

Document Pack



Mark James LLM, DPA, DCA
Prif Weithredwr,
Chief Executive,
Neuadd y Sir, Caerfyrddin. SA31 1JP
County Hall, Carmarthen. SA31 1JP

THURSDAY, 18TH JANUARY, 2018

**TO: ALL MEMBERS OF THE EDUCATION & CHILDREN
SCRUTINY COMMITTEE**

I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE
EDUCATION & CHILDREN SCRUTINY COMMITTEE WHICH WILL
BE HELD IN THE **CHAMBER, COUNTY HALL, CARMARTHEN** AT
10.00 A.M. ON THURSDAY, 25TH JANUARY, 2018 FOR THE
TRANSACTION OF THE BUSINESS OUTLINED ON THE
ATTACHED AGENDA.

Mark James CBE

CHIEF EXECUTIVE



PLEASE RECYCLE

Democratic Officer:	Michelle Evans Thomas
Telephone (Direct Line):	01267 224470
E-Mail:	MEEvansThomas@carmarthenshire.gov.uk
Ref:	AD016-001

EDUCATION & CHILDREN SCRUTINY COMMITTEE

**14 COUNCIL MEMBERS, 2 NON-ELECTED VOTING MEMBERS AND 3
ELECTED VOTING PARENT GOVERNOR MEMBERS**

PLAID CYMRU GROUP – 7 MEMBERS

- | | | |
|----|------------|----------------------|
| 1. | Councillor | Liam Bowen |
| 2. | Councillor | Kim Broom |
| 3. | Councillor | Betsan Jones |
| 4. | Councillor | Jean Lewis |
| 5. | Councillor | Darren Price (Chair) |
| 6. | Councillor | Emlyn Schiavone |
| 7. | Councillor | Dorian Williams |

LABOUR GROUP – 4 MEMBERS

- | | | |
|----|------------|---------------|
| 1. | Councillor | Dot Jones |
| 2. | Councillor | Gary Jones |
| 3. | Councillor | Shahana Najmi |
| 4. | Councillor | Bill Thomas |

INDEPENDENT GROUP – 2 MEMBERS

- | | | |
|----|------------|----------------------------|
| 1. | Councillor | Ieuan Wyn Davies |
| 2. | Councillor | Edward Thomas (Vice-Chair) |

UNAFFILIATED 1 MEMBER

- | | | |
|----|------------|--------------|
| 1. | Councillor | John Jenkins |
|----|------------|--------------|

NON ELECTED VOTING MEMBERS (2)

- | | | |
|----|------------------------|--------------------------------------|
| 1. | Mrs. V. Kenny | Roman Catholic Church Representative |
| 2. | Mrs. J. Voyle Williams | Church in Wales Representative |

ELECTED VOTING PARENT GOVERNOR MEMBERS (3)

Term of office expires on the 31/03/2018

- | | | |
|----|-----------------|---------------------|
| 1. | Mrs. K. Hill | Area 1 – Dinefwr |
| 2. | Mrs. A. Pickles | Area 2 – Carmarthen |
| 3. | Vacancy | Area 3 - Llanelli |

AGENDA

1. APOLOGIES FOR ABSENCE.
2. DECLARATIONS OF PERSONAL INTEREST.
3. DECLARATIONS OF PROHIBITED PARTY WHIPS.
4. PUBLIC QUESTIONS (NONE RECEIVED).
5. SCHOOL PERFORMANCE & ACHIEVEMENT 2016/17. 5 - 38
6. SCHOOL LEADERSHIP AND DATA CONTEXTUAL PAPER - 2016/17. 39 - 52
7. CARMARTHENSHIRE 11-19 CURRICULUM REVIEW UPDATE. 53 - 60
8. MODERNISING EDUCATION PROGRAMME - PROGRESS REPORT TO DECEMBER 2017. 61 - 70
9. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO PROVIDE NURSERY PROVISION AT YSGOL PARC-Y-TYWYN BY INCREASING ITS AGE RANGE FROM 4-11 TO 3-11. 71 - 132
10. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO INCREASE THE CAPACITY OF GORSLAS COMMUNITY PRIMARY SCHOOL FROM 110 TO 210. 133 - 200
11. EDUCATION & CHILDREN SCRUTINY COMMITTEE ACTIONS & REFERRALS UPDATE. 201 - 206
12. FORTHCOMING ITEMS. 207 - 212
13. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETINGS OF THE COMMITTEE HELD ON THE FOLLOWING DATES:-
 - 13 .1 27TH NOVEMBER, 2017; 213 - 222
 - 13 .2 21ST DECEMBER, 2017. 223 - 228

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 25th JANUARY 2018

School Performance and Achievement Report 2016-2017

To consider and comment on the following issues:

- To note the contents of the report and the key issues arising from an analysis of quantitative and qualitative data in relation to the performance of schools during the academic year 2016/17.

Reasons:

- To enable members of Scrutiny to undertake their key role in monitoring standards of education within the County's schools and assist in determining future priorities as a result of the issues raised from the analysis.

To be referred to the Executive Board for decision: NO

Executive Board Member Portfolio Holder: Cllr. Glynog Davies

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Andi Morgan</p> <p>Report Author: Elin Forsyth</p>	<p>Designations:</p> <p>Pennaeth Gwasanaethau Addysg</p> <p>Head of School Effectiveness/ Principal Challenge Adviser</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>Telephone: 01267 246645 Email: andimorgan@carmarthenshire.gov.uk</p> <p>Telephone: 01267 246646 Email: EMForsyth@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 25th JANUARY 2018

School Performance and Achievement Report 2016 - 2017

The 'School Performance and Achievement Report - 2016/17' comprises of an overview of the following key areas of school provision and pupil achievement:

- quantitative school performance and attendance data
- external qualitative judgements (Estyn)
- values and skills achievement in Carmarthenshire schools

The information is provided in three sections:

Section 1 – Standards 2016-17: this section contains a summary of teacher assessments, test and examination results for pupils in the Foundation Phase, Key Stages 2, 3, 4 and 5. For each stage there is a brief written commentary to introduce the data graphic provided. Graphs include results compared to targets set, performance in previous years and the all Wales average. A focus is also provided on the performance of our eFSM learners. A concluding summary highlights our key strengths and areas for further improvement.

Section 2 – School Inspection Outcomes: this section contains a summary of performance of the schools inspected by Estyn during the academic year 2016-17. We measure performance against the content of the Estyn Common Inspection Framework* in terms of judgements awarded and the number of schools placed in 'Estyn Follow Up' categories (*based on the previous Estyn Framework which was then replaced in September 2017).

Section 3 – Developing Values and Skills for Life Long Learning: this section contains information on a wide and exciting range of pupils' achievements across the authority. We believe firmly that schools are centres where our learners are developed as individuals. Our provision aims to provide all learners with a range of skills that will support them further as lifelong learners and productive individuals within our society.

Section 4 – Glossary of acronyms

Detailed Report Attached?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Andi Morgan** **Head of Education Services**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Andi Morgan** **Head of Education Services**

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THERE ARE NONE:

Title of Document	File Ref No. / Locations that the papers are available for public inspection

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DEPARTMENT FOR EDUCATION & CHILDREN

Our Vision ... Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

School Performance and Achievement Report 2016-17 Academic Year

'DRAFT FOR SCRUTINY'

Gareth Morgans
Interim Director of Education & Children's Services



Safeguarding Children and
Improving Education Standards for All



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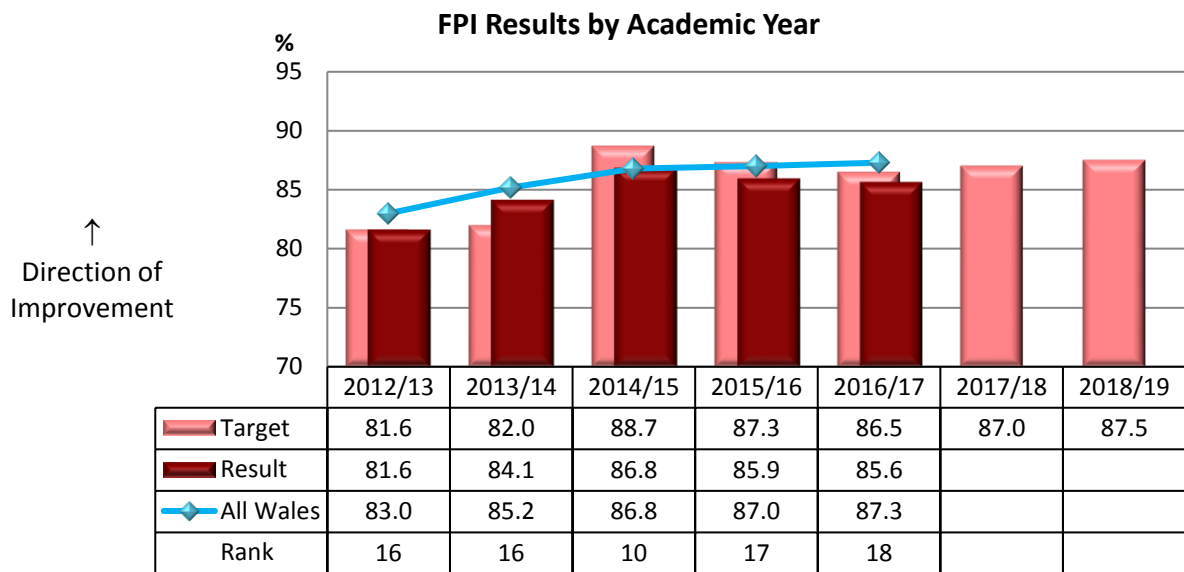
1. Standards: Our achievements for 2016-17

1.1 Support, Challenge and Intervention for improved provision and outcomes

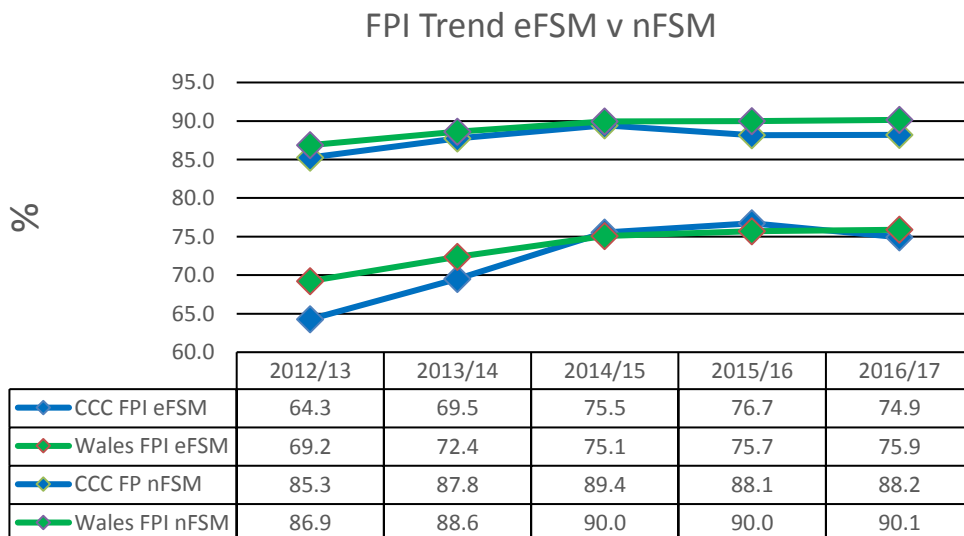
A varied programme of support, challenge and intervention activities undertaken in partnership with schools and stakeholders has continued to focus on improving provision, outcomes and progress for all Carmarthenshire learners. The following graphs provide an overview of our progress, strengths and areas for further improvement across our schools based on 'end of key stage indicators.'

1.1.1 Foundation Phase:

- This graph (percentage of pupils achieving the Foundation Phase Indicator 'FPI') demonstrates an upward improvement trend to 2015. Small declines in performance have occurred in 2016 and 2017.

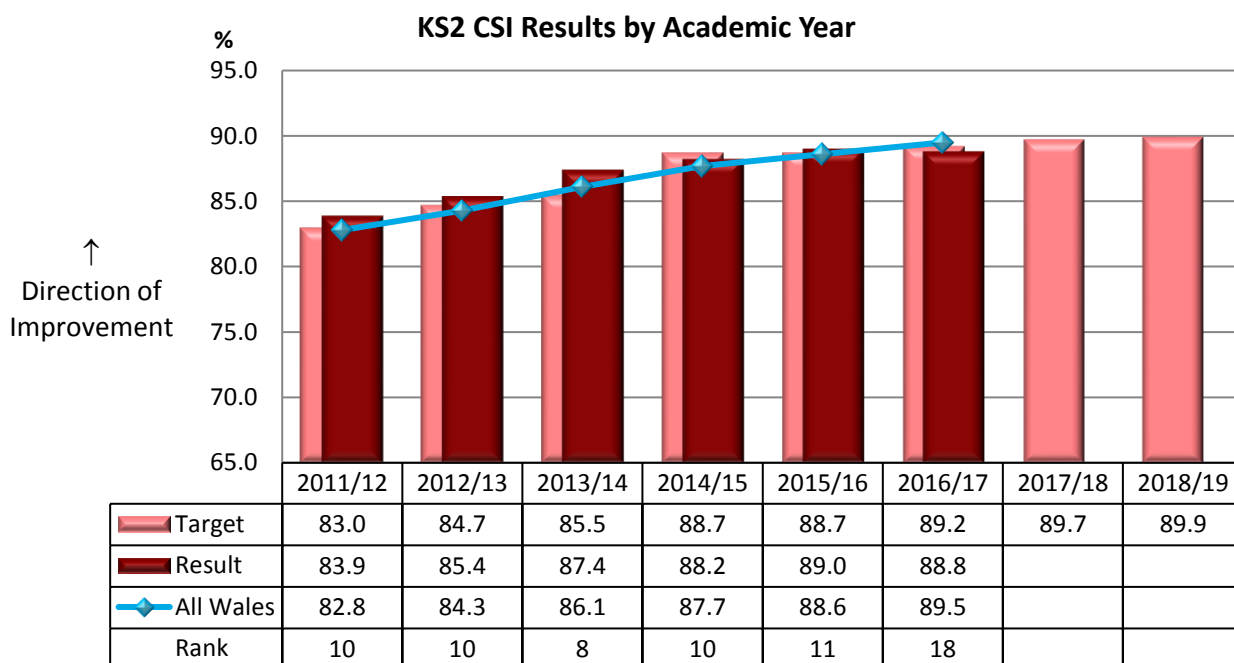


- This graph demonstrates the performance of our eFSM learners over five years along with comparisons in Carmarthenshire and Wales (non-eFSM / eFSM), placing us just 1% point below the Wales average for 2016/17.

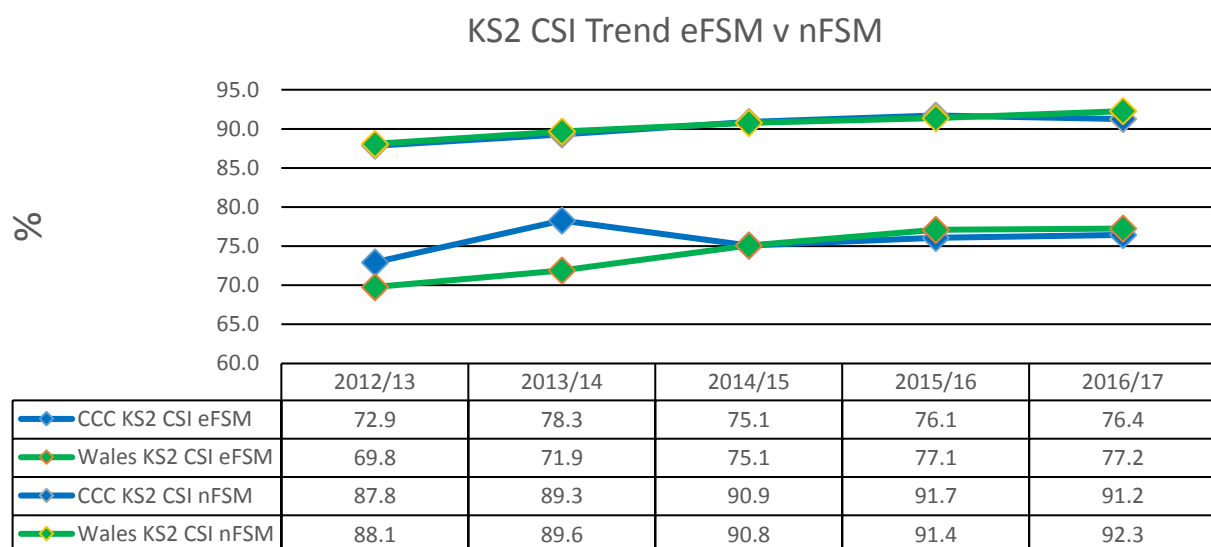


1.1.2 Key Stage 2 (KS2)

- This graph demonstrates a generally consistent upward trend of improvement in the KS2 Core Subject Indicator over the past six years. A slight decline of 0.2% point occurred in 2017, however progress of potentially 7.2% points can be measured against the cohort's performance at the end of the Foundation Phase in 2012/13 (81.6%).

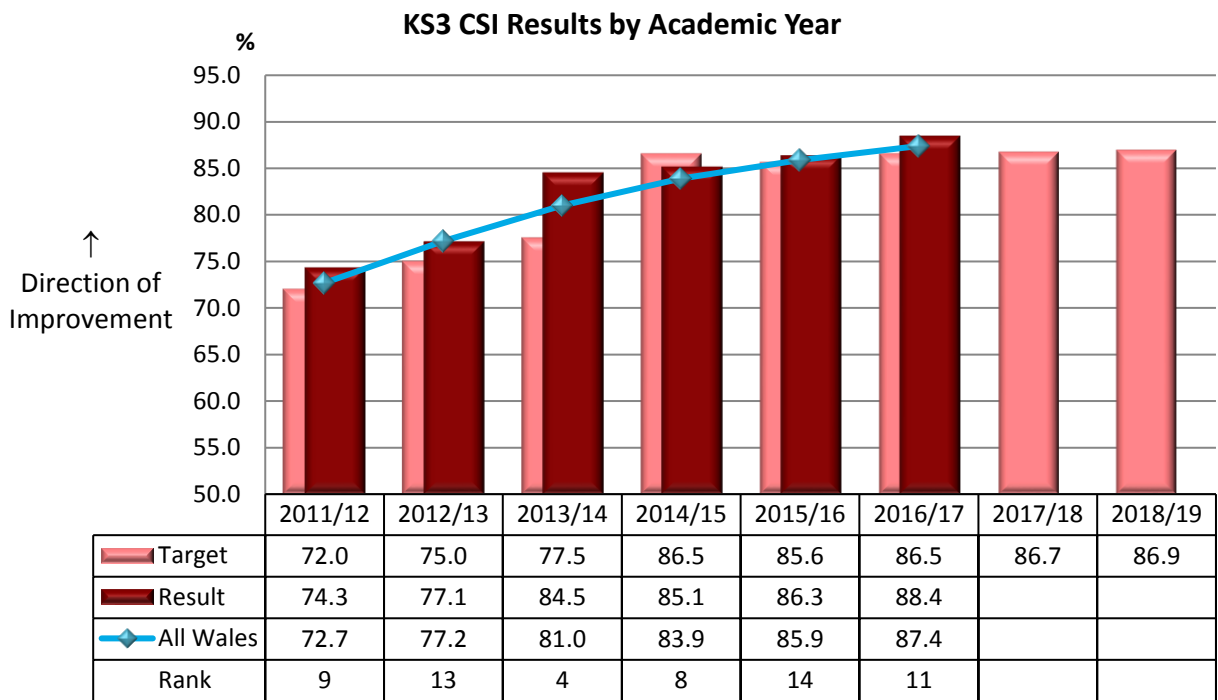


- This graph demonstrates the performance of our eFSM learners over five years, plus comparison with learners in Carmarthenshire and Wales (eFSM / non eFSM). An encouraging upward trend in performance is noted over the last three years, however a 1% point gap exists between ourselves and the All Wales average.

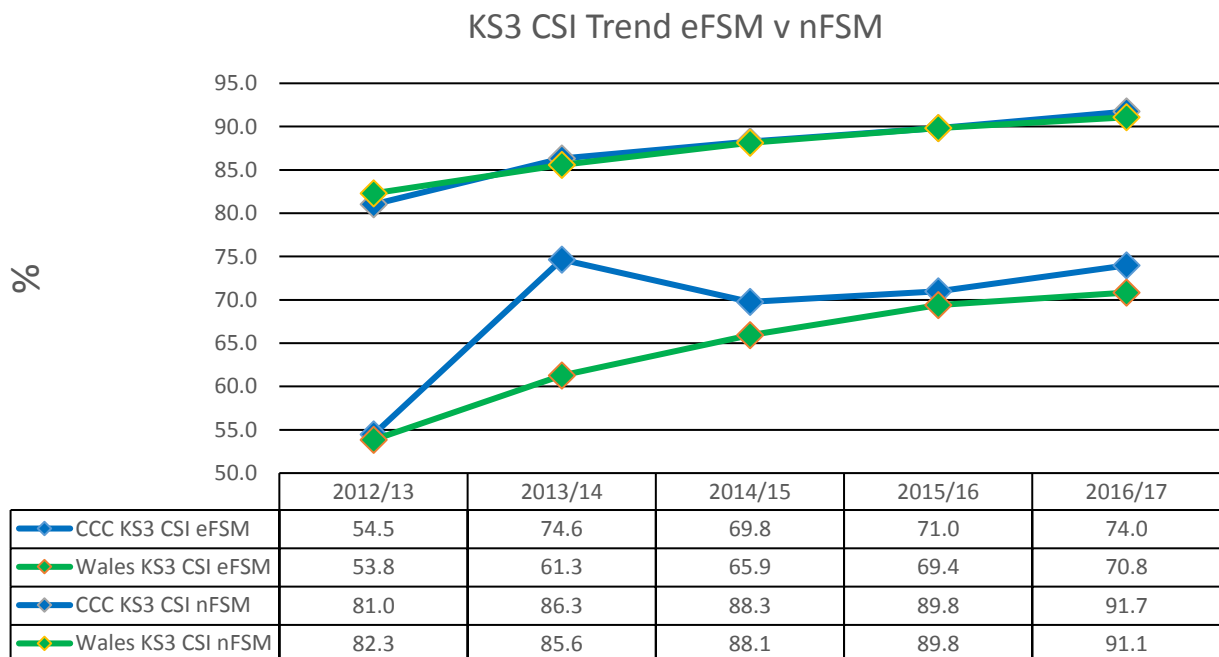


1.1.3 Key Stage 3 (KS3)

- This graph demonstrates a consistent six year upward trend of improvement for the KS3 CoreSubject Indicator. We have consistently outperformed the Wales average for five out the six years indicated.



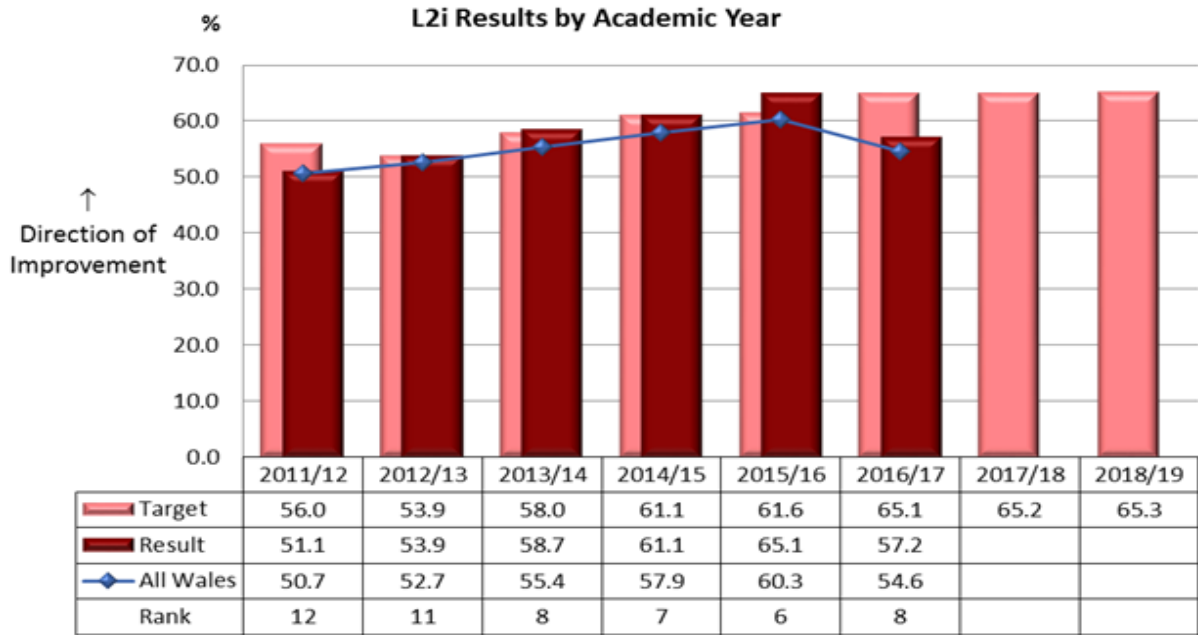
- This graph demonstrates the encouraging and ongoing upward trend in performance over the past six years. Our performance has remained consistently above the All Wales average.



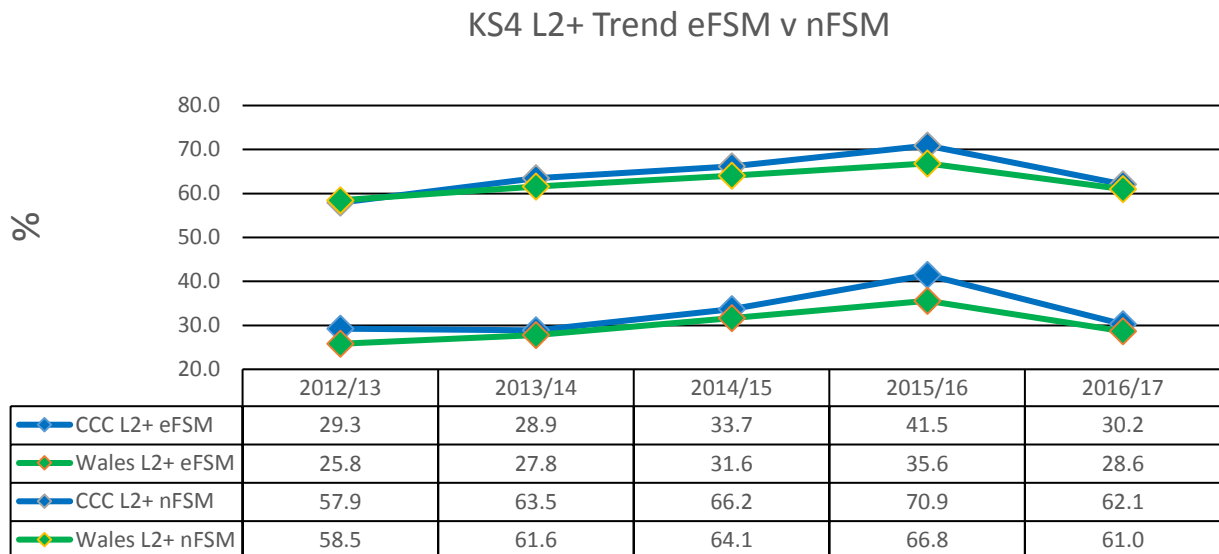
1.1.4 Key Stage 4

- This graph demonstrates the percentage of pupils achieving the Level 2 inclusive (L2i or L2+) indicator over the past five years **under previous examination arrangements**. The achievement of 65.1% in 2016 clearly represents the combined and focused efforts of all our schools and officers on raising standards and outcomes for all learners. The 2017 result needs to be considered in complete isolation to the previous years' stastics. However, our verified result places us comfortably above the Wales average by 2.6 percentage points.

KS4 Level 2 Inclusive:



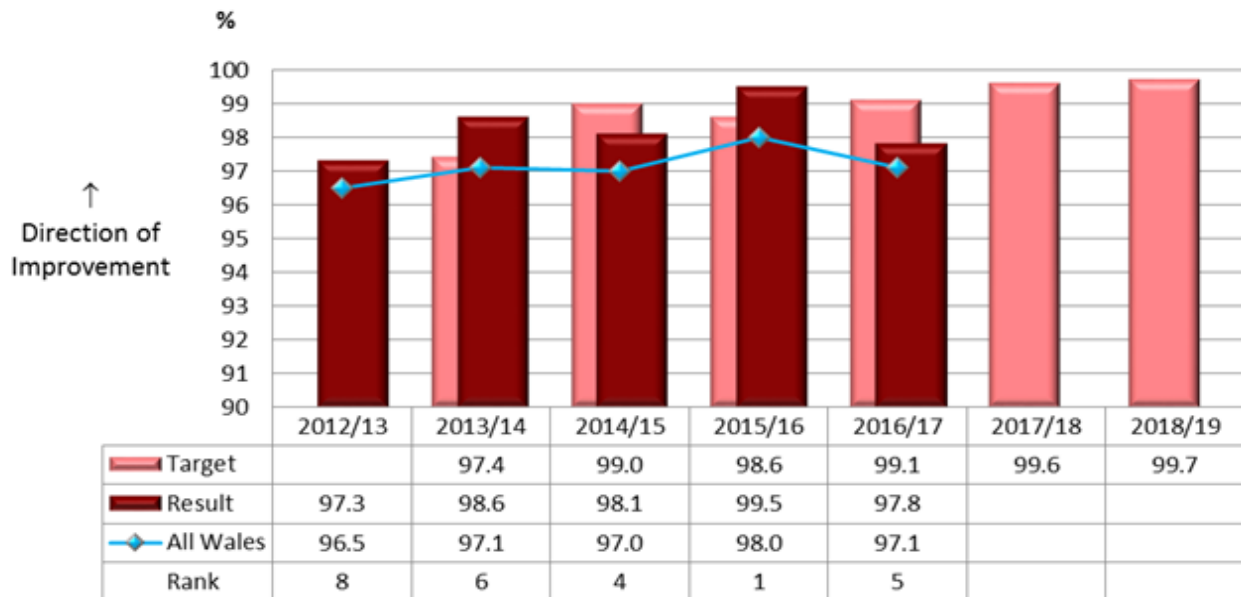
- This graph demonstrates the ongoing improvement in performance of our eFSM learners. The 2017 result under revised examination procedures also demonstrates an encouraging performance in comparison with the Wales average. We have consistently outperformed the Wales average.



1.1.5 Key Stage 5

This graph demonstrates our consistently high level of performance for the past five years at the Level 3 Threshold (2 or more A Levels or equivalent qualification). Despite a decline in our national ranking this year, we continue to outperform the All Wales average.

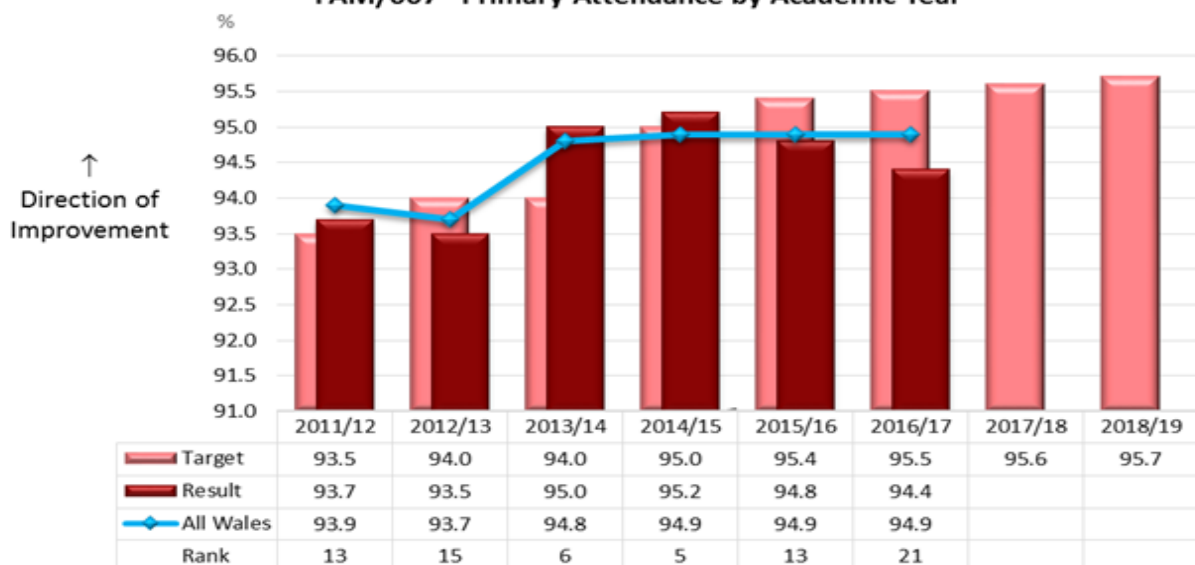
5.0.2.3 Results by Academic Year



1.2 Attendance - Primary Schools Performance:

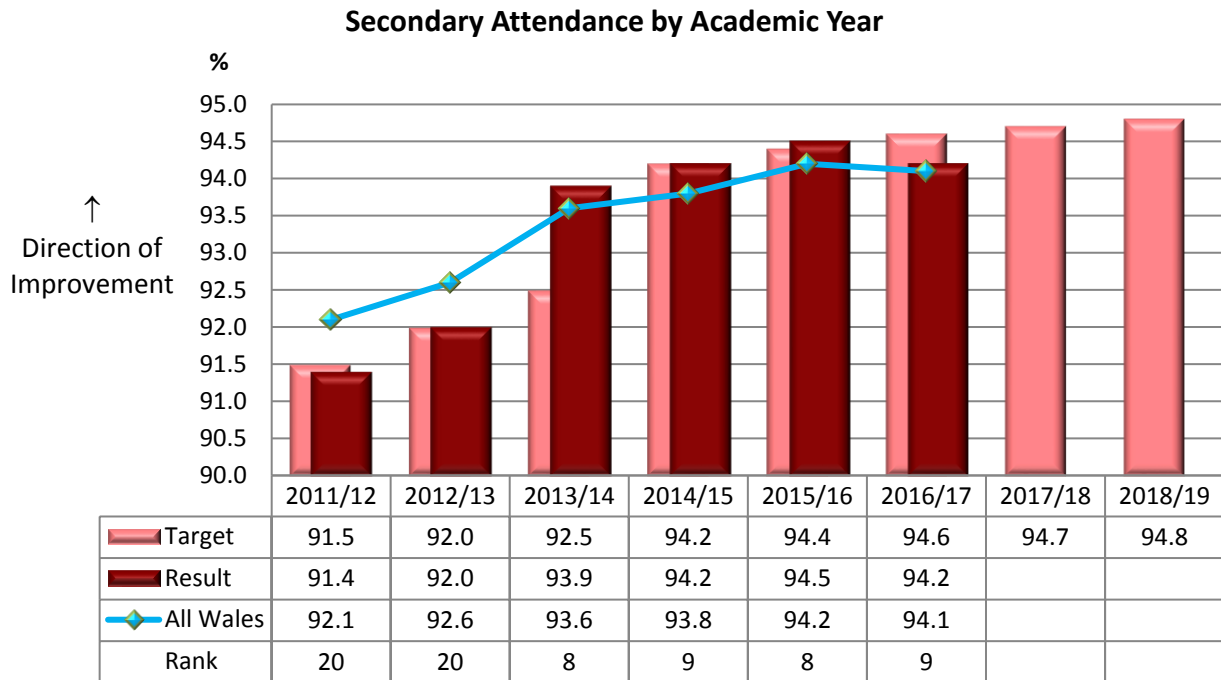
Primary school performance has declined by 0.4 of a percentage point compared to the previous year's result. Our comparative ranking has declined significantly to 21st. However, further analysis of the data demonstrates a significant increase in absence due to 'pupil illness.' Such shifts within the data are sufficient to trigger the impact noted below on our ranking.

PAM/007 - Primary Attendance by Academic Year



1.3 Attendance – Secondary Schools

Our comparative ranking of 9th demonstrates a slight decline against last year’s ranking of 8th. However, the result continues to place us above the Wales average by 0.1% point. The ongoing commitment and partnership working between our schools and officers is greatly appreciated.



Summary of current strengths and areas for further improvement:

Current strengths:

- Key Stage 3 continues to demonstrate an encouraging upward trend in performance
- Attainment at the L2i threshold (5 GCSE A* - C including Welsh or English and Maths) under revised examination procedures placed us higher than the Wales average
- Attainment of eFSM pupils in Key Stages 3 and 4 continues to improve and outperform the Wales average.
- We are ranked 5th within Wales for attainment at Level 3 in Key Stage 5.
- Levels of attendance at both primary and secondary continue to demonstrate consistency and improvement, outperforming the Wales average in the secondary sector for the past four years.

