



## **SCRUTINY REPORT**

Date Written	24 <sup>th</sup> August 2017
Report Author	Scrutiny Section
Service Area	Legal & Governance Services
Committee Division	Scrutiny
Exempt/Non Exempt	Non Exempt
Committee Date	4 <sup>th</sup> September 2017

*To: Chair, Ladies and Gentlemen*

### **Scrutiny Committee Work Programme**

#### **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide the Scrutiny Committee with its work programme for consideration and to prepare in advance of the next scrutiny committee meeting.
- 1.2 To remind scrutiny committee members that they need to consider the requirements of the Wellbeing of Future Generations (Wales) Act 2015 in all aspects of scrutiny work.

#### **2.0 RECOMMENDATION(S)**

- 2.1 The Committee notes the content of this report
- 2.2 The Committee considers its work programme and approve, revise or amend it as deemed appropriate; and to consider the questions above in planning for the next meeting.

#### **3.0 INTRODUCTION AND BACKGROUND**

- 3.1 Scrutiny committees are required to prepare and keep under review a programme for their future work. By reviewing and prioritising issues, members are able to ensure that the work programme delivers a member-led agenda.
- 3.2 At each meeting the committee will agree the agenda items for their next meeting and in preparation may in advance wish to ask itself the following questions.

- Q) Why has the item been placed on a scrutiny work programme?**
- Does this item/topic contribute to the delivery of the Council's Wellbeing Objectives and priorities?
  - Is this item/topic relating to service performance concerns?
  - Is this item/topic of significant public interest?
  - Has the item/topic got budgetary implications?
  - Is this a item/topic where Scrutiny involvement will make a significant difference and achieve tangible outcomes?
  - Can effective Scrutiny of this issue be delivered from within available resources?
- Q) What is the specific role of the committee?**
- This will depend on the item – for example the role could be:
- to determine if performance levels are acceptable in relation to a particular department
  - to determine if a specific policy is fit for purpose
  - to satisfy itself that the Authority is working well with its partners in tackling a major issue
  - to gather the views of specific stakeholders as part of an on-going scrutiny investigation / review
  - to explore possible solutions to an issue
- Q) What outcome is the committee seeking from the consideration of this item?**
- To comment on the proposed budget and make suggestions to cabinet regarding the proposed budget's ability to deliver the priorities of the council
  - Identification of any causes for concern and note successes.
  - To receive an overview presentation.
  - To gain an understanding of and to comment on a policy / strategy
  - To explore ideas around the setting of budgets while considering the pressures facing each service. This also helps provide an overview of the policy frame work.
  - For the scrutiny committee to gain an overview and refresh their knowledge of the wellbeing objectives / other plan / other strategy.
  - Improvement in service delivery
- Q) What information does the committee need to fulfil this role / achieve this outcome?**
- What is the Committee trying to do? You might be trying to do some or all of the following i.e. establish facts; gather opinions; or explore new ideas / solutions.
- Q) Who should be invited to the meeting to provide the information?**
- Depending on the information you need you might want to hear from a range of witnesses – e.g. Cabinet members, Senior Officers, Service users, and External partners – e.g. Police, Health Board etc
- Q) Does the committee need to ask for written representations?**
- The Committee may wish to pose some questions to the Directorate / Cabinet member / External Partner etc prior to the meeting. This may help in instances when the committee is looking for something specific to be addressed. This

will assist whoever is attending ensure that they have the information / answer ready for the meeting.

**Q) Which meeting format / venue would be most appropriate for the item and for the witnesses that will be invited to attend?**

Meetings do not have to be held in a formal committee room environment. You may wish to hold occasional meetings out in the community e.g. community centres, sports facilities etc. It depends on the subject. Some people find the formal setting intimidating. Site visits for example may be more appropriate to see first-hand what the committee is investigating / obtaining information on e.g. waste sites, regeneration projects etc.

## **The Wellbeing of Future Generations (Wales) Act 2015 (the Act)**

- 3.3 The Act applied the wellbeing duty on local authorities. This duty means this Council has to work towards its wellbeing goals and is required to publish its Statement of Wellbeing, which sets out our local wellbeing objectives for the community over the next five years.

The Authority's "wellbeing objectives" seek to secure sustained improvements in the economic, social, cultural and environmental wellbeing of the people who live and work in Merthyr Tydfil, now and in the future. The focus is on supporting people when they need it most and equipping them with the skills they need to lead fulfilled lives.

In brief, the wellbeing objectives for Merthyr Tydfil cover four main groups:

**Best Start to Life** (*Reported to Learning & LAESCYP Scrutiny Committee*)

- BS1 Children get the best start to life.
- BS2 Children and young people are equipped with the skills they need to be successful learners and confident individuals.

