

Document Pack



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THURSDAY 9TH JUNE 2016

TO: ALL MEMBERS OF THE EDUCATION & CHILDREN SCRUTINY COMMITTEE

I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE **EDUCATION & CHILDREN SCRUTINY COMMITTEE** WHICH WILL BE HELD IN THE **CHAMBER, COUNTY HALL, CARMARTHEN** AT **10:00AM** ON **FRIDAY 17TH JUNE 2016**, FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON THE ATTACHED AGENDA.

Mark James

CHIEF EXECUTIVE



PLEASE RECYCLE

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EDUCATION & CHILDREN SCRUTINY COMMITTEE

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

PLAID CYMRU GROUP – 6 MEMBERS

- | | | |
|----|------------|-----------------------|
| 1. | Councillor | C.A. Campbell |
| 2. | Councillor | J.M. Charles |
| 3. | Councillor | W.G. Hopkins |
| 4. | Councillor | P. Hughes Griffiths |
| 5. | Councillor | M.J.A. Lewis |
| 6. | Councillor | J.E. Williams (Chair) |

INDEPENDENT GROUP – 3 MEMBERS

- | | | |
|----|------------|-----------------|
| 1. | Councillor | I.W. Davies |
| 2. | Councillor | D.W.H. Richards |
| 3. | Councillor | T. Theophilus |

LABOUR GROUP – 4 MEMBERS

- | | | |
|----|------------|------------------------------|
| 1. | Councillor | D.J.R. Bartlett (Vice-Chair) |
| 2. | Councillor | J.D. James |
| 3. | Councillor | P.E.M. Jones |
| 4. | Councillor | J. Williams |

NON ELECTED VOTING MEMBERS (2)

- | | | |
|----|---------------|--------------------------------------|
| 1. | Mrs. V. Kenny | Roman Catholic Church Representative |
| 2. | Canon B. Witt | Church in Wales Representative |

ELECTED VOTING PARENT GOVERNOR MEMBERS (3)

Term of office expires on the 31/03/2018

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

AGENDA

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

**Forthcoming items for next meeting –
Thursday 22nd September 2016**

Discussion Topic	Background
Youth Support Service Business Plan 2016/17	There is a statutory requirement for the Local Authority to submit a business plan to the Youth Justice Board on an annual basis outlining the delivery of the youth justice services. This item will provide the Committee with an opportunity to consider and comment on the business plan.
Budget Monitoring 2016/17	This is a standard quarterly item which enables members to undertake their monitoring role of revenue and capital budgets in relation to the Education & Children Department.
MEP Proposals for Age Categories – Pwll, Bynea , Pembrey & Betws	This report will outline the proposal to seek permission to implement the amendment of the age categories of Pwll, Pembrey, Bynea and Betws CP Schools, as part of the next stage of this process. The Committee received the post-consultation reports on these proposals at its meeting in March 2016.

<p>MEP Proposal – Laugharne, Llanmiloe & Tremoilet</p>	<p>At its meeting on the 9th March 2016, the Committee agreed to recommend to the Executive Board that a formal consultation process on the proposal to discontinue Llanmiloe CP, Tremoilet VCP and Laugharne VCP Schools and to create a new area school, be initiated during the summer term of 2016. However, at its meeting on the 21st March 2016, the Executive Board decided to defer consideration of initiating formal consultation on the proposal, to allow further information to be gathered and evaluated, and for officers to bring a subsequent report to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter.</p> <p>At its forward work programme planning session in April 2016, the Committee also requested that it visit these schools, before considering the proposal to consult on the future of the schools once more. These visits are scheduled for June 2016.</p> <p>This item will provide the Committee with another opportunity to consider the proposal to consult on the future of the schools.</p>
<p>MEP Proposal – Bancffosfelen</p>	<p>At its meeting on the 9th March 2016, the Committee decided to defer making recommendations on this proposal until it had visited the school (scheduled for June 2016). This item will provide the Committee with another opportunity to consider the proposal to consult on the future of the school.</p>
<p>MEP Proposal – Llanedi</p>	<p>At its meeting on the 9th March 2016, the Committee decided to defer making recommendations on this proposal until it had visited the school (visit undertaken in May 2016). This item will provide the Committee with another opportunity to consider the proposal to consult on the future of the school.</p>
<p>E&C Scrutiny Committee Annual Report 2015/16</p>	<p>In accordance with Article 6.2 of the County Council's Constitution, each scrutiny committee must "prepare an annual report giving an account of its activities over the previous year." This report will provide members with an overview of the Committee's work during the 2015/16 municipal year.</p>

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

11-19 Learning Network Update

To consider and comment on the following issues:

- The development of a shared curriculum for young people aged 11-19 in Carmarthenshire secondary schools, Coleg Sir Gâr and local training provision;
- The implementation of the recommendations contained in the 11-19 Curriculum Review.

Reasons:

- To enable members to exercise their scrutiny role in relation to the delivery of education and youth support services as specified in the Learning and Skills Act 2000.
- To formulate views for submission to the Executive Board for consideration

To be referred to the Executive Board for decision: YES

Executive Board Member Portfolio Holder: Cllr. Gareth Jones (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: J.Aeron Rees</p> <p>Report Author: Matt Morden</p>	<p>Designations:</p> <p>Head of Learner Programmes</p> <p>Learning Transformation Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246532 jarees@carmarthenshire.gov.uk</p> <p>01267 246648 msmorden@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

11-19 Learning Network Update

The Carmarthenshire 11-19 Review highlights how the 11-19 curriculum in Carmarthenshire has evolved since 2000 and how this provision has been affected by national, regional and local factors.

Informed by this contextual information, the 11-19 Review sets out 20 recommendations that will enable young people educated in secondary schools, Coleg Sir Gâr and training providers to gain the skills and experiences needed to progress to further learning and employment.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

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

Signed: **J. Aeron Rees** Head of Learner Programmes

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

1. Policy, Crime & Disorder and Equalities

Support services linked to 11-19 Curriculum and the Welsh Government's Youth Engagement and Progression Framework for young people aged 11-25 in Carmarthenshire play an important role in promoting social inclusion via Welsh and English medium provision including:

- The identification of young people at risk of not succeeding in formal education via a Vulnerability Assessment Profile (VAP) of all pupils on school roll;
- Tracking of young people when they leave school via the Careers Wales IO Database;
- The follow up and use of targeted interventions to engage with young people known to be not in employment, education or training after leaving school;
- A wide range of youth work projects in schools, FE colleges, youth settings and local communities;

2. Legal

All secondary schools are required to be compliant with the Education (Local Curriculum for Pupils in Key Stage 4) (Wales) Regulations 2009.

Secondary schools and further education colleges are required to be compliant with the Education (local Curriculum for Students 16 to 18) (Wales) Regulations.

These regulations set out the minimum curriculum offer requirements for young people in the 14-16 and 16-19 age cohorts. The details of these regulations are available in the documents accessible via the links below:

- Learning and Skills (Wales) Measure 2009:
http://www.opsi.gov.uk/legislation/wales/mwa2009/mwa_20090001_en_1
- Education (Local Curriculum for Pupils in Key Stage 4) (Wales) Regulations 2009:
https://www.opsi.gov.uk/legislation/wales/wsi2009/wsi_20093256_en_1
- Learning and Skills (Wales) Measure 2009: Local Curriculum for Pupils in Key Stage 4 Guidance:
<http://wales.gov.uk/topics/educationandskills/publications/circulars/learningandskillsmeasure/?lang=en>

3. Finance

The Welsh Government (WG) funds 11-16 education via allocations per pupil to each local authority which are then passed on to schools. Post 16 education in School Sixth Forms and Further Education colleges is funded via the Welsh Government's National Planning and Reporting System. The 2015-2016 allocation for Carmarthenshire Sixth Form provision and related planning systems is £6.18M.

Additionally, Carmarthenshire receives the Welsh Government's Education Improvement Grant (EIG) via the ERW consortium and approximately £220k of this funding is allocated to support collaborative learning activities linked to the 14-19 Network structures in the county.

4. ICT

Funding from the 14-19 Network grant is supporting implementation of the Welsh Government's *hwb* Information and Communication Technology initiative – see:

<https://hwb.wales.gov.uk/Home/Pages/Home.aspx?lang=en>

This ICT development has very significant implications for changing the way in which teaching and learning is delivered for young people in the County and across Wales.

6. Staffing Implications

The Post 16 grant and EIG allocation currently funds a number of posts hosted by partner organisations, related local authority central administration and the teaching of collaborative courses run by schools, Coleg Sir Gâr and private training providers.

CONSULTATIONS

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

Signed: **J. Aeron Rees** **Head of Learner Programmes**

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – The 11-19 Review has been circulated for consultation to relevant partners including school and local authority staff, governors, Coleg Sir Gâr management and training providers.

4. Staff Side Representatives and other Organisations – N/A

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

THESE ARE DETAILED BELOW

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Learning Pathways II Guidance (2006)	http://wales.gov.uk/docs/dcells/publications/090302lpgguidanceeiien.pdf
WG Learning and Skills (Wales) Measure 16-19 (2009)	http://wales.gov.uk/docs/dcells/publications/140514-learning-and-skills-measure-2009-local-curriculum-for-students-16-18-en.pdf
WG Learning and Skills (Wales) Measure Key Stage 4 (2009)	http://wales.gov.uk/docs/dcells/publications/140507-learning-and-skills-measure-2009-local-curriculum-for-pupils-key-stage-4-en.pdf
Learning and Skills (Wales) Measure 2009: Learner Support Services and Learning Pathway Document Guidance	http://wales.gov.uk/docs/dcells/publications/110224learneren.pdf
Guide to the Post 16 Planning and Funding Framework (2015-2016)	http://gov.wales/topics/educationandskills/learningproviders/post-16-planning-and-funding/planning-and-funding-arrangements-2015-2016/?lang=en
Youth Engagement and Progression Framework Implementation Plan (2013)	http://wales.gov.uk/docs/dcells/publications/131007-ye-framework-implementation-plan-en.pdf

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Carmarthenshire 11-19 Curriculum Review

Consultation copy – March 2016

Report Author: Matt Morden, Learning Transformation Manager, Carmarthenshire County Council



“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed.

The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

Ken Robinson, *The Element: How Finding Your Passion Changes Everything*.

Carmarthenshire 11-19 Curriculum Review

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1.0 Context and Purpose

Education in Wales is in a phase of great transition. Over the next five years, the curriculum offered to children and young people will change significantly. New qualifications will be implemented together with the recommendations of the Donaldson Report, *Successful Futures*. The Welsh Government believes that these changes will enable young people to be well-educated in schools and colleges and well prepared for the modern workplace. However, these changes will occur at a time of reductions in Welsh Government funding for education at all levels and when the future model for local government in Wales is uncertain.

The Welsh Government is proposing that the number of local authorities in Wales is reduced significantly. Local authority services are being regionalised, with school improvement functions already being delivered via four regional consortia. All public sector organisations are being challenged to work together in more innovative ways, with the expectation that their budgets will reduce year on year for the foreseeable future.

For those working in Carmarthenshire education, this collaborative approach is not new. The County Council (the Local Authority), secondary schools and Coleg Sir Gâr (the College) have worked together in partnership since 2000 to develop and implement a range of strategic educational initiatives that have met the requirements of successive, and often complex, Welsh Government policies. These partnership developments have delivered significant benefits for young people, through large capital programmes and high quality provision for learners. The strength of Carmarthenshire educational partnership working is widely recognised as being sector leading, in marked contrast to the open competition for Post 16 learners that exists in some parts of Wales and throughout England.

Close collaboration has been at the heart of the strategic educational change that has taken place over the last 15 years. This collaboration has included the local authority's successful Modernising Education Programme (MEP) and Coleg Sir Gâr's historic and ground-breaking merger into the University Group structure of Trinity St David. Both developments are examples of innovative changes undertaken to improve opportunities for learners at all levels across Carmarthenshire.

Joint planning and commissioning of 14-19 Learning Pathways delivery across Carmarthenshire has been in operation since 2005. This provision is managed through four partnership clusters of schools, the college, training providers and related organisations. The partnership offers collaborative courses in Welsh, English and bilingually to over 900 pupils each year. Development of vocational training routes at Key Stage 4 has been a particular focus of this work.

However, both the Local Authority (LA) and the College recognise that to meet the forthcoming financial, social and economic challenges facing Carmarthenshire, a more visionary plan for education and training is needed. This plan will set out the actions required to deliver an innovative and sustainable curriculum for all young people aged 11-19 in Carmarthenshire in period to 2020 and beyond. This curriculum will be informed by the requirements of the Welsh Government and the regional and local economy. It will also be informed by the needs of young people, whether they wish to work locally or progress their careers elsewhere in the UK or abroad.

Following discussions between the LA's Director for Education & Children and the Principal of Coleg Sir Gâr, it was agreed that, in line with the WG's on-going Transformation Agenda, a joint strategic review into the further development and delivery of 11-19 education and training in Carmarthenshire should be undertaken.

This review will provide evidence to inform a strategic vision of the future of education in the county. It will identify the changes needed to ensure that all children and young people can access "a curriculum that is engaging and attractive*" in 21st Century facilities. This work will be fundamental to meeting one of the key strategic objectives of the Welsh Government's "Qualified for Life" strategy for *"leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools (and colleges)."*

The findings of the review will:

- provide evidence to inform the future "strategic fit" of education and training;
- Identify and implement a Carmarthenshire curriculum that will improve educational standards;
- Deliver improvements for learners;
- Equip young people for further study and work and;
- Assist employers and the local economy.

In March 2014, it was agreed that the County Council's Lifelong Transformation Manager (LTM) would undertake the review. This work is closely linked to a related strategic review being undertaken by the local authority of the 3-19 curriculum in Carmarthenshire and the implantation of the Donaldson Report recommendations.

2.0 The Methodology

This review is based upon five elements which have been developed a case to identify how the curriculum in Carmarthenshire should develop.

2.1 Background Research

The research was undertaken into the relevant Welsh Government policy that sets out the context for a strategic vision for Carmarthenshire 11-19 education. This work included analysis of a range of policies and strategies affecting secondary, tertiary and vocational education over the period 2000-2015, the extent to which these developments had been implemented in Carmarthenshire and the social and economic context of the county with particular reference to the key employment sectors now and in the future.

2.2 Establishment of a Joint Working Party (JWP)

The Review was overseen by a Joint Working Party (JWP) set up as part of the process to steer the Review and lead in the development of the outcomes. The JWP was made up of the Chief Education Officer and Head of Learner Programmes from the LA, the Assistant Principal from Coleg Sir Gar and school representatives.

2.3 Consultation Process

A range of stakeholders were engaged through a variety of one to one meetings and group consultation. Their views were sought on the aspects of the current strengths and weaknesses of the 11-19 education and training system in Carmarthenshire and to suggest how a Carmarthenshire curriculum offer might develop.

Engaging the key stakeholders has enabled views and opinions to be gathered, assess future needs of learners, employers and communities and ensure that the widest possible options for 11 – 19 education and training in Carmarthenshire were considered.

2.4 Developing the Vision

Following research and consultation with stakeholders, the LTM drew together the various strands, summarised the views and provided a models of the possible curriculum development options.

The LTM linked with the members of the JWP to define the vision for the future, identify the strategic priorities and future needs to ensure the identified changes can be delivered locally.

2.5 Recommendations

Following the development of the curriculum models, a range of related recommendations were identified. These options were evaluated against the criteria set out in the WG's 'Transforming Education & Training Provision in Wales: Delivering Skills that Work for Wales' (2008) and the 2015-2016 Ministerial Priorities letter to assess the extent to which they meet the Welsh Government's requirements for change. The draft report will be subject to further consultation in the period January to March 2016 to ensure that the changes and recommendations identified were realistic and met the needs of Carmarthenshire young people, the economy and the wider community.

3.0 Executive Summary

The LA and the College jointly commissioned the Review of 11-19 Education and Training in Carmarthenshire. Both organisations consider that a shared strategic approach is needed to deliver 11-19 education and training in Carmarthenshire in the future. This approach informs the future plan for curriculum delivery in the county.

In a Carmarthenshire context, the changes that are needed now are not about “bricks and mortar”, either through reducing the number of schools, or by building more facilities. The change that is required is to identify and deliver a high quality, innovative Carmarthenshire curriculum for all young people in the county in both Welsh and English, wherever they may be educated. While this curriculum will be informed by a range of Welsh Government policies, it will bring together national, regional and local needs to set out the education and training available to each young person in the county. This will enable each learner to personalise their education to meet their own career development needs, informed by the social and economic background of the county.

The curriculum is also informed by the needs of the local economy, with the prioritisation of vocational training pathways that meet key growth sector needs together with support for the most able pupils to progress to university. The recommendations in this report set out the actions required to implement the new curriculum and ensure that young people are both well-educated and suitably prepared for the next phase in their lives.

4.0 Background to the 11-19 Review

Secondary schools, Coleg Sir Gâr, the local authority, training providers and Careers Wales already work closely together across the county via four clusters, each with a supporting shared governance structure. These clusters oversee joint planning and delivery of collaborative 14-19 provision. However, it is recognised by all parties that a more strategic approach across Carmarthenshire is required to impact positively on learners, employers and local communities. The development of this strategic approach will also support effective use of resources at a time when the budgets available to schools, colleges and the local authority are decreasing.

Over recent years, Welsh Government policy has sought to transform Post 16 education through collaboration. The aim of this work has been to ensure that resources are more focussed on the learner while reducing duplication and “unhelpful” competition between providers. Local authorities have been encouraged to address falling school rolls by rationalising the number of school places available, often via the closure of small schools.

Since 2009, secondary schools and colleges have been required to comply with The Learning and Skills Measure (Wales) to ensure that every young person in Wales has access to a minimum level of breadth of offer of academic and vocational subjects at Key Stage 4 and Post 16. These policy directions and intentions have provided a unique set of challenges to both the local authority and the college over the past decade. To date, both organisations and secondary schools have responded proactively to these changes and can evidence tangible benefits to learners that have resulted from this work. However, further action is now needed if the local authority, schools and Coleg Sir Gâr are to respond pro-actively to the current challenges posed by Welsh Government policies, funding reductions, local economic priorities and the needs of young people.

4.1 The Case for Change

The current system of 11-19 education and training in Carmarthenshire requires review to ensure that the changing needs of learners, communities and employers are met. Local and regional economic development strategies focus on the need for the development of higher level skills to maximise employment opportunities. Further Education and Higher Education institutions are being challenged by Welsh Government to offer flexible training and support that meets the needs of employers and the key growth sectors in the local economy.

Currently, the twelve secondary schools offer vocational courses at Key Stage 4 in partnership with Coleg Sir Gâr and training providers. Eight secondary schools have sixth forms offering A Levels and vocational courses. Three of these schools deliver these courses primarily through the medium of Welsh, with some Welsh medium provision in the five remaining schools. In the Llanelli area there is a tertiary system with English medium

A Level provision delivered at the Graig Campus of Coleg Sir Gâr. The college also offers a wide programme of further and higher education courses at campuses in Llanelli, Carmarthen, Ammanford and Gelli Aur. Both the secondary school and further education sectors in Carmarthenshire have a strong track record in preparing young people for progression to university, though many of those who progress to higher education outside Carmarthenshire do not return to work.

Additionally, the geography and population scarcity in some areas of Carmarthenshire presents a challenge to the successful delivery of an equitable curriculum for all young people in 11-19 education in the county. While it is clear that there is a need for a sustainable model of 11-19 education in Carmarthenshire, achieving this at a time of reducing financial resources will require further trust and innovative partnership working between all relevant parties.

5.0 Strategic Context – Introduction

The strategic context section sets out how the review fits with the existing national and regional policy. It provides an overview of Carmarthenshire and local contexts. It defines the current arrangements for the delivery of 11-19 education and highlights current good practice and areas for further development.

6.0 National Policy Context

There are a wide range of Welsh Government policy initiatives that have shaped the local curriculum and related resources delivering education in Carmarthenshire in schools, Coleg Sir Gâr and training providers over the past ten years. These initiatives are often complex and in some cases not complementary. However, learning providers in Carmarthenshire have a good record of responding and adapting to the changes required by these policies, with the results being seen in the improved opportunities for learning that have developed in the county. The key policies that have shaped existing policy over the past ten years and that inform future developments are detailed below.

6.1 14-19 Learning Pathways (2006)

The current strength of educational partnership working in Carmarthenshire is built on the implementation of the Welsh Government's 14-19 Learning Pathways programme. Learning Pathways 14-19 was the distinct approach taken in Wales to transform the way in which young people are educated. This innovative approach was championed by the then Minister of Education, Jane Davidson. It focused on the needs of individual learners, their learning experience in formal, non-formal and in-formal education and the development of skills that help them to achieve their potential.

The learning pathways framework consists of six key elements, falling into two distinct categories: Learner provision and learner support. The three elements of learner provision are:

- An individual learning pathway – to meet the needs of each individual, including formal, non-formal and informal strands;

- wider choice and flexibility of courses – leading to qualifications from a local curriculum;
- wider learning from the learning Core – including skills, knowledge, attitudes values and experiences that all 14 to 19 year olds will need whatever their pathway.

Learner support comprises of:

- access to a learning coach – support for learning to be available at greater intensity for those in greatest need;
- access to personal support – to help overcome personal barriers to learning;
- impartial careers advice and guidance.

Implementation of the 14-19 Learning Pathways initiative transformed education and training in Carmarthenshire. This transformation included a greater focus on vocational training routes linked to local economic priorities and enhanced personal support for learners to help them succeed. Shared working between secondary schools, Coleg Sir Gâr and training providers focussed on improving the vocational choices available to learners and shared assessments of the quality of this delivery. This work resulted in the establishment of a long-standing culture of trust between education providers that does not exist elsewhere in Wales. This culture enables the needs of the learners to be foremost in the curriculum planning process.

While WG policy has now moved on from the 14-19 Learning Pathways model, it is essential that Carmarthenshire retains the learner centred ethos and the well-established local learning pathways via schools and Coleg Sir Gâr into key employment sectors such as construction and care. These principles underpin the development of the Carmarthenshire curriculum in the future.

6.2 Transforming Education & Training Provision in Wales - Delivering Skills that Work for Wales (2009)

The key priority of this WG strategy was to secure a workforce sufficiently skilled to access high level employment opportunities in the future. The report identified the need to integrate the work of schools, Further Education Institutions (FEI's), Higher Education Institutions (HEI's) and other Post-16 providers to transform the ways in which education and training provision is delivered across a geographic region.

As a result, learning providers were expected to form geographic and sectoral learning partnerships. These partnerships would be required to plan and implement the improvements outlined in the WG Policy. The transformation of education and training provision was required to widen options available to 14-19 year olds, reduce unnecessary duplication of provision and move to excellence across networks of providers. All local authorities were required to submit a Strategic Outcome Case (SOC) outlining how the required changes would take place.

The report identified a range of possible options for increased collaborative working across providers. These options were to be considered to secure significant improvements in the education and training delivery for post-16 learners and could include informal collaboration, shared governance of local learning partnerships combining the delivery of schools and colleges and the removal of transfer of existing provision for reasons of duplication or financial inefficiency.

The WG expectation was that the local learning partnerships would focus on areas for development where there is the greatest need for an improvement in learner outcomes.

It was intended by the WG that all those involved in providing Post 14 education and training should work together to address the following key performance indicators:

- an improvement in levels of basic skills;
- an increase in the rate of 16-18 and 19 - 24 participation in education, training and employment;
- an increase in overall learner success rates, reflecting higher levels of learner completion as well as the achievement of qualification aims;
- an increase in Level 2, 3 and 4 qualifications; and
- an increase in progression to higher level learning or higher level employment.

The WG's expectation was that collaborative proposals would take account of the relative inefficiencies that occur in Post-16 provider delivery. The WG believed that inefficiencies were more likely to arise when school sixth forms operate with fewer than 150 students (based on Audit Commission research) but recognise that rurality and the need for Welsh Medium delivery must also be taken into account.

The Carmarthenshire response to the transformation agenda was based on the existing strengths of partnership delivery linked to the implementation of the 14-19 Learning Pathways initiative. Since 2009, the partnership is able to evidence a range of positive outcomes linked to this initiative, including improved pupil performance at Key Stage 4, improved staying on rates and a reduction in the number of young people becoming NEET. This work continues to be on-going in Carmarthenshire and will remain as an underlying principle in the development of a local curriculum outlined in the recommendations of this report.

As a response to the wider Transformation Agenda, the WG launched a range of reviews, strategies and policies which included:

- The Structure of Education Services in Wales (Thomas 2011) which recommended the rationalisation of FE Institutions from 19, to the establishment of between 8 – 12 FE corporate entities by August 2013 and concluded that the development of regional consortia was viewed as a positive way forward. Further collaboration and partnership was identified as necessary to ensure that learners in the 14–16 and 16–19 age range are offered real opportunities and choice.
- The Future Delivery of Education Services in Wales (Hill 2013) highlighted Estyn's perception of shortcomings in the work of local education authorities. The Review focused on the effectiveness of the current education authority delivery and considered what should be undertaken at a local, regional and national level.

The Hill Review led to the establishment of four regional school improvement consortia with a focus on:

- raising standards and improving learner outcomes at all ages;
- better support and challenge to schools to improve standards;
- developing and strengthening the leadership of schools and the quality of teaching and learning;
- ensuring value for money and effective use of resources; and
- bringing about coherence and strong links between all areas of the education system, including post-16 provision and the wider children's services agenda.

Details of the work of regional school improvement consortium for South West and Mid Wales (*ERW*) are included in the regional section of this review.

6.3 Learning and Skills Measure (2009)

The Welsh Government's Learning and Skills (Wales) Measure 2009 provided a statutory basis for the 14–19 Learning Pathways initiative. The 14–19 Learning Pathways policy transformed curricula provision and support for learners, helping to raise achievement and attainment, prepare young people for high skilled employment or higher education. The intention of this policy was to enable Wales to compete economically in 21st Century Europe. The Welsh Government believed that including the basic principles of this policy in a legal framework ensured that the policy would be implemented in a consistent way to the benefit of 14–19 year old learners across Wales.

The Measure places a duty on local authorities in Wales to form local curricula for learners in Key Stage 4 and in Post 16 education and training. It also provides Welsh Ministers with regulation making powers to stipulate the minimum number of courses of study to be included within a local curriculum, and the minimum number of vocational courses of study to ensure that local area curricula contain a wide range of options of study both academic and vocational in nature.

The Measure supported the implementation of 14-19 Learning Pathways. It ensured that all learners at Key Stage 4 in Wales are able to choose from a minimum of 25 courses of which three must be vocational and that 30 choices are available to 16-18 year old learners, of which 5 must be vocational. All secondary schools in Carmarthenshire and Coleg Sir Gâr are currently meeting the requirements of the Learning and Skills Measure. However, budget cuts combined with reduced funding to support 14-19 related collaboration mean that it may not be possible to sustain the current curricular offer, particularly in smaller schools in rural areas.

6.4 A Curriculum for All Learners (2010)

This document provided guidance for teachers/practitioners of learners with a range of additional learning needs in mainstream and special settings/schools. It supports teaching and assessing against the school curriculum 2008. The guidance is focused particularly on Key Stages 2 and 3, but will be useful to staff working in the Foundation Phase and with learners aged 14-19 in a variety of settings. It is based on the UN Convention on the Rights of the Child and has seven core aims which seek to ensure that all children and young people develop their potential to the full. This document has now been superseded by the Curriculum for Life (2015) and the Donaldson Review recommendations.

6.5 The Welsh Government's 21st Century Schools and Education Capital Programme (2010-present)

The 21st Century Schools and Education Capital Programme is a major, long-term and strategic capital investment programme. The aim of the programme is to create educational communities fit for the 21st Century in Wales that deliver:

- Learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes

- Greater economy and efficiency for learning environments through better use of resources
- A sustainable education system that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings.

In December 2011, the Minister for Education and Skills announced a £1.4 billion investment for the first wave of 21st Century Schools and education projects. This funding is on a 50:50 match funded basis with local authorities throughout Wales. This funding is intended to create school environments that meet the needs of the community and provide the best learning provision for the area.

WG are currently working with local authorities to deliver the first wave of 21st Century School projects by 2019. However, local authorities determine the pace of delivery of their individual projects. The first wave of these projects was initially timetabled over a 7 year period. The implementation of the Local Government Borrowing Initiative as part of the 21st Century programme enables local authorities to accelerate spending on their programmes and to deliver their projects in five years instead of 7 years.

Carmarthenshire is at the forefront of schools related MEP developments in Wales. Funding from this programme has transformed education in the Dinefwr area, with significant upgrades to the Amman Valley and Maes Y Gwendraeth sites and a complete new school build in Ffairfach (Ysgol Bro Dinefwr). These developments have enabled the removal of large numbers of surplus school places and allowed young people to be educated in state of the art facilities. There have also been significant refurbishments at Ysgol Y Strade, Coedcae and Bryngwyn Schools and at a wide range of primary school locations across the county.

6.6 Welsh in Education Strategic Plans (2011 to present)

At a local authority level, the Welsh Government's Welsh Medium Education Strategy (WMES) outcomes and targets are delivered via the Welsh in Education Strategic Plan. The WMES sets out the Welsh Government's vision for an education and training system that responds in a planned way to the growing demand for Welsh-medium education. The aim is to facilitate an increase in the number of people of all ages able to use the Welsh language with their families, in their communities and in the workplace. The WESPs are a key vehicle for creating an improved planning system for Welsh-medium education.

The Carmarthenshire Welsh in Education Strategic Plans (WESP) provides the means for the Welsh Government to monitor the way in which the local authorities respond and contribute to the implementation of the WMES objectives by:

- Ensuring that every step of local authority education processes includes full consideration of Welsh-medium education;
- Extending provision where a need is identified on the basis of improved planning;
- Moving Welsh-language support services gradually away from the traditional roles of *Athrawon Bro* towards a new training and mentoring service;
- Ensuring the delivery of Welsh-medium support services on the basis of consortia in the near future;
- Improving standards and extending the use of Welsh by children and young people, and
- Demonstrating progress against the specific targets in the WMES.

Further development of Welsh medium education in the county, including vocational provision, is fundamental to this review. The details of these recommendations are included in the curriculum section of this report.

6.7 Building Resilient Communities: Taking forward the Tackling Poverty Action Plan (2013 to present)

This WG initiative sets out a number of targets in relation to poverty and educational attainment. These targets aim to:

- Narrow the attainment gap at the end of Foundation Phase by 10 per cent by 2017.
- Raise attainment by 15-year-olds eligible for free school meals of the Level 2 inclusive of English / Welsh First Language and Mathematics to 37 per cent by 2017.
- Reduce the number of young people who are not in employment, education or training aged 16 to 18 to nine per cent by 2017. At the end of 2012, the figure was 10.2 per cent.
- Reduce the proportion of young people who are not in employment, education or training aged 19 to 24 in Wales relative to the UK as a whole by 2017.

The Welsh Government's *Child Poverty Strategy* and related *Rewriting the Future* document (2015) highlight the importance of three strategic objectives to:

- Reduce the number of families living in workless households, as children living in workless households are particularly at risk of living in poverty.
- Increase the skills of parents and young people living in low-income households so they can secure well-paid employment and in-work progression, as in-work poverty is a growing issue.
- Reduce the inequalities which exist in the health, education and economic outcomes of children and families by improving the outcomes of the poorest.

Preventing poverty is fundamental to the Welsh Government's vision for supporting low income households. Consequently, WG initiatives to tackle poverty are closely linked to the government's strategies to improve educational attainment at both a local authority and regional consortia level. Work to address child poverty in Carmarthenshire is closely linked to this curriculum review. Targeted activities funded by the Families First and Pupil Deprivation grants play an important role in supporting children, young people and families experiencing poverty. Reducing the effects of poverty is also an important feature of the forthcoming round of ESF funding, with a primary focus on reducing the number of young people who become NEET. These activities will be incorporated into the range of support that compliments Carmarthenshire curriculum related developments.

6.8 Families First (2012)

In 2012, the WG created an integrated, whole-family approach to supporting families in Wales. Families First is aimed at improving the way agencies work together and places a clear emphasis on early intervention for families, particularly those living in poverty, to help stop problems from escalating towards crisis. As part of Families First, Wales is the only country to require all local authorities to operate a "team around the family" model, that encourages organisations to work together to assist families and help them address the breadth of challenges they can face.

The WG believes that the problems facing families are becoming more challenging and services face difficult choices as awareness and demand for support increases. The guiding principle throughout this work is of public services working together to meet people's needs effectively, sustainably and at the earliest opportunity. Families First brings together organisations to work with the whole family, not just the individual. This means agencies realigning the way they work to better meet the needs of the family. It means building on the strengths inherent in the family unit and building a 'team around the family' approach that brings agencies and services together in a co-ordinated way, making it less complex for families to access the support they need.

In Carmarthenshire, the Families First approach has been embedded into the work of the Department for Education and Children through a combination of made and commissioned family support services. These services provide targeted support for young people identified by the Vulnerability Assessment Profile as being at risk of not succeeding in school. This additional support is vital in ensuring overcoming a range of barriers that can prevent young people achieving their full potential and will be retained as part of the developing Carmarthenshire Curriculum model.

6.9 The Post 16 Planning and Funding Framework (2014)

In September 2014, the WG implemented a new planning and funding system (P16P&FF) for Post 16 education in school sixth forms that replaced the recurrent funding methodology used previously. The new system brings funding allocations for Sixth Forms in line with the arrangements for Further Education colleges and Work Based Learning.

The Post 16 planning and reporting arrangements for local authorities seek to:

- improve the efficiency, effectiveness and transparency of the post-16 planning and funding to focus on better outcomes and progression for learners;
- standardise the planning of provision across the school and College sectors to improve information to make better informed decisions; and
- focus attention on the broader outcome for individual learners.

From September 2016, Welsh Government have proposed that funding will be based upon programmes of learning rather than qualifications, with each programme having a defined purpose and outcome against which it will be monitored.

The planning role of the local authority is significantly enhanced in the new system, with added responsibility for co-ordinating the delivery of Sixth Form provision. This includes ensuring that duplication of provision is avoided and that the courses provided meet local and regional economic priorities. In FE settings, the new system has resulted in a much more student-led curriculum and removed those programmes run primarily to attract additional funding. This has resulted in a curriculum that is more based on employability and employer need, with the planning aspects linked closely to local labour market information and needs.

Preparatory work has taken place to prepare secondary schools for the new Post 16 funding system. This work has involved collecting data regarding the number of pupils currently studying on each of the funded learning programmes within the new funding methodology. During the transitional period, the authority is using a funding model based

on pupil numbers and funding uplifts for Welsh Medium provision, sparsity and rurality that has been agreed with the secondary school head teachers.

The Carmarthenshire Local Authority Plan is required to be submitted to Welsh Government in April each year and will be based upon the following principles:

- Provision of high quality education for all learners;
- Ensuring equality and diversity;
- Optimising the use of resources through developing models of collaboration and sharing;
- Ensuring provision is affordable and sustainable;
- Promoting the delivery and development of Welsh Language provision.

Linked to the principles above, there is an expectation from the Welsh Government of a much greater role for the local authority in guiding Post 16 delivery in schools. To support this role in Carmarthenshire, there is considerable potential for the evolution of a commissioning model for sixth form funding. This could be linked to the existing cluster governance structure and include funding allocated for courses delivered by schools together and/or with Coleg Sir Gâr in collaboration. A new commissioning model would need to be closely linked to the local economy and sectoral priorities and should include opportunities to expand vocational Welsh medium provision.

6.10 The Review of Qualifications 14–19 (2012)

The Review of Qualifications for 14-19 year olds in Wales (WG November 2012) was launched in September 2011, setting out a vision of “qualifications that are understood and valued and meet the needs of our young people and the Welsh economy.” The review recommended that there is a need to develop a high-quality, robust and distinctive national qualifications system for 14 to 19 year-olds in Wales. Proper recognition of the value of vocational qualifications is seen as ensuring that learners gain the skills needed by employers and the modern Welsh economy. As well as their intrinsic value, vocational qualifications are seen as motivating and engaging for those learners who might otherwise lose interest in education.

The review concluded that for learners at 14-16, vocational qualifications should be aimed at providing a general introduction to an industry sector rather than leading to occupational competence, and should form part of a broad and balanced general curriculum. These should be IVETs (Initial Vocational Education and Training), which do not lead to vocational competence and should only be available to learners at age 14; or level 2 CVETs (Continuing Vocational Education and Training) which lead to vocational competence. Either category should be available post 16. This change should improve the coherence of curriculum pathways.

Where qualifications are focussed on meeting employer needs and have a vocational basis there will be an increased need for these to be delivered by appropriately experienced vocational practitioners, whether this be in school, college or training provider settings.

6.11 Youth Engagement and Progression Framework (2013)

The Youth Engagement and Progression Framework focuses on reducing the number of young people aged 11 to 25 who are not engaged in education, employment or training (NEET) in Wales. This non-statutory plan sets out the responsibilities of the local authority in bringing together a partnership to oversee local delivery of the framework.

The strategy identifies has six key elements that combine to enable a reduction in the number of young people becoming NEET in a local area:

- Identifying young people most at risk of disengagement via a Vulnerability Assessment Profile (VAP);
- Better brokerage and co-ordination of support for young people;
- Stronger tracking and transitions of young people through the system;
- Ensuring provision meets the needs of young people;
- Strengthening employability skills and opportunities for employment; and
- Greater accountability for better outcomes for young people.

This work links with the implementation of the Post 16 Planning and Funding System in 2014, the recommendations of the Review of 14-19 Qualifications in Wales 2012 together with the WG's wider work to boost youth employment through Jobs Growth Wales, traineeships and apprenticeships.

Carmarthenshire has developed a shared approach to implementing the YEPF, working in close collaboration with Pembrokeshire and overseen by the shared two counties Executive Group. The Vulnerability Assessment Profile (VAP) is now operating in all schools. This tool identifies young people in need of additional support, which is then provided by a combination of mainstream services and Families First interventions overseen by the Team Around the Family approach. The VAP will also be used to target interventions funded by the regional Cynnydd ESF bid. Funding from this bid is likely to be available from early in 2016 and will be overseen by a joint management group incorporating staff from the local authority and Coleg Sir Gâr.

6.12 New Deal for the Education Workforce in Wales (2014)

A new deal to support teachers, leaders and support staff with their professional development throughout their careers while raising the esteem was announced by Education Minister in June 2014. The new deal provides practitioners with the opportunity to access high quality professional learning at every stage of their career. This development aims to improve overall performance in the classroom and improve the attainment levels of Welsh learners.

The new deal will be supported by a National Professional Learning Model, designed to improve the quality of professional practice while building respect for the workforce. In return for this support, the Welsh Government expects teachers, leaders and support staff to take responsibility for their own professional learning and to share their knowledge and good practice with others – a feature of any high status profession.

This initiative will also see regional school improvement consortia, through the National Model of Regional Working, working together to provide a national programme of professional development opportunities for education staff. The full local training programme linked to the New Deal is currently being finalised.

6.13 Qualified for Life (2014 to present)

Qualified for Life is the Welsh Government's educational improvement plan. The 5 year plan (2015-2020) aims to improve the educational attainment of learners aged 3 to 19. Key activities of the plan are placed under 4 strategic objectives:

- An excellent professional workforce with strong pedagogy based on an understanding of what works (linking closely with the New Deal, as described above).
- A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills.
- The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment.
- Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

The Carmarthenshire 11-19 review is, in part, a Carmarthenshire response to Qualified for Life, given the identified focus on staff development, curriculum development, worthwhile qualifications and leaders working together across sectors in a self-improving system. The actions identified in this review will address these themes and provide a range of strategies to ensure that Qualified for Life is implemented effectively in the county.

6.14 Skills Implementation Plan (2014)

The purpose of this plan was to translate the high-level priorities within the Welsh Government policy statements on skills into delivery. The plan set out key policy actions which will take place in the period to 2016–17. These actions provide the basis for future employment and skills policy interventions over the next decade.

The scope of this plan is aligned to the policy statement on skills and focuses on post-19 employment and skills policy in Wales. However, the Welsh Government highlights the need for close links with the compulsory and post-compulsory education system. This is to ensure that the future workforce reflects government ambitions for a highly skilled society. This includes the development of staff with Level 3 in skill areas that employers value and which are regionally important being a key benchmark.

This attainment target is set alongside the need to improve the literacy, numeracy and ICT skills of working adults to at least Level 2 wherever possible. Welsh Government also consider the need for Welsh-medium delivery of post-19 skills in line with employer need. The plan is underpinned by a series of Skills Performance Measures to be used as the continual reference point when evaluating policies and programmes to ensure they remain on track to deliver the WG future ambition.

They are focused on the following four key areas:

- Jobs and growth - Improvements in employment and productivity levels.
- Financial sustainability - Ensuring an appropriate and sustainable balance of funding is available to support the skills system sourced from government, employers, individuals and European funding.
- Equality and equity - Providing equality of opportunity for individuals in accessing post-19 employment and skills support.

- International skills benchmarking- Improving the skills profile to ensure Wales remains competitive as a nation.

These four areas are the focus of the 2015-2016 Ministerial Letters to local authorities and Further Education Colleges. Given this, the actions identified in this review link closely to the Welsh Government's expectations of learning organisations as identified in these letters.

6.15 The Revised Welsh Baccalaureate (2015)

The Welsh Baccalaureate (WB) is delivered by schools and colleges across Wales. The WB gives broader experiences than traditional learning programmes, to suit the diverse needs of young people. The 2012 Estyn Report on Welsh Baccalaureate delivery established that the majority of students who study the core are exposed to a wide range of topics and opportunities that help them to improve their knowledge, understanding and interpersonal skills. The Welsh Government believe that students studying the WB are becoming more confident, improving their essential and social skills and gaining a better understanding of a range of topics from enterprise to politics and current affairs.

The core at each level is studied alongside a range of appropriate academic and/or vocational optional qualifications. Candidates who meet the requirements of the Core and Options relevant to each level of the qualification, are awarded the Welsh Baccalaureate Foundation, Intermediate or Advanced Diploma as appropriate.

From September 2015, the WB enters a 4 year transition period for implementation of the qualification (2015-2020). This phased implementation is intended to enable schools and colleges to manage the change, develop staff and ensure high quality delivery of the qualification. Welsh Government have set out phased targets for this period, with the intention being that there is 100% implementation of the WB by 2020.

The revised WB is based on a graded Skills Challenge Certificate and supporting qualifications (including GCSEs, A Levels and vocational awards). The primary aim is to enable learners to develop and demonstrate an understanding of and proficiency in the essential and employability skills of communication, numeracy, digital literacy, planning and organisation, creativity and innovation, critical thinking and problem solving, and personal effectiveness. The emphasis is on applied and purposeful learning and to provide opportunities for assessment in a range of real life context through three challenges (Community, Global Citizenship, Employment and Entrepreneurship) and an extended individual project.

The revised WB, combined with the introduction of the capped 9 GCSE programme by September 2017 has significant staffing implications for Welsh schools. The combination of these changes will mean that teaching staff in non compulsory capped 9 subjects will spend less time on their chosen subject specialisms and more time teaching the WB related curriculum. These changes are already affecting Carmarthenshire secondary schools and Coleg Sir Gâr and will impact further on subject specialist staff over the coming years as the WB is implemented for all pupils at KS4 and Post 16.

Implementing the revised WB has already proved challenging during the 2015-2016 academic year. The late receipt of the revised course specifications, coupled with new requirements for e-portfolios has meant that pupils, students and staff have found it difficult to engage positively with the new qualification. Welsh Government will undertake a further

review of the issues associated with the Welsh Bacculaureate early in 2016. It is hoped that this review will address the current problems being faced by schools and colleges.

In parallel with the Welsh Bacculaureate changes, all young people in schools sixth forms and further education who have not passed GCSE Maths and English are now required to resit these qualifications as part of their Post 16 study programme. No additional funding is allocated for this delivery, placing financial, timetabling and staffing pressure on schools and college.

While it will not become compulsory to deliver the WB to all pupils in schools and colleges until September 2020. However, the local authority and Coleg Sir Gâr believe that the WB is an essential part of the developing Carmarthenshire curriculum as the qualification develops the skills young people need to succeed in life, that employers want and that enables effective progression to higher education.

6.16 National School Categorisation System (2015)

In September 2014, the Welsh Government published the National School Categorisation System guidance for schools, local authorities and regional consortia. The purpose of the national categorisation system is to identify schools that are in most need of support and to ensure support and resources are directed most effectively to secure the improvements necessary in the school system.

This guidance explains in detail the three steps of the National School Categorisation System:

- performance and standards;
- self-evaluation and capacity to self-improve in relation to leadership and teaching;
- Improving schools through regional education consortia and learning categorisation and level of support, challenge and intervention.

The Welsh Government developed this guidance with the regional consortia prior to its publication with this information being available to consortia challenge advisers when categorising schools in 2014-2015 year. As of February 2015, 4 Carmarthenshire secondary schools (33%) were rated as Green (excellent), 6 (50%) as Yellow (good) and 2 (17%) as Amber (satisfactory). No Carmarthenshire Secondary Schools were rated as Red (in need of intensive support). This position represents a positive change from the 2014-2015 year, with 83% of schools being in the Green or Yellow categories, compared to 65% across the ERW region.

6.17 Successful Futures - The Donaldson Review (2015 to present)

In February 2015, the Welsh Government published the curriculum and assessment review undertaken by Professor Graham Donaldson, who had previously undertaken similar work in Scotland. The aim of the review was to identify the strengths and weaknesses of the current curriculum.

Strengths were identified as:

- Equity and inclusion;
- The support for Special Educational Needs through Routes for Learning ;
- The Foundation Phase ;
- The emphasis on literacy, numeracy and wider skills ;
- Welsh culture and language ;
- The revised Welsh Baccalaureate.

The review identified the weaknesses as:

- overload, redundancy and complexity of successive modifications;
- current curriculum not enabling young people to achieve identified standards;
- assessment and accountability have become intertwined in an unhelpful way.

Additionally, teachers told Professor Donaldson that they would like to be able to decide what and how they would teach their subjects. Children and young people told the review that they wanted a greater focus on life skills, personal confidence, basic skills, work skills, career advice and well-being.

Informed by this feedback, Donaldson proposed that a new curriculum be developed with the four clear purposes of developing young people as:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work ;
- ethical, informed citizens of Wales and the world ;
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society;

Donaldson asserts that the current curriculum structure is too complex and needs to be simplified and made more coherent. The current structure inhibits the “flow and progression” in learning and “responsiveness to local needs”. Donaldson believes that a more consistent approach should be developed encompassing both the Primary and Secondary stages, to at least Key Stage 3. He highlights the need for more “imaginative use of time” and an extension of the Foundation Phase approach, where areas of learning are used instead of subjects. It is also recommended that all teachers be responsible for literacy, numeracy and digital competence.