Areas for further improvement:

- Continue to enhance provision and outcomes in the Foundation Phase
- Continue to enhance provision and outcomes for More Able and Talented pupils
- Continue to ensure ongoing progress and outcomes for all eFSM learners
- Continue to support enhanced provision, achievement and progress for KS4 learners
- Maintain and support our ongoing focus on ‘school-to-school’ collaboration and sharing of ‘good practice’

2. School Inspection Outcomes



2.1 Key messages from 2016-17 inspections (*based on 18 school inspections*)

During the academic year 2016-17, Estyn inspected fourteen primary schools, three secondary schools and one special school within Carmarthenshire. These inspections reflected a high number of strengths and areas of 'good practice' - some of which have been shared nationally by Estyn. Our schools and services have worked hard through effective partnership to achieve such pleasing and encouraging outcomes. A summary of key findings is provided below:

Main strengths:

- Thirteen out of the eighteen schools inspected received summary judgements of Good/Good or higher (72%)
- An encouraging number of our schools received judgements of 'Excellent' against specific areas within the Estyn Inspection Framework and were invited to provide 'Good Practice Case Studies' to support the work of other schools on a national basis:
Bryngwyn – Glanymor Federation:
Bynea:
Saron:
Parcyrhun:
Heol Goffa:
- 'Partnership working' (including strategic partnerships, joint planning, resourcing and quality assurance) was judged to be good or higher in all schools
- 'Care, support and guidance' was judged to be good or higher in nearly all schools
- The 'Learning Environment' was judged to be good or higher in nearly all schools

Areas for improvement:

Less than half of the schools inspected need to focus further on –

- Further improving 'wellbeing' (this statistic was influenced by the focus on 'attendance data')
- Further improving their work and systems on 'Improving Quality' (self-evaluation and planning for improvement)

2.2 Inspection Outcomes Profile for 2016-17

1. The following table shows the cross-section of grades achieved against Estyn's 'Quality Indicators' by schools inspected during the Academic Year 2016-17 (18 schools - 14 primary, 3 secondary and 1 Special):

	Excellent	Good	Adequate	Unsatisfactory
Standards	5	9	4	0
Wellbeing	3	7	8	0
Learning Experiences	6	9	3	0
Teaching	5	8	5	0
Care, support and guidance	3	13	1	1
Learning environment	4	12	2	0
Leadership	6	7	5	0
Improving Quality	5	7	5	1
Partnership working	5	13	0	0
Resource Management	5	8	5	0

2. The following table shows the performance of our schools across the complete range of Estyn categories over the past six academic years. The overall percentage in of schools in 'follow up' has decreased significantly. The significant increase in the percentage of schools contributing to the national school improvement agenda via 'Good Practice' Case Studies is cause for much recognition and celebration.

	2011-12 (16 schools)	2012-13 (23 schools)	2013-14 (19 schools)	2014-15 (20 schools)	2015-16 (15 schools)	2016-17 (18 schools)
Sector Leading (Case Study)	6%	9%	5%	15%	13%	33%
Other 'good schools' (no category)	25%	26%	32%	20%	20%	72%
LA Monitoring	6%	13%	16%	20%	13%	N/A
Estyn Monitoring	44%	48%	47%	35%	41%	22%

Significant Improvement	13%	4%	-	10%	13%	6%
Special Measures	6%	-	-	-	-	-
Overall % in Category	69%	65%	63%	65%	67%	28%

2.3 Comparison of Estyn inspection and National Categorisation outcomes (2016-17)

The following table presents comparative information based on National Categorisation and Estyn outcomes for the Academic Year, 2016-17. It is important to note that each system is implemented according to its own individual agenda and processes at a specific point within the school year e.g. National Support Categories are agreed during the Autumn Term. The depth and interpretation of comparison may therefore require a broader range of contextual evidence and explanation which is not available within this report.

School	National Support Category (at time of inspection)	Estyn Inspection Outcome	National Support Category (2018 outcome)
Heol Goffa	Yellow	Excellent/Excellent	Green
Bryngwyn	Yellow	Excellent/Excellent	Green
Glanymor	Green	Excellent/Excellent	Green
Ysgol Bro Dinefwr	Green	Good/Good	Green
Penygroes	Green	Good/Good	Green
Pontiets	Amber	Adequate/Adequate (SI)	Amber
Stebonheath	Yellow	Good/Good	Yellow
Ysgol Gymraeg Dewi Sant	Yellow	Good/Good	Yellow
Ysgol Gymraeg Ffwrnes	Green	Adequate/Adequate (EM)	Amber
Ysgol Gymraeg Rhydaman	Green	Adequate/Adequate (EM)	Amber
Bynea	Yellow	Excellent/Excellent	Green
Ffairfach	Amber	Good/Adequate (EM)	Amber
Llanedi	Amber	Good/Good	Amber
Parcyrhun	Green	Excellent/Excellent	Green
Saron	Green	Excellent/Excellent	Green
Llansteffan	Amber	Adequate/Adequate (EM)	Amber
Y Fro	Red	Good/Good	Amber
Ysgol Y Felin	Green	Good/Good	Green

3. Developing Values and Skills for Life Long Learning

Our schools have continued to strive tirelessly to provide high quality teaching and learning via a wide range of stimulating and engaging experiences for all Carmarthenshire children and young people. We celebrate the fact that our learners have the opportunity to develop numerous values and skills from the outset of the early years and Foundation Phase right through to the end of their secondary school experiences. In a continuously evolving and challenging world, such core values and key skills are essential in securing success, enjoyment and achievement.

In this section of the report we therefore celebrate the wide variety of opportunities available within schools which focus relentlessly on participation, enjoyment and achievement. These broad and rich learning experiences are of great importance as they demonstrate and evidence the progress pathways available to all. We wholly recognise that developing a multi-skilled lifelong learner demands a varied and innovative curriculum as the following sections describe.

3.1 The Foundation Phase

Throughout the academic year 2015-2016 we have continued, in partnership with our schools, to provide support for the ongoing delivery and implementation of The Foundation Phase Framework for Teaching Children of 3-7 years old in Wales. The Foundation Phase Grant has maintained the delegated allocation for schools to employ additional Teaching Assistants (enabling them to work towards achieving the ratios recommended by the Welsh Government). The Local Authority has also provided the expertise and guidance of the Foundation Phase Training Officer who has provided an effective training programme, along with additional and direct support in schools.

The 2016-2017 training programme focused mainly on Targeting advanced outcomes in Language, Literacy and Communication and Personal and Social Development, Wellbeing and Cultural Diversity. A number of classroom assistants were trained when looking after them to support pupils' attainment and mainly in helping with problem-solving activities. Specific training was provided to support schools to strike a balance between pedagogy and standards.

A programme was run which targeted a group of specific teachers through the 'Moving Forward Together' programme. There is a specific focus on training sessions in the morning - pedagogy, assessment and tracking progress, the area outside, numeracy and literacy. In the afternoon we visited a number of different schools that showed good / excellent provision to provide school to school support. An action plan was produced by everyone and a day was held to introduce improvements and changes and the impact of the training within their schools.

3.2 Non maintained settings

There are currently 41 Non-Maintained Settings across Carmarthenshire delivering part time learning provision to 3 year olds. A total of 994 children accessed the free early years entitlement in non-maintained settings. During the 2016-2017 academic year, four non-Maintained Settings were inspected by Estyn. Two settings were LA monitored and one was Estyn monitored. Three settings were re-inspected by Estyn (2015-2016) and was judged to meet all the recommendations.

The Early Years Advisory Teachers continue to deliver valuable training and support to staff enabling them to deliver effective learning provision. The training programme funded through EYPDG focused on Language and numeracy skills and parental engagement. An Early Years conference was organised with Cath Delve as the guest speaker, focusing on Literacy and pupil voice.

The Local Authority continues to endeavour to support settings and provide good quality training to ensure settings work to their full potential and work in partnerships with schools and other settings successfully.

	2016-17
Number of Non-maintained settings inspected	4
LA Monitoring	2
Estyn Monitoring	1
In need of Significant Improvement	None
Special measures	None

3.3 *Enhancing Welsh Heritage, Culture, Sustainable Development and Global Understanding*

3.3.1 **Welsh Book Council Quiz 2016-17**

Carmarthenshire:

	Round 1 County	Round 2 County	National Round
Number of Schools	60	9	2
Number of Pupils	240 (discussion only - no presentation)	72	20

3.3.2 Bookslam 2016-17!

*“You can find magic wherever you look. Sit back and relax – all you need is a book!”
- Dr Seuss*

- In June this year, a team of avid readers from Stebonheath School, Llanelli, were crowned the 2017 National Champions of BookSlam, the Welsh Books Council’s annual reading competition for children.
- During the day’s activities, children and teachers from across Wales, also enjoyed a fantastic presentation by author Eloise Williams.
- Pupils from Johnstown CP School won the county round of the Year 3 and 4 competition for younger pupils this year.

Below: Stebonheath CP’s successful team, pictured in Brecon, with the 2017 Bookslam Trophy.



Above: Ysgol Llangynnwr’s team pictured with author, Eloise Williams.

3.3.3 Writing Squads

- In the spring term, Dan Anthony, a well-known Welsh author, visited Carmarthenshire to work with some of our more able and talented writers.
- The Writing Squads are organised to inspire and develop the talent of Carmarthenshire’s young writers at secondary level.
- Other recent guest authors include the performance poet, Claire Ferguson and Fran Evans, author and illustrator.



Above: Author, Dan Anthony, reading extracts of his work to Writing Squad pupils.

Below: Pupils from Bro Dinefwr secondary school exploring the outdoors to find inspiration for poetry writing.



History and Religious Education Artefact Loan Service

Celtiaid/Celts 1	
Eitemau yn y Cawell Storio/ Items in Storage Crate	
	Nifer/Quantity
1. Helm Waterloo/Waterloo Helmet	1
2. Trowsus/Trousers	1
3. Clogyn/Cloak	1
4. Tlws/Brooch	1
5. Sgyrt/Skirt	1
6. Llyfr/Book: Caradog and the Romans	1
Eitemau sydd ddim yn y Cawell Storio/Items not in Storage Crate	
7. Tarian/Shield	1
8. Gwayffon/Spear	1
9. Cleddyf/Sword	1
10. Gwain/Sheath for Sword	1



- The County Museum at Abergwili hosts a collection of loan boxes that supports the teaching of history and Religious Education.
- There are over 30 history boxes ranging from Roman soldiers' uniforms through to household items from the 1960s and 1970s. There are also a number of historical models such as castles that can be borrowed.

- There are a similar number of Religious Education boxes containing religious artefacts such Torah scrolls, prayer mats and Diwali sets.
- The collections support learning from the Foundation Phase to Key Stage Three. New packs of resources are currently being developed.
- This year twenty three schools in Carmarthenshire and 4,290 pupils used this free loan service.

Welsh Heritage Schools Initiative



Pupils from Ysgol Nantgaredig at Carmarthen Guildhall

Each year, the Welsh Heritage Schools Initiative invites schools across Wales to undertake heritage projects and to submit them for this prestigious nationwide heritage competition.

This year was another highly successful year for schools in Carmarthenshire with 12 winning submissions. Ysgol Natgaredig won the National History Museum shield for their project on the history of Carmarthen town.

County schools displayed their entries at the County museum at Abergwili over the summer.

Fair Trade Activities



Pupils from Ysgol Parc y Tywyn with their 'FairAchiever Flag'

Growing numbers of schools in Carmarthenshire are committed to helping make the world a fairer place by supporting Fairtrade. Eighteen schools now hold the coveted FairAchiever Award. Representatives from the most recent schools to achieve the award joined those who had submitted winning entries for the Carmarthenshire Fairtrade poster competition for a celebration at Parc Dewi Sant. Mr Gareth Morgans, Director of Education congratulated the schools for helping their pupils become agents for positive change, the theme of this year's World Fair Trade Day.

Two further Fairtrade - themed KS2/KS3 transition days were held with 65 pupils from 9 primaries taking part in Dyffryn Aman while 130 pupils from 20 primaries participated in the event at Bro Myrddin. These included an Unfair Funfair as well as interactive workshops led by Martha Musonza Holman from Zimbabwe and Emmanuel Okuni from Ghana. "I thought people from Africa would be a lot different from us but I understand now how we're all connected", said a year 5 pupil from Ysgol Tygroes.

The Divine Fair Trade chocolate poetry competition is an established feature of the Welsh education year. This year pupils from Ysgol Bro Myrddin came second and third in the secondary competition and a pupil from Ysgol Nantgaredig came third in the primary category.

Eco Schools (all schools in Carmarthenshire are registered on the Eco Schools programme)

- Ninety five schools in the county have been awarded the International Eco Schools green flag and Forty four schools have received the Platinum Award (schools that have been performing to green flag standard for over eight years).



(pupils from Ysgol Brynsierfel working on a honey project)

- The Eco-Schools programme is an international initiative that enables sustainable development to be a major part of the life and ethos of schools. We work in partnership with Keep Wales Tidy and the National Botanic Garden of Wales to deliver the programme in the county.
- Designed to fit into the curriculum, it's an award scheme that gets everyone in the school community involved in making the school environment better and encouraging pupils to be good citizens for the future. Pupils study topics including waste, litter, energy, water, transport, healthy living and global citizenship.

Holocaust Memorial Day 2017 – Sixth form conference



Nia Price, Holocaust Memorial Trust Youth Ambassador and former pupil at Ysgol Bro Dinefwr presenting the Chairman of the Council, Cllr Eryl Morgan with a certificate to mark Holocaust Memorial Day 2017

Learning lessons from the past to create a safer, better future was the title of the inaugural event held by Carmarthenshire County Council to mark Holocaust Memorial Day. Sixth formers from across the county were invited to county hall to hear a holocaust survivor share her recollections of her time in Nazi concentration camps via video link. The event was supported by county teachers who had participated in the Lessons From Auschwitz programme. A number of challenging workshops addressed dilemmas & choices and sympathy & solidarity were run in the afternoon.

European School Partnerships



Year 10 pupils from Dyffryn Taf and Y Strade taking part in an international cooking challenge in Melilla.

Twelve schools in the county are currently taking part in Erasmus+ strategic partnerships. Several of these schools have been singled out for particular praise by the British Council and ESTYN.

Leading Lights:

The *Leading Lights* project involving Dyffryn Taf and Ysgol Y Strade focuses on the refugee crisis and challenges young people to work together to combat discrimination. Recently Year 10 pupils and staff together with their Portuguese, Finnish, and Italian school partners visited the Spanish enclave of Melilla on the coast of North Africa. Pupils collaborated on different activities in international groups which helped improve their confidence and hone their foreign language and IT skills. They also made a visit to a busy migration centre and heard about the experiences of refugees and asylum seekers at first hand.

As a result of this project and other impressive international activities, Dyffryn Taf was recently reaccredited with the International Schools Award and invited to join the Best Practice Schools network.

Heol Goffa's *Take my hand* partnership with other Special Schools across Europe was highlighted as outstanding in their recent Estyn inspection. The project has provided many pupils with exciting opportunities to experience overseas travel and learn first-hand about other cultures as well as enabling staff to share good practice and enrich the curriculum.

3.4 Digital Learning

A common theme for all Carmarthenshire schools this year has been engaging with the Digital Competence Framework, using workshops and networking sessions to support development of digital skills.

Carmarthenshire schools were strongly represented at the 2017 National Digital Learning Event (NDLE). Ysgol Bro Banw won the Online Safety award for *Developing Digital Competence through Flip Teaching* & were Joint Winners of the Digital Project award for *The Superheroes*. Coedcae School won the 2017 Hwb Community award for Resources for new GCSE Religious Studies.

Online safety continues to be promoted and evidenced with 100% engagement by Carmarthenshire schools through the Welsh Government and SWGfL 360° Safe Cymru online framework. Model CIW School gained highly commended for their Online Safety logo as part of Safer Internet Day competition promoted by Welsh Government. Model CIW School also became the first school in Carmarthenshire to achieve the 360° Safe Cymru Online Safety Mark (OSM).

A blended learning approach continues to develop in partnership with Welsh Government using a range of hwb and wider tools to support delivery of shortage specialist subjects between schools. A Level Law and Criminology for the PAG schools and Further Mathematics in Ysgol Dyffryn Aman.

Ten primary schools engaged in blogging projects between groups of schools using J2bloggy through Hwb.

3.5 Healthy Schools Scheme

The Healthy Schools Scheme is now in its 14th year with a total of 112 schools actively on board the initiative. During this academic year, 9 schools were successful in completing another phase within the scheme.

The table below shows the Phases achieved by participating schools:

Phases	Number of Schools
Phase 1	112
Phase 2	112
Phase 3	103
Phase 4	71
Phase 5	36
Phase 6	1
National Quality Award (NQA)	1

During this academic year, Carmarthenshire had the highest number of schools completing Phase 4 of the Scheme across Wales.

55 year 12 pupils attended the 2 day 'Sex and Relationships Educator' training that is delivered annually by Carmarthenshire's Healthy Schools Team in partnership with an experienced Sexual Health Nurse. The pupils receive training on the following topics: Healthy relationships, Anatomy, Puberty, Contraception, Sexually Transmitted Diseases

and Sexual Discrimination. Successful pupils are presented with certificates and must then deliver sessions to their younger peers in years 8 and 9.

124 Year 4 and 5 pupils were trained as effective Playground Buddies. Pupils were educated on the essential skills that are required to be an effective 'Buddy' such as good communication skills, problem solving skills and how to deal with certain situations in a sensitive manner. The purpose of the 'Buddy Scheme' within primary schools is to provide Peer Support during break and lunch times for those who may feel lonely or sad or who need support to solve low level disputes.

30 schools, 120 Pupils and 120 school staff took part in the annual Pedometer Challenge. The purpose of the challenge is to raise awareness to the 'Walk to school Week' and 'Walk to Work Week' campaigns and also to increase participation levels amongst pupils and their families and teachers.

'Llythrennedd a Lles'

In partnership with the ARCH Project and Carmarthenshire Libraries, the Healthy Schools Scheme invited Carmarthenshire Primary Schools to take part in the 'Llythrennedd a Lles' competition, to raise awareness amongst pupils and their families regarding the current Obesity Epidemic and to educate them on the benefits of healthy eating and regular physical activity on well-being and on the negative effects that sugar, salt and fat can have on health.

Over 300 pupils took part in the competition, with the foundation phase pupils submitting posters regarding healthy eating, years 3 and 4 submitting stories or poems regarding healthy eating and obesity and years 5 & 6 submitting stories and poems regarding oral hygiene. The winning entries were displayed within each of the libraries in Carmarthenshire during the Summer Holidays, in order to raise further awareness regarding the benefits of healthy eating within the communities.

3.6 Carmarthenshire Independent School-based Counselling Service (ISBCS)

Carmarthenshire has commissioned Area 43 to manage and provide a professionally accredited independent school-based counselling service to its young people from year 6 to age 18.

Pupil use of the service has continued to be good. 993 pupils used the service in this academic year accessing an average of 5.97 counselling sessions. There has been a similar level of use of counselling by year 6 pupils compared to last year, 37 this year, with greatest take up in Years 8 to 10. The top three predominant areas brought for counselling are family, self worth and relationship with others. Young People Core outcome measures show that the level of emotional distress frequently moves from moderate to mildly elevated and young people's own evaluation of the service is overwhelmingly positive. For example:

How did counselling help you?

- I had lots of bad thoughts, problems and worries. It helped me with the thoughts and worries a lot.
- It helped me re-think about ending my life by telling me what I am worth.
- It helps me when I can talk to someone who understands what's going on and they can help me through my problems.
- It helped give me the confidence to speak out about feelings.

- It helped me when I got stuck on things, counselling helped me get through stuff.
- It helped me get through times when I was feeling sad, or thinking about bad things that have happened to me.
- It guided me through difficult relationships, helped me cope with my negative thoughts.
- My confidence has improved and I have self harmed less.
- Helped me understand my feelings, helped me overcome my problems.

3.7 Minority Ethnic Achievement Service (MEAS)

This year has again seen a steady increase in our EAL population. The service covers 40 primary schools and 6 secondary schools. Currently we have in excess of 1200 children on our EAL register, a number which has increased year on year (87 in 2003/4).

Presently we are a staff consisting of a Team Manager plus 3 English as and Additional Language (EAL) Specialist teachers, 1.4 FTE Polish Bilingual Teaching Assistants and 2.5 FTE Arabic Bilingual Teaching Assistants. We support all children who are stage A and B on the EAL register and the majority of stage C students in Secondary. We work closely with those who have daily contact with EAL learners to help them develop inclusive strategies and reach their potential. We offer support for schools preparing for new arrivals and with more advanced learners. We work with EAL Coordinators to monitor the progress of our learners and help with pupil assessment, target setting and planning for future learning. We also provide staff training and offer regional inset packages.

Learners continue to be encouraged to use first languages and gain home language qualifications – GCSE, AS and A level. This year we will be supporting secondary schools offering Arabic GCSE.

Currently our work is still dominated by the welcome arrival of Refugee families in the authority. There is additional Home Office funding to employ dedicated Arabic Teaching Assistants who may also require induction, training, support in addition to the new pupils and families. Our new Bilingual Teaching Assistants are working closely with the families to assist the induction process with translation and interpretation in addition to supporting children in accessing the curriculum in class.

Last November we organised a very successful ‘Safe Havens Conference’ with Global Learning Programmes – Wales to raise awareness of the issues surrounding refugees and their resettlement. This event has now been successfully replicated in other authorities.

We also took part in the ‘Send My Friend to School’ initiative to raise awareness of the state of education internationally and generate the political will necessary to ensure the UK plays an active and effective part in efforts to secure education for all.

We have also worked closely with other agencies such as the Ethnic Youth Support Team and Show Racism the Red Card to equip staff and schools with the expertise and resources to best help the resettlement process. Staff have also attended a number of training sessions to develop them professionally.

The MEAS Team Manager attends half termly meetings along with other regional MEAS leads. The group’s focus is information exchange and policy development related to achievement/outcomes of Ethnic Minority/EAL learners through leadership and management and teaching and learning.



3.8 Carmarthenshire Traveller Achievement Service

Carmarthenshire Traveller Achievement Service supports 17 schools across the county both Primary and Secondary. The service continues to provide support on a need basis, focusing on literacy/numeracy and when needed self-esteem. Intervention is welcomed at all schools we support. The children respond well and enjoy their support sessions. There has been an increase in support given to families not just the children in school. There is increased partnership working with other services to support the variety of needs being presented by these families. In Secondary schools we have strong working relationships as intervention and close monitoring of pupils is necessary, to ensure appropriate steps are put in place to ensure the children progress through to their GCSEs and college.



3.9 Supporting Additional Learning Needs (ALN)

Supporting schools with ALN Reform

Person-centred champions and coaches have supported schools to familiarise themselves and use person-centred tools. Useful resources for schools such as One Page Profiles and Individual Development Plan pro forma have been developed and schools are supported to use the tools for personalised learning for pupils.

Flagship Schools act as models of best practice in the field of Person Centred Practice and champion the tools needed to support future ALN reform. These schools are also developing PCP Support Networking Groups and organise support meetings for coaches.

Two Person Centred Practice Conference were held to bring together school-based PCP leaders and facilitators to gain a shared understanding of Person Centred Practice and to support schools to prioritise, plan and embed whole school PCP approaches.

Behaviour Support Service

Work on remodelling of the Behaviour Support Service was completed in April. The new Behaviour Support Service has integrated the Behaviour Support Community Team and the Day Centre staff under the leadership of the Behaviour Support Manager and increased the outreach capacity to support schools in prevention and early intervention and raising capacity to meet pupils' emotional and behavioural needs.

The Integrated Team is based at Canolfan Bro Tywi (previously known as Rhydygors Day Centre) which also provides part-time short-term small group intensive behaviour change interventions for 24 Primary pupils on-site for up to two terms, maintaining close partnership working with and support for the pupil's school and family. The Service's ongoing development is supported by the Senior Educational and Child Psychologist for Behaviour. As part of this remodelling, Canolfan Y Gors provision has been strengthened and brought under the management of the Carmarthenshire Secondary Teaching and Learning Centre.

Training:

Other training being rolled out across schools and services in the county include training through the ALNCO Fora on the ALN Transformation Programme, Specific Learning Difficulties, autism awareness, social stories, the 'working for' approach, Anxiety and Autism, Picture Exchange Communication System (PECS) and Proact Scip Positive Behaviour Management.

3.10 Carmarthenshire Music Service

Carmarthenshire Music Service has continued to provide high quality tuition and performing opportunities to the pupils of our county. During 2016-2017:

- Pupil numbers remained high with just over 5,500 pupils receiving weekly provision in the form of instrumental lessons, vocal tuition or curriculum support.
- The service ran 5 ensembles at Intermediate Level (Key Stage 3) which culminated in the Intermediate Music Festival held at Q.E. High School during March 2017.

- The service ran 6 ensembles at Senior Level (Key Stages 4 & 5) which culminated in the Senior Music Festival held at Neuadd Y Gwendraeth during March and April 2017.



- The Service ran 14 Junior ensembles (Key Stage 2) that took part in the *Junior Proms Festival* held across four concerts at the Ffwrnes Theatre in June 2017. More than 2,000 primary school pupils from Key Stage 2 took part .
- Over 40 secondary school pupils represented Carmarthenshire in the Six Counties Ensembles run by the ERW Consortium.
- Over 30 young musicians represented Carmarthenshire at National Level performing with National Youth Arts Wales.

3.11 Leadership of Learning

We remain fully committed to ensuring the highest quality of ‘Leadership of Learning’ at every level within our schools. We have continued to actively promote the national drive to enhance the leadership skills and impact of all school practitioners in pursuit of the best learning experiences, outcomes and achievement for all our children and young people. Our work encompasses and embraces key elements of the ‘Leadership continuum’ by providing development opportunities and experiences for the whole school community, including Learning Support Assistants, Higher Level Teaching Assistants, Newly Qualified Teachers, Middle Leaders, Aspiring Leaders, Senior Leaders and Governors. Here are a few examples of this work in practice during the Academic Year 2016-17:

i) ERW School Leadership Development Programme:

Our ongoing participation in this regional programme has continued to enhance the skills and experiences of our ‘middle’ and ‘aspiring’ leaders. This revised middle leadership programme provides wholly relevant and constructive opportunities for our practitioners to study key areas of Wales and international education agendas. In addition and of equal importance, the programme facilitates ‘good practice’ sharing and supporting ‘whole school improvement’ across a variety of networking activities.

ii) NPQH (National Professional Qualification for Headship) Provision:

We continue to maintain close contact with the evolution of this national programme, providing ongoing guidance and support for practitioners from across all sectors wishing to pursue its content. We have been proactive in the identification of future leaders as a part of ‘talent spotting’ processes and work in close partnership with our headteachers and

senior leaders to ensure we ‘grow our own’ future leaders for Carmarthenshire. This work is clearly aimed at providing a practical ‘succession planning’ programme for the benefit of all schools across our authority.

iii) Carmarthenshire NPQH Programme graduation statistics:

Cohort	Primary	Secondary	Total	Graduates
2011/12	1	2	3	3
2012/13	5	2	7	5
2013/14	2	1	3	3
2014/15	3	-	3	3
2015/16	6	-	6	5
2016/17	9	1	10	9

iv) Professional support and development for Newly Appointed Head teachers:

We continue to support our newly appointed headteachers with –

- Professional mentor support
- Local network meetings*
- ERW Seminars/workshops

*meetings provide opportunities for discussion and collaboration with local authority partners e.g. Human Resources, Inclusion, School Improvement, Finance, Safeguarding, Health & Safety etc.

v) Professional development for Head teachers and Senior Leaders:

We are eager to support and promote a range of activities which provide professional development for leaders. We are grateful to all our senior leaders for their contributions within this crucial area of collaborative working. This is often undertaken through the effective sharing of good practice within our LA and region. Local Authority and regional collaboration during 2016-17 has facilitated individual professional development and whole school improvement most effectively. Our Head teachers and Senior Leaders have experienced and contributed to this work in an effective, enthusiastic and supportive manner.

These activities have included:

- Undertaking Executive Headteacher roles (leading schools within a partnership or federation)
- Curriculum innovation work through local or regional ‘Leaders of Learning’: (emphasising the sharing of good practice – particularly in the fields of literacy, numeracy, ICT and reducing the impact of poverty)
- Commissioned leadership work: undertaking support and challenge activity within our schools e.g. working with schools causing concern, providing increasing levels of ‘School-to-School’ support, undertaking ERW Core Support Visits etc
- Supporting Local, Regional and National Networks: this work has included the development and provision of Leadership Programmes, Governor and HR Services and participation in key networking groups such as the ERW Headteacher Reference Group etc.

3.12 Preparing Young People for Working Life

The Carmarthenshire 11-19 Review published in October 2016 identified the shared Carmarthenshire curriculum to be delivered in secondary schools and Coleg Sir Gar in the period 2016-2020. The report included strong links to the local economy and labour market priorities emerging from the work of the Swansea Bay City Region.

The recommendations of this report are now being implemented and include a number of key strands of current departmental work to prepare young people for jobs in-county, across the region and nationally.

These initiatives include:

- Local Authority responsibility for the management of work experience placements, including the vetting of all placements used in county for safeguarding and health and safety purposes;
- Organisation of a range of Careers and the World of Work events in partnership with Careers Wales, including a 2 day careers conference for all year 10 pupils and an innovative programme of work related experience run in the Llanelli area with local employers;
- Assemblies for Year 9 Pupils highlighting the job opportunities that exist locally now and in the future;
- Supporting over 600 learners in Key Stage 4 to undertake vocational courses at Coleg Sir Gâr in subject areas closely linked to the local labour market including engineering, construction, hair and beauty and agriculture;
- Providing additional personal support and alternative curriculum programmes for young people at risk of becoming NEET via the Carmarthenshire element of the regional Cynnydd ESF Project;
- Developing e-learning and blended learning technology to enable young people studying low take-up subjects to be taught remotely using cutting edge technology;
- Delivering the Seren Network hub activities in partnership with Pembrokeshire to enable our most able and talented young people to progress to the most competitive universities including Cambridge and Oxford;
- Supporting young people aged 16-24 who are NEET via Youth Support Services and the Cam Nesa ESF project
- Supporting the delivery of the Welsh Baccalaureate in schools which develops skills in enterprise and entrepreneurship, community development and global citizenship.

In addition to these actions, Carmarthenshire continues to be the leading local authority in Wales for the delivery of the Duke of Edinburgh's Award. In 2017, Carmarthenshire once again topped national statistics for the number of young people completing awards (610), the number of new starters (985), the number of Welsh speaking participants and the highest percentage of the 14-25 population taking part in the Award. The county has also been very well represented at national award presentations taking place at St James' Palace. Taking part in the Award enables young people to challenge themselves, work in groups and solve problems as well as developing new skills and volunteering in their local communities, all of which prepares them for life beyond school and college.

3.13 Welsh Baccalureate

The Welsh Baccalureate continues to be an integral component of the Carmarthenshire 11-19 curriculum, with universal uptake of the Intermediate and Advanced qualification in all secondary schools. The Local Authority supports Welsh Baccalaureate delivery via a dedicated 0.6FTE co-ordinator role working closely with school staff to ensure high quality delivery. Impact of this effective partnership working is evidenced through the progress achieved within our schools.

3.14 Seren Hub

Working in close partnership with Carmarthenshire and Pembrokeshire schools, Pembrokeshire College and Coleg Sir Gar a Seren MAT Co-ordinator has been appointed for the two county hub. Over the past two years, the most able Post 16 students have been supported via a series of events and activities that aim to increase their progress to the most competitive universities. This work resulted in 150 young people progressing to Russell Group universities in September 2017, including 8 students progressing to Oxbridge. During the coming year, there will be a greater focus on supporting MAT work in Key Stages 3 & 4, with a particular focus on activities delivered via the 'Brilliant Club.'

4 Acronym buster

Acronym	Buster
AfL	Assessment for Learning
ALN	Additional Learning Needs
ALNCO	Additional Learning Needs Coordinator
Area 43	Youth Project Charity
CSI	Core Subject Indicator - awarded to pupils at the end of: KS2 (Year 6) – achieving Level 4 or above in Welsh or English, Maths and Science KS3 (Year 9) – achieving Level 5 or above in Welsh or English, Maths and Science
EAL	English as an Additional Language
eFSM	Eligible for Free School Meals
EIG	Education Improvement Grant
EM	Estyn Monitoring (up until Spet. 2017)
ERW	Education through Regional Working
ESF	European Social Fund
FP	Foundation Phase
FPI	Foundation Phase Indicator – for pupils at the end of Year 2 achieving Outcome 5 or above in Language (Welsh or English), Mathematical Development and Personal & Social Development
FTE	Full time equivalent
GCSE	General Certificate of Secondary Education
HR	Human Resources
ISBCS	Independent School Based Counselling Service
KS	Key Stage
LA	Local Authority
L2i	Level 2 inclusive (5 GCSE A* - C including Welsh or English and Maths)
L2	Level 2 (5 GCSEs at A* - C grades)
Level 3 Threshold	2 or more A Levels or equivalent qualification
MAT	More Able and Talented
MEAS	Minority Ethnic Achievement Service
NEET	Not in Education, Employment or Training
NPQH	National Professional Qualification for Headship (mandatory in Wales)
PAG	Partneriaeth Addysg Gymraeg (Welsh Education Partnership)
PCP	Person Centred Practice
PECS	Picture Exchange Communication System
PLC	Professional Learning Community
Quality Indicators	The ten 'Quality Indicators' as used by Estyn within the Inspection Framework up until September 2017
SI	Significant Improvement (Estyn follow-up category)
UWTSD	University of Wales, Trinity St. David

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 25th JANUARY 2018

School Leadership and Data Contextual Paper 2016-2017

To consider and comment on the following issues:

- To note the contents of the report and the key points arising from this analysis of contextual school data and leadership arrangements.

Reasons:

- To enable and support members of the Scrutiny Panel to undertake their key role in monitoring school leadership and provision within the County's schools. In addition, to assist in determining future priorities as a result of the issues raised from discussion.

To be referred to the Executive Board for decision: NO

Executive Board Member Portfolio Holder: Cllr. Glynog Davies

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Andi Morgan</p> <p>Report Author: Andi Morgan</p>	<p>Designations:</p> <p>Head of Education Services</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>Telephone: 01267 246645 Email: andimorgan@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 25th JANUARY 2018

School Leadership and Data Contextual Paper 2016 - 2017

The 'School Leadership and Data Contextual Paper – 2016/17' comprises of an overview of areas of contextual school data and leadership arrangements as follows:

1. School statistics
 - a) number of schools / pupils
 - b) number of pupils (Wales)
 - c) number of pupils in Welsh schools
 - d) number of teachers / support staff (fte)
 - e) free school meals (all pupils)
 - f) free school meals (5-15 age range)
 - g) Additional Learning Needs
 - h) Absenteeism (primary)
 - i) Absenteeism (secondary)
 - j) Financial reserves
 - k) NEETS (not in education, employment or training)
2. School Federation Footprint
3. Acting HT / Leadership Footprint

This report aims to demonstrate, via the range of information, some of the current challenges facing our schools and service. We hope that Panel members will benefit from the overview and analyses (many of them furnished with comparisons to other Local Authorities and Wales) in support of their scrutiny work. Understandably, certain elements of the statistical data shared within the report will naturally alter due to fluctuations in demographics and local community circumstances. Two key areas of focus for further consideration and discussion would potentially be the content of Sections 3 and 4 (School Federation Footprint and Acting HT / Leadership Footprint).

Detailed Report Attached?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Andi Morgan Head of Education Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Andi Morgan Head of Education Services

- 1. Local Member(s) – N/A**
- 2. Community / Town Council – N/A**
- 3. Relevant Partners – N/A**
- 4. Staff Side Representatives and other Organisations – N/A**

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THERE ARE NONE:

Title of Document	File Ref No. / Locations that the papers are available for public inspection

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Department of Education & Children

'School Leadership & Data Contextual Paper'

January 2018

OUR DEPARTMENTAL VISION.....

*Carmarthenshire is a community where children are safe and nurtured and learners
are able to achieve their full educational potential*



Contents:

- 1. Foreword**
- 2. School statistics**
 - a) number of schools / pupils**
 - b) number of pupils (Wales)**
 - c) number of pupils in Welsh schools**
 - d) number of teachers / support staff (fte)**
 - e) free school meals (all pupils)**
 - f) free school meals (5-15 age range)**
 - g) Additional Learning Needs**
 - h) Financial reserves**
 - i) NEETS (not in education, employment or training)**
- 3. School Federation Footprint**
- 4. Acting HT / Leadership Footprint**

Section 1: Foreword

This report demonstrates a range of school leadership data which provides Scrutiny Panel members with an overview of the current contextual nature and potential challenges to our schools and services. Certain elements of the statistical data displayed within the report will naturally alter due to fluctuations in demographics and local community circumstances. A key area of focus and consideration for further discussion may potentially be the content of Sections 3 and 4 (School Federation Footprint and Acting HT / Leadership Footprint).

