Councils' Education Transformation team in respect of second and third preference schools that are maintained by Blaenau Gwent. ***Please note that the Council are unable to allocate pupil places within the following non-maintained faith and foundation schools and non-maintained early year's education providers:**

- Acorns Nursery
- All Saints Roman Catholic Primary School
- Brynmawr Foundation School
- Cylch Meithrin Brynithel
- **Tiggys Day Care**
- St Joseph's Roman Catholic Primary School
- St Mary's Church in Wales Primary School
- St Mary's Roman Catholic Primary School

Additionally, the Council cannot allocate pupil places within schools outside of Blaenau Gwent. Out of county school admissions and placements are managed by the admission authority of the Borough within which they reside, and/ or the schools themselves, when they are not maintained by the Council.

The Council works jointly with the faith, foundation schools and non-maintained early year's education providers; to ensure that all pupils applying either via the schools/settings directly or the Councils processes are allocated a place. Joint monitoring also takes place around transfers and appeals.

Each school has a limit to the number of children that it can accommodate per year group. This limit is called the published admission number (please refer to **Appendix 1** of this document for more information). The admission number takes into account the physical space within the school building relevant to each age group, as determined by the Measuring the Capacity of Schools in Wales Guidance (2011). There are two figures derived from this formula for primary school admissions, the admission number for nursery and the admission number for reception. The nursery area includes the available space for all pupils who are eligible to attend nursery, which includes rising threes (as detailed within the nursery section above). For those schools that run both morning and afternoon sessions, the admission number is applied to each session, and so can be doubled. For secondary the figure derived indicates the admission number for all year groups. Schools are asked on an annual basis each autumn-term, to confirm their sessional plans etc. for the admission round and capacity calculations, which are then presented within the admissions policy, two years preceding the academic year to which it applies. Schools will then be bound by the admission numbers for primary and secondary school places. In the case of non-statutory nursery admissions, the capacity calculation is advisory based on the guidance detailed above.

In the event of school reorganisation taking place, the admission arrangements will be determined and confirmed as part of the statutory consultation and transition process.

4. **How to apply for a School Place in Blaenau Gwent (excluding the Faith and Foundation Schools and non-maintained early year's education providers)**

Parents/carers are required to make an application for a school place. Completed forms with supporting evidence are to be returned by the closing date as detailed in Section 6 (below). In order to process an application linked to allocation of a school place, only **one** of the following types of evidence within each category below will be required for submission with the application form:

- **Proof of Residency (copies of one of the following)**
 - Valid driving licence including paper licence
 - Council tax bill (for the 2022/23 year)
 - Recent child benefit / child tax credit notification, naming the child for whom the application has been made
 - Utility bills (within the last three months)
 - NHS Medical card
- **Proof of Date of birth (copies of one of the following)**
 - Child's birth certificate
 - NHS medical card
 - Valid passport which displays your child date of birth

Applications to the Council should be made online via the following link:

<https://citizenportal.blaenau-gwent.gov.uk/CitizenPortal/en>

In making an online application, applicants will receive immediate confirmation that their application has been submitted, then confirmation of pupil placement will be sent on the offer date. Alternatively, parents can request an application pack from the Admissions team on (01495) 355340 or via the following email address: schooladmissions@blaenau-gwent.gov.uk

As previously outlined the faith and foundation schools within Blaenau Gwent have additional criteria linked to their independent status, which needs to be fulfilled in line with the child securing a place. Applications to non-maintained early year's education providers are dealt with directly by the providers concerned.

Where a parent/ guardian or carer does not provide the relevant evidence, the application will be treated as **incomplete** until such time all supporting evidence is received. Consequently, should the supporting information be received after the closing date of the relevant admissions round, then this will render the application **as a 'late' submission**. If the information is not

provided upon initial request, the Council will then attempt to chase the parent/ guardian or carer for the information a further **three times only**.

In the case of a double allocation as a result of an administrative error, the Council would need to ensure that adequate places are available and follow the School Admissions Code and oversubscription criteria, in order to meet the 1st preference requested.