**Working Life** (*Reported to Regeneration and Public Protection Scrutiny Committee*)

- WL1 Making skills work for Merthyr Tydfil: Developing the workforce of the future.
- WL2 Developing the environment and infrastructure for business to flourish.

**Environmental Wellbeing** (*Reported to Neighbourhood Services Scrutiny Committee*)

- EW1 Communities protect - enhance and promote our natural environment and countryside
- EW2 Communities protect - develop and promote our heritage and cultural assets.

**Living Well** (*reported to Social Services Scrutiny Committee*)

- LW1 Developing safer communities.
- LW2 People have good physical and mental wellbeing.
- LW3 People live independently.

- 3.4 The Act places a legal duty on public bodies to adopt the “sustainable development principle” when **setting wellbeing objectives**, and in taking steps **to meet those objectives**.

Any reference to a public body doing something “in accordance with the sustainable development principle” means that the body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

In the Act, the sustainable development principle is exemplified by the five ways of working i.e. there are five things that public bodies need to think about to show that they have applied the sustainable development principle. Following these ways of working will help us work together better, avoid repeating past mistakes and tackle some of the long term challenges we are facing. These “5 things” (ways of working) are shown below:-

1. **Long term** - The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs (*taking account of both short term and long term needs when making decisions.*)
  2. **Prevention** - How acting to prevent problems occurring or getting worse may help public bodies meet their objectives (*stop problems happening or getting worse*)
  3. **Integration** - Considering how the public body’s well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies (*making sure that the objectives set by the council contribute to the wellbeing goals and there is an understanding of how they impact on other organisations work to meet the goals*). There needs to be connections within the council, between departments, between cabinet members Who else within this organisation do we need to talk to ; to avoid wasted effort, duplication. What other pieces of legislation may affect, inform, impinge upon what we are seeking to address?
  4. **Collaboration** - Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives (*working with people inside and outside the council to meet your objectives when working towards the goals*).
  5. **Involvement** - The importance of involving people with an interest in achieving the wellbeing goals, and ensuring that those people reflect the diversity of the area which the body serves (*make sure that everyone who has an interest or expertise in or is affected by achieving the goals are involved or represented*).
- 3.4 Much of Scrutiny committee activity is aligned to the delivery of the wellbeing objectives and each scrutiny committee will be receiving regular performance reports on these areas. See appendix I which provides further details on this Authority’s wellbeing objectives.

3.5 **Scrutinising under the Act.** The Act says that we have to dramatically change the way we do things. Not changing what we do but changing the way that we do it. This is difficult as many public sector organisations are entrenched in their approaches, in their activities and in their attitudes. In all scrutiny work members will need to consider the Act!

1. **Applying the principles of the Act** - Scrutiny committees will have a responsibility to ensure that the principles of the Act are applied to policy and decision making in Merthyr
2. **Contributing to the setting of the Wellbeing Objectives** and the Well Being statement.
3. **Monitoring progress against the Objectives** and seeing if they are being met.
4. **Scrutiny of the PSB** - strategic and focussed on the work of the PSB as a whole (not its constituent members) either an existing scrutiny committee or a new one
5. By **ensuring that the ways of working are followed** in Merthyr Tydfil when undertaking
  - **Pre-decision scrutiny** (*involvement of community in the decision making process?*);
  - **Policy development** (*how will this policy impact in people in 2030,40,50 years?*);
  - **Performance monitoring** (*are there problems that can be prevented? Could performance be improved if we work with someone else?*); and
  - **Investigative scrutiny** (*work with people who have an interest in the subject*).

3.6 A copy of the Committees work programme is also attached.

<b>BACKGROUND PAPERS</b>		
Title of Document(s)	Document(s) Date	Document Location
Statement of Wellbeing	28 <sup>th</sup> June 2017	<a href="#">MTCBC Internet</a>
<b>Does the report contain any issue that may impact the Council's Constitution?</b>		<b>No</b>

#### 4. BS 1: Children get the best start to life<sup>3</sup>

*Children, have a positive early experience to ensure they are ready to learn, ready for school and have good life chances.*