Section 2: School Statistics

a) Number of Schools/Pupils

SECTOR	NUMBER OF SCHOOLS	NUMBER OF PUPILS
Nursery	1	78
Primary	98	15,914
Secondary	12	11,035
Special	2	122
	113	27,149

b) Number of Pupils- Wales

Cardiff	54,129	Powys	17,841
Rhondda Cynon Taf	38,648	Pembrokeshire	17,456
Swansea	35,809	Gwynedd	17,061
Caerphilly	28,419	Conwy	15,870
Carmarthenshire	27,149	Denbighshire	15,660
Newport	25,267	Torfaen	15,017
Flintshire	23,554	Monmouthshire	11,608
Bridgend	22,972	Isle of Anglesey	9,699
The Vale of Glamorgan	22,381	Ceredigion	9,510
Neath Port Talbot	20,764	Blaenau Gwent	9,232
Wrexham	19,664	Merthyr Tydfil	8,798



Key points for consideration:

- Only 2 other Councils have more schools- Cardiff (127) and Rhondda Cynon Taf (123).
- Carmarthenshire has the 5th highest number of pupils in Wales and 2nd highest within ERW (Swansea has 35,809)

- There are only 11 Nursery schools remaining in Wales (a reduction of 2 since 2016)
- There are 39 Special Schools in Wales
- There are 200 Secondary Schools in Wales (a reduction of 5 since 2016)
- There are 1287 Primary Schools in Wales (a reduction of 23 since 2016)

c) Number of Pupils in Welsh Schools

Primary (70 schools)	10,348
Secondary (5 schools)	5,464



Key points for consideration:

- Carmarthen has the highest number of primary pupils accessing Welsh medium education/schools
- Carmarthenshire has the 2nd highest number of pupils accessing Welsh medium secondary education, just 30 pupils behind Gwynedd with 5,494 pupils

d) Number of Teachers/Support Staff (Full Time Equivalent)

	Teachers	Support Staff
Nursery	3	6.2
Primary	775.4	895.9
Secondary	677.6	495.3
Special	21.6	63.6
	1477.6	1461



Key points for consideration:

- We have more or less the same number of teachers and support staff in our schools.
- Understandably, there are more support staff members in our Primary Schools due to Foundation Phase ratios

e) Free School Meals – ‘ALL PUPILS’

Nursery/Primary	Secondary	Special	Total
16.9	13.6	46.7	15.7%

LA	Total % (All Pupils)	ALL RANK	LA	Total % (All Pupils)	ALL RANK
Monmouthshire	9.6	1	Denbighshire	16.1	13
Ceredigion	10.2	2	Wales	16.3	
Powys	10.8	3	Newport	16.4	14
Vale of Glamorgan	11.3	4	Bridgend	17.2	15
Gwynedd	11.5	5	Swansea	17.4	16
Flintshire	12.3	6	Caerphilly	19.1	17
Anglesey	14.6	7	Cardiff	19.1	18
Conwy	15	8	NPT	20.4	19
Pembrokeshire	15.4	9	Merthyr	20.6	20
Wrexham	15.7	10	Blaenau Gwent	20.7	21
Carmarthenshire	15.7	=10	RCT	20.8	22
Torfaen	15.7	=10			

f) Free School Meals: ‘5-15 years of age PUPILS’

Nursery/Primary	Secondary	Total
17.2	14.9	16.3%

LA	ALL % (5-15)	ALL RANK	LA	ALL % (5-15)	ALL RANK
Monmouthshire	10.5	1	Bridgend	17.7	13
Powys	11.1	2	Wales	17.8	-
Ceredigion	11.1	3	Denbighshire	18.1	14
Gwynedd	12.4	4	Newport	18.6	15
Vale of Glam	12.8	5	Swansea	19.4	16
Flintshire	13.8	6	Merthyr	20.9	17
Anglesey	15.9	7	Caerphilly	21.0	18
Carmarthenshire	16.3	8	RCT	21.3	19
Conwy	16.8	9	Cardiff	21.6	20
Wrexham	16.9	10	NPT	22.6	21
Pembs	17.2	11	Blaenau Gwent	22.8	22
Torfaen	17.5	12			

g) Additional Learning Needs

A child has special needs if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

i. Pupils with statements - Pupils for whom the Authority maintains a statement of special educational needs under Part iv of the Education Act 1996.

ii. School Action - When a teacher identifies that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

iii. School Action Plus - When the teacher and Special Educational Needs Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through 'School Action' can be put in place. The Special Educational Needs Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher.

Table 13: Pupils with special educational needs (SEN) in maintained schools by type of SEN provision and local authority, January 2017

	School Action			School Action Plus			Statement			Total		
	Number of pupils	Percentage Incidence (a)	Percentage Placement (b)	Number of pupils	Percentage Incidence (a)	Percentage Placement (b)	Number of pupils	Percentage Incidence (a)	Percentage Placement (b)	Number of pupils	Percentage Incidence (a)	Percentage Placement (b)
Isle of Anglesey	1,134	0.2	1.9	878	0.2	2.6	304	0.1	2.4	2,316	0.5	2.2
Gwynedd	1,585	0.3	2.7	1,733	0.4	5.1	517	0.1	4.1	3,835	0.8	3.6
Conwy	1,501	0.3	2.5	1,773	0.4	5.3	317	0.1	2.5	3,591	0.8	3.4
Denbighshire	1,678	0.4	2.8	1,794	0.4	5.3	377	0.1	3.0	3,849	0.8	3.6
Flintshire	2,945	0.6	5.0	1,270	0.3	3.8	537	0.1	4.3	4,752	1.0	4.5
Wrexham	2,119	0.5	3.6	1,123	0.2	3.3	577	0.1	4.6	3,819	0.8	3.6
Powys	1,912	0.4	3.2	1,146	0.2	3.4	421	0.1	3.3	3,479	0.7	3.3
Ceredigion	2,042	0.4	3.4	579	0.1	1.7	144	-	1.1	2,765	0.6	2.6
Pembrokeshire	2,910	0.6	4.9	1,291	0.3	3.8	389	0.1	3.1	4,590	1.0	4.3
Cardiganshire	4,380	0.9	7.4	2,520	0.5	7.5	865	0.2	6.9	7,765	1.7	7.4
Swansea	5,485	1.2	9.3	2,284	0.5	6.8	1,453	0.3	11.5	9,222	2.0	8.7
Neath Port Talbot	3,037	0.7	5.1	1,586	0.3	4.7	795	0.2	6.3	5,418	1.2	5.1
Bridgend	2,941	0.6	5.0	1,255	0.3	3.7	374	0.1	3.0	4,570	1.0	4.3
The Vale of Glamorgan	2,223	0.5	3.8	1,150	0.2	3.4	378	0.1	3.0	3,751	0.8	3.6
Rhondda Cynon Taf	6,372	1.4	10.8	2,466	0.5	7.3	931	0.2	7.4	9,769	2.1	9.3
Merthyr Tydfil	1,482	0.3	2.5	872	0.2	2.6	224	-	1.8	2,578	0.6	2.4
Caerphilly	3,052	0.7	5.1	2,132	0.5	6.3	700	0.2	5.6	5,884	1.3	5.6
Blaenau Gwent	853	0.2	1.4	786	0.2	2.3	264	0.1	2.1	1,903	0.4	1.8
Torfaen	1,515	0.3	2.6	1,412	0.3	4.2	213	-	1.7	3,140	0.7	3.0
Monmouthshire	1,004	0.2	1.7	747	0.2	2.2	273	0.1	2.2	2,024	0.4	1.9
Newport	2,504	0.5	4.2	1,844	0.4	5.5	910	0.2	7.2	5,258	1.1	5.0
Cardiff	6,590	1.4	11.1	3,070	0.7	9.1	1,639	0.4	13.0	11,299	2.4	10.7
Total	59,264	12.7	100.0	33,711	7.2	100.0	12,602	2.7	100.0	105,577	22.6	100.0

Source: School Census

(a) Incidence - the number of pupils expressed as a proportion of the total number of pupils on roll in maintained schools.

(b) Placement - the number of pupils expressed as a proportion of the total number of pupils within each SEN grouping in maintained schools.

e.g. Number of pupils with a statement of SEN divided by the total number of pupils with a statement of SEN in maintained schools.



Key points for consideration:

- There were 105,577 pupils with special educational needs in maintained schools (22.6 per cent of all pupils).
- 11.9 per cent of the pupils with special educational needs have Statements of SEN.
- There were 136,995 reports of SEN type made – an average of 1.3 per pupil with SEN.
- The most common type of need reported was ‘General Learning Difficulties’, representing 34.3 per cent of pupils with some form of SEN.
- The most common type of need reported for pupils with Statements of SEN was ‘Speech, Language & Communication Difficulties’, representing 31.8 per cent of pupils with Statements of SEN.

h) Financial reserves (March 2017)

Table 6 - Proportion of all schools across each local authority with reserves as a percentage of delegated schools expenditure

	<i>per cent</i>			
	Negative	Less than 5%	Between 5% and 10%	Over 10%
Isle of Anglesey	9	38	30	23
Gwynedd	16	48	23	14
Conwy	6	55	31	8
Denbighshire	46	34	13	7
Flintshire	13	59	21	7
Wrexham	10	80	10	0
Powys	36	28	20	16
Ceredigion	7	27	36	29
Pembrokeshire	15	54	18	13
Carmarthenshire	32	44	13	10
Swansea	3	42	37	18
Neath Port Talbot	19	46	19	15
Bridgend	29	64	7	0
Vale of Glamorgan	7	67	18	9
Cardiff	10	65	20	4
Rhondda Cynon Taf	18	54	22	6
Merthyr Tydfil	4	79	14	4
Caerphilly	25	47	26	1
Blaenau Gwent	34	41	21	3
Torfaen	9	68	21	3
Monmouthshire	33	36	25	6
Newport	5	50	36	9
Wales	18	51	22	10
Lowest	3	27	7	0
Highest	46	80	37	29

Source: Section 52 Outturn forms



Key points for consideration:

- Table 6 shows the proportion of schools whose level of reserves is negative (i.e. a deficit), under 5%, between 5% and 10% or greater than 10% of their delegated schools expenditure.
- Denbighshire had the highest proportion of schools with negative reserves (46%),
- Swansea had lowest proportion of schools with negative reserves(3%).
- Ceredigion had the highest proportion of schools (29%) with reserves of over 10%.
- Carmarthenshire had -
 - i) 32% of its schools in a deficit position
 - j) 44% with less than 5% reserves
 - k) 13% with reserves between 5% and 10%
 - l) 10% with a reserve over 10% (matching the Wales average)

i) NEETS (not in education, employment or training)

Table 5: Year 11 Leavers from schools in Wales known to be not in education, employment or training by local authority

	<i>Per cent</i>				
	2012	2013	2014	2015	2016
Wales	4.2	3.7	3.1	2.8	2.0
Isle of Anglesey	2.4	3.7	1.7	2.2	2.3
Gwynedd	3.0	2.4	1.7	1.8	1.1
Conwy	3.4	3.6	1.8	2.4	1.7
Denbighshire	2.9	4.1	2.1	3.1	1.9
Flintshire	2.3	3.6	1.3	1.3	1.7
Wrexham	3.2	3.2	1.8	1.7	1.4
Powys	2.2	2.7	2.3	2.0	1.9
Ceredigion	2.3	1.3	1.8	1.4	1.0
Pembrokeshire	3.1	3.4	3.2	3.8	2.7
Carmarthenshire	4.3	3.0	3.4	3.5	2.1
Swansea	3.2	3.9	3.5	2.7	2.1
Neath Port Talbot	3.1	4.4	3.8	3.6	3.6
Bridgend	6.4	3.7	3.6	3.2	1.5
The Vale of Glamorgan	3.9	3.8	2.8	1.7	1.6
Cardiff	6.7	4.9	4.3	4.5	3.0
Rhondda Cynon Taf	4.5	4.1	3.9	3.7	1.0
Merthyr Tydfil	6.2	1.9	2.6	1.6	1.0
Caerphilly	5.9	4.4	3.5	2.1	1.9
Blaenau Gwent	4.2	4.6	3.4	2.4	2.5
Torfaen	5.5	2.5	2.2	1.9	2.0
Monmouthshire	3.8	2.8	1.7	1.9	2.0
Newport	4.9	4.9	4.7	3.1	1.7



Key points for consideration:

- Carmarthenshire has continued to improve its percentage of 'NEETS' over five years
- Neath Port Talbot recorded the highest level (3.6%) with Ceredigion, Rhondda Cynon Taf and Merthyr Tydfil recording the lowest rates at 1.0%

3. School Federation Footprint

Schools / Pupils	Formal Federation	Pending Formal	Informal Federation	Sector
1. Carwe (41) Gwynfryn (63) Ponthenri (68)	√			Primary
2. Cross Hands (149) Drefach (46)	√			Primary
3. Bryngwyn (1022) Glanymor (464)	√			Secondary
4. Cynwyl Elfed (74) Llanpumsaint (32) Abernant (22)		√ (Abernant)		Primary
5. Tymbi (125) Llechyfedach (145)	√			Primary
6. Beca (62) Llys Hywel (137)			√	Primary
7. Trimsaran (177) Mynyddygarreg (32)			√	Primary
8. Llansteffan (33) Llangain (34) Bancyfelin (45)			√	Primary
9. Five Roads (100) Pontiets (54)			√	Primary
10. Gorslas (137) Cefneithin (79)			√	Primary
11. Llanybydder (77) Llanllwni (37)			√	Primary
12. Swiss Valley (245) Dafen (166)			√	Primary
13. Llanmilo (33) Tremoilet (41)			√	Primary



Key points for consideration:

- Carmarthenshire has proud track record for achieving effective and successful federations both ‘informally’ and ‘formally’
- Local communities speak highly of the beneficial impact of this work
- Successful federation activity requires high quality leadership and detailed planning
- Effective federation is not limited to the ‘small schools’ agenda alone
- We are the first Local Authority in Wales to have created an effective Secondary School Federation model

4. Acting-Headteacher Footprint

Phase	School	Current Leadership Arrangements	Total
Primary	BANCFOSFELEN	Pending Executive HT (0.2)	1
Primary	FERRYSIDE	Acting HT (Full)	2
Primary	HAFODWENOG	Acting HT (0.6)	3
Primary	LLANEDI	Acting DHT (Full)	4
Primary	MAESYBONT	Acting HT (0.2)	5
Primary	MEIDRIM	Acting HT (0.4)	6
Primary	TALYLLYCHAU	Acting HT (0.2)	7
Primary	YSGOL Y FRO	Acting HT (0.2)	8
Primary	St MARY'S, CARM	Acting HT (Full)	9
Primary	YSGOL RHYS PRICHARD*	Acting HT (Full)	10
Primary	LLANGADOG*	Acting HT (0.4)	11
Primary	TYCROES*	Acting HT (Full)	12

*these schools are either currently in or pending the process of recruiting a full-time permanent Headteacher



Key points for consideration:

- The majority of Acting HTs / Leadership arrangements are implemented on a 'short-term basis' e.g. 0.2 provides ONE DAY of 'leadership service'
- Some of these schools have presented high levels of challenge to attract and secure acting Headteachers / interim leadership arrangements
- Some schools are experiencing very low pupil numbers e.g. Maesybont = 18 (forecasting 15 in September 2018)



Education and Children Scrutiny Committee

Date: 25.01.2018

Subject: Carmarthenshire 11-19 Curriculum Review Update

Purpose: To update the Scrutiny Committee on the progress made in implementing the actions of the Carmarthenshire 11-19 Curriculum Review

To consider and comment on the following issues:

The progress made against the identified actions emanating from the 2016 Carmarthenshire 11-19 Curriculum Review

For the committee's information

To be referred to the Executive Board / Council for decision: NO

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Councillor Glynog Davies

Directorate

Name of Head of Service:

J. Aeron Rees

Report Author:

Matt Morden

Designations:

Head of Curriculum & Well-being

Learning Transformation Manager

Tel Nos & E Mail Addresses:

x6532

JARees@sirgar.gov.uk

x6648

MSMorden@sirgar.gov.uk

EXECUTIVE SUMMARY
EDUCATION & CHILDREN SCRUTINY COMMITTEE
25.01.2018

Subject: Carmarthenshire 11-19 Curriculum Review Update

Purpose: To enable the Scrutiny Committee to consider the progress made in implementing the actions of the Carmarthenshire 11-19 Curriculum Review

The Carmarthenshire 11-19 Curriculum Review was prepared during the 2015-2016 academic year following extensive consultation with staff within the local authority, secondary schools, Coleg Sir Gâr and a range of external organisations including the Welsh Government.

Following consultation, the Carmarthenshire 11-19 Curriculum Review was considered by the Education and Children Scrutiny Committee on 17th June 2016 and approved by the Executive Board on 17th October 2017. The Review was also the subject of a seminar for all elected members held on 1st November 2017.

Following approval of the review, officers have been progressing a range of actions linked to the recommendations within the document. The action plan updates members on the related work that has been taking place in the period following approval of the plan in 2016.

DETAILED REPORT ATTACHED ?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **J Aeron Rees**

Head of Curriculum & Well-being

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	YES	YES	NONE	NONE	NONE

3. FINANCE

The implementation of these recommendations depends upon a range of Welsh Government funding sources including the County Council's Revenue Support Grant, the Education Improvement Grant (administered via ERW), the Post 16 Planning and Funding System and the Youth Support Grant. Reduction in core departmental grant allocations and/or specific Welsh Government grants will mean that the Department for Education and Children will be unable to deliver some or all of the identified actions of the 11-19 Review.

The Cynnydd and Cam Nesa Projects are funded by the European Social Fund, currently to 2020. Given the UK's impending exit from the EU, the future of additional funding for programmes to reduce the number of young people who are not in employment, education and training (NEET) is unknown.

4. ICT

One of the recommendations of the 11-19 Curriculum Review focusses upon the use of blended learning methodologies to deliver A level courses to small groups. The initial pilot for this delivery using the Welsh Government's Hwb platform has been positive. Extending this work will require dedicated IT support and systems in all schools that are mutually compatible and that enable cross-county connectivity.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: J Aeron Rees

Head of Curriculum and Well-being

1. Local Member(s)

Elected members were consulted on these plans at the ECS Scrutiny meeting held on 17th June 2016 and at a seminar for elected members held on 1st November 2017.

2. Community / Town Council

N/A

3. Relevant Partners

Secondary school management teams and associated governing boards, Coleg Sir Gar managers and local training providers were consulted on these plans.

4. Staff Side Representatives and other Organisations

N/A

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Carmarthenshire 11-19 Curriculum Review	n/a	http://democracy.carmarthenshire.gov.wales/documents/s9218/Report%201%20-%2011%20-%2019%20ENGLISH.pdf http://democratiaeth.sirgar.llyw.cymru/documents/s9218/Adroddiad%201%20-%2011%20-%2019.pdf?LLL=1

Carmarthenshire 11-19 Review Recommendations Work Plan - September 2016-August 2018 (Jan 2018 status update)

#	Recommendation/Action	Original Timescale	Responsible Officer(s)	Comments & Status Update	RAG Status
1	Agree the key components of 11-14, 14-16 and 16-19 shared curriculum offers	January 2017	AR/MM	Approved by elected members in Jan 2017	
2	Implement the agreed curriculum model across all Carmarthenshire Secondary Schools, Coleg Sir Gâr and Carmarthenshire based Welsh Government contracted training providers	January 2017	AR/MM	Identified curriculum model subject to on-going implementation linked to WG curriculum reforms. Full implementation planned by September 2020	
3	Agree the revised shared governance and local authority commissioning structure for the revised curriculum offer	November 2016	AR/MM	Revised shared governance structure with one overall committee agreed in October 2017	
4	Develop a commissioning model to underpin the full implementation of the Post-16 Planning and Reporting system for Sixth Form Provision	November 2016	AR/MM	Portion of Post 16 Grant used for commissioning of shared provision for 2017-2018 academic year	
5	Identify shared priorities for further capital developments based on the curriculum models and the needs of the local economy linked to Swansea Bay City Region priorities;	January 2017	MM/SD	Food technology facility completed at St John Lloyd as final part of Llanelli Vocational Village developments. On-going discussions with MEP Team re possible new capital developments at secondary sites.	
6	Utilise Carmarthenshire Education Improvement Grant Funding (or any replacement funding) to support vocational course delivery in the identified growth sector areas (elder and early years care, engineering, energy and environment construction, tourism & hospitality, food and agriculture, creative industries, STEM industries, ICT and professional services) at Coleg Sir Gar and training providers for school pupils in Key Stage 4 and 5	November 2016 and on-going annually	AR/MM	EIG funding supporting shared courses in engineering and construction for 2017-2018 year. Pilot creative industries project planned for summer 2018.	
7	Build on existing partnership relationships with local businesses to focus skills demands and employability of new labour market entrants within Carmarthenshire to ensure that local demands are met	January 2017 and on-going	GM/AR/MM	Links with developing with employers via work-related learning developments, shared governance group and RLP contacts	

Carmarthenshire 11-19 Review Recommendations Work Plan - September 2016-August 2018 (Jan 2018 status update)

Page 58	Ensure strong links with the Swansea Bay City Region Economic Regeneration Strategy 2013-2030 to enable a strategic fit with the key economic sectors being targeted and local progression to Higher Education in the identified priority sectors	January 2017 and on-going	GM/AR/MM	Good links with RLSP team and potential for further work with RLP Employer groups in 2018/2019	
9	Utilise regularly updated labour market intelligence on which to make informed decisions together with data on sector growth trends and growth sectors for employment on an on-going basis	January 2017	MM	On-going contact with RLSP staff with teaching materials linked to Welsh BaccaLaureate in developed for Spring Term 2018.	
10	Implement a programme of blended and e-learning learning to deliver the 16-19 curriculum in low take-up AS and A Level subjects in both Welsh and English	September 2017 – on-going	MM/DD/MJ	Pilot programmes running in YGG Bro Myrddin, YG Maes Y Gwendraeth and Y Strade in 2017/2018 year. Further delivery planned for September 2018.	
11	Implement the actions identified in the Carmarthenshire Youth Engagement and Progression Plan to reduce the number of young people who become NEET	September 2016 on-going	MM/GA	On-going delivery of 6 elements of the YEPF during 2017-2018 year.	
12	Continue to track the destinations of young people to support effective Post 16 and Post 19 transitions through the local implementation of the Youth Engagement and Progression Framework – see http://gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en	September 2016 on-going	MM/GA/HL/BR	Youth Service Staff identifying and tracking young people via VAP, SEET and SVLG groups and links with Careers Wales. Schedule of annual meetings on-going in 2018 with delivery for young people via Youth Support Service, Cynnydd and Cam Nesa projects in 2018	
13	Provide targeted support for vulnerable young people including those with disabilities and most at risk of becoming NEET utilising ESF funding via the Cynnydd (11-18 in school) and Cam Nesa (16-24's who are NEET) projects for this work	September 2016 on-going	MM/TG/BR	Cynnydd Project has been providing additional support since Sept 2016. Cam Nesa project approved in Nov 2017 and staff now being appointed with delivery planned from March 2018.	

Carmarthenshire 11-19 Review Recommendations Work Plan - September 2016-August 2018 (Jan 2018 status update)

14	Support the progress of the most able and talented secondary learners via the Pembrokeshire/Carmarthenshire Seren Hub and	Seren Hub delivery on-going	MM/Seren Hub Steering Committee	Seren delivery on-going to April 2018 – Hub co-ordinator appointed	
15	Support teachers, lecturers and other practitioners to develop young people's learning about the world of work through a County-wide approach to the delivery of the revised Welsh Bacculaureate (<i>on-going</i>);	September 2016 on-going	MM/JM/SM	Co-ordinators in post and on-going support plan for 2018 in place.	
16	Embed meaningful employer involvement in curriculum change, including strong links with key local employers and County Council regeneration departments (<i>by September 2016 and on-going</i>) ;	January 2017	GM/AR/MM	Limited progress with this action – linked to WG curriculum changes	
17	Consolidate the existing strengths of partnership working with FE colleges and training providers through the implementation of revised partnership structures (<i>by September 2016 and on-going</i>) ;	Sept 2016 on-going	GM/AR/MM	Delivered through shared governance structures and senior manager meetings taking place bi-monthly through 2018.	
18	Ensure that the full requirements of the Careers and the World of Work Framework are delivered in Carmarthenshire (<i>by September 2017</i>) by: <ul style="list-style-type: none"> a. Implementing a format for careers days/ week in Years 7-9 involving local employers and LA regeneration departments and linked to local labour market information and JobCentre Plus data; b. Maintaining a work experience placement database (jointly with Pembrokeshire CC) c. Undertaking Health and Safety/ safeguarding vetting for all placements commissioned by the local authorities; d. Delivering an annual Careers conference for Year 10/11 pupils in partnership with Careers Wales in March 2017; e. Supporting one week of work related experience built into Years 10 and 12, with links to the 3 Welsh Bacculaureate challenges, volunteering and Duke of Edinburgh's Award; f. Strengthening links with parents and carers via newsletter/website, information evenings, parent's evening sessions; g. One to one support with school pupils/students by personal tutors for all young people; 	Sept 2016 on-going	MM/CCC Regen staff /Careers Wales staff /Futureworks	<p>Activities delivered:</p> <p>Work experience database and H&S checks on-going in 2017-2018</p> <p>Annual Skills Cymru Carmarthenshire event (8&9th Feb 2018 at Parc Y Scarlets)</p> <p>Work experience and WRL learning activities in July 2018</p> <p>Labour Market Information being developed for Welsh Bacculaureate lessons in 2018</p> <p>Youth Support Service staff providing individual support in schools and out-reach settings</p>	

Carmarthenshire 11-19 Review Recommendations Work Plan - September 2016-August 2018 (Jan 2018 status update)

Page 60	<p>h. Developing Team Around the Family and Youth Worker brokerage roles to support transition to education and training for vulnerable young people ;</p> <p>f. Early follow up of young people dropping out of school college in the autumn and winter terms of Year 12.</p>			<p>No current progress on links with parents and carers</p> <p>YEPF and Careers Wales information being used to follow up young people who drop out of Year 12</p>		
	19	Annual analysis of labour market information to inform collaborative vocational course delivery and Post 16 planning in the period to 2020	November 2016 on-going	MM	On-going via CCC response to WG Ministerial Priorities for Post 16 funding (submission date pending from Welsh Government in 2018)	
	20	Accountability for the progress of these recommendations be overseen via the shared governance clusters, Coleg Sir Gâr Corporate Board, Local Service Board and the Education and Children's Scrutiny Committees.	September 2016 on-going	GM/AR/MM	Delivered through continuance of shared governance structures and on-going through 2018	

EDUCATION & CHILDREN SCRUTINY COMMITTEE 25TH JANUARY 2018

MODERNISING EDUCATION PROGRAMME (MEP) PROGRESS REPORT to DECEMBER 2017

Purpose:

To receive the Modernising Education Programme (MEP) update to December 2017 for Band A and accelerated Band B 21st Century School schemes.

To consider and comment on the following issues:

The progress achieved to December 2017 in the delivery of the MEP Band A and accelerated Band B MEP schemes.

Reasons:

For the committee's Information and to record progress achieved on MEP Band A and B projects.

To be referred to the Executive Board / Council for decision: NO

Executive Board Member Portfolio Holder:

Cllr. Glynog Davies (Education & Children Portfolio Holder)

<p>Directorate: Education and Children</p> <p>Name of Director: Gareth Morgans</p> <p>Report Author: Simon Davies</p>	<p>Designation:</p> <p>Director of Education and Children's Services</p> <p>Modernisation Services Manager</p>	<p>Tel No & E-Mail:</p> <p>Ext 6470 EDGMorgans@carmarthenshire.gov.uk</p> <p>Ext 6471 sidavies@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY EDUCATION & CHILDREN SCRUTINY COMMITTEE 25TH JANUARY 2018

MODERNISING EDUCATION PROGRAMME (MEP) PROGRESS REPORT to DECEMBER 2017

1.1 The Authority's Modernising Education Programme (MEP) is making steady progress on Band A and Accelerated Band B projects as follows:

2. Band A

2.1 Carmarthenshire's Band A commenced in 2014/15 following approval of Band A projects as part of the MEP update in 2013.

2.2 Band A was updated again in 2016 following a reassessment in line with the approved MEP investment criteria and the practicalities of delivery.

2.3 Currently, 69% (11 out of 16) of projects have WG Full Business Case (FBC) approval as follows:

- Completed (4 projects) – Strade, Carreg Hirfaen, Burry Port & Llanelli Vocational Village
- Approved and on site (6 projects) – Pen Rhos (Seaside), Trimsaran, Coedcae, Parc Y Tywyn, St John Lloyd and Pontyberem.
- Approved with construction due to commence (1 Project) - Llangadog

2.4 Approximately 48% (£20.6m) of the Band A grant funding (£43.35m) has been claimed and spent by the end of the 2016/17 financial year.

2.5 The following projects are currently in development (5 projects):

- Rhys Pritchard, Rhydygors, Dewi Sant, Laugharne, and Gorslas.

2.6 A couple of projects in development in Band A are causing concern as a result of some issues in relation to public objection to preferred sites and complex statutory processes.

2.7 WG's recent announcement to revise the School Organisation Code to include a presumption against closure for rural schools will make completing statutory processes more difficult and time consuming as local authorities will need to demonstrate they have explored all federation options before proposing to reorganise. Some schools identified as rural in the consultation on the new School Organisation Code are included in a project currently in Band A.

2.8 In order to mitigate the risk of delay, projects identified in Band B of the MEP programme are being developed early for acceleration should it be concluded that Band A projects are not be in a position to claim WG grant by March 2019.

3. Band B

- 3.1 In October 2016, the WG requested Authorities to provide information in respect of potential projects for Band B of the national 21st Century Schools and Education Programme. The data received was used to inform the development of the national Strategic Outline Case (SOC) for Band B of the Programme, and approved by the Cabinet Secretary in May 2017.
- 3.2 Unfortunately, due to the tight timescales imposed by the WG and the impact of the Local Authority elections, it was not possible to seek democratic approval prior to submission and has been achieved retrospectively.

4. Conclusion

- 4.1 The attached report presents a summary of progress achieved on the delivery of Band A and accelerated Band B major investment MEP Projects to December 2017.
- Education and Children Scrutiny Committee is asked to note the progress achieved to December 2017 in the delivery of the MEP Band A and accelerated Band B schemes.

DETAILED REPORT ATTACHED?	YES Appendix 1 - MEP Progress Report
----------------------------------	---

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **E.D.G. Morgans** **Director of Education and Children's Services**
 S. Davies **Modernisation Services Manager**

Policy and Crime & Disorder	Legal	Finance	ICT	Risk Management Issues	Organisational Development	Physical Assets
YES	YES	YES	YES	YES	YES	YES

1. Policy, Crime & Disorder and Equalities

The proposals set within the report are in line with published policy and strategic direction of the authority.

2. Legal

The County Council's constitution provides that responsibility for the Modernising Education Programme is an executive function.

Statutory procedures will need to be completed to institute constitutional change in the structure of schools where the rationalisation of provision is proposed.

Planning permission will need to be secured for the development of the infrastructure projects proposed.

Building regulations approval will need to be secured for premises developments and modernisation.

3. Finance

The 21st Century Schools Programme has major financial implications for the County Council. The current estimate of the cost of the remaining investment to make all schools in Carmarthenshire to be retained for the long-term fit for purpose for the 21st Century is £276 million (from 2017/18). This is a planning figure and is certain to change over time as the detailed requirements of individual projects are developed. The planning figures do not include any allowance for inflation.

The delivery of the MEP to date has been made possible by the establishment of an innovative funding strategy for capital investment which has drawn upon and integrated a variety of funding sources:

- Welsh Government Grants.
- Capital Receipts – generated through the disposal of operationally redundant school assets. County Council has resolved that all receipts generated through the sale of former school premises are ring-fenced for reinvestment in the school modernisation programme.
- Prudential Borrowing – serviced by contributions from revenue generated through efficiency gains arising from the rationalisation of the schools network and through an adjustment in the delegated schools budget.
- General Capital – contributions from the Council's general capital allocation.
- S106 Agreements – contributions from developers of residential properties.

The Council has effectively exhausted its capacity to generate any further prudential borrowing from the operational schools budget as it has already done much in this area and there is now little scope for further revenue contributions. For example, education spend is by now slightly below the Indicative Budget Assessment (IBA) and with the prognosis for revenue budgets in future years there is unlikely to be further potential in this area. Further revenue gain to be secured by the continuing rationalisation of the schools network will be required to offset the effects of expected budget reductions in future years.

The overall expenditure for the 21st Century Schools programme Band A has been agreed at £86.7m with 50% of the funding provided by WG. WG has extended the Local Government

Borrowing Initiative to the programme, allowing it to bring forward additional funding for its element of the programme and bringing forward the timeframe for completion of Band A to 2019.

The level of County Council funding is formalised each year through the annual budget setting process. It is inevitable that estimate of capital need will change in the future as the detailed requirements for individual projects are progressed through the stages of development.

WG have confirmed that Band B of the 21st Century Schools and Education Programme, will be funded by both capital and revenue budgets:

- A capital funding programme will continue for Band B at the current WG grant funding level of £100-120m per annum for all LAs in Wales (£600m for the 5 year programme).
- £500m revenue funding is available via an optional Mutual Investment Model (MIM) approach for larger collaborative contractor led projects in Band B

WG have considered grant intervention rates for Band B and have recently indicated the following:

- The grant rate for capital remains at 50%.
- The grant rate for Voluntary Aided schools remains at 85%. (However, unlike the Band A arrangement, the 85% will not be subsumed within the overall 50% grant rate for a Local Authority).
- The grant rate for projects funded through the Mutual Investment Model (MIM) is 75%.

The total amount of the projects identified in Band B is currently £129.5m. The capital and revenue requirements to deliver the programme are as follows:

- WG - £52.25 Capital (2019-2024), £18.75m Revenue (MIM over 25 years)
- Carmarthenshire - £52.25m Capital (2019-2024), £6.25 Revenue (MIM over 25 years)

The Authority is required to provide details of funding arrangements for the Band B submission and confirm whether or not it is affordable for both capital and revenue elements.

There is currently £5.5m identified in the in the capital programme in 2020/21 as the Authority's contribution to Band B projects.

4. ICT

The use of ICT is of critical importance to the management and delivery of education in order to facilitate and implement the breadth of curricular choice necessary for all learners. The provision of new, adapted, or refurbished buildings will provide the opportunity for ICT to be integrated into modern infrastructure which is extremely reliable and easy to use.

The aspirations are to develop real and virtual workspaces which help to make effective, personalised learning a reality for all students; enable teachers and other professionals to focus on their core tasks and be more effective; and provide parents and carers with easy access to information about learners' achievements and progress. Also it will facilitate access to high quality learning materials in a wide range of settings through as wide a range of end-user devices as possible.

5. Risk Management Issues

Risk management will be fundamental to the effective delivery of the school modernisation programme and its individual projects. Projects will be managed in line with recognised best practice for the construction sector, including the use of risk registers at all stages of planning and delivery. Risks are managed by the Corporate Modernising Education and Communities Programme (MECP) Board.

6. Organisational Development

Proposals for the transformation of school structures will inevitably have significant staffing implications requiring workforce re-modelling. Specific issues cannot be forecast with accuracy at this early stage and issues will be dealt with and reported as individual projects or groups of projects develop in accordance with established human resource policies.

7. Physical Assets

Proposals for the transformation and modernisation of the schools network will have significant implications for the schools estate. This will involve the creation of new school premises and the refurbishment of some existing school premises. It will also result in some existing operational assets becoming redundant. When this situation arises assets will be managed in accordance with established policies and in the context of the Council's match funding for the programme being partly met from anticipated capital receipts from the sale of surplus assets. Investment in new facilities will have regard to partnership working and will foster the co-location of services, including those managed by partner organisations, where practical and beneficial.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed:	E.D.G Morgans	Director of Education and Children's Services
	S. Davies	Modernisation Services Manager

1. Scrutiny Committee

ECS Scrutiny Committee are presented with this progress report on 25th January 2018 and will be consulted on individual school reorganisation proposals as they are taken forward.

2. Local Member(s)

Local Members will be consulted on individual school reorganisation proposals as they are taken forward.

3. Community / Town Council

Town and Community Councils have not been consulted at this stage as this is a strategic matter for the County Council.

Town and Community Councils will be consulted on individual school reorganisation proposals as they are taken forward.

4. Relevant Partners

Key partner organisations, including the Church in Wales, Roman Catholic Church and Coleg Sir Gar, are consulted on proposals that affect them.

Schools affected will be fully consulted on individual school reorganisation proposals as they are taken forward.

5. Staff Side Representatives and other Organisations

Not applicable at this stage as this is a strategic matter.

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Carmarthenshire 21 st Century Schools Modernising Education Programme BIENNIAL REVIEW 2016	MEP	http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&MId=350&Ver=4
21 st Century Schools Website		www.21stcenturyschools.org
21 st Century Schools: Information Document (May 2010)	MEP	www.wales.gsi.gov.uk
21 st Century Schools: Information Document (May 2010) - Summary	MEP	www.wales.gsi.gov.uk
21 st Century Schools Strategic Outline Programme Template	MEP	www.wales.gsi.gov.uk
Modernising Education Programme (May 2005)	MEP	Department for Education and Children Building 2, Parc Dewi, Carmarthen.

