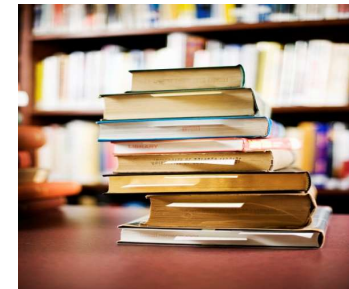




Education Directorate

Director of Education Report

Quarter 1 and 2 (April 2021 to September 2021)



*'The Education Directorate, working together with key stakeholders on a joint purpose to deliver **better schools, better citizens and better communities** – all through a children and young person centred approach'*

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Introduction

Welcome to the Blaenau Gwent County Borough Council's report of the Director of Education. The report covers the period April to September 2021. The report is used to highlight the key areas of progress and improvements that the service has experienced. This report provides a mid-year review of the activity undertaken to date in academic year 2021-22.

This year's report will also include detail on the activity undertaken by the Directorate to respond to the global COVID-19 pandemic. It should be noted that the accountability framework in Wales had changed significantly and there was no end of Key Stage Assessments for the Foundation Phase, KS2 or 3 this year. Furthermore, the outcomes for students at the end of Key Stage 4 and those sitting AS and A Levels were subject to a series of process and policy changes throughout the year. The eventually published Centre Assessed Grades (CAGs) results have not been compared with any previous years.

The Council will continue to work with partners across the Council, for example, Children's Services, Regeneration, Legal, Finance and Organisational Development to focus the work on improving pupil outcomes and supporting school leaders. The Council will also continue to work with partners, such as the Education Achievement Service (EAS) to support school leaders to improve pupil outcomes and wellbeing.

Blaenau Gwent Context

Blaenau Gwent is a place of heritage and dramatic change, with a sense of its past but its eyes firmly on the future. The area is relatively small geographically, being at most 15 miles north to south, and 8 miles east to west. Blaenau Gwent is defined physically by high hillsides dividing the three main valleys. These valleys are home to towns and villages which seem to merge together into one. However, each community proudly maintains its own character and traditions. Although the towns give the county borough a busy, urban feel, Blaenau Gwent is actually a largely rural area. Wherever you are, beautiful countryside is never far away. Figure BG01 below looks to give a visual representation of Blaenau Gwent, highlighting some of our distinctive local features.

Blaenau Gwent has 25 schools:

- 2 Maintained 3-16 Learning Communities;
- 1 Foundation Comprehensive;
- 1 Maintained Comprehensive;
- 1 x Maintained 3-18 Special School;
- 1 x Maintained 3-16 SEBD Special School; and
- 19 Primaries (of which 4 are voluntary aided / faith schools)

There are currently circa 9,000+ pupils on roll across all Blaenau Gwent schools.

The organisation, End Child Poverty, released new data in October 2020 with findings showing that the highest rates of child poverty in Wales are in Pembrokeshire and Blaenau Gwent. Blaenau Gwent is one of 5 counties in Wales to have seen a rise in the proportion of children living in poverty since 2015. The impact of poverty on children is well documented, with children from low-income families more likely to experience worse physical and mental health; do less well in school; and have fewer opportunities in the future. The Welsh Index of Multiple Deprivation (WIMD) captures the extent of deprivation as a proportion of residents living in each lower super output area (LSOA). The eight considerations of the WIMD are: income; employment; health; education, skills and training; geographical access to services; housing; physical environment; and community safety. Blaenau Gwent has the highest percentage of LSOAs in the most deprived areas across Wales at 10%, for income (19.1%), education (27.7%), and community safety (23.4%).



The proportions of pupils eligible for free school meals in Blaenau Gwent was almost 30% during 2010-16 and the highest of all LAs in Wales by a significant margin. The proportions declined during 2016-19, but BG remained the 2nd highest in Wales for all LA schools and highest for secondary schools during 2018-19. During 2021-22, the eligibility for FSM has again increased to circa 30%. Given the evidential relationship between pupil performance and deprivation (using eFSM as a proxy indicator), pupil outcomes in BG would be expected to be among the lowest in Wales. However, within Blaenau Gwent we have high ambitions for all of our learners and our socio-economic standing is a challenge that we are working to overcome to the benefit of all of our children and young people.

Overall, the 2019 WIMD figures and high eFSM eligibility reflect very high levels of deprivation within the County Borough. They also indicate the significant consideration required to improve educational outcomes to levels within other similar LAs and to consistently match the all-Wales averages. 2018-19 performance figures show that Blaenau Gwent has achieved parity, and indeed, out-performed some LAs in a number of measures confirming the progress being made within its schools. The 2020-21 KS4 and Post 16 KS5 provisional results will be included in the Summary SER via the performance data pack during the Autumn term to inform the on-going self-evaluation process, however, there is recognition the outcomes were awarded via the Centre Assessment Grades (CAGs) and/or the awarding examination body's assessed grade.

Age and Gender Population Profile

NCY	Females	Males
N1	194	206
N2	342	341
R	378	340
1	350	378
2	365	413
3	395	394
4	370	361
5	334	430
6	395	395
7	299	347
8	321	361
9	301	267
10	328	313
11	269	291
12	5	8
13		6
14	2	3
Totals	4648	4854

ALN Population Profile

NCY	School Action	Schools Action Plus	Statemented	No Additional Need
N1	5	6	1	388
N2	12	24	2	645
R	23	33	6	656
1	37	34	18	639
2	40	48	8	682
3	59	50	15	665
4	84	48	10	589
5	89	60	10	605
6	85	53	21	631
7	78	39	31	498
8	102	44	27	509
9	81	41	14	432
10	72	75	31	463
11	60	73	33	394
12			13	
13			6	
14			5	
Totals	827	628	251	7796

Director's Overview

Blaenau Gwent is a relatively small geographical area, with big ambitions for our schools and learners. We are determined to play our part in Wales being a first class education system with a clear ambition to increase the skills and standards of education across the County Borough. We fully support and are committed to the Welsh Government's national mission for educational transformation, including Curriculum and ALN Reforms. Blaenau Gwent's strategic aims that are advocated in our Recovery and Renewal Plan is to realise;

- All schools, education providers and support services are fully operational, with children and young people able to access a full range of provision and services both school and community based, in order to meet their: Educational; Social; Emotional; Behavioural; and other relevant needs.
- Blaenau Gwent children and young people are able to effectively transition from one stage of their education to another, with wellbeing as a primary focus, supporting them to achieve their potential.

