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AGENDA

Pwyllgor	PWYLLGOR CRAFFU PLANT A PHOBL IFANC
Dyddiad ac amser y cyfarfod	DYDD MAWRTH, 14 IONAWR 2020, 5.00 PM
Lleoliad	YSTAFELL BWYLLGOR 4 - NEUADD Y SIR
Aelodaeth	Cynghorydd Lee Bridgeman (Cadeirydd) Cynghorywr Cunnah, Joyce, Morgan, Naughton, Parkhill, Phillips, Taylor a/ac Singh Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert (Cynrychiolydd yr Eglwys yng Nghymru), Karen Dell'Armi (Cynrychiolydd Rhiant-Lywodraethwr) a/ac Matthew Richards (Cynrychiolydd Rhiant-Lywodraethwr)

Tua Amser.

1 Ymddiheuriadau am Absenoldeb 5.00 pm

Derbyn ymddiheuriadau am absenoldeb.

2 Datgan Buddiannau

I'w gwneud ar ddechrau'r eitem agenda dan sylw, yn unol â Chod Ymddygiad yr Aelodau.

3 Cofnodion
(Papurau i ddilyn)

Cymeradwyo cofnodion y cyfarfodydd a gynhaliwyd ar 12 Tachwedd a 17 Rhagfyr 2019 fel gwir gofnod.

4 Iechyd Meddwl Plant - Adroddiad Ymchwiliad Drafft *(Tudalennau 5 - 42)* 5.05 pm

Ystyried a chymeradwyo'r adroddiad ymchwiliad drafft.

5 Adroddiad Blynyddol Ysgolion Caerdydd 5.30 pm
(Papurau i ddilyn)

Craffu cyn penderfynu a monitro perfformiad Ysgolion, gan gynnwys dadansoddi canlyniadau ar draws grwpiau ethnig a rhywiau.

6	**Cyfraniad Consortiwm Canolbarth y De at godi safonau yng Nghaerdydd** *(Tudalennau 43 - 60)* Craffu adolygiad perfformiad.	6.15 pm
7	**CTY yr 21ain Ganrif - Darpariaeth Gynradd ac Uwchradd y Blynyddoedd Cynnar i wasanaethu Adamsdown a Sblot** *(Papurau i ddilyn)* Craffu cyn penderfynu ar yr Adolygiad Polisi cyn iddo gael ei ystyried gan y Cabinet.	6.25 pm
8	**CTY yr 21ain Ganrif - Darpariaeth Gynradd Newydd i wasanaethu rhannau o Radur, Pentre-poeth, Creigiau, Sain Ffagan a'r Tyllgoed.** *(Papurau i ddilyn)* Craffu cyn penderfynu ar yr Adolygiad Polisi cyn iddo gael ei ystyried gan y Cabinet.	6.45 pm
9	**CTY yr 21ain Ganrif - Darpariaeth Newydd i wasanaethu rhannau o Bontprennau a Phentref Llaneirwg** *(Papurau i ddilyn)* Craffu cyn penderfynu ar yr Adolygiad Polisi cyn iddo gael ei ystyried gan y Cabinet.	7.05 pm
10	**Eitemau Brys (os oes rhai)**	
11	**Y Ffordd Ymlaen** Adolygu'r dystiolaeth a'r wybodaeth a gasglwyd yn ystod y broses o ystyried pob eitem agenda, cytuno ar sylwadau, arsylwadau a phryderon Aelodau i'w hanfon i'r Aelod Cabinet perthnasol gan y Cadeirydd, a nodi eitemau i'w cynnwys ym Mlaenraglen Waith y Pwyllgor.	7.25 pm
12	**Dyddiad y cyfarfod nesaf** Dyddiad cyfarfod nesaf y Pwyllgor (Cyfarfod Craffu'r Gyllideb) yw dydd Mawrth 18 Chwefror 2020 am 10.30am.	

Davina Fiore
Cyfarwyddwr, Llywodraethu a Gwasanaethau Cyfreithiol
Dyddiad: Dydd Mercher, 8 Ionawr 2020
Cyswllt: Mandy Farnham,
02920 872618, Mandy.Farnham@caerdydd.gov.uk

CYNGOR CAERDYDD
CARDIFF COUNCIL

CHILDREN and YOUNG PEOPLE SCRUTINY COMMITTEE

14 January 2020

Child Mental Health & Well-being Support and Services - Report of Committee's Task & Finish Group

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Reason for the Report

1. This report enables the Committee to approve the draft report of this Committee's Task & Finish Group, copy attached at **Appendix A.**

Background

2. At its meeting in September 2018 the Committee agreed to undertake a Task & Finish group to investigate "Child Mental Health Support and Services" The Committee agreed the Terms of Reference for the task group:
   - To identify procedures in to help support Education staff and Pupils who feel they have Mental Health and wellbeing concerns and reduce the number of children & young people accessing the CAHMS services.
   - To work in partnership with the Education Directorate, Children's Services, Youth Council and the University Health Board (CAHMS)
   - To receive evidence from stakeholders and young people on the key aspects of the policy.
   - To present the Policy to the Cabinet, University Health Board, Youth Council and key stakeholders.

3. Members of the Task & Finish group were:
   - Councillor Mike Phillips (Task Group Chairman)
   - Councillor Lee Bridgeman (Committee Chairman)
   - Patricia Arlotte - Committee co-optee (Catholic Diocesan)

- Karen Dell' Armi – Committee co-optee (Parent Governor)
- Councillor Rhys Taylor – (Committee Member)
- Councillor Ashley Lister - (Assistant Cabinet member)
- Jenny Hughes - (Senior Achievement Leader Inclusion Education)
- Finn Madell (Service Manager, Safeguarding Services)
- Rose Whittle - (Head of Operations & Delivery, Community Child Health Cardiff & Vale University Health Board)
- Katie Simpson – (CAMHS Repatriation Project Manager, C&V UHB)
- Fahadi Mukulu – Youth Council
- Ffion Humphreys - Youth Council
- Rebecca Crump – Committee co- optee (Parent Governor) Term ended August 2019

4 The Task Group reviewed the evidence gathered from discussions with the Chairman of the Welsh Government Children & Young People and Education Committee, Welsh Government Education Staff, The Children's Commissioner and Policy Officer, The Police and Crime Commissioner and Staff Officer, Child & Adolescent Mental Health Service Staff, representatives from Action for Children, Samaritans, Wales Mental Health Foundation, Cardiff University Researcher and the Former Deputy Head at Monmouth Comprehensive School, Parents Group representative and representatives from the Cardiff Youth Council. The Members also reviewed a number of publications and reports. As a result of the analysis and assessment of the evidence gathered throughout the Inquiry a number of key findings were identified from which a number of recommendations were agreed, as set out in the attached report at **Appendix A**.

Way Forward

5 The draft report of the Task & Finish Group, is attached at **Appendix A.** Members' attention is particularly drawn to the recommendations section.

6 Members may wish to consider the report, make any amendments and agree whether to approve the report to be considered by the Cabinet and Cardiff's Public Services Board.

Legal Implications

7 The Scrutiny Committee is empowered to enquire, consider, review and recommend but not making policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

8 The Scrutiny Committee is empowered to enquire, consider, review and recommend but not making policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATIONS

The Committee is recommended to:

- Consider the draft report of the Task and Finish Group, copy attached at **Appendix A.**
- Endorse the report, subject to any comments the Committee may wish to make, for submission to the Cabinet and the Cardiff Pubic Services Board.

Davina Fiore
Director of Governance and Legal Services and Monitoring Officer
8 January 2020

Craffu - Ymgysylltu heddiw, Llunio yfory - Scrutiny - Engaging today, Shaping tomorrow

A draft Report of the: Task group

Child Mental Health & Well-being Support and Services – Draft V5

December 2019

Draft no-Status -

CARDIFF
CAERDYDD

Cardiff Council

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Introduction

1. The Children & Young People Scrutiny Committee during its consideration of items for the 2018/19 work programme agreed to undertake a Task & Finish inquiry into "Child Mental Health Support and Services", to be chaired by Councillor Mike Phillips.

2. The inquiry was suggested by the Committee Chairman and supported by the Cabinet Members for Education Employment and Skills, and agreed by all Committee Members at the work programme forum meeting for inclusion in the work programme.

