



RHONDDA CYNON TAF COUNCIL EDUCATION AND INCLUSION SCRUTINY COMMITTEE
Minutes of the virtual meeting of the Education and Inclusion Scrutiny Committee held on Thursday,
14 December 2023 at 5.00 pm.

This meeting was recorded, details of which can be accessed [here](#)

County Borough Councillors – The following Education and Inclusion Scrutiny Committee Councillors were present online:-

Councillor S Evans (Chair)

Councillor S Emanuel Councillor M Ashford
Councillor J Brencher Councillor C Lises
Councillor M Maohoub Councillor J Smith
Councillor D Wood

Co-Opted Members in attendance:-

Mr P Booth, Voting Diocesan Authorities Representative
Mr M Thomas, Representing NEU
Mr M Veale, Voting Elected Parent / Governor Representative

Non-Committee Members

Councillor K Morgan
Councillor A Rogers

Public Speaker

Mr J Morris

Co-Opted Members in attendance:-

Mr P Booth, Voting Diocesan Authorities Representative
Mr M Thomas, Representing NEU
Mr M Veale, Voting Elected Parent / Governor Representative

Officers in attendance:-

Ms G Davies, Director of Education and Inclusion Services
Ms C Jones, Head of Access & Inclusion
Mr C Hanagan, Service Director of Democratic Services & Communication
Ms A Richards, Service Director for 21st Century Schools and Transformation
Ms L Howell, 21st Century School Organisation and Business Manager
Ms S Corcoran, Head of Achievement and Wellbeing for secondary and through schools in RCT
Mr D Williams, Head of Wellbeing & Attendance

Apologies of absence were received from County Borough Councillors K Webb, J Elliott and J Cook.

34 DECLARATION OF INTEREST

In accordance with the Council's Code of Conduct, the following declarations of interests were made pertaining to the agenda:

Agenda item 4-Pre scrutiny of a draft Cabinet Report

County Borough Councillor M Maohoub- Personal Interest - "I know the family of the public speaker Mr Morris"

County Borough Councillor A Rogers- Personal interest- "I am a Governor of Rhigos and Hirwaun Primary Schools"

Agenda item 5 – Annual School Exclusion Performance Report for the Academic Year 2022/23

Mr Veale -Personal interest-" I am a Governor at Hawthorn High School"

County Borough Councillor J Brencher – Personal Interest-" I formerly taught at Hawthorn High School"

County Borough Councillor C Lises-Personal Interest- "I am a Governor at Hawthorn High School"

County Borough Councillor S Evans -Personal Interest – "My son's School is mentioned in the report"

Agenda item 6 – School Attendance Data

Mr Veale – Personal interest- "I am a Magistrate and sit in court on school non-attendances"

County Borough Councillor S Evans-Personal Interest-"I am Vice Chair of Governors of a School mentioned in the report"

35 MINUTES

It was **RESOLVED** to approve the minutes of the meeting held on the 16th C 2023 as an accurate reflection of the discussions subject to it being noted that S Emanuel's name being misspelled.

36 CONSULTATION LINKS

Members were reminded of the open consultations being run by Welsh Government (WG) which had been circulated on the 30th November which may

be of interest to members of the Education & Inclusion Scrutiny Committee.

37 PRE- SCRUTINY OF A DRAFT CABINET REPORT

The Service Director Democratic Services and Communications presented the report to Members to provide the opportunity for Committee to pre-scrutinise the recommendations of the Director of Education & Inclusion to the Council's Cabinet on the 18th December 2023, in consultation with the Cabinet Member for Education, Youth Participation & Welsh Language in respect of the Proposal To Close Rhigos Primary School With Pupils transferring To Hirwaun Primary School.

Members were advised that the draft Cabinet report was identified for pre-scrutiny by the Chair of the Education & Inclusion Scrutiny Committee in accordance with the Council's Overview & Scrutiny Procedure rules. The Service Director highlighted that the purpose of the pre scrutiny activity is to influence and scrutinise decisions of Cabinet before they are made as 'critical friends' and he reminded the scrutiny committee that it is not the decision maker in respect of this matter.

The Service Director referred Members of the Education & Inclusion Scrutiny Committee to the recommendations set out in his report.