In instances where fraud is suspected, or accusations of fraudulent claims have been made, an investigation will take place. Places may be withdrawn if it is discovered that parents/ guardians or carers have knowingly provided false information in order to obtain the advantage of a particular school place.

Information provided within the application in respect of additional learning needs, will require further consultation with the SEN team. This will ensure effective, suitable provision and placement in line with additional educational needs and/ or a successful transition for the pupil.

5. Oversubscription Nursery, Primary and Secondary Criteria for the Normal Round of Admissions

The admissions authority will consider each individual application received by the published closing date. If the number of applications for an individual school is greater than the admission number, the allocation of places will be carried out using the following criteria, which are listed in order of priority below:

i) Children Looked After

Priority to be given to children looked after/previously looked after (children under Local Authority care); following consultation on the appropriateness of the named school.

Children in care means children who are in care of a Local Authority in accordance with Section 22 Children Act 1989.

ii) Catchment School

Children who live in the catchment area of the school on or before the published closing date.

iii) Social/Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a medical consultant's report. The information must specify the medical advantage of the child attending the preferred school. Please note that reports from family doctors are NOT accepted for this purpose.

iv) Brother or Sister

Children who will have a brother or sister at the school to which the parent is applying, after the date of admission, will be given a higher priority than those who do not. Please note however, that having a sibling at the school does not guarantee admission for any other children in the family. Where there is more than one such case, priority will be given to those children closest in age to the sibling already attending the preferred school as of the admission date. Brothers and sisters whether half, full, step or foster will be considered relevant where living in the same household

v) Distance

Children living closest to the preferred school measured by the shortest recognised permitted walking route between the pupils' front door of the home and school gate using a digital mapping system (**GGP which is a geographic information system**).

It should be noted that a child with a statement of special educational need or equivalent (i.e. individual development plan) which names a specific school, will be admitted in accordance with Section 343 of the Education Act 1996.

6. Deciding Factors associated with prioritising Admissions

In the event of oversubscription and/or the requirement to prioritise admission based on distance, places will be allocated on the basis of distance between the shortest recognised walking route between the pupils' front door of the home and the main school gate. Distance is calculated using a digital mapping system. Children living closest to the school are given the highest priority.

7. Shared residency

In the event that the residency of a child is shared between two parents, the address where the child concerned resides for the majority of the school week will be used for allocation purposes. This is the address that should be declared on the application.

However, if the residency with both parents during the school week is equal, the address for where the child benefit is paid will be used for allocation purposes.

8. Person making the application form

Only persons holding parental responsibility for the named child are able to make an application and they will be required to make a declaration to this effect as part of the application process. Ordinarily it is expected that this

person resides at the same address as the child and is referred to as the parent for admission purposes.

Where parental responsibility is equally shared, the Council will ask the child's parents to determine which parent should submit the application.

It is expected that parents will also agree on school preferences for a child before an application is made. The Council is not in a position to intervene in disputes between parents over school applications and will request that these are resolved privately.

If parents cannot agree and neither has obtained a court order stating who should be making the application/what the preference should be, the Council will accept an application from the parent in receipt of Child Benefit for the child.

9. Multiple births

In the case of multiple births relating to a single family, if only one place is available at the school and the second child who qualifies for a place is a sibling, the school will exceed their published admission number to accommodate both pupils.

10. Timeframe for Processing Admissions as Part of the 2024/25 Admission Round

Nursery

For places to be allocated in spring summer and autumn term of 2024;

Admission round commences on	5 th September 2023
Closing date for applications	5pm on 21 st October 2023
Offer date	20 th November 2023

Reception

Admission round commences on	8 th January 2024
Closing date for applications	5pm on 26 th February 2024
Offer date	16 th April 2024

Secondary

Admission round commences on	25 th September 2023
Closing date for applications	5pm on 24 th November 2023
Offer date	1 st March 2024

11. Arrangements with Neighbouring Admissions Authorities and Neighbouring Local Authorities

Where parents wish to apply for their child to attend a school in the Caerphilly area i.e. Newbridge Comprehensive School, you are required to apply via the relevant Caerphilly Council application form or by making an on-line application via the Caerphilly Council website. Any such applications **must** be received by Caerphilly's School Admissions Team by the relevant published closing date as outlined in Caerphilly Council's admissions policy.