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Carmarthenshire County Council
Modernising Education Programme (MEP)
Progress Report to December 2017



Project Name	Project Type	School(s)	Project Description	Statutory Consultation Process Status	Business Cases Status	Design / Construction Status	Project RAG Rating	Issues
Band A Projects								
Strade Phase 1	Investment	Strade	Multi extension and refurbishment project	N/A	Complete	Complete	Green	None
Carreg Hirfaen	Investment	Carreg Hirfaen	Invest to provide new School premises	N/A	Complete	Complete	Green	None
Burry Port	Investment	Burry Port Infants and Juniors	Establish new primary school to replace Burry Port Infants and Burry Port Junior schools. Invest to provide modern facilities.	Complete	Complete	Complete	Green	None
Pen Rhos (formerly Seaside)	Reorganisation and Investment	Copperworks (I), Lakefield	Establish a new primary school at Seaside to replace the existing Lakefield Primary School and Copperworks Infants.	Complete	Complete	Construction in progress Occupation April 2018.	Green	None
Llanelli Vocational Village	Investment	Bryngwyn, Glan Y Mor, St John Lloyd, Strade, Coedcae	Multi extension and refurbishment project Bryngwyn - Construction skills centre: Glan Y Mor - Child care. Vocational elements for St John Lloyd, Coedcae & Strade included as part of larger Band A schemes	N/A	Complete	Glan Y Mor – Complete Bryngwyn - Complete Strade - Completed as part of main Band A Scheme Coedcae - Completed as part of main Band A Scheme St John Lloyd - Being completed as part of main Band A Scheme	Green	None
Trimsaran	Investment	Trimsaran	Invest to provide new School premises	N/A	Complete	Construction nearing completion	Green	None
Coedcae Phase 1	Investment	Coedcae	Multi extension and refurbishment project	N/A	Complete	Complete	Green	None
Parc Y Tywyn	Investment	Parc y Tywyn	Invest to provide modern facilities	Statutory process to increase age range of school from 4-11 to 3-11 in progress.	Complete	Construction in progress	Green	None
Llangadog (Cwm Tywi East)	Reorganisation and Investment	Llangadog, Llansadwrn, Llanwrda	Review the future provision of education in the area served by the school as part of a wider strategic review to include Llangadog, Llansadwrn, Llanwrda. Invest in chosen solution	Llansadwrn and Llanwrda Schools closed formally in April 2017.	Complete	Construction to commence January 2018.	Green	None
Rhydygors	Investment	Rhydygors Rhydygors Day Unit Canolfan Y Gors	Investment to provide modern facilities on the Rhydygors site	N/A	BJC required	Project on hold pending conclusion of Behavior Services Review Proceeding with essential maintenance only	Red	Managing Stakeholder expectations
Dewi Sant	Investment	Dewi Sant	Invest to provide new School premises	N/A	SOC Approved OBC Approved FBC to be submitted early 2018.	Planning PAC completed Scheme to be submitted for planning early 2018.	Red	Opposition to preferred site - Llanerch playing fields Village Green application submitted - Public enquiry to be held in April 2018
Gorslas	Reorganisation and Investment	Gorslas with implications for Maesybont	Invest in new school premises in the Gorslas	Statutory process to increase size of school to 210 in progress	SOC approved OBC/FBC required	Scheme design in progress Planning PAC completed	Green	Land ownership and covenant issues to be resolved
Pontyberem	Investment	Pontyberem with implications for Bancffosfelen	Invest to provide modern facilities	N/A	BJC approved	Construction in progress	Green	None
Rhys Pritchard	Investment	Rhys Pritchard	Investment to relocate Ysgol Rhys Pritchard to former Pantycelyn School site	N/A	BJC being prepared	Scheme design in progress	Green	None
Laugharne VC	Reorganisation and Investment	Laugharne, Tremiolet, Llanmiloe	Investment to modernise Laugharne VC School to accommodate Tremiolet and Llanmiloe Schools	Not Started - TBC following resolution of land issues.	BJC required	Scheme design on hold pending conclusion of land issues.	Red	Land acquisition required Scheme dependant on reorganisation of schools
St John Lloyd Phase 1	Investment	St John Lloyd Phase 1	Multi extension and refurbishment project	N/A	Complete	Construction nearing completion.	Green	None
Accelerated Band B Projects								
Heol Goffa	Investment	Heol Goffa	Invest in new school premises	Full statutory consultation required - Not started	SOC & OBC/FBC required	Scheme design in progress	Green	None
Kidwelly - Y Castell	Investment	Y Castell	Invest in new school premises	N/A	SOC & OBC/FBC required	Scheme design in progress	Green	None
Pembrey	Investment	Pembrey	Invest to provide modern facilities	N/A	SOC Approved OBC/FBC required	Scheme design in progress	Green	None
Five Roads	Investment	Five Roads	Invest in existing premises.	N/A	BJC required	Scheme design in progress	Amber	Land acquisition imminent.

Please Note: The Modernising Education Programme is reviewed on a regular basis and is liable to change over time. Criteria have been established and approved to guide the decision making process.

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 25 JANUARY 2018

MODERNISING EDUCATION PROGRAMME

**Proposal to provide nursery provision at Ysgol Parc y Tywyn
by increasing its age range from 4-11 to 3-11**

To consider and comment on the following issues:

1. The observations received and the local authority's responses following the consultation period (Consultation Report attached).
2. The publication of a statutory notice to implement the proposal.

Reasons:

- To comply with statutory procedures and guidance in relation to school re-organisation.
- To formulate views for submission to Executive Board for consideration.

To be referred to the Executive Board for decision:

Yes, 26 February 2018

Executive Board Member Portfolio Holder:

Cllr. Glynog Davies (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Gareth Morgans</p> <p>Report Author: Simon Davies</p>	<p>Designations:</p> <p>Director of Education and Children's Services</p> <p>Modernisation Services Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246522 EDGMorgans@sirgar.gov.uk</p> <p>01267 246471 SiDavies@sirgar.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 25 JANUARY 2018

MODERNISING EDUCATION PROGRAMME Proposal to provide nursery provision at Ysgol Parc y Tywyn by increasing its age range from 4-11 to 3-11

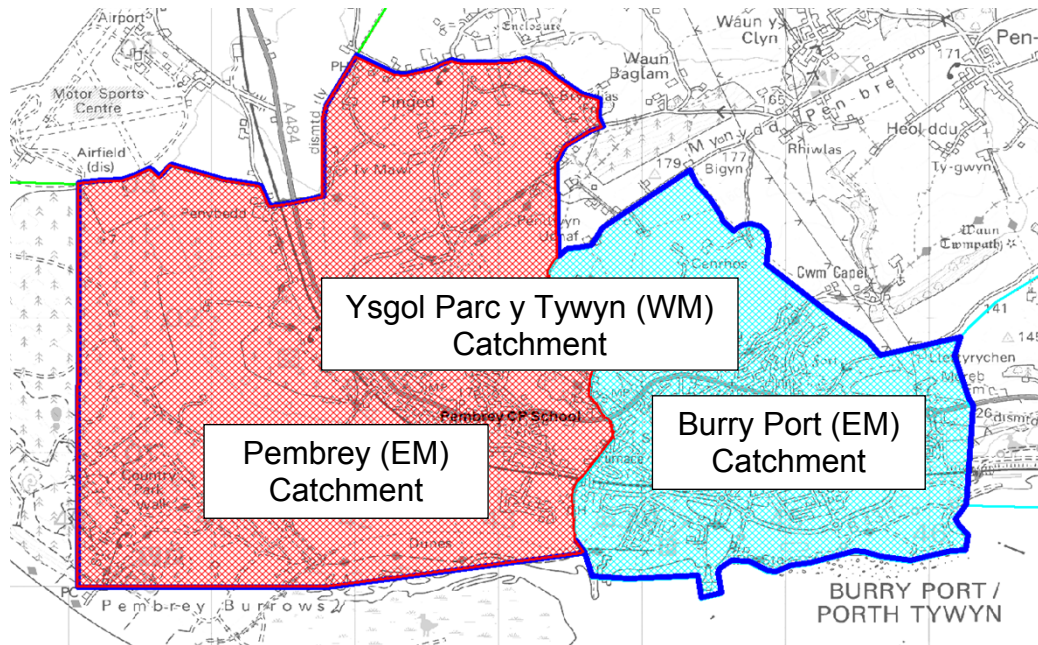
Proposal

- 1) To standardise the **local authority nursery provision** in the areas of Burry Port and Pembrey:

Ysgol Parc y Tywyn is a Welsh Medium school with an age range of 4-11.

Outlined in blue below is the catchment area for Ysgol Parc y Tywyn.

The school shares the same catchment as the combined Burry Port Community School and Ysgol Pembrey catchment.

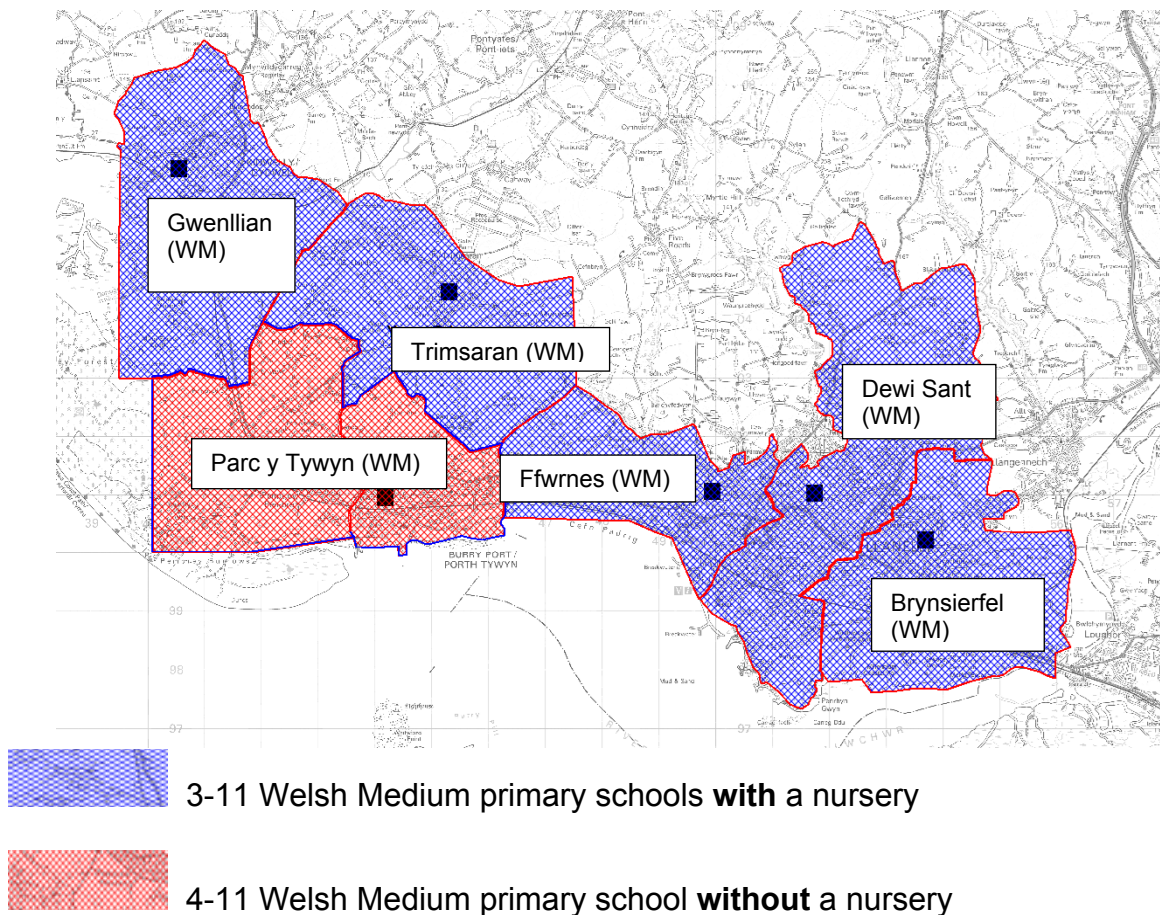


WM – Welsh Medium EM – English Medium

Burry Port Community School and Ysgol Pembrey are categorised as English Medium language schools. The age range at the schools is 3-11. Nursery provision is being provided at both schools.

This proposal seeks to standardise the nursery education for the area by ensuring that the same level of provision is provided at both the Welsh and English medium schools in the areas of Burry Port and Pembrey.

1) To standardise the local authority **Welsh Medium nursery provision** in the area:



As can be seen above, Ysgol Parc y Tywyn is surrounded by Welsh Medium schools that provide local authority nursery provision.

This proposal seeks to standardise the nursery provision in Welsh Medium schools by ensuring that the same level of provision is provided at all **Welsh medium schools** in the area, including Burry Port and Pembrey.

Recommendation

That the committee endorses the proposal and recommends to the Executive Board the publication of the Statutory Notice.

DETAILED REPORT ATTACHED?	YES – Consultation Document
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I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **G. Morgans** Director of Education and Children's Services

S. Davies Modernisation Services Manager

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	YES	YES

1. Policy, Crime & Disorder and Equalities

Developments are consistent with National, Welsh Government and the Authority's Corporate Strategy. The Welsh Government Welsh Language Strategies and the Authority's Welsh Language Development Strategy and Welsh In Education Strategic Plan as well as the Children and Young People's Plan and Modernising Education Strategic Outline Programme.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

4. ICT

None

5. Risk Management Issues

The disparity between Welsh and English nursery provision with the catchment of Ysgol Parc y Tywyn.

6. Staffing Implications

There will be staffing implications for Ysgol Parc y Tywyn in terms of appointing additional teaching and support staff for the nursery. This can be managed effectively through existing staff recruitment arrangements.

This proposal will have a detrimental effect on employment for local private providers as provision is currently being provided for 3 year olds by local nurseries and childminders.

7. Physical Assets

None

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **G. Morgans** **Director of Education and Children's Services**
 S. Davies **Modernisation Services Manager**

1. Scrutiny Committee – The Scrutiny Committee were made aware of the formal consultation period.

2. Local Member(s) – Local members in the Wards of Pembrey (Cllr. Shirley Matthews and Cllr. Hugh Shepardson) and Burry Port (Cllr. John James and Cllr. Amanda Fox) have been kept fully informed and were consulted during the consultation period.

3. Community / Town Council – The Pembrey & Burry Port Town Council were formally consulted with during the consultation period.

4. Relevant Partners – All relevant partners were formally consulted with during the formal consultation period, including existing nurseries and childminders.

5. Staff Side Representatives and other Organisations – Staff side representatives and other organisations, such as the local nurseries and childminders were formally consulted with during the consultation period.

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Strategic Outline Programme 21 st Century Schools	Strategic Outline Programme 21 st Century Schools
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017	WESP 2014-2017
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016

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DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION DOCUMENT

Proposal to change the age range of **Ysgol Parc y Tywyn**
from 4–11 to 3–11

*Our Vision.....Carmarthenshire is a community where children
are safe and nurtured and learners of all ages are supported
to achieve their full educational potential*

6 November 2017

Gareth Morgans
Director of Education & Children's Services

School Modernisation Section

Simon Davies, Modernisation Services Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Email: DECMEP@carmarthenshire.gov.uk

Telephone: 01267 246475

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embraces the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well-being of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans
Director of Education & Children's Services

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium

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1. Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it has in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary schools in the County and this includes consulting on the future shape of education in Ysgol Parc y Tywyn. The proposals for change included in this document are in line with that long-term objective.

This document seeks to stimulate the process of consultation by explaining the Authority's preferred option for the future provision of primary education for the pupils of **Ysgol Parc y Tywyn**. The document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered.

Consultation on this proposal will follow the guidelines established by the Welsh Government and will involve identified interested parties.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response Pro-forma included in **Appendix E** of this document or by E-mail to: DECMEP@carmarthenshire.gov.uk for any response.

1.1 The Consultation Process

The consultation process will be outlined in detail in **section 6** of this consultation document. The consultation on this proposal will follow guidelines as established by the Welsh Government.

1.2 Who else will be consulted?

This document has been sent to the following interested parties:

Staff (Teaching and Ancillary) Ysgol Parc y Tywyn	Governors and Parents Ysgol Parc y Tywyn
Carmarthenshire Children's Partnership Child Care / Early Years Communities First Partnership	Community Councillors Pembrey & Burry Port Town Council
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) Regional Assembly Members	National Association of Schoolmasters and Union of Women Teachers (NASUWT)

National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT) / Voice the Union
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools in Carmarthenshire
UNITE the Union	LA Special Educational Needs section
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Public Services Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	Diocesan Director of Education
Flying Start	Families First Carmarthenshire
Additional Learning Needs Partners	Mudiad Ysgolion Meithrin and any current local nursery or childminder

*Consultation document sent to Headteachers and Chair of Governors of - **Primary Schools** - Burry Port Community Primary School, Ysgol Pembrey, Ysgol Trimsaran, Ysgol Y Castell and Ysgol Gwenllian, and **Secondary Schools** - Ysgol Glan-y-Môr and Ysgol Y Strade.

1.3 Consultation with Pupils

There will be an opportunity for the pupils of Ysgol Parc y Tywyn to participate in the consultation process during a session which will be conducted at the school with the challenge adviser.

1.4 Consultation Period

There will be a period from **6 November 2017** to **17 December 2017** when you can express your views.

You can express your views by writing a letter or alternatively completing the attached response form in **Appendix E** which should be received by the Department for Education and Children's Services, Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB, or by E-mail to: DECMEP@carmarthenshire.gov.uk no later than noon on **17 December 2017**.

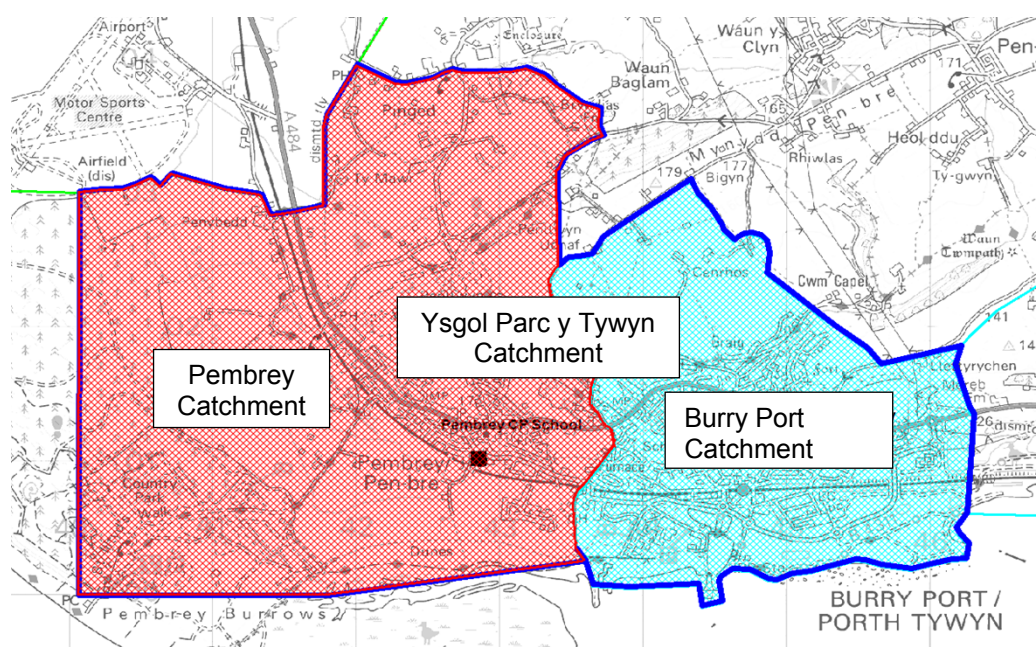
2. Background

Carmarthenshire County Council is committed to providing each child with the best possible start in life and meeting the aspirations of Welsh Government as set out in their strategic documents e.g. *Building a Brighter Future: The Early Years and Childcare Plan*, *Qualified for life: An education improvement plan*.

The provision of high quality early years education is key to realising this ambition.

Currently the age range of this school is 4-11.

Outlined in blue below is the catchment area for Ysgol Parc y Tywyn. The school shares the same catchment as the combined catchments of Burry Port Community School and Ysgol Pembrey.



The association between the catchments of Ysgol Parc y Tywyn, Pembrey and Burry Port primary schools can be seen in the above map, with Pembrey catchment to the West side of Ysgol Parc y Tywyn and Burry Port catchment to the East side of Ysgol Parc y Tywyn catchment area.

Burry Port Community School and Ysgol Pembrey are both categorised as English Medium language schools. The age range at the schools is 3 -11, therefore nursery provision is provided at both schools.

This proposal seeks to standardise the nursery education for the area by ensuring that the same level of provision is provided for both the **Welsh and English medium schools**.

Current position within Carmarthenshire

Designated early years provision is offered in **36 schools** across the County Council.

Ysgol	Age Range
Betws	3-11 years
Bigyn	3-11 years
Bro Brynach	3-11 years
Bryn	3-11 years
Bryn Teg	3-11 years
Brynaman	3-11 years
Brynsierfel	3-11 years
Burry Port	3-11 years
Bynea	3-11 years
Cross Hands	3-11 years
Dafen	3-11 years
Dewi Sant	3-11 years
Gymraeg Ffwrnes	3-11 years
Griffith Jones	3-11 years
Gwenllian	3-11 years
Halfway	3-11 years
Johnstown	3-11 years
Llangain	3-11 years
Llangynnwr	3-11 years
Maes y Morfa	3-11 years
Model	3-11 years
Myrddin	3-11 years
Nantgaredig	3-11 years
Pembrey	3-11 years
Pen Rhos	3-11 years
Pen-y-Gaer	3-11 years
Pwll	3-11 years
Richmond Park	3-11 years
St Mary's , Llanelli	3-11 years
St Mary's Carmarthen	3-11 years
Stebonheath	3-11 years
Teilo Sant	3-11 years
Trimsaran	3-11 years
Ysgol y Bedol	3-11 years
Y Castell	3-11 years
Y Dderwen	3-11 years

Ysgol Feithrin Rhydaman provides for Bro Banw and Ysgol Gymraeg Rhydaman.

- There are **65 schools** in Carmarthenshire that do not have designated early years provision.
- Early Years Foundation Phase Learning Provision in Carmarthenshire is being offered in **47 non-maintained settings**.

This document sets out the proposal to formally change the age range of Ysgol Parc y Tywyn from 4-11 to 3-11 as from the beginning of the 2018/19 autumn term, to enable the incorporation of nursery provision in to the school's new building.

The County Council has a legal duty to look at the number and type of schools it has in Carmarthenshire and is required to make sure that they are located in the right place, have the right facilities for the future and have the right resources to deliver education and learning for pupils. We think that both our pupils and staff deserve nothing less.

Changes in the curriculum and the way in which children will be taught in the future also means that we also have to look at whether or not, it is possible to review the age range of its schools to meet the future needs of the pupils.

3. What are we aiming achieve?

We are seeking to standardise the nursery provision at both the Welsh and English schools in the Burry Port and Pembrey areas. This will ensure that there is seamless transition through from nursery age to primary aged pupils in the Welsh Medium sector.

Nursery provision for the community is currently provided by privately run nurseries and childminders. Although the provision is of high quality, the introduction of a Local Authority Nursery will in the authority's opinion, lead to a more integrated approach for the education of young children.

The Welsh Medium provision for children at a 3-11 Primary School will allow young children in the area to smoothly progress from nursery provision on to foundation phase.

The benefits of this transition will ensure continuity of progression whilst providing a seamless progression from nursery into primary and from primary into secondary education. It is known that children benefit educationally from the elimination of stages of transfer.

On average 75% of the pupils that arrive at Ysgol Parc y Tywyn have very little, or no Welsh at all, as it is not the language spoken at home. This proposal will immerse these pupils sooner in the Welsh language.

Pupils with Additional Learning Needs will also benefit greatly. Parents will have a specialist Additional Learning Needs Coordinator to help them access necessary services and to advise parents on how to help their children begin their formal education on a more level playing field with their cohorts.

It is important that the pupils of Ysgol Parc y Tywyn begin their educational continuum at the earliest point of provision. All pupils transfer to Ysgol Y Strade and continue their studies through the medium of Welsh. It is vital that pupils begin at Ysgol Parc y Tywyn as early as possible, to ensure that their educational journey is a success as possible and for their full potential to be reached.

Conclusion

In order to support the seamless transition of pupils through the Nursery to Primary school admission, it is considered essential that the County Council moves to extend the age range of Ysgol Parc y Tywyn from 4-11 to 3-11. The provision to be provided at the new replacement school building which is currently being constructed on the former Burrows Yard near Burry Port Harbour.

This proposal will address the current disparity between the Welsh and English nursery provision being offered in this area. This will also bring Ysgol Parc y Tywyn in line with all other Welsh Medium primary schools in the Llanelli area (Ysgol Gymraeg Ffwrnes, Ysgol Gymraeg Brynsierfel and Ysgol Dewi Sant), which offer Welsh medium nursery provision.

3.1 The Proposal

“To change the age range at Ysgol Parc y Tywyn from 4-11 to 3-11 for the beginning of the school 2018/19 academic year (1 September 2018) in the new school building which is currently being constructed on the former Burrows yard, Burry Port.

3.2 Alternative Options Considered

Option 1

Continue with the present arrangement.

This was considered prejudicial to Ysgol Parc y Tywyn as it would not offer the same level of nursery provision as the English medium primary schools it shares its catchment with and the Welsh medium primary schools it is surrounded by.

Option 2

Provide nursery provision at neighbouring schools.

Similar to option 1 it would not address the issue of pupils living within the catchment of Burry Port and Pembrey not being given the option of attending a Welsh Medium primary school nursery within catchment.

Option 3

Create a standalone Welsh Medium nursery for the catchment of Burry Port and Pembrey.

This option would not offer the benefits of seamless transition and ensure the continuity of progression from nursery into primary education.

3.3 Advantages and Disadvantages

The advantages are as follows:

Standardisation of Welsh & English Medium nursery provision for pupils living within the catchment of Burry Port and Pembrey.

Standardisation of Welsh Medium nursery provision for pupils living in the Llanelli and surrounding areas.

Seamless progression from nursery into primary school for Welsh medium pupils living in the areas Burry Port and Pembrey.

Opportunity for employment at Ysgol Parc y Tywyn.

The disadvantages are as follows:

The reduction in demand for places at the privately run nurseries and childminders who currently provide provision.

Unemployment due to the lack of demand at the private run nurseries and childminders.

3.4 Risks Associated with this proposal

Risk	Counter Measure
Failure to obtain statutory approval to implement the proposal	Follow guidelines as set out in the School Organisation Code 2013
Integration of pupils into the school	The Authority will work with the pupils to ensure smooth transition and integration into the school

3.5 Staffing

There will be staffing implications for Ysgol Parc y Tywyn in terms of appointing additional teaching and support staff for the nursery. This can be managed effectively through existing staff recruitment arrangements.

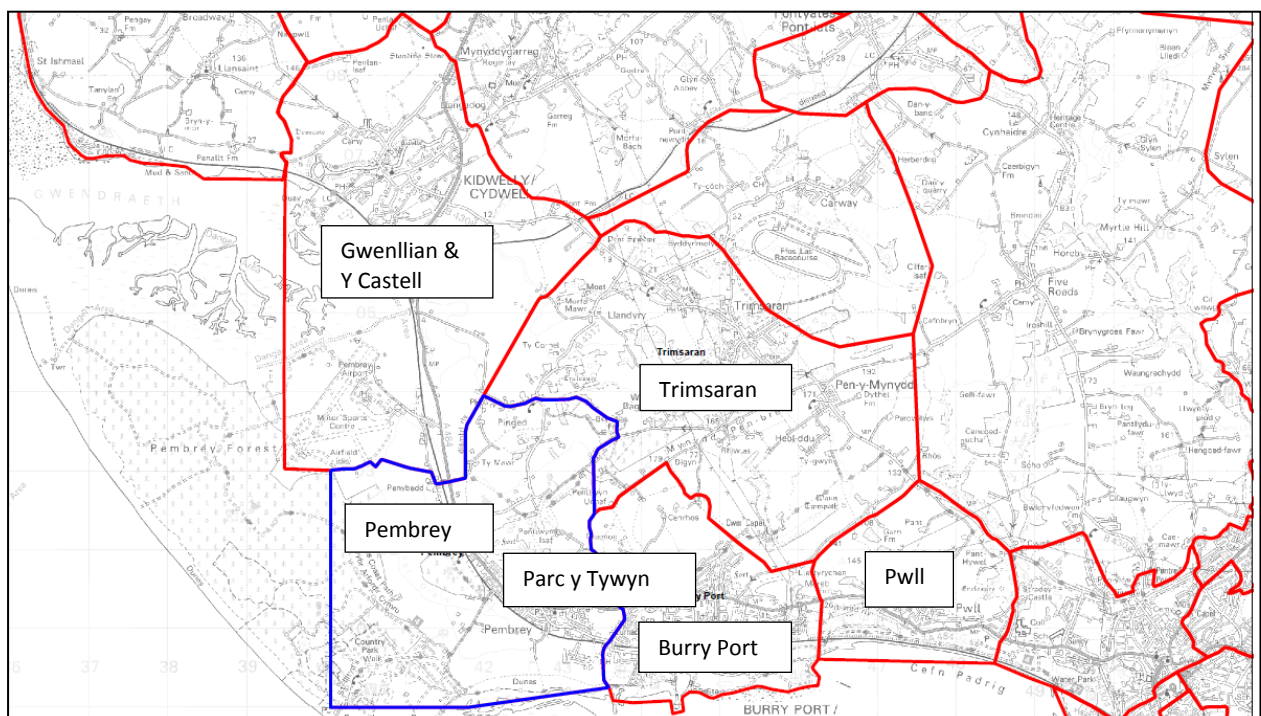
4. General Information

School / Nursery Providers which may be affected by this proposal

The catchment area of Ysgol Parc y Tywyn is surrounded by the following community primary schools:

Burry Port Community Primary School, Burry Port
Ysgol Pembrey, Pembrey
Ysgol Trimsaran, Trimsaran
Ysgol Y Castell, Kidwelly
Ysgol Gwenllian, Kidwelly
Ysgol Pwll, Pwll, Llanelli
Ysgol Gymraeg Ffwrnes, Ffwrnes, Llanelli

The following diagram shows the catchment areas for the schools



Name of School	Type of School	Language Category	Admission Number	Capacity (as at Jan 2017)	Jan 2017 PLASC Number Total (FTE)	Age Range
Burry Port	Community Primary	EM	30	240	207	3 - 11
Pembrey	Community Primary	EM	30	240	235	3 - 11
Trimsaran	Community Primary	WM	30	240	172	3 - 11
Y Castell	Community Primary	EM	30	244	267	3 - 11
Gwenllian	Community Primary	WM	18	141	129	3 - 11
Pwll	Community Primary	EM	15	123	92	3 - 11
Gymraeg Ffwrnes	Community Primary	WM	60	480	398	3 - 11

4.2 Pupil Numbers in Full Time Education (FTE) (Inc. Nursery) (Neighbouring schools)

The table and graph below shows pupil numbers in full time education (PLASC 2017) for Ysgol Parc y Tywyn, Ysgol Pembrey, Burry Port Community Primary School, Ysgol Trimsaran, Ysgol Y Castell and Ysgol Gymraeg Gwenllian, for January 2017 and the projected numbers for the next five years.

School	Capacity (Inc. Nursery)	Total Pupils FTE	Total Pupils FTE	Total Pupils FTE	Total Pupils FTE	Total Pupils FTE	Total Pupils FTE	Total Pupils FTE
		2017 (Inc. Nursery)	2018 (Inc. Nursery)	2019 (Inc. Nursery)	2020 (Inc. Nursery)	2021 (Inc. Nursery)	2022 (Inc. Nursery)	2023 (Inc. Nursery)
Burry Port	240	207	213	211	213	216	204	211
Pembrey	240	235	230	218	201	201	198	205
Trimsaran	240	172	176	176	181	187	184	182
Y Castell	244	267	260	255	249	251	254	254
Gwenllian	141	129	132	129	129	133	133	132
Pwll	123	92	96	99	100	103	105	103
Gymraeg Ffwrnes	480	398	410	426	432	438	431	433

The above table includes Full time Equivalent pupil data

4.3 Nursery providers - (within a 1 mile radius of Ysgol Parc y Tywyn)

This proposal will have a detrimental effect on employment for local private providers as provision is currently being provided for 3 year olds by local nurseries and childminders.

Primary Type	Provider Name
Full Day Care	Meithrinfa Hapus Dyrfa
Full Day Care	Serendipity Day Nursery
Full Day Care/ Sessional Care	Cylch Meithrin Porth Tywyn
Flying Start Burry Port	Hapus Dyrfa
Flying Start Pembrey	Serendipity
Cylch Meithrin	Burry Port Community Primary
Childminder	Mrs Christine Park
Childminder	Mrs Heather Williams

5. General School Information – Ysgol Parc y Tywyn

5.1 Pupil Projections

The following table shows the actual pupil numbers at Ysgol Parc y Tywyn at January 2017 and projected pupil numbers at the school for next five years.

School	Capacity (Inc. Nursery)	Total Pupils FTE 2017	Total Pupils FTE 2018	Total Pupils FTE 2019 (Inc. Nursery)	Total Pupils FTE 2020 (Inc. Nursery)	Total Pupils FTE 2021 (Inc. Nursery)	Total Pupils FTE 2022 (Inc. Nursery)	Total Pupils FTE 2023 (Inc. Nursery)
Parc y Tywyn	323~/315	262~	272~	308	306	296	299	304

~ The existing building does not include a nursery.

5.2 Historical Pupil Numbers

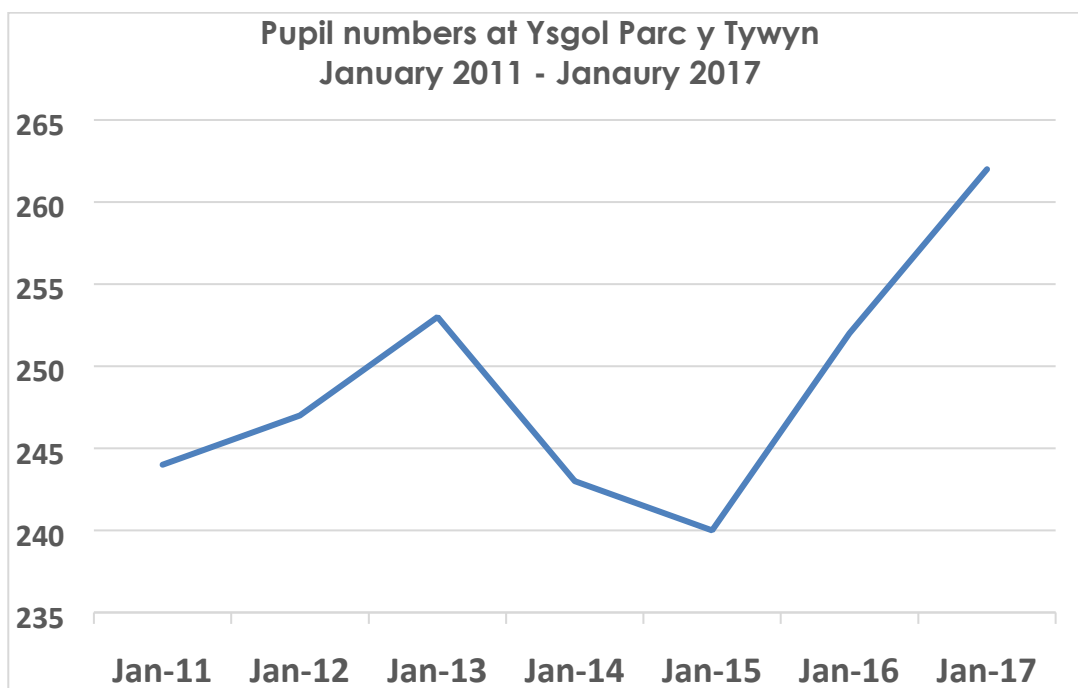
5.2.1 Current Trends

The following table and graph shows pupil numbers for January 2017 and the previous six years.

	2yrs (PT)	2yrs (FT)	3yrs (PT)	3yrs (FT)	4yrs (PT)	4yrs (FT)	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total (PUP)	Total (FTE)
*Jan-17	0	0	0	18	0	44	30	31	42	35	37	25	262	262
*Jan-16	0	0	0	22	0	28	30	41	35	40	25	31	252	252
*Jan-15	0	0	0	10	0	29	41	35	41	24	31	29	240	240
*Jan-14	0	0	0	16	0	36	36	39	24	31	29	32	243	243
*Jan-13	0	0	0	22	0	38	40	27	31	31	34	30	253	253
*Jan-12	0	0	0	18	0	41	29	31	34	33	32	29	247	247
*Jan-11	0	0	0	24	0	28	32	34	34	33	30	29	244	244

*Age of pupils as at 31 August of the previous year.

