

28 October 2015

Councillor Sarah Merry
Cabinet Member for Education
County Hall
Atlantic Wharf
Cardiff
CF10 4UW



Dear Sarah

Schools Causing Concern – Committee Members’ Investigation

The Children & Young People Scrutiny Committee has been undertaking a series of investigations to explore the factors challenging the performance of the City’s schools currently identified as being in the “red support category“.

Although the Committee has not completed its investigation into this matter and will continue with the Inquiry during this Municipal Year, I felt that it could be useful for you to receive some early feedback resulting from the evidence heard at the meetings held so far by way of a letter, rather than needing to await the publication of a formal scrutiny report at the end of the process.

The investigation has been organised for Members to have a clear understanding of:

- the processes in place to support and improve the performance of individual schools in Cardiff;
- the issues causing poor performance in schools, and the key actions to be taken to address those issues;
- In order that Members can constructively challenge and test the actions being taken by head teachers and chairs of governors of the selected schools;
- Participating schools will feel supported and encouraged to meet performance challenges or other areas of concern, and provide their comments or suggested improvements to the Cabinet Member for her consideration and action.

The meetings were organised for Members to receive background information, operational and procedural briefings, presentations from the head teacher and chair of governors from two high schools and three primary schools.

On behalf of the Members who attended I would like to thank all of the witnesses who provided information and attended the meeting. Members found their input into the investigation honest, open, enlightening and very informative. The Members were particularly thankful for the amount of preparation that Officers had undertaken to ensure the investigation was a success.

The explanations, advice, and comments provided by witnesses enabled the Members to understand the progress that all parties are making to help improve the outcomes for Cardiff's pupils. After the meetings Members considered the evidence presented and highlighted a number of key findings and recommendations which they felt should be demonstrated to you.

The Inquiry's meeting structure so far has been as follows:

Meeting one

- Chloe Langson, head teacher, Meadowlane Primary School
- John Griffiths, chair of governors, Meadowlane Primary School
- Mike Clinch, head teacher, St Illtyd's High School
- Maureen Greening chair of governors, St Illtyd's High School
- Martin Price, foundation governor, St Illtyd's High School.

The Members were also briefed by the following officers:

- Carol Jones, Assistant Director of Education and Lifelong Learning
- Debbie Lewis, Senior Challenge Advisor, Central South Consortium
- Sarah Griffiths, Cardiff's Governors' Association.

Meeting two

- Carolyn Mason, head teacher, Fairwater Primary School

- Jacquie Turnbull, vice chair of governors, Fairwater Primary School
- Paul Mitchell – local authority governor, Fairwater Primary School
- Rachel Woodward – acting head teacher, Christ the King Primary School.

The Members were also briefed by:

- Debbie Lewis, Senior Challenge Advisor, Central South Consortium.

Meeting three

- Huw Jones–Williams, head teacher, Whitchurch High School
- Mrs Gaynor Bell, deputy head teacher, Whitchurch High School
- Mrs Jenny Ford, deputy head teacher, Whitchurch High School
- Mrs Joyce Slack, chair of governors, Whitchurch High School
- Mrs Sian Hopkins, vice chair of governors, Whitchurch High School
- Dr Paul Bulpin, community governor, Whitchurch High School
- Cllr Jonathan Evans, local authority governor, Whitchurch High School
- Mr Mike Newman, governor, Whitchurch High School
- Mr David Roylance, community governor, Whitchurch High School.

Task Group Members

Councillors Richard Cook, Dianne Rees, Iona Gordon, Joe Boyle, Paul Chaundy, Jim Murphy, Ashley Govier, Catrin Lewis, Patricia Arlotte and Carol Cobert.

Inquiry Recommendations

The Inquiry's 14 recommendations identified, to date, for your consideration, the Education and Lifelong Learning Directorate and South Central Wales Consortium are detailed below. Beneath these recommendations you will find a set of key findings and observations offered by Members to underpin the recommendations.

Recommendations 8, 9, 10 and 12 have already been included in the Scrutiny report on "*Children & Young People Scrutiny Committee Phased Inquiry – High level of Local Authority Governor Vacancies in Cardiff and the Appointment and Effectiveness of Local Authority Governors*" (dated 1 December 2014) and "*Children & Young People Scrutiny Committee Phased Inquiry – The effectiveness of school governing bodies in improving the educational attainment of their pupils*" (dated 16 July 2015). Such recommendations do not require a separate response.