If you are a Blaenau Gwent resident and wish to apply to schools which are situated in Merthyr, Monmouthshire, Torfaen or Powys you are required to apply to Blaenau Gwent, either on line or via paper copy and we will liaise with the relevant Authority.

12. Late Applications

Applications received '**after the closing date**' will be classed as late. These will be considered as a secondary priority to applications received on time. Incomplete applications and those without relevant supporting evidence will also be considered as late, if the information requested is not received by the closing date for admission round to which the application relates.

Late applicants are unlikely to be offered a place at their preferred school, due to places being allocated to on-time applicants, particularly where there are high levels of demand.

13. Change of Preferences

Should a parent/guardian or carer wish to change their preference, they will need to do so in writing. Letters expressing a change of preference are to be directed to the admission authority. Any request of a change in preference received after the closing date will be treated as a late application.

14. Waiting Lists

Following the allocation of places during the normal admission round, children will remain on the waiting list for their preferred school until 30th September the following academic year. Thereafter, parents/ guardians or carers will be required to make a new application for admission. If additional places become available, they will be allocated to children on the waiting list on the basis of the published oversubscription criteria. **Waiting lists do not give priority to children based on the date the application was added to the list.**

15. Children of UK Service Personnel and other Crown Servants (including diplomats).

Families of UK personnel and other Crown Servants are subject to frequent movement within the UK and from abroad, often at relatively short notice. School places should be allocated to children and their families in advance of the approaching school year if accompanied by an official Ministry of

Defence(MOD) or Foreign or Commonwealth Office (FCO) letter declaring a return date and confirmation of the new address wherever possible.

16. Children Housed via Domestic Violence Services and Organisations

Children temporarily housed under the protection of approved Domestic Violence agencies will be admitted as a priority to the catchment school if the application form is accompanied by an official letter from the relevant agency.

17. Gypsy and Traveller Children

The Council is obliged, by statute, to ensure that all children of compulsory school age receive education that is appropriate to their age, abilities and any special educational needs, and promotes high standards in the provision of education and the welfare of children. These obligations apply to all children whether they are permanent residents in the area.

18. Notifying Parents, Guardians or Carers of the Outcome of the Application

The Council will inform parents/ guardians or carers of the outcome of their application on the published offer date (please refer to pages 13 and 14 for more information). If the application is rejected, parents will receive written confirmation informing them of the outcome and will also be provided with the 'Appeals Guidance for Parents' document, which provides details of the appeals procedure. As part of the refusal letter the Council will allocate a place at the 2nd or 3rd preference school, if a 2nd and/or 3rd preference has been indicated within the application. A place will be allocated at the next nearest available school, should all preferences be unavailable or if an alternative preference has not been specified.

19. Admission Appeals for Primary and Secondary School Places

The Council endeavours to fulfil parental preference wherever possible; however, where there are more applications than places available at a school it is not always possible to fulfil parent preference.

The 1996 Education Act provides parents with an opportunity to appeal against the decision of a Local Authority in the matter of **statutory** school admissions - ***please note appeals cannot be made for non-statutory nursery admissions**. The appeal will be heard before and considered by an independent appeal panel.

Post receipt of the offer letter detailing the outcome of an application, should a parent/ guardian or carer wish to appeal against the decision of the admissions authority, they will need to complete the form issued with the letter and return it to the:

Head of Law and Standards,
General Offices,

Steelworks Road,
Ebbw Vale,
Blaenau Gwent.
NP23 6DN

Parents will have 10 working days to submit an appeal and their appeal will be heard within 30 school days from the specific closing date indicated within the refusal letter.

20. Home to School and Post 16 Transports

Blaenau Gwent Council will provide free transport for children attending their nearest suitable school, where the distance from home to school is over the specified walking distance detailed below:

- more than 1.5 miles from home for children aged under 8 years but of statutory school age; and,
- more than 2 miles from home for children aged 8 years and over.