3. It was also suggested by the Committee that the Inquiry group should include representatives from the Youth Council, Cardiff & Vale University Health Board, Education, and Children's Services and was open to non-committee members. The Group agreed to hold a number of evidence gathering meetings with key stakeholders.

4. The following members of the Group took part in the evidence gathering during the Inquiry:

Councillor Michael Phillips (Whitchurch & Tongwynlais) – Chairman of Group & Committee Member	Councillor Lee Bridgeman (Llanrumney) – Chairman of Committee & Child Mental Health Resilience Trainer
Patricia Arlotte – Committee co-optee – (Catholic Diocesan)	Rebecca Crump – Committee co-optee (Parent Governor) *Term ended August 19*
Karen Dell' Armi – Committee co-optee (Parent Governor)	Councillor Rhys Taylor (Gabalfa) – Committee Member
Councillor Ashley Lister, (Grangetown) - Assistant Cabinet Member	Rose Whittle – Head of Operations & Delivery, Community Child Health Cardiff & Vale University Health Board Representative

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Katie Simpson, CAMHS Repatriation Project Manager, C&V UHB	Ffion Humphreys - Youth Council
Fahadi Mukulu – Youth Council	Jenny Hughes, Senior Achievement Leader Inclusion Education
Finn Madell – Service Manager, Safeguarding Services	

5. The Inquiry team was grateful to the staff and managers across all services for the open and honest advice, comments and suggestions they made.

External contributions

6. The Inquiry also appreciated the advice, comments and openness of all those who gave their time to attend meetings of the group, this included the Chairman of the Welsh Government Children & Young People and Education Committee, Welsh Government Education Staff, The Children's Commissioner and Policy Officer, The Police and Crime Commissioner and Staff Officer, Child & Adolescent Mental Health Service Staff, representatives from Action for Children, Samaritans, Wales Mental Health Foundation, Cardiff University Researcher and the Former Deputy Head at Monmouth Comprehensive School, Parents Group representative and representatives from the Cardiff Youth Council

7. The Group also considered a survey report (9,000 pupils) on Student Mental Health and Well-being which was presented by members of the Cardiff Youth Council, and the Mind over Matter report produced by the Children, Young People and Education Committee.

8. Without support, mental distress can have a severe impact on children's happiness, well-being and development, their educational attainment and their potential to live fulfilling and productive lives. Children and young people with mental health problems also face stigma, isolation and discrimination, as well as challenges in accessing health care and education. But these are not inevitable consequences of mental distress. Evidence shows that with appropriate and timely intervention and support, children and young people can live well and happy lives.

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Recommendations

9. The evidence received indicates that Cardiff needs to adopt the core principle that, positive mental health and well-being is a priority for all children, through the adoption of practices that promote and maintain positivity, as well as providing a framework and resources for appropriate and early intervention for emerging and established well-being and mental health issues.

10. The Task Group members have analysed the evidence and key findings highlighted in this report, which helped the Group to focus the outcome identified to enable the Council and its partners to improve the services and support for young people, parents, teachers and school staff.

11. Listed below are a number of recommendations which the Task Group considers, that if fully implemented, will significantly improve the support and services for pupils, parents, teachers, school staff and professionals in tackling child mental health and well-being.

R1 The Cardiff Public Services Board must prioritise the strategic overview of services and support for child mental health and well-being, to ensure the effective coordination of provision across Cardiff. The strategy must deliver an integrated approach to children and young people's emotional and mental health support. The Strategic overview must also map all services and support for child mental health to identify any gaps or duplication in provision. KF1, KF2

R2 The Public Services Board must ensure that all partners co-ordinate effective early intervention and support, as a graduated response, to provide resilience in young people for later life. The intervention and support must be effective and sustainable and made available to all schools to ensure that all pupils are able to access the preventative and intervention support they need. In addition the Board must review and investigate the capacity of the school nurses service and access to resilience workers. KF5, KF6, KF10

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R3 The Education Well-being and Resilience Strategy being developed by the Education and Lifelong Learning Directorate must ensure that schools have appropriate capacity and resources to support the management and operation of the various mental health and well-being initiatives and programmes and to fully engage with all training and initiatives. KF5, KF8

R4 The Education Well-being and Resilience Strategy must, where necessary, address all school leadership teams to ensure that the culture of the school is changed to help improve child mental health and well-being. The cultural change must be implemented across the whole school using whatever methodology that the leadership team considers appropriate. It must also include additional monitoring and assessment processes to ensure the effective implementation of support for child mental health and well-being in schools, KF3, KF11

R5 The Cardiff and Vale University Health Board must prioritises the effective operation of the single point of access, together with appropriate signposting and partnership working, to enable the level of referrals to become more focused, relevant and manageable, and to reduce duplication and confusion help develop a "passport" system for patient information so that it only has to be provided once. The Cardiff & Vale University Health Board must also work with all partners to provide a clear and consistent assessment, referral and support process, which is regularly communicated to young people and parents. The Board should ensure that clear advice is available to the public explaining what is available and how to access it. KF1, KF9, KF12

R6 That the Welsh Government reviews the content of the Post Graduate Certificate in Education to include child mental health and well-being awareness.KF7

R7 That the Public Services Board and Cabinet ensures the implementation of the recommendations from this inquiry to better support children, young people, parents, school staff and professionals and improved outcomes for all. KF13.

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Key Findings

12. The Inquiry Members reviewed the evidence gathered from discussions with the Chairman of the Welsh Government's Children, Young People and Education Committee, Welsh Government Education Staff, The Children's Commissioner and Policy Officer, The Police and Crime Commissioner and Staff Officer, Child & Adolescence Mental Health Service staff, representatives from Action for Children, Samaritans, Wales Mental Health Foundation, Cardiff University Researcher and the Former Deputy Head at Monmouth Comprehensive School, Parents Group representative and representatives from Cardiff Youth Council.

13. The Task Group considered a survey report (9,000 pupils) on student mental health and well-being, which was presented by members of the Cardiff Youth Council, together with the Mind over Matter report produced by the Children, Young People and Education Committee and the Welsh Government response.

14. The Task Group also held a workshop with Teachers, Parents, Child and Adolescence Mental Health staff, Charities, Education staff and children's services staff to seek their views on the processes and procedures. The key questions asked were:
    - What are the problems facing young people that cause mental health and well-being issues?
    - What is the problem with the system in dealing with these issues?
    - What actions need to be made to provide an effective system?
    - How will we achieve all this?

15. During the inquiry the Members were also made aware, from Parents, Teachers, Young People and the Police Commissioner, of the damaging impact of mental health and well-being problems in Children and young people and that it is crucial for this inquiry to identify key areas for improvement to ensure that in future, pupils, teachers, school staff, parents and professionals are more appropriately supported.

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16. The evidence, advice and suggestions received, during the inquiry, has been reviewed by the Task Group members and could be separated into the following key areas:

- Cardiff Public Service Board
- Leadership and Culture in Cardiff's Schools
- School Accountability for Child Mental Health and Well-being support
- Intervention and Prevention Measures to Support Young People
- Mental Health and Well-being Workers and Professionals in Schools
- Best Practice Across Cardiff's Schools
- Training and Awareness Raising in Schools for Teachers, School Staff and Governors
- Child Mental Health and Well-being and the Post Graduate Certificate in Education
- Capacity in Schools to Support Child Mental Health and Well-being
- Cardiff & Vale University Health Board Streamlining Improvement in Child and Adult Mental Health Services
- Graduated approach to Child Mental Health and Well-being
- Parents and Families Involvement in Child Mental Health and Well-being Support and Services
- Expected Outcomes from Improved Mental Health and Well-being
- Mind over Matter Report and Response

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Cardiff Public Services Board Strategic Overview

17. The Inquiry was informed, at a meeting with the Welsh Assembly, that the Welsh Government has indicated that it wishes to see a much more integrated service for Child Mental Health and Well-being. In particular they want young people, Head Teachers & Psychologist to work together.

18. The Members were advised, by a number of professionals that the Cardiff Public Services Board would be best placed to work towards a unified approach to prevention and intervention in mental health and well-being in education, and Cardiff Council should take the lead to work outwardly and help co-ordinate the work across all stakeholders There is also a need for the redesign and / or streamlining of policies and process across all partners which will help boost systematic capacity.