- 4.1. What happens to children in their earliest years is key to outcomes in adult life. This is now supported by a wide range of research evidence from education, health, justice and economic experts. This wellbeing objective is about giving our children the best start in life, to set them off on a path that leads to positive outcomes later in life.
- 4.2. Improving early years support is also crucial in tackling the root causes of adverse childhood experiences, which we know have a detrimental impact on future health and wellbeing. We define early years as pre-birth to 7 years old. This broad definition of early years recognises the importance of pregnancy in influencing outcomes and that the transition into primary school is a critical period in children's lives.
- 4.3. Parents and carers have a crucial role in creating a home environment that nurtures early development and addresses barriers to learning that particularly affect less advantaged children and young people. Parents in Merthyr Tydfil recognise they have a shared responsibility with schools to help their children develop skills, but a lack of confidence in their abilities can prevent some from doing so.
- 4.4. This wellbeing objective offers a holistic and sustainable approach to meeting the wellbeing needs of young children. Such needs should be interpreted broadly and encompass play, learning, social relationships and emotional, physical and mental wellbeing. While this approach is important for all children, it will particularly benefit children who face disadvantage or have a high risk of poor outcomes later in life. The key components to support positive development in the early years include:
  - Children having a nurturing and stimulating home environment
  - Children having access to high quality pre-school and school education
  - Helping mothers to have good maternal health
  - Helping parents and carers with literacy and numeracy to enhance their ability to support their children's learning
- 4.5. The risks of poorer outcomes for children and families are strongly correlated to underlying factors, mainly poverty and lack of parental skills and knowledge as well as education. Wider stresses on parents and families such as substance misuse, debt, poor housing and lack of employment can also affect the quality of early years' experience and therefore impact on development.

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<sup>3</sup> This wellbeing objective recognises the right of all young children to high quality relationships, environments and services and will contribute strongly to promoting and upholding children's rights as defined by the UN Convention on the Rights of the Child (UNCRC).

## **BS Best Start to Life**

4.6. The best start to life has to work alongside our other wellbeing objectives which address these underlying factors, particularly:

- Children and young people are equipped with the skills they need be successful learners and confident individuals
- Making skills work for Merthyr Tydfil: Developing the workforce of the future
- People have good physical and mental health

## **BS Best Start to Life**

### **5. BS 2: Children and young people are equipped with the skills they need to be successful learners and confident individuals**

*Children and young people, develop the knowledge, skills and attributes they will need to flourish in life, learning and work.*

- 5.1. This objective is the next step on from the early years and continues the principle of valuing the wider benefits that learning can bring to the individual, to society and communities and to the economy. It is part of a framework to show how all the constituent parts of our education and learning systems can contribute to giving Merthyr Tydfil a skills base that will improve economic, cultural, social and environmental wellbeing.
- 5.2. A young person's education, from the early years through their compulsory education, lays the foundations of skills for life and work. What they learn and the skills they acquire will help them improve their own lives. Education has become one of the clearest indicators of life outcomes, such as employment, income and social status, and is a predictor of attitudes and wellbeing.
- 5.3. Wellbeing is strongly linked to attainment. Research evidence shows that there is value for schools to promote health and wellbeing among pupils. This can range from effective social and emotional competencies, the culture ethos and environment of a school and opportunities for pupils to be physically active. Pupils with better health and wellbeing are more likely to be ready to learn and achieve better academically.
- 5.4. This wellbeing objective has at its core the promotion of equality of opportunity. Equipping children and young people with the skills they need includes the following key components:
  - Schools equipping pupils with high levels of literacy, numeracy and ICT skills
  - Schools equipping pupils with social and emotional skills
  - Schools supporting physical activity of pupils
  - Youth services involving young people and enhancing their knowledge and skills
- 5.5. This objective has to work alongside our other wellbeing objectives which address the wider factors that influence family life:
  - Children get the best start to life
  - Making skills work for Merthyr Tydfil: Developing the workforce of the future
  - People have good physical and mental health



## WL Working Life

### 6. WL 1: Making skills work for Merthyr Tydfil: Developing the workforce of the future

*Highly skilled and qualified people are supported by a local economy that makes full and productive use of these skills; where our employers, demand, value and make best use of their workforce's skills.*

- 6.1. "Too often, people's experiences of trying to get out of poverty tell a story of barriers and traps, rather than routes out"<sup>4</sup>. This echoes the challenges experienced by unemployed people in Cwm Taf, who spoke of insufficient employment opportunities and numerous barriers to employment, particularly the lack of useful support or guidance.
- 6.2. A key challenge in Merthyr Tydfil is to help people develop their resources (skills, knowledge etc.) and tackle the barriers they experience so they can become the workforce of the future. The focus of this wellbeing objective will be on the work we do within our communities to improve their skill level of the workforce.
- 6.3. Research shows that people who report no educational qualifications are more likely to be in relatively low income and people who are not in employment with no qualification are more likely to be economically inactive. This is important because a comparatively high proportion of people in Merthyr Tydfil do not have any qualifications; we need to improve employability skills for those without jobs. The key components to support the development of the future workforce include:
  - People having employment opportunities
  - People having the basic skills to access learning and training programmes
  - People having the skills and qualifications that are suitable for employers' changing needs
- 6.4. The risk of poorer outcomes for people with low or no skills are strongly linked with the likelihood they are in lower paid work; experiencing in-work poverty and having lower resilience when dealing with issues or problems. Evidence also shows poorer mental and physical health outcomes are often experienced by those with low or no skills.
- 6.5. Making skills work for Merthyr Tydfil has to work alongside our other wellbeing objectives which address these underlying factors, particularly:
  - Children get the best start to life