Recovery and Renewal Focus - Education has developed a detailed impact assessment in collaboration with key partners including schools, in order to determine the key priorities for recovery and renewal. The 4 overarching priority areas of focus are as follows:

- **Learner Wellbeing**
- **Vulnerable Learners**
- **Academic Progress**
- **School Operations**

Over the last academic session school operations have been negatively affected by the pandemic. However, BG's corporate response in supporting our schools and learners during the COVID-19 pandemic has been largely effective. The latest Welsh Government operational guidance seeks to resume normal school operations from the autumn-term 2021. During the 2020/21 academic session, data collection and school's data management was reconfigured and/or suspended, therefore, we are currently working to establish the baseline for the above priorities as at September 2021. However, levels of COVID within the community are affecting the school's ability to resume normal practice. Therefore, the target for the autumn-term is to establish the new baseline. Education has worked to establish a detailed action plan for each impact area. The action plan details the work required with Council services, schools/headteachers, wider partners such as the Education Achievement Service, pupils and parents. The Education Directorate are now clearly focussing on the future. As a consequence, stakeholder engagement and communication plans are in place, with 3 consultative groups having been established as follows:

- Recovery and Renewal Group, Curriculum Reform Group and the School Operations Management Group



Lynn Phillips - Director Education



Cllr Joanne Collins - Executive Member Education

COVID-19 The Council's Response

In March 2020, a decision was made by the UK Government to put the UK into lockdown in order to try and minimise the spread of the global pandemic COVID 19.

In accordance with Emergency Planning arrangements, a GOLD Group was established in Blaenau Gwent which comprised of Corporate Leadership Team, supported by the Civil Contingency Manager and Communications Manager. The strategic aim of GOLD is to delay and mitigate, as far as practicable, the spread and impact of Coronavirus within the community. GOLD was supported by an Emergency Response Team, made up of Heads of Service and Service Managers working alongside partners including the Aneurin Leisure Trust, GAVO, Tai Calon and the Joint Trade Unions.

As part of its response, the Council had to act quickly and had to consider alternative methods of service delivery, ensuring that the most vulnerable in society were supported. This resulted in delivery of critical services only, with other available resources being redeployed to support the response.

Particular focus was on:

- Adult Social Services
- Refuse and recycling collection
- Public protection
- Development of school hubs to support vulnerable learners and key workers with childcare
- Supporting families eligible for free school meals
- The creation of locality hubs, working to support those vulnerable and shielding
- Supporting local businesses to access financial support

The Education Directorate's Response to COVID 19 – Recovery and Renewal

The Education Directorate has identified a number of priorities for recovery and renewal, as part of the response to the COVID-19 situation.

The recovery and renewal plan is in development and will be a working document, outlining how the Council will continue to support schools, both during, and beyond the pandemic. It is, however, highly likely that there will be a need to continue to move between alert levels and thus working to response and recovery throughout the remainder of this and the next academic year. Therefore, an effective approach to business continuity at each level is required. This is dealt with via the development and review of the WG's Local Infection Control Framework for Schools and BG's local COVID-19 Education Guidance document, operational plans and risk assessments. It is also a key feature of the aforementioned plan. An alert level information paper has been produced, which details the operational implications and changes at each stage.

Until the latter part of Spring-term, the Education Directorate was firmly focused on working with and supporting schools to continue to effectively adapt and respond to the COVID-19 pandemic. A significant shift in practice, delivery and learning has occurred throughout the course of the pandemic, affecting every aspect of education and all associated provision. Therefore, in order to inform the development of a recovery and renewal plan, the Education Directorate undertook a detailed Impact Assessment to identify key impacts on education from the COVID-19 emergency. Each impact has been RAG rated to measure its seriousness. The impact assessment process provided the opportunity for reflection and review, learning from which has been taken forward to inform recovery and renewal priorities and planning.

The relationship between the Council and its schools is stronger than ever before. The aim is to create a shared vision and associated plan to address key priorities for the future of Education within Blaenau Gwent.

Recovery – Priorities

The Education Directorate's Recovery and Renewal plans are in line with the corporate approach led by the Director of Regeneration and Community Services. It needs to be acknowledged that the impact of the last 18 months on all aspects of our school communities, and in particular the disruption to teaching and learning, is far reaching. Recovery will need to be planned in the short, medium and long term for learner development and progression. The Education Directorate's top priority in the EAS business plan is to:

Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community.

Renewal – Priorities

Through schools having to adapt to new ways of working, a number of positive outcomes have been evidenced. The Education Directorate will work with relevant stakeholders, including schools and the EAS, to use these outcomes to shape new ways of working across the Education Directorate and throughout the school estate. The core purpose of all schools in Blaenau Gwent will be to provide excellent learning and teaching for all our learners, but this will not mean a return to doing things as they were pre-pandemic, but to use the experience of the pandemic to shape education provision as we move forward.

Recovery – Priorities

The Education Directorate's Recovery and Renewal plans are in line with the corporate approach led by the Director of the Environment and Regeneration. It needs to be acknowledged that the impact of the last 18 months on all aspects of our school communities, and in particular the disruption to teaching and learning, is far reaching. Recovery will need to be planned in the short, medium and long term for learner development and progression. The Education Directorate's top priority in the EAS business plan is to;

'Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community.'

Local Political Leadership, Governance and Accountability

The structure of the Education Directorate provides clear levels of management and accountability. As a whole, the Council has a clear governance and accountability framework in place which all directorates are signed up to. This framework identifies how reporting and monitoring works throughout the Council to create a 'golden thread'. This framework is complied with by Education who also have additional monitoring requirements as part of the Estyn Local Government Education Services (LGES) framework.

The Education Directorate is subject to audit, inspection and review by Estyn. On a termly basis the Director of Education and/or Senior Education Managers meet with Estyn to discuss achievements, performance and key challenges. The Directorate has one Executive Member who has portfolio responsibility for Education and Learning (including the Aneurin Leisure Trust). The Directorate is scrutinised by the Education and Learning Scrutiny Committee. There is also a Safeguarding Scrutiny Committee which is a joint committee between the Social Services and Education and Learning Scrutiny Committees. Regular liaison meetings are held with the Directorate, the Executive Member and the Chair and Vice Chair of the Scrutiny Committee.

