

Document Pack



Mark James LLM, DPA, DCA
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County Hall, Carmarthen. SA31 1JP

MONDAY, 15 APRIL 2019

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, 3 SPILMAN STREET, CARMARTHEN. SA31 1LE. AT 10.00 AM ON WEDNESDAY, 24TH APRIL, 2019 FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON THE ATTACHED AGENDA.

Mark James CBE

CHIEF EXECUTIVE



PLEASE RECYCLE

Democratic Officer:	Llinos Jenkins
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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 – 3 MEMBERS

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

INDEPENDENT GROUP – 2 MEMBERS

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

NEW INDEPENDENT GROUP – 1 MEMBER

- | | | |
|----|------------|---------------|
| 1. | Councillor | Shahana Najmi |
|----|------------|---------------|

UNAFFILIATED – 1 MEMBER

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

NON ELECTED VOTING MEMBERS (2)

- | | | |
|----|------------------|--------------------------------------|
| 1. | Mrs V. Kenny | Roman Catholic Church Representative |
| 2. | Rev. D. Richards | Church in Wales Representative |

ELECTED VOTING PARENT GOVERNOR MEMBERS (3)

Term of office expires on the 31/03/2020

- | | | |
|----|----------------------|---------------------|
| 1. | Mrs M. Jones | Area 1 – Dinefwr |
| 2. | Mrs G. Cornock-Evans | Area 2 – Carmarthen |
| 3. | Mr J. Davies | Area 3 - Llanelli |

AGENDA

1. APOLOGIES FOR ABSENCE
2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM.
3. PUBLIC QUESTIONS (NONE RECEIVED)
4. CORPORATE STRATEGY 2018-23 5 - 82
5. ANNUAL REPORT ON CORPORATE PARENTING ACTIVITY 83 - 116
6. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRITCHARD 117 - 158
7. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y DDWYLAN, YSGOL GRIFFITH JONES, YSGOL LLANGYNNWR AND YSGOL LLYS HYWEL 159 - 252
8. EDUCATION & CHILDREN SCRUTINY COMMITTEE TASK & FINISH GROUP DRAFT FINAL REPORT 2018/19 253 - 298
9. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT 299 - 300
10. FORTHCOMING ITEMS 301 - 304
11. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 26TH NOVEMBER 2018 305 - 314
12. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 13TH MARCH 2019 315 - 320

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EDUCATION & CHILDREN SCRUTINY COMMITTEE

24th APRIL 2019

Corporate Strategy 2018-23 – Draft Update June 2019

- The relevant Corporate Strategy and Well-being Objectives together with their detailed delivery plans for this Scrutiny Committee

To consider and comment on the following issues:

- The Corporate Strategy 2018-23 update relevant to this Scrutiny

Reasons:

- It is good practice to ensure our Corporate Strategy is kept up to date.

To be referred to the Executive Board for decision: YES – 3rd June 2019

Executive Board Member Portfolio Holder:

Cllr. Glynog Davies (Education & Children)

Directorate: Education & Children	Designations:	Tel Nos. / E-Mail Addresses:
Name of Head of Service: Aeron Rees	Head of Curriculum and Well-being	01267 246532 JARees@carmarthenshire.gov.uk
Andi Morgan	Head of Education Services	01267 246645 AndiMorgan@carmarthenshire.gov.uk
Stefan Smith	Head of Children's Services	01267 246530 SJSmith@carmarthenshire.gov.uk
Simon Davies	Head of Access to Education	01267 246471 SiDavies@carmarthenshire.gov.uk
Report Author: John Buck	Children and Schools Information Officer	01267 246428 JGBuck@carmarthenshire.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 24th APRIL 2019

Corporate Strategy 2018-23 – Update June 2019

- The Draft updated Corporate Strategy 2018-23 document together with the relevant Well-being Objective (WBO) delivery plans for this Scrutiny Committee
- The following sections within the document are relevant to Education & Children Scrutiny:
 - Introduction
 - WBO 1. Help to give every child the best start in life and improve their early life experiences
 - WBO 2. Help children live healthy lifestyles
 - WBO 3. Continue to Improve learner attainment for all
 - WBO 4. Reduce the number of young adults that are Not in Education, Employment or Training
 - Appendices

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: Aeron Rees Head of Learner Programmes
 Andi Morgan Head of School Effectiveness
 Stefan Smith Head of Children's Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	YES	YES	YES	YES

1. Policy, Crime & Disorder and Equalities

Our key strategic policies are addressed throughout our Well-being Objectives
 Crime and disorder is identified and addressed through the *Well-being Objective 9: Supporting good connections with friends, family and communities*
 Equality implications are addressed within the *Well-being Objective 15: Building a Better Council and Making Better Use of Resources*

2. Legal

The law states that:-

- a) We must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. The sustainable development principle is
 '*... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.*'
- b) We must demonstrate 5 ways of working:
 Long term, integrated, involving, collaborative and preventative
- c) We must work towards achieving all of the 7 national well-being goals in the Act. Together they provide a shared vision for public bodies to work towards.
 1. A prosperous Wales
 2. A resilient Wales
 3. A healthier Wales
 4. A more equal Wales
 5. A Wales of cohesive communities
 6. A Wales of vibrant culture and thriving Welsh Language
 7. A globally responsible Wales

3. Finance

We need to continue to strengthen the links between Strategic and Financial Planning.

The Act requires the publication of a statement detailing how a public body proposes to ensure that resources are allocated annually for the purpose of taking such steps to meet the well-being objectives. Para 53 SPSF 1

Our AGS has been revised to take account of the new CIPFA/SOLACE, 7 Principles of Corporate Governance. This is addressed in the Building a Better Council and Use of Resources Action Plan aligned to the 7 Principles. Internal Audit undertook a stocktake during 2017/18 against the guidance specifications and identified any gaps to be addressed.

4. ICT

ICT implications are being taken forward within our Digital Transformation Strategy and feature within the *Well-being Objective 15: Building a Better Council and Making Better Use of Resources*

5. Risk Management Issues

Our key strategic risks are identified and addressed within Service Business Plans that underpin our Well-being Objectives

6. Physical Assets

The key strategic Asset Management Plan incorporates our Well-being Objectives, Capital prioritisation takes into account the Objectives.

7. Staffing Implications

People Management Strategy issues are identified in Well-being Objective 15: *Building a Better Council and Making Better Use of Resources*

CONSULTATIONS

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

Signed: Aeron Rees Head of Curriculum and Wellbeing
 Andi Morgan Head of Education Services
 Stefan Smith Head of Children's Services

1. Local Member(s)

2. Community / Town Council

3. Relevant Partners

4. Staff Side Representatives and other Organisations - All Departments have been consulted and have had the opportunity to provide comments

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	Locations that the papers are available for public inspection
Well-being of Future Generations (Wales) Act 2015	The Essentials Guide
Shared purpose:shared future Statutory guidance on the Well-being of Future Generations (Wales) Act 2015	SPSF 1 Core guidance SPSF 2 Individual Role (public bodies)
Local Government Measure (2009)	Local Government Measure (2009)
Moving forward in Carmarthenshire: the next 5 years	Moving forward in Carmarthenshire: the next 5 years
Annual Report 2017/18	Annual Report 2017/18

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Moving Forward in Carmarthenshire

The Council's Corporate Strategy 2018-2023

Updated June 2019



The following sections within the document are relevant to this Scrutiny:

- **Introduction**
- **WBO 1.** Help to give every child the best start in life and improve their early life experiences
- **WBO 2.** Help children live healthy lifestyles
- **WBO 3.** Continue to Improve learner attainment for all
- **WBO 4.** Reduce the number of young adults that are Not in Education, Employment or Training
- **Appendices**

Please Note: The detailed action plans for all the WBOs will be available as document links within the final published document

Contents

	Page
Introduction	3
Carmarthenshire's Well-being Objectives	
Start Well	1. Help to give every child the best start in life and improve their early life experiences 8
	2. Help children live healthy lifestyles 14
	3. Support and improve progress and achievement for all learners 18
	4. Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways 24
Live Well	5. Tackle poverty by doing all we can to prevent it, help people into work and improve the lives of those living in poverty 30
	6. Create more jobs and growth throughout the county 32
	7. Increase the availability of rented and affordable homes 34
	8. Help people live healthy lives (tackling risky behaviour and obesity) 36
	9. Support good connections with friends, family and safer communities 40
Age Well	10. Support the growing numbers of older people to maintain dignity and independence in their later years 42
	11. A Council wide approach to support Ageing Well in Carmarthenshire 44
In A Healthy, Safe & Prosperous Environment	12. Look after the environment now and for the future 48
	13. Improve the highway and transport infrastructure and connectivity 50
	14. Promote Welsh Language and Culture 52
	15. Building a Better Council and Making Better Use of Resources 56
Appendices	60-70

Update News in brief

1. We published an Annual Report on year one of this Corporate Strategy in October 2018
2. We have reviewed the Well-being Objectives above and consulted upon them as part of budget consultation results and found good support for them - January 2019
3. Well-being Objective 3 has been renamed to reflect the National emphasis on the success and well-being of every learner. See Well-being Objective 3.
4. Other Well-being Objective's remain the same but with some content updates (See Appendix 1).
5. All Action Plans have been refreshed.
6. In February 2019 the Council adopted a motion for Zero Carbon (See Well-being Objective 12)

Moving Forward in Carmarthenshire: the next 5 years

In January 2018, Carmarthenshire County Council's Executive Board presented its key aspirations for the next 5 years – '*Moving Forward in Carmarthenshire: the next 5 years*'. This plan identified a number of key projects and programmes that the Council will strive to deliver over the next five years. It seeks to continuously improve economic, environmental, social and cultural well-being in the County.

Given this direction, the Council published a New Corporate Strategy that consolidated and aligned our existing plans.

The Challenges facing the Council

Following a period of engagement and consultation, the Carmarthenshire Well-being Assessment was published in March 2017. The assessment looked at the state of economic, social, environmental and cultural wellbeing in Carmarthenshire through different life stages. The key findings and a copy of the Assessment can be found at www.thecarmarthenshirewewant.wales

As the Council plans for the future we must take account of a number of challenges that we face. Most of these challenges are driven by factors outside of the Council's control but they are factors that we have to consider as we develop and, in some instances, change the way that we work and do things.

1. Developing a dynamic economy in the context of Brexit
2. Addressing a Climate emergency
3. Acting in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs (WbFG principle)
4. Increasing demand and complexity for services
5. Increasing expectations of provision at the same time as managing decreasing budget
6. Challenging economic climate and local economy
7. Increasing need to strengthen the digital infrastructure and support digital inclusion for individual residents as well as public, private and third sector organisations looking to develop economic prosperity and agile working
8. Changing demographic profile of the county and in particular its ageing population
9. Increasing risks to ensure children and young people are protected from harm
10. Increasing deprivation and poverty with growing inequities between communities
11. Increasing legislation and regulation from Welsh Government
12. Managing the workforce risks associated with the pace of change required by the organisation.

The Council's Core Values

In delivering this strategy it is important that we maintain our core values in everything we do:-



Equality and Diversity

Carmarthenshire County Council has developed a [Strategic Equality Plan](#).

This strategic plan sets out the principles of our commitment to equality and diversity and outlines how we intend to fulfil our responsibilities and ensure that we follow our principles through into practice. These commitments are outlined in terms of:

1. The role of the county council as an employer;
2. The role of the county council as a provider of services;
3. The role of the county council in promoting tolerance, understanding and respect within the wider community

We have a duty under the Equality Act 2010 to the following **protected characteristics**:-

- Age
- Race
- Sex
- Disability
- Religion and belief
- Sexual Orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

Bringing Plans together

This Corporate Strategy consolidates the following requirements and plans into one document:-

1. It incorporates our Improvement Objectives as required by the Local Government Measure 2009 (See *Appendix 2*)
2. It includes our Well-being Objectives as required by the Well-being of Future Generations (Wales) Act 2015. For the first time in Wales, there is a shared vision and set of goals for all public bodies to work towards, our Well-being Objectives are set to maximise our contribution to these (See *Appendix 2*)
3. It includes Carmarthenshire County Council's Executive Board key projects and programmes for the next 5 years as set out in '*Moving Forward in Carmarthenshire: the next 5 years*'

Priorities

'*Moving Forward in Carmarthenshire: the next 5 years*' makes it clear that regeneration is the Council's number one priority. Our 15 Well-being Objectives cover the broad range of Council Services to ensure economic, environmental, social and cultural well-being. The allocation of resources to deliver these objectives is outlined in *Appendix 3*.

Life is for living, let's start, live and age well in a healthy, safe and prosperous environment



Well-being Objectives

1. Help to give every child the best start in life and improve their early life experiences.

2. Help children live healthy lifestyles.

3. Support and improve progress and achievement for all learners.

4. Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways.

5. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty.

6. Creating more jobs and growth throughout the county.

7. Increase the availability of rented and affordable homes.

8. Help people live healthy lives (tackling risky behaviour and obesity).

9. Supporting good connections with friends, family and safer communities.

10. Support the growing numbers of older people to maintain dignity and independence in their later years.

11. A Council wide approach to supporting Ageing Well in Carmarthenshire.

12. Looking after the environment now and for the future.

13. Improving the highway and transport infrastructure and connectivity.

14. Promoting Welsh language and culture.

15. Building a Better Council and Making Better Use of Resources

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Start Well



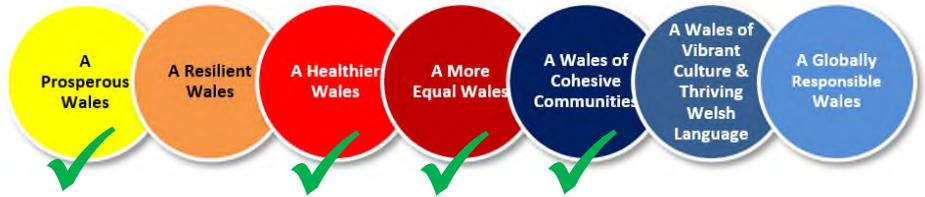


Well-being Objective 1

Start Well - Help to give every child the best start in life and improve their early life experiences

So why is this important?

- Giving every child the best start in life is crucial to reducing inequalities across the life course.
- Early intervention is key to long term health and well being
- Children who experience stressful and poor quality childhoods are more likely to experience poor mental health and develop long term health problems as they move into adulthood.
- What happens during these early years has lifelong effects on many aspects of health and well-being - from obesity, heart disease and mental health, to educational achievement and economic status.
- There is a growing recognition of the detrimental impact which exposure to Adverse Childhood Experiences in childhood, particularly multiple ACEs, can have upon physical and mental health and wellbeing, relationships with others, educational attainment and prosperity outcomes into adulthood.
- Looked After Children (LAC) are more likely to have been exposed to high rates of [Adverse Childhood Experiences](#) (ACE's) associated with poor long term outcomes before entering care.



Why this should concern us?

- Adverse Childhood Experiences (ACEs) have harmful impacts on health and well-being across the life course.
- For every 100 adults in Wales, 47 have suffered at least one ACE during their childhood and 14 have suffered 4 or more. Children who experience stressful and poor quality childhoods are more likely to adopt health harming behaviours. (*National Survey of ACE's in Wales*)
- Children in workless households are more likely to experience ACE's. 10.2% of children in Carmarthenshire are living in workless households, this lower than the 2016 figure of 12.3% and is currently below Wales (12.6%) and the UK (10.9%).
- In Carmarthenshire there are currently 94 children on the Child Protection Register, 192 Looked After Children and 731 children in receipt of care and support. (@ 31/12/18).

What do we need to do?

- We need to give every child the best start in life and ensure development throughout early childhood.
- We need to build resilience against adverse experiences.
- We will implement the recommendations of the Education and Children's Scrutiny Committee Task & Finish Review of the current provision for early years education, childcare and play opportunities.

How will we do this?

A. We will **support families** by:

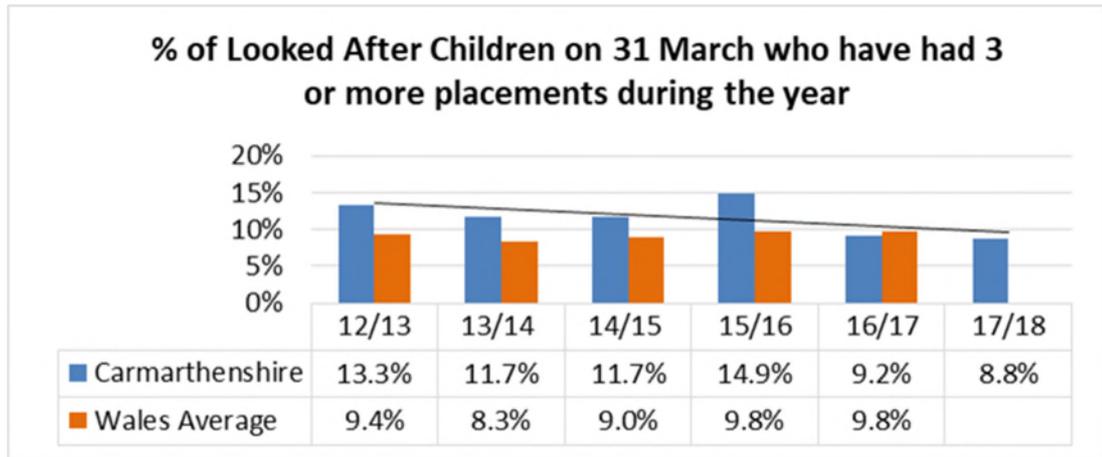
- a. working together to reduce the number of children who suffer ACEs
- b. promoting bonding and attachments to support positive good parent-child relationships.
- c. better equipping parents and care-givers with the necessary skills to avoid ACEs arising within the home environment and encourage development of social and emotional well-being and resilience in the child.
- d. identifying and intervening where children may already be victims of abuse, neglect or living in an adverse environment.
- e. continuing to provide attachment awareness training in schools to ensure they become *attachment awareness schools* and are able to meet the emotional well-being needs of vulnerable children.

- B. We will ensure that every child with identified **additional learning needs (ALN)** in all Carmarthenshire schools will have access to appropriate integrated support services – e.g. Educational and Child Psychology, Sensory Impairment support and specialist Inclusion Advisory Staff.

Key Measure of Success

Children in care who had to move 3 or more times (PAM/029)

During the last two years we have seen a significant improvement in **placement stability** for our looked after children with the % having experienced 3 or more placement moves reduced by 6% from **14.9%** as at 31st March 2016 to **8.8%** as at 31st March 2018



An example of what we are doing

The revised **Families First programme**, implemented from 1st April 2018, comprises of 13 projects under three focus areas:

Parenting Support

- **Parenting Support** (procured - Action for Children)
- **Domestic Abuse Stops Here!** (procured - CDAS)
- **Volunteering & Community Support** (procured - Home-Start)
- **Family Centres** (exempt from procurement - Plant Dewi)
- **Integrated Children's Centres** (make in house -CCC)
- **Family Support Workers & Psychological Support** (make in house -CCC)
- **Family Engagement Workers** (make in house -CCC)

Support for Young People

- **Post 16 Youth Workers** (make in house -CCC)
- **Youth Support 10-18 years** (make in house -CCC)
- **Young Carers** (make in house -CCC)
- **Youth Health Team** (exempt from procurement - Hywel Dda University Health Board)

Disability Support

- **Disability Play Clubs** (make in house -CCC)
- **Tim Camau Bach** (make in house -CCC)



The new programme will be required to work towards preventing Adverse Childhood Experiences (ACEs) as well as helping to mitigating the effects of ACEs on those who have already been exposed to them. An example of service delivery; The Integrated Children's Centres are venue based services providing support to children aged 0-12 years and their families in their local communities of Morfa, Llwynhendy and Felinfoel. The centres offer a range of activities to families to help them be positive parents, have strong relationships and build resilience, including; Bumps, baby and family play sessions (0-3 years), Play club sessions (4-6 years); Open access play sessions (7-11 years); Non-accredited LAP/NAP courses delivered; Parenting courses co-facilitated, Pre-employment accredited courses, Healthy lifestyle sessions, Baby massage courses and Community consultation events.



Lead Executive Board
Member
Cllr Glynog Davies



View our [detailed delivery plan](#) against this objective – **to follow**



Well-being Objective 1

Start Well - Help to give every child the best start in life and improve their early life experiences

How will we do this?

Our detailed delivery plan and to achieve this objective

(Lemon highlight means that this is not the Action or Measure's main objective).

Ref	Actions and Measures	Date/Target	Scrutiny
A	Supporting families		
1	We will ensure the Council fully responds and delivers key childcare and play requirements moving towards delivering 30 hours of free education and care for working parents. <i>MF5-41</i>	March 2020	E&CS
2	We will continue to develop the Flying Start programme, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners. <i>MF5-82 (Action also included in Objective 2 & 5)</i>	March 2020	E&CS
3	We will continue to work towards addressing the childcare gaps identified in our most recent Childcare Sufficiency Assessment (2017-2022) in order to ensure that the Local Authority fulfils its statutory childcare sufficiency duty, and local parents/carers are supported to balance their working and caring responsibilities. (Please see the Childcare Sufficiency Assessment (Action also included in Objective 5))	March 2020	E&CS
4	We will continue to work towards addressing the gaps identified in our most recent Play Sufficiency Assessment (2016-2019) in order to ensure that local children and young people have access to wide and varied play opportunities and experiences including the potential of utilising school grounds, outside of teaching hours. (Please see the Play Sufficiency Assessment / surveys) (Action also included in Objective 2 & 5)	March 2020	E&CS
5	We will continue to transform children's social work practice by embedding and developing the systemic model of working (within Pod's), combining cohesively with Signs of Safety, including Disability and Fostering Services.	March 2020	E&CS
6	We will implement the re-commissioned Families First (FF) programme (0-25yrs) incorporating the changes in response to Welsh Government Guidance, in delivering early intervention support services for disadvantaged children, young people and families across the county. Utilising the opportunity for Flexible Funding in line with the Children and Communities Grant. (Action also included in Objective 5)	March 2020	E&CS
7	We will implement regional threshold and multi-agency child protection arrangements, and ensuring early intervention, and utilisation of preventative services (including TAF, Flying Start, Family Support Services) to reduce the need for statutory involvement.	March 2020	E&CS

Ref	Actions and Measures	Date/Target	Scrutiny
8	We will continue to extend and refine the Team Around the Family (TAF) approach across the county for 0-25 year olds. We will continue to implement the threshold document to help inform families and other agencies, and ensure people are getting the right help at the right time. In particular we will focus our resource on developing TAF in Schools work. <i>(Action also included in Objective 5)</i>	March 2020	E&CS
9	We will ensure our specialist substance misuse team meets the needs of children and adult services by providing expert advice, support and direct input to front line teams. <i>(Action also included in Objective 9)</i>	March 2020	SCH
10	Following the review and consultation of our disability service we are working towards a through age model for disability to ensure seamless transition and pathways from children to adults. <i>(Action also included in Objective 9)</i>	March 2020	SCH
11	We will develop a shared vision across the region for children and young people with complex needs with partners in education, health and social care services.	March 2020	E&CS
12	We will implement and monitor the revised Corporate Parenting Strategy via Corporate Parenting Panel, ensuring the council fulfils its Corporate Parenting role and that our looked after children and care leavers have the opportunity to reach their full potential. MF5-40	March 2019	E&CS
13	We will increase the % attendance of eligible 2-3 year olds at an allocated Flying Start free childcare placement to prepare for school readiness. <i>(9.1.8.1)</i> <i>(2018/19 Result TBC)</i>	TBC%	E&CS
14	We will reduce the % of unauthorised absence of eligible 2-3 year olds at an allocated Flying Start free childcare placement to prepare for school readiness. <i>(9.1.8.8)</i> <i>(2018/19 Result - TBC)</i>	TBC%	E&CS
15	We aim to keep the percentage of looked after children who have experienced one or more changes of school during a period or periods of being looked after which were not due to transitional arrangements to a minimum. <i>(SCC/32)</i> <i>(2018/19 Result TBC%)</i>	TBC%	E&CS
16	We aim to reduce the % of children in care who had to move 3 or more times <i>(PAM/029)</i> <i>(2018/19 Result TBC%)</i>	TBC%	E&CS
17	We shall increase the percentage of child assessments completed in time <i>(PAM/028)</i> <i>(2018/19 Result TBC%)</i>	TBC%	E&CS
18	We shall ensure that supported children remain living within their family wherever possible <i>(SCC/25)</i> <i>(2018/19 Result TBC%)</i>	TBC%	E&CS
19	We shall ensure that looked after children are returned home from care as quickly and safely as possible <i>(SCC/26)</i> <i>(2018/19 Result TBC%)</i>	TBC%	E&CS
20	We shall keep the % of re-registrations of children on local authority Child Protection Registers (CPR) to a minimum. <i>(SCC/27)</i> <i>(2018/19 Result TBC%)</i>	TBC%	E&CS

Ref	Actions and Measures	Date/Target	Scrutiny
21	We shall reduce the average length of time for all children who were on the Child Protection Register during the year <i>(scc/28)</i> <i>(2018/19 Result TBC days)</i>	TBC days	E&CS
B	Additional Learning Needs		
1	We shall ensure the Council fully responds and complies with the requirements of the Additional Learning Needs transformation programme which aims to transform expectations, experiences and outcomes for children and young people by developing a unified system for supporting learners with additional needs from 0 to 25 years of age. <i>MF5-39</i>	March 2020	E&CS
2	We will continue to support schools to develop their Person Centred Planning and Individual Development Planning approaches to identify need, deliver high quality personalised additional learning provision and provide holistic integrated responses through multi-agency working.	March 2020	E&CS
3	We will support, monitor, evaluate and celebrate achievements at key milestones of Additional Learning Needs (ALN) reform, providing feedback to schools to support confidence for innovation.	March 2020	E&CS
4	We will review workforce data in relation to a range of support services, e.g. Educational and Child Psychology, Sensory Impairment support and Advisory Teachers, to ensure support for low incidence high-complexity needs and high incidence low complexity needs.	March 2020	E&CS

Success Measures

Children in care who had to move 3 or more times *(PAM/029)*

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Well-being Objective 2

Start Well - Help children live healthy lifestyles

So why is this important?

- Projections suggest an increase in trends for childhood obesity going forward with figures showing males between the ages of 2 – 15 being at greatest risk.
- The [Play Sufficiency Assessment](#) identified playing outside as the most popular setting for children but also found that 31% of parents often worry and sometimes find it difficult to let their child out to play. This was mostly concerned with road traffic.
- Assessment engagement activity with primary school children showed being physically active to be the second most important factor for positive well-being of children aged 6 – 11, after connections with family and friends.
- Living healthy lives allows children to fulfil their potential and meet education aspirations.
- Habits established early in life remain with people to allow them to play a full part in the economy and society of Carmarthenshire.



Why this should concern us?

- Carmarthenshire has the 9th highest (previously 3rd highest) levels of childhood obesity in Wales with 29.4% (560) of 4-5 year olds being overweight or obese, higher than the Welsh average of 27.1%
- Engagement with primary schools identified a strong link between physical activity and opportunities to play in outside spaces, and to feel safe in that environment.
- Mental health disorders in children and young people are equally as prevalent, with 1 in 10 children and young people aged five to sixteen suffering from a diagnosable mental health disorder. Between the ages of one to twelve, 1 in 15 young people deliberately self-harm.

Source: - [Our Health Our Future, Hywel Dda Interim Integrated Medium Term Plan 2016/17 - 2018/19 \(page 56\)](#)

What do we need to do?

- We need to work with partners to ensure children across Carmarthenshire: eat healthily, are physically active and maintain good mental health.
- *We will address the Welsh Audit Office recommendations following their review of this Well-being Objective under the Well-being of Future Generations Act (Wales) 2015.*
- We need to measure activity through schools.

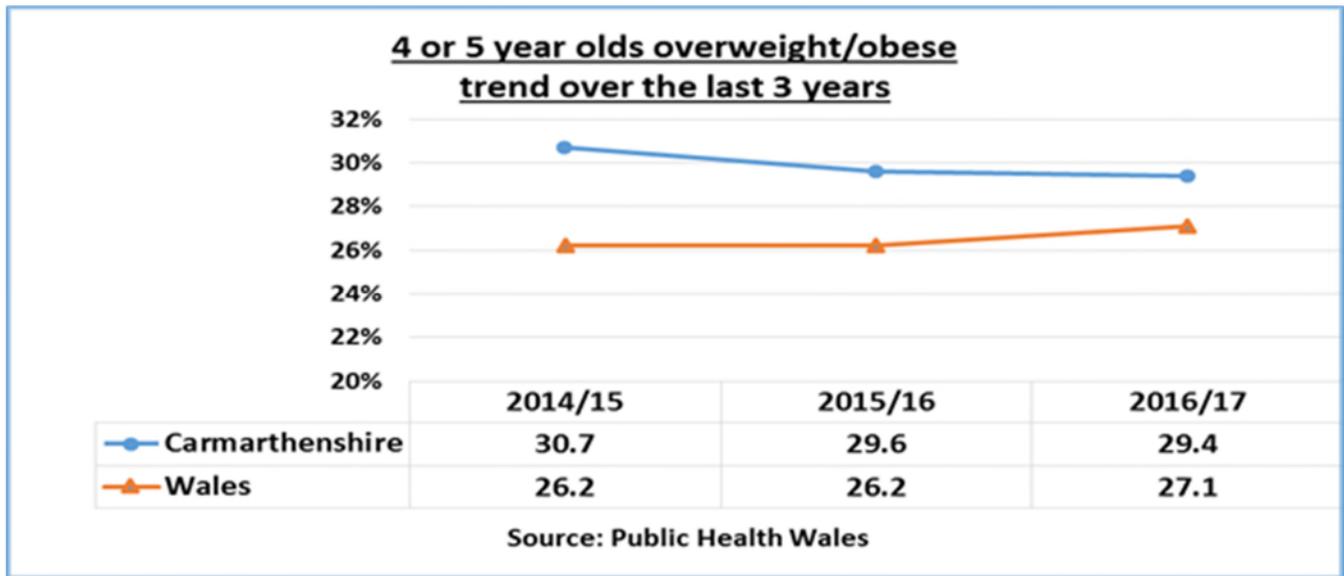
How will we do this?

- A. We will increase the range of **physical activity** opportunities available for children, and target those at higher risk of inactivity.
- B. We will **address mental health** including reducing exposure to adverse childhood experiences.
- C. We will **promote eating healthy**, including through school meals, the *Healthy Schools scheme* and the *School Holiday Enrichment Programme*.
- D. We will **increase awareness** of healthy lifestyles through the Healthy Schools scheme.
- E. We will continue to develop, promote and deliver the **Flying Start Programme**.

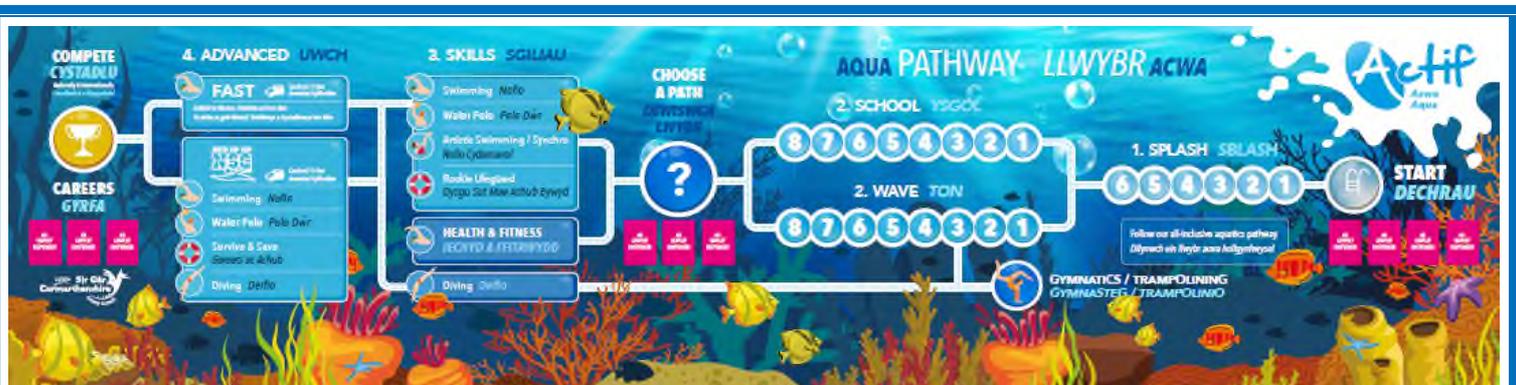
Key Measure of Success

Childhood obesity (Child Measurement Programme NHS)

Obesity in childhood often persists into adult life, leading to related health problems like type 2 diabetes, liver disease, higher rates of heart disease, and some cancers.



An example of what we are doing



There is enormous potential for swimming and aquatic activity to have a significant impact on the health and wellbeing of our population due to the relative easy access to facilities and the accessibility across a whole lifetime. You'll see how we have built and displayed our comprehensive pathway above – aiming to provide opportunities across the life course, e.g. by recently expanding our children's structured programme to younger age groups through a 6-stage 'Splash' scheme and diversifying the options far beyond swimming, including specific links with gymnastics/trampolining and diving.



Lead Executive Board Member
Cllr Glynog Davies



View our **detailed delivery plan** against this objective – **to follow**



Well-being Objective 2

Start Well - Help children live healthy lifestyles

How will we do this?

Our detailed delivery plan and to achieve this objective

(Lemon highlight means that this is not the Action or Measure's main objective).

Ref	Actions and Measures	Date/Target	Scrutiny
A	Increase physical activities for children		
1	We will work with Town & Community Councils and other community organisations to look at ways to invest in upgrading Local leisure provisions Part of MF5-71	March 2023	COMM
2	We will ensure best use is made of school facilities to support wider community activity. (Action also included in Objective 8, 9 and 11) MF5-30	March 2020	E&CS
3	We will review and implement an improved pathway of aquatics provision that enables participants to reach their full potential. (Also in Well-being Objective 8)	March 2020	COMM
4	Through the Healthy Schools Scheme we will continue to increase the level of physical activity by developing the Carmarthenshire Outdoor Schools Project, continue to hold our annual Pedometer Challenge and continue to embed the Food & Fitness Health topic within Schools.	March 2020	E&CS
5	We will continue to work towards addressing the gaps identified in our most recent Play Sufficiency Assessment (2016-2019) in order to ensure that local children and young people have access to wide and varied play opportunities and experiences including the potential of utilising school grounds, outside of teaching hours. (Also in Well-being Objectives 1 and 5)	March 2020	E&CS
6	We will review the physical infrastructure and programming of Pendine Outdoor Education Centre. (Also in Well-being Objective 8)	March 2020	COMM
7	We shall increase the % of children who can swim 25m aged 11. (3.4.2.1) (Also in Well-being Objective 8) (2018/19 Result TBC%)	TBC%	COMM
8	We shall maintain the number of young people (0-16) accessing free swim sessions. (3.4.2.2) (2018/19 Result - TBC)	TBC	COMM
9	We shall increase the number of attendances at Sporting Opportunities facilitated by Sport & Leisure Officers. (3.4.2.8) (2018/19 Result - TBC)	TBC	COMM
10	We shall increase the number of visits to leisure centres per 1,000 population. (PAM/017) (Also in Well-being Objective 8) (2018/19 Result - TBC)	TBC	COMM
B	Address mental health		
1	We will reduce exposure to adverse childhood experiences - these are addressed in Objective 1- Help to give every child the best start in life.		
2	Through the Healthy School Scheme we will continue to support schools in their implementation of the Mental & Emotional Health and Well-being Health topic including Anti-bullying strategies and healthy coping mechanisms such as mindfulness and Speakr.	March 2020	E&CS
C	Promote healthy eating		
1	We will continue to further develop healthy eating in schools, beyond statutory Welsh Government regulations.	March 2020	E&CS
2	We will seek to increase take-up of school meals (including free school meals).	March 2020	E&CS
3	We shall continue to implement the School Holiday Enrichment (Holiday Hunger) Programme (SHEP), supporting families and children during school vacations to	March 2020	E&CS

Ref	Actions and Measures	Date/Target	Scrutiny
	cook healthy meals, particularly aimed at pupils eligible for Free School Meals. <i>(Also in Well-being Objective 5)</i>		
4	We shall continue to ensure that schools are abiding by the Healthy Eating in Schools (Wales) Measure 2009 and the Healthy Eating in Schools (Nutritional Standards & Requirements) (Wales) Regulations 2013, during cluster meetings, schools visits and assessments.	March 2020	E&CS
5	We shall further develop special diets in schools, working with Welsh Local Government Association (WLGA).	March 2020	E&CS
6	We will increase the % of schools achieving phase 4 of the Healthy Schools Initiative. <i>(8.3.1.5)</i> <i>(2018/19 Result - TBC%)</i>	TBC%	E&CS
7	We shall increase the percentage of children seen by a registered dentist within 3 months of becoming looked after. <i>(SCC/30)</i> <i>(2018/19 Result - TBC%)</i>	TBC%	E&CS
8	We shall retain a high percentage of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement. <i>(SCC/31)</i> <i>(2018/19 Result - TBC%)</i>	TBC%	E&CS
D	Increase awareness		
1	We will continue to promote and raise awareness to campaigns specific to healthy eating, physical activity and mental health and promote the School Health Research Network through the Healthy Schools' Twitter account, Healthy Schools Network on Hwb, cluster meetings and raise awareness with parents and carers via parents evenings.	March 2020	E&CS
E	Flying Start Programme		
1	We will continue to develop the Flying Start programme, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners. <i>MF5-82 (Action also included in Objective 1 and 5)</i>	March 2020	E&CS
F	Overarching		
1	We will review what data is currently available and identify what additional information is needed to evidence progress towards achieving outcomes / impact in the longer term. <i>(Action also a WAO recommendation)</i>	March 2020	EC&S
2	We will identify and address any gaps in the groups / forums of young people used for consultation and engagement to ensure they are fully inclusive. <i>(Action also a WAO recommendation)</i>	March 2020	EC&S

Success Measures

Childhood obesity (Child Measurement Programme NHS)

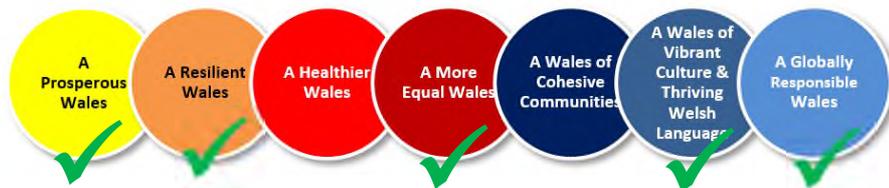


Well-being Objective 3

Start Well - Support and improve progress and achievement for all learners

So why is this important?

- We all want all of our children and young people to have the best possible start in life by supporting them to gain the skills and knowledge they need to lead happy, healthy, fulfilling lives.
- We want to improve outcomes for all ages through lifelong learning, to enable them to thrive in 21st Century living and the world of work.
- Research by *The Institute of Education* suggests that attending a good pre-school and primary school can have more impact on children's academic progress than their gender or family background (Taggart, 2015)
- Our service remains committed to both the principles and priorities as outlined in the Welsh Government's most recent strategic document '[Education in Wales: Our National Mission.](#)'



Why this should concern us?

- There is currently a gap nationally (including Carmarthenshire) between the performance of pupils eligible for free school meals (eFSM) and those who are not. This aspect of our end of key stage performance and achievement continues to challenge and concern us.
- We have schools that need to improve in specific areas as recognised through the National Categorisation system* (for 2018; 21% of Primary schools are rated 'Amber Support Category' and 1% of Primary schools is rated 'Red Support Category').
*Four levels of 'Support Category' exist – Green, Yellow, Amber and Red. All Secondary schools are currently rated in the Green or Yellow Support Category.
- The [2015 PISA results](#) (Programme for International Student Assessment), for which Kirsty Williams, Welsh Government Cabinet Secretary for Education, has stated "*remains the recognised international benchmark for skills*", continue to show Wales adrift from the rest of the UK.

What do we need to do?

- We will continue to improve progress, wellbeing and outcomes further for all learners (with a focus on those entitled to eFSM and vulnerable learners - see also **Tackling Poverty Well-being Objective 5**).

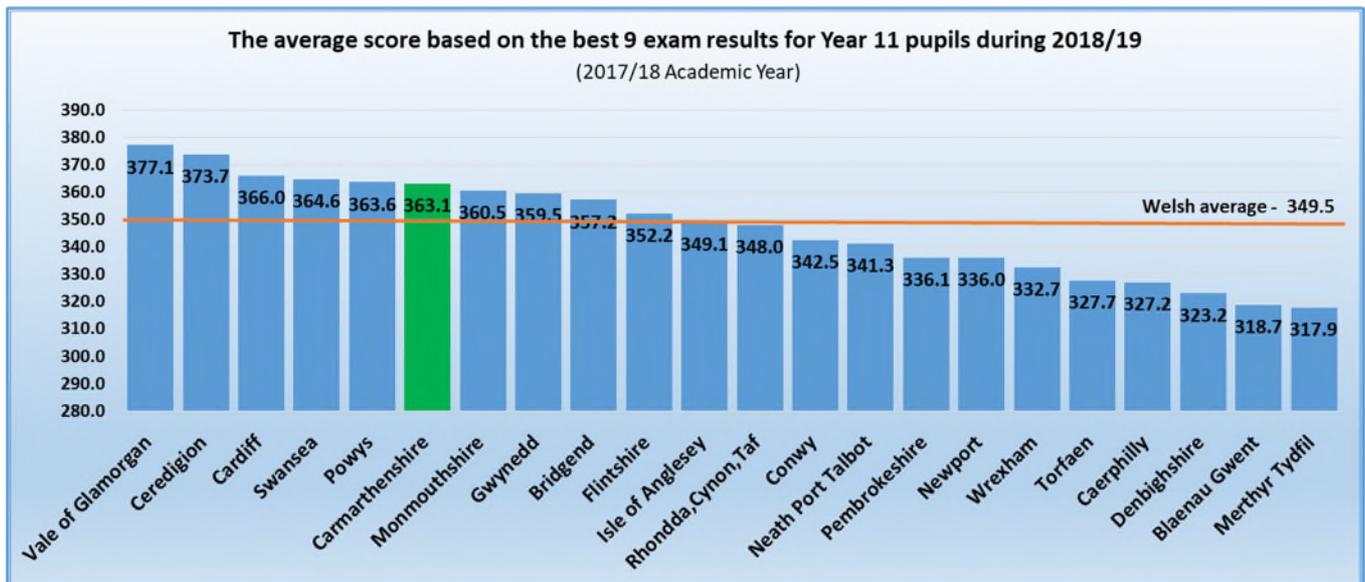
How will we do this?

- A. We will ensure a relentless emphasis on **improvement in pupil progress, wellbeing and outcomes** for all children and young people across all learning phases (focusing on vulnerable and eFSM learners) in line with the vision and aims of 'Education in Wales: Our National Mission.'
- B. We will continue to **improve school attendance** and learner well-being.
- C. We will provide **an excellent school in the right place** by:
 - a. Improving the condition, suitability and resource efficiency of our schools network through the *Modernising Education Plan*.
 - b. Developing an engaging, relevant and authentic *Local Curriculum*, within a clear framework of national guidance, which will fully prepare our children and young people for the challenges and opportunities of adult life.
- D. We will continue **workforce development and succession planning** by:
 - a. Developing and supporting a collaborative self-improving school system to ensure high quality leadership and provision for all learners.
 - b. Investing in further developing the skills of our teachers and support staff.
- E. We will continue the **development of Welsh in all our services**, thus moving towards ensuring that every pupil is confidently bilingual. Pupils can fulfil their potential in gaining skills to operate as bilingual citizens in their communities, the workplace and beyond.

Key Measure of Success

Educational attainment - Average Caped 9 points score (Year 11 pupils) (ref tbc) (Pupils best 9 results including English/Welsh, Mathematics–Numeracy, Mathematics and Science)

The average score based on the best 9 exam results for Year 11 pupils during 2018/19 (2017/8 Academic Year) is 363.1 where girls had an average score of 375.2 and boys 352.5. This is the 6th highest in Wales.



An example of what we are doing

In pursuit of our goals, we have implemented three additional Strategic Fora in partnership with our schools:

1. Access to Education Strategic Forum
2. Curriculum and Wellbeing Strategic Forum
3. Education Services Strategic Forum



This revised structure will enhance our collaborative work with senior school leaders from all sectors, thus ensuring a collegiate approach to improvement via agreed strategies in support of all our specific tasks and actions.

Each forum is charged with -

- Acting as a consultative group to assist with developing and co-constructing emerging strategy
- Proposing further areas which require strategic focus and development
- Piloting appropriate initiatives
- Advising on the implementation of strategy
- Advising on the prioritisation of resources
- Monitoring and evaluating progress
- Represent peers and disseminate to others

Progress and outcomes from each Forum is reported, evaluated and reviewed through our Head teacher and Governor networks along with our internal strategic Departmental and Corporate Management Teams.



Lead Executive
Board Member
Cllr Glynog Davies



View our **detailed delivery plan** against this objective – to follow



Well-being Objective 3

Start Well - Support and improve progress and achievement for all learners

How will we do this?

Our detailed delivery plan and to achieve this objective

(Lemon highlight means that this is not the Action or Measure's main objective).

Ref	Actions and Measures	Date/Target	Scrutiny
A	Improvement in pupil progress, wellbeing and outcomes		
1	We will enhance outcomes for More Able and Talented pupils.	March 2020	E&CS
2	We will continue to increase the percentage of schools designated with a 'Green or Yellow' support category within the National School Categorisation System. <i>MF5-29</i>	March 2020	E&CS
3	We will support schools, in tandem with ERW (Education through Regional Learning), to further improve outcomes for all pupils outcomes at the end of the Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children. <i>MF5-28</i>	March 2020	E&CS
4	We will continue to hold all schools and ERW (Education through Regional Learning) to account for further improving standards and outcomes for learners, intervening in schools where performance is not satisfactory.	March 2020	E&CS
5	Work with partners in the Carmarthenshire Adult and Community Learning Partnership to develop greater opportunities for learning and progression routes including Further and Higher Education and employment.	March 2020	E&CS
6	We will increase the average Caped 9 points score, a pupils best 9 results including specific attainment requirements in English/Welsh, Mathematics– Numeracy, Mathematics and Science, of Year 11 pupils (<i>PAM/032</i>) (2018/19 Result - 363.1 - 17/18 Academic Year)	TBC	E&CS
7	We will increase the average Caped 9 points score of Year 11 pupils who are eligible for Free School Meals (<i>Also in Well-being Objective 5 (4.1.2.4)</i>) (2018/19 Result - 308.1 - 17/18 Academic Year)	TBC	E&CS
8	We will increase the % of pupils achieving the Level 3 threshold (2 A Levels grade A-E) (<i>5.0.2.3</i>) (2018/19 Result – 97.9% - 17/18 Academic Year)	TBC%	E&CS
B	Improving School Attendance - Making every day count		
1	We will continue to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism.	March 2020	E&CS
2	We will implement the Attendance Forward Working Plan following consultation with Headteachers.	March 2019	E&CS
3	We will increase the % of pupil attendance in primary schools (<i>PAM/007</i>) (2018/19 Result - 93.9% - 17/18 Academic Year)	TBC%	E&CS
4	We will reduce the % of authorised absence in primary schools (<i>4.1.2.3</i>) (2018/19 Result - 5.1%- 17/18 Academic Year)	TBC%	E&CS
5	We will increase the % of pupil attendance in secondary schools (<i>PAM/008</i>) (2018/19 Result -93.8% - 17/18 Academic Year)	TBC%	E&CS

Ref	Actions and Measures	Date/Target	Scrutiny
6	We will reduce the % of authorised absence in secondary schools (4.1.2.2) (2018/19 Result - 4.8%- 17/18 Academic Year)	TBC%	E&CS
C	An excellent school in the right place		
1	We will deliver all Band A and Band B commitments identified in the Modernising Education Programme therefore supporting our children and young people to receive a world class education in safe and stimulating environments. <i>MF5-25</i>	Mar 2020	E&CS
2	We will invest on average £14 million per annum over the next 3 years in major school construction and modernisation projects. <i>MF5-26</i>	Mar 2020	E&CS
3	We shall consider the delivery of primary education provision in the Ammanford, Llandeilo and Llandovery areas. <i>MF5-27</i>	March 2020	E&CS
4	We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through capital investment. <i>MF5-33</i>	March 2020	E&CS
5	We shall ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools. <i>MF5-32</i>	March 2020	E&CS
6	We will analyse and forecast capacity and pupil data for the planning of school places (POSP) and future school organisation.	March 2020	E&CS
7	We will manage school estate affairs including building maintenance, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation.	March 2020	E&CS
8	We will prepare and undertake statutory procedures associated with federation, school organisation and/or improvement projects.	March 2020	E&CS
9	We will develop and submit business cases for MEP school reorganisation and investment projects to the national 21st Century Schools Programme.	March 2020	E&CS
10	We will decommission premises following the closure or amalgamation of schools.	March 2019	E&CS
11	We will continue to improve the condition, suitability and ICT resources within schools and ensure that all newly built schools have the latest digital technologies and infrastructures in place to deliver 21 st century education. <i>MF5-89</i>	March 2020	P&R
12	We will retain the % of schools graded as “Good” (Category A) or “Satisfactory” (Category B) for school building condition (4.3.1.8) (2018/19 Result - 63%)	TBC%	E&CS
D	Workforce development and succession planning		
1	We will continue to support, challenge and improve the quality of leadership and its impact on improving provision and outcomes in collaboration with senior school leaders e.g. provision of Leadership Seminars and Networks.	March 2020	E&CS
2	We will support Governors in their strategic leadership role through focused training and briefing activities, including the mandatory governor training programme.	March 2020	E&CS
3	We will further develop systems to support school improvement, including ongoing Professional Development provision for school staff.	March 2020	E&CS

Ref	Actions and Measures	Date/Target	Scrutiny
4	We will continue with the design of the Carmarthenshire Curriculum in partnership with Education through Regional Working (ERW), schools and other providers, framed within the national context. Pursue opportunities to link corporate and economic strategy with the design of the new curriculum. <i>MF5 34 (Also in Well-being Objective 4)</i>	March 2020	E&CS
5	We will review and encourage participation in governorship of schools. <i>MF5-35</i>	March 2020	E&CS
6	We will review all school pupil admission dates and age-ranges across the County. <i>MF5-36</i>	March 2020	E&CS
7	We will review current specialist behaviour support services in the County with a view to decentralise and support bringing support services into mainstream provision by 2021. <i>MF5-42</i>	March 2020	E&CS
8	We will work with partners in the Carmarthenshire Adult and Community Learning Partnership to develop greater opportunities for learning and progression routes including Further Education / Higher Education and employment. <i>(Action also in Well-being Objective 11)</i>	March 2020	E&CS
E	The development of Welsh in all our services		
1	We will implement the content of the 'WESP' Welsh in Education Strategic Plan in partnership with school leaders for the benefit of all Carmarthenshire learners. <i>(Action also in Well-being Objective 14)</i>	March 2020	E&CS
2	We will work with the County's primary and secondary schools to move them along the Welsh language continuum and also ensure that individual pupils within relevant schools are provided with opportunities to continue with their Welsh medium education throughout all key stages. <i>MF5-31 (Action also included in Well-being Objective 14)</i>	March 2020	E&CS
3	We will increase the % of pupils assessed in Welsh at the end of the Foundation Phase <i>(PAM/033) (Measure also in Well-being Objective 14)</i> <i>(2018/19 Result - TBC% - 17/18 Academic Year)</i>	TBC%	E&CS
4	We will increase the % of year 11 pupils studying Welsh (first language) <i>(PAM/034) (Measure also in Well-being Objective 14)</i> <i>(2018/19 Result - TBC% - 17/18 Academic Year)</i>	TBC%	E&CS

Success Measures

Educational attainment - Average Caped 9 points score (Year 11 pupils)
(PAM/032) (Pupils best 9 results including English/Welsh, Mathematics–Numeracy, Mathematics and Science)

School attendance rates (Primary) *(PAM/007)* **(Secondary)** *(PAM/008)*

Satisfaction with child's primary school *(National Survey for Wales)*

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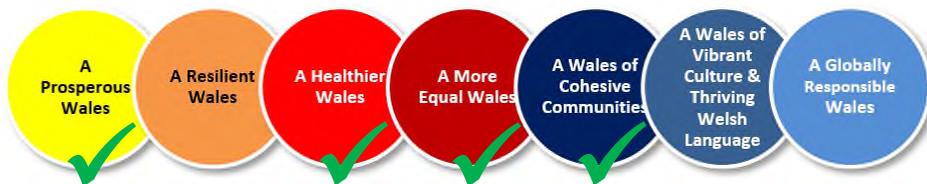


Well-being Objective 4

Start Well - Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways

So why is this important?

- Maximising the number of EET young people reduces the effects of poverty and the wider cost to society of support services, reliance on benefits and offending.
- It is essential to maximise the life opportunities of young people, ensuring that as many as possible are able to progress to 6th forms, Further Education Colleges, apprenticeships, training provision or work.
- It enables young people to contribute positively to their local communities.



Why this should concern us?