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<sup>4</sup> JRF (2016) *Monitoring Poverty and Social Exclusion 2016*, Joseph Rowntree Foundation

## **WL Working Life**

### **7. WL 2: Developing the environment and infrastructure for businesses to flourish**

*Development that integrates regeneration with sustainable urban design improves the built environment and strengthens the natural environment.*

- 7.1. The built and natural environment can have a strong effect on people's behaviour and opportunities and a significant impact on their wellbeing, particularly by where they live and work. The focus of this wellbeing objective is the work we do in our communities to develop the environment and infrastructure that allows the growth of communities and a resilient local economy.
- 7.2. There is evidence to suggest that a well-managed urban environment and high quality local services are important to create conditions that are attractive to business investors, visitors and local residents alike. Development that is sustainable can help build resilience and capacity in adapting to climate change, ensuring town centres and communities are attractive, viable and better protected.
- 7.3. This wellbeing objective offers a holistic and sustainable approach to environmental and infrastructure development needs in Merthyr Tydfil. Such needs should be interpreted broadly to include renewable and low carbon energy, sustainable transport, diverse housing, education, retail, green infrastructure including biodiverse open spaces. Access to high quality local services, amenities and safer communities can attract inward investment, increase visitor spend and help grow the local economy. The key components to support the development of the environment and infrastructure include:
  - People having access to flexible, integrated and sustainable transport options
  - Parents and carers having flexible childcare options
  - Suitable previously developed land that delivers a diverse supply of housing
  - Promoting and supporting the use of renewable and low carbon energy
  - Strengthening and diversifying the rural economy
- 7.4. Flooding and extreme weather events which damage assets and disrupt business operations pose the greatest risk to Welsh businesses now and in the future. Evidence shows that high quality, sustainable and inclusive design can mitigate the predicted effects of climate change.
- 7.5. Developing the environment and infrastructure for businesses to flourish has to work alongside our other wellbeing objectives, particularly:
  - Communities protect, enhance and promote our natural environment and countryside
  - Communities protect, develop and promote our heritage and cultural assets

## **EW Environmental Wellbeing**

### **8. EW 1: Communities protect, enhance and promote our natural environment and countryside<sup>5</sup>**

*People, proud of the area's outstanding landscape, regularly spend time outdoors in good quality, accessible greenspace. Communities help improve their local areas, learning new skills, building strong social bonds and helping wildlife flourish.*

- 8.1. The focus of this wellbeing objective is the work we do with our communities to protect, enhance and promote the natural environment and countryside. This is because research shows that a healthy natural environment and countryside provides multiple benefits for people and wildlife from improved air, water and land quality, habitat protection and enhanced biodiversity to beneficial implications for physical and mental health.
- 8.2. How we act toward the natural environment and countryside will be a critical factor of a sustainable future in Merthyr Tydfil because the benefits of improving our natural environment will be felt across all of our wellbeing objectives. We define the natural environment and countryside as all greenspace within the local authority boundary. This broad definition of the natural environment and countryside recognises its importance of nature in both rural and urban environments.
- 8.3. This wellbeing objective offers a holistic and sustainable approach to meeting the environmental wellbeing needs in Merthyr Tydfil. Those needs should be interpreted broadly to include quality greenspace and connectivity, habitat protection and biodiversity, resilient ecosystems, landscape character and pollution prevention. While this approach is important for the environment as a whole, it will particularly benefit areas where there are key environmental issues or risks. The key components for communities to protect, enhance and promote our natural environment and countryside include:
  - Integration of landscape protection, management and planning
  - Minimise environmental damage through prevention of pollution
  - Maximise efficient use of materials and resources by means of the waste hierarchy
  - Developing good quality and connected green infrastructure and open spaces
- 8.4. A degraded environment means our residents, communities and businesses will have a lower resilience to environmental risks. As the environment is an underlying factor and influencer to many other wellbeing objectives, the risks presented by degraded environment also include a range of economic, social, health, community safety and cultural perspectives.

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<sup>5</sup> The Environment (Wales) Act 2016 requires the Council to seek to maintain and enhance biodiversity and promote the resilience of ecosystems taking into account diversity between and within ecosystems; the connections between and within ecosystems; the scale of ecosystems; the condition of ecosystems (including their structure and functioning) and the adaptability of ecosystems.