Engagement with Members

Aside from the work programmes for Scrutiny, Executive and Council, the Education Directorate also regularly engages with all Elected Members via a series of briefing sessions, aimed at informing Members of key areas of the Directorate to enhance their learning and understanding. The following sessions have taken place to date:

- EAS held a session on 17th May on 'Distance and Blended Learning across Blaenau Gwent Schools';
- Education, held a session on 30th September on 'Current Pressures Facing the Council' and Self-Evaluation;

How People Are Shaping Our Services

The Education Directorate is committed to providing high quality services to its citizens and uses various engagement methodologies in order to understand if the service is making the intended outcomes or if amendments to service delivery need to be considered. Throughout April to September 2021 a variety of engagement events have taken place:

- Wavehill Evaluation
- County Lines (consultation)
- Young People's Participation (focus group)
- Young People's Safe Areas (consultation)
- Aspire / Lego secondary school engagement with Year 8 Pupils (undertaken by the Regeneration Department)
- Establishing a new Welsh Medium Primary School in the Tredegar / Sirhowy Primary (consultation with Members) and the Proposal to Extend the Capacity at Penycwm Special School (consultation with Members)

Estyn Regulatory Activity - Summer Monitoring Letter

In July 2021, the Council received a letter from Estyn which provided an overview of the progress made in relation to recommendations from the overarching thematic report published in January 2021. The thematic report identified five recommendations for the Welsh Government and recognised that a whole system approach was needed to address these. The first three recommendations were more immediate and urgent in nature, whilst the last two recommendations would take longer to address. From discussions with the Directorate, feedback from learners and engagement work with schools, Estyn felt it was clear that, through collaboration, progress was made across Wales in equipping schools and learners to provide better remote learning experiences during the second lockdown. Below is an overview of the recommendations and a summary of the findings, full detail can be found in the following attachment.



Blaenau Gwent Estyn
Summer Letter.pdf

R1 Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity

- Weekly assessments were undertaken to assess the need for pupils requiring ICT devices and monthly monitoring also took place to consider the local authority's overall digital support for schools and families.
- The Shared Resource Service (SRS) provided devices within seven days of a need being identified.
- The local authority has planned to continue with these ICT arrangements until at least the end of the summer term 2021.
- As of May 2021, the local authority had loaned 1,359 devices and 161 Mi-Fi units to pupils.
- A review of the 'Digitally Disadvantaged Device' project plan future provision is being undertaken to allow all families continued digital access. Officers reacted responsively at the start of the pandemic but now have time to reflect and look at the digital learner journey more strategically.
- The local authority has recognised that many parents have a lack of pedagogical understanding and it is recognised that there may be a need to provide more learning opportunities for parents on how to support their children's literacy and numeracy at home, should there be a third wave.

R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs

- Officers are very positive about the work of Blaenau Gwent schools in developing and improving regional blended learning approaches.
- The Celebrate, Support, Share and Refine (CSSR) pilot involved 13 out of 25 local authority schools and will be extended in the summer term to include all schools.

- Local authority officers have monitored each school's provision using a blended learning survey. This has helped them identify areas that schools need to improve and to celebrate and share successful practice.
- The local authority's recovery and renewal plan outlines how they aim to build on the responses to their pupil survey to further strengthen distance learning should there be another wave of the pandemic.
- In the coming months, the Head of School Improvement and Inclusion will be meeting with various groups of pupils to gain more information on the impact of blended learning experiences on their education.

R3 Develop a coherent approach to improve progress in literacy, numeracy and the personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals

- The Head of School Improvement and Inclusion is taking lead responsibility for the 'Education Recovery and Renewal' working group which includes headteachers and other key partners.
- One purpose of the group is to support the progress of all learners, with a strong focus on supporting vulnerable pupils who have been disproportionately affected by the pandemic. The work of this group will be complemented by a review of the Inclusion Service to enable support to be targeted effectively at vulnerable pupils.
- To help overcome support engagement with the Gypsy, Roma or Traveller families, a Welsh Government grant has been used to appoint a member of staff to their Gypsy, Roma and Traveller pupil support team.
- Across the local authority, there has been an increase in demand for counselling services. As a result, the counselling team has been increased.
- Since the start of the pandemic, the local authority has seen an increase in demand for elective home education (EHE). This has mainly been due to anxiety issues and officers are hopeful that many of these pupils will return to school in the future. Educational Welfare Officers have been keeping in touch with these families and has been linking them with schools so they can have support from professionals with home learning.

R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

- The 'Education Recovery and Renewal' working group has a strong focus on supporting the physical and mental health of pupils. Officers feel that, over the last year, supporting pupils' wellbeing has been a strength in all schools and was recognised in pupil surveys and engagement with parents.
- The Education Recovery and Renewal Plan 2021/22 will inform a three-year plan to support the long-term actions needed to improve the physical and mental health of pupils.
- The Head of School Improvement has considered a range of evidence on the physical and mental health of pupils and will be engaging with a wide range of stakeholders during the summer term to obtain first-hand evidence of the impact of the pandemic on pupils' mental and physical health.
- The local authority is committed to continue to deliver a wide range of sport, physical activity, community engagement and swimming opportunities across Blaenau Gwent and Aneurin Leisure Trust intends to build on their current 'Family Engagement' project for the most vulnerable families.

- Funding has been secured to pay for the six schools with the highest number of eFSM pupils to run the School Holiday Enrichment Programme (SHEP), a school-based education programme that provides food and nutrition education, physical activity, enrichment sessions and healthy meals to children in areas of social deprivation during the school summer holidays.
- The Youth Service are continuing to offer support to young people in schools and across communities. They are continuing to work closely with organisations, such as the Rotary Club, to help fund essential items such as food hampers. Officers are also engaging with schools to address the period dignity agenda, including working with third party organisations to help with the distribution of products for all family members.

R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

Education officers present regular reports to the Education and Learning Scrutiny and Executive Committees to reflect upon and to evaluate the effectiveness of the local authority's response to the pandemic. The top priority for education officers and the EAS business planning for 2021/22 is to maximise pupil progression and minimise the impact of the pandemic on learners. The local authority has developed local policies, guidance, risk assessments and operational plans for and with schools.

The local authority has established a Headteacher curriculum reform group with representation from all sectors. In this group, schools are invited to share their progress with curriculum reform. Representatives then highlight which schools have good practice to share and which schools need additional support in implementing the new curriculum. Officers feel that the EAS has provided very good curriculum training sessions for all schools and the uptake from Blaenau Gwent schools has been high [*school feedback is showing that the support received was useful but would now like for more practical support*]. They feel in a good position to build on the positives from their blended learning approach to enhance curriculum reform. This includes enhancing opportunities for pupils to work independently using blended learning approaches. In conjunction with the EAS, the local authority will organise bespoke training packages to avoid duplication. Officers feel that the local authority are in a good position for schools to support each other on their journey.