School Improvement Process Recommendations 1 – 7

1. That the Council must ensure that the performance of all schools – regardless of their current category – is continually reviewed and challenged, to ensure that no school can coast or fall through the monitoring system. (Key Finding 1A)
2. That the Council must ensure that where schools identify external factors as impacting on improvement plans, senior Council officers engage with head teachers, in a timely manner, so that the school can better focus on improving its performance. (Key Findings 1B, 5B)
3. To address concerns identified by Head Teacher, the Council and Consortium must review and confirm that appropriate mechanisms are in place to both enable schools to highlight any issues they have with implementing their improvement plans and ensure they are receiving the support they require. (Key Findings 4A, 5A)

4. That the Consortium must ensure that the quality checking of challenge advisors' work is consistently moderated and the results are reported annually. (Key Findings 1E, 4A)
5. That the Consortium considers pursuing the principles of a 'Bank of Excellent Teachers', as recognised as good practice in North Somerset, to support teaching staff and raise standards. (Key Finding 3C)
6. That the currently discretionary practice of sharing bespoke, exemplar improvement models across all schools be adopted by the Consortium to increase collaboration, the sharing of good practice, and the raising of standards. (Key Finding 1C)
7. That, where a school has a high percentage of Special Education Needs (SEN), Additional Learning Needs (ALN) or Looked After Children (LAC) pupils, the Council engages with the school's senior management team to ensure that an appropriate level of support is available to that school and the outcome carefully monitored. (Key Findings 1B, 5B, 5E)

Governing Bodies and Governors – Involvement in School Improvement Recommendations 8 – 13

8. That the Council must monitor that governing bodies, undertake skills self assessments, to ensure that the governing body is fit for purpose and any skill gaps are identified and addressed. ¹ (Key Finding 2E)
9. That the Council and Consortium ensure that governing bodies are provided with appropriate, quality training to challenge and support

¹ "Children & Young People Scrutiny Committee Phased Inquiry – The effectiveness of school governing bodies in improving the educational attainment of their pupils" (dated 16 July 2015).

their schools in improving their performance.² (Key Findings 1F, 2A, 3A, 4C)

10. That the Council and Consortium deliver mandatory training in school settings as well as County Hall.³ (Key Finding 2A)
11. Develop a process so that the Council, Consortium and schools ensure that all performance data and assessments are available and understood by the whole governor body in a timely manner to inform the school's review of its improvement plan. (Key Finding 2B, 2C)
12. That the Council must assist schools, who are having difficulty, in filling governor vacancies, so that the governing body is sufficiently competent to meet the challenges of each school improvement programme.⁴ (Key Finding 4B)
13. That the Council collaborates with the Roman Catholic Archdiocese and Church in Wales Archdiocese to confirm that appropriately experienced Governors are appointed to their schools, in a timely manner, to maintain appropriate standards and responsibilities. (Key Finding 4B)

School Support Categorisation Recommendation 14

14. That the Council and Consortium ensures that cases where final categorisation of the school is moderated, are reported annually to the Children and Young People Scrutiny Committee as part of the annual education report. (Key Finding 7C)

² As above

³ "Children & Young People Scrutiny Committee Phased Inquiry – The effectiveness of school governing bodies in improving the educational attainment of their pupils" (dated 16 July 2015)

⁴ "Children & Young People Scrutiny Committee Phased Inquiry – High level of Local Authority Governor Vacancies in Cardiff and the Appointment and Effectiveness of Local Authority Governors" (dated 1 December 2014)

1. School Improvement Process

Background

The Members received a briefing from the Senior Challenge Adviser, on the improvement and challenge process, for red and amber support category schools, as well as the relationships with other partners, the interventions and support processes, together with some of the challenges facing the Consortium in improving Cardiff's schools performance were also highlighted.

Members were made aware that head teachers are responsible for standards and the Consortium is there to challenge and support, and that there are bespoke packages of support devised for each red support category school to facilitate rapid school improvement. Bespoke packages are also in place for head teachers, to upskill, so that they meet the standards they are expected to achieve. Members were informed that most head teachers are "up to the challenge" of their job, although there are a small number that are 'stuck' and the Consortium is putting intensive support and coaching in place for them.

Members were also made aware of an IT training programme for teachers, to help them improve the quality of their teaching, called **Continua**. There is also a list of "outstanding teachers" as an exemplar. Additionally, schools often share good practice with each other and provide visits for teachers to other schools as part of the school to school working model. Members were also informed by a red category school, that the improvement model they were using was very good and should be shared with other schools.