19. The Children's Commissioner stated that clear to me that the system is still failing in a number of ways. The Commissioner believes "that we need to develop a coherent system that mobilises the resources and expertise available in our education, social care and health services, with support from others including Youth Services, Police and the Voluntary Sector, to provide services that:
    - Promote mental health and well-being at a universal level under a unified vision that sets clear aims for young people's well-being and mental health in Wales.
    - Provide help as early as possible when it is required
    - Have no 'wrong door' for children and young people who need more support with emotional, behavioral or mental health problems. These should be able to address social needs alongside mental health needs, as these are so often intertwined".

20. Members were also informed, by professionals, that the Cardiff Public Services Board would be the most appropriate place to ensure that the Child & Adolescent Mental Health Service is supported in developing more

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integration with other stakeholders. In particular to focus on understanding the “whole-life” impact for the individual. This was also supported by a number of Stakeholders who expressed considerable concerns that there are a number of institutional barriers which have to be removed to enable improvements in child mental health and well-being.

21. The Task Group heard from professionals and parents that there is too little shared information between agencies; gaps in information and pressure placed on individuals to re-tell their story creates further delays, systemic capacity pressures and delayed or decreased outcomes for the individual.

22. The Members understood that Data Protection regulations partially causes delays and can be a barrier to partnership working, working practice and disjoints in services also amplify it. However all partners should be encouraged to work with the individuals and their guardians / carers to identify most relevant information ‘sets’ that can be made available [with appropriate permissions] to ensure more cohesive continuity of support and care.

23. Professionals reflected that the Cardiff Partnership Board needs to ensure that outcome for children with mental health and well-being concerns are a high priority in its work.

24. The Task Group was also informed that all funding for child mental health and well-being initiative were only directed through the Welsh Government Transformational funding coordinated by the Health Board, this process did not enable all partners to access funding, however recently funding has also been channeled through the Regional Partnership Board..

25. The Police and Crime Commissioner informed the Task Group that the Police are also on a cultural change journey, there is now more chance of using discretion when dealing with situations. However access to better information particularly around ACE’s would help the Police so that they had a better understanding of the context of what they have to deal with.

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KF1 The Partnership Board has not developed a clear strategic overview of all the services and support provided by all partners across Cardiff. It is best placed to coordinate the organisation of services and support for child mental health and well-being in Cardiff.

26. The Inquiry Group was surprised to be informed that there are around 300 organisations who can provide services, support, and advice to those who consider that they need to discuss their concerns around Mental Health and Well-being. The group commentated that these various agencies need to be coordinated to enable young people, parents and school staff to easily access the services they need.

27. The Children's Commissioner informed the Task Group that Local and Regional planning is needed to ensure that this is coherent and avoids overlap in services or gaps between them. Some Regional Partnership Boards have established specific sub-groups to focus on the well-being needs of their local child and young people population. Others have not, and where this is missing there risks being a lack of co-ordination in planning and delivering services. The Commissioner believes that the Welsh Government needs to act to ensure that Regional Partnership Boards have a mechanism to focus on children and young people, and that they require all regions to ensure that Child and Adolescent Mental Health Service and social care services provide an integrated service to children with emotional, behavioral and mental health needs

28. The Task Group were surprised to hear that the measures in place particularly around Primary Care is not working. It seemed to some service users that organization's work in silos and do not talk to each other. There could be resilience training around school cluster, however it is a very big jigsaw, and it is difficult for schools to get through the system without support.

29. It was clear to the Task Group that People don't know about the various programs that are available. What is needed is a route map of what is available across Cardiff, so that people can pick and choose what to use.

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30. The members heard that a mapping and gapping exercise should be undertaken to identify measured outcomes of each of the support programmes and initiatives. This analysis could also assess the spend versus delivery for each one. In addition members noted that communication of support programmes is too fragmented.

KF2 The lack of an analysis of the gaps in provision together with a mapping of all services and support is causing parents, children and school staff to be unclear on what is available and where they can access it and when is the best time to seek support.

Leadership and Culture in Cardiff's Schools

31. The members of the Task Group were informed, by many of the witnesses, that to improve the mental health and well-being services and support for young people, there needs to be a culture shift across schools, the Council and wider stakeholders. The Cultural shift needs to ensure that everyone positively fosters better well-being and mental health outcomes. In particular the parents, young people and some professionals informed the inquiry group that there needs to be a cultural change in schools to ensure that child mental health and Well-being is fully embedded across all school.

32. Professionals also explained to the members that to enable schools to bring about a change in culture, schools have to:

- Establish leadership with peers;
- Build a restorative approach, challenging behavior;
- Create a haven of well-being and support with a baseline measurement of emotional well-being and mental health for every child and young person to identify where a child is struggling; prevention and early intervention;
- Have a unified way of measuring mental health in young people that

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all schools follow;

- Change young people's approach to dealing with adverse childhood experiences; and
- Engage with the most difficult to reach young people, such as those out of school or those in the criminal system.

33. The professionals, young people and parents, commented that changing the culture in schools, required improvements in school leadership. Leadership is key to the culture change; it needs to be part of the school ethos. In addition within each school the leadership team needs to prioritise mental health and well-being throughout the school. Members of the Task Group were also informed, by parents, that some schools don't want to acknowledge that they have a problem and consider any mental health and well-being school initiatives as being a waste of school resources.

34. The Members were informed, by teachers and other professionals, that the best way to embed the culture across schools is to use a whole school approach to mental health and well-being and to embed the culture in all staff.

35. The Task Group considered that from the evidence received from Education professionals and academic research that restorative practice approach was successful in creating a harmonious learning environment and has been seen to delivering a step change in schools.

KF3 Improved leadership and Cultural change is crucial to improving child mental health and well-being in all schools a cultural change. Restorative practices have been seen to bring about improvements in creating a harmonious learning environment and should be implemented across the whole school.

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School Accountability for Child Mental Health and Well-being Support

36. The Task Group was informed by young people that their main concern is that the Council and schools spend all our time with the tool kits or policies and then the implementation of the support is completely ignored by the school. Young people advised the Task Group that a form of accountability of the schools is needed, perhaps an annual review done by young people to ensure schools are implementing areas of the tool kit or policy.

37. The Task Group was further advised that the Estyn inspections measures could also ensure that schools implemented in the appropriate parts of the curriculum that supports mental health and well-being. In addition Governors must also ensure that the schools fully implement any initiatives to support pupils.

KF11 That school leadership and Governors should be held accountable for the effective implementation of support for child mental health and well-being in their schools.

Intervention and Prevention Measures to Support Young People

38. The Task Group was informed throughout the evidence gathering meetings that early intervention and preventative measures are key to providing resilience in children as it is too late when it is a referral to the Child & Adolescent Mental Health Service. Pupils must be able to learn to cope with issues.

39. Parents and professionals highlighted that early intervention is also needed at primary school level and is important as mental health symptoms seem to show up as early as in Year 4 and progressively get worse. If early intervention is crucial it must start as early as possible. In addition the Task Group was

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informed by parents and pupils that indicated that support which is provided through Personal and Social Education classes end at year 10, this was considered unhelpful as support is often needed throughout a pupils education.

40. The disjointed service and support that children and young people, and their families, receive is a dis-benefit to them; in many cases it places a barrier to successful or timely prevention and intervention in individual cases. The inherent faults in the service design creates negative outcomes for individuals and families and affects huge strain on resources.

41. It was suggested that schools could proactively pursue programmes to bring health professionals into schools to support school staff through training and workshops aimed at knowledge sharing, confidence building and professional support-network building to help early intervention and improve resilience enhancing prevention.

42. The members were also updated, by education staff and charities, on a number of funded initiatives, which support both prevention and intervention for pupils and school staff and help to improve resilience.

43. The Task Group also heard evidence, from the Council and Health representatives, of the numerous support areas which provide early intervention, prevention and resilience services, these include:

- Cardiff Council - School based Counselling Service, Youth Service, Adolescent Resource Model, Families First, Schools delegated PDG LACE, Emotional Health and Well-being Team, Education Psychology Services, and Youth Mentoring Service.
- University Health Board - Emotional Well-being Service, Therapeutic Intervention Service, and School based nursing service.

44. The inquiry group was also advised that a number of individual schools were implementing undertaking their own work to support their pupils, these included:

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Nutrition, Physical Activity, Personal Development & Relationship Substance Use & Misuse, Mental and Emotional Health & Well-being, Environment, Safety and Hygiene.