Departmental Priorities 2021/22

Directorate Priorities		
<ul style="list-style-type: none"> • Improve outcomes and wellbeing for pupils, particularly at KS4, through effective governance arrangements • Delivery of the vision for education to support all learners in a modern and safe environment • Transforming education in line with curriculum, qualifications and ALN reform that is fit for the 21st Century • Deliver community based learning and recreation provision to meet need • Creating a performance culture for Education and Leisure that delivers improved value for money 		
Education Transformation and Business Change Priorities	Inclusion and Improvement Priorities	Young People and Partnerships
<ul style="list-style-type: none"> • Develop, review and implement Education Transformation policies and strategies, to secure effective access to education and associated provision, improve outcomes and wellbeing for all pupils; whilst also fulfilling the team's statutory responsibilities and ensuring regulatory compliance. • Ensure an effective and informed approach to school organisation, which facilitates the vision for education, and contributes to improving standards of delivery. • Secure an effective partnership approach between the Council and its schools, which seeks to improve delivery and support mechanisms/services including: review, development and renewal of Service Level Agreements (SLA's) and effective strategic procurement processes • Ensure effective national and regional working arrangements are in place, to facilitate the sharing of good practice, coordination of key strategic priorities, and in order to maximise opportunities for joint working and partnership approaches. • Develop, review and implement transformation programmes, projects and plans to facilitate effective curriculum delivery; whilst also contributing to key strategic priorities including: Welsh-medium education and Additional Learning Needs (ALN) reform. 	<ul style="list-style-type: none"> • Continue to secure effective, efficient and economical high quality provision for our vulnerable learners, progressing our vision for education • Improve progress for learners with ALN through successful implementation of the ALN and Educational Tribunal Act 2018 • Contribute to strong governance arrangements including self-evaluation (SE) and improvement planning. • Maintain and enhance the self-evaluation processes for the department so they are the best that they can be • Progress our Vision for Education across our learning communities in line with the strategic approach to school improvement (schools to schools work and professional working) • Further develop our processes, via the intelligent-client role, to hold the EAS effectively to account for commissioned school improvement services. • To ensure that all children and young people in LGEs settings are safe 	<ul style="list-style-type: none"> • Improving educational standards and life chances of children and young people through delivering an effective Youth Service • Achieving the outcomes within the Leisure and Cultural Strategy through effective oversight and governance of commissioned services • Improving life chances of young people and young adults from education through to employment through enabling an effective partnership approach to Post 16 delivery

Progress against the Priorities

Improve outcomes and wellbeing for pupils, particularly at KS4, through effective governance arrangements

Self-Assessment – The Education Directorate Leadership team has all positions fully appointed to. This has created capacity and a strong team to take the Education Directorate forward, especially in the way that we support children and young people in both school/college and community settings.

The quality of reports to CLT/Scrutiny/Executive is continuing to improve and there is robust self-evaluation, risk management, financial management and performance coaching arrangements in place. There continues to be robust governance arrangements in place between the Council and the EAS to monitor school performance. A Corporate Group has been established to oversee Self-Evaluation and Estyn preparedness. The Main SER was reported to Scrutiny Committee in September 2021. The reporting of Council/School level performance data has been relaxed over the last two academic years in Wales by WG. However, Summer 2021 KS4 results demonstrated progress in Capped 9 and L2inc. scores and were in line with the targets set in the 4 secondary settings SDPs. The KS4 Centre Determined Grades in 2021 generated very few appeals. A Strategic Post 16 Partnership has been established to ensure that BG learner pathways into Further Education are very much strengthened. The Learning Zone's performance at KS5 continues to be good and A Level pass rates for A*-E were 99,1%, which is in line the Welsh mean average. Reports on Improving Schools were presented to the Executive/Scrutiny Committees.

There are 4 schools currently identified as a School Causing Concern/ Team Around the School approach, however, it is likely that 2 schools will be removed during the next academic year. There continues to be very good progress made at Abertillery Learning Community (ALC), Brynmawr Foundation School (BFS) and Sofrydd Primary Schools. BFS will be subject to an Estyn Monitoring Visit early in the Autumn term. The River Centre has not responded appropriately to the pre-warning notice letter, therefore, a Statutory Warning Notice was issued on the 14th September. The ALC Corporate Group is working effectively and the revenue financial position is improving with deficit reducing to circa £324,000 when the prediction was in the region of £1m. Sofrydd Primary School appointed a permanent Headteacher early in the new academic year and is highly likely to be removed from the Schools Causing Concern (SCC) category in academic year 2021-22.

Finally, the corporate and education response to COVID-19 has been strong, as evidenced in the Estyn Thematic Review findings. The Estyn Summer letter received towards the end on the Summer term, provided additional feedback from the Inspectorate. The Education Directorate has established a Recovery and Renewal Plan to respond to the COVID pandemic and this features as part of the Scrutiny/Executive FWPs.

Delivery of the vision for education to support all learners in a modern and safe environment

Self-Assessment – The corporate and education response to COVID-19 has been strong, as evidenced in the Estyn Thematic Review Summer letter. The Directorate is well placed to move forward on the Recovery and Renewal priorities and these have been shared and discussed with Members of the Education and Learning Scrutiny Committee. The collaboration agenda and partnership working has been strengthened, particularly the relationships with the schools, Post 16 providers and the Aneurin Leisure Trust.

The Vision for Education is embedded i.e. a school-led self-improving system. However, the vision is under review based on a new approach of 'Better Schools, Better Citizens and Better Communities'.

There will be consultation/engagement starting in 2021-22. There is strong progress on the Welsh-medium school consultation which has concluded and implementation is planned from September 2023. The Pen-y-Cwm consultation has now concluded with positive feedback overall. Works were completed over the Summer, but it is recognised that space will remain a focus at the school going forward due to the increase in pupils with profound and complex needs. As a result, within the consultation approach, there is the provision for consideration of additional capacity creation as a Part 2 proposals. The proposal is now in implementation stages and the capacity will increase to 175 in 2021-22.

School to school working has continued throughout the period, but physical attendance on sites has been largely curtailed due the stringent risk assessment measures that are in place to prevent the spread of the virus. As such, schools have become competent at varying their approaches to school to school work, particularly cluster working.