It was pointed out by a Member that some of the school's Estyn judgements are not showing significant improvement this year. It was explained that in 2010 Estyn changed their assessment framework. The bar has been raised and it is continuously rising. Although the majority of schools are improving, there are a few schools that are not progressing at an appropriate pace.

Members however were pleased to hear that 19 of 24 amber schools are making rapid progress and should be on yellow level of support category by

this summer. The number of red support category schools has been reduced by 50% during this current academic year.

Key Findings

KF 1A Members noted that amber and red support category schools receive more support than yellow and green. For red support category schools the process states that following meetings with Consortium, heads of school and governors should discuss what the school's capacity to improve is. Amber and red support category schools are invited to progress review meetings where the challenge advisor judges their progress. Members expressed the view that schools which were identified as green also needed to be monitored to ensure that they did not become complacent and drift into the amber or red support category.

KF 1B Members noted that some head teachers and governors cited external factors (for instance lack of a nursery, numbers on roll and the number of pupils with Additional Learning Needs) as a key challenge to improvement, which are outside their control.

KF 1C Members heard that schools often share good practice with each other and provide visits for teachers to other schools as part of the school to school working model.

KF 1D It was acknowledged that in some circumstances the Consortium can give a school a low rating on 'capacity to improve' where the quality of teaching is good, but the head teacher is not supporting improvement. Members were informed by head teachers that the challenge advisors' quality assurance of school improvement plans was critical and must be a priority for the Consortium.

KF 1E Members also questioned the level of quality checking of the challenge advisors' work by the Consortium as this had been identified as a cause of

concern by head teachers, governors and the Education and Lifelong Learning Directorate.

KF 1F Heads of governing bodies commented that there needed to be more bespoke training for their governing body to help challenge and support the school's performance data and improvement programme.

2. Governor Bodies and Governors – Involvement in School Improvement

Background

Members were briefed by the Vice Chair of the Cardiff Governor's Association, on the Association's views of the governor bodies' capacity to challenge and support head teachers to improve the performance of their schools. She also highlighted a number of concerns that the Association had identified, as needing to be addressed by schools, the Consortium and the Council, which are demonstrated as key findings below.

Members were informed that Governors have to rely on their head teacher to communicate about activities undertaken involving the school in the challenge process. It was commented that in the past Governors were passive, particularly in schools that had been identified as drifting down in performance. Another issue highlighted was that some Chairs of Governors are too supportive of their head teacher and do not challenge performance.

Key Findings

KF 2A Members were aware that there is plenty of training available, but there is nothing specific to help governors to engage with the school improvement and challenge process of their school. Members considered that bespoke training for governors works best and creates better attendance. Some schools are using a range of activities to help improve the governing body's performance. Members noted that there should be a variety of training models, such as cluster training and whole school training.

KF 2B Governors should be actively involved in schools' "School Improvement Group" meetings and actions, Members did however hear, that this was now starting to happen in some schools, but felt that this should be happening across all schools.

KF 2C Members agreed that all governors must be provided with or be able to find relevant information, data and assessments to be able to challenge and support the head teacher. Governing bodies must be kept fully informed of the performance and management actions being undertaken in their schools.

KF 2D It became evident that the Governors Association is not clear as to who is taking the lead – the Council or Consortium.

KF 2E Following consideration of all the evidence members remarked that governing bodies must be fit for purpose and regularly undertake a skills self assessment to ensure that the appropriate training is in place and skill gaps are filled.

3. Meadowlane Primary School - School Improvements

Background

Debbie Lewis, Senior Challenge Advisor initially explained that the major problem in the school prior to 2014. The previous head teacher did not provide the governing body with sufficient information on school improvement aspects for them to effectively challenge decisions. New head teacher was appointed in September 2014 followed by considerable changes in the governing body. The school has made a huge amount of progress since appointment of the new leadership.

The head teacher identified a number of challenges faced in raising the school's standards, which are:

- Budget
- Premises

- Family backgrounds
- Attendance and punctuality
- Mobility
- Complex behaviour issues
- Time – curriculum coverage
- Attitudes – parents, children, staff
- Pressures from ‘above’
- No baseline assessment for progress measure

The head teacher also highlighted the actions that have been undertaken in response to the above challenges, which include:

- Head teacher's focus: Teaching and Learning
- Clear roles and responsibilities
- Building relationships with parents
- Building links with the community
- Links with other schools
- Working with other professionals
- Honesty

Members were informed, by the head teacher, that the school leadership team now assess and collates pupil performance data every half term, making sure all children are making progress. Any child that is not making progress is identified and review meetings are arranged to discuss it.