## **EW Environmental Wellbeing**

8.5. Communities protect, enhance and promote the natural environment and countryside has to work alongside our other wellbeing objectives to address these underlying factors, particularly:

- Developing the environment and infrastructure for businesses to flourish
- Communities protect, develop and promote our heritage and cultural assets
- People have good physical and mental health

## **EW Environmental Wellbeing**

### **9. EW 2: Communities protect, develop and promote our heritage and cultural assets**

*Celebrating success, valuing our heritage, culture and language will strengthen our identity for future generations.*

- 9.1. The focus of this wellbeing objective is to use existing community assets to deliver wealth and health benefits for the people of Merthyr Tydfil. There is a strong argument to suggest valuing our heritage, culture and language can bring improvements to the wellbeing of individuals and communities.
- 9.2. The distinctiveness of Merthyr Tydfil has been shaped by our industrial past and the different communities who make Merthyr Tydfil their home. How we work with these communities will be a critical factor in delivering on the vast potential that Merthyr Tydfil's heritage and cultural assets offer us.
- 9.3. When local people talk about culture, it is often described as an opportunity for celebration. Where this culture is celebrated varies from historic buildings brought back into use such as the Redhouse, Soar and Dowlais Engine House to modern venues such as the many rugby clubs, community centres and the refurbished Merthyr Tydfil football club. The regeneration of the town centre has provided an additional asset for hosting cultural activities that brings people together including Merthyr Rising, Merthyr by the sea, Awesome Chilli Festival.
- 9.4. Cyfarthfa Park was regularly referred to as something good in the community during our engagement activities. How people use the park varies from walking, foraging, fishing and landscape painting to attending events such as open air theatre, concerts and firework displays. Whatever the use, the impact on people's sense of wellbeing was commonly endorsed.
- 9.5. Community groups that bring people together were also acknowledged as something good by those taking part in our engagement activities. There was a sense that the tradition of community groups was enjoying resurgence as the focus on wellbeing develops. Making social connections with other people is directly correlated with improvements in physical and mental wellbeing and can help combat the growth in social isolation and loneliness experienced by many different people living in the community.
- 9.6. Using our landscape and history to encourage people to be more physically active is a great way to improve wellbeing. Cyfarthfa provides the backdrop for the annual Wales Valleys Walking Festival, which showcases Merthyr Tydfil's history and natural beauty combined with walking.
- 9.7. In addition to health and wellbeing benefits our heritage and culture can help bolster the prosperity of the county borough by attracting visitors and tourists which supports inward investment, provides employment and offers opportunities to develop new skills. In

## **EW Environmental Wellbeing**

addition research shows that being able to speak, read and write Welsh can be an advantage for people seeking a job in Wales.

- 9.8. This wellbeing objective offers a holistic and sustainable approach to meeting the cultural wellbeing needs in Merthyr Tydfil. Those needs should be interpreted broadly and encompass tourism, destination management, conservation and preservation of assets and language, local events and community participation. The key components for communities to protect, develop and promote our heritage and culture include:
- Supporting existing community facilities and community led developments
  - Supporting suitable tourism, leisure and recreation developments
  - Promoting cultural and social activities within our communities
  - Promoting the use of the Welsh language
- 9.9. Communities protect, develop and promote our heritage and cultural assets has to work alongside our other wellbeing objectives, particularly:
- Children get the best start to life
  - Developing the environment and infrastructure for businesses to flourish
  - Developing safer communities

## LW Living Well

### 10. LW 1: Developing safer communities

*People, living in connected communities, feel safe where they live, work or spend their leisure time.*

- 10.1. Feeling safe influences how people value their community, and is important to people's quality of life, often making the difference between people wanting to live and stay in their neighbourhood or not. There is evidence to suggest that building confidence and resilience in individuals and communities is an important step towards improving wellbeing. Where healthier and happier people are more likely to positively contribute to their communities and society.
- 10.2. Community safety covers many aspects of life; however, there is no commonly agreed definition of community safety or clarity on the range of services and activities that contribute to its delivery. We define safer communities from a social perspective as communities that are free from crime, victims of crime or those living in fear of crime. This definition allows us to focus on the social aspects of safety that adversely affect the quality of life and wellbeing of people.
- 10.3. The focus of this wellbeing objective is the work we do to develop safer communities, including keeping our children and adults safe and free from harm, creating a place where people value their neighbours and community. The key components for developing safer communities include:
  - Safeguarding vulnerable children and adults who are at risk of harm
  - Tackling the harm caused by the misuse of drugs and alcohol
  - Tackling violence against women and girls
  - Offender management (young people through to adults)
  - Anti-Social Behaviour
  - Community cohesion
- 10.4. Developing safer communities will need to work alongside our other wellbeing objectives, particularly:
  - Children get the best start to life
  - Communities protect, develop and promote our heritage and cultural assets
  - People have good physical and mental wellbeing
  - People live independently
- 10.5. In the wider environmental context of safe communities, our wellbeing objectives provide a focus on the elements needed for people and communities to develop and maintain a clean and biodiverse environment, well lit, free from graffiti, litter and fly-tipping:
  - Developing the environment and infrastructure for business to flourish
  - Communities protect, enhance and promote our natural environment and countryside