The appointment of the Head of School Improvement and Inclusion and the Service Manager Inclusion will further strengthen the intelligent client role to ensure that barriers to learner progress are mitigated in a timely manner. This continues to provide beneficial support to schools as, over time, effective networks have been established to enable this approach. Work is ongoing to re-establish face to face learning so that the commissioned service is able to provide the authority with judgements that are validated through first hand evidence. This work will be key to informing the Recovery and Renewal phase of the Council's response to the pandemic. The School Budget Forum will be the forum to take forward the SLA renewal process and the Service Manager for Education Transformation and Business Change has been identified as the lead officer within the Directorate. Liaison with schools is underway and there has been strong progress made on the Hwb EdTech initiative across the school estate.

The River Centre is a SCC and the Governing Body's response to the Service Agreement, intended to provide clarity over process between the LA and school, has created difficulty resulting in significant involvement from senior leaders. The response to the pre-warning notice letter is unsatisfactory and a Statutory Warning Notice has been issued. The Education Directorate are considering the next steps with the school and the potential use of intervention powers. A new Chair of Governors has been appointed and the strengthening of the Governing Body's effectiveness will continue to be a focus.

The FSM monitoring systems are working well and a process is in place for providing FSM direct payments to families that have been asked to self-isolate. The purpose of the meeting is to check against incidents reported against RPI's reported and to ensure that all staff are aware of the requirements and are trained accordingly.

Transforming education in line with curriculum, qualifications and ALN reform that is fit for the 21st Century

Self-Assessment – Blaenau Gwent is well placed to continue with the transformation of the Education Service and supporting children and young people. The strategic links with key partners such as the EAS, Coleg Gwent, Schools, WBL providers are effective. The Education Directorate has supported schools through the Centre Determined Grades (CDGs) changes effectively, and learner outcomes met SDP expectations.

Compliance with the WG's Admissions and School Organisation Codes is strong. The School Organisation Policy has been reviewed and updated accordingly. WG Code of Practice for ALN has now been finalised and is in place, however, the ALN and Inclusion functions are being reviewed. An update on the ALN Reform has been provided to both Scrutiny and Executive during the Autumn term 2021. Since September 2021, Tredegar Comprehensive School (TCS) has met with nearly all maintained schools across the LA, and engaged in high-quality professional dialogue with headteachers/SLT and ALNCos. Following these initial discussions, TCS will now put in place relevant and tailored support for each school, in order to realise fully the implementation plans for mandated years by Summer 2022.

The Council are well on track for implementing ALN reform. Where challenges for implementation have been identified, relevant training opportunities are being put in place for both senior leaders and ALNCos. Further training will also be commissioned for Governors.

The preparations for the 21st Century Schools Band B Programme are progressing well with WG business case submissions being made and agreed for key projects. The Managing School Places report is demonstrating progress towards meeting the SOP 15% target and will be presented to Members later in the term.

A Strategic Post 16 Partnership has been established to ensure that BG learner pathways into Further Education are further strengthened. The BG Learning Zone's performance at KS5 continues to be good.

The relationship between the Inclusion and Youth Service is strong. Joint funding approaches through the ALN grant mean that a broader spectrum of support can be offered to young people.

Deliver community based learning and recreation provision to meet need

Self-Assessment – The Education Portfolio has also changed in 2020-21 to include the client function for the Aneurin Leisure Trust. This is transforming the relationship between the Council and the Leisure Trust, with a new five-year agreement in place. A Leisure and Libraries Strategic Partnership Board has been established, which is Chaired by the Leader of the Council. The joint working between the Council and the ALT has improved significantly and the performance of the Trust is showing really encouraging signs of recovery. The ALT financial position has improved significantly and the Trust has supported the Council exceptionally well during the COVID-19 pandemic and with the community hub provision, in line with the new operating model.

All Youth Service provision has now reopened. Targeted services are seeing increases in referrals in all areas. The Education Directorate has reported on both the Youth Services performance and the Inspire initiative reports, which give strong evidence of continued good performance against the reach of the service, accredited outcomes and the level of NEETs.

The Directorate's Risk Register has been updated to reflect the risks associated with the closure of the ESF funding. There will be a need to review capacity within the Education Directorate, but particularly for the Education Transformation/Inclusion and Young People teams. Phase 2 restructuring plans are in the early stages of development. Awareness has been raised about the ESF programmes ending in July 2022, which puts approximately 25 full time members of staff at risk of redundancy. Regional groups are meeting to highlight this risk across South East Wales. However, a clear approach to securing new funding e.g. Shared Prosperity Fund is not in place to address the funding deficit.

The Welsh Government Youth Support Grant has been approved again this year, continuing with additional support around Mental Health and Youth Homelessness. Additional funding has been secured through the ALN grant last year and has been requested again this year, which will continue the alternative provision for those young people on the cusp of permanent exclusion.

The Youth Service has experienced challenges around recruitment as posts have traditionally been 'training' routes for young people and volunteers. However, these roles now require to be registered and qualified with the EWC, and finding qualified, registered workers available for part time work has not been possible. As a short term solution, the Youth Service is considering training staff on the job.

Creating a performance culture for Education and Leisure that delivers improved value for money

Self-Assessment – A performance culture is developing and the first Education and Leisure joint staff meeting took place in the Summer term. Engagement with BG's schools continues to be progressive and collegiate in approach.

There are improved processes in place between Education & Finance to ensure improved monitoring of the revenue and capital budgets. This has contributed to a favourable financial position at year-end circa £363,000. The Council provided schools with a 3.6% uplift in budgets during 2021-22 financial year. The management of school balances has been effective and budget considerations are discussed at School Budget Forum, including a review of the funding formula. The Education Directorate and the EAS are providing improved value for money i.e. standards are improving with less resources. The Q1 revenue budget is showing a favourable variance circa £196,000. The capital budget position is stable with a likely investment circa £26m into the school estate in the period up to 2021-26. However, there are some identified cost pressures associated with COVID and BREXIT and discussions are underway with WG e.g. Welsh medium primary school.

Business planning is secure, including a review of the priorities in the Education Improvement Plan (EIP). The FADE Register is up to date and the Risk Register has been updated, with only one corporate risk relating to ALC and BFS. The Directorate regularly reports SE through to the Education and Learning Scrutiny and Executive Committees. The quality of reports is improving and the level of scrutiny provided by Members continues to develop. There is continuity in both professional and political leadership within the Education Directorate.