45. Young People advised the Task Group that they felt that mental health services and support should be available to all pupils, young people also commented that “we don’t know what is available” and, “there is a lack of provision”.

46. The Police Commissioner for South Wales Police informed the Task Group that an analysis by Police of cases showed that Additional Learning Needs are linked to 87% of cases. The commissioner informed the Task Group that it was his view that intervention provision is too late to be effective and the moment and needs to be brought earlier in young people’s lives.

47. The Task Group was informed that in the past, significant support for child mental health and well-being was provided by the Council’s Youth Services, however funding for the Youth Service has been consistently reduced over recent years and this has significantly impacted on the capacity of youth leaders to undertake resilience work, support and where necessary sign-posting.

KF5 Effective intervention and prevention programmes are key to providing resilience in young people, as well as providing support to those experiencing mental health and well-being issues, however there is evidence that the programmes have to be made sustainable and expanded to include children from the start of their education.

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Mental Health and Well-being Workers and Professionals in Schools

48. A key area of support for young people to help them deal with potential mental health and Well-being issues is to increase their resilience to issues that they may face during their lives.

49. The Task Group was informed by Education staff of the numerous support areas that provide early intervention, prevention and resilience services, these include:

- Cardiff Council - School based Counselling Service, Youth Service, Adolescent Resource Model, Families First, Schools delegated PDG LACE, Emotional Health and Well-being Team, Education Psychology Services, and Youth Mentoring Service.

50. The University Health Board also has a number of services to support young people including the Emotional Well-being Service, Therapeutic Intervention Service, and School based nursing service. However the Task Group was informed that the School based nursing service need to be expanded to enable all pupils to easily access a school nurse.

51. The Mental Health Foundation informed the Task Group that they had received funding to provides a resilience project to Children and Young People who have been identified as having Adverse Childhood Experiences (ACE's). This project increases the understanding of resilience and awareness of ACE's in staff surrounding children and young people (0-18) across Cardiff and Vale through peer support, appropriate intervening and signposting. The project is designed to be delivered by new Resilience Workers who will be employed by the UHB and supervised by existing mental health staff.

52. The Ethnic Minorities & Youth Support Team also operates a resilience

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project, which is a 3-year project funded by Big Lottery Fund Wales to support young people at risk of Islamist or far-right extremism and sexual exploitation and to increase young people's resilience to these issues. Operating primarily in Swansea and Cardiff, the project employs a team of specialist youth workers who are leading this ground-breaking area of work.

53. The members were also informed by parents, pupils and charities that school nursing is crucial to helping support pupils with mental health and well-being issues. The members were surprised to hear that the services did not have sufficient funding or capacity to increase its work to all schools.

KF6 Resilience support for children, Young People and School staff will enable them to better deal with problems that they face during their life. The resilience projects currently being provided are time limited and are not repeated. In addition there is a lack of capacity in the school nurses service to directly support all Cardiff's schools.

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Best Practice across Cardiff's Schools

54. The Education Directorate is currently on a journey to develop an Education Well-being and Resilience Strategy. It will be part of the Additional Learning Needs agenda, and its purpose is to develop a whole school/setting planned training programme that covers universal through to targeted support approaches. It will also promote stakeholder awareness and engagement with the Well-being and Resilience Strategy and it is anticipated that it will cover ACE's trauma, attachment issues and Mental Health Strategy.

55. It is anticipated that one of the key outcomes from the strategy will be a change in schools to have positive relations with pupils. All schools are different, however they need a menu of tools, universal/targeted/specialist, however the impact covers a number of areas, namely:

- Impact on Children and Young People - Children at risk of exclusion can be kept in school and helped to re-engage with learning. Children with subdued behaviours that might otherwise have gone unnoticed can be helped. Evidence suggests incidents of troubled behaviour reduce in number and attendance improves.
- Impact on Parents - An all-inclusive approach helps parents feel included, treated as allies, supported, valued and engaged.
- Impact on Workforce Development - Staff are better informed and able to match in-class support to the differentiated needs of individual children. The general approach offers common/shared vision throughout a school and gives better understanding of behaviour and development. This helps alleviate/reduce stress as relationships with children, and between children/adults, improve. Staff feel more confident and competent to deal with disruptive, challenging behaviour.

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What is currently happening?

UCHELGAIS PRIFDDINAS CAPITAL AMBITION

CARDIFF CAERDYDD

Many schools are already employing some successful strategies such as:

- Talkabout
- ELSA
- Rights Respecting Schools
- Alternative Curriculum options
- Restorative Approaches
- Nurture Network/Nurturing Schools programme
- THRIVE
- Attachment Aware and Trauma informed whole school approaches
- Other therapeutic options
- School based Inset Sessions from a range of professionals

Gweithio dros Gaerdydd, gweithio gyda'n gilydd
Working for Cardiff, working together

How can we work together?

UCHELGAIS PRIFDDINAS CAPITAL AMBITION

CARDIFF CAERDYDD

Teachers

Social Workers / FIS workers

OT's

Midwives

Police - Early Signposting and Information

Health Visitors

Specialist Teachers Educational Psychologists

Primary Mental Health

CAMHS

Play Therapists

Community Paediatricians

Adult Mental Health

School Nurses

Psychologists

GP's

SALT

Public Health

Gweithio dros Caerdydd, gweithio gyda'n gilydd
Working for Cardiff, working together

56. The Task Group was informed by education staff, charities and young people that there is a lot of good practice and funded initiatives which provide support within schools for pupils, who may consider that they have some sort of mental health issue, be it anxiety, depression, additional learning needs bullying, eating disorder, sexual orientation, disability, and help to improve resilience.

57. The Task Group heard directly from charities about the type of initiative that they had received funding for, this included:

- Action for Children Blues programme -.
- Samaritans Deal programme;
- Mental Health Foundation Children & Young People's Mental Health Adverse Childhood Experiences (ACE's) Resilience Project..
- Mental Health Foundation Peer Education Project – intervention training.

58. In addition the Members were particularly interested in the Thrive Approach**.** It gives all members of staff the understanding of the underpinning theories and practical ways to remain in relationships when dealing with challenging behaviour. It supports staff to look at behaviour developmentally. In the Whole School Induction Plus staff will learn how to support right time development through using the Thrive-Online assessment tool by whole group profiling and action planning.

59. The Task Group also heard from education staff and health representatives about the numerous support areas which are provide by the early intervention, prevention and resilience services, these include:

- Cardiff Council - School based Counselling Service, Youth Service, Adolescent Resource Model, Families First, Schools delegated PDG LACE, Emotional Health and Well-being Team, Education Psychology Services, and Youth Mentoring Service.
- University Health Board - Emotional Well-being Service, Therapeutic Intervention Service, and School based nursing service.

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60. The inquiry group was also advised by education staff that a number of individual schools were implementing undertaking their own work to support their pupils, these included:
Nutrition, Physical Activity, Personal Development & Relationship Substance Use & Misuse, Mental and Emotional Health & Well-being, Environment, Safety and Hygiene.

61. Professionals suggested that schools also proactively pursue programmes to bring health professionals into schools to support school staff through training and workshops aimed knowledge sharing, confidence building and professional support-network building.

KF4 The Education Directorate is developing an Education Well-being and Resilience Strategy which should help ensure that policies are put in place to help support child mental health and well-being. In addition schools are utilizing many of the initiatives and programmes that are available to help young people.

Training and Awareness Raising in Schools for Teachers, School Staff and Governors

62. The Task Group heard from parents, young people and charities that teachers and school staff need support and skills to deal with Emotional Health & Well-being and Adverse Childhood Experience's. Teachers do not always have all the skills, and need to know where to go for advice or referral. It is important that Areas of Learning Experience (AOLE), will be central however we need to keep teachers informed and help children understand. There is also a need to reconnect teachers with learning, mental health needs to be an approach not an intervention. It was also suggested the school governors should also be included in any training and made aware of the initiatives and processes being implemented across the school to support pupils and school staff.

63. Members were informed, by many of the witnesses, that to help improve child

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mental health and well-being across schools in Cardiff a programme of training for teachers and school staff is needed. Training is needed to help ensure all school staff have sufficient understanding of the mental health and well-being of children and young people. School staff will then be able to take a lead on promoting awareness and understanding amongst pupils using the information that they have been given. Training will also enable school staff to identify the most effective programmes, support or services to enable pupils to seek the most effective support for their needs.