It can be seen from the information above and following graph that pupil numbers have remained consistently high.



5.3 Pupil Capacity Information

The methodology used for the calculation of school capacities is as per Welsh Government guidelines. "Measuring the Capacity of Schools in Wales" (MCSW).

	Actual Pupil Total (FTE) Jan 2017					
	Jan 2017*	Jan 2018*	Jan 2019	Jan 2020	Jan 2021	Jan 2022
Total projected numbers	262*	272*	309	306	296	299
Capacity (Nursery + Primary)	323*	323*	360 (45 + 315)	360 (45 + 315)	360 (45 + 315)	360 (45 + 315)
Surplus	61*	51*	51	54	64	61

* The Existing building does not include a nursery.

The table above provides an analysis of the implications of accommodating nursery pupils at the school.

As can be seen, the capacity of the new Ysgol Parc y Tywyn school has been designed to ensure that there is enough capacity at the school to allow for the future increase of pupil numbers.

5.4 Quality and Standard of education

The most recent Estyn inspection for Ysgol Parc y Tywyn took place in January 2012.

Context

'Ysgol Parc y Tywyn provides Welsh-medium education for pupils. The school serves the town of Burry Port and the surrounding area. It is located on the outskirts of the town, in the middle of an estate of council houses near the local secondary school. According to the school it is an area that is developing economically with recent developments in the world of tourism and leisure. Nine per cent of pupils are entitled to free school meals, a figure that is significantly lower than the average for Wales and the education authority's average'.

'Twenty-four per cent of pupils receive support for additional educational needs, a percentage that is a little higher than the national figure. Three pupils have a statement of special educational needs. No permanent exclusions have been recorded since the last inspection'.

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh

Summary

The School's current performance	Adequate
The Schools prospects for improvement	Adequate

Main Findings

Key Question 1.	How good are outcomes ?	Adequate
Key Question 2.	How good is provision ?	Good
Key Question 3.	How good are leadership and management ?	Adequate

The impact of this proposal would mean the integration of a nursery in Ysgol Parc y Tywyn.

The authority is of the opinion that this will improve the learning environment and experience. It would provide a more coherent foundation Phase for the young learners. This would be by the elimination of a stage of transition between nursery and reception, and the continuity of staffing and data transfer for individual pupils especially in teaching, care and support for pupils aged 3 – 11 years and provide the learning opportunities in a single through primary school that are available in other neighbouring schools in Carmarthenshire.

These factors would have a positive effect on the learning experience for the children.

5.5 School Standards

National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government.
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning.
- Assessment of the school's self-evaluation by challenge advisers in the regional consortia, agreed with the County Council.

The new categorisation system will give a clear and fair picture of a school's progress. There is a three step process in generating a category for a school, firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

The table below summarises the data for Ysgol Parc y Tywyn:

National School Categorisation System – Data 2016

School	Standards Group	Improvement Capacity	Support Category
Ysgol Parc y Tywyn	2	A	Green

As can be seen from the table above Ysgol Parc y Tywyn has been categorised in the Green category which is reported as being a **'highly effective school'** which is **'well run'**, has a **'strong leadership'** and is **'clear about its priorities for improvement'**.

Leadership and Management

It is not anticipated that learner outcomes will be adversely affected during the change to the age range from 4-11 to 3-11. Indeed, we are wholly confident that learner outcomes will be enhanced as learners are integrated into an appropriate learning environment from an earlier age. All aspects of provision and outcomes will be monitored in line with the high expectations and processes of our regional school improvement service – ERW.

In addition, the County Council collects and collates learner outcomes on a regular and systematic basis to ensure the frequent monitoring and progression of standards across all core areas of learning. This will continue throughout the proposal of change to ensure that learner outcomes are continuously monitored and not affected as a result of the proposal. Central to this work will be the support and challenge work undertaken by ERW Challenge Advisers within the school. This activity will include a menu of scheduled visits focusing on analyses of pupil outcomes and the quality of teaching provision and learning. It is important to note that the findings of this work are always shared directly with the Governing Body. This ensures the highest levels of whole school accountability are firmly in place in support of learners' outcomes.

ERW Challenge Advisers place much emphasis on a school's ability to demonstrate high levels of 'valued added performance' based on an individual learner's benchmark starting point. This aspect will remain a key feature of the monitoring and review of the school's performance during this period.

5.6 Pupil Costs

Based on 2017/18 data the budget cost per pupil is £3,166 at Ysgol Parc y Tywyn, which is lower than the county average of £3,649.

5.7 Financial Implications - Revenue

Ysgol Parc y Tywyn is funded in accordance with the County Council Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

5.8 Admission Arrangements

The County Council is the Admissions Authority for Ysgol Parc y Tywyn. The current admission number (AN) is 40. When the new building has completed the Admission number will increase to 45.

If you have any queries in relation to admission to the school the contact details for Carmarthenshire LA are as follows:

School Admissions Unit
Carmarthenshire County Council
Department for Education and Children
Building 2, St. David's Park
Carmarthen. SA31 3HB

Tel No: 01267 246449

E-mail : admissions@carmarthenshire.gov.uk

5.9 Building Facilities

Existing

The **Building Condition Survey undertaken in August 2001** reported that Ysgol Parc y Tywyn is 'located on the edge of Porth Tywyn, built in the early 1970s comprising of a modular style block brick with low-pitched roof. Terrapin classrooms have been added to provide additional classroom facilities'.

'Access for wheelchair disabled and the partially sighted would be possible with the introduction of some small ramps to the entrance doors'.

In 2010 as part of the **National 21st Century School Programme assessment**, EC Harris carried out a survey on behalf of all schools in Wales. The survey scored each school building for

1) Condition, 2) Priority and 3) Suitability.

1) Condition – Categorized from A to D:

- A Good (No Deterioration)
- B Satisfactory (Minor Deterioration)
- C Poor (Major Deterioration)**
- D Bad (Life Expired)

2) Priority – A recommended timeline from 1 to 3 for carrying out any work:

- 1 Urgent (1 Year)
- 2 Essential (2 Year)**
- 3 Desirable (3 to 5 Years)

3) Suitability – Categorised from A to D:

- A Good (Suitable levels for Teaching, Learning and Well Being in Schools)
- B Reasonable (but Behaviour / morale adversely and management affected)
- C Poor (Teaching methods inhibited)**
- D Bad (Severe situation and / or Unable to teach the curriculum)

Ysgol Parc y Tywyn building was categorised as follows:

Condition	Priority	Suitability
C	2	C

New Building

When the new building is completed it is expected to be awarded a grade A in Building Condition and the highest grade in respect of Suitability. It will also be fully compliant in respect of disability access and in respect of the EPC (Energy Performance Certificate), it receive an A rating.

5.10 Transport

Transport arrangements will be made in accordance with the Council Councils home to school transport policy. The overall change in travelling time is expected to reduce for pupils living within the catchment area due to new road infrastructure that has been put in place as part of the Burry Port harbour redevelopment.

5.11 School Catchment Area

The school's site will move from Heol Elfed to just off Burrows Terrace, which is less than a mile from the existing site. There will be no change in catchment area.

5.12 Secondary School Transfers

There will be no changes to the current transfer arrangements for pupils in respect of Secondary education.

5.13 Additional Learning Needs

There will be no change to the current provision offered for pupils with additional educational learning needs at the school.

6. The Statutory Process

6.1 Consultation Period

The consultation period for this proposal starts on **6 November 2017** and ends on **17 December 2017**. During this period you can ask questions and express your views by writing a letter or completing the attached response form in **Appendix E**. Letters and response forms should be sent to:

Department for Education and Children's Services, Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB, or by E-mail to: DECMEP@carmarthenshire.gov.uk no later than noon on **17 December 2017**.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined below.

6.2 Considering Your Views

Within 13 weeks of **17 December 2017** a consultation report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal.

The County Council of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the County Council of Carmarthenshire County Council decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

6.3 Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's web site and posted on the main and all other entrances of the school. Copies of the notice will be made available to the school to distribute to pupils, parents, carers and guardians, staff members and governors (the school may also distribute the notice by email).

The notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days.

6.4 Determination of Proposal

The Full County Council of Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the Executive Board will also take into account any statutory objections that is received.

6.5 Decision notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

6.6 The Statutory Process Time-Table

The statutory process and timetable will be as follows:-

<p>6 November 2017 (42 Days)</p>	<p>Issue of this consultation document to identified and other interested parties.</p>
<p>17 December 2017</p>	<p>Closing date for views on the proposal to be received by the Department for Education & Children.</p>
	<p>Within 13 weeks of 17 December 2017 a Consultation Report will be taken to the County Council and published on Carmarthenshire County Council's website.</p> <p>Decision to proceed to publish statutory notice. OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>
<p>April 2018</p>	<p>End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections that it received.</p> <p>Deadline to notify parents of intention to implement proposal.</p>
<p>July 2018</p>	<p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p>

7. Appendix A – Community Impact Assessment

Community Impact Assessment

Ysgol Parc y Tywyn is located in Heol Elfed, which is situated on the outskirts of Burry Port, in the middle of an estate of council houses near the local English medium secondary school.

Burry Port is located approximately 5 miles west from the town of Llanelli.

There are currently 262 pupils between three (rising fours) and 11 years old on roll. There are ten classes in the school. The number of reception classes has increased from one to three to accommodate a rise in pupil numbers. Approximately 10.9% of pupils are entitled to free school meals.

There are currently 27 pupils with additional learning needs at the school. 2 pupils are statemented, 11 pupils are categorised as Action plus and 14 are School Action.

There are very few pupils from minority ethnic backgrounds.

The school currently provides education for pupils between 4 – 11. The new school building when completed will have provision to accommodate a nursery class which will increase the age range to 3 – 11. Pupils are taught through the medium of Welsh.

The school provides a choice of after school activities which include various clubs which cater a range of outdoor activities and clubs that develop pupil self-confidence and independence. There is good provision to ensure continuity and progression in pupils knowledge and understanding of basic skills as they move through the school.

The partnership with parents and the community is an outstanding feature of the work and activities of the school.

Catchment Area Analysis

Local / Catchment Area School

Carmarthenshire County Council recognises that there is an important relationship between a school and its community. The County Council has therefore identified a designated geographical area which the school serves and is referred to as the school's catchment area. Details of a school's catchment area is available from the school, or the County Council's website or available from the relevant Admissions Authority.

Whilst living in a school's catchment area does not guarantee admission to the school it is an important factor as it will give the application a higher priority

than those from individuals who live outside the catchment area. Residency within the defined catchment area of a school is also important as it is one of the key criteria in assessing eligibility for assistance with home to school transport.

Prior to making an application for admission to a school the County Council strongly recommends that you contact, discuss and if possible visit your local school so that you are aware of the facilities and opportunities they are able to offer.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Children attending the school from inside catchment

Based on January 2017 pupil address data, the geographical data in relation to the pupil distribution for Ysgol Parc y Tywyn catchment area indicated that of the 262 pupils on roll, 240 lived within the catchment area.

Children attending the school from outside catchment

Based on January 2017 pupil address data, the geographical data in relation to the pupil distribution for Ysgol Parc y Tywyn catchment area indicated that of the 262 pupils on roll, 22 pupils lived outside the catchment area.

Children within the catchment area attending other schools

Based on January 2017 pupil address data, the geographical data in relation to the pupil distribution for Ysgol Parc y Tywyn catchment area indicated that 398 pupils within the catchment attend other schools. A significant number of these pupils attend either Burry Port or Pembrey primary schools as they share the same catchment at Ysgol Parc y Tywyn.

Ysgol Parc y Tywyn Facilities / Activities

Ysgol Parc y Tywyn offers pupils a breakfast club during term time between 8am and 8:50am. The school also offers after school clubs for pupils wishing to participate in various activities between Monday and Friday until 5:20pm every school day.

After school clubs deliver various activities (depending on the time of year), to extend the pupil learning experience by enabling them to participate in a range of outdoor activities and develop self-confidence and independence. i.e. Clwb Hwyl and Junior School Clubs

Community use of Ysgol Parc y Tywyn building

The community do not currently use the building.

Church in Wales Provision

Should parents wish to send their children to a school offering the church in Wales character their nearest school would be Pentip Voluntary Aided Primary school in Llanelli subject to parental preference.

8. Appendix B – Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2014 – 2017. The proposal will allow greater opportunities for access to Welsh medium education within the Burry Port area and will ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

Language Category

Ysgol Parc y Tywyn is categorised as a Welsh medium primary school. As noted in the Admission to School – Information to Parents booklet this means that in the Foundation Phase, pupils are taught through the medium of Welsh and that in KS2, at least 70% of teaching is through the medium of Welsh. Welsh is the language of communication with pupils and the language of the day to day business of the school.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2016 data, 95.12% of pupils achieved at least Outcome 5 in "Language, literacy and communication skills in Welsh, whilst 48.78% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2016 data, 93.55% of pupils achieved at least Level 4 in Welsh first language.

After school activities which provide additional opportunities to use the Welsh language

To promote the Welsh language the pupils at Ysgol Parc y Tywyn are fortunate to be able benefit from several after school clubs, which are held on various nights. These include, 'Clwb yr Urdd', 'Clwb Côr Mawr', 'Clwb Unsain' and 'Clwb Deulais'.

9. Appendix C – Welsh Language Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

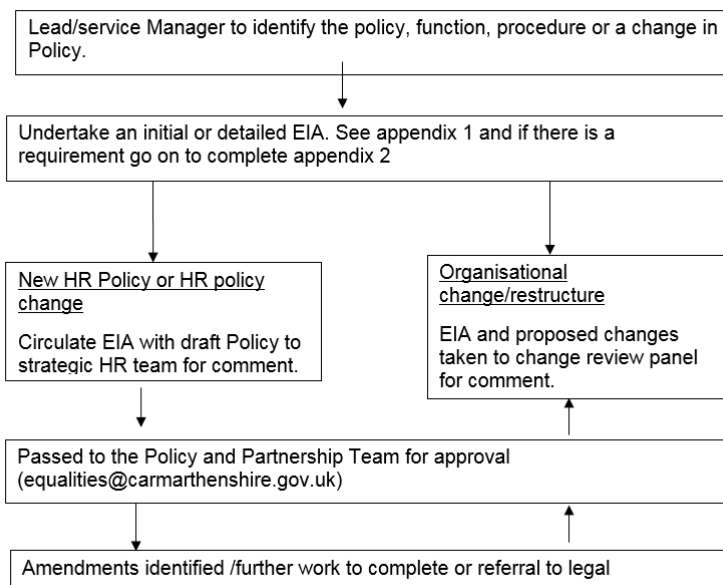
In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Carmarthenshire County Council Assessing Impact

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Department: Education & Children	Completed by (lead): Martin Jones	Date of initial assessment: August 2017 Revision Dates: TBC
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	To legally change the age range of Ysgol Parc y Tywyn from 4-11 to 3-11 by 2018-19 autumn term (1 September 2018)	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> 21st Century Schools Programme Modernising Education Programme School Organisation Code 2013 PLASC Data 2016/2017 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The aim of the scheme is to provide the pupils and staff of Ysgol Parc y Tywyn primary school with a nursery by legally increasing the age range pupils are admitted to school the current 4 – 11 to 3 -11. The authority is seeking to standardise the nursery provision at both the Welsh and English schools in the Burry Port and Pembrey areas. This will ensure that there is seamless transition through from nursery age to primary aged pupils in the Welsh Medium sector. Nursery provision is already being provided in the Burry Port & Pembrey English Medium schools		
The Public Sector Equality Duty requires the Council to have “due regard” to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered?

			Risks	Positive effects	
Protected characteristics	Age	L		The proposal will provide nursery age pupils with access to nursery provision within a school building	
	Disability	L		The nursery will be accommodated in a building that will be fully DDA compliant ensuring full accessibility for all	
	Gender reassignment	N	Neutral		
	Race	N	Neutral		
	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		
	Sex	N	Neutral		
Welsh language	L		This will standardise the nursery provision at both the Welsh and		

				English schools in the Burry Port and Pembrey areas	
	Any other area	L	L		

5. Has there been any consultation/engagement with the appropriate protected characteristics?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO The Project Officer has liaised with the Headteacher, private nursery and childminders providers in the Burry Port and Pembrey area. Local members have also been fully informed of the proposal
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6. What action(s) will you take to reduce any disproportionately negative impact, if any? **To ensure that all key stakeholders are fully informed throughout the statutory process.**

7. Procurement
 Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal and service. **Not Applicable**
 Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.

8. Human resources
 Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? **As there will be an increase in age range, additional staffing will be required. This will be addressed as the scheme progresses and Human Resources will be fully consulted.**

9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)	YES <input type="checkbox"/>	<input checked="" type="checkbox"/> NO
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Approved by: Head of Service	Andi Morgan	Date: August 2017
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Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -
 Policy & Partnership Team
 Chief Executive's Department
 01267 22(4676)
equalities@carmarthenshire.gov.uk

10. Appendix D – Area Profile

Ysgol Parc y Tywyn falls within the ward of Pembrey 2.

Pembrey - (Pembrey 2 (SA160TP) LSOA Code: W10000711)

WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs).

The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Pembrey 2** ranks 14th in Carmarthenshire from 112 LSOAs and is ranked 400 in Wales from 1909 LSOAs.

The highest level of deprivation attributed to **Pembrey 2** is the Employment domain, being ranked 10th in Carmarthenshire and 292 in Wales for this domain.

Pembrey 2 – Ashburnham to Pembrey Country Park

LSOA	Overall Index		Domains: Income		Employment		Health		Education		Housing		Access to Services		Physical Environment		Community Safety	
	14	400	11	412	10	292	30	535	14	413	14	435	49	459	110	1782	37	1058
Pembrey 2	14	400	11	412	10	292	30	535	14	413	14	435	49	459	110	1782	37	1058

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked **1-112** (Carmarthenshire), **1-1909** (Wales).

Area Profile for Postcode: SA16 0TP: (Pembrey 2 LSOA Code: W10000711)

Population:	2,030
Welsh Language:	<p>People with knowledge of Welsh: 45.1%</p> <p>Can speak Welsh: 26.8%</p> <p>Can speak, Read and Write Welsh: 17.8%</p> <p>Can speak Welsh (Age 3-15):5.3%</p> <p>No skills in Welsh:54.9%</p>
Number of Children & Young People:	<p>17.9% (Aged 0-15)</p> <p>9.9% (Aged 16-24)</p>
Population Mitigation:	Overall population churn in area: rate per 1,000 Data no longer available
Ethnicity:	<p>White (British): 97.0%</p> <p>White (Irish): 0.7%</p> <p>White (Other): 0.2%</p> <p>Mixed (White/Black Caribbean): 0.4%</p> <p>Asian British (Indian) 0.1%</p> <p>Asian British (Other Asian): 0.3%</p> <p>Other Ethnic Group: 0.3%</p>
Religion:	<p>Christian: 60.4%</p> <p>Buddhist: 0.0%</p> <p>Hindu: 0.0%</p> <p>Jewish: 0.0%</p> <p>Muslim: 0.0%</p> <p>Sikh: 0.1%</p> <p>Other Religion: 0.4%</p> <p>No Religion: 32.8%</p> <p>Religion Not Stated: 6.3%</p>
Deprivation Ranking:	<p>Total number of Households: 908</p> <p>Total households not deprived in any dimensions: 257</p> <p>No of households Deprived of between 1-4 dimensions: 651</p>

The new site falls within the ward of Burry Port 2.

Burry Port 2 - (Burry Port 2 (SA16 0NH) LSOA Code: W01000633)

WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived **Burry Port 2** ranks 18th in Carmarthenshire and 471 in Wales.

The highest level of deprivation attributed to **Burry Port 2** is the Community Safety domain, ranking 12th in Carmarthenshire and 412 in Wales.

- Burry Port 1 – Burry Port Central**
- Burry Port 2 – Burry Port South**
- Burry Port 3 – Burry Port Suburbs**

Burry Port 2

LSO A	Overall Index		Income		Employment		Health		Education		Housing		Access to Services		Physical Environment		Community Safety	
	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales
Burry Port 2	18	471	18	533	13	335	55	880	16	431	47	850	60	597	37	663	12	412

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked **1-112** (Carmarthenshire), **1-1909** (Wales).

Area Profile for postcode SA16 0NH (Burry Port 2 LSOA Code W01000633)

Population:	1,406
Welsh Language:	People with knowledge of Welsh: 46.9% Can speak Welsh: 28.9 Can speak, Read and Write Welsh: 19.3% Can speak Welsh (Age 3-15):5.5% No skills in Welsh: 53.1%
Number of Children & Young People:	15.6% (Aged 0-15) 10.5% (Aged 16-24)
Population Mitigation:	Overall population churn in area: rate per 1,000 Data no longer available
Ethnicity:	White (British): 97.2% White (Irish): 0.7% White (Gypsy or Irish Traveller): 0.1% White (Other): 1.0% Mixed (White/Black Caribbean): 0% Mixed (White & Asian): 0.1% Mixed (Other): 0.2% Asian British (Indian) 0.1% Asian British (Other Asian): 0.3% Black/African/Caribbean/Black British; Caribbean: 0.1% Other Ethnic Group: 0.1%
Religion:	Christian: 61.6% Buddhist: 0.3% Hindu: 0% Jewish: 0.1% Muslim: 0.3 % Sikh: 0.1% Other Religion: 0.8% No Religion: 28.2% Religion Not Stated: 8.6%
Deprivation Ranking:	Total number of Households: 703 Total households not deprived in any dimensions: 168 No of households Deprived of between 1-4 dimensions: 535

11. Appendix E – Response Pro-forma

Please provide us with your comments on the proposals regarding the future provision for primary pupils residing in the **Ysgol Parc y Tywyn** catchment area.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick one of the boxes if you wish to be notified with a copy of the consultation report. Welsh copy English copy

Signature _____
Address _____

Postcode _____

Position /
Category of
Respondent
(E.g. parent) _____
Date _____

Please note that unless you indicate otherwise your comments will be open to the public as part of the formal records of the consultation.

Please detach this form and return to: Department for Education and Children's Services, Building 2, St David's Park, Jobs Well Road, Carmarthen. SA31 3HB or E-mail to DECMEP@carmarthenshire.gov.uk no later than **17 December 2017**.

DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION REPORT

Proposal to change the age range of **Ysgol Parc y Tywyn**

from 4–11 to **3–11**

Our Vision.....Carmarthenshire is a community where children are safe and nurtured and learners of all ages are supported to achieve their full educational potential

January 2018

Gareth Morgans

Director of Education and Children's Services



EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru

YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

Modernisation Services Section

Simon Davies, Modernisation Services Manager

Content

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3.	Estyn's Observations regarding the Proposal	9
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4.	Consultation with the Pupils	15

1. Executive Summary

The Consultation Period

On the 6th November 2017 Carmarthenshire County Council published proposals to change Welsh Medium primary school provision within the community of Burry Port and Pembrey. The County Council's proposal is to:

- to provide nursery provision at Ysgol Parc y Tywyn by increasing its age range from 4-11 to 3-11

The consultation period commenced on the 6th November 2017 in line with the publication of the proposals and closed on 17th December 2017 with a total of 3 observations received (excluding the responses received from Estyn and the pupils' consultation) in response to the formal consultation.

It must be noted that of the 3 observations received, 2 were received before the end of the consultation period whilst 1 observation was received after the end of the consultation period. However, all responses received have been included for the purposes of this report.

Observations Received

The proposal to provide nursery provision at Ysgol Parc y Tywyn by increasing its age range from 4-11 to 3-11, is the formal statutory procedure that must be undertaken and completed to legally increase the age range at the school.

The themes of the comments received are as follows:

- Existing Provision / Loss of jobs
- School Nursing Service

Observations were received from the following:

The 5 respondents were as follows:

- Estyn
- Welsh Language Commissioner
- Cylch Meithrin Porth Tywyn – Existing Private Provider
- Ysgol Parc y Tywyn - School Council
- Hywel Dda University Health Board – Children's Public Health

A complete summary of all of the observations received to the consultation document together with the response of the County Council's professional officers can be found in section 2 of this report.

Next Steps

The Consultation Report will be presented to the Education & Children's Scrutiny Committee for comments and a recommendation and then ultimately to the Executive Board for determination on whether or not to proceed with the proposal and publish a statutory notice.

Should the Executive Board decide to proceed to the next stage, a Statutory Notice will be published during the Spring Term 2018.

2. Summary of Observations received and Local Authority Responses

Point Number	Point Raised	Local Authority Response
1.	<p><u>Existing Provision / Loss of jobs</u></p> <p>Cylch Meithin Porth Tywyn has provided nursery provision in this area since the early 1970s. It would no longer be sustainable should a nursery provision be provided by Ysgol Parc y Tywyn.</p> <p>The proposal is for part time provision for 3 year old. Currently Cylch Meithrin provides full time provision for a number of 3 year old pupils. Is it possible for the Cylch Meithrin to be relocated to the new school to continue to provide Welsh Medium education and provide the wrap around care needed by parents. This would be beneficial if the 30 hour child offer comes into force.</p>	<p>Carmarthenshire County Council accepts that this proposal will have a detrimental effect on the current private nursery and childcare providers in the area of Burry Port and Pembrey. Focus has been given to this area in its consultation document where it clearly identifies the impact of this disadvantage.</p> <p>The authority acknowledges the excellent service being provided locally by the private providers, which is recognised by Estyn in the settings that are subject to inspection. However, the aim of the authority is to standardise its part time nursery provision in this area for its English and Welsh medium schools. This is to ensure that parents/guardians base their decision on language rather than the facilities being provided locally.</p> <p>The authority fully appreciates that this proposal will have a negative effect on demand for 3 year old provision, and as a result the number of settings could be reduced. However, the facility at the school will be for part time nursery pupils, there are</p>

		<p>opportunities for the providers to work with the school/parents/guardians to provide the wrap around care that is currently being provided.</p> <p>In addition, the Welsh Government is currently piloting an ‘enhanced’ childcare offer in several areas around Wales, this is expected to be rolled out in Carmarthenshire from April 2018. In order for this initiative to succeed, the authority will be reliant on utilising the expertise of private providers.</p>
2.	<p><u>Welsh in Education Strategic Plan</u></p> <p>The scheme shows positive ambition in developing Welsh medium education within the county and falls in line with its strategic plan.</p>	<p>Carmarthenshire County Council welcomes the comments in recognition of the development of Welsh medium education within the county.</p> <p>It is the authority’s opinion that there will be more children in Welsh Medium education if the nursery provision being offered locally in the area comparable. This not only supports the authority to meet the targets set in its Welsh in Education Strategic Plan, but will support the Welsh Government vision for one million Welsh speakers by 2050.</p> <p>The views of the authority in respect of Welsh language are also fully endorsed by Estyn. Having considered this proposal Estyn state that:</p>

		<p><i>'The proposal forms part of Carmarthenshire County Council's vision and aims form Welsh medium education as set out in their Welsh in Education Strategic Plan 2014 - 2017.'</i></p> <p><i>'There would appear to be no negative impact on the Welsh language arising from this proposal.'</i></p>
<p>3.</p>	<p><u>School Nursing Service</u></p> <p>The only impact this will have on the School Nursing service is possibly some increase in caseload numbers for the School Nurses who are assigned to the schools in question. Caseload numbers for our School Nurses are regularly monitored by the Senior Nurse/Quality Assurance Manager for School Nursing and are managed through our workforce planning.</p>	<p>Carmarthenshire County Council accepts that the increase in capacity may have an effect on caseload numbers for the School Nurses who are assigned to the school, however agree that any effect can be monitored and managed by workforce planning and communication between organisations.</p>

3. Estyn's Observations regarding the Proposal

Estyn response to the proposal to change the age range of Ysgol Parc y Tywyn from 4-11 to 3-11

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is by Carmarthenshire County Council.

The proposal is to change the age range of Ysgol Parc y Tywyn from 4-11 to 3-11 as from the September 2018.

Summary

The proposal is part of Carmarthenshire County Council's commitment to provide each child with the best possible start in life and to meet the aspirations of Welsh Government as set out in their strategic documents for education. The proposal aims to standardise the nursery education for the Burry Port and Pembrey areas by ensuring that the same level of provision is available for both the Welsh and English medium primary schools.

It is Estyn's opinion that the proposal is likely to at least maintain the current standards of education in the area.

Description and benefits

The local authority has given a clear rationale for the proposed expected benefits when compared with the status quo in relation to transition through from nursery age to primary aged pupils in the Welsh medium sector. The proposer also explains clearly how the proposal fits with the local authority's broader plan for ensuring it

makes the best use of resources and facilities to serve the needs of all learners. The proposal also notes appropriate how it supports Carmarthenshire County Council's Welsh in Education Strategic Plan 2014 – 2017.

The proposal clearly defines the expected benefits of the proposal and these link well to the stated purpose and rationale. The proposal notes appropriately the advantages of the proposal, which include the seamless progression from nursery into primary school for Welsh medium pupils living in the Burry Port and Pembrey areas; standardisation of Welsh and English medium nursery provision for pupils living in these areas, ensuring parity in the provision of Welsh medium nursery education between Ysgol Parc y Tywyn and other Welsh medium schools in the Llanelli area; and providing new employment opportunities at the new Ysgol Parc y Tywyn.

The proposer has identified appropriately the disadvantages to the current proposal, which focus on the impact of the reduction in demand for places at the privately run nurseries and childminders who currently provide the provision in the area.

The local authority has provided appropriate evidence to show that it has considered other alternatives to this current proposal. These three options include maintaining the status quo, providing Welsh medium nursery provision at the two neighbouring English medium schools or to create a standalone Welsh medium nursery for the catchment of Burry Port and Pembrey. They have demonstrated appropriately the advantages and disadvantages of each option and the reasons for their preferred option.

The proposer has suitably considered the impact of the proposal on pupil travel arrangements. It intends to support home to school travel in line with the council's transport policy. The new Ysgol Parc y Tywyn building is located near a new link road which the proposer believes is likely to reduce travelling time for pupils living in the catchment area.

The proposer has shown appropriately how the proposal will affect school places by providing pupil numbers and surplus places for 2017 for schools in the area. It has also provided information of projected pupil numbers for Ysgol Parc y Tywyn over the next five years against the capacity of the new school building. The proposer notes appropriately that the school would be able to meet the current and projected demand for Welsh medium nursery provision in the Burry Port and Pembrey areas. The proposal forms part of Carmarthenshire County Council's vision and aims for Welsh medium education as set out in their Welsh in Education Strategic Plan 2014 - 2017. The proposer believes that the proposal will allow greater opportunities for access to Welsh medium education within the area. The proposal aims to ensure better linguistic continuity from nursery education to the end of secondary education to allow pupils to become fluent and confident in both Welsh and English languages. There would therefore appear to be no negative impact on the Welsh language arising from this proposal.

The proposer has considered reasonably well the impact of the proposals on the quality of the outcomes, provision and leadership and management at Ysgol Parc y

Tywyn. The proposer has considered the outcomes of the most recent Estyn inspection report and the school's categorisation in relation to the National School Categorisation system on the quality of leadership and pupil outcomes. However, the proposer has not commented on the school's outcomes when compared with similar schools based on entitlement to free school meals. The proposal has not considered the most recent Estyn inspection reports of other Welsh medium nursery settings in the Burry Port and Pembrey areas.

Ysgol Parc y Tywyn was inspected in January 2012 and the judgements for both the current performance and prospects for improvement were judged as adequate. The local authority has also evaluated the school's performance in relation to the National School Categorisation System. Under the system, schools will be in one of four standards groups (1 to 4), with schools in standards group 1 demonstrating very good overall performance and those in standards group 4 demonstrating the greatest need for improved performance. Ysgol Parc y Tywyn is currently in standards group 2. The proposer believes that the proposal will have a positive impact on the quality of education outcomes and provision in the school.

The proposer has undertaken an appropriate equality impact assessment, which considers the impact of the proposal on vulnerable groups including those with a disability or special educational needs. However, the proposal does not consider the possible impact of the proposals on pupils' wellbeing.

3.1 Local Authority Response to Estyn's Observations

Free School Meals

The proposer has considered the outcomes of the most recent Estyn inspection report and the school's categorisation in relation to the National School Categorisation system on the quality of leadership and pupil outcomes. However, the proposer has not commented on the school's outcomes when compared with similar schools based on entitlement to free school meals.

Although this information is considered when proposed changes are made to school provision, in the form of statutory school organisation proposals, it is currently not included in its consultation document. However, consideration will be given for this information to be included in future similar proposals.

Estyn Inspections

The proposal has not considered the most recent Estyn inspection reports of other Welsh medium nursery settings in the Burry Port and Pembrey areas.

The authority acknowledges the excellent service being provided by the existing Welsh medium private nurseries. The providers subject to inspection were awarded with either Excellent or Good judgements in their most recent inspections. Clearly there is not an issue with the standard of education being offered at these settings.

The comments are noted and consideration will be given for this information to be included in future similar proposals.

It should be noted that this information is always included in its consultation documents when proposed changes are made to its own settings.

Impact of pupils' wellbeing

The proposer has undertaken an appropriate equality impact assessment, which considers the impact of the proposal on vulnerable groups including those with a disability or special educational needs. However, the proposal does not consider the possible impact of the proposals on pupils' wellbeing.

The authority acknowledges its statutory role on the wellbeing of pupils in respect of this proposal and to promote a healthy and happy school, to aid the learning environment. The authority ensures that there are policies in place for the promotion of the wellbeing of pupils and include pupils in the decisions that affect them, through pupil participation. (A record of the pupil participation for this proposal can be seen in section 4 of this document).

These policies aim is to provide a fair and bully free environment in which pupils can learn, with a healthy food in schools also playing a key role in creating wellbeing.

It is proposed that the nursery pupils will be accommodated in a building that is accredited by Secure by Design. Secure by Design is a police initiative owned by the Association of Chief Police Officers.

Statements of support for this proposal by Estyn

- It is Estyn's opinion that the proposal is likely to at least maintain the current standards of education in the area.
- The local authority has given a clear rationale for the proposed expected benefits when compared with the status quo in relation to transition through from nursery age to primary aged pupils in the Welsh medium sector.
- The proposal also notes appropriate how it supports Carmarthenshire County Council's Welsh in Education Strategic Plan 2014 – 2017.
- The proposal clearly defines the expected benefits of the proposal and these link well to the stated purpose and rationale.
- The proposer has identified appropriately the disadvantages to the current proposal, which focus on the impact of the reduction in demand for places at the privately run nurseries and childminders who currently provide the provision in the area.
- The local authority has provided appropriate evidence to show that it has considered other alternatives to this current proposal.
- The proposer has suitably considered the impact of the proposal on pupil travel arrangements.
- The proposer has shown appropriately how the proposal will affect school places by providing pupil numbers and surplus places for 2017 for schools in the area.

- The proposal forms part of Carmarthenshire County Council's vision and aims form Welsh medium education as set out in their Welsh in Education Strategic Plan 2014 - 2017.
- There would appear to be no negative impact on the Welsh language arising from this proposal.
- The proposer has considered reasonably well the impact of the proposals on the quality of the outcomes, provision and leadership and management at Ysgol Parc y Tywyn.
- The proposer has considered the outcomes of the most recent Estyn inspection report and the school's categorisation in relation to the National School Categorisation system on the quality of leadership and pupil outcomes.
- The local authority has also evaluated the school's performance in relation to the National School Categorisation System.
- The proposer has undertaken an appropriate equality impact assessment, which considers the impact of the proposal on vulnerable groups including those with a disability or special educational needs.

4. Consultation with the Pupils

School: Ysgol Parc y Tywyn

Date: 10 December 2017

Consultation undertaken by: Llinos Jones – Challenge Adviser

Interviewed: School Council

The School Council were interviewed regarding the proposal to introduce a nursery at the school by increasing its age range from 4-11 to 3-11.

Informative discussions were held around the questions below:

- 1) Would you like to be part of a larger school with more children?
- 2) Do you think it's a good idea to be a 3-11 year old school?
- 3) What would be the benefits of being a 3-11 year old school?
- 4) What are you looking forward to most?
- 5) Are there any disadvantages?
- 6) Is there anything you're worried about?

School Council Feedback

Everyone was unanimous and happy that they were going to be part of a school with more children.

Pupils said that it was a good idea to switch to 3-11 year olds, because this is going to extend the Welsh-speaking population. This is going to help the language live.

Pupils agreed that there are many advantages –

- Pupils will not need to change from nursery school to primary school when they are 4 years old.
- Everyone will know each other going into the reception class rather than pupils coming from different nurseries around the town.
- Pupils get to know all the teachers from a very young age, so their lives will not have so many changes.
- This is going to mean that we have more friends, and it will be nice for three year olds to be able to talk to us as a school council and make them feel safe.

Pupils did not identify any disadvantages with the proposal.

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 25th JANUARY 2018

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO INCREASE THE CAPACITY OF GORSLAS COMMUNITY PRIMARY SCHOOL FROM 110 TO 210

To consider and comment on the following issues:

1. The observations received and the Local Authority's responses following the consultation period (Consultation Report attached).
2. The publication of a statutory notice to implement the proposal.