The Head teacher was asked if she felt supported by the local authority, the challenge advisor and Consortium. She said the school had lots of contact with the Consortium through the challenge advisor, half termly meetings and support from other pathfinder schools. The head teacher agreed with the school's assessment and stated that there had not been much progress in improvements prior to September 2014. However since her appointment there has been a swift change, supported by the staff.

A Member asked the senior challenge advisor if there were clear mechanisms to deal with leadership issues, particularly when change is needed. She stated that there are progress review meetings, which are regularly held and the chair of governors is informed. Cardiff's culture is changing but improvements are still needed and there is now a robust system in place. There is more pressure on red and amber support category schools.

Key findings

KF 3A The Members were concerned to hear that the chair of governors considered that a key issue was the need for more training about school performance from the local authority and/or Consortium.

KF 3B Members heard from the chair of governors that the rapid improvements had occurred since appointing the new head teacher. Teachers already knew they can make improvements.

KF 3C The head teacher considered that there would be a benefit from being able to call on expert teachers to support her staff. In her previous role as head teacher in North Somerset there was access to a "Bank of Excellent Teachers".

4. St Illtyd's High School – School Improvement

Background

The Members were informed that the school was put into special measures in 2012. In June 2013, a new head teacher was appointed, Mike Clinch. Upon taking up post the head teacher found the school to be dysfunctional, but with a desire to improve, from pupils, parents and governors.

The head teacher identified a number of issues which he felt had impacted on the school's performance and capacity to improve, these included:

- Parents' low opinion on the school;
- Minimal performance management for staff;
- Lack of clear roles of staff;
- Very low students' aspiration;
- Classrooms not standard;
- Staff reduction - out of 55 staff 15 left;
- No support from Consortium;
- Budget – not allowed to set up overdraft;
- Business Manager left.

The head teacher highlighted a number of significant changes that had recently been made including:

- Governance – upgraded the governing body;
- Support from Link Adviser – Now part of Challenge Cymru;
- Restructure of staff;
- Training of staff;
- Links with feeder primary schools have improved greatly now that the school is part of Challenge Cymru.

Members were pleased to hear that pupil results had improved last year and further improvements were expected this year. However there were no quick fixes. Changes were difficult due to staff and union discussions.

Key Findings

KF 4A Head teacher expressed his view that there was insufficient support from the Council and not enough support from the Consortium. However, the school itself managed to arrange to receive school to school support through Hub Schools and through the Link Adviser. Contacts were dependent on personal links and private arrangements. Head teacher expressed the view that there was not a clear understanding of the long term strategies for school improvement.

KF 4B Members noted that the governor body has changed due to the realisation of what was needed. The Archdiocese had problems appointing governors for the school. However the governor body is now better structured and fully committed to improving the school.

KF 4C Members were concerned to hear that the head teacher felt that training for governors is inconsistent, and that there needs to be training of governors to deal with the new strategies for school improvement.

5. Fairwater Primary School – School Improvements

Background

The head teacher provided a briefing about the background of the school, the current position and challenges for the school. Fairwater Primary School is in a Communities First area. There are currently 205 children on the roll, 35% FSM (Free School Meal) and 35% ALN (Additional Learning Needs). The school accommodates a Special Resource base for children with serious social, emotional and behavioural needs with a current intake of 8 children. The head teacher has been in post for 4 ½ years during which time the school has undergone considerable change in staffing, curriculum provision, and doubling FSM and ALN pupil needs. At the time of the new head teacher's appointment in September 2010 the school was not operating statutorily.

During the period approaching Estyn revisit in September 2014 (following an inspection in July 2014) the head teacher and governing body had been assured by the systems leader that the school was on track to meet the ESTYN requirements. The outcome of the September 2014 revisit resulted in the judgement that “significant improvements” were needed. This was totally unexpected by the head teacher. She felt that the goal posts had been moved as all targets had been met.

The head teacher highlighted a number of significant changes that had recently been made following the September 2014 inspection, including:

- New challenge advisor to support the school;
- Restructuring of the leadership team;
- The development of systems and processes to raise standards.