Distances are measured by using the Council's Digital Information Mapping System, to determine the shortest available safe walking route between the home address and the main gate of the school to be attended.

Parents are able to choose an English-medium, Welsh-medium or a denominational school for their child. The child will qualify for home to school transport to the appropriate catchment area of the school. When the catchment area school is full and unable to admit a pupil, free transport will be provided to the next nearest available school that has room to take the child, as long as the home is 1.5 miles or more away from the school for pupils under the age of 8 years, or 2 miles for pupils aged 8 and over.

The provision of free school transport will be arranged to coincide with the start and end of the normal school day and shall be provided during the school term time. Home to School transport is not provided for breakfast clubs, after school clubs or summer schools. Transport will be provided from pick-up points at approved bus stops on the nearest public transport route to the learner's home, where possible.

21. Post 16 Travel

All students living in Blaenau Gwent will be provided with a discounted bus ticket or travel grant to the Blaenau Gwent Learning Zone, Ebbw Vale Campus as their designated Post 16 provider; or, the nearest institution where their course is available depending on the following criteria:

- students must be between the ages of 16 to 19 (under 19 prior to the 1st September of the commencement of their course) to qualify;
- students shall reside in the County Borough of Blaenau Gwent;
- students must reside 2 miles or over (nearest walking distance) from their nearest college campus; and, the students should attend a full time course

which requires attendance of 16 or more hours per week or a minimum 4 days attendance per week at the institution.

Students and pupils aged 19 or over at the commencement of the course are not eligible for travel assistance from the Council and in these circumstances they are advised to contact their respective college for details of any available transport provision.

All transport for Post 16 pupils including those with additional learning needs is agreed on a case by case basis by the **ALN team** in consultation with the Transport Officer. The Council may provide transport up to a maximum of three years **until the pupil's 19th Birthday**.

22. Travel Grant

The Council's present policy is to provide travel assistance to those who meet the criteria up to a maximum of £150 per academic session. This will be paid termly as follows: £50 autumn, £50 spring and £50 summer.

23. Welsh Medium / Faith Education

Pupils who wish to undertake their Post 16 studies via the medium of Welsh or attend a Faith school are required to travel further distances for their education, with no direct public service bus routes. These students have the opportunity to utilise the existing contract bus provision in lieu of the Travel Grant, if appropriate.

All awarded transport will be reviewed periodically. For more detailed information on home to school and post 16 transport, along with details on how to apply, please refer to the Blaenau Gwent Home to School and Post 16 Transport Policy (2021/22) via the following link: <https://www.blaenau-gwent.gov.uk/en/resident/schools-learning/school-transport/>

Appendix 1 – Published Admission Numbers

***Please note in order to apply for a place in one of the following schools/early years' education providers, an application will need to be made directly to the school of your choice:**

- Acorns Nursery
- All Saints Roman Catholic Primary School
- Brynmawr Foundation School
- Cylch Meithrin Brynithel
- **Tiggys Day Care**
- St Joseph's Roman Catholic Primary School
- St Mary's Church in Wales Primary School
- St Mary's Roman Catholic Primary School

Published Admission Numbers for 2024/25

School *The school highlighted in red are responsible for their own admission arrangements and as such, applications need to be submitted directly to the school.	Nursery Admission Number	Session	Statutory Admission Number (Reception or Year 7)
All Saints R.C. Primary School	30	am	26
Beaufort Hill Primary School	30	am	30
Blaen y Cwm Primary School	26	full time	38
Brynbach Primary School	30	am	30
Coed y Garn Primary School	30	full time	30
Cwm Primary School	52	am	