Reasons:

- To comply with statutory procedures and guidance in relation to school re-organisation.
- To formulate views for submission to Executive Board for consideration.

To be referred to the Executive Board for decision: YES – 26th February 2018

Executive Board Member Portfolio Holder: Cllr. Glynog Davies (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Gareth Morgans</p> <p>Report Author: Simon Davies</p>	<p>Designations:</p> <p>Director of Education & Children's Services</p> <p>Modernisation Services Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246522 EDGMorgans@carmarthenshire.gov.uk</p> <p>01267 246471 SiDavies@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 25th JANUARY 2018

MODERNISING EDUCATION PROGRAMME PROPOSAL TO INCREASE THE CAPACITY OF GORSLAS COMMUNITY PRIMARY SCHOOL FROM 110 TO 210

Background

Gorslas Primary School is a Welsh medium primary school located in the centre of the village of Gorslas, near Cross Hands. The school has a capacity for 110 pupils between the ages of 4-11 years old. The school was established in the 1920's and caters for pupils within the area of Gorslas and the surrounding areas. Over the last few years, the demand for Welsh medium education in Carmarthenshire has been increasing and this is also true for pupil numbers at the school, where the school is currently over capacity **(further details on the capacity issues are documented within the attached Consultation Document)**.

A review of the problems, difficulties and service gaps associated with the existing arrangements at Gorslas Primary school has clearly established that:

- There is a misalignment between the capacity of the school and the demand for Welsh medium education places.
- The existing school building does not meet Welsh Government standards in terms of the facilities it offers and the area space required.
- The site and buildings are insufficient in meeting the needs of the wider community.
- Staff and pupils have to transfer between the mobile classrooms and the main school building.
- There is insufficient space, indoor and outdoor, to deliver and enhance the Foundation Phase curriculum and play opportunities for all learners.
- Access/car parking at the school is limited and causes disruption at school drop off/pick up times.

On 20th June 2016, the Executive Board approved a revised Modernising Education Programme and 21st Century Schools Band A Programme and within Carmarthenshire County Council's 21st Century Schools Band A funding envelope of £86.7m a scheme is being developed to provide Gorslas Primary School with a new school building which will address the issues noted above.

It is proposed that the capacity of the new school will be 210, which will allow the school to accommodate current and future demand for Welsh medium education places. The new school building will also provide space to accommodate a 30 place external nursery and facilities suitable for teaching and learning in the 21st Century. The scheme is currently in development and it is proposed that the new school building will be ready for occupation by 1st September 2019.

As it is proposed to increase the capacity of the school by more than 25% of its current capacity (110), a statutory process must be followed in accordance with the School Organisation Code 2013 to formalise this arrangement.

Proposal

Due to the increase in demand for Welsh medium education places, the Local Authority propose to increase the capacity of Gorslas Primary School from 110 to 210 from 1st September 2019 when occupation at the new school building is proposed.

In accordance with Executive Board's instructions, a formal consultation exercise was undertaken from 6th November 2017 to 17th December 2017. The results of the consultation exercise are contained in the attached Consultation Report.

The ECS Scrutiny Committee are provided the opportunity to offer comment and a recommendation to the Executive Board whether or not publish a Statutory Notice. Should the Executive Board grant permission to proceed to Statutory Notice, the intention is to publish week beginning 5th March 2018.

If approved, following the end of the Statutory Notice period, an objection report which summarises any objections received by stakeholders, will be presented to the ECS Scrutiny Committee; the Executive Board and ultimately County Council for determination.

Recommendation

That the ECS Scrutiny Committee endorses the proposal and recommends to the Executive Board the publication of a Statutory Notice.

**DETAILED REPORT
ATTACHED?**

**YES: - Consultation Document
Consultation Report**

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **G. Morgans** Director of Education & Children's Services
S. Davies Modernisation Services Manager

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	YES	YES

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-2017, Corporate Strategy and the Modernising Education Strategic Outline Programme.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

4. ICT

None

5. Risk Management Issues

Continuing with the current capacity of the school would not reflect the present position and would not address the capacity issues experienced. The statutory consultation is required to formalise the arrangements. The proposal to increase the capacity of Gorslas Primary School from 110 to 210 may impact on the demand for school places within the area. The situation will be monitored as part of the Schools Admission Process and ongoing data forecasting and analysis through the Authority's Modernising Education Programme.

6. Physical Assets

As a result of the scheme to provide Gorslas Primary School with a new school building, the school will re-locate to a new building with a capacity of 210 school places.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **G. Morgans** **Director of Education & Children's Services**
 S. Davies **Modernisation Services Manager**

1. Scrutiny Committee – The Scrutiny Committee were made aware of the formal consultation period.

2. Local Member(s) – Cllrs. Darren Price and Aled Vaughan Owen were formally consulted with during the consultation period.

3. Community / Town Council – Gorslas Community Council were formally with consulted during the consultation period.

4. Relevant Partners – All relevant partners were formally consulted with during the consultation period.

5. Staff Side Representatives and other Organisations – Staff side representatives and other organisations were formally consulted with during the consultation period.

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Strategic Outline Programme 21 st Century Schools	Strategic Outline Programme 21 st Century Schools
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017	http://gov.wales/topics/educationandskills/publications/guidance/welshmededstrat/?lang=en
MEP Biennial Review 21 st Century Schools	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
Website	www.21stcenturyschools.org
21 st Century Schools: Information Document (May 2010)	www.wales.gsi.gov.uk
21 st Century Schools: Information Document (May 2010) - Summary	www.wales.gsi.gov.uk
21 st Century Schools Strategic Outline Programme Template	www.wales.gsi.gov.uk
Modernising Education Programme (May 2005)	Department for Education and Children Building 2, Parc Dewi, Carmarthen.

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DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION DOCUMENT

Consultation on the proposal to increase the capacity of

Gorslas Primary School from 110 to 210

Our Vision.....Carmarthenshire is a community where children are safe and nurtured and learners of all ages are supported to achieve their full educational potential

6 November 2017

Gareth Morgans

Director of Education and Children's Services



EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru

YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

Modernisation Services Section

Simon Davies, Modernisation Services Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Telephone: 01267 246618

E-mail: DECMEP@carmarthenshire.gov.uk

Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embraces the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well-being of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans

Director of Education and Children's Services

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium

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1. Introduction

The County Council has its legal responsibility to review the number and type of school it has in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary schools in the County and this includes consulting on the future shape of education in the Gorslas area. The proposals for change included in this document are in line with that long term objective.

This document seeks to stimulate the process of consultation by explaining the Authority's preferred option for the future provision of primary education for the pupils of the Gorslas area. The document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered.

Consultation on this proposal will follow the guidelines established by the Welsh Government as stated in the School Organisation Code (2013) and will involve identified interested parties, including school governors, school staff, parents and pupils.

It is intended that the formal changes be implemented from September 2019 when occupation is proposed at the new building.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response pro-forma included in **Appendix E** on the last page of this document or by e-mail to: DECMEP@carmarthenshire.gov.uk for any response.

2. Context – Present Arrangements (Status Quo)

2.1 Background

Gorslas Primary School is a Welsh medium primary school located in the centre of the village of Gorslas, near Cross Hands. The school has a capacity for 110 pupils between the ages of 4-11 years old. Gorslas Primary School was established in the 1920's and caters for pupils within the area of Gorslas and the surrounding areas. Over the last few years, the demand for Welsh medium education in Carmarthenshire has been increasing and this is also true for pupil numbers at the school, where the school is currently over capacity.

A review of the problems, difficulties and service gaps associated with the existing arrangements at Gorslas Primary school has clearly established that:

- There is a misalignment between the capacity of the school and the demand for Welsh medium education places.
- The existing school building does not meet Carmarthenshire's standards in terms of the facilities it offers and the area space required.
- The site and buildings are insufficient in meeting the needs of the wider community.
- Staff and pupils have to transfer between the mobile classrooms and the main school building.
- There is insufficient space, indoor and outdoor, to deliver and enhance the Foundation Phase curriculum and play opportunities for all learners.
- Access/car parking at the school is limited and causes disruption at school drop off/pick up times.

As a result, it is the Local Authority's intention to provide Gorslas Primary School with a new school building suitable for teaching and learning in the 21st Century with space to accommodate an external nursery. In relation to the new school building, the proposal is to increase the capacity of the school from 110 to 210 when the new school building is ready for occupation. The proposal at Gorslas is a key element of the Modernising Education Programme in that it will deliver a key element of the future strategic provision for future primary education in the Gorslas area.

2.2 Schools which may be affected by this proposal

The catchment area of Gorslas Primary School is surrounded by the following Community Primary Schools:

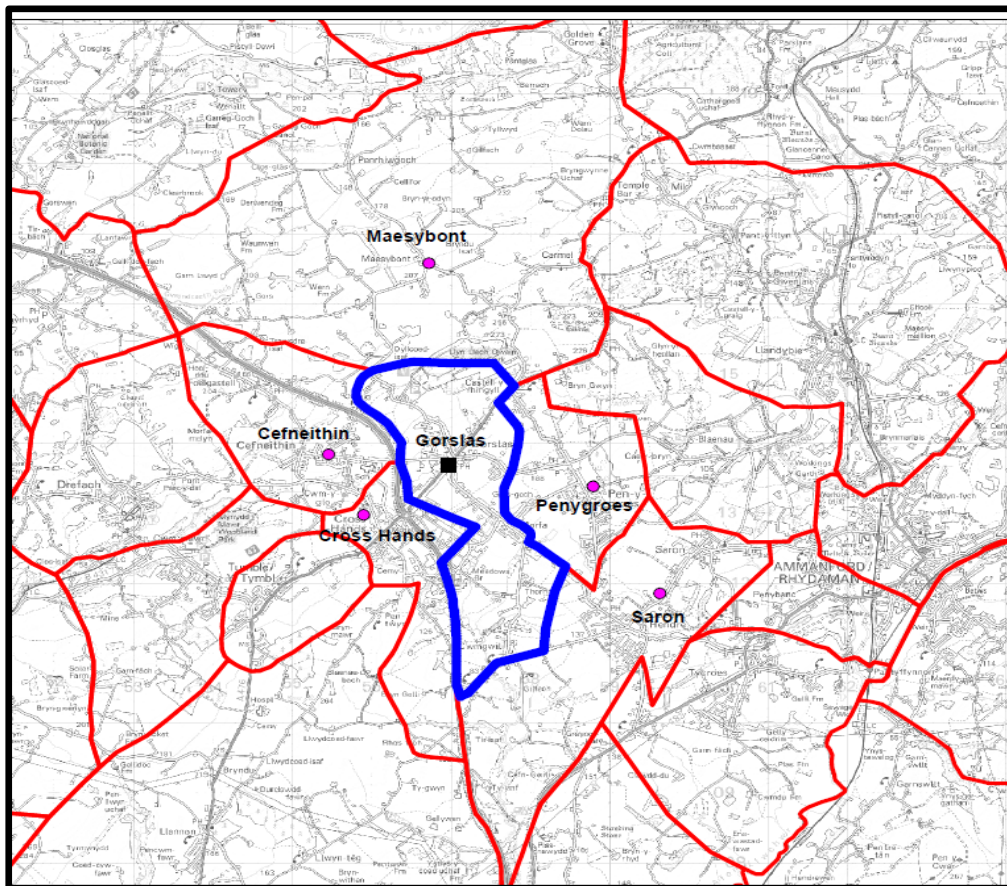
Maesybont Primary School, Maesybont, Llanelli, SA14 7SU
Cefneithin Primary School, Cefneithin, Llanelli. SA14 7DE
Cross Hands Primary School, Cross Hands, Llanelli, SA14 6SU
Saron Primary School, Saron, Ammanford, SA18 3LH
Penygroes Primary School, Penygroes, Llanelli, SA14 7NT

2.3 General School Information

Name of School	Type of School	Language Category	Admission Number	Capacity	NOR – January 2017 PLASC	Nursery age pupils – January 2017 PLASC	Total Head Count - January 2017 PLASC	Age Range
Gorslas	Community Primary	WM	13	110	107	15	122	4-11
Maesybont	Community Primary	WM	5	44	22	1	23	4-11
Cefneithin	Community Primary	WM	12	97	69	7	76	4-11
Cross Hands	Community Primary	WM	19	168	118	26	144	3-11
Saron	Community Primary	WM	30	240	208	21	229	4-11
Penygroes	Community Primary	WM	23	186	171	10	181	4-11

WM – Welsh Medium

The following diagram outlines the catchment areas of schools surrounding Gorslas Primary School's catchment area.



2.4 Pupil Numbers

The table below shows the pupil numbers for Gorslas Primary School for January 2017 and the previous four years:

Gorslas Primary School	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	NOR	Nursery Age Pupils	Total Head Count
Jan-17	0	15	0	15	14	16	14	23	13	12	107	15	122
Jan-16	0	3	0	14	16	12	21	13	14	18	108	3	111
Jan-15	0	6	0	15	10	22	13	14	19	13	106	6	112
Jan-14	0	6	0	10	22	13	14	20	13	13	105	6	111
Jan-13	0	5	0	23	15	14	20	13	13	12	110	5	115

2.5 Pupil Projections

The following table shows the actual pupil total and the pupil projections for the next five years for Gorslas Primary School.

	Actual (Total Head Count) Jan 2017	Projected Pupil Total (Total Head Count)				
		Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022
Gorslas Primary School	122	127	129	122	124	124

2.6 Pupil Capacity Information

The methodology for the calculation of school capacities was changed in 2006 following the implementation of new Welsh Government guidelines "Measuring the Capacity of Schools in Wales" (MCSW) which was implemented by the Authority in 2008. Prior to 2008, the More Open Enrolment methodology was used. Spare places numbers for Gorslas Primary School are shown in the following table.

	MSCW Capacity				
	Jan-17	Jan-16	Jan-15	Jan-14	Jan-13
Gorslas Primary School Capacity	97	95	104	104	104
Pupil Numbers (NOR)	107	108	106	105	110
Surplus	+10	+13	+2	+1	+6
% Surplus	10.30% over capacity	13.68% over capacity	1.92% over capacity	0.96% over capacity	5.77% over capacity

As can be seen from the table, Gorslas Primary School has been over capacity for a number of years. This proposal will have a significant positive impact on the capacity issues at the school, as is clearly demonstrated by the table.

2.7 School Attendance Data

Improving attendance is a national priority, if children are not in school, they cannot learn.

The Authority analyses and shares data for every primary school on a half-termly basis to help schools to maintain a focus on attendance. The analysis uses data for pupils in years 1 to 6 and follows the same approach as the statutory attendance return each September. The most recent attendance data for the school is shown in the following table:

School	Attendance Data 13/14	Attendance Data 14/15	Attendance Data 15/16
Gorslas Primary School	94.6	94.9	94.4

2.8 Building Facilities

Gorslas Primary School was built around the 1920's and is located on a flat site in the centre of the village. The school is of a brick walled and slate roofed traditional construction with a flat roofed corridor extension at the front and an extension to the rear accommodating the toilet facilities.

The following information was taken from the most recent property building survey carried out at the school in 2010 by EC Harries as part of the National 21st Century School Programme assessment of all schools in Wales on behalf of the Authority.

The school was banded from A to D according to building condition and ranked in priority from 1 to 3 depending on when the work was recommended to be carried out

Condition	
A	Good (No Deterioration)
B	Satisfactory (Minor Deterioration)
C	Poor (Major Deterioration)
D	Bad (Life Expired)

Priority	
1	Urgent (Year 1)
2	Essential (Year 2)
3	Desirable (Years 3 to 5)

The suitability of the building as an education resource was also banded from A to D as shown in the following table:

Suitability	
A	Good – Suitable levels for teaching, learning and well-being in schools
B	Reasonable – Behaviour / morale and management adversely affected
C	Poor – Teaching methods inhibited
D	Bad – Severe situation and / or unable to teach the curriculum

The findings from the survey for Gorslas Primary School is as follows:

School	Condition Rating	Suitability Rating
Gorslas Primary School	B3	B

In October 2015, the Authority conducted a further desktop exercise to review the existing school buildings. It was determined that the condition of Gorslas Primary School had **deteriorated** during this period.

School	Condition Rating	Suitability Rating
Gorslas Primary School	C	B

2.9 National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government.
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning.
- Assessment of the school's self evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The new categorisation system will give a clear and fair picture of a school's progress. There is a three step process in generating a category for a school, firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

There are four support categories:

Green Support Category	A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better.
Yellow Support Category	An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.
Amber Support Category	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.
Red Support Category	A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

The table below summarises the data for Gorslas Primary School for 2016/2017;

School	Standards Group*	Improvement Capacity*	Support Category
Gorslas	1	B	Yellow

* Framework and criteria for self-evaluation and ability to self-improve in relation to leadership, teaching and learning (standards group 1–4, with 1 being the highest group and 4 the lowest), and the capacity to improve (A–D, schools with an improvement capacity of A showing the greatest capacity to improve and those with an improvement capacity of D showing the least capacity to improve).

As can be seen from the table above Gorslas Primary School has been categorised in the Yellow category reported as an effective school which is doing well and knows the areas it needs to improve.

2.10 Estyn Inspections

As part of a national programme of school inspections, Estyn commissions reviews of all schools. The most recent Estyn inspection for Gorslas Primary School took place in March 2014 and consultees may access the finding either via the Estyn website at www.estyn.gov.uk or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

During each inspection, inspectors aim to answer three key questions. Inspectors also provide an overall judgement on the school's current performance and its prospects for improvement. In these inspections, inspectors use a four point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice.
Good	Many strengths and no important areas requiring significant improvement.
Adequate	Strengths outweigh areas for improvement.
Unsatisfactory	Important areas for improvement outweigh strengths.

The inspection judgements awarded for Gorslas Primary School are shown in the following table:

Summary	Inspection Judgement
The school's current performance	Adequate
The school's prospects for improvement	Good
Key Questions	Inspection Judgement
How good are the outcomes?	Adequate
How good is provision?	Good
How good are leadership and management?	Good

Following the inspection in March 2014, Estyn evaluated the school's progress during a monitoring visit in June 2015. It was judged that that the school had made good progress in respect of the key issues for action and therefore was subsequently removed from the list of schools requiring Estyn monitoring.

3. Evaluation of Present Arrangements

3.1 Quality and standards in education

3.1.1 Outcomes (standards and wellbeing)

As noted in section 2.10, Estyn inspected Gorslas School in March 2014, judging its Current Performance to be 'Adequate' and its Capacity to Improve to be 'Good.' The school's good progress against the recommendations then witnessed its removal from the 'Estyn Monitoring' category in June 2015. Since then, the school has continued to strengthen and improve outcomes for pupils, achieving Welsh Government Standards Group 1 status in January 2017. This reflects the Core Subject Indicator at the end of KS2 continuing to improve over the last four years in addition to other specific areas of improvement in end of Key Stage outcomes. In addition to such achievements, the school focuses strongly on developing all pupils' wellbeing. This is well-evidenced through pupils consistently demonstrating high levels of understanding, care, politeness and courtesy. The school prides itself on the standards of pupil behaviour and emotional well-being. This makes a significant contribution to an ethos that promotes and supports effective learning throughout the school.

3.1.2 Provision

The school continues to enhance and refine its provision for all pupils in a creative and sustainable manner. Staff interact well through collaborative planning systems which are effective in underpinning a strong school ethos of a joint community approach focused on high expectations. This work has resulted in progress and improvement on an annual basis across the school. Effective interventions are extended to all pupils who have specific individual needs. These are identified in an early and supportive manner, linking with parents and partners to ensure the highest levels of provision relevant to each child. The quality of teaching continues to flourish and benefit from specifically targeting areas such as AfL strategies, consistency in pupil feedback and marking etc. The school's provision also benefits greatly from an effective team of support staff working in close collaboration with teachers and pupils.

3.1.3 Leadership and Management

The Governing Body, Headteacher and staff share an enthusiastic and defined vision for their school. An effective model of distributed leadership has evolved across the school resulting in clear improvements in pupil provision and outcomes. An ongoing culture of high expectation exists throughout the school. As a result, teachers, staff and governors are industrious, passionate and wholly focused on developing every child to his/her full potential within a fully inclusive environment. The school benefits from a wide range of effective partnership working with parents, the community and networks of schools and various support agencies.

3.1.4 Impact of the proposal on Quality and Standards in Education

The proposed revised provision will provide all pupils currently educated at Gorslas School with access to an enhanced school environment. This will facilitate further improvement upon the existing good standards, provision and leadership.

3.2 Need for places and the impact on accessibility of schools

The Local Authority has considered the sufficiency of places and the likely demand for places in the future. Over the last few years, the demand for Welsh medium education in Carmarthenshire has been increasing and this is also true for demand at Gorslas Primary school, where the school is currently over capacity. As can be seen in section 2.6, the school has been over capacity for the last five years and as a result a mobile classroom was installed in September 2015, with a further additional mobile installed ready for academic year 2017/2018.

In addition, based on January 2017 PLASC data:

Number of pupils living within Gorslas Primary School catchment area attending Gorslas Primary School	78
Number of pupils living within Gorslas Primary School catchment area but attending other schools	140
Total number of pupils living within the Gorslas Primary School catchment area	218

Whilst not all pupils living within the Gorslas Primary School catchment area are currently attending the school, the Local Authority is proposing to increase the capacity of the school from 110 to 210 to manage current and future demand for Welsh medium education places.

3.3 Resourcing of education and other financial implications

3.3.1 Surplus Places / Capacity Issues

As documented in section 2.6, the school is currently over capacity and has been for the last few years. As a result, a mobile classroom was installed in September 2015 and a further additional mobile classroom was installed ready for the 2017/2018 academic year. As there is a clear misalignment between the capacity of the school and the demand for Welsh medium education places, this proposal will alleviate the current capacity issues at the school and will ensure that there is sufficient number of places available to accommodate future demand.

3.3.2 Transport Costs

Transport arrangements will be made in accordance with the County Council's home to school transport policy. There will be no change to transport costs.

3.3.3 Capital Costs / Capital Receipts

Within Carmarthenshire County Council's 21st Century Schools Band A funding envelope of £86.7m a scheme is being developed to provide Gorslas Primary School with a new school building. This will be funded by the Welsh Government and the Local Authority subject to business case approval by Welsh Government.

Any capital receipts received as a result of the scheme to provide Gorslas Primary School with a new school building will be re-invested into the Modernising Education Programme.

3.3.4 School Budgets

Based on 2017/18 data the budget cost per pupil is £3,354 at Gorslas Primary School which is lower than the county average of £3,649.

4. Objectives

Our vision in Carmarthenshire is to provide viable, sustainable and efficient schools which are fit for purpose for the 21st Century with the right school in the right place for current and future pupils ensuring access to high quality learning opportunities for all children. Our long term aim as part of our 21st Century Schools Programme is to create school learning environments that meet the needs of the communities and provide the best learning provision for the area.

The mission of our Modernising Education Programme is to:

“transform the network of nursery, primary and secondary schools serving the county into a strategically and operationally effective resource that meets current and future need for school based and associated community focused education, where appropriate investing in the development and improvement of buildings, infrastructure and spaces, so that schools are appropriately located, designed, constructed or adopted to foster the sustainable development of the people and communities of Carmarthenshire.”

The strategic aims of our Modernising Education Programme are to:

- Develop a schools network that is educationally sustainable and resource efficient for the long term.
- Develop a structure of provision so that every learning setting is capable of providing a high quality education to all of its registered learners, either as an individual institution or as part of a formal federation or collaboration with other settings or providers.
- Develop infrastructure at all schools that is equipped for learning in the 21st century and supports the achievement of core objectives for raising educational standards and maintaining them at high levels of performance.
- Deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools network to effectively match supply with demand.
- Rebuild, remodel, refurbish or modernise all school settings that are to be retained for the long-term, so that they conform as closely as practicable with adopted design standards.
- Contribute to the achievement of wider policy objectives, for example, community regeneration and renewal, healthy lifestyles, etc, through the development of appropriate enabling infrastructure.

- Improve the efficiency and educational viability of the schools sector by reducing the number of empty places to a reasonable level, whilst facilitating wherever practicable the expression of parental preference, responding effectively to demographic change.
- Configure schools and invest in modern school premises so that the whole school system in Carmarthenshire is equipped to support the effective implementation of the Schools Effectiveness Framework and secure improving outcomes for children and young people.

The strategic objectives of the MEP align neatly with the national objectives;

- Improved learning environments for children with better educational outcomes.
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate.
- A more sustainable education system reducing the recurrent cost and carbon footprint.

5. Options for Change

In developing a preferred option the Authority considered a range of alternative options. Each option was evaluated against key objectives and criteria to determine which options best suited the aspiration of Carmarthenshire to provide a viable and sustainable school which is suitable for teaching and learning in the 21st Century.

5.1 Main Options Considered

Option 1	Status Quo – Maintain the school in its present format with no investment.
Option 2	Increase the capacity of Gorslas Primary School by 30 places (by installing a mobile classroom).
Option 3	Increase the capacity of Gorslas Primary School to 180 places (by refurbishing the current school building and constructing a new block at the existing site).
Option 4	Increase the capacity of Gorslas Primary School to 210 places (by providing a replacement building).

5.2 Advantages / Disadvantages of Each Option

Option 1	
Status Quo - Maintain the school in its present format with no investment	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No change for stakeholders. • No statutory procedures necessary. 	<ul style="list-style-type: none"> • This option does not address the current capacity issues at the school. • This option does not allow opportunities to increase the number of pupils accessing Welsh medium education at the school. • Does not allow the highest quality teaching and learning provision. • There is insufficient space, indoor and outdoor, to deliver and enhance the Foundation Phase curriculum and play opportunities for all learners.

Option 2	
Increase the capacity of Gorslas Primary School by 30 places (by installing a mobile classroom)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No change for stakeholders. • No statutory procedures required. • Addresses short term capacity issues at the school. 	<ul style="list-style-type: none"> • This option does not meet the long term demand for Welsh medium education within the area. • Two mobile classrooms are currently installed at the school site – there is insufficient space to accommodate a further additional mobile classroom. • Pupils and staff have to travel between the main school building and mobile classroom. • Does not allow the highest quality teaching and learning provision. • There is insufficient space, indoor and outdoor, to deliver and enhance the Foundation Phase curriculum and play opportunities for all learners.

Option 3	
Increase the capacity of Gorslas Primary School to 180 places (by refurbishing the current school building and constructing a new block at the existing site)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No change for stakeholders. • Addresses medium term demand for Welsh medium primary places. • Improved facilities for teaching and learning in the 21st Century. • Moving along the Welsh language continuum by providing greater 	<ul style="list-style-type: none"> • This option does not meet the long term demand for Welsh medium primary education within the area and does not meet the Local Authority's strategic objectives. • Statutory process required.

<p>opportunities to access Welsh medium within the area.</p>	<ul style="list-style-type: none"> • There is insufficient space available at the current site to accommodate a new block construction. • Transitional arrangements would need to be in place whilst construction works are undertaken. • Capital investment required.
--	---

<p style="text-align: center;">Option 4 (Preferred Option)</p> <p style="text-align: center;">Increase the capacity of Gorslas Primary School to 210 places (by providing a replacement building)</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • This option meets the current and long term demand for Welsh medium primary places within the area. • Moving along the Welsh language continuum by providing greater opportunities to access Welsh medium within the area. • No transitional arrangements are required whilst construction works are undertaken. • Improved facilities for teaching and learning in the 21st Century. • Ensures that the highest quality teaching and learning provision for WM primary education is available. • Provides space to deliver and enhance the Foundation Phase curriculum and play opportunities for all learners. • An opportunity to share facilities with the community. 	<ul style="list-style-type: none"> • Statutory process required. • Slight increase in travel distance and time for pupils. • Capital investment required.

6. The Proposal

6.1 Rationale for Change

As outlined previously, Carmarthenshire County Council has a legal responsibility to review the number and type of schools it has in the area and is required to make sure that they are located in the right place, have the right facilities for the future and have the right resources to deliver education and learning for pupils.

The school currently has a capacity for 110 pupils between the ages of 4-11. However as noted previously, over the last few years the demand for Welsh medium education in Carmarthenshire has been increasing and this is also true for pupil numbers at the school. The school is currently over capacity; and as documented in section 2.6; has been for the last few years. This has demonstrated that there is a clear misalignment between the capacity of the school and the demand for Welsh medium education within the area. As a result a mobile classroom was installed in September 2015, with a further additional mobile classroom installed ready for the 2017/2018 academic term.

As a result, the Local Authority are currently developing a scheme to provide Gorslas Primary School with a new school building suitable for teaching and learning in the 21st Century, which will accommodate current and future demand for Welsh medium education.

6.2 The Proposal

Due to the increasing demand for Welsh medium education places in the Gorslas area, it is the Local Authority's proposal to:

- increase the capacity of Gorslas Primary School from 110 to 210 from 1st September 2019 when occupation at the new building is proposed.

6.3 Additional Learning Needs Provision

There will be no change to the current provision offered for pupils with additional learning needs at the school. However when the new school building has been completed, the improved facilities will directly enhance teaching and learning for all learners including those from more vulnerable groups including ALN learners.

6.4 School Catchment Area

There will be no change to the current school catchment area.

The preferred location of the site for the new school building is Gorslas Park which remains within the existing catchment area of Gorslas Primary School, therefore the designated catchment area will be based on that of the existing school.

6.5 Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

6.6 Transitional Arrangements

There will be no change for pupils whilst building works are undertaken, pupils will remain on their current school site until the building works are complete. Pupils would relocate to their new school in September 2019 when occupation is proposed.

6.7 Advantages and Disadvantages of the Proposal

Advantages

- Increased opportunities for access to Welsh medium education.
- Addresses current capacity issues at the school.
- Ensures that the school can accommodate future demand for Welsh medium school places.

Disadvantages

- Statutory process required to implement the proposal.

6.8 Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the process.	- Follow guidelines as set out in the School Organisation Code 2013.
2.	Failure to gain approval of business cases.	- Follow guidelines as set out in the 21 st Century Schools and Education Funding Programme business case guidance.

6.9 Financial Implications - Revenue

Gorslas Primary School is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

6.10 Admission Arrangements

The County Council is the Admissions Authority for Gorslas Primary School. The current admission number (AN) is 13. If the proposal is implemented the admission number (AN) will be increased to 30. If you have any queries in relation to admission to the school the contact details for Carmarthenshire LA are as follows:

The School Governance and Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB

Tel No: 01267 246449

Fax : 01267 246746

E-mail: rjonesevans@carmarthenshire.gov.uk

6.11 Transport Impact Assessment

Based on January 2017 PLASC address data 78 (total NOR and nursery age) pupils attending Gorslas Primary school lived within the catchment area, whilst 44 pupils lived outside the catchment area. It must also be noted that again based on January 2017 PLASC address data, there were 140 pupils living within the Gorslas catchment area attending other schools.

Based on January 2017 PLASC address data, on average pupils travelled 2.8 miles to reach the current Gorslas Primary School site with an average travel time of 7.1 minutes. Using the same data, pupils on average would travel 2.9 miles to reach the new site with an average travel time of 7.2 minutes. Based on this assessment, there would be a very slight increase of 0.1 miles in travel distance and 0.1 minutes in travel time for pupils.

6.12 Community Impact Assessment

Please refer to Appendix A of this consultation document for full details of the Community Impact Assessment undertaken.

6.13 Welsh Language Impact Assessment

Please refer to Appendix B of this consultation document for full detail of the Welsh Language Impact Assessment undertaken.

6.14 Equality Impact Assessment

Please refer to Appendix C of this consultation document for full details of the Equality Impact Assessment undertaken.

7. The Statutory Process

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2013).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary) – Gorslas Primary School	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians – Gorslas Primary School	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors – Gorslas Community Council	Regional Transport Consortium
Assembly Member (AM) / Regional Members / Members of Parliament (MP)	*Neighbouring Primary and Secondary schools in Carmarthenshire
Welsh Ministers	National Union of Teachers (NUT)
SEN Partners	Undeb Cenedlaethol Athrawon Cymru (UCAC)
LA Special Educational Needs Division	National Association of Head Teachers (NAHT)
ERW – Education through Regional Working	UNISON
	Voice the Union
Families First Carmarthenshire	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
Flying Start	
Child Care / Early Years	Association of Teachers and Lecturers (ATL)
Communities First Partnership	GMB Union
Public Services Board	UNITE the Union
Local Police and Crime Commissioner	Cae'r Ffair Nursery
Welsh Language Commissioner	Cylch Meithrin Cefneithin Gorslas

* Consultation document sent to Headteacher and Chair of Governors (Maesybont CP, Cefneithin CP, Cross Hands CP, Saron CP and Penygroes CP) and Secondary Schools (Ysgol Maes y Gwendraeth, Ysgol Bro Dinefwr)

Consultation with Pupils

There will be an opportunity for the pupils of Gorslas Primary School to participate in the consultation process during a session which will be conducted at the school with the challenge adviser.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Period

The consultation period for this proposal starts on 6th November 2017 and ends on 17th December 2017. During this period you can ask questions and express your views by writing a letter or completing the attached response form in Appendix E. Letters and response forms should be sent to the following address by no later than noon on 17th December 2017.

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined below.

Considering your Views

Within 13 weeks of 17th December 2017 a consultation report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted at Gorslas Primary School. Copies of the notice will be made available to

the school to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email).

The notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

6 th November 2017	Issue of this consultation document to identified and other interested parties.
17 th December 2017	Closing date for views on the proposal to be received by the Department for Education and Children.
	<p>Within 13 weeks of 17th December 2017 a Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice. OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited.</p>

	The statutory notice will give details on how you may record your objections to the proposal.
April 2018	End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.
July 2018	Deadline to notify parents of intention to implement proposal. Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

Appendix A – Community Impact Assessment

Catchment Area Analysis – January PLASC 2017 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2017 data, the geographical data in relation to the pupil distribution for Gorslas Primary School catchment area indicated that of the 122 pupils on roll, 78 lived within the catchment area, whilst the remaining 44 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2017 data, 140 pupils lived within the Gorslas Primary School catchment area attended other schools as follows.

Taking into consideration the 78 pupils living within the catchment area attending Gorslas Primary School, and the 140 pupils living within the catchment area but attending other schools, a total of 218 pupils are living within the catchment area of Gorslas Primary School.

Other facilities the school accommodates e.g youth club / play group

The school accommodates Gorslas Community Council meetings as and when required.

Other facilities or services the school provides e.g. after school clubs / community library

The school currently hold a breakfast club for pupils during the weekdays between 8-8.30am.

The pupils also benefit from several after school clubs, which are held on various nights of the week at the school. A local organisation, Menter Cwm Gwendraeth hold a “Clwb Joio” on Monday nights between 3.30-5pm. The “Clwb Joio” provides pupils with an hour and a half of specific activities, which expands the opportunities available for pupils between the ages of 4-11 to socialise through the medium of Welsh outside of school hours. School staff also hold a sports club on Tuesdays and an “Urdd” club on Wednesdays. On Thursdays, school staff hold an afterschool club, where the activities vary from week to week. In this club, pupils benefit from developing skills such as gardening, cooking, science and IT.

Community Impact

If approved, the proposal will allow increased opportunities for access to Welsh medium education within the Gorslas area, in line with national and local policies. The space for an external nursery provider will allow early years' pupils with access to nursery provision within a school environment which will strengthen relationships and links between the external provider and the school and will ensure a smooth transition between facilities.

As a result of the scheme itself, the new school building will significantly benefit the community of Gorslas through the use of facilities such as the car park, the sports pitch, MUGA and the main hall which could be used for a number of activities.

Appendix B - Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2014 – 2017. The proposal will allow greater opportunities for access to Welsh medium education within the Gorslas area and will ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

Language Category

Gorslas Primary School are categorised as a Welsh medium primary school. As noted in the Admission to School – Information to Parents booklet this means that in the Foundation Phase, pupils are taught through the medium of Welsh and that in KS2, at least 70% of teaching is through the medium of Welsh. Welsh is the language of communication with pupils and the language of the day to day business of the school.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2016 data, 83.3% of pupils achieved at least Outcome 5 in "Language, literacy and communication skills in Welsh, whilst 33.3% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2016 data, 70.6% of pupils achieved at least Level 4 in Welsh first language.

After school activities which provide additional opportunities to use the Welsh language

The pupils benefit from several after school clubs, which are held on various nights of the week at the school. A local organisation, Menter Cwm Gwendraeth hold a "Clwb Joio" on Monday nights between 3.30-5pm. The "Clwb Joio" provides pupils with an hour and a half of specific activities, which expands the opportunities available for pupils between the ages of 4-11 to socialise through the medium of Welsh outside of school hours. School staff also hold an "Urdd" club on Wednesdays.