The review advises that the Welsh language needs to be strengthened within curriculum and proposes “that all children and young people should continue to learn the Welsh language to the age of 16”. The need to improve the ‘quality and relevance’ of Welsh language teaching in English-medium schools is identified.

The review suggests that Welsh-medium schools become Welsh language hubs to provide support to English-medium schools.

Research on children's learning progression should be utilised in developing descriptions of expected achievement. They should be both challenging and accessible and offer leeway for students who excel and those that progress slower.

The review suggests that assessment procedures be simplified and that "the Welsh Government should develop an overall assessment and evaluation framework as recommended by the OECD". The report suggests the use of teacher assessments along with external testing in assessment.

The recommendations have major implications for the professional development of teachers and other practitioners across Wales and in Carmarthenshire including:

- the need to extend teachers capacity in Welsh language, health and well-being;
- digital competence, computer science and coding;
- curriculum planning and assessment.

Following the publication of Successful Futures, the Welsh Government encouraged all those involved in education to take part in "The Great Debate" to shape the evolution of this policy. As of December 2015, the full implications of the Donaldson Report on the curriculum in Wales and Carmarthenshire are yet to become clear, though the Carmarthenshire pioneer schools for the Successful Futures programme have now been identified. Local delivery of the Donaldson reforms on the 3-19 curriculum are the subject of a major local authority report (*Palmantu'r Ffordd / Paving the Way*) that is complimentary to this review and the related recommendations. This report includes detailed analysis of pupil data, performance trends and current school timetabling models and thus these topics are not duplicated by the contents of the 11-19 Review.

6.18 Lead Creative Schools (2015)

The Arts Council for Wales's Lead Creative Schools Scheme aims to promote new ways of working, with innovative and bespoke programmes designed to improve the quality of teaching and learning. The Lead Creative Schools Scheme is designed to work with schools to provide the creative people, skills and resources that are needed to help schools address these challenges.

The scheme will use well developed teaching and learning techniques that are specifically designed to be practical and relevant to real life curriculum demands. These techniques are informed by extensive research from around the world into what makes a high performing school. The aim of the Lead Creative Schools is to nurture and develop the creativity of learners so that they achieve their potential, grow as well rounded individuals and are prepared with skills for life.

The Lead Creative Schools Scheme allows schools to enter into a long-term programme that aims to support them to:

- work with Creative Practitioners in their classrooms to transform teaching and learning;
- devise and implement a project or programme of work linked to individual school development priorities;
- find creative approaches to literacy, numeracy and to reducing the attainment gap between learners eligible for free school meals (eFSM) and their peers;
- embed changes in teaching practice leading to sustainable impact;

- put the arts and creativity at the heart of school life; and
- be recognised for their commitment to improvement through creative teaching and learning and the arts.

Funding for Lead Creative Schools comes from a £20 million budget allocated to support the implementation of Creative Learning through the Arts between 2015 and 2020. Schools will begin to benefit from the plan during the 2015/16 academic year. During the life of the plan it is envisaged that one third of schools in Wales will have the opportunity to participate in the Lead Creative Schools Scheme. The Carmarthenshire Lead Creative Schools have now been identified and work to implement this programme will begin early in 2016.

6.19 Annual Ministerial Priorities for Further Education Colleges and Local Authorities (2015)

The Minister for Education and Skills sets out the annual priorities for the FE and Local Authority Post-16 school sectors in May each year in preparation for the coming academic year. For the 2016-2017 year, these priorities are:

- **Jobs and growth** including collaborative approaches to ESF project development, skills performance measures the development of the Regional Skills Partnerships and employer engagement and enterprise;
- **Financial sustainability** including co-investment in skills;
- **Equality and equity** including the Child Poverty Strategy and Tackling Poverty Action Plan, Youth Engagement and Progression Framework, the development of the Seren Network for the most able young people, literacy and numeracy, Welsh Language, Standards, Learners with Learning Difficulties and/or disabilities;
- **International Skills benchmarking** including quality, standards and learner destination tracking, apprenticeship frameworks, Welsh Baccalaureate, the new Welsh Qualifications Wales Body, Workforce Education Registration.

The Minister also required FE institutions and local authorities to continue to deliver adult community learning, to further develop the use of e-learning and to work closely with the regional school improvement consortia in the strategic development of provision. There was also an expectation that all those involved in Post 16 education and training would continue to develop a “culture of transparency and collaboration” and deliver efficiency gains and achieve the best use of resources through this collaboration. While the partnership related work in county is addressing the issues raised by the Minister, the recommendations of this review draw together a number of further themes to meet the identified priorities.

6.20 The Seren Network (2015)

In 2015, the Welsh Government published a report by Paul Murphy MP that identified the factors that contribute to low numbers of Welsh young people progressing to Oxford and Cambridge universities. The report recommended the establishment of a network of local hubs delivering enhancement activities for school and college pupils in Year 12 that will prepare them to apply for places at the Sutton Trust 30 most competitive universities in the UK. Following developmental work in 2015, the Carmarthenshire/Pembrokeshire Seren Hub was launched in February 2016, with 330 able and talented young people across both counties identified as potential participants. A programme of enhancement activities for

this group of young people is planned for 2016-2017, with a shared executive group of school, FE college and LA staff overseeing this work.

6.21 The Estyn Annual Report (2015)

The 2015 Estyn Annual Report includes reference to a number of themes very relevant to this report. Changes to the Welsh curriculum are discussed in detail. The strengths of the curriculum in good secondary schools are identified as being where schools work in partnership with other schools and colleges to broaden the choices available to young people at Key Stage 4. This widening of the curriculum includes vocational pathways linked to the local economy and the role of the Welsh Baccalaureate in broadening understanding of enterprise, citizenship and the world of work. The commitment of high-performing schools to the development of a pupils' broader social and moral awareness and the promotion of healthy lifestyles is emphasised. A wide range of cultural, artistic, musical and sporting activities are also identified as being integral to the development of confident learners who are well prepared for future study and employment.

In order to deliver this wide and interesting curriculum, Estyn note the importance of imaginative planning by senior managers that enables innovation and the development of autonomous cross curricular learning. The role of schools, colleges and the local authority working together to develop a curriculum relevant both to learners and the key sectors of the local economy is highlighted, as is the sharing of information about young people to better track their progress. Linked closely to the implementation of the four core purposes of Successful Futures, Estyn note that schools should be preparing for the implementation of the new curriculum by building on the existing good practice identified in curriculum design and development. As later sections in this review will note, much of this practice already exists in Carmarthenshire, leaving the county well placed to develop an innovative approach to local curriculum development.

6.22 National Strategies – A Summary

The past 15 years have seen successive attempts by the WG to transform the delivery and provision of 11-19 education and training through new policies, strategies and legislation. During this period, Welsh Government initiatives have sought to:

- support and challenge to schools and colleges to improve standards and learner outcomes;
- tackle the causes and effects of poverty on children and families;
- develop and strengthen the leadership of schools and colleges;
- ensure value for money and effective use of resources;
- bring about coherence and strong links between all areas of the Post-16 provision;
- facilitate a process of merger and collaboration;
- increase the amount of Welsh Medium provision;
- address falling rolls within schools through a rationalisation of school places; and
- bring FE and Schools Post 16 delivery under the same funding regime.

While these aims are commendable, the diverse and sometimes unconnected nature of Welsh Government policy presents a significant challenge to successfully implementing these policies at a county level. Implementing these changes regionally and across local authority boundaries is even more challenging.

Much of this work has, and continues to be, funded by individual WG grants tied to strict funding criteria. In recent years, some of these grants have been administered on a regional basis, which requires additional bureaucracy in order to manage resources effectively. Differing approaches at a local authority level can also make the development of a consistent regional approach to WG priorities difficult. However, given the joined-up approaches to 11-19 curriculum development that already exist in Carmarthenshire, this review will identify how these challenges can continue to be overcome to meet the needs of children, young people, families, communities and the local economy in Carmarthenshire.

7.0 The Regional Context

Both the Carmarthenshire County Council and Coleg Sir Gâr are committed to regional working and the development of a coherent strategy to better deliver education and training for young people. This commitment is seen in the considerable staff time and effort devoted to regional activities as part of the “day job” of senior staff from both organisations. There are three main existing groups that facilitate the delivery of regional working.

7.1 The Regional Learning Partnership

The Regional Learning Partnership (RLP) is a strategic partnership of education and regeneration partners in south west and central Wales working to deliver: skills for jobs and growth, skills that respond to local needs, skills that employers value and skills for employment. The partnership is made up of key representatives from local government, higher education, further education, third sector, and private sector across Carmarthenshire, Ceredigion, Neath Port Talbot, Pembrokeshire, Powys and Swansea.

7.1.1 The Regional Delivery Plan for Employment & Skills for South West and Central Wales

The Welsh Government’s Department for Education and Skills (DfES) has developed a strategic approach to the delivery of employment and skills support for both individuals and businesses, which will provide a basis for the future utilisation of European Structural Funds and other sources of funding. In response to this approach to the employment and skills agenda, the RLP has facilitated the development of a Regional Delivery Plan for Employment and Skills for South West & Central Wales that is aligned strategically with what is outlined in the National Policy Statement on Skills (published January 2014) and subsequent Implementation Plan (published July 2014).

The plan is also seeking to align with the priorities of the Swansea Bay City Region and the Growing Mid Wales development, to enable the provision of skills and learning to meet the needs of the region’s economic and labour market over the next ten years and beyond.

In October 2014, the Deputy Minister for Skills and Technology, Julie James AM, formally announced the regional skills partnership structures that will develop and publish annual regional employment and skills plans which will identify investment priorities as well as local demands and opportunities. The fourth version of the plan was submitted to the Welsh Government in March 2015, with a revised annual submission required by March 2016.

The RLP is facilitating the development of regional interventions via four framework groups – Regional Young People, Regional Adult Employability, Regional Skills for Growth and Regional Entrepreneurship. The interventions are based on evidence of regional skills and employment needs, and complement the national schemes. This includes a range of workforce up-skilling provision and support for entry into, and progression within the workplace, responding to specific regional economic conditions and priorities. It also includes regionally-focused youth engagement activities.

The frameworks have been developed by the RLP to establish a co-ordinated approach, reduce project duplication and establish referral mechanisms. Each framework is a strategic approach to addressing a particular theme or cohort of participants under which a number of national, regional and local projects will sit.

To avoid duplication and identify gaps in activity, projects being delivered by national organisations e.g. Welsh Government are included in the frameworks. As external funding bids are approved, the frameworks will be used in future as a tool to identify emerging demand, existing provision and skills gaps. The Welsh Government requested that each regional skills partnership develops Demand & Supply Assessments to support the implementation of the Regional Delivery Plans by September 2015.

The Welsh Government's Skills Implementation Plan set out a key role for regional skills partnerships in providing a mechanism to advise Welsh Government on future regional prioritisation of skills funding in line with employment and skills needs. The Demand & Supply Assessment for each region is the mechanism for partnerships to provide this evidence base to the Welsh Government. It also offers an opportunity to influence the prioritisation of funding in key areas.

The focus for the first year of Demand / Supply Assessments will be; Work Based Learning Allocations including Apprenticeships 2016 – 17 and Further Education Deployment of Funds 2016 – 17 (Post 16). The Assessments will focus on 3-4 key priorities to influence Apprenticeship allocation and Further Education deployment of funds. Welsh Government will then feedback to the regional skills partnerships by July 2016 on how funding allocations have been influenced as a result of the Demand & Supply Assessment process as well as ways in which the process being piloted for the 2016-17 allocations can be improved for future years.

A task and finish group will be established comprising of representation from the region's Further Education Institutions and Work Based Learning Contract Holders. The assessment will be split into two to reflect the geographies of Growing Mid Wales and the Swansea Bay City Region Board.

7.2 The Swansea Bay City Region

The Swansea Bay City Region (SCBR) was launched in July 2013 and covers the four Local Authority areas of Neath Port Talbot, Swansea, Carmarthenshire and Pembrokeshire. Working together as a City Region offers these local authority areas a new approach to economic regeneration including:

- Larger and more efficient labour markets and therefore better prospects for job creation;
- Scope for better planning of housing, transport, support for business and other services beyond existing administrative boundaries;
- Better prospects for attracting investment, innovation and value added economic activity.

The aim of the SCBR is for South West Wales to be a confident, ambitious and connected European City Region by 2030, recognised internationally for its emerging knowledge and innovation economy. The key high level target of the Strategy is that by 2030 productivity levels in the Swansea Bay City Region are once again at 90% of the UK level.

The associated SCBR Economic Regeneration Strategy 2013-2030 highlights concerns regarding skill levels in the region, stating that: *“There are major [skills] deficits across our City Region. We have insufficient people with higher level qualifications and too many people with no qualifications at all”*. In Carmarthenshire, 23.9% of the population have qualifications at level 4 and above compared with a Welsh average of 30.3%, while 26.8% of the population have no qualifications at all, compared with 11.4% nationally (2011 Census, ONS).

The Regional Development Plan will implement Strategic Aim 2 (supporting the development of a skilled and ambitious workforce across SWW) of the Swansea Bay City Region Economic Regeneration Strategy (p23). The key priorities within this aim are:

- Building skills in education;
- Transition into work;
- Raising demand and improving skills.

The SCBR strategy states that one of the objectives should be to “ensure that further and higher education provision in the city region offers flexible support that is fully aligned to and shaped by the needs of employers and the key knowledge-based growth sectors in the local economy.”

Furthermore, the Strategy requires a focus on “improving attainment and ambitions in our low performing schools to ensure that young people leave the education system with the skills and qualifications that will let them progress to high quality employment”. The sectors of advanced manufacturing, creative, energy and environment, food (including agriculture), ICT, financial and professional Services, life sciences and tourism are identified as key to the prosperity of the city region. The Strategy also aligns to the priorities in the neighbouring Ceredigion and Powys regeneration strategies.

Possible future capital developments at Coleg Sir Gâr are already aligned to the priorities of the Swansea Bay City Region. The overall development of 11-19 education and training in Carmarthenshire must be considered in this wider regional context and will be informed by the work of the Swansea Bay City Region to date and in the future.

7.3 The ERW Consortium Regional School Improvement Service

In February 2014, the Welsh Government published its 'National Model for Regional Working'. This national model outlined the vision for regional school improvement consortia as well as the respective roles of each tier (schools, local authorities, regional consortia and the Welsh Government) within the education system (Welsh Government, 2014a).

The national model covers the following elements in five key sections:

1. the mission, values and principles of effective school improvement;
2. the scope of regional consortia;
3. delivery of respective regional consortia and local authority functions ;
4. governance and accountability ;
5. the organisation and operation of consortia ;

Following the release of the National Model for School Improvement, the ERW Consortium was reformed in April 2014. The Consortium comprises of six Local Authorities; Carmarthenshire, Ceredigion, Pembrokeshire, Powys, the County Borough of Neath Port Talbot and the City and County of Swansea. The purpose of ERW is to deliver a single consistent and integrated professional school improvement service for children and young people in a range of settings within the six Local Authorities. ERW's priorities for 2015-2018 are Leading Learning, Teaching and Learning and Support for Learning. These are supported by cross cutting work streams to be amended yearly depending on operational changes and needs.

School improvement services are delivered through a 'hub' model structure. Locally, Carmarthenshire and Pembrokeshire local authorities are working together to challenge the performance of schools and improve teaching and learning. The consortium hub provides a school improvement service to 192 schools, with work overseen by a shared Head of Service role. Teams deliver initial challenge and intervention within defined areas and work with multidisciplinary specialists. Improving the leadership of schools is a key task across the hub, as is the work of Challenge Advisors in brokering a range of support and furthering the school to school support agenda. Hub challenge advisors also work across the region in line with the RISIS agreement to which both authorities are party.

7.4 The Cynnydd and Cam Nesa Regional ESF Projects

Following the ending of the Engage regional NEET reduction ESF project in 2014, partners across south west Wales have been working on a bid for a successor project within the EU programme for West Wales and the Valleys 2016-2020. Pembrokeshire County Council have led the bidding process for the new project (Cynnydd) which involves Carmarthenshire, Neath Port Talbot, Swansea and Ceredigion County Councils, together with the FE colleges in each of these areas and Careers Wales. While delays in programme approval have meant that the original submission planned start dates in 2015 have now passed, an £18M bid will be submitted to the Wales European Funding Unit (WEFO) in March 2015, with the project launch anticipated for April 2016. In Carmarthenshire, the Cynnydd bid is likely to bring an additional £2M of ESF funding to be used for youth support systems to prevent young people aged 11-19 in schools and Coleg Sir Gâr becoming NEET.

In addition to the Cynnydd Project, a further regional bid (Cam Nesa) is in development for additional ESF resources to support young people aged 16-25 who are currently NEET in Carmarthenshire. It is anticipated that this bid will be submitted to WEFO in the summer of 2016.

7.5 Regional Context – Conclusion

Regional working to improve education and economic development demonstrates the delivery of national priorities in action, through a wide variety of collaborative arrangements. These arrangements seek to improve quality, create efficiencies, and provide a single 'route map' as a focus for delivery. Overarching the regional agenda is The Swansea Bay Region Economic Regeneration Strategy 2013-2030. The focus of this strategy is on skills development, maximising employment opportunities and providing a continuum of learning from schools into further and higher education to promote awareness of the value of up-skilling and the progression opportunities for further training. These regional developments link closely with partnership initiatives at a local authority level that aim to improve the quality of life and work in Carmarthenshire.

8.0 The local context: A Carmarthenshire Overview

Carmarthenshire is the third largest county in Wales by area (2365 square kilometres) and the fourth largest county by population (184,681). While Carmarthenshire is a mainly rural county with a population density in 2012 of 76.7 people per square kilometres (ranking 19 in Wales), Llanelli is the fifth largest urban area in Wales and there are significant populations located in the towns of Carmarthen, Ammanford and Burry Port.

Carmarthenshire has a rich cultural heritage and its own identity which sets the county apart. The county has the highest number of Welsh speakers in Wales and has developed its own Welsh Language Strategy in partnership with many organisations to secure a sustainable future for the language. The Welsh language plays a key role in Carmarthenshire life with 43.9% of the population over the age of 3 being Welsh speakers and 58.1% of the population have one of more skill in Welsh.

Statistics Wales forecast that the number of people in Carmarthenshire will increase by approximately 14,000 (7.7%) to 198,000 in 2026, though much of this increase is a function of an aging population. Currently, young people (0-18) make up 21% of the total population, with 57% of people aged 19-64 and 22% being 65 and over. Overall GVA growth in South West Wales has been consistently below that of the UK and Wales over the past two decades with 38% of households in Carmarthenshire defined as living in poverty. As of March 2011 there were 8,430 registered business units in Carmarthenshire. Of these 76% were small businesses with 4 or less employees which is above the all Wales rate of 66.4%.

WG's projections indicate a small decline (1.7%) in the population aged 0-15 between 2008 (22,187) and 2023 (21,799). In relation to those aged 16-64, there is a decline of 1.5% between 2008 (70,871) and 2023 (69,818). The secondary school population is predicted to rise by 337 from January 2015 (11,278) to January 2021 (11,615). The school sixth form population is projected to decrease by 144 in the period from January 2014 to January 2020 (13,331 pupils to 11,615 pupils).

Carmarthenshire has areas that have significant levels of deprivation. Results from the Welsh Index of Multiple Deprivation (WIMD) in 2014 show that the county has 25 areas that are within the 30% most deprived wards in Wales. The majority of these areas (60%) are located in the Llanelli region (15) with 20% in the Amman area (5), 12% in the Gwendraeth area (3) and 8% located in the Carmarthen area (2). Within Carmarthenshire, 18% of pupils between the ages of 5 and 15 are entitled to free school meals in comparison with the all-Wales figure of 19.7%.

In 2012, the principal employment sectors in Carmarthenshire by number of full and part-time staff were health (12,500 employees), retail (8,500), agriculture, forestry & fishing (7,391), education (6,400), manufacturing (6,100) and public administration (4,700).

The principal business sectors in Carmarthenshire in 2013 were agriculture, forestry and fishing (2,140 business units), retail (850), construction (770), professional, scientific and technical (525), accommodation and food services (520). The majority of Carmarthenshire's businesses are micro and small to medium enterprises (SMEs). Thus the need to promote and support enterprise, innovation and entrepreneurship is vital. In 2012, 70% of the employment in Carmarthenshire was in the private sector. The Welsh Government priority sector with the greatest number of business units locally in 2012 was food and farming (2,170).

Total employment is projected to vary during the period 2013 to 2030, with a period low of 72,700 in 2015, before increasing through to a high of 78,400 in 2030. The projected increase in total employment from 2013 to 2030 is 5,600. The principal sectors for projected job growth by 2030 are health (8,900), retail trade (8,600), education (7,100), construction (6,700), and residential & social (6,600). The total number of people claiming key out of work benefits is lower than the Welsh average: 1.6% in Carmarthenshire against 1.9% in Wales. Of those claiming job seekers allowance, 2.8% are in the 18-24 age cohort, compared with a Welsh average of 2.7%.

Data for the 2014-2015 period months shows a -9.6% (-194) decline in the number of JSA claimants in Carmarthenshire from 2,019 in November 2014 to 1,825 in November 2015. Figures for Wales for the same period show a -22% decrease, Carmarthenshire is now ranked as the 6^h lowest Authority in Wales for JSA Claimants (figures worked out at working age population 16-64).

The Welsh Government projects that the number of households in the county will increase from 81,102 in 2015 to 85,408 by 2023. It is probable that this rise in population will be caused largely by an increase in the number of people of pensionable age (over 65+). While the population of Carmarthenshire is predicted to grow, much of this growth is in people of retirement age and those who are economically inactive. Thus to ensure the future prosperity of the Carmarthenshire, there is an imperative to educate and train young people to meet future economic and social needs. Despite current initiatives to retain young people in the county, significant numbers leave the area for higher education and/or to access employment opportunities. There are also issues with some young people not having the skills or interest to take up the jobs that are available in some key sectors locally.

8.1 Carmarthenshire Local Service Board

The **Local Service Board (LSB)** is a voluntary arrangement which brings together leaders and chief executives from key organisations, representatives from voluntary and community sectors, and a senior civil servant from the Welsh Government. Its purpose is to plan services and overcome barriers and blockages to ensure that all the organisations which provide services within Carmarthenshire do so in a way that puts the customer first. The voluntary sector representatives ensure that local communities have a voice, whilst the senior civil servant from the Welsh Government offers a link between local, regional and national interests.

The board meets every 2 months and is chaired by Barry Liles, the Principal of Coleg Sir Gâr. The Local Service Board is part of the wider network of partnerships known collectively as the Carmarthenshire Partnership. It oversees the development and delivery of the Integrated Community Strategy for Carmarthenshire 2011-2016 and reports to an Annual Forum on progress. Outcome 2 of the Integrated Community Strategy highlights the need for “People in Carmarthenshire to fulfil their learning potential”. LSB partners aim to achieve this outcome by:

- improving skills in literacy, numeracy, IT, bilingualism and communication in learners of all ages;
- ensuring the assessment of learners is consistent and rigorous;
- developing school leaders that have skills to work collaboratively;
- investing in the 21st Century Schools Programme;
- increasing the aspirations of all of our children, and in particular our looked after children;
- delivering a varied curriculum including vocational options;
- nurturing young people who speak Welsh to become community leaders;
- delivering financial literacy education within schools.

Many of these objectives are covered by current partnership delivery and will also for a significant part of the recommendations of this review. From March 2016, Carmarthenshire Local Service Board is being restructured, with 3 revised thematic groups (Prosperous and Resilient Communities, Healthier Communities, Fair and Safe Communities) tasked with delivering the priorities of the board. The development of the Carmarthenshire 11-19 curriculum will be integral to the economic prosperity strand of the LSB’s future work.

8.2 Carmarthenshire Corporate Strategy 2015-2020

The Corporate Strategy sets out the Council’s strategic priorities and aspirational vision for the future of the county. These strategic priorities and aspirations are aligned to the multi-agency county-wide outcomes identified in the Local Service Board’s Integrated Community Strategy focusing on improving the economic, social and environmental well-being of the people of Carmarthenshire.

Two of the strategic priorities within the Corporate Strategy have particular relevance to this report. They link closely to the economic and demographic factors addressed above. *Ensuring that people in Carmarthenshire fulfil their learning potential* will require a focus on:

- Continuous improvement in education outcomes for all children and young people

- across all learning phases;
- Successfully introducing and translating the new national curriculum and qualifications into an inspiring and engaging local curriculum;
- Developing a self-improving school system across the County making every school a good and improving school;
- Continuing to improve school attendance;
- Ensuring a range of youth support services to foster the engagement of young people in education, work and community life;
- Continuing to improve the condition, suitability and resource efficiency of the schools network through the Modernising Education Plan by investing a further £170m in the improvement of school premises through the 21st Century School Programme;
- Further developing the *Un Sir Gâr - Yr Hwb* service approach by simplifying access to learning and employment support services for young and working age people.

The focus on ensuring that *Carmarthenshire has a stronger and more prosperous economy* includes:

- Creating jobs and growth throughout the County;
- Developing training and learning opportunities for local people;
- Improving the highway infrastructure and communication network to support further economic development and connectivity;
- Ensuring long-term economic and social benefits for Carmarthenshire through the Swansea Bay City Region and future European and external funding avenues.

The curriculum developments proposed in this review link very closely with these outcomes and are thus key actions for the Department for Education and Children. These actions are identified in the Departmental Business Plan 2015-2016. The department is also working closely with both the County Council's Regeneration and Leisure department, Local Service Board partners (including Coleg Sir Gâr, University of Wales, Trinity Saint David and the Hywel Dda Health Board) and Pembrokeshire County Council to contribute to the delivery of these aims. The strength of current partnership working in county provides an excellent foundation for this work.

8.3 Coleg Sir Gâr's Corporate Strategy 2014-2017

This document sets out the strategic priorities for the Coleg Sir Gâr during the identified period. The overall mission of the college is "to be excellent, to be the college of choice" with a strategic vision identifying four key priority areas:

- Our service: to be a College with the highest standards, an inclusive curriculum and an enriched learner experience.
- Our culture: to be a bilingual College, rooted in our Community, where the wellbeing of our learners and staff is at the heart of everything we do.
- Our delivery: to deliver inspirational teaching and learning, and achieve innovation and excellence in all our activities.
- Our resource: to provide the very best resources for learners and staff while ensuring a strong sustainable financial performance.

Close partnership working with the local authority is fundamental to this vision, with the college's longstanding commitment to collaborative working being identified elsewhere in

this report as key to the development of a Carmarthenshire curriculum that meets the needs of learners, communities and the local economy.

In April 2013, Coleg Sir Gâr entered the group structure of the University of Wales, Trinity Saint David to ensure a sustainable future for the college and greater opportunities for Carmarthenshire learners. This arrangement not only underpins 11-19 partnership working in the county, but also opens up considerable potential for the expansion of higher education courses that enable young people to progress to degrees in key sectors while remaining resident in the county.

8.4 Current Educational Provision and Partnership Working

In Carmarthenshire, delivery of the Welsh Government's 14-19 Learning Pathways initiative is delivered via three local geographical cluster groups and one thematic Welsh Medium group.

The structure comprises the:

- Tâf Myrddin cluster (Ysgol Dyffryn Tâf, Ysgol Emlyn, QE High School, Ysgol Bro Myrddin, Coleg Sir Gâr)
- Dinefwr cluster (Ysgol Dyffryn Aman, Ysgol Bro Dinefwr, Ysgol Maes Y Gwendraeth, Coleg Sir Gâr)
- Llanelli cluster (Bryngwyn, Coedcae, St John Lloyd, Glanymor, Ysgol Y Strade, Coleg Sir Gâr) and;
- Y Bartneriaeth (Ysgol Maes Y Yrfa, Ysgol Y Strade, Ysgol Bro Myrddin and Coleg Sir Gâr).

Coleg Sir Gar is a key partner in all clusters, together with relevant training providers and Careers Wales in each area. Cluster working enables learning providers to implement strategic and operational planning for collaborative working and provides opportunities to share good practice to benefit learners. These clusters function within a shared governance structure that is unique in Wales. Shared governance groups include secondary school and Coleg Sir Gâr staff and governors, together with local employers.

Historically, cross-boundary working with neighbouring authorities (notably with Ceredigion in the BECA Partnership in the lower Teifi valley) has ensured the viability of some provision for young people aged 14-19 in rural areas. However, the further development of this partnership will require a strategic commitment from Ceredigion County Council to proceed.

A report on the quality of Carmarthenshire local authority education services for children and young people in by Estyn in March 2012 highlighted that:

“Partnership working between the authority, further and higher education establishments, employers and secondary schools in developing the work of the four 14-19 networks is good. The arrangements for the joint governance of these networks is sector leading. They successfully promote co-operation and remove unhelpful competition between providers. They also enable school governors, the college, employers and the authority to plan, monitor and resource an effective 14-19 curriculum that meets the needs of learners in

their clusters very well. Cross authority collaboration ensures that learners in urban and rural areas benefit from a wide curriculum choice.”

Since the 2013, the Network has been working sub-regionally with Pembrokeshire. This work involves sharing of co-ordinator staff resources and the development of a common approach to tracking and support for young people at risk of becoming NEET in partnership with Careers Wales. Joint working is led by a shared Carmarthenshire and Pembrokeshire 14-19 Executive Group that includes representatives of schools, both colleges, training providers, Careers Wales and local authority staff. This shared approach is also unique in Wales and has enabled good practice to be developed and shared in both two counties, aligned to school improvement developments across the *ERW* Western hub.

8.5 Implementing the Learning and Skills (Wales) Measure 2009 for 14-19 Learners in Carmarthenshire

In Carmarthenshire, the Learning and Skills measure has delivered positive outcomes 14-19 learners by:

- Increasing the range of courses available in academic and vocational subject areas delivered in both Welsh and English;
- Ensuring that individuals have more equal access to courses across the county;
- Developing a curriculum that better meets the needs of local learners;
- Enabling access to learning coaching and a wide range of additional personal support to overcome barriers to success in education and training;
- Improved “parity of esteem” between vocational and academic courses;
- Increased learner satisfaction and motivation due to opportunities to follow a more diverse curriculum that better reflects the interests of learners;
- Significantly reducing the number of young people who become NEET at 16 in the period 2005-2011;

Collaborative working by schools, Coleg Sir Gar and training providers has enabled young people to:

- Study in other learning settings away from their home institution for part of their timetable;
- Learn in larger groups with young people from other schools and colleges;
- Undertake courses in specialist subject areas that would not be available or viable in individual institutions;
- Get a better understanding of course content in vocational areas enabling better Post-16 learning choices (which could include a change from the initial identified subject area);
- Be more engaged with their studies through a wide choice of courses to reflect their interests with the resulting improvement in pupil performance and as evidenced by improving results at Key Stage 4;
- Progress to further learning in their chosen vocational area on leaving Year 11.

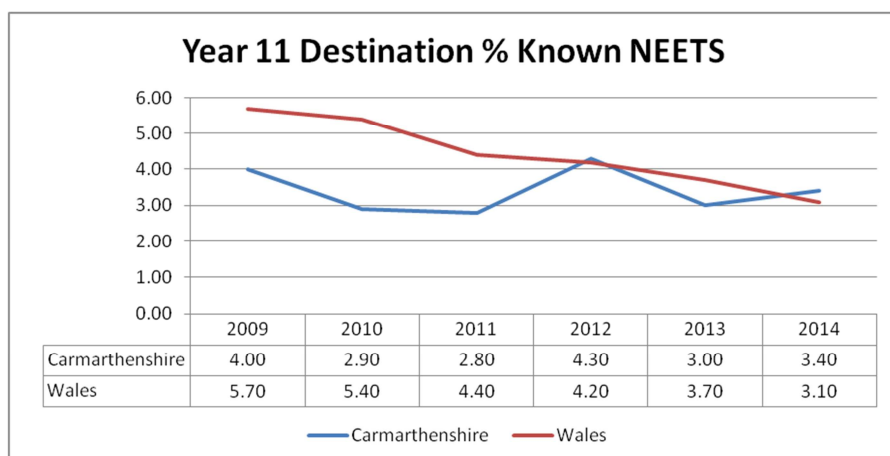
Additionally, the development of 14-19 Learning Pathways and the Learning and Skills Measure has enabled the rebuilding of trust between Post-16 learning providers that was eroded following the incorporation of Further Education colleges in 1993. The collaborative provision overseen by the 14-19 Networks has been instrumental in embedding genuine partnership working for young people by schools, further education colleges, training

providers, Careers Wales and the local education authority. This work has required many hours of brokerage and facilitation by the 14-19 related staff in the local authority, schools and Coleg Sir Gâr. This work has resulted in more effective collaborative planning and a more integrated approach to the delivery of a wide range of Welsh Government initiatives. It has also improved the support services available for children and young people.

8.6 Pupil Destination Data – Carmarthenshire Context

School destination and NEET “snapshot” data is captured by Careers Wales at the end of October each year for Year 11, 12 and 13 leavers. This data provides a useful indicator of how young people are able to progress through the education system locally. It includes details of pupils who would benefit from additional targeted support to move on to further education, training and employment. The data is published annually in April by Statistics Wales, and relates to the previous academic year.

Carmarthenshire Year 11 data reflects the current “mixed economy” for Post 16 provision, comprising of school Sixth Forms, Coleg Sir Gar FE delivery including an academic Tertiary system for the Llanelli area, vocational courses and work based learning provision. Data for Year 12 and Year 13 relates to Carmarthenshire school sixth form data only. It does not include FE college destination data, which WG record this in a different way, making comparison of outcomes difficult.



In 2014, the percentage of Carmarthenshire Year 11 pupils becoming NEET rose from 3.0% (65 young people) in 2013 to 3.4% (69 young people) with the Wales average being 3.1%. Carmarthenshire ranked 14th of 22 local authorities in Wales for this key performance indicator.

This small increase in 2014 was a result of a combination of the following factors:

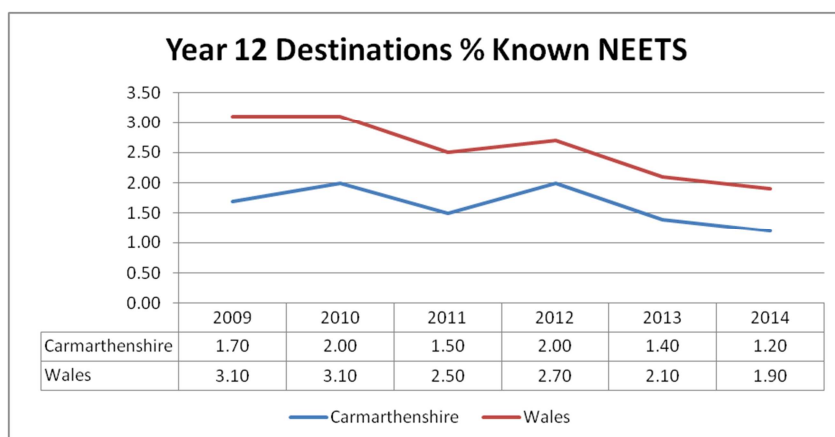
- The high level of dependency on annual grant funding to support the Youth Service and YEPF making long term planning difficult;
- Restructuring of the Youth Service linked to the required departmental budgetary savings and Families First service changes;
- An increased focus on pupil attendance leading to more young people being educated at home (given parents are concerned about fines if pupils do not attend school and thus are withdrawing their children to avoid this) and where this happens in Years 10 and 11, the likelihood of these young people becoming NEET increases significantly.

- The delays in implementing the Welsh Government and Wales European Funding Unit the 2015 -2020 ESF programme which offers opportunities for targeted project work with this cohort of young people.

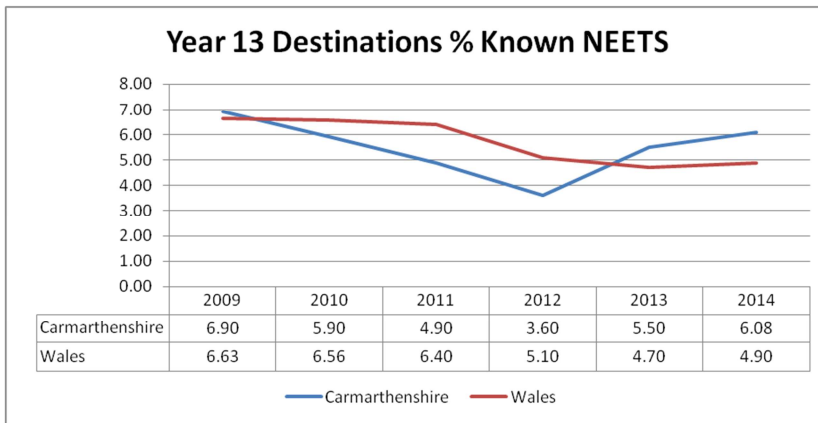
Progression by young people from year 11 to to the sixth forms in the county has remained fairly constant over the period 2004-2015, varying between 38 and 42% (av. 40.3%). The percentage progression to FE has increased from 39% in 2004 to 47% in 2015 (av. 43%). Given that the sixth form progression remains fairly constant, it appears that the reduction in the percentage of young people becoming NEET has translated into an increasing percentage of young people entering FE.

These trends demonstrate the strength of local educational partnership working, which is acknowledged as sector leading. Consequently, in contrast to other areas in Wales and England, there is not great competition locally for Post 16 pupils. This enables more pupil-centred information, advice and guidance (IAG) to be provided by schools and Coleg Sir Gâr, resulting in the needs of the learners being met more effectively.

The effects of YEPF related working can be seen in the “not known” category, with only 1 young person being of unknown status in 2014, compared to 94 young people in 2004. This reduction demonstrates that the collective local intelligence about the whereabouts of young people is much improved. This enables the delivery of targeted services (such as those funded by Families First) to support these young people and their families.



In 2014, Carmarthenshire schools retained 84% of their Year 12 leavers, ranking 6th of 22 Welsh Authorities for this KPI (Wales average 82%). This suggests a high degree of pupil satisfaction with the Sixth Form experience on offer in schools. The percentage of young people becoming NEET at the end of Year 12 was 1.2% (Wales average 1.9%) with Carmarthenshire ranking 6th of 22 Welsh Local Authorities for this KPI. The percentage of young people becoming NEET varied across the schools from 0% to 4%. However, focus on this cohort of young people remains a priority since levels of pupil drop out from Year 12 can be an indicator of dissatisfaction with the curriculum on offer, particularly for those pupils who return to the Sixth Form without a clear focus for progression and/or weak GCSE grades.



The percentage of Year 13 pupils becoming NEET rose from 5.5% (40 yp in 2013 to 6.0% - 46 yp) in 2014. Carmarthenshire ranks 17 of 22 Welsh authorities, with the Wales average being 4.9%. Analysis suggests that this trend is linked to particular schools where the levels of progression from Sixth Form to University are low, and there is significant variation in the outcomes here at an individual school level. For example, the highest rate of progression by pupils from a Carmarthenshire school to Higher Education is 74.5%, while the lowest is 38%. And the school with the lowest rate of progression to HE also has both the highest rate of Year 13 progression to FE (24%) and the highest rate of Year 13 pupils becoming NEET (16%), with the lowest Carmarthenshire school having 1.2% of pupils in this NEET category.

This data suggests that in 2014, some pupils who were not well suited to A Levels stayed on at school when they would have been better served progressing to FE College or work-based training. These pupils did not achieve good grades at A Level in school and thus either went to FE post A Level (in effect wasting two years in school) and/or did not progress and became NEET. Discussions with FE sector managers highlight that this situation also applies to college students as a degree of drop-out occurs following the first (AS) year of A levels, with some of these young people then opting to take full time vocational courses. This area is a particular focus for the new Post 16 Planning and Funding System.

The attainment of Level 4 qualifications by Carmarthenshire residents is lower than the Welsh and UK average. This needs to be addressed through a broader more engaging curriculum with clear progression routes to further and higher education and training. Similarly, the numbers of individuals without qualifications is higher than the national average. These skills deficits are concerning for the local economy, with employers reporting they are not able to find the skilled staff they need to grow their businesses locally. Strong local progression routes for vocational courses, building on the existing pathways between schools and the college are one means to achieve this.

While the existing partnership and cluster arrangements have increased choice for learners and the quality of provision, this work has been supported by external grant funding from the Welsh Government. As grant funding reduces, schools and the college will come under increasing pressure as the National Planning and Funding System impacts on the levels of funding available for 11-19 education and training in Carmarthenshire.

All learners need to be able to access high quality learning experiences for which they are well suited and for which clear progression routes are understood. Progression data indicates that a small proportion of young people across Carmarthenshire are, on

occasion, making the wrong choices at key transition points. In 2014 10% of year 12 pupils (93) and 8% of Year 13 pupils left school and moved to local FE colleges. This demonstrates the need for informed and unbiased information advice and guidance (IAG) prior to Post 16 transition to ensure all young people are taking courses that accurately reflect both their intended careers and local economic needs.

9.0 A Rationale for 11-19 Transformation

There is much evidence to show that 11-19 education in Carmarthenshire has improved outcomes for young people since the implementation of the Welsh Government's 14-19 Learning Pathways agenda. However, a new vision and related local curriculum is now required to achieve the following objectives for young people in 11-19 education. The outcomes for this transformation will be highlighted by this review and linked to the themes identified in the Welsh Government's Ministerial Priority letters to Local Authorities and Further Education Colleges. These outcomes will focus on the following priorities:

Jobs and Growth:

- working collaboratively on ESF bids;
- linking vocational training with the Regional Skills Plan;
- using Labour Market information (LMI) to plan vocational course delivery

Equality and equity:

- working together to reduce the number of young people who become NEET
- minimising the effects of poverty on children, young people and families,
- implementing all elements of the Youth Progression and Engagement Framework,
- ensuring all young people achieve Maths and English GCSE,
- increasing Welsh medium delivery,
- supporting more able and talented pupils through the Seren Hub developments,
- and ensuring transition plan are in place for LLDD learners

In summary, the delivery of 11-19 education and training in Carmarthenshire needs to change and develop further to meet the future needs of learners, employers and communities. Provision also needs to evolve to ensure the delivery structures are sustainable in a period of reducing public funding.

10.0 Factors that inform the development of a Carmarthenshire Curriculum

The development of a curriculum for Carmarthenshire learners is informed by five factors: Welsh Government policy, institutional choices regarding informal, non formal learning and extracurricular activities, local and regional labour market needs, targeted support and the views of young people.

10.1 Welsh Government Curriculum Policy

The Welsh Government sets out what young people are required to learn in secondary schools and further education institutions. Secondary schools in Wales must, by law, teach the National Curriculum to their pupils. The basic curriculum consists of religious education, sex education, personal and social education, and for 14-16 year olds, work-related education, the Welsh Baccalaureate is now online for pupils at KS4. Schools must also provide careers education and guidance for all 13-16 year-olds that meets the requirements of the Careers and the World of Work framework.

At Key Stage 3, the National Curriculum consists of 12 subjects comprising the "core subjects" of English and Welsh, mathematics and science, and the "non-core subjects" of Welsh second language, modern foreign languages, design and technology, information technology, history, geography, art, music, physical education and religious education. In addition, there is a non statutory skills framework, Personal and Social Education (PSE), sex education and the careers and the world of work framework.

At Key Stage 4, only five National Curriculum subjects are currently mandatory (English, Welsh or Welsh second language, mathematics, science, and physical education) and schools have greater flexibility to provide optional subjects that meet the needs and interests of their pupils. The majority of learners at this key stage follow courses leading to external qualifications, principally GCSEs. From 2017, the Key Stage 4 curriculum will change significantly with the move to a "capped 9" offer of GCSE and the implementation of the recommendations of the Donaldson Review. The subjects included in the capped 9 from 2017 are GCSE Welsh 1st Language or English Language, GCSE Mathematics, GCSE Numeracy, and 2 Science qualifications at Level 2, plus another 4 qualifications. From, 2018, science subjects must be 2 GCSEs qualifications. In addition there are opportunities to study vocational courses, the non statutory skills framework, Physical Education, Religious Education, sex education, careers and the world of work framework and the Welsh Baccalaureate.

In Post-16 (non compulsory) education in school sixth forms and further education colleges, young people follow programmes of learning, normally structured around AS/A levels or vocational qualifications at Level 2 or 3. These programmes include GCSE Maths and English for those young people who have not already gained these qualifications. While schools and colleges in this phase of education are currently funded on the basis of the numbers of young people attending host institutions, the Welsh Government is moving to a new National Planning and Funding System based on the actual programmes that are being studied. This change is likely to impact significantly on the funding available to institutions, particularly schools sixth forms. Further Education colleges are already funded on a programme basis.

The implementation of 14-19 Learning Pathways in Carmarthenshire from 2005 onwards has resulted in a much wider vocational curriculum being available for learners in Key Stage 4. These courses have been offered by schools in partnership with Coleg Sir Gar

and training providers. In most cases, these courses have been funded by additional WG grants, formerly 14-19 Annual Network Development Plan resources and most recently, funding allocated from the ERW Education Improvement Grant EIG). In some cases, schools have opted to continue this provision using mainstream All Wales Pupil Unit funding following the reduction of grant aid for these courses. This vocational curriculum has been informed in part by local labour market needs, with a strong focus on sectors important to the local economy such as construction, engineering, childcare and agriculture provision.

Other areas of collaborative provision (such as hair and beauty courses) are less closely aligned to the local economy and other growth sectors (such as hospitality and tourism) have not featured significantly in collaborative provision to date.

Many of the pupils who have undertaken vocational courses at Key Stage 4 over the period since 2016 have chosen to progress to Coleg Sir Gar for their Post 16 education. These pupils have progressed to both further learning in their initial choice of vocational subject and to a wide range of other courses, including A Levels. This indicates that the engagement of these pupils through additional vocational courses at Key Stage 4 has had a positive effect on pupil achievement at KS4 (for example, increasing GCSE performance) and in supporting their progression to Post 16 education, whether this be in school or college. Tracking of these pupils through their education at CSG indicates that significant numbers have progressed from FE to HE programmes at the college and then to employment in key local economy sectors.

While there have been fewer instances of collaboration in Post 16 settings, there are good examples of schools working together to ensure that a wide curriculum is on offer to all pupils. The *Partneriaeth* of Welsh Medium secondary schools has been pro-active in working together to share Welsh medium A Level and vocational provision between them. This has resulted in shared delivery of low take up A Level subjects (including Psychology and Spanish) and vocational provision in the key sector of Welsh Medium childcare.