64. The Members considered that training should also cover other issues that can lead to well-being and mental health problems, such as LBGT+, demographic variances, Adverse Childhood Experiences', children's rights, child sexual exploitation and relationships. This should enable school staff to provide guidance on appropriate sign-posting to support, for all levels of provision.

65. Members expressed concern that training should also reinforce existing information / guidelines on self-harm and suicide and it was suggested that school leaders and Chairs of Governors should ensure the full implementation of new guidance on suicide and self-harm which was due to be introduced in September 2019.

KF6 Teachers and school staff need support and skills to deal with Emotional Health & Well-being and Adverse Childhood Experience's. Teachers do not always have all the skills, and need to know where to go for advice or referral. It is also important that the school governors are also aware of the support and services provided to pupils and school staff. Training should also cover other issues that can lead to well-being and mental health problems, such as LBGT+, demographic variances, adverse childhood experiences', child sexual exploitation and relationships.

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Child Mental Health and Well-being and the Post Graduate Certificate in Education

66. Following consideration of the evidence provided around teacher awareness It was suggested that the training teachers receive during their Post Graduate certificate in Education should be reviewed to ensure that it covers Child mental health and well-being.

KF7 That teacher training provided through their post graduate certificate in Education should include more information on child mental health and Well-being.

Capacity in Schools to Support Child Mental Health and Well-being

67. Members were informed by teaching staff and education staff that any additional support requires resources, this is particularly important when School staff are needed to support initiatives, attend training and support pupils. They also considered that additional resources, have to be made available for schools to ensure that they can support pupils and school staff effectively.

KF8 Many schools do not have the resources or capacity to undertake additional training or support initiatives which would help child mental health and Well-being issue for their pupils.

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Cardiff & Vale University Health Board Streamlining Improvements to CAMHS

68. The Child and Adolescent Mental Health Service is overloaded with cases it has around 150 referrals a month, however around 50% are inappropriate. The Challenge is at the point of referral, support available and behavioral therapies,. they are also developing interventions in the Generic Team . The family therapists deal with eating disorders there are gaps in provision particularly around developmental trauma.

69. The Child and Adolescent Mental Health Services works with children, young people and their families who are experiencing emotional well-being and mental health difficulties. The team brings together several different professions who are able to work with children and young people up to the age of 18, working as part of a wider network of services that offer help and support to children and young people who have mental health difficulties. The highly trained staff use a range of different assessment techniques and evidence based therapies to deliver a tailored service to meet the needs of the children, young people and families who use the service.

70. From 1st April 2019, the service was repatriated to Cardiff and Vale University Health Board (CVUHB) having previously been delivered under a managed clinical network arrangement by Cwm Taf Health Board. The service now sits within the Children and Women's Clinical Board (CVUHB) with the aim of becoming fully integrated with other services for children and young people both delivered and commissioned by the UHB, including primary care, and those provided by social services, education and the third sector. The integration of services will support a holistic, wrap around mental health and Well-being service for children, young people and families which ensures the timely, joined up delivery of care

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and treatment.

71. The Single Point of Access for emotional and mental health services for children and young people including Primary Mental Health, Specialist CAMHS and Neurodevelopment services has been implemented. This has created a single point for all referrals to be sent to, which is hoped will streamline and improve the process for referrers, as well as create a more timely response. This is, at Tier 1 support requires an assessment within 28 days. Tier 2 delivers support care and treatment for psychoses, eating disorders, depression within 28 days.

KF9 The Child Adolescent Mental Health Service is overloaded, with about 150 referrals a month, following initial assessment around half are deemed inappropriate of the high level support (Tier 2) that the service provides. The single point of access system will hopefully address some of the referrals by signposting referrals to more appropriate support.

Graduated Approach to Child Mental Health and Wellbeing

72. The Members were surprised to hear from both parents and teachers that child mental health issues became noticeable around year 4 (9 years old). Support needs to be available in primary schools as presently it is only from year 6 onwards. There is also an increased demand from eating disorders, complexity of cases, support up to 18, but most of these peak at around 14 year old.

73. The inquiry was informed that a recent survey of parent's reason for a referral was 40% ASD / ACHD, 51% Anxiety, Behaviours 31%, Depression 21% and the average age of the children was 10 years old.

KF10 The child mental health issues are being identified by teachers in primary schools, well before the normal support which starts at year 6. These cases require an early form of support for both the child and parents.

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Parents and Families Involvement in Child Mental Health and Well-being Support and Services

74. The Members were informed by Parents of children who had mental health issues of a number concerns that they considered the Task Group should be aware of to enable the members to fully understand the problems they face.

75. Parents stated, that in certain cases the Head Teacher and Special Educational Needs Coordinator do not accept that a child has Well-being or mental health issues. Teachers should not have subjective assessment of children, it needs an educational Phycologist to undertake assessments, it needs an objective assessment

76. Parents also considered that schools should not be the right place to make referrals. Parents felt that It is important to reduce the subjective assessments by teachers, as teachers are not the experts in Child Mental Health and Well-being, therefore referrals should only be made by the appropriate professionals.

77. Parents also informed the members that they were aware of some parents who decided to pay for private assessments for their children as the school would not refer their child, however to access the child mental health service they still need NHS validation.

78. Parents also highlighted to the Task Group that a recent survey of parents identified the reason for a referral as 40% ASD / ACHD, 51% Anxiety, Behaviours 31%, Depression 21%. In addition the average age of the children being referred was 10 years old.

79. The Task Group also heard evidence that Parents mental health and Well-

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being is also affected. This was supported by a survey of parents highlighted that in the majority of respondents they indicated that the parents had Mental Health issues due to their children's mental health issues

80. Parents and young people expressed their concern that the Council's measure of success is not currently built around well-being and happiness and the whole child is not at the center of this outcome.

81. Parents and Young people expressed concerns that they regularly had to provide basic patient information whenever they were referred to another professional. Parents and Young people suggested that the Cardiff & Vale University Health Board should develop a "passport" type system for patient's information which would be linked to each patient.

KF12 That parents find the assessment, support and referrals systems in Cardiff and regular provision of basic patient information, very confusing and inconsistent, particularly when they need support for their child. Parents also reported that the confusion and lack of communication cause themselves to experience mental health issues.

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Expected Outcomes from Improved Mental Health and Well-being

82. During the evidence gathering sessions the Members were made aware of the a number of possible improvement outcomes for pupils, teachers, school staff and professionals. Detailed below are some of the comments that the members heard during the inquiry:

83. The Task Group heard from professionals that if we change the way schools successfully deal with mental health and well-being, it should produce a significant reduction in exclusions. There would also be better attendance by pupils, better results across all school years and once fully implemented less work for Teachers and school staff.

84. The improvement in support and services, as suggested by many of the stakeholders, would also help improve the confidence of teacher, schools staff and other professional staff in dealing with children and young people who were concerned about mental health and well-being issues.

85. Young People considered that by improving the support in schools it would help further enhance their schools as safe places for them to be in.

86. The Police & Crime commissioner also felt that reoffending would reduce as some crime represents generations of families who have been involved in substance misuse and mental health issues.

KF13 Should the views, comments and recommendations highlighted in this report, positively influence the support and services for children and young people from the age of 0 to 18, the members considered that there would be clear positive outcomes for children, young people, parents and professional.

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The Mind over Matter Report

87. The Mind Over Matter report (Children, Young People and Education Committee, National Assembly for Wales, April 2018), made a key recommendation that the emotional Well-being and mental health of our children and young people should be a national priority. From the evidence gathered during this inquiry the members concur with this.

88. The Task Group considered the recommendations contained in the Mind over matter report to be crucial to ensure the effective provision of child mental health services and support for children and young people. The key points and recommendations are listed below.

89. The Welsh Governments Children, Young People and Education Committee agreed two main aims for this work:

- to assess whether the "root and branch" review to modernize and redesign services announced by the Welsh Government in October 2014–which led to the establishment of the Together for Children and Young People Programme in February 2015 - is on track to deliver the step change in
- child and adolescent mental health services (CAMHS) provision identified as necessary by our predecessor Committee's report; and
- to establish whether early intervention, prevention and resilience services were in place to support the emotional well-being of children and young people in Wales

90. As a key part of the Committee's evidence gathering the Committee agreed to explore the extent to which emotional and mental health support is provided in schools, we held a roundtable meeting with over 40 front line professionals

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providing a range of services in the school setting. They also conducted two surveys – one for children and young people in secondary school/college and one for education professionals.