	52	pm	30
Deighton Primary School	30	am	30
	30	pm	
Georgetown Primary School	23	am	60
	23	pm	
Glanhowy Primary School	65	am	42
	65	pm	
Glyncoed Primary School	52	am	45
	52	pm	
Rhos y Fedwen Primary School	26	full time	25
St. Illtyd's Primary School	30	am	30
St. Joseph's R.C. Primary School	41	full time	15
St. Mary's Church-in-Wales Primary School	30	am	30
St. Mary's R.C Primary School	53	Full time	30
Soffryd Primary School	19	am	23
	19	pm	
Willowtown Primary School	30	am	60
	30	pm	
Ysgol Gymraeg Bro Helyg	60	full time	30
Ystruth Primary School	37	am	42
	37	pm	

	Nursery Admission Number	Session	Statutory Admission Number (Reception or Year 7)
<u>Secondary School</u>			
Brynmawr Foundation School			151
Tredegar Comprehensive School			152
<u>Middle School</u>			
Abertillery Learning Community – Primary Phase	141		140
Abertillery Learning Community – Secondary Phase			150
Ebbw Fawr Learning Community -	47	am	38

Primary Phase		
Ebbw Fawr Learning Community - Secondary Phase		238

DRAFT

Appendix 2 - Blaenau Gwent Schools Catchment Area Overview Map



DRAFT

This page is intentionally left blank

Analysis:

School Admissions – 2022/23 Admissions Round Analysis

The Admissions team have successfully implemented the School Admissions Policy for Nursery and Statutory Education 2022/23, which is evidenced by the following assessment:

- 100% of applications were processed within 48 hours and 100% of standard in-year transfer requests were processed within 15 days of receipt in accordance with the WG School Admissions Code (2013) and Blaenau Gwent's School Admissions Policy for Nursery and Statutory Education 2022/23.
- Transfer rates have remained steady over the last 4 academic sessions, from 355 in 2018/19. The rate of 229 in 2019/2020 - Figures were much lower due to covid. The transfer rates increased slightly in 2020/2021 to 295. The rates have decreased slightly during 2021/2022 to 136 (99 primary transfers/37 secondary transfers) the primary reason for in-year transfer being inward migration of families into the Blaenau Gwent area.
- Complex transfers were received on a weekly basis and referred to the SEN team for consideration at ALN Panel.
- The admissions officer has attended all ALN Panel meetings and/ or liaised directly with the SEN team on pupil placement.
- No appeals were held for the reception or secondary admission rounds during the summer period 2022.
- The numbers of in-time applications received for pupils who applied for a school place during the 2022/23 admission round, decreased slightly for nursery, reception and secondary when compared to 2020/21. Please refer to Figure 1 below for the in-time percentage comparisons:

Figure 1: In-time Application (%)

Percentage of In-time Applications 2020/21	Percentage of In-time Applications 2021/22	Percentage of In-time Applications 2022/23
Nursery – 60%	Nursery – 71%	Nursery – 66%
Reception – 75%	Reception – 83%	Reception – 78%
Secondary – 79%	Secondary – 80%	Secondary – 78%

- The Council were able to sustain 100% of parental first preferences for a 4 year period in respect of both nursery and secondary place allocation, and 99% of first preferences were met for the reception year group, however, for the 2022/2023 academic year 100% of first preferences have now been met (please refer to **Figure 2** below). This is attributable to the effective monitoring and management of school capacities and pupil places along with the continued achievement of surplus place reduction, whereby school admission numbers for primary schools with a high surplus have been reduced over the last year and in turn the admission number has also been reduced.

Figure 2: First Preferences Met %

% of First Preferences Met for In-time Applications 2019/20	% of First Preferences Met for In-time Applications 2020/21	% of First Preferences Met for In-time Applications 2021/22	% of First Preferences Met for In-time Applications 2022/23
Nursery – 100%	Nursery – 100%	Nursery – 100%	Nursery – 100%
Reception – 99%	Reception – 99%	Reception – 99%	Reception – 100%
Secondary – 100%	Secondary – 100%	Secondary – 100%	Secondary – 100%

The Welsh Government School Admissions Code (2013) dictates that Councils must review their admissions policies annually for consultation and publication by April 15th in the academic year preceding the admissions round. Blaenau Gwent School Admissions Policy outlines the arrangements, criteria and relevant legislation that underpin school admission processes and methodology. The primary changes to the policy document for the 2022/23 academic session were as follows:

- A review of the nursery, primary and secondary admission numbers in line with the annual capacity review. This is an annual process which reviews changes to school plans and physical space within the school, which affect the provision of teaching and learning. This is carried out in line with the Welsh Government Measuring the Capacity of Schools in Wales Guidance (2011). The final agreed capacity calculations are then used to inform admission numbers.
- A review of the dates for the admission round(s), associated processing and offer deadlines.