Improving Schools Programme 2021

Schools requiring higher levels of support that have made positive progress 2019-2021

Since March 2020, there have been limited opportunities for Council/EAS staff to visit the schools in Blaenau Gwent to work alongside school leaders to undertake self-evaluation activity due to the pandemic. However, in-person opportunities to see provision and practice first-hand resumed to a limited degree during the Summer term 2021 and this has informed the progress evaluation of this report.

Brynmawr Foundation School:

- The school was inspected in October 2019 and placed within the category of schools requiring Special Measures.
- The school continues to be subject to a LA statutory warning notice to improve and intervention is now in place. The LA is currently reviewing the notice during the Autumn term.
- Governance has significantly improved. There are now no additional LA governors on the governing body.
- The school has had several beneficial changes in senior leadership since the core inspection, with 3 new assistant headteachers now in post and key subject leadership changes.
- During the pandemic, the school has engaged very well with EAS support and professional learning.
- A strong support plan is currently in implementation as part of the EAS Learning Network School model, working closely with Cardiff High School, with the Headteacher undertaking the role of School Improvement Partner. Coaching and mentoring of leaders forms the core of this support.
- The school is part of the national pilot for multi-agency support for schools in special measures national initiative, which involves a range of partners supporting the school and monitoring its progress in a systematic and responsive way, tailored to the specific needs of the school. The next LA led meeting is in early October 2021.
- Estyn will revisit the school to monitor its progress from 5th-8th October 2021.
- In addition to Learning Network School support, the school has engaged in a range of helpful programmes to support improvements in teaching and learning, preparing for curriculum reform, supporting wellbeing of learners and improving outcomes for disadvantaged learners.
- The school engaged very positively with the Celebrate, Share, Support and Refine initiative, which demonstrated that it had in place strong practice during the time of school closure in providing online learning for pupils, and good support for families within the community.

Progress update:

- From evidence seen in limited on-site visits during Summer 2021, there is still work to be done, but the school is making progress against its recommendations with good progress made in strengthening leadership.

Abertillery 3-16 Learning Community:

- The school was inspected in February 2018 and placed in the category of schools requiring significant improvement.
- The school is currently subject to an LA warning notice. The LA is currently reviewing this via the SCC meeting in the Autumn term.
- Governance has improved significantly. Governors have received a planned programme of EAS support and sub-committees are now working well.

- The Learning Community has had several changes in senior leadership since the inspection: a new substantive Headteacher was appointed in January 2020; a Deputy Phase Lead at Primary was appointed in Spring 2021; a new substantive Secondary Phase Lead started at Easter 2021; a new Secondary Assistant Headteacher started at Easter. The impact of leadership consolidation can now be seen in more consistent provision and practice across the community, with standards in books overall broadly in line with age and stage.
- The school is engaging well with Tonyrefail School as its Learning Network School. On-site visits between the schools commenced in May 2021, and Tonyrefail supported with an EAS/LA verification visit in May 2021, which included the Head of School Improvement and Inclusion.
- In addition to Learning Network School support, the school has engaged in a range of helpful programmes to support improvements in teaching and learning, developing middle leadership, preparing for curriculum reform, supporting wellbeing of learners and improving outcomes for disadvantaged learners.
- The school engaged very positively with the Celebrate, Share, Support and Refine initiative, which demonstrated that it had in place strong practice during the time of school closure in providing online learning for pupils, and good support for families within the community.

Progress update:

- The May verification visit looked at a limited but useful range of first-hand evidence, supporting the view that the school has made satisfactory progress overall against its inspection recommendations.
- Some aspects of the school's progress were identified as strong (e.g. leadership development).
- Estyn will revisit the school to monitor its progress during the spring term this year.

Sofrydd Primary School:

- The Local Authority commissioned a Leadership, Management, Teaching and Learning Review at the school, in February 2020. This review found significant shortcomings in the way the school was led and managed.
- A new substantive Headteacher was appointed in September 2021.
- The governing body is now carrying out all its statutory functions and governors report stronger engagement with the school.
- The school engaged very positively with the Celebrate, Share, Support and Refine initiative, which demonstrated that it had in place strong practice during the time of school closure in providing online learning for pupils, and good support for families within the community.
- The Headteacher worked quickly and effectively to put in place additional nurture provision to support vulnerable learners during their acting period in post. This was supported financially by the LA.
- The school has been supported by a Learning Network School (LNS) arrangement with both Cwrt Rawling Primary School and Blaen-y-Cwm Primary School, which has enabled improvements to be made in the quality of teaching and pupils' learning. The school has also engaged well with fortnightly EAS mathematics and STEM in-school support, as well as programmes to improve outcomes for disadvantaged youngsters and those who have had adverse childhood experiences.

Progress update:

- A formal review of progress against the recommendations of the review in 2020 will take place this Autumn term 2021, with the new Headteacher and the leadership team working collaboratively together. This will inform the identification of priorities for improvement moving forward and the school's status under the SCC arrangements.

Schools Causing Concern**The River Centre Learning Community:**

- The LA is concerned that the school does not engage with key statutory LA functions and services. The pre-warning letter of Spring 2021, which set out these concerns in detail, did not achieve the compliance required and the school was issued with a Statutory Warning Notice on 14.09.21.
- Schools Causing Concern meetings have not provided the LA or EAS with the assurance of the effectiveness of the school's blended learning provision.
- Staff at the school are now engaging in regional professional learning programmes including engagement with the Distance and Blended Learning training; Newly Qualified Teachers programme; Schools as Learning Organisations and wellbeing training.
- The EAS has supported the Governing Body with training in self-evaluation. Strengthening the Governing Body's effectiveness will continue to be a focus of support.
- Following the school's engagement in the Celebrate, Support, Share and Refine pilot, the EAS has supported with its review and development of distance and blended learning provision.
- The LNS school Ysgol Bryn Castell is supporting, with a focus on: developing an effective School Development Plan; reviewing the school's self-evaluation of teaching and learning, including distance and blended learning; mentoring of leaders; planning for the new curriculum and ALN reform. The school is engaging appropriately overall with this support.
- The school has also received increased support via additional School Improvement Partner (SIP) time, with a specific focus on self-evaluation and improvement planning.

Progress update:

- The LA and EAS will work alongside school leaders to undertake self-evaluation activity during the autumn term 2021 to evaluate provision and practice and agree priorities for improvement.
- From the outcome of the May SCC meeting, it should be noted that the engagement with the Schools Causing Concern process has been unsatisfactory.