- In a globalising world, the perpetual march of technology and automation requires that young people are fully equipped for the challenges and opportunities of 21st Century working life. We aspire for our learners and young people to be work-ready - for entering a high wage, high-skill economy and be able to successfully compete in, and actively contribute to, regional regeneration if they chose to live and work in south west Wales.
- The % of Carmarthenshire Year 11 pupils who became NEET (Not in Education, Employment or Training) in 2017 was 1.4% (27 pupils) a reduction on 2016 of 2.1% (40 pupils), the % of Carmarthenshire Year 13 pupils who became NEET was 3% (20 pupils) in 2017 up from 2.0% (14 pupils) in 2016.
- Carmarthenshire ranks 13th (of 22) Local Authorities in Wales for Year 11 pupils becoming NEET and above the All-Wales average of 1.6%. (2018 data available in April 2019)

What do we need to do?

- We need to ensure that all children and young people in Carmarthenshire have the best possible opportunities to study, train and gain worthwhile employment locally, regionally or nationally.
- We will ensure that all vulnerable learners including those with a disability or additional learning needs are not excluded from programmes.
- We need to continue to deliver the six elements of the Welsh Government's Youth Engagement and Progression Framework (YEPF) which comprises of:
 - Identifying young people at risk of becoming NEET; Providing brokerage and co-ordinated support for young people; Improve tracking and transition support; Ensuring provision meets the needs of young people; Strengthening employability skills and entrepreneurship; Ensuring we are accountable for our actions.

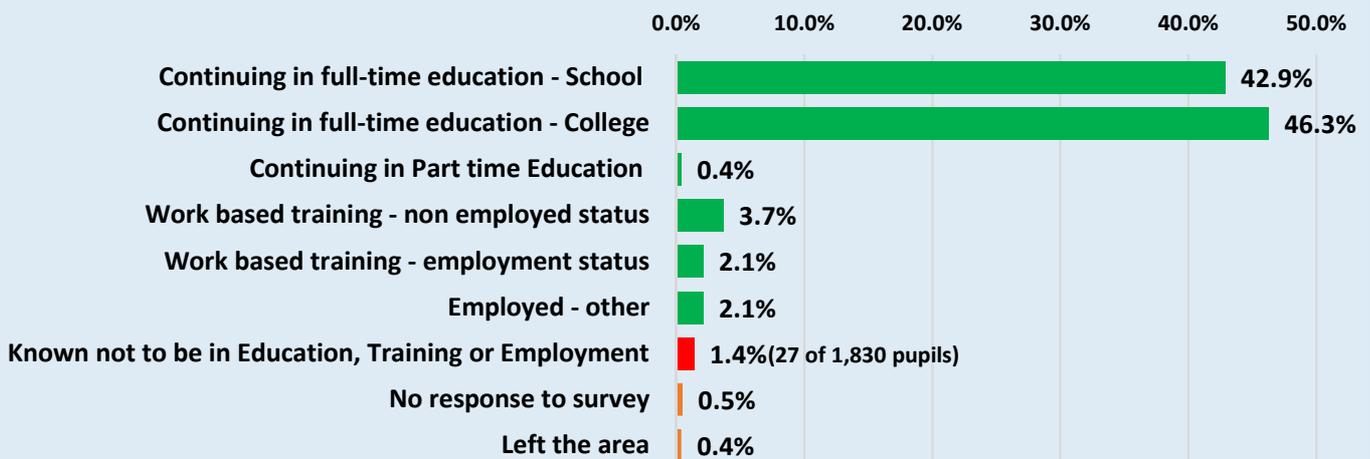
How will we do this?

- A. We will build on existing partnership relationships with local businesses and the public sector through the **Carmarthenshire Curriculum Review** to focus skills demands and employability of new and existing labour market entrants within Carmarthenshire to ensure that local and regional demands are met. *Also see Well-being Objectives 5+6 Action Plans re Hub and Regional Learning Partnership.* We will ensure that opportunities afforded by the new curriculum for Wales are dovetailed in Carmarthenshire's local curriculum with 21st century skills needs and gaps fully considered.
- B. We will implement the six **Youth Engagement and Progression Framework** Actions above.
- C. We will deliver the local elements of the **Cynnydd** and **Cam Nesa European Social Fund projects** (guaranteed funding till 2018-2020) which assists young people in progressing to further education, training and employment during the Post 16 education phase, while also working together with alternative curriculum provision to replace the services offered through the Cynnydd and Cam Nesa Projects, post Brexit by 2020 onwards.

Key Measure of Success

Number of leavers Not in Education, Employment or Training (NEETs) Year 11 (PAM/009) & Year 13 (5.1.0.2)

Destination data for Carmarthenshire Y11 pupils (Academic Year 2016-17)



An example of what we are doing

How does the Vulnerability Assessment Profile (VAP) help support those at risk of becoming NEET?

The VAP is an initiative within the Welsh Government's Youth Engagement and Progression Framework. It plays an integral part in the early identification of those at great risk of becoming NEET and involves the School and a range of agencies.

VAP

- Vulnerable pupils are identified through a scoring system based on pupil data; behaviour, attendance, attainment, etc.
- Pupils scoring a Red or Amber score are discussed in the VAP meeting at the respective school.
- At School VAP meetings, staff use their knowledge of the young person and family context to describe their current issues and highlight concerns which add to a higher holistic VAP score.

VAP Meeting

- VAP meetings focus on the nature of the vulnerability of each young person, what interventions have been offered, what has worked, what else could be offered and which agencies are involved.
- **Careers Wales** update on the next step for year 11 pupils such as which college course or which training provider they have applied for or been accepted on.
- **Coleg Sir Gar** representatives promote the February taster week offering a variety of different curriculum areas and offer college transition support during the Summer holidays.
- **Cynnydd** offers engagement activities such as positive mentoring and a critical friend, hands-on activities such as multi-media, STEM, outdoor, sport and fitness, and a focus on a positive next step for year 11 pupils, which can include transition support and access to additional qualifications. Other support include emotional wellbeing while Careers Wales Cynnydd can arrange work placements and prepare young people to be work-place ready.

Follow up

- If a young person has no plans at the end of year 11 and is likely to become NEET, a referral will be made to the **post 16 youth work team** and to **Cam Nesa**.



Lead Executive Board
Member
Cllr Glynog Davies



View our **detailed delivery plan**
against this objective – **to follow**



Well-being Objective 4

Start Well - Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways

How will we do this?

Our detailed delivery plan and to achieve this objective

Ref	Actions and Measures	Date/Target	Scrutiny
A	Carmarthenshire Curriculum Review		
1	We will continue with the design of the Carmarthenshire Curriculum in partnership with Education through Regional Working (ERW), schools and other providers, framed within the national context. Pursue opportunities to link corporate and economic strategy with the design of the new curriculum. <i>MF5-34 (Also in Well-being Objective 3)</i>	March 2020	E&C
2	We will dovetail local opportunities for curriculum enrichment and extension with the national architecture with a view towards developing a Carmarthenshire Learner Offer.	March 2020	E&C
3	We will work with partners to develop further opportunities for vocational learning pathways and apprenticeships where applicable within the County. <i>MF5-38</i>	March 2020	E&C
4	We will ensure that we have a through age approach to community resilience, including ensuring vulnerable people have equal access to education, training and employment, will be a key objective of the Learning Disability day service transformation plan. This will include new models for service delivery.	March 2022	E&C
B	Youth Engagement and Progression Framework Actions		
1	We will continue to develop and deliver the six elements of the Youth Engagement and Progression Framework.	March 2020	E&C
2	We will implement the Actions identified in the self-assessment of the Youth Support Services against the National Participation Standards to Increase participation which will contribute to improved service outcomes in terms of more effectively engaging those children and young people that are NEET.	March 2020	E&C
C	European Social Fund projects		
1	We will deliver the local elements of the Cam Nesa and Cynnydd European Social Fund (ESF) projects.	March 2020	E&C
2	We will work together with secondary schools to support vulnerable young people and alternative curriculum provision from January 2019 to replace the services offered through the Cynnydd Project.	March 2020	E&C
D	Overarching		
1	We will reconfigure services in support of vulnerable learners within the remit of a designated 3 rd Tier Manager as part of a more coherent structure.	March 2020	E&C
2	We will extend and develop the Seren More able and Talented Programme to pre-16 learners.	March 2020	E&C
3	We will develop flexible learning opportunities to meet the needs of learners not currently engaging Essential Skills and English for Speakers of Other Languages (ESOL) provision including Digital Literacy Skills.	March 2020	E&C
4	We will work to divert children and young people away from the criminal justice system.	March 2020	E&C

Ref	Actions and Measures	Date/Target	Scrutiny
5	We will work to prevent offending and re-offending of children and young people.	March 2020	E&C
6	The Music Service will continue to develop the reach of the service and to build on new curriculum initiatives e.g. Music Therapy.	March 2020	E&C
7	We will implement the agreed development plan for <i>Teacher Centre</i> (School Management System) to introduce further Local Authority functions including Free School Meals, Additional Learning Needs, Transport, Elective Home Education, Missing from Education and the Music Service.	March 2020	E&C
8	We will reduce the % of Year 11 leavers Not in Education, Employment or Training (NEETs). <i>(PAM/009) (Also in Well-being Objective 5)</i> <i>(2018/19 Result - TBC - TBC year 11 leavers)</i>	TBC%	E&CS
9	We will reduce the % of Year 13 leavers Not in Education, Employment or Training (NEETs). <i>(5.1.0.2) (Also in Well-being Objective 5)</i> <i>(2018/19 Result - TBC%) - TBC year 13 leavers</i>	TBC%	E&CS
10	We shall support care leavers where possible to ensure that they are in education, training or employment at 12 months after leaving care. <i>(SCC/34a)</i> <i>(2018/19 Result - TBC%)</i>	TBC%	E&CS
11	We shall support care leavers where possible to ensure that they are in education, training or employment at 24 months after leaving care. <i>(SCC/34b)</i> <i>(2018/19 Result - TBC%)</i>	TBC%	E&CS

Success Measures

Number of leavers Not in Education, Employment or Training (NEETs) Year 11

(PAM/009) & Year 13 (5.1.0.2)

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Live Well



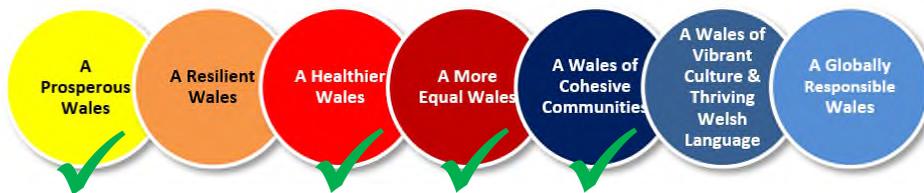


Well-being Objective 5

Start Well/Live Well - Tackle poverty by doing all we can to prevent it, help people into work & improve the lives of those living in poverty

So why is this Important?

- Poverty and deprivation have serious detrimental effects across all aspects of well-being. It limits the opportunities and prospects for children and young people, damages the quality of life for families and communities.
- Poverty can be a barrier to full participation in society and is too often an intergenerational experience which poses a significant threat to experiencing positive well-being both now and in the future.
- Research shows that children growing up in workless households experience consistently poorer outcomes than other children whose parents are always working, in relation to educational attainment and cognitive ability.



Why this should concern us?

- 35.5% (28,881) of households in Carmarthenshire can be defined as **living in poverty**, 13th highest in Wales (Welsh average 33.6%).
*Welsh Government defines poverty as when "household income is less than 60% of the GB median income". This means a household where income is **less than £18,868** a year (2018 - 60% of £31,446)*

What do we need to do?

- We need to **prevent poverty** – There is a strong correlation between being born poor and experiencing a lifetime of poverty and many of the triggers of poverty experienced in childhood and later life are preventable if identified and addressed in a timely manner. Providing early, targeted and holistic interventions can therefore help reduce the likelihood of poverty occurring in our communities.
- We need to **help people into work** - work is one of the most fundamental and effective means of tackling poverty in all its forms. Work provides income and opportunities for social, emotional and cerebral development as well as improved health and well-being.
- We need to **improve the lives of people living in poverty** by supporting those in poverty and improving access to help to maintain basic standards of living.

How will we do this?

- A. Our children and education services will work to **prevent poverty** through delivering key early intervention programmes such as flying start, team around the family (TAF) and financial literacy is on the school curriculum. In addition services such as housing will take a more proactive, preventative approach to addressing key triggers of poverty to prevent escalation of issues such as homelessness and fuel poverty.
- B. We will **help people into work** by building their confidence and skills through the dedicated Communities 4 Work and Communities 4 Work plus programmes and targeted support for those who are furthest from the labour market e.g. those who are Not in Employment, Education or Training (NEET). We will continue to extend the Hwb model as a one stop shop for employment advice and support.
- C. We will **improve the lives of those living in poverty** through promoting and supporting greater financial literacy via services such as trading standards and housing benefits. We will also deliver initiatives to support key vulnerable groups including the School Holiday Enrichment Programme (SHEP), Toy Box and Hamper appeal.

Rural Poverty – see also Well-being objective 6 - Create more jobs and growth throughout the county; Part C - By identifying and addressing the issues facing rural communities.

Key measure

Households Living in Poverty (CACI's 'PayCheck' Data)

Household Income Figures Source: CACI's 'PayCheck' data										
Households Living in Poverty	2014		2015		2016		2017		2018	
	Carms	Wales	Carms	Wales	Carms	Wales	Carms	Wales	Carms	Wales
	29,956 (37.1%)	446,586 (33.6%)	29,086 (36.3%)	459,283 (35%)	29,020 (35.9%)	460,322 (34%)	28,223 (35.0%)	450,616 (33%)	28,881 (35.5%)	456,971 (33.6%)

35.5% (28,881) of households in Carmarthenshire can be defined as **living in poverty**, 13th highest in Wales (Welsh average 33.6%).

Welsh Government defines poverty as when "household income is less than 60% of the GB median income". This means a household where income is **less than £18,868** a year (2018 - 60% of £31,446)

An example of what we are doing

Community Engagement Programme in Tyisha Ward



Over the course of 2018 the Council has been working with residents of Llanelli's Tyisha ward in partnership with a number of key organisations to undertake a huge community engagement programme. The programme known as 'planning for real' sought to gain views and ideas from local residents to inform the development of a regeneration plan for the area. This means that residents, tenants and businesses have had a real opportunity to help plan for changes and improvements that will affect their future.

Cllr. Campbell has said: "We know that Tyisha has its problems, but we also recognise that it has a fantastic community spirit. People really want to see the area improve and we want people to be part of the change. There is real potential to do something and we're excited about what lays ahead."



Lead Executive Board
Member
Cllr Cefin Campbell



View our **detailed delivery plan** against this objective **to follow**

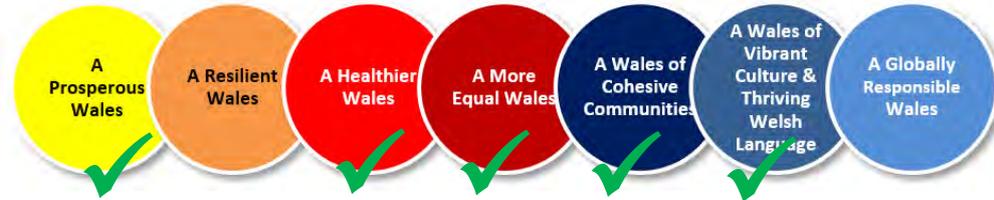


Well-being Objective 6

Live Well - Create more jobs and growth throughout the county

So why is this important?

- Providing secure and well paid jobs for local people is central to everything we are seeking to achieve.



- Increasing employability is fundamental to tackling poverty, reducing inequalities and has a dramatic impact on our health and ability to function in everyday society.

Why this should concern us?

- As at March 2018, of the 73.7% of Carmarthenshire's workforce, 59% were employed in the professional/technical/skilled trade occupations - well *below* the Welsh average of 63%, whilst 41% were employed in the caring/leisure/customer service/machine operative occupations – well *above* the 37% Welsh average.

Also see Well-being Objective 4 –Reduce the number of young adults that are NEET (Not in Education, Employment or Training)

- As at September 2018, the total number of unemployed/economically inactive residents (excluding students) - 16-64 represents 21.3% of the total population of Carmarthenshire, this is above the Welsh average of 20.0%.
- We must tackle a GVA (gross value added) gap that is widening between UK GVA & Wales GVA; Total GVA in Carmarthenshire represents 4.8% of Wales total GVA, which is a relatively high share. However, GVA per job is low (£44,833), ranking 18th out of 22 authorities, indicating low productivity. *GVA is the measure of the value of the wages and profits from goods and services produced in an area.*

What do we need to do?

- We need to build a knowledge-rich, creative economy by maximising employment & training places for local people through creating jobs and providing high quality apprenticeships, training and work experience opportunities, in order to have an on-going skilled & competent workforce to face the future
- We need to evolve Carmarthenshire's position in the Swansea Bay City Region (Swansea, Carmarthenshire, Pembrokeshire and Neath Port Talbot) into a confident, ambitious and connected county.
- We need to continue to invest in our local rural, infrastructure, including transportation to attract businesses, tourism/leisure to the county to promote economic growth and activity by building better connections & generating a strong tourism industry (*see Improving highway & transport infrastructure & connectivity WBO13*)
- We need to continue to invest in the strategic regeneration of our 3 principal towns, rural market towns, key strategic employment sites and continue to support business growth.
- We need to support Welsh Governments' - [Prosperity for All-the National Strategy: Economic Action Plan](#)
- Monitor the impact of Brexit on the economy of Carmarthenshire, so we can mitigate any problems and embrace all opportunities which may arise
- We will publish a recommendations for action, on behalf of the Carmarthenshire Rural Affairs Task Group
- We will support those every day businesses that and are all around us and are the foundation of our economy.

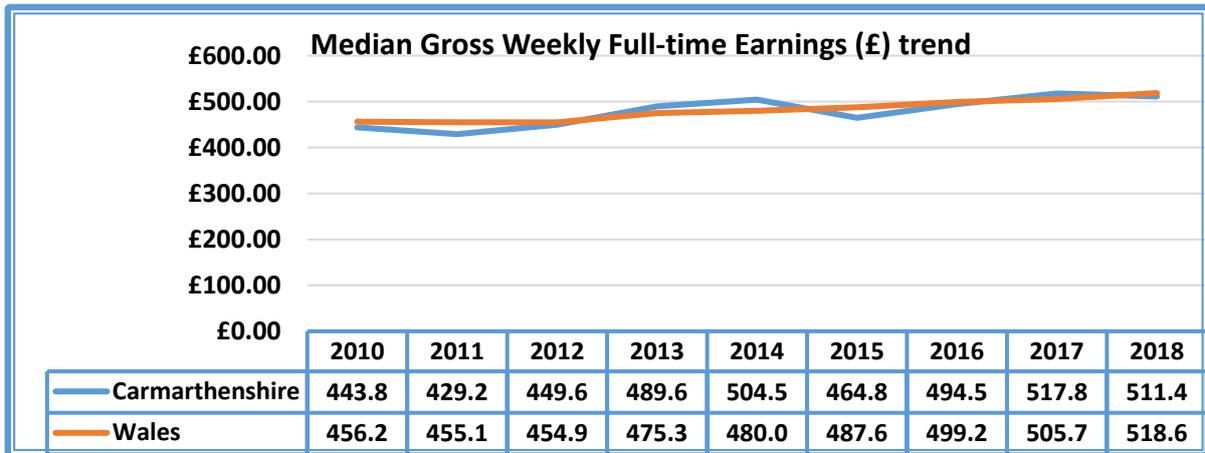
How will we do this?

- Regionally, by co-ordinating and delivering the Swansea Bay City Deal and specifically the Carmarthenshire based projects – Yr Egin and the Life Science and Wellness Village
- Locally, by delivering the 6 Transformational Strategy Area Plans targeting urban, coastal and rural Carmarthenshire
- By identifying and addressing the issues facing rural communities
- By developing learning, skills, employability and encouraging a spirit of entrepreneurship throughout the county to support new businesses in the county (Regional Skills & Learning Partnership)
- By ensuring clear business support plans in order to support any implications from Brexit.
- By supporting local economic growth

Key Measure of Success

Gross weekly pay (Median) (ONS – Annual Survey of hours and earnings)

There is a steady increase in the median gross weekly full-time earnings in both Carmarthenshire and Wales since 2010, but the increase seems to be a smoother continuous climb in Wales.



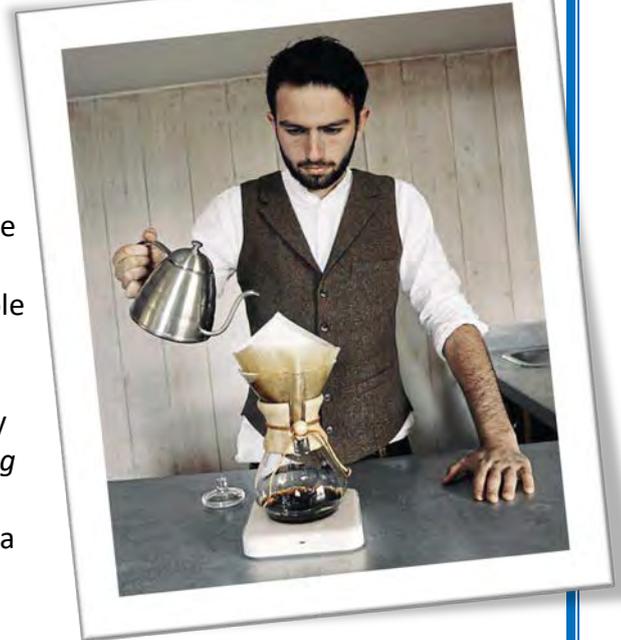
An example of what we are doing to help

The coffee makers inspired by Welsh heritage



Economic regeneration can take its inspiration from unusual sources. *Coaltown Coffee* owes its name and its ambition to the mining heritage of Ammanford. The company’s founders are planning for a bright future thanks to this new kind of black gold.

When **Scott James** and his father Gordon set up their coffee roasting business in the garage of their family home, few could have predicted the success they would enjoy. A couple of years on, Coal town Coffee Roasters now supplies 160 cafés, restaurants and shops across South Wales and beyond; together with national retailers - you can even buy their toasted Arabica beans in Selfridges. *“It’s been amazing and we are really lucky to have such loyal customers,”* says 23-year-old Scott, as the business has recently moved into a 3,000 sq ft Roastery warehouse in Ammanford.



The warehouse was developed through our *Property Development Fund* by local building firm TRJ and the building leased to Coal town – keeping it all local.

The Roastery was set up with one ambition, to bring an industry back to their hometown. All of their coffee is roasted and packed at the Roastery, where they employ local people. They also have a dedicated training space at the Roastery set up for wholesale clients and for Public Barista Courses.



Lead Executive Board Member
Cllr Emlyn Dole (Leader)



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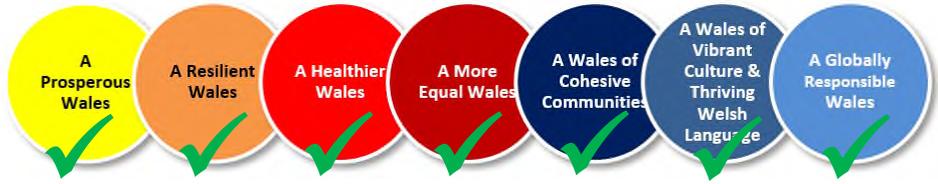


Well-being Objective 7

Live Well - Increase the availability of rented and affordable homes

So why is this important?

- Good quality affordable homes promote **health and well-being**, meeting the individual needs of the residents, building strong sustainable communities and places where people want to live.
- Good quality energy efficient affordable homes are good for the **People and the Environment** - as the energy use within the home will be reduced, having a significant effect on reducing the fuel costs for the occupying residents. It will also have a significant effect on reducing pollutants in the atmosphere and mitigating fuel poverty in our communities.
- It's good for the **Social Structure** - well-placed affordable housing developments allow communities to welcome a wide range of families and to create a vibrant, diverse, group of residents.
- It's good for the **Economy** - in order to thrive, new businesses need easy access to its workforce. Affordable housing developments ensure that working families will remain in their community.



Why this should concern us?

- People told us during our consultation on affordable Housing in 2015 that we need to:
 - ✓ Target help where the need is highest, in both urban and rural areas, by delivering more affordable homes for rent and buy.
 - ✓ Be more flexible - whether by bringing wasted homes back into use, buying existing homes or building new ones.
 - ✓ Do whatever it takes by developing innovative and creative ways to deliver more homes.
 - ✓ Use our resources in the best possible way to ensure as many new homes as possible.
 - ✓ Use the expertise, skills and resources of those we work with.

What do we need to do?

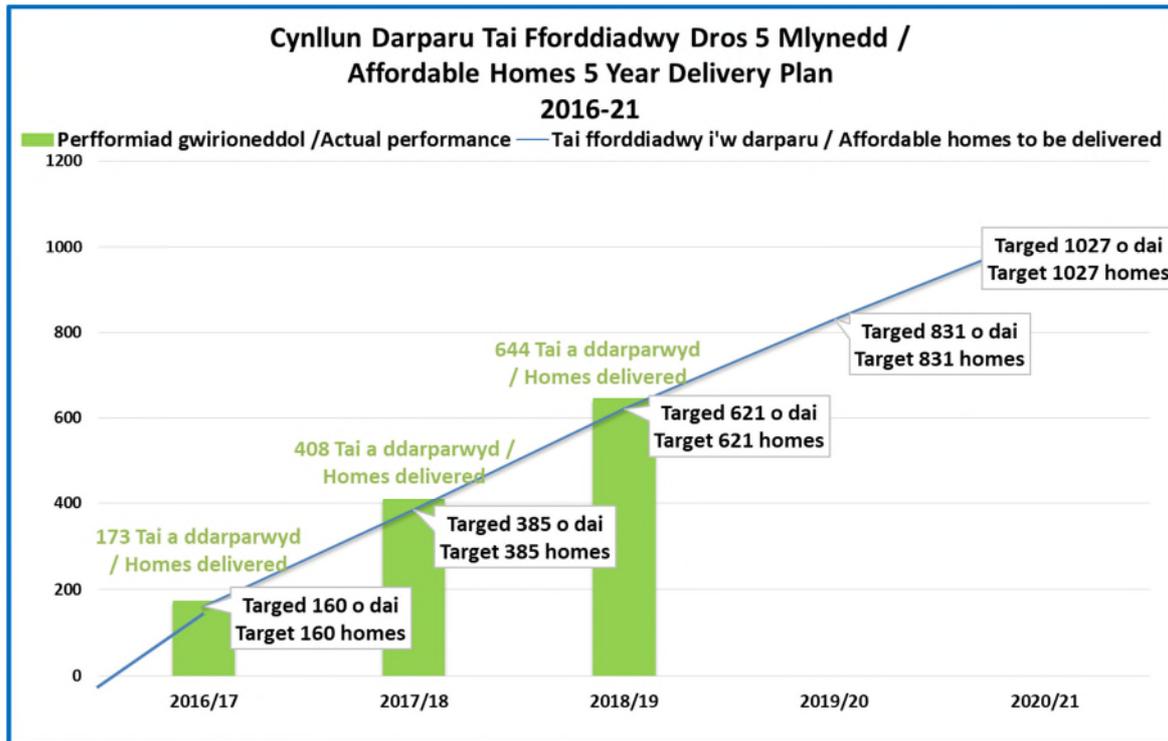
- We need to provide additional affordable homes to meet the needs of residents in Carmarthenshire.
- We need to build new council homes across the County.
- We need to actively work with private landlords to encourage them to make their properties available at affordable rental levels, including bringing more private sector homes into the management of our in-house 'Simple Lettings Agency'.
- We need to work in partnership with Housing Associations in Carmarthenshire to maximize the supply of new build affordable homes.
- We need to actively work with property owners to bring empty homes back into use.
- We need to purchase homes from the private sector and increase the Council Social Housing stock.
- We need to maximize the number of affordable homes delivered through developer contributions from the planning system.
- We need to maximize all funding opportunities for both the Council and Housing Associations.

How will we do this?

- A. We will deliver all of the above through our [Affordable Homes Delivery Plan](#). This is currently being further developed with more focus on building new Council and low cost affordable homes that will have a huge impact on the health, economic and social well-being of the County. We will also continue to bring empty homes back into use to increase choice and provide the right type of home in the right areas.

Key Measure of Success

Number of affordable homes in the County (7.3.2.24)



An example of what we are doing

Helping people to get on the property ladder.

Since the beginning of the plan we have helped over 50 families get on the property ladder. We have done this by providing homes on an equity share basis through our Low Cost Home Ownership programme. The homes have been provided from the Local Development Plan (LDP) Section 106 Affordable Housing process. The LDP requires all developers delivering more than 5 homes to provide affordable homes on the development. This can range between 10% and 30% depending on where in the County these developments are located.



Our homes are nominated to eligible individuals and families from the Affordable Housing Register. To be eligible, the household income cannot exceed than £25,000, meaning that these families would not be able to afford to buy their own home on the open market without subsidy. The homes remain affordable in perpetuity through the use of a local land charge. If the property is to be sold, it is again nominated to eligible households from the Affordable Housing Register.



**Lead Executive Board Member
Cllr Linda Evans**



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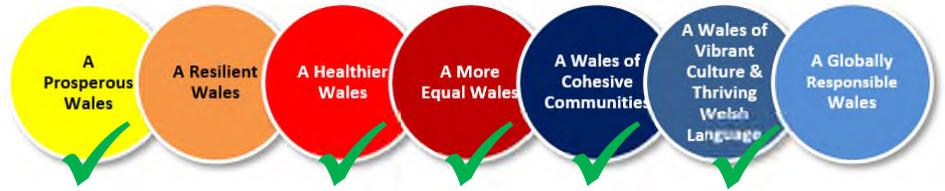


Well-being Objective 8

Live Well - Help people live healthy lives (tackling risky behaviour and obesity)

So why is this important?

- Our way of life is changing, people are living longer with a higher quality of life.
- The challenge is to prevent ill health.
- Living healthy lives allows people to fulfil their potential, meet educational aspirations and play a full part in the economy and society of Carmarthenshire.
- Many of the preventive services and interventions required to maintain health, independence and well-being lie outside health and social care.
- Playing a part in providing accessible, inclusive, exciting, sustainable services, which promote and facilitate learning, culture, heritage, information, well-being and leisure.



Why this should concern us?

- There is a significant gap in life expectancy and a healthy life expectancy. In Carmarthenshire:-
 - Life expectancy for males is 78.0 years (2015-17) compared to a healthy life expectancy of 65 years (2010-14)
 - Life expectancy for females is 82.2 years (2015-17) compared to a healthy life expectancy of 66 years (2010-14)
 - Healthy life expectancy of both males and females are below the Welsh average of 65.3 and 66.7 years.
- 18.6% of adults are still smoking in Carmarthenshire and 57.8% of adults are overweight or obese (Welsh Average of 59.5%) National Survey for Wales 2016/17 & 2017/18

What do we need to do?

- We need to work with partners to ensure people across Carmarthenshire:
 - Eat and breathe healthily
 - Are physically active; and
 - Maintain good mental health.
- We need to remove inequalities around opportunities for people to address these 3 key areas

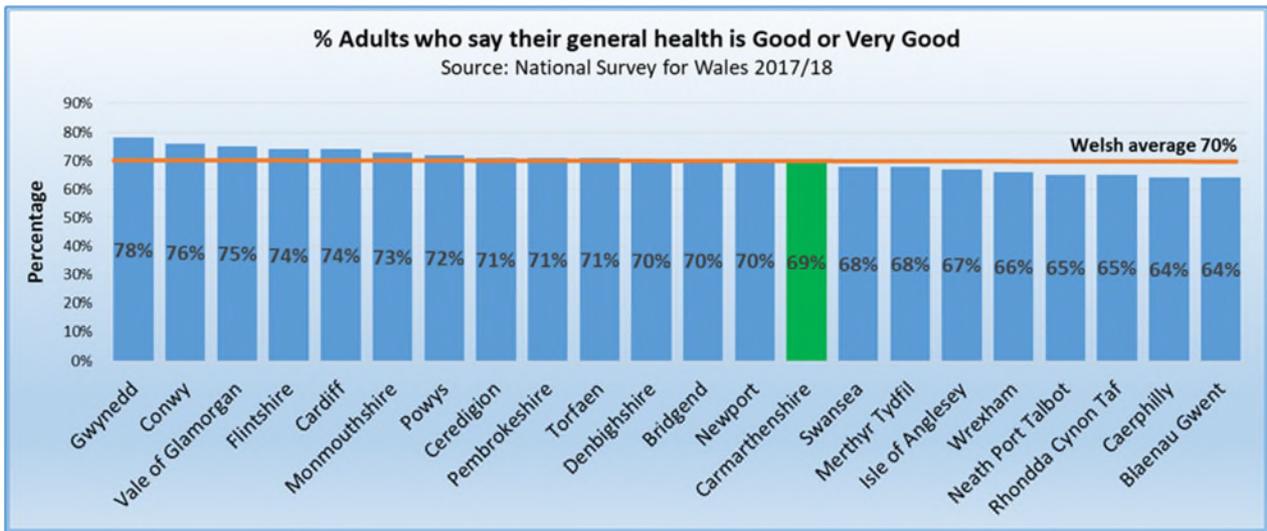
How will we do this?

- A. Eat and breathe healthily:** We will provide healthy vending and food options as part of their catering provision at our Leisure facilities and continue to ensure that our outdoor recreation facilities i.e. Country Parks, rights of way networks remain well maintained and can be accessed safely and enjoyed by everyone.
- B. Physical Activity:** We will continue investment in the new state of the art Wellness Village in Llanelli; Work in partnership with schools and the voluntary and health sectors to get “more people more active more often”; and, Enable employers to support the health and well-being of their workforce through Workplace Health initiatives.
- C. Mental Health:** We will continue to work with health and third sector partners to transform mental health services and improve access to information, advice, preventive and crisis services in Carmarthenshire. We will aim for people to experience the positive health benefits of taking inspiration from museum collections to promote creativity, mindfulness and self-confidence and imbed the New Mobile Library Fleet to improve information, digital and health literacy across the county.

Key Measure of Success

Adults who say their general health is Good or Very Good (National Survey for Wales)

The 2017/18 [National Survey for Wales](#) shows that **69%** of participating adults in Carmarthenshire say their **general health is Good or Very Good**. This is slightly below the Welsh average and down on last year's result of 70% but continues to be 14th highest in Wales.



An example of what we are doing

Encouraging Healthy Lifestyles

The objective in Leisure Services is to help people live healthy lifestyles and be more active more often is a mainstay in promoting and ensuring a healthier community in Carmarthenshire with all actions aimed at achieving this goal.

We want Carmarthenshire to be a place:

- ✓ That is the most active and healthy in the UK
- ✓ Where every person is an active participant at a 'Community Club' or 'Leisure / Cultural Facility'
- ✓ Where every child is hooked on Leisure / Cultural activity for life

Let us help
you achieve
#thatsmygoal



Lead Executive Board
Member
Cllr Peter Hughes-Griffiths



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against this objective – **to follow**

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Age Well



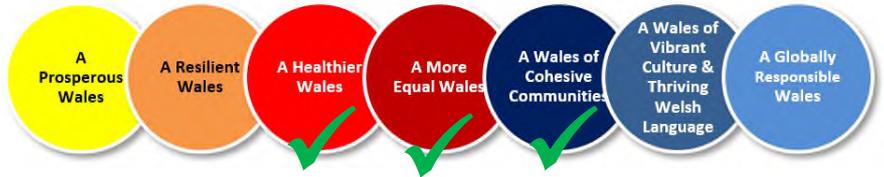


Well-being Objective 9

Live Well/Age Well - Support good connections with friends, family and safer communities

So why is this important?

- Loneliness and social isolation are harmful to our health, with research showing that lacking social connections is as damaging to our health as smoking 15 cigarettes a day and is worse for us than well-known risk factors such as obesity and physical inactivity.
- Social networks and friendships not only have an impact on reducing the risk of early death and illness, but they also help individuals to recover when they do fall ill.
- Social isolation puts individuals at greater risk of cognitive decline
- Loneliness amongst young people has been shown to increase the likelihood of poor physical & mental health, the risk of becoming involved in criminal activity and reduce future employment opportunities.



Why this should concern us?

- In our well-being survey of 2,500 residents, good relationships and a sense of belonging was the 3rd highest thing that mattered.
- The importance of family in positively influencing well-being is evident in findings from primary engagement activities delivered as part of Carmarthenshire's Well-being assessment. Family and friends were overwhelmingly identified as the most important factor in experiencing positive well-being by over 500 adults and children taking part in an exercise.
- 48% (close to the National average of 50%) of Carmarthenshire residents feel they live in cohesive communities. 72% agreed that local people treat each other with respect and consideration, 68% agreed that people from different backgrounds get on well together and 70% feel they belong to their local area. (*National Survey for Wales, 2016/17*).
- Safety-related issues were highlighted throughout the Carmarthenshire Wellbeing Assessment and feeling safe at home and in the local community impacts on everyone's sense of well-being

What do we need to do?

- We need to ensure services respond to the needs of families and communities.
- We need to continue to build greater community cohesion and to support and empower communities to address their safety, collective well-being and the well-being of those within the community, including the building of social bonds within groups and social bridges between groups in our communities.
- We need to encourage promotion of independence, wellbeing, community engagement & social inclusion.
- We need to keep our communities safe when delivering our services

How will we do this?

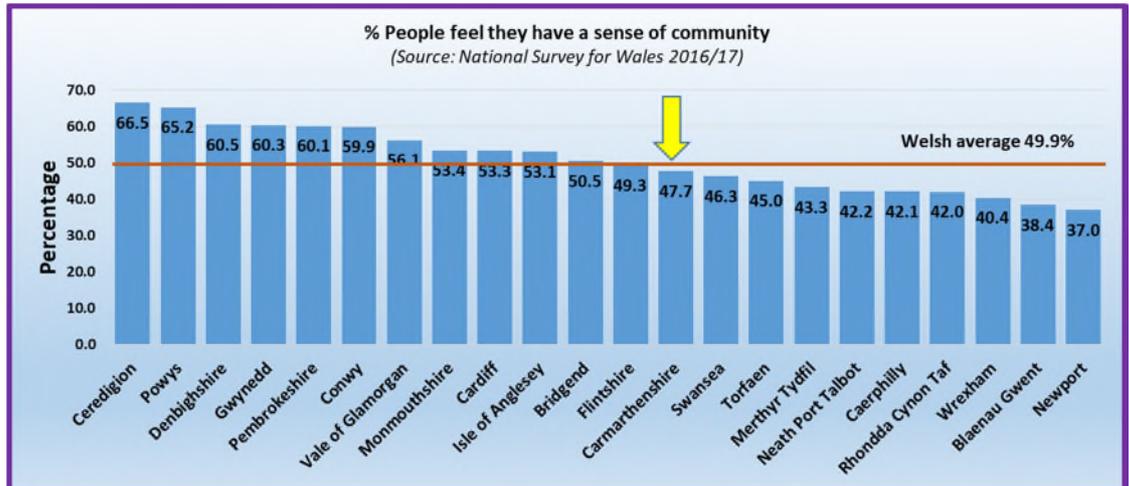
- A. We will continue to develop and implement how we provide information, advice and assistance across social care services.
- B. We will promote and develop strong connections for people, places and organisations.
- C. We will identify the strengths and resources within communities which can contribute to promoting and supporting the health and wellbeing of neighbours.
- D. We will continue to support community safety to help increase people's sense of personal security and their feelings of safety in relation to where they live, work and spend their leisure time.

Key Measure of Success

% Say they have a sense of community (National Survey for Wales) (National Well-being Indicator)

The 'Sense of Community' is derived from three questions; People feel they belong to their local area; People in the area from different backgrounds get on and People in the area treat each other with respect'.

Carmarthenshire has the 4th highest year on year % change having reduced from 73% in 2014/15 to 47.7% and moved down from 5th to 13th position



An example of what we are doing

The White Ribbon Campaign - end male violence against women and girls



Carmarthenshire Council, Mid and West Wales Fire and Rescue Service and Dyfed-Powys Police have all met the standards required to be awarded with White Ribbon UK accredited status. Achieving White Ribbon UK status shows an organisation's commitment to The White Ribbon Campaign - the largest global initiative to end male violence against women. The award is recognition of the work which the three organisations have already undertaken in involving men in speaking out

and challenging male violence against women and girls. It is also a reminder of the work that still needs to be done.



Lead Executive Board Member
Cllr Cefin Campbell



View our **detailed delivery plan** against this objective – **to follow**



Well-being Objective 10

Age Well - Support the growing numbers of older people to maintain dignity and independence in their later years

So why is this important?

- Carmarthenshire has a high proportion of residents over 65 who are a vital and vibrant part of the community. We want the county to be a place to age well.
- Consultations have demonstrated that ‘what matters’ to older people is to be able to be as independent and well as possible for as long as possible.
‘Being respected as an older person and not being seen as a burden on the local health and social care system’
- Research shows that a vital factor of healthy aging is for older people to feel included and useful.
- Older people contribute to the economy in Carmarthenshire by caring for their grandchildren or other family members.
- The Royal Voluntary Service have described older people as the ‘social glue’ of communities.



Why this should concern us?

- Current projections suggest that the population of people over 65 living in Carmarthenshire is growing and by 2030 this will increase by 60%. There has been, and continues to be, a significant increase in the ‘oldest of the old’ with the greatest rise represented in the over 85 age group; with a predicted growth of 116%.
- Older people are statistically more likely to have a life limiting health condition with 55% of the over 65 population in the reporting having a long-term illness or disability. Demand for hospital and community services by those aged 75 and over is in general more than three times greater than from those aged between 30 and 40.
- Whilst the people of Carmarthenshire are living longer there is not a similar trend in increased years of being well. This is defined as healthy and disability-free life expectancy and it is rising more slowly than life expectancy. In simple terms this means that people are living longer with illness and disabilities. For males in the area, life expectancy is 77.4, with disability free life estimated at 59.4 and healthy life at 64. For females, it is 82, with 61.2 disability free years and 65.7 healthy ones.
- It is essential that we lay robust foundations to future proof the availability of services that promote and support ongoing well-being and independence for our frail older adult population.

What do we need to do?

- We need to continue to integrate health and social care at population health level to address the complex needs associated with age related multiple conditions and frailty.
- We need to work with individuals and communities together with the public, private and voluntary sectors to develop and promote innovative and practical ways to make Carmarthenshire a good place to grow older for everyone (see Objective 11 on *Ageing Well*).
- We need to develop service provision on a smaller footprint which are population based, integrated across health & social care and seek to reduce demand and growth in the future

How will we do this?

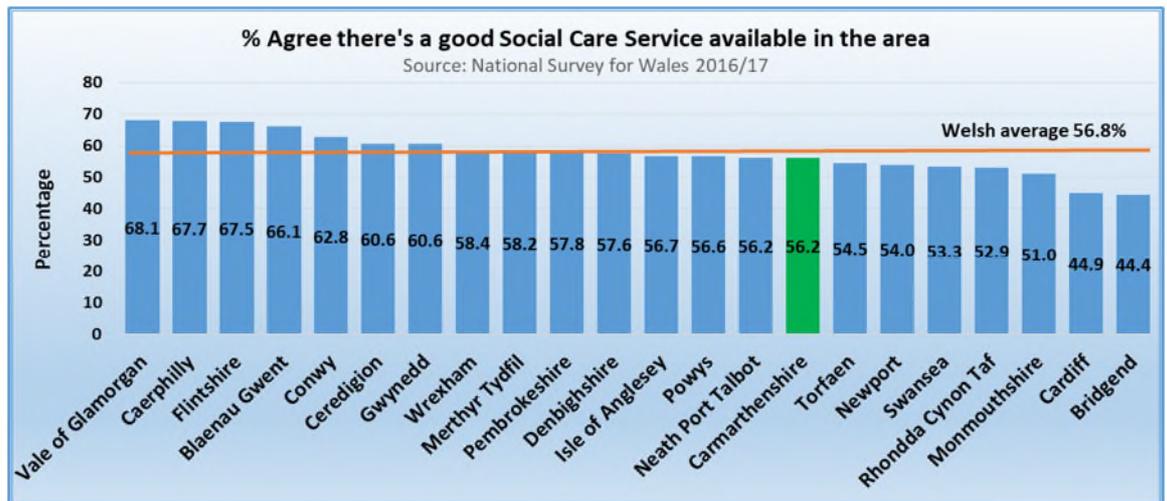
The Welsh Government commissioned a Parliamentary Review of the Long Term Future of Health and Social Care: “A Healthier Wales” is the Welsh Government’s response to that Review. The report adopts a “Quadruple Aim”. They are continually to work towards an:

- A. Improved population health and wellbeing;
- B. Better quality and more accessible health and social care services;
- C. Higher value health and social care; and
- D. A motivated and sustainable health and social care workforce. .”

Key Measure of Success

Agree there's a good Social Care Service available in the area (National Survey for Wales)

According to the 2016/17 [National Survey for Wales](#) 56.2% of those surveyed agreed that there's a **good social care service available** in their area, this is just below the Welsh average of 56.8% but an improvement on the previous survey result of 53.1%. This puts us in **15th** position in Wales compared to 12th place in the previous year.



An example of what we are doing

Dementia Friends Initiative

We are committed to supporting our residents to Age Well, maintaining dignity and independence, enabling older people to remain in their own homes.

One of our initiatives is creating dementia friendly Carmarthenshire. Carmarthenshire County Council, Hywel Dda Health Board and Dyfed Powys Police together with local GP surgeries, Town Councillors, local businesses, voluntary groups and community members have worked together to support the Alzheimer Society's Dementia Friends initiative. The program aims to provide dementia awareness sessions to local businesses, organisations, public sector employees and members of the public to become dementia friends and to pledge actions so that people living with Dementia feel empowered to access their communities. This work is currently being undertaken in Llanelli, Pontyberem, Ammanford, Llandovery, Laugharne, St. Clears, Whitland and surrounding areas, Llandeilo and Carmarthen Town.



Lead Executive Board
Member
Cllr Jane Tremlett



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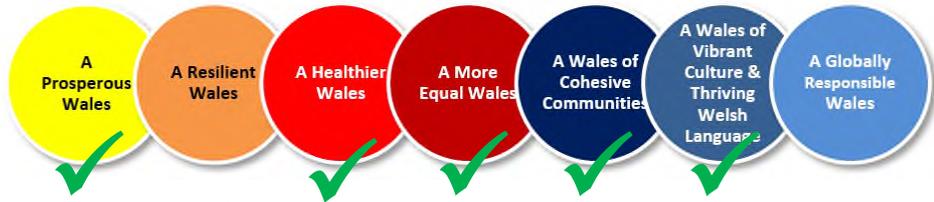


Well-being Objective 11

Age Well - A Council-wide approach to support Ageing Well in Carmarthenshire

So why is this important?

- Wider services can make an important contribution in supporting and sustaining the independence of older people and reducing the demand on Social Services and Health Care.
- When planning services for older people, we need to listen to what they have told us.
- In deciding what to do, we need to ask ourselves, would this service *be ok for me or my relatives*
- Tackling the causes of loneliness and social isolation is a national priority for the Welsh Government.
- Older people's rights must be promoted and protected so they can age well and are protected against ageism, discrimination and abuse. (See the Older People's Commissioners priorities)
- So that older people able to participate fully in their communities.
- We fully support the '*Dublin Declaration on Age-Friendly Cities and Communities in Europe, 2013*'.
- The Council has determined to make Carmarthenshire a dementia friendly county along the lines of the Alzheimer's Society Dementia Friendly Community Programme.



Why this should concern us?

- Older people are a significant asset to Wales, worth over £1bn to the Welsh economy annually. We must take forward an asset-based approach which, rather than focusing on the costs of providing services for older people, considers instead the cost of not investing in older people
- Carmarthenshire has an ageing population and by 2039 around 1 in 3 residents will be aged 65 +.
- Older people who are supported by tailored services and living in inclusive communities, are able to contribute more to the local economy and society.
- When surveyed older people have told us that they want as much support as possible to help them do the things they enjoy and to be able to manage day to day.

What do we need to do?

- We need to 'join-up' our diverse divisions and departments to support independent living and to help older people live in their communities. Making sure that the impact of all service changes on elderly people are carefully thought through.
- We need to consult in a meaningful way with older people who are often '*experts by experience*' and know the services they need to remain active and independent in their communities.
- We need to focus on an outcome based approach to draw out the changes and improvements seen in an individual's life – we need to build services around the outcomes older people need.
- We need to examine how we will work with the Public Service Board (PSB) to achieve the Older People's Commissioner for Wales's targets for inclusion in the PSBs *Well-Being Plan*.

How will we do this?

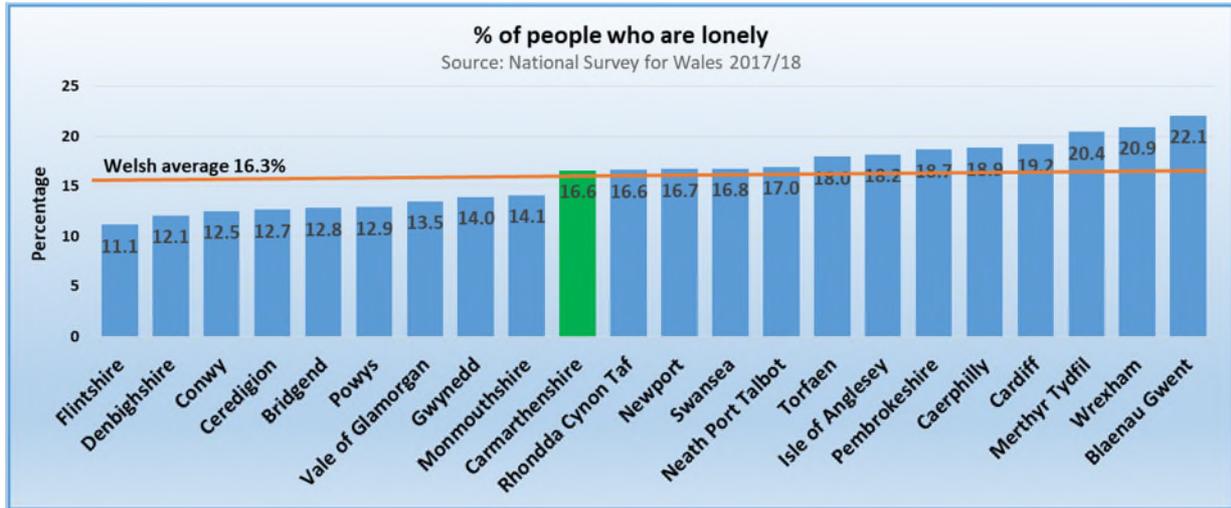
- The Welsh Government will be publishing their new Strategy for an Ageing Society in the Spring of 2019. The Council will need to refresh and respond to the local priorities emerging from this national strategy.
- In doing this the Council will also take account of the Older People's Commissioner's priorities and the World Health Organisation's age friendly priorities for action.

Key Measure of Success

People who are lonely (National Survey for Wales)(National Well-being Indicator)

According to the 2017/18 [National Survey for Wales](#),

16.6% of participating adults in Carmarthenshire **classed themselves as lonely**, this is slightly above the Welsh average of 16.3% but has reduced from previous year’s result of 17.1% and we continue to be in 10th position.



Please note that this survey result is for all participating adults and not just the elderly.

An example of what we are doing

Carmarthenshire is kind

The 50+ Forum annual event was held on the 14 September 2018 at the Botanic Garden with 634 attendees. Close working relationship with colleagues in the Communities Department were developed in order to deliver the **Carmarthenshire is Kind** focus. This focus talked about the concept of kindness and encouragement that great things are possible with only the simplest acts of kindness and generosity.



Lead Executive Board
Member
Cllr Linda Evans
Cllr Jane Tremlett



View our **detailed delivery plan** against this objective – **to follow**

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Healthy, Safe & Prosperous Environment



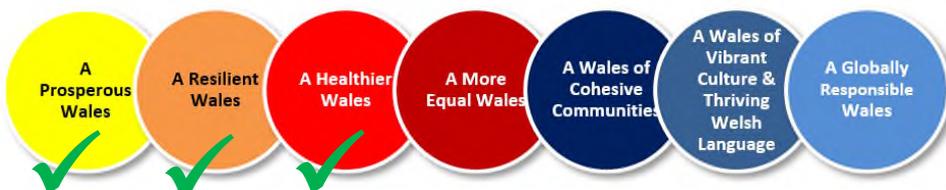


Well-being Objective 12

Healthy & Safe Environment - Look after the environment now and in the future

Why is this important?

- The *Natural Environment* is a core component of sustainable development. The Environment (Wales) Act 2016 expands the duty placed on public bodies, requiring them to *maintain & enhance biodiversity and promote ecosystem resilience*.
- A biodiverse natural environment, with healthy functioning ecosystems, supports social, economic and ecological resilience. Carmarthenshire's natural environment is the natural resource on which much of our economy is based – tourism, farming, forestry, and renewable energy. It is a major factor that attracts people, both young and older to live, work and visit the county, bringing inward investment with them.
- The conservation and enhancement of biodiversity is vital in our response to climate change and key ecosystem services such as food, flood management, pollination, clean air and water.
- 60% of the County's people live in rural areas and the remaining 40% live within 400m of natural or semi-natural green space.
- The Well-being Needs Assessment survey identified a strong relationship between residents' well-being and their surrounding environment from providing recreational opportunities, to psychological positivity, health benefits and a connection to heritage and culture.
- The '*Resilient Wales*' goal set out in the Well-being Future Generations Act requires public bodies to set objectives to achieve a 'biodiverse natural environment with healthy functioning ecosystems'



Why this should concern us?

- The environment contributes £8.8 billion of goods and services annually to the Welsh economy, 9% of Welsh GDP and 1 in 6 Welsh jobs; with the environment being relatively more important to the Welsh economy than is the case for the other UK nations.
- A biodiverse natural environment, with healthy functioning ecosystems, supports social, economic and ecological resilience, as well as our health and well-being.
- Responses from the Well-being Assessment survey showed that a clean environment is important to well-being and that residents are concerned with preserving and enhancing the local environment with repeated references to tipping, littering and recycling.
- Rising sea levels are likely to impact not only the 5,587 properties in Carmarthenshire already at risk of tidal and rising river level flooding, but additional properties along the coastal & river communities. A biodiverse natural environment will be more resilient to both climate change, and changes in sea level.

What do we need to do?

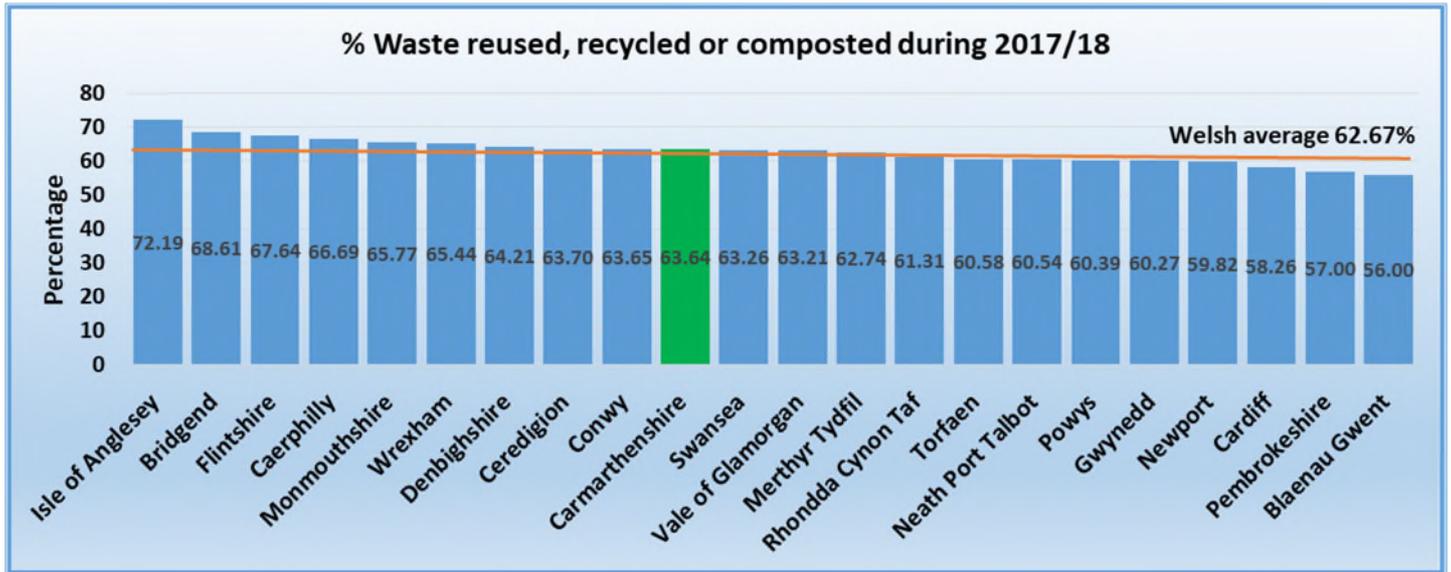
- We need to ensure that in delivering all our strategies, plans, projects and programmes for development, economic growth and the attraction of inward investment, we deliver our S6 Environment (Wales) Act duties and actively maintain and protect biodiversity and promote ecosystem resilience.
- We need to sustain and enhance natural & built spaces to encourage healthy living for residents & visitors.
- We need to support resilience within our rural and urban communities.

How will we do this?

- A. We will advise the whole Authority and partners on our need to address the requirements of the Environment (Wales) Act 2016 and monitor delivery of CCC's Environment Act Forward Plan, so demonstrating its compliance with the Biodiversity & Resilience of Ecosystems Duty within the Act.
- B. Ensure that in delivering planning services across the County, and in particular the various aspects of Planning (Wales) Act 2015, we demonstrate compliance with the Biodiversity & Resilience of Ecosystems Duty within the Act
- C. We will continue to implement and promote the increased use of renewable energy and become carbon neutral by 2030.
- D. We will protect our environment and properties through delivering our *Flood & Waste Management Plan*; and protect and manage our coast by delivering the *Shoreline Management Plan*.
- E. We will deliver actions from the '*Towards Zero Waste strategy*', to become a high recycling nation by 2025 and a zero waste nation by 2050.

Key Measure of Success

Rates of recycling (PAM/030)



Recycling declined in 2017/18 to 63.64% from 66.23% the previous year, moving down from 5th to 10th place but just above the Welsh average. The slight decline is predominantly as a result of the difficulties with the refuse derived fuel (RDF) outlets.

An example of what we are doing

Managing our wetland habitats

Managing our wetland habitats appropriately and recreating them in the right places can bring great benefits for wildlife *and* people. The flat coastal land south-east of Llanelli was once an area of coastal grazing marsh forming part of the distinctive coastal landscape of the county. Although much was lost/degraded as Llanelli developed into an important industrial town, areas have been recreated/restored over recent years and are now flourishing with wildlife. Over the past 2 years the Council, the Wildfowl and Wetlands Trust (WWT), Natural Resources Wales and local contractors have worked together to create/restore wetland features in degraded areas of former coastal grazing marsh that the Council owns close to the WWT. This year over 400 m of ditch was restored/created to help water voles in an area of land that was scrubbing over. It will hopefully become home to a range of wetland species and improve local flood storage. As the land is linked to the Wildfowl and Wetlands Trust, where a significant amount of habitat creation has been undertaken and which is very important for wildlife (and is also a wonderful place for people to learn about and enjoy the natural environment), it should improve the ecological resilience of the local landscape to support water voles.



Lead Executive Board Member
Cllr Phillip Hughes



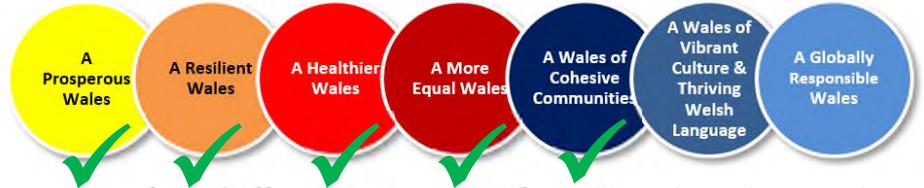
View our **detailed delivery plan** against this objective – **to follow**



Well-being Objective 13

Healthy & Safe Environment - Improve the highway and transport infrastructure and connectivity

Why is this important?



- Transportation & highways play a key role in sustaining our community and deliver 'Prosperity for All.' A modern, successful economy is reliant upon the safe and efficient movement of people and goods; providing opportunities for people to gain access to employment, education, health, leisure, social and retail services.
- *United & connected* is one of the four Welsh Governments' aims in its 'Taking Wales Forward' plan. Providing integrated and affordable access for businesses, for residents and visitors can stimulate economic development, reductions in deprivation and social exclusion and an increase in well-being.
- Sustaining access to services will deliver improvements in health and wellbeing for all sections of the community e.g. that includes: walking, cycling, passenger and road transport.
- By 2030 South West Wales will be a confident, ambitious and connected City Region.

Why this should concern us?

- Our survey identified *transportation and highways as important* and in the top 10 priorities for the community was road maintenance, bus services and pavement maintenance.
- In our survey on satisfaction with services and the importance of services - *Road Maintenance and Repairs* were identified as one of the highest importance with low satisfaction.
- Our highway network is the second largest in Wales covering 3,468 Kilometres, more than double the Welsh average of 1,566 Kilometres; covering 16 million square metres of carriageway.
- The condition of our roads was ranked 17th out of 22 across Wales in 2017/18.
- 18.8% of residents do not have access to a car or van. However, 43.5% of households have one car per household, which may indicate reduced accessibility in areas not well served by public transport.
- Only 55% aged 80 or over have access to a car/van therefore public transport and community based services are important to enable people to continue to live within their communities; it can mean the difference between a person staying independent at home or entering residential care.
- Air quality is emerging as a concern is Llandeilo, Carmarthen and Llanelli.

What do we need to do?

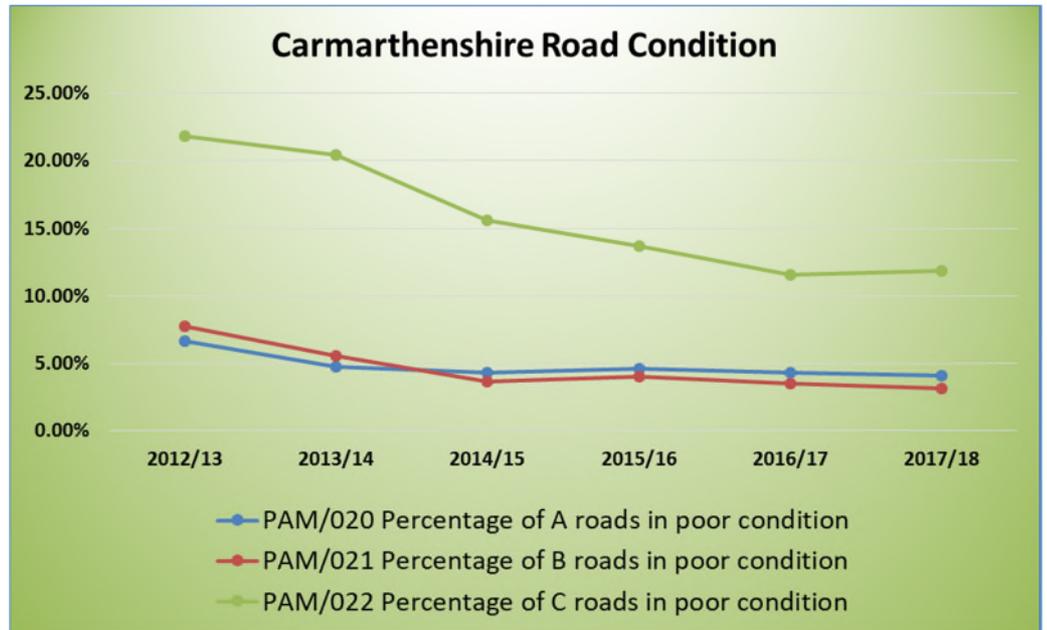
- We need to develop and support access to services to improve connectivity, reduce congestion and improve competitiveness.
- We need to sustain investment into our public and community transport systems and facilitate travel to and from schools to support our Modernising Education Programme.
- We need to also invest in infrastructure to support more sustainable journeys and Active Travel. For example through cycle ways, footpaths and public transport infrastructure.
- We need to continue to sustain investment in our existing highway infrastructure to improve connectivity;
- We need to maintain our focus on road safety and deliver our road safety strategy priorities.
- We need to ensure our fleet of vehicles is modern, efficient and safe.

How will we do this?

- A. We will develop the highway infrastructure to meet the priorities of our Regeneration Plan and Swansea Bay City Deal. We will continue develop new highways Cross Hands and Carmarthen West, and continue to develop key Active Travel sites like the Tywi Valley Path.
- B. We will continue the successful integrated public transport network such as Bwcabus/LINC and Traws Cymru.
- C. We will plan to redesign our school transport network to support the Modernising Education Programme.
- D. We will continue to support community transport.
- E. We will meet our objectives set out in our Road Safety Strategy.
- F. We will continue to modernise our vehicle fleet to improve efficiency and reduce emissions.

Key Measure of Success

Through our investment in road repairs, we have seen an overall improvement in their condition. The additional Welsh Government funding will help to support our prioritised programme of surfacing our roads.



An example of what we are doing

Towy Valley Path

The first section of the Tywi Valley Path is now open. Over 750m of pathway linking Carmarthen Museum in Aberwgili with Bwlch Bach to Fronun and onto Whitemill, offers cyclists and walkers beautiful scenery including views of the Bishops Palace gardens and ponds.

We are putting our customers first by opening the first section and we are now striving for excellence as we work towards completion of the path!

The Tywi Valley Path is one of Carmarthenshire County Council’s exciting capital projects, and has received £128,000 through the Welsh Government Rural Communities - Rural Development Programme 2014-2020, which is funded by the European Agricultural Fund for Rural Development. When complete, it is expected to boost the local economy by up to £2.4 million a year through increased tourism and visitor spend, which is part of a long-term vision for Carmarthenshire to be recognised as the Cycling Hub of Wales.



Lead Executive Board Member
Cllr Hazel Evans



View our detailed delivery plan against this objective – **to follow**

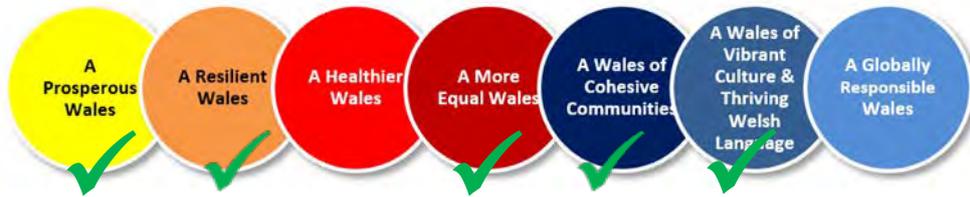


Well-being Objective 14

Healthy & Safe Environment - Promote Welsh Language and Culture

So why is this important?

- Carmarthenshire is a stronghold for the Welsh language and is considered to be of high strategic importance in its future.
- There are many advantages to bilingualism, including increased cognitive skills,
- It is a unique selling point. Tourist and hospitality industries throughout Europe are now realising the importance of offering unique experiences. Having two languages and a sense of Welsh history and culture places Carmarthenshire in a strong position.
- Engaging in cultural activity has demonstrable positive impact on starting well, living well and ageing well.



Why this should concern us?

- According to the results of the 2017/18 National Survey for Wales **43.6%** of people in Carmarthenshire said that they spoke Welsh.
- The 2011 Census showed that the number of Welsh speakers in Carmarthenshire had reduced to **43.9%** compared to 50.1% in 2001.
- The Welsh Government's ambition, through the [Cymraeg 2050 - Welsh language Strategy](#), is to see the number of people able to enjoy speaking and using Welsh reach a **million by 2050**.
- The Welsh Government's [Light Springs through the Dark: A Vision for Culture in Wales](#) is reinforcing the importance of culture as a priority.

What do we need to do?

- We need to ensure compliance with the Welsh Language Standards under the Welsh Language Measure (Wales) 2011 and monitor progress across the Authority.
- We need to continue promote the content of the 'WESP' Welsh in Education Strategic Plan in partnership with school leaders for the benefit of all Carmarthenshire learners. (Also see *WBO3*)
- We need to promote the use of the Welsh Language in our communities and work with partners such as the Mentrau Iaith, the Urdd and Mudiad Meithrin to realise the vision and outcomes set out in our Welsh Language Promotion Strategy
- We need to increase the number of people participating in cultural activity.
- We need to ensure that our collections and our County's heritage assets are protected and accessible for future generations

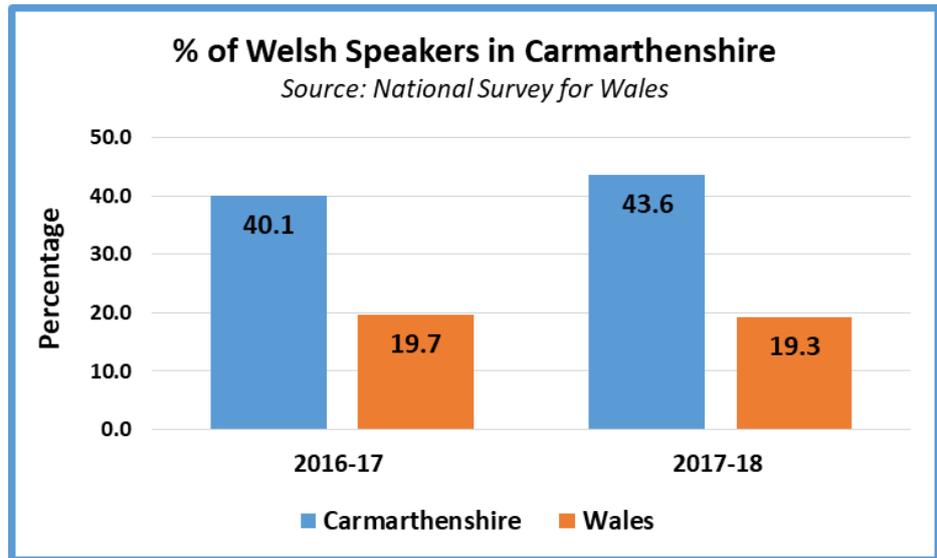
How will we do this?

- A. We will implement and monitor the **Welsh Language Standards** under the Welsh Language Measures 2011 across the Council, to the citizens of Carmarthenshire and other public services
- B. We will continue the **development of Welsh in all our Education services**, thus moving towards ensuring that every pupil is confidently bilingual. Pupils can fulfil their potential in gaining skills to operate as bilingual citizens in their communities, the workplace and beyond/worldwide.
- C. We will implement the **Welsh Language Promotion Strategy** - which will facilitate the use of Welsh in everything we do across all communities
- D. We will promote our **Welsh Culture & Heritage** (see Councils **DRAFT** Arts Strategy 2018-22)

Key Measure of Success

Can speak Welsh (National Survey for Wales (NSW) (National Well-being Indicator) (NWBI))

The 2017/18 [National Survey for Wales](#) results shows that **43.6%** can speak Welsh in Carmarthenshire, an increase on 40.1% in the previous year. This is well above the Welsh average and the fourth highest percentage in Wales (Sample size - 11,400 in Wales). Carmarthenshire has the highest number of Welsh speakers in Wales with just over 78,000 according to the 2011 Census.



An example of what we are doing

A WELCOME booklet has been created for those who have returned to live or moved to Carmarthenshire. The pack explains about the county and the Welsh language. It also includes information about the benefits of being bilingual as well as listing different Welsh enterprises and organisations in the county and identifies places to shop and socialise where you can embrace the language. The packs are given out to those who register for council tax; new council tenants; new university, health board, police and council staff in the county as well as being piloted with an estate agent and social housing providers.



Lead Executive Board Member
Cllr Peter Hughes-Griffiths



View our [detailed delivery plan](#) against this objective – to follow

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Building a Better Council & Better Use of Resources





Well-being Objective 15

Building a Better Council and Making Better Use of Resources

So why is this important?

- The general purpose of the Well-being of Future Generations Act (Wales) 2015, is to ensure that the governance arrangements of public bodies for improving the Well-being of Wales take the needs of future generations into account.
- There are increasing demands and expectations yet less resources are available. Under these conditions we need to work even more efficiently and effectively to maintain services and improve where we can, delivering 'more (or even the same) for less'.



Why this should concern us?

- Further financial pressures are likely to arise from such things as rising energy costs, an increasing number of older people needing services from us, offices, school buildings and highways that require significant investment, and this is in addition to the current uncertainty in the economic outlook as the UK embarks on the process of leaving the European Union.

What do we need to do?

- Our Transform, Innovate and Change (TIC) programme will support the achievement of a sustainable financial future by delivering more efficient and effective services.
- We will conduct the work of the Council in an open and accessible way, ensuring we are properly accountable for the decisions we make.
- We intend to invest somewhere in the region of *an additional £210 million pounds of capital funding* in our corporate priorities over the next five years.
- We will make better use of our resources which will help to minimise the impact on services primarily by making smarter use of our buildings, our people and our spending.

How will we do this?

A. By transforming innovating and changing the way we work and deliver services.

Our Transform, Innovate and Change (TIC) programme is aimed at thinking differently, acting differently and therefore delivering differently. The programme takes into account factors such as the potential to deliver financial efficiencies, service improvement, opportunities to work collaboratively with other public sector partners and transformational projects with potential to deliver greater efficiency savings.

B. We shall follow the 7 Principles of Good Governance set out Chartered Institute of Public Finance and Accountancy (CIPFA)/ Society of Local Authority Chief Executives (SOLACE) :-

B1. Integrity and Values - *(Behaving with integrity, demonstrating strong commitment to ethical values, and respecting the rule of law)*

B2. Openness and engagement – *(Ensuring openness and comprehensive stakeholder engagement)*

B3. Making a difference - *(Defining outcomes in terms of sustainable economic, social, & environmental benefits)*

B4. Making sure we achieve what we set out to do - *Determining the interventions necessary to optimise the achievement of the intended outcomes.*

B5. Valuing our people; engaging, leading and supporting - *(Developing capacity and the capability of leadership and individuals).*

B6. Managing risks, performance and finance.

(Managing risks and performance through robust internal control and strong public financial management)

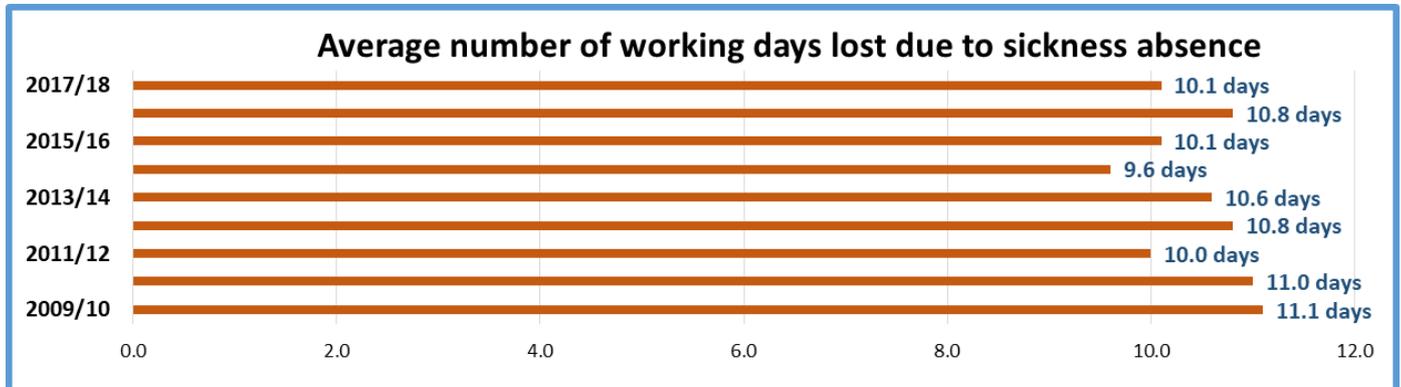
B7. Good transparency and accountability

(Implementing good practices in transparency, reporting, and audit to deliver effective accountability)

Key Measure of Success

Staff sickness absence levels (PAM/001)

Sickness levels within the council has fluctuated during the last few years from 11.1 days in 2009/10 to its lowest at 9.6 days in 2014/15. The Corporate Sickness Absence Management Framework helps Heads of Service and managers ensure that support is in place for staff where needed and there is consistent application of the sickness policy. Stress and mental health related absence continues to be the highest cause for sickness absence.



An example of what we are doing

Transform Innovate and Change (TIC) Agenda

The **Transform Innovate and Change (TIC) agenda** continues to focus on supporting cultural and behavioural changes by encouraging services to think differently, act differently and therefore deliver differently - looking for new ways of working and innovation.

At this year's 2018 TIC Awards, five winning teams were recognised for their contributions to this agenda. The event, now in its second year, saw the Schools' Staff Absence Scheme team, Web team, Pest Control team, Complex Needs team and Makerspace team each receive framed certificates for their achievements in demonstrating projects which reflected Transformation, Innovation and Change. A special 'Overall Winner' plaque, sponsored by 'We are Lean and Agile', was also presented to the Makerspace Team for the success of their project. The team emphasised how they managed to breathe new life into libraries across Carmarthenshire and how they have moved away from traditional thinking and introduced innovation and creativity to the heart of their communities.



Lead Executive Board
Member
Cllr David Jenkins &
Cllr Mair Stephens



View our **detailed delivery plan** against this objective – **to follow**

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APPENDICES

Update to Improvement Objectives / Well-being Objectives

	No.	Well-being Objective	Refresh / upgrade
Start Well	1	Help to give every child the best start in life and improve their early life experiences	
	2	Help children live healthy lifestyles (Childhood Obesity)	Address findings of Dec/Jan 2019 WAO review of this Well-being Objective
	3	Continue to improve learner attainment for all Support and improve progress and achievement for all learners	Renamed To reflect the new National emphasis on the success and well-being of every learner. <u>Education in Wales : Our National Mission</u>
	4	Reduce the number of young adults that are Not in Education, Employment or Training (NEET) people	Changed to a more positive title:- Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways
Live Well	5	Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty	More fully reflect the ambition of the Tyshia project
	6	Create more jobs and growth throughout the county	Brexit Preparation Strengthen the rural profile
	7	Increase the availability of rented and affordable homes	
	8	Help people live healthy lives (Tackling risky behaviour and Adult obesity)	More emphasis on Mental Health
	9	Support good connections with friends, family and safer communities	Better profile on Safeguarding
Age Well	10	Support the growing numbers of older people to maintain dignity and independence in their later years	
	11	A Council wide approach to supporting Ageing Well in Carmarthenshire	<ul style="list-style-type: none"> • The Welsh Government will be publishing their new Strategy for an Ageing Society in the Spring of 2019. The Council will need to refresh and respond to the local priorities emerging from this national strategy. • In doing this the Council will also take account of the Older People's Commissioner's priorities and the World Health Organisation's age friendly priorities for action
In a healthy and safe environment	12	Look after the environment now and for the future	Increased the profile for Flooding Adopt recent Notice of Motion for zero Carbon
	13	Improve the highway and transport infrastructure and connectivity	Increase profile of Active Travel
	14	Promoting Welsh Language and Culture	
Corporate Governance	15	Building a better Council Making Better use of Resources	

Local Government (Wales) Measure 2009 and Well-being of Future Generations Act (Wales) 2015

The Local Government (Wales) Measure 2009 and the Well-being of Future Generations Act (Wales) 2015 are separate but interconnected legal obligations and it makes sense to ensure that these requirements are fully aligned and combined in this New Corporate Strategy.

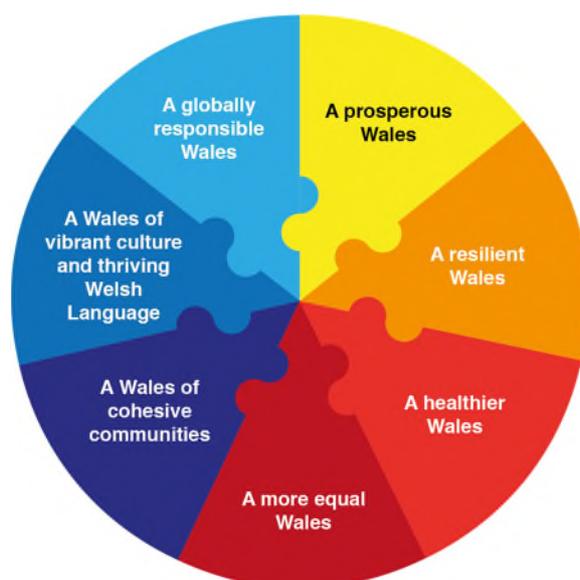
The Local Government (Wales) Measure 2009

- The Local Government (Wales) Measure 2009 requires the Council to set Improvement Objectives every year. They do not have to change every year, or be deliverable within one year.
- Our Improvement Objectives are essentially the same as our Well-being Objectives as they are based on a thorough evidence-based understanding of the communities we serve and local needs. We compare our Service performance and satisfaction results with all Councils in Wales to make sure we improve where we most need to.
- We have a duty to improve, often delivering 'more (or even the same) for less'.

Well-being of Future Generations Act (Wales) 2015

This is an Act introduced by the Welsh Government which will change aspects of how we work. The general purpose of the Act, is to ensure that the governance arrangements of public bodies for improving the well-being of Wales, take the needs of future generations into account. The Act is designed to improve the economic, social and environmental well-being of Wales, in accordance with sustainable development principles. The new law states that:-

- a) We must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. The sustainable development principle is **'... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.'**
- b) We must demonstrate 5 ways of working:
Long term, integrated, involving, collaborative and preventative
- c) We must work towards achieving all of the 7 national well-being goals in the Act. Together they provide a shared vision for public bodies to work towards.



For the first time in Wales, the Well-being of Future Generations Act, provides a shared vision for all public bodies in Wales to work towards. As a public body subject to the Act we were required to set and publish Well-being Objectives that maximised our Contribution to the Well-being Goals.

How our Well-being Objectives contribute to the 7 National Well-being Goals

Carmarthenshire's 2017/18 Well-being Objectives / KIOPs			7 National Well-being Goals						
			Prosperity	Resilience	Healthier	More equal	Cohesive Communities	Vibrant culture & Welsh Language	Global responsibility
Start Well	1	Help to give every child the best start in life and improve their early life experiences.	✓		✓	✓	✓		
	2	Help children live healthy lifestyles	✓		✓	✓	✓	✓	
	3	Support and improve progress and achievement for all learners	✓	✓		✓		✓	✓
	4	Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways	✓		✓	✓	✓		
	5	Tackle poverty by doing all we can to prevent it, help people into work and improve the lives of those living in poverty	✓		✓	✓	✓		
Live Well	6	Create more jobs and growth throughout the county	✓		✓	✓	✓	✓	
	7	Increase the availability of rented and affordable homes	✓	✓	✓	✓	✓	✓	✓
	8	Help people live healthy lives (tackling risky behaviour & obesity)	✓		✓	✓	✓	✓	
	9	Support good connections with friends, family and safer communities			✓	✓	✓		
Age Well	10	Support the growing numbers of older people to maintain dignity and independence in their later years	✓		✓	✓	✓	✓	
	11	A Council-wide approach to support Ageing Well in the county	✓		✓	✓	✓	✓	
In a Healthy, Safe & Prosperous Environment	12	Look after the environment now and for the future	✓	✓	✓				
	13	Improve the highway and transport infrastructure and connectivity	✓	✓	✓	✓	✓		
	14	Promote Welsh Language and Culture	✓	✓		✓	✓	✓	
	15	Building a Better Council and Making Better Use of Resources	✓	✓	✓	✓	✓	✓	✓

Financing the Council's Well-being Objectives

The financial position faced by local authorities has had a consistent theme over the last decade, with the level of resources available to public services seeing significant reductions, which means that we have less money to invest in services now than we have in the past. Over the last five years we have had to manage reductions in service budgets of around £50m, whilst at the same time the pressures on the budget have been increasing in terms of demand and expectations. We strive to manage this situation by reducing our spending without any significant impact on the frontline services valued by our communities.

1. Help to give every child the best start in life and improve their early life experiences

To achieve this objective we need to ensure appropriate investment in the early years and through our community resources such as Integrated Children's Centres and Family Centres. The Children & Communities Grant helps to improve and integrate service delivery to better support vulnerable families and people across Wales. This grant incorporates the Flying Start and Families First grants which had Welsh Government Revenue funding of £5.1m in 2018-19.

2. Help children live healthy lifestyles

In order to deliver against this objective the key points above also apply. School meals in Carmarthenshire follow healthy eating legislation, for which annual core funding is £3.4m. This includes the cost of the Primary School Free Breakfast initiative. For 2019/20, the Council has frozen prices despite inflationary pressures, and there is additional grant funding of £300k from WG for changes to free school meal eligibility.

Healthy activities for younger people are supported by existing sports development, and leisure facility programming budgets, supplemented by the Local Authority Partnership Agreement (LAPA) Grant of £500k which we access from the Welsh Government via Sport Wales. This helps pay for activities such as Free Swimming and the Active Young People Programme.

3. Support and improve progress and achievement for all learners

This key objective requires comprehensive support and resourcing from across our services. Carmarthenshire is committed to ensuring a detailed and forward-thinking programme in support of improved attainment for all our children and young people. Schools receive £108m of delegated funding as well as approximately £19m through Welsh Government grants. In particular, additional funding has been provided to cover the cost of teachers pay and pension cost increases.

In addition, we are nearing the end of our *Modernising Education/21st Century Schools Programme* £87m to deliver the first tranche of priority projects (Band A), with £43m coming from the Welsh Government. The second tranche of projects (Band B) is projected to cost £129m, with £65m coming from the Welsh Government. To ensure ongoing comprehensive support and challenge for our schools, we require some £6.5m to resource our School Improvement and Additional Learning Needs (ALN) Teams and their valuable provision. A further £4m is needed to continue to provide wider learning and achievement experiences and resources such as museum, gallery and archive services.

4. Ensure all young people are in Education, Employment or Training (EET)

The Youth Support Service has a lead role in delivering this work in school and community settings. Annual core funding for this service is £500k. The service depends on annual external grants including the Welsh Government Youth Support Service (YSS) Grant (£201k in 18-19) and Families First (£661k in 2018-19). Securing further funding from the Children & Communities grant will be essential for this well-being target to be met.

In addition to these funding sources, we have been successful in gaining £3.1m European Social Funding (ESF) for the Regional *Cynnydd* project which is further supported by match funding of £1.3m. There is a further £733k of ESF for the Regional *Cam Nesa* project which is also supported by £314k of match funding has been awarded. Both of these projects seek to reduce the number of young people becoming NEET in the county.

5. Tackle poverty by doing all we can to prevent it, help people into work and improve the lives of those living in poverty



It is difficult to estimate the resource implications for delivering initiatives to tackle poverty as this work is delivered across a wide spectrum of services. Some of this work is our core business for example homelessness support (£1m), and other targeted elements are grant funded such as previously mentioned *Children's & Communities Grant*, along with the *Pupil Deprivation Grant* (£5.1m in 2018-19). In addition, as a result of the diverse nature of poverty and the many different influences that can result in someone experiencing poverty, many of the councils services contribute towards tackling poverty indirectly. For these services tackling poverty is not the ultimate goal but is a result of the work they do to support individuals and communities.

6. Create more jobs and growth throughout the county



Carmarthenshire's spend per head of the population on Economic Development is above the Welsh Average in Wales. Regeneration of the economy and jobs is the number one priority of the Council. Our 15 year regeneration plan will create over 5,000 jobs and see over £199 million investment over the next 5 years alone.

As part of the Swansea Bay City Deal we will have two major projects in Carmarthenshire:-

- At the *Creative Digital Cluster at Yr Egin* a total project cost worth £24m (£5m City Deal+£16m Public Sector £3m Private) will be delivered creating 200+ jobs over the next 15 years.
- At the *Life Science & Well-being Village project*, a total project cost of £200m (£40m City Deal, £32m Public Sector Funding and £127m Private Sector) will create 1800+ jobs over the next 15 years.

Also see Objective 3 for the 21ST Century Schools building programme and Objective 7 Affordable Homes.

7. Increase the availability of rented and affordable homes



Our original Affordable Homes Delivery Plan aimed to deliver over 1000 homes between 2016 and 2021. We have already delivered over 640 homes are well on course to exceed that target. Our ambitions for the next 10 years are to deliver over 900 new homes with an investment of over £150m, with over 250 being delivered in the next 3 years with an investment of £44m.

8. Help people live healthy lives (tackling risky behaviour and obesity)



This objective will bring together a lot of work done by services and in some cases it is difficult to isolate expenditure under this heading. However Capital expenditure over the next 5 years will be:

- £16.5m on a new Llanelli leisure centre
- £1.675 on enhancements to Amman Valley leisure centre.
- £600k on Rights of Way, £0.5m on the development of open spaces including at Pembrey Country Park
- £4.25m for the Tywi Valley cycle way and £1.4m on walking and cycling linkages
- In addition to over £675k on safer routes in communities

In Revenue expenditure for 2019/20 we will be investing:-

- £1.6m on children getting 60 minutes of exercise 5 times a week and the exercise referral scheme
- £6.3m running leisure, sports and swimming facilities
- £4.4m on outdoor, countryside and coastal park
- In ensuring cultural well-being across facilities we will be spending £6.8m on delivering services
- For Learning Disability Services **£37m** and Mental Health services £9.7m and Support Services including Safeguarding and Transport £6.2m
- To support the physically disabled we will be spending £6.6m and £2.1m on supported employment
- We ensure Public Health Services (Food Safety, Air and Water Quality etc.) £2.5m
- Provision of Trading Standards £1m



9. Support good connections with friends, family and safer communities

When we ask people *what things in life matter to you?* They tell us that loved ones, family, friends, neighbours and community matter to them. In Children's Services our range of family support services contribute to this objective and it is difficult to break down the costs of this from some of our other objectives on helping children get the best start in life and improving early life experiences. In total nearly £24m is spent across the Children's Services Division.

Services to support carers and home support services help people to continue to live at home, with their families and in their communities – Also see Objective 10

We are also working to ensure broader community cohesion with a range of initiatives - Link to Objective 13



10. Support the growing numbers of older people to maintain dignity and independence in their later years

In terms of Capital expenditure we will be spending £10m on disabled facility grants over the next five years and £7m on the Llanelli Area Review in 2019/20.

We will be spending nearly **£62m** of our revenue budget in 2019/20 on Older People Services. This will include:

- £4m on Commissioning, £8.5m on Local Authority (LA) Residential homes, nearly £23m on Private Sector Residential Homes and £782k on extra care
- On Homecare Services £6.5m LA provision and £9.2M on Private provision
- £1.7m on Information, Assistance and Advice and telecare services, £2.3m on enablement and £1.5m on Community Support & Day Services

Also see Objective 11



11. A Council wide approach to supporting Ageing Well in Carmarthenshire

It is difficult to estimate the level of investment in this objective because it cuts across diverse services. This is about making sure that in everything we do, we think about supporting Ageing Well in Carmarthenshire.

Put simply, older people are net contributors to the economy rather than beneficiaries with their contributions to the employment market, volunteering, mentoring and caring sectors. The work Council services deliver to help people live independent lives reduces the need for expensive health and social care interventions - Also see Objective 10



12. Look after the environment now and for the future

With regard to delivery of actions relating to the *Towards Zero Waste Strategy, Flood & Waste Management Plan and Shoreline Management Plan*, these actions are already covered by the relevant budgets. The Waste & Environmental Services division's revenue budget of £21m (19/20) aims to fund the collection and disposal of waste which incorporates numerous recycling initiatives, street cleansing, environmental enforcement, grounds and parks maintenance, flood and coastal defence as well as maintaining public conveniences ensuring that we look after the environment now and in the future.

In addition CCC receives a Welsh Government grant *Sustainable Waste Management revenue grant* (£1.1m in 2018/19)



13. Improve the highway and transport infrastructure and connectivity

Carmarthenshire’s *Local Transport Plan* sets out our priorities for infrastructure investment. The priorities are aligned to our corporate objectives and set within the objectives of the Swansea Bay City Region. Our current approved capital programme includes over £15m for investment into the highway infrastructure, with around £6m reliant on external grant funding, along with developer contributions as new development is commenced.

The Highways and Transport division’s revenue budget of £30m includes a sum of £8m for the highways infrastructure as well as funding for school and public transport, car park maintenance and administration, the upkeep of public lighting for the county and the development of transport strategies to maintain the connectivity of the highways infrastructure for Carmarthenshire.

The introduction of the transformation projects such as those included within the City Deal and integrated transport projects, supported through external funding, will provide opportunities for investment into the infrastructure and transportation services to support the safe movement of people and goods.



14. Promote Welsh Language and Culture

This priority can be addressed without the need for large additional investment. We will mainly focus on achieving this objective through the existing work we do within Regeneration & Policy, Leisure & Culture and Education & Children’s Services, advising and educating colleagues with regard to how our existing services can be further improved and how we can promote a vibrant culture and ensure the Welsh language is thriving.

Additional support may become available through the Welsh Government’s ‘*Cymraeg 2050 – Welsh Language Strategy*’ and we will closely monitor any opportunities for Carmarthenshire to access this support.



15. Building a Better Council and Making Better Use of Resources

Addressing this priority cuts across all service areas and is both about investment as well as efficiency savings. The Council is committed to financially sustainable delivery models - there are many examples of this across different departments, such as increased Extra Care provision where it better meets service user needs, a move towards agile working, thus reducing the Council’s estate costs in the future.

Over a sustained period of budget reductions, the council has sought to maximise the proportion of managerial savings, thus minimising the impact on frontline services. The Council’s medium term financial plan includes £13.3 million of “managerial” proposals, or 54% of total budget reduction proposals put forward.

The council has committed to improving ways of working through the work of the “Transformation, Innovation & Change” programme (TIC), which is underpinned by the TIC team (£204k)

Statements of Intent

Well-being Statement

We welcome our duties under the Well-being of Future Generations Act. We have already addressed much of the new Acts requirements but recognize that we can do more.

1. We feel that our Well-being Objectives contribute significantly to the achievement of the National Well-being Goals. Our Well-being Objectives relate to different aspects of life's course and address well-being in a systematic way.
2. These Well-being Objectives have been selected with considerable consultation feedback and a basket of different sources of information on need, performance data and regulatory feedback. In developing action plans to achieve these objectives we will involve people (in all their diversity) with an interest in achieving them.
3. The steps we take to achieve the Well-being Objectives (our action plans) will look to ensure that long term, preventative, integrated, collaborative and involvement approaches are fully embraced.
4. An Executive Board member has a specific responsibility for the overall Act. In addition, each Executive Board portfolio holder will have responsibility for the relevant Well-being Objectives.
5. To ensure that we take these action plan steps we will use our in house developed Performance Information Monitoring System dashboard. All the action plans will be monitored and reported on quarterly to Department Management Teams, Corporate Management Team and Executive Board. In addition progress will be reported to Scrutiny Committees. The Council will prepare an Annual report on its Well-being Objectives and revise the objectives if required.
6. The content of action plans to achieve the Well-being Objectives are adequately resourced and embedded in Service business plans (see financial breakdown Appendix 2). To achieve these objectives services will 'join-up' and work together, work with partners and fully involve citizens in all their diversity.
7. Our Objectives are long term but our action plans will include milestones that will enable monitoring and assurance of progress.
8. To ensure that our Well-being Objectives are deliverable and that the expectations of the Act are embraced we will adapt financial planning, asset management, risk assessment, performance management and scrutiny arrangements.

Community Covenant

In delivering these Well-being Objectives we will uphold the principles of the Community Covenant. These are, that the Armed Forces Community:



- Should not face disadvantage compared to other citizens in the provision of public and commercial services; and that
- Special consideration is appropriate in some cases, especially those who have given the most, such as the injured or bereaved.

The County of Carmarthenshire's Well-being Plan

The Well-being of Future Generations Act puts a well-being duty on specified public bodies across Carmarthenshire to act jointly and establish a statutory **Public Services Board (PSB)**. The Carmarthenshire PSB was established in May 2016 and is tasked with improving the economic, social, environmental and cultural well-being of Carmarthenshire. It must do so by undertaking an assessment of well-being in the County and then preparing a county Well-being Plan to outline its local objectives.

- The assessment looks at well-being in Carmarthenshire through different life stages. The key findings can be found at www.thecarmarthenshirewewant.wales
- The PSB must publish a Well-being plan which sets out its local objectives to improving the economic, social, environmental and cultural well-being of the County and the steps it proposes to take to meet them. The first Carmarthenshire Well-being Plan was published in May 2018 which can be found at www.thecarmarthenshirewewant.wales

The Well-being Objectives of the Carmarthenshire PSB are not intended to address the core services and provision of the individual partners, rather they are to enhance and add value through collective action. The statutory partners of the PSB (Council, Health Board, Fire & Rescue Service and Natural Resources Wales) each have to publish their own Well-being Objectives

Carmarthenshire PSB's draft Well-being Objectives are:-

- **Healthy Habits:** people have a good quality of life, and make healthy choices about their lives and environment
- **Early Intervention:** to make sure that people have the right help at the right time; as and when they need it
- **Strong Connections:** strongly connected people, places and organisations that are able to adapt to change
- **Prosperous People and Places:** to maximise opportunities for people and places in both urban and rural parts of our county

A series of multi-agency Delivery Groups have now been established in order to make progress on these objectives and regular reports will be monitored through the PSB and the Council's Policy and Resources Scrutiny Committee. In addition to the Delivery Groups the Carmarthenshire Safer Communities Partnership has also been reviewed with new priorities and action plan identified.

How we will measure success

The Council, working with local, regional and national partners, will strive to improve the following measures.

Well-being Objective		Success Measures
1	Best Start in Life	Children in care who had to move 3 or more times (PAM/029)
2	Children - Healthy Lifestyles	Childhood obesity (Child Measurement Programme NHS)
3	Support and improve progress and achievement for all learners	Educational attainment - Average Capped 9 points score (Year 11 pupils) (PAM/032) (Pupils best 9 results including English/Welsh, Mathematics–Numeracy, Mathematics and Science)
		School attendance rates (Primary) (PAM/007) (Secondary) (PAM/008)
		Satisfaction with child's primary school (NSW)
4	Ensure all young people are in Education, Employment or Training (EET)	Number of leavers Not in Education, Employment or Training (NEETs) (PAM/009) Year 11 & Year 13 (5.1.0.2)
5	Tackle Poverty	Educational attainment - Average Capped 9 points score (Year 11 pupils) who are eligible for Free School Meals (4.1.2.4) (NWBI) (Pupils best 9 results including English/Welsh, Mathematics–Numeracy, Mathematics and Science)
		Households successfully prevented from becoming homeless (PAM/012) (NWBI)
		Households in material deprivation (NWBI)
		Households Living in Poverty (CACI's 'PayCheck' Data)
		Adults that are able to keeping up with bills without any difficulties (NSW)
6	Creating Jobs and Growth	Employment figures (ONS – Annual Population Survey) (NWBI)
		Average Gross weekly pay (ONS – Annual Survey of hours and earnings)
		Number qualified to NVQ Level 4 or above (Stats Wales) (NWBI)
		People moderately or very satisfied with their jobs (NSW) (NWBI)
7	Affordable Homes	Number of affordable homes in the County (7.3.2.24)
8	Healthy Lives	Adults who say their general health is Good or Very Good (NSW)
		Adults who say they have a longstanding illness (NSW)
		Adult mental well-being score (NSW) (NWBI)
		Adults who have fewer than two healthy lifestyle behaviours (NSW) (NWBI) (Not smoking, drinking > 14 units or lower, eating at least 5 portions fruit & veg the previous day, having a healthy body mass index, being physically active at least 150 minutes the previous week).

Well-being Objective		Success Measures
9	Supporting Good Connections	% Say they have a sense of community (NSW)(NWBI) (Derived from feeling of belonging; different backgrounds get on, treat with respect'.)
		People feeling safe (NSW)(NWBI) (At home, walking in the local area, and travelling)
10	Independent Lives	The rate of people kept in hospital while waiting for social care (PAM/025)
		Agree there's a good Social Care Service available in the area (NSW)
		Number of calendar days taken to deliver a Disabled Facilities Grant (PAM/015)
11	Ageing Well	People who are lonely (NSW)(NWBI)
12	Healthy and Safe Environment	Use of renewable energy
		Rates of recycling (PAM/030)
13	Highways & Transport	Road conditions (PAM/020, PAM/021 & PAM/022)
		Road casualties (5.5.2.21)
14	Welsh Language & Culture	Can speak Welsh (NSW)(NWBI)
		Pupils assessed in Welsh at the end of the Foundation Phase (PAM/033)
		People attended arts events in Wales in last year (NSW)
		People visited historic places in Wales in last year (NSW)
		People visited museums in Wales in last year (NSW)
15	Building a Better Council and Making Better Use of Resources	'Do it online' payments
		People agree that they can access information about the Authority in the way they would like to. (NSW)
		People know how to find what services the Council provides (NSW)
		People agree that they have an opportunity to participate in making decisions about the running of local authority services. (NSW)
		Staff sickness absence levels (PAM/001)
		Organisational 'running costs'
		People agree that the Council asks for their views before setting its budget. (NSW)

Key: PAM – Public Accountability, National Measures; ONS –Office for National Statistics; NSW - National Survey for Wales; NWBI – National Well-being Indicator

One of the fundamental approaches advocated by the Well-being Future Generations Act is a shift in focus from gains in service output to a stronger link between the actions of public bodies and the outcomes that enhance the quality of life of citizens and communities both now and in the future. The Act is founded on Outcome Based Accountability which encourages a focus on the difference that is made, rather than just the inputs and processes that an organisation has. Success in the context of this Act is seeing positive action drive a positive contribution to the achievement of all the well-being goals through individual or collective action. (Paragraph 9 SPF2 – Statutory guidance)



We would welcome your feedback,
please send your thoughts, views and opinions to:



Performance Management
Regeneration and Policy
Chief Executive's Department
County Hall
Carmarthen
Carmarthenshire SA31 1JP



Tel: **01267 224486**
Email: [**performance@carmarthenshire.gov.uk**](mailto:performance@carmarthenshire.gov.uk)



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Follow this plan and add your Tweets on our [**Twitter**](#) page - **#CarmsReport**

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24th April 2019

Annual Report on Corporate Parenting activity

To consider and comment on the following issues:

To receive and comment upon the contents of this report.

Reasons:

For the committee's Information

Annual reporting

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

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:-

Directorate:

Gareth Morgans

Name of Head of Service:

Stefan Smith

Report Author:

Bethan James

Designations:

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Head Of Children's Services

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Education and Children Services Scrutiny Committee

24th April 2019

Annual report on Corporate Parenting activity

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

All councillors and local authority officers are corporate parents for children looked after by Carmarthenshire County Council. This annual summary outlines a summary of the number of looked after children how well the local authority is doing in supporting outcomes for this group of children and young people.

Mae holl gynghorwyr a swyddogion yr awdurdod lleol yn rhieni corfforaethol ar gyfer plant sy'n derbyn gofal gan Gyngor Sir Caerfyrddin. Mae'r crynodeb blynyddol hwn yn rhoi amlinelliad o nifer y plant sy'n derbyn gofal a pha mor llwyddiannus yw'r awdurdod lleol o ran cefnogi canlyniadau ar gyfer y grŵp hwn o blant a phobl ifanc.

2. OTHER OPTIONS AVAILABLE AND THEIR PROS AND CONS

The information is emailed as a report and Councillors can ask the designated officers specific questions for clarity.

Caiff y wybodaeth ei hanfon fel adroddiad a gall Cynghorwyr ofyn cwestiynau penodol er eglurder i'r swyddogion dynodedig.

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: Stefan Smith

Head of Children's Services

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

1. Policy, Crime & Disorder and Equalities

Monitoring outcomes and the attainment of looked after children and care leavers is a statutory duty of the local authority.

Corporate parenting responsibilities are outlined in the Social Services and Wellbeing Act and Welsh Government provide guidance of Councils on their monitoring and reporting duties. The education and attainment of children looked after are a priority Estyn Group of learners.

Mae monitro canlyniadau a chyrhaeddiad plant sy'n derbyn gofal a'r rhai sy'n gadael gofal yn ddyletswydd statudol i'r awdurdod lleol.

Amlinellir cyfrifoldebau rhianta corfforaethol yn y Ddeddf Gwasanaethau Cymdeithasol a Llesiant ac mae Llywodraeth Cymru yn rhoi arweiniad i Gynghorau o ran eu cyfrifoldebau monitro ac adrodd. Mae addysg a chyrhaeddiad plant sy'n derbyn gofal yn grŵp dysgwyr sy'n flaenoriaeth i Estyn.

3. Finance

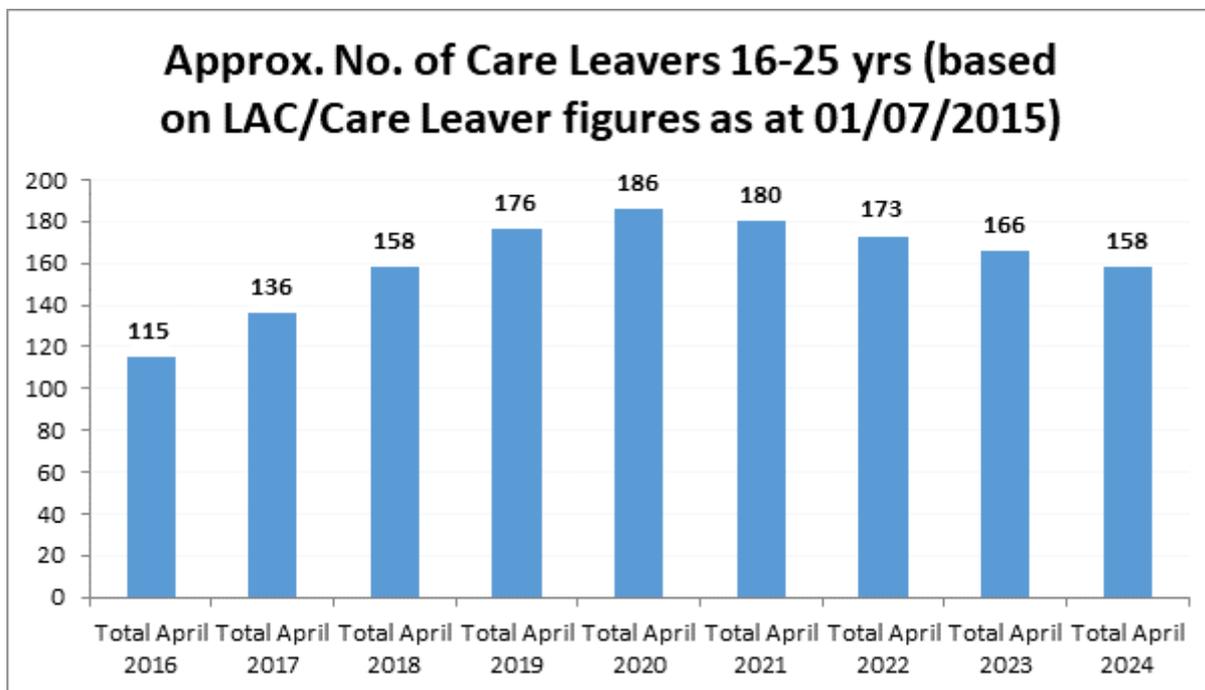
There is constant strain on the budget to support children looked after and care leavers. The outcome on investment is positive but, as you will note from the attached report, leaving care is a growth area and requires increased financial commitment.

Of the corporate parenting team budget £180,000 is spent annually supporting children's housing and accommodation needs. This is in addition to Supporting People and Housing Services. The long term accommodation needs of care leavers is an area that needs more robust planning with Supporting People and Housing Services in order for Children's Services to not have to secure private rental premises for care leavers.

£288,831 is spent on client needs including access to education, training for young people, higher education, subsistence, setting up home and statutory allowances.

£11,000 was spent last year on transport for care leavers in order to support them attending employment or training. The allocation of travel passes may prove to be more cost effective.

Due to changes in legislation requiring Children's Services to support care leavers up to the age of 25 there is a projected budgetary increase required in this service area.



CONSULTATIONS

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

Signed: Stefan Smith Head of Children's Service

**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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Corporate Parenting

Annual Update

April 2019

Bethan T James

Contents

1. Corporate Parenting
2. National Data
3. Carmarthenshire looked after children and Care Leavers
4. Educational Attainment
5. Health
6. Accommodation and Housing
7. Post 16 Employment, Education and Training
8. The voice of young people
9. Summary
10. Corporate Parenting Priorities 2019-2022
11. Health and Wellbeing Strategy – children looked after

1. Corporate Parenting

Carmarthenshire County Council has a Corporate Parenting responsibility for every child who is *looked after* by the Council and for our young people who have experienced care until they are 25 years old. As Corporate Parents the council has the highest of aspirations for the children and young people we care for. We recognise that they are amongst the most vulnerable children in our society and therefore require us to work together to ensure that they become capable future citizens.

Our aspirations for looked after children and care leavers are outlined in our Corporate Parenting Strategy, *'If this were my child'*. The delivery of the strategy is overseen by a Corporate Parenting Panel consisting of:

- Cllr Glynog Davies- Chair/ Lead for Corporate Parenting
- Cllr Amanda Fox
- Cllr Bill Thomas
- Cllr Edward G Thomas
- Cllr Gareth John
- Cllr Gwyneth Thomas
- Cllr Jeanette Gilasbey
- Cllr Kim Broom
- Cllr Mansel Charles
- Gareth Morgans – Director
- Stefan Smith – Head of Service
- Jonathan Morgan
- Richard Stradling
- Bethan T James- Service Manager

Service Managers, Health Colleagues, Young People and other professionals attend panel when discussing or presenting specific items.

The agenda ensures that members have oversight of housing, education, care and social inclusion issues and are able to make judgements as to how well the authority is meeting the needs of this vulnerable group of children and young people.

The Carmarthenshire Corporate Parenting Strategy outlines the authority's key aspirations for looked after children and care leavers and clearly sets out the actions intended to achieve this. It provides a framework for all Carmarthenshire County Council Officers, Managers and Councillors in order to support them in making a real difference to the lives of looked after children and young people in leaving care services.

The Corporate Parenting Team under the service management of Bethan T James supports the Council in meeting its Corporate Parenting duties, providing training, oversight and advice to all departments.

Every child needs a good parent who looks out for them, speaks out on their behalf, is aspirational for them and is responsive to their needs. For children in care in

Carmarthenshire we believe this is a statutory role *for all departments* across the Council. Welsh Government guidance on how authorities can be effective corporate parents for care experienced young people is available on their website in the following publications, 'If this were my child: a Councillors Guide' and 'Raising the ambitions and educational attainment of children who are looked after'.

The Children's Commissioner has also published guidance on improving long term outcomes for care experienced young people in the document 'Hidden Ambitions' and Estyn have published a range of strategies for schools.

Improving educational outcomes for looked after children is one of Welsh Government's priorities. In November 2017 Huw Irranca-Davies, Minister for Children and Social Care, stated:

'It is clear there is consensus among Members from all parties that looked-after children should have the same start in life and opportunities as all children. We clearly state this as our vision and our commitment to looked-after children in the programme for government 'Taking Wales Forward' and the national strategy 'Prosperity for All'.

Welsh Government have also established a Task and Finish Group to oversee the development of revised corporate parenting guidance to update "If this were my child". The intention is for revised guidance to clarify and expand the duties of corporate parents. Guidance is being developed by the charity "Voices from Care" and is intended for issue by end of May 2019.

The current Carmarthenshire Corporate Parenting Strategy is under review. In line with proposed development within Welsh Government and best practice examples from Who Cares Scotland Carmarthenshire County Council will be embedding a *Covenant* for care experienced children and young people. Councillors, Directors, Heads of Services and Partner agencies will be asked to make an active offer or promise and this will be captured within the new strategy and monitored by the corporate parenting panel.

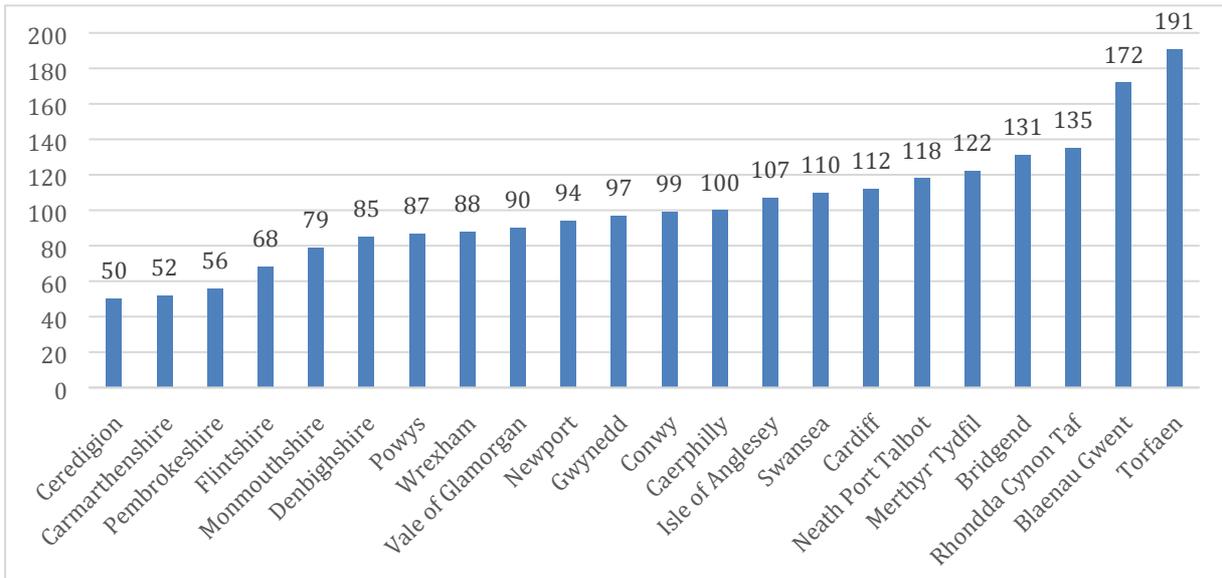
2. National Data

National statistical data indicates that Carmarthenshire averaged 195 looked after children during 2018 who were under the age of 16. This is a relative low percentage of the childhood population when compared to other authorities in Wales and has been on a downward trend since 2012 when Carmarthenshire numbers were at their highest.

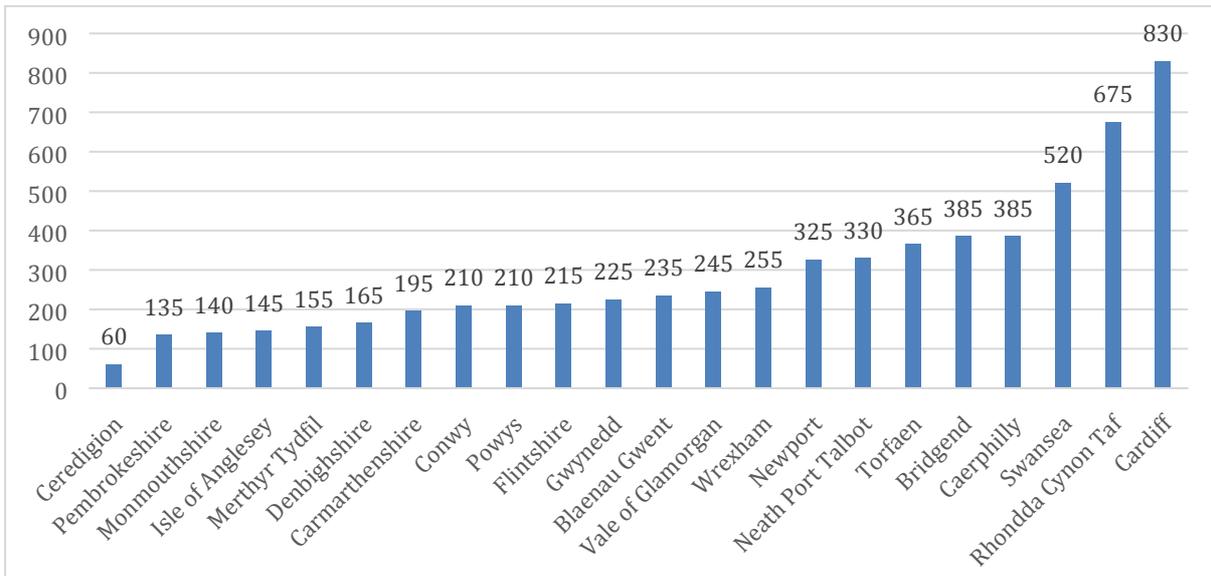
Across Wales the number of children subject to care proceedings has increased over recent years with the majority entering care due to abuse or neglect. National data also indicates that, compared with their peers, looked after children generally have poorer outcomes in relation to their education and mental health with many experiencing isolation and continued vulnerability whilst in care.

In Carmarthenshire we have the second lowest number of looked after children per 10,000 population with 52 children per 10,000 population being in the care of the local authority.

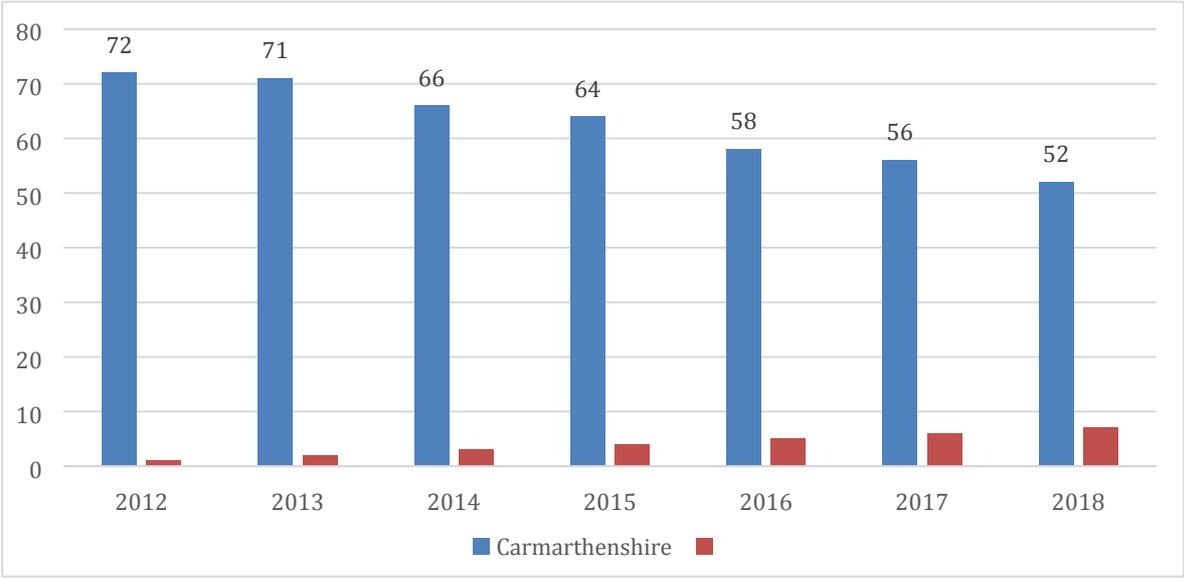
Children looked after at 31 March 2018 per 10,000 population aged under 18 by local authority



Children looked after at 31 March 2018 by local authority



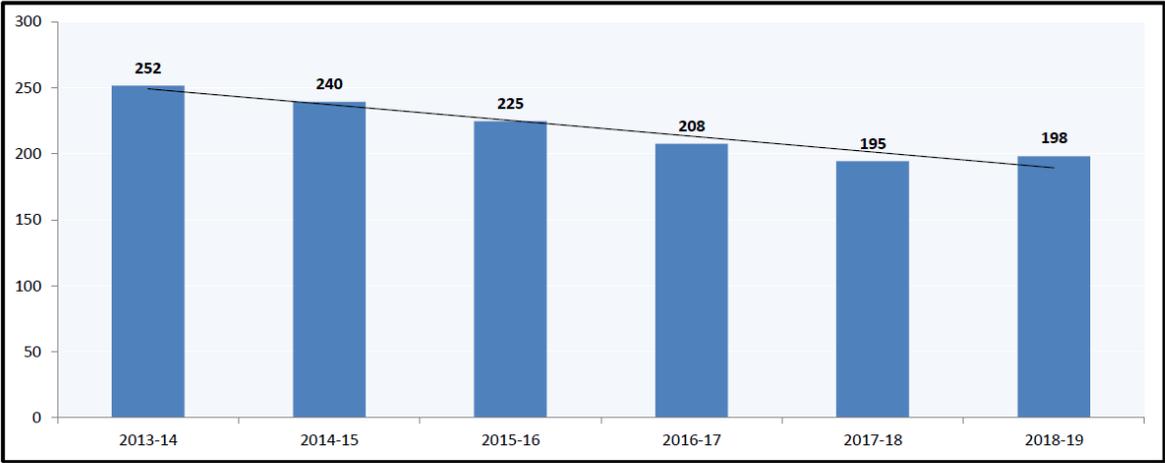
Children looked after at 31 March 2018 per 10,000 population aged under 18



The number of children looked after by Carmarthenshire has continued to fall since 2012: with 52 children in care per 10,000 of the population in 2018 compared to 72 in 2012.

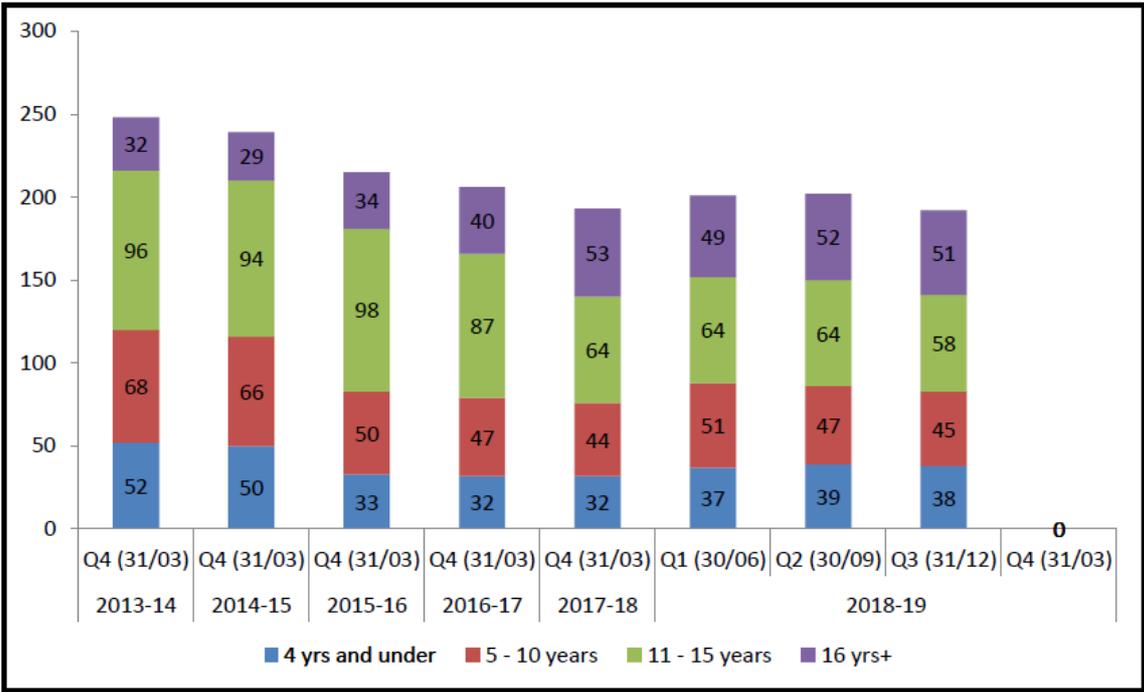
3. Carmarthenshire Looked After Children and Care Leavers

Carmarthenshire currently has 198 looked after children under the age of 18. This is a slight increase from 2018 but the general trend is decreasing from 268 in 2012/13.



Of the 198 looked after children 51 are over 16 years of age, 58 are ages 11 to 15, 45 are age 5 to 10 and 38 are under 4 years of age. You will note from the data that the number of children under the age of 4 years of age in care continues to be lower than levels pre 2013. It is felt that this is due to the continued investment in early access to prevention services, family support, team around the family and the Flying Start and Families First initiatives.

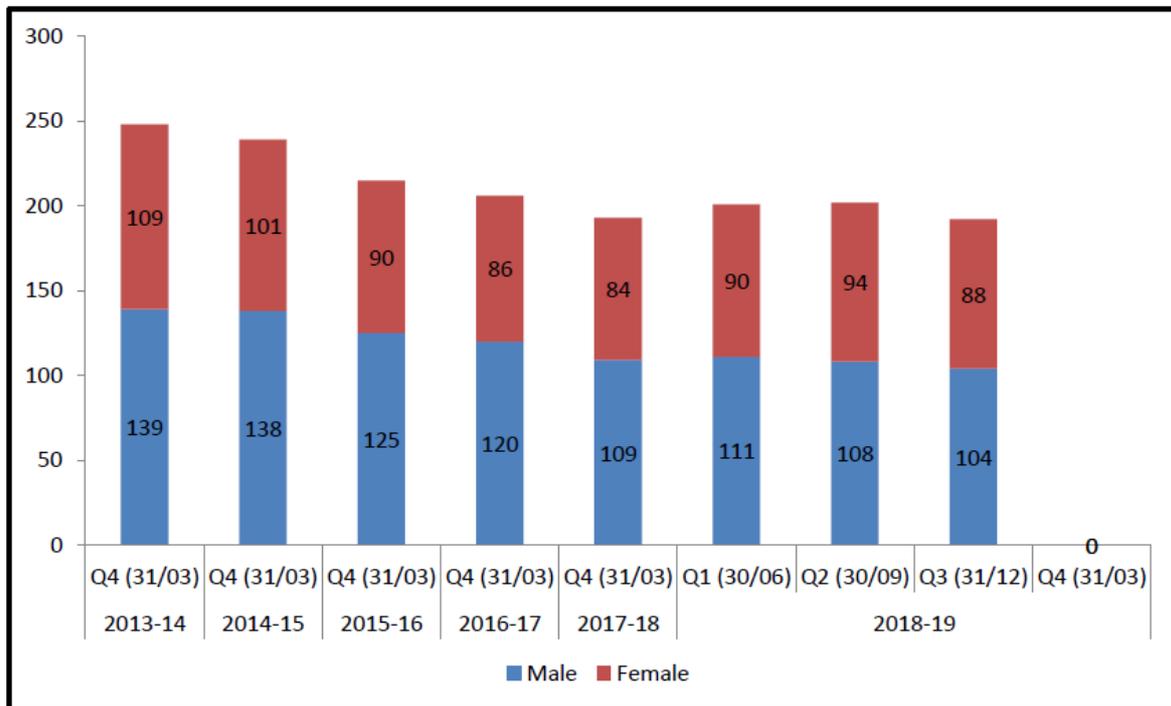
Total No. of Looked after Children by Age Group 2013-2019



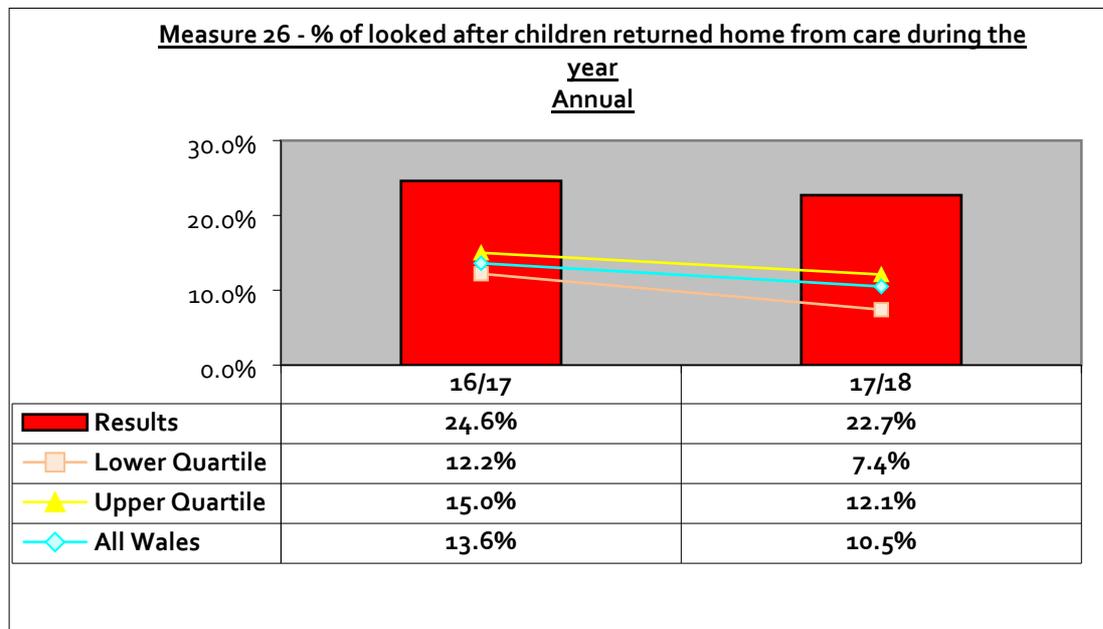
As of December 2018 there were 104 males and 88 females in the care of the local authority. Carmarthenshire is typical of the pattern across Wales of more males being in care than females. This gender distribution has been relatively stable across Wales since 2003 with numbers of girls slightly increasing year on year since 2013.

Within Wales more males are born than females but generally there has been little research into why more males than females enter the care system.

Total No. of Looked after Children by Gender 2013-2019

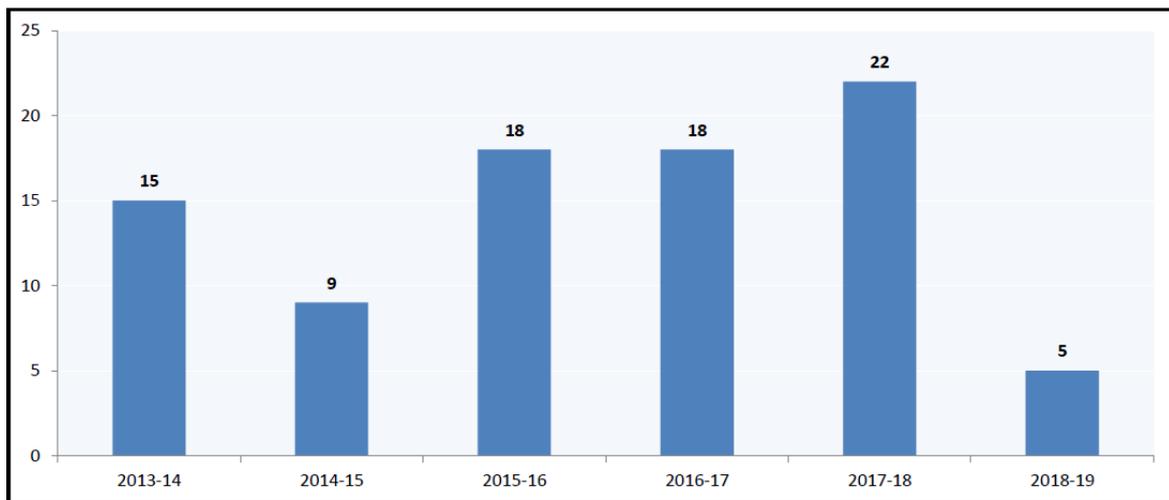


In line with the Social Services and Wellbeing Act Wales (2014) Children's Services endeavour for children to be returned home from care whenever it is safe to do so. In 2017/18 22.7% of looked after children returned home with support in Carmarthenshire. This was 12.2% more than the all Wales average.



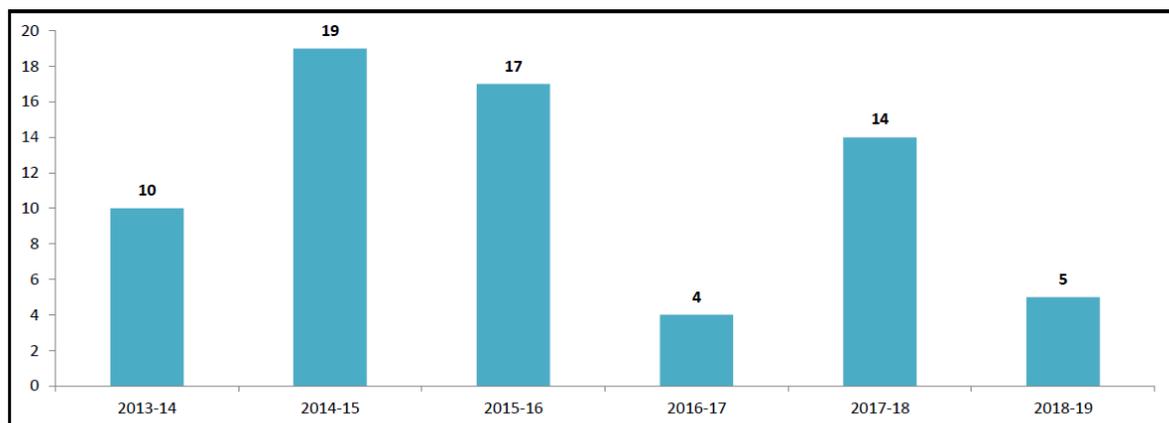
When there is no prospect of a safe return home for a child then the three options for children are long term foster care, special guardianship or adoption. Foster carers or family/kinship carers can apply for a special guardianship order when they feel they can offer a lifelong home to a child. In 2017/18 22 looked after children achieved stability through special guardianship orders.

Total Number of Special Guardianship Orders (2013-2019)



Younger children under the age of 7 will usually be prioritised for adoptive parents. It is best practice to look for ‘forever families’ through adoption for children where there is no possibility of a return home to parents or wider family members. Last year 14 looked after children were placed for adoption.

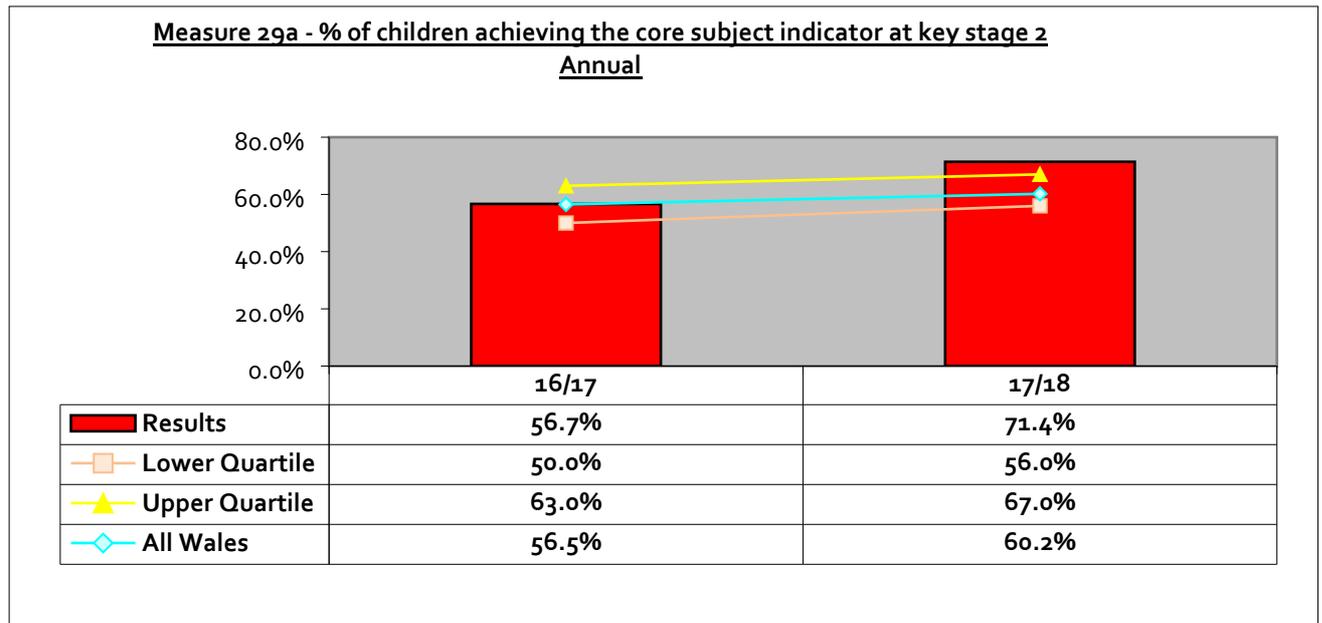
Total Number of Looked After Children Placed for Adoption (in the year) 2013-2019



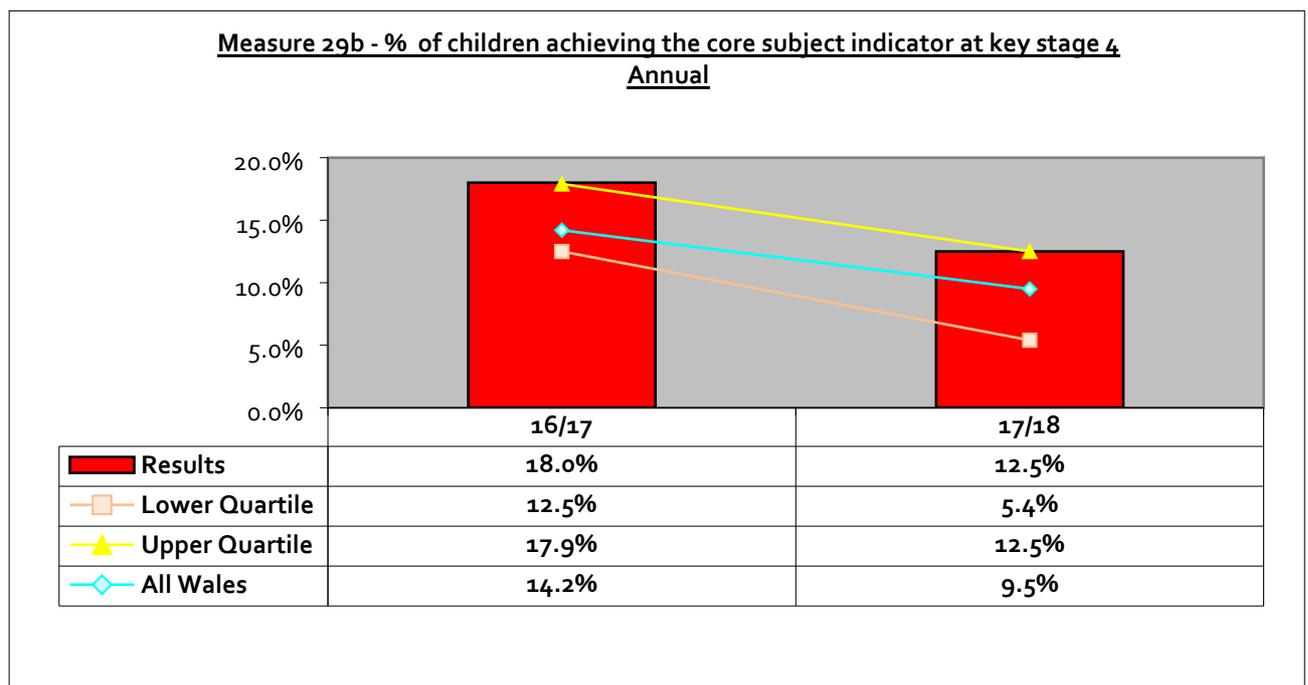
4. Educational Attainment

The educational attainment of looked after children in Carmarthenshire has been consistently above the all Wales average for a number of years. In 2018 Welsh Government indicated that Carmarthenshire achieved the best educational outcomes for looked after children and care leavers in Wales.

71.4% of looked after children achieved the core subject indicator at key stage 2. This was 11.2% more than the all Wales average.



12.5% of looked after pupils achieved the core subject indicators at Key Stage 4. This was 3% above the all Wales average.



The local authority has, over the years, explored multiple ways to support and improve the educational attainment of looked after children. Currently pupils are offered a range of educational resources, additional tuition, enrichment activities and mentoring. In the last 3-4 years Carmarthenshire has utilised its pupil development grant for looked after children to support and train school staff in:

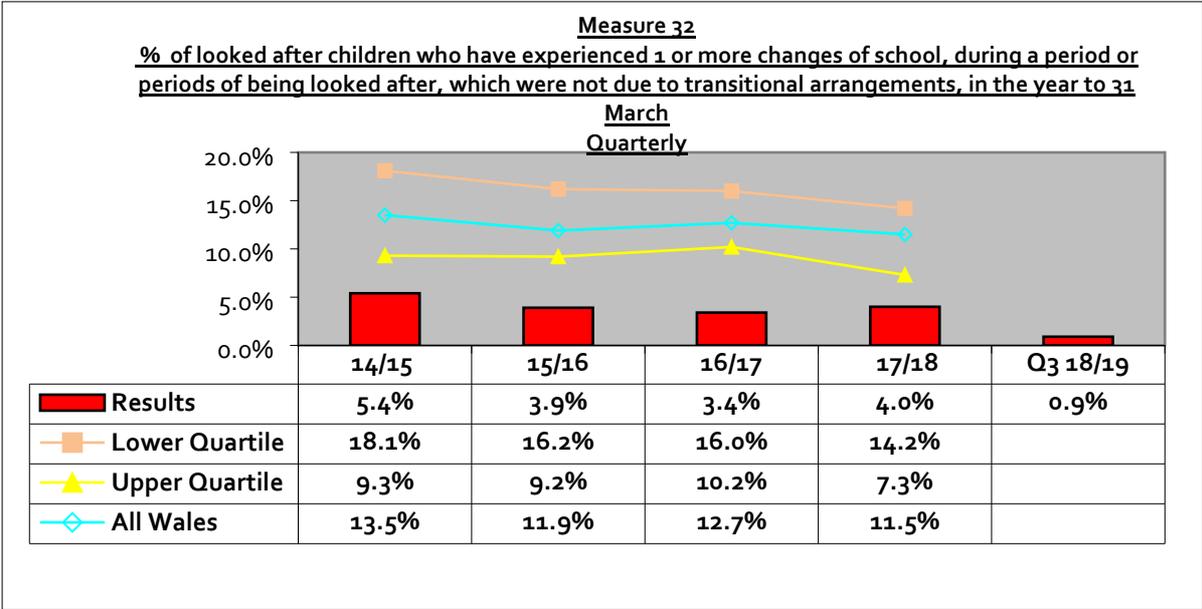
- Trauma Informed Practice
- Attachment Aware Principles
- Emotion Coaching
- Relational Play

It appears that training schools to meet the emotional wellbeing needs of looked after children has had a major impact on looked after pupil attainment.

Currently 73 schools in Carmarthenshire have looked after pupils. Staff within all 73 schools have accessed training in understanding the impact of trauma, abuse and neglect on learning. 54 schools have accessed whole school training. A total of 1,689 school staff have accessed a range of related training in applying attachment aware principles within the classroom including emotion coaching and relational play.

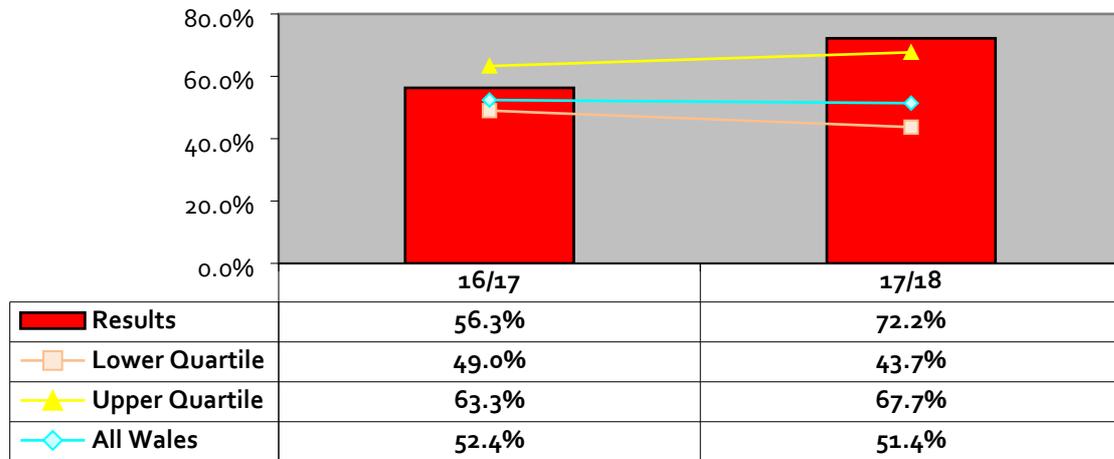
In addition to receiving training 289 staff have received 1:1 support in the classroom to implement positive interventions for children who are experiencing behaviours that challenge. This level of intensive support has been warmly received by schools and initial data monitoring appears to demonstrate that it is having a significant impact on improving outcomes for looked after children.

School stability is also an important factor in improving attainment. Looked after children experience significantly fewer school moves than anywhere else in Wales.



The improvements are sustainable for care leavers. Across Wales 48.6% of children who are looked after were not engaged in education, training or employment (NEET) on their 19th birthday. However, in Carmarthenshire only 28% of care leavers are NEET. This is best outcome for care leavers in Wales.

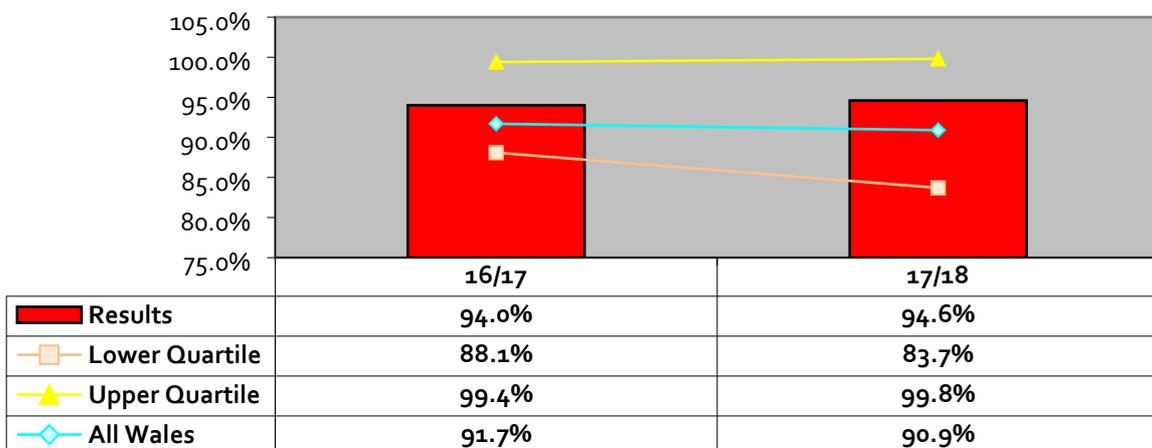
Measure 34a - % of all care leavers who are in education, training or employment at 12 months after leaving care
Annual



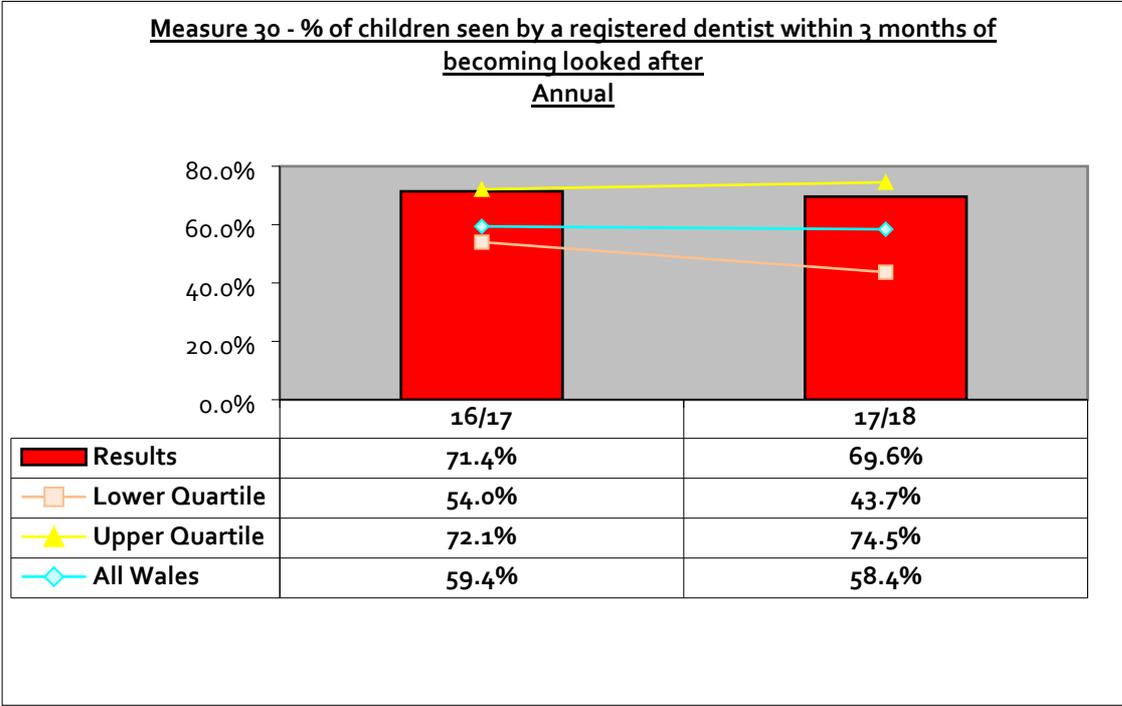
5. Health

There are positive joint working arrangements with Hwyl Dda Health Board and the Designated Lead for Looked after Children attends a range of panels and planning meetings for looked after children. School Nurses are trained in meeting the health and wellbeing needs of looked after children and the Lead for School Nurses is also an Attachment Champion. Generally looked after children in Carmarthenshire are healthy. 94.6% of children are registers with a GP within 10 days of becoming looked after.

Measure 31 - % of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement
Annual



Dental health is also promoted for looked after children and every effort is made to register looked after children with a Dentist within 3 months of becoming looked after. 69.6% of looked after children were registered with a Dentist within the time scale, which is higher than the all Wales average.



Hwyel Dda provide Specialist Mental Health Services for children in need of specialist mental health support. In 2018 26 looked after children were referred to specialist CAMH Services. Of those referred 7 were in receipt of a service.

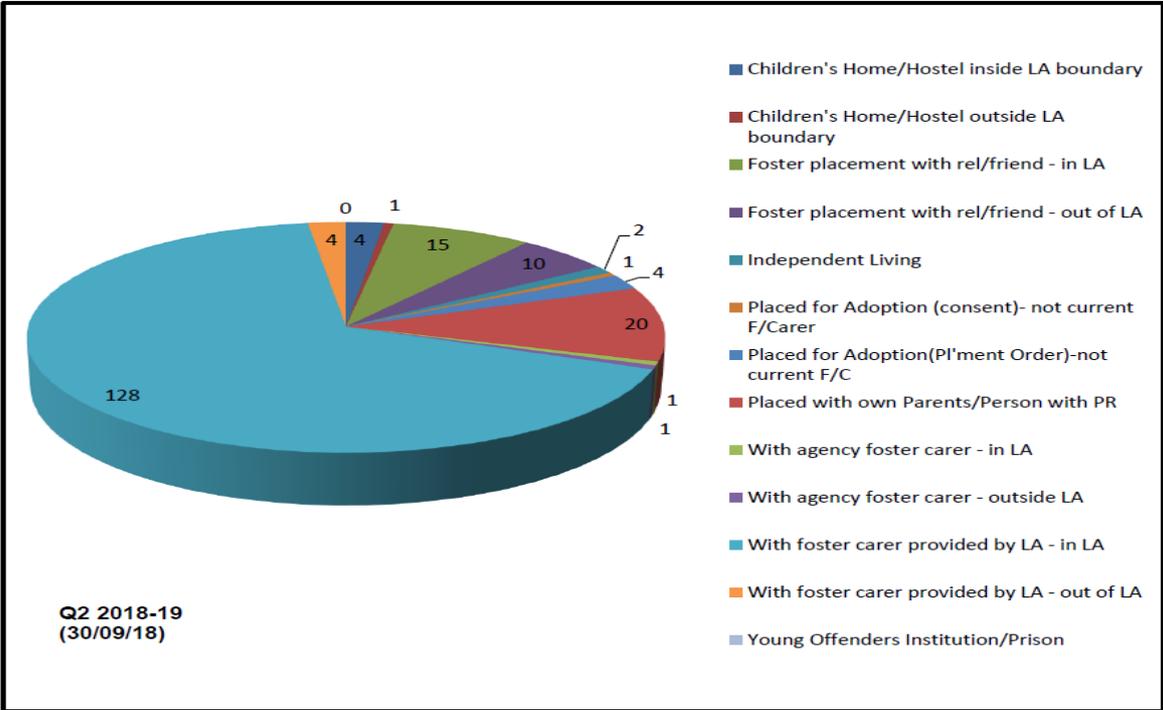
The Department for Education and Children’s Services provide staff to support the wellbeing of looked after children. There are 2 specialist Educational Psychologists who support the Child Care Teams along with a Therapeutic Social Worker and a Therapeutic Worker. The team provides a range of positive wellbeing and therapeutic services for children as well as support, advice and training for foster carers and adoptive carers.

6. Accommodation and Housing

Wherever possible looked after children remain within Carmarthenshire with foster carers. In 2018 most looked after children under the age of 18 resided with foster carers. At the end of December 2018 147 children lived with foster carers within the county boundary. 20 children resided with their own parents, family or parental friends. 5 children were in residential homes and 1 child was in secure accommodation. There are only 2 children were living with foster carers provided by independent agencies.

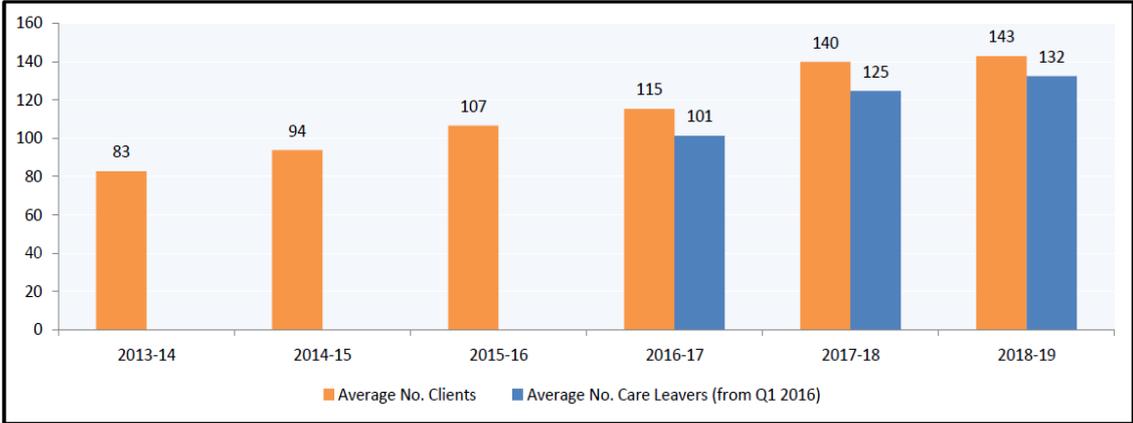
A new website has been launched to recruit foster carers and while there is still a need to recruit more foster carers to meet demand there is increased placement stability for looked after children in Carmarthenshire. Last year 8.8% of our children

experiencing 3 or more foster placement moves which was below the all Wales average of 9.6%. Children’s Services have put in a range of measures to address this and initial data indicates that this is improving.



The local authority has a responsibility to continue to provide support for care experienced young people up to the age of 25. Under the Welsh Government’s ‘When I am Ready’ (WIR) initiative young people can remain with foster carers over the age of 18. Currently 27 young people over the age of 16 reside with foster carers.

Average No. of Clients / Care Leavers (over the year) allocated to Personal Advisors 2013-2019



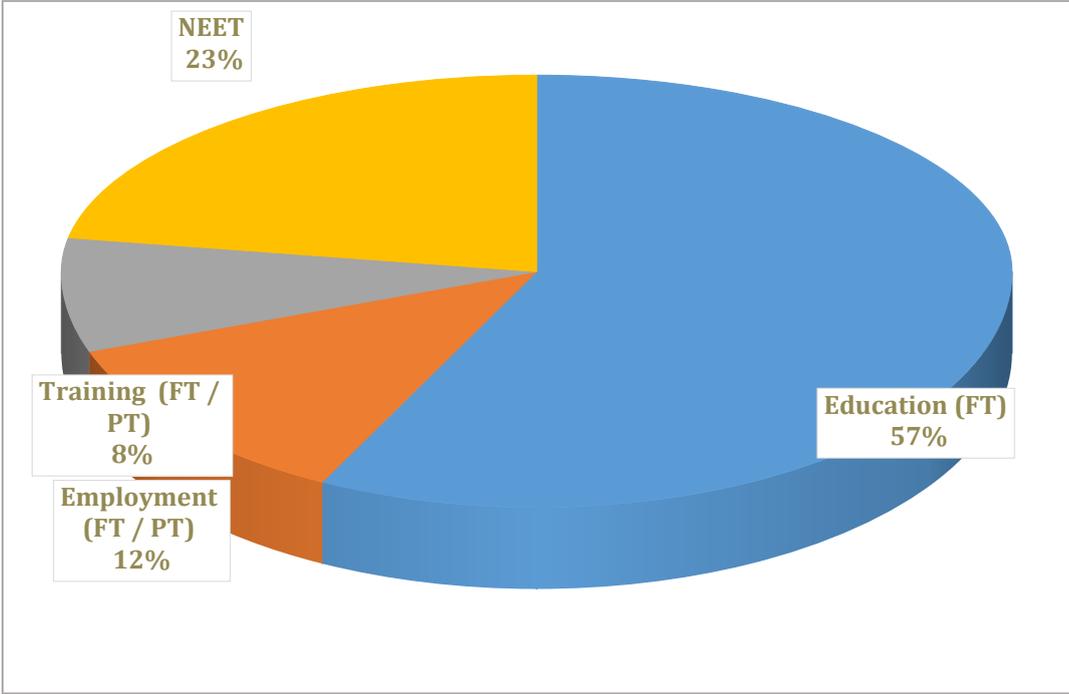
The number of care leavers experiencing homelessness in Carmarthenshire in 2018 was 8.9%. While this is below the all Wales average of 9.4% as corporate parents we work very hard to ensure that all care experienced young people are in appropriate accommodation and our aim is for no child that we have corporate parenting responsibility for is homeless.

At the end of 2018 most care leavers were living with foster carers or in supported lodgings. 19 had a council tenancy. 7 had a private tenancy. 3 were in temporary accommodation and 12 were living in supported accommodation.

In 2018 the Children’s Commissioner proposed that local authorities adopt the St Basils Accommodation Framework for Care Leavers which ensures that all care experienced young people have appropriate accommodation and support options. The Housing Department are in the process of developing and embedding this model as part of their corporate parenting commitment.

7. Post 16 Employment, Education and Training

In December 2018 Carmarthenshire Care Leavers (16-25) were engaged in the following activities:



Currently 12 care experienced young people are in University and the local authority offers traineeships, paid work placements and volunteering experiences for care leavers who are at risk of NEET or just trying to identify their preferred area of work. As part of the corporate parenting strategy for 2019-2022 each Department in the

council will be asked to make an active commitment of supporting care leavers to gain work experience or employment within the council.

7- The Voice of Young People

There is an active consultation group for care experienced children called ECHOES which is run jointly with Voices from Care (national charity) and Children's Services. They meet monthly and are busy developing the 2019 Corporate Parenting Strategy. They have been part of Welsh Government Consultation Group at the Senedd and the NSPCC consultation on wellbeing. The Echoes group regularly contribute to local and national participation events.