However, further cuts to the Post 16 schools budget will place significant challenges on the ability of sixth forms to offer the range of courses currently required by the Welsh Government's Learning and Skills Measure. In order that all sixth form pupils are offered an appropriate and relevant range of courses, further school/school and school/college collaboration will be required in the period 2016-2020.

Existing collaborative courses have depended to a large extent on external WG funding to be viable. A significant part of this funding has been used to support transporting pupils from school to school or college. One means to overcome this cost is the increased use of blended and e-learning technologies to deliver mainstream courses. This delivery would include live and recorded lectures streamed via the internet, shared learning resources accessible via the WG *Hwb* learning platform and the movement of teaching staff to offer face to face tutorials and learning support sessions. That is one means by which this collaborative agenda could be developed further.

The full details of the revised Welsh Baccalaureate qualifications, recommendations of the Donaldson Report and related local actions are included in the parallel CCC document "*Palmantu'r Ffordd / Paving the Way – A Strategic Review of 3-19 Arrangements in Carmarthenshire*". The expectation of the Welsh Government is that these qualifications and recommendations will be implemented in full by all local authorities and further

education colleges in Wales. Local implementation of the recommendations of the Donaldson Review are identified in detail in the “A Strategic Review of 3-19 Curriculum and Assessment Arrangements in Carmarthenshire” document, to be published in March 2016.

10.2 Wider Experiences

In addition to the compulsory curriculum requirements set out by the Welsh Government, schools and further education colleges have the opportunity to provide a wide range of extracurricular activities for young people. These curriculum enhancements include arts and creative experiences including *eisteddfodau* and dramatic productions, sports teams and informal physical activity, a wide variety of educational visits in Wales, the UK and abroad, and the Duke of Edinburgh and John Muir Awards. In many cases, these experiences are some of the most rewarding and memorable for young people during their time in formal education. These experiences also contribute actively to the development of the “soft” and interpersonal skills required by employers. Despite the on-going financial challenges faced by schools and colleges, it is important that all young people have the opportunity to take part in these experiences. Consequently, they should be retained as a valuable addition to the formal curriculum, though decisions regarding what is to be offered in each institution will remain the responsibility of the school or college concerned.

10.3 Careers and the World of Work Framework

The Welsh Government has sought to strengthen the links between education and the world of work through a range of policy initiatives since 1999. Most recent examples include Qualified for Life, Successful Futures and policies to alleviate the effects of poverty in Wales. The new National Planning and Funding System and the Annual Ministerial Priorities seek to develop this link further, stressing the need for local authorities and colleges to ensure that the needs of the local labour market are reflected in the courses that they offer. The development of the Regional Learning Partnership and SBCR mean that labour market information for the key sectors in south west Wales is much improved. This information will be used to identify the key sectors for curriculum related developments in Carmarthenshire.

The Careers and the World of Work Framework (C&WoW) is concerned with the relationships between young people, their learning and the world of work. It helps learners to explore the attitudes required for employability and lifelong learning and enables them to plan and manage their pathway through learning and work. The framework includes support for young people to make effective career choices, become more entrepreneurial, become motivated, set long term goals and overcome barriers. It assists young people in seeing the relevance of their studies to their life and work and allows the development of the skills required by employers. In related curriculum developments, the revised 2015 Welsh Baccalaureate (and notably the Enterprise and Employability Challenge) includes many of the competencies to be developed through the C&WoW framework.

However, following very significant cuts to the core budget of Careers Wales, the capacity of this organisation to offer universal personal support to young people and deliver the Careers and the World of Work framework has declined significantly. In 2015, Careers Wales passed responsibility for the organisation of work experience and work related learning on to schools and local authorities. Individual schools lack the resources to dedicate staff to provide a comprehensive programme of C&WoW and develop effective

links with a wide range of local employers and highlight jobs that exist in the local area. There is a need to better promote vocational training and apprenticeships, linked to up-to-date labour market information and regional skills shortage areas. Given the reducing capacity within Careers Wales, the role of the local authority in this work becomes paramount. In Carmarthenshire, it is proposed that the County Council (both education and regeneration departments) take on this role to ensure all young people are well informed about the local labour market and what qualifications are required to progress to work in the key growth sectors.

10.4 Targeted support

In addition to the mainstream curriculum, a wide range of targeted services are available to support young people with particular needs. These services include:

- Team Around the Family support services linked to the Welsh Government's Families First poverty reduction initiative;
- Provision delivered by the LA's inclusion service including support for young people with special educational needs, educational psychology, the behavior support team, the transition team, linguistic support for minority ethnic pupils and English for Speakers of Other Languages (ESOL) and school based counseling;
- Specialist schooling for young people with disabilities, specialist health needs, behavioral issues, and those disaffected with formal schooling;
- Additional support to be offered via European Social Fund programmes such as the regional Cynnydd Project to reduce the number of young people at risk of becoming NEET;
- Social work and health support offered by CCC Children's Services for groups including young people with disabilities and those looked after by the County Council;
- A wide range of learner support services provided for students studying at Coleg Sir Gâr.

10.5 Progression to Higher Education and Employment

While this review identifies the developments need to ensure young people can access a relevant and appropriate 11-19 curriculum, ensuring that young people are able to progress to higher learning and or/work on leaving school, college or work-based learning at 18 is essential. There are already strong progression routes for young people in key sector areas such as construction and engineering based on the long-standing partnership arrangements supported by Coleg Sir Gâr. These links can be developed further via close working with the CCC Regeneration team and their links with new and expanding firms within the County. Coleg Sir Gâr's place within the group structure of the University of Wales Trinity St David offers the opportunity for the further development of progression routes in key sector areas, including teaching and education. The involvement of employers in existing partnership structures and the CSG Corporate Board will continue to be essential to ensure that the opportunities for the further development of post school and college progression routes can be maximised.

10.6 Young People's Participation

Under the United Nations Conventions on the Rights of the Child, young people have the right to be involved in decisions affecting them and must be provided with an education that develops their personality and talents to the full.

The Welsh Government define participation as being the “right to be involved in making decisions, planning and reviewing an action that might affect them.”

Thus while the Welsh Government sets out the legal and policy framework affecting the delivery of the education at all levels in Wales, all local curriculum developments need to be informed by the views of young people about the range of choices available to them. Themes contained within this review are subject to consultation with young people during the Spring Term of 2016 via the County Council's “Super Survey” on-line questionnaire to be undertaken by school pupils and college students.

11.0 A Carmarthenshire Curriculum for 2020

The provisional universal curriculum offered to young people at Key Stage 3, Key Stage 4 and in Post 16 Learning is identified below. It is informed by the factors described above and should evolve to ensure a close fit with the needs of the local and regional economy. It will also highlight the range of targeted support available for young people with additional support needs. The combination of the universal curriculum offer, related subject choices and the targeted support available will make up a Carmarthenshire learner entitlement at each of the three stages in 11-19 education and training in schools, FE college and work based learning.

At Key Stage 3 (for young people aged 11-14), it is proposed that this entitlement will comprise of:

1. A Universal offer (in Welsh and English) of:

- The core curriculum (13 distinct subject areas)
- Personal and social education;
- The 4 key outcomes of the Donaldson Principles including the further development of digital literacy;
- The Careers and the World of Work Framework including information on local employment opportunities and the study pathways needed to progress to these jobs;
- Access to programmes to support more able and talented learners;
- A range of wider experiences aimed at developing well rounded learners.

2. Targeted support to meet their identified additional needs including:

- Team Around the Family (TAF) support;
- Access to a range of Inclusion support services;
- Specialist schooling where appropriate;
- Additional personal support offered via the Cynnydd ESF Project for young people most at risk of becoming NEET;

3. Progression to Key Stage 4 in an appropriate learning pathway

(See Appendix 1)

At Key Stage 4 (for young people aged 14-16), it is proposed that this entitlement will comprise of:

1. A Universal offer (in Welsh and English) of:

- The “capped” 9 GCSE qualifications (Welsh 1st Language or English 1st Language, Mathematics, Numeracy, 2 Science GCSEs plus another 4 qualifications)
- The Intermediate Welsh Baccalaureate (including challenges in Global Citizenship, Enterprise and Entrepreneurship, Community and an individual project)
- Personal and social education;
- The 4 key learner outcomes based on the Donaldson Principles;
- The Careers and the World of Work Framework;
- Vocational course options linked to local labour market key sectors;
- Access to programmes to support more able and talented learners;
- A range of wider experiences aimed at developing well rounded young people.

2. Targeted support to meet their identified additional needs including:

- Team Around the Family (TAF) support;
- Access to a range of Inclusion support services;
- Specialist schooling where appropriate;
- Additional personal support offered via the Cynnydd ESF Project for young people most at risk of becoming NEET;
- Children’s Services support for particular groups (looked after young people, young people with disabilities)

3. Progression to Post 16 education or training in an appropriate learning pathway

(See Appendix 2)

In Post 16 education (for young people aged 16-19) in school sixth forms, it is proposed that this entitlement will comprise of:

1. A Universal offer (in both Welsh and English) of:

- AS/A Levels or a vocational qualification at Level 2 or 3;
- Advanced Welsh Baccalaureate (including challenges in Global Citizenship, Enterprise and Entrepreneurship, Community and an individual project)
- The 4 key outcomes of the Donaldson Principles;
- The Careers and the World of Work Framework;
- Access to programmes to support more able and talented learners including the Seren Hub;
- A range of wider experiences aimed at developing well rounded learners.

2. Targeted support to meet their identified additional needs including:

- Support to retake GCSE Maths and English if young people have not yet gained these qualifications at Grade C or above;

- Team Around the Family (TAF) interventions to overcome barriers to effective learning;
- Access to a range of Inclusion support services (in school sixth form settings);
- Specialist schooling where appropriate;
- Additional personal support offered via the Cynnydd ESF Project for young people most at risk of becoming NEET;
- Children's Services support for particular groups (looked after young people, young people with disabilities)

3. Progression to Post 18 education, training or employment

(See Appendix 3)

In Post 16 further education (for young people aged 16-19), it is proposed that this entitlement will comprise of:

1. A Universal offer (in both Welsh and English) of:

- AS/A Levels or a vocational qualification at Level 2 or 3;
- Intermediate or Advanced Welsh Baccalaureate (including challenges in Global Citizenship, Enterprise and Entrepreneurship, Community and an individual project);
- The Careers and the World of Work Framework;
- Access to programmes to support more able and talented learners including the Seren Hub and ACE programmes;
- Involvement in the World Skills programme for vocational learners;
- Access to sports and performance academy support;
- A range of wider experiences aimed at developing well rounded learners.

2. Targeted support to meet their identified additional needs including:

- Support to retake GCSE Maths and English if young people have not yet gained these qualifications at Grade C or above;
- Access to a wide range of learner support services;
- Additional personal support offered via the Cynnydd ESF Project for young people most at risk of becoming NEET;
- Specialist support services support for particular groups (looked after young people, young people with disabilities)

3. Progression to Post 18 education, training or employment, including Work-based learning programme and apprenticeships within the college.

(See Appendix 4)

In Post 16 further training provision and apprenticeships (for young people aged 16-19), it is proposed that this entitlement will comprise of :

1. A Universal offer (in both Welsh and English) of:

- A vocational qualification at Level 2 or 3;
- Careers advice and guidance;

2. Targeted support to meet their identified additional needs including:
 - Support to retake GCSE Maths and English if young people have not yet gained these qualifications at Grade C or above;
 - Access to a wide range of learner support services;
 - Specialist support services support for particular groups (looked after young people, young people with disabilities)
3. Progression to Post 19 education, training or employment, including work-based learning programme and apprenticeships within the college.

(See Appendix 5)

12.0 The Benefits for Learners

The evolution of a Carmarthenshire curriculum, informed by Welsh Government policy and shaped by local needs will enable the vast majority of young people in Carmarthenshire to achieve their full potential. The aim of identifying this common curriculum is to make young people aware of the range of provision on offer to them and how pathways relevant to their chosen career paths can evolve, linked to local regional and national employment opportunities.

Delivery of the offer will be the responsibility of the individual secondary schools, Coleg Sir Gâr and the locally contracted training providers. For school and FE provision, it is presumed that the Welsh Government will retain the requirements of the Learning and Skills Measures detailing the number of courses to be offered to young people in Key Stage 4 and Post 16. In this case, the local authority will retain responsibility for checking that secondary schools and meeting the Measure. For Post 16 FE provision, this responsibility rests with Coleg Sir Gâr.

However, the likelihood of continuing Welsh Government funding reductions will mean some individual institutions will find it more difficult to meet the requirements of the Measure, increasing the need for cluster based collaborative approaches to delivering the identified curriculum at a local level. Given the need to evolve a curriculum linked in part to local labour market priorities, the further evolution of Carmarthenshire partnership structures, including the joint governance groups and strong linkages with the Local Service Board will be essential if the full potential of the curriculum developments outlined here are to be realised.

It should be noted there will be some young people unable to achieve all that they could during the 11-19 education phase. This will be a result of individual circumstances including physical and mental health problems, disillusionment with the formal schooling system, behavioural issues, elective home education and involvement with the criminal justice system. In these circumstances, a joined-up and targeted approach linked to the YEPF for those aged 16-19 offers the opportunity to target specialised support appropriate to their needs. The developing regional ESF bids (Cynnydd and Cam Nesa) offer the opportunity to provide support for this group of young people in addition to the current targeted services to meet their needs.

13.0 The Benefits for the Carmarthenshire Economy

While there are already good links between education and local employers, the recommendations of this review offer a useful opportunity to improve the connections between the schools, Coleg Sir Gâr and the local authority via both the Departments for Education and Children and Regeneration.

The identified curriculum offers the opportunity, via the Welsh Bacculaureate, Careers and the World of Work framework and core principles of Successful Futures to better prepare young people for employment. The changed curriculum will not only equip young people with the generic skills employers require but will set out the pathways that young people will need to follow in order to progress to work in the key local employment sectors. Use of Post 16 commissioning linked to the key sectors will ensure that funding priority is given to training routes that link closely to local labour market needs. Collectively these actions will mean that young people will be better prepared to take up the work that exists locally and to progress to higher levels of learning, whether this be in-county or beyond.

14.0 11-19 Review Conclusions

Educational partnership working in Carmarthenshire over the past 15 years has improved range and quality of courses available to young people. It has provided pupils and students with opportunities to take courses and gain qualifications relevant to the local economy and to enable them to progress to universities in Wales, elsewhere in the UK and beyond. The results of this work can be seen in the numbers of young people progressing to higher education and work in Wales and beyond and the reduction in the numbers of young people not in employments, education and training.

However, given the impending curriculum changes, possible structural changes and the impact of reductions in Welsh Government funding, all organisations involved in education and training in Carmarthenshire need to work more closely together to ensure that the educational and welfare needs of young people are met.

Delivering the identified curriculum models provide a clear focus for this work and demonstrate the commitment of the Carmarthenshire partnership to delivering educational experiences that meet the needs of young people, local communities and the economy. Implementing the curriculum models for all phases of 11-19 education provides a renewed focus for partnership working and informs the implementation of the national planning and funding system and possible capital developments in the County. Implementing the recommendations identified below will provide a clear focus for the further development of the Carmarthenshire Learning Partnership and enable the current sector-leading practice in county evolve to meet the changing needs of young people and employer.

Given the strategic case set out above and discussions with key stakeholders, it is important that there is a shared vision for the development of a bilingual Carmarthenshire 11-19 curriculum that will:

- Provide 21st Century education which is creative, innovative and aspires to excellence for all;

- Focus on the needs of all learners with quality as the key requirement for both academic and vocational studies;
- Provide 11-19 educational provision that builds aspirations and self-esteem for all learners and ensures achievement across a breadth of ability;
- Ensure choice and flexibility of learning opportunities and meaningful progression to the next stage of learning or to employment;
- Provide learners with employability skills and work experience as appropriate;
- Be responsive to employer and community needs;
- Meet the needs of those learners who have Special Educational Needs (SEN);
- Ensure that the needs of those learners with additional learning needs (ALN) are met;
- Increase opportunities for Welsh-medium and bilingual learning;
- Provide equality of opportunity for all; and
- Provide value for money and maximise the use of limited resources.

15.0 11-19 Review Recommendations

To ensure that the full benefits of the identified curriculum models can be achieved for young people in Carmarthenshire, it is proposed that the local authority, Coleg Sir Gâr and the wider learning partnership:

1. Agree the key components of 11-14, 14-16 and 16-19 shared curriculum offers (*by September 2016*);
2. Implement the agreed curriculum model across all Carmarthenshire Secondary Schools, Coleg Sir Gâr and Carmarthenshire based Welsh Government contracted training providers (*by September 2017*);
3. Agree the revised shared governance and local authority commissioning structure for the revised curriculum offer (*by September 2016*);
4. Develop a commissioning model to underpin the full implementation of the Post-16 Planning and Reporting system for Sixth Form Provision (*by September 2016*);
5. Identify shared priorities for further capital developments based on the curriculum models and the needs of the local economy linked to Swansea Bay City Region priorities (*by September 2016 and on-going*);
6. Utilise Carmarthenshire Education Improvement Grant Funding (or any replacement funding) to support vocational course delivery in the identified growth sector areas (elder and early years care, engineering, energy and environment construction, tourism & hospitality, food and agriculture, creative industries, STEM industries, ICT and professional services) at Coleg Sir Gar and training providers for school pupils in Key Stage 4 and 5 (*from September 2016*);
7. Build on existing partnership relationships with local businesses to focus skills demands and employability of new labour market entrants within Carmarthenshire to ensure that local demands are met (*by September 2016 and on-going*);

8. Ensure strong links with the Swansea Bay City Region Economic Regeneration Strategy 2013-2030 to enable a strategic fit with the key economic sectors being targeted and local progression to Higher Education in the identified priority sectors *(by September 2016 and on-going)*;
9. Utilise regularly updated labour market intelligence on which to make informed decisions together with data on sector growth trends and growth sectors for employment on an on-going basis *(by September 2016 and on-going)*;
10. Implement a programme of blended and e-learning learning to deliver the 16-19 curriculum in low take-up AS and A Level subjects in both Welsh and English *(from September 2017)*;
11. Implement the actions identified in the Carmarthenshire Youth Engagement and Progression Plan to reduce the number of young people who become NEET *(September 2016 and on-going)*;
12. Continue to track the destinations of young people to support effective Post 16 and Post 19 transitions through YEPF related work *(September 2016 and on-going)*;
13. Provide targeted support for vulnerable young people including those with disabilities and most at risk of becoming NEET utilising ESF funding via the *Cynnydd* and *Cam Nesa* projects for this work *(by April 2016 and on-going)* ;
14. Support the progress of the most able and talented learners via the Pembrokeshire/Carmarthenshire Seren Hub *(from February 2016 and on-going)*;
15. Support teachers, lecturers and other practitioners to develop young people's learning about the world of work through a County-wide approach to the delivery of the revised Welsh Baccalaureate *(on-going)*;
16. Embed meaningful employer involvement in curriculum change, including strong links with key local employers and County Council regeneration departments *(by September 2016 and on-going)* ;
17. Consolidate the existing strengths of partnership working with FE colleges and training providers through the implementation of revised partnership structures *(by September 2016 and on-going)* ;
18. Ensure that the full requirements of the Careers and the World of Work Framework are delivered in Carmarthenshire *(by September 2017)* by:
 - a. Implementing a format for careers days/ week in Years 7-9 involving local employers and LA regeneration departments and linked to local labour market information and JobCentre Plus data;
 - b. Maintaining a work experience placement database (jointly with Pembrokeshire CC)
 - c. Undertaking Health and Safety/ safeguarding vetting for all placements commissioned by the local authorities;
 - d. Delivering an annual Careers conference for Year 10/11 pupils in partnership with Careers Wales;

- e. Supporting one week of work related experience built into Years 10 and 12, with links to the 3 Welsh Baccalaureate challenges, volunteering and Duke of Edinburgh's Award;
 - f. Strengthening links with parents and carers via newsletter/website, information evenings, parent's evening sessions;
 - g. One to one support with school pupils/students by personal tutors for all young people;
 - h. Developing Team Around the Family and Youth Worker brokerage roles to support transition to education and training for vulnerable young people ;
 - i. Early follow up of young people dropping out of school and college in the autumn and winter terms of Year 12.
19. Annual analysis of labour market information to inform collaborative vocational course delivery and Post 16 planning in the period to 2020 (*by September 2016 and on-going*) ;
20. Accountability for the progress of these recommendations be overseen via the shared governance clusters, Coleg Sir Gâr Corporate Board, Local Service Board and the Education and Children's Scrutiny Committees (*by September 2016 and on-going*) .

16.0 References

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Welsh Government (2014): *Introduction for Pathways to Success schools*

Welsh Government (2014): *National Planning and Funding System Guidance*

Welsh Government (2014): *Youth Engagement and Progression Framework Guidance*

Welsh Government (2015): *A Curriculum for Wales – a curriculum for life.*

Welsh Government (2015): *Priorities for Local Authorities 2016-2017*

Welsh Government (2015): *Priorities for the Further Education Sector 2016-2017*

Welsh Government (2015): *The Seren Network: Supporting Wales' Brightest*

Welsh Government (2015): *Creative learning through the arts – an action plan for Wales.*

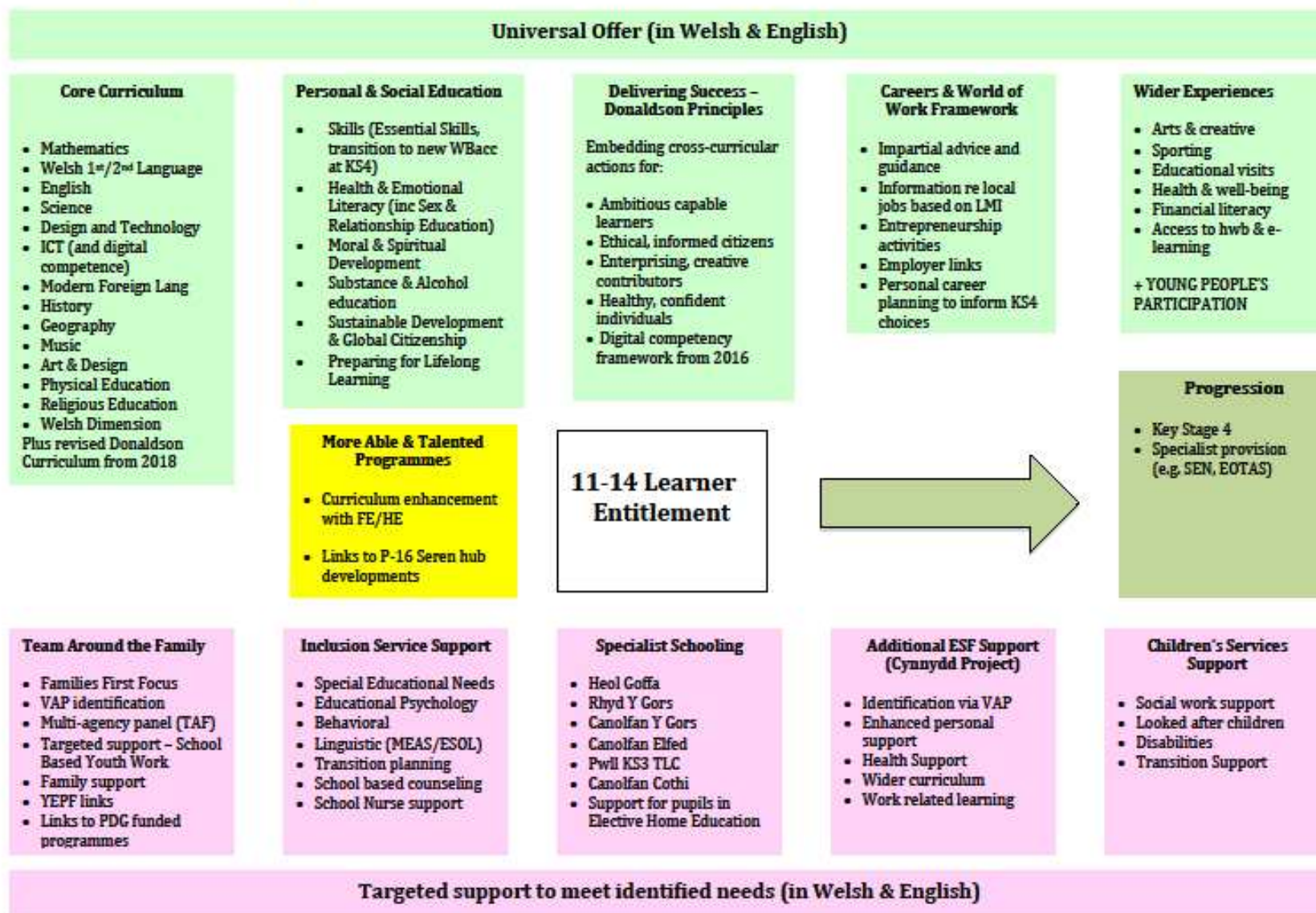
Welsh Joint Education Committee (2015) *Revised Welsh Baccalaureate Guidance*

17.0 Acronyms used in this report

AM	Assembly Member
CCC	Carmarthenshire County Council
CSG	Coleg Sir Gâr
CVET	Continuing Vocational Education and Training
CW	Careers Wales
CWoW	Careers and the World of Work
DT	Design Technology
EET	Employment Education and Training
ESF	European Social Fund
DfES	Department for Education and Skills (Welsh Government)
EOTAS	Educated Other Than At School
eFSM	eligible for Free School Meals
ESOL	English for Speakers of Other Languages
ERW	Regional school improvement consortium for south west and mid Wales
ESTYN	Her Majesty's Chief Inspector of Education and Training in Wales
FE	Further Education
FEI	Further Education Institution
GCSE	General Certificate of Secondary Education
HE	Higher Education
HEI	Higher Education Institution
ICT	Information and Communication Technology
IVET	Intermediate Vocational Education and Training
JWP	Joint Working Party
KS	Key Stage
LA	Local Authority
LLDD	Learner with Learning Difficulties or Disabilities
LMI	Labour Market Information
LTM	Learning Transformation Manager
LSB	Local Service Board
MEAS	Minority Ethnic Achievement Service
MEP	Modernising Education Programme
MFL	Modern Foreign language
NEET	Not in Employment, Education or Training
OECD	Organisation for Economic Co-ordination and Development
P16PR	Post 16 Planning and Reporting
PDG	Pupil Deprivation Grant
PRU	Pupil Referral Unit
PSE	Personal and Social Education
RLP	Regional Learning Partnership
RLSO	Regional Learning and Skills Observatory
SBCR	Swansea Bay City Region
SBYW	School Based Youth Worker

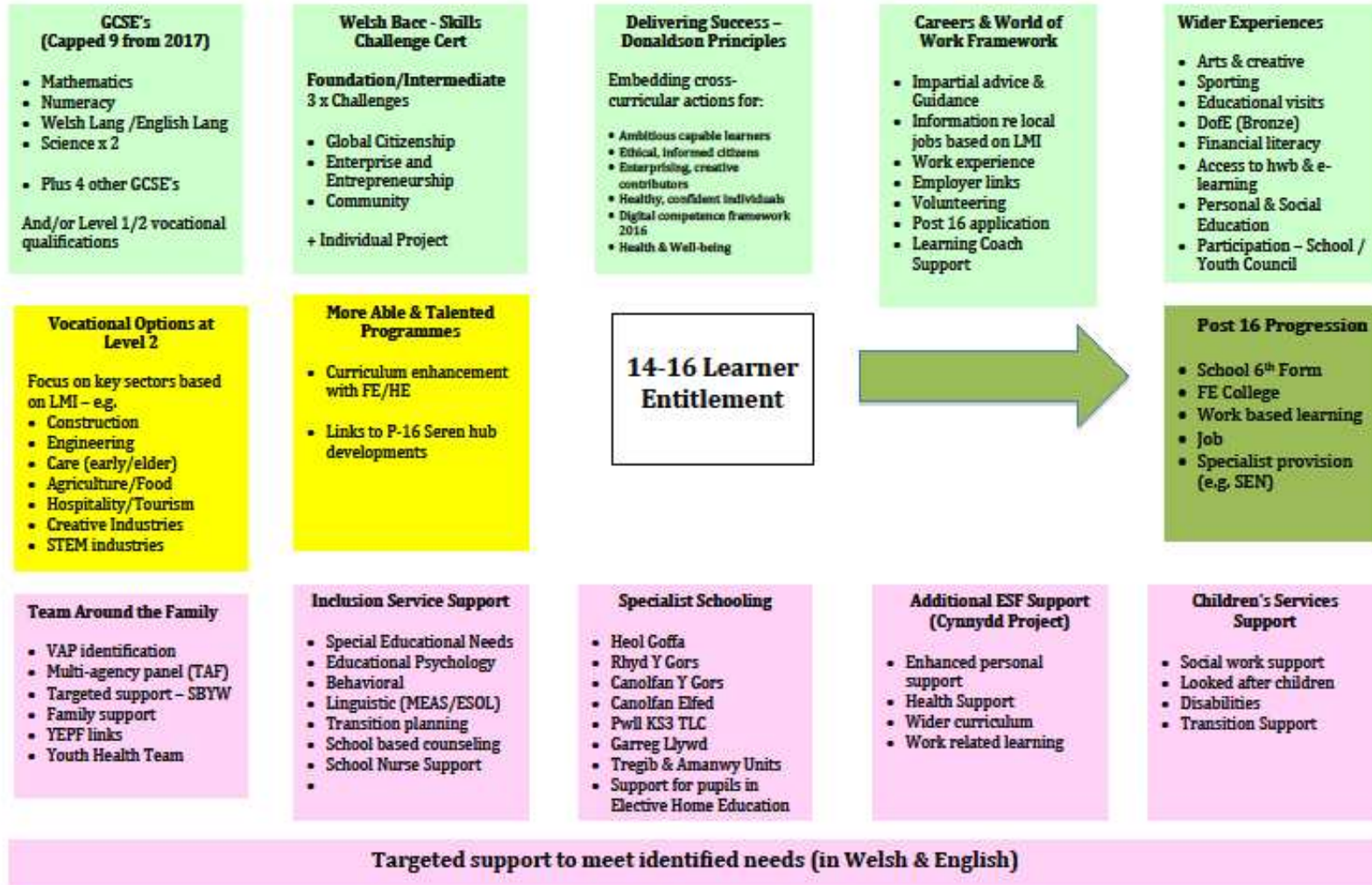
SEN	Special Educational Needs
SOC	Strategic Outcome Case
SSA	Subject Sector Area
STEM	Science, Technology, Engineering and Maths
SWW	South West Wales
TAF	Team Around the Family
TLC	Teaching and Learning Centre
WB	Welsh Baccalaureate
WG	Welsh Government
WEFO	Wales European Funding Office
WMES	Welsh Medium Education Strategy
WESP	Welsh in Education Strategic Plan
YEPF	Youth Engagement and Progression Framework

Appendix 1 - Carmarthenshire Curriculum Offer – Key Stage 3 (Years 7 to 9)

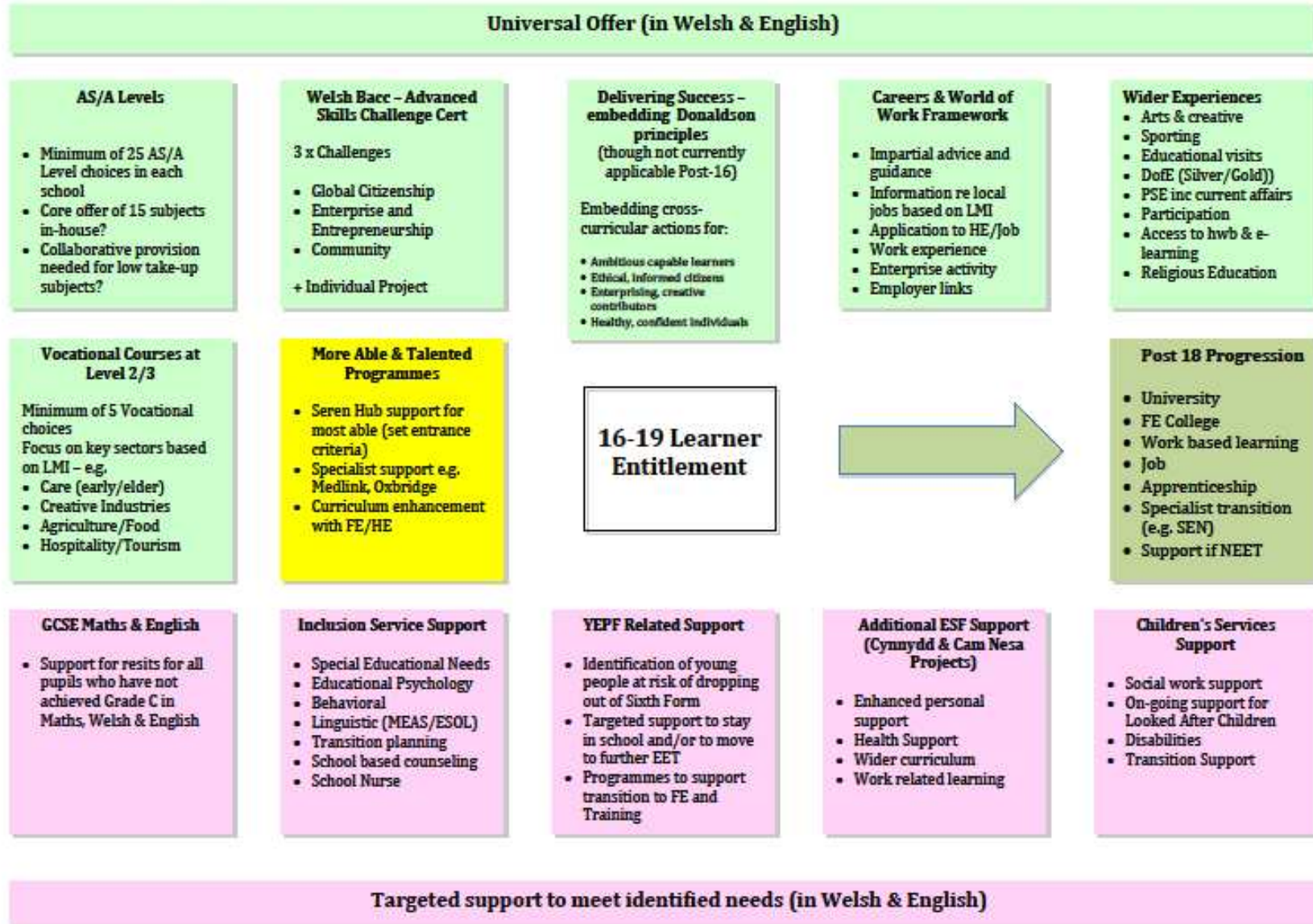


Appendix 2 – Carmarthenshire Curriculum Offer – Key Stage 4 (Years 10 & 11)

Universal Offer (in Welsh & English)

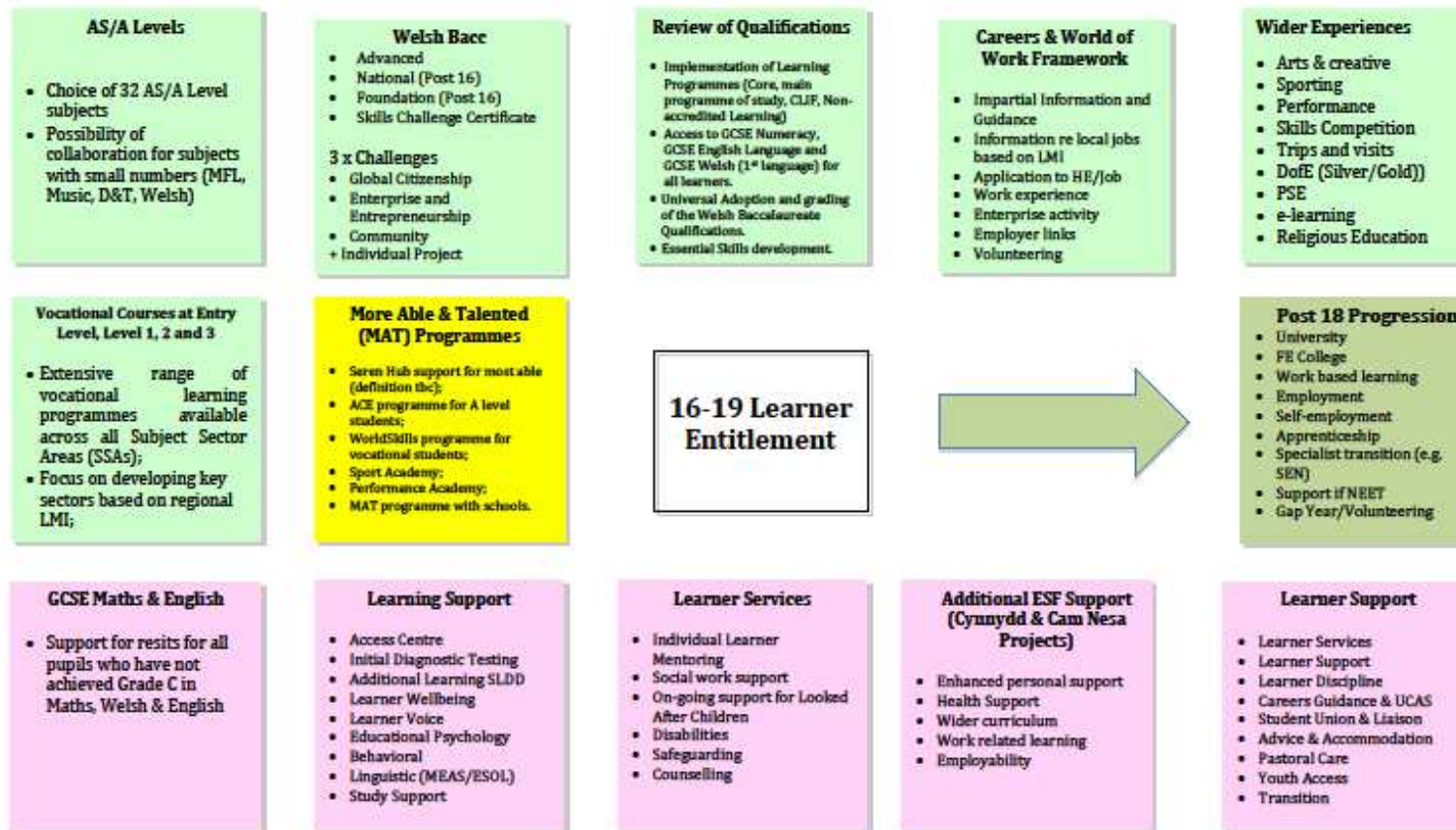


Appendix 3 - Carmarthenshire Curriculum Offer – Post 16 School Sixth Form (Years 12 & 13)



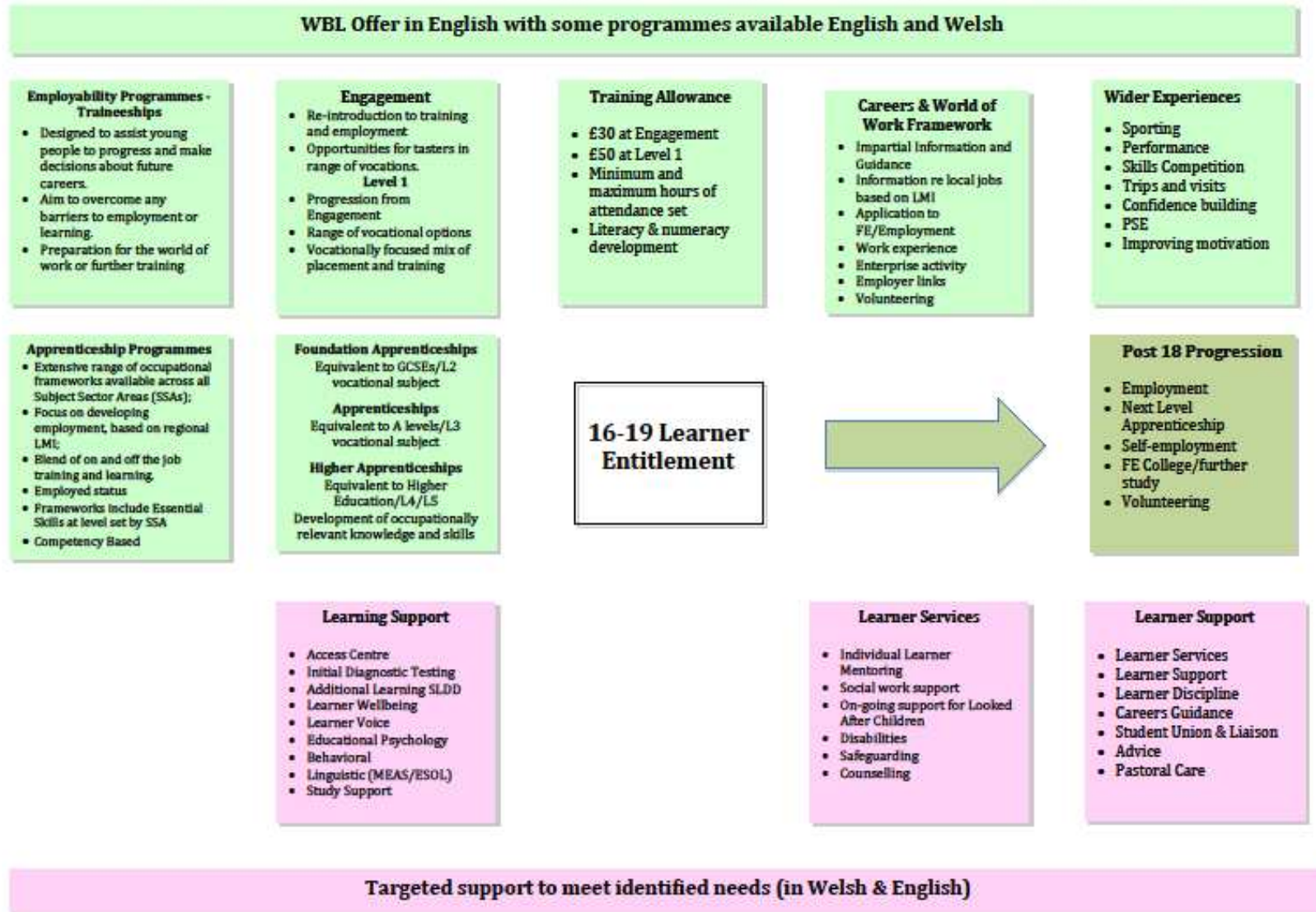
Appendix 4 - Carmarthenshire Curriculum Offer – Post 16 FE College

FE Offer in English with some vocational programmes available in English, Welsh and bilingually



Targeted support to meet identified needs (in Welsh & English)

Appendix 5 - Carmarthenshire Curriculum Offer – Post 16 WBL College and Training Providers



**EDUCATION & CHILDREN
SCRUTINY COMMITTEE
17th JUNE 2016**

**Revenue & Capital Budget
Monitoring Report 2015/16**

To consider and comment on the following issues:

- That the Scrutiny Committee receives the budget monitoring report for the Education & Children Department.

Reasons:

- To provide the Scrutiny Committee with a 'near actual' financial position in respect of the 2015/16 financial year.

To be referred to the Executive Board for decision: NO

Executive Board Member Portfolio Holders:

- Cllr. David Jenkins (Resources)
- Cllr. Gareth Jones (Education & Children)

<p>Directorate: Corporate Services</p> <p>Name of Head of Service: Owen Bowen</p> <p>Report Author: Owen Bowen</p>	<p>Designation:</p> <p>Interim Head of Financial Services</p>	<p>Tel No. / E-Mail Address:</p> <p>01267 224886 obowen@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Revenue & Capital Budget Monitoring Report 2015/16

The closure of accounts 2015/16 is now substantially complete and therefore this report is based on the near actual figures which provides members with the latest expected out-turn position for 2015/16. The appendices provide the detail to the summary noted below.

Revenue Budgets (Appendices A-C)

The Education & Children's Services Department is projecting a net overspend of £735k at year end.

The main adverse budget variations relate to school based EVR and redundancy costs (+£793k); EOTAS (Education other than at School) (+£408k); Fostering services & support (+£160k); Adult & Community learning (+£137k); Corporate Parenting & Leaving Care (+£122k); Respite Units (+£119k); Out of Hours Service (+£60k) and Legal fees (+£53k).

These are partially offset by under-spends across the department in Staff vacancies, secondments and maximising use of grant funding (-£486k); Out of County educational placements (-£259k); Centrally managed schools budget (-£116k); School Meals (-£108k) and Children's Services management & support (-£69k).

There is £609k available in departmental reserves leaving a shortfall of £126k at year end.

Capital Budgets (Appendix D)

The main variances are on the following projects:

Disabled Discrimination Acts - +£219k Higher demand for pupil led adaptations, legal requirement.

MEP External Funding -£119k – Re-profiling required of 21st Century Schools grant from Welsh Government

Ysgol Ffwrnes -£1,164k Savings and re-profile required – Scheme physically complete

Dyffryn Amman -£619k Savings and re-profile required – Works to be completed in early 16/17

Ysgol Maes Y Gwendraeth -£466k Re-profile required due to delays in works – works progressing and to be completed in 16/17

Ysgol Bro Dinefwr -£756k Re-profile required - Final account and retention to be paid in 16/17

Seaside CP School -£1,533k delay in approving outline business case by Welsh Government. The full business case has now been approved.

Ysgol Carreg Hirfaen -£34k Final account and Retention due in 16/17

Cwm Tywi New Area School -£91k A number of options for the area are considered as part of the draft strategic review

Burry Port School -£123k Final costs lower than anticipated, savings on scheme

Ysgol Trimsaran -£630k Awaiting confirmation on statutory process on dual stream, flying start grant to be used in 2015/16

Ysgol Y Strade +£405k Higher level of spend during the year than anticipated, no impact to overall scheme cost

Llandeilo Primary -£37k Investigations ongoing and options currently being considered for site selection, and feasibility of using existing establishment.

Ammanford Primary -£73k Development costs lower than anticipated.

Ysgol Parc y Tywyn +£394k Re-profile required due to significantly more design development than originally intended during the year. Additional funding used to progress scheme to detailed design and submit planning application with a number of corporate sites in the Burry Port area.