Members were reassured to hear that the school was now on track to achieve its improvement targets and that the local community understands that the school is a good school, but needs to show improvement in standards through data. In addition, Members noted that the Governor Body has also seen a dramatic change in the school over the past 2 years.

The challenge advisor informed the Members that a further review would be undertaken and if no progress had been made further additional support would be provided.

Key Findings

KF 5A The head teacher identified a number of issues which had impacted on the school’s performance and capacity to improve, these included a need for refreshed senior leadership team and improvement of monitoring systems. Another issue pointed out by the head teacher was the governors’ insufficient involvement in the improvement process and challenge and also lack of quality assurance from the Consortium;

KF 5B The head teacher indicated a number of external factors including lack of a nursery provision impacts on standards in Reception. Members were also informed that there are too many on the school roll. Other external element identified by the head teacher were the high number of pupils with Additional Learning Needs (ALN) including hosting an 8 pupil Special Resource Base for pupils with Behavioural, Emotional and Social Difficulties (BESD) whose data is not disaggregated from mainstream pupils in the formal WG reporting process, Free School Meals (FSM) and Looked After Children (LAC).

KF 5C The head teacher stated that they had a good model for improvement, but she did not think it was a Consortium's model. It provides good support and should be shared with the other schools. The model matched the school challenge needs but still does not provide quality assurance. The challenge advisor later confirmed that the model was a Consortium model, a bespoke package to facilitate rapid school improvement and up skill leaders at all levels.

KF 5D Members were concerned that the head teacher, when questioned explained that the school had had meetings to discuss the funding of increased pupil numbers in certain year groups requiring additional classes, but no funding was forthcoming; she said this was impacting on the resources available to support pupils in the school.

KF 5E Members were also concerned to hear that the school had reduced capacity or resources to address the "Children in Need" pupils, and that it was difficult to access specialist teachers/educational psychology for ALN and LAC pupils.

6. Christ the King Primary School – School Improvements

Background

Members were informed that the school, which had previously been an excellent (Green support category) school, unexpectedly found itself without a head teacher and chair of governors. The deputy head teacher was appointed as acting head teacher in September 2014. The acting head teacher and Consortium challenge advisor immediately undertook a review of the school and developed a rapid improvement plan to avoid the school being placed in special measures. Estyn undertook an inspection in November 2014 and assessed the school's performance as "adequate" but its prospects of improvement as "unsatisfactory".

The acting head teacher explained the key actions that the school had put in place to address the six recommendations that Estyn had identified.

Members, noted that the school's senior leadership team and governors had put in place actions to address all recommendations and that the governor body has a much better skill mix now which is helping to drive the improvements.

Members heard from the head teacher that the lack of the nursery at the school was putting extra pressure on the reception class. In addition there was concern that the school was a one form entry school. In some years, there were 42 pupils on the school roll. The challenge advisor explained that there were now mechanisms in place to actively discuss these issues.

Key Findings

KF 6A The acting head teacher identified a number of issues which she felt had impacted on the school's performance and capacity to improve, these included the systems for monitoring and evaluation, which in head teacher's opinion, were not robust. Members also noted that shortcomings had been kept from staff, senior leadership team and the Governing Body.

KF 6B Members were informed that there were very few monitoring visits and the governors were not actively challenging. The challenge advisor also explained that there was now a more open and honest exchange of information between the head teacher, senior leadership team, governors and the Consortium.

7. Whitchurch High School – School Improvements

Background

The Members had an opportunity to visit the upper and lower sites of Whitchurch High School. Members noted the recent improvements to the school's buildings and classes; they also noted the investment that is needed in the school to replace the condemned and poor quality terrapins building to accommodate high numbers of pupils.

The head teacher highlighted that the recent red support categorisation had been a huge disappointment to the school's governors, leadership team and the three hundred teaching and support staff. He highlighted that it had caused a lot of work to raise teachers' morale. Members noted that students and parents had questioned the judgement, which was against their own understanding of the school, and they had been affected too.

The school expressed their view that the school can demonstrate at least amber capacity to improve and has not been assessed appropriately. They also feel they have a great strength in leadership. The governing body indicated that it takes its challenge and support role seriously and that the school has high expectations for continued improvement and sustained success in all areas.

Chair of governors, stated that the school does demonstrate improvements and the people that categorised the school didn't seem to know it well. Members heard that categorisation looked at a small part of performance and it does not take into account other achievements and opportunities provided.