Last year young people told us they wanted to communicate with us in a different way. As part of the IT transformation programme a Care Leaver has developed a secure communication system that will function on children and young people's phones. This should be launched later in April 2019.

4 of our young people have completed a leadership course with Challenge Wales. The challenge involves being part of a yachting crew out of Cardiff Bay. They are planning an overnight trip this year.

A group of young people volunteer at the Botanic Garden and engage in planting and clearing areas. They have achieved community volunteering awards.

Young people tell us that generally they are happy with the quality of care and support they receive from social workers, teachers and foster carers. Where improvements were highlighted young people indicated that:

- They would like more housing options.
- They would like more wellbeing support at school but not to be singled out as different.
- They would like to keep in touch with their foster carers post 18.
- They would like to communicate with staff using mobile phones.
- They would like more work placement opportunities.
- They would like more help in understanding why they are in care.
- They would like more information about what services are available to help them.
- They would like more help preparing for parenthood.
- They would like their LAC reviews to be less formal.

The wishes and feelings of young people are regularly captured by their social workers, leaving care workers and through the Echoes consultation group.

9- Summary

In summary the main points of this annual update are:

- Carmarthenshire has the second lowest number of looked after children per 10,000 population in Wales.

- Educational outcomes for looked after children and care leavers in Carmarthenshire are the best in Wales.
- School placement moves for looked after children are consistently low.
- Care experienced young people not engaged in education, employment or training (NEET) is lowest in Wales.
- 12 young people are currently in University.
- Training and support for schools in relation to Attachment Informed Practice appears to be having a positive impact on behaviour and learning.
- A small % of care leavers experience homelessness.
- The number of looked after children experiencing foster placement moves is lower than the all Wales average.

10-Corporate Parenting Priorities 2019-2022

- A wellbeing strategy for children looked after is in place.
- A 16-25 Housing policy will be complete by September 2019.
- Carmarthenshire will continue to contribute to the Welsh Government Corporate Parenting Review and will work to implement its recommendations.
- Carmarthenshire's Corporate Parenting Strategy has been reviewed and a draft strategy co-created with young people. The new strategy will be in place by July 2019.
- A new secure communication system developed for mobile phones will be piloted in May 2019 with the aim of implementation September 2019.
- The local authority will continue to provide training and support for schools to meet the wellbeing needs of looked after children through Attachment Informed Practice.

11. Health and Wellbeing Strategy for Care Experienced Children and Young People

Across Carmarthenshire County Council we are committed to actively supporting the wellbeing of care experienced children and care leavers in line with implementing our corporate parenting responsibilities. Supporting children's wellbeing is a collaborative requirement to work together to improve the physical, emotional, economic, social, environmental and cultural wellbeing of our children. Our vision and commitment is embedded in our corporate parenting strategy.

Our approach to wellbeing is holistic and strength based. Assessment and planning is informed by person centred, relationship based, trauma informed and attachment aware principles. In order to support the psychological wellbeing of looked after children we provide a high level of support and training for our adopters, foster carers, school staff and social workers that promote and support relational models of engagement across home and school.

We acknowledge Part 6:49 of the Code of Practice and understand that to secure permanence of placement and develop good self-esteem children must be supported to both maintain and build meaningful relationships with key adults:

'Care and Support planning MUST identify adults who can provide emotional support and a long term trusting relationship which will provide continuing support.' Part 6:49

Wherever possible children entering care should be encouraged to maintain supportive, positive relationships with appropriate extended family members of their choice. When in a school setting a key adult within the setting should be identified by the child and that adult should be trained and supported to meet the child's wellbeing needs. Foster Carers and Adopters should be provided with the appropriate training and support to facilitate an attachment focused relationship with the child or young person.

Our approach to meeting the wellbeing needs of care experienced children and young people is informed by: person centred, relational, trauma informed and attachment aware practice.

Person Centred

Person Centred strategies identify and act upon what is important to a child or young person and what is important for a child or young person. It is a process for continual listening and learning, focusing on what are important to a child or young person now and in the future.

Relationship Based

Relationship based principles are supported between children and social workers, foster carers, adopters, teaching staff and peers. This is a purposeful and methodical process of individualised support and engagement that encourages coaching, mentoring, self-reflection and shared learning.

Trauma Informed Practice

Trauma-informed practices are effective and can benefit staff and the children they support through promoting safe relationships and environments. Trauma informed practice includes a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from early trauma.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. **PACE** is a way of thinking, feeling, communicating and behaving that aims to encourage children who have experienced trauma to feel safe.

Attachment Aware

A child's poor early attachment experiences with their main significant adult can hinder a child's emotional and psychological development. Children with poor early attachment experiences are more likely to demonstrate emotional deregulation and require an active programme of emotion coaching.

Supporting Emotional Wellbeing

Adults can support emotional wellbeing through promoting positive emotional experiences, developing healthy relationships, supporting children to be happy in the moment and by encouraging personal growth. **The authority provide a range of training to support adults to develop and sustain healthy relationships with children.**

Positive Emotional Experiences- Our children should be given the opportunity to experience happiness, kindness, love, satisfaction, pleasure and joy. They need to have positive emotional responses from the adults supporting them that help identify their strengths and positive attributes. Adults also need to acknowledge children's anger, sadness, anxiety and frustration and ensure that children are given a safe space to explore these emotions in a nurturing, safe environment with a kind adult.

Emotion coaching helps children to become more aware of their emotions and to manage their own feelings particularly during instances of distress and deregulation. It entails validating children's emotions, setting limits where appropriate and problem-solving with the child to develop more effective behavioural strategies.

Relationships- Relationships and social connections are one of the most important aspects of life. Humans are social animals that thrive on connection, love, intimacy, and a strong emotional and physical interaction with other humans. Teachers, social workers and foster carers should encourage healthy supportive relationships for children with themselves and with the children's peers.

Relational play and Theraplay promotes healthy relationship development, develops impulse control and improves attention and empathy. Adults provide a high level of structure and direction for the child, helping them learn to follow the lead of adults, to feel safe in relationships, and to relinquish control in ways that are healthy and anxiety-reducing.

Mindfulness- Children need something in their lives that entirely absorbs them in the present moment creating a positive immersion into a thought, task or activity. This type of satisfying engagement is important to stretch intelligence, practice skills, and develop emotional capabilities. There is also evidence that mindfulness reduces stress and increases personal awareness and empathy.

Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan.

Personal Growth- Having goals and ambition in life can help personal growth and achievement and give a sense of accomplishment. Children need to experience success in order to feel confident to overcome failure. Adults should provide opportunities for children to succeed. Initially incremental, small, realistic goals should be set in order to train the brain to engage in more complex, longer term aspirational goals. This is best achieved within a caring, nurturing child:adult relationship.

Growth mindset in children can be supported and developed to lead to increased motivation and achievement. Neuroscientific discoveries have shown us that we can increase our neural growth by the actions we take, such as using good strategies, asking questions, practicing, and following good nutrition and sleep habits.

The Care and Support Plan

When a child becomes looked after their social worker will produce a care and support plan (CASP) which will outline how the child's health and wellbeing needs will be met. The school will produce a personal education plan (PEP) which will highlight how these needs will be met at school; along with how the school will support the child's specific educational needs and promote inclusion.

Schools will carry out a **GL Emotional Literacy Assessment** (www.gl-assessment.co.uk) for all children new to care. The assessment will identify a wellbeing programme of work that can be completed at home and school and this information will feed into the CASP as part of the LAC Review. This will be reviewed annually.

If the plan for a child is for adoption then foster carers and potential adopters will be provided with attachment informed support and training.

Physical Wellbeing within the CASP

Hywel Dda Health Board work in partnership with the Local Authorities to ensure that children in care are provided with good health care, and that arrangements are in place to monitor the child's health care in accordance with the child's health plan. In order to do this, the Health Board provide an annual health assessment for children and young people who are looked after aged 5-18 years. The assessments for children under 5 years of age are undertaken on a six monthly basis, and where the health needs dictate this should be more frequent for all children.

The health plan is developed from the assessment of the child's health need and forms the **health element** of the care and support plan. It must include:

- The child's health history, including as far as practicable, the family health history
- An assessment of the child's state of health, including physical, emotional and mental health
- The effect of health and health history on the child's development
- Current arrangements for medical and dental care, and any planned changes
- Arrangements for routine checks of their health, including dental health
- Arrangements for treatment and monitoring of identified physical, emotional or mental health and dental care needs
- Arrangements for preventative measures such as immunisations
- Screening for defects of vision or hearing
- Advice and guidance on promoting health and effective personal care

The health plan should specify those actions to be taken, and services provided to meet the health needs identified in the health assessment, the person or agency responsible for each action or provision of each service, the likely timescales, and the intended outcomes.

The outcome of the statutory health assessments will be recorded in the child's records and communicated to the child's GP to ensure that the child's health records are up to date. A copy of the health assessment will be sent to the GP by the LAC Health Team.

The PEP, HA plan and CASP will be reviewed in line with statutory guidance but at least every 6 months. The views and assessments of schools, foster carers and social workers will inform the child's CASP and PEP and these key adults will have an active role to play in supporting and reviewing the child's health and wellbeing.

Psychological Wellbeing

Research tells us that children need to make a secure attachment with a significant adult and have consistent and warm **relationships** throughout childhood for good psychological health. A secure child will develop an internal model of themselves as lovable and of others as reliable and trustworthy which is a crucial base for developing self-esteem and emotional resilience.

In order to support psychological wellbeing we also actively promote **placement stability** through providing a high level of support and training for all adults supported children in care. The local authority will always strive for a stable family placement and continuity of school placement. The promotion of relational models of engagement across home and school also significantly contributes to psychological wellbeing.

The wellbeing of children and young people is regularly reviewed both at the LAC review and during team 'pod' discussions. When there are concerns for the psychological wellbeing needs of children the Educational Psychologist will consider a range of wellbeing or therapeutic interventions as part of the care and support plan. Consideration is given to range of professional in-house services:

- **Counselling,**
- **Theraplay,**

- **DDP,**
- **Family therapy**
- **TiSHHB (service for Sexually Harmful Behaviours)**

A range of staff across Schools and Children's Services are trained in lighter therapeutic wellbeing interventions of:

- **Emotion Coaching**
- **Mindfulness**
- **Relational Play**
- **Lego Therapy**
- **Person Centred Practices**
- **Drawing and Talking**

Life Journey Work

Once children become looked after their social workers will commence **Life Journey Work**. The objective of life journey work is to create a secure base for the looked-after child to explore their past, present and future. Life Journey Work commences on becoming looked after but continues to evolve and grow throughout the life of the child.

All adults who have a positive relationship with the child will be encouraged to meaningfully contribute to life journey work by helping to: collect memories, saving experiences, sharing positive thoughts, keeping mementos and saving photos or letters.

The wellbeing pathway for care experienced children and young people

Child becomes looked after

Actions for School	Actions for Social Worker	Actions for Foster Carer	Timescale
<p>3.5 to 7/8 years -One Page Profile -ChaTT -IDP -Personal and Social Skills Assessment -Foundation Phase Personal and Social Development, Well-being and Cultural Diversity Skills assessment -Relationships circle – Person Centred Tool -From age 7 GL Emotional Literacy Screen - Friendship mapping</p> <p>8 years plus -Above plus GL Emotional Literacy Assessment</p> <p>May also wish to include if available... Boxall Profile SALT report Ed Psych advice BSOT Pastoral support plan Motional assessment and work plan</p>	<p>3.5 plus -3 houses- worries, dreams, good things -Wishes and Feelings -Words and Pictures -Who is important to me -What's important to me</p>	<p>3.5 plus -Good day -Bad day -What's important to me -What's working/ not working</p> <p>8 years plus The above plus -GL Assessment - Parental Questionnaire</p>	<p>20 working days</p>

First LAC Review/ PEP INFORMATION SHARING
 Gain a holistic, strength based view of the child and agree priorities

Agree an **Action Plan: What, Who by When**
 Wellbeing to be integral
 Identify desired outcomes for 3 month and 6 month review
 Consider interventions wellbeing interventions: talking and drawing, ELSA, relational play, mindfulness and emotion coaching.
Action Plan embedded in PEP, CASP, IDP

<p>Consider- How positive information is shared across agencies to build a rich, full understanding of the strengths of the child and how the work can contribute to Life Journey Work.</p> <p>How adults can contribute to Life Journey Work- letters, pictures, knowledge, likes, dislikes.</p> <p>How the information 'follows' the child if they move area, schools or families.</p>
<p>REPEAT at future reviews</p>
<p style="text-align: center;">What happens if more support is needed?</p> <p>Case is reviewed with the Social Worker and Child Psychologist at 'POD'. Consideration is given to in-house services: counselling, theraplay, DDP, family therapy, TISSHB, Trauma Informed Practice, Relational Play, Emotion Coaching, additional Life Journey Work Or a referral to Specialist CAMHS</p>

Physical Wellbeing

When a child becomes looked after they will have a health assessment. This is usually carried out by the School Nurse who can sustain a supportive relationship with the child whilst in school. The assessment will be repeated annually. The health assessment may make a number of recommendations that will be included in the CASP and may need to be also included in the PEP. It is important to find activities that fully engage our children.

Engagement in physical and social activities are important for healthy personal growth and wellbeing.

Eating a healthy, balanced diet and taking regular exercise is an important contributor to wellbeing. Looked after children and young people are offered free access to swimming with their foster carers at leisure centres in Carmarthenshire and they should be supported to participate in school sports clubs and after school activities as well as having access to safe physical activities in the home. Young people aged 16 and over are also provided with free gym membership at Carmarthenshire Leisure Centres and the uptake of this should be encouraged.

To support children and young people's health the local authority will ensure that looked after children and young people:

- Receive support to maintain and improve their health and well-being (both physical and emotional);
- Be provided with information, support and advice to make informed healthy lifestyle choices;
- Have access to good healthy food and drinks;
- Have the opportunity to be involved in physical activities, regular exercise and play;
- Be encouraged to have a social life;
- Be encouraged to keep regular and agreed bed times to get enough rest and sleep;

- Receive help to find the answers to questions they have about being in care;
- Be offered counselling, if and when needed;
- Live in a smoke free environment;
- Be registered with a Doctor, Dentist and Optician and have regular check ups;
- Be given sufficient information to allow them to make informed decision, about having medical examinations and treatment;
- Receive health and sex education and information

Dental Health

The Dental Team, Public Health Wales produced 'Improving the Dental Care Pathway for Looked After Children in Wales' and a Hywel Dda University Health Board Dental Care Pathway has been developed in collaboration with Community Dental Services. The HDUHB Dental Care Pathway recommends that a standardised dental section is included within the Health Assessments of all children in care in HDUHB. The objectives of the questions included in the dental section are to:

- Understand the impact of poor dental health, if any, on the child.
- Establish the preventive and dental care need of the child; and
- Formulate an Action Plan to work towards maintaining and improving the dental health of the child.
- Monitor and review progress against Action Plan on dental health.

Improved dental recording within the health assessment should also result in a dental action plan discussion with the child and/or person with the parental responsibility and foster parent/link worker.

It has been agreed that the Community Dental Services (CDS) in Wales will be the main dental care provider for children in care. This is already the arrangement in most health boards in Wales unless foster parents or children choose to access dental care from the General Dental Services (GDS).

- All children new to care will receive a dental assessment within 3 months of becoming looked after from the Community Dental services.
- Toothbrush packs are given out at each health assessment and these have been provided by CDS.
- Agreement has been given by the CDS that the community dental practices will see care leavers post 18 years of age if they are not registered with an NHS dentist in the area. Part of the pathway plan is to ensure that around their 17th birthday that the young person registers for an NHS dentist.
- The dental department will inform the LAC Health Team of all appointment non attendances.
- The LAC Health Team will inform the dental department of Care Status and placement movements.

- HDUHB Dental Service will provide an annual report of the dental activity for LAC within HDUHB.

Sexual Health

The Sexual Health pathway facilitates a proactive and child centred approach based on identified need. It allows the young person to have the right to make an informed choice regarding their sexual health needs and gives all health professionals involved in their care the skills to give and reinforce consistent and accurate sexual health advice.

Sexual Health Pathway

- If sexual health need is identified then a referral is made to the sexual health service with the young person's agreement
- The referrals are assessed by a nurse responsible for vulnerable groups within the sexual health service
- A mutually agreed appointment is offered within the agreed clinic via the referring professional
- Sexual healthcare needs are addressed in one visit by one healthcare professional
- If the young person fails to attend then they will be contacted again via the referring health professional
- If appointment is urgent the referring health professional can contact the service directly identifying that the young person is care experienced.

Health Visitors/School Nurses

The Health Visitor and School Health Nurse are responsible for the delivery of the universal Healthy Child Wales programme and are often pivotal in the early identification and assessment of children and families and this allows them to build on their existing relationships with the children, families and foster carers to support their need as it arises.

Each Comprehensive School in the Hywel Dda University Health Board area has a named School Nurse who provides regular Drop-In sessions for the pupils. This ethos of service delivery ensures that this is a less stigmatising format as looked after children have expressed views that they do not want to be treated any differently than their peer group.

School nurses have been provided with training around Understanding Attachment and given strategies to support wellbeing. **The school nurse team leader is an attachment aware champion.**

The HDUHB Health Youth service – Iechyd Da, facilitate a variety of courses within the STAR project specifically designed for children and young people, which explores

positive and respectful relationships. These courses discuss safety, trust and respect in relationships and provide the children and young people with a toolkit of knowledge and resources that are designed to prevent them entering a domestically abusive relationship or, if they are in an abusive relationship, the knowledge on how to leave that relationship safely and gain support. The course is aimed at 14 years plus and also covers sexual consent, sexting, child sexual exploitation and pornography.

Training for Adults

The local authority provide a range of training for Foster Carers, Social Workers and Teachers as well as support on how to implement and apply these approaches:

- Mindfulness dotB
- Emotion Coaching
- Trauma Informed Practice
- Parenting with PACE
- Lego Therapy
- Relational Play.

Core Training is available for all School Staff as part of Phase 1 of the Behaviour Transformation Agenda

- Mindfulness for staff wellbeing
- DotB and PawsB (Mindfulness in Schools Programme)
- Trauma Informed Practice (Trauma informed Schools)
- Emotion Coaching
- Relational Play
- Restorative Practice

Useful Websites

Trauma Informed Practice for Schools

<https://www.traumainformedschools.co.uk/>

GL Emotional Literacy Assessment

<https://www.gl-assessment.co.uk/products/emotional-literacy/>

ACE Aware Wales

<https://www.aceawarewales.com/about/>

[Restorative Practice](https://restorativewales.org.uk/)

<https://restorativewales.org.uk/>

[Life Journey Toolkit](http://www.afacymru.org/index.php/en)

<http://www.afacymru.org/index.php/en>

[Attachment Aware Schools](#)

<https://www.bathspa.ac.uk/schools/education/research/attachment-aware-schools/>

Mindfulness in Schools

<https://mindfulwales.org/mindfulness-in-schools/>

Kate Cairns Training- Emotion Coaching

<https://kca.training/?info=main>

Dyadic Developmental Psychotherapy

<https://ddpnetwork.org/about-ddp/dyadic-developmental-psychotherapy/>

The Wellbeing of Future Generations

<https://gov.wales/docs/dsjlg/publications/150623-guide-to-the-fg-act-en.pdf>

[The Wellbeing Curriculum in Wales](#)

<https://beta.gov.wales/new-school-curriculum-overview>

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EDUCATION & CHILDREN SCRUTINY COMMITTEE

24th April 2019

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRICHARD

To consider and comment on the following issue:

1. The proposal as outlined below and in the attached consultation document;
2. Officers to initiate formal consultation on the proposal during the summer term;
3. That a report is submitted to the Executive Board at the end of the consultation period.

Reasons:

- To support Carmarthenshire’s Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans

To be referred to the Executive Board/County Council for decision: YES

Executive Board – 29 April 2019; County Council – NO

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

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Simon Davies</p> <p>Report Author: Sara Griffiths</p>	<p>Designations:</p> <p>Head of Access to Education</p> <p>Modernisation Team Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246471 SiDavies@carmarthenshire.gov.uk</p> <p>01267 246618 SMGriffiths@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 24th APRIL 2019

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRICHARD

Background

On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched **Carmarthenshire's Welsh in Education Strategic Plan** and its vision for a bilingual Carmarthenshire. To achieve this, the authority would need to deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, the attached draft consultation document sets out proposals with regards to the change in nature of provision at **Ysgol Rhys Prichard**.

The Proposal

The proposal is to change the nature of provision of Ysgol Rhys Prichard to Welsh medium.

Recommendation

E&C Scrutiny Committee is requested to endorse the proposal and recommends to the Executive Board that a formal consultation be initiated.

DETAILED REPORT ATTACHED

YES: Draft Consultation Document

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: **S. Davies** **Head of Access to Education**

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 Corporate Strategy and the Modernising Education Strategic Outline Programme and WESP 2018.

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 proposal may impact on the demand for school places at the school and surrounding catchment area schools. Admissions will be monitored and if required, appropriate action will be undertaken.

6. Staffing Implications

Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.

7. Physical Assets

Ysgol Rhys Prichard will be re-locating to their new premises (the former Ysgol Pantycelyn) from Spring 2021.

CONSULTATIONS

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

Signed: S. Davies Head of Access to Education

1. **Scrutiny Committee** – Consulted on 24 April 2019.
2. **Local Member(s)** – The local member is aware of the proposal and will be consulted during the formal consultation period.
3. **Community / Town Council** – They will be consulted during the formal consultation period.
4. **Relevant Partners** – Will be consulted during the formal consultation period.
5. **Staff Side Representatives and other Organisations** – Will be consulted during the formal 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
Carmarthenshire's Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org

DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION DOCUMENT

Proposal to change the nature of provision

Ysgol Rhys Prichard

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

Gareth Morgans

Director of Education & Children's Services



EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru

YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

Page 121

School Modernisation Section

Sara Griffiths, Modernisation Team 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 246476

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision at **Ysgol Rhys Prichard**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) 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

No.	Subject	Page
1	Introduction	6
2	Bilingualism	8
3	The Consultation Process	14
4	School(s) affected by this proposal	18
5	The Proposal – Ysgol Rhys Prichard	20
6	Evaluation of Present Arrangements	26
7	Appendix A	28
8	Appendix B	30
9	Appendix C	31
	LAST PAGE	38

1. Introduction / Background / Rationale for Change

Current provision / Status Quo / Background

Ysgol Rhys Prichard is a transitional (working towards Welsh medium) 4-11 primary school located on the outskirts of Llandovery and serves the town and the surrounding rural area.

Over the last 5 years there has been a sustained increase in the number of pupils choosing to enter the Welsh medium stream and a fall in the number of pupils choosing to enter the English stream.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020's objective of **ensuring "that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development."** The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language.

Rationale for Change

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve, this we will, in accordance with 'Cymraeg 2050 : A Million Welsh Speakers':

"Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace"

As a result, the Local Authority are currently developing a scheme to provide Ysgol Rhys Prichard 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 and multilingual opportunities in line with the new curriculum to be launched in 2022.

In order to be able to increase the provision of Welsh medium education it is an objective of the Local Authority to **"support current dual stream and transitional schools to become Welsh medium schools."**

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

- from 1st January 2020 that the nature of provision of the school changes to Welsh medium.

Should the proposal be implemented, all future pupils will receive their education through the medium of Welsh therefore ensuring the ability to communicate through the medium of both Welsh and English languages. Support will be provided where needed to all pupils through the medium of Welsh. It is also important to note that all teachers are expected to differentiate all pieces of work based on the needs of the pupil.

This proposal will serve to implement the 7 outcomes noted below as specified by WG in 'Carmarthenshire's Welsh in Education Strategic Plan'

- Outcome 1: More seven year old children being taught through the medium of Welsh
- Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school
- Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh
- Outcome 4: More students aged 14-19 study subjects through the medium of Welsh, in schools, colleges and work-based learning
- Outcome 5: More students who have higher language skills in Welsh
- Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)
- Outcome 7: Workforce planning and continuing professional development

In addition this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future
- Successful Futures
- Well-being of Future Generations (Wales) Act 2015
- Welsh Government's Draft Strategy (a million Welsh speakers by 2050); and
- 21st Century Schools and Education Programme

2. Bilingualism

2.1 Advantages of Bilingualism

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

The advantages of being bilingual

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

<https://www.estyn.gov.wales/sites/default/files/documents/English%20in%20key%20stages%202%20and%203%20-%20June%202014.pdf>

Career

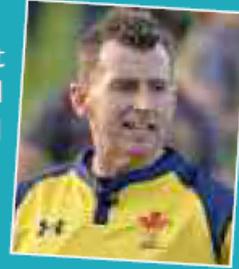
- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence: <http://www.walesonline.co.uk/news/wales-news/welsh-speakers-more-likely-top-6335953>

Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place. ”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3033609/>
<http://www.telegraph.co.uk/news/science/science-news/12005837/Bilingual-people-twice-as-likely-to-recover-from-a-stroke.html>

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.

- Speaking Welsh can provide a key to rich community life.
- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence: http://www.assembly.wales/NAfW%20Documents/paper_3_-_prof._colin_baker.pdf%20-%202002092010/paper_3_-_prof._colin_baker-English.pdf

2.2 Common parental concerns

'How can I help my child with homework if I don't understand much Welsh myself?'

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil's age and ability level and therefore should be within your child's reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

'Will pupils who struggle with Welsh medium education have to move to an English medium school?'

It is the Local Authority's desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. In Welsh medium schools, pupils will receive their education principally through the medium of Welsh, with English being taught as a subject in Key Stage 2 and used as a medium for instruction. Sufficient support will be provided to all pupils as required through a range of mechanisms and tailored to the individual's needs.

'The children will be confused and their English will suffer.'

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own

understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get an A* to C grade in both Welsh and English.

'Will my child's thinking be affected by being bilingual?'

The answer is "yes", and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

'Will my child be able to cope with learning through the medium of Welsh?'

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

'Should the Welsh language be forced?'

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

'Will learning through the medium of Welsh affect later life opportunities?'

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

'Does learning through the medium of Welsh segregate English speaking pupils/families?'

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

'Will children with additional learning needs be able to learn through the medium of Welsh?'

Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

2.3 Carmarthenshire Language Learning Centres

Due to the nature of the county we need to provide a language service to all latecomers so that they can become fully assimilated into our bilingual communities and are steeped in Welsh language and culture. In order to achieve this, we need to address the importance of dedicated facilities to support latecomers to a level where they can easily integrate into the day to day timetable in Welsh medium schools. Thorough research shows that this can be more easily achieved through intensive language courses. Language centres are the vehicles needed to ensure that this becomes a reality. As alluded to above, the language centres will also provide language support for parents and pupils and will also have provision for professional learning and Welsh for Adults.

2.4 Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

<http://newsroom.carmarthenshire.gov.uk/media/1214148/gd4808-taflencymraegiplant4-002.pdf>

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwyeithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

<https://www.carmarthenshire.gov.wales/media/1216432/being-bilingual.pdf>

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

<http://newsroom.carmarthenshire.gov.wales/media/1216436/welcome-pack.p>

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills.

3. The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Assembly Member (AM) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	Local Police and Crime Commissioner
Communities for Work +	SEN Partners
Communities for Work	All relevant unions
Legacy	Fusion
LA Special Educational Needs Division	ERW – Education through Regional Working
Families First Carmarthenshire	Child Care / Early Years
Flying Start	Public Services Board
Welsh Language Commissioner	

Copies of the consultation document will be sent to the Headteacher and Chair of Governors of the surrounding catchment area schools.

June 2019.

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 on page 16.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

<https://www.snapsurveys.com/wh/s.asp?k=155299365177>

Letters should be sent to the following address by no later than noon on 17th June 2019.

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

Drop in Session

There will be an opportunity to attend a drop in session to ask questions and discuss the proposal at the following location:

Location	Date	Time
Ysgol Rhys Prichard School Hall	13 th May 2019	5 – 7 pm

Consultation with Pupils

There will be an opportunity for the pupils of Ysgol Rhys Prichard to participate in the consultation process during a session which will be conducted at the school.

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 Report

A consultation report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. 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 Ysgol Rhys Prichard. 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).

Statutory Objection Period

The statutory 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:

7 th May 2019	Issue of this consultation document to identified and other interested parties.
17 th June 2019	Closing date for views on the proposal to be received by the Department for Education and Children.
10 th September 2019	<p>A Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a 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>
October 2019	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.
February 2020	<p>Deadline to notify parents of intention to implement proposal.</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>

4. School (s) affected by this proposal

School Name		Ysgol Rhys Prichard	Ysgol Carreg Hirfaen	Ysgol Llangadog	Ysgol Dolafon Powys CC	Sennybridge CP Powys CC
School Location		SA20 0HY	SA48 8ET	SA19 9HP	LD5 4RD	LD3 8RS
County		Carmarthenshire			Powys	
Age Range		4-11	4-11	4-11	4-11	4-11
School Category <small>(Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])</small>		Community	Community	Community	Community	Community
Language Medium Category (PLASC)		Welsh Medium	Welsh Medium	Welsh Medium	English Medium	Dual Stream
Number of registered Pupils (January 2018)	Nursery	21	12	8	7	14
	Reception – Y.6	183	131	92	58	125
	Total	204	143	100	65	139
Number of pupils previously on the register	January 2017	199	144	93	67	121
	January 2016	167	120	93	77	122
	January 2015	189	116	92	72	112
	January 2014	177	102	100	70	110
Pupil Proje	January	197	154	92	63	147

	2020					
	January 2021	200	153	89	63	147
	January 2022	197	153	95	60	145
	January 2023	198	151	91	55	145
Capacity (including nursery)		222	166	116	69	102
Cost per pupil (2018/19)		£3,516	£3,580	£3,260	£4,302	£4,014
School Budget		£717k	£512k	£326k	£266,461	£516,509
School Categorisation (2018)		Yellow	Yellow	Yellow	Green	Amber
Estyn Inspection Result LINK		Estyn				
Building Condition Category		B	A	C	B	C

5. The Proposal - Ysgol Rhys Prichard

The Proposal

The proposal is to change the nature of provision of Ysgol Rhys Prichard to Welsh medium.

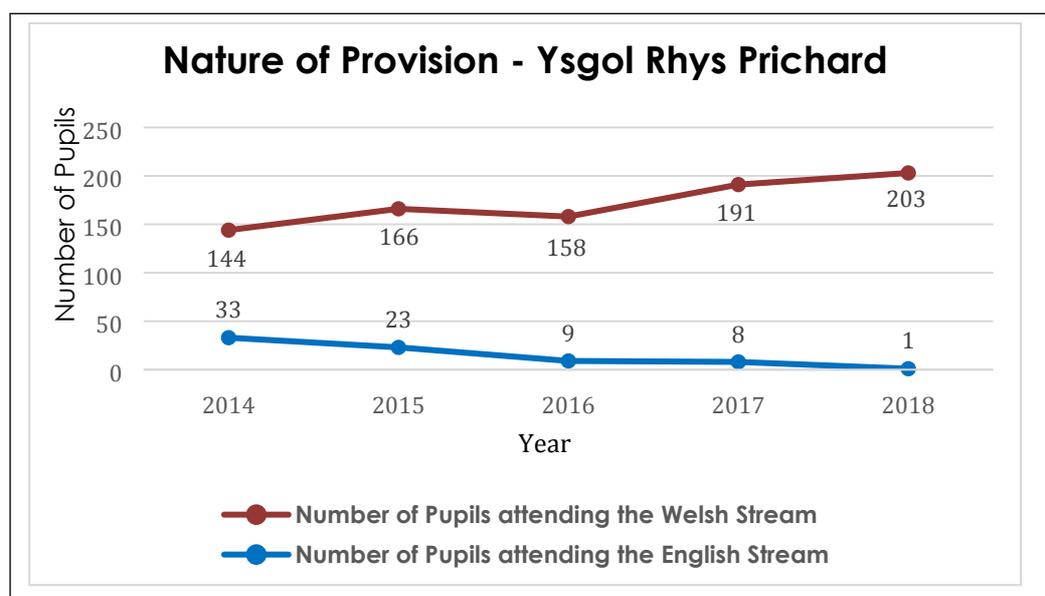
Background

Ysgol Rhys Prichard is a transitional working towards Welsh medium (former dual stream) 4-11 primary school located on the outskirts of Llandovery and serves the town and the surrounding rural area.

Rationale for Change

Over the last 4 years there has been a sustained increase in the number of pupils choosing to enter the Welsh medium stream and a fall in the number of pupils choosing to enter the English stream.

The chart below shows the number of pupils within the language streams at Ysgol Rhys Prichard between January 2014 and 2018 (PLASC).



As can be seen from the chart there was only 1 pupil attending the English stream in January 2018.

Whole School English / Welsh Split – Ysgol Rhys Prichard

		Foundation Phase Part Time	Foundation Phase Full Time	Key Stage 2	Total
2018	English Medium	0	1	0	1
	Welsh Medium	0	99	104	203
	Total	0	100	104	204
2017	English Medium	0	0	8	8
	Welsh Medium	0	95	96	191
	Total	0	95	104	199
2016	English Medium	0	1	8	9
	Welsh Medium	0	81	77	158
	Total	0	82	85	167
2015	English Medium	0	0	23	23
	Welsh Medium	0	87	79	166
	Total	0	87	102	189
2014	English Medium	0	0	33	33
	Welsh Medium	0	83	61	144
	Total	0	83	94	177

(January PLASC Data)

As can be seen from the table above, the number of pupils attending the English stream has declined substantially from 33 in 2014 to 1 in 2018.

Advantages and Disadvantages of the proposal

Advantages

- Increased opportunities for access to Welsh medium education from the start of their education.

- Ensures that the school can accommodate future demand for Welsh medium school places.
- Providing pupils with linguistic choice.

Disadvantages

- Statutory process required to implement the proposal
- Local community resistance to proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement process.	- Follow guidelines as set out in the School Organisation Code 2018
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 2018

Financial Implications – Revenue

Ysgol Rhys Prichard 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.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Rhys Prichard Primary School.

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

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 – Status Quo (school remains unchanged)

Advantages	Disadvantages
No change for stakeholders	Does not meet the aims of WESP
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050

Option 2 – Change the nature of Foundation Phase provision only (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases opportunity to become a bilingual learner	Requires Statutory Process
Parental choice of language medium remains in Key Stage 2	Missed opportunity to provide a Welsh medium school / education
Supports the aims of the County's WESP	
Provides pupils with linguistic choice	

Option 3 – Change the nature of provision of the whole school to Welsh medium (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Maximises opportunity to become a bilingual learner	Requires Statutory Process
Meets the aims of WESP	
Provides pupils with linguistic choice	

New proposed school building for Ysgol Rhys Prichard

Within Carmarthenshire Council's 21st Century Schools band A funding envelope of £86.7m we are proposing to relocate Ysgol Rhys Prichard from its current site to the former Ysgol Pantycelyn secondary school site. The proposal will increase capacity to 240 pupil places with provision for an external cylch meithrin integrated into the new school building (the cylch meithrin is currently occupying a small mobile situated next to the dining school building).

This project will offer improved primary education provision as well as excellent community facilities making the school a community hub for the town of

Llandovery. Relocating the school provides an excellent opportunity to develop a true community school with improved facilities which are not available at the current Ysgol Rhys Prichard school site.

It is proposed that the new school site will enhance primary provision and include the following facilities which are not available at the current Ysgol Rhys Prichard school site;

- Large Hall which can be shared with the local community
- Rugby pitch
- Enhanced external areas with outdoor play
- MUGA – Multi Use Games Area
- Existing swimming pool (adjacent to school building)
- Opportunity to include an area for community enterprise
- Hard/Soft play areas
- Provision for Cylch Meithrin integrated into the new school building
- Separate Cylch Meithrin play area

The proposal will also include site improvements to meet current standards:

- The entrance to the building will be re-designed to improve access and provide a focal point for the school
- Enhanced parking and drop off points with staff and visitor parking provision with bus bays and segregation of pedestrians and vehicles on site
- Canopied Areas
- Improved pupil safety – Secure by Design

Capital Receipts

Any capital receipts received as a result of this proposal will be re-invested into the Modernising Education Programme.

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.

School Catchment Area

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

Secondary School Transfers

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

DRAFT

6. Evaluation of Present Arrangements

Quality and standards in education

Standards

Nearly all pupils make good progress throughout the Foundation Phase in each area of learning and make excellent progress in Welsh as noted by Estyn.

By the end of key stage 2, most pupils write clearly and interestingly in a wide range of forms and for a variety of purposes in both languages as reported by Estyn.

Teaching and learning experiences

In general, the quality of teaching is good. In most cases, it succeeds in engaging pupils and develops their skills, knowledge and understanding firmly as they move through the school.

The school provides a wide range of stimulating learning experiences, which engage pupils' interest in lessons and through external visits. These visits to the community and further afield makes a positive contribution towards enriching pupils' experiences.

Schemes of work throughout the school are comprehensive and purposeful for developing pupils' literacy, numeracy and information technology skills. Staff plan activities to respond to most pupils' needs.

Provision for developing Welsh is a clear strength as the school is transforming linguistically. Provision offered to pupils in the Foundation Phase is very effective and this develops clearly as pupils move through to key stage 2. The emphasis given to the Cwricwlwm Cymreig is also one of the school's obvious strengths.

They plan a range of interesting and appropriate activities and the good quality of learning strategies contributes effectively towards pupils' outcomes.

Care support and guidance

The school has sound procedures for tracking pupils' progress and teachers use the information that results from this effectively to identify pupils who need extra support. The teachers provide robust individual education plans for those who need it. Teachers plan the next steps to the pupils carefully and provide bespoke intervention programs for those who need it. The school has effective arrangements for promoting healthy eating and drinking. This has a positive effect on pupils' understanding of issues related to their health and well-being.

Leadership and Management

The headteacher has succeeded in creating a clear vision that is firmly sealed at high expectations. This vision is shared successfully with all the school's partners, ensuring a sound understanding of the overall objectives of the school. It places a strong emphasis on improving the standards and wellbeing of pupils who have begun to have a positive impact on the quality of teaching and teaching in a short period of time. The school's performance management procedures are comprehensive and have now been extended to include the assistants.

Impact of the proposal

Should the proposal be implemented all future pupils will receive their education through the medium of Welsh ensuring that the school is moving along the Authority's WESP in accordance with WG Strategic Plans.

This proposal will ensure that all pupils will gain the opportunity to become bilingual citizens being confident in both Welsh and English equally.

DRAFT

7. Appendix A- Community Impact Assessment

Catchment Area Analysis – January PLASC 2018 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 2018 data, the geographical data in relation to the pupil distribution for Ysgol Rhys Prichard catchment area indicated that of the 204 pupils on roll, 182 lived within the catchment area, whilst the remaining 22 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 36 pupils lived within the Ysgol Rhys Prichard catchment area attended other schools.

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

The school accommodates Community Council meetings as and when required. There is a Cylch Meithrin on the current school site occupying a small cabin adjacent to the school dining block. When the school re-locates to the former Ysgol Pantycelyn school site the Cylch will be integrated into the school building offering seamless transition from early years to KS1 and KS2.

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 8-8.45am.

The pupils also benefit from several after school clubs, which are held on various nights of the week between 3:40pm and 5:15pm.

When the school re-locates to the former Ysgol Pantycelyn school site there will be a bigger hall available to offer varied after school clubs for both the pupils and community as noted below:

- Karate Club
- Tennis Club
- Badminton Club
- School Concerts and Shows
- Eisteddfod for the area
- Côt Meibion Llandovery – Rehearsal
- YFC (Young Farmers Club) – Drama / Rehearsal
- Ballet Club – Concerts (due to stage facility in hall)
- Llandovery Floral Art Shows
- Ad Hoc Concerts for the Llandovery Area

Re-locating the primary school will create a central hub for the pupils and community of Llandovery.

Community Impact

If approved, the proposal will allow increased opportunities for access to Welsh medium education pupil places within the Llandovery area, in line with national and local policies. The new school building will incorporate space for an external cylch meithrin which 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.

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) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Llandovery 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.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 81% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 19.1% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 89.7% of pupils achieved at least Level 4 in Welsh first language whilst 17.2% achieved at least Level 5.

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.

9. 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

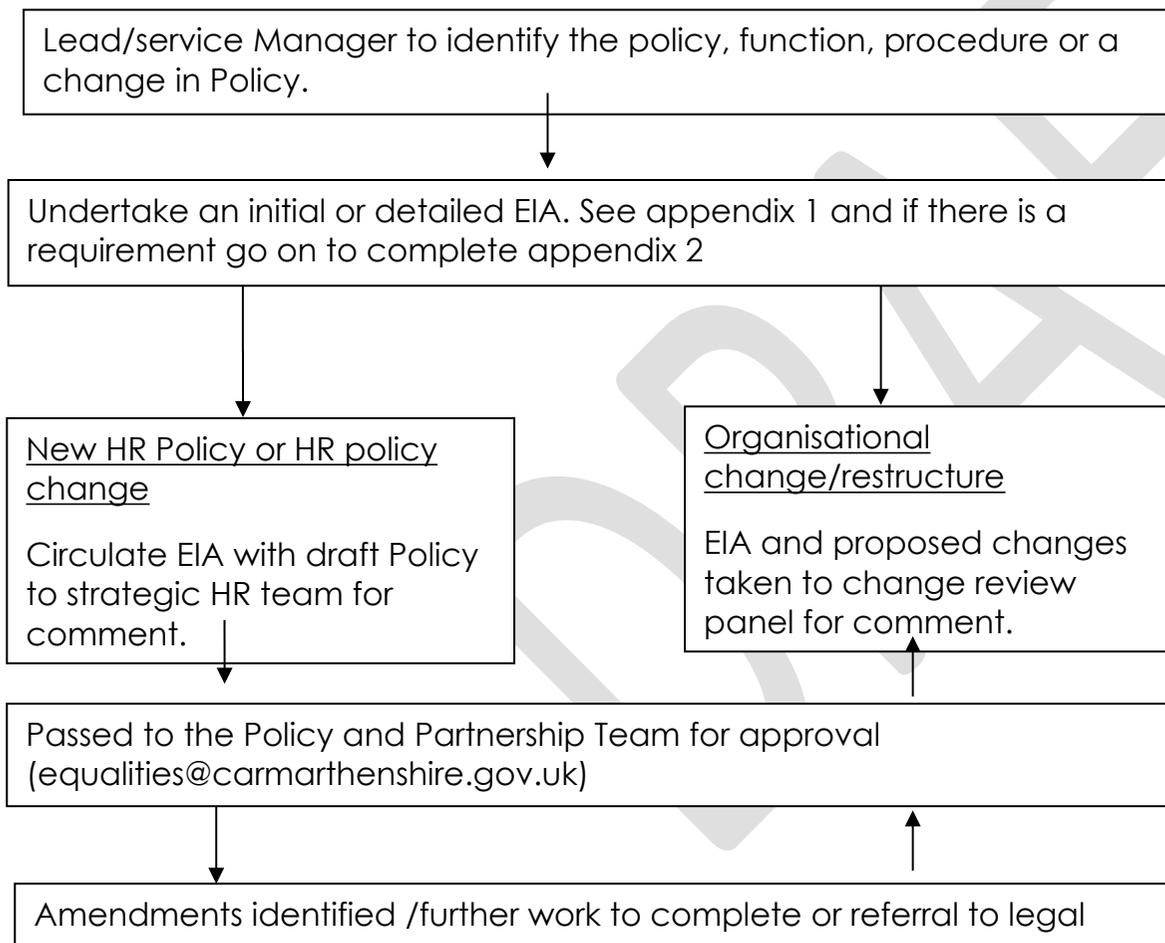
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The scheme is to re-locate Ysgol Rhys Prichard to the former Ysgol Pantycelyn School site with investment to provide a school building with 21 st Century facilities and excellent outdoor areas. As part of this scheme, the proposal is to increase the capacity of the school to 240 with provision for the external Cylch Meithrin to be integrated into the school building.	
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 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	This proposal will increase the number of Welsh medium places available at Ysgol Rhys Prichard and follow the objectives and actions as set out in Carmarthenshire's Welsh in Education Strategic Plan. The scheme will provide the pupils and staff of Ysgol Rhys Prichard with a new school building and facilities which are suitable for teaching and learning in the 21 st Century. 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:- (1) eliminate unlawful discrimination,	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	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?

harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)		effect (N) for each.	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 new school building 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		The increase in capacity will allow greater opportunities for access to Welsh medium education within the Ysgol Rhys Prichard area in line with national and local policies.
Any other area	L		The increase in capacity of the school will not have an effect on schools surrounding the Ysgol Rhys Prichard 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 Ysgol Rhys Prichard with regards to the proposal. Local members have also been fully informed of

		the scheme. Consultation has been undertaken with the Community Council, Cylch Meithrin 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 <input type="checkbox"/> <input checked="" type="checkbox"/> NO
Approved by: Head of Service	Simon Davies	Date: February 2019

LAST PAGE 38

EDUCATION & CHILDREN SCRUTINY COMMITTEE

24th April 2019

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y DDWYLAN, YSGOL GRIFFITH JONES, YSGOL LLANGYNNWR AND YSGOL LLYS HYWEL

To consider and comment on the following issues:

1. The proposal as outlined below and in the attached consultation document;
2. Officers to initiate formal consultation on the proposal during the summer term;
3. That a report is submitted to the Executive Board at the end of the consultation period.

Reasons:

- To support Carmarthenshire's Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with WG Strategic Plans

To be referred to the Executive Board/County Council for decision: Yes

Executive Board – Yes 29 April 2019;

County Council – No

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

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Simon Davies</p> <p>Report Author: Sara Griffiths</p>	<p>Designations:</p> <p>Head of Access to Education</p> <p>Modernisation Team Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246471 SiDavies@carmarthenshire.gov.uk</p> <p>01267 246618 SMGriffiths@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 24th April 2019

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y DDWYLAN, YSGOL GRIFFITH JONES, YSGOL LLANGYNNWR AND YSGOL LLYS HYWEL

Background

On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched **Carmarthenshire's Welsh in Education Strategic Plan** and its vision for a bilingual Carmarthenshire. To achieve this, the authority would need to deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, the attached draft consultation document sets out proposals with regards to the change in nature of provision at **Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwr and Ysgol Llys Hywel.**

The Proposal

The proposal is to change the nature of **Foundation Phase** provision at Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwr and Ysgol Llys Hywel to Welsh medium with the choice of language medium being introduced at Key Stage 2.

Recommendation

E&C Scrutiny Committee is requested to endorse the proposal and recommends to the Executive Board that a formal consultation be initiated.

DETAILED REPORT ATTACHED?

YES: Draft Consultation Document

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: **S. Davies** Head of Access to Education

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

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Corporate Strategy and the Modernising Education Strategic Outline Programme and WESP 2018.

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 proposal may impact on the demand for school places at the school and surrounding catchment area schools. Admissions will be monitored and if required, appropriate action will be undertaken.

6. Staffing Implications

Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.

7. Physical Assets

None

CONSULTATIONS

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

Signed: S. Davies Head of Access to Education

- 1. Scrutiny Committee** – Consulted on 24 April 2019.
- 2. Local Member(s)** – The local members are aware of the proposal and will be consulted during the formal consultation period.
- 2. Community / Town Council** – Will be consulted during the formal consultation period.
- 3. Relevant Partners** – Will be consulted during the formal consultation period.
- 4. Staff Side Representatives and other Organisations** – Will be consulted during the formal 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
Carmarthenshire's Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org

DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION DOCUMENT

Proposal to change the nature of provision at

Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol

Llangynnwr and Ysgol Llys Hywel

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

Gareth Morgans

Director of Education & Children's Services

School Modernisation Section

Sara Griffiths, Modernisation Team 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 246617

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

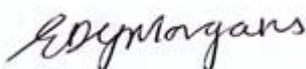
The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phases at **Ysgol Y Ddwylan**, **Ysgol Griffith Jones**, **Ysgol Llangynnwr** and **Ysgol Llys Hywel**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) 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

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

No.	Subject	Page
1	Introduction	6
2	Early Welsh Medium Immersive Provision	7
3	Bilingualism	8
4	The consultation process	13
5	School(s) subject to proposals	17
6	The Proposal- Ysgol Y Ddwylan	19
7	The Proposal- Ysgol Griffith Jones	36
8	The Proposal-Ysgol Llangynnwr	53
9	The Proposal- Ysgol Llys Hywel	71

1. Introduction / Background / Rationale for Change

Current provision / Status Quo / Background

All schools subject to the proposals set out in this document: Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynwr and Ysgol Llys Hywel are dual stream primary schools.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 which aims to move schools along the Welsh language continuum. In light of this, the best way to create confident, bilingual individuals is through immersing pupils in the Welsh language from a very early age.

Rationale for Change

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

"Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace"

As a result, it is the Local Authority's proposal:

- that from 1st September 2020 the nature of Foundation Phase provision of the schools subject to proposals change to Welsh medium education with Dual Stream provision remaining from Key Stage 2 (KS2).

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the schools subject to proposals will receive their Foundation Phase education through the medium of Welsh with the choice of language medium being introduced at Key Stage 2.

This proposal will serve to implement the 7 outcomes noted below as specified by WG in 'Carmarthenshire's Welsh in Education Strategic Plan':

- Outcome 1: More seven year old children being taught through the medium of Welsh
- Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school

- Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh
- Outcome 4: More students aged 14-19 study subjects through the medium of Welsh, in schools, colleges and work-based learning
- Outcome 5: More students who have higher language skills in Welsh
- Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)
- Outcome 7: Workforce planning and continuing professional development

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future
- Successful Futures
- Well-being of Future Generations (Wales) Act 2015
- Welsh Government's Draft Strategy; and
- 21st Century Schools and Education Programme

2. Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also international evidence confirms that 'the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.' Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child's life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

3. Bilingualism

3.1 The advantages of being bilingual

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

<https://www.estyn.gov.wales/sites/default/files/documents/English%20in%20key%20stages%20%20and%20%20-%20June%202014.pdf>

Career

- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence: <http://www.walesonline.co.uk/news/wales-news/welsh-speakers-more-likely-top-6335953>

Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music.

I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I’d be in a very different place. ”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3033609/>
<http://www.telegraph.co.uk/news/science/science-news/12005837/Bilingual-people-twice-as-likely-to-recover-from-a-stroke.html>

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.
- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence: http://www.assembly.wales/NAfW%20Documents/paper_3_-_prof._colin_baker.pdf%20-%202002092010/paper_3_-_prof._colin_baker-English.pdf

3.2 Common parental concerns

'How can I help my child with homework if I don't understand much Welsh myself?'

Pupils in a Welsh school/stream are set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil's age and ability level and therefore should be within your child's reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

'Will pupils who struggle with the Welsh language have to move to an English medium school?'

It is the Local Authority's desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. Support will be provided to all pupils as required through a range of mechanisms and tailored to the individual's needs.

'The children will be confused and their English will suffer.'

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

'Will my child's thinking be affected by being bilingual?'

The answer is "yes", and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

'Will my child be able to cope with learning through the medium of Welsh?'

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by the Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

‘Will learning through the medium of Welsh affect later life opportunities?’

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals’ cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

‘Does learning through the medium of Welsh segregate English speaking pupils/families?’

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools/streams, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

‘Will children with additional learning needs be able to learn through the medium of Welsh?’

Carmarthenshire County Council’s policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally,

an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

3.3 Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

<http://newsroom.carmarthenshire.gov.uk/media/1214148/gd4808-taflencymraegiplant4-002.pdf>

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

<https://www.carmarthenshire.gov.wales/media/1216432/being-bilingual.pdf>

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

<http://newsroom.carmarthenshire.gov.wales/media/1216436/welcome-pack.p>

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills.

4. The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Assembly Member (AM) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

****Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area schools of schools subject to proposals.***

Consultation Period

The consultation period for the proposals starts on 7th May 2019 and ends on 17th June 2019.

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 on page 15.

13

<https://www.snapsurveys.com/wh/s.asp?k=154832236066>

Letters should be sent to the following address by no later than noon on 17th June 2019:

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

Drop in sessions

There will be an opportunity to attend a drop in session to ask questions and discuss the proposal at the following dates and times:

Location	Date	Time
Ysgol Y Ddwylan	14 th May 2019	5-7pm
Ysgol Llys Hywel	15 th May 2019	5-7pm
Ysgol Griffith Jones	16 th May 2019	5-7pm
Ysgol Llangynnwr	17 th May 2019	5-7pm

Please attend the location date and time related to the school subject to proposal that you wish to discuss.

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process during a session which will be conducted at the schools.