The Admissions Policy for 2023/24 was consulted upon and published in line with the Welsh Government’s deadline (April 2022).

We went fully online for the 2022/2023 admission rounds using Capita One Online– with parents being fully supported by the team in their application process and submission.

The Admissions Forum met three times over the last year (September 2021 – August 2022).

The Forum has sustained a good level of attendance at each meeting. The Forum has worked closely with the Education Transformation team in order to:

- improve school and Council awareness and partnership approaches in respect of the implementation and monitoring of the admissions round;
- improve tracking processes from live birth to secondary education (whilst ensuring alignment with Inclusion);
- address issues i.e. ensure that when in-year transfers are allocated a place a start date is offered within 10 days; and,
- explore a wider ranging data set i.e. Flying Start, placement outside of the chronological year group, home tuition and attendance data etc. Ensuring that there is a holistic approach to the management of pupil places.

This page is intentionally left blank

Agenda Item 8

Cabinet and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **People Scrutiny Committee**
Date of meeting: **28th February 2023**
Report Subject: **Forward Work Programme: 18th April 2023**
Portfolio Holder: **Cllr Sue Edmunds, Cabinet Member People and Education**
Cllr Haydn Trollope, Cabinet Member People and Social Services
Report Submitted by: **Scrutiny and Democratic Officer**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Governance Audit Committee	Democratic Services Committee	Scrutiny Committee	Cabinet	Council	Other (please state)
x	x	15.02.23			28.02.23			

1. **Purpose of the Report**
 - 1.1 To present to Members the People Scrutiny Committee Forward Work Programme for the Meeting on 18th April 2023 for discussion and agreement.
2. **Scope and Background**
 - 2.1 The Scrutiny Work Programmes are key aspects of the Council's planning and governance arrangements and support the requirements of the Constitution.
 - 2.2 The topics set out in the Forward Work Programme link to the strategic work of the Council as identified by the Council's revised Corporate Plan, corporate documents and supporting business plans.
 - 2.3 Effective work programmes are essential to ensure that the work of scrutiny makes a positive impact upon the Council's delivery of services.
 - 2.4 The Committee's Forward Work Programme was agreed in September 2022, recognising the fluidity of the document to enable the Committee to respond to urgent and emerging issues, and included timescales when reports will be considered by the Committee. The work programme is managed and implemented by the Scrutiny and Democratic Officer under the direction of the Chair and Committee.
 - 2.5 The forward work programme for the forthcoming meeting will be presented to Committee on a 6 weekly cycle in order that Members can consider the programme of work; request information is included within the reports, as appropriate and / or make amendments to the work programme.

3. **Options for Recommendation**

3.1 **Option 1:** The Scrutiny Committee consider the Forward Work Programme for the meeting 18th April 2023, and

- Make any amendments to the topics scheduled for the meetings;
- Suggest any additional invitees that the committee requires to fully consider the reports; and
- Request any additional information to be included with regards to the topics to be discussed.

3.2 **Option 2:** The Scrutiny Committee agree the Forward Programme for the meeting 18th April 2023, as presented.

Background Documents /Electronic Links

- Appendix 1 – Forward Work Programme – Meeting on 18th April 2023

**People Scrutiny Committee
Forward Work Programme**

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Tuesday 18th April 2023	Education Directorate End of Year 2021 report	Performance Monitoring To provide Members with the first annual strategic overview report from the Corporate Director on progress made and key areas for future development.	Lynn Phillips	Cabinet – 19.04.23

This page is intentionally left blank

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank