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PRESENTATIONS

Committee CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date and Time of Meeting TUESDAY, 4 JULY 2023, 4.30 PM

Please see attached the Presentation(s) provided at the Committee Meeting

10 **Presentations**(Pages 3 - 42)

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PROGRAMME



Power to Young People - Making our Voices Heard
School Places Planning and Investment Strategy – What do we know?



Cardiff as a Child Friendly City



Cardiff has the ambition to be recognised as a Child Friendly City (CFC): a city with children and young people at its heart, where the rights of children and young people are respected by all, a great place to grow up.

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We understand all are working together to create a city where all children and young people can share their voice and have an input on decisions being made that will affect them.

There are five goals in Cardiff's Child Friendly strategy. The work we are doing fits into lots of the goals and aims but Goal 2 is particularly important in this context.



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Child Friendly Cardiff - Goal 2



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‘Every child and young person has their voice, needs and priorities heard’.

To achieve success Cardiff will:

- Develop the skills of children and young people so they can have their voice heard.
- Encourage and support children and young people to get involved in shaping the city.
- Make sure people take the views of children and young people seriously.



Aims of the CIs Programme



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1. To develop a young peoples stakeholder reference group of pupils from across Cardiff schools to inform decision making on school organisation planning proposals
2. To encourage and support young people to actively co-develop an SOP strategy, inform investment and help to shape education services in their city
3. To provide a route for young people's voices to be heard, respected and valued as part of decision making relating to school planning and investment

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What do we know?



Here is a flavour of the activities we have undertaken so far...

Page 7 [Power To Young People - Cardiff Influencers Shortened - YouTube](#)



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Our principles and what is important to us



1. Education in Cardiff should be equitable, inclusive and local
2. Learning should be focussed on what matters to us and the learning that matters for life and the jobs of our futures.
3. Good wellbeing is essential – without it we cant learn well!
4. Schools need to be sustainable environmentally and financially there is no planet B and no money trees!
5. All Cardiff schools should be community focused to increase opportunities for all
6. Child friendly –talk to us to understand us better, we have good ideas too

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Summary



- As you can see we have had the opportunity to develop our skills as young people and have been able to use them so we can have our voices heard.
- Beyond the key aims the Influencers have said the programme has also helped to:
 - develop confidence
 - support development of new friendships
 - exposed us as young people to a range of information and professionals to stimulate thinking about our future options in life.
- We hope you have enjoyed learning about us and what we do.
- We have enjoyed being able to share our views and have an input on decisions being made that will affect us.



The Influencers ask of you



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The next generation of young people shouldn't adapt to the city, rather the city should adapt to the next generation of young people.

We are asking you as key adult stakeholders with influence to:

'Make sure people take the views of children and young people seriously.'

You can do this by endorsing our contribution toward the SOP Planning and Investment Strategy as part of shaping services in Cardiff.



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Thank you for listening

Do you have any questions for us?



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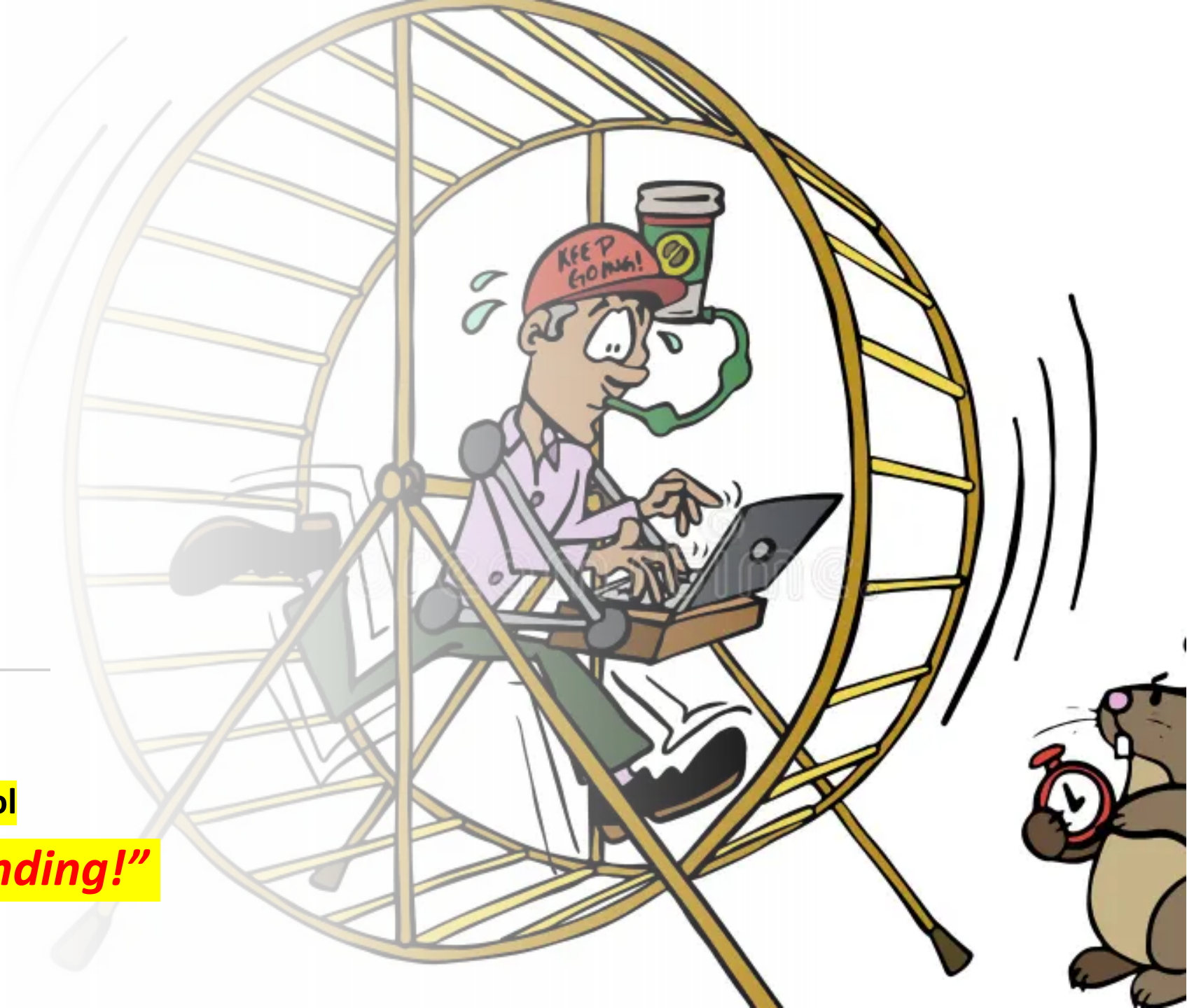
Children & Young People Scrutiny Committee

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COVID-19 Recovery In School

Corpus Christi Catholic High School

"Please don't cut the funding!"



Attendance

Headteachers and school leaders are becoming increasingly worried that a “cultural shift” in attitudes is causing a crisis in attendance, with more pupils absent than before the Covid pandemic.

- Teachers say **parents are now more reluctant to send children to school** and more resistant to efforts to encourage attendance
- Teachers know only too well the **link between attendance and attainment** in their own classrooms.
- here are **many reasons** why so many children have not returned to school following the disruption of the pandemic.
- Some have experienced **crippling anxiety and a loss of social and academic confidence.**
- Others have been **struggling to pay for bus travel.**
- Perhaps most troubling of all, some families appear to have **lost their belief** that attending school regularly is necessary for their children.
- Some parents are openly **questioning whether the return to schooling is needed**, given that results were so good over the last two years, when many learners were absent due to COVID.
- **The most successful schools** are putting huge resources into **home visits. Mentors** are also being trained to support pupils.

Referrals

- Significant levels of pupils still remain on the Child Protection Register and Care and Support Plans. **Over 1 Child Protection issue is reported each day.**
- A large number of pupils still **rely on external support from external agencies and charities.** We are struggling to keep up with the demand of referring vulnerable pupils requiring support.
- Page 10 here are **long waiting lists** to access both internal counsellors and external services.
- **Referrals for pupils that are either not attending or struggling with emotional-based school avoidance** continue to be a challenge.
- Pupils who are **not suitable for mainstream education** have **limited access to specialist provisions/schools.** They either end up refusing to attend, or the school has to pay extra out of the budget for the creation of a bespoke curriculum. The remaining pupils who continue to attend cause significant disruption to the learning of others and pose significant risks.