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 Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. 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 the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

Statutory Objection Period

The statutory 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:

7 th May 2019	Issue of this consultation document to identified and other interested parties.
17 th June 2019	Closing date for views on the proposal to be received by the Department for Education and Children.
10 th September 2019	<p>A Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a 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>
October 2019	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.
February 2020	<p>Deadline to notify parents of intention to implement proposal.</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>

5. School (s) subject to proposals

		Ysgol Y Ddwylan	Ysgol Griffith Jones	Ysgol Llangynnwr	Ysgol Llys Hywel
School Location		Newcastle Emlyn, SA38 9BA	Station Road, St Clears, SA33 4BT	Penymorfa Lane, Pensarn, Carmarthen SA31 2NN	Whitland, SA34 0QB
Age Range		4-11	3-11	3-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community
Language Category		Dual Stream	Dual Stream	Dual Stream	Dual Stream
Number of registered Pupils (January 2018)	Nursery Age	24	50	37	14
	Reception – Y.6	340	255	273	117
	Total	364	305	310	131
Number of pupils previously on the register	January 2017	327	288	322	134
	January 2016	315	281	319	125
	January 2015	314	272	311	112
	January 2014	293	258	289	112
Pupil Projections	January 2019	364	312	313	138
	January 2020	347	296	311	143
	January 2021	337	295	316	145
	January 2022	333	300	316	147
	January 2023	327	291	316	140
Capacity (including nursery age)		337	337	301	164
Cost per pupil		£3,434	£3,320	£3,302	£3,727
School Budget		£1,250,000	£958,000	£992,000	£492,000
School Categorisation 2018		Amber	Yellow	Green	Green

Estyn Inspection Result	Estyn	Estyn	Estyn	Estyn
Building Condition Category	B	B	B	B

DRAFT

6. The proposal-Ysgol Y Ddwylan

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

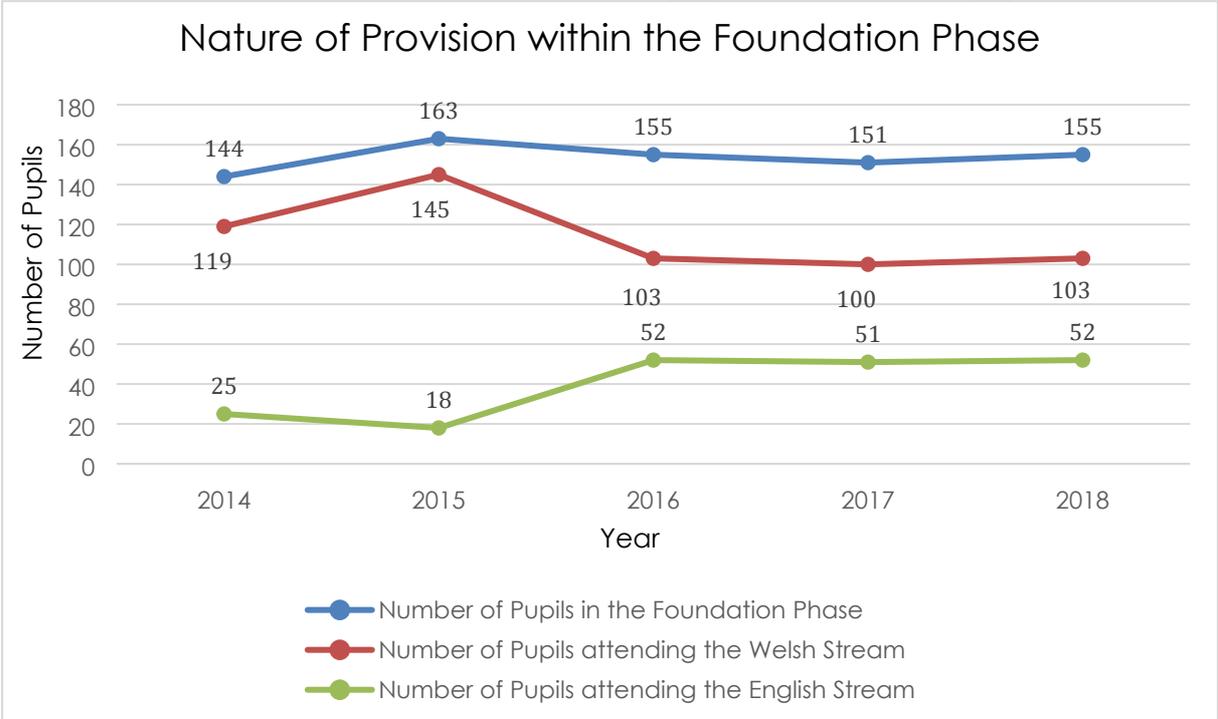
Background

Ysgol Y Ddwylan is a dual stream primary school based in Newcastle Emlyn. The school provides education to pupils between the ages of 4-11 years old.

Rationale for Change

Foundation Phase data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Y Ddwylan between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Y Ddwylan is considerably lower than those attending the Welsh stream Foundation Phase. Pupil numbers in the English stream Foundation Phase ranged between 18-52 during January 2014-2018 whereas pupil numbers in the Welsh stream ranged between 100-145 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 66% attend the Welsh stream whilst only 34% attend the English stream (January 2018).

In comparison with whole school pupil numbers (364 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 14% of the whole school population.

Whole School data

		Foundation Phase	Key Stage 2	Total
2018	Welsh Medium	103	105	208
	English Medium	52	104	156
	Total	155	209	364
2017	Welsh Medium	100	101	201
	English Medium	51	75	126
	Total	151	176	327
2016	Welsh Medium	103	91	194
	English Medium	52	69	121
	Total	155	160	315
2015	Welsh Medium	145	73	218
	English Medium	18	78	96
	Total	163	151	314
2014	Welsh Medium	119	73	192
	English Medium	25	76	101
	Total	144	149	293

(January PLASC data)

As can be seen from the table above, the number of children attending the English stream at Key Stage 2 is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language
- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Y Ddwylan 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.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Y Ddwylan.

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

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	Removes pupils' linguistic choice

School Catchment Area

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

Secondary School Transfers

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

Schools that may be affected by the proposal to change the nature of provision at Ysgol Y Ddwylan:

		Penboyr Church in Wales V A Primary School	Hafodwenog Primary School	Cynwyl Elfed Community School	Ysgol Clydau	Ysgol Y Frenni	Cilgerran Church in Wales VC School	Ysgol Gymunedol Beulah	Ysgol Gymunedol Cenarth	Ysgol Gymunedol Trewen
School Location		Felindre, Llandysul, SA44 5XG	Trelech, Carmarthen, SA33 6RU	Cynwyl Elfed, Carmarthen SA33 6TR	Tegryn Llanfyrnach Pembrokeshire SA35 0BE	Crymych Pembrokeshire SA41 3QH	Cilgerran Cardigan Pembrokeshire SA43 2SB	Beulah Newcastle Emlyn Ceredigion SA38 9QB	Cenarth Castell Newydd Emlyn Sir Gâr SA38 9JP	Cwm-Cou Castell Newydd Emlyn Ceredigion SA38 9PE
County		Carmarthenshire			Pembrokeshire			Ceredigion		
Age Range		4-11	4-11	4-11	4-11	3-11	3-11	4-11	3-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Voluntary Aided	Community	Community	Community	Community	Voluntary Controlled	Community	Community	Community
Language Category		English Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium
Number of registered Pupils (January 2018)	Nursery Age	6	5	7	0	10	14	0	7.5	0
	Reception – Y.6	75	29	66	48	172	107	18	42	18
	Total	81	34	73	48	182	121	18	49.5	18
Number of pupils previously on the Register	January 2017	103	36	71	58	179	120	19	55 + 6	40
	January 2016	112	35	78	63	203	132	29	65 + 6.5	48
	January	106	39	74	53	206	131	31	67 + 11	52

185

	2015									
	January 2014	120	40	69	53	199	129	29	68 + 6.5	52
Pupil Projections	January 2019	77	35	80	55	172	115	19	42	16
	January 2020	72	34	84	57	172	120	13	37	15
	January 2021	74	37	88	56	168	117	11	38	12
	January 2022	75	38	88	59	161	121	10	40	10
	January 2023	76	39	91	58	159	122	7	38	10
Capacity	101	86	94	71	210	133	41	73 + 10 nursery	58	
Cost per pupil	£3,617	£4,665	£3,375	£5063	£3831	£4000	£7607	£4630	£8480	
School Budget	£297,000	£159,000	£246,000	£243,000	£678,000	£456,000	£136,917	£229,196	£152,636	
School Categorisation 2018	Green	Amber	Amber	Yellow	Yellow	Yellow	Amber	Amber	Amber	
Estyn Inspection Result	Estyn									
Building Condition Category	B	B	B	C	A	B	C	C	C	

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

Most pupils make good progress from their starting point and from one phase to another. Many pupils with additional learning needs achieve soundly against their personal targets. Generally, pupils in receipt of free school meals make good progress from their starting point. Most pupils demonstrate a sound knowledge of literacy and numeracy skills and their ICT skills are developing appropriately.

Teaching and learning experiences

Most of the teaching, and its impact on most pupils' learning and progress is good. However, systems to lead and improve teaching and learning are not fully developed and embedded. The identification and sharing of effective practice and its impact on improving learning and teaching across the school as a whole is developing appropriately.

Care support and guidance

The school is a caring community, respecting the pupils' voice and wellbeing. Most pupils are conscientious and take their responsibilities seriously. For example, members of the school council undertake their responsibilities well and as a result they have a sound understanding of their leadership roles within the school. Nearly all pupils understand the importance of eating and drinking healthily, and take part in exercise activities regularly, such as playground games and mile a day activity. Provision for pupils' additional needs is strong and their needs are identified at an early stage.

Leadership and management

- The school's leaders have established a vision and strategic objectives. However, there are inconsistencies in how these are shared and understood and their impact on the outcomes learners achieve.
- Self-evaluation is effective in some areas but not in others. The contribution of self-evaluation to improving standards, learning and teaching is inconsistent.
- The analysis and use of performance data and evidence about the quality of learning and teaching and pupils' work by leaders and staff is not always used well enough to inform strengths and improvement priorities.
- Leaders and staff have a clear understanding of the need to improve outcomes but targets and expectations for pupils' future achievement are not always challenging enough.
- Leaders and staff make suitable links between the outcomes of self-evaluation and improvement priorities in a few areas. Planning and the

use of resources have impacted in some areas but not in others, such as the attainment of pupils eligible for free school meals and other vulnerable groups.

- Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well, for example the cluster literacy project.

Impact of the proposal on the above

- It is a concern that there is a current decline in pupil number intake possibly as a direct impact of a neighbouring Welsh medium 3-19 school which parents are opting for due to the 'wrap around care' offered.
- We need to consider the long term effect on Ysgol Gyfun Emlyn who are currently experiencing a significant decline in pupil numbers due to the influx of pupils selecting the neighbouring 3-19, Welsh medium school. Strengthening the Welsh medium provision in the foundation Phase at Y Ddwylan will support the developing Welsh medium culture at Ysgol Emlyn, in line with the aims of the WESP.
- Currently pupils are taught across 14 classes. There are 8 Welsh medium classes and 6 English medium classes. Nursery age and reception classes are solely Welsh and parents choose a language stream from year 1 onwards.
- The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

Catchment Area Analysis – January PLASC 2018 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 2018 data, the geographical data in relation to the pupil distribution for Ysgol Y Ddwylan catchment area indicated that of the 364 pupils on roll, 138 lived within the catchment area, whilst the remaining 226 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 9 pupils lived within the Ysgol Y Ddwylan catchment area attended other schools.

Taking into consideration the 138 pupils living within the catchment area attending Ysgol Y Ddwylan, and the 9 pupils living within the catchment area but attending other schools, a total of 147 pupils are living within the catchment area of Ysgol Y Ddwylan.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

Ysgol Y Ddwylan offers a Breakfast Club, After School Club and a Holiday Care Club through the medium of Welsh.

Other facilities the school provides e.g. club/play Group/community Council

The hall is used by local groups for fitness lessons. In addition, the local Urdd department also use the hall occasionally.

Effect of the proposal on the school/community

The implementation of the Welsh medium Foundation Phase will ensure that the community of Newcastle Emlyn continues to thrive as a bilingual one and helps towards realising Wales' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school with the opportunity to develop their Welsh language skills from an earlier age.

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) 2017 – 2020. The proposal will allow greater opportunities for access to early Foundation Phase Welsh medium education within the Newcastle Emlyn area.

Language Category

Ysgol Y Ddwylan is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 79.2% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (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 2018 data, 94.1% of pupils achieved at least Level 4 in Welsh first language whilst 29.4% achieved at least Level 5.

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

The school offers at least 7 extra-curricular clubs which provide pupils with additional opportunities to use the Welsh language. These range from creative activities to sports club.

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

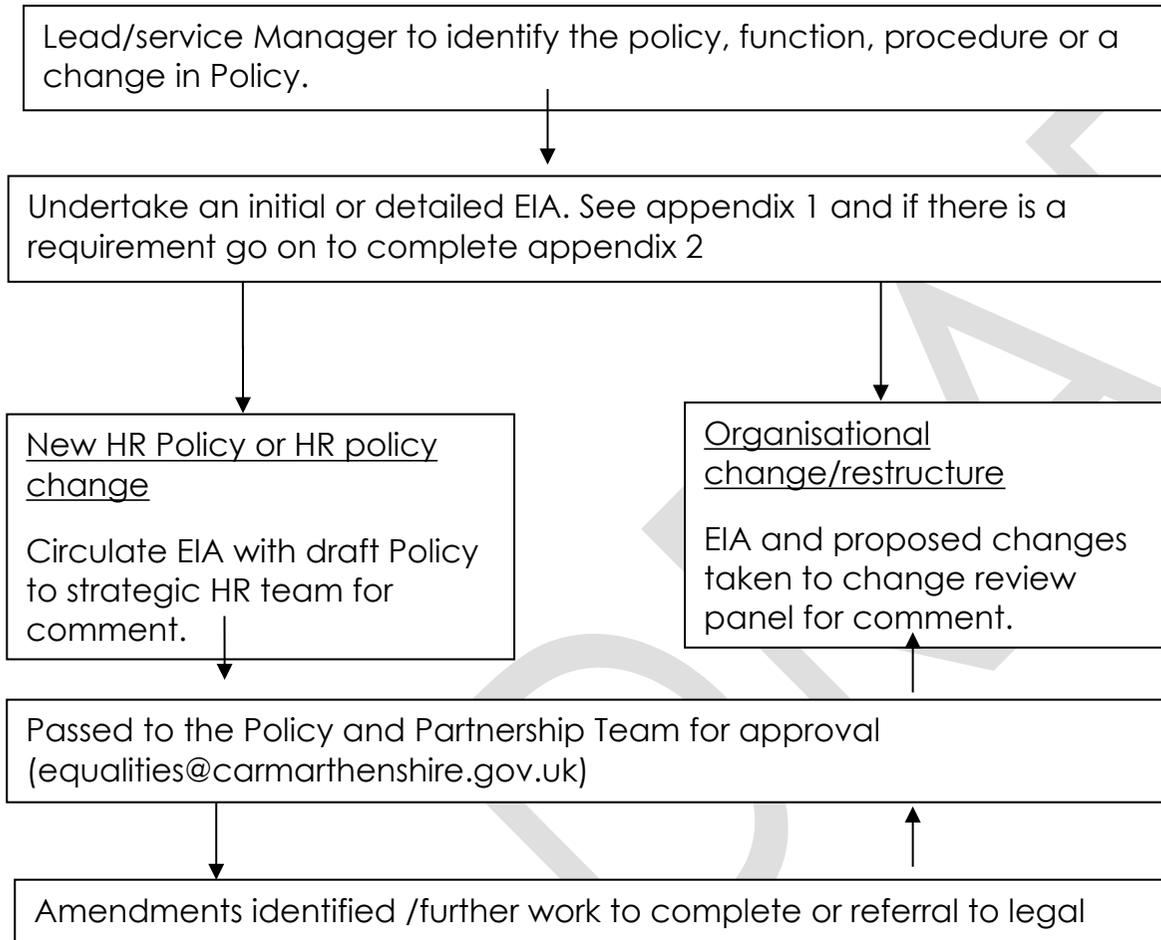
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Y Ddwylan, from dual stream to Welsh Medium.	
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 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Speakers by 2050, Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Y Ddwylan.		
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	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?

different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase Pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.		
	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	Neutral	This proposal is to change the nature of	

			provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
Any other area	L	Neutral		

<p>5. Has there been any consultation/engagement with the appropriate protected characteristics?</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Informal and formal consultation will be undertaken as stated in the School Organisation Code.</p> <p>Appropriate consultation will be undertaken with all relevant stakeholders.</p>
<p>6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.</p>	
<p>7. Procurement</p>	

<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p>8. Human resources</p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p>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)</p>		
	<p>YES <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> NO</p>
<p>Approved by:</p> <p>Head of Service</p>	<p>Simon Davies</p>	<p>Date: March 2019</p>

DRAFT

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

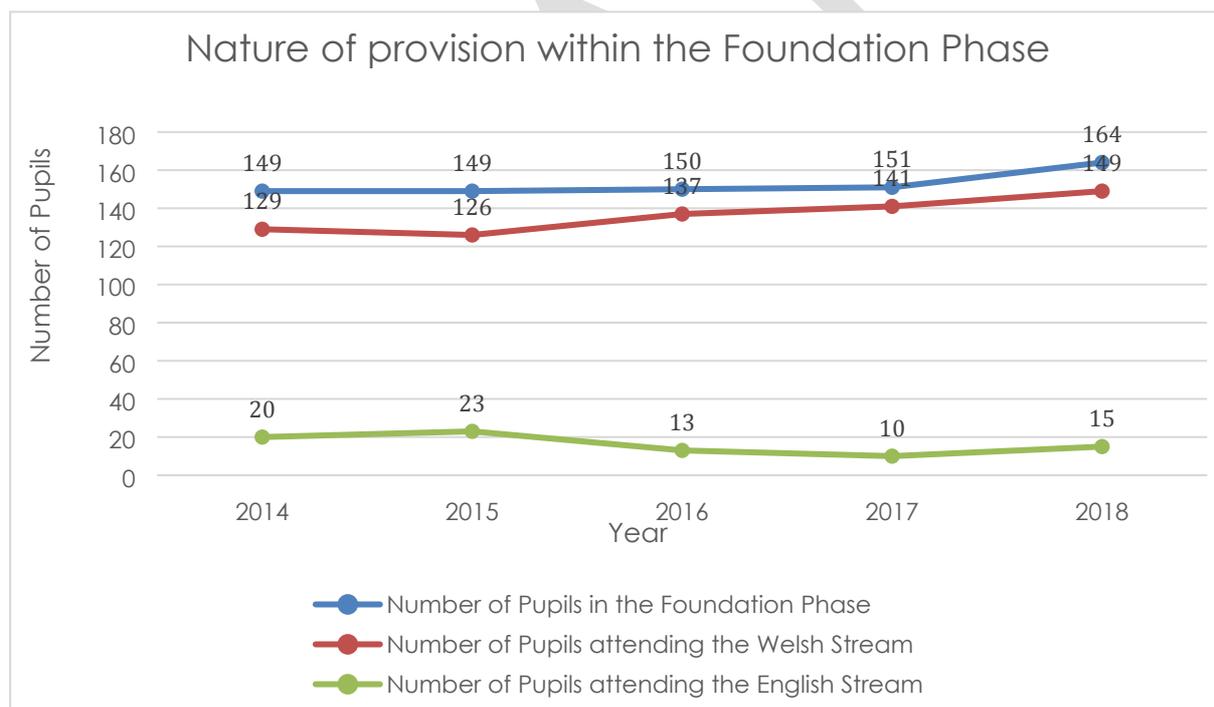
Background

Ysgol Griffith Jones is a dual stream primary school based in the village of St Clears. The school provides education to pupils between the ages of 3-11 years old.

Rationale for Change

Foundation Phase data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Griffith Jones between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Griffiths Jones is significantly lower than those attending the Welsh stream. Pupil numbers in the English stream Foundation Phase have ranged between 10-23 during January 2014-2018 whereas pupil numbers in the Welsh stream have ranged between 126-149 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 91% attend the Welsh stream whilst only 9% attend the English stream (January 2018).

In comparison with whole school pupil numbers (305 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 5% of the whole school population.

Whole School data

		Foundation Phase	Key Stage 2	Total
2018	Welsh Medium	149	101	250
	English Medium	15	40	55
	Total	164	141	305
2017	Welsh Medium	141	99	240
	English Medium	10	38	48
	Total	151	137	288
2016	Welsh Medium	137	94	231
	English Medium	13	37	50
	Total	150	131	281
2015	Welsh Medium	126	80	206
	English Medium	23	43	66
	Total	149	123	272
2014	Welsh Medium	129	72	201
	English Medium	20	37	57
	Total	149	109	258

(January PLASC data)

As can be seen from the table above, the number of children attending the English stream at Key Stage 2 is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language
- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Griffith Jones 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.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Griffith Jones.

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

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	Removes pupils' linguistic choice

School Catchment Area

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

Secondary School Transfers

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

Schools that may be affected by the proposal to change the nature of provision at Ysgol Griffith Jones:

		Ysgol Bro Brynach	Meidrim Primary School	Bancyfelin Primary School	Llansteffan Primary School	Laugharne VC Primary School	Llanmiloe Primary School	Ysgol Llys Hywel
School Location		Llanboidy, Whitland SA34 0EL	Meidrim, Carmarthen SA33 5QN	Bancyfelin, Carmarthen SA33 5ND	Carmarthen SA33 5LN	Laugharne SA33 4TE	Llanmiloe, Pendine, SA33 4TU	Whitland SA34 0QB
County		Carmarthenshire						
Age Range		3-11	4-11	4-11	4-11	4-11	4-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community	Voluntary controlled	Community	Community
Language Category		Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	English with significant Welsh	English Medium	Dual Stream*
Number of registered Pupils (January 2018)	Nursery Age	12	1	3	4	3	5	14
	Reception – Y.6	81	20	32	33	55	33	117
	Total	93	21	35	37	58	38	131
Number of pupils previously on the register	January 2017	96	24	40	32	60	32	134
	January 2016	93	21	41	34	61	36	125
	January 2015	91	20	34	32	64	33	112
	January 2014	96	22	41	35	67	24	112
Pupil Projections	January 2019	91	19	37	36	58	42	138

	January 2020	91	17	34	35	63	44	143
	January 2021	93	20	37	35	61	48	145
	January 2022	93	21	40	37	55	49	147
	January 2023	94	21	35	40	54	46	140
Capacity		120	54	64	62	118	65	164
Cost per pupil		£3,543	£6,502	£4,287	£4,155	£4,111	£3,952	£3,727
School Budget		£329,000	£137,000	£150,000	£154,000	£238,000	£150,000	£492,000
School Categorisation 2018		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green
Estyn Inspection Result		Estyn						
Building Condition Category		A	C	C	B	B	C	B

*Ysgol Llys Hywel is subject to a proposal for a change in nature of provision in the Foundation Phase from dual stream to Welsh medium which can be seen on pages 70-88 of this document.

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

Effective pupil presentations, role play and drama work are used to enhance confidence when communicating in Welsh. This is evidenced in successful regional competitions where communication skills are judged. For example, in Eisteddfodau. By the end of the Foundation Phase (FP) many pupils use their reading skills successfully across the curriculum, and most pupils develop effective writing skills through carefully planned cross curricular opportunities.

Teaching and learning experiences

The quality of teaching across the school and the impact on nearly all pupils' learning and progress is good. Nearly all pupils make good progress in developing their Welsh language skills from their school entry. The school has successfully achieved the bronze level for the 'Siarter Iaith and 'Cymraeg Campus at Key Stage 2' for their Welsh second language learners.

Care support and guidance

There is a thorough tracking system to identify the needs of all learners, for example, Talkabout, ChATT and positive play. As a result, most learners including vulnerable learners make good progress towards their individual targets

Leadership and management

The head teacher and the Senior Management team (SMT) have a clear vision and high expectations for the school. Leaders demonstrate an efficient capacity to plan and implement change and sustain improvement successfully in most areas. Leaders are effective in their analysis and use of the available assessments and monitoring reports about the quality of learning and teaching including pupils' skills. As a result there is a well-developed self-evaluation report (SER) that has a clear link with the school development plan (SDP). Linked with the SER is an effective strategic monitoring procedure that has a positive impact towards developing a shared vision for improving standards, learning and teaching standards. Many priorities within last year's school development plan (SDP) have been achieved.

Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.

Impact of the proposal on the above

Ysgol Griffith Jones provides education through the medium of Welsh and English across two streams. Nursery and reception classes are solely Welsh. Parents choose a language stream from year 2 onwards. Currently pupils are taught across 12 classes. There are 10 Welsh medium classes and 2 English medium classes. Whilst most of the pupils in both stream speak English at home this does not impact on the number of pupils choosing to attend the Welsh stream.

The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

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Catchment Area Analysis – January PLASC 2018 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 2018 data, the geographical data in relation to the pupil distribution for Ysgol Griffiths Jones catchment area indicated that of the 306 pupils on roll, 228 lived within the catchment area, whilst the remaining 78 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 66 pupils lived within the Ysgol Griffith Jones catchment area attended other schools.

Taking into consideration the 228 pupils living within the catchment area attending Ysgol Griffith Jones, and the 66 pupils living within the catchment area but attending other schools, a total of 294 pupils are living within the catchment area of Ysgol Griffith Jones.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

The school provide a breakfast and after school club where a proportion of staff speak Welsh.

Other facilities the school provides e.g. club/play group/community Council

The school is a centre for a number of community activities. Keep fit clubs, gardening club as well as concerts are held in the school hall from time to time e.g. Friendly Dementia concert. The community also takes advantage of the school's sports facilities including the football club and St Clears rugby club.

Effect of the proposal on the school/community

The implementation of the Welsh medium Foundation Phase will ensure that the community of St Clears continues to thrive as a bilingual one and helps towards realising Wales' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school with the opportunity to develop their Welsh language skills from an earlier age. The proposal will ensure that all pupils at the school will be able to access Welsh-medium education and ensure inclusion in terms of linguistic opportunities for pupils.

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) 2017 – 2020. The proposal will allow greater opportunities for access to early Welsh medium education within the St Clears area.

Language Category

Ysgol Griffiths Jones is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 96.4% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 28.6% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 93.8% of pupils achieved at least Level 4 in Welsh first language whilst 56.3% achieved at least Level 5.

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

During the autumn term, extra-curricular clubs were held through the medium of Welsh including a folk dancing club, a fair Trade club and a coding club. Sports clubs are held throughout the year which are again through the medium of Welsh as all school staff are able to speak Welsh. The school competes consistently in the Urdd's competitions, including Cogurdd, sports and the eisteddfod. Full advantage is taken of opportunities to perform through the medium of Welsh in the community e.g. singing in the local church services, singing in the homes of the elderly, taking part in the Town Centre Festival in Carmarthen. The school is working closely with Menter Sir Gâr to inform parents of any opportunities available to use the Welsh language in the community e.g. inviting the Menter to the Christmas fair to share information with parents about their work, giving parents notice of Welsh lessons in the community.

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

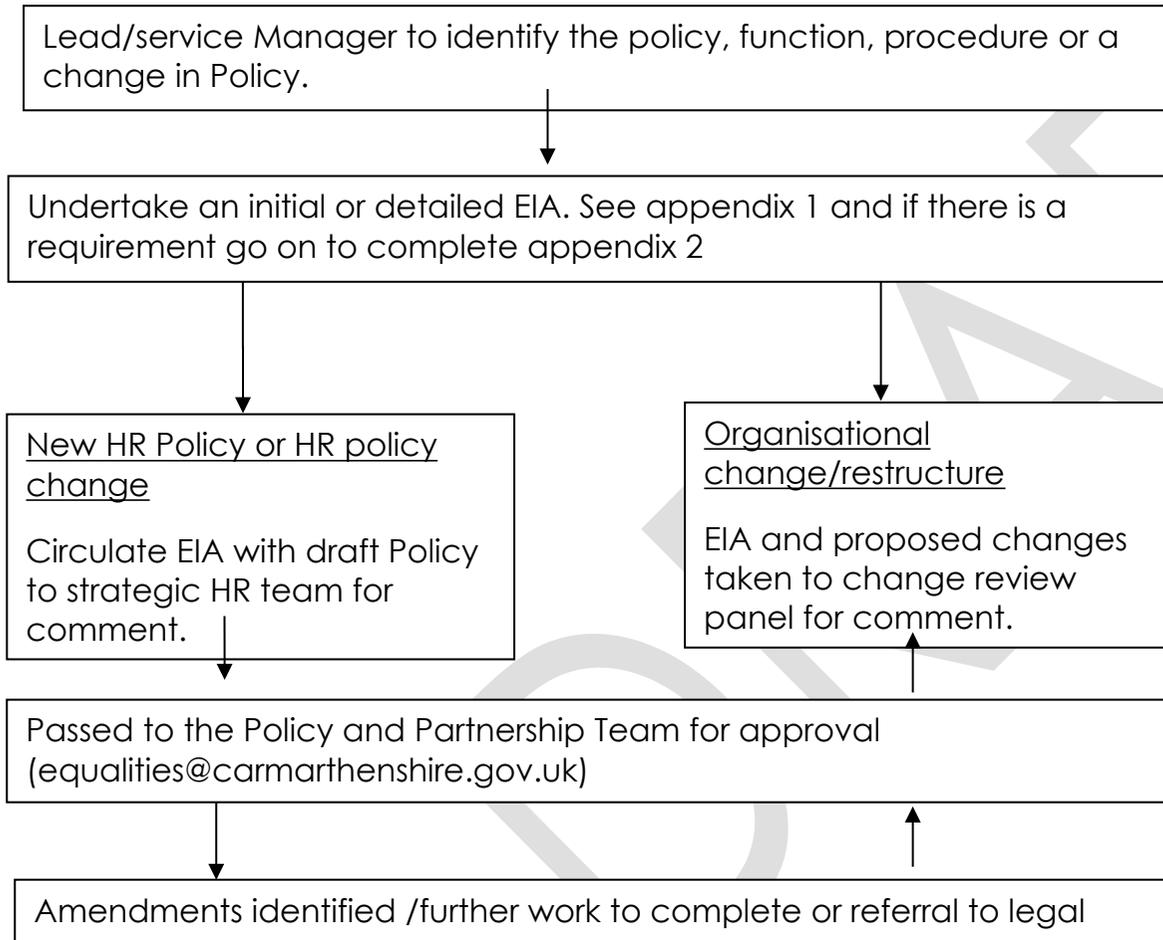
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Griffith Jones, from dual stream to Welsh Medium.	
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 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Speakers by 2050', Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Griffith Jones.		
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	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?

different groups; and
 (3) foster good relations between different groups
 (see guidance notes)

		Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase Pupils will be immersed in the Welsh language.
	Disability	L	ALN pupils will be supported appropriately as required.	
	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	Neutral	This proposal is to change the nature of

				provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

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

YES NO

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

Procurement

2
8
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1
4

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? N/A		
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
Approved by: Head of Service	Simon Davies	Date: March 2019

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8. Ysgol Llangynnwr

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

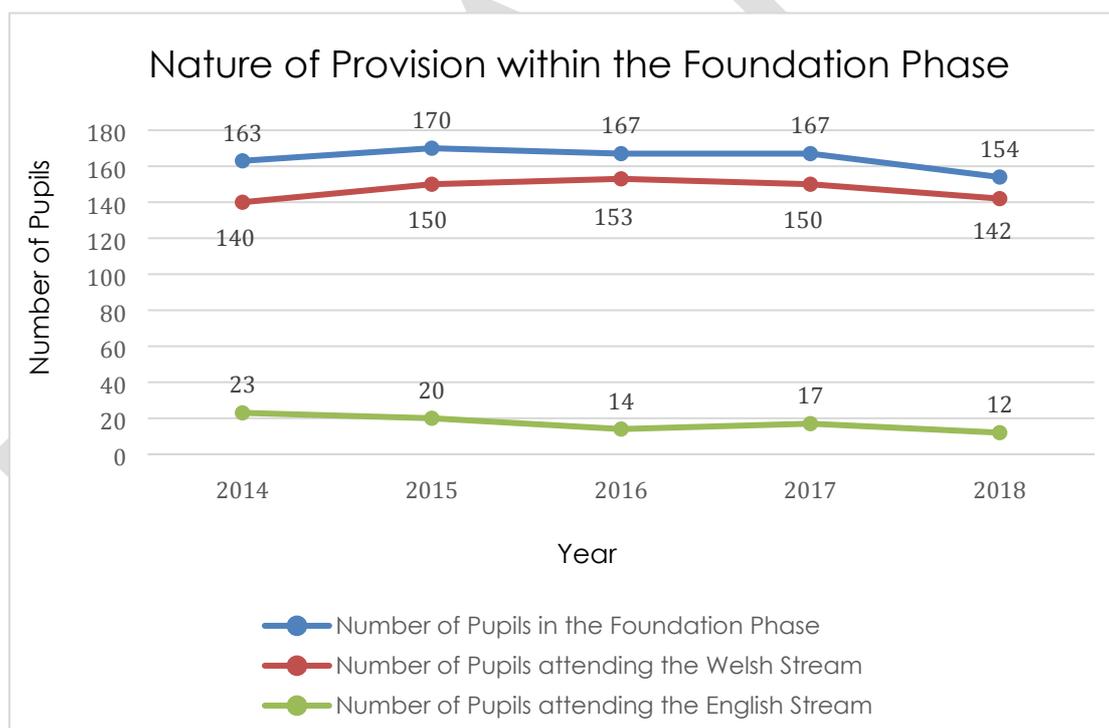
Background

Ysgol Llangynnwr is a dual stream primary school based in the village of Llangunnor in Carmarthen, providing education to pupils between the ages of 3-11 years old.

Rationale for Change

Foundation Phase Data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Llangynnwr between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream within the Foundation Phase have generally been declining since 2014 and stand at 12 pupils in January 2018, in contrast with the number of pupils attending the Welsh stream. When considering the number of pupils attending the Foundation Phase as a whole, 92% attend the Welsh stream whilst only 8% attend the English stream (January 2018).

In comparison with whole school pupil numbers (310 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 4% of the whole school population.

Whole School Data

		Foundation Phase Part Time	Foundation Phase Full Time	Key Stage 2	Total
2018	Welsh Medium	19	123	112	254
	English Medium	0	12	44	56
	Total	19	135	156	310
2017	Welsh Medium	26	124	105	255
	English Medium	0	17	50	67
	Total	26	141	155	322
2016	Welsh Medium	12	141	99	252
	English Medium	0	14	53	67
	Total	12	155	152	319
2015	Welsh Medium	9	141	86	236
	English Medium	0	20	55	75
	Total	9	161	141	311
2014	Welsh Medium	12	128	72	212
	English Medium	0	23	53	76
	Total	12	151	125	288

(January PLASC data)

As can be seen from the table above, it is clear that the number of children attending the English stream at Key Stage 2 is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language

- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Llangynnwr 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.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Llangynnwr.

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

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	Removes pupils' linguistic choice

School Catchment Area

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

Secondary School Transfers

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

Schools that may be affected by the proposal to change the nature of provision at Ysgol Llangynnwr:

	Llangunnor Primary School	Ysgol y Fro	Johnstown Primary School	Ysgol y Dderwen	Myrddin Primary School	Richmond Park Primary School	Abergwili VC Primary School	Nantgaredig Primary School	Llanddarog VC Primary School	
School Location	Penymorfa Lane, Pensarn, SA31 2NN	Llangyndeyrn, Carmarthen SA17 5BW	Johnstown, Carmarthen SA31 3HS	Heol Spurell, Carmarthen SA31 1TG	Heol Disgwylfa, Carmarthen SA31 1TE	Priory Street, Carmarthen SA31 1NN	Abergwili, Carmarthen SA31 2JD	Nantgaredig, Carmarthen, SA32 7LG	Llanddarog, Carmarthen, SA32 8BJ	
County	Carmarthenshire									
Age Range	3-11	4-11	3-11	3-11	3-11	3-11	4-11	3-11	4-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	Community	Community	Community	Community	Community	Community	Voluntary Controlled	Community	Voluntary Controlled	
Language Category	Dual Stream	Welsh Medium	English Medium	Welsh Medium	English Medium	English Medium	Welsh Medium	Welsh Medium	Welsh Medium	
Number of registered Pupils (January 2018)	Nursery Age	37	0	74	59	19	28	3	20	9
	Reception – Y.6	273	33	400	299	82	169	52	168	90
	Total	310	33	474	358	101	197	55	188	99
Number of pupils previously on the register	January 2017	322	32	468	360	104	200	60	198	96
	January 2016	319	33	464	347	85	197	66	201	89
	January 2015	311	35	428	337	81	192	70	215	89
	January 2014	289	40	409	338	89	183	57	224	90
Pupil Projections	January 2019	313	29	472	354	99	198	53	196	98
	January 2020	311	30	476	348	104	200	50	199	101
	January 2021	316	30	474	341	113	202	54	191	101

Page 22	January 2022	316	32	474	353	116	204	49	194	106
	January 2023	316	31	472	351	112	199	46	192	106
Capacity		301	41	459	361	105	214	68	232	94
Cost Per pupil		£3,302	£4,549	£3,075	£3,204	£7,878	£4,287	£3,392	£4,229	£3,314
School Budget		£992,000	£150,000	£1,396,000	£1,107,000	£1,004,000	£847,000	£187,000	£839,000	£310,000
School Categorisation 2018		Green	Yellow	Green	Green	Yellow	Green	Yellow	Green	Yellow
Estyn Inspection Result		Estyn								
Building Condition Category		B	B	B	A	C	B	C	B	C

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

Most pupils achieve at least the expected progress during their time at FP. Nearly all pupils' physical skills develop strongly during their time in the Foundation Phase (FP). Most pupils apply their numeracy skills effectively across subjects, for example, measuring the outline of pupils' bodies to the nearest centimetre in the FP. Most pupils' information and communication technology skills (ICT) are good. For example, most FP pupils consistently record their work effectively and use various apps successively to produce creative writing and art tasks.

Baseline assessment data show that many pupils start school at the expected outcomes. Data trends show that most pupils achieved the Foundation Phase Indicator (FPI) over the past 4 years. Last year most pupils achieved the expected outcome in Welsh (LCW), mathematics (MDT) and personal and social development (PSD). LCE has been the best performing subject with every pupil achieving the expected outcome. However, due to small cohort numbers in the English stream interpreting data trends can be misleading. Above outcome trends have successfully increased over the past 4 years. This year nearly half of pupils achieved the higher outcome in LCW, MDT and PSD. Apart from LCE the school has consistently achieved higher than LA averages in both expected and higher outcomes. Attitudes to learning; Improving Welsh oracy skills in the English stream and pupils' ability in both streams to use the Welsh language when working independently including within informal situations is a school priority.

ESTYN 2017 - Although pupils join the English department with a sound awareness of the Welsh language, most pupils' progress in Welsh is only adequate as they move through the school. By the end of the foundation phase, most use simple sentences suitably when communicating with others. By Year 6, most use simple patterns orally when presenting information about themselves, but they do not use the Welsh language confidently enough in a simple conversation. On the whole, they read fairly confidently and use a suitable range of vocabulary and phrases to write competently. Across the school, in both streams, a minority of pupils do not use the Welsh language when working independently or during informal times.

Teaching and learning experiences

The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good. Most pupils make good progress in developing their Welsh language skills from their school entry. The school has successfully achieved the bronze level for the Siarter Iaith and 'Cymraeg

Campus at Key Stage 2' for their Welsh second language learners. Welsh oracy remains as a school priority in the SDP.

Care support and guidance

There is a thorough and robust tracking system to identify the needs of all learners, for example, Talkabout, ChATT and positive play. As a result most learners including vulnerable learners and MAT pupils make good progress towards their individual targets.

Leadership and management

The head teacher has a clear vision and high expectations for the school. There is a well-developed and thorough self-evaluation report (SER) that has a clear link with the school development plan (SDP). Linked with the SER is a rigorous strategic monitoring procedure that has an effective impact towards developing a shared vision for improving standards and wellbeing. Strong co-operation between the senior management team and staff ensure effective progress on improving school priorities.

PM targets are linked with the new professional standards for teachers and leaders, school priorities and professional development for all staff.

The Governing Body have strengthened their role as critical friends to the school by establishing a strategic committee to focus thoroughly on data and standards. As a result their understanding of the school's performance is very good.

Impact of the proposals on the above

A minority of pupils come from Welsh-speaking homes. Pupils are taught solely through the medium of Welsh in the nursery and reception classes. Parents choose a language stream for their children from Year 1 onwards. Currently pupils are taught across 10 classes. There are eight Welsh-medium classes and two English-medium classes. Pupils with reasonable Welsh ability and knowledge tend to choose the Welsh stream.

The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

Catchment Area Analysis – January PLASC 2018 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 2018 data, the geographical data in relation to the pupil distribution for Ysgol Llangynnwr catchment area indicated that of the 309 pupils on roll, 144 lived within the catchment area, whilst the remaining 165 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 104 pupils lived within the Ysgol Llangynnwr catchment area attended other schools.

Taking into consideration the 144 pupils living within the catchment area attending Ysgol Llangynnwr, and the 104 pupils living within the catchment area but attending other schools, a total of 248 pupils are living within the catchment area of Ysgol Llangynnwr.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

The school provides a variety of after school activities including a bilingual breakfast club and after school club. In addition, the school offers a free Welsh sports club for pupils in years 1 and 2. A number of additional clubs are offered through the medium of Welsh e.g. Choir, Urdd, and running. The school also hosts a Holiday Care Club open to the wider community offering bilingual care. Moreover, the school hosts Welsh medium 'Language and Play' sessions run by Menter Iaith Gorllewin Myrddin.

Other facilities the school provides e.g. club/play group/community Council

The school hires the school to a range of external organizations. 'Sbarc' Club uses the school weekly to host a Christian after school club through the medium of Welsh. The school offers children the chance to attend "Wild Science" bilingual science sessions. Myrddin West Menter use the school to hold their Welsh fitness club. In addition, the Women's Institute hold a monthly meeting at the school (bilingual). Furthermore, Mudiad Meithrin- Cylch Meithrin offers Welsh Medium Education for two and three year olds at school.

Effect of the proposal on the school/community

The implementation of the Welsh medium Foundation Phase will ensure that the community of Llangunnor continues to thrive as a bilingual one and helps towards realising Wales' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school the opportunity to develop their Welsh language skills from an earlier age.

The activities noted above provide pupils and the wider community with the opportunity to use the Welsh language outside the classroom. The school believes that giving people the opportunity to use the Welsh language in informal situations is crucial to nurturing the interest of people in the language and also giving it a wider purpose.

DRAFT

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) 2017 – 2020. The proposal will allow greater opportunities for access to early Welsh medium education within the Llangunnor area.

Language Category

Ysgol Llangynnwr is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 91.2% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 47.1% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 100% of pupils achieved at least Level 4 in Welsh first language whilst 32.1% achieved at least Level 5.

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

The school provides pupils with a number of opportunities to use the Welsh language outside school hours including provision of range of Welsh extra curricula clubs e.g. Choir, Urdd, and running. Moreover, the school offers a bilingual breakfast and after school club which provides pupils with the opportunity to socialise through the medium of Welsh.

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

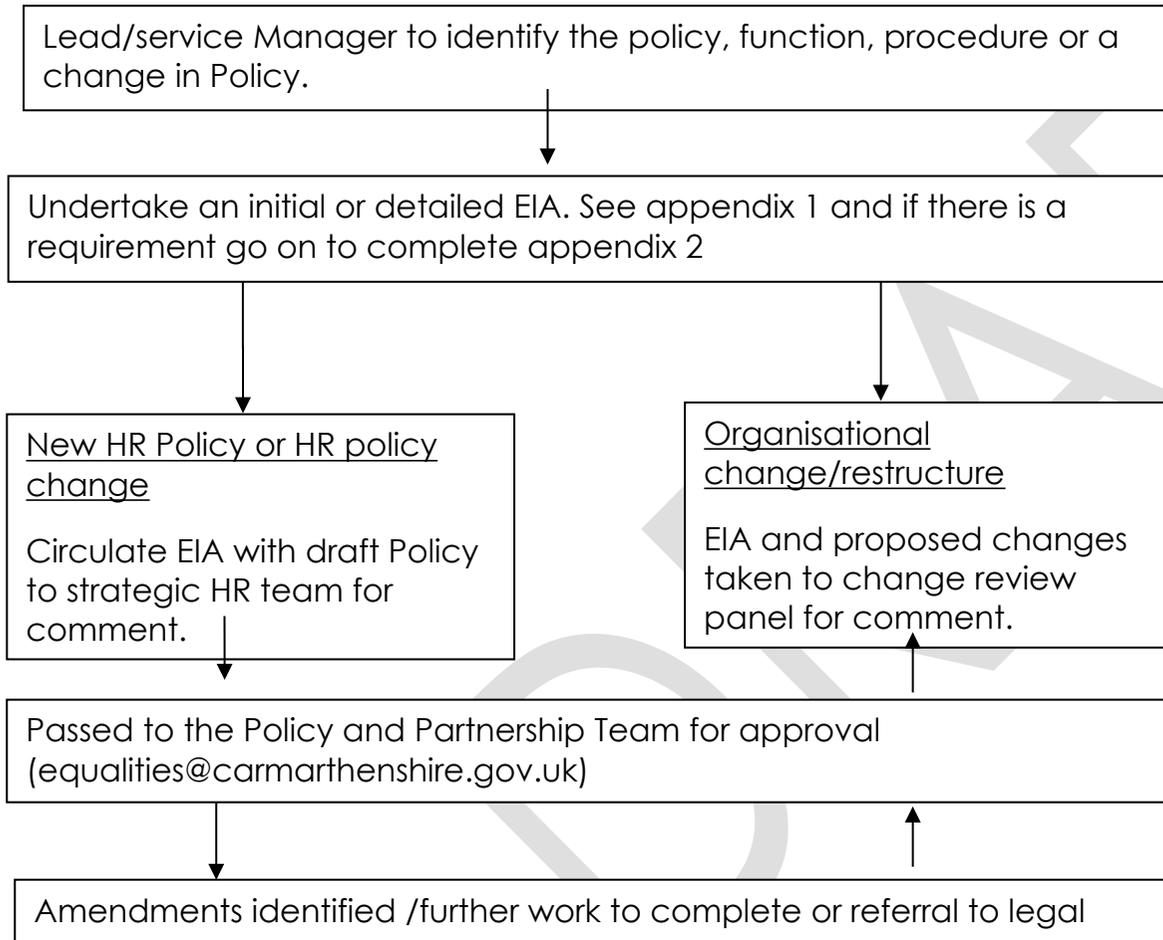
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Llangynwr, from dual stream to Welsh Medium.	
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 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Speakers by 2050', Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Llangynwr.		
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	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?

different groups; and
 (3) foster good relations between different groups
 (see guidance notes)

		Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase pupils will be immersed in the Welsh language.
	Disability	L	ALN pupils will be supported appropriately as required.	
	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	Neutral	This proposal is to change the nature of

				provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

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

YES NO

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

Procurement

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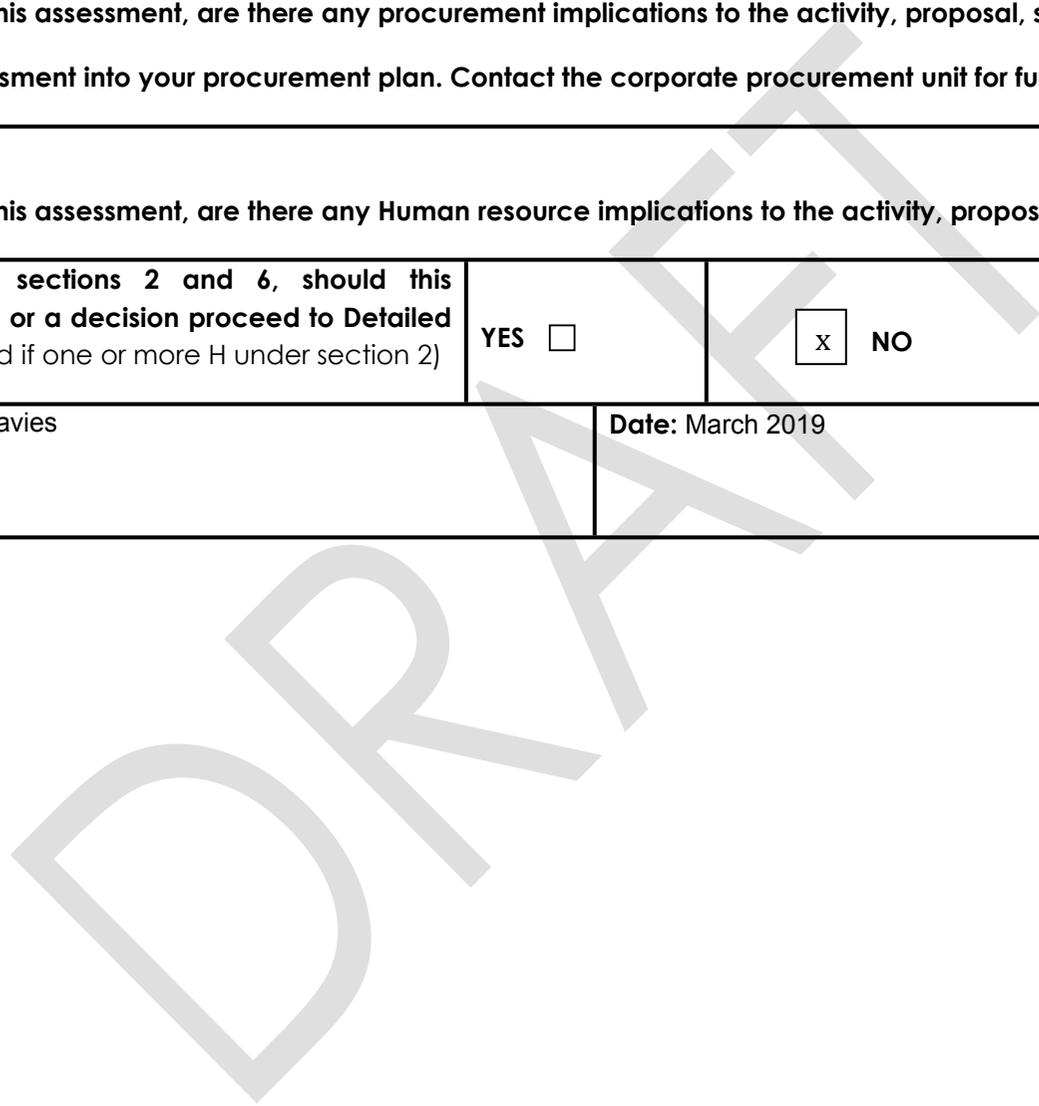
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A
Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.

8. Human resources
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A

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	Simon Davies	Date: March 2019
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9. Ysgol Llys Hywel

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

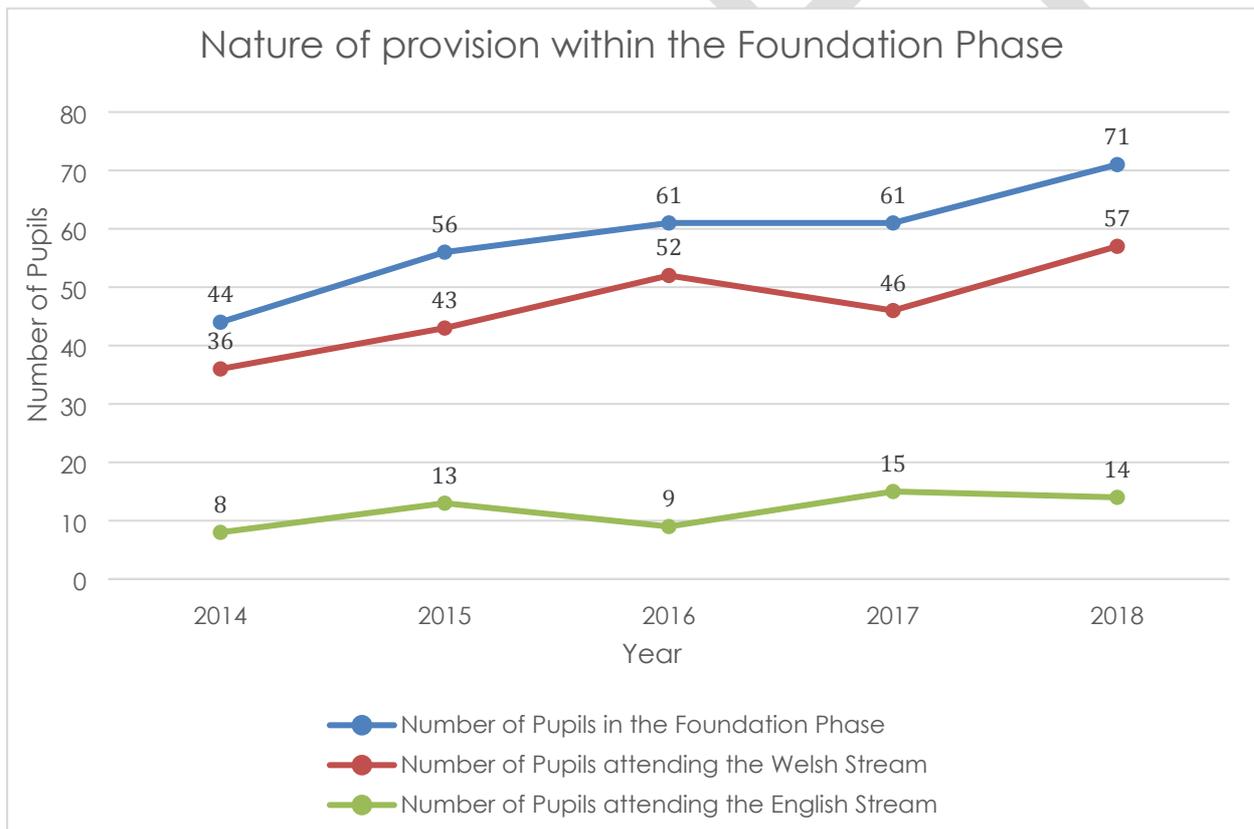
Background

Ysgol Llys Hywel is a dual stream Primary School based in Whitland. The school provides education to pupils between the ages of 4-11 years old.