91. The outcome of the inquiry was the production of the report – Mind over Matter, which contained one key recommendation together with 27 others, which if accepted and implemented will deliver the step change that is needed to build a population of emotionally resilient and mentally healthy children and young people. a number of recommendations were directly related to the support and services provided through schools these included:

92. Key recommendation:

- That the Welsh Government make the emotional and mental well-being and resilience of our children and young people a stated national priority. This status should bring with it a commitment to:

- Provide adequate and ring-fenced resource for our schools to become community hubs of cross-sector and cross-professional support for emotional resilience and mental well-being. Schools cannot shoulder this responsibility alone - the support of other statutory and third sector agencies, most notably health, is essential;

- ensure that emotional and mental health is fully embedded in the new curriculum;

- Ensure that everyone who cares, volunteers or works with children and young people is trained in emotional and mental health awareness, to tackle issues of stigma, promote good mental health, and enable signposting to support services where necessary. This should include working with professional bodies to embed training in initial qualifications and continuous professional development; and

- Publish every two years an independent review of progress in this area. This process should involve children and young people throughout.

- That the Welsh Government make the emotional and mental well-being and

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resilience of our children and young people a stated national priority. This status should bring with it a commitment to:

- Provide adequate and ring-fenced resource for our schools to become community hubs of cross-sector and cross-professional support for emotional resilience and mental well-being. Schools cannot shoulder this responsibility alone - the support of other statutory and third sector agencies, most notably health, is essential;
- ensure that emotional and mental health is fully embedded in the new curriculum;
- Ensure that everyone who cares, volunteers or works with children and young people is trained in emotional and mental health awareness, to tackle issues of stigma, promote good mental health, and enable signposting to support services where necessary. This should include working with professional bodies to embed training in initial qualifications and continuous professional development; and
- Publish every two years an independent review of progress in this area. This process should involve children and young people throughout.
- That the Welsh Government update the Welsh Assembly Committee on progress towards the response to the Committee's recommendations within the next Month.
- Ensure that the new curriculum included Child Mental Health and Well-being and that Estyn establish appropriate measures.
- Considers developing a framework / guidance for schools to better:
  - identify needs, develop school action plan and signposts to support more appropriately.
  - That each school would be responsible to auditing it's children's needs.
  - Consider the Sutton Trust toolkit as example resource support to identify gaps then work with Public Health Wales to help fill gaps.
  - Interventions would be either universal to school or specific to a pupil.
- Considers improving teacher knowledge during initial training.. First stage training in schools, second stage PGCE, BEd changes.
- To further develop the six area pilot with CAMHS consultation, liaison and advice early review looks to be successful and benefiting teachers too as

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well as young people.

- The Welsh Government needs to be clearer on a coherent multi-agency approach.
- Mental Health support needs to be part of the Curriculum as at present its time out of the class.
- For mental health nationally we must have a human rights approach, values based and UNCR based systems
- The Welsh Government should issue interim guidance to health and education services (and other relevant statutory bodies) about the support they should deliver for emotional and mental health in schools. This should specify the support that they should expect from each other as statutory services. This guidance should remain in place, and should be resourced adequately, until the findings of the in-reach pilots are reported to us and others. The guidance should be issued within three months of our report's publication and reviewed after the in-reach pilots conclude.
- That the Welsh Government pilot the role of "guidance teacher" in Wales, or adopt another model that allocates responsibility for the emotional and mental health of pupils to a lead member of teaching or nonteaching staff.
- Estyn has to respond to the new curriculum, and will be looking at mental health and Well-being.

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CYNGOR CAERDYDD
CARDIFF COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:

14 JANUARY 2020

CENTRAL SOUTH CONSORTIUM CONTRIBUTION TO RAISING STANDARDS IN CARDIFF'S SCHOOLS

Reason for the Report

1. To enable Members to receive a report on the Impact of work in the Central South Consortium's business plan on the region and Cardiff County Council, copy attached at **Appendix A**.

Background

2. The Welsh Government 's National model for regional working, published in February 2014 includes a section on Scrutiny and liaison between local authorities and regional consortia, which states:

   "Each Local Authority and their respective regional consortium will make arrangements for robust democratic scrutiny of the consortium business plan and activities as it relates to individual local authority area. Each authority's scrutiny committee for education services will also need sufficient information to consider the performance of their schools.

   Local authorities undertake to be reasonable in their expectation of consortia staff and resources and ensure that senior leaders are not required to spend a disproportionate amount of their time on reporting and scrutiny work".

3. The Committee agreed that as part of its work programme, that it would undertake the scrutiny of the Consortium to ensure that it provides the support and guidance and challenge needed to enable Cardiff's Schools to improve and improve the outcomes of Cardiff 's Pupils.

Issues

4. Andrew Williams (Acting Assistant Director), Catherine Rowlands Senior Challenge Adviser (Primary) and Geraint Lewis, Senior Challenge Advisor (Secondary) from the Central South Education Consortium will be in attendance and has provided a briefing on the Central South Consortiums contribution to raising standards in Cardiff Schools, copy attached at **Appendix A**.

   The briefing over the following elements:

   a. Background.
   b. Central South Consortium Business Plans.
   c. Performance in Cardiff's Schools
   d. The challenge and support provided by the Consortium on behalf of Cardiff Council
   e. Additional Support requested by Cardiff
   f. Headline results across the region 2018/19;

Scope of Scrutiny

5. This report will provide the Committee with an opportunity to gain an understanding and test that the operation of the Consortium in its support to Cardiff schools together with the Council to, improve learner's outcomes, deliver high quality teaching and learning and support and empower school leaders.

Way Forward

6. At the meeting. Andrew Williams, Acting Assistant Director supported by Kate Rowland, Senior Challenge Advisor (Primary) and Geraint Lewis, Senior Challenge Advisor (Secondary) will be in attendance to present the briefing.

7. At the meeting Councillor Julia Magill (Deputy Leader and Cabinet Member for Education, Employment and Skills) and Nick Batchelar (Director of Education and

Lifelong Learning) will also be in attendance to answer any questions Members may wish to ask.

8. Members may wish to note the information contained in the report and determine whether there are any issues or comments which they would like to pass on to the Acting Assistant Director of the Consortium, Cabinet Member or Director of Education and Lifelong Learning.

Legal Implications

9. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to

Cabinet/Council will set out any financial implications arising from those recommendations.

Recommendations

The Committee is recommended to:

I. consider the information provided in the report, appendix and presentation;
II. consider whether they have any observations, comments or recommendations they wish to make; and
III. consider a way forward with regard to any future scrutiny of the issues raised.

Davina Fiore
Director of Governance and Legal Services
8 January 2020

Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Title: *Impact of work in the Central South Consortium's business plan on the region and Cardiff Local Authority*

Date Written: *16th December 2019*

Authors: *Andrew Williams (Acting Assistant Director), Kate Rowlands Senior Challenge Adviser (Primary) and Geraint Lewis Senior Challenge Adviser (Secondary) Central South Consortium*

Background

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 381[1] schools, 32% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just under 1 in 5 children claiming free school meals.

2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

Central South Consortium Business Plans

3. The consortium business plan for April 2019 to March 2020 can be found here
   It has six priorities:
   - Develop a high quality education profession
   - Developing inspirational leaders to facilitate working collaboratively to raise standards
   - Develop strong and inclusive schools committed to wellbeing, equity and excellence.
   - Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems.
   - Provide professional learning opportunities to support the curriculum for Wales.
   - Improve the effectiveness and efficiency of Central South Consortium

4. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.

5. 'Drive Teams' made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half termly reviews including an impact review with the Managing Director at the end of each

[1] ***Source: School census results: as at January 2019***

term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.

6. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31st January. Draft step 2 statements were written in the summer term. Challenge advisers have visited schools to work with Governors and headteachers to complete this year's categorisation.