Llanelli Vocational Village -£499k Ground condition issue – re-negotiated costs with contractor delayed scheme. Works to be completed in 16/17

Ysgol Coedcae -£1,006k delay in approving outline business case by Welsh Government has delayed the anticipated timeline of the scheme

St John Lloyd -£305k Land ownership issues – council in negotiations with regard to a land swap.

Band B Schemes +£113k Re-profile required due to design development commencing site selection exercises and initial design development on Band B projects

<p>MEP-Other Projects +£151k Re-profile required</p> <p>Completed Schemes +£16k Retentions held and paid on contractors on various schemes in order to ensure they are completed as per contract.</p>	
<p>DETAILED REPORT ATTACHED?</p>	<p>YES – <i>A list of the main variances is attached to this report</i></p>

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: Owen Bowen Interim Head of Financial Services

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

3. Finance

Revenue – The Education & Children Department is currently forecasting a net overspend of £735k for the year.

Capital – The capital programme shows a variance of -£6,154k against the 2015/16 approved budget.

CONSULTATIONS

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

Signed: Owen Bowen Interim Head of Financial Services

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

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

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
2015/16 Budget	Resources Department, County Hall, Carmarthen

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Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Summary

Division	Working Budget				Forecasted				Mar 2016 Forecasted Variance for Year £'000	Feb 2016 Forecasted Variance for Year £'000
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000		
Director & Strategic Management	762	0	-114	648	631	0	-114	517	-131	-119
Education Services Division	119,013	-1,871	17,508	134,651	141,690	-23,844	17,508	135,354	703	798
Strategic Development	8,970	-7,027	1,076	3,020	8,983	-7,201	1,076	2,857	-162	-100
School Improvement	15,711	-13,724	-1,037	950	15,708	-13,815	-1,037	856	-95	-38
Learner Programmes	10,451	-9,727	779	1,502	10,601	-9,687	779	1,692	190	287
Children's Services	22,660	-6,831	2,953	18,782	23,043	-6,985	2,953	19,011	229	-48
GRAND TOTAL	177,566	-39,179	21,165	159,552	200,656	-61,534	21,165	160,287	735	780

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Main Variances

Division	Working Budget		Forecasted		Mar 2016 Forecasted Variance for Year £'000	Notes	Feb 2016 Forecasted Variance for Year £'000
	Expenditure £'000	Income £'000	Expenditure £'000	Income £'000			
Director & Strategic Management							
Director & Management Team	762	0	631	0	-131	Utilisation of grant income ended March 2016 -£70k and underspend retained in light of departmental forecast -£61k	-119
Education Services Division							
School Expenditure not currently delegated	450	0	251	83	-116	WJEC reduced fee -£39k, fewer occasions where legal advice was required -£22k, cover for suspended teachers -£33k & supplies & services savings -£22. An efficiency saving of £30k is planned for 2016-17	-100
School Redundancy & EVR	1,602	0	2,395	0	793	Additional cost of School related EVR and redundancies, partially offset by School organisation reserve	1,042
Governor Support & Admissions	211	0	182	0	-29	Cost of updating school plans less than estimated.	-30
Early Years Non-Maintained Provision	500	0	482	0	-18	Fewer children attending pre-school settings than anticipated.	-18
Special Educational Needs	3,425	-1,433	3,261	-1,528	-259	Additional funding allocated to schools and specialist settings, new statements for pupils in small schools & SAPA(School Action Plus - Additional) funding £205k. SNAP Cymru SLA £15k offset by additional recoupment -£91k, less out of county placements -£247k, part year vacancy & additional EIG funding -£141k	-405
EOTAS & Behaviour Services	1,112	-304	1,445	-229	408	Increasing pressure on Education other than at school. Additional staff employed in PRU (Pupil Referral Unit) in response to a need highlighted by ESTYN for additional capacity to intervene in volatile situations.	361
Rhydygors Day Centre	706	-52	691	-117	-81	Vacant posts in the day centre being considered within the review of provision -£103k. Additional recoupment income -£64k offset by significant increase in supply costs £86k	-71
Sensory Impairment	321	-12	338	-16	12	Additional cost relating to Mobility Officer paid to Ceredigion	16
Strategic Development							
Information & Improvement	340	-35	414	-139	-29	Part time secondment reimbursed from ERW , post not back filled	-24
Business Support	509	0	510	-13	-12	Member of staff on long term sick -£8k Supplies and services etc -£4k	-11
School Meals & Primary Free Breakfast Services	7,757	-6,712	7,656	-6,720	-108	Early implementation of efficiency proposals contributed to current year savings -£23k and efficiencies in supplies and services -£85k	-59
School Improvement							
School Effectiveness Support Services	260	-57	222	-63	-44	Transfer of budget at year end ERW Regional Model -£38k, additional income Siarter Iaithe -£3k and reduced costs relating to Griffith Jones Centre -£3k	5
National Model for School Improvement	1,371	-294	1,485	-449	-41	Staff vacancies and secondments to ERW. Recruitment in progress	-49

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Main Variances

Division	Working Budget		Forecasted		Mar 2016 Forecasted Variance for Year £'000	Notes	Feb 2016 Forecasted Variance for Year £'000
	Expenditure £'000	Income £'000	Expenditure £'000	Income £'000			
Welsh Language Support	902	-901	852	-861	-10	Additional income re staff recharge to Siarter laith and reduced transport cost	6
Learner Programmes							
Music Services for Schools	1,335	-1,434	1,348	-1,413	34	Reduction of SLA income from schools £13k reduced parental income £7k, staff related costs £10k & supplies and services £4k. Redundancy met from reserve	82
Youth Service	508	-85	534	-96	16	Delay in staffing reductions £27k, partially offset by additional income from activities/grants -£11k	16
Adult & Community Learning	524	-522	640	-501	137	Reduced Welsh Government funding and franchise income & lower uptake by learners. Service reduced from April 2016 following comprehensive review of service. Redundancy partially met from reserve.	185
Children's Services							
Commissioning and Social Work	5,659	-19	5,555	-96	-181	In year vacancies across the Social Care Teams.	-139
Corporate Parenting & Leaving Care	1,005	-280	1,159	-312	122	The number of Care Leavers has increased drastically over the last few years ranging from 36 in 2010-11 to an average of 106 this year, the budget has not changed and there was also the loss of Supporting People funding this year which was in excess of £100k. Since the Southwark judgement Childrens services have been responsible for young people presenting as homeless, rather than Housing departments. Also, since the change in the Social Services and Wellbeing Act Authorities are now liable for Care Leavers until they are 25 instead of 21. Every care leaver must have a personal adviser. In spite of these pressures there has been no budget growth in this area since 2010.	-0
Fostering Services & Support	3,507	0	3,697	-30	160	The taxi's budget faces ongoing pressure £67k due to the high number of placement moves, some away from school areas. The Fostering Support team variance is due to additional hours and maternity leave £77k, loss of Parent & Baby grant has resulted in an overspend £8k on Board & Lodge, Residence Orders controlled by Child Care Teams £18k. This is offset by a reduction in the number of Looked After Children and revised controls -£10k	97
Adoption Services	490	-55	553	-147	-29	Reduction in adoption allowances as fewer placements -£19k plus net savings in adoption services -£10k mainly due to additional interagency fees	-42
Out of County Placements (CS)	718	-52	741	-40	35	Increased Out of County Placement costs	-88
Residential and Respite Units	883	-150	852	0	119	Planned additional contribution from the LHB has not been achieved in 2015-16 £150k netted off by salary savings -£13k and supplies and services savings -£18k	124
Ganreglwyd Residential Accommodation	504	-155	572	-195	28	Additional staffing costs £71k offset by additional income recharge to Hywel Dda -£40k and supplies and services savings -£3k	30
Short Breaks and Domiciliary Care	497	-104	445	-97	-45	Underspend due to the maximisation of grant income.	-67

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Main Variances

Page 82

Division	Working Budget		Forecasted		Mar 2016 Forecasted Variance for Year £'000	Notes	Feb 2016 Forecasted Variance for Year £'000
	Expenditure £'000	Income £'000	Expenditure £'000	Income £'000			
Childcare	388	-118	374	-124	-21	Underspend due to the maximisation of grant income.	-20
Direct Payments	184	0	178	-5	-11	Fewer payments required in 2015/16	-7
Preventative incl Section 17 payments	222	0	213	-4	-12	Fewer payments required in 2015/16	-5
Family Aide Services	197	0	207	0	10	Additional staffing costs	6
Out of Hours Service	250	-64	310	-64	60	Increased number of referrals being handled	85
Children's Services Mgt & Support (incl Care First)	1,053	-108	1,023	-148	-69	Part year vacant posts in Policy -£57k, staff travelling & other efficiencies in management team -£12k	-79
Legal Fees	430	0	484	-0	53	Additional costs incurred from long standing adoption arrangements and out of county fees. The service is planned to have a budget reduction as an efficiency proposal in 2016-17	61
Other Variances					-7		-5
Grand Total					735		780

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Detail Monitoring

Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Director & Strategic Management											
Director & Management Team	762	0	-114	648	631	0	-114	517	-131	Utilisation of grant income ended March 2016 -£70k and underspend retained in light of departmental forecast -£61k	-119
Director & Strategic Management Total	762	0	-114	648	631	0	-114	517	-131		-119
Education Services Division											
Schools Delegated Budget	109,708	0	0	109,708	131,583	-21,875	0	109,708	0		0
School Expenditure not currently delegated	450	0	18,881	19,331	251	83	18,881	19,215	-116	WJEC reduced fee -£39k, fewer occasions where legal advice was required -£22k, cover for suspended teachers -£33k & supplies & services savings -£22. An efficiency saving of £30k is planned for 2016-17	-100
School Redundancy & EVR	1,602	0	-1,770	-168	2,395	0	-1,770	626	793	Additional cost of School related EVR and redundancies, partially offset by School organisation reserve	1,042
School Modernisation	29	-5	52	77	26	-1	52	77	0		0
Governor Support & Admissions	211	0	71	282	182	0	71	253	-29	Cost of updating school plans less than estimated.	-30
Early Years Non-Maintained Provision	500	0	21	520	482	0	21	503	-18	Fewer children attending pre-school settings than anticipated.	-18
Special Educational Needs	3,425	-1,433	148	2,140	3,261	-1,528	148	1,881	-259	Additional funding allocated to schools and specialist settings, new statements for pupils in small schools & SAPA(School Action Plus - Additional) funding £205k. SNAP Cymru SLA £15k offset by additional recoupment -£91k, less out of county placements -£247k, part year vacancy & additional EIG funding -£141k	-405
EOTAS & Behaviour Services	1,112	-304	16	825	1,445	-229	16	1,233	408	Increasing pressure on Education other than at school. Additional staff employed in PRU (Pupil Referral Unit) in response to a need highlighted by ESTYN for additional capacity to intervene in volatile situations.	361
Rhydygors Day Centre	706	-52	7	662	691	-117	7	581	-81	Vacant posts in the day centre being considered within the review of provision -£103k. Additional recoupment income -£64k offset by significant increase in supply costs £86k	-71
Sensory Impairment	321	-12	11	321	338	-16	11	333	12		16
Educational Psychology	949	-65	69	953	1,035	-161	69	944	-9	Additional cost relating to Mobility Officer paid to Ceredigion	1
Education Services Division Total	119,013	-1,871	17,508	134,651	141,690	-23,844	17,508	135,354	703		798

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Detail Monitoring

Page 84	Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
		Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
	Strategic Development											
	School Milk & Uniform Grants	280	-279	12	13	321	-326	12	7	-6		0
	Information & Improvement	340	-35	102	407	414	-139	102	378	-29	Part time secondment reimbursed from ERW, post not back filled	-24
	Business Support	509	0	170	678	510	-13	170	666	-12	Member of staff on long term sick -£8k Supplies and services etc -£4k	-11
	Participation	85	0	4	89	82	-4	4	83	-7		-7
	School Meals & Primary Free Breakfast Services	7,757	-6,712	788	1,832	7,656	-6,720	788	1,724	-108	Early implementation of efficiency proposals contributed to current year savings -£23k and efficiencies in supplies and services -£85k	-59
	Strategic Development Total	8,970	-7,027	1,076	3,020	8,983	-7,201	1,076	2,857	-162		-100
	School Improvement											
	School Effectiveness Support Services	260	-57	260	462	222	-63	260	419	-44	Transfer of budget at year end ERW Regional Model -£38k, additional income Siarter laith -£3k and reduced costs relating to Griffith Jones Centre -£3k	5
	National Model for School Improvement	1,371	-294	73	1,150	1,485	-449	73	1,109	-41	Staff vacancies and secondments to ERW. Recruitment in progress	-49
	Welsh Language Support	902	-901	27	28	852	-861	27	18	-10	Additional income re staff recharge to Siarter laith and reduced transport cost	6
	Education Improvement Grant	8,864	-8,159	0	705	8,872	-8,167	0	705	0		0
	Other School Grants incl PDG	4,314	-4,312	-1,397	-1,395	4,276	-4,275	-1,397	-1,395	0		-0
	School Improvement Total	15,711	-13,724	-1,037	950	15,708	-13,815	-1,037	856	-95		-38
	Learner Programmes											
	Post 16 Funding	6,192	-6,192	6	6	6,200	-6,200	6	6	-0		0
	Music Services for Schools	1,335	-1,434	-35	-134	1,348	-1,413	-35	-100	34	Reduction of SLA income from schools £13k reduced parental income £7k, staff related costs £10k & supplies and services £4k. Redundancy met from reserve	82
	Youth Service	508	-85	130	552	534	-96	130	568	16	Delay in staffing reductions £27k, partially offset by additional income from activities/grants -£11k	16
	Youth Service short term grants	227	-227	20	20	225	-224	20	20	0		-0
	Families First Grant (Youth)	786	-785	81	82	791	-787	81	84	2		-0
	Youth Offending & Prevention Service	879	-482	276	673	864	-466	276	673	1		4
	Adult & Community Learning	524	-522	301	303	640	-501	301	440	137	Reduced Welsh Government funding and franchise income & lower uptake by learners. Service reduced from April 2016 following comprehensive review of service. Redundancy partially met from reserve.	185
	Learner Programmes Total	10,451	-9,727	779	1,502	10,601	-9,687	779	1,692	190		287

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Detail Monitoring

Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Children's Services											
Commissioning and Social Work	5,659	-19	836	6,477	5,555	-96	836	6,295	-181	In year vacancies across the Social Care Teams.	-139
Corporate Parenting & Leaving Care	1,005	-280	74	799	1,159	-312	74	920	122	The number of Care Leavers has increased drastically over the last few years ranging from 36 in 2010-11 to an average of 106 this year, the budget has not changed and there was also the loss of Supporting People funding this year which was in excess of £100k. Since the Southwark judgement Childrens services have been responsible for young people presenting as homeless, rather than Housing departments. Also, since the change in the Social Services and Wellbeing Act Authorities are now liable for Care Leavers until they are 25 instead of 21. Every care leaver must have a personal adviser. In spite of these pressures there has been no budget growth in this area since 2010.	-0
Fostering Services & Support	3,507	0	172	3,679	3,697	-30	172	3,839	160	The taxi's budget faces ongoing pressure £67k due to the high number of placement moves, some away from school areas. The Fostering Support team variance is due to additional hours and maternity leave £77k, loss of Parent & Baby grant has resulted in an overspend £8k on Board & Lodge, Residence Orders controlled by Child Care Teams £18k. This is offset by a reduction in the number of Looked After Children and revised controls -£10k	97
Adoption Services	490	-55	47	482	553	-147	47	454	-29	Reduction in adoption allowances as fewer placements -£19k plus net savings in adoption services -£10k mainly due to additional interagency fees	-42
Out of County Placements (CS)	718	-52	3	669	741	-40	3	703	35	Increased Out of County Placement costs	-88
Residential and Respite Units	883	-150	112	845	852	0	112	964	119	Planned additional contribution from the LHB has not been achieved in 2015-16 £150k netted off by salary savings -£13k and supplies and services savings -£18k	124
Garreglwyd Residential Accommodation	504	-155	53	402	572	-195	53	430	28	Additional staffing costs £71k offset by additional income recharge to Hywel Dda -£40k and supplies and services savings -£3k	30
Short Breaks and Domiciliary Care	497	-104	21	414	445	-97	21	369	-45	Underspend due to the maximisation of grant income.	-67
Childcare	388	-118	48	318	374	-124	48	298	-21	Underspend due to the maximisation of grant income.	-20
Direct Payments	184	0	1	185	178	-5	1	174	-11	Fewer payments required in 2015/16	-7
Children's/Family Centres and Playgroups	662	-440	99	321	659	-443	99	315	-6		-6

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Detail Monitoring

Page 86	Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
		Expenditure	Income	Net non-controllable	Net	Expenditure	Income	Net non-controllable	Net	Forecasted Variance for Year		Forecasted Variance for Year
		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000		£'000
	Flying Start Grant	3,849	-3,847	126	129	3,793	-3,782	126	137	8		-0
	Families First Grant	1,428	-1,311	64	182	1,456	-1,346	64	174	-8		0
	Preventative incl Section 17 payments	222	0	36	258	213	-4	36	246	-12	Fewer payments required in 2015/16	-5
	Aids & Adaptions	12	0	1	13	20	0	1	21	8		-7
	Family Aide Services	197	0	37	234	207	0	37	244	10	Additional staffing costs	6
	Other Family Services incl Young Carers and ASD	315	-129	16	202	303	-110	16	208	7		3
	Out of Hours Service	250	-64	23	209	310	-64	23	270	60	Increased number of referrals being handled	85
	Children's Services Mgt & Support (incl Care First)	1,053	-108	1,112	2,057	1,023	-148	1,112	1,988	-69	Part year vacant posts in Policy -£57k, staff travelling & other efficiencies in management team -£12k	-79
	Legal Fees	430	0	5	435	484	-0	5	488	53	Additional costs incurred from long standing adoption arrangements and out of county fees. The service is planned to have a budget reduction as an efficiency proposal in 2016-17	61
	Education Welfare	407	0	65	472	450	-41	65	474	1		5
	Children's Services Total	22,660	-6,831	2,953	18,782	23,043	-6,985	2,953	19,011	229		-48
	TOTAL FOR EDUCATION & CHILDREN'S SERVICES	177,566	-39,179	21,165	159,552	200,656	-61,534	21,165	160,287	735		780
	Transfer from Reserves									-609		
	Forecasted End of Year Variance									126		

Education & Children Services

Capital Budget Monitoring - Scrutiny Report for 2015/16 (Near Actual)

Scheme	Target Date for Completion	Working Budget			Forecasted		
		Expenditure £'000	Income £'000	Net £'000	Expenditure £'000	Income £'000	Net £'000
Education DDA Act Works	Ongoing	0	0	0	219	0	219
Catering	Mar-16	23	0	23	23	0	23
MEP External Funding Income	Ongoing	0	-12,062	-12,062	0	-12,181	-12,181
MEP - Tranche 2 & 3		22,048	0	22,048	19,043	0	19,043
Ffwrnes - New Two Form Entry School	completed	1,295	0	1,295	131	0	131
Dinefwr Project - Dyffryn Aman	Sep-16	1,301	0	1,301	682	0	682
Dinefwr Project - Maes Y Gwendraeth	Sep-16	7,819	0	7,819	7,353	0	7,353
Dinefwr Project - Ysgol Bro Dinefwr	Mar-17	11,633	0	11,633	10,877	0	10,877
MEP - Band A Projects		14,810	0	14,810	11,281	0	11,281
Seaside CP School - New Two Form Entry	Sep-19	2,000	0	2,000	467	0	467
Ysgol Carreg Hirfaen - Mobile & New School	Sep-17	3,829	0	3,829	3,795	0	3,795
Cwm Tywi - New Area Primary School	Apr-18	100	0	100	9	0	9
Burry Port Schools Development	Ongoing	1,826	0	1,826	1,703	0	1,703
Ysgol Trimsaran - New School Building	Jan-19	950	0	950	320	0	320
Ysgol Y Strade - Phase 1	Ongoing	986	0	986	1,391	0	1,391
Llandeilo Primary - Band A	Ongoing	100	0	100	63	0	63
Ammanford Primary Band A	Ongoing	100	0	100	27	0	27
Parc Y Tywyn Band A	Ongoing	100	0	100	494	0	494
Llanelli Vocational Village	Ongoing	1,169	0	1,169	670	0	670
Laugharne - Transfer Double Mobile Classroom	Ongoing	0	0	0	3	0	3
Ysgol Coedcae - Phase 1	Ongoing	3,300	0	3,300	2,294	0	2,294
St John Lloyd	Ongoing	350	0	350	45	0	45
MEP - Band B Projects	Ongoing	0	0	0	113	0	113
MEP - Other Projects	Ongoing	300	0	300	451	0	451
MEP - Completed / Practically Completed	completed	0	0	0	16	0	16
Misc Education Projects (School Funded)	completed	329	-83	246	329	-83	246
Childrens Services	completed	5	0	5	5	0	5
Flying Start Capital Expansion Programme	ongoing	1,316	-1,309	7	1,295	-1,288	7
Fostering Services Projects	Mar-16	29	0	29	29	0	29
NET BUDGET		38,860	-13,454	25,406	32,804	-13,552	19,252

Appendix D

Variance for Year	Comment
219	No budget identified for DDA works, higher demand for pupil led adaptations than anticipated. DDA adaptations are a legal requirement.
0	
-119	Re-profiling required of 21st Century Schools grant from the Welsh Government.
-3,005	
-1,164	Savings and re-profile required - Scheme physically complete
-619	Savings and re-profile required - Works to be completed in early 16/17
-466	Re-profile required due to delays in 2014/15 works carried forward to 15/16.
-756	Re-profile required-Final account 16/17
-3,529	
-1,533	delay in approving outline business case by Welsh Government. The full business case has now been approved.
-34	Final account and Retention due in 16/17
-91	options still being considered.
-123	Final costs lower than anticipated, savings on scheme
-630	awaiting confirmation on statutory process on dual stream.
405	Higher level of spend than anticipated within the year, no impact to overall scheme
-37	options still being considered.
-73	Lower development costs than anticipated.
394	Re-profile required owing to more design development than originally intended. Additional funding used to progress scheme to detailed design and submit planning application with a number of corporate sites in the Burry Port area.
-499	Ground condition issue
3	
-1,006	delay in approving outline business case by Welsh Government
-305	Land ownership issues
113	Site selections and designs ahead of scheduled.
151	Re-profiled required
16	Retentions held and paid to contractors on various schemes in order to ensure they are completed as per contract.
0	
0	
0	
0	adaptation to house used by foster family
-6,154	

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Carmarthenshire's Welsh in Education Strategy – 2016/17 Consultation Update

To consider and comment on the following issues:

- Officer response to comments received following consultation on the review of Carmarthenshire's Welsh in Education Strategic Plan.
- Consider the adjustments to the plan and further proposals regarding the content.

Reasons:

- The Local Authority is required to review and submit a revised WESP to the Welsh Government on an annual basis.
- To review the modifications to the plan and targets for attainment in Welsh.
- To scrutinise the responses to the consultation on Carmarthenshire's Welsh in Education Strategic Plan.
- To formulate views for submission to the Executive Board for consideration.

To be referred to the Executive Board for decision: YES

Executive Board Member Portfolio Holder: Cllr. Gareth Jones (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Gareth Morgans</p> <p>Report Author: Gareth Morgans Catrin Griffiths</p>	<p>Designations:</p> <p>Chief Education Officer</p> <p>Chief Education Officer</p> <p>Challenge Adviser with responsibility for Welsh</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246 450 edgmorgans@carmarthenshire.gov.uk</p> <p>01267 246641 cgriffiths@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

**EDUCATION & CHILDREN
SCRUTINY COMMITTEE
17th JUNE 2016**

**Carmarthenshire's Welsh in Education Strategy –
2016/17 Consultation Update**

Background

Section 85 of the [Schools Standards and Organisation \(Wales\) Act](#) requires local authorities to prepare and submit a **Welsh in Education Strategic Plan** (WESP) for approval or modification by Welsh Ministers. These would be 3 year plans and reviewed on an annual basis.

WESPs detail how local authorities will aim to achieve the Welsh Government's outcomes and targets outlined in the **Welsh Medium Education Strategy** (WMES).

Policy context

The WMES sets out the Welsh Government's vision for an education and training system that responds in a planned way to the growing demand for Welsh-medium education. The aim is to facilitate an increase in the number of people of all ages able to use the Welsh language with their families, in their communities and in the workplace. The WESPs are a key vehicle for creating an improved planning system for Welsh-medium education.

The WESPs will provide the means for the Welsh Government to monitor the way in which local authorities respond and contribute to the implementation of the WMES objectives by:

- ensuring that every step of local authority education processes includes full consideration of Welsh-medium education;
- extending provision where a need is identified on the basis of improved planning;
- moving Welsh-language support services gradually away from the traditional roles of *athrawon bro* towards a new training and mentoring service;
- ensuring the delivery of Welsh-medium support services on the basis of consortia in the near future;
- improving standards and extending the use of Welsh by children and young people
- demonstrating progress against the specific targets in the WMES.

The intention of the WESPs is to:

- expect local authorities to be accountable to the Welsh Government for planning Welsh-medium and Welsh-language education provision;
- reflect the aims of the WMES;
- illustrate the current situation, outline appropriate activities and demonstrate improvement;
- be manageable and useful to you as a local authority; and
- demonstrate clear progress over 3-years in each local authority and consortium area towards achieving the WMES targets.

The WESPs focus on the targets in the WMES and LAs are asked to report annually on performance against these targets:

- *more 7 year-old children being taught through the medium of Welsh as a % of the*

Year 2 cohort;

- *more learners continuing to improve their language skills on transfer from primary school to secondary school;*
- *more learners studying for qualifications through the medium of Welsh;*
- *more learners aged 16-19 studying Welsh and subjects through the medium of Welsh; and*
- *more learners with improved skills in Welsh.*

Carmarthenshire's initial Welsh in Education Strategic Plan 2014-2017 was approved by the Welsh Ministers on the 24th of September, 2014. The WESP reflected the County Council's aspirations and the aspirations of the Welsh Government, as laid out in the Welsh Medium Education Strategy and The Welsh Language in Carmarthenshire report, March 2014. The Plan emphasised the commitment to work together to achieve the best outcomes for all Carmarthenshire's children and young people.

In October 2015 we received a letter reminding us that the *Welsh in Education Strategic Plans and Assessing Demand for Welsh-medium Education (Wales) Regulations 2013* require a local authority to review its Plan annually which, in effect, means a review of progress against the targets set out in the Plan. The review had to be completed and the amended Plan which emerged from that process had to be submitted to Welsh Ministers **no later than 20th December 2015.**

There was confusion in respect to the requirement to consult on the revised WESP. Officers were of the view, which had been confirmed by Welsh Government officials during the initial training on WESPS, that there was no requirement to consult on revised Welsh in Education Strategic Plans. Officers had considered the '*The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013*' which cited that- '*During the conduct of such a review the local authority must consult such persons as they consider appropriate*'. As there had been regular discussions in regard to the WESP with schools, the Council's Welsh Language Advisory Panel and the Welsh in Education Forum officers believed that was appropriate and sufficient.

However, Welsh Government officials subsequently advised us of Part 4 of the *School Standards and Organisation (Wales) Act 2013* which states that- '*In preparing a Welsh in education strategic plan or revised plan, a local authority must consult.*' The Act states the following are to be consulted:

- a) its neighbouring local authorities;
- b) the head teacher of each school maintained by it;
- c) the governing body of each school maintained by it;
- d) each institution within the further education sector in its area;
- e) in relation to any foundation or voluntary school in its area—
 - *the person who appoints the foundation governors, and*
 - *if the school has a religious character, the appropriate religious body;*
- f) other prescribed persons.

Once officers were aware of this requirement a consultation was undertaken and an extended timescale, as advised by Welsh Government, was agreed. The consultation

commenced on the 29th March and closed on the 12th May, 2016. A total of 16 responses were received- an analysis is included in the attached report.

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: Gareth Morgans Chief Education Officer

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

1. Policy, Crime & Disorder and Equalities

The development of the Welsh Language in Education is an integral part of the ‘Welsh Language in Carmarthenshire Report’ prepared by the Welsh language Census Group in March 2014. The recommendations, as endorsed by full Council have been incorporated into Carmarthenshire’s Welsh in Education Strategic Plan (WESP) which is our policy to meet the expectations of the Welsh Government’s Welsh Medium Education Strategy (WMES) which sets out the Welsh Government’s vision for an education and training system that responds in a planned way to the growing demand for Welsh-medium education. The aim is to facilitate an increase in the number of people of all ages able to use the Welsh language with their families, in their communities and in the workplace.

The WESPs are a key vehicle for creating an improved planning system for Welsh-medium education. Carmarthenshire’s WESP details how the local authorities aims to achieve the Welsh Government’s outcomes and targets outlined in the Welsh Medium Education Strategy.

3. Finance

Many of the actions included in Carmarthenshire’s Welsh in Education Strategic Plan have associated costs (e.g. lead officer time, resources, language charter, training). Additional budget was secured to allow the Education Department to appoint a lead officer (part time) and develop the actions included in the plan. Using the Welsh in Education Grant and this additional funding has enabled us to realise many of the actions. To ensure further progress the additional funding is required.

5. Risk Management Issues

Without sufficient resource it will be difficult to deliver the agreed actions and improve standards of attainment and increase participation in Welsh medium education. This could lead to challenge from Members and external challenge from Welsh Government officials and ESTYN in respect to progress being achieved.

6. Staffing Implications

Due to additional central funding we have an officer (part-time) to lead the implementation of the WESP. Without this officer's time it would be challenging to implement the agreed actions. In addition the Welsh Support Teachers (Athrawon Gwella'r Gymraeg a Dwyieithrwydd) are employed utilising the Welsh in Education Grant issued to ERW by the Welsh Government. Any reduction in this grant would have an adverse effect on this team and our capacity to deliver the WESP.

CONSULTATIONS

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

Signed: Gareth Morgans Chief Education Officer

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – In preparing a Welsh in Education Strategic Plan or revised plan, a local authority must consult:

- a) its neighbouring local authorities;
- b) the head teacher of each school maintained by it;
- c) the governing body of each school maintained by it;
- d) each institution within the further education sector in its area;
- e) in relation to any foundation or voluntary school in its area-
 - 1.1. the person who appoints the foundation governors, and
 - 1.2. if the school has a religious character, the appropriate religious body;
- f) other prescribed persons.

To meet the requirements of the consultation the Local Authority:

- 1. Wrote to all head teachers asking them to forward the consultation information to their Governing Body.
- 2. Wrote to all head teachers asking them to forward the consultation information to their parents and include information on their school's website.
- 3. Wrote to neighbouring authorities and the other bodies noted in **d** and **e** above
- 4. In respect to F (other prescribed persons) we arranged for information in relation to the consultation to be included in the County Council's website.

4. Staff Side Representatives and other Organisations – As above

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

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Revised Welsh in Education Strategic Plan	E&C Department, Parc Dewi Sant, Carmarthen

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Carmarthenshire's Welsh in Education Strategic Plan

2014 – 2017

(December 2015 Update)

*Highlighted text – has been reviewed/changed
from original 2014 version of the WESP*

taith at ddwy

IAiTH
SIRGAR

Diogelu Plant a Gwella Safonau Addysg i Bawb
Safeguarding Children and Improving Education
Standards for All



Section 1

Carmarthenshire's vision and objectives for Welsh medium education

Learning in Carmarthenshire – addition to original plan to show our vision and priorities

Our vision ...

To provide a service which will ensure access to high quality learning opportunities for all children, young people and adults, thus enabling the achievement of their full potential within the context of the unique bilingual nature of the county

Our policy for promoting learning ...

The promotion of learning is our core purpose. We believe that effective learners:

- know how to learn on their own and with others
- can progressively manage their own learning
- enjoy learning
- are confident and motivated to continue learning throughout life

The Local Authority, its schools and other education providers promotes a culture that encourages people to explore views on learning and encourages people to develop a shared understanding of learning.

This work is facilitated by:

- connecting with people and discussing how we learn

- sharing good practice in encouraging all pupils to think and talk about their learning styles
- clarifying and enhancing the role of Assessment for Learning (AfL)

The outcome of this work will be:

- effective learners who have a greater propensity to achieve
- providers who engage everyone in promoting learning
- providers agreeing and implementing policies for learning
- providers who engage in action research centred on learning

Our priorities ...

- Communication across the curriculum: literacy, numeracy, bilingualism, ICT and well-being
- Assessment for Learning– raising expectations and consistency to drive out variation
- System leadership and increased collaboration

Our way of working ...

- Build trust and maintain dialogue
- Work together to embrace change, strengthen systems, practice and outcomes
- Work together to ensure that everyone is achieving

The Welsh Language in Carmarthenshire – Addition as a result of the work of Carmarthenshire's Welsh Language Task and Finish Group

When reviewing the 2011 Census results Carmarthenshire saw the greatest reduction in percentage points across Wales- from 50.3% in 2001 to 43.9% in 2011, which means that less than half of the population could speak Welsh by 2011. This is the first time in the history of the county for the percentage to fall under half.

Following the publication of the 2011 Census results the full Council agreed to establish a Task and Finish Group to research into the factors that have led to the decline and to formulate recommendations in order to address the situation. In this period between April 2013 and March 2014, a series of meetings were held to discuss the following-

- Planning
- Education
- Language and Economy
- Welsh medium workplaces and the Council's administration
- The impact of organisations who work for the benefit of the Welsh language, such as the Mentrau Iaith
- Opportunities to use the Welsh language in the communities in the county
- Language Transmission in the family
- Marketing the Language

Members agreed to invite a range of organisations and individuals to present evidence to the Working Group and to build on local knowledge regarding the position of the Welsh language in the county. The members agreed to invite members of the public to submit their comments with regard to the priority areas and to offer their own personal experiences with respect to the Welsh Language.

The group decided to commission two specific pieces of research work. Dr Dylan Phillips was commissioned to prepare a detailed statistical report on the state of the Welsh language in Carmarthenshire in order to have a document that would be available, not only for the work of the Working Group but as an evidence base for each of the Council's partners when planning services and activities to promote the Welsh language in the County. It was also agreed to commission the University of Wales Trinity Saint David to conduct a piece of research work regarding Planning and the Welsh Language.

Education

Carmarthenshire's Welsh Education Strategy reflects the Council's aspirations and the aspirations of the Welsh Government, as laid out in the Welsh Medium Education Strategy, the Schools Effectiveness Framework, Carmarthenshire Language Policy and the Integrated Community Strategy.

The Plan emphasises the commitment to work together to achieve the best outcomes for all Carmarthenshire's children and young people.

The Authority will work with other services to achieve the following-

- Ensure that Welsh medium or bilingual education is available to every child and that it should be within a reasonable travelling distance from children's homes. This refers to children of pre-school age and above;
- Ensure that the Welsh language continues to be taught as a first language and/or second language on the timetable in all the County's schools, in line with the statutory requirements of the Welsh Medium Education Strategy, *'providing a system and training which respond via planned methods to the increasing demand for Welsh medium education'*, and that from the period prior to statutory education onwards;
- Ensure that every pupil in Welsh/bilingual medium schools can speak, read and write Welsh fluently by the end of KS2;
- It is expected that linguistic progression occurs in the curricular experiences of the learners as they transfer from Key Stage 2 to Key Stage 3;
- It is expected that every pupil who has followed the Welsh first language programme in the primary stage continues with this programme on transition to the secondary phase;
- Ensure a developed progression from pre-school provision to Welsh medium/bilingual primary education to Welsh medium/bilingual secondary education. Linguistic progression is promoted from KS4 onwards to the lifelong learning career of pupils and students in the county;
- Work in partnership with all pre-school education providers, the Foundation Phase, primary and secondary schools and 14-19 learning pathways in order to improve the standard of Welsh as a first and second language. All the County's schools will receive advice and support from the System Leaders who are part of school improvement services. Further support is offered by Literacy Associate System Leaders and the service provided by Teachers who Improve Welsh and Bilingualism (AGGaD), as they visit the schools, by monitoring pupils' linguistic standards on behalf of the Local Authority;

- Ensure that children and young people who have additional educational needs receive an equal linguistic opportunity as regards Welsh medium education when fulfilling the requirements of the revised Code of Practice for ALN Wales;
- Promote and develop learning programmes, which will enable teachers to nurture the ability and confidence to introduce Welsh as a first language and/or a second language;
- Promote language awareness training for governors, parents and teaching staff;
- Address issues in terms of linguistic ability of learning support workers who can assist with the delivery of Welsh language provision in the Foundation Phase, in Welsh medium and Welsh Second Language settings;
- Ensure that pupils new to the County who are non-Welsh speakers are able to make full use of the service provided by Teachers who Improve Welsh and Bilingualism (AGGaD), so that they, following an intensive Welsh language course, can integrate naturally into their local school and community.
- Promote the development of pupils' bilingual skills in all school situations, so that more Welsh is used, in proportion to individual school designation in respect of their teaching medium.

Section 2

The Action Plan

Outcome 1: More 7 year old children being educated through the medium of Welsh - Addition

Recommendations from the Census Working Party - The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in Welsh and English.

1. That the County Council works closely with the Mudiad Meithrin and private providers to ensure that Welsh medium pre-school education is readily available in all parts of Carmarthenshire.
2. That the County Council prepares a definite work plan and timetable, in collaboration with school governing bodies, in order to move each primary school along the language continuum. Strategies will need to be developed for the various categories and geographical areas;
3. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's transitional schools (which are Welsh medium schools but with significant use of English) in order for them to become Welsh schools;
4. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's dual stream schools in order for them to become Welsh schools;
5. That the County Council agrees on the principle that all English medium primary schools over a period of time, should deliver the curriculum in the Foundation Phase mainly through the medium of Welsh as a starting point and consider different options for Key Stage 2 (KS2);
6. That the County Council will begin the process of identifying English medium schools which would be ready to deliver the Foundation Phase through the medium of Welsh fairly soon with the aim of offering a choice between Welsh stream or bilingual stream (25-50% Welsh medium) in KS2;
7. That the County Council gives full consideration to the present model for language/latecomers centres in the primary sector in Carmarthenshire and develops the provision on the basis of the Gwynedd and Ceredigion Councils model;
8. That the County Council adopts Gwynedd Council's Welsh Language Charter (which encourages children to speak Welsh at school and in the community) and adapts it to the requirements of Carmarthenshire;
10. That the County Council includes the expectations regarding the Welsh language medium provision as part of the agreement with schools, alongside areas such as discipline, attainment and attendance;

17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;

18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

19. That the Council will undertake an assessment of the demand for Welsh medium education in areas where deemed necessary;

AIM: To ensure an increase in the number of families who transmit the Welsh language within Welsh medium households and mixed language households and to offer support to non-Welsh medium households to introduce the Welsh language

67. That the County Council works in partnership with organisations and projects such as Twf (an organisation that promotes transmitting language in a family) and the Mudiad Meithrin to promote bilingual opportunities in the pre-school sector through targeted communities within Carmarthenshire in accordance with the statistical analysis of the use of the Welsh language;.

69. That the Welsh Government with the County Council's co-operation ensures that the Welsh language is central to schemes and projects such as Flying Start.

A. Objective	B. Current performance	C. Targets	D. Progress				
<p>To increase the number of 7-year-old learners who are educated through the medium of Welsh.</p>	<p>In 2015 56.8% of learners were educated through the medium of Welsh.</p> <p>The number of 7 year old learners educated through the medium of Welsh will increase as dual stream schools plan for Welsh medium education in the Foundation Phase and by ensuring suitable progression into Key Stage 2.</p>	<table border="1" data-bbox="1240 847 1603 924"> <tr> <td>2015</td> <td>56%</td> </tr> <tr> <td>2017</td> <td>58%</td> </tr> </table> <p>Continue to increase the percentage of learners aged 7 who are educated through the medium of Welsh as Teachers who Improve Welsh and Bilingualism (AGGaD), and System Leaders continue to target Dual Stream schools.</p> <p>Target 3 schools to transfer by 2016.</p>	2015	56%	2017	58%	<p>Have reached the 2015 target in terms of the number of learners aged seven who are educated through the medium of Welsh. Bodes well for increasing further as 6 dual stream schools move along the linguistic continuum. After discussions with WG, starting to consult formally 2016-17 to change the school category. Discuss the possibilities of creating schools that provide in Welsh in the FP and then offer a choice of two streams in year 3 onwards.</p>
2015	56%						
2017	58%						

		<p>Target 8 schools to move along the language continuum by 2016. Researching into and consulting on a number of English medium schools that have the resources to implement the Foundation Phase through the medium of Welsh.</p> <p>Target those English medium schools to provide the Foundation Phase through the medium of Welsh- 2017.</p>	<p>Presentation has been created for the schools that are suitable for sharing with governors and parents. Have created a plan and started training on the advantages of bilingualism (based on academic research). Create a new dual stream school in the Llanelli area- have formally consulted - aiming to open a new school in September 2016. In discussions with WG for securing funding for a new school.</p>
<p>To adopt robust methods of measuring the demand for Welsh medium childcare provision and statutory education. To act promptly on the basis of parent survey findings.</p>	<p>The admissions policy for children in Carmarthenshire schools depends on the local provision:</p> <ul style="list-style-type: none"> • Primary schools with nursery classes- admission in the term following the child's third birthday, mainly part time. Full time admission occurs before the child's fourth birthday; • primary schools without nursery classes – full time admission at the start of the term before the child's fourth birthday <p>We try to ensure a choice for parents and offer equal opportunities by funding places for children within the provisions of voluntary and private organisations, such as the Mudiad Meithrin, Ti a Fi or WPPA, in accordance with the guidelines set for them by the Carmarthenshire Children's Partnership.</p>	<p>The LA and the Assembly's vision, as defined in the <i>Welsh Medium Education Strategy SA1</i>, is to aim for the same target, namely "to improve the process of planning Welsh medium provision in the pre-statutory and statutory phases".</p> <p>Aim to increase Welsh-medium pre-school provision in the catchment areas of 3 English medium schools annually.</p> <p>Target schools with early</p>	<p>Proposed timetable / focus schools have been identified but difficulties with the need for a statutory process to achieve any significant change.</p> <p>Work alongside WG to facilitate the journey.</p> <p>Continue to target schools with nursery classes. See attachment.</p> <p>Coordinator of Mudiad Meithrin is a member of the Welsh</p>

	<p>One nursery school and 31 nursery classes are sustained by the Education Authority.</p> <p>Mudiad Meithrin has been a member of Carmarthenshire Children's Partnership from the outset. They are included in all discussions and decisions when formulating and agreeing the Authority's Plan for Early Years and Childcare.</p> <p>Since there is a very wide network of Welsh medium schools and dual stream schools in the County, there is an opportunity for all pupils to continue their early education through the medium of Welsh, within a reasonable distance of their homes.</p> <p>Carmarthenshire has developed an organised system of education and training, which responds to the demand for Welsh medium education. The county's unique position, being counted by us as a microcosm of the whole of Wales, means that we increase the number of people of all ages and backgrounds who are fluent in Welsh and can use the language with the families, in their communities and in the workplace.</p> <p>Providing primary education, which has the aim of ensuring fluently bilingual pupils, is central to the mind-set of the Authority.</p> <p>All pupils have the opportunity to receive such education, within a reasonable distance of their homes. The vast majority of the County's pupils are educated in the local community school. Some pupils, however, receive their education outside their community in line with their parents' wishes.</p>	<p>years classes to ensure at least 90% of the children continue with Welsh Medium education.</p> <p>Working with Mudiad Meithrin / pre-school education providers to track the progression from Nursery Groups to Welsh-medium education in Dinefwr and Carmarthen.</p> <p>Two paragraphs have been deleted</p>	<p>Education Forum.</p> <p>Needs assessment has been completed in partnership with the Children's Services officers.</p> <p>Collaborate with the Foundation Phase / Early Years team to ensure service in all areas.</p>
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<p>To ensure that 21st Century School proposals include full consideration of Welsh medium provision.</p>	<p>The county's method of extending the provision is a strategic one under the leadership of the County Council. At present, we are focussing on how we can ensure sufficient suitable places for the children of those parents and carers who are eager to secure Welsh medium education for their children.</p> <p>The Strategic Outline Programme tries to aim for better educational results and a better quality of life for children and young people, whatever their economic and social background. We also aim to reduce the educational differences within the classroom, between classes and between schools, and across the authority.</p> <p>The Authority sticks steadfastly to the concept of the language continuum, facing the challenge of ensuring that all the County's schools move positively along the developmental line. This means that all schools have to regularly evaluate the role of Welsh as a subject, the use of Welsh as a medium and the position of Welsh as a context for school activities and organisation.</p> <p>In light of the bilingual aim of the Authority's language policy, extended and extensive use must be made of Welsh throughout KS2 in Welsh Medium and Dual Stream schools, so that pupils attain the aim of being fluently bilingual by the time they transfer to the secondary sector. This means that at least 70% of the teaching and learning time has to be through the medium of Welsh in each year during KS2 in these schools.</p> <ul style="list-style-type: none"> • Some schools already provide more than 70% of the 	<p>Assessing the sustainability of education in small schools.</p> <p>Complete the proposal to create a dual stream school in the Llanelli area.</p> <p>Target the 11 dual stream schools by the Teachers who Improve Welsh and Bilingualism (AGGaD) through a specific plan to develop language.</p> <p>8 Dual Stream Schools to become Transitional schools by 2016.</p> <p>Extend the 70% and above percentage of teaching with support from the Teachers who Improve Welsh and Bilingualism (AGGaD), by teaching Mathematics and Science through the medium of Welsh.</p> <p>100% of Welsh medium schools teaching Mathematics through the medium of Welsh by 2017.</p>	<p>Respond strategically to lack of sustainability of small schools- two schools closed in 2015. After discussions with the WG to ensure understanding of the process, follow the county's strategic programme on moving dual-stream schools. Two schools are transitional. By 2015 100% of Welsh Medium schools teach Welsh medium Mathematics. Ahead of the target.</p> <p>The MEP unit is aware of school places and the programme to plan for growth.</p> <p>Investment plans to reorganize secondary schools have been completed. Ysgol Dyffryn Aman has developed into a 2B school. Pantycelyn & Tregib schools have merged to create Ysgol Bro Dinefwr- a change from 2C to 2B in terms of provision. Gwendraeth and Maes yr Yrfa schools have merged to create a 2A school - Maes y Gwendraeth. A new extension for Maes y Gwendraeth and a new</p>
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	<p>teaching and learning time through the medium of Welsh</p> <ul style="list-style-type: none"> • Raising standards of achievement amongst pupils in Welsh second language at the end of KS2 in English Medium schools. Intensive input from Teachers who Improve Welsh and Bilingualism (AGGaD), to train adults and pupils in the classroom in order to raise standards in second language. <p>The county's plans for 21st century schools will present the proposed results WG intends to achieve in its Reorganisation of the Education and Training Provision in Wales, as well as the Welsh Medium Education Strategy documents.</p>	<p>The reorganisation of five 11-19 schools in the Dinefwr area to create three centres of learning which will collaborate formally with Coleg Sir Gâr and with training providers to fulfil 14-19 education.</p> <p>Welsh Medium provision to be monitored and developed through the implementation of the WESP.</p> <p>Paragraph deleted</p>	<p>building for Ysgol Bro Dinefwr opening in 2016.</p>
<p>To improve collaborative working through consortia.</p>	<p>The intention is to support elements of the Welsh medium provision by means of a partnership and the work of the ERW regional consortium as follows-</p> <ul style="list-style-type: none"> • working together across the region on the Welsh Literacy strategy • Joint monitoring and evaluation of primary and secondary schools by using the expertise of regional System Advisers • Sharing data and good practice across the region • Attending and supporting Forum meetings and processes across the region • Promoting Partneriaeth Beca curricular developments (Emlyn and Cardigan schools and Ceredigion College, and partners from the wider area between Ceredigion and Pembrokeshire) • Funding Welsh medium provision via network and 14-19 Forum funding. 	<p>The Welsh in Education Grant will be administered by the ERW consortium.</p>	<p>Welsh Grant finished.</p> <p>ERW Welsh in Education Committee hold regular meetings each term following ERW's business plan. The committee cascades to the Executive Board.</p> <p>ERW's Teachers who Improve Welsh and Bilingualism (AGGaD) Working Party have created extensive resources for the ERW website. The Welsh Second Language Charter working group has created the ERW Welsh Charter Campus resource</p>