Appendix C - Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

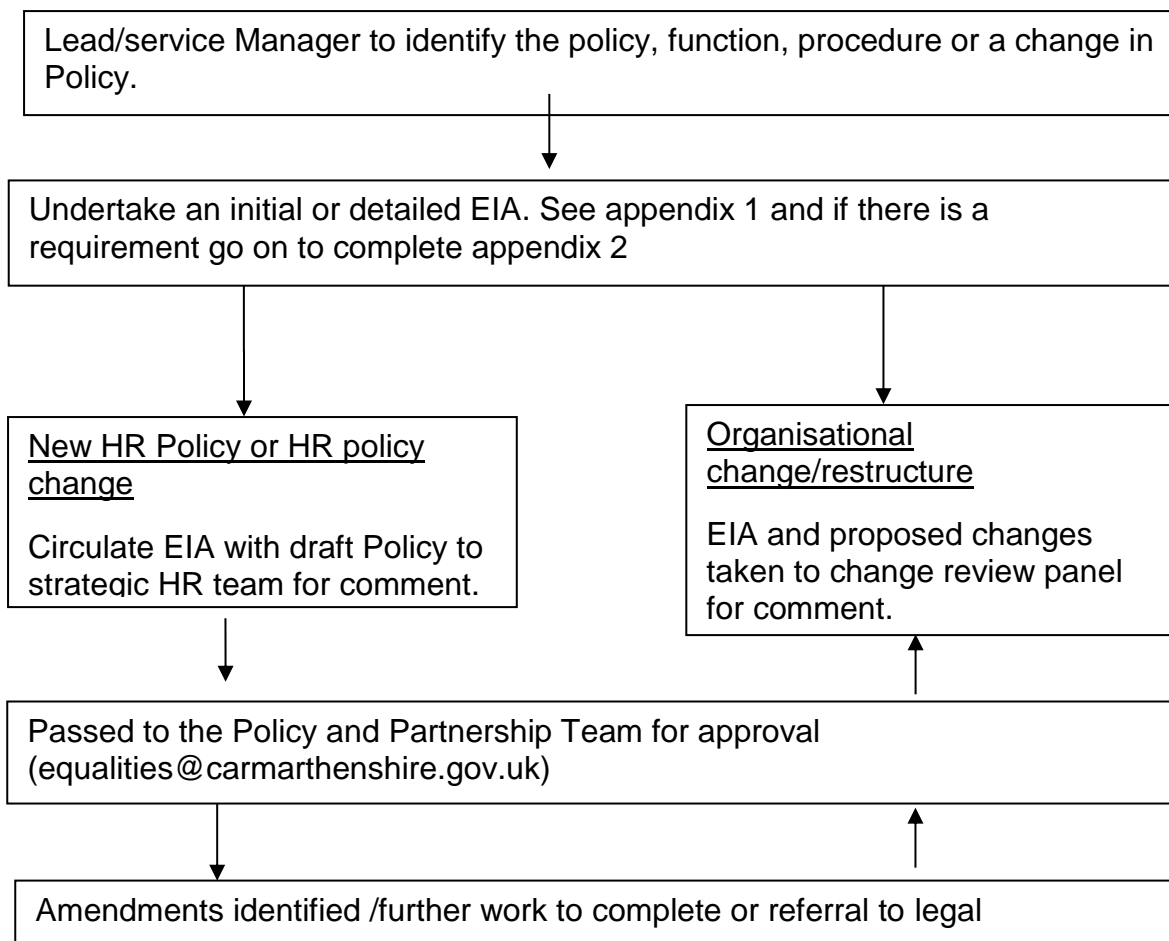
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny .

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: June 2017 Revision Dates: TBC
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The scheme is to provide a new school building with 21 st Century facilities for Gorslas Primary School. As part of this scheme, the proposal is to to increase the capacity of the school from 110 to 210.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2013 • PLASC Data 2016/2017 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The aim of the scheme is to provide the pupils and staff of Gorslas Primary School with a new school building and facilities which are suitable for teaching and learning in the 21 st Century. The increase in capacity will benefit the school by addressing the capacity issues experienced in recent years and will also ensure that the school can accommodate future demand. Providing space to accommodate an external nursery will also strengthen the relationship between nursery providers and the school and will help to ensure a smooth transition between facilities.		
The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered?

<p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p>high (H) medium (M), low (L), no effect (N) for each.</p>	<p>Risks</p>	<p>Positive effects</p>	
<p>Protected characteristics</p>	<p>Age</p>	<p>L</p>		<p>The proposal will provide nursery age pupils with access to nursery provision within a school building.</p>	
	<p>Disability</p>	<p>L</p>		<p>The new school building will be fully DDA compliant ensuring full accessibility for all.</p>	
	<p>Gender reassignment</p>	<p>N</p>	<p>Neutral</p>		
	<p>Race</p>	<p>N</p>	<p>Neutral</p>		
	<p>Religion/Belief</p>	<p>N</p>	<p>Neutral</p>		
	<p>Pregnancy and maternity</p>	<p>N</p>	<p>Neutral</p>		
	<p>Sexual Orientation</p>	<p>N</p>	<p>Neutral</p>		

Sex	N	Neutral		
Welsh language	L		The increase in capacity will allow greater opportunities for access to Welsh medium education within the Gorslas area in line with national and local policies.	
Any other area	L	The increase in capacity of the school may have an effect on schools surrounding the Gorslas catchment area.		

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES NO

The Project Officer has liaised with the Headteacher, Staff and Parents of Gorslas Primary School with regards to the proposal. Local members have also been fully informed of the scheme. Consultation has been undertaken with the Community Council and local residents regarding the location of the new school building.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed throughout the statutory process.

7. Procurement

Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A

Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.

8. Human resources

Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be an increase in capacity, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.

9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)

YES

NO

Approved by:

Andi Morgan

Date: August 2017

Head of Service

Appendix D – Area Profile Gorslas Ward

Policy Research and Information Section, Carmarthenshire County Council, May 2017

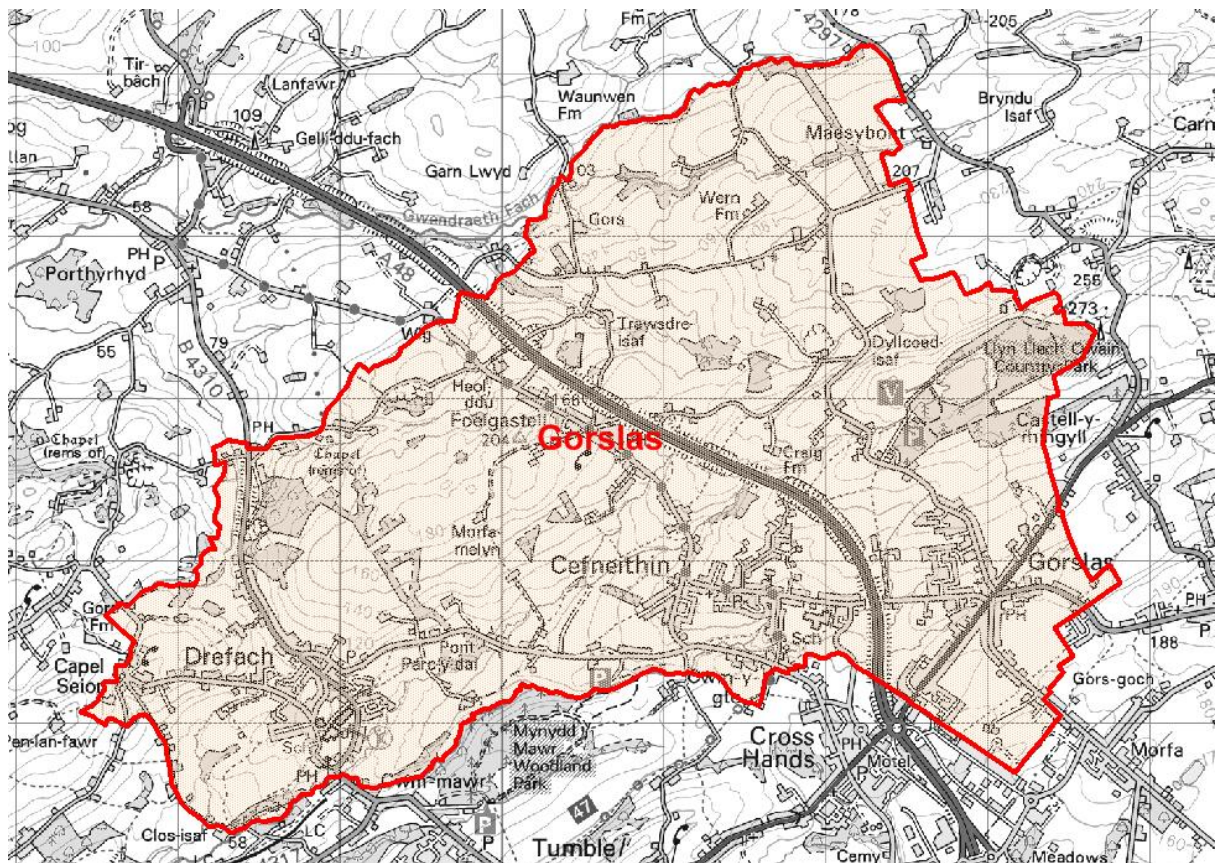
Councillors (Electoral Vote 2017, Turnout = 47.28%): Darren Price and Aled Owen (Plaid Cymru).

Electorate (December 2016): 3,586

Population: 4,301 (2015 Mid Year Population Estimates, ONS)

Welsh Assembly and UK Parliamentary Constituency: Carmarthenshire East & Dinefwr

Council owned Facilities: Cefneithin C.P. School, Drefach C.P. School, Gorslas C.P. School, Ysgol Gyfun Maes Y Gwendraeth Cefneithin, Ysgol Maes Y Gwendraeth Drefach, Llyn Llech Owain Country Park, Gorslas Park Toilets.



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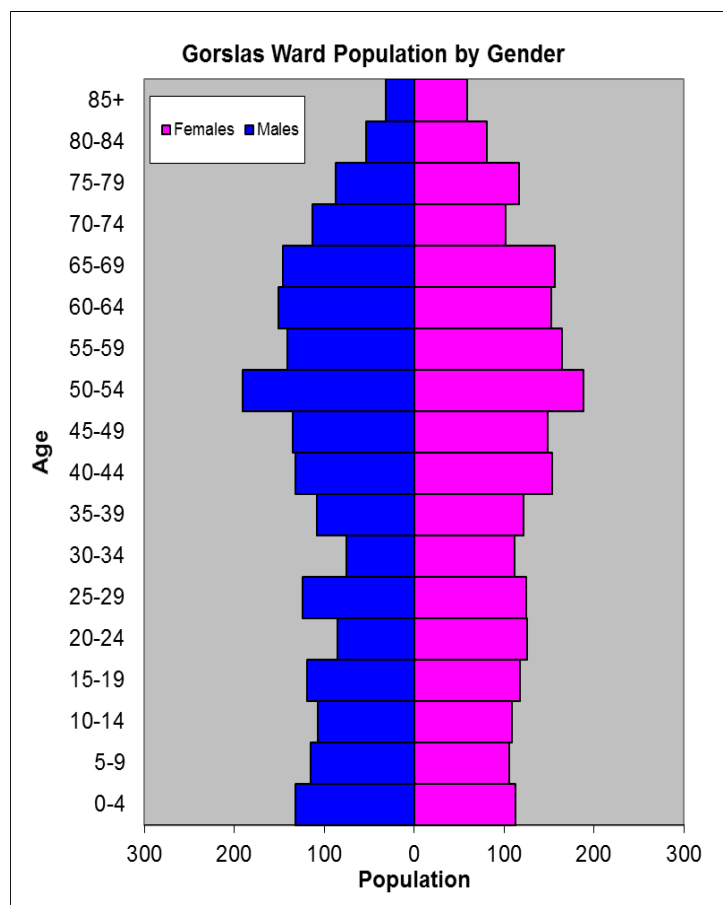
Location: Approximately 20km from Carmarthen Town

- ⇒ Regeneration Designations: Rural Development Plan 2007-2013 eligible ward
- ⇒ Area: 16.51km²
- ⇒ Population Density: 261 people per km²
- ⇒ Population Change: 2001-2015: +584 (+15.7%)
- ⇒ Major Employers: Carmarthenshire County Council (schools and leisure)

POPULATION STATISTICS 2015 Mid Year Population Estimates

Age Structure	Gorslas Population	Gorslas %	Carmarthenshire %
Aged: 0-4	245	5.7	5.4
5-14	437	10.2	11.2
15-24	448	10.4	11.2
25-44	952	22.1	21.7
45-64	1273	29.6	27.8
65-74	518	12.0	12.7
75+	428	10.0	10.0
Total	4,301	100	100

Source: aggregated lower Super Output Area (LSOA) Small Area Population Estimates, 2015, Office for National Statistics (ONS)



- ⇒ 9th highest ward population in Carmarthenshire, and 20th highest population density.
- ⇒ Highest proportion of people aged over 45.
- ⇒ Slightly higher proportion of people with limiting long term illness
- ⇒ Over 20% higher proportion of Welsh Speakers than the Carmarthenshire average.

2011 Census Data

Population: Key Facts	Gorslas	Gorslas %	Carmarthenshire
People: born in Wales	3211	79.0	76.0
born outside UK	87	2.2	4.1
in non-white ethnic groups	39	0.9	1.9
with limiting long-term illness	1082	26.7	25.4
with no qualifications (aged 16-74)	853	25.1	26.8
with higher level qualifications (aged 16-74)	878	25.8	23.9
able to speak Welsh	2523	64.1	43.9

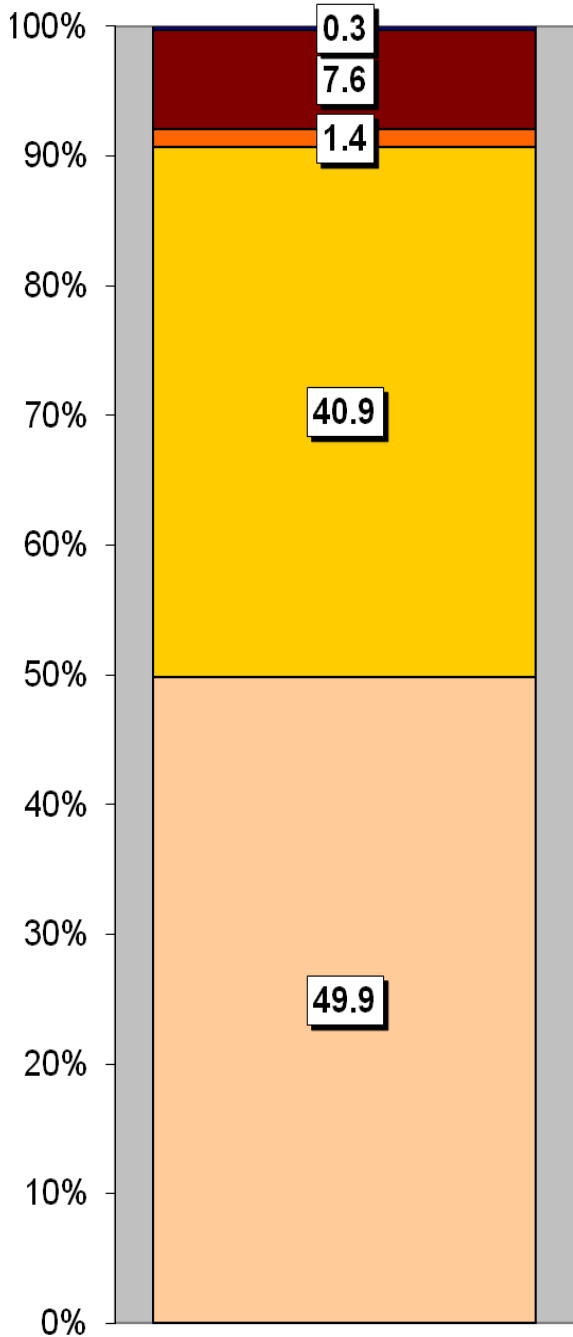
Household Composition	Gorslas	Gorslas %	Carmarthenshire
Total Households/ (Average Household Size)	1735	(2.3)	(2.3)
Household Type: one person: pensioner	285	16.4	14.8
one person: other	212	12.2	15.4
one family: all pensioners	181	10.4	9.8
one family: married couple	658	38.0	34.1
one family: cohabiting couple	138	7.9	8.7
one family: lone parent	169	9.7	11.3
one family: other	92	5.4	5.9

Source: 2011 Census, ONS

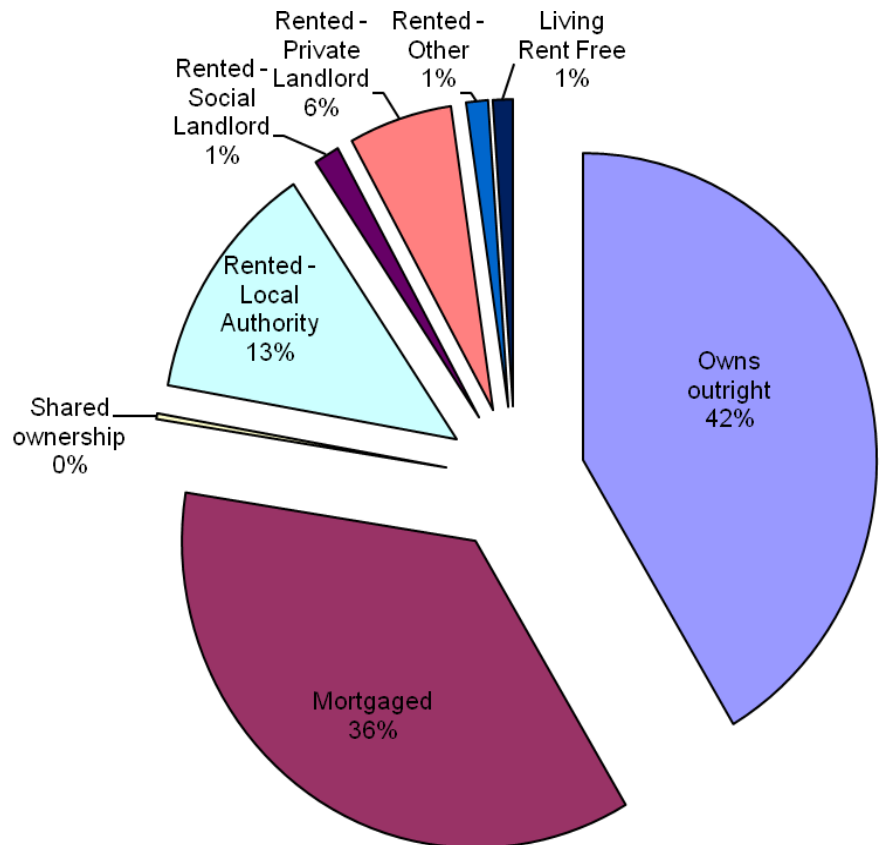
HOUSING

The area's housing consists largely of detached and semi-detached accommodation, which combined is over 90% of the accommodation. The smallest proportion of housing is the caravan or other mobile temporary accommodation. The ward consists of 222 local authority owned properties and 24 Housing Association properties.

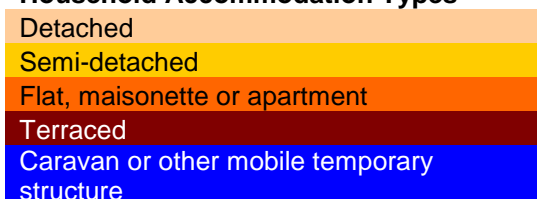
Household Accommodation Types



Household Tenure	%
Owns outright	41.5
Mortgaged	36.1
Shared ownership	0.3
Rented - Local Authority	12.8
Rented - Social Landlord	1.4
Rented - Private Landlord	5.7
Rented - Other	1.2
Living Rent Free	1.1



Household Accommodation Types



SOCIO-ECONOMIC CHARACTERISTICS

- ⇒ The estimated median household income for Gorslas, based on CACI's 2016 'PayCheck' data, is £27,288 which is the 11th highest (of 58 wards) in Carmarthenshire and 12.7% above the Carmarthenshire median of £23,825.
- ⇒ The social profile information indicates a higher than average level of people being in higher and lower managerial and professional administrative occupations (Levels 1-2).

Social Profile	Gorslas	%	Carmarthenshire %
<i>All people aged 16-74 in households</i>	2997	100	100
1: Higher Managerial & Professional Admin. Occupations	464	15.5	13.8
2: Lower Managerial & Professional Admin. Occupations	673	22.5	19.9
3: Intermediate Occupations	397	13.2	11.6
4: Small Employers & Own Account Workers	296	9.9	12.6
5: Lower Supervisory & Technical Occupations	231	7.7	7.6
6: Semi-routine Occupations	448	14.9	16.7
7: Routine Occupations	405	13.5	13.0
8: Never Worked & Long Term Unemployed	117	3.9	4.9

Source: 2011 Census, ONS

ECONOMY AND LABOUR MARKET

Benefit Claimants	Gorslas	Rate %	Carmarthenshire Working Population %
Unemployment Benefit (JSA): March 2017	18	0.7	1.4
Incapacity Benefits (ESA/IB/SDA) August 2016	230	8.8	8.9
Income Support: August 2016	25	1.0	1.8
Disability Living Allowance: August 2016	270	10.3	9.6
Pension Credit: August 2016 (Population 65+)	175	18.5	17.1
State Pension Claimants: August 2016	1,010	-	-

Source: Jobcentre Plus administrative system Dept. for Work & Pensions

Economic Status (people aged 16-74)	Gorslas	Gorslas %	Carmarthenshire %
Economically Active	1943	64.8	64.9
Employees: Part-time	399	13.3	13.9
Employees: Full-time	1132	37.8	33.7
Self-employed	256	8.5	11.0
Unemployed	86	2.9	3.7
Full-time Student	70	2.3	2.5
Economically Inactive	1054	35.2	35.1
Retired	585	19.5	18.1
Student	135	4.5	4.5
Looking after home/family	86	2.9	3.8
Permanently sick/disabled	192	6.4	6.8
Other	56	1.9	1.9

Source: 2011 Census, ONS

WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Gorslas 1** ranks 96 out of 112 LSOAs in Carmarthenshire and is ranked 1352 in Wales from 1909 LSOAs. **Gorslas 2** ranks 90 most deprived area in Carmarthenshire and is ranked 1277 in Wales.

The highest level of deprivation attributed to **Gorslas 1** is the Education Domain, being ranked 67th in Carmarthenshire and 1121 in Wales for this domain. In **Gorslas 2** the Physical Environment domain is also the most prominent ranking 35th in Carmarthenshire and 586 in Wales.

Gorslas 1 – Drefach Gorslas 2 – Maes yr Yrfa School

LSOA	Overall Index		Income		Employment		Health		Education		Access to Services		Community Safety		Physical Environment		Housing	
	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales	Rank	Wales
Gorslas 1	1352	96	1139	72	1236	85	1067	76	1121	67	810	71	1702	90	1110	68	1453	88
Gorslas 2	1277	90	1215	80	931	56	1302	89	1059	61	900	76	1853	103	586	35	1459	89

Source: Welsh Index of Multiple Deprivation 2014 (updated August 2016), Welsh Assembly Government.

Note: LSOAs ranked 1-112 (Carmarthenshire), 1-1909 (Wales).

CRIME

Gorslas	Offence Group												Annual Total	
	Arson & Criminal Damage	Burglary – Business & Community	Burglary – Residential	Drug Offences	Miscellaneous Crime Against Society	Possession of Weapons	Public Order Offences	Robbery	Sexual Offences	Theft	Vehicle Offences	Violence Against the Person		
Fiscal Year (1st April to 31st March)														
2016/2017	19	5	3	18	2	2	3	0	2	20	5	31	110	

Source: Dyfed Powys Police, Headquarters, Llangunnor.

Appendix E – Response Pro-Forma

Please provide us with your comments on the proposal regarding future provision for primary pupils residing in the Gorslas catchment area.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick box if you wish to be notified of the publication of a consultation report and your language of preference.

Welsh Version

English Version

Signature _____

Print Name _____

Position /
Category of
Respondent
(E.g. parent) _____

Address _____

Postcode _____

E-mail _____

Date _____

Please note that unless you indicate otherwise your comments will be open to the public as part of the formal records of the consultation.

Please detach this form and return to: Mr Gareth Morgans, Director of Education and Children's Services, Building 2, St David's Park, Jobs Well Road, Carmarthen, SA31 3HB or E-mail to DECMEP@carmarthenshire.gov.uk by no later than **17th December 2017**.

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DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION REPORT

For the proposal to increase the capacity of

Gorslas Primary School from 110 to 210

Our Vision.....Carmarthenshire is a community where children are safe and nurtured and learners of all ages are supported to achieve their full educational potential

January 2018

Gareth Morgans

Director of Education and Children's Services



EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru

YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

Modernisation Services Section

Simon Davies, Modernisation Services Manager

Content

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3.	Estyn's Observations regarding the Proposal	9
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1. Executive Summary

The Consultation Period

On the 6th November 2017 Carmarthenshire County Council published proposals to change primary school provision within the community of Gorslas. The County Council's proposal is to:

- increase the capacity of Gorslas Primary School from 110 to 210 from 1st September 2019 when occupation at the new building is proposed.

The consultation period commenced on the 6th November 2017 in line with the publication of the proposals and closed on 17th December 2017 with a total of 5 observations received (excluding the responses received from Estyn and the pupils' consultation) in response to the formal consultation.

It must be noted that of the 5 observations received, 4 were received prior to the end of the consultation period whilst 1 observation was received following the end of the consultation period. However, all responses received have been included for the purposes of this report.

Observations Received

The proposal to increase the capacity of Gorslas Primary School from 110 to 210 is the formal statutory procedure that must be undertaken and completed to legally increase the number of Welsh medium places available at Gorslas Primary School and must be undertaken regardless of the method of implementation. As part of the wider scheme to provide an increased number of places, it is the Local Authority's intention to provide a new, replacement school building which will also provide space to accommodate an external nursery provider.

Whilst the consultation document focused primarily on the formal proposal to increase the capacity of Gorslas Primary School from 110 to 210, observations were also received with regards to other elements of the wider scheme. For completeness, these observations have also been included within this report and the themes of all comments received are as follows:

- Safeguarding of Jobs;
- Welsh in Education Strategic Plan;
- Capacity;
- Loss of Green Space; and
- School Nursing Service.

Carmarthenshire County Council acknowledges that there are concerns in relation to the wider scheme, in particular to the location of the proposed new school building and the implications that accommodating an external nursery may cause. These issues are being addressed separately to this proposal.

Observations were received from the following:

- NASUWT
- Welsh Language Commissioner
- Gorslas Community Council
- Children's Public Health – Hywel Dda University Health Board

One anonymous observation was also received.

A complete summary of all of the observations received to the consultation document together with the response of the County Council's professional officers can be found in section 2 on the next page.

Next Steps

The Consultation Report will be presented to the Education & Children's Scrutiny Committee for comments and a recommendation and then ultimately to the Executive Board for determination on whether or not to proceed with the proposal and publish a statutory notice. Should the Executive Board decide to proceed to the next stage, a Statutory Notice will be published during the Spring Term 2018.

2. Summary of Observations received and Local Authority Responses

Point Number	Point Raised	Local Authority Response
1.	<p><u>Safeguarding of Jobs</u></p> <p>It is expected that consideration is be given to safeguard the jobs of staff.</p>	<p>The Authority has staffing policies and procedures in respect of school reorganisation and these can be recommended for implementation if needed. However, it is expected that should this proposal be implemented there is potential for further job opportunities.</p>
2.	<p><u>Welsh in Education Strategic Plan</u></p> <p>The scheme shows positive ambition in developing Welsh medium education within the county and falls in line with the strategic plan.</p>	<p>Carmarthenshire County Council welcomes the comments in recognition of the development of Welsh medium education within the county. During the last few years the demand for Welsh medium education within the Gorslas catchment area has been steadily increasing and Carmarthenshire County Council recognises the need for an increased capacity in order to support the current and future demand for Welsh medium education.</p>
3.	<p><u>Capacity</u></p> <p>Observations were received enquiring as to how the figure of 210 was calculated as the proposed capacity and whether this was restricted to the Gorslas catchment only. Enquiries were also made regarding whether the loss of pupils from the Cwmgwili area to other closer schools had been taken into</p>	<p>A range of elements were analysed when considering the increase in capacity for Gorslas Primary School namely: annual PLASC data; pupil yield expected from dwellings and pupil projections – these were based on the Gorslas catchment area. Consideration was also given to the fact that a mobile classroom was installed in September 2015 and that a further one was required for the 2017/2018 academic year along with a conservative estimate for a new school building factor.</p>

	<p>account and whether there is any potential revision to the current catchment area.</p>	<p>When analysing the annual PLASC data, information is provided on how many pupils attend each school from within the catchment area, outside of the catchment area and how many pupils live within specific catchment areas but attend other schools. January 2017 PLASC data indicated that 218 pupils live within the catchment area of Gorslas (78 attending Gorslas Primary School and 140 attending other schools). Whilst it is accepted that not all pupils living within the catchment area attend/or will attend Gorslas Primary School in the future, consideration must be given to pupils living within the catchment area.</p> <p>As part of the proposal to increase the capacity of Gorslas Primary School, it is proposed that there will be no change to the current school catchment area.</p>
<p>4.</p>	<p><u>Loss of Green Space</u></p> <p>Whilst there is support for the proposals, there are concerns regarding the loss of green space as a result of the new school building development at Gorslas Park. The area is regularly used by children for a variety of outdoor activities and is situated away from traffic. Although part of the school grounds could be openly available to the public, the increased traffic density and the construction involved would alter the character of the area. Therefore, consideration should be given to converting the current school site into a publicly accessible green space to serve as an alternative to the current park.</p>	<p>Carmarthenshire County Council accepts that there are concerns with regards to the loss of green space as a result of the intention to build the new school building on land at the site of Gorslas Park. However, it must be noted that whilst the school building will be built on part of the land, the intention is to provide a multi-use games area and sports pitch which will be available for community use along with the use of the school hall, outside of school hours. It is intended that the use of these facilities and the expansion of opportunities that will be available to the community as a result of these facilities will help strengthen the community relationships that already exist in the area.</p>

		<p>Whilst it is accepted that the increased traffic density and construction involved could alter the character of the area, it is hoped that the additional facilities available for community use afforded through the scheme would provide further advantages and opportunities to the wider community.</p> <p>With regards to the current school site no longer being used then the County Council Policy, approved on the 12th April 2006, in relation to buildings not being required for educational purposes will apply. In essence this allows the community to make a case to the council for the retention of the building as a community resource. If there is no viable community interest the premises will be offered to the market.</p>
<p>5.</p>	<p><u>School Nursing Service</u></p> <p>The only impact this will have on the School Nursing service is possibly some increase in caseload numbers for the School Nurses who are assigned to the school in question. Caseload numbers for School Nurses are regularly monitored by the Senior Nurse/Quality Assurance Manager for School Nursing and are managed through workforce planning.</p>	<p>Carmarthenshire County Council accepts that the increase in capacity may have an effect on caseload numbers for the School Nurses who are assigned to the school, however agree that any effect can be monitored and managed by workforce planning and communication between organisations.</p>

3. Estyn's Observations regarding the Proposal

Estyn's response to the proposal to extend Ysgol Gorslas, Carmarthenshire

Her Majesty's Inspectors of Education and Training in Wales have prepared this report.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body that is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortium, which deliver school improvement services to the schools within the proposal.

Introduction

This is a consultation proposal by Carmarthenshire County Council.

The consultation to increase the pupil capacity of Ysgol Gorslas from 110 to 210 is to be conducted between 6th November 2017 and 17th December 2017.

Summary/Conclusion

The proposal identifies clearly the local authority's reasons for increasing the capacity of Ysgol Gorslas and responds to the increasing demand for Welsh-medium education in the village of Gorslas and the surrounding area. It takes into consideration the increase in the number of pupils who apply to attend the school. The consultation identifies the community schools in the area that this proposal may affect. The authority identifies clearly that there are more children at Ysgol Gorslas than there are places available, and this has been the case for a number of years. However, it appears that there are a number of surplus places in the Welsh community primary schools in the catchment area. Estyn is of the opinion that the proposal is likely to at least maintain provision and standards for pupils in the Gorslas area.

Description and benefits

The consultation provides a clear rationale for the expected advantages and disadvantages for Ysgol Gorslas.

The proposal outlines clearly the plans to construct a new building on land that is around 0.1 miles from the school's current site. The local authority claims that the current building has deteriorated and is in poor condition, and that there is not enough land on the school's site to add to the two mobile buildings that are already on the school grounds.

It appears that the Council has discussed a variety of relevant models as part of its strategic objectives in its modernising education programme. It takes into consideration the negative effect that another mobile building on the school grounds will have on the school's ability to provide foundation phase education in full. It appears that the proposal to build a new school ensures more space to improve learning environments for children. The proposal gives reasonable consideration to the parking problems that already exist. By building a new school on a different site, it appears that the arrangements will reduce the possible disruption for pupils, teachers and parents, and will allow the school to continue with the curriculum on the current site during the construction period.

The proposer lists the schools that may be affected by the proposal and identifies that approximately 140 pupils who live the Gorslas catchment area currently attend other schools. There is not enough information in the proposal about the possible effect on those schools.

The proposal is unlikely to have an undue effect on the current travel arrangements, except for the possibility that more pupils may attend the school.

The proposal appears to have given reasonable consideration to the effect on the local community. Estyn is of the opinion that this consultation provides more opportunities for the community to use the facilities for a number of activities, which would strengthen the community element that already exists. It appears that the new building will improve the learning environment for all of the school's pupils, and improve access for pupils with additional learning needs.

Educational aspects of the proposal

The local authority has provided an appropriate analysis of the school's current performance. It identifies that the school is in group 1 for standards and in the yellow category, which shows that Ysgol Gorslas is an effective school that is already doing well and knows which areas need to be improved. The authority has included the findings of the most recent Estyn inspection in the proposal.

The consultation does not include the proposal's effect on the quality of outcomes, provision, and leadership and management clearly enough, other than to identify that the proposal would 'provide all pupils currently educated at Gorslas School with access to an enhanced school environment. This will facilitate further improvement upon the existing good standards, provision and leadership'.

The proposal has not considered robustly enough the effect on provision in other schools in the catchment area. It appears that the proposal will not have an effect on provision for learners with additional learning needs nor have a negative effect on the Church in Wales's provision.

3.1 Local Authority Response to Estyn's Observations

Effect on other schools

The authority identifies clearly that there are more children at Ysgol Gorslas than there are places available, and this has been the case for a number of years. However, it appears that there are a number of surplus places in the Welsh community primary schools in the catchment area.

Carmarthenshire County Council accepts that whilst Gorslas Primary School is currently oversubscribed, there are some surplus places in neighbouring catchment schools. There is a clear increasing demand for Welsh medium education within the Gorslas area and whilst 140 pupils living within the Gorslas area currently attend other schools, the school is still over capacity. Whilst it is accepted that not all pupils living within the catchment area attend/or will attend Gorslas Primary School, consideration must be given to all pupils within the catchment area and the current school capacity proves insufficient in being able to accommodate this.

Pupil places within all of the county's schools are monitored and surplus and oversubscription issues are reviewed on a regular basis. Where required, appropriate and strategic action is implemented as and when necessary.

The proposer lists the schools that may be affected by the proposal and identifies that approximately 140 pupils who live in the Gorslas catchment area currently attend other schools. There is not enough information in the proposal about the possible effect on those schools.

The proposal under consultation refers to the need to increase the capacity of Gorslas Primary School from 110 to 210 places due to the increasing demand for Welsh medium education places. Whilst Carmarthenshire County Council has considered the neighbouring catchment schools that may be affected by the proposal, the proposal does not and nor is it Carmarthenshire County Council's intention to directly affect these schools through this reorganisation.

Carmarthenshire County Council accepts that as a result of this proposal some neighbouring schools may be indirectly affected. It is accepted that pupils who live within the Gorslas catchment area that currently attend other schools may want to attend the new Gorslas Primary School. As is the case with all community primary schools within the county, admission to the school will be controlled and managed through the admissions process should this situation occur. Whilst Carmarthenshire County Council accepts that some neighbouring schools may be indirectly affected as a result of this proposal, it is very difficult to estimate the result and impact that this may have. Nevertheless, Carmarthenshire County Council will monitor the effect

of the proposal on neighbouring schools and will consider whether appropriate action is required as and when necessary.

The proposal has not considered robustly enough the effect on provision in other schools in the catchment area.

As mentioned previously, whilst Carmarthenshire County Council accepts that the proposal to increase the capacity of Gorslas Primary School may have an indirect effect on neighbouring catchment schools, the proposal does not nor is it Carmarthenshire County Council's intention to directly affect provision in other schools as part of this reorganisation. However, Carmarthenshire County Council will monitor the effects of the proposal on neighbouring schools and should the proposal have any detrimental effects on provision, then appropriate action will be considered.

Effect on quality of outcomes, provision, and leadership and management

The consultation does not include the proposal's effect on the quality of outcomes, provision, and leadership and management clearly enough, other than to identify that the proposal would 'provide all pupils currently educated at Gorslas School with access to an enhanced school environment. This will facilitate further improvement upon the existing good standards, provision and leadership'.