Education Performance Indicators

Performance Indicator Description - Applications	18/19	19/20	20/21
Applications – Nursery	693	696	714
Applications – Primary	739	731	701
Applications – Secondary	677	679	696
Performance Indicator Description - Attendance	July 19	July 20	July 21
Attendance – Primary	94.4	93.5	90.7
Attendance Secondary	93.3	91.7	84.8
Performance Indicator Description - Exclusions	April 19 to March 20	April 20 to March 21	April 21 to September 21
Exclusions Primary	108	25	17
Exclusions Secondary	459	135	183
Average Number of Primary exclusions per month (no. of months in brackets)	108 (9.8)	25 (3.6)	17 (3.4)
Average Number of Secondary exclusions per month (no. of months in brackets)	459 (41.7)	135 (19.3)	183 (36.6)
Performance Indicator Description – Referrals to Social Services			
Number of referrals to Social Services for children and young people of school age (3-16)	2382	2260	1702
Average Number of referrals to Social Services for children and young people of school age (3-16) per month (no. of months in brackets)	198.5 (12)	188.3 (12)	283.7 (6)
Performance Indicator Description – Digital Disadvantage			
Number of devices provided to pupils	0	<ul style="list-style-type: none"> • 1,359 devices • 161 MiFi Dongles 	Under Review
Performance Indicator Description – Free School Meals	2019	2020	2021
Entitlement to FSM/Transitionally Protected (%)	21.1	24.6	30.4

Education Performance Indicators

KS4 Progress (Centre Determined Grades)

	2021				2020				2019			
	Capped 9	Literacy	Numeracy	Best Science	Capped 9	Literacy	Numeracy	Best Science	Capped 9	Literacy	Numeracy	Best Science
School 1	335.9	32.6	35.1	32.7	355.9	36.1	36.6	32.2	341	35	33	27
School 2	377.0	41.0	32.0	38.0	375.7	41.0	35.0	36.4	349	38	31	28
School 3	369.0	40.4	39.1	40.6	378.0	39.3	37.2	38.2	340	37	35	36
School 4	373.5	41.5	39.5	36.2	358.3	39.9	37.5	36.4	362	39	36	36

Improvement in performance from previous year.

Decline in performance from previous year.

Budget 2021/22 - Quarter 1 & 2 (April 2021 to September 2022)

Budget Area		Budget	Forecast	Variance	
		£	£	£	%
1	Individual Schools Budget	46,522,380	46,522,380	0	0
2	Education Improvement Grant	257,360	261,402	(4,042)	(1.57)
3	Other Costs	722,410	722,897	(487)	(0.07)
4	Supporting SEN - Schools	1,679,830	1,103,550	(77,156)	(4.59)
5	Strategic Management	2,432,410	2,243,658	188,752	7.76
6	Assuring Access to Schools	2,317,310	2,316,456	854	0.04
7	Facilitating School Improvement	419,760	407,815	11,945	2.85
8	Supporting SEN - LEA	342,470	310,763	31,707	9.26
9	Further Education & Training	133,290	121,816	11,474	8.60
10	Youth Service	311,437	298,097	13,340	4.28
11	Other Expenditure	141,030	124,748	16,282	11.55
12	Education Departmental Budget	64,323	81,685	(17,362)	(26.99)
13	Corporate Recharges	4,360,220	4,360,220	0	0
	Leisure	4,159,100	4,164,405	(5,305)	(0.13)
Grand Total		63,863,330	63,693,328	170,002	0.27

Education Risk Register

Risk Description	Quarter 1 and 2 Progress (April – September 2021)	Status
CRR 4 - Safeguarding - Failure to ensure adequate safeguarding arrangements are in place for vulnerable people in Blaenau Gwent	<ul style="list-style-type: none"> • Education, including the Youth Service, provided partial performance information for the Joint Scrutiny/Executive performance report in Q4. Due to periods of school/pupil disruption. However, full data for Q1 in 2021-22 are being collated following a full return to face to face learning in schools during the Spring/Summer terms of 2021. • The Local Government Education Services Safeguarding Policy has been updated and discussed at Joint Scrutiny Committee and was subsequently agreed by the Executive Committee in July 2021. The policy is now in line with the latest Keeping Learners Safe Guidance. • An Education Safeguarding self-evaluation has been reported to CLT and through the political processes that discusses the good progress overall, particularly the strong collaboration between Social Services and Education. The areas for further development include the roll-out of the 360-degree policy and MyConcern implementation across all schools across the County Borough in 2021-22. 	Critical
CRR 25 - The 2 schools currently in receipt of Council Intervention fail to make appropriate progress against the Statutory Warning Notice to Improve and their Post Inspection Action Plans.	<ul style="list-style-type: none"> • There are robust governance arrangements in place between the Council and EAS to monitor both schools' performance. The two schools in an Estyn Category, namely ALC and BFS are part of the regional Schools Causing Concern arrangements and have been assessed as making satisfactory progress by the respective Schools Causing Concern Panels, but, in particular, the progress at ALC is moving towards a strong assessment. BFS is now part of the WG Multi-Agency Support for Schools in Special Measures initiative and this will replace the SCC meetings. Furthermore, the ALC Corporate Group has been re-established and the revenue financial position is improving circa £324,000 deficit at year end in 2020-21. • The reporting of Council/School level performance data has been relaxed this academic year in Wales by Welsh Government. However, Summer 2020-21 KS4 Centre Determined Grades results were in line with the targets set in both the secondary settings School Development Plans. • The review of Statutory Warning Notices will take place during the Autumn term for both ALC and BFS, with both schools in particular showing improvements in their leadership and governance arrangements. • Progress against further controls is on-going and largely on track, the forecasted direction of travel is an improving position. The Education Directorate and EAS are increasingly confident in the progress that both settings are making. 	High
EDDRR8 - Failure to minimise the risks associated with pupil regression linked to COVID-19 learning disruption and to maximise learner progression.	<ul style="list-style-type: none"> • The EAS pilot initiative has been completed. • The Corporate Recovery structure has been completed as well as an initial impact assessment. The action plan sits alongside key impact areas for which baseline information is currently being collated. • Professional discussions set up for every school in Blaenau Gwent with the EAS in the Autumn Term • The draft Recovery and Renewal Plan is in place, following an impact assessment process. 	High