## LW Living Well

### 11. LW 2: People have good physical and mental health

*People, adopting healthy behaviours earlier in their life, are healthier, feel good and function well.*

- 11.1. There are many predictors of wellbeing and this objective focuses on two of them, physical health and mental health. The link between physical health and mental health is incontrovertible. Either one will have effects on the other. Poor physical health can lead to poor mental health and the other way round. Just as good physical health can improve our state of mind, a strong and healthy mind can greatly improve our ability to cope with physical ailments.
- 11.2. Research shows that levels of subjective wellbeing vary across the life course, dipping in the mid teenage years, at midlife, and again among the oldest of the old. The perception of general health remains one of the strongest predictors of subjective wellbeing in adults and people who are physically active are more likely to have improved general and mental health.
- 11.3. There is a growing body of evidence that indicates nature provides added value to the known benefits of physical activity. Locally people have told us they have a strong association between the outdoors and wellbeing. However, people also shared their concerns on the quality, accessibility and awareness of greenspace, in both urban areas and the wider countryside.
- 11.4. The focus of this wellbeing objective is to motivate and support people and communities to develop positive physical and mental health behaviours. Adopting these behaviours early in life will help us to ensure long term and sustainable benefits for the physical and mental wellbeing needs of the people in Merthyr Tydfil.
- 11.5. To ensure a holistic approach to meeting this objective, physical and mental health needs should be interpreted broadly and encompass the family and neighbourhood, school and teenage years, having a good job, home and positive social relationships. The key components for people have good physical and mental wellbeing include:
  - Promoting healthy behaviours from a young age
  - Tackling adverse childhood experiences
  - Increasing levels of physical activity
- 11.6. People have good physical and mental health has to work alongside all other wellbeing objectives.



## LW Living Well

### 12. LW 3: People live independently<sup>6</sup>

*People, empowered to live independently within their communities, have the appropriate support, advice and assistance to meet their personal needs, live safely and access opportunities available to them.*

- 12.1. The focus of this objective is to help people with particular support needs to live independent and well lives in their communities for longer. The type of support required to promote greater independence and wellbeing will differ for diverse groups in the community.
- 12.2. For disabled people (of all ages) this objective is about removing the barriers that prevent the full participation in all aspects of society and promoting the rights and full inclusion of disabled people. Research evidence from the Office of Disability Issues suggests that independent living provides significantly more benefits at an individual level than conventional forms of service provision. At service delivery level, benefits include the reduced costs in the delivery of independent support mechanisms.
- 12.3. For older people this objective is about addressing the care and support needs required to remain in their own homes, and developing local capacity within communities so people can connect with others and become more involved in community and public life. There is evidence that older people living locally wish to remain living in their homes as long as possible. Alongside tangible benefits in promoting wellbeing linked to choice and control and other aspects of maximising independent living for older people, there is also a lessening reliance on institutional forms of service provision leading to reduced costs.
- 12.4. Our engagement with people locally which has identified key factors to support people to live independently include:
  - Clearly and accessibly communicate sources of advice, assistance and support
  - Gather the views of service users to inform planning and service delivery
  - Services that provide people with the ability to live in their own home
  - Better access to quality services and facilities to support a fairer society for people with protected characteristics
- 12.5. Ensuring that people can live independent lives for longer requires wider societal changes to create the necessary conditions to ensure the success of this objective. To create these changes, people to live independently has to work alongside our other wellbeing objectives, particularly:
  - Children get the best start to life
  - Developing the environment and infrastructure for business to flourish
  - Communities protect, develop and promote our heritage and cultural assets

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<sup>6</sup> This wellbeing objective contributes to the UN Convention on the Rights of Persons with Disabilities (UNCRPD), which includes Article 19: the right to independent living.

## **LW Living Well**

- Developing safer communities

12.6. In the wider context of people living independent lives our other wellbeing objectives focus on the elements needed for people and communities to become more self-sufficient particularly:

- Children and young people are equipped with the skills they need to be successful learners and confident individuals
- Making skills work for Merthyr Tydfil: Developing the workforce of the future

## Learning and LAESCYP Scrutiny Committee Work Programme Descriptors 2017/18

(The Work Programme is reviewed at each meeting and as such is subject to change)