			<p>which is being piloted in January 2016 by 20 schools across ERW. A formal launch is to take place in July 2016.</p> <p>The Secondary Working Party across the consortium has created a new resource for the GCSE Welsh Literature and language specification. Training for effective use of the resources have been held in the Hubs and as part of the networking meetings.</p> <p>Developing Secondary Language Charter and Second Language Charter. Materials promoting the benefits of bilingual education.</p>
<p>To increase the ability to take advantage of Welsh medium provision by means of immersion schemes and centres for latecomers.</p>	<p>The Authority has six Language Centres, and their definition and role corresponds to that stated in the <i>Strategy</i>. They serve pupils who have moved into the bilingual communities of Carmarthenshire. They are located in Llandovery, Llandeilo, Amman Valley, Gwendraeth, Carmarthen and Whitland, and with one exception, they are all in secondary schools. A programme has been organised in order to ensure that the latecomers, of whom there can be up to 12 at any one time, attend the Centres two days a week, for at least a term. There is close co-operation with the schools as teachers from the Centres visit them in a pattern of follow up care. The classroom teachers also,</p>	<p>A "School to School" Plan is in hand. The aim is to target pupils who move from one school to another within the Authority.</p> <p>The Teachers who Improve Welsh and Bilingualism (AGGaD), have an important role as they reinforce the work carried out by the Centres in the schools. This is done by working with the</p>	<p>Officers and managers have considered models of other counties by modifying the system of Carmarthenshire to be more flexible / ready to respond to local challenges.</p> <p>Decided to continue with the language centres in the schools because of the geographical nature of the County and the cost of transporting learners. If the</p>

	<p>in turn, have an opportunity to visit the Centres. The centres use the following schemes-</p> <ul style="list-style-type: none"> • Cynllun Cychwynnol Hwyrddyfodiaid (in the centres); • Croeso i Gymru (booklet and CD in the schools); • Cynllun Canol – Latecomers; • Cymru am Byth; • Cynllun Croesi'r Bont; • Cynllun Caru Cymru; • 'Blas ar Gymru'; <p>Bullet point deleted</p>	<p>classroom teachers and pupils every half term.</p> <p>Preserving flexibility within the service in order to comply with the changes in the Strategy.</p> <p>Continue with the Language stations project as and when required.</p> <p>September 2014- establishment of Canolfan Bro Dinefwr as a pivotal centre for county latecomers.</p> <p>Establish language stations as required in Ammanford, Carmarthen and Gwendraeth area with a squad of three Teachers who Improve Welsh and Bilingualism (AGGaD), available to develop an initial plan for latecomers.</p>	<p>decision of Members is to move to the Ceredigion / Gwynedd system, this will require significant investment.</p> <p>Language stations: Work based on aspects of Welsh history and developing Y5 extended writing skills. One week course; Pupils Yr5 of several schools together; 3 stations in a family of schools; 2 Teachers who Improve Welsh and Bilingualism (AGGaD), will co-present Primary / Secondary Transition Plan piloted in Bro Dinefwr primary schools in Summer 2015. Follow-up support from Teachers who Improve Welsh and Bilingualism at school.</p> <p>Course in Language Centre - 2/3 days a week, for 10 weeks, 2 Teachers who Improve Welsh and Bilingualism (AGGaD) responsible for the teaching and care. Aftercare and further support from Teachers who Improve Welsh and Bilingualism (AGGaD) back at school. A total of one year of support is aimed for.</p>
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			<p>Flying Start course offers support to non-Welsh parents of children entering the Foundation Phase</p> <p>Blas ar Gymru Course is for parents who have just moved in to Carmarthenshire</p>
<p>To establish a Welsh Medium Education Forum and establish contact with the Children and Young People's Plan. Ensuring consideration is given to resources and funding Welsh medium provision in the early years.</p>	<p>The Authority sticks steadfastly to the concept of the language continuum, facing the challenge of ensuring that all the County's schools move positively along the developmental line. This means that all schools have to regularly evaluate the role of Welsh as a subject, the use of Welsh as a medium and the position of Welsh as a context for school activities and organisation. Targets are set and schools are targeted by using data and then monitoring via the Regional Support, Challenge and Intervention Framework by a System Leader.</p> <p>The links with the Children's Partnership is a practical and functional one and there are regular meetings. The intention is to ensure that the authority's strategic education documents and schemes include reference to the Strategic Improvement Plan for Education by means of co-operation and communication across the authority. The Welsh and Bilingualism System Leader is a member of the Members Advisory panel on the Welsh language, and regularly raises awareness of the content of the Strategic Improvement Plan for Welsh in Education and developments in Welsh medium education across the county.</p>	<p>Continuing to monitor, challenge and support schools to move along the linguistic continuum.</p> <p>Target 3 Transitional schools to become Welsh medium by 2017.</p> <p>Establish a Welsh Medium Education Forum by September 2014.</p> <p>Arrange annual Welsh Education conferences and training for Welsh teachers (1st and 2nd language) on skills and methodology for classroom based language teaching.</p>	<p>A Welsh Medium Education Forum has been established - members:</p> <p>Robert Sully- Director Gareth Morgans- CEO Aeron Rees - Head of Learner Programmes Cllr. Cefin Campbell (Chair) Cllr. Ryan Bartlett Cllr. Thomas Theophilus Cllr. DW Hugh Richards Cllr. W Gwyn Hopkins Catrin Griffiths- Challenge Advisor with responsibility for Welsh Julie Owen Eryl Roberts- Amman Valley Ann Jones- QEH School Lee James- Llandybie School Heather Davies Rowlinson- Mudiad Meithrin</p> <p>Other stakeholders to be part of the forum by invitation</p>

	<p>Regular consultations with the main stakeholders will take place as this plan is formulated-</p> <ul style="list-style-type: none"> • Official meetings will be held regularly. • Scrutiny Committees will be held regularly. • The county website will be used to invite parents and the public to offer comments. 		
<p>To provide information to parents/carers.</p>	<p>Raising awareness of the Welsh medium provision and providing information to parents as follows-</p> <ul style="list-style-type: none"> • Raise awareness of the benefits of Bilingualism by working collaboratively with County Council staff on creating a booklet on the benefits of bilingualism. • The bilingual booklet “Carmarthenshire Schools: Information for Parents” is published annually. Copies are distributed to schools, County Council offices and Libraries and are placed on the county website. The booklet contains the Authority’s language policy, how to apply for registration in a school and a list of all the County’s schools, including the language category of all schools. • All schools provide a prospectus, which clearly records the school’s detailed interpretation of the County’s language policy, including the role of Welsh as a subject, and the use made of it, if applicable, as a medium for teaching and learning at the school. • Definite arrangements give primary pupils an opportunity to visit the secondary schools. • Primary and secondary headteachers are the best source of detailed information regarding what individual schools offer. <p>Information leaflets distributed by WG, TWF, and Mudiad</p>	<p>Complete the project of raising awareness and understanding of the benefits of a bilingual education- Autumn 2014.</p> <p>Create a pamphlet and a page on the county website to raise awareness and understanding of the benefits of a bilingual education.</p>	<p>In the wake of the Language Charter posters and pamphlets were created including quotes by Alex Jones and Nigel Owens. A DVD including a PowerPoint on the benefits of bilingual education, interviews with non-Welsh parents and comments from secondary school pupils is provided.</p> <p>Encourage schools to transfer the information to their websites.</p> <p>The training of primary and secondary governors on the benefits of bilingual education is part of a training programme for 2015/16, to be presented in Spring 2016.</p>

Meithrin explain the advantages of bilingualism and bilingual education, listing organisations or agencies who can give guidance, explanations and further support.

In December, in preparation for the choice the following September, a transfer package is sent to all Y6 pupils, giving them information about their local secondary school, as well as the closest bilingual school and copies of the prospectuses of the relevant schools. A bilingual transfer form is presented, which they are asked to complete and return to the central office by the end of January.

It explains that parents can express a preference for their children to receive their education in a particular school, but if parents wish their children to attend a school outside the catchment, the application will be allowed only if there is space and sufficient resources in the chosen school. The county transport policy will always be applicable. Information about schools is also available electronically on the County Council website.

(Paragraph has been edited)

Outcome 2: More learners continue to improve their language skills as they move from primary to secondary school
Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and 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.

9. That the County Council revisits the structure to ensure that Welsh medium primary schools are part of a secondary school family that can provide appropriate linguistic continuum from the primary sector to KS3 and KS4 and hold transition activities that reflect the linguistic nature of the primary schools which feeds it;
12. That the County Council expects secondary schools to build on the linguistic foundation laid by the Welsh medium primary schools by ensuring that all pupils continue to study Welsh as first language and as a learning medium up to KS4;
13. That the County Council adopts a clear continuity protocol with all primary and secondary Welsh schools (or bilingual), with appropriate training where needed, to increase the number of pupils continuing to study through the medium of Welsh at all key stages:
14. That the County Council researches the possibility of establishing a second-chance scheme within the transition period between primary and secondary sector by adopting the Immersion Scheme which has been very successful in a number of secondary schools across Wales;
15. That the County Council agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language;
16. That the County Council plans for growth in Welsh medium education in the secondary sector.
17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;
18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

19. That the County Council will undertake an assessment of the demand for Welsh medium education in specific areas where it is deemed necessary.

AIM: To increase the use of the Welsh language within the workplace

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and recording progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

A. Objective	B. Current performance	C. Targets	D. Progress																										
<p>To increase the percentage of the Year 9 pupils who are assessed in Welsh (First Language)</p>	<p>The percentage of Y9 pupils who are assessed in Welsh First Language-</p> <table border="1" data-bbox="539 735 1207 1042"> <thead> <tr> <th>Year</th> <th>% Year 9 assessed in Welsh First Language</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>36%</td> </tr> <tr> <td>2011</td> <td>36%</td> </tr> <tr> <td>2012</td> <td>36.5%</td> </tr> <tr> <td>2013</td> <td>35.6%</td> </tr> <tr> <td>2014</td> <td>38.4%</td> </tr> <tr> <td>2015</td> <td>43%</td> </tr> </tbody> </table> <p>An explanation of the Local Authority's secondary schools- the total number of Secondary schools in Carmarthenshire according to the definitions in WAG Information Document 023/2007 are as follows-</p> <table border="1" data-bbox="465 1254 1279 1366"> <tr> <td>2A (AB)</td> <td>3 secondary schools</td> </tr> <tr> <td colspan="2">Strade- Llanelli Bro Myrddin- Carmarthen Maes y Gwendraeth- Cefneithin</td> </tr> </table> <table border="1" data-bbox="465 1398 1279 1431"> <tr> <td>2B (BB)</td> <td>2 secondary schools</td> </tr> </table>	Year	% Year 9 assessed in Welsh First Language	2010	36%	2011	36%	2012	36.5%	2013	35.6%	2014	38.4%	2015	43%	2A (AB)	3 secondary schools	Strade- Llanelli Bro Myrddin- Carmarthen Maes y Gwendraeth- Cefneithin		2B (BB)	2 secondary schools	<p>Raise the percentage of Y9 pupils who are assessed in Welsh First Language-</p> <table border="1" data-bbox="1312 791 1727 903"> <tbody> <tr> <td>2012</td> <td>37%</td> </tr> <tr> <td>2015</td> <td>40%</td> </tr> <tr> <td>2017</td> <td>45%</td> </tr> </tbody> </table> <p>* The target has been amended following a significant increase in 2015.</p> <p>Establish a language station in the Llanelli area.</p> <p>Sustaining and increasing the number of subjects offered bilingually to pupils in Years 7, 8 and 9 in the EM schools so that they can move along the local authority's language</p>	2012	37%	2015	40%	2017	45%	<p>2017 target reached - adapted to 45%.</p> <p>The MEP unit is aware of school places and the programme to plan for growth.</p> <p>An investment plan at Strade has been completed and the Maes y Gwendraeth investment is in place.</p> <p>Schools are supported to provide a broad curriculum in Welsh.</p> <p>Primary-Secondary</p>
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	<p><i>Ysgol Dyffryn Aman- Ammanford</i> <i>Ysgol Bro Dinefwr - Llandeilo</i></p> <table border="1" data-bbox="465 268 1279 384"> <tr> <td>3 (EW)</td> <td>2 secondary schools</td> </tr> <tr> <td colspan="2"><i>Queen Elizabeth High- Carmarthen</i> <i>Dyffryn Taf- Whitland</i></td> </tr> </table> <table border="1" data-bbox="465 419 1279 644"> <tr> <td>4 (EM)</td> <td>5 secondary schools</td> </tr> <tr> <td colspan="2"><i>Bryngwyn- Llanelli</i> <i>Coedcae- Llanelli</i> <i>Glan-y-Môr- Burry Port</i> <i>St John Lloyd Catholic- Llanelli</i> <i>Emlyn- Newcastle Emlyn</i></td> </tr> </table> <p>Section updated In Coedcae, Bryngwyn, Glan-y-Môr and St John Lloyd, Welsh is taught as a second language only. Bryngwyn school offers part of the curriculum bilingually to pupils in Y7. This is an interesting increase, and is a very laudable progression along the continuum.</p> <p>The percentage of Year 9 pupils who are assessed in Welsh First Language is comparatively low, and should rise as the number of 2B Bilingual Category secondary schools increases as a result of transforming secondary education in Dinefwr.</p> <p>In addition, as a result of the Strategy, other schools will implement schemes to ensure that pupils continue with first language programmes after transferring to KS3.</p>	3 (EW)	2 secondary schools	<i>Queen Elizabeth High- Carmarthen</i> <i>Dyffryn Taf- Whitland</i>		4 (EM)	5 secondary schools	<i>Bryngwyn- Llanelli</i> <i>Coedcae- Llanelli</i> <i>Glan-y-Môr- Burry Port</i> <i>St John Lloyd Catholic- Llanelli</i> <i>Emlyn- Newcastle Emlyn</i>		<p>continuum.</p> <p>Offer training to the Coedcae, Bryngwyn, and St. John Lloyd and Glan y Mor family of schools.</p> <p>Analyse further and track the choices/standards of 2B schools.</p> <p>Promote and facilitate bilingual education by supporting Year 7 and Year 8 learners- AGGaD Project.</p> <p>Establish the Beasley Centre in Ysgol y Strade- Summer 2014.</p> <p>Collaborate with two 2A and 2B schools to track progress of primary pupils into Year 7, 8 and 9.</p> <p>Two language stations established in the Gwendraeth Valley to target 75 pupils to reconcile transfer language to KS3.</p>	<p>Transition scheme piloted in Dinefwr primary schools in Summer 2015/2016</p> <p>Continue with Language Stations provision to respond to area needs</p>
3 (EW)	2 secondary schools										
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<p>Promoting more effective transition between the pre-</p>	<p>The county's pupil tracking system will include the information for Welsh-medium schools that are non-maintained and funded and maintained Welsh medium /</p>	<p>Ensuring a robust tracking system for settings -using the</p>	<p>Continue to target and support schools to move along the continuum.</p>								

<p>school phase and statutory provision.</p>	<p>bilingual schools and will be a tool for targeting areas.</p> <p>The linguistic progression between the Foundation Phase and KS2 in Welsh medium schools is 100%, and is rising in dual stream schools. A number of Dual Stream schools are in discussions with the LA to move along the continuum in the direction of Transitional schools because of the number of pupils who choose Welsh medium education at the end of the Foundation Phase.</p>	<p>data to target areas</p> <p>Continuing to target and support schools to move along the continuum</p>	<p>Work jointly with the WG on the possibilities of creating schools with Welsh Medium FP with the Junior department providing a choice of language.</p>
<p>To promote a higher proportion of Welsh medium provision in bilingual schools.</p>	<p>Tracking systems will be used to measure linguistic progression between Welsh medium funded provision in the non-maintained pre-school sector and provision maintained within the Foundation Phase.</p> <p>Data, the Regional Framework for Support, Challenge and Intervention, training and courses in the classroom will be used to promote a higher proportion of Welsh medium provision in bilingual schools. In the Foundation Phase and KS2 the AGGaD, SL and ASL will monitor progress.</p> <p>Between KS2/3 and 3/4 data and tracking systems, the Regional Framework for Support, Challenge and Intervention, SL and ASL visits will be used to monitor progress.</p> <p>Across the Key Stages Literacy inspections and work scrutiny will focus specifically on linguistic progression.</p> <p>Develop further opportunities for learners to maintain and improve their Welsh language skills in Bilingual schools, in co-operation with partners in the county and across the region in order to promote the benefits of Welsh medium</p>	<p>Improving linguistic progression in all phases of education</p> <p>Continue to carry out regional literacy surveys. Co-operation across the region to share data, share good practice, ensure consistency</p>	<p>Work jointly with Welsh for Adults. Training packages with suitable language have been created in conjunction with AGGaD. Courses delivered across the county. Use of the Net and lesson observation and work scrutiny tool by heads, teachers and challenge advisors across the region to raise levels and ensure consistency. In terms of increasing Welsh medium provision in specific schools in the Foundation Phase and KS2 the AGGaD are targeting schools and teachers for various training such as- Modelling good practice in the classroom Training adults and pupils</p>

	<p>learning.</p> <p>The proportion of the curriculum presented through the medium of Welsh and in dual stream primary schools is at least 70% of the teaching time.</p> <p>In the secondary sector there is variance across the 12 schools. The individual schools are regularly monitored as regards the Welsh medium provision as follows-</p> <ul style="list-style-type: none"> • SL Visits • ASL training • Literacy surveys • The AGGaD service • The Regional Support, Challenge and Intervention Framework <p>As regards increasing the Welsh medium provision in specific schools in the Foundation Phase and KS2, the AGGaD target schools and teachers for various training such as –</p> <ul style="list-style-type: none"> • Modelling good practice in class • Training adults and pupils in class • Targeting for WG Sabbatical courses • Maintaining after care provision in class <p>In KS3 the provision varies from school to school, but is increasing as the restructuring becomes embedded. As a result of the strategy, schools will implement schemes to ensure that pupils continue to follow first language programmes after transferring to KS3.</p>	<p>and use expertise to raise standards</p> <p>Increasing the Welsh medium provision in specific schools.</p> <p>Raising awareness amongst parents.</p>	<p>in the classroom</p> <p>Targeting for WG Sabbatical courses</p> <p>Sabbatical courses targeted for the WG</p> <p>Maintaining after care provision in class</p>
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Outcome 3: More 14-16 students studying for qualifications through the medium of Welsh.

Outcome 4: More 16-19 students studying subjects through the medium of Welsh in schools, colleges and work based learning

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and 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.

AIM: To mainstream development of the Welsh language as a core feature of any economic development plans within Carmarthenshire

AIM: To increase the use of Welsh in the workplace

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

45. That the County Council, through the 14-19 Network, develops Welsh medium work experience opportunities and apprenticeships within the workplace for young people and increasing the demand and the ability for the private, public and voluntary sectors to operate bilingually.

46. That the County Council works with Careers Wales through the 14-19 Network to promote the needs of the private sector regarding bilingual skills.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

55. That the County Council coordinates a strategic action group which would include secondary schools, youth organisations of the county, further and higher education sector and the leisure sector to plan and to link the Welsh medium provision to ensure that the best possible use is made of the resources available within the County, to target the resources as required and identify any gaps.

A. Objective	B. Current performance	C. Targets	D. Progress																																
<p>To increase the percentage of 14-16 students who study for qualifications through the medium of Welsh</p>	<p>The percentage of students (registered for GCSE Welsh first language) who study for 5 or more qualifications at the end of Year 11 through the medium of Welsh is as follows -</p> <table border="1" data-bbox="613 488 1084 719"> <tr><td>2010</td><td>55%</td></tr> <tr><td>2011</td><td>60%</td></tr> <tr><td>2012</td><td>56.1%</td></tr> <tr><td>2013</td><td>60%</td></tr> <tr><td>2014</td><td>60.2%</td></tr> <tr><td>2015</td><td>61.5% tbc</td></tr> </table> <p>At the same time the percentage of students (registered for GCSE Welsh first language) who study for 2 or more qualifications at the end of Year 11 through the medium of Welsh is as follows -</p> <table border="1" data-bbox="613 900 1084 1131"> <tr><td>2010</td><td>68%</td></tr> <tr><td>2011</td><td>70%</td></tr> <tr><td>2012</td><td>83.9%</td></tr> <tr><td>2013</td><td>87.7%</td></tr> <tr><td>2014</td><td>91.6%</td></tr> <tr><td>2015</td><td>88.3% tbc</td></tr> </table> <p>This outcome is achieved by the secondary schools teaching first language Welsh and subjects through the medium of Welsh in Key Stage 4.</p> <p>The 5 or more qualifications through the medium of Welsh is ambitious for the pattern of secondary schools in the county at present. As the number of Category 2B schools increases, such as in Dinefwr, it is expected</p>	2010	55%	2011	60%	2012	56.1%	2013	60%	2014	60.2%	2015	61.5% tbc	2010	68%	2011	70%	2012	83.9%	2013	87.7%	2014	91.6%	2015	88.3% tbc	<p>Increasing the percentage to-</p> <table border="1" data-bbox="1279 416 1720 496"> <tr><td>2015</td><td>65%</td></tr> <tr><td>2017</td><td>65%</td></tr> </table> <p>* The target has been amended following an analysis of the 2015 result and the outlook for 2017.</p> <p>Increasing the percentage to-</p> <table border="1" data-bbox="1279 831 1720 911"> <tr><td>2015</td><td>89%</td></tr> <tr><td>2017</td><td>90%</td></tr> </table> <p>Increasing the number of pupils who follow Welsh first language courses in 2B, 2C and 2CH category schools.</p>	2015	65%	2017	65%	2015	89%	2017	90%	<p>There was an increase from 2013 to 2015. The impact of the investment in Bro Dinefwr and Maes y Gwendraeth schools will be reflected in the data in the future.</p> <p>Move schools along the language continuum -Bro Myrddin to move from category 2A to category 1- formal consultation currently.</p> <p>Joint working across the region to create and coordinate resources and activities for the new specification. Share these on the ERW website.</p> <p>Using resources created for Carmarthenshire Primary Charter to raise awareness of the benefits of bilingualism.</p>
2010	55%																																		
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	<p>that the number of pupils studying Welsh as a first language and following subjects through the medium of Welsh will increase in those schools by increasing the number and percentage that will follow two or more qualifications in Welsh.</p> <p>(Paragraph edited)</p>		
<p>To ensure that the provision for 14-16 learners complies with the Learning and Skills (Wales) Measure 2009.</p>	<p>The provision occurs mainly in the three Category 2A schools at present, with very little in the Category 2C and 2Ch schools. A number of vocational courses for 14-16 year olds are provided on Coleg Sir Gâr sites as well. The Welsh medium provision will develop and increase in schools through co-operation. The management structure for 14-19 education in the County, described below, will oversee the progress made and the Welsh medium provision. This will ensure that schools comply with the requirements of the Learning and Skills Measure.</p> <p>Carmarthenshire's 14-19 Network has provided a prospectus of courses for 14-19 pupils. This markets the courses that are available, including those which are in Welsh or bilingual. In addition, specific finance, a portion of the 14-19 grant, is allocated to develop the establishment of Welsh medium and bilingual courses. It should be noted that the County provides additional funding for schools through the finance formula according to the proportion of subjects offered through the medium of Welsh across the age range. This has promoted the provision of Welsh medium learning in the schools.</p>	<p>Continuing the provision in category 2A schools. Increasing the provision in 2B and 2C schools.</p> <p>Meet the new requirements in respect of 14-19 education provision, 2014</p>	<p>Continue the provision and raise understanding of the benefits of bilingualism. Start the Secondary Language Charter in conjunction with Gwynedd.</p>
<p>To increase the</p>	<p>The percentage of 16-19 students who study 2 or</p>	<p>Increase the percentage of 16-</p>	<p>Conducting a survey of</p>

percentage of 16-19 students who study subjects through the medium of Welsh in schools.

more subjects through the medium of Welsh/bilingually (e.g. elements of qualifications/modules)

2010	29%
2011	38%
2012	30.9%
2013	31.3%
2014	33.8%
2015	30.34%

Again, as in the case of outcomes specific to KS4, this is a difficult element to develop and increase outside the 3 2A Category schools in Carmarthenshire. The naturally bilingual schools are encouraged to present elements or all the aspects of the Welsh Baccalaureate course through the medium of Welsh to students who do not study their chosen subjects through the medium of Welsh.

County officers, via the structure of management meetings, work with schools and managers at Coleg Sir Gâr and other providers, such as the mentrau iaith, to increase the Welsh medium provision, which is available for post-16 students.

Schools within the Welsh Education Partnership, namely the three Category 2A schools, have taken pioneering steps by working together to increase the provision of vocational courses and more traditional fare. The Partnership provides courses in the 16-19 age range mainly.

An officer from the Authority attends Forum meetings in the south-west. Headteachers of Category 2A schools

19 students who study subjects through the medium of Welsh in 2A and 2B schools

2017	35%
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* The target has been amended following an analysis of the 2015 result and the outlook for 2017.

Continuing to increase the elements of the Welsh Baccalaureate course through the medium of Welsh for pupils who are not studying their chosen subjects in Welsh.

language use. Joint working with Mentrau and Trywydd to try to raise awareness and understanding of the importance of continuing to study subjects through the medium of Welsh.

Develop a formal structure of collaboration across the region in practically and through networking.

	<p>in Carmarthenshire are loyal members of the Forum and have become pioneers by developing the work of their Partnership with Coleg Sir Gâr and sustaining cross-boundary partnerships to support more traditional and vocational courses through the medium of Welsh. This will contribute to ensuring that the schools carry out the requirements of the Education and Skills Measure and ensure sustainable courses.</p>		
<p>To work through regional 14-19 networks and 14-19 Forums in order to sustain and improve the Welsh medium provision.</p>	<p>Specific sections of the previous comments and those below are relevant to this question.</p> <p>The network's 14-19 Operational Group includes representatives from the Authority, secondary heads and senior managers from Coleg Sir Gâr. This is the group that supervises the vocational provision, including the Welsh provision across the County. Representatives attend meetings of three area clusters and the Welsh medium partnership cross-cluster, which meets regularly to plan and implement the provision. A governors' joint committee oversees the work of each cluster and partnership. These are the channels that promote and support Welsh medium developments.</p>	<p>Continue to work together through 14-19 Forums in order to sustain and improve the Welsh medium provision.</p>	<p>Continue to work together through 14-19 Forums in order to sustain and improve the Welsh medium provision.</p>
<p>To gather and use data on the 14-19 Welsh medium provision Planning for a post-16 provision within partnerships.</p>	<p>The management structure described for the previous question monitors the Welsh medium provision in the 14-19 age range. Also, the quality assurance group gathers information, including pupils' opinions, and observes lessons, in order to prepare an annual self-evaluation report. The Welsh medium provision is addressed in these activities.</p> <p>Headteachers and curriculum managers from the schools and the College hold discussions for each</p>	<p>Continuing to respond to pupils' requirements as regards the medium of teaching and individual learning pathways, monitoring them regularly.</p>	<p>Secondary Language Charter to survey post 16.</p> <p>Continue to respond to the demands of pupils as regards the medium of individual learning pathways, monitoring them regularly.</p>

	<p>meeting described in the structure above. This provides for school pupil requirements as regards the medium of teaching and individual learning pathways. The provision is added to annually.</p> <p>There is very little Welsh medium provision for 14-19 pupils in the workplace, except in the field of children's education and development.</p> <p>A prospectus of the 14-19 courses provided in Carmarthenshire's schools and colleges for 2010-11 has been prepared on paper and electronically. The Authority's officers led and managed this work. The medium of teaching is noted for each course. The prospectus does not include the provision in the workplace.</p>		<p>Have appointed a coordinating officer using Bwrw Ymlaen grant. The officer is working to create a smooth pathway between schools, colleges and the workplace.</p> <p>Draw the attention workplace to the importance and benefits of maintaining opportunities for the Welsh Medium</p>
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Outcome 5- More students who have higher language skills in Welsh

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party - The Welsh Language in Carmarthenshire

AIM: To increase the use of the Welsh language within the workplace

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

AIM: To mainstream the Welsh language as a core feature in any economic development plans in Carmarthenshire

45. That the County Council, through the 14-19 Network, develops Welsh medium work experience opportunities and apprenticeships within the workplace for young people and increasing the demand and the ability for the private, public and voluntary sectors to operate bilingually.

46. That the County Council works with Careers Wales through the 14-19 Network to promote the needs of the private sector regarding bilingual skills.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

56. That the strategic action group ensures that it develops Welsh medium community opportunities that will support and reinforce the educational curriculum.

57. That the County Council increases the Welsh medium provision within its youth service and supports staff within the service to develop their skills of working through the medium of Welsh.

58. In accordance with the Youth Clubs Task and Finish Group (January 2014), the Council will prioritise increasing the Welsh medium provision as part of the new strategic approach by commissioning organisations that provide open access services through the medium of Welsh.

65. That the County Council works more closely with the National Theatre of Wales in order to offer Welsh medium community opportunities.

66. That the County Council attracts and promotes Welsh and bilingual performances in its county theatres.

A. Objective	B. Current performance	C. Targets	D. Progress
To improve work on literacy skills in Welsh.	Compliance with Carmarthenshire Literacy Strategy Intention 1- <i>That all Carmarthenshire's schools should continue</i>		Data report

	<p><i>to raise all pupils' attainments so that they all fulfil their potential</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • support and challenge the standard of teaching and learning in order to improve the quality of individual pupils' work and all the schools in the local authority; • develop and support Welsh literacy system leaders; • promote the sharing of good practice across the LA, ERW and within families; • helping to develop and support Professional Learning Communities across the Local Authority; • focus on developing skills for all learners in line with the 3-19 Skills Framework, giving a lead on developmental education; • give a lead and assistance to develop independent learners; • organise and support cross-phase meetings within schools and across families to promote continuity and progress; • raise awareness and training in the use of IT to improve standards; • ensure that effective systems are in place for assessment, tracking, recording, moderation and standards. <p><i>Intention 2 - To help Carmarthenshire schools that are listed on the Support and Challenge Framework matrix, where the need to raise standards in Welsh literacy is greatest.</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • provide special training and support for the named schools <p><i>Intention 3- To ensure that low attainment pupils succeed in moving forward towards a standard of literacy which will enable them to take advantage of educational opportunities and become responsible members who fulfil their potential.</i></p>	<p>Targeting the schools where the need to raise standards in Welsh literacy is greatest.</p> <p>Continuing to run training for intervention programmes such as Letters and Sounds. Dyfal Donc.</p>	available
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	<p>Our aim is to-</p> <ul style="list-style-type: none"> • give schools advice on how to support groups which will need help with Welsh literacy; • offer advice regarding training and preparing early intervention programmes; • offer schools guidance on ways of encouraging parents to support their children. <p>Intention 4- <i>To develop and cultivate critical self-evaluation methods</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • support schools in the self-evaluation process in order to ensure that good practice is developed in Welsh literacy; • work with schools/families to identify, support and nurture System Leaders; • work with schools/families to support and cultivate effective PLCs. <p>Intention 5- <i>To work with schools and education providers to raise awareness in the family and the wider community in order to deal with socio-economic disadvantages which act as a barrier to raising standards in Welsh.</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • work with parents/carers to enable them to help the development of their children's Welsh literacy at home and in school; • collaborate with the Mentrau Iaith to help schools to develop as centres of learning in their communities. <p>Intention 6- <i>That all learners enjoy new creative experiences</i></p>	<p>Developing and cultivating critical self-evaluation</p> <p>Continuing to work with schools and education providers to raise awareness in the family and the wider community in order to deal with socio-economic disadvantages, which act as a barrier to raising standards in Welsh.</p>	
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	<p>Our aim is to-</p> <ul style="list-style-type: none"> encourage all schools/families to continue to work closely with Libraries, Museums, Theatre in Education. 																																																										
<p>To improve provision and standards in Welsh first language.</p>	<p>The percentage of pupils at the end of the Foundation Phase that attain Outcome 5 in Language, Literacy and Communication in Welsh medium settings (Welsh Medium, Transitional and Dual Stream)</p> <table border="1" data-bbox="465 504 1435 868"> <thead> <tr> <th>Year</th> <th>Foundation Phase achieving Outcome 5 in Welsh</th> <th>Regional average</th> <th>Welsh average</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>85.40%</td> <td>84.50%</td> <td>85.93%</td> </tr> <tr> <td>2013</td> <td>86.2%</td> <td>86.6%</td> <td>86.2%</td> </tr> <tr> <td>2014</td> <td>89.2%</td> <td>90.2%</td> <td>89.2%</td> </tr> <tr> <td>2015</td> <td>91.4%</td> <td>92.2%</td> <td>91.4%</td> </tr> </tbody> </table> <p>Percentage of pupils achieving L4+ at the end of key Stage 2-</p> <table border="1" data-bbox="465 967 1435 1347"> <thead> <tr> <th>Year</th> <th>KS2 achieving L4+ in Welsh</th> <th>Regional average</th> <th>Welsh average</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>75.1%</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>2011</td> <td>80.5%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>2012</td> <td>83.2%</td> <td>87%</td> <td>84%</td> </tr> <tr> <td>2013</td> <td>84.5%</td> <td>85.8%</td> <td>86.7%</td> </tr> <tr> <td>2014</td> <td>84.4%</td> <td>87.3%</td> <td>88.1%</td> </tr> <tr> <td>2015</td> <td>88.6%</td> <td>89.5%</td> <td>90.5%</td> </tr> </tbody> </table> <p>Percentage achieving L5+ in Welsh at the end of Key Stage 3-</p>	Year	Foundation Phase achieving Outcome 5 in Welsh	Regional average	Welsh average	2012	85.40%	84.50%	85.93%	2013	86.2%	86.6%	86.2%	2014	89.2%	90.2%	89.2%	2015	91.4%	92.2%	91.4%	Year	KS2 achieving L4+ in Welsh	Regional average	Welsh average	2010	75.1%	80%	81%	2011	80.5%	82%	82%	2012	83.2%	87%	84%	2013	84.5%	85.8%	86.7%	2014	84.4%	87.3%	88.1%	2015	88.6%	89.5%	90.5%	<p>Target for raising the percentage-</p> <table border="1" data-bbox="1467 528 1823 608"> <tbody> <tr> <td>2015</td> <td>92%</td> </tr> <tr> <td>2017</td> <td>93%</td> </tr> </tbody> </table> <p>Promoting the Letters and Sounds programme in the Foundation Phase as part of Carmarthenshire's raising standards project.</p> <p>Raising the percentage-</p> <table border="1" data-bbox="1467 1051 1823 1131"> <tbody> <tr> <td>2015</td> <td>89%</td> </tr> <tr> <td>2017</td> <td>90%</td> </tr> </tbody> </table> <p>Raising the percentage-</p>	2015	92%	2017	93%	2015	89%	2017	90%	<p>0.6% below target. Continue to promote continuity of Letters and Sounds programme in the Foundation Phase as part of a project to raise Carmarthenshire standards.</p> <p>Targeting schools after Challenge Advisors' visits and conducting specific ERW training.</p> <p>2015 target of 0.4% not achieved. Continue to target and expand good practice in working in Donaldson style from school to school.</p>
Year	Foundation Phase achieving Outcome 5 in Welsh	Regional average	Welsh average																																																								
2012	85.40%	84.50%	85.93%																																																								
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2017	90%																																																										

Year	KS3 L5+ in Welsh	Regional average	Welsh average
2010	72.70%	78%	77%
2011	82.30%	84%	81%
2012	83%	86%	84%
2013	83.6%	86.8%	87.6%
2014	88.7%	90%	90.1%
2015	86.5%	89.2%	90.9%

% of pupils at end of KS4 who attain grades A*-C GCSE Welsh-

2011	74.4%
2012	73%
2013	72.9%
2014	69.1%
2015	72.3%

In order to try and improve standards of achievement, the intention is to continue to-

- Monitor and target schools by using the service provided by the Teachers who Improve Welsh and Bilingualism (AGGaD), in the primary sector, as well as System Leaders and Associate System Leaders
- Carry out an audit of reading levels/ages in KS2
- Monitor intervention projects regularly
- Note changes in the KS3 and 4 statistics after establishing the Dinefwr 2B school in 2013.
- Carry out Literacy surveys annually
- Follow a regional timetable for standardisation and moderation in literacy
- Target schools that need additional help according to the

2015	86%
2017	88%

Raising the percentage of grades A* - C in GCSE Welsh

2015	77%
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* The target has been amended following an analysis of the 2015 result and the outlook for 2017.

Continue to monitor data and set targets. Respond to the results of the literacy survey by System Leaders.

Target achieved-continue to target and expand good practice in the implementation of Donaldson ideas as regards support from school to school, working together, sharing good practice and regional moderation.

Still below target. Continue to monitor and set targets. Joint working across the region to share good practice.

	Regional Framework matrix.																
To increase opportunities for learners of all ages to practise their Welsh outside the classroom.	<p>A number of projects provided by schools, Mentrau Iaith, the Welsh Language Board, Mudiad Meithrin, Estyn Llaw, Urdd Gobaith Cymru, Youth Committee, Young Farmers' Clubs and Welsh for Adults develop formal and informal teaching and learning opportunities which are inclusive and sustainable. They reinforce and realise the aim of ensuring that pupils are fluently bilingual, as well as cultivating co-operation between key partners in order to ensure continuity and progression in learning opportunities.</p> <p>Urdd residential courses and a wide range of after school clubs are provided in the Foundation Phase/KS2/KS3/KS4</p>	Raising schools' awareness of the opportunities to develop informal use of Welsh on a termly basis.	Collaborate with Mentrau Iaith and AGGaD by means of Codi Caerau Charter														
To improve the provision and standards in Welsh second language.	<p>The percentage of pupils at the end of KS2 who attain L4 at least in Welsh Second Language-</p> <table border="1"> <tbody> <tr> <td>2011</td> <td>58.4%</td> </tr> <tr> <td>2012</td> <td>51.4%</td> </tr> <tr> <td>2013</td> <td>61.1%</td> </tr> <tr> <td>2014</td> <td>69.1%</td> </tr> <tr> <td>2015</td> <td>72.3%</td> </tr> </tbody> </table> <p>Cluster moderation in Key Stage 2/3 on raising standards in Welsh Second Language across schools identified these points:</p> <ul style="list-style-type: none"> • The Second Language Schemes of Work were revisited in order to ensure that the tasks set were challenging enough to provide evidence at levels 4/5; • Continuity and progression throughout the school as regards the language patterns presented; • Teachers need to have high expectations; • Better understanding is needed of the Second Language level descriptors – Speaking, Reading and Writing 	2011	58.4%	2012	51.4%	2013	61.1%	2014	69.1%	2015	72.3%	<p>Continue to raise the percentage of pupils at the end of KS2 who attain at least L4 in Welsh second language-</p> <table border="1"> <tbody> <tr> <td>2015</td> <td>64%</td> </tr> <tr> <td>2017</td> <td>68%</td> </tr> </tbody> </table> <p>* The target has been amended following an analysis of the 2015 result and the outlook for 2017.</p>	2015	64%	2017	68%	<p>Targets have been achieved</p> <p>Moderation across the county and moderation across ERW. Launch Second Language Charter to raise awareness in 2016</p>
2011	58.4%																
2012	51.4%																
2013	61.1%																
2014	69.1%																
2015	72.3%																
2015	64%																
2017	68%																

- The status of Welsh as a second language was raised in the English medium schools
- The importance of standardisation and moderation across schools, the family, the Local Authority and ERW.

The percentage of pupils at the end of KS3 who attain Level 5 in Welsh second language-

2010	52.9%
2011	61.8%
2012	63.5%
2013	70.6%
2014	76.6%
2015	80.9%

Considerable increase during the course of a year.

The percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Full Course –

2010	67.7%
2011	69.7%
2012	67%
2013	69.8%
2014	78.2%
2015	79.5%

The percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Short Course –

2010	77%
2011	69%
2012	0%

Continue to raise the percentage of pupils at the end of KS3 who attain at least L5 in Welsh second language-

2015	72%
2017	75%

* The target has been amended following an analysis of the 2015 result and the outlook for 2017.

Continue to raise the percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Full Course –

2015	80%
2017	82%

* The target has been amended following an analysis of the 2015 result and the outlook for 2017.

Target has been achieved. Reflection of the input by AGGaD and collaboration between the Primary and Secondary across ERW

Within reach of the target- ensure maintenance of standards in second language by ensuring an increase in the mother tongue as well.

2013	0%
2014	0%
2015	0%

Maintaining the Welsh Second Language percentages by ensuring the raising of First Language Welsh percentages

Continuing to ensure that no pupils sit the Welsh Second Language Short Course.

To increase the opportunities for learners of all ages to practise their Welsh outside the classroom.

The occasional use of Welsh in English Medium schools is developed:

- Using Teachers who Improve Welsh and Bilingualism (AGGaD), to target teachers who have very little Welsh, and training them in the classroom;
- Follow-up sabbatical courses;
- Training in the use of packages for occasional use of Welsh, including games and the language of the school yard;
- Courses for adults based on the occasional language of the classroom
- Programmes to reward occasional usage in class and around the School
- Working with Youth Committees
- Joint creation of language posters for occasional usage
- Eisteddfodau
- Concerts
- Clubs
- Educational trips

Mentrau Iaith and the Welsh Language Board have a number of projects in the county's primary and secondary schools, e.g. 'Blas ar

Annually increasing the number of teachers who use Welsh naturally now and again in the school

Creating a Welsh atmosphere and ethos on a daily basis.

Carmarthenshire 'Codi Caerau' Charter is a vehicle to increase opportunities for pupils, staff and parents to use Welsh outside the classroom.

Identification and recruitment of teachers and teaching assistants for the Entry, Foundation and Advanced levels Courses.

AGGaD **contribute** linguistic expertise and methodology

	<p>Gymru' for latecomers and their families.</p> <p>In the case of secondary pupils it is expected that events at cluster or county level that are organised by the Authority and by schools should be held bilingually, providing an opportunity for non-Welsh speaking pupils and learners to hear Welsh being used. This will include events such as the youth forum, health education, drugs, careers, etc. Similarly, visitors to schools are expected to use Welsh at every possible opportunity and to promote the advantages of bilingual education.</p>		<p>during courses.</p> <p>Supporting practitioners back in their schools</p> <p>Introducing annual sessions on introducing 2nd Language methodologies to students in the second year of the B.Ed. course</p>																																
<p>To increase the Welsh and Welsh Second Language A Level registrations, as a percentage of the Welsh and Welsh Second Language GCSE registrations.</p>	<p>The percentage of Welsh GCSE candidates who go on to study at A Level-</p> <table border="1" data-bbox="732 801 1173 1032"> <tr><td>2010</td><td>7%</td></tr> <tr><td>2011</td><td>7%</td></tr> <tr><td>2012</td><td>4.5%</td></tr> <tr><td>2013</td><td>5.4%</td></tr> <tr><td>2014</td><td>4.5%</td></tr> <tr><td>2015</td><td>4.2%</td></tr> </table> <p>The percentage of Welsh Second Language GCSE candidates who go on to study at A Level-</p> <table border="1" data-bbox="732 1134 1173 1366"> <tr><td>2010</td><td>4%</td></tr> <tr><td>2011</td><td>3%</td></tr> <tr><td>2012</td><td>3.6%</td></tr> <tr><td>2013</td><td>2.5%</td></tr> <tr><td>2014</td><td>3.2%</td></tr> <tr><td>2015</td><td>2.55%</td></tr> </table>	2010	7%	2011	7%	2012	4.5%	2013	5.4%	2014	4.5%	2015	4.2%	2010	4%	2011	3%	2012	3.6%	2013	2.5%	2014	3.2%	2015	2.55%	<p>This issue creates concern for us in Carmarthenshire but we believe it reflects the situation across Wales</p> <table border="1" data-bbox="1469 919 1823 995"> <tr><td>2015</td><td>6%</td></tr> <tr><td>2017</td><td>6%</td></tr> </table> <p>However our aim is to increase the cohort of GCSE Welsh and Welsh Second Language candidates who go on to study A levels.</p> <table border="1" data-bbox="1469 1278 1823 1355"> <tr><td>2015</td><td>3%</td></tr> <tr><td>2017</td><td>3%</td></tr> </table>	2015	6%	2017	6%	2015	3%	2017	3%	<p>Research is being carried out to ensure the integrity of GCSE and transmission to Post 16 data - to understand the reasons for a reduction in the number studying A Level - nature of the course, individual choice ...</p> <p>Collaborate with Coleg Sir Gâr to improve understanding of A</p>
2010	7%																																		
2011	7%																																		
2012	4.5%																																		
2013	5.4%																																		
2014	4.5%																																		
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2015	2.55%																																		
2015	6%																																		
2017	6%																																		
2015	3%																																		
2017	3%																																		

	<p>It would be very desirable if the authority and individual schools could increase the number of 16+ students who study Welsh first or second language as an examination subject. This is no easy task, but we hope it will happen naturally, as an increase in Welsh is seen as a result of implementing the Welsh Strategy from the Foundation Phase up to 19 years over a period of time. This will be part of the criteria for measuring the success of our Strategy.</p> <p>At the same time, in line with the requirements of the Skills and Learning Measure, today's children receive more of a choice of courses, and the competition to attract 16-19 students has a detrimental effect on the numbers studying Welsh.</p> <p>We should also note that the percentage above does not take into account the number of pupils who have left Carmarthenshire's secondary schools with a GCSE qualification in Welsh first or second language, to continue their post-16 education at a college. Information regarding those who are studying Welsh at A level in the colleges has not been considered here.</p>		<p>Level data across the county. Joint training across the region to share practice to inspire students to continue studying A level.</p>
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Outcome 6: Improving the Provision of Additional Learning Needs through the medium of Welsh

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and 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.