It is expected that the proposal to increase the capacity of Gorslas Primary School through the provision of a new school building will positively affect the outcomes, provision, and leadership and management at the school.

The provision of a greater capacity will firstly enable all pupils and staff to be situated in one building, rather than having to move and operate between the main school building and additional cabins. This will provide a secure, safer and more manageable environment for pupils as well as staff and will enable across school teaching, learning and events to take place more efficiently and effectively.

The provision of greater space, both indoors and outdoors will allow for curriculum expansion and will provide opportunities for a broader and more varied learning environment for all pupils, in particular the Foundation Phase, which in turn is expected to have a positive effect on the outcomes and development of all pupils. The provision of a multi-use games area and sports pitch will provide exciting opportunities for a varied physical education curriculum and will allow all learning and sporting events to take place at one location. Currently, the school sports take place at Gorslas Park due to limited facilities at the current school site and therefore the provision of these facilities will help the management of school events. The provision of the large school hall, provides further opportunities for school events to take place

ensuring that the whole school can work together at the same time efficiently. The hall also provides opportunities for the physical education curriculum etc. to still be fulfilled in times of bad weather when events cannot take place outside.

The accessibility of facilities will ensure that the community has use of the school hall, multi-use games area and sports pitch, demonstrating how the school and community can work together to strengthen relationships and maximise potential opportunities for all. The increased capacity and intended new building will provide the community with facilities suitable for teaching and learning in the 21st century in which provision and outcomes can be enhanced.

Statements of support for this proposal by Estyn

The proposal identifies clearly the local authority's reasons for increasing the capacity of Ysgol Gorflas and responds to the increasing demand for Welsh-medium education in the village of Gorflas and the surrounding area.

Estyn is of the opinion that the proposal is likely to at least maintain provision and standards for pupils in the Gorflas area.

The consultation provides a clear rationale for the expected advantages and disadvantages for Ysgol Gorflas.

Estyn is of the opinion that this consultation provides more opportunities for the community to use the facilities for a number of activities, which would strengthen the community element that already exists.

It appears that the new building will improve the learning environment for all of the school's pupils, and improve access for pupils with additional learning needs.

4. Consultation with the Pupils

School: Gorslas Primary School

Date: 11th December 2017

Consultation undertaken by: Mrs Catrin Griffiths – Challenge Adviser

Interviewed: School Council

Summary

The School Council were interviewed regarding the proposal to increase the capacity of school and the intention to provide the school with a new, replacement school building. Informative discussions were had and were based on the questions below:

- Have you seen plans for the new school building?
- Are you happy to move to a new building and why?
- What do you think will be advantageous in being in a new building?
- Will it be easier for you to learn in a new building?
- What about Foundation Phase pupils? What effect will moving have on the younger pupils?

School Council Feedback

The pupils had the opportunity to look and browse through the plans of the new school and the word “exciting” was often used in describing the new building.

Without exception, all of the pupils were looking forward to having a large, safe and spacious school yard with plenty of space to play a variety of sports including football, rugby and hockey at the same time. Pupils were also looking forward to having a less dangerous yard, especially with the bad weather in the winter.

Pupils noted that the hall was important in ensuring a place to play football and hockey when the weather was poor and to hold concerts and services as a whole school.

Pupils were also looking forward to having space to move around the school. The importance of broad corridors and wide doors was mentioned to save pushing and to feel safer when walking around. The importance of no cabins was also mentioned so that all the pupils were in the same building.

They liked the fact that there would be enough room to hang coats and so they would be less likely to lose or dirty them as they walk on the floor.

The location in the village was important to them because it is said that it will mean more families can walk to school and therefore less cars will be needed. There will also be a car park and so the site will be a much safer site.

The lift was mentioned as an important factor in being able to accommodate and help disabled children and children who have been treated to reach the upper floor without walking the stairs.

In terms of clubs the pupils mentioned that there will be a lot more space for after-school clubs as well as a breakfast club and so it will help facilitate arrangements for parents. The garden was also mentioned and therefore there would be opportunities to grow vegetables and plants and sell them to raise money for the school. The fact that there would be a library in the new school was very important to them in order to save reading in the corridor.

It was mentioned that the carnival could be held in the new school and not in the cold tent because there will be enough room in the school for the community to join the pupils. The carnival is the highlight of the year for the pupils.

The area for Foundation Phase pupils will be safe and will enable them to receive more opportunities especially when learning in the outside area.

The pupils were unanimous in agreeing that a brand new, larger building will offer additional, quality opportunities towards their education.

The only negative comments were about feeling sad when leaving the old building and moving to a new building and year 5 and 6 pupils were sad in losing the opportunity to be educated at the new school because of their age.

EDUCATION & CHILDREN SCRUTINY COMMITTEE

25th JANUARY 2018

Education & Children Scrutiny Committee Actions & Referrals Update

To consider and comment upon the following issues:

- To scrutinise the progress made in relation to actions, requests or referrals recorded during previous meetings of the Committee.

Reasons:

- To enable members to exercise their scrutiny role in relation to monitoring performance.

To be referred to the Executive Board for decision: **NO**

Executive Board Member Portfolio Holder: *NOT APPLICABLE*

<p>Directorate: Chief Executive's</p> <p>Name of Head of Service: Linda Rees-Jones</p> <p>Report Author: Michelle Evans Thomas</p>	<p>Designations:</p> <p>Head of Administration & Law</p> <p>Principal Democratic Services Officer</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 224010 lrjones@carmarthenshire.gov.uk</p> <p>01267 224470 MEEvansThomas@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE

25th JANUARY 2018

Education & Children Scrutiny Committee Actions & Referrals Update

During the course of a municipal year, several requests for additional information are made by the Committee in order to assist it in discharging its scrutiny role.

The attached report provides members of the Committee with an update on the progress made in relation to these requests.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Linda Rees-Jones** **Head of Administration & Law**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Linda Rees-Jones** **Head of Administration & Law**

1. **Local Member(s)** – N/A
2. **Community / Town Council** – N/A
3. **Relevant Partners** – N/A
4. **Staff Side Representatives and other Organisations** – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Education & Children Scrutiny Committee Reports and Minutes	Agendas and Minutes available to view on the Council's website.

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Education Children Scrutiny Committee Actions 2017-2018

Ref No	Meeting Date	Recommendation / Action / Referral	Description	Progress Update	Member / Officer	Status
E&C 001-17/18	27th November 2017	Action	School Budgets - Resolved that the Committee receive an update report on School Budgets at a future meeting.	An updated report was presented to Committee on 21st December 2017 following an all-member Budget Seminar on 20th December 2017.	Andi Morgan	COMPLETED
E&C 002-17/18	27th November 2017	Action	TIC Programme Update - Resolved that the Committee receive an update report in 6 months' time.	Included in the FWP for the meeting to be held on 7th June, 2018.	Andi Morgan	IN PROGRESS
E&C 003-17/18	27th November 2017	Action	Non Submission - ERW Business Plan 2017/18 and Review of 2016/17 (including update on curriculum changes)	To be included in the FWP	Andi Morgan	OUSTANDING
E&C 004-17/18	27th November 2017	Action	Non Submission - Fostering Annual Report	To be included in the FWP	Stefan Smith	OUSTANDING
E&C 004-17/18	21st December 2017	Action	Revenue Budget Strategy Consultation - Resolved that, whilst noting the proposals for the delivery of efficiency savings for the Education & Children Department, as detailed in Appendix A(i) to the report, the Committee's concerns regarding any reduction in respite care provision be relayed to the Executive Board.		Gareth Morgans	IN PROGRESS - will be conveyed as part of the consultation on the budget.
E&C 005-17/18	21st December 2017	Action	Education & Children Departmental Draft Business Plan - Also Arising: Committee requested an update report on Band A projects.	To be included in the FWP	Simon Davies	OUSTANDING
E&C 006-17/18	21st December 2017	Action	Forthcoming Items - RESOLVED that the list of forthcoming items, to include a report on the establishment of a Task and Finish Group, to be considered at the next scheduled meeting to be held on Thursday, 25th January, 2018 be noted.	Included in the FWP	Michelle Evans Thomas / Gareth Morgans	IN PROGRESS

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**EDUCATION & CHILDREN
SCRUTINY COMMITTEE
25TH JANUARY 2018**

**FORTHCOMING ITEMS FOR NEXT MEETING
14TH MARCH 2018**

Discussion Topic	Background
Q3 Performance Monitoring Report 2017/18	This is a monitoring report on Departmental performance against the Council's Improvement Plan & Well-being Objectives.
Budget Monitoring 2017/18	Revenue and Capital budget monitoring for the period ended 31 st December 2017
WG Categorisation of Schools 2018	This report provides a comprehensive overview of the final National Categorisation Support Category for each school within our Local Authority.

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Education & Children Scrutiny Committee – Forward Work Programme 2017/18

23 June 2017 (Joint with SC&H)	28 Sept 17	27 Nov 17	21 Dec 17	25 Jan 18	14 March 18	23 April 18
Annual Report of Director of Social Services 2016/17	Unverified Results 2017 Teacher Assessments and External Examinations	School Budgets	3-year Revenue Budget Consultation	School Performance and Achievement 2016/17 – (including discrepancies between WG Categorisation & Estyn Judgements)	Q3 Performance Monitoring Report 2017/18	Corporate Parenting & Safeguarding Panel Annual Report 2017
	Youth Support Service Business Plan 2017/18	TIC Update	Education and Children's Services Business Plan 2018/19-2021	School Leadership - Footprint/Federation of schools (including update on recent Stats Release including school sizes and leadership info.)	Budget Monitoring 2017/18	Task & Finish Review 2015/16 Action Plan Monitoring
	Q1 Performance Management Report for the Council's 2017/18 Well-being Objectives	Scrutiny Panel School Visits Framework	Behaviour Service Review	11 – 19 Learning Network Update (TBC)	WG Categorisation of Schools 2018	Welsh in Education Strategic Plan (WESP) (including pupils transferring from Welsh medium primary to Welsh medium secondary schools)
	Budget Monitoring 2017/18	Revised Estyn Inspection Framework	Five Year Capital Budget Consultation	MEP Band A Update		Actions & Referrals Update
	Adoption Annual Report	Modernising Education Programme Strategic Outline Programme – Band B Update		Actions & Referrals Update		End of Year Compliments & Complaints Report 2017/18
	Carmarthenshire County Council's Annual Report 2016/17	Half-Year Compliments & Complaints Report 2017/18				

Education & Children Scrutiny Committee – Forward Work Programme 2017/18

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23 June 2017 (Joint with SC&H)	28 Sept 17	27 Nov 17	21 Dec 17	25 Jan 18	14 March 18	23 April 18
Education & Children Scrutiny Committee Annual Report 2016/17		ERW Business Plan 2017/18 & Review of 2016/17. (including update on curriculum changes).				
Education & Children Scrutiny Committee Forward Work Programme 2017/18		Fostering Annual Report				
Modernising Education Programme – Increase in Capacity for Gorslas School						
Modernising Education Programme – Increase in Age Range for Ysgol Parc y Tywyn						

ITEMS FOR JOINT MEETINGS IN 2017/18:

- Disability Review – Joint with SC&H – TBC
- CSSIW Inspection, Evaluation & Review of Local Authority Services – Joint with SC&H - TBC

ITEMS CARRIED OVER FROM PREVIOUS WORK PROGRAMME:

- Music Service / Music in Donaldson Agenda

ANNUAL ITEMS (TBC)

- Regional Safeguarding Children Board Annual Report
- Modernising Education Programme (MEP) Biennial Report

DEVELOPMENT SESSIONS:

- Elective Home Education (Committee Only)
- Safeguarding (All Members)
- Fostering & Looked After Children (All Members)
- ALN Reform – Including SEN (All Members)

SITE VISITS:

UPDATED 18/01/2018

- School Improvement Panel Annual Report School

ITEMS FOR CONSIDERATION

- Schools Organisation Code
- Preventative Services / Team Around the Family
- Families First Recommissioning

- Rota of 5/6 Members with Chair or Vice Chair to visit schools. Focus to be on school improvement. 5 Per Year.

TASK & FINISH REVIEW SUGGESTIONS:

- Task & Finish Review 2015/16 Action Plan Monitoring (April 2018)
- Fostering (Recruitment of Foster Carers)
- Placement Stability
- Performance at Foundation Phase

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MONDAY, 27TH NOVEMBER, 2017

PRESENT: Councillor D. Price [Chair]

Councillors:

L.R. Bowen, K.V. Broom, I.W. Davies, J.P. Jenkins, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, S. Najmi, E.M.J.G. Schiavone, B. Thomas, E.G. Thomas and D.T. Williams

Mrs V. Kenny – Roman Catholic Church Representative
Mrs J. Voyle-Williams – Church in Wales Representative
Mrs A. Pickles – Parent Governor [Carmarthen Area]

The following Officers were in attendance:

Mr A. Morgan	-	Head of Education Services
Mr A. Rees	-	Head of Curriculum & Wellbeing
Mr D. Astins	-	Strategic Development Manager
Mr S. Davies	-	Modernisation Services Manager
Mr J. Owen	-	TIC Programme Manager
Mr A. Carter	-	Senior Manager TIC Schools
Ms S. Nolan	-	Group Accountant
Mrs M. Evans Thomas	-	Principal Democratic Services Officer

Chamber, 3 Spilman Street, Carmarthen : 10.00 a.m. - 12.30 p.m.

1. APOLOGIES FOR ABSENCE

An apology for absence was received from Mrs K. Hill (Parent Governors Member).

2. DECLARATIONS OF PERSONAL INTEREST

Councillor	Minute Item(s)	Nature of Interest
Councillor G. Jones	Items 5-9	His wife works in the Education Department.

3. DECLARATIONS OF PROHIBITED PARTY WHIPS

There were no declarations of party whips.

4. PUBLIC QUESTIONS

The Chair advised that no public questions had been received.

5. SCHOOL BUDGETS

[NOTE: Councillor G. Jones had earlier declared an interest in this item.]

The Committee considered a report providing an overview of the regulations that encompass the allocation of school budgets, the budget process and the

calculation of the delegated budget received from the Local Authority. Individual school budget final balances for the financial years 2015/16 and 2016/17 were appended to the report for information.

The Committee noted that a school's governing body has the collective and legal responsibility for the overall direction of the school and its strategic management. This included the effective financial management of the school's delegated budget and the responsibility for ensuring that the school's financial resources are utilised in support of improving learner outcomes in the most effective and efficient way.

The following questions/observations were raised on the report:-

- If a school has a deficit reserve balance how do they contact officers for assistance/advice? The Head of Education Services explained that they are able to contact any of the Support Officers in the Education Department. Officers try to intervene early on and work with governing bodies to make sure that progress is made;
- Concern was expressed over how many schools have a large reserve balance when so many other schools are struggling. The Head of Education Services referred to the new legislation that was recently introduced regarding surplus school balances and clawback and advised the Committee that the Authority has not yet used those powers. However, if a surplus balance continues year on year then discussions would have to be held in that regard.

RESOLVED

5.1 that the information be noted;

5.2 that the Committee receive an update report on School Budgets at a future meeting.

6. TIC PROGRAMME UPDATE

[NOTE: Councillor G. Jones had earlier declared an interest in this item.]

The Committee considered a report and received a presentation providing an update on the TIC (Transform, Innovate, Change) Programme – Support for Schools.

Historically the delegated school budget has been protected from reductions as part of the corporate efficiency programme. As the outlook for future years is for further reductions to the Council's budget, schools have been challenged to find budget efficiencies whilst ensuring standards are maintained or improved. To assist with this, the Council's TIC team has been joined by Allan Carter, Deputy Head of Queen Elizabeth High School on a secondment to focus on helping schools find budget efficiencies.

The TIC programme was established over four years ago in response to the severest of financial challenges. During the last financial year, TIC projects helped deliver more than £2m of financial savings and, in total, has helped identify nearly £11.5m savings since its inception. Allan commenced his role full time in September 2017 and is working with TIC colleagues to gain an understanding of

their methodology and to see how that success can be replicated across schools in Carmarthenshire.

The TIC Schools' programme aims to apply TIC principles of collaborative working, reducing waste and sharing good practice to support schools in reducing costs but, at the same time, protecting the quality of front-line service and improving outcomes. It also aims to strengthen relationships between schools and the Local Authority through partnership working. It is not intended to be a top-down approach.

During the first two months of his secondment Allan has identified a number of focus areas where savings could be made and is working with colleagues to take these forward.

The following questions/issues were raised on the report and presentation:-

- Reference was made to collaborative procurement and tendering and officers were asked if the Authority would support schools co-working on things like grass cutting. The Head of Education Services advised the Committee that schools have individual Service Level Agreements but opportunities to enhance efficiency are always looked at and currently form a part of the TIC work;
- Officers were asked if consideration has been given to joint working and sharing staff/expertise to deliver some curriculum topics. The Head of Education Services advised the Committee that work is already being undertaken regarding joining groups of pupils to deliver some subjects;
- Concern was expressed that one problem being faced by schools is that their IT systems are not standardised. Mr Carter advised the Committee that all systems should be standardised. The Strategic Development Manager further clarified that all primary schools use the Teacher Centre system and all secondary schools are on SIMS (Secondary Schools' Management Information System);
- Reference was made to illness and staff absence and the consequential cost of arranging cover and the effect that has on pupils and officers were asked if the Authority has a strategy in place to protect staff and children from these knock-on effects. The Head of Education Services informed the Committee that a workshop was held recently for all school governors to promote the philosophy that happy staff are effective staff. It is important to have resources in place to support the wellbeing of staff;
- Reference was made to Business Managers and officers were asked if schools would have to pay for this service. The Head of Education Services explained that the pilot scheme will be financed by Welsh Government until July 2019;
- With regard to bringing in staff from outside agencies to cover illness/absence, officers were asked if there is provision for the Authority to have a pool of staff that can be called upon to cover rather than using staff from external agencies. The Head of Education Services informed the Committee that the Authority has just been successful in securing funding from the Welsh Government to pilot such a model which would see 3 centrally based staff who could be deployed to a cluster of schools should the need arise. He added that the bid which was accepted was only for 3 teachers, however, it was a model which could be rolled out in the future.

RESOLVED

6.1 that the report and presentation be received;

6.2 that the Committee receive an update report in six months' time.

7. SCRUTINY PANEL SCHOOL VISIT PROGRAMME AND FRAMEWORK

[NOTE: Councillor G. Jones had earlier declared an interest in this item.]

The Committee considered a report detailing proposals for school visits from January 2018 onwards.

Members of the Education & Children Scrutiny Committee have undertaken numerous school visits over a period of many years. The historical nature of these visits has understandably tended to focus on premises issues, appropriate to the evolving Modernising Education Programme at that time. However, our work with schools should support and challenge across a wide range of school activities and it was therefore proposed to realign the school visits programme's focus and facilitate broader and deeper discussion on aspects chosen as greater priorities e.g. leadership, teaching, learning and outcomes. However, it was not intended to preclude or ignore any elements of premises related issues which may arise and require attention.

The suggested format for school visits was as follows:-

- (1) Overview of the school's current context (to include a "guided members' learning walk");
- (2) Overview of current performance (outcomes and categorisation);
- (3) Discussion and analysis of strengths and best practice, areas for improvement and current priorities with senior school leaders, ERW/LA officers (to include summary of the School Development Plan, Self-evaluation Report and most recent ERW Support Visit reports);
- (4) Review and Conclusion Session between members.

It was anticipated that the above would take between 2½-3 hours and it was therefore suggested that one designated School Visit Day be arranged per term to include 2 schools with one school visited in the morning session and one school visited in the afternoon session.

It was proposed that the visits be undertaken by groups of members rather than the whole Committee as this would enable more focused working during visits, providing greater opportunities for a more detailed and engaging experience for members. It was therefore suggested that the Committee be split into three groups for school visits as follows:-

Group 1

Chair or Vice-Chair

Councillors Liam Bowen, Ieuan Wyn Davies, Jean Lewis and Bill Thomas Mrs Vera Kenny

1 Parent Governor

Group 2

Chair or Vice-Chair
Councillors Kim Broom, Gary Jones, Shahana Najmi and Dorian Williams
Mrs Jean Voyle Williams
1 Parent Governor

Group 3

Chair or Vice-Chair
Councillors John Jenkins, Betsan Jones, Dot Jones and Emlyn Schiavone
1 Parent Governor

There were many factors to consider with regard to choosing which schools to visit such as:-

- ensuring a range of different phases to provide members with primary, secondary and special school experiences;
- focusing on schools working to specific agendas or priorities such as
 - (a) schools in need of improving National Categorisation categories;
 - (b) schools sharing/leading best practice;
 - (c) schools working within specific networks (to include formal/informal Federations, Action Research projects etc)

UNANIMOUSLY RESOLVED that the proposals for school visits by the Committee from January 2018 as detailed above be approved.

8. REVISED ESTYN INSPECTION FRAMEWORK

[NOTE: Councillor G. Jones had earlier declared an interest in this item.]

The Committee considered a report on the Revised Estyn Inspection Framework. This inspection framework is used for all inspections of education and training providers in Wales and there is one framework for all schools and pupil referral units. The revised framework provides schools with the opportunity to present their practice against the following inspection areas:-

- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

The Chair welcomed to the meeting Mr Aled Davies, the Headteacher of Llangunnor Primary School, who had been invited to make a presentation to the Committee.

Mr Davies advised the Committee that his school had recently undergone an inspection and was the first school in the county to do so under the new framework. Schools were aware that a new inspection framework was being introduced and officers from the Education Department have helped schools to prepare by providing training sessions and assistance with the preparation of documents and School Development Plans.

Schools used to get 4 weeks' notice of an impending inspection but under the new framework only 15 working days' notice is given. You get a call on Monday

morning to inform you of the visit and you have to upload all the required documents onto Estyn's website by the Friday of the same week. Schools should have all the necessary documents ready anyway as they are all statutory documents. Estyn need to know that a school knows what needs to be improved and where the school is going etc. and that is all contained in the School Development Plan. The self-evaluation documents must be completed and supported by the robust evidence to prove what you are stating. It is very important to have these documents ready and in place.

With regard to the inspection itself, it is far more centred on the pupils and the inspectors spend a lot of time talking to the children. They collect evidence from these conversations with pupils. They may not speak to the headteacher at all as they have seen the self-evaluation forms and know what the headteacher's views and opinions are. They place far more emphasis on speaking to pupils and staff and also to parents and governors. The emphasis is now more centred on the individual and the progress that they make at the school, however, the inspectors still look at specific groups e.g. eFSM.

Studies have indicated that the 65-70% of the jobs that these children will be doing have not yet been created, therefore, it is important to emphasise on the skills that children need and not a particular job.

The wellbeing of the pupil is also very important and the attitude of the pupil towards learning. Attendance is another important factor which is looked at as 90% attendance may sound good, however, if a child has attained a 90% attendance rate at school from the age of 4-16 that equates to the loss of one whole year of schooling.

Previously, inspections would entail an inspector sitting in on a lesson for an hour and then giving an opinion on the teaching method. Under the new system one Inspector looks at discipline, another at use of the Welsh language during the day etc. Then all the Inspectors meet at the end of the day to discuss their findings. The headteacher is welcome to sit in and listen to the discussion.

The Inspectors look at tracking, monitoring, provision of support and personal development including whether staff are given training opportunities. They also look at leadership and management and even looked at the minutes of staff meetings. The main difference in this respect under the new regime is that previously this would involve a small group including the Headteacher and a couple of others, however, now all governors and teachers are involved.

The following questions were raised on the report and presentation:-

- Asked if there is any follow up to the self-evaluation the Committee was informed that it becomes part of the School Development Plan which will indicate what needs to be done over the next 2-3 years and it is monitored regularly;
- Asked if ERW supported the school through the inspection process the Committee was informed that the school's link Challenge Adviser worked closely with the school throughout this process;
- Asked whether all schools in the county are "inspection ready" and what the Authority was doing to help them in this respect, the Head of Education Services informed the Committee that the LA/ERW provides a range of

support for schools and that schools are in the process of revising their current self-evaluation documentation in line with the revised Estyn Framework. This crucial work then evolves into the individual School Development Plan. Officers are conscious of not overloading schools with too many action points/recommendations and need to make sure that governors have a hands on approach. He added that schools in the county are as ready as any schools in other Authorities. He stressed the need to emphasise progress as opposed to simply focusing on 'headline data statistics' and the need to track/focus on the child through the Key Stages. Mr Davies added that it does put pressure on staff and the most important thing for a headteacher is to ensure that the teachers are fit and active and that they inspire the pupils. He stressed that when preparing for the new inspection framework it is essential to consider whether we are putting too much pressure on our teachers.

The Chair thanked Mr Davies for attending the meeting and for an interesting and informative presentation.

RESOLVED that the report and presentation be received.

9. MODERNISING EDUCATION PROGRAMME STRATEGIC OUTLINE PROGRAMME - BAND B UPDATE

[NOTE: Councillor G. Jones had earlier declared an interest in this item.]

The Committee was reminded that preparations for the national 21st Century Schools Programme commenced in 2010 through an invitation by the Welsh Government to Local Authorities to submit a Strategic Outline Programme for the modernisation of their whole schools estate, placed within four bands for investment, A-D, in order of priority according to most urgent need.

During 2010 a major review of the MEP was completed and as part of that review the Council resolved that the MEP be reviewed and revised in the future every two years or otherwise as required to ensure consistency with the timeframe of the national 21st Century Schools Programme. Since that time the Executive Board has approved an updated MEP in 2011, 2013 and 2016

The Committee thereupon proceeded to consider a report detailing the updated Strategic Outline Plan of the MEP and an updated prioritised programme for investment as part of Band B of the national 21st Century Schools Programme.

The following questions were raised on the report:-

- Asked how projects are prioritised and whether there is a protocol, the Modernisation Services Manager informed the Committee that an exercise is completed whereby a viability review of all schools is undertaken and from that strategic projects are generated. A full options appraisal exercise is then completed and criteria are used to score the strategic projects. The current programme of projects was last approved by the Executive Board in 2016;
- Reference was made to the difficulty encountered in raise money for such projects and concern was expressed over the use of the Mutual Investment Model (MIM) in such instances. The Modernisation Services Manager

explained that discussions are ongoing with the Welsh Government who advise that MIM is a better, improved model to the PFI (Private Finance Initiative). Officers will explore the MIM suggestion and bring a further report back to Committee including the projects that are being proposed to take forward;

- Officers were asked how consultation is undertaken with communities, governors, schools etc. The Modernisation Services Manager explained that all projects entail discussions with the schools themselves. There is also consultation around the future of those schools and around the new build. Meetings are held with communities and schools very early on in the process.

UNANIMOUSLY RESOLVED TO RECOMMEND TO THE EXECUTIVE BOARD

- 9.1 that the updated Strategic Outline Programme of the MEP including an updated prioritised programme for investment as part of Band B of the National 21st Century Schools Programme be approved;**
- 9.2 that the Band B projects selected for further exploration under the Mutual Investment Model be approved, however, that the Committee's concerns regarding MIM be noted;**
- 9.3 that funding arrangements for the Band B submission be approved in order to confirm whether both capital and revenue elements are affordable;**
- 9.4 that the importance be stressed of consulting with the community, school and interested parties before projects proceed.**

10. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORTS

The Committee received an explanation for the non-submission of the following scrutiny reports which were scheduled to be considered at today's meeting:-

- Half Year Compliments & Complaints Report 2017/18
- ERW Business Plan 2017/18 and Review of 2016/17 (including updates on Curriculum Changes
- Fostering Annual Report

RESOLVED that the explanations for the non-submissions be noted.

11. FORTHCOMING ITEMS

RESOLVED

- 13.1 that the list of forthcoming items to be considered at the next scheduled meeting to be held on Thursday, 21st December, 2017 be noted;**
- 13.2 that the revised Education & Children Scrutiny Committee Forward Work Programme be noted;**
- 13.3 that the Executive Board Forward Work Programme be noted.**

12. MINUTES - 28TH SEPTEMBER, 2017

RESOLVED that the minutes of the meeting of the Committee held on the 28th September, 2017 be signed as a correct record.

CHAIR

DATE

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THURSDAY, 21ST DECEMBER, 2017

PRESENT: Councillor D. Price [Chair]

Councillors:

L.R. Bowen, K.V. Broom, I.W. Davies, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, B. Thomas, E.G. Thomas and D.T. Williams

Mrs V. Kenny – Roman Catholic Church Representative
Mrs J. Voyle-Williams – Church in Wales Representative
Mrs K. Hill – Parent Governor [Dinefwr Area]

Also in attendance:

Councillor G. Davies, Executive Board Member for Education & Children

The following Officers were in attendance:

Mr G. Morgans	-	Director of Education & Children's Services
Mr C. Moore	-	Director of Corporate Services
Mr A. Morgan	-	Head of Education Services
Mr A. Rees	-	Head of Curriculum & Wellbeing
Mr S. Smith	-	Head of Children's Services
Mr D. Astins	-	Strategic Development Manager
Mr S. Davies	-	Modernisation Services Manager
Ms S. Nolan	-	Group Accountant
Mrs M. Evans Thomas	-	Principal Democratic Services Officer

Chamber, County Hall, Carmarthen : 10.00 a.m. - 12.45 p.m.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Mrs Alex Pickles, Parent Governor Member. The Chair advised the Committee that Mrs Emma Heyes, also a Parent Governor Member, had recently resigned as a member of the Committee. He added that the terms of office of all three Parent Governor Members expired on 31st March, 2018 and the recruitment process would begin in January 2018.

2. DECLARATIONS OF PERSONAL INTEREST

There were no declarations of personal interest.

3. DECLARATIONS OF PROHIBITED PARTY WHIPS

There were no declarations of party whips.

4. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

5. REVENUE BUDGET STRATEGY CONSULTATION 2018/19-2020/21

The Committee considered the Revenue Budget Strategy 2018/19 to 2020/21 which had been endorsed for consultation by the Executive Board at its meeting held on 27th November, 2017.

The report provided members with the current view of the revenue budget for 2018/19 together with indicative figures for the 2019/20 and 2020/21 financial years. The report was based on officers' projections of spending need and took account of the provisional settlement announced by Welsh Government on 10th October, 2017 and reflected the current departmental submissions for savings proposals.

The Director of Corporate Services advised the Committee that the final settlement had been announced the day before and an additional £1.4m had been allocated to Carmarthenshire.

The Committee considered the following detailed budget information relevant to its remit which was appended to the report:-

- **Appendix A(i)** – Efficiency summary for the Education & Children Department;
- **Appendix A(ii)** – Growth Pressures summary for the Education & Children Department;
- **Appendix B** – Budget extracts for the Education & Children Department;
- **Appendix C** – Charging Digest for the Education & Children Department.

In summary, the budget proposals assumed full delivery of all of the £25.6m savings proposals, together with the identification and delivery of the shortfall in savings proposals of £0.198m in 2018/19, £2.4m in 2019/20 and £2.7m in 2020/21. Further cost reductions would need to be identified to deliver a balanced budget in each of the three years.

The current budget proposals assumed a Council Tax increase in line with the original MTFP of 4.12% in 2018/19, 3.88% in 2019/20 and 5.00% in 2020/21. A 1% movement in the Council Tax rises equated to +/- £820k.

The following observations/questions were raised on the report:-

- Concern was expressed over the proposed reduction in respite care and the effect on parents of children requiring respite. The importance was stressed of consulting with service users regarding such proposals. The Head of Children's Services assured the Committee that some consultation had already been undertaken in this regard and officers will continue to engage with service users as the proposals move forward. He explained that there was no intention to suddenly end respite for families and that it was more to do with looking to see if the service can be provided in a different, better way;
- Reference was made to the proposed increase in the price of school meals and officers were asked how Carmarthenshire compares with other Local Authorities with regard to both price and take-up. The Strategic Development Manager advised the Committee that Carmarthenshire is currently one of the highest charging Authorities. He explained that it was

difficult to get accurate take-up figures from other Local Authorities, however, Carmarthenshire is currently running at around 58%-60%;

- Concern was expressed at the proposed increase in the price of school meals as the cost has increased over and above inflation for the past three years and families with 2 or 3 children have major difficulty in funding this. The Strategic Development Manager explained that if the price is not increased then the money will have to be found from elsewhere;
- Officers were asked how many children within the county qualify for free school meals but have not applied for them and whether it would be possible to share good practice from a school with a high take up of free school meals. The Strategic Development Manager advised that it was not possible to get a take up figure, however, there are families who are eligible for free school meals but do not apply. Officers were not permitted to approach these families. Free school meals are promoted by way of letter and via social media. He added that he would be happy to meet with members to discuss ways of improving the take-up whilst also removing the stigma;
- Officers were asked why the £1.7m school reserves held in April 2017 are projected to become minus figures for the next two years. The Director of Corporate Services explained that when forecasting reserves there is a hidden picture as some schools are in deficit and some have a surplus. £1.7m is the complete figure, however, there are 33 schools in deficit and that is why the figures goes into a minus. The Director of Education & Children added that school surpluses have reduced from £5m a few years ago to around £1m as school are having to use their surplus to prop up their budget.

UNANIMOUSLY RESOLVED

- 5.1 That the 2018/19-2020/21 Revenue Budget Strategy Consultation be received;**
- 5.2 That, whilst noting the proposals for the delivery of efficiency savings for the Education & Children Department, as detailed in Appendix A(i) to the report, the Committee's concerns regarding any reduction in respite care provision be relayed to the Executive Board;**
- 5.3 That the Charging Digest for the Education & Children Department, as detailed in Appendix C to the report, be endorsed.**

6. EDUCATION AND CHILDREN'S SERVICES DEPARTMENTAL DRAFT BUSINESS PLAN 2018/19-2021

The Committee considered the Education & Children Departmental Draft Business Plan 2018/19-2021 which detailed the department's aims and objectives for 2018-21.

The following observations/questions were raised on the report:-

- Officers were asked how teachers share best practice. The Director of Education & Children explained that when examination results are received in August they are analysed and officers meet with the schools who have made the most improvement to discuss how they dealt with the challenge;

- Asked if more can be done to promote the use of the Welsh language, the Director of Education & Children referred to the Authority's Welsh Language Strategy and its aim to be able to provide all services through the Welsh language. All staff are offered the opportunity to learn Welsh. With regard to schools, a pilot project will commence in Llanelli in 2018 whereby school staff will be offered the opportunity to be released from school to learn Welsh. The Head of Education Services informed the Committee that the department bid for money from the Welsh Government to employ three teachers to provide supply cover but also to promote the Welsh language in a cluster of Llanelli schools;
- Asked how the business plan is created and how consultation is undertaken, the Director of Education & Children explained that his Heads of Service and Managers prepare the business plan following engagement with various divisions who create their priorities. Consultation is undertaken via the School Strategy and Budget Forum which includes primary and secondary school headteachers;
- With regard to the continued reduction in the number of looked after children over the last five years, officers were asked if the level had reached a natural plateau. The Head of Children's Services explained that the numbers have levelled off slightly, however, as a result of actions being implemented it was hoped to reduce the figure further to 150 over the next couple of years;
- Reference was made to the difficulty being experienced with the recruitment and retention of foster carers and officers were asked what is being done on a national level to counteract this. The Head of Children's Services explained that the Authority pays significantly less to foster carers than neighbouring Authorities, however, it was hoped to match some of these. The Welsh Government sets a basic minimum level of payment, however, it cannot control additional payments made by Local Authorities e.g. enhancements.

UNANIMOUSLY RESOLVED that the Education & Children Departmental Draft Business Plan 2018/19 – 2021 be received.

7. BEHAVIOUR SERVICE REVIEW

The Committee considered a report detailing the proposed remodelling of Carmarthenshire's Behaviour Support Services.

The Authority's Behaviour Support Services were developed in the mid-2000s and, in light of recent concerns, it was considered timely to review our current practices. This coincides with a departmental realignment with Behaviour Support Services transferring to the Curriculum and Wellbeing portfolio to dovetail curriculum, learner support and wellbeing. This has enabled a holistic review of Behaviour Support Services to be undertaken.

The following question was asked on the report:-

- Reference was made to the fact that all schools should have a behaviour policy in place and officers were asked if there is a model policy throughout the county. The Director of Education & Children confirmed that every school should have a behaviour policy which should be developed in partnership with pupils, staff, Governors and parents to suit their individual

needs and requirements. A template can be provided but should be adapted to meet local needs as required.

RESOLVED that the proposals for the remodelling of Carmarthenshire's Behaviour Support Services be noted.

8. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

The Committee received an explanation for the non-submission of the following scrutiny report which was scheduled to be considered at today's meeting:-

- 5 Year Capital Budget Consultation

RESOLVED that the explanation for the non-submission be noted.

9. FORTHCOMING ITEMS

The Chair advised the Committee that a report on the establishment of a Task and Finish Group would also be included on the agenda for the next meeting.

RESOLVED that the list of forthcoming items, to include a report on the establishment of a Task and Finish Group, to be considered at the next scheduled meeting to be held on Thursday, 25th January, 2018 be noted.

CHAIR

DATE

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