The Director of Education & Inclusion Services presented the draft Cabinet report which advised Members of the outcome of the recent consultation in respect of the proposal to Close Rhigos Primary School with pupils transferring to Hirwaun Primary School by no later than September 2024. The Director advised that the report is seeking Cabinet's agreement to progress the proposals to the next stage of the consultation process by issuing an appropriate Statutory Notice which will trigger the start of the Objection Period. The Director referred Members to section four of the report which outlined the outcome of the Cabinet meeting held on the 18th September 2023 when approval was given to begin a statutory process to formally consult on the proposal to close Rhigos Primary school with Pupils transferring to Hirwaun Primary School. The justifications of doing so are contained within the report and a consultation document along with the Equality impact assessment, Welsh Language impact assessment and community impact were prepared in respect of the proposal and published on the Council's website in line with the requirements of the Welsh Government's School Organisation Code.

The Director outlined the content of the consultation report which has been prepared and contains information of meetings held to discuss the proposals with copies of notes taken at these meetings, Estyn's full response to the proposal and the clarification to the response, a summary of the responses received during the consultation period and where required, the appropriate clarification to any issues raised.

The Director summarised the number of responses and petitions received in total, and outlined the arrangements for the two drop-in sessions which were

arranged in Rhigos and Hirwaun Primary School for members of the public to discuss the proposal with Officers from the Council's Directorate of Education & Inclusion Services. The Director added that all key themes to emerge from the consultation process are included in the consultation report set out at Appendix A to the report.

The Director outlined the statutory processes for the proposal if agreed and subject to the matter not being called in for consideration by Scrutiny, the Statutory Notice would be published in January 2024, and would allow for a minimum 28-day period for objections. If any objections are received during this period, an Objection Report would be prepared and the matter would be reported to a future meeting of the Cabinet for Members to consider.

In conclusion the Director of Education & Inclusion Services commented that RCTCBC has a statutory duty through its approach to the organisation and leadership arrangements of schools to maintain the efficiency and effectiveness of provision and to ensure that all schools are well placed to deliver high quality education that meets the needs of the community and makes best use of public funding.

Following conclusion of the presentation of the report the Chair invited non-committee Members, County Borough Councillor K Morgan and A Rogers who were provided the opportunity to address their concerns regarding the proposal to Committee on this item. There followed an address from the public speaker, Mr J Morris who was also provided five minutes in which to address Committee.

The Chair thanked them all for their valuable contributions and invited the Committee to give their observations and ask questions of the Officers present.

A Member sought clarification on how the proposal will align with RCTCBC's educational goals and strategies but was pleased to hear from the Director of Education & Inclusion Services that as a school reorganisation proposal, it would ensure that RCT has sustainable and viable schools for the longer term and that these align with the Local Authority's five over-arching strategic priorities (please see Strategic Plan for 2022-25) and maintain high quality teaching and learning and standards.

A Member spoke of his personal school experience transferring to a nearby, new school following the closure of his own which he considered to be the right move, one which ensured that his peers enjoyed facilities which were fit for purpose. He added that, as set out in the report, Hirwaun Primary School will offer the transferring pupils a good education.

Members raised a number of concerns regarding home to school transport arrangements and potential additional costs the Council would incur, should these proposals be adopted. In particular, a number of members felt that the draft Cabinet report was lacking information with regards to these additional costs. A number of members sought reassurance that should Cabinet support the recommendations of the report, that 'age-appropriate travel' would be a priority particularly for younger pupils who would have to travel with much older students, as they felt parents would be compelled to drive their children to school if this was not a consideration.

The Director of Education & Inclusion Services commented that the proposal is

multi-faceted and a number of issues need to be considered such as the sustainability of the school in view of the diminishing number of pupils attending the school setting, the condition of the school buildings, the increasing financial pressure on schools, that all Councils across Wales are facing. She added that some pupils have already opted to attend a Welsh Medium School and are accessing language immersion to facilitate the move. With regards to the 2.8-mile journey, the Director commented that the matter is far more complex than financial and the Council has an obligation to ensure the right schools are in the right locations and for the right reasons.

The Service Director 21st Century Schools and Transformation confirmed that age-appropriate travel would be provided for travelling pupils and also commented that the additional cost analysis regarding pupils being transported to Hirwaun Primary School would not be undertaken and known until the final numbers of those travelling is established in order to determine the most appropriate size of bus for transportation. In response to a query, the Service Director commented that the 2.8 miles would automatically receive free transport due to the legislation available on the safe routes to school.