Comparative Data

The content of this report is different to previous years due to Welsh Government (WG) introducing significant changes to how performance measures are reported. Teacher Assessment can be used for information purposes only e.g. to develop school improvement policies etc., but not for school accountability purposes below national level. All Wales Core Data Sets (Performance) will no longer be provided by WG for foundation phase, Key Stage 2 and Key Stage 3. There will be no change to the collection process and schools still have to report data to Welsh Government. Data will be shared with Local Authorities and Consortia who have systems in place to analyse data, but comparison with other LAs / Consortia will not be possible. It is now inappropriate to publish school level data in a public report.

In 2019, the performance of pupils achieving at least the expected level for Foundation Phase (FP), Key Stage 2 (KS2) and Key Stage 3 (KS3) has fallen in all core subjects, which could reflect the changes to the purpose of assessment data where the focus has shifted back to individual learners and not for school accountability purposes.

Key stage 4 (KS4) and key stage 5 (KS5)

Performance measures for KS4 have changed for 2019 reporting to interim performance measures that are based on average points scores in Literacy, Numeracy, Science, Welsh Baccalaureate Skills Challenge Certificate (WBSCC) and the Capped 9 points score (C9PS). Direct comparisons to data for previous years is not possible for legacy measures that WG have published due to the change to first entry of examinations rather than best grade. No analysis is provided for legacy measures in this report.

Performance in Cardiff Council Schools

Primary

Foundation Phase:

a. Pupil outcomes in all core areas of learning, at both the expected and higher outcomes are above the national averages.

b. This year's results in the FP reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The Wales average for the Foundation Phase Outcome Indicator (FPOI) has reduced by 2.6pp to 80.0%. The main reason for this is the implementation of new outcomes in the Foundation Phase Assessment Framework that have been used in language and mathematics. The higher expectations to achieve an outcome 5 is the most significant factor in the change to outcome.

c. The gap in performance between boys and girls for the FPOI has increased due to the performance of boys falling at a faster rate than that seen for girls.

d. The gap in performance between eFSM and nFSM pupils for FPOI has increased due to the performance of eFSM pupils falling at a faster rate than nFSM pupils.

Key stage 2:

e. The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects.

f. Performance has fallen for all core subjects (with the exception of Cymraeg) at both the expected level and above expected level.

g. The gap in performance between boys and girls for the Core Subject Indicator (CSI) has increased in the most recent year.

h. The gap in performance between eFSM and nFSM pupils for the CSI has increased in the most recent year with the performance of eFSM pupils falling at a much higher rate than that seen for nFSM pupils.

Key stage 3

a. Cardiff performance for the CSI dropped this year and is below the national average.

b. The gap in performance between boys and girls has increased for the CSI due to a much larger fall in performance for boys when compared to girls.

c. The gap in performance between eFSM and nFSM pupils for the CSI has decreased in the most recent year. This is due to the performance of eFSM improving in the most recent year whilst the performance of nFSM pupils has decreased.

d. English: The performance has decreased in the most recent year at all levels. However, performance at all levels remains above the National average.

e. Cymraeg: The performance has decreased in the most recent year at all levels. Performance is above the National average at the expected level and expected level +1, but is below the National average at the expected level +2.

f. Mathematics: Performance has decreased in the most recent year at the expected level and expected level+2 but has increased at the expected level +1. Performance is either in-line or above National averages at all levels.

g. Science: Performance has decreased at the expected level in the most recent year but has increased at the above expected levels. Performance is above the National average at the above expected levels, but is below the National average at the expected level.

Key stage 4

a. Significant changes have been made to the Key Stage 4 performance measures between reporting in 2018 and 2019.

b. New performance measures have been introduced that use average points scores for interim performance measures of Literacy, Numeracy, Science, Capped 9 Points Score and Welsh Baccalaureate Skills Challenge Certificate.

c. Each GCSE grade is allocated a points score as follows:
A = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16, U = 0*

d. Welsh Government also introduced the use of 'first entry' for any qualification for performance measures in 2019, which removes the ability to look at trends where performance measures appear the same between 2018 and 2019.

e. Local authority performance for the interim performance measures at KS4 show that all indicators are above National average for all measures. LA performance is above the regional performance for four of the five interim measures, with only WB SCC being below the regional average.

f. Capped 9 Points Score (3+6) is 16 points above that seen nationally, which equates to just under one-third of a grade per subject on average above the National figure.

g. The average Literacy points score for the LA is 1.5points above the Wales average, which equates to around one-quarter of one grade.

h. The average Numeracy points score for the LA is 1.1 points above the Wales average, which is just under one-fifth of a grade.

i. The gap in performance of the average Science points score between LA and Wales is 0.6points.

j. LA performance for the Welsh Baccalaureate Skills Challenge Certificate is 0.3points above the National figure.

k. The performance of boys in the LA is stronger than the performance of girls, when both groups are compared against the National averages. For each of the new interim measures, girls' performance is either in-line or above that seen Nationally. Boys' performance in the LA is above the National average for all measures.

l. The gap in performance between boys and girls is smaller for the LA than seen nationally for all five interim performance measures.

m. The performance of eFSM pupils in the LA is positive when compared to the performance of eFSM nationally, with the LA exceeding the National average for all measures except WB SCC where performance is 0.2points below the National average.

n. The performance of nFSM pupils is above the National average for all interim performance measures.

o. The gap in performance between eFSM and nFSM is wider for the LA than seen Nationally for four of the five new performance measures. Only the C9PS has a narrower gap for the LA than seen Nationally.

p. No comparisons are included in this section of the report for KS4 legacy measures, but the latest LA performance for these measures can be found in Annex A of this report.

Key stage 5

q. Level 3 Threshold has increased in the most recent year to 98.8% and remains above the National average of 97.8%

r. Improvements are evident for 3A*-A grades in the LA, which has increased again to 19.8%, the highest level seen since 2016. Performance in this measure continues to exceed the National and regional averages.

s. Performance in 3A*-C grades has fallen in the most recent year by 0.2pp to 66,4% and continues be above both the regional and National averages for this performance measure.

t. Average wider points score has decreased in the most recent year but remains above the regional and National averages.

u. Boys' performance in the LA is higher than boys' performance seen Nationally, despite performance falling in three of the four measures in the most recent year. Level 3 Threshold was the only indicator where boys' performance increased in 2019.

v. Girls' performance has increased for three indicators over the most recent academic year with only Level 3 Threshold seeing a fall in performance. However, girls' performance exceeds the National average for four performance measures at both regional and National level in the most recent year.

Strengths

- Foundation Phase outcomes remain above all-Wales averages
- The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects at all key stage.
- Under the new interim performance measures at KS4, the local authority has performed well, generally in line with regional averages and above all-Wales averages except for the Skills Challenge Certificate.
- Under the new interim performance measures at KS4, the gap in performance between eFSM and nFSM is smaller than the national average.
- Under the new interim performance measures, boys' performance at KS4 is better than the all-Wales average.
- All of the main outcome measures at Post-16 remain above national averages

Areas for Development

- Improve the language, literacy and communication performance in the foundation phase.
- Improve performance in the Capped 9 measure ensuring that every learner achieves at least 8.9 on average.
- Improve the Average Wider Point Score at Post-16.
- Improve educational outcomes of boys at all phases and key stages.

- Close the gap in performance between eFSM and nFSM pupils at all phases and stages.

Challenge and support provided by the Consortium on behalf of Cardiff Council

1. In 2018-2019 Cardiff Local Authority contributed £1,413,526 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for 14 challenge advisers (7.15 FTE) plus support from Accelerated Progress Leads (0.33 FTE effective from September 2018) and senior Challenge Advisers (2 FTE).

2. Twenty-one schools were inspected during 2018-2019.
   - Of these twenty-one schools, four were asked to write excellent practice case studies. Three schools were placed in a follow up category of Estyn Review. One schools in the LA was judged as having important weaknesses that outweigh the strengths and therefore placed in the statutory category of Significant Improvement. One school has been placed in Special Measures.
   - Of the schools inspected in previous years six schools were removed from an Estyn category and two schools remain in an Estyn follow up category – both schools are in Estyn Review.

3. Elected Members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2018-2019, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need. Of the 127 schools in Cardiff, two schools required red level of support and thirteen schools required amber level of support. There were seventy schools requiring green support and forty-two requiring yellow support.

4. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support and intervention from the wider support teams within the Central South Consortium.