Risk Description	Quarter 1 and 2 Progress (April – September 2021)	Status
EDDRR9 - Dependency on funding around ESF Inspire projects in youth service	<ul style="list-style-type: none"> • Inspire 2 Achieve (I2A, 11-16 year olds) funding for delivery ends July 2022 and Inspire 2 Work (I2W, 16-24 year olds) delivery ends September 2022. Numbers of staff affected are 1 x I2A/I2W Team Manager, 13 x I2A staff (includes 1 x Team Leader, 6 school based youth workers, 4 x transition youth workers, 1 x school aged mental health youth worker, 1 x admin support) and 7 x I2W staff (includes 5 x youth workers, 2 x health and wellbeing youth workers). These posts have directly contributed to the lowest levels of NEET figures, preventing low levels of mental health from escalating and overcoming barriers to employment. • Although the LA through Environment and Regeneration is involved in discussions related to the City Deal and Shared Prosperity Funding, the outcome and timeline for these areas of funding are unclear. Furthermore, all discussions to date are focussed on future funding for unemployment programmes for adults. It is unclear whether funding will be made available for earlier interventions and support within schools and colleges. If funding is not secured beyond July 2022, transition support for those most at risk will not be in place, destinations will not be supported and will lead to NEET figures rising. These areas are monitored nationally by Welsh Government and through Estyn inspections. Processes with staff will need to begin in April 2022. • This risk was escalated to CLT who agreed for the risk to not be escalated to the Corporate Risk Register at this time owing to ongoing discussions with the Capital Region to secure UK Government Shared Prosperity Funding. 	High
EDDRR1 - Failure of schools in Blaenau Gwent to adapt and change accordingly to the requirements of the new curriculum and national agenda of the Welsh Government as laid out in the National reform agenda document "Education for Wales: Our national Mission	<ul style="list-style-type: none"> • Implementation delayed until January 2022. • A report has been presented to Scrutiny for assurance that the inclusion service is fit for purpose to support ALN reforms and schools. • ALN Reform Report going to Education and Learning Scrutiny Committee in Autumn term and report indicates high-level confidence that Education' Inclusion service and schools are well on track for implementation. • Termly catch up planned with Estyn to discuss activities for this term. 	Medium

Risk Description	Quarter 1 and 2 Progress (April – September 2021)	Status
<p>EDDRR4 - Failure to create a sustainable and successful Abertillery Learning Community that delivers good outcomes for learners.</p>	<ul style="list-style-type: none"> • The authority has funded additional revenue support for ALC so that the school can take in the full range in order to increase the pupil population. • Established project group to look at capacity and physical space issues and will look to undertake an annual review. • ALC is programmed for remodelling under 21st Century Schools under the Band B Programme. • The Council recognises that ALC leadership and governing body leadership continue to improve. • The revenue out-turn position for ALC saw the revenue deficit reduce to circa £324,000 and the deficit reduction plan for 2022-23 is progressing. • Estyn monitoring visit expected in early Spring Term. 	Medium
<p>EDDRR5 - Failure to deliver an effective ICT strategy in line with the WG Education Digital Standards, which facilitates and enhances delivery aligned to the Digital Competency Framework and the new Curriculum for Wales.</p>	<ul style="list-style-type: none"> • The Infrastructure and Connectivity Project has successfully been delivered, along with Waves 1-3 of the Hwb EdTech Programme. Wave 4 implementation is currently underway, and progressing as programmed and in line with the financial profile. • Sustainability sessions have taken place in order to inform the device refresh and replacement programme, along with the development of the ICT Strategy. As a result, school's ICT Sustainability Plans have been drafted and will be reviewed in the early part of the Spring-term 2022, for implementation in the 2022/23 financial year. • The ICT Strategy Group has been further developed and meets bi-monthly. In addition, Education regularly meet with SRS, WG and Corporate colleagues, in order to ensure effective alignment between service delivery, strategic planning and policy. • Very good progress has been made in line with the development of the Education ICT Strategy, which is scheduled for consultation in the Spring-term 2022, and implementation from September 2022. • The Website/PSA issues continue to be subject to daily monitoring and escalation processes, with school's connectivity having been negatively affected – particularly during the latter part of the Autumn-term 2021. These issues have been escalated to the highest level, with WG having produced an action plan to address them. An effective communications plan is in place, which has been developed in partnership with SRS and neighbouring authorities, to ensure that schools are in receipt of up to date information in order to aid planning, engagement and delivery. • Delivery and monitoring of the digitally disadvantaged learner device programme is ongoing, with all requests to date having been successfully met. 	Medium

	<ul style="list-style-type: none"> • There is continued engagement with school's via headteachers, regarding both the projects and individual school needs. • Device and infrastructure audits have been undertaken for all schools and are update annually, meaning that the Council, SRS and schools have an excellent working knowledge of provision. 	
EDDRR10 - Failure of school (RC) to improve following the issue of a pre-warning notice and statutory warning	<ul style="list-style-type: none"> • Leadership and Governors being provided with support and work undertaken with chair and vice chairs to better understand their role. • School has been issued with statutory warning notice (14th September) as it failed to improve in line with the pre warning notice. • LA has reviewed and clarified its admissions procedures with the school. • SCC meetings half termly. 	High

Glossary

ALC – Abertillery Learning Community

ALN – Additional Learning Needs

ALT – Aneurin Leisure Trust

BFS – Brynmawr Foundation School

CAGs – Centre Assessed Grades

CDGs – Centre Determined Grades

CLT – Corporate Leadership Team

CSSR – Celebrate, Support, Share and Refine

EAS – Education Achievement Service

eFSM – eligible for Free School Meals

EIP – Education Improvement Plan

ESF – European Social Fund

EWCC – Education Workforce Council

KS – Key Stage

LA – Local Authority

LGES

LSOA – Lower Super Output Area

NEET – Not in Education, Employment or Training

RPIs – Restricted Physical Interventions

SCC – Schools Causing Concern

SE – Self-Evaluation

SEBD – Social, Emotional, Behavioural Difficulties

SER – Self-Evaluation Report

SDP – School Development Plan

SOP – Strategic Outline Plan

WBL – Work Based Learning

FADE – Self Evaluation (Focus, Analysis, Do, Evaluation)

FWPs – Forward Work Programmes

GAVO – Gwent Association of Voluntary Organisations

I2A – Inspire to Achieve

I2W – Inspire to Work

WIMD – Welsh Index of Multiple Deprivation

WG – Welsh Government

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