17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;

18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

A. Objective	B. Current performance	C. Targets	D. Progress
<p>To improve the provision of Additional Learning Needs (ALN) through the medium of Welsh.</p>	<p>The Local Authority has made a commitment to provide a bilingual service to Carmarthenshire learners.</p> <p>The following is our vision for the service -</p> <p><i>We will work with our partners to ensure that all children and young people have the opportunity to fulfil their potential, in a bilingual environment, which respects and values all cultural traditions.</i></p> <p>We will implement this by-</p> <ul style="list-style-type: none"> • Employing staff who are confident to work in Welsh and English • Working to support the development of language skills amongst those who are lacking in confidence to communicate and write in Welsh. • Supporting teachers and ALN Co-ordinators in our Welsh medium schools so that they are confident in 	<p>By December 2014, via the review of the School/LA Partnership Agreement all schools to adopt the principle.</p> <p>By December 2014, via the LA's website/school prospectuses, share information with parents.</p> <p>From now on, appoint staff with the appropriate/suitable skill for the setting.</p> <p>From now on, ensuring staff who can work in Welsh or bilingually and the availability of appropriate resources so</p>	<p>Schools share information with parents. Schools have pride in the provision of training and sharing of resources across ERW.</p> <p>Staff and bilingual service will be available for Carmarthenshire schools and pupils.</p> <p>Develop bilingual resources in response to changing legislation</p>

	<p>supporting children/young people who have additional needs.</p> <ul style="list-style-type: none"> • Ensuring Welsh or bilingual education is available for all pupils in the specific units for educating children who have profound difficulties and that all pupils have an equal opportunity to receive education and support in their chosen language, whatever their disabilities. • Developing bilingual programmes of support/intervention so that the same resources are available for children who choose to attend Welsh medium schools. • Carrying out a survey of the present provision, gauging the demand for ALN in Welsh. <p>Carrying out a survey of the present provision, gauging the demand for ALN in Welsh by-</p> <ul style="list-style-type: none"> • Consulting regularly with Headteachers/ALN Co-ordinators to gauge the demand for Welsh medium provision • Consulting with officers/staff in the department e.g. Education Psychologists, Pupil Progress Officers, System Leaders on areas for development. • Considering data regarding pupils within the system and the demand for specialised Welsh medium provision. • Consulting with parents through the Annual Review/SNAP agency process. • Implementing provision development schemes for ALN in the Dinefwr Area in two Category 2B schools and one Category 2A school. • Continuing work at regional level to examine the potential of joint working to provide specialised services locally rather than having to buy places for children in 	<p>that the service can be provided.</p> <p>Introducing/creating appropriate bilingual material on every occasion.</p> <p>Summer term 2014- Carry out a detailed self-evaluation of the service that will note the current situation of the service, and will include an inspection of the current provision e.g. the bilingual abilities of staff.</p> <p>Autumn term 2014- create an action plan to respond to the findings and incorporating any service improvements into the School Modernisation</p>	<p>in ALN.</p> <p>Working with WG on an analysis of the ALN workforce.</p> <p>Provide bilingual courses and workshops to meet local needs.</p>
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	<p>provisions outside the area.</p> <ul style="list-style-type: none">• Developing the new system of supporting children who have ALN (Child Centred Planning, Individual Development Plans, Learners Rights), ensuring that the process is available in Welsh and English.• Sharing information with parents.• Working with the various agencies to agree on the principle and provision.• Employing/training providers in the necessary bilingual skills.• Incorporating in the School Modernisation Programme.• Continuing to work with other Authorities on developing specialised services locally.	<p>Programme.</p> <p>Implementing the agreed schemes by extending the current provision and the ability to operate bilingually.</p>	
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Outcome 7: Planning the workforce and supporting continuous professional development –

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and 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.

20. That the County Council works with every governing body to conduct a language skills audit in order to consider the linguistic needs of the workforce and be able to move the school along the language continuum.

AIM: To increase the use of the Welsh language within the workplace

33. That the County Council conducts a comprehensive review of the Council’s jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and recording progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

A. Objective	B. Current performance	C. Targets	D. Progress
<p>To ensure a sufficient supply of practitioners for Welsh medium education.</p>	<p>We work with school governing bodies to try and fulfil the need for practitioners to learn by ensuring awareness and understanding of the following-</p> <ul style="list-style-type: none"> • The Local Authority vision; • Carmarthenshire’s Welsh in Education Strategic Plan; • The Welsh Medium Education Strategy; • Discussions with System Leader; • The Headteacher's vision; • Training for Governors; 	<p>There are no problems as regards recruiting Welsh-speaking staff, but in order to ensure high standards, language improvement courses are provided.</p> <p>Establishing a database and updating it annually.</p>	<p>Data base is live.</p>

	<ul style="list-style-type: none"> • Presentations of the Welsh and Bilingualism Briefing Paper 		
<p>Improving practitioners' language skills.</p> <p>Improving practitioners' methodology skills</p>	<p>The language skills of the workforce have been audited regularly by means of-</p> <ul style="list-style-type: none"> • A Language Questionnaire every alternate year for all members of staff in schools • A survey by the Council to gather information about the language skills of staff – the E-learning electronic questionnaire <i>Welsh Language Awareness</i> which was developed to outline responsibilities under the Language Act 1993 and the Welsh Language Measure 2010. <p>You will also see references to learning needs by medium. The courses are distributed as necessary at an individual level, to schools or to families of schools.</p> <p>The following will be used to identify the training methodology needs of those teaching in the Welsh and bilingual sector:</p> <ul style="list-style-type: none"> • System Leader visits • The Regional Support, Challenge and Intervention Framework • The AGGaD Service • Professional Learning Communities • Associate System Leaders • Data • Family CPD plans, using grant funding • Language questionnaires <p>CPD programmes will be provided in partnership with agencies such as WJEC and the Sabbatical courses,</p>	<p>Working together to use one questionnaire to gather information about the workforce's language skills</p> <p>Increasing the co-operation amongst Welsh co-ordinators in order to develop strategies and consistency across ERW</p>	<p>Collect linguistic skills information annually</p> <p>Conduct evening sessions at the request of individual schools on aspect(s) of the AGGaD</p> <p>Welsh learning sessions, developing Bilingualism or improving language on INSET days, during the school day or evening sessions.</p> <p>Language support for teaching assistants at work in the classroom.</p> <p>Identification and recruitment of teachers and teaching assistants for the Entry, Foundation and Advanced levels Sabbatical Courses.</p> <p>AGGaD contribute linguistic expertise and methodology during courses.</p> <p>Supporting practitioners back in their schools.</p> <p>Introducing annual sessions on introducing Second Language</p>

	<p>based on the needs and requirements of practitioners, identified via the needs questionnaire, network meetings and family plans for the School Effectiveness grant.</p> <p>The Sabbatical courses will be vital to help schools who are changing category, as well as classroom training and mentoring across schools. Also, support through PLCs, System Leaders and AGGaD visits will be key. The PLC scheme and System Leaders are vital to ensure sustainability.</p> <p>The System Leaders are used strategically for training and mentoring and respond to the requirements and needs of schools/families.</p> <p>The following are used:</p> <ul style="list-style-type: none"> • Data • The Regional Support, Challenge and Intervention Framework • The Welsh Medium Education Strategy • The Welsh in Education Strategic Plan • The Literacy Strategy • The Regional Framework for Inspecting Literacy • Communication and co-operation • A living language: a language for living 2012 to 2017 - WG <p>The training and reports from visits ensure this.</p> <p>The main aim of CPD is to raise standards in literacy and dual literacy. Using Improving School</p>	<p>Continue to evaluate the impact of the Sabbatical course on classroom practice.</p> <p>Plans for effective language provision-target Carmarthen and Llanelli areas.</p> <p>Teachers and DS/MM schools, which are moving along the continuum, will be</p>	<p>methodologies to students in the second year of the B.Ed. course.</p>
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	<p>Effectiveness, the families give priority to programmes of intervention such as Llythrennau a Synau/Letters and Sounds. See also the aims and objectives of the Literacy Strategy – outcome 5.</p> <p>The Local Authority identifies teachers for the WG Sabbatical Programme and Welsh language courses within the Sabbatical Programme. Welsh courses are provided by AGGaD to refresh skills, follow-up programmes, support and mentoring. Monitoring will take place when they return to class, and there will be expectations as regards raising standards in Welsh Second Language.</p> <p>Trinity St David University and the Education Department have agreed that one of the AGGaD should be part of the team jointly responsible for the Sabbatical courses.</p>	<p>targeted by the AGGaD.</p> <p>Continuing with the joint working agreement.</p>	
<p>To integrate Welsh medium considerations into all aspects of the School Effectiveness Framework</p>	<p>All school families across the county are considering improving attainment in Welsh first and second language and in Welsh medium/bilingual methodology in PLCs. Standardisation and moderation training was provided across the Local Authority in 2012/13.</p> <p>Schools are supported by sharing data, sharing good practice and sharing resources.</p> <p>At ERW regional level the work of actively supporting the teaching of Welsh and Welsh Second Language is implemented via the following-</p> <ul style="list-style-type: none"> • Literacy Focus Group; • Training by SL and ASL; • Programmes of intervention - Dyfal Donc, 	<p>Extending joint working and considering exchanging specialist staff.</p>	<p>Each school family across the local authority is considering improving attainment in Welsh First Language and Second Language and Welsh / bilingual methodology in PLCs. Standardization and moderation training was provided across the local authority and region</p> <p>The Language Charter will drive the use of Welsh</p> <p>Focus in the LA on-</p> <ul style="list-style-type: none"> • A culture of high level

	<p>Llythrennau a Synau/Letters and Sounds;</p> <p>The following need to be created:</p> <ul style="list-style-type: none"> • A culture of high level performance and equality; • A reduction in the performance gap within schools and between schools; • A reduction in the performance gap between boys and girls; • Ensuring resources and Professional Practice Networks are used effectively. <p>Professional Learning Communities are established in order to deal with the following:-</p> <ul style="list-style-type: none"> • teaching Welsh and Welsh Second Language • improving Welsh literacy/dual literacy; • teaching other subjects through the medium of Welsh/bilingually; • acquiring Welsh language skills in the Foundation Phase; • planning for informal use of Welsh in schools. <p>AGGaD will initiate the work, and then, in order to ensure sustainability, will also be responsible for follow up care.</p>		<p>performance and equality;</p> <ul style="list-style-type: none"> • A reduction in the performance gap within schools and between schools; • A reduction in the performance gap between boys and girls; • Ensuring resources and Professional Practice Networks are used effectively. <p>PLCs are set up to tackle:</p> <ul style="list-style-type: none"> • teaching Welsh and Welsh Second Language • improving Welsh literacy/dual literacy; • teaching other subjects through the medium of Welsh/ bilingually; • acquiring Welsh language skills in the Foundation Phase; • planning for informal use of Welsh in schools <p>The above aspects are embedded in the Challenge Advisors' visits.</p>
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Adran 2: Welsh in Education Grant, Developing the workforce and Continuous Professional Development – Addition as a result of launching our Welsh medium Primary Schools Language Charter

Following agreement at the School Improvement Steering group comprising of headteacher representatives and LA officers it was agreed that WEG funding should be devolved directly to secondary schools. It was also agreed that WEG funding for primary schools would be retained centrally enabling the AGGaD Service to lead on a number of networks of professional practice as well as to provide targeted support for particular schools and CPD.



AGGaD provision for raising standards of bilingualism

Codi Caerau- Carmarthenshire Language Charter

(CAER comes from *Caerfyrddin*- the name of the county, and the source of the word CAER is the Latin *castrum* which means castle or stronghold)

One of the objectives of CLC was to develop a language charter to for Carmarthenshire schools that was based on Gwynedd schools charter and is funded by the Welsh Government. The aim of Codi Caerau is to provide a framework that can be used to promote and increase the use of Welsh in a social context. Simply put, the main aim of Codi Caerau is to encourage Carmarthenshire children and young people to learn and speak Welsh.

A 'character' has been invented to help deliver the message to primary pupils. Here 'Celt' reminds children about the importance of learning to speak Welsh. We will draw up a series of activities based on Celt - reading books, drama, and local history.

Marketing Advantages

Marketing materials for bilingualism have been created – Posters, Pamphlets, DVDs, Bookmarks, Badges, Bands, to:

- Promote the value of being bilingual in Carmarthenshire and Wales.
- Present facts based on research.
- Presented in a simple and clear way.
- Use County stars to support the campaign, namely Alex Jones and Nigel Owens.
- Conduct training sessions on implementing the Charter.



Cwrs Cloncan	<i>Targeting pupils, teachers and assistants to raise standards through Oral Activities and ideas with stimulating games from the Foundation Phase to widely independent writing in Year 6.</i>
Cynllun “Medru Dweud Medru Gwneud”	<i>A series of activities targeting KS2 presented in the Pie Corbett method to raise oracy standards and communication skills. Leading to raising standards in listening, reading and writing including the Six Purposes for writing.</i>
Pecyn Drilio iaith drwy Gân	<i>Learning sentence patterns and language rhythms through songs.</i>
Ideas on how to Build Confidence and a Positive Attitude in the transition from the Foundation Stage and Key Stage 2	
Supporting teachers and assistants in the Foundation Phase to raise bilingual skills.	
Mathemateg drwy gyfrwng Cymraeg	<i>Combining language work and developing skills across the curriculum by introducing Mathematics on Problem Solving in Welsh medium schools</i>
Agweddau ar Wyddoniaeth	<i>Combining language work by developing skills across the curriculum by introducing scientific experiments in Welsh Medium schools.</i>
Training	<ul style="list-style-type: none"> • <i>Workshops exemplifying motivational activities and stimulating teaching methodology</i> • <i>Welsh Lessons for adults who are part of a school’s staff</i>
Providing opportunities for Welsh Sabbatical Training and Post Sabbatical Training back in the classroom	
Setting up Fun Clubs in English medium schools and identifying squads of pupils as leaders	
Y Canolfannau Cymraeg	<ul style="list-style-type: none"> • <i>Latecomers Project</i> • <i>Key Stage 3 transition support</i> • <i>Planning;</i> • <i>Planning continuing assessment opportunities in teaching;</i> • <i>Discussing and leading the planning of language skills as required by the curriculum.</i>
Language Stations	<ul style="list-style-type: none"> • <i>Raising levels 4 and 5</i> •
Dechrau Da and Blas ar Gymru	<i>Two schemes targeted to raise parents' awareness of the benefits of bilingual education - before starting school and making the transition from Key Stages 2/3.</i>

AGGaD Scheme Developmental plan to satisfy Carmarthenshire LA English Medium Schools.

More detail on support provided to English Medium Schools

Situation in 2010-2012

- Cynllun Cloncan established;
- Targeted -Dechrau Cloncan (Foundation Stage), Dal i Gloncan (Years 3 and 4) Mwy o Gloncan (Years 5 and 6);
- Several other packages related to bilingualism created to be offered in the Catalogue of resources for the schools;
- The needs of each English medium and dual stream school during the two years was satisfied;
- Training was held;
- The AGGaD Bilingualism Team Leader was responsible for Sabbatical Courses in collaboration with Trinity College, St David's for teachers with limited Welsh and classroom assistants.

English Medium and Dual Stream Schools are clustered into "Families" and the authority encourages collaboration in this way. Within these families, AGGaD identified the schools that are far from each other on the linguistic continuum and will these will be specifically targeted to raise standards and move schools- not necessarily in the same family, but with the same language requirements- to achieve further development in bilingualism. This will be the priority, but support will continue to all English medium schools in the LA.

Hold annual Welsh and Welsh Second Language Workshops in order to present information about new plans and developments, modelling good practice and sharing resources with teachers

Short Term 2 Year Plan- targeting Schools who are lower down on the linguistic continuum

1. Provide a Bilingualism Statement for all schools and encourage them to identify where they are on the language continuum;
2. Discuss with target schools how to use leadership to move forward;
3. Recommend the Class Teacher Language Training Plan which is linked to ...
4. The Sabbatical course
5. The training programme for support staff which will lead to...
6. Modelling classroom lessons.

By channeling the energy of the AGGaD on the above these schools can provide Cynllun Cloncan independently. The Delivery, Discussion and Recommendations will happen in groups in one centre.

It is intended to organize a Mobile Centre as a dedicated Bilingualism work-room in a central school at the heart of the target schools, and a series of Open Days and Development Evenings earmarked for an extensive period.

The work of the Centre will be developmental:

- by working with the Welsh and Bilingual Departments of the Secondary School Families it is intended to facilitate the transition from Yr 6 to 7;
- through collaboration it is intended to accelerate the development and raise standards consistently.

This group of schools will receive a Developmental Plan on the use of casual language which will provide them with sequential and functional language patterns.

Start to collaborate with Welsh-Bilingual departments to establish-

- immersion groups;
- bridging groups
- Ongoing training of teachers and support staff

Language stations: again based on aspects of Welsh history and develops extended writing skills of pupils in Y5. A Week's course; Y5 pupils from several schools –

- I together; 3 stations in a family of schools; 2 AGGaD will co-present
- **Primary-Secondary Transition Plan** piloted in schools in Dinefwr.

Updated Data

Appendix 3: Numbers and percentages of pupils attending Welsh medium funded non-maintained settings that provide the foundation phase transferring to Welsh medium and bilingual schools - INCLUDED SEPARATELY

Appendix 4: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
Yr. 6 Cohort 2010 = 863	789	91.4%
Yr. 6 Cohort 2012 = 1035	952	92%
Yr. 6 Cohort 2013 = 1073	1005	93.7%
Yr. 6 Cohort 2014 = 1057	967	91.8%
Yr. 6 Cohort 2015 = 1127	960	85.25%

* A piece of analytical work being carried out on the reduction in the number of children transferring from Welsh primary education to Welsh Secondary education.

Appendix 4: Attainment and performance in Welsh Second Language

Key Stage 2 <i>Teacher assessment in Welsh Second Language at the end of Key Stage 2.</i>	Number of Pupils	Percentage of Pupils	Percentage achieving Level 4
2011	1,877	49%	58.9%
2012	1,779	42%	51.4%
2013	1,862	49.2%	61.1%
2014	895 out of 1868	47.9%	67.4%
2015	818 out of 1767	46.3%	65.4%

Key Stage 3 <i>Yr 9 pupils that have a Teacher assessment in Welsh 2nd Language at the end of Key Stage 3</i>	Number of Pupils	Percentage of Pupils	Percentage achieving Level 5
2012	1289 out of 2021	63.7%	67%
2013	1257 out of 1983	63.3%	71%

2014	1198 out of 1959	61.2%	76.6%
2015	1081 out of 1926	56.1%	80.9%

Appendix 5: Acronyms

ALN	Additional Learning Needs
ASL	Associate Challenge Adviser
AGGaD	Teachers who support the teaching of Welsh/development of bilingualism
CPD	Continuous Professional Development
ERW	Education through Regional Working
FPh	Foundation Phase
WEG	Welsh in Education Grant
IT	Information Technology
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key Stage 4
LA	Local Authority
PLC	Professional learning Community
SEF	School Effectiveness Framework
SEG	School Effectiveness Grant
SL	Challenge Adviser
TWF	Offers free advice to parents on raising children in 2 languages from day 1
WG	Welsh Government

Appendix 6: Secondary Schools Categories – Addition – for information and clarification

Category	Curriculum	Language of School	Outcomes
Welsh medium 1 CC	All subjects apart from English are taught through the medium of Welsh to all pupils. Some schools may introduce English terminology in one or two subjects	Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and for the school's administration. The school communicates with parents in both languages.	The assessment at KS3 and KS4 will be through the medium of Welsh in all subjects apart from English or other languages. The pupils will be able to progress to Welsh medium Post 16 provision.
Bilingual 2A 2B 2C	<p>This category has 4 sub-divisions according to the subjects taught through the medium of Welsh and whether there is parallel provision in English.</p> <p>At least 80% of subjects apart from English and Welsh are taught through the medium of Welsh only to all pupils. One or two subjects are taught to some pupils in English or in both languages.</p> <p>At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.</p> <p>50 - 79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English</p>	<p>The day to day language or languages of the school will be determined by its linguistic context.</p> <p>Both languages are used to communicate with pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages</p>	For pupils in 2A, 2B and 2C following the maximum number of courses through the medium of Welsh, the assessment at KS3 and KS4 would be through the medium of Welsh in those subjects and they would be able to progress to post 16 provision through the medium of Welsh in chosen subjects.

Category	Curriculum	Language of School	Outcomes
2CH	All subjects, except Welsh and English taught to all pupils using both languages.		
English medium with significant use of Welsh SC	Both languages are used in teaching with 20 - 49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English.	The day to day language or languages of the school will be determined by its linguistic context. Both languages are used for communication with the pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in both languages or in English.	Pupils choosing Welsh medium options could be assessed through the medium of Welsh in those subjects at all levels and would be able to progress to study at post 16 through the medium of Welsh for those subjects.
Predominantly English Medium secondary school CS	Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. One or two subjects (which could include Welsh first language) may be taught as an option through the medium of Welsh or using both languages.	English is the day to day language of the school, but some Welsh is also used as a language of communication with the pupils, with the aim of improving their capacity to use every day Welsh. The school communicates with parents either in English or in both languages.	Any pupils choosing Welsh medium options could be assessed through the medium of Welsh in those subjects at all levels would be able to progress to study at post 16 through the medium of Welsh for those subjects. Most pupils would be assessed in English in most subjects and would progress to English medium post 16 studies.

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CONSULTATION REPORT

Carmarthenshire's Welsh in Education Strategic Plan

Appendix A

List of Respondents to the Consultation Document

Carmarthenshire's Welsh in Education Strategic Plan

Observation Received List

Number	Position/Category of Respondent
1.	Parent
2.	Parent
3.	County Councillor
4.	Parent
5.	Parent
6.	Parent
7.	County Councillor
8.	Welsh Language Organisation
9.	Unknown
10.	Parent
11.	Parent
12.	Parent
13a	Parents/ Members of Governing Body
13b	Parent/ Member of Governing Body
13c	Parent/ Members of Governing Body
13d	Parent/ Members of Governing Body

Appendix B

Observations/Themes and LA response

Observation/Theme	Local Authority Response
In opposition	
<p>1 Issue of parental choice/not compliant with legislation/ UNRC- the lack of choice is unacceptable</p>	<p>The Local Authority has a responsibility to provide all pupils with the best education possible and the Local Authority believes that providing a bilingual education is best for all pupils. The aim of Carmarthenshire’s Welsh in Education Strategic Plan 2014-2017 is to ensure “that every pupil who receives education in Welsh/bilingual medium schools can speak, read and write Welsh fluently by the end of KS2.” The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language.</p> <p>We do not agree with the response in respect to choice. We believe that we are compliant with the law and that the respondent has applied too broad an interpretation of “parental choice”, as the law does not give parents, the absolute right to have their children educated through whatever linguistic medium they choose. The Local Authority is of the view that the availability of education in one of the national languages is sufficient to fulfil the duty under Article 2 of the UNRC.</p>
<p>2 Issue of standards and learning through Welsh</p>	<p>There is no evidence that standards of education through the medium of Welsh are not equivalent to the standards of education through the medium of English. It is challenging to compare schools as they have different cohort sizes, learners from different backgrounds and different levels of challenge. In respect to the Level 2 Inclusive indicator it could be argued that Welsh Medium secondary schools achieve better results than the other schools.</p> <p><u>2015/16 Level 2i</u> Welsh Medium- 72.8%, Bilingual- 60.3%, English Medium- 57.4%</p>
<p>3 How can parents support with homework, get involved in their education</p>	<p>This is a fair point however there are examples of Welsh medium schools who work hard to successfully ensure that all parents understand their child’s work and are able to support their learning. e.g.</p> <ul style="list-style-type: none"> • Open door policy where teachers translate the work for parents and provide an explanation of what is required at that time e.g. either before or after school • Homework is provided bilingually when needed. • Welsh lessons are provided to parents • A homework club is held after school to provide support for pupils who require help with their homework. • After school activities are held bilingually. • Older pupils have skills which enables them to explain the homework to their parents.

		<ul style="list-style-type: none"> • Using online translation tools. • Asking a Welsh speaking friend/family member/neighbour for help. <p>ACTION- LA to work with schools to produce a ‘Good Practice/guidance document for engaging all parents’.</p>
4	Happy for children to be taught through Welsh in the primary level but not in secondary.	The LA is of the view that in order to develop to be fully and competently bilingual a learner needs to continue with a Welsh/bilingual education into Key Stage 3 studying at least 5 subjects through the medium of Welsh until the end of Year 9.
5	Lack of consultation initially and if interested parties have now been consulted.	<p>The LA was of the view that there was no requirement to consult on the revised Welsh in Education Strategic Plan. Officers considered <i>‘The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013’</i> which cited that <i>‘During the conduct of such a review the local authority must consult such persons as they consider appropriate’</i>. As there had been regular discussions in regard to the WESP with schools, the Council’s Welsh Language Advisory Panel and the Welsh in Education Forum we believed that was appropriate.</p> <p>However, Part 4 of the <i>School Standards and Organisation (Wales) Act 2013</i> states that- <i>In preparing a Welsh in education strategic plan or revised plan, a local authority must consult.</i></p> <p>Once officers were aware of this requirement a consultation was undertaken and an extended timescale, as advised by Welsh Government, was agreed.</p>
6	Issue of ALN and acquisition of two languages	<p>All pupils with additional learning needs have specific individual plans based on their needs and the agreed support is provided. In the majority of cases an additional learning need is not a barrier to learning two or more languages as there is much flexibility built into the delivery of the curriculum to enable pupils to succeed. It is our experience that the vast majority of pupils with a wide range of additional learning needs and abilities are successful in all of our schools irrespective of the language of instruction.</p> <p>We recognise the many benefits of bilingualism and are of the view that learning more than one language supports the development of cognitive skills e.g. cognitive control, phonological awareness, memory, comparison and non-verbal problem solving. Learning two languages also supports the gaining of understanding of differences in language structures, develops confidence in learning new languages and supports the gaining of learning skills early that are transferable across subject areas which support good</p>

		learning. We are of the view that in the majority of cases an additional learning need is not a barrier to learning two languages but recognise that the expectations for level of proficiency in each language need to be approached realistically. In exceptional cases only will there be a recommendation for monolingual provision.
7	<p>Many ALN assessment tools are only available in English and how will LA ensure that children with 'protected characteristics' are not discriminated against.</p> <p>Ability of learners with ALN being able to receive services in the language which they are most comfortable.</p>	<p>We are fortunate in Carmarthenshire in having a bilingual team of Additional Learning Needs Coordinators, Advisory Teachers and Education and Child Psychologists who can provide a bilingual service to learners and schools. We are confident that we can meet the needs of our learners and provide advice, guidance and assessments through the medium of Welsh and English.</p> <p>As part of the Welsh Government's ALN Reform agenda the case to further develop Welsh medium resources and tools has been made.</p> <p>The LA has many experienced Inclusion officers who are able to offer expertise, advice and guidance in either Welsh or English. These officers contributed to the development of the WESP and the ALN section. Additional learning Needs Coordinators with the necessary skills are employed by schools to be able to support the learners.</p>
8	<p>How has demand for English Medium school places assessed</p>	<p>Comments are noted and the Local Authority is of the view that they have complied with this duty. There is no requirement for the Local Authority to assess the demand for English Medium school places however as part of the WESP guidance there is an expectation on some LAs to assess the demand for Welsh medium provision. As more than 50% of Carmarthenshire's 7 year olds are in Welsh-medium education there is no requirement for us to undertake such an assessment.</p> <p><i>'The powers in relation to Welsh-medium education assessments are set out in Regulation 3 and require any local authority to assess demand if there are fewer than 50% of seven year olds in Welsh-medium education and the local authority has not undertaken such a survey during the last three years provided that Welsh Ministers inform the local authority in writing that it must do so. Any such assessment must include the questions set out in Schedule 1 of the Regulations.</i></p> <p style="text-align: right;">(WESP Guidance 2014)</p>
9	<p>Will LA adhere to the 'Schools Organisational Code' in respect to this agenda- category, standards, progression,</p>	<p>The Local Authority is obliged to ensure that any changes to a school will be in line with the <i>School Organisation Code</i> procedures.</p> <p>http://gov.wales/docs/dcells/publications/130719-school-organisation-codes-en.pdf</p>

Page 162	travel time...	
	Impact on English Medium schools in respect to funding, intake etc.	The WESP requires all schools to move along the language continuum and develop Welsh medium provision. We have some English medium secondary schools who have responded to this challenge and are providing some subject through the medium of Welsh at Key Stage 3. This has attracted learners and protected their roll and funding.
	11 Ability to speak Welsh must not become the over-riding factor when recruiting staff.	Welsh as a 1 st or 2 nd language is a statutory element of the National Curriculum. All schools are required to provide a certain level of Welsh therefore Governing Bodies have a duty to employ staff who have the skills/ are able to deliver the Welsh requirements of the curriculum.
	12 Need to make it clear that there is an expectation that learners who follow Welsh medium primary education are expected to continue with Welsh 1st language programme of study at secondary school.	<p>The WESP clearly states the Local Authority's expectations in respect to Welsh/bilingual provision.</p> <p>All schools have defined themselves according to the Welsh Government's '<i>Defining schools according to Welsh medium provision</i>' and review this annually in their submission to Welsh Government via the PLASC (Pupil Level Annual School Census).</p> <p>Schools, in their prospectuses/Information for Parents will note the school's language category and policy in respect to linguistic character and progression.</p>
In support		
1 Benefits of learning at least two languages and learners leaving school with fluency and confidence in Welsh	The respondents support is noted and we welcome the observations. There are many advantages to being bilingual as confirmed by national and international research. Bilingualism has positive effects on children's linguistic and educational development as well as having social advantages. Some new studies also suggest that bilingualism may offer some protection against the decline of cognitive abilities in old age, both in normal and pathological ageing.	
2 Encouraged by increased update of Welsh 1st language at GCSE.	The respondents support is noted and we welcome the observations.	
3 The MEP programme should be expedited to address the barriers to	Carmarthenshire County Council's Modernising Education Provision programme is addressing this issue and increasing the number of Welsh medium education places across the county e.g. establishing a dual stream school in Llanelli to replace two English medium schools (Copperworks and Lakefield),	

	accessing Welsh medium education	<p>establishing a Category 1 school at Ysgol Bro Myrddin, supporting dual stream schools to become Welsh medium schools.</p> <p>The prioritisation of capital investment in the modernisation of school premises is founded upon consideration of a combination of criteria which includes-</p> <p>Welsh Language Development: <i>investment will be prioritised towards projects that promote the expansion of Welsh medium education or the development of bilingual education, in support of the objectives set out in the County Council's Welsh in Education Strategic Plan.</i></p>
4	Happy to see increase in many indicators but concerned about reduction in transfer from primary to secondary sector.	The respondent's comments are noted. The LA is also disappointed in the 2015 transfer rate from Welsh medium primary education to Welsh medium secondary education. We are confident that initiatives such as our marketing campaign and the launching of the Language Charters will support this aim and increase the number of learners who choose Welsh medium secondary education. However, we must recognise that there is parental choice at this transition stage and a range of options for learners.
5	Would like to see a plan for every primary and secondary school to move along the Welsh language continuum.	<p>The LA agrees with this suggestion.</p> <p>ACTION- LA to draft a primary and secondary plan for discussion with school Governing Bodies.</p>
6	Support but the goals are not ambitious enough and there is a need to look at the broader context of supporting rural Welsh communities.	The respondent's support/comments are noted.
General comments		
1	Need to ensure Welsh medium early years provision in all areas and that school early years staff are bilingual.	The respondent's comments are noted. A review of early years provision has been undertaken and we are committed to work with schools and the non-maintained sector to ensure that all Carmarthenshire children can access quality Welsh-medium early years provision.

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2	Schools need to better support/ acknowledge parents who are not Welsh/learning Welsh.	<p>The respondent's comments are noted. There are examples of Welsh medium schools who successfully support who are not Welsh speakers.</p> <p>ACTION- LA to work with schools to produce a 'Good Practice/guidance document for engaging all parents'.</p>
3	Language is ambiguous and sometimes aggressive	The respondent's comments are noted.
4	The document needs to be more celebratory in nature and note the progress being made in particular schools	<p>The respondent's comments are noted.</p> <p>ACTION- develop and share case studies of effective practice and celebrate the progress being achieved by schools.</p>
5	Need to develop further Welsh medium educational support materials, resources and initiatives	<p>There has been substantial investment over the past few years in developing Welsh medium educational support materials and resources. Annually CBAC/WJEC invite practitioners to suggest ideas for new resources that are required to support curriculum delivery.</p> <p>http://resources.wjec.co.uk/Pages/SearchResources.aspx</p> <p>In addition the team of Welsh and Bilingual Support Teachers create many resources in response to requests from Carmarthenshire's schools.</p>

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Modernising Education Programme (MEP) – Proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-Medium (WM)

To consider and comment on the following issues:

- The objections received during the Statutory Notice period.
- After considering the objections received, approves to proceed with the proposal to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from bilingual 2A to category Welsh medium and to recommend to the Executive Board the implementation of the proposal as detailed in the Statutory Notice as from 1 September 2016.

Reasons:

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

To be referred to the Executive Board for decision: YES

- Executive Board – 20th June 2016
- County Council – 13th July 2016

Executive Board Member Portfolio Holder: Cllr. Gareth Jones (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Gareth Morgans</p> <p>Report Author: Simon Davies</p>	<p>Designations:</p> <p>Chief Education Officer</p> <p>School Modernisation Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246450 edgmorgans@camarthenshire.gov.uk</p> <p>01267 246471 sidavies@camarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

**EDUCATION & CHILDREN
SCRUTINY COMMITTEE
17th JUNE 2016**

**Modernising Education Programme (MEP) –
Proposal to change the language category of Ysgol Bro
Myrddin from Bilingual (2A) to Welsh-Medium (WM)**

Background

Ysgol Gyfun Gymraeg Bro Myrddin is currently a Category 2A Bilingual school. The description in Carmarthenshire's Welsh in Education Strategic Plan of category 2A is *"At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages."*

In recent years the school has moved along the language continuum naturally in accordance with Carmarthenshire's Welsh in Education Strategic Plan 2014-17. At present there are no pupils studying Mathematics in English in years 7 to 10 and only one group of pupils have chosen to study science in English in year 7. The change has occurred organically over a period of years and it offers an opportunity therefore, to proceed further by establishing the first WM category secondary school in Carmarthenshire.

The Department for Education and Children fully supports the schools desire to continue along the Welsh language continuum and to change the language category to Welsh Medium (WM). The description of a category WM school is *"All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects."*

An informal consultation with pupils, governors, staff and parents of existing and prospective was completed. However, under the 2013 School Organisation Code a regulated alteration such as a change in the language category of a school requires a proposal to be published to formalise arrangements. The Authority was therefore required to complete a statutory consultation process which was completed in the Autumn Term 2015.

In accordance with County Council's instructions, in October 2015 a consultation document (attached) was produced and distributed to identified interested parties with regard to the following proposal:

- To change the language category of Ysgol Bro Myrddin School to Welsh Medium (WM) (as laid out in the consultation document) from September 2016.

As part of the consultation process consultees were invited to forward their observations or any comments they wished to make in relation to the proposal to the Council.

Following the formal consultation period, a consultation report (attached) which summarised all of the observations received and the Local Authority's responses to these observations was presented to the ECS Scrutiny Committee, Executive Board and ultimately to the County Council for decision of whether or not to publish a statutory notice to implement the proposal.

In March 2016 approval was given by the County Council for the publication of the Statutory Notice. The Statutory Notice (attached) was published on 13th April 2016. The notice provided objectors with 28 days in which to forward their objections in writing to the Council. The Statutory Notice period ended on 10th May 2016. A total of 2 objections were received to the Statutory Notice.

The attached Objection Report which summarises the objections received by stakeholders, will be presented to the Executive Board and ultimately the County Council for their consideration.

This provides ECS Scrutiny Committee and Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

Should County Council agree to implement the proposal, the language category of Ysgol Gyfun Gymraeg Bro Myrddin will change from category Bilingual 2A to category Welsh medium from 1 September 2016.

Recommendation: That the Education & Children Scrutiny Committee recommend to the Executive Board the implementation of the proposal as laid out in the Statutory Notice.

DETAILED REPORT ATTACHED?	YES <ul style="list-style-type: none">• Consultation Document• Consultation Report• Statutory Notice• Objection Report
----------------------------------	--

IMPLICATIONS

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

Signed: **Gareth Morgans** **Chief Education Officer**

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

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

2. Legal

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

3. Finance

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

CONSULTATIONS

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

Signed: Gareth Morgans Chief Education Officer

1. **Local Member(s)** – Local members were notified of the Statutory Notice Period
2. **Community / Town Council** – Community and Town councils were notified of the Statutory Notice Period.
3. **Relevant Partners** – Other relevant partners were notified of the Statutory Notice Period.
4. **Staff Side Representatives and other Organisations** – The following staff side representatives and other organisations were notified of the Statutory Notice Period.

Staff (Teaching and Ancillary) Ysgol Gyfun Gymraeg Bro Myrddin	Governors and Parents / Guardians Ysgol Gyfun Gymraeg Bro Myrddin
Staff (Teaching and Ancillary) feeder primary schools	Governors and Parents / Guardians feeder primary schools
Carmarthenshire Children's Partnership	Carmarthen Community Councillors
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	National Union of Teachers (NUT)
Association Of Teachers & Lecturers (ATL)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (ASCL)	GMB Union
UNISON	Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Carmarthen Town Council	Coleg Sir Gâr
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	RHAG (rhieni dros addysg Gymraeg)

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

THESE ARE DETAILED BELOW

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Planning School Places – Primary Schools – The Way Forward	www.carmarthenshire.gov.uk – the County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan	www.carmarthenshire.gov.uk – Education and Learning – Useful Links
Modernising Education Provision Timeline/Rollout:	www.carmarthenshire.gov.uk – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable	www.carmarthenshire.gov.uk – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme	www.carmarthenshire.gov.uk Executive Board – 31/05/05
School Organisation Code	http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en
MEP Annual Report 2013/14 and Programme 2014/15	http://www.carmarthenshire.gov.uk County Council Agenda 14 th January 2015
Strategic Outline Programme 21 st Century Schools	Strategic Outline Programme 21st Century Schools
Carmarthenshire’s Welsh in Education Strategic Plan 2014-2017	http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx
Consultation Document Consultation Report Statutory Notice	http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/secondary-schools/bro-myrrdin/
Bro Myrddin – Proposal (Stage 2) Language Category Change – E&C Scrutiny Committee (21st January 2016)	Agenda / Minutes: http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MId=255&Ver=4
Bro Myrddin – Proposal (Stage 2) Language Category Change – Executive Board (22nd February 2016)	Agenda / Minutes: http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&MId=346&Ver=4

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DEPARTMENT FOR EDUCATION & CHILDREN

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

YSGOL GYFUN GYMRAEG BRO MYRDDIN

CHANGE IN LANGUAGE CATEGORY FROM CATEGORY 2A TO CATEGORY WM

CONSULTATION DOCUMENT

Robert Sully
Director of Education & Children's Services



Safeguarding Children and
Improving Education Standards for All

School Modernisation Section

Simon Davies, School Modernisation Manager (tel. 01267 246471)

Status of Document : Final

If you require this information in large print,
Braille or on audiotape please contact the
Department for Education & Children
01267 246471

Version History

Version	Comments	Date
0.1	Initial draft for consideration	03/03/15
0.2	Further amendments to initial draft	05/05/15
0.3	Further amendments to the second draft following the consultation meetings	15/06/15
0.4	Further amendments to the third draft following the consultation meetings	18/06/15

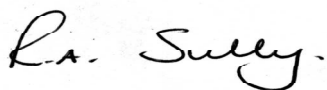
Foreword

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

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

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

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



Robert A Sully
Director of Education & Children's Services

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1. Introduction

It is the intention of Ysgol Gyfun Gymraeg Bro Myrddin to proceed naturally to change the language category of the school from September 2016. To coincide with the Welsh in Education Strategic Plan for Carmarthenshire, the schools wish is to move along the language continuum responding to the Council's plan to increase the provision of Welsh medium education in the county.

The aim of this document is to facilitate the consultation process by explaining the choice preferred by the Authority for Ysgol Gyfun Gymraeg Bro Myrddin.

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

It is intended that the formal changes be implemented as from the beginning of the Autumn Term 2016.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response Pro-forma included in **Appendix C** on page 24 of this document for any response.

2. Background

Ysgol Gyfun Gymraeg Bro Myrddin is currently a Category 2A Bilingual school. The description in Carmarthenshire's Welsh in Education Strategic Plan of category 2A is *'At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.'* The County and the School wish to change the category to category WM Welsh Medium. The description of a category WM school is *'All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects.'*

In recent years the school has moved along the language continuum naturally in accordance with Carmarthenshire's Welsh in Education Strategic Plan 2014-17 as defined by Welsh Government. At present there are no pupils studying Mathematics in English in years 7 to 10 and only one group of pupils have chosen to study science in English in year 7. The change has occurred organically over a period of years and it is sensible, therefore, to proceed further by establishing the first WM category secondary school in Carmarthenshire.

2.1 Numbers

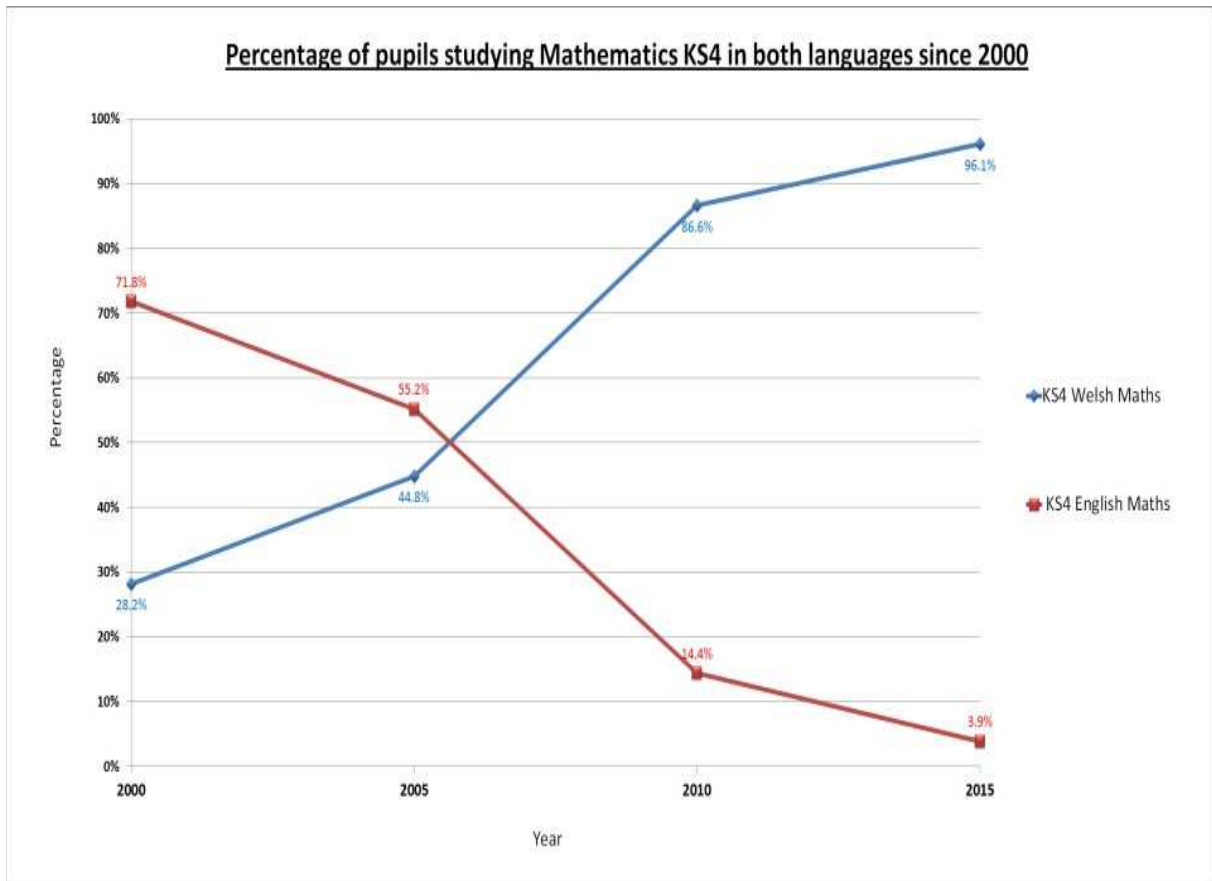
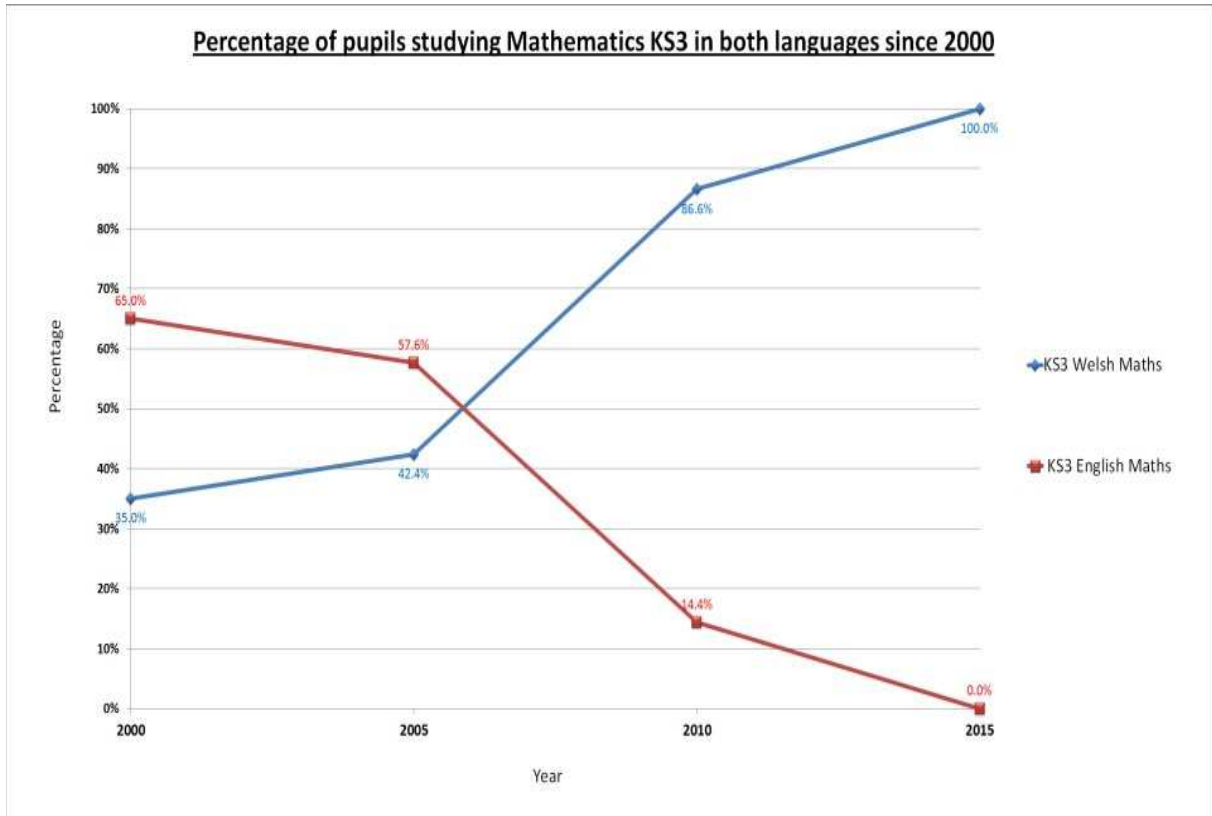
The table below notes the number of pupils currently studying Mathematics and Science through the medium of Welsh and English.