5. Provisional categorisation outcomes for 2019-2020 identify that improvement has been sustained and continues across the authority within both the primary and secondary sector. The final categorisation outcomes will become public on the 31st January and therefore we will be presenting verbally on outcomes at the Scrutiny Committee on the 14th January 2020.

6. a. Other support provided by the consortium to schools in Cardiff:

- 101 schools, comprising of the primary and secondary sectors within Cardiff have accessed professional development programmes provided by Hub schools across the region.
- Cardiff schools involved in providing support as part of the Hub programme in 2018-2019 were:
    - Professional Learning – The Bishop of Llandaff High School, Cardiff High School, Fitzalan High School, The Hollies, Llanishen Fach Primary School, Mary Immaculate High School, Tongwynlais Primary School, Ysgol Gymraeg Melin Gruffydd
    - Foundation Phase Alliance – Ely & Caerau Integrated Children's Centre, Grangetown Nursery, Tremorfa Nursery School
    - Welsh 2nd language – Adamstown Primary School, Cardiff High School,
    - English/Literacy - The Bishop of Llandaff High School, Cardiff High School, Kitchener Primary School, Stacey Primary School
    - Mathematics/Numeracy – Cardiff High School, Christ the King RC Primary School, Coed Glas Primary School,
    - Science – Cardiff High School, Coed Glas Primary School,
    - Lead Practitioners – Cardiff High School (D&T, PE, Music, Religious Studies, History), St Illtyd's RC High School (Welsh Baccalaureate), St Mellons Church in Wales Primary School (LIDW), Ysgol y Deri (LIDW), Ysgol Pencae (LIDW)
    - Closing the Gap - Mary Immaculate High School, Windsor Clive Primary School

  The following schools were identified as Welsh Government Pioneer Schools:
    - Cardiff High School
    - Fitzalan High School
    - Herbert Thompson Primary
    - Llanishen Fach Primary School
    - Llysfaen Primary School
    - Mount Stuart Primary
    - Rhydypenau Primary School
    - St Cadoc's Catholic Primary School
    - St Philip Evans R.C. Primary School
    - The Hollies School
    - Ty Gwyn Special School (Western Learning Federation)
    - Ysgol Gymraeg Bro Edern
    - Ysgol Gymraeg Plasmawr

b. Nearly all Cardiff schools have been involved in SIG working, and during 2018-2019 SIGs including the Cardiff schools have focused on the Curriculum for Wales, Welsh Baccalaureate, Foundation Phase, literacy, numeracy, teaching and pedagogy, gender gap, eFSM, increasing A*-C grades/improving outcomes, curriculum change/design, attendance/family engagement, ARR/AFL, peer review/subject review, post-16, SEN, pupil voice, leadership, ICT and digital competency framework (DCF) assessment, wellbeing and closing the gap. SIGs are reviewed annually and

have to provide an impact report against their priorities twice a year in order to be funded;

c. The consortium has invested heavily in leadership provision in the 2018-2019 year. For Cardiff schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these:
    - Ten headteachers have undertaken the New and Acting Headteacher programme;
    - Twelve senior leaders have completed the Aspiring Headteacher pilot programme;
    - Four deputy headteachers have completed the Improved Leadership Skills for Deputy Headteachers programme
    - There were nineteen successful NPQH candidates.
d. Seventeen teaching assistants completed the Higher Level Teaching Assistant Qualification, and a further thirteen completed the Aspiring Higher Level Teaching Assistant Qualification;
e. Support for schools is prioritised following a strategic analysis of regional needs. This is reviewed on a termly basis as information and priorities emerge. Schools receive intensive support for core subjects as agreed with the school's challenge adviser and progress is fed back to school through a strategic evaluation for improvement statement and to the local authority director in the termly performance report. Foundation subject qualifications are supported through Lead Practitioner networks, which provide opportunities for schools to collaborate on joint practice development and share effective strategies and resources. Hub school programmes are aligned to support regional needs and the consortium brokers professional learning opportunities for schools requiring improvement across the regional professional learning offer. Intensive school-to-school support is facilitated through requests for additional capacity funding from Hub schools and lead practitioners to support targeted improvement activities in more vulnerable schools.
f. All red and amber support schools have a bespoke packages which is recorded within a support plan. Key improvement objectives are identified and regular school improvement forums held to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports.
g. Each term CSC prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.

7. The consortium continues to take a lead role in the development of the Curriculum for Wales; working with Pioneer schools, Welsh Government and in partnership with the other regional consortia across Wales. The work has included:

a. Supporting the regional Pioneer network to share approaches through regular meetings and events to facilitate broader knowledge of the reform programme
b. Visiting all Pioneer schools to monitor compliance with their core brief and overall value for money against the grant
c. Facilitating regional dissemination from Pioneer school practitioners to all partner (non-pioneer) schools, 'Creating the climate for change'
d. Funding release time for Curriculum for Wales leads in all partner schools to engage
e. Supporting innovation in networks of schools to work collaboratively in support of curriculum reform. Over 150 schools have benefited from additional bespoke project funding
f. Providing and collating key information and resources for all schools to begin to consider the implications of reform
g. Supporting the identification and appointment of additional contributing schools to support the development of AoLE frameworks
h. Integrating Curriculum for Wales priorities into nearly all Hub programmes
i. Prioritising the development of digital learning and the integration of the DCF across the curriculum through Curriculum Hub programmes, Lead practitioner sessions, network meetings and teach meets
j. Coordinating the work of the Professional Learning Pioneers to undertake professional inquiry to test the emerging AoLE frameworks in association with HEI partners
k. Designing an online readiness tool which supports school self-evaluation of actions and activities to support reform
l. Analysing regional support priorities emerging from the completion of the readiness tool
m. Supporting challenge adviser understanding of reform through routine updates and providing a summary of key features of 'readiness' to support their school visits
n. Refining the professional learning offer to support all schools' readiness
o. Facilitated 'change management' masterclass sessions for headteachers. 150 senior leaders across the region have benefited from professional input from Agile Change Management Ltd.
p. Sharing a series of training presentations for use within all schools to disseminate key messages to all staff and providing bespoke support for school Curriculum for Wales leads
q. Sharing a 'menu of support' to raise awareness of professional learning opportunities for practitioners across the region
r. Facilitating opportunities for key message updates to headteachers at regional briefing sessions
s. Supporting middle leader engagement in curriculum reform through termly subject level network meetings
t. Producing a summary to update school governing bodies, including an overview of suggested questions for governors

u. Supporting a cross-regional working group to shape consistent priorities across Wales aligning to the National Approach for Professional Learning.

Additional support requested through the Local Authority Annex

8. In 2018–2019, £45,372 of additional funding was provided to support Cardiff specific priorities via the Local Authority Annex:

- Improve the quality of governance and the capacity of governance to hold SLT members to account for school improvement. Improve governors' skills in commissioning investigations.
- Work with CSC to ensure all Cardiff schools continue their preparations for the new curriculum.

Annex A: Headline results across Cardiff LA 2018-2019

No performance measures for Foundation Phase, Key Stage 2 or Key Stage 3 will be included in this section due to the changes introduced by Welsh Government in relation to using this data for accountability purposes below a National level.

Provisional data for Key Stage 4 is included below as is subject to change when final validated information is published towards the end of the Autumn Term 2019.

Provisional 2019 Results

New Interim Performance Measures

	Cardiff	Central South Consortium	Wales
Capped 9 Points Score	369.3	361.4	353.3
Av Pts Literacy	40.5	39.6	39.0
Av Pts Numeracy	38.2	37.3	37.1
Av Pts Science	37.4	36.7	36.8
Av Pts WB SCC	36.7	37.0	36.4

Legacy Measures

	Cardiff	Central South Consortium	Wales
Level 1 Threshold	93.1	93.1	92.7
Level 2 Threshold inc EWM (*)	58.3	55.0	53.8
5A*-A	23.8	20.4	18.1

(*) including Literature

Please note that the legacy measures are not directly comparable to previous years, and therefore no historical information is provided in this report.

Key Stage 5 – Provisional Results

	Cardiff	Central South Consortium	Wales
Level 3 Threshold	98.8	98.2	97.8
Average Wider Points Score	771.5	740.0	737.3
3A*-A	19.8	14.7	13.1
3A*-C	66.4	58.3	57.6

Mae'r dudalen hon yn wag yn fwriadol