Committee	Learning and LAESCYP		
Date / Timing	Overarching Item	Officer & Cabinet Member	(Other) Scrutiny Focus
17 <sup>th</sup> July 2017	Preparation of Work programme		
4 <sup>th</sup> September 2017	<b>Wellbeing Objective Best Start (BS1)</b> Children get the best start to life	Cllr Lisa Mytton / D Haines / Chris Hole / John Sellwood / Annabelle Lloyd	<b>Scrutiny &amp; Challenge:-</b> The Scrutiny Committee will receive a report on a wellbeing objective. The scrutiny report will outline the context, current position and provide the most up to date performance and project information to enable the Scrutiny Committee to discuss and challenge on the steps taken to meet our wellbeing objectives.
	<b>Estyn Self Evaluation</b>	Cllr Lisa Mytton / D Haines	<b>Scrutiny &amp; Challenge:-</b>  KQ 1.1 Standards including GCSE results and attendance KQ 2.2 Support for Additional Learning Needs Scrutiny role includes challenging the judgements made.
23 <sup>rd</sup> October 2017	<b>Wellbeing Objective Best Start (BS2)</b> Children and young people are equipped with the skills they need to be successful learners and confident individuals	Cllr Lisa Mytton / D Haines / A Lloyd / S Bowen / J Sellwood / Chris Hole	<b>Scrutiny &amp; Challenge:-</b> The Scrutiny Committee will receive a report on a wellbeing objective. The scrutiny report will outline the context, current position and provide the most up to date performance and project information to enable the Scrutiny Committee to discuss and challenge on the steps taken to meet our wellbeing objectives
	<b>Central South Consortium</b>	Mike Glavin (Managing Director of Central South Consortium)	<b>Scrutiny &amp; Challenge:-</b> To meet with Mike Glavin (Managing Director of Central South Consortium) <b>FOCUS</b> - IMPACT of work in CSC business plan CSC on the region and on MTCBC and outcome of Estyn inspection

As per the WAO scrutiny forward work programmes should: provide a clear rationale for topic selection; be more outcome focussed; ensure that the method of scrutiny is best suited to the topic area and the outcome desired; align scrutiny programmes with the council's performance management, self-evaluation and improvement arrangements.

## Learning and LAESCYP Scrutiny Committee Work Programme Descriptors 2017/18

(The Work Programme is reviewed at each meeting and as such is subject to change)

	<b>Central South Consortium</b>	D Haines	<b>Scrutiny &amp; Challenge:-</b> The Committee to receive a report from the Chief Officer to accompany any information received from the Consortium
	<b>Estyn Self Evaluation</b>	Cllr Lisa Mytton / D Haines	<b>Scrutiny &amp; Challenge:-</b> KQ 2.1 Support for School Improvement. Scrutiny role includes challenging the judgements made. Scrutiny role includes challenging the judgements made.
4 <sup>th</sup> December 2017	<b>Wellbeing Objective Best Start (BS1)</b> Children get the best start to life	Cllr Lisa Mytton / D Haines / A Lloyd / C Hole / J Sellwood	<b>Scrutiny &amp; Challenge:-</b> The Scrutiny Committee will receive a report on a wellbeing objective. The scrutiny report will outline the context, current position and provide the most up to date performance and project information to enable the Scrutiny Committee to discuss and challenge on the steps taken to meet our wellbeing objectives.
	<b>Estyn Self Evaluation</b>	Cllr Lisa Mytton / D Haines	<b>Scrutiny &amp; Challenge:-</b> KQ 3.1 Impact of Leadership KQ 3.2 Improving Quality Scrutiny role includes challenging the judgements made.
	<b>Welsh in Education Strategic Plan (WESP)</b>	Cllr Lisa Mytton / D Haines	<b>Scrutiny &amp; Challenge:-</b> Local authorities are under a duty to prepare a plan explaining how it will improve the planning of Welsh-medium education, and improve standards, together with its targets for improvement and progress reports. To debate and challenge.
15 <sup>th</sup> January 2018	<b>Wellbeing Objective Best Start (BS2)</b> Children and young people are equipped with the skills they need to be successful learners and confident individuals	Cllr Lisa Mytton / Chief Education Officer / A Lloyd / S Bowen / J Sellwood / Chris Hole	<b>Scrutiny &amp; Challenge:-</b> The Scrutiny Committee will receive a report on a wellbeing objective. The scrutiny report will outline the context, current position and provide the most up to date performance and project information to enable the Scrutiny Committee to discuss and challenge on the steps taken to meet our wellbeing objectives.
	<b>Estyn Self Evaluation</b>	Cllr Lisa Mytton / Chief Officer - Learning	<b>Scrutiny &amp; Challenge:-</b> KQ 1.2 Wellbeing KQ 2.3 Promoting Social Inclusion and Well Being Scrutiny role includes challenging the judgements made.