A governor added that the school is above the all Wales average and deals very well with ethnic minorities and children with Special Educational Needs. The school was aware of the underperformance of boys' achievements and was already addressing the issue.

Head teacher, when asked about support from Consortium replied that their challenge advisor was very professionally challenging and supportive. However he had recently left and had just been replaced. The head teacher pointed out that therefore there will be a change in dynamic of the engagement for the remainder of this year and next, due to also not being a red support category. It was stated that school has actively sought its own engagement with other partners, where appropriate, for effective impact and not relied solely on the Consortium.

Members asked about the school's intake for this year and whether it had changed. Governors responded that under the foundation Status they are the admissions' authority but the school maintains the principle of being a local school and is not selective in its intake. The intake is increasing as the higher birth rate is now reaching secondary level. The school uses Welsh Government admissions guidance. This flexibility allows for better budget control.

Members were informed that a suggestion came from the governing body to appoint an additional deputy head as part of a business case decision. The senior leadership in the school currently consists of:

- Head teacher
- 2 deputy head teachers (3 from 1 January 2016)
- 7 assistant head teachers (5 from 1 September 2015)
- 1 business manager.

Member asked if the school has any problems in recruiting quality and experienced teachers. Governors said that they have a dedicated HR person who supports governors and senior leaders in recruitment and they have never had any problems with the recruitment of teaching and support staff.

None of the staff has attendance and wellbeing issues or warnings. The Governors added that the school creates opportunities for teachers' development and promotion. Governor recruitment and retention is always strong.

Key Findings

KF 7A The chair of governors stated that the local authority does not seem to know Whitchurch High School well enough. School visits were passed to the Consortium; however the chair of governors felt that the local authority should be more involved.

KF 7B The head teacher stated that the accountability process and operational workings between the Consortium and local authority were improving and that the previous Cabinet Member for Education and Skills and current Director of Education and Lifelong Learning had driven the improvement.

KF 7C The head teacher and governors pointed out that they do not agree with the assessment as documented in the School Improvement Report. It was discussed with Challenge Advisor that the level of support required, reflecting the significant work undertaken and current impact on practice, is amber. However the level of support category was later moderated by the Consortium to red. Members noted from the School Improvement Report that in light of the fact that the Local Authority has issued the school with a warning notice, it has to be an appropriate balance between challenge and support so that school makes the rapid progress that is needed. The school has been in category C within the previous consortium arrangements for the last two years and it has made insufficient progress during that period against a number of key indicators.

KF 7D Members were told that the school is not allowed to take on Initial Teacher Training (ITT) student this forthcoming year as a consequence of the

red support category. Members were told that despite this ITT students had been in school all this year.

KF 7E Members were informed that the chair of governors sent a letter to the previous Cabinet Member in September 2014 regarding budget constraints and perceived inequalities of provision across the authority. The letter, which still remains unanswered, covered the following issues:

- *The current administration inherited a Fair Funding system which was meant to support areas of deprivation across the City. Governors and schools could accept the need for this. At the time the school did not make a representation that instead of additional funding being given to these schools the formula funding was re-applied so that the schools funded this additional support from with the existing ISB (Individual School's Budget).*
- *The funding arrangements have not been reviewed since. When the Welsh Government introduced the Pupil Deprivation Grant the most deprived schools continued to benefit at a much greater rate than other schools.*
- *There is currently a difference in pupil funding at secondary school level within the authority of £1,673 per pupil.*
- *This inequality is further highlighted by the fact that during the past five financial years certain schools have seen a percentage increase in funding levels of around 20% whereas others have not even seen a 5% increase during this period.*

Conclusion

Thank you for giving time to consider this report. I would be grateful if you, following discussions with the Director of Education and Lifelong Learning and Consortium representatives, would consider and respond to the key findings and recommendations made in this letter within next two months. As indicated above, recommendations 8, 9, 10 and 12 have already been included in separate scrutiny report and do not require a separate response.

Should you require clarification or have any questions about any of this letter please do not hesitate to contact me.

Regards,



Councillor Richard Cook
Chair of the Children & Young People Scrutiny Committee

Cc to:

Nick Batchelar, Director of Education and Lifelong Learning
Carol Jones, Assistant Director of Education and Lifelong Learning
Gareth Newell, Operational Manager
Joanne Watkins – Cabinet Business Manager
Cheryl Cornelius, Cabinet Support Manager
Members of the Children & Young People Scrutiny Committee.