	Maths		Science	
	Welsh	English	Welsh	English
7	137	0	107	30
8	159	0	105	54
9	128	0	88	40
10	132	0	84	48
11	121	10	77	44
12/13	46	33	48	58

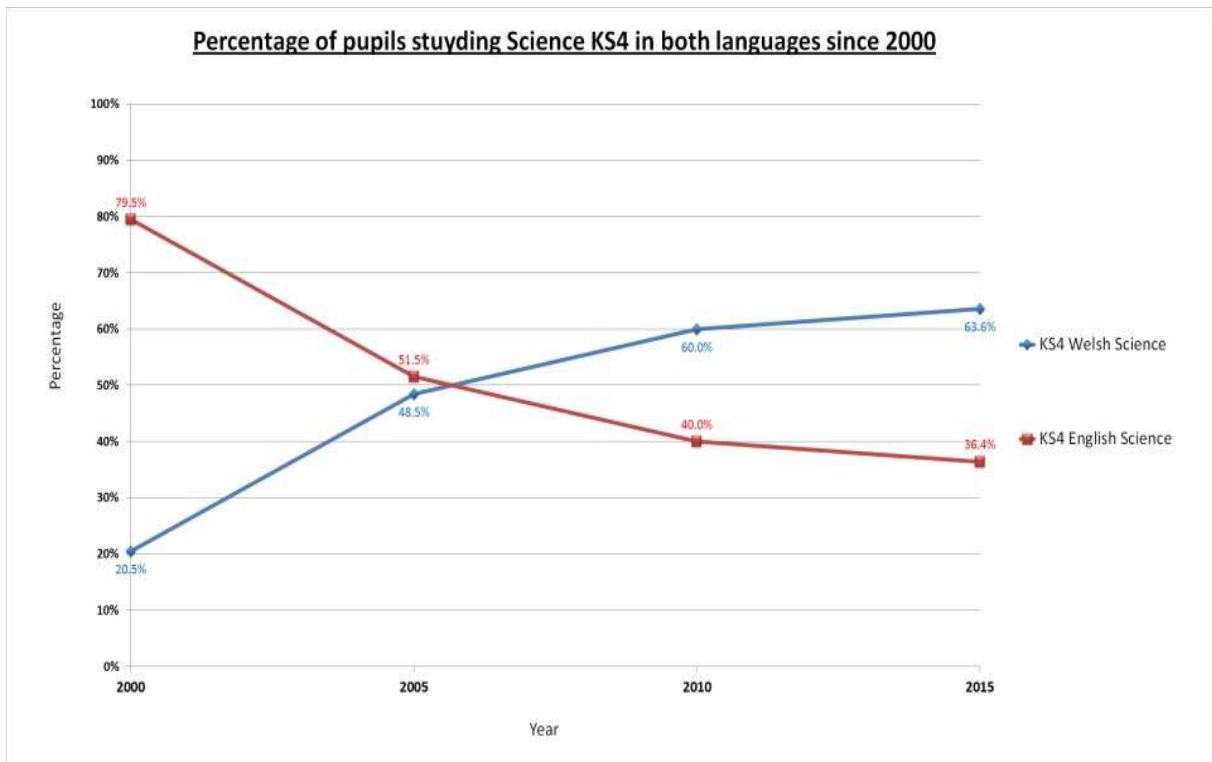
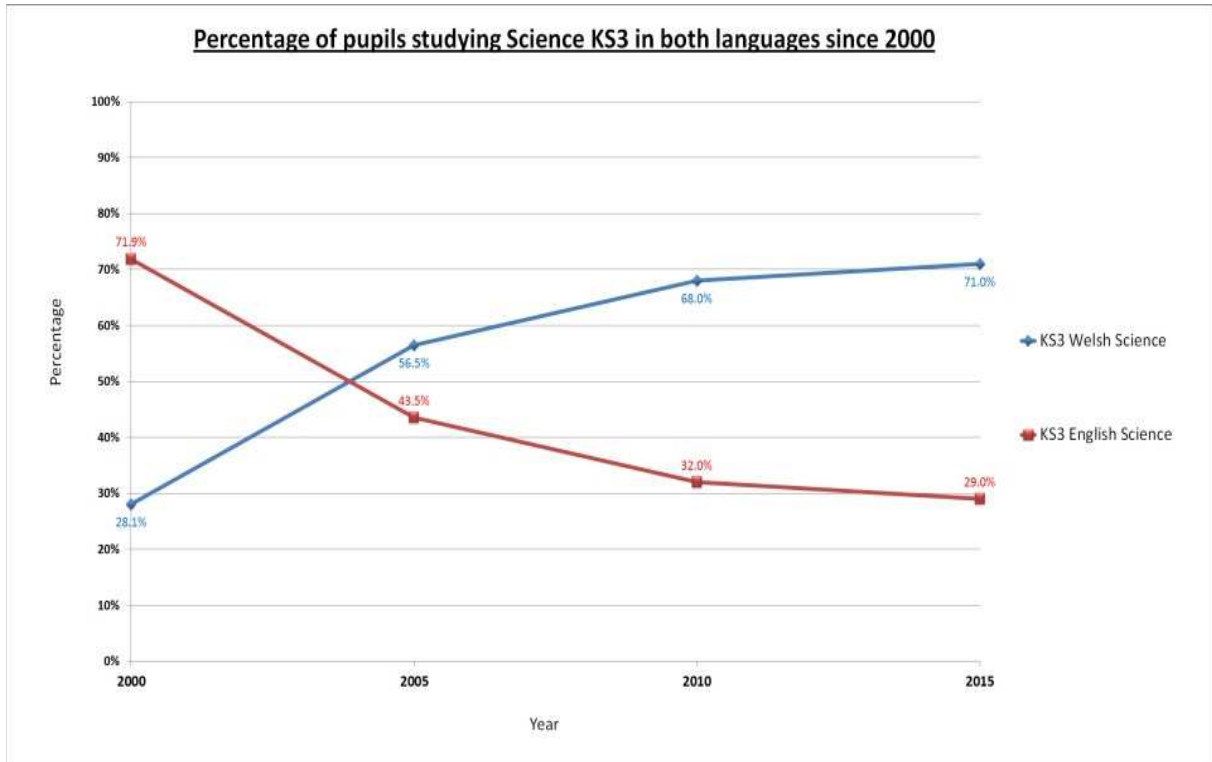
The change is clearly visible above and this is proof that the demand from parents for the provision of subjects in English has been reduced.

The graphs on the following pages show the change that has happened over the years since 2000 regarding the percentage of pupils who have decided to study Mathematics and Science through Welsh and English.

Mathematics since 2000



Science since 2000



Over a period of 15 years, therefore, the percentage who have chosen to follow courses in English has gradually fallen in a completely organic way, through the choice of parents and pupils.

2.2 Standards

The table below shows the results at the end of KS4 of both subjects in both languages over the past three years.

	2014		2013		2012	
	Welsh	English	Welsh	English	Welsh	English
Mathematics CA4 – A* - C %	80.4	41.7	81	63	85.8	52.6
Science CA4 – A* - C %	78.9	78.7	81.1	77.2	89.5	81.9

The success percentages show that pupils of Ysgol Gyfun Gymraeg Bro Myrddin perform better when they study subjects through the medium of Welsh rather than English. This is further proof that changing the category will ensure keeping the high standards that have been seen in recent years. Our English GCSE language results, which are higher than local and national percentages, also show that there is no need for concern.

2.3 Alternative Options considered

In deciding on the preferred option, the following options were considered:

2.3.1 The current situation – to maintain the school in its current form.

As organic change has been demonstrated in the school during the last fifteen years, it is the duty of the authority to consider this and to act on the recommendations of the Welsh in Education Strategic Plan for Carmarthenshire 2014-2017. The recommendations made in the document is that the County Council support any Secondary school wishing to move along the continuum to ensure the growth of Welsh medium education in the County. To maintain the current situation in Ysgol Gyfun Gymraeg Bro Myrddin would not be considered an appropriate choice given the vision of the County Council.

2.3.2 Changing the school language category to WM

Given the evidence and subject data it is both sensible and reasonable for the school to proceed in changing the language category to WM.

2.4 The impact of the proposal on governance and powers of the governing body in relation to policies and admission arrangements.

The proposal would not affect governance.

2.5 The impact of the proposal on the staff

The Mathematics and Science teachers of Ysgol Gyfun Gymraeg Bro Myrddin are first class practitioners, which ensure consistently excellent results in external examinations. They are fully committed to their work and the two departments are confident in teaching through the medium of Welsh. In addition the two departments are completely convinced that teaching should be through the medium of Welsh only, in order to maintain and improve standards within the departments. Teaching through the medium of Welsh only is already happening in the Mathematics department and the excellent results, which are better than those of the County, the school family and Wales are proof that teaching in only one language is certainly beneficial. Both departments believe that the teaching of the subjects in only one language is fairer to pupils and the department. Furthermore, at a time when concerns are expressed about the work life balance of teachers, the development of learning resources in both Welsh and English adds to the pressure of work.

2.6 The proposed provision

The proposal is that from 1st September 2016 all pupils joining Ysgol Gyfun Gymraeg Bro Myrddin will be taught through the medium of Welsh in all subjects except English. Pupils currently on the school roll will be completely unaffected by the changes. In the following years, that is, 2017, 2018 and so on, teaching through the medium of Welsh will move upwards through the school.

Under the new system, Welsh will be the medium of teaching and learning in Mathematics and Science, but a glossary of terms and subject vocabulary in both English and Welsh will be provided. Resources, books and information technology in English, in addition to Welsh will be used regularly, in order to enrich the language, mathematical and scientific development of pupils. In fact, it is a model of bilingual teaching that is being described.

The following leaflet details the format that is already used by the Mathematics Department in the last five years and the Science Department in the last year. Each 60 minute lesson will be organized using the same format in the two subjects. For the first 6 minutes, there will be a presentation in Welsh and English of all the mathematical and scientific terms and concepts used during the lesson. For the following 48 minutes, Welsh will be the main medium of the lesson in terms of teaching and learning. At the end of the lesson, for a period of 6 minutes, there will be a bilingual summing up to ensure that all pupils have understood the content of the lesson. This will ensure that all pupils will be able to discuss the subject through both languages. Furthermore, this model will be a means by which to develop completely bilingual pupils, by ensuring that they are confident in both languages. In terms of this method, a strong element of the purposeful concurrent use of language will exist and pupils will consider the subject matter in both languages, and this will serve to reinforce their understanding of mathematical and scientific concepts.

Cyfrwng addysgu a dysgu Mathemateg a Gwyddoniaeth i ddisgyblion Blwyddyn 7-Medi 2015

YSGOL GYFUN GYMRAEG

BRO MYRDDIN

WELSH COMPREHENSIVE SCHOOL

Subject : Medium of teaching and learning Mathematics and Science for Year 7 pupils - September 2015

Mae'r Pennaeth a'r Corff Llywodraethu wedi sicrhau bod addysgu a dysgu Mathemateg yn digwydd yn ôl y patrwm canlynol ers mis Medi 2008. Mae'r un patrwm wedi ei fabwysiadu ar gyfer y gwersi Gwyddoniaeth ers mis Medi 2014


The Headteacher and the Governing Body have ensured that the teaching of Mathematics conforms to the following pattern since September 2008. The same pattern has been adopted with Science since September 2014

Mae pob gwrs 60 munud yn cael ei threfnu yn union fel hyn :

All 60 minute lessons will be arranged according to the following pattern :

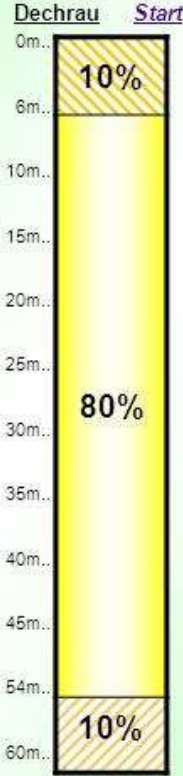
Am y 6 munud cyntaf. Cyflwyniad dwyieithog yn Gymraeg ac yn Saesneg o'r holl dermau a'r cysyniadau mathemategol a gwyddonol a ddefnyddir yn y wers.

48 munud Cymraeg fydd prif gyfrwng y dysgu a'r addysgu.



Am y 6 munud olaf, diweddsglo dwyieithog. Cyfnod o asesu er mwyn gwneud yn siŵr bod pob plentyn wedi deall cynnwys y wers.


Dechrau *Start*



Gorffen *Finish*

For the first 6 minutes. A bilingual introduction in Welsh and in English of all the terms and mathematical and scientific concepts to be used in the lesson.

48 minutes Welsh will be the main language of teaching and learning.



For the final 6 minutes, a bilingual conclusion. A period of assessment to make sure that every pupil has understood the content of the lesson.

2.7 School Standards

As part of a national programme of school inspections, Estyn commissions a review of each school. The latest inspection took place in December 2009 and consultees can read the findings, either on the Estyn website: www.estyn.gov.uk or can request a copy from the Local Authority (there may be a charge for photocopying).

The school has been exemplified on several occasions as an example of good practice by Estyn in recent publications. In 2013 a case study from the school was used to show good practice in teaching mathematics at Key Stage 4. Subsequently, another scheme by the Mathematics department was identified under *Signposts To Best Practices - a whole school commitment and innovation = better school skills* – as an example of good practice. Good practice in the school was also identified in the document *Numeracy for Learners 14-19* (see copy of all documents on the Estyn website).

The school standards have been consistently high in recent years and in order to maintain and improve these standards we believe that moving the school to Category WM is the natural step.

It is the unanimous desire of the Governing Body to drive the agenda forward in order to raise standards further.

2.8 National School Categorisation System

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

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

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

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

The table below summarises the data for Ysgol Gyfun Gymraeg Bro Myrddin.

National School Categorisation System – Data 2014

School	Standards Group	Improvement Capacity	Support Category
Ysgol Gyfun Gymraeg Bro Myrddin	2	B	Yellow

3. The Proposal

3.1 Rationale for Change

Ysgol Gyfun Gymraeg Bro Myrddin has seen a huge increase in pupils choosing to study Mathematics and Science through the medium of Welsh. As previously stated, there are no pupils from year 7 to 10 studying Mathematics in English and only 10 pupils studying Mathematics in English in year 11. In Science 75.2% of students have chosen to study the subject through the medium of Welsh in years 7 to 11. It is, therefore, a natural step to proceed towards teaching all subjects through the medium of Welsh from September 2016 for year 7 only, and continuing to offer the same option for Year 7 pupils in September 2017, 2018 and so on.

Establishing only Welsh medium groups will ensure that pupils are placed in groups of the same ability and, therefore, this would be academically advantageous. These groups would reflect the ability of pupils across the whole cohort rather than just across the teaching medium. English language sets are more likely to include pupils of mixed ability and hence a pupil may be disadvantaged.

3.2 The Benefits of Bilingualism

We know now, from the research carried out by educators in many countries in the world, that bilingual children are more able and are more flexible in their use of language. Furthermore, less able children do not suffer in any way by receiving their education mainly in Welsh. We also know that children who have two languages can learn other languages more easily, can take full advantage of living in a bilingual community and possess a tangible qualification in order to compete in the market for jobs. In addition, great emphasis is placed on bilingualism in the competition for jobs and apprenticeships locally here in Carmarthenshire.

Children with two languages tend to do better in the curriculum and their performance is slightly better in tests and examinations - this is shown in research into bilingual education systems in countries as far apart as Canada, United States of America, the Basque Country, Catalonia and Wales. Analysis of examination results in Wales shows us that the performance of children being taught in Welsh medium schools is consistently higher than that of their counterparts in English medium schools.

3.3 Nature of Welsh education in secondary schools

The nature of Welsh medium Secondary education is different from the primary school where children are immersed in Welsh in order to lay firm foundations for the future. The English language has a prominent place in the education and social life of children of secondary school age and this builds on the solid foundation provided in primary school and extends the use of both languages. Welsh medium teaching in the secondary school makes great use of the English language e.g. by introducing terms, books, television programmes and computer programs, and the children develop their understanding and bilingualism at the same time. Examination Boards will ensure during external examinations that a copy of every English examination paper will be available and translations are given of any unusual terms.

3.4 Higher Education

Historically there has been concerns that the study of Science and Mathematics in Welsh hinders access to higher education, especially in England. No proof of that exists. Many of Bro Myrddin's former pupils who are doctors, vets and dentists have studied science at the school through the medium of Welsh. Every year, pupils from Welsh Medium schools such as Glantaf, Plasmawr, Bro Morgannwg, Llanhari, Y Cymer, Morgan Llwyd, Rhydywaun and Gartholwg enter universities in England and Wales to study medical courses, and there is no proof that the fact that they have received their education through the medium of Welsh only has ruined their chances.

3.5 Costs

The Authority does not provide any additional funding to allow the school to offer subjects through two languages. Offering courses in Welsh only would save money in terms of staffing in the Science Department in particular and release members of that department to assist with other aspects of the curriculum at no additional cost to the school. Significant funding cuts are on the horizon and the need to provide Welsh and English medium classes is not cost-effective.

3.6 Assessment of the impact on the Welsh language

Please refer to **Appendix A** for further information on the Welsh language impact assessment.

3.7 Assessment of Impact on the Community

It is not anticipated to impact on the Community since Ysgol Gyfun Gymraeg Bro Myrddin already play an important part in the community and there would be no change in this.

3.8 Equality Impact Assessment

Please refer to **Appendix B** for further information on the equality impact assessment.

4. Consultation and the Statutory Process

4.1 Consultation Process.

The consultation on this proposal will follow the guidelines established by the Welsh Government.

4.2 Who will be consulted?

This document will be sent to the following interested parties

Staff (Teaching and Ancillary) Ysgol Gyfun Gymraeg Bro Myrddin	Governors and Parents / Guardians Ysgol Gyfun Gymraeg Bro Myrddin
Staff (Teaching and Ancillary) feeder primary schools	Governors and Parents / Guardians feeder primary schools
Carmarthenshire Children's Partnership	Carmarthen Community Councillors
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	National Union of Teachers (NUT)
Association Of Teachers & Lecturers (ATL)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (ASCL)	GMB Union
UNISON	Neighbouring Primary and Secondary schools in Carmarthenshire
Diocesan Director of Education	
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Carmarthen Town Council	Coleg Sir Gâr
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	RHAG (rhieni dros addysg Gymraeg)

4.3 Consultation Period

There will be a period from 19th October 2015 to 4th December 2015 when you can express your views.

You can express your views by writing a letter or alternatively completing the attached response form in **Appendix C** which should be received by the Director of Education and Children's Services (Mr. R. A. Sully) by no later than noon on 4th December 2015, at the following address:

Mr R A Sully, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB

Or E-mail to: DECMEP@carmarthenshire.gov.uk

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

4.4 Consultation with pupils

There will be an opportunity for the pupils of Ysgol Gyfun Gymraeg Bro Myrddin to participate in the consultation process during a session which will be conducted at the school. The information gathered from the consultation will form part of the consultation report which will be submitted to the County Council for consideration following the formal consultation period.

4.5 Considering Your Views

Within 13 weeks of 4th December a consultation report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal.

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

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

4.6 Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted in the named and neighbouring schools within the locality. Copies of the notice will be made available to the school to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email).

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

4.7 Determination of Proposal

The 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.

4.8 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.

4.9 The Statutory Process Time-Table

The statutory process and timetable will be as follows:-

October 2015	Issue of this consultation document to identified and other interested parties.
December 4 th 2015	Closing date for views on the proposal to be received by the Department for Education & Children.
April 2016	<p>Within 13 weeks of 4th December 2015 a Consultation Report will be taken to County Council and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and neighbouring schools within the locality. 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>
May 2016	End of formal 28 day notice period for objections. County Council will determine the proposal. County Council may decide to approve, reject or approve the proposal with modifications, in doing so County Council will take into account any statutory objections that it received.
July 2016	<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. Conclusion

Given all the points raised in this document, we must realize that the change is already happening. Many pupils are already studying Science in Welsh in primary schools, it is therefore a natural step to continue with the language of study in secondary school. The terms will not be taught through one language only but the 'bilingual model' will be developed further - a model that all children will benefit enormously from.

This is an opportunity, therefore, to lead the way in Carmarthenshire and West Wales and for Bro Myrddin to create history by establishing the first Welsh school in Carmarthenshire.

6. Appendix A – Welsh Language Impact Assessment

As already stated, at the moment, the language category of the school is 2A. However, the description of the 'Language of School' as set out on page 56 of the Authority's Welsh in Education Strategic Plan is a description of a category WM school – *'Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and for the school's administration. The school communicates with parents in both languages.'* There is a marked contrast between this and the description 'Language of School' identified in describing a category 2A school: *'The day to day language or languages of the school will be determined by its linguistic context. Both languages are used to communicate with pupils and for the school's administration.'* Certainly, Bro Myrddin School is already in the WM category based on 'Language of School'.

English language lessons (Mathematics, Science and English) contribute 36% of the curriculum for pupils at Key Stage 3, between 44% and 54% at Key Stage 4 and up to 79% at Key Stage 5. This may undermine the ability of the individual to develop to be a natural and confident bilingual speaker across all areas of study, as well as setting a precedent that it is too difficult and not suitable to study some subjects through the medium of Welsh. Arguably, this also undermines the Welsh ethos of the school.

Moving the school along the language continuum reflects the aspirations of the Council and those of the Welsh Government, as have been identified in the Welsh Medium Education Strategy, School Effectiveness Framework, Carmarthenshire Council's Language Policy and Integrated Community Strategy. It is the Council's intention, as stated in the Welsh in Education Strategic Plan 2014-17, to increase the provision of Welsh medium education in Carmarthenshire. Changing the school's language category would ensure that.

7. Appendix B – Equality 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

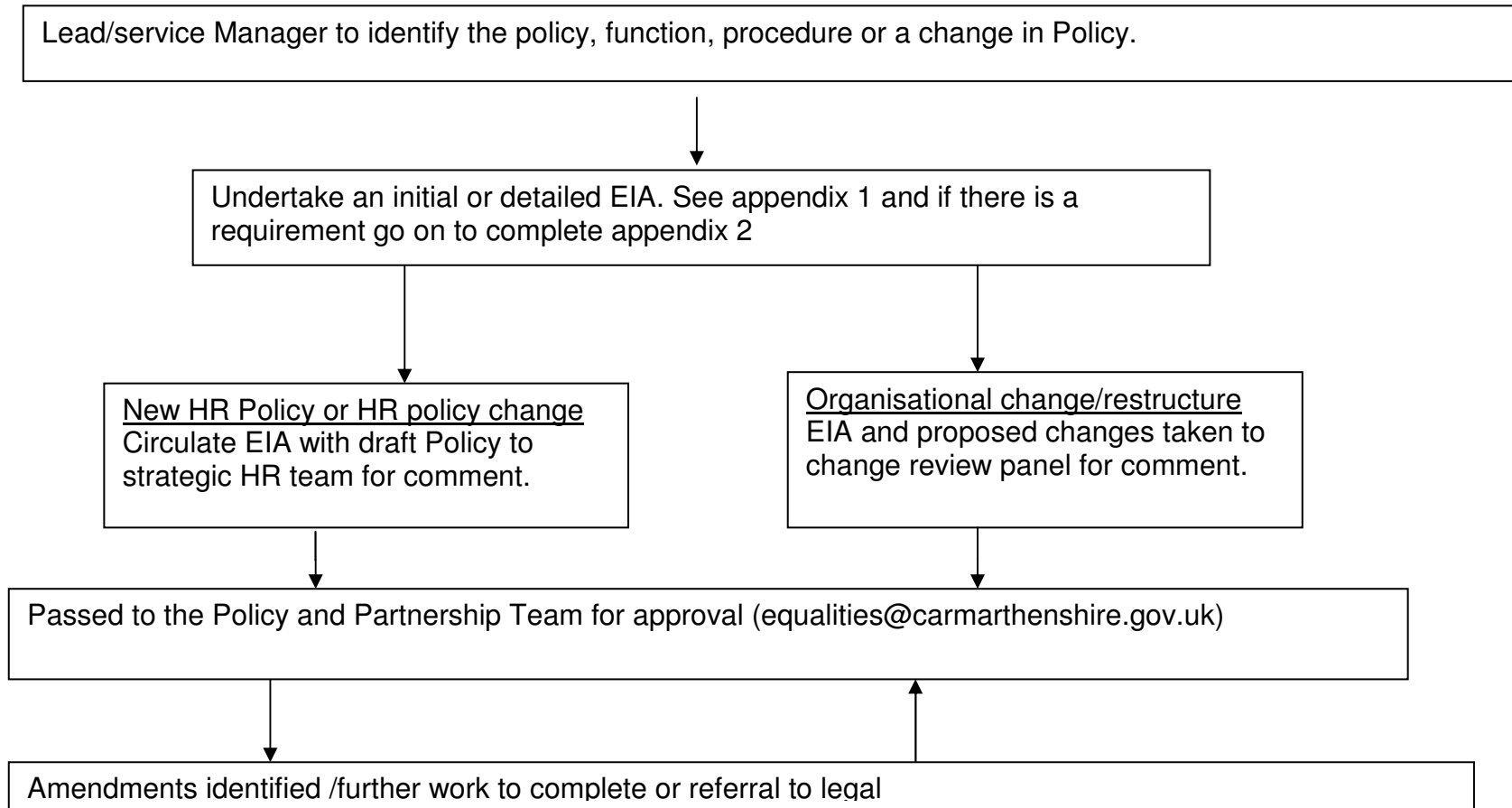
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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): Sharon James	Date of initial assessment: March 2015 Revision Dates: N/A
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	YSGOL GYFUN GYMRAEG BRO MYRDDIN CHANGE IN LANGUAGE CATEGORY FROM CATEGORY 2A TO CATEGORY WM	
Is this existing or new function/policy, procedure, practice or decision?	Change in Language Category 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 • Welsh Government Guidance – School Organisation Code 2013 • PLASC Data 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	It is the Authority's proposal to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from category 2A to category WM.		
The Public Sector Equality Duty requires the Council to have "due regard" to the need to:-	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate 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? N/A

(1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	M	Risk Neutral		
	Disability	M	Risk Neutral	There are currently 16.4% of pupils with additional learning needs at the school, there will be sufficient support available to these pupils through the medium of Welsh.	
	Gender reassignment	N	Risk Neutral		
	Race	N	Risk Neutral		
	Religion/Belief	N	Risk Neutral		
	Pregnancy and maternity	N	Risk Neutral		
	Sexual Orientation	N	Risk Neutral		
	Sex	N	Risk Neutral		
Welsh language	M	Risk Neutral	As part of the proposal the language category of the school will be changed to WM 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) 2014 – 2017	
	Any other area	N	Risk Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics? YES Informal and formal consultation will be undertaken as stated in Welsh Government guidance, School Organisation Code (2013).
NO

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that parents, staff and governors are fully informed at each stage of the consultation.

7. Procurement
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A

8. Human resources
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? No implications to staffing

9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2) YES NO

Approved by: Head of Service **Gareth Morgans** **Date:** June 2015

Detailed Equalities Impact Assessment Template

Appendix 2

Department:	Please see initial impact assessment
Completed by (lead):	
Date of Detailed assessment:	
Area to be assessed: (<i>Policy, function, procedure, practice or a financial decision</i>)	Please see initial impact assessment
Is this existing or new function/policy/Procedure/practice	Please see initial impact assessment

1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit.	Please see initial impact assessment
2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment. (This must include relevant data used in this assessment)	

3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment? (please provide details, who and how consulted)				
4. What is the actual/likely impact?				
5. What actions are proposed to address the impact? (<i>The actions needs to be specific, measurable and outcome based</i>)	What are we going to do	Who will be responsible	When will it be completed	How will we know we have achieved our objective
6. How will actions be monitored?				
Approved by: Head of Service			Date:	

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Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -
Policy & Partnership Team
Chief Executive's Department
01267 22(4914) / (4676)
equalities@carmarthenshire.gov.uk

Please send a copy of the assessment to the above e-mail address upon completion.

8. Appendix C – Response Pro-forma

Please provide us with your comments on the proposal regarding the future language category of Ysgol Gyfun Gymraeg Bro Myrddin.

Your comments:

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

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

Signature _____

Print Name _____

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

Address _____

Postcode _____

Date _____

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

Please detach this form and return to: Mr. R. A. Sully, Director – Department for Education and Children, Building 2, St David’s Park, Jobs Well Road, Carmarthen. SA31 3HB or E-mail to DECMEP@carmarthenshire.gov.uk no later than **4th December 2015.**

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CONSULTATION REPORT

Ysgol Gyfun Gymraeg Bro Myrddin

Appendix A

List of Respondents to the Consultation Document

Bro Myrddin Observation Received List

Number	Name	Position/Category of Respondent
1.1	Eleri MacRae	Staff Member
1.2	Tim Hayes	Staff Member
1.3	Cllr. Jeff Thomas	Councillor
1.4	Beti-Wyn James	Parent/Governor
1.5	M E Madoc-Jones	Parent
1.6	Cllr Peter H. Griffiths	Governor
1.7	Meinir McLellan	Governor
1.8	Gary Evans	Future Parent
1.9	Helen Evans	Future Parent
1.10	Robert Alun Charles	Governor
1.11	L. Davies	Staff Member
1.12	Adrian Williams	Staff Member
1.13	Steffan Davies	Staff Member
1.14	Morwen Hughes	Staff Member
1.15	Hywel Gwyn Jones	Staff Member/Parent
1.16	James Henshaw	Staff Member
1.17	M. Davies	Staff Member
1.18	A E Roberts	Parents
1.19	Luned Davies	Staff Member
1.20	Bethan Jenkins	Staff Member
1.21	Judith Roberts	Staff Member
1.22	Meleri Llwyd-O'Leary	Parent
1.23	Lynwen Roberts	Parent

1.24	Iona Llyr	Parent
1.25	Cefin & Mari Campbell	Parents
1.26	Catrin Griffiths	Youth Worker
1.27	C S Jones	Bursor
1.28	Glesni Davies	Receptionist
1.29	Glenys Thomas	Governor
1.30	Iola Wyn	Parents
1.31	Elaine Edwards	Deputy Head, Y Dderwen
1.32	Dylan Evans	Headteacher, Y Dderwen
1.33	B. Morgan	Ysgol Y Dderwen
1.34	Sian Evans	
1.35	I R Evans	Curriculum Assistant
1.36	Mererid Hopwood	Past Parent
1.37	Eleri Beynon	Parent
1.38	John Beynon	Parent
1.39	Ffion Page	Staff Member
1.40	Meinir Jones	Headteacher, Llanddarog
1.41	W. Huw Davies	
1.42	Nia Lewis	Lesson Supervisor
1.43	Angharad Lewis	Doctor
1.44	Gwenan Morgans-Free	Staff Member
1.45	Gwennan Jones	Future Parent
1.46	A. Baggott	
1.47	Ann Loughran	Governor
1.48	Catrin Pritchard	Staff Member

1.49	Zelda Williams	Staff Member
1.50	Owen Rhys	
1.51	Cllr. Gareth Jones	Governor
1.52	Llio Dyfri Jones	Parent
1.53	Gwlym Dyfri Jones	Parent
1.54	Rhiannon Mathias	Abernant Community Council
1.55	Marlene Jones	Parent
1.56	Geraint Roberts	Past Parent
1.57	Rhiannon Roberts	Past Parent
1.58	Esyllt Davies	Past Pupil
1.59	Lynda Davies	Past Parent
1.60	D. Elfed Davies	Past Parent
1.61	Gethin Page	Past Pupil
1.62	Alwen Haf Owen	Staff Member
2.1	Joanna D. E. Rees	
3	Helen Proctor	Parent
4	Bethan Williams	Parent
5	Rhian Carruthers	Staff Member
5.1	Lonwen Bowen	Staff Member
5.2	Sian Thomas	Staff Member
5.3	Dr. Llinos Jones	Staff Member
5.4	Meinir Richards	Staff Member
5.5	Gethin Evans	Staff Member
5.6	Hannah McAvoy	Staff Member
5.7	L Griffiths	Parent

5.8	Tracy Jenkins	Staff Member
5.9	John Norgrove	Staff Member
6.1	Rhian Williams	Staff Member
7.1	Betsan & Timothy Bowen	Parents
7.2	Abi Thomas	Parent
7.3	Anonymous	
8.1	John Greville	Past Parent

Appendix B

**Summary of observations received following publication of the Consultation Document
and Local Authority related responses**

CATEGORY	OBSERVATION	RESPONSE
No. 1	<p>Proposed Language Category Change of new School</p> <p>1.1 Fully Supportive of changing to Language Category WM</p> <p>1.2 I welcome the Authority's decision to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin. As a teacher in the Science Department for over 20 years there's been a natural transition for pupils to learn Science through the medium of Welsh. As I've taught a number of generations in Science through the medium of Welsh, a number of the pupils have moved on to learn and work in the field Science either in Wales or Great Britain.</p> <p>1.3 I have read the consultation papers and fully support the principle of the School's wish to become the first Welsh Secondary School in Carmarthenshire. The proposal is long overdue and will, at last, follow the example set in East Wales. The reduction in the number of people speaking Welsh in Carmarthenshire makes the proposal a very timely one.</p> <p>1.4 I fully support the proposal to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin to become a fully Welsh language school.</p> <p>1.5 As a family we fully support the proposal to change the language category of the School.</p> <p>1.6 I fully support the proposal to change the language category of the school. This should have happened</p>	<p>Proposed Language Category Change of new School</p> <p>The Local Authority (LA) welcomes the large number of positive responses to the proposed change in the school's language category which is very encouraging.</p> <p>Many of the comments focus on the natural change that has already occurred gradually over the years.</p> <p>The LA welcomes the comments that emphasize that proceeding to the first Welsh Language Category 1 secondary school in Carmarthenshire is an important and historical step.</p> <p>The proposals have been prepared in response to Carmarthenshire County Council Welsh in Education Strategic Plan (WESP) and the Welsh Government's Welsh Medium Education Strategy (WMES). The Authority has also conducted a Welsh language impact assessment whilst drafting these proposals.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>

	<p>years ago. I fully support the timeline to launch these changes.</p> <p>1.7 I think changing the language category of the school is a natural step as there are only a few classes that are currently being taught through the medium of English.</p> <p>1.8 I support this change. As I understand that the majority of parents who send their children to Ysgol Bro Myrddin want their child to learn Maths and Science through the medium of Welsh. Therefore, it is a natural step to officially change the language category of the school.</p> <p>1.9 This is an exciting time for Ysgol Bro Myrddin. As a future parent I fully support this change. Changing the language category is a very natural step forward for the school. It is a very successful school with a completely Welsh ethos. I hope that Ysgol Bro Myrddin will become the first Welsh secondary school in Carmarthenshire.</p> <p>1.10 I fully support the proposal of changing the language category of Ysgol Bro Myrddin from a 2A school to a WM school.</p> <p>1.11 I fully support the proposal to change the language category of Ysgol Bro Myrddin. As a parent and a teacher at the school it's a natural step for the school to become all Welsh.</p> <p>1.12 I agree to these changes.</p> <p>1.13 Brilliant opportunity for the school to develop into</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>a WM school. I fully support this change.</p> <p>1.14 Fully support this change.</p> <p>1.15 As a parent to two pupils at the school I'd like to confirm that I support this proposal to change the language category of the school.</p> <p>1.16 Fully support the change,</p> <p>1.17 This will be excellent news. Fully support the change.</p> <p>1.18 Fully support the proposal of changing the language category of Bro Myrddin. It will encourage the Welsh ethos outside of the classroom and will give the language a higher status within the school. I'm now eager for my children to attend the school.</p> <p>1.19 I fully support the proposal to change the language category of Bro Myrddin.</p> <p>1.20 We as a family are very happy with the proposal to change the language category of the school.</p> <p>1.21 This is the perfect opportunity to make these changes.</p> <p>1.22 I fully support these changes.</p> <p>1.23 This is a natural step forward for the school. I strongly support these changes.</p> <p>1.24 Increasing the provision of Welsh in the school is a completely natural step forward. Bro Myrddin is a</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>successful school who want to develop and move along the language continuum. In my opinion there are no disadvantages with this proposal.</p> <p>1.25 We fully support the proposal to change the language category of the school This will be a natural step for the school that have now only a few pupils choosing to study Maths and Science through the medium of English. This change will prove that you don't have to study Maths and Science through the medium of English for you to succeed academically. I would like to congratulate the governors of the school to making this decision to change the language category of the school and for the County Council for their support.</p> <p>1.26 I fully support the proposal to change the language category.</p> <p>1.27 Fully support.</p> <p>1.28 Fully support.</p> <p>1.29 I fully support that the school should change their language category. It will be a natural step and it will also help save money for the school.</p> <p>1.30 We fully support this proposal. We believe that a Welsh language school is a more sensible option as it saves time for administration and resources for the school. The need for this change has been at the school for many years. It might be a small step for the school but a very important step.</p> <p>1.31 I support the proposal to change the language</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>category of the school as I feel it's a natural step for the school.</p> <p>1.32 Changing the language category of the school is a natural step. This will confirm the status of the school and I fully support the change.</p> <p>1.33 This will develop the pupil's language skills even further and I fully support the change.</p> <p>1.34 As a past parent, I fully support the change.</p> <p>1.35 Fully support</p> <p>1.36 It's a pleasure to see the staff of the school support this change. This is the kind of leadership that's needed to support and encourage our pupils to continue with the highest of education. This policy sees the true potential of both languages. I fully support this proposal.</p> <p>1.37 The evidence that was submitted during the consultation period shows the need to change the language category of the school.</p> <p>1.38 I support the school's application to change its language category.</p> <p>1.39 I fully support the language change of the school where all subjects will be taught through the medium of Welsh. This will encourage the pupils to use more Welsh outside the classroom. Without a doubt this is the correct step forward to the school.</p> <p>1.40 I would like to support this process of changing</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>the language category of the school. As a former pupil, I feel this change is long overdue as there are plenty of sectors in the town of Carmarthen to provide English provision to these pupils if needed.</p> <p>1.41 The image of bilingual education has increased over the years and in my opinion now is the right time for this language change to happen at the school.</p> <p>1.42 This is the change to put Carmarthenshire and Bro Myrddin on the map. If these changes happen, pupils will attend Bro Myrddin for the right reasons.</p> <p>1.43 I fully support the change.</p> <p>1.44 I fully support these changes. It will encourage the Welsh ethos outside the classroom and pupils will attend the school for the right reasons.</p> <p>1.45 I believe this proposal is a step forward for the school. It will strengthen the use of the language during their day-to-day work.</p> <p>1.46 I believe this is a step forward for the school and I fully support the change.</p> <p>1.47 I fully support the change. I believe it is very important that all subjects be taught through the medium of Welsh only in the school. This gives the pupils the best opportunity possible for developing their bilingual skills in every field. As an experienced Mathematics and Physics teacher (not in Bro Myrddin) I believe it is advantageous for pupils to be able to discuss the Sciences through</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>the medium of Welsh as this develops their ability to discuss scientific and mathematical concepts.</p> <p>1.48 As I come from a non-Welsh community in the valleys, I believe it is an honour to receive your education through the medium of Welsh. I studied the Sciences through the medium of Welsh and this did not stop me studying a Scientific course outside of Wales.</p> <p>1.49 I fully support these changes because as the data shows, parental choice shows that they prefer their children to be taught through the medium of Welsh in Maths and Science and therefore it is a natural step. Studying all the subjects in Welsh will strengthen the learners bilingualism and the Welsh ethos around the school. More emphasis is now given to developing Welsh speakers in every aspect of the workforce.</p> <p>1.50 I believe that all subjects apart from English and Foreign Languages should be taught through the medium of Welsh.</p> <p>1.51 I would like to confirm my support for this change.</p> <p>1.52 I believe that this change will be a natural step forward for the school.</p> <p>1.53 I strongly support the proposal to change the language category of the school. This a natural step forward for the school.</p> <p>1.54 After giving the Consultation Document regarding the change in language category careful</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>consideration at a meeting of our Council, it was decided that Abernant Community Council support a Welsh Medium School at Bro Myrddin.</p> <p>1.55 This change has been long time coming for the school. The pupils will be able to cope fine with these changes – the problem will be with the parents.</p> <p>1.56 I support the proposal to change the language category of the school.</p> <p>1.57 I support the proposal to change the language category of the school.</p> <p>1.58 As a former pupil of the school I fully support the proposal to change the language category. Too many parents send their non-Welsh speaking children to the school because it had a ‘new building’. I believe that children should be sent to the school based on whether they speak Welsh or not outside of the classroom without difficulty; reading and writing standards in Welsh and if the child is naturally Welsh. I believe it’s better to have a small secondary school rather than a school with over 1000 pupils in it where only ¼ of those pupils speak Welsh naturally and outside of the classroom. It’s the primary school’s responsibility to support this change and for them to decide which pupils should be sent to Bro Myrddin.</p> <p>1.59 I hope this change does happen and that Bro Myrddin becomes a category Welsh school.</p> <p>1.60 I confirm I fully support the proposal to change</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>the language category of the school.</p> <p>1.61 I fully support the proposal to change the language category of the school.</p> <p>1.62 This is a natural step for the school and will encourage the Welsh ethos outside the classroom.</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
<p>No. 2</p>	<p>The pupil should have a choice</p> <p>2.1 I have been teaching in bilingual since 2005 which has been very successful. The pupils can cope with changing from one language to the next orally and in writing but the majority find it difficult. Personally I feel the option should be given to teach bilingually for GCSE and AS/A Levels. Understanding the language can determine which grade you will get. The pupils should have a choice of language.</p>	<p>The pupil should have a choice</p> <p>The consistently high examination results in Science through the medium of Welsh would not appear to support this view.</p>
<p>No. 3</p>	<p>Considering sending our child to another school if these changes happen</p> <p>3.1 We have always planned for our son to attend Bro Myrddin. He is currently in Year 6 at Nantgaredig School. However, we are seriously considering other schools as we do not want him to study the sciences through the medium of Welsh. If this does not go ahead then he will definitely attend Bro Myrddin, otherwise it is highly unlikely that we will send him there. We have spoken to a number of people about this and the majority do not believe that this would be a good thing. They have included teachers and friends/colleagues in the medical/scientific profession. I genuinely hope that this does not go ahead because as mentioned earlier, we have</p>	<p>Considering sending our child to another school if these changes happen</p> <p>Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh (EW) school in the Carmarthen area.</p>

<p>No. 4</p>	<p>always wanted him to attend Bro Myrddin.</p> <p>Unfairness of the Process</p> <p>4.1 I have to draw your attention to the unfairness of the statistical numbers the school shows. The numbers show that fewer children each year choose to do Science in English and from this concludes that fewer parents want their children to study Science in English, but the truth is that fewer parents have the option (e.g. parents of Ysgol Y Dderwen do not have a choice at all). The same for maths, there is no offer at all to study in English. I would like to know how have the school concluded that the school have 'moved naturally along the language continuum'. The numbers do not reflect the demands of the parents at all. English is the language of the scientific word, wherever in the world you live. Why are the school trying to make things more difficult to the pupils by wanting to teach science in Welsh. Shouldn't we be encouraging the pupils to strive for universities of the highest quality, that might be in England, instead of forcing them to study science in Welsh which provides another obstacle in their path. Furthermore the document doesn't show the number of children who leave each year to complete their GCSE's in English. Has thought been given to how many pupils will go to English schools in the county if these changes occur?</p>	<p>Unfairness of the Process</p> <p>The consultation document states clearly that in 2000 35% of the KS3 pupils studied Mathematics in Welsh compared to 65% in English. In 2015 100% are now studying the subject in Welsh. In KS4 28.2% studied Mathematics in Welsh compared to 71.8% in English. In 2015 96.2% study the subject in Welsh.</p> <p>In science in 2000 28.1% of the KS3 pupils studied Science in Welsh compared to 71.9% in English. In 2015 71% study the subject in Welsh. In KS4 20.5% studied Science in Welsh compared to 79.5% in English. In 2015 63.6% study the subject in Welsh.</p> <p>Since 2000 the school language policy states clearly that 'any child who has studied Maths and Science through the medium of Welsh in the primary school will also study through the medium of Welsh in the secondary.' It also states they are 'not permitted to change the medium of the teaching language within a key stage' but that it is possible to change at the end of any key stage. The policy has always been the same, however, the percentage of children deciding to study Science and Maths through the medium of English has decreased. The numbers, therefore, reflect the demands of the parents.</p> <p>The LA is satisfied that the examination results evidence that teaching Science through the medium of Welsh has improved standards.</p> <p>The school prepares students to go to universities all</p>
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<p>No. 5</p>	<p>Advantages for Change</p> <p>5.1 As the Head of the Mathematics department, the advantages I see to study the subject entirely in the Welsh Language are as follows: The pupils are able to use Welsh terms in the other subjects that have always been taught through the medium of Welsh. This will then reinforce the understanding across the curriculum. As we provide all the terms bilingually this enhances pupils' language skills. Several mathematical terms makes it easier to learn and makes more sense in the Welsh language. As everyone will be studying in the same language, it will be easier to set the pupils which will make the groups fairer to the pupils and will be possible to create smaller groups when required. When analyzing the data over a number of years, it seems that the language does not interfere with the understanding of the subject and if anything, the Welsh groups do better. A significant number of pupils choose to study the subject in A Levels and the majority now decide to do this through the</p>	<p>over the world and it is not the LAs intention to force any language on a child. Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh school in the Carmarthen area.</p> <p>In the last two years 0.7% of KS3 and KS4 pupils have transferred from the school during the academic year. There is no evidence available that suggests that these pupils have left to complete their GCSE's through the medium of English.</p> <p>Advantages for Change</p> <p>Observation noted. The advantages for change are provided in the consultation document.</p>
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medium of Welsh. A large number have also gone on to study mathematics at university, some have remained in Wales but others have gone further afield. The feedback we've received is that studying mathematics in Welsh in school has been an advantage and not a disadvantage to them. Studying all subjects of the curriculum through the medium of Welsh will reinforce the Welsh ethos of the school and also the local community.