Rationale for Change

Foundation Phase data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Llys Hywel between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Llys Hywel has been lower than those attending the Welsh stream. The number of pupils attending the Welsh stream Foundation Phase at Ysgol Llys Hywel has ranged between 8-15 pupils during January 2014-2018 whereas pupil numbers in the Welsh stream have increased from 36 pupils in January 2014 to 57 pupils in January 2018.

When considering the number of pupils attending the Foundation Phase as a whole, 80% attend the Welsh stream whilst only 20% attend the English stream (January 2018).

In comparison with whole school pupil numbers (131 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 11% of the whole school population.

Whole School data

		Foundation Phase	Key Stage 2	Total
2018	Welsh Medium	57	27	84
	English Medium	14	33	47
	Total	71	60	131
2017	Welsh Medium	46	34	80
	English Medium	15	39	54
	Total	61	73	134
2016	Welsh Medium	52	30	82
	English Medium	9	34	43
	Total	61	64	125
2015	Welsh Medium	43	25	68
	English Medium	13	31	44
	Total	56	56	112
2014	Welsh Medium	36	35	71
	English Medium	8	33	41
	Total	44	68	112

(January PLASC data)

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language

- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Llys Hywel 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.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Llys Hywel.

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

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	Removes pupils' linguistic choice

School Catchment Area

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

Secondary School Transfers

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

Schools that may be affected by the proposal to change the nature of provision at Ysgol Llys Hywel:

	Ysgol Griffith Jones	Ysgol Bro Brynach	Ysgol Gymunedol Brynconin	Narberth Community Primary School	Tavernspite Community Primary School	
School Location	Station Road, St Clears, SA33 4BT	Llanboidy, Whitland, SA34 0EL	Llandysilio Clunderwen SA66 7SY	Jesse Road Narberth SA67 7FE	Whitland Pembrokeshire SA34 0NL	
County	Carmarthenshire	Carmarthenshire	Pembrokeshire	Pembrokeshire	Pembrokeshire	
Age Range	3-11	3-11	3-11	3-11	3-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	Community	Community	Community	Community	Community	
Language Category	Dual Stream*	Welsh Medium	Welsh Medium	Dual Stream	English Medium	
Number of registered Pupils (January 2018)	Nursery Age	55	12	15	21	17
	Reception – Y.6	255	81	68	279	203
	Total	305	93	83	300	220
Number of pupils previously on the register	January 2017	288	96	79	301	215
	January 2016	281	93	89	329	224
	January 2015	272	91	84	326	209
	January 2014	258	96	77	332	214
Pupil Projections	January 2019	312	91	77	306	233
	January 2020	296	91	75	306	235
	January 2021	295	93	72	306	225
	January 2022	300	93	68	309	224
	January 2023	291	94	69	313	224
Capacity	337	120	89	330	205	

Cost per pupil	£3,320	£3,543	£3789	£3323	£3163
School Budget	£958,000	£319,000	£310,000	£1,089,000	£762,000
School Categorisation 2018	Yellow	Yellow	Amber	Yellow	Green
Estyn Inspection Result	Estyn				
Building Condition Category	B	A	C	A	B

*Ysgol Griffith Jones is subject to a proposal for a change in nature of provision in the Foundation Phase from dual stream to Welsh medium which can be seen on pages 35-51 of this document.

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

The development of the Welsh oral skills of the youngest children in the Foundation Phase is a significant strength. Pupils are quickly able to offer responses spontaneously, and many of them use Welsh voluntarily when speaking to each other. By the end of the Foundation Phase, pupils make clear progress in their oral skills and express themselves confidently and with an increasing level of accuracy. However, pupils in the English stream do not make enough progress in their Welsh oral skills across the Foundation Phase. By the end of the Foundation Phase, many pupils are able to read aloud meaningfully and with appropriate intonation, and make good use of the voice to vary expression.

Teaching and learning experiences

Teaching and learning across the school is good in many classrooms. Where the teaching is good, nearly all pupils are questioned skilfully, working at the appropriate level and the pace of lessons is effective. Many teachers plan well, making appropriate use of 'Incerts' to inform next steps for groups of learners. Where effective use of 'Incerts' is evident, nearly all pupils make very good progress, demonstrating long periods of concentration. Many lessons and activities are stimulating and differentiated purposefully to meet the needs of most pupils.

Nearly all teachers make effective use of support staff and many of these adults question pupils well, encouraging effective learning. The majority of classes provide a stimulating environment for their pupils with a healthy balance between celebrating pupils' work through attractive displays, learning walls and corners. Nearly all staff manage behaviour well, treating all pupils fairly and with respect.

Many changes have been made to the outdoor provision which is vibrant, colourful and inviting. Opportunities for pupils to develop their collaborative skills are good. For example, a group of boys showed great perseverance and excellent team work as they built their boat out of large building blocks.

Pupils have areas to be creative and there is a purposeful area to perform and share their talents.

Bilingualism is strong across the school. For example, all assemblies are bilingual and nearly all staff use Welsh purposefully and effectively throughout the day. Welsh education in the English stream is not isolated to second language sessions. Welsh is introduced in all cross curricular subjects. Language patterns and theme related vocabulary are naturally introduced. Nearly all pupils who have been at the school from the start are making expected or better progress.

However, the very few latecomers to the school influence and affect the progress data.

Care support and guidance

Teacher observations, questionnaires and Speakr are used to identify pupils who do not engage in their learning and staff effectively recognise pupils who are at risk of not engaging. As a result, relevant intervention is provided such as, 'Positive Play' or teachers adapt their styles and approach to meet their needs and demands. The school's online tracking tool demonstrates that most MAT pupils make the expected or better progress in line with their targets.

Leadership and management

The head teacher has a clear understanding of the school's strengths and areas for development and shares the school's vision well with all stakeholders. He has had a positive effect on the managerial aspects of the school, for example by ensuring better consistency in planning across the school.

The school's self-evaluation report (SER) is open and honest, using a variety of monitoring results to make accurate judgements and which notes clearly the areas for development. The recommendations are shared with all leaders including the Governing Body.

There is a purposeful monitoring timetable in place which include the involvement of all leaders and co-ordinators. The increased responsibility over the year has developed the staff's awareness of evaluative report writing and has given them ownership of school action plans. As a result, they have a deeper understanding of their value and purpose and pace of impact is generally good.

Leaders across the school are developing strategies to collate pupils' opinions on their learning and the teaching and are also considering ways of capturing pupils' wellbeing. They are also including all stakeholders in this area of work and are making good use of online questionnaires to gather information and their opinions. Through discussions, the head teacher has recognised the need to develop the inclusive role of the Governing Body within the school's quality assurance processes. The head teacher makes good use of school to school support by visiting similar schools to see good practice. The school is also currently working within a performing learning school (PLS) group in order to improve the learning and teaching within a mixed class.

Impact of the proposal

The school is continually improving as a result of robust and clear direction from the head teacher. The distributed leadership has developed effectively over the last few years, which has led to most staff having a clear understanding of the school's focus and vision. Any proposed changes are discussed and

deliberated in order to ensure a positive impact on the pupils' learning and development. Changes are always planned collegiately so that all stakeholders are involved during any change. The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan. It will provide all pupils joining the school an opportunity to develop their Welsh language from an earlier age. This will provide pupils with a greater range of choice as they progress through the primary school. The head teacher has ensured that there is staffing capacity to meet with this change and suitable professional learning will ensure that all staff have the skills to deliver the curriculum in Welsh. The school will continue to maintain standards and good teaching and learning experience for the pupils. The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an earlier age and it is anticipated that this will lead to a continuously improving school.

DRAFT

Catchment Area Analysis – January PLASC 2018 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 2018 data, the geographical data in relation to the pupil distribution for Ysgol Llys Hywel catchment area indicated that of the 131 pupils on roll, 105 lived within the catchment area, whilst the remaining 26 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 24 pupils lived within the Ysgol Llys Hywel catchment area attended other schools.

Taking into consideration the 105 pupils living within the catchment area attending Ysgol Llys Hywel, and the 24 pupils living within the catchment area but attending other schools, a total of 129 pupils are living within the catchment area of Ysgol Llys Hywel.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

A number of clubs are offered at Ysgol Llys Hywel. The school has a breakfast club which is conducted through the medium of Welsh and which promotes a Welsh ethos celebrating the Welsh culture through listening to Welsh music. Breakfast club and ethos where Welsh culture is celebrated by listening to There is also an after school club run by Welsh speakers whereby various activities are provided for the pupils mainly through the medium of Welsh. On the school site there is a Hywel DDA Nursery School which currently provides up to 30 hours of care and education for pupils from two and a half years up through the medium of Welsh. As part of this provision is Cylch Ti a Fi which offers informal opportunities for parents to chat through the medium of Welsh with the support of the Cylch Meithrin staff. There are strong links with the West Sir Gar Language initiative and the language through play stages are offered to the prospective pupils before they start school. The initiative also provides lessons for adults in the village to support the parents.

Other facilities the school provides e.g. club/play group/community Council

The school is part of a community with many community organisations so not many people use the school's resources. The young Farmers ' movement occasionally use the facilities to conduct acting exercises. There is a school taekwondo club, but this is conducted through the medium of English.

Effect of the proposal on the school/community

The community of Whitland is bilingual in nature. In order to ensure that pupils are able to benefit fully from the community that they belong to, it is vital that they have sound basic skills to be able to communicate informally in Welsh. The implementation of the Welsh Medium Foundation phase will ensure that the community of Whitland continues to thrive as a bilingual one and helps towards realising Wales ' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school the opportunity to develop their Welsh language skills from an earlier age.

DRAFT

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) 2017 – 2020. The proposal will allow greater opportunities for access to early Welsh medium education within the Whitland area.

Language Category

Ysgol Llys Hywel is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 86.7% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 40% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 100% of pupils achieved at least Level 4 in Welsh first language and a 100% of pupils achieved at least Level 5.

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

The school takes an active role in implementing the Welsh Charter scheme which ensures that pupils receive opportunities to use the Welsh language in informal ways. We have already won bronze recognition and are taking action towards the silver award. The school is also very active with the Urdd organisation arranging residential trips to their camps at Llangrannog and Cardiff annually for pupils from both streams, competing in many sporting activities through the medium of Welsh and taking an active part in the local Eisteddfod, regional and national Eisteddfod on an annual basis. Pupils from both streams also have opportunities to attend the Urdd Jambori. The school hosts activity clubs each week. The linguistic medium of those clubs is Welsh and through this they see that Welsh belongs in the context of art, sustainability, cooking, creative and sporting. The school often invites external companies to come and run drama workshops and to make performances for pupils. These performances and workshops are through the medium of Welsh so that pupils appreciate that Welsh is a living language.

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.

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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

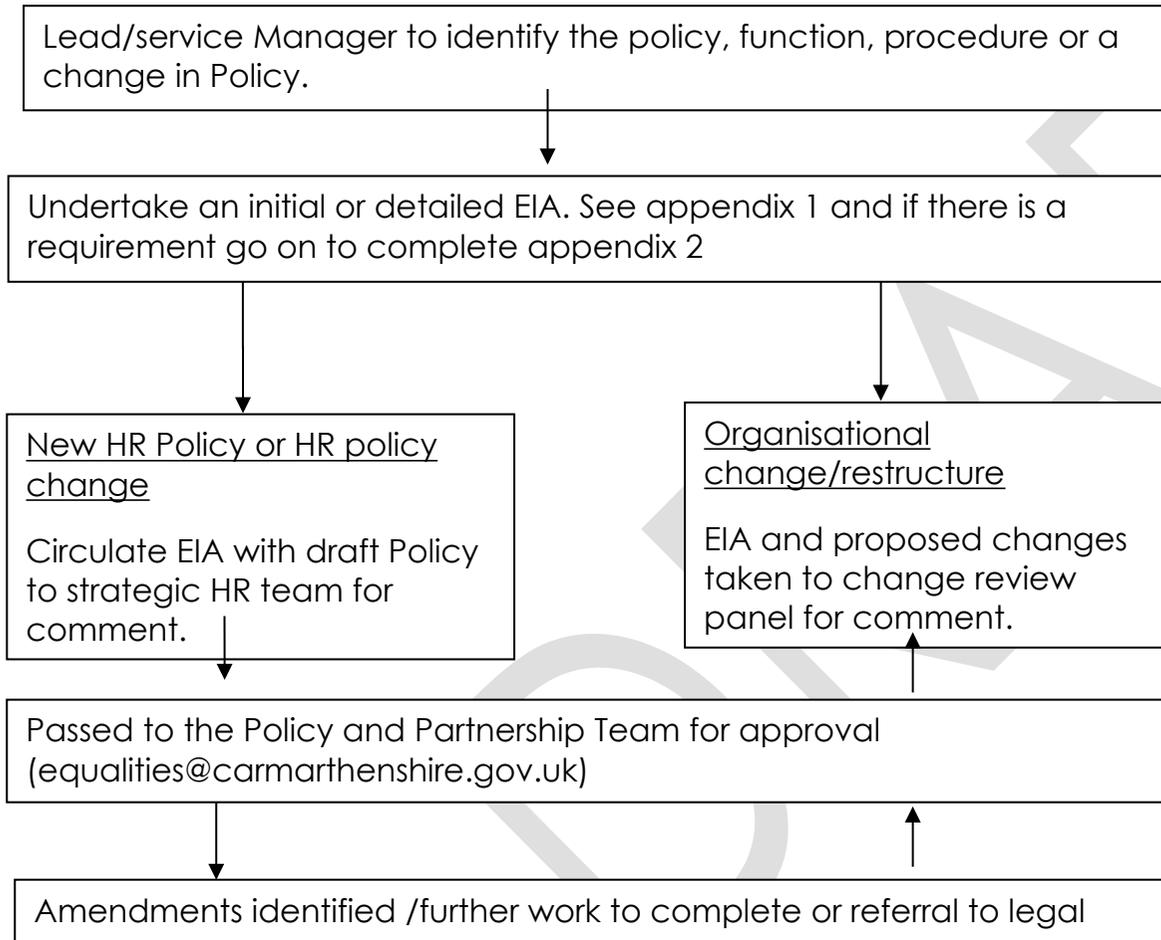
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Llys Hywel, from dual stream to Welsh Medium.	
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 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Welsh Speakers by 2050', Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Llys Hywel.		
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	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?

different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.		
	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	Neutral	This proposal is to change the nature of	

			provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
Any other area	L	Neutral		

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

YES NO

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

7. Procurement

<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p>8. Human resources</p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p>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)</p>		<p>YES <input type="checkbox"/></p>
		<p><input checked="" type="checkbox"/> NO</p>
<p>Approved by:</p> <p>Head of Service</p>	<p>Simon Davies</p>	<p>Date: March 2019</p>

DRAFT

DRAFT

EDUCATION & CHILDREN SCRUTINY COMMITTEE

24th April 2019

Education & Children Scrutiny Committee Task & Finish Group Final Report 2018/19:

*A review of the current provision for early years education, childcare
and play opportunities*

Recommendations / key decisions required:

- To endorse the report and recommendations for further consideration by the Executive Board.

Reasons:

- At its meeting on 14th March 2018, the Education & Children Scrutiny Committee agreed to establish a task and finish group to undertake a review into provision for early years education, childcare and play opportunities
- The recommendations contained within the report have been formulated by the Group following the consideration of a range of evidence over a series of meetings held between May 2018 and February 2019.

To be referred to the Executive Board for decision: YES

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

Chair of the Task & Finish Group:

Cllr. Darren Price

Report Author:

Llinos Jenkins

Designations:

Chair of the Education & Children Scrutiny Committee

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EXECUTIVE SUMMARY

**EDUCATION & CHILDREN
SCRUTINY COMMITTEE**

24th April 2019

**Education & Children Scrutiny Committee Task &
Finish Group Final Report 2018/19:**

*A review of the current provision for early years education, childcare
and play opportunities*

Recommendations (Detailed implementation plan at Appendix 1)

Recommendation One

The Council should make representations to Welsh Government to introduce the childcare offer to all 3-4 year old children.

Recommendation Two

The Council continues to promote the childcare offer widely and should look to develop systems to directly target parents using all available data.

Recommendation Three

The Council should develop closer working relationships with Mudiad Meithrin, Wales Pre-school Providers Association and all other relevant agencies when developing capital bids to Welsh Government, and ensure member involvement specifically in relation to early years education/childcare via the scrutiny function.

Recommendation Four

The Council work with its partners to move away from sessional care to delivering full day childcare, where possible, throughout the County.

Recommendation Five

The Council work with its partners to increase the number of settings which are able to provide Welsh medium childcare, as this would complement the council's corporate objective of increasing the number of Welsh speakers within the County. The Council should also identify and promote Welsh language training for childcare staff.

Recommendation Six

The Council work with Careers Wales and secondary schools to promote childcare as a career option in Carmarthenshire.

Recommendation Seven

The Council build on the current RAG rating system and protect the hardship fund which assists settings facing financial difficulties.

Recommendation Eight

The Council works with schools to develop after school clubs and wrap around care provision. Share the experiences of schools who provide successful after school clubs across the County.

Recommendation Nine

The Council undertake a formal review of its current admissions policy for full time education for 4 year olds (the rising 4s policy). Financial and service impact modelling should be undertaken to inform any change to the policy, which should be along similar lines to other authorities within the ERW consortium.

Recommendation Ten

The Council considers increasing its hourly rate paid to early years education providers, from £3.00 to £4.50, in line with the childcare offer payment.

Recommendation Eleven

The Council should review its current policy of having multiple admission dates for the start of full time education.

Recommendation Twelve

The Council set a corporate ambition to provide early years education and childcare provision on all school sites. This vision should be delivered in partnership with non-maintained providers, but in the absence of a local non-maintained provider, the Council should work with schools, or a cluster of schools, and aim to develop school-managed early years education and childcare provision.

Recommendation Thirteen

The Council works to ensure that every parent or carer receives an information booklet which outlines the benefits of Welsh medium education and bilingualism. The Council ensure that Welsh medium early years education capacity increases across the County, and that strategic planning is undertaken in conjunction with Mudiad Meithrin, WPPA and other partners.

Recommendation Fourteen

The Council reviews its online school admission process, and look to simplify the process for parents and carers, particularly in light of the roll out of the childcare offer.

Recommendation Fifteen

The Council look to further developing work with early years providers to ensure consistent and effective mechanisms for sharing pupil information between non-maintained early years providers and schools during the transitional phase. Effective practice to be shared.

Recommendation Sixteen

The Council develop consistency in terms of the number of hours of early years education being delivered by schools and other providers.

Recommendation Seventeen

The Council review the process by which gaps in play provision are identified throughout the county.

Recommendation Eighteen

The Council provides clarity and focus on areas of the County where play opportunities are deemed to be insufficient.

Recommendation Nineteen

The Council work with schools and local partners to develop a model which would enable community use of school play facilities outside of school hours.

Recommendation Twenty

To lobby the Welsh Government to provide direction to allow community use of school grounds and facilities within school regulations.

DETAILED REPORT ATTACHED?	YES
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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 –** Mudiad Meithrin, Wales Pre-school Providers Association and Play Wales all addressed the Task & Finish Group during its review.
- 4. Staff Side Representatives and other Organisations –** Officers from the Education & Children and Chief Executive’s departments contributed to and supported the work of the Task & Finish Group.

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

NONE

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Contents

Members of the Task & Finish Group	3
Chair's Foreword	4
Introduction	5
1. Review Foundation Phase provision	8
2. Review the Standard of provision	14
3. Review the provision of play opportunities	15
4. Review the provision of Childcare	18
5. 30 Hour Childcare Offer	19
6. Carmarthenshire Schools Admissions Policy	21
7. Conclusions	26
8. Recommendations	27
9. Bibliography	30
10. Glossary	30
11. Appendices	30



Members of the Task and Finish Group



**Cllr. Darren Price
(Chair)**
Gorslas
Plaid Cymru



Cllr. Kim Broom
Trimsaran
Plaid Cymru



Cllr. Dot Jones
Llanon
Labour



Cllr. Jean Lewis
Trelech
Plaid Cymru



Cllr. Bill Thomas
Felinfoel
Labour



Cllr. Edward Thomas
Llandeilo
Independent

Chair's Foreword

I am pleased to present the report of the Education & Children Scrutiny Committee's Task and Finish Group which was established to review the provision of Early Years Education, Childcare and Play provision in Carmarthenshire.

Early Years Education in Carmarthenshire is currently delivered through a mix of local authority maintained settings, and non-maintained settings delivered by private or not for profit organisations.

Some concern had been raised by elected Members and School Governors with regards to the variable nature of school start ages throughout the County and the impact that this was having on admission numbers in some schools.

The Task and Finish Group set out to review the current mix of provision, looking at the type and extent of the provision, the linguistic nature and the standard of provision.

The Task and Finish Group also undertook to review the sufficiency of play provision within the County due to the clear role that play has, in conjunction with early years education and childcare, in contributing to child welfare.

As well as taking evidence from local authority officers, Welsh Government officials and representatives of key organisations such as Mudiad Meithrin and Wales Pre-school Providers Association, we also undertook site visits to maintained and non-maintained settings within the County.

During the course of the review the Welsh Government announced that the all-Wales Childcare Offer for 3 and 4 year olds would be rolled-out across Carmarthenshire from January 2019. This had a significant impact on the work of the Task and Finish Group, and the recommendations reached reflect this.

I hope that the recommendations that we have made will make a positive contribution that will deliver improvements to early years education, childcare and play within Carmarthenshire.

I am very grateful to my fellow members of this group for their input and commitment during this review.

I would also like to extend my gratitude to the officers who have provided specialist advice and support throughout.

Cllr. Darren Price
Chair of the Task and Finish Group

Introduction - The Task & Finish Review

Context

- The Education and Children's Services Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development within their remit. As part of their investigative role, Scrutiny Committees can establish a Task & Finish Group during each municipal year. These are sub-groups of the main committee which are asked to investigate specific issues and report back findings and recommendations for approval before presenting them to the Executive Board.
- The Education and Children's Services Scrutiny Committee agreed in principal to undertake a review into the current provision for early years education, childcare and play, including the following items:-
 - Admissions Policy for Schools
 - Foundation Phase Provision for 3 year olds
 - Standard of provision
 - Play
 - Childcare
 - The New 30 Hour Education/Childcare Offer

Scope of the review

This review will focus on the provision of Carmarthenshire's early years education, childcare and play opportunities.

List of key stakeholders

- Education and Children's Services Department
- School Strategy and Budget Forum
- School Staff
- Non-maintained Sector and Private providers
- School Governors
- Democratic Services
- Other as identified

Membership

Elected Members

6 Elected Members appointed, to reflect the political balance of the Council, as agreed at the Education and Children's Services Scrutiny Committee on 14th March 2018. (Attendance at Appendix A)

Advisors / Support Officers

- Gareth Morgans, Director of Education and Children's Services
- Andi Morgan, Interim Head of Education Services
- Aeron Rees, Head of Curriculum and Wellbeing
- Stefan Smith, Head of Children's Services
- Elin Forsythe, Head of School Effectiveness
- Simon Davies, Head of Access to Education
- Susannah Nolan, Group Accountant
- Sue John, School Organisation and Admissions Manager
- Dylan Jones, School Finance Manager
- Angharad Jones, Challenge Adviser
- Rose Jones, Foundation Phase Training and Support Officer
- Noeline Thomas, Service Manager Children's Services
- Lisa Grice, Childcare & Play Sufficiency Manager
- Caryl Alban, Play Sufficiency Officer
- Heini Jones, Link Teacher
- Michelle Evans Thomas, Principal Democratic Services Officer
- Llinos Jenkins, Democratic Services Officer



The main aims of the review

1. Review Foundation Phase provision

- a. Statutory requirements
- b. 3-11 and 4-11 Schools
- c. Non-maintained settings
- d. Gaps in provision
- e. Linguistic provision

2. Review the Standard of provision

- a. Outcomes of inspections
- b. Themes of success and improvement

3. Review the provision of play opportunities

- a. Statutory requirements
- b. Play Sufficiency Assessment and Strategy.
- c. Play opportunities across the County
- d. Gaps in provision
- e. Impact of Asset Transfers

4. Review the provision of Childcare

- a. Availability across the county
- b. Availability of Welsh language provision
- c. Gaps in provision

5. 30 Hour Childcare Offer

- a. Requirements
- b. Carmarthenshire Scheme

6. Carmarthenshire Schools Admissions Policy

- a. Statutory requirements
- b. Current Policy
- c. Adjoining Council policies
- d. School start age research and impact on partnerships
- e. The effect of a change to policy

7. Conclusions

8. To formulate recommendations for consideration by the Executive Board

1. Review Foundation Phase Provision

(a) Statutory requirements

Section 118(1) of the School Standards Framework Act 1998 states that local authorities must secure the provision of sufficient part-time and full-time nursery education for children in their area who have not obtained compulsory school age or such age as may be prescribed in regulations by the Welsh Ministers. The Welsh Government considers that for a local authority to satisfy its duty to secure sufficient nursery education for children in its area, it must secure a minimum of 10 hours a week of Foundation Phase Nursery (FPN) provision either in a maintained and/or non-maintained setting during school terms. Local authorities should make arrangements to secure the delivery of a minimum of 10 hours a week of FPN for the same number of weeks as the normal school year (i.e. 39 weeks) in maintained settings such as school-based nursery and/or non-maintained settings such as a day nursery, playgroup or Cylch Meithrin ensuring flexibility and accessibility for parents. The guidance also states that when planning and delivering provision, local authorities should:

- effectively plan for the delivery of sufficient high quality FPN places to be offered to all parents of eligible children
- take into account the need for partnership working with the non-maintained and the maintained sector to secure the most appropriate provision
- ensure that FPN places are available within reasonable travelling distance of a child's home if this is the family's preference (including possible cross border arrangements)
- ensure that enough Welsh medium provision is available
- ensure that those children with additional learning needs have access to suitable FPN provision
- work with providers in settings and schools to ensure they are aware of the benefits and requirements of delivering FPN
- provide information, advice and training to providers to ensure quality FPN provision and effective transition between settings and schools for children
- provide information, advice and support to parents on FPN and identify the benefits of their child taking up their government-funded FPN place
- clarify what provision is available to parents in their area and provide support in parental choice of provision
- take account, through their Childcare Sufficiency Assessment, of the barriers to flexible delivery by providers and identify ways to ensure that provision is delivered to support parental choice
- take account, through their Childcare Sufficiency Assessment, of the barriers to parents/children accessing FPN and look to ways to improve flexibility and innovation
- monitor take up and quality of service, and intervene to ensure quality as and when appropriate
- adapt provision to take account of the Childcare Offer, actively aligning FPN with local childcare to enable families to take up the whole 30 hours.

Local authorities should, with their partners, look at the way they commission and deliver FPN in both maintained and non-maintained settings, its accessibility to families, staffing and quality so that children can maximise the value it provides. FPN can and should be delivered in any settings that can evidence the necessary quality and should not be delivered exclusively in certain settings that result in families being unable to logistically access FPN. Parents should be offered a choice of FPN settings which would work for their family

circumstance, and fit with their childcare needs. Local authorities should engage and discuss with their stakeholders, including families and providers, and plan how they could increase awareness and work more flexibly with the sector to take this forward on a local level. In addition, local authorities should ensure synergy between FPN and wrap around childcare, with a particular focus on how provision can ensure that eligible parents take up the full 30 hours of the Childcare Offer.

(b) 3-11 and 4-11 Schools

The following delivery models are used within Carmarthenshire to provide Foundation Phase provision (Appendix B) –

Approved Non-Maintained Settings are registered and regulated by the Local Authority to deliver part time education. These settings are obliged to offer parents/guardians 10 hours a week free education acknowledged as Foundation Phase Nursery provision.

Non-Maintained Settings - They include (but are not limited to) nurseries, playgroups and cylchoedd, often in conjunction or under the membership of WPPA or Mudiad Meithrin. These settings will offer early years child care and may also offer education.

Flying Start - Children aged 2-3 years, living in Flying Start areas are entitled to funded part-time childcare for 12.5 hours per week, (two and a half hours per day), Monday to Friday for 42 weeks of the year.

	Provision	School age range
Type 1	Approved non-maintained settings delivering Flying Start provision and part time FPN provision	4-11
Type 2	Flying Start provision within school premises and School delivering FPN provision	3-11
Type 3	School delivering part time FPN provision, no other provision within school premises	3-11
Type 4a	Approved non-maintained setting delivering part time FPN provision within School premises	4-11
Type 4b	Approved non-maintained setting delivering part time FPN provision in close proximity to School premises	4-11
Type 5	No part time education in close proximity	4-11
Type 6	School delivering part time FPN provision with non-maintained setting delivering wrap around care provision within school premises	3-11

On the 19th September 2018, the group undertook three site visits to view some of the different models within the county-

Site visit to Old Road Primary School- Type 4a (a non-maintained establishment delivering part-time education to 3 year olds within the school premises).

Old Road Nursery is registered as sessional care and is approved to deliver part time FPN places either in the morning or afternoon. Old Road School recognised that there was a demand for provision within the area and thus leading to the School establishing a non-maintained setting to deliver care provision within their establishment. The care provision quickly presented the School with a significant number of parents and children who could benefit from accessing FPN provision, if it was accessible. The Local Authority also recognised following an extensive review in 2016 that there were insufficient FPN places in certain areas across the Local Authority, in particular Old Road catchment area. Hence it was agreed that the Local Authority following a comprehensive process approved Old Road Nursery to deliver FPN provision in January 2018. The non-maintained setting has gone from strength to strength with numbers rising and children showing a smooth and effortless transition into full time education the term of their fourth birthday. In addition, the school and non-maintained setting are eager to work together in the future plan to extend their hours to full day care, in order to participate in the 30 hour education and childcare offer. At this setting the head teacher is also a member of the managing committee who have overall responsibility of the nursery, evidencing how a school and non-maintained setting work collaboratively.

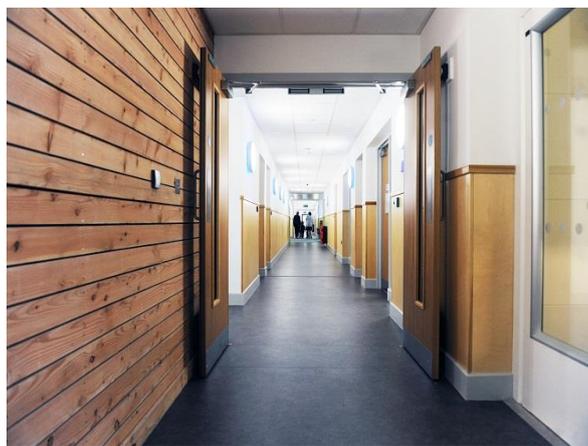
Site visit to Myrtle House- Type 4b (an approved non-maintained establishment delivering part-time education to 3 year olds and in close proximity to schools that are 3-11 and 4-11 schools).

Myrtle House is approved to deliver 10 hours FPN provision to eligible children either in the morning or afternoon, however, majority of children are able to access FPN places in local Schools (3-11) within the area.

Site visit to Ysgol Penrhos- Type 2 (3-11 education and has a Flying Start premises on the school grounds).

Ysgol Penrhos is recognised as type 2 model, which is a maintained setting delivering FPN provision to 3 year olds and has a Flying Start provision for 2 year olds within the premises. The school offers both part time and full time FPN provision. The School works collaboratively with a number of non-maintained settings within the locality to ensure parents can access full day provision, in particular working parents.

Whilst acknowledging that 4a works well and assists with the delivery of the Childcare Offer, the group agreed that Type 6 (non-maintained setting delivering care provision on the premises) should be the aspiration for all schools. It was noted that this model would require settings to register with the Care Inspectorate Wales (CIW) and adhere to their guidelines.



(c) Non-maintained settings

Local Authorities are required to offer all 3 year old children a free part time Foundation Phase Nursery place in an education establishment. In Carmarthenshire, FPN places are offered in both maintained and non-maintained settings. Where provision is delivered in non-maintained settings, funding is provided for 10 hours per week for up to 38 weeks of the year, over a minimum of 5 sessions a week. The Local Authority provides funding directly to the setting for each child taking up the FPN place. Non-maintained settings vary in establishments, but they are very often recognised as Cylch Meithrin, playgroup or a day nursery. Non-maintained settings are associated with umbrella and voluntary organisations such as Mudiad Meithrin and WPPA. In Carmarthenshire, the umbrella organisations provide different levels of support depending and varies depending on need. Settings are supported to gain a clear understanding of the type of support they can access from the Local Authority and other organisations.

In Carmarthenshire there are approximately 36 approved settings delivering FPN provision, with an average of 300 children a term taking up the offer. In an approved non maintained setting, FPN provision is delivered part time for 10 hours over a minimum of 4 days. Delivery of FPN can vary, FPN provision can be offered in the mornings or afternoons, based on the setting's existing provision. In order for a non-maintained setting to be recognised as an approved setting to deliver FPN provision, there must be a demand for FPN provision in the area. If the Local Authority recognises there is a demand and finds there are gaps in provision, the Local Authority may consider inviting a non-maintained setting to deliver provision.

All new settings who propose to deliver FPN provision must carry out their umbrella organisation quality assurance scheme prior to the process of becoming an approved setting. All currently approved settings, are advised to carry out quality assurance in order to maintain high standards. The approval process requires the demonstration of good practice, experience and sound knowledge and understanding of delivering high quality FPN provision. Once approved, settings sign an agreement to deliver FPN provision over an agreed period of time, generally an annual agreement. Non-maintained settings are subject to both Estyn and CIW inspections and are supported by the Local Authority's Early Years Team.

Each non-maintained setting has an assigned Early Years Advisory Teacher supporting the setting to deliver quality FPN provision. The role of the advisory teacher is to support teaching and learning, provide advice and guidance on Foundation Phase practice, and to

challenge the setting to improve outcomes for children. Welsh Government requires Local Authorities to provide all approved settings with a proportion of a qualified teacher's time to improve the quality of education provision in settings. Settings have made good progress over time as a result of the input of the early years advisory teachers. Early Years Advisory Teachers regularly use the RAG rating system to measure a setting's performance in relation to standards, provision and leadership and to identify areas of improvement.



(d) Gaps in provision

Since the Welsh Government introduced the 30 hours of free early education and childcare a wide range of practical issues have arisen as a result of moves to substantially increase levels of childcare provision. There will be a need for more physical space from which to deliver the provision. More suitably qualified childcare staff will also be needed, with a workforce able to deliver the entitlement both in Welsh and English. The capacity of local authority school settings along with that of the private and voluntary sector to support the delivery of the increased offer is likely to be key to the childcare and education offer. In order to balance their working/caring responsibilities working parents will require wrap around care provision. The Local Authority recognises that Schools and non-maintained settings will need to work together to ensure flexible provision is available.

(e) Linguistic provision

Carmarthenshire, works with partners on increasing Welsh medium provision targeting areas where there is currently no provision available. Support and guidance and sharing of materials with parents in relation to the value of bilingualism is undertaken by our Early Years team. This is in order that parents have a better understanding and are able to make informed decisions about statutory education.

Carmarthenshire's Welsh in Education Strategic Plan aims to ensure Welsh medium education is available to all learners, within reasonable distance from their homes. This is done in order to ensure progression from pre-school Welsh medium provision to bilingual primary and secondary education.

Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh.

This Local Authority meets the requirements of Section 10 of the Learner Travel Measure (Wales) 2008. Primary Welsh medium education is available almost in every community in Carmarthenshire.

The Local Authority works with pre-school and child care providers to increase the number of learners who choose Welsh medium education, by promoting the benefits of bilingualism. Through the 'Information to Parents' booklet, parents are informed which schools and settings offer Foundation Phase Welsh medium provision.

In order to increase the number of Welsh Medium places available the current provision will be reconfigured to-

- Develop more child care/pre-school provision through the medium of Welsh
- Support current dual stream and transitional schools to become Welsh medium schools
- Invest in establishing new Welsh medium/dual stream schools
- Consider the age range of specific schools and potentially creating a space for providing Welsh medium early years' provision
- Continue to monitor the demand in urban areas

To ensure a choice for parents, and offer equal opportunities, places are funded within the provisions of voluntary and private organisations, such as Mudiad Meithrin, Cylch Ti a Fi or Wales Pre-school Providers Association, in line with Local Authority guidelines.

The group noted that the percentage of Welsh speakers aged 3-14 years in the County is higher than the national average total of 42.2%. The number of Welsh speakers in the County has seen a decrease in recent years, however the number of children aged up to 14 who speak Welsh has increased. This may be due in part to more parents choosing to educate their children through the medium of Welsh.



2. Review the Standard of provision in non-maintained settings

(a) Outcomes of ESTYN inspections

The chart below shows the number of settings rated within the relevant category by the most recent ESTYN inspections. There are 36 non-maintained settings in Carmarthenshire -

	Excellent provision	Good provision	Adequate provision	New Settings – Not yet inspected by Estyn
Standards	1	25	7	3
Wellbeing	1	27	5	3
Learning Experiences	2	23	8	3
Care, Support and Guidance	1	27	5	3
Teaching	2	24	7	3
Learning Environment Indoors	1	26	6	3
Learning Environment Outdoors	1	26	6	3
Leadership	2	24	7	3
Improving Quality	2	21	10	3
Working in Partnership	2	28	3	3
Managing Resources	2	24	7	3

(b) Themes of success and improvement

Many non-maintained settings are delivering good standards of provision with a few showing excellent practice and standards in provision. Since the introduction of the Foundation Phase Profile Assessment, and settings carrying out effective self-evaluation arrangements, they have been enabled to make strong improvements across all aspects of provision. This has resulted in settings ensuring practitioners plan learning experiences that meet the needs of children, which has led to improvements in standards, in particular literacy and numeracy skills. The self-evaluation processes also help settings to implement strategies that are likely to bring about the desired improvements.



3. Review the provision of play opportunities

(a) The statutory requirements

The Welsh Government has a vision of creating an environment in Wales where children and young people have access to high quality play opportunities. To support this vision, the Welsh Government has included a section “Play Opportunities” within its Children and Families (Wales) Measure, which received Royal assent in 2012. As a result of this, Local Authorities across Wales are required to assess, secure and publish information on play opportunities. The duties are as follows:

1. A Local Authority must assess the sufficiency of play opportunities in its area for children and young people in accordance with the regulations
2. Secure sufficient play opportunities for children and young people, so far as reasonably practical
3. Publish information about play opportunities within its area for children and young people
4. Keep the information published up to date

Whilst carrying out these duties, a Local Authority must also have regard to the needs of:

- a) Children and young people who are disabled
- b) Children and young people of different ages

(b) The Play Sufficiency Assessment and Strategy

Carmarthenshire County Council is committed to providing play opportunities and would like every child and young person to be happy, healthy and to enjoy their free time. The Council is committed to ensuring that every child and young person living in Carmarthenshire has access to exciting, stimulating and creative play experiences, by providing both supervised and unsupervised quality play provision that gives opportunity for challenge. Carmarthenshire County Council recognises that play is an essential part of children and young people’s lives, and appreciates that when playing, children choose what they want to do themselves, how they want to do it and why. Play is an integral part of healthy emotional and physical development, for society as well as children and young people. The Council has a duty to address the play needs of the children and young people living within this County in order to ensure that they are not deprived of the essential experiences and

opportunities which lay the crucial foundations for future learning, health and wellbeing. Carmarthenshire County Council have responded to the legislation, which includes the following:

- A Play Working Group has been established since 2007
- A Play Sufficiency Stakeholder Group replaced the Play Working Group set up in November 2012 to monitor the Play Sufficiency Action Plans and lead the assessment process
- Assessments have been submitted to Welsh Government in March 2013, March 2016 and is next due March 2019
- Play Sufficiency Action Plans submitted yearly to Welsh Government

(c) Play opportunities across the County

The assessment criteria for Play Opportunities across the County is based on the following:

- Population,
- Providing for diverse needs,
- Space available,
- Supervised provision,
- Charges for provision,
- Access to space,
- Securing and developing the play workforce,
- Community engagement and participation,
- Play within all relevant policy and implementation agendas.

The third Play Sufficiency Assessment is currently being undertaken and will be submitted to Welsh Government in DRAFT on 31st March 2019. Consultations have been completed with the following:

- Children (983)
- Young People (452)
- Parents/carers (434)
- Schools (questionnaires to be sent in January 2019)
- Town & Community Councils (28)
- Play workforce (6)

Results of this assessment will be available in spring 2019, with a draft assessment and action plan available by the end of March 2019.

(d) Gaps in provision

Welsh Government guidance does not outline what is considered sufficient in terms of play opportunities, the determination can be made by the Local Authorities. Carmarthenshire County Council is yet to determine sufficiency measures.

There are difficulties across Wales in relation to opening up school grounds outside of teaching hours. Schools express concerns related to the availability of facilities such as toilets, vandalism, and liability for accidents. These concerns are representative of Carmarthenshire schools. Questionnaires were be circulated in January 2019 to gain a

current picture of the accessibility of school grounds within Carmarthenshire and work will commence in April 2019 in progressing this area of work.

(e) Impact of Asset Transfer

The Local Authority is currently engaged in discussions with Town and Community Councils and various sports organisations in relation to the transfer of parks, playgrounds and amenity areas. The Local Authority is offering grant funding and advice to support the transfer of these facilities to local management and a number of transfers have already taken place. Many Town and Community Councils are currently providing play opportunities for children and young people within their areas in the form of fixed play area and MUGAs (Multi Use Games Areas).

Each Town and Community Council has been sent a consultation questionnaire requesting information regarding the play opportunities children and young people have within their communities and the barriers/difficulties encountered by Town and Community Councils in providing play opportunities. Furthermore, each Town and Community Council has been asked to fill in a table detailing the assets they are responsible for within their wards. Consultations for the 2016 assessment have highlighted the importance of these spaces within the community and in addressing the play needs of children and young people. The group considered that it is extremely important that Town and Community Councils are supported in accessing funding to maintain these sites to secure play opportunities for children and young people living in their areas. The barriers that the Town and Community Councils face in providing play opportunities within their areas are:

- No space available
- Cost
- Maintenance/Upkeep
- Lack of adults to supervise clubs



4. Review the provision of Childcare

(a) Availability across the county

In December 2018, the group received presentations from Mudiad Meithrin and Wales Pre-school Providers Association (WPPA) in order to gain an overview of the provision across the County. Mudiad Meithrin and WPPA both support sessional and full day care settings within the county.

In reviewing the information received, the Task & Finish Group observed the following:-

- There is an obligation for information to be shared when a child transitions from nursery to Primary school if the setting is providing part time early years education on behalf of the Local Authority. A person centred one page profile is being introduced and training on the completion of the forms will be provided for non-maintained settings. Concerns were also raised that a lack of information during transition was having a negative impact on children with ALN.
- Concerns were raised with reference to the fact that £3.00 per hour was paid for Foundation Phase education delivered by non-maintained approved settings in Carmarthenshire. This hourly rate has not been reviewed recently by the Local Authority. The hourly rate for the new Childcare Offer was set by the Welsh Government at £4.50. It was noted that after an initial calculation should the Authority raise the amount from £3.00 to £4.50 it would cost in excess of £150,000. Although discussions on this matter are ongoing, concern was expressed that Childcare providers may withdraw from offering part time education on behalf of the Local Authority because the rate of £3.00 is lower than the childcare offer rate of £4.50. Some may decide not to provide the education provision and focus on providing childcare only as it is more profitable to do so.
- Childcare providers who are also providing Foundation Phase education provision on behalf of the Local Authority are subject to dual inspection (CIW and Estyn).
- Reference was made to the fact that parents do not want to take their children to one setting and then move them to another setting. A parent may not be able to secure all-day care and may have to plan to transport their child from one setting to another at any point during their working day
- Staff retention and the recruitment of Welsh speaking staff was an on-going issue
- Staff training requirements were high due to the minimum levels of qualification required to deliver childcare i.e. a play worker qualification is required if a setting wants to run an after school/holiday club
- Premises costs and availability are barriers to delivering required or longer hours. Venues often share accommodation with other community groups and are subject to clearing the venue at the end of each session

(b) Availability of Welsh language provision

Day nurseries and Cylch Meithrin settings have reported difficulties recruiting and retaining suitably qualified Welsh Speaking staff.

(c) Gaps in provision

Working parents often find accessing part time early years education in 3-11 schools a challenge, this is because sessions offered to part time children last for either 2 or 2.5 hours in the morning or afternoon depending on the school. In 3-11 schools where there is no on site wrap around provision parents either have to collect their children or make arrangements with a registered childcare provider to collect and provide care for the remainder of the working day. Many parents are not able to collect their children when working and have to pay for this service and the care provided. The Local Authority is encouraging schools to work in partnership with registered childcare providers within their locality (where they exist) to develop wrap around care in line with National Minimum Standards for regulated childcare on the school site where space permits. Guidance has been issued to all schools to assist with this. The potential removal of the Rising 4's policy could release space in schools to develop this provision further. Children could benefit from receiving education and care on the same site without being disrupted/transported unnecessarily. Parents would be able to access care and education in one venue and not incur additional transportation costs.



5. Consider the 30 Hour Education/Childcare Offer

(a) Requirements

The Welsh Government has committed to providing 30 hours of government funded early education and childcare for 3 and 4 year old children of eligible working parents for up to 48 weeks of the year. The Childcare Offer is currently being tested, including the 'fit' between Foundation Phase Nursery and childcare, prior to it becoming available across Wales. The primary policy aims of the Childcare Offer are to:

- enable more parents, particularly mothers, to return to work
- increase the disposable income of those in work and help counteract poverty for those in low-paid jobs
- encourage child development and school readiness

For the purpose of the Childcare Offer, 'early education' refers to Foundation Phase Nursery (FPN) which must be provided during school term time (39 weeks a year), FPN will form part

of the 30 hours of the offer. 'Childcare' under the offer refers to regulated childcare, which encompasses a wide range of different types of provision, which are subject to the NMS and are regulated and inspected by the Care Inspectorate Wales (CIW). The exact hourly split between FPN and childcare will depend on the current provision of FPN offered by local authorities, or, where relevant, the individual school but will comprise of at least 10 hours of FPN and cannot be more than a total of 30 hours of combined FPN and childcare. Outside of term-time, FPN will not be available, however there will be 9 weeks where working parents will be entitled to 30 hours of childcare. This will be delivered in non-maintained childcare settings only, such as private day nurseries, childminders, out of school childcare and sessional care. Working parents do not need to access FPN as a pre-requisite to accessing the offer.

The Childcare and Family Information Service Manager for Ceredigion County Council, met with the group and gave a presentation on the roll out of the Childcare Offer. The group focused on the eligibility criteria and provision for the Offer and noted the following-

- The Childcare Offer would be geared towards working parents and offers provision over 48 weeks
- Flying Start offers other provision for 39 weeks; but only to parents living within a Flying Start area are eligible
- Providers do not have to be open for 48 weeks of the year to deliver the Offer
- Parents are able to choose more than one provider to allow maximum flexibility
- All Nursery Schools are offering 10 hours per week so parents can look for 20 hours funded childcare elsewhere
- The Childcare Offer will begin from the term after a child's 3rd birthday (not as soon as the child turns 3) until they are offered a place in full time education
- To access the childcare element of the Offer parents/guardians must have a child of the right age, be living in Carmarthenshire and be employed or self-employed
- Both parents must be working in a two parent family or the sole parent in a lone parent family
- All registered providers will receive £4.50 per hour for children receiving the Offer. The current hourly rate for providing Early Years Education is currently £3.00 in Carmarthenshire
- Parents can choose to use their childcare any time of the day and on any day of the week
- Parents will not be able to "bank" unused hours. Any hours not used during the week will be lost
- There is separate funding for Special Educational Needs and Additional Learning Needs

(b) Carmarthenshire Scheme

Ceredigion County Council are the Delivery Authority on behalf of Carmarthenshire County Council. From the 7th January 2019 the Offer is available to all eligible parents across the County.



6. Carmarthenshire School Admissions Policy

(a) Statutory requirements

Section 8 of the Education Act 1996 and the Education (Start of Compulsory School Age) order 1998 explain that a child reaches compulsory school age in the term following their fifth birthday. The term dates being prescribed as 31st August, 31 December and 31 March. The law does not require a child to start school until the start of the term following the child's fifth birthday.

Local authorities in Wales are under a duty to secure sufficient provision of nursery places for their area for children in the term following their third birthday. When determining and publishing the arrangements for admission to a reception class, the admission authority must make it clear that:

- The arrangements do not apply to those being admitted for nursery education including nursery provision delivered in a co-located children's centre
- Parents of children who are admitted for part-time nursery education will still need to apply for a place at the school if they want their child to receive full time education from the beginning of the term during which the pupil receives his/her fourth birthday
- Attendance at the nursery or co-located children's centre does not guarantee admission to the school

This School Admissions Code ("the Code") imposes requirements on local authorities and admission authorities, regarding the discharge of their duties in respect of admissions. Local authorities, governing bodies of maintained schools, admission appeals panels and admission forums have school admissions functions under the School Standards and Framework Act 1998. The Code sets out the aims, objectives and other matters relating to the discharge of admissions functions and each of the bodies or persons covered must "act in accordance with" the Code.

The legislation that applies in relation to admissions to primary, secondary and middle schools is different to that for nursery schools or to children admitted to the nursery class of a maintained school. Section 98 of the 1998 Act clarifies that the governing body is responsible for taking decisions about admissions to the nursery class in the case of foundation and voluntary aided schools, and in those community and voluntary controlled

schools with delegated responsibility for admissions. The Local Authority is responsible for deciding admissions to nursery classes in other community and voluntary controlled schools.

The Statutory Code defines Nursery Classes and Nursery Schools as follows-

Nursery class- Part of a primary school that is used by pre-school pupils- those under compulsory school age- and which provides a range of structured educational experiences suitable for children of that age.

Nursery school- A primary school is a nursery school if it is used wholly or mainly for the purpose of providing education for children who have attained the age of two but are under compulsory school age (Section 6 of the Education Act 1996).



(b) The Current Policy Early Years–3 Year Olds Provision

Early Years education is a non-statutory provision available to 3 year olds. In order to access this provision an application for admission to provision within a school, i.e. for categories (i) and (ii) below, will have to be made to the Admissions Authority by the 31st January 2019, if the pupil is due to start nursery age provision in a school in January, April or September 2020 –

- i. Nursery School- Ammanford Nursery School is the only nursery school in the County.
- ii. Nursery/Early Years classes in Infant or Primary Schools.

Provision is also available within the non-maintained sector who are partners in the Early Entitlement Group, such as WPPA and Mudiad Meithrin and other private providers.

All 3 year olds are entitled to 10 hours per week free placement, at a registered setting, through the Early Entitlement Group from the term following their third birthday. Children will

normally be admitted to Early Years provision on a part-time basis at the beginning of the term following their third birthday as indicated below:-

Birth date	Entry date
3 rd birthday between 1 st September and 31 st December	January
3 rd birthday between 1 st January and 31 st March	April
3 rd birthday between 1 st April and 31 st August	September

Parents do not have a right of appeal if a place is not secured at an early years setting of their choice. Pupils who are admitted to early years or nursery age provision within a school do not have an 'automatic' right to continue education within full time education within the school. A formal application must be made to the Council for part-time Nursery/full time 4 year old admission at a school. Should there be more applications than places available then the Authority will prioritise applications in accordance with its over-subscription criteria. Wherever practical the Admissions Authority would allow non-maintained providers to use school premises.

Full Time Education for 4 and 5 Year Olds

Where there is no early years provision in a maintained setting children are, following approval of application by the Authority, admitted on a full-time basis at the following times:-

Birth date	Entry date
4 th birthday between 1 st January and 31 st March	January
4 th birthday between 1 st April and 31 st August	April
4 th birthday between 1 st September and 31 st December	September

Legislation does not require a child to start school until the term following the child's fifth birthday. A parent may defer the admission of a child to school until the beginning of the term following the child's fifth birthday as long as that date is in the same school year. By law parents must arrange for their children to receive full-time education at the beginning of the following terms:-

Birth date	Entry term
5 th birthday between 1 st April and 31 st August	Autumn Term
5 th birthday between 1 st September and 31 st December	Spring Term
5 th birthday between 1 st January and 31 st March	Summer Term

Carmarthenshire's School Admissions Code allows children to start school part-time in the term after their 3rd birthday. There are 39 designated 3-11 schools in the county and all other schools are 4-11. Children can start school at the beginning of the term during which they turn 4, this is known as the Rising 4's policy. This allows more than one intake during the year. The Carmarthenshire's Admission Policy allows the following:

3-11 Schools

The policy allows children to start school, part-time, the term following their third birthday. This is a non-statutory provision of 10 hours per week. There is no right to appeal if an application is refused. Only some Carmarthenshire primary schools (39 out of 97 Primary) are designated as 3-11 schools and can therefore admit children the term after they turn 3.

4-11 Schools

The policy allows children to start school the term they turn 4. Parents do have the right to appeal if an application is refused. This policy is often referred to as the 'Rising 4s policy' as the children are still 3 when they start (turning 4 during the first term).