Vulnerable Learners

- There remain **elevated levels** of pupils on the Child Protection Register or Care and Support Plans.
- There continue to be high proportions of **students accessing third-party support agencies**.
- Higher than average pupils who are known to the **Police and access youth justice services**.
- **A 'new vulnerable' type of pupil has become prevalent**. These pupils are ones who simply refuse to attend school leaving them at home and at risk. In many cases, parents either lack the will or capacity to support them with their education.
- **Families who are just above the FSM eligibility criteria are disproportionately affected by the cost-of-living crisis**. Schools continue to support by offering free food, laptops, access to the internet and uniform, etc. On top of this, it becomes difficult to identify these pupils and we fear many suffer in silence (they don't have a category).
- There is an increase in the number of **Young carers** within the school community to previous years.
- There is a **significant increase in the number of school-based IDPs**. This is also compounded by the need for pupils to be in receipt of an IDP to access any external provisions.

Exclusions

- The number of **exclusions remains elevated well above normal** levels as we continue to manage and de-escalate difficult behaviour. This trend will likely increase with funding cuts and the reduction in support staff.
- **Across the city there appears to be a rise in exclusions.** Schools themselves are having to manage the problem between them within **‘Fresh Start Panels’**. This results in managed moves, trials of pupils in different school settings, and dual registry with the local authority. **Schools are trying desperately to support one another** in dealing with some of the most challenging and risk-taking pupils across Cardiff and neighbouring authorities.

Support for staff - Impact

We refer to the Budget Impact Statement from the Cardiff Conference of Secondary Headteachers (CCSH).

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“Already this year, the measures we have taken will significantly negatively impact pupils and disproportionately affect vulnerable learners. Standards will drop”

Impact on Schools & Learners



- Increased numbers of staff **teaching out of specialism**
- **Significant loss of support staff** who have been engaged to address the local and national priorities of pastoral care, well-being, literacy, and numeracy support, attendance, and a range of BESD needs in the post-COVID context, and against a backdrop of rising e-FSM” (CCSH Statement)
- **Meeting ALN needs and the stipulations in the legally-binding IDPs will be compromised**
- **Unable to run 4 options**, including Music (a signature subject at our school)
- **Significant increased parental complaints** as a result (stressful and time-consuming)
- **Literacy and numeracy interventions removed/reduced** – will impact standards, attitudes to learning, and behaviour

Impact on Schools & Learners

- **Staff workload and morale** is already significantly affected (increase in stress leave)
- **Staff stress and sickness issues** will also impact HR Services, Occupational Health, and Public Health services in general
- Increased likelihood of **FTE and PEX for our children**
- **Lowered outcomes in English and Mathematics at GCSE**
- Impact on Level 2+ achievement, **impacting on learners' opportunities to enter KS5, further education, or the workplace** and increasing the likelihood of pupils becoming NEET (Not in education, employment, or training)
- This will also impact the implementation of the **CfW and the ALNET Act**

Impact on Schools after 3 Years

- *“These cost-saving measures, if fully implemented in 3 years, will have a profound impact on pupil health, mental health, well-being, achievement and life chances at a time when the post-covid recovery effort can least afford it”.*

Teacher recruitment and retention is a national issue; these measures will increase workload and stress levels across the school operations. The reduction in the quality and specialism of teaching staff, and increased reliance on non-specialist long-term supply, will have a negative impact on pupils’ achievement and life chances. We are setting our children up for failure now and in the future.

Impact on Schools after 3 Years

- *'We will be unable to maintain – let alone improve on – the educational standards and health and well-being of our pupils'*. Poor attendance and increased behavioural issues will result. Reducing support mechanisms in school will place a burden on other agencies and on our local community.
- We refer you to the Estyn Inspection Report of March 2023, which is the result of 4 years of careful planning and hard work. **Much will be put at risk if we are required to implement this plan fully.** We welcome further advice and guidance from the Local Authority officers on how best to manage the current situation without putting our learners and employees at risk.

Positives

- **Collaboration** with LA and Community partnerships to develop income streams
- School has been proactive in forming partnerships and obtaining external funding (**Community Focused Schools; National Lottery**) BUT this requires a lot of time and resources which is currently being absorbed by the Head and a few key staff
- **Activity weeks** in holidays (Lottery funding)
- **We are keen to develop**, but there is a limit to our capacity, also
- **Professional development and learning opportunities are great** – we place emphasis on this; staff have developed expertise in new areas, and skills in leadership; there is potential to attract high calibre staff to Cardiff Schools provided we can ensure that the working environment is healthy.
- **Estyn could not believe how normal everything was so soon after the pandemic.**
- The breadth and awareness of **third-party organisations and charities** to support pupils have increased. However, this comes with long waiting lists and lengthy referral processes.