In respect of this point, members noted the potential additional carbon footprint created by the proposals. A number of members referenced a need for Cabinet to consider these proposals in the wider context of Climate Change, and the need to encourage residents to utilise active travel more in the future. A Member noted that with the yet unknown numbers of pupils qualifying and using home to school transport, the cost savings made may be minimal versus the costs of transporting pupils to schools using a more pollutive mode of transport.

All Members were sympathetic to the concerns of parents, but a number of Members also acknowledged that allowing the number of surplus places to remain high would have a detrimental impact on the future financial viability of Rhigos Primary School and impact children's education in the future. A Member queried whether it would be more beneficial to make the decision to transfer the pupils now and get them into a settled and steady education. A number of Members cited these reasons, as important in Cabinet's deliberations.

Some Members sought reassurance that these concerns are mitigated, where possible, and should Cabinet be minded to progress with this proposal, the authority look to put in place sufficient support for pupils and parents during transition. In addition, that the school buildings, where appropriate, are used for community benefit for after school clubs or extra circular activities.

The Service Director 21st Century Schools and Transformation commented that a community asset transfer was a feasible option and the Council would support the community to develop a sound business case should for some parts of the school building to continue to be used for the benefit of the community.

The Director of Education & Inclusion Services acknowledged that change can be anxiety provoking but added that there is a firm commitment to work with children and their families to ease the transition process for those that choose to move to Hirwaun Primary School. Likewise, the Director anticipated the pupils of Hirwaun would also welcome this opportunity having themselves moved from Penderyn and experienced a similar transition. The Director also added that

support would be provided in respect of a community asset transfer should that be taken forward by the community.

A Member queried whether or not a business case had had been considered for investment in the repair and maintenance of the current school whilst acknowledging the recent investment in a new school for Hirwaun and the capacity available. Many Members referenced the improvement facilities and learning environment provided by a modern school.

The 21st Century Schools Business and School Organisation Manager explained there were a number of options to consider within the consultation document and the option of building a school on the existing site required careful deliberation of the total cost to invest, viability of the project, justification of the total investment to Welsh Government in view of there being a brand-new school a few miles away with capacity to accept additional learners. The 21st Century Schools Business and School Organisation Manager advised that the information is contained in the consultation document with the disadvantages and benefits included.

A Member raised concern regarding the high volume of objections to the proposal particularly from the residents of Hirwaun and sought clarity on what improvements can be put in place to the access and egress to Hirwaun Primary School to ensure that it can safely accommodate further pupils who may travel by bus or by car. The Member also explored the importance of equity of access to provisions such as after school clubs and parents' evenings for those who can't access transport or where public transport may not be reliable (aligning with the anti-poverty agenda which is a priority of the Education & Inclusion Scrutiny Committee).

A Member referred to Estyn's report (which they considered an important factor) and sought a strong sense of assurance that the standards of teaching and learning in Hirwaun Primary School will be as good as that in Rhigos Primary School. In addition, it was commented that small schools do play an important role in their community and do bring benefits (as do the larger all through schools).

A member alluded to the Sustainable Community for Schools Programme and sought assurance that the Council's highways team is contacted, if the proposal is agreed, to address any issues regarding the access, egress, parking and dropped curbs in the vicinity to Hirwaun Primary School. The 21st Century Schools Business and School Organisation Manager confirmed that when the planning application for the new school in Hirwaun was submitted, a substantial amount of work was undertaken to the area and access to the school prior to the school opening. A new car park was constructed, and work was delivered under the safe routes initiative and further stages will be delivered next year to create additional safe routes to school from a greater distance to the school.

The Director of Education & Inclusion Services commented that the Estyn Inspections, which were alluded to earlier in the meeting, had taken place sometime ago, in 2019 and stressed that as with all inspections, they are undertaken at a point in time and school improvement does fluctuate. The Director commented that both schools are now in core support categories and

neither access enhanced support from Central South Consortia. Estyn's formal response noted that the proposal is likely to at least maintain the standard of education provision and outcomes for pupils in the area with no concerning information relating to either school having been brought to the attention of the Council's Education & Inclusion Service.

At the conclusion of the Committee's discussions in respect of the proposal, Members recognised the challenges that the proposal would present for individuals and the community should they be adopted by Cabinet and wished for their comments to be considered and conveyed.