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	<b>Categorisation of schools</b>	Cllr Lisa Mytton / Chief Officer – Learning	<b>Scrutiny &amp; Challenge:-</b> In January 2015, the Welsh Government introduced a new categorisation system that considered each school’s standards alongside the school’s capacity to improve so as to understand the level of support the school needed. To receive a report detailing the latest categorisation of schools and improvement progress.
19 <sup>th</sup> February 2018	<b>Wellbeing Objective Best Start (BS1)</b> Children get the best start to life	Cllr Lisa Mytton / Chief Officer – Learning / A Lloyd / C Hole / J Sellwood	<b>Scrutiny &amp; Challenge:-</b> The Scrutiny Committee will receive a report on a wellbeing objective. The scrutiny report will outline the context, current position and provide the most up to date performance and project information to enable the Scrutiny Committee to discuss and challenge on the steps taken to meet our wellbeing objectives.
	<b>Central South Consortium</b>	Mike Glavin (Managing Director of Central South Consortium)	<b>Scrutiny &amp; Challenge:-</b> To meet with Mike Glavin (Managing Director of Central South Consortium). The Focus (see 23 <sup>rd</sup> October 2017) is yet to be decided by the Committee.
	<b>School Organisation</b>	Cllr Lisa Mytton / Chief Officer - Learning	<b>Scrutiny &amp; Challenge:-</b> School organisation including nursery, child care, federations, 21st century schools programme etc
	<b>Estyn Self Evaluation</b>	Cllr Lisa Mytton / Chief Officer - Learning	<b>Scrutiny &amp; Challenge:-</b> KQ 2.4 Access and school places KQ 3.3 Partnership Working KQ 3.4 Resource Management Scrutiny role includes challenging the judgements made.
16 <sup>th</sup> April 2018	<b>Wellbeing Objective Best Start (BS2)</b> Children and young people are equipped with the skills they need to be successful learners and confident individuals	Cllr Lisa Mytton / Chief Education Officer / A Lloyd /S Bowen / J Sellwood / Chris Hole	<b>Scrutiny &amp; Challenge:-</b> The Scrutiny Committee will receive a report on a wellbeing objective. The scrutiny report will outline the context, current position and provide the most up to date performance and project information to enable the Scrutiny Committee to discuss and challenge on the steps taken to meet our wellbeing objectives.

As per the WAO scrutiny forward work programmes should: provide a clear rationale for topic selection; be more outcome focussed; ensure that the method of scrutiny is best suited to the topic area and the outcome desired; align scrutiny programmes with the council’s performance management, self-evaluation and improvement arrangements.

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	Estyn Self Evaluation	Cllr Lisa Mytton / Chief Officer - Learning	<b>Scrutiny &amp; Challenge:-</b> SER Over view <ul style="list-style-type: none"> <li>• KQ 1 Outcomes</li> <li>• KQ 2 Provision</li> <li>• KQ 3 Leadership</li> </ul> <p>This will be summary of the previous self-evaluation reports brought to scrutiny for overall judgement. Scrutiny needs to challenge the judgements made.</p>
<b>For future consideration</b>			
<b>To be confirmed</b>	Possible focus for a task and finish group	Committee wishes to engage with the secondary schools and the college as the County Borough is losing pupils to RCT; and about a borough wide learning together initiative. This follows information received at Chair attendance at Service Challenge Sessions (Self Evaluation)	
<b>To be confirmed</b>	Possible focus for a task and finish group	School Attendance and Absenteeism. Wellbeing Objective 2. This may be a focus of the Committee following the announcement of the exam results.	
<b>To be confirmed</b>	Visit to School in County Borough School visit to Scrutiny	As ongoing liaison / meetings with schools. Schools yet to be confirmed	

As per the WAO scrutiny forward work programmes should: provide a clear rationale for topic selection; be more outcome focussed; ensure that the method of scrutiny is best suited to the topic area and the outcome desired; align scrutiny programmes with the council's performance management, self-evaluation and improvement arrangements.

# Learning and LAESCYP Scrutiny Committee Work Programme Descriptors 2017/18

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WALES AUDIT OFFICE  
SWYDDFA ARCHWILLO CŴMWRU

**A report on the quality of local authority education services for children and young people**

In

Merthyr Tydfil County Borough Council  
Civic Centre  
Castle Street  
Merthyr Tydfil  
CF27 8AN

November 2012

by

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

## Recommendations

- R1 Secure better outcomes for learners at all key stages and analyse and use performance data to identify and address underperformance
- R2 Strengthen the level of challenge to schools and use the full powers available to the authority to improve leadership and management in underperforming schools
- R3 Devise and apply better strategies to reduce the number of young people not in education, employment or training and build upon existing strategies to reduce the number excluded from school and improve pupil attendance rates, especially in primary schools
- R4 Develop a robust self-evaluation framework for the work of the local authority's education services and introduce appropriate and challenging performance targets that drive improvement
- R5 Develop a more rigorous scrutiny framework, supported by data analysis, to challenge the education services
- R6 Ensure that data on the needs and attainment of all pupils with additional learning needs, and of vulnerable groups, is used at a strategic level to identify specific issues and trends that inform service planning
- R7 Evaluate the impact of Youth Support Services in order to adjust the provision and rebalance resource allocation where necessary
- R8 Develop and implement systems to judge whether initiatives and services have a positive impact on children and young people and offer good value for money