“Headteacher’s Review Summer 2023”

Report to Full Governing Body @

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**CORPUS CHRISTI
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COVID-19 Recovery in Schools Update July 2023



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Introduction

- Attendance
- Exclusions
- EOTAS
- Wellbeing and Mental Health
- Attainment
- Case Studies – Hearing directly from schools



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Attendance



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- Secondary attendance is currently 87.44% as of 26/05/2023.
- It's an increase on last year when we finished last year (2021-22) at 85.17%. (Our last statutory attendance return was in 2018-19 when attendance was 93.9% so we're almost 6 ½ % adrift of where we were prior to the pandemic.)
- Attendance figures for secondary schools' range between the highest at 93.43% (BOL) and 80.68% (Eastern) lowest.
- No school is back to their pre-covid attendance level.
- The picture is similar in the primaries although slightly higher which is always the case. The last statutory return submitted to WG for primary attendance in 2018-19 was 94.8% and currently at 89.39% which is 5.5% lower than the last statutory return in 18-19.
- Attendance figures for primary schools' range between the highest at 95.51% (Christ the King) and lowest at 82.05% (Glan yr Afon). There are 2.17% missing marks so primary attendance may end up higher.
- Special Schools attendance is currently 81.72% with Riverbank the highest at 87.50% and Greenhill the lowest at 61.43%



Education Welfare Service



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- Attendance Campaign
- FPN's
- Staffing and Capacity
- Bus passes
- Expansion of EWO team
- Extra SAO for EOTAS
- Campaign extension
- Roma family support
- Fresh Start panel joint model with admissions
- Register audit
- School attendance officer review



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Fixed Term Exclusions



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- Overall exclusion rates for academic year 2022/23 are slightly higher than for the previous two years but should be considered in the context of the previous two years.
- Secondary fixed term exclusions have increased by approximately 15% YTD when compared with the previous year
- Decrease in Primary school fixed term exclusions rates YTD.
- Special school fixed term exclusion rates also record a decrease for academic year 2022/23 YTD.
- Average days lost for academic year 2022/23 YTD (highlighted yellow) across primary, secondary and special schools have decreased slightly.
- This is positive and would suggest that schools are issuing shorter fixed term exclusion periods for each incident of exclusion recorded.
- There are fewer permanent exclusions recorded for academic year 2022/23 YTD when compared to 2021/22.
- When all rescinded permanent exclusion are accurately recorded on Sims for this current academic year, it is hoped that permanent exclusions for this year will show a decrease of approximately 10-15% when compared to last academic year.



Exclusions



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A YEAR	SCHOOL TYPE	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions PEX Per 1000 Pupils	
2020/21	Primary	214	1.50	25136	8.16	0
	Secondary	798	1.67	19048	41.58	11
	Special	53	1.48	542	97.79	1
	Total	1065	1.63			12
2021/22	Primary	336	1.50	25216	12.29	4
	Secondary	1600	1.59	19509	81.65	43
	Special	77	1.73	557	138.24	0
	Total	2013	1.58			47
2022/23	Primary	325	1.45	25104	12.7	2
	Secondary	1866	1.56	20125	92.72	42
	Special	61	1.59	594	102.69	1
	Total	2252	1.53			45



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Education Other than at School (EOTAS)



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- **EOTAS development since Dec 22**
 - PRU expansion
 - Community Teaching enhanced support for disengaged learners, curriculum development and ALN
 - Yr 11 tracking and support
 - Quality assurance of EOTAS provision
 - EOTAS board membership and responsibility.