5.2 I have been working in Bro Myrddin for over 25 years in the Science department and the increase in pupils being taught Science through the medium of Welsh has increased considerably and as a former parent and as a staff member the school sees this as a chance not to be missed. Carmarthenshire County Council will be at the forefront and Bro Myrddin will become the first all Welsh school in the county and in West Wales. This will also promote the Welsh ethos of the school outside of the classroom as well as in the local area. It will also reduce the workload of the teachers as they would not have to prepare all the resources bilingually.

5.3 As a past pupil and not a staff member at the school it will be nice to put Bro Myrddin at the forefront of becoming the first all Welsh school in West Wales. This proposal will promote the Welsh ethos outside of the classroom and to provide an opportunity for the nursery school pupils to demonstrate their skills in the Welsh language – skills that are essential in their working life as being able to communicate in Welsh open doors to individuals.

Observation noted. As indicated in the consultation document, all the present Science teachers in Bro Myrddin are confident that moving to teaching Science through the medium of Welsh only has many advantages.

Observation noted. As stated in the conclusion of the consultation document 'this is an opportunity, therefore, to lead the way in Carmarthenshire and West Wales and for Bro Myrddin to create history by establishing the first Welsh school in Carmarthenshire.'

	<p>5.4 This is an exciting time in the history of Ysgol Bro Myrddin. We are on the threshold of becoming the first Welsh School in the County which will put Carmarthenshire on the map. Bro Myrddin have worked hard to move along the Welsh continuum and the fact that so little pupils decide to learn through the medium of English shows that parents are behind this change. Initial meetings have been held with these discussions already taken place. Since then a small amount of parents have contacted the school with their concerns and have asked for further explanation but everyone has responded very positively and politely. It is pleasing to note that all the staff are very supportive of this scheme. They are of the opinion that these changes will be a big step forward to the school and will encourage the Welsh ethos outside the classroom and will reduce their workload. In an era of budget cuts, changing the language category will benefit the school financially in the long term.</p> <p>5.5 These changes will encourage the Welsh ethos outside of the classroom. Teaching only through the medium of Welsh will reduce the workload for the teachers who currently have to produce bilingual resources. It will put Carmarthenshire on the map.</p> <p>5.6 These changes will reduce the workload of the teachers who currently have to produce bilingual resources. The changes will encourage the Welsh ethos outside the classroom. It will put Carmarthenshire on the map.</p> <p>5.7 Learning through the medium of Welsh will reduce the workload for the teachers and it will also</p>	<p>Observation noted. The advantages of the proposal are provided clearly in the consultation document.</p> <p>Observation noted.</p> <p>Observation noted.</p> <p>Observation noted.</p>
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	<p>encourage the Welsh ethos outside the classroom.</p> <p>5.8 Pupils will be coming to the school for the correct reasons and will save money for the school and the County Council.</p> <p>5.9 Teaching only through the medium of Welsh will reduce the workload for us teachers who have to prepare resources bilingually. It will encourage the Welsh ethos outside the classroom and it will save money for the school and the County Council.</p> <p>5.10 As the Head of the PE Department this is a very positive step for the school. It will encourage more Welsh around the school outside the classroom, pupils will be attending and coming to the schools for the right reason and it will bring more of a Welsh atmosphere around the school.</p>	<p>Observation noted.</p> <p>Observation noted.</p> <p>Observation noted.</p>
No. 6	<p>Understanding of the Subjects</p> <p>6.1 Having taught Chemistry in both English and Welsh for over 15 years, I feel it's the understanding of the subject that's important. If a pupil can speak Welsh and English then they'll be able to explain the subject in both languages.</p>	<p>Understanding of the Subjects</p> <p>Observation noted. The benefits of bilingualism are provided in the consultation document.</p>
No. 7	<p>Object to the changes</p> <p>7.1 We are parents of three children who attend Ysgol Glanyfferi. Our preferred choice for their secondary education is Ysgol Bro Myrddin. We are concerned about the proposed changes and object to them. We understand, those students who wish to continue their studies of all subjects through Welsh, will be</p>	<p>Object to the changes</p> <p>Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh school in the Carmarthen area.</p>

able to do so. However, those students, who for whatever reason, may wish to study maths and science through the medium of English will no longer have the choice. We object strongly to the removal of this choice.

7.2 After attending the consultation evening for parents, I was expecting there to be an opportunity for some discussion about this with parents. There was not. Bro Myrddin was basically telling parents what they were going to do. They did not ask for our opinions on whether we were happy for this to happen. Also the whole consultation evening was intimidating for parents. Bro Myrddin and the LA need to look at how they engage with parents. I have deep concerns about Welsh medium education on non fluent Welsh speaking parents. All pupils should be treated the same. I have concerns that children of governors, staff members and first language Welsh speaking children are given more opportunities than other children. The school needs to recognise that they should always do what is best for the child and this may not always be what's best for the school. The statistics shown in the consultation document is misleading. They show that demand for maths and science through the medium of English has dropped but could they be hiding the fact that some parents who want their children to do these subjects in English have had their requests refused and told that there was not the capacity for the school to do this.

7.3 I would like to take this opportunity to express my disappointment at the intention of changing the language category of the school. Under the present system this school has been very successful

The informal consultation provided parents / guardians with an opportunity to raise any queries. Parents were invited to speak to a variety of delegates – Carmarthenshire county council officers, the Head teacher, the senior management team and teaching staff.

In Bro Myrddin all children are treated fairly and every child has the same opportunity.

Since 2000 the school's language policy states clearly that 'any child who has studied Maths and Science through the medium of Welsh in the primary school will also study through the medium of Welsh in the secondary.' It also states they are 'not permitted to change the medium of the teaching language within a key stage' but that it is possible to change at the end of any key stage. The policy has always been the same, however, the percentage of children deciding to study Science and Maths through the medium of English has decreased. The numbers, therefore, reflect the demands of the parents.

The current capacity (Measuring Capacity of Schools in Wales (MCSW)) of the school is 923 pupils. There are currently 870 pupils on roll. The school therefore is under capacity and not oversubscribed.

<p>No. 8</p>	<p>academically as witnessed by excellent exam results. It has been equally successful in producing citizens who are confident in speaking both languages. “If it ain’t broke don’t fix it”, is generally not a bad axiom. Is the “<i>choice preferred by the Authority</i>” a ploy in order to decrease the number of pupils leaving primary schools who wish to study at Bro Myrddin? I believe that the school is at present oversubscribed and this could be a way of controlling numbers. Are you able to confirm that all parents were allowed a choice for their children to study Maths and Science in English. It is rumoured that pupils who studied at Welsh medium primary schools are not allowed, or at best dissuaded to select a preference. If this is true, it would of course not be surprising “that the demand from parents for the provision of subjects in English has reduced”.</p> <p>Is this change wise?</p> <p>8.1 Would this change be a wise move for such a successful school. I believe that my children have had the best education by learning through both languages but in a very welsh atmosphere that had the perfect balance. I went to a school where English was the main language with only Welsh being taught through the medium of Welsh. This wasn’t the best situation. I believe that the opposite would also be a disaster for children who come from Welsh language areas and families.</p>	<p>Since 2000 the school’s language policy states clearly that ‘any child who has studied Maths and Science through the medium of Welsh in the primary school will also study through the medium of Welsh in the secondary.’ It also states they are ‘not permitted to change the medium of the teaching language within a key stage’ but that it is possible to change at the end of any key stage. The policy has always been the same, however, the percentage of children deciding to study Science and Maths through the medium of English has decreased. The numbers, therefore, reflect the demands of the parents.</p> <p>Is this change wise?</p> <p>Bro Myrddin school is a successful school and the excellent results through the medium of Welsh underline the success. The consultation document notes clearly why changing the language category of the school is advantageous.</p>
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Appendix C

ESTYN RESPONSE TO CONSULTATION DOCUMENT

Estyn's response to the proposal to change the language category at Ysgol Gyfun Gymraeg Bro Myrddin from category 2A to category WM (Welsh medium) from September 2016.

Her Majesty's Inspectors of Education and Training in Wales have prepared this report.

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

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

Introduction

The proposal is from Carmarthenshire County Council. The proposal is to change the language category at Ysgol Gyfun Bro Myrddin from category 2A to category WM (Welsh Medium) from the autumn term 2016.

The definition of category 2A is *'At least 80% of subjects (except English and Welsh) are taught through the medium of Welsh only to all pupils. One or two subjects are taught to some pupils in English or in both languages.'*

The definition of category WM is *'All subjects except English are taught through the medium of Welsh to all pupils. Some schools can introduce English terminology in one or two subjects.'*

Summary/Conclusion

The proposal is in line with Carmarthenshire's Welsh in Education Strategic Plan to increase the provision of Welsh-medium education in the local authority.

It is Estyn's view that the proposal is likely to at least maintain current educational standards.

Description and Advantages

The proposer has provided a clear rationale for the logic behind the proposal. It has given a good outline of the reasons for changing the school's language category from category 2a to category WM (Welsh Medium) and has considered the school's developments in this direction over the years. It identifies reasonably that the authority has a duty to consider and operate in line with the recommendations of Carmarthenshire County Council's Welsh in Education Strategic Plan 2014-17, namely to ensure an increase in the provision of Welsh-medium education.

The proposer has given appropriate consideration to other options such as keeping the school in its current form but recognises that this option is not commensurate with the County Council's vision.

The proposer outlines clearly the difference between the categories and the implications for pupils' education. The proposer also indicates reasonably that the school is already more like a category WM school according to the local authority's definition than the category 2a description, which is its current category.

It indicates effectively that parents and pupils support such a change by drawing attention to the fact that an increasing number of pupils choose to study subjects including mathematics and science through the medium of Welsh.

It also lists the advantages clearly. These appear reasonable and include financial savings, more effective use of teachers' time when preparing resources as well as preparing pupils better for an increasingly bilingual world of work, a local labour market that places a great emphasis on Welsh language skills and a bilingual community.

The proposer considers the disadvantages in a balanced way and states that the school's current pupils will not be affected by the changes. The medium of teaching in Welsh will move year by year up the school.

It states reasonably that pupils' English skills will not suffer because of the proposed model of bilingual learning which has proved successful over a number of years. It supports its argument for change robustly by explaining the cognitive benefits of developing translanguaging skills in order to present new information effectively.

Educational aspects of the proposal

The proposer gives thorough consideration to the effect of the proposal on the quality of outcomes, provision and leadership at the school.

The proposer highlights clearly that the mathematics department, that already follows these changes, achieves higher than the results for the local authority, the family and the results for the whole of Wales. However, the proposer does not consider sufficiently the school's results compared with similar schools in terms of free school meals.

The proposer has considered thoroughly the implications of the proposed change for pupils and provides a model of bilingual learning that is being implemented effectively by two departments already. The proposer outlines appropriately that it will be possible to place pupils of the same ability in groups. It asserts that the groups will be more effective educationally because they will reflect pupils' ability across the cohort rather than across the medium of learning only. The proposer has conducted an impact assessment of the change in equality and states that the proposal should not have a detrimental effect on any specific groups. It asserts reasonably that there will be adequate Welsh medium provision for pupils with special needs.

Appendix D

Consultation with the Pupils

Consultation undertaken on the 9th November 2015

By

Mrs Mari Owen

Associate Challenge Adviser

Carmarthenshire County Council

Learner's Voice, Ysgol Gyfun Gymraeg Bro Myrddin

A meeting was arranged with a range of learners from Ysgol Gyfun Gymraeg Bro Myrddin on November 9th 2015. Seven pupils from years 7-12 were present; Elain Owen (Yr 7), Catrin Owen (Yr 8), Mabon Evans (Yr 9), Mabli Davies (Yr 10), Catrin Lewis (Yr 10), Alice Morris (Yr 10), Carwyn Bebb (Yr 12) and Greta Llŷr (Yr 12).

We discussed the School's intention to naturally move forward to change the School's language category from September 2016. It was noted that it was the County Council and the School's wish to change to Welsh Medium Category. It was explained that the School's description of a Welsh Medium Category is 'All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects' (Quotation from the Consultation Document).

The learners were aware that apart from the English lessons, Mathematics and Science lessons were the only ones offered through the medium of English at present and the number of pupils who choose to do so by joining the School are decreasing annually.

One learner noted that he had followed his Mathematics and Science course through the medium of English because he received his primary education through the medium of English in Llandoverly School before joining Bro Myrddin. He was not against the idea of Welsh medium lessons from September 2016, because the new learners and their parents would be aware of the situation before hand when planning and selecting their Secondary education, therefore there would not be a change for the learners who are already pupils in the school. Many noted that they had chosen Ysgol Gyfun Gymraeg Bro Myrddin in order to have their education through the medium of Welsh.

The learners absolutely agreed that changing the medium to Welsh Medium is the way forward for this school. Many advantages were noted: it would facilitate the process of keeping to the rule that Welsh is the School's language; it could save money for the school with respect to staffing and resources; it would mean that the learners' standard of Welsh would improve and their vocabulary would extend; it would ensure the continuity in the Welsh education of all learners and encourage their use of Welsh in the future and throughout their lives. They referred to some situations in the past where learners who were confident in Welsh have chosen the Science and / or Mathematics courses in English because their friends did so. This would not happen in the wake of changing the School's category to Welsh Medium.

Disadvantages to the changing of the category were discussed. The main concern was studying in Universities where the Mathematics and Science training is through the medium of English after following a Welsh Medium A Level course. Although, it was acknowledged that if they understand the concepts and principles relating to the subject, having received the subject specific vocabulary in Welsh and English in the school and managed to achieve an A Level, it was considered that Bro Myrddin learners could cope with the situation.

It was noted, compared to the English medium, Welsh was a disadvantage because of the lack of textbooks. They pointed out that parents felt they could not help their children with their homework, but added that it was the learners' homework anyway, and the majority of parents were not able to help with the

work in the other subjects either, especially at the top of the School. In some schools teachers may not be confident to teach the subjects through the medium of Welsh, but it was noted that it was not applicable at Bro Myrddin.

When considering how the School could support and assist learners and their families as they prepare to join a Welsh Medium School, it was noted that giving training / guidance to teachers at primary schools to teach subjects through the medium of Welsh, particularly in Junior classes in the Primary schools prepare learners well. They listed some schools where the good practice of teaching Science and Mathematics in Welsh is fully underway. Maintaining the order of introducing the technical terms / subject in English, together with some Welsh e.g. glossaries, was very helpful. Another suggestion to support learners early in the academic year was to organize a Book Fair to present and sell appropriate Welsh Medium textbooks. It was identified that there was a need to encourage the Welsh Printing Press and Government to develop and publish more Welsh Medium books to match the wide range of English language resources available to assist the Welsh-medium learners in all subjects.

It was confirmed that the letters to parents will remain bilingual, and there would be no change to the procedures of the School beyond teaching 'all subjects except English through the medium of Welsh for all learners'.

At the end of the meeting all present indicated they were in favour of the change to Welsh Medium category from September 2016 onwards.

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CYNGOR SIR CAERFYRDDIN

Neuadd y Sir, Caerfyrddin, SA31 1JP

Hysbysir trwy hyn yn unol ag Adran 42 o Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 (y Ddeddf) a'r Côd Trefniadaeth Ysgolion fod Cyngor Sir Caerfyrddin (y Cyngor) ar ôl ymgynghori â'r cyfryw bersonau ag sy'n ofynnol, yn cynnig newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o Dwyieithog (categori 2A) i Cyfrwng Cymraeg (categori CC) o 1 Medi 2016.

Cynhaliodd y Cyngor gyfnod ymgynghori cyn penderfynu cyhoeddi'r cynnig hwn. Mae adroddiad ar yr ymgynghoriad sy'n cynnwys crynodeb o'r materion a godwyd gan ymgyngeirion, ymatebion y cynigwyr a barn Estyn ar gael ar www.sirgar.llyw.cymru

Cyn pen 28 diwrnod ar ôl dyddiad cyhoeddi'r cynnig hwn, hynny yw erbyn 10 Mai 2016, gall unrhyw berson wrthwynebu'r cynnig hwn. Dylid anfon gwrthwynebiadau at Mr Robert Sully, Y Cyfarwyddwr Addysg a Gwasanaethau Plant, Cyngor Sir Caerfyrddin, Adeilad 2, Parc Dewi Sant, Heol Ffynnon Job, Caerfyrddin, SA31 3HB neu gellir anfon neges e-bost at aaprma@sirgar.gov.uk

Llofnod: Mr Robert Sully
Y Cyfarwyddwr Addysg a Gwasanaethau Plant
Ar ran Cyngor Sir Caerfyrddin

Dyddiedig: 13eg Ebrill 2016

NODYN ESBONIADOL

(Nid yw'r Nodyn Esboniadol hwn yn rhan o'r Hysbysiad – yn hytrach fe'i cynigir er mwyn cynyddu eglurder)

1. Bwrdd yr Awdurdod yw newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o Dwyieithog (categori 2A) i Cyfrwng Cymraeg (categori CC).

Mae bwrdden wybodaeth Llywodraeth Cymru "Diffinio Ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg" yn nodi disgrifiadau a chategoriâu o ysgolion yn ôl faint o Gymraeg a ddefnyddir wrth addysgu a dysgu. Mae'r ddogfen hon ar gael ar wefan Llywodraeth Cymru yn y cyfeiriad canlynol:

<http://gov.wales/topics/educationandskills/publications/guidance/defining-schools-welsh-medium/?lang=cym>

Bydd y newid arfaethedig yn digwydd o 1 Medi 2016.

CARMARTHENSHIRE COUNTY COUNCIL

County Hall, Carmarthen, SA31 1JP

Notice is hereby given in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 (the Act) and the School Organisation Code that Carmarthenshire County Council (the Council) having consulted such persons as required, propose to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from Bilingual (category 2A) to Welsh Medium (category WM) from 1 September 2016.

The Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposers responses and the views of Estyn is available on www.carmarthenshire.gov.wales

Within a period of 28 days after the date of publication of this proposal, that is to say by 10 May 2016, any person may object to this proposal. Objections should be sent to Mr Robert Sully, Director of Education and Children's Services, Carmarthenshire County Council, Building 2, St David's Park, Job's Well Road, Carmarthen, SA31 3HB or e-mail to DECMEP@carmarthenshire.gov.uk

Signed: Mr Robert Sully
Director of Education and Children's Services
For Carmarthenshire County Council

Dated: 13th of April 2016

EXPLANATORY NOTE

(This Explanatory Note does not form part of the Notice but is offered by way of clarification)

1. It is the Authority's intention to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from Bilingual (category 2A) to Welsh Medium (category WM).

The Welsh Government information document "Defining schools according to Welsh medium" sets out descriptions and categories of schools according to the amount of Welsh used in teaching and learning. The document is available on the Welsh Government website at the following address:

<http://gov.wales/topics/educationandskills/publications/guidance/defining-schools-welsh-medium/?lang=en>

The proposed change will take place from 1 September 2016.

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OBJECTION REPORT

Ysgol Gyfun Gymraeg Bro Myrddin

Appendix A

List of Objections to the Statutory Notice

Objections Received List

Number	Name	Position/Category of Respondent
1.	Llinos Thomas	
2.	Rhiannon Edwards	Prospective Parent

Appendix B

**Summary of statutory objections received following publication of the Statutory Notice
and Local Authority related responses**

Number	Objection	Response
1.	The consultee objects to changing the language category from bilingual 2A to Welsh medium.	The consultee's objection is noted. The proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan 2014-2017 (WESP) and the Welsh Government's Welsh Medium Education Strategy (WMES). The Local Authority has a responsibility to <i>"increase the provision of Welsh medium education in Carmarthenshire and 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."</i> It has been recommended that the County Council <i>"plans for growth in Welsh medium education in the secondary sector"</i> and <i>"agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language."</i>
2.	The consultee objects to changing the language category from bilingual 2A to Welsh medium. It is felt that second language Welsh students would not achieve their full potential in Mathematics and Science by studying these subjects through the medium of Welsh. It is felt that pupils' grades would not reflect the	The consultee's objection is noted. The proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan 2014-2017 (WESP) and the Welsh Government's Welsh Medium Education Strategy (WMES). The Local Authority has a responsibility to <i>"increase the provision of Welsh medium education in</i>

	<p>true ability of the pupils; therefore affecting the school's overall standard. Also, pupils who wish to study these subjects through the medium of English at university would be at a disadvantage having learnt these subjects through the medium of Welsh at school. The consultee is also concerned that this change eliminates second language Welsh students from attending the school and that less students will now want to attend the school. Families may now want to send their children to an alternative school where they will have a choice of which language to study these subjects through.</p>	<p><i>Carmarthenshire and 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.</i>” It has been recommended that the County Council <i>“plans for growth in Welsh medium education in the secondary sector”</i> and <i>“agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language.”</i> The consistently high examination results in Science and Mathematics through the medium of Welsh shows that learning through the medium of Welsh is not a barrier to the pupils. All present Science and Mathematics teachers in Bro Myrddin are confident that moving to teaching through the medium of Welsh only has many advantages. The school prepares students to go to universities all over the world and learning through the medium of Welsh should not be seen as a disadvantage to pupils. It is the Local Authority’s intention that all current pupils remain at the school and that future pupils will continue to attend the school. Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh (EW) school in the Carmarthen area.</p>
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EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Draft Annual Report (2015/16) and Improvement Plan (2016/17)

- The entire - 1st Year's progress report on the Corporate Strategy 2015-20 (including our Summary Annual Report (2015/16) and Improvement Plan (2016/17))
- Relevant extracts for this Scrutiny Committee of the: Full Annual Report (2015/16) and Improvement Plan (2016/17) – (ARIP)

To consider and comment on the following issues:

- That the Committee considers and comments on the Council's draft Annual Report 2015/16 and Improvement Plan 2016/17.

Reasons:

1. Under the Local Government (Wales) Measure we must:
 - *Publish an Improvement Plan as soon as it is reasonably practicable after the start of the financial year i.e. April 1st (The Auditor General interprets this as by the end of June) and*
 - *Publish an Annual Report on past performance by the end of October each year.*
2. We publish a combined Annual Report and Improvement Plan allowing us to evaluate previous year's results and agree future outcomes.
3. The document is still being finalised as End of Year data becomes available.

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

Executive Board Member Portfolio Holder: Cllr. Gareth Jones (Education & Children)

Directorate: Education & Children	Designations:	Tel Nos. / E-Mail Addresses:
Name of Director: Robert Sully	Director of Education & Children's Services	01267 246470 rasully@cararthenshire.gov.uk
Report Author: David Astins	Strategic Development Manager	01267 246426 dastins@cararthenshire.gov.uk

EXECUTIVE SUMMARY

**EDUCATION & CHILDREN
SCRUTINY COMMITTEE**

17th JUNE 2016

**Draft Annual Report (2015/16) and
Improvement Plan (2016/17)**

- 1st Year's progress report on the Corporate Strategy 2015-20 (including our Summary Annual Report (2015/16) and Improvement Plan (2016/17)). **This Scrutiny Committee should focus on Pages 9, 10, 11 and 13 only.**
- Full Annual Report (2015/16) and Improvement Plan (2016/17) – (ARIP)

Extracts relevant to the Education & Children Scrutiny Committee:

- Introduction
- Ensuring each child has the best start in life
- People in Carmarthenshire fulfil their learning potential
- Safeguarding children from abuse, victimisation, neglect and exploitation
- Appendices

1st Year's progress report on the Corporate Strategy 2015-20 (Including our Summary Annual Report (2015/16) and Improvement Plan (2016/17))

- When we published the Corporate Strategy 2015-20 we promised to conduct an annual progress report and we set out a set 24 Outcome measures to judge our progress against
- By law we also have to publish a summary and full ARIP
- It makes sense to combine the Corporate Strategy progress and summary ARIP into one document to avoid duplication and align plans and reports
- In the recent WAO Annual Improvement Report they found the combination of a short summary and a full version – gave all the information needed.

Full Annual Report (2015/16) and Improvement Plan (2016/17) – (ARIP)

- By law we have to publish an Annual Report and an Improvement Plan – we combine the both in a single document in Carmarthenshire and this is seen as good practice by our regulators.

- On 20th April, we consulted with elected members on the Key Improvement Objective Priorities that are incorporated into this document
- WAO Corporate Assessment Proposals for Improvement are incorporated into the document.

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: David Astins Strategic Development Manager

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

1. Policy, Crime & Disorder and Equalities – The Annual Report and Improvement Plan is aligned to our Integrated Community Strategy (ICS) Outcomes and Goals. The document will help inform our ICS Annual Report.

2. Legal – Our combination of Annual Reporting and Improvement Planning into a single document meets the Local Government Measure requirements and has satisfied our regulators. Other Councils in Wales have adopted this combined approach.

3. Finance – See the Making Better use of Resources theme

CONSULTATIONS

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

Signed: David Astins Strategic Development Manager

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

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
The Local Government Measure (Wales) 2009	Welsh Government\Final part 1 guidance
Corporate Strategy 2015 -2020	Corporate Strategy 2015-2020

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CARMARTHENSHIRE COUNTY COUNCIL

1st year progress report on the Corporate Strategy for 2015/16

Including our Summary Annual Report 2015/16
and Improvement Plan for 2016/17



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www.sirgar.llyw.cymru
YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

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Introduction

When we signed up with our partners to the Integrated Community Strategy for Carmarthenshire, the Council aligned its internal plans to maximize its contribution to the agreement. The vision is for a Carmarthenshire that enables people to live healthy and fulfilled lives by working together to build strong, bilingual and sustainable communities.

In September 2015, we renewed our Corporate Strategy which set out the Council's strategic priorities and aspirations in support of the vision for Carmarthenshire. This Strategy identified key areas of focus and set out the key outcome measures by which the Council would judge its success. This document provides an annual report on progress made.

For the last five years the Council has published a combined Annual Report and Improvement Plan (ARIP), that details our progress against all of the outcomes and goals set out in the Integrated Community Strategy. The full ARIP is a detailed and lengthy document, however this document provides a summary.



Carmarthenshire County Council's [Corporate Strategy 2015 - 2020](#)

[Annual Report 2015/16 and Improvement Plan 2016/17](#)

Progress at a Glance

When we published the Corporate Strategy 2015-20 we set out the following outcome measures to judge our progress:-

Outcome	Outcome Measures	Progress
Making Better Use of Resources	Improved public satisfaction levels with the services provided by the Council	✓
	Reduction in organisational 'running costs'	✓
	Increased on line activity to address public queries and transactions	✓
Building a Better Council	Increasing public communication, consultation and engagement	✓
	Improved staff satisfaction levels	✓
	Reduced staff sickness absence levels	✗
Healthier	Reduction in referrals to adult and children's social services <i>(Feedback from E&CS DMT that this is not the best measure of Safeguarding - may require an alternative for the future)</i>	✓
	Increased availability of rented and affordable homes	✓
	Increased use of leisure facilities	✗
Learning	Improved educational attainment	✓
	Improved school attendance rates	✓
	Reduced number of young people Not in Education, Employment or Training	Year 11 ✗ Year 13 ✓
	Improved condition of schools	✓
Safe	Appropriate support provided to children, young people and families as required	✓
	Reduction in road casualties	Awaiting results
	Reduction in total recorded crime	✗
	Reduction in anti-social behaviour	✓
Environment	Increased rates of recycling	✓
	Improved digital access	✓
	Improved transport links	✓
	Increased use of renewable energy	✓
Economy	Increased employment	✓
	Reduction in working age population in receipt of out of work benefits	✓
	Increased economic activity and productivity	✓

Outcome A: Making Better Use of Resources...

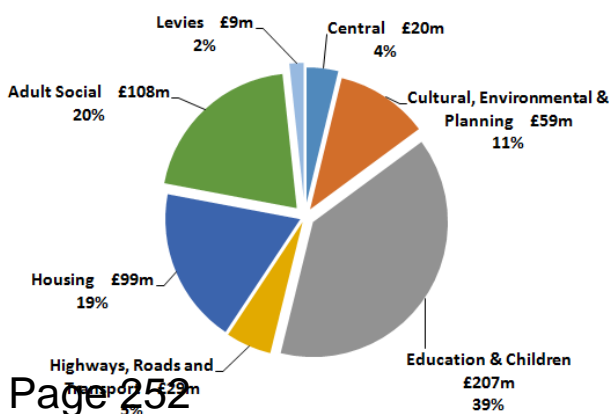
The Council is facing a period of significant and continued budget cuts and it is more important than ever to ensure that we are making the best use of resources. We will ensure that the organisation is working as efficiently as possible in order to protect and maintain front line services where possible. However, it may not be possible for us to continue doing some of the things we have done in the past and we will work with our communities and stakeholders to find new ways of addressing need where appropriate.

IT Technology has arrived at school kitchens.....

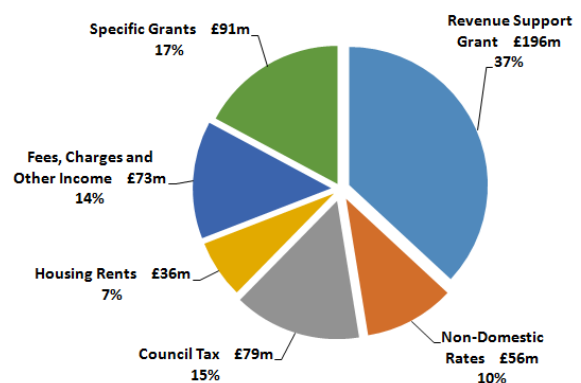


As part of the Transform, Innovate and Change (TIC) programme, electronic submissions make the ordering of food and kitchen supplies, timesheets, e-banking, staff newsletters, e-learning courses & on-line payments for school meals easier and accurate for kitchen staff, with significant time and efficiency savings and with better utilisation of resources for value added work.

Services Provided



Sources of Funding



Progress during 2015/16

We set ourselves a Key Improvement Priority for 2015/16 to 'deliver value for money in providing council services and directing our resources to the top priority front line services on which many local people depend'. In its March 2016, [Annual Improvement Report](#) on the Council, the Wales Audit Office found:

'Despite increasing pressure on budgets, performance is continuing to improve across the Council's priority areas and public satisfaction with Council Services is growing'.....frontline services have been protected, as a result of budget decisions and more efficient ways of working'



- ❖ We have a programme of office rationalisation facilitated by adapting the way we use the buildings to suit the needs of those providing services and to engender a new more agile way of working. This has further reduced the number of buildings and costs of accommodation required to deliver the Council's services.

Expected Outcomes (as identified in Corporate Strategy)



60% of our national measure results are in the top half of results for all Councils in Wales.
59% of our National measures improved last year
58% of citizens agree we provide **high quality services**



We have continued to reduce the organisational 'running costs'

2013/14	£16.7M
2014/15	£11.9M
2015/16	£12.6M



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YOUR COUNCIL doonline

i-Local aims to keep residents better informed of changes to refuse collection arrangements, bad weather and other emergencies, news updates and information on events .

13.5%
increase of on-line payments

882,669
visitors to our website

165,730
visitors to iLocal

The Key Improvement Objective Priority for 2016/17



Deliver value for money in providing council services and directing our resources to the top priority front-line services on which many local people depend - taking account of central government budget cuts and their impact

Outcome B: Building a Better Council...

The Council has always worked towards building a better Carmarthenshire and has a proven track record of delivery. However, the way that public services are provided is changing and as a Council we need to respond and adapt to these changes in order to ensure we can support the needs of our residents in the future.

Shwmae!

More than 100 people started their conversation with 'Shwmae' during their visit to Llanelli Market

As part of the national *Shwmae Sumae* Day on October 15, shoppers were urged to start their conversation with 'Shwmae' to be entered into a free raffle to win a grand hamper donated by traders.



Llanelli Market traders Wendy Lewis & Liz Thomas of AJ Meats supporting Shwmae Sumae Day

We have made further improvements in *Building a Better Council* and this progress has been independently verified by the Auditor General for Wales in his [Corporate Assessment](#) of January 2016.

“Carmarthenshire County Council is demonstrating ambition in its vision, with collective leadership and more robust and transparent governance, it is delivering improved outcomes for its citizens....”

Progress during 2015/16

- ❖ We continue to promote local democracy and transparency with increased use of social media. For example the budget Consultation with the citizen's of Carmarthenshire involved an online survey, road show events and the use of 'question of the week' through social media.
- ❖ It is the duty of the Council to facilitate and increase the use of the Welsh language. This is a new opportunity for us to look at the Language in our workplace and in the services that we provide.
- ❖ We received 1000+ responses to our survey on rural poverty and this was brought together in a report for Grwp Cefn Gwlad. In response the LEADER programme is supporting pilot projects that aim to increase digital exploitation, access to information and advice services, as well as affordable childcare.

Expected Outcomes (as identified in Corporate Strategy)

Increased public communication, consultation and engagement

4000+

respondents to consultation on rural poverty, affordable homes, budget, tourism. Citizens Panel and 50+ Forum members

i-Local has an area dedicated to Consultation with the heading "We want to hear what you have to say on any and all matters of interest."



Staff Sickness Up

Unfortunately our staff sickness absence levels have increased to **10.1 days** from 9.6 days the previous year.

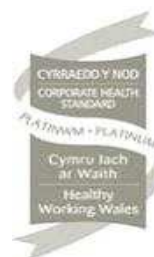
Improved Staff Satisfaction Levels



During the review, staff interviews showed **higher levels of satisfaction** than the previously.

The Council has been an Investor in People since 2009, and this financial year the Council has been reviewed and its accreditation maintained.

We were the first local authority to achieve the Welsh Government's Platinum health standard; we have now held the accreditation for 6 years.



The Key Improvement Objective Priority for 2016/17



We will continue to improve governance, decision making, openness & transparency and keep under review by the Constitutional Review Working Group

More  - [Annual Report 2015/16 and Improvement Plan 2016/17](#)

Outcome C: People in Carmarthenshire are healthier ...

Our way of life is changing. People are living longer with a higher quality of life but our care needs are becoming more complex. The challenge now facing us is to prevent ill-health in the first place.

A Helping Hand



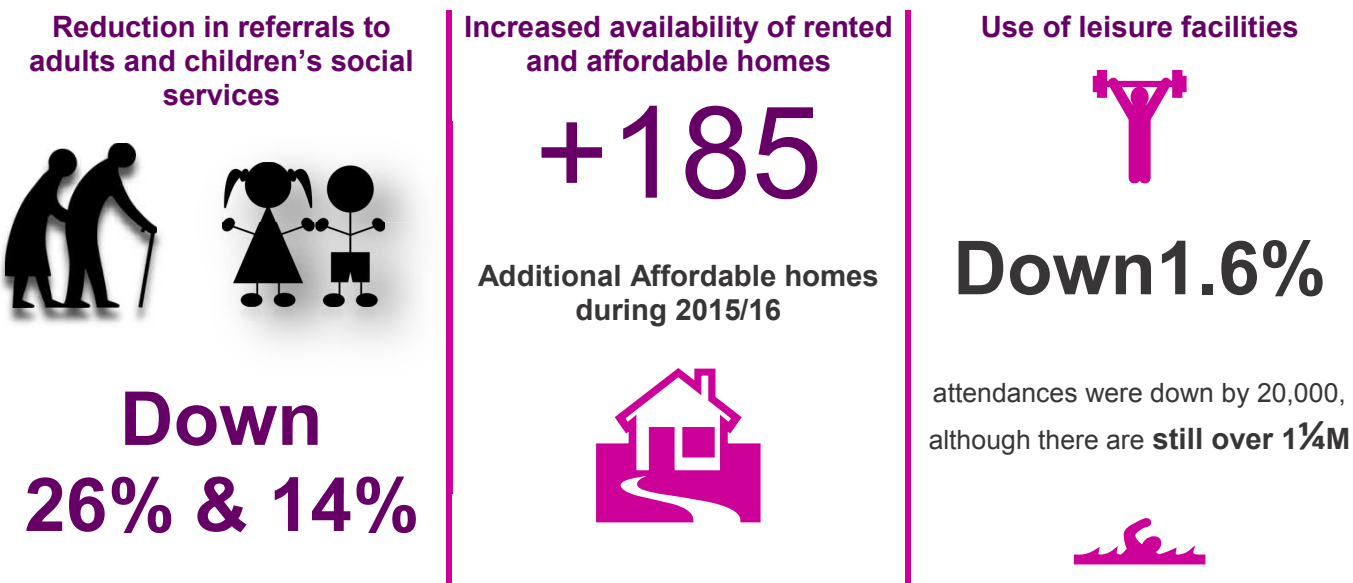
Yvonne lives with her husband who has chronic heart failure and hearing problems and she is her husband's main carer. Yvonne fell on a shop escalator and was taken to A & E but after assessment was discharged into the care of a *Rapid Response Team* by the Out of Hours Domiciliary Care Manager, thus avoiding hospital admission.

Yvonne wanted to regain her independence as soon as possible. The Rapid Response Team provided the necessary support until *Re enablement Team* support was arranged. Within three to four weeks visits were decreased and then stopped as they were no longer necessary.

Progress during 2015/16

- ❖ The Council has worked in close partnership with the Health Board to address **health inequality** issues such as obesity, diabetes, smoking and alcohol use, dementia and other chronic conditions. The Council also works closely with the 3rd Sector to develop more resilient communities, thereby improving the health and well-being of the residents of these communities.
- ❖ The expanded Flying Start programme enabled 1,832 children to benefit from this **early intervention service**; Team Around the Family (TAF) training and support programme is being implemented across Carmarthenshire. All Families First (FF) commissioned projects are using the Joint Assessment Families Framework (JAFF) to measure whether involvement has been effective. The resource panel is helping ensure **preventative services** are being fully utilised.
- ❖ There is also a strong relationship between the **quality of housing** and ill health. We have invested over £200m in improving and modernising our tenants homes through the Carmarthenshire Homes Standard.
- ❖ We have also focused on **improving the numbers of affordable homes** for rent and to buy across the county as well as increasing the number of empty properties that have been brought back into use. We have developed an Affordable Housing Delivery Plan 2015-20 after extensive consultation with the public.

Expected Outcomes (as identified in Corporate Strategy)



The Key Improvement Objective Priorities for 2016/17



Promoting Independence and Well Being for Older People



Increasing the availability of rented and affordable homes to support the needs of local people by implementing our affordable homes delivery plan

Outcome D: People in Carmarthenshire fulfil their learning potential...

We all want 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.

Best Ever Results for Carmarthenshire schools

Ysgol Glan-y-Mor School Achieves the Highest Possible Standards

Results of the Key Level 2 inclusive Indicator the most important performance measure has **doubled** over three years, from 30% (2012) to 60% (2015) at the Ysgol Glan-y-Mor School.



*I am so pleased with my results. Thanks to all the staff in the school for their support. They were fantastic" **Robbie Williams***

*"I am extremely happy with my achievements. Thanks to Glan-y-Môr I can now continue with my chosen career path!" **Tane Davies***

*"The school was brilliant. I am really happy. Thanks to everyone at the school I achieved everything I wanted." **Rebecca Roberts***

For the second year in succession our school pupils in Carmarthenshire achieved their **best ever examination** results at GCSE, achieving 61.1% against the key Level 2 Inclusive indicator (at least 5 number GCSE passes at grade A* to C including mathematics and language) with teacher assessments at all other key stages of education improving and comparing favorably with other authorities.

Progress during 2015/16

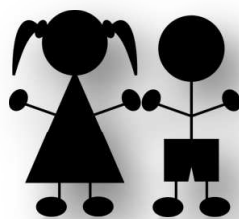
- ❖ We have established a Carmarthenshire **Youth Support Service** bringing together the Youth Service and Youth Offending Services.
- ❖ Within our **Modernising Education Programme** major school development projects were completed at Ysgol Bro Dinefwr, Ysgol Dyffryn Aman, Burry Port Primary School and Ysgol Carreg Hirfaen, with thousands of children benefiting.
- ❖ The number of 7 year old pupils receiving **Welsh medium education** has increased. The % of learners achieving expected levels at Key Stages 2, 3 and 4 have improved.

Expected Outcomes (as identified in Corporate Strategy)



61.1%

of pupils achieving **5 GCSE** at grade **A* to C**
including English or Welsh first language and
Mathematics
Now ranked **7th** in Wales



95.2%

Attendance at
Primary Schools

94.2%

Attendance at **Secondary Schools**
Ranked **5th** and **9th** in Wales



3.5%

 year 11 pupils
&

2.8%

 year 13 pupils

**Not in Education, Employment
or Training (NEET)**



55%

 of schools
condition is graded
'good' or
'satisfactory'

The Key Improvement Objective Priorities for 2016/17



Improving learner attainment



To further reduce young people **NOT** in
Education, Employment or Training

Outcome E: People who live, work and visit Carmarthenshire are safe and feel safer...

Carmarthenshire remains one of the safest areas in the UK. However, we must not become complacent and we need to continue to work together with partners to address problems identified by local communities.

Bang to Rights!

Speeding motorists had red faces having to explain their behaviour to the pupils outside their school

One driver was so embarrassed he dodged the ordeal by accepting a fixed penalty notice. The Speeding Initiative outside schools throughout the county is being promoted as part of Carmarthenshire's Community Safety Partnership.



Carmarthenshire continues to be one of the safest areas in the UK

Crime rates continue to be significantly lower in Carmarthenshire compared to the average for England and Wales

Progress during 2015/16

- ❖ **Safeguarding** children and adults remains our first priority as a Council and this year a Corporate Policy has been developed to ensure all our services have a raised awareness and better understanding of procedures in relation to safeguarding.
- ❖ Our *Team Around the Family* (TAF) approach enables us to **work together with families and other agencies** to deliver a plan of support at times when a family is facing challenging circumstances. This support also helps to build the families resilience and to cope in the future.
- ❖ We continue to work with the Community Safety Partnership (CSP) to **reduce anti-social behaviour**. Some development improvements have included:-
 - sharing of information between systems used by Gwalia and the Police
 - links between all the partners of the CSP
- ❖ There has been a focus on **road safety** in the 'Carmarthenshire News' and on the CSP website. We have continued with various initiatives such as 'Dragon Rider Cymru' training for motorcyclists and encouraging young drivers to take part in 'Pass Plus Cymru' training.
- ❖ Work to **reduce drug and alcohol misuse** continues and we undertook a pilot with the Integrated Family Support Team looking at cases where parents had substance misuse problems.



Expected Outcomes (as identified in Corporate Strategy)

The Family Information Service (FIS) offers free impartial advice and guidance, enabling children, young people and their families, to have access to a broad range of information about what services and support is available.



Reduction in road casualties
XX

Data available end of June

While there has been an increase of 10.8% in recorded crime during the year, it is difficult to compare figures with 14/15. Changes made in recording data by the police have resulted in an increase in the accuracy of recording crime.

	2014/15	2015/16
	7,334	8,128




Incidents
down
15.5%



Our priorities for 2016/17

- ❖ We will continue to work in partnership and engage with local communities to reduce crime and disorder.
- ❖ We will continue to target speeding including use of Community Speed Watch Schemes.
- ❖ We will continue to make the Safeguarding of children and adults one of our main priorities.
- ❖ By providing targeted prevention, early interventions and effective treatment to minimise the harm caused by drugs and alcohol.

More  - **Annual Report 2015/16 and Improvement Plan 2016/17**

Outcome F: Carmarthenshire's communities and environment are sustainable...

Carmarthenshire is known for its diverse communities and wonderful natural environment and we want to ensure that we develop sustainably, so that everyone in the county is able to enjoy a better quality of life now and for generations to come.

Home Composting

GREEN-FINGERED tenants at Nant-Y-Glo in Pontyberem have been discovering the benefits of home composting. Grass cuttings along with kitchen scraps such as vegetable peelings and teabags are now being composted instead of just being thrown away. The rich soil conditioner it makes is being used in their flower pots to brighten up the council-run sheltered housing complex.







Progress during 2015/16

- ❖ We have continued to receive and determine applications for renewable energy projects, largely in the form of single wind turbines but also that of Brechfa West wind farm. The majority of such applications are granted. Those that have not been granted have been refused primarily on landscape implications particularly where cumulative impacts on the landscape are apparent.

- ❖ Our positive approach to determining planning applications ensures that further opportunities have been provided through the granting of planning applications to meet the housing needs, economic needs and indeed community needs (schools etc) of the County.
- ❖ We have supported 250 residents by giving them digital inclusion skills through key events across Communities First areas, allowing them to return to, or enter employment or training. We won a two year £90,000 rural grant for the exploitation of digital technology in rural Carmarthenshire.
- ❖ We have improved digital access in Carmarthenshire during 2015/16 by completing WiFi access for all schools and beginning public access to WiFi in the markets at Llanelli and Carmarthen. To date 46 out of the 54 BT Exchanges have been enabled for superfast broadband.
- ❖ We have continued to improve transport links that support economic development and sustainability.
 - During 2015/16, construction of the Carmarthen west link road commenced and Phase 1B of the Cross Hands Economic Link Road, which will improve access at the Strategic Employment site, was completed.
 - We resurfaced 27.97 kilometres of highway during 2015/16.
 - Overall, the percentage of roads in poor condition has reduced from 11.9