It was **RESOLVED** to:

- i) Scrutinise and challenge the 'draft' Cabinet report and recommendations of the Director of Education & Inclusion, in consultation with the Cabinet Member for Education, Youth Participation & Welsh Language.
- ii) Following Members' consideration of the draft Cabinet report, authorise the Service Director Democratic Services & Communications to facilitate and provide Committee's comments, observations and/or recommendations to the Cabinet in respect of the proposals prior to Cabinet's consideration on the 18th December 2023.

38 ANNUAL SCHOOL EXCLUSION PERFORMANCE REPORT FOR THE ACADEMIC YEAR 2022/23

The Head of Inclusion Services presented the report to Members to provide them with an analysis of school exclusion performance for the academic year 2022/23 and a comparison of performance over the last five years where appropriate.

Members were informed that the report provides an analysis and evaluation of exclusion data over a 5-year period. Due to the fact that rates of exclusion during the pandemic were affected by significant school closures during this period,

rates of exclusion during the pandemic are not directly comparable with typical academic years, hence the inclusion of comparators with pre-Covid data in relation to specific data sets throughout the report.

Following the presentation of the report a Member asked whether the data relating to expulsions can also be linked to those pupils demonstrating poor attendance and that having this correlation may be useful to overcome attendance issues in the future. The Head of Inclusion Services confirmed that the analysis could be undertaken from this perspective to understand if there is any correlation and subsequently provided to the Education & Inclusion Scrutiny Committee in due course.

Another Member questioned whether there is any evidence of wellbeing issues affecting those children just below the point of expulsion and what factors, if any, are different in the county borough that could impact the data specific to RCT. The Member was particularly concerned about the higher rates of expulsion in RCT than other areas and the impact of the expulsions on the wellbeing of teachers and those pupils wishing to get on with their learning.

The Head of Inclusion Services commented that data relating to the wellbeing of individuals is not collated however, the team liaises with all schools on these particular issues and they are now raised more regularly. The Head of Inclusion Services referred to the support that is available in schools such as ALN support and the more nurturing support that is available to address social and emotional wellbeing issues. She referenced NurtureUK training which is an organisation dedicated to improving the social, emotional, mental health and wellbeing of children and young people with an emphasis on understanding the triggers for behaviour and the benefits of receiving data of this kind.

The Director of Education & Inclusion Services suggested that the impact of Covid on the county borough was immense with high levels of trauma as a result of the significant numbers of deaths suffered by families and communities. This, in addition to existing levels of high poverty and deprivation rates in the region, which all have an impact on wellbeing issues.

The Head of Inclusion Services advised that the overall national ranking has improved. Although there remain issues relating to social media (which is common across other local authorities) there were no underlying or unique factors contributing to the data and higher levels of expulsions.

The Head of Inclusion Services referred to grant funded additional support in place for Head teachers, teaching and non-teaching staff which offers counselling and wellbeing sessions during out of school hours and on weekends so that they can be easily accessed and they have been well received. She added that work continues in schools to review behaviour in secondary schools, including from a staff perspective and to make recommendation to ensure that every member of staff is accountable.

The Head of Inclusion Services responded to further queries, she explained the process of reinstating pupils from a permanent exclusion into a fixed term exclusion or as a result of a decision of an independent appeal panel where the decision can be reversed or overturned and the pupil should access a different school. There is also an effective EPIT (Exclusion, Prevention and Intervention Teacher) which is viewed by the Head teacher as a critical friend and who can make a different decision following a review of the information. With regards to

possible duplication of data, the Head of Inclusion Services confirmed that the through school data does pull on some data from primary and secondary schools but is reported as a discreet cohort.

The Head of Inclusion Services acknowledged that in the subsequent report to Committee (and in addition to that set out in the overview), further context would be provided around the percentage of eFSM learners being excluded. An analysis of what happens to the permanently excluded pupils would also be provided.

A Member queried whether work was continuing with those schools that have concerning data trends in the number of incidents of exclusions and whether that will demonstrate any improvements to the schools specifically mentioned in the report at 11.5. Further, whether the Local Authority will reflect and comment on the review undertaken by Welsh Government in relation to the Exclusions Guidance. The Head of Inclusion Services advised that where a school has requested specific team around the school support, the process does take time to embed and to report outcomes arising from the support. However, where progress is not being noted in a timely fashion, there is an escalation and a full behavioural review can be made with recommendations for the school to implement.