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Support for Vulnerable Pupils

Family Engagement

- Community Focussed Schools officers for targeted Clusters
- Bus passes for displaced families
- Funding for schools with FSM numbers above 25%

Multi agency support- Education officers play a key part in a number of multi-agency programmes and panels –

- High Risk Panel
- SAFE policy group and partnerships
- YJS board thematic input and newly appointed Education link officer step down support and tracking



Mental Health and Wellbeing



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Whole School Approach to Emotional and Mental Well-being (WSAEMW)

- The WSAEMW Implementation Co-ordinator for Cardiff and Vale is based within the Cardiff Education Service, as part of the Healthy Schools team.
- The role of the Implementation Co-ordinator and regional Healthy Schools teams is to support schools to implement the Welsh Government statutory 'Framework on Embedding a Whole School Approach to Emotional and Mental Well-being', in line with the terms of the grant.
- The focus for 2022/23 was to engage schools with secondary-aged learners in completing the WSAEMW Self-Evaluation Tool (SET) and supporting documentation.
- To date, 19 Cardiff schools with secondary-aged learners are engaged in the process, with 2 schools not yet engaged with the Implementation Co-ordinator.
- Plans to further engage schools are in place for 2023/24, including support for primary/primary special schools.
- demand for access to online counselling exceeded the resource available last quarter, despite a recent uplift in the amount of time available.
- School based counselling has also been in high demand.
- Recruitment challenges remain



Attainment



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- 2020 Results – these were originally to be based on submitted Centre Assessed Grades and rank positions given for each student by each centre, with standardised grades being awarded using this information. However, the final grades awarded in Summer 2020 were the highest grade of either the Centre Assessed Grade submitted or the calculated standardised grades.
- 2021 Results – there were based on “Centre Determined Grades” submitted for each student for each centre, using a range of evidence.
- 2022 Results – there were assessed via examinations and non-examination assessments as normal, but with adaptations. It was stated that results in 2022 would reflect broadly a midway point between results from 2021 and 2019
- 2023 results both A level and GCSE will be out on 16th and 23rd Aug respectively
- Full programme to support schools and young people available through YS and Cardiff Commitment team



Attainment



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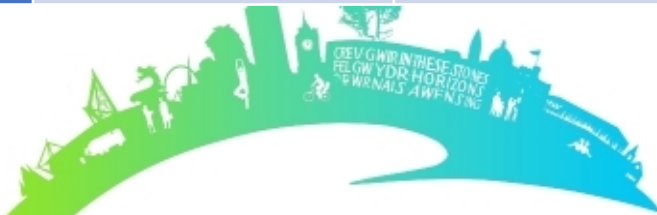


GCSE Results	2022 Cardiff	2022 Wales	2019 Cardiff
% A*-G	97.5	97.3	96.3
% A*-C	73.5	68.6	66.3
% A*-A	31.9	25.1	23.1

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A-Level Results	2022 Cardiff	2022 Wales	2019 Cardiff	2019 Wales
% A*-G	98.1	98.0	99.9	98.2
% A*-C	88.4	85.3	90.9	79.1
% A*-A	48.9	40.9	55.3	30.7

AS Level Results	2022 Cardiff	2022 Wales	2019 Cardiff	2019 Wales
% A*-G	94.8	92.7	99.2	91.7
% A*-C	77.3	69.8	90.9	65.9
% A*-A	40.0	30.7	55.3	23.6



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Case Studies



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Cardiff Virtual School and Virtual School Headteacher

4th July 2023



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Background and Chronology



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- Pre Pandemic
- Dec 2019 Sir Alisdair MacDonald
- May 2020 Report
- Sept 2021 IFF Report
- Jan 2022
- July 2022- March 2022
- April 2023 onwards



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Key areas of responsibility of the VS and VSH



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- To make sure that there is a system to rigorously track and monitor the attainment of children who are looked after
- To ensure that all children who are looked after have a robust and effective plan that supports access to appropriate and timely support
- To champion the educational needs of looked after children across the Local Authority and those placed outside of the Local Authority
- To lead and manage the VS Team supporting our children and young people who are looked after.
- To provide support and advice to schools and to other agencies
- To influence policy and decision making



The work so far, including networks and links:



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- ✓ Getting to know our children and young people
- ✓ Developing relationships
- ✓ Ensuring excellent communication
- ✓ Working collaboratively
- ✓ Working alongside colleagues in Scotland and England
- ✓ Vision and strategic planning
- ✓ WG National Development Group
- ✓ Post 16



Short term plans



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- As previous slide
- Team
- ALN Reform and IDPs
- Revisit the PEP; redefine the purpose and to reflect the changes in assessment in line with the Curriculum for Wales
- Attendance
- CLA PDG 2024 onwards
- Designated Teachers Forum
- Transition
- Data; quantitative and qualitative



Challenges and Support



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Challenges:

- Vision and change
- Structure and organisation
- Funding
- Impact
- Timescale

Support:

- Corporate Parent; Family
- Challenges