(c) Adjoining Council policies

Other Local Authorities have the following admission policies in place -

	Part time	Full time
Pembrokeshire	Term after 3 rd birthday	Term after 4 th birthday
Ceredigion	Term after 3 rd birthday	Term after 4 th birthday
Swansea	Term after 3 rd birthday	Term at the beginning of the year a child turns 5
Neath Port Talbot	Term after 3 rd birthday	September following the 4 th birthday
Powys	Term after 3 rd birthday	Term following 5 th birthday

(d) School start age research

In neighbouring Authorities, pupils under 4 years of age are part time in all 3-11 age primary schools. Pupils are not admitted full time into the Reception Class until the term after they turn 4 years of age. As a result, 3-11 age Primary Schools have 8 year groups and 4-11 age primary schools have 7 year groups. The Rising 4s policy in Carmarthenshire means that pupils in all schools go full time the term of their 4th Birthday which is a term early compared to neighbouring Authorities. In a school where the admission number for this age group (known as N2) has been reached an additional class of 3 to 4 year old pupils has been created. Where this occurs in a 3-11 school there are 9 year groups (as opposed to 8) and where this happens in a 4-11 school there are 8 year groups (as opposed to 7). In this scenario the capacity of a schools is affected as an additional classroom space or spaces must be found for the additional year group generated by the Rising 4s policy.

Removing the Rising 4s policy would reduce the pressure on existing accommodation for over-subscribed schools. However, pupils would start a term later in under-subscribed schools which would mean a potential reduction in budget. In a 3-11 age school pupils would receive an additional term of part time education and the school would be funded at half the value of a child for a term longer.

The Group also looked at Early Years provision in other countries, including Finland, South Korea and Japan. The Group noted the key themes, which included investing in early education and childcare for every child, especially for those who are disadvantaged. It was noted that examples of good practice in early education and childcare focused on four key areas – the experience of the child, the environment, leadership and workforce. The link between high-quality early education and childcare and positive outcomes, appears to particularly benefit children from disadvantaged families.

(e) The effect of any change to policy and impact on partnerships

The removal of the Rising 4's policy is likely to be welcomed by registered childcare providers and umbrella childcare organisations. At present, many registered childcare

providers lose full time 3 year old children to 3-11 schools, who offer part time Foundation Phase early years education. The removal of this policy would mean that children could remain in registered childcare settings for longer. This proposed policy change would support the long term sustainability of Childcare providers, the delivery of the Childcare Offer and support the wider childcare sufficiency duty in Carmarthenshire.

The removal of this policy is also likely to release space within 3-11 schools. This could potentially stimulate new business opportunities. This additional space could be offered to external registered childcare providers in order to develop on site wrap around provision. Children and parents alike would benefit from onsite provision as they there would be a seamless transition for children, children would not need to be transported unnecessarily to other locations and parents would not have to incur additional costs for transportation.

The Local Authority is currently funding provision earlier than required and a change to this policy could generate an efficiency saving.



7.0 Conclusions

The Task and Finish Group drew the following conclusions:-

- The new Welsh Government Childcare Offer is only available to children of working parents. Other children may lose out on the benefits of cognitive and emotional development.
- The take up of the Childcare Offer in Wales is currently 34%.
- Many settings only offer sessional care, either morning sessions or afternoon session. This is resulting in transport/pick-up issues for parents who have to move their children between providers
- A relatively low percentage of full day nurseries and childcare settings are able to provide Welsh medium care. This is possibly due to difficulty in recruiting and retaining Welsh medium day nursery staff
- Concerns were raised over the financial sustainability of some settings due to increasing costs in relation to staffing, rent and insurance costs
- There is inconsistency in the number and type of 'after school clubs' on offer to parents
- There is a clear need to work with schools/headteachers to support the development and delivery of 'wrap around care'
- The Rising 4s' policy is markedly different to other neighbouring Local Authorities
- Carmarthenshire County Council pay £3 per hour to non-maintained settings for part time education, whilst the childcare offer payment is £4.50
- Within this Local Authority there is more than one admission point during a school year.
- Across the County, 39 schools provide 3-11 education and mainly urban areas. This shows an inconsistency across the County, particularly in rural areas
- There is a need to increase numbers of children accessing Welsh medium early years education to start on a Welsh medium pathway
- Having to apply twice for part time, and then full time education is cumbersome for parents
- It is considered good practice to transfer pupil information between non maintained settings and primary schools
- There is no standard definition in relation to 'sufficient play opportunities'
- Town and Community Councils need to supply their community asset lists in order to assess more accurately the sufficiency of accessible play opportunities
- Play areas in schools should be made available to the community outside of school hours

8.0 Recommendations

As a result of the research undertaken by the Task & Finish Group it is proposed that the Executive Board approve the following recommendations:-

Recommendation One

The Council should make representations to Welsh Government to introduce the childcare offer to all 3-4 year old children.

Recommendation Two

The Council continues to promote the childcare offer widely and should look to develop systems to directly target parents using all available data.

Recommendation Three

The Council should develop closer working relationships with Mudiad Meithrin, Wales Pre-school Providers Association and all other relevant agencies when developing capital bids to Welsh Government, and ensure member involvement specifically in relation to early years education/childcare via the scrutiny function.

Recommendation Four

The Council work with its partners to move away from sessional care to delivering full day childcare, where possible, throughout the County.

Recommendation Five

The Council work with its partners to increase the number of settings which are able to provide Welsh medium childcare, as this would complement the council's corporate objective of increasing the number of Welsh speakers within the County. The Council should also identify and promote Welsh language training for childcare staff.

Recommendation Six

The Council work with Careers Wales and secondary schools to promote childcare as a career option in Carmarthenshire.

Recommendation Seven

The Council build on the current RAG rating system and protect the hardship fund which assists settings facing financial difficulties.

Recommendation Eight

The Council works with schools to develop after school clubs and wrap around care provision. Share the experiences of schools who provide successful after school clubs across the County.

Recommendation Nine

The Council undertake a formal review of its current admissions policy for full time education for 4 year olds (the rising 4s policy). Financial and service impact modelling should be undertaken to inform any change to the policy, which should be along similar lines to other authorities within the ERW consortium.

Recommendation Ten

The Council considers increasing its hourly rate paid to early years education providers, from £3.00 to £4.50, in line with the childcare offer payment.

Recommendation Eleven

The Council should review its current policy of having multiple admission dates for the start of full time education.

Recommendation Twelve

The Council set a corporate ambition to provide early years education and childcare provision on all school sites. This vision should be delivered in partnership with non-maintained providers, but in the absence of a local non-maintained provider, the Council should work with schools, or a cluster of schools, and aim to develop school-managed early years education and childcare provision.

Recommendation Thirteen

The Council works to ensure that every parent or carer receives an information booklet which outlines the benefits of Welsh medium education and bilingualism. The Council ensure that Welsh medium early years education capacity increases across the County, and that strategic planning is undertaken in conjunction with Mudiad Meithrin, WPPA and other partners.

Recommendation Fourteen

The Council reviews its online school admission process, and look to simplify the process for parents and carers, particularly in light of the roll out of the childcare offer.

Recommendation Fifteen

The Council look to further developing work with early years providers to ensure consistent and effective mechanisms for sharing pupil information between non-maintained early years providers and schools during the transitional phase. Effective practice to be shared.

Recommendation Sixteen

The Council develop consistency in terms of the number of hours of early years education being delivered by schools and other providers.

Recommendation Seventeen

The Council review the process by which gaps in play provision are identified throughout the county.

Recommendation Eighteen

The Council provides clarity and focus on areas of the County where play opportunities are deemed to be insufficient.

Recommendation Nineteen

The Council work with schools and local partners to develop a model which would enable community use of school play facilities outside of school hours.

Recommendation Twenty

To lobby the Welsh Government to provide direction to allow community use of school grounds and facilities within school regulations.

DRAFT

9.0 Bibliography / References

WG33483 Foundation Phase provision for three- and four-year-olds: Guidance for local authorities in Wales.

https://gov.wales/sites/default/files/publications/2018-09/foundation-phase-provision-for-three-and-four-year-olds-guidance-for-local-authorities-in-wales_0.pdf

Estyn - Guidance handbook for inspecting care and education in regulated non-school settings eligible for funding for part-time education

<https://www.estyn.gov.wales/document/guidance-handbook-inspecting-care-and-education-regulated-non-school-settings-eligible>

Welsh Government School Admissions Code (005/2013)

<mailto:https://gov.wales/sites/default/files/publications/2018-03/school-admissions-code.pdf>

Carmarthenshire County Council – Play Sufficiency Assessment 2016-2019

http://fis.carmarthenshire.gov.wales/wpcontent/uploads/2018/02/gd4029_playsufficiency_eng-1.pdf

10.0 Glossary of terms –

Mudiad Meithrin is the main provider of pre-school early years education in Wales.

Wales Pre-school Providers Association (WPPA) is a national charity with settings in Carmarthenshire.

Flying Start an early years programme for families with children under 4 years of age living in disadvantaged areas of Wales.

Care Inspectorate Wales (CIW) is the governing body that regulates the social care in Wales.

Estyn is the office of Her Majesty's Inspectorate for Education and Training in Wales. The purpose of Estyn is to inspect quality and standards in education and training in Wales.

ERW is an alliance of six local authorities delivering school improvement services.

11.0 Appendices

Appendix A - Task & Finish Group meetings and attendance

Appendix B - Early Years Provision across Carmarthenshire by Type

Appendix C – Early Years - Non-statutory provision available to 3 year olds

Appendix A – Task & Finish Group meetings and attendance

Meeting 1	Councillors Present	Officers Present
25 th May 2018	Cllr. Darren Price	Caryl Alban
	Cllr. Kim Broom	Elin Forsyth
	Cllr. Dot Jones	Lisa Grice
	Cllr. Bill Thomas	Rose Jones
		Susannah Nolan
		Stefan Smith
		Noeline Thomas
		Michelle Evans Thomas

Meeting	Councillors Present	Officers Present
20 th June 2018	Cllr. Darren Price	Andi Morgan
	Cllr. Kim Broom	Simon Davies
	Cllr. Dot Jones	Sue John
	Cllr. Jean Lewis	Lisa Grice
	Cllr. Bill Thomas	Rose Jones
	Cllr. Edward Thomas	Heini Jones
		Michelle Evans Thomas

Meeting	Councillors Present	Officers Present
18 th July 2018	Cllr. Darren Price	Stefan Smith
	Cllr. Kim Broom	Lisa Grice
	Cllr. Dot Jones	Heini Jones
	Cllr. Jean Lewis	Michelle Evans Thomas
	Cllr. Bill Thomas	

Meeting	Councillors Present	Officers Present
19 th September 2018	Cllr. Darren Price	Joe Cudd
	Cllr. Kim Broom	Angharad Jones
	Cllr. Dot Jones	Heini Jones
	Cllr. Jean Lewis	Michelle Evans Thomas
	Cllr. Bill Thomas	
	Cllr. Edward Thomas	

Meeting	Councillors Present	Officers Present
12 th October 2018	Cllr. Darren Price	Angharad Jones
	Cllr. Kim Broom	Heini Jones
	Cllr. Dot Jones	Rose Jones
	Cllr. Bill Thomas	Noeline Thomas
	Cllr. Edward Thomas	Michelle Evans Thomas

Meeting	Councillors Present	Officers Present
31 st October 2018	Cllr. Darren Price	Steffan Smith
	Cllr. Kim Broom	Lisa Grice
	Cllr. Dot Jones	Angharad Jones
	Cllr. Jean Lewis	Heini Jones
	Cllr. Bill Thomas	Rose Jones

	Cllr. Edward Thomas	
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Meeting	Councillors Present	Officers Present
21 st November 2018	Cllr. Darren Price	Steffan Smith
	Cllr. Kim Broom	Lisa Grice
	Cllr. Dot Jones	Susan James
	Cllr. Jean Lewis	Heini Jones
	Cllr. Bill Thomas	Michelle Evans Thomas

Meeting	Councillors Present	Officers Present
12 th December 2018	Cllr. Darren Price	Caryl Alban
	Cllr. Kim Broom	Marianne Mannello
	Cllr. Dot Jones	Steffan Smith
	Cllr. Jean Lewis	Noeline Thomas
	Cllr. Bill Thomas	Michelle Evans Thomas
	Cllr. Edward Thomas	Emma Bryer
		Llinos Jenkins

Meeting	Councillors Present	Officers Present
25 th January 2019	Cllr. Darren Price	Gareth Morgans
	Cllr. Kim Broom	Simon Davies
	Cllr. Dot Jones	Noeline Thomas
	Cllr. Jean Lewis	Heini Jones
	Cllr. Bill Thomas	Lisa Grice
	Cllr. Edward Thomas	Llinos Jenkins

Meeting	Councillors Present	Officers Present
15 th February 2019	Cllr. Darren Price	Simon Davies
	Cllr. Kim Broom	Stefan Smith
	Cllr. Dot Jones	Lisa Grice
	Cllr. Jean Lewis	Heini Jones
	Cllr. Bill Thomas	Llinos Jenkins
	Cllr. Edward Thomas	

Appendix B - Early Years Provision across Carmarthenshire by Type (October 2018)

Type 1 Establishments

- Ysgol y Felin – Cylch Meithrin Felinfoel
- Carwe Primary School – Cylch Meithrin Carwe
- Parcyrhun Primary School - Cylch Meithrin Parcyrhun

Type 2 Establishments

- | | |
|---|--|
| <ul style="list-style-type: none">• Pwll Primary School• Ysgol Maes y Morfa• Trimsaran Community School• Betws Primary School• Ysgol Y Bedol• Ysgol Penrhos• Bigyn Primary School | <ul style="list-style-type: none">• Ysgol Bynea School• Myrddin Primary School• Pembrey School• Richmond Park Primary School• Dafen Primary School• Parc y Tywyn Primary School |
|---|--|

Type 3 Establishments

- | | |
|--|---|
| <ul style="list-style-type: none">• Ysgol Bro Brynach• Bryn Community Primary School• Ysgol Y Dderwen• Ysgol Bryn Teg• Brynaman Primary School• Burry Port Community Primary• Cross Hands Primary School• Ysgol Griffiths Jones• Ysgol Gymraeg Gwenllian• Halfway Primary School• Johnstown Primary School• Llangain Primary School• Llandeilo Primary School• Llandybie Primary School | <ul style="list-style-type: none">• Nantgaredig Primary School• Penygaer Primary School• Stebonheath Primary School• Ysgol Gymraeg Teilo Sant• Ysgol Y Castell• Model Church in Wales V A Primary• St Mary's School Carmarthen• Ysgol Gynradd Dafen Primary School• St Mary's Catholic Primary School, Llanelli• Ysgol Gymraeg Dewi Sant• Ysgol Gymraeg Brynsierfel• Ysgol Gymraeg Llangennech• 3-5 – Ammanford Nursery |
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Type 4a Establishments

- Cylch Meithrin Bancffosfelen – Bancffosfelen Primary School
- Cylch Meithrin Tre Ficer, Llanymddyfri – Ysgol Rhys Pritchard
- Cylch Meithrin Ffairfach – Ffairfach Primary School
- Cylch Meithrin Hywel Dda, Hendygywn – Ysgol Llys Hywel
- Laugharne Preschool Playgroup – Laugharne V C Primary School

- Cylch Meithrin Hendy – Hendy Primary School
- Cylch Meithrin Carreg Hirfaen – Ysgol Carreg Hirfaen
- Cylch Meithrin Llanybydder – Llanybydder Primary School
- Cylch Meithrin Pencader – Cae'r Felin Community School
- Cylch Meithrin Llangyndeyrn – Ysgol Y Fro
- Meithrin Hen Heol Nursery – Old Road Community School
- Cylch Meithrin Llanllwni – Llanllwni VC Primary School

Type 4b Establishments

- Cylch Meithrin Pontyberem – Pontyberem Primary School
- Cylch Meithrin Saron Capel Hendre – Saron Primary School
- Cylch Meithrin Bancyfelin – Bancyfelin School
- Cylch Meithrin Penygroes - Penygroes Primary School
- Cylch Meithrin Llansawel – Talylychau Primary School
- Cylch Meithrin Drefach Felindre – Penboyr Church in Wales V A Primary School
- Cylch Meithrin Bronwydd – Peniel School, Llanpumpsaint School, Abernant School, Cynwyl Elfed School
- Cylch Meithrin Llanddarog/Drefach –Drefach/Llanddarog Primary Schools
- Cylch Meithrin Cwrt Henri – Cwrt Henri Primary School
- Cylch Meithrin Ffynnonwen – Beca Primary School
- Cylch Meithrin Alltcafau – Brynsaron Primary School
- Cylch Meithrin Ponthenri – Ponthenri Primary School
- Cylch Meithrin Trelech – Hafodwenog Primary School
- Cylch Meithrin Llangadog – Llangadog Primary School
- Y Cam Cynta –Peniel Community School
- Meithrinfa Ddydd Gamfa Wen
- Meithrinfa Ddydd Cae'r Ffair Ltd - Gorslas Primary School
- Childsplay Day Nursery - Pentip Church in Wales V A Primary School
- Camau Tirion
- Myrtle House

Type 5 Establishments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Abernant Primary School • Llanpumpsaint Primary School • Tumble Primary School • Ysgol Bro Banw • Llanedi Primary School • Llanmiloe Primary School • Llechyfedach Primary School • Maesybont Primary School • Ysgol Gynradd Cymunedol Meidrim • Ysgol Gymraeg Rhydaman • Talley Primary School • Tygroes Primary School | <ul style="list-style-type: none"> • Church in Wales V A Primary School • Pontiets Primary School • Cynwyl Elfed Primary School • Gwynfryn Primary School • Llansteffan Primary Community School • Blaenau Primary School • Five Roads School • Cefneithin Primary School • Llannon Primary School • Llansteffan Primary School |
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- | | |
|--|---|
| <ul style="list-style-type: none">• Ysgol Y Ddwylan• Ferryside Church in Wales V C Primary School• Tremolet V C Primary School | <ul style="list-style-type: none">• Mynydd Y Garreg Primary School• Abergwili V C Primary School |
|--|---|

Type 6 Establishments

- | |
|---|
| <ul style="list-style-type: none">• Ysgol Gymunedol Ffwrnes• Llangunnor Primary School• Ysgol y Bedol |
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Appendix C – Early Years - Non-statutory provision available to 3 year olds

- 1. Ammanford Nursery School** - through an Admissions application to Carmarthenshire County Council (the only nursery school in Carmarthenshire)
- 2. 3-11 Primary Schools** through an Admissions application to Carmarthenshire County Council – who have a nursery class in the school. Children start School the term after their third birthday in a category 3-11 School. Part time hours offered vary between 2 or 2.5 hours per day, times set by each school.

3. Private nursery providers as listed below:

- Private Day Nursery (Paid) – A Day Nursery is a CIW registered Day Care Provision generally opening between 7.30am- 6pm. This service provides child care from birth upwards for a full day/half day/or wrap around service. This is a paid service or can be accessed through the Childcare Offer as service is registered with CIW.
- Private Day Nurseries offering 2 hours Education (Paid & funded by CCC) for 3 year olds within their private Day Nursery - Some Day Nurseries also offer part time Education for 3 year olds and therefore receive a dual inspection by Estyn and CIW. This is a paid service or can be accessed through the Childcare Offer as service is registered with CIW.
- School run Wrap around Service (Paid) (varied hours provision)– For children who attend 3-11 schools for part time Foundation Phase education and can continue to be cared for on school premises. This is a paid service or can be accessed through the Childcare Offer as service is registered with CIW.
- Private/Committee run Wrap around Service on school site (Paid) (varied hours provision) – For children who attend 3-11 schools for part time Foundation Phase education and can continue to be cared for on school premises. A CIW registered wrap around provision on the School premises which is run by either a private provider/Committee or a registered charity and contribute a rental fee. This is a paid service or can be accessed through the Childcare Offer as service is registered with CIW.

4. Committee Run Provision

- Cylch Meithrin/Playgroups (Paid) - Mudiad Meithrin and Early Years Wales promote and support Welsh-medium education, care and child development for under 5s, within cylchoedd Meithrin, cylchoedd Ti a Fi, and play groups. Most of these are CIW registered with some providing part time Foundation Phase education (2 hours education funded by CCC) and receive joint inspections by CIW and Estyn. Provision is run either morning and/or afternoon session with an increasing amount now offering full wrap around care offering varied hours. These are mainly run either in local village halls, day nursery settings or on school sites. This is a paid service or can be accessed through the Childcare Offer as the service is registered with CIW.

5. Additional Services available for children within Schools

- Free Breakfast Initiative – The provision of a free breakfast within a School, offered to every child.
- Paid Breakfast Club – The parents/carers pay for the Breakfast club which opens any time from 7.30 onwards, which can sometimes include food but not always.
- After School Club CIW Registered (Paid) – Run from the end of the School day until a closing time of the choice of the club. CIW registered provision enables eligible parents to claim TAX Credits/TAX free Child Care, or the 30 Hour Child Care Offer.
- After School Club under 2 hours and not CIW registered (Paid) - Clubs that run under 2 hours and are not required to register with CIW. Parents/carers cannot therefore claim any benefits or access the Childcare Offer.
- Holiday Club (Paid) – A CIW registered Holiday Club runs during School Holidays offering a variety of days and opening times. All Holiday Clubs are CIW registered thus enabling eligible parents to claim TAX Credits/TAX free Child Care, or the 30 Hour Child Care Offer.

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Task & Finish Review 2018/19 Report

A review of the current provision for early years education, childcare and play opportunities

Recommendation	Lead/responsible officer	Rank in order of achievability
Recommendation One The Council should make representations to Welsh Government to introduce the childcare offer to all 3-4 year old children.	Cllr Glynog Davies and Executive Board	7
Recommendation Two The Council continues to promote the childcare offer widely and should look to develop systems to directly target parents using all available data.	Stefan Smith Noeline Thomas Press Team	8
Recommendation Three The Council should develop closer working relationships with Mudiad Meithrin, Wales Pre-school Providers Association and all other relevant agencies when developing capital bids to Welsh Government, and ensure member involvement specifically in relation to early years education/childcare via the scrutiny function.	Stefan Smith Noeline Thomas Simon Davies and MEP Team Scrutiny Committee	16
Recommendation Four The Council work with its partners to move away from sessional care to delivering full day childcare, where possible, throughout the County.	Stefan Smith Noeline Thomas	14
Recommendation Five The Council work with its partners to increase the number of settings which are able to provide Welsh medium childcare, as this would complement the council's corporate objective of increasing the number of Welsh speakers within the County. The Council should also identify and promote Welsh language training for childcare staff.	Stefan Smith Noeline Thomas Aeron Rees Catrin Griffiths	15
Recommendation Six The Council work with Careers Wales and secondary schools to promote childcare as a career option in Carmarthenshire.	Aeron Rees + Team	17
Recommendation Seven The Council build on the current RAG rating system and protect the hardship fund which assists settings facing financial difficulties.	Elin Forsyth Noeline Thomas Heini Jones	10
Recommendation Eight The Council works with schools to develop after school clubs and wrap around care provision. Share the experiences of schools who provide successful after school clubs across the County.	Stefan Smith Noeline Thomas	11
Recommendation Nine The Council undertake a formal review of its current admissions policy for full time education for 4 year olds (the rising 4s policy). Financial and service impact modelling should be undertaken to inform any change to the policy, which should be along similar lines to other authorities within the ERW consortium.	Simon Davies Sue John	12
Recommendation Ten The Council considers increasing its hourly rate paid to early years education providers, from £3.00 to £4.50, in line with the childcare offer payment.	Elin Forsyth Susannah Nolan	19
Recommendation Eleven The Council should review its current policy of having multiple admission dates for the start of full time education.	Simon Davies Sue John	13
Recommendation Twelve The Council set a corporate ambition to provide early years education and childcare provision on all school sites. This vision should be delivered in partnership with non-maintained providers, but in the absence of a local non-	Gareth Morgans Simon Davies Noeline Thomas	20

maintained provider, the Council should work with schools, or a cluster of schools, and aim to develop school-managed early years education and childcare provision.		
<p>Recommendation Thirteen</p> <p>The Council works to ensure that every parent or carer receives an information booklet which outlines the benefits of Welsh medium education and bilingualism. The Council ensure that Welsh medium early years education capacity increases across the County, and that strategic planning is undertaken in conjunction with Mudiad Meithrin, WPPA and other partners.</p>	Policy Team	9
<p>Recommendation Fourteen</p> <p>The Council reviews its online school admission process, and look to simplify the process for parents and carers, particularly in light of the roll out of the childcare offer.</p>	Simon Davies Sue John	18
<p>Recommendation Fifteen</p> <p>The Council look to further developing work with early years providers to ensure consistent and effective mechanisms for sharing pupil information between non-maintained early years providers and schools during the transitional phase. Effective practice to be shared.</p>	Heini Jones Noeline Thomas Elin Forsythe	1
<p>Recommendation Sixteen</p> <p>The Council develop consistency in terms of the number of hours of early years education being delivered by schools and other providers.</p>	Stefan Smith Noeline Thomas	2
<p>Recommendation Seventeen</p> <p>The Council review the process by which gaps in play provision are identified throughout the county.</p>	Noeline Thomas Lisa Grice	3
<p>Recommendation Eighteen</p> <p>The Council provides clarity and focus on areas of the County where play opportunities are deemed to be insufficient.</p>	Noeline Thomas Lisa Grice	4
<p>Recommendation Nineteen</p> <p>The Council work with schools and local partners to develop a model which would enable community use of school play facilities outside of school hours.</p>	Simon Davies + MEP Team	5
<p>Recommendation Twenty</p> <p>To lobby the Welsh Government to provide direction to allow community use of school grounds and facilities within school regulations.</p>	Cllr Glynog Davies and Executive Board	6

**EDUCATION & CHILDREN SCRUTINY
COMMITTEE
24th April 2019**

**EXPLANATION FOR NON-SUBMISSION
OF SCRUTINY REPORT**

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
Fostering Annual Report	Stefan Smith	This report has been postponed due to pressures and priorities of the content of the April 24th meeting.	To be agreed

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EDUCATION & CHILDREN SCRUTINY COMMITTEE – 24th April 2018

FORTHCOMING ITEMS FOR NEXT MEETING – 6th June 2019

In order to ensure effective scrutiny, members need to be clear as to the purpose of requesting specific information and the outcome they are hoping to achieve as a consequence of examining a report. Limiting the number of agenda items may help to keep meetings focused and easier to manage.

Proposed Agenda Item	Background	Reason for report
E&C Scrutiny Committee Forward Work Programme 2019/20 (LJ)	The County Council's Constitution requires Scrutiny Committees to develop and publish annual forward work programmes that identify issues and reports to be considered during the course of the municipal year. This report will enable the Committee to confirm its Forward Work Programme for 2019/20.	To enable members 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.
ALN Reform (including SEN) (AM)	This item will provide the Committee with an update on the reform of Additional Learning Needs provision including SEN.	To provide members with an update.
Update – Digital Schools Strategy (ND)	A Digital Schools Strategy was presented to the Committee on the 23 rd April 2018	To provide members with an update.
Update- Carmarthenshire Music Service (AR)	In 2018 Education and Children Scrutiny Committee requested a briefing paper in relation to Carmarthenshire Music Service, its prospects and sustainability for the future. In addition, further developments for this area of provision are suggested for Members' consideration.	To provide members with an update.

Items circulated to the Committee under separate cover since the last meeting - None

The latest version of the Education & Children Scrutiny Committee's Forward Work Programme is attached for information

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Education & Children Scrutiny Committee – Forward Work Programme 2019/20

6 th June 2019	3 rd July 2019 (Joint Mtg SC&H)	4 th July 2019	26 th September 2019	25 th November 2019	19 th December 2019	January 2020	March 2020	April 2020	May 2020
E&C Scrutiny Committee Forward Work Programme 2019/20 (LJ)	Annual Report of Director of Social Services 2018/19	School Visits Report (AM)	E&C Scrutiny Committee Annual Report 2018/19	Grants and Payments to Schools – inc Timetable	TIC Programme Update (AC/JO/AM)	School Performance and Achievement 2018/19 (AM)	Welsh in Education Strategic Plan (WESP) inc continuum and transfer from primary schools (AR)	Fostering Annual Report (SS)	
ALN Reform (including SEN) (AM)		Q1 Budget Monitoring Report	Q1 Corporate Strategy Performance Monitoring	Q2 Budget Monitoring Report	Education & Children's Services Departmental Business Plan (GM/JB)	MEP Progress Report to December 2019 (SD)	Q3 Budget Monitoring Report	Q3 Performance Monitoring Report	
Update – Digital Schools Strategy (ND)		CCC Annual report 18/19 (GM/JB)	Prov Exam & Teacher Assessment Results & Prov School Att Data (inc Assesment Techniques) (AM)	Drugs – Availability in Schools/ Initiatives	3-year Revenue Budget Consultation (Finance/JB)	Post 16 education (AR)	Actions and Referrals Update (LJ)	Update - Children First (SS)	
Carmarthen-shire Music Service (AR)		Play Sufficiency Assessment (CA)	Adoption Service Annual Report (SS)	Actions & Referrals Update (LJ)					

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MONDAY, 26TH NOVEMBER, 2018

PRESENT: Councillor D. Price [Chair]

Councillors:

S.M. Allen (in place of I.W. Davies), K.V. Broom, 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 M. Jones – Parent Governor [Dinefwr Area]
 Mrs V. Kenny – Roman Catholic Church Representative
 Mrs J. Voyle-Williams – Church in Wales Representative

The following members of the Social Care & Health Scrutiny Committee were also present for consideration of Agenda Item 4:

Councillors:

R. Evans, W.T. Evans, K. Lloyd, B.A.L. Roberts and G. Thomas.

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
Mr A. Morgan	-	Head of Education Services
Mr A. Rees	-	Head of Curriculum & Wellbeing
Mr S. Smith	-	Head of Children's Services
Mr S. Davies	-	Modernisation Services Manager
Ms B. James	-	Service Manager Corporate Parenting & Child Welfare
Ms M. Williams	-	Young Carer Lead
Ms S. Nolan	-	Group Accountant
Mrs M. Evans Thomas	-	Principal Democratic Services Officer

Chamber, County Hall, Carmarthen : 10.00 a.m. - 12.30 p.m.

1. APOLOGIES FOR ABSENCE

Apologies for were received from Councillors L. Bowen and I.W. Davies and from Mrs G. Cornock-Evans and Mr J. Davies (Parent Governor Members) and from Councillor K. Davies, A. McPherson and E. Morgan (members of the Social Care & Health Scrutiny Committee).

2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM

Councillor	Minute Item(s)	Nature of Interest
B.W. Jones	6 – Carmarthenshire Admissions Forum – Review of Admissions Round 2018/19 and Admission Arrangements 2019/20 and 2020/21	Her son teaches at Ysgol Parc-y-Tywyn

B.W. Jones	7 – MEP School Organisation Code 2018	Her son teaches at Ysgol Parc-y-Tywyn
D. Jones	5 – Early Voluntary Retirement and Redundancy Budget	Her sister and brother-in-law work in the Education Department
D. Jones	8 – Revenue and Capital Budget Monitoring Report 2018/19	Her sons are members of the Carmarthenshire Music Service
G. Jones	5 – Early Voluntary Retirement and Redundancy Budget	His wife works in the Education Department
E. Schiavone	5 – Early Voluntary Retirement and Redundancy Budget	His wife works in Q.E. High School

There were no declarations of prohibited party whips.

3. PUBLIC QUESTIONS

The Chair advised that no public questions had been received.

4. CARMARTHENSHIRE YOUNG CARERS AND YOUNG ADULT CARER SERVICES

The Committee received a presentation providing an overview of the services available for young carers and young adult carers across Carmarthenshire, which included the following:-

- a young carer is someone under 18 whose life is restricted because of the need to take responsibility for a family member due to sickness, disability, mental health or alcohol and drug problems;
- a young adult carer is someone who is between 16 and 25;
- there are 11,500 young carers in Wales;
- the average age of a young carer is 12 years old;
- 64% of young carers have been caring for 3 or more years and 1:5 miss school because of their caring responsibilities;
- 1 in 3 young carers spend between 11 and 20 hours per week caring;
- 1 in 12 secondary aged pupils are young carers;
- there are many issues which may affect young carers including loneliness, depression; lack of sleep, educational difficulties, social isolation, trust issues, bullying and suicidal thoughts.

Carmarthenshire Young Carers Service currently supports approximately 40 young carers up to the age of 18. This support includes holiday activities, referral onto appropriate agencies, a break from caring, focussed support, advocacy and peer support.

The following questions/observations were raised on the presentation:-

- Asked how the service is promoted in colleges, the Committee was advised that it is mainly the Young Adult Carer Service which is involved with colleges where they do drop-in sessions twice a week. The service has excellent links with the mentors in the colleges in the county;
- Asked how the service supports home educated children, the Committee was advised that, as an Authority, we have an Elective Home Education

policy and those children who are home educated and have been identified as being carers and may be vulnerable are monitored and supported by the service. Any children who have enrolled in a school but then opt out must inform the Local Authority, however, if a child has never enrolled in a school there is no requirement to register and it is more difficult to identify these children. In the past, forms used by the service in relation to parental mental health have only asked if there are any children in the home. These forms are being amended to ask if the children are in full time education which will assist in this regard;

- Reference was made to the importance of identifying young carers and officers were asked if they attend school assemblies and ask those who care for a family members to raise their hands. The Committee was advised that this is no longer done as many young carers do not want people to know. Other initiatives are used instead such as competitions to identify which celebrities were young carers. This involves the young person including their name on the form which includes a tick box asking if they are a young carer and if they need help;
- Asked what elected members can do to support the service, the Committee was informed that officers are working hard to highlight the Investors in Carers scheme. GP surgeries are well placed to identify young carers and for them to achieve the Investors in Carers silver award they need to provide more information. If elected members could help to spread the word it would be greatly appreciated;
- Reference was made to the fact that a mental health service for children and a school counselling service is needed and concern was expressed that there is a lack of capacity in the service to meet the need;
- Whilst acknowledging the importance of children staying with their family, officers were asked at what point is the decision made to remove them.
- With regard to children who are home educated, officers were asked what procedures there are in place to ensure that parents have the resources and ability to do that. The Committee was advised that officers have concerns in that regard as the criteria set by the Welsh Government are so vague that it is difficult to challenge their standards of ability to educate their child;
- Great concern was expressed over suicide rates amongst young people and the importance of improving the way that schools deal with children with mental health issues was stressed. The Committee was informed that there is a lot of research and media coverage highlighting what is being called a crisis among young people. There has been a tremendous shift in the understanding of the issues involved over recent years. The important thing is to realise that there must be a collaborative approach. The wellbeing of children is a priority;
- Reference was made to the fact that in some cultures children just see it as their duty to look after family and officers were asked what is being done with ethnic minorities in this regard. The Committee was advised that a Task and Finish Group is being set up to look at how we engage more with ethnic minority groups and how we develop the service in this regard. There is a growing multicultural society in Carmarthenshire and we need to look at how we promote our services to that society;
- With regard to home educated children, officers were asked if the Authority does enough to engage with these families as the children may be receiving an adequate education, however, they are missing out on interaction with other children. The Committee was advised that from a Local Authority

point of view it is quite a challenge because there is no funding available to help home educated children. Even in instances where the headteacher wants to help, the Welsh Government does not allow for that. A fundamental change is needed in order to allow for support to be provided. There are a number of challenges which officers are in discussion about.

RESOLVED that the information be noted.

5. EARLY VOLUNTARY RETIREMENT AND REDUNDANCY BUDGET

[NOTE: Councillors D, Jones, G. Jones and E. Schiavone had earlier declared an interest in this item.]

The Committee considered a report providing an update on the Early Voluntary Retirement and Redundancy Budget, following a request by the Committee earlier in the year for further details on the approach taken and progress made in relation to School Redundancy and Early Voluntary Retirement (EVR).

The School Funding (Wales) Regulations 2010 established that expenditure in respect of the dismissal or premature retirement of any person and expenditure in respect of teachers' emoluments are part of the Local Authority budget. These costs are outside the direct control of the Department but the Department will seek to work with schools and trade unions to reduce the overall impact of staff termination costs.

School based staff are recruited by Governing Bodies and are employees of Carmarthenshire County Council. Schools can have a budget shortfall due to a range of issues but predominantly it is due to a falling pupil roll. When that happens it can lead to a review of staffing and potential reductions in the school workforce. When staff become surplus to requirements the costs of releasing the staff are borne by the Council.

The budget allocated to address Early Voluntary Retirement and Redundancy costs is held by the Department of Education & Children's Services. The majority of the budget is locked in as it relates to pension contributions and other costs for staff released in previous years. Elements of these costs will continue until pensioners die. There is less than £100k budget available to meet new expenditure arising within the year, which is giving rise to a significant projected over-spend in the current year. For a number of years this budget has been under considerable pressure and has persistently over-spent over recent years by significant amounts. Current predictions are that the budget will overspend by £300k in 2018/19.

With further significant rationalisation of the schools network planned through the MEP, some rural primary schools experiencing a continuing decline in forecast pupil numbers despite a generally increasing birth rate, and with secondary school pupil numbers forecast to decline for a couple of years yet, there is little prospect of the pressures on this budget easing in the foreseeable future. Officers have been reviewing processes and practice in order to better manage expenditure and ensure that all business cases presented are robustly challenged. Some changes made to date include:-

- the Premature Retirement and Redundancy Discretionary Compensation

- and School Safer Recruitment Policies have been reviewed and updated;
- the discretionary “added years” element has been removed;
- regular meetings are held between Finance, Human Resources and Education to consider this agenda;
- all current school structures have been analysed in order to develop a “Carmarthenshire Model School Staffing Structure” for different sized Schools;
- a “Change Panel Process” has been developed to challenge schools on Their plans which aligns the school process with the corporate process.

The following questions/observations were raised on the report:-

- Reference was made to the fact that the budget is overspent year on year and officers were asked why they don't make sure that the budget is correct in the first place. The Director explained that that question is asked every year, however, we are in challenging financial times. He reassured the Committee that he would be making representations again this year in this regard;
- Concern was expressed that less than £100k is available for new retirees and officers were asked what happens in cases of normal retirement and whether that budget is also overspent. The Committee was advised that contributions made by members fund the normal retirement applications. If you are made redundant you are entitled to be treated as though you had gone down the normal retirement route. The schools gets the efficiency savings but the cost of compensation falls on the Authority;
- Reference was made to the role of school governors and officers were asked if they are prepared to make a decision with regard to redundancy when required or do they delay and lead the school further into the red. Officers were asked if perhaps this should be included in the school governors' programme of training. The Head of Education Services advised the Committee that the response of governing bodies to such situations varies from school to school. Some are proactive whilst others are less satisfactory. He added that he would pursue the issue of training with colleagues in learning and development;
- Asked how many people have left on EVR or redundancy, the Director agreed to circulate this information via e-mail;
- Asked whether relocation is considered when the need for a reduction in staff is identified at a school, the Committee was advised that when schools receive their budget allocation in March they will start planning their staffing etc. for the coming September. If, consequently, a teacher loses their job officers liaise with other schools in an attempt to secure alternative employment;
- Reference was made to the fact that schools need to be made aware that there are implications in making someone redundant under a certain age. The Director advised the Committee that not many schools have teachers over the age of 55 so now we are facing the possibility of compulsory redundancy for under 50s but then there are no implications on the Authority because they would not be eligible to access their pension. He added that it would be possible to arrange a workshop for the Committee on teachers' pensions.

RESOLVED that the report be received.

6. **CARMARTHENSHIRE ADMISSIONS FORUM - REVIEW OF ADMISSION ROUND 2018/19 AND ADMISSION ARRANGEMENTS 2019/20 AND 2020/21**

[NOTE: Councillor B.W. Jones had earlier declared an interest in this item.]

The Committee considered a report providing a review of the Admission Round 2018/19 and Admission Arrangements 2019/20 and 2020/21, following a request by the Committee earlier in the year for a report on the school admissions and appeals process.

The Committee considered a report providing a detailed overview and position statement with regard to school admission arrangements. This report is presented to the Admissions Forum for consideration and review every year.

It was noted that Local Authorities, Governing Bodies of maintained schools, Admission Appeals Panels and Admissions Forums have school admission functions assigned to them under the School Standards and Framework Act 1988. Each of these bodies has a statutory duty to act in accordance with the School Admissions Code and the School Admission Appeals Code.

The following questions/observations were raised on the report:-

- Asked if there was any intention to move from three admissions per year to one for 3 and 4 years, the Committee was advised that this is being currently being discussed as part of the review of the Authority's admission arrangements;
- Reference was made to the fact that when a child with SEN joins a school there is no additional support for the school and officers were asked if there are any plans to change that because it puts a lot of stress on the school. The Committee was advised that in such instances each case is considered on an individual basis. There is no funding available, however, resources are used as effectively and efficiently as possible;
- Reference was made to capacity within the sector and officers were asked if the MEP and WESP are factored in. The Committee was advised that with regards to primary schools it is fundamentally around investment. For secondary schools, if a significant increase or decrease in capacity is proposed then there is a statutory process which must be followed.

RESOLVED that the report be received.

7. **MODERNISING EDUCATION PROGRAMME - SCHOOL ORGANISATION CODE 2018**

[NOTE: Councillor B.W. Jones had earlier declared an interest in this item.]

The Committee considered the Modernising Education Programme School Organisation Code 2018. The previous Code came into force on 1st October, 2013. Following three years of operation the Welsh Government reviewed the Code, reflecting on learning and feedback received.

From the 1st November, 2018 the Welsh Government implemented an updated School Organisation Code. These changes alter the requirements to take forward

proposals which involve changes to schools, new schools or school closures. The most substantial change is the strengthening of the code in respect of a presumption against closure of rural schools.

The following questions/observations were raised on the report:-

- The definition of a “rural school” was queried and officers were asked if the schools included in the list have been validated to make sure that they are in fact rural schools. The Committee was advised that the information has not been validated by the Authority as the Welsh Government has a formula for identifying schools across Wales but they have not shared the formula;
- Reference was made to the list of rural schools included in the report and officers were asked why Llanddarog is not included in the list. The Committee was advised that this is why officers have taken the step to include the additional stage in the consultation process.

RESOLVED that the report be received.

8. REVENUE AND CAPITAL BUDGET MONITORING REPORT 2018/19

[NOTE: Councillor D. Jones had earlier declared an interest in this item.]

The Committee considered the Revenue and Capital Budget Monitoring Report in relation to the Education and Children Service which provided an update on the latest budgetary position as at 31st August, 2018, in respect of the 2018/19 financial year.

The Education and Children Service was projecting an overspend of £1,905k on the revenue budget and a variance of +£756k against the 2018/19 approved capital budget.

The following questions/observations were raised on the report:-

- Reference was made to the fact that schools set their budgets in March but they do not receive their grant allocation until October and concern was expressed that by the end of the year they are in deficit because they did not receive as much as they were expecting. The Committee was advised that officers are also frustrated at this situation. Last year was the longest delay experienced, however, it was totally beyond the Authority’s control;
- Officers were asked about the current position with regard to additional funding for the music service. The Committee was advised that between £52k-£58k will be allocated to the service in the next financial year. A paper is being produced on the future of the service which will be presented to the Executive Board for consideration;
- Reference was made to problems with the Health Service not contributing their share and officers were asked about the current position. The Committee was informed that the Authority is continuing to face difficulties in trying to convince health colleagues to part with their contribution.

RESOLVED that the report be received.

9. EDUCATION & CHILDREN SCRUTINY COMMITTEE ANNUAL REPORT 2017/18

The Committee received an Annual Report detailing the work of the Committee during the 2017/18 municipal year. The report had been prepared in accordance with Article 6.2 of the Council's Constitution which requires Scrutiny Committees to prepare an annual report giving an account of the Committee's activities over the previous year.

The report provided an overview of the Committee's work programme and the key issues considered during the year including those issues referred to/from the Executive Board and other Scrutiny Committees. The report also provided details of development sessions and site visits arranged for the Committee as well as attendance data.

RESOLVED that the Education & Children Scrutiny Committee's Annual Report 2017/18 be endorsed.

10. EDUCATION & CHILDREN SCRUTINY COMMITTEE ACTIONS AND REFERRALS UPDATE

The Committee received a report detailing the progress achieved in relation to actions, requests or referrals emerging from previous meetings of the Committee.

RESOLVED that the report be received.

11. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORTS

The Committee noted the reasons for the non-submission of the following reports:-

- Youth Support Service Business Plan
- Local Authority Education Services Self Evaluation

RESOLVED that the information be noted.

12. FORTHCOMING ITEMS

The Committee considered the list of forthcoming items for the next meeting. In view of the need to allocate sufficient time for effective scrutiny of the revenue budget and departmental business plan, it was felt that the number of other items on the agenda should be limited. It was therefore proposed that the Healthy Schools Initiative be moved to the January meeting and consequently, the New Children's Zone be moved from January to the March meeting.

RESOLVED that the list of forthcoming items to be considered at the next scheduled meeting to be held on 20th December, 2018, minus the Healthy Schools Initiative report, be agreed.

13. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 27TH SEPTEMBER, 2018

RESOLVED that the minutes of the meeting of the Committee held on the 27th September, 2018 be signed as a correct record.

CHAIR

DATE

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EDUCATION & CHILDREN SCRUTINY COMMITTEE

Wednesday, 13 March 2019

PRESENT: Councillor D. Price (Chair)**Councillors:**

L.R. Bowen, K.V. Broom, I.W. Davies, B.W. Jones, D. Jones, G.R. Jones, S.M. Allen (In place of E.G. Thomas), M.J.A. Lewis, E.M.J.G. Schiavone, B. Thomas and D.T. Williams.

Co-opted Members

Mr J. Davies – Parent Governor
 Mrs M. Jones – Parent Governor
 Mrs G. Cornock-Evans – Parent Governor
 Revd D. Richards – Church in Wales Representative

Also in attendance:

Councillor G. Davies (Executive Board Member – Education and Children)

The following Officers were in attendance:

G. Morgans, Director of Education & Children's Services
 A. Rees, Head of Curriculum and Wellbeing
 S. Smith, Head of Children's Services
 S. Davies, Head of Access to Education
 A. Morgan, Head of Education Services
 C. Griffiths, Welsh Language Development Manager
 N. Thomas, Service Manager
 C. Alban, Play Sufficiency Officer
 J. Buck, Performance & Information Officer
 L. Jenkins, Democratic Services Officer

Chamber, County Hall, Carmarthen. SA31 1JP. 10.00 am - 12.15 pm**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Cllr Edward Thomas and Mrs V. Kenny (Roman Catholic Church Representative).

2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM.

Councillor	Minute Item(s)	Nature of Interest
G. Jones	7	His wife works in the Education Department
D. Jones	8	Her sons are members of the Carmarthenshire Music Service

There were no declarations of prohibited party whips.

3. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

4. CHILDREN FIRST

In addition to the report, the committee received a presentation on the Children First approach and viewed a short film on the experiences of children in the Glanymor and Tyisha wards in Carmarthenshire. The approach seeks to initiate change at a local level, based on the needs of the specific place, identified by listening to children and young people and to the local community. The Children First approach will contribute to mitigating the impact of Adverse Childhood Experiences, exploring new and more effective ways of tackling poverty.

The following questions/observations were raised:

Members noted that the steering group did not include a representation from Dyfed Powys Police Force and other groups that were considered key to the approach, and also shared the same priorities as Children's Zones. The report highlighted the issue of crime and the fear of crime. The Service Manager advised that the Children's Zone was in its early stages and as it developed it was likely that membership of the steering group would expand to include Dyfed Powys Police Force.

It was noted that the Welsh Government had not attached any funding to the approach as this is considered a different way of working and not necessarily new work. A small amount of funding was made available in 2018/19 which funded 2 days per week of officer time.

Members asked for clarification on the commitment being sought in relation to Children First. The Director of Education and Children's Services advised that the report was submitted in order to share information with members. In the longer term local members would play a key part in the approach. The Head of Children Services advised that Children First was a strategic approach to working and not a Children Services only led project. It is an approach that in order to be successful and have impact on specific communities, requires a long term strategic commitment from all Local Authority departments as well as the commitment of external organisations to working together.

It was noted that children who shared their experiences in the short film shared negative experiences of living in the area and members asked for further information on the services currently available in the area. The Service Manager advised that St Paul's Family Centre, Morfa Integrated Children's Centre and other support services were available in the area. Most of the Tyisha ward falls within the area covered by Flying Start. The Service Manager advised that the Children

First approach will pull together the services already available and re-align provision with what local children want. It was noted that the approach was about looking at solutions within the community and work to overcome them, a 'doing with, not doing to' approach.

Members referred to the Wellness Village, which forms part of the Swansea Bay City Deal and asked whether funding would become available for training and development opportunities for local residents, and also to develop the local area. The Head of Curriculum and Wellbeing advised that discussions between the Regeneration Department and headteachers were in the early stages but there was a shared vision to equip local people with the required skills to take advantage of the opportunities available.

UNANIMOUSLY RESOLVED that the Children First report be received.

5. WELSH IN EDUCATION STRATEGIC PLAN

The Committee received a written report and a verbal overview of the Welsh in Education Strategic Plan from the Head of Curriculum and Wellbeing.

The following questions/observations were raised on the report:

Members asked for clarification on the continuation of provision between Key Stages 3 and 4. The Head of Curriculum and Wellbeing advised that there were challenges to securing provision in two languages and further discussions would be undertaken with the Welsh Government with regards to the financial implications of providing the education measure equitably in both languages in our 2B schools.

Members noted that the report contained a reference to establishing one Welsh Medium School by discontinuing four primary schools, clarification was sought on which schools were earmarked for closure under this phase. The Executive Board Member for Education and Children advised that the schools would not be named, however the Chair of Governors and the Headteacher at each school were aware of potential closure. The Executive Board Member had also approved the disclosure of the names of the earmarked schools to relevant local members.

Members raised concerns with regards to the two proposed Language Centres noted in the report. An assistance grant of £985,248 has been received by Welsh Government to establish two Language Centres to raise standards and support the criteria of one million Welsh Speakers by 2050. Concerns related to the long term sustainability of Language Centres, particularly in relation to securing on-going revenue funding. The Head of Curriculum and Wellbeing advised that Language Centres form part of a broader national development strategy and was confident that long-term funding would continue to be pursued actively with Welsh Government.

Members asked for clarification on the term 'transitional schools', noted in Annex 2 of the report. The Head of Curriculum and Wellbeing advised that 'transitional schools' were schools in the process of moving between dual stream to Welsh medium (Language Category). As there is no guidance on how long this transition should take, a school can remain within the transitional phase for some time. The Director of Education and Children's Services advised that any changes in category follows a statutory process and the department were aware of the two schools.

The issue of bilingual provision in Further Education was discussed, members were concerned that Welsh medium education would not continue at University level for the majority of subjects including Veterinary Science and Medicine, and that students might be at a disadvantage as a result. The Head of Curriculum and Wellbeing advised that the Coleg Cenedlaethol Cymraeg continues to develop Welsh language medium opportunities for students and provision in Welsh Universities has increased significantly in recent years. He also advised that the Welsh medium education produces bilingual pupils and this was not a barrier or a detriment when continuing their education in English.

UNANIMOUSLY RESOLVED that the Welsh in Education Strategic Plan be approved.

6. DRAFT EQUITY AND WELLBEING STRATEGY

The Committee received the Draft Equity and Wellbeing Strategy presented by the Head of Curriculum and Wellbeing.

The following observations/questions were raised on the report:

Members noted references to 'Children at greater risk of difficulties' and asked whether the Pupil Deprivation Grant was used to support children in this category. It was noted that other Local Authorities used the grant to employ an individual; to directly support children and families in need. The Head of Curriculum and Wellbeing advised that work was being done in this area and working with families with ACE's (Adverse Childhood Experiences) was part of the strategy. The Director of Education and Children's Services advised that he would report back to the Committee on the Pupil Deprivation Grant and the type of work undertaken. The Head of Education Services advised that he would include some examples of work relating to the PDG during forthcoming site visits.

UNANIMOUSLY RESOLVED

6.1 that the report be received;

6.2 that the Committee receive a report on the Pupil Deprivation Grant as soon as possible

7. PERFORMANCE MONITORING - QUARTER 3
[NOTE: Councillor G. Jones had earlier declared an interest in this item.]

The Performance Monitoring Report for Quarter 3 was presented to the group

The following observations/questions were raised on the presentation:

It was noted that staff absence and vacancies were responsible for shortfalls in most areas and in particular to the measure on Child Assessments.

UNANIMOUSLY RESOLVED that the Performance Monitoring Report for Quarter 3 be received.

8. ACTION AND REFERRALS FROM PREVIOUS SCRUTINY COMMITTEES
[NOTE: Councillor D. Jones had earlier declared an interest in this item.]

The Committee received a report detailing the progress achieved in relation to actions, requests or referrals emerging from previous meetings of the Committee.

RESOLVED that the report be received.

9. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

The Committee noted the reasons for the non-submission of the following report:-

- ALN Reform including SEN

RESOLVED that the information be noted.

10. FORTHCOMING ITEMS

The Committee considered the list of forthcoming items and agreed that the items should be presented to the next meeting.

UNANIMOUSLY RESOLVED that the list of forthcoming items to be considered at the next scheduled meeting to be held on 24th April 2019, be agreed.

11. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 24TH JANUARY 2019

UNANIMOUSLY RESOLVED that the minutes of the meeting of the Committee held on the 24TH January 2019 be signed as a correct record, subject to the following amendment –

Cllr D. Jones passed on apologies for the meeting and Cllr D. Cundy was present as a substitute.

CHAIR

DATE