The Head of Inclusion Services commented that any outcomes from the Welsh Government review of the exclusion guidance would be provided in due course.

A Member referred to the FEO's and their importance and asked how the local authority can support schools roll out further FEO provision, which should be a priority (whilst acknowledging the financial pressures on schools). Further, a concern was raised in relation to page 101 of the report, stating that four secondary schools have declined the offer of training for the National Nurturing Schools Programme. Further information was sought in relation to the reasons for their decision and whether there are any concerns relating to the same four schools in the report. A query was raised in relation to the level of intervention awareness undertaken by the Governing Body and their level of engagement in resolving exclusion issues.

Regarding the ALN data, a Member queried whether this was the most recent data and whether the report considers pupils with ALN under the new legislation and those with IDPs. It was felt that it was important to be clear on the classification.

The Head of Inclusion Services responded to the queries and clarified that one of the four schools is receiving Team around the school support; the local authority continues to work alongside all schools to encourage engagement. Since the report was compiled, St. Johns Secondary School has achieved the accreditation for Nurture UK in addition to the one primary school which is already listed in the report. The Head of Inclusion Services acknowledged that Ysgol Gyfun Cwm Rhondda has started tranche four provision and will be receiving supportive visits which will include the School's Governing Body. It was advised that next term exclusions and attendance will be included as an agenda item for all Governing Bodies to equip them with the appropriate information so they can provide support and challenge. Where possible the Chairs of Governors are encouraged to become involved and where there is concerning data support will be provided to the schools, setting specific targets for those schools. In conclusion, the Head of Inclusion Services confirmed that in the

Spring term, the Chairs of Governors will also receive a presentation around the roles and responsibilities of School leaders and accountability.

Before concluding the discussion, the Head of Inclusion Services confirmed that the SEN and the ALN data are both included within the report.

It was **RESOLVED** to:

- (i) Scrutinise and comment on the information contained within this report; and
- (ii) To receive the report at the next appropriate meeting to include further context on the percentage of eFSM learners being excluded, an analysis of both the permanently excluded pupils and the correlation between expulsions and attendance.

39 SCHOOL ATTENDANCE DATA

The Head of Attendance and Wellbeing presented the report to Members with an update on school attendance data across the local authority and the actions of the Attendance and Wellbeing Service and wider Education and Inclusion Services to increase attendance levels.

A Member noted that as with the previous report presented to Members, this one lacked the same level of detail and requested that this is considered for the subsequent meeting and also whether the next report could include local variances relating to attendance which would be helpful to Members. In addition, a query was raised in relation to paragraph 4.1 and whether Summer 2 statistics are available at secondary phase as this term is traditionally known as the worst school term for attendance.

The Head of Attendance & Wellbeing advised that half termly reports are published and circulated to every school which include comparative data, which can be requested by Governors should they wish to view it. This report was shared with Scrutiny following the previous report on attendance earlier in the year. However, in line with the Estyn framework, it is not the role of the LA to compare schools' performance against other schools. The Head of Attendance & Wellbeing explained the difficulties collecting an overall LA performance target; however, he was able to confirm the indicative figures as 91.8% for primary and 89.4% at secondary level. He added that there are no national figures for the last half term for secondary schools (primary was provided) as the national data collection by Welsh Government takes place at the end of May. Summer 2 data collection would include anomalies, with year 11 absent following their exams. Despite this anomaly and the drop off in attendance figures, the Head of Attendance & Wellbeing was happy to provide the data as Members pointed out that education covers six half terms and attendance should also be tracked across this period. It was agreed that this would be a clear action for the next report.

Another Member asked whether it was possible to include a clear summary of the key salient issues from the Attendance Monitoring Report and commented that this additional information would help the committee understand the real challenges and requested further detail around the section within the report outlining truancy, to understand how it is being addressed and if the advertising

campaign had been undertaken as yet.

The Head of Attendance & Wellbeing explained that work is currently being undertaken with two advertising companies, one for primary schools using the character 'Super Attender' which had previously been used in schools as a physical costume. This had been a challenging concept, so the local authority is looking at a social media campaign and videos for use within schools. For the secondary level, the videos will concentrate on barriers to overcome attendance, filming the videos in schools and gathering case studies that can be shared. He concluded that this fits in with the strategy, with a progress report provided to Members next March, which will be a year since the previous report which had given sufficient time for feedback and updates to be gathered.

With regards to FPN's, a query was raised as to whether there is any clear repetition of issues and children that demonstrate repeat attendance issues within a certain period of time or whether the fixed penalty notices deter this behavior and address attendance issues. Clarification was sought on whether the 207 FPN's referred to in the report include any unauthorised holidays and if the link contained within the report to the new Welsh Government Guidance was that to the 'easy read' version. A Member welcomed any further good advice from the guidance.

The Head of Attendance & Wellbeing advised that the nature of absences by code can be included in the next report. He explained that the highest coding is illness with further codes such as 'C' code which stands for 'other authorised circumstances absence' and 'O' code which means 'other unauthorised circumstances absence.' There is no reason provided to the local authority for these codes but simply that they fall under the Welsh Government definition for these attendance codes. Schools SIMS would hold individual reasons for coding e.g. bereavement, failure of parents to provide a reason for absence etc. However, the Head of Attendance & Wellbeing explained that information on the open cases to AWS could be presented to Committee which may prove useful as they provide the reasons behind the visits the local authority may undertake, such as mental health issues, no response to the school or lack of communication.

The Head of Attendance & Wellbeing referred to the 466 FPN's which were '*not issued after the warning due to improved attendance*' as they had undergone a 3-week monitoring period and had not progressed into a full FPN. He explained that there is a cohort of return/repeat pupils with a 20-25% cohort of absences due to holiday fixed penalty notices which tends to be from secondary schools. A Scrutiny Working Group, which convened to consider FPN's, provided data that demonstrated a 50% success rate, where attendance improved due to the FPN's but 50% declined/stayed the same and the evidence showed that they had some impact but not in all cases, whereas the monitoring notice had a more effective impact.

The Head of Attendance & Wellbeing responded to further queries and advised

that four truancy operations had been undertaken in total last year, working alongside the British Transport Police or SWP to patrol, identify truants and return them to school. He added that children missing in education referral forms are now available online to complete with improvements made to the webpages. The Head of Attendance & Wellbeing commented that further areas are being developed to provide an information system for members of the public to access as currently correspondence from the public is limited to one or two per month.

In response to a query regarding the EBSA report, the Head of Wellbeing and Attendance confirmed that it had been circulated earlier with the half termly report. This was an area they were looking to develop as part of the strategy and piloting EBSA forums as a multi-agency forum, to include the ALNCco, attendance lead, the educational psychologist and youth service, considering those pupils who experience school avoidance from an emotionally based perspective. He also referred to targeted support officers, who are employed through the Welsh Government grants and working alongside cohorts of learners who are just above the AWS threshold, using workbooks for 6 weeks to set out the importance of attendance and highlighting the links with attainment and future career goals. He added that the Green Light project in secondary schools has been extended via the Welsh Government grant until August.

A Member requested further data concentrating on the links between attendance and exclusion at the school level and whether these should be considered in one report as currently they are reported separately. The Head of Wellbeing & Attendance replied that data, and in particular cross referencing the attendance and exclusion data, is already being considered in house and forms part of the team around the school approach where attendance and exclusion issues are a key factor with joint visits to schools. Another area where schools are challenged is where the exclusion rates have decreased but so has attendance, potentially where schools are no longer excluding because the children are no longer attending.

The Chair summarised the discussions and suggested that in subsequent reports a number of best practice examples are included to evidence those areas where interventions and attendance initiatives are in place, which would provide valuable information to Committee. Likewise, that the best practice examples are shared with schools and evidence of how this is being rolled out is also evidenced in future reports so that the best practice can be shared and replicated.

The Head of Wellbeing & Attendance referred to two best practice case studies available on the Welsh Government website. He added that best practice examples are regularly shared with Wellbeing and Attendance officers and via Head Teacher forums. He recounted a recent wellbeing attendance event noted in 5.5 of the report which over 80 schools attended which includes presentations from an RCT schools and a presentation from a school in Bridgend following their successful Estyn report.

Following discussions, it was **RESOLVED** to:

- (i) Scrutinise and comment on the information contained within the report; and
- (ii) To receive the report at the next appropriate meeting to include further data and good practice examples as requested by the Committee.

This meeting closed at 7.35 pm

**Cllr S Evans
Chair**

Mae'r ddogfen hon ar gael yn Gymraeg / This document is also available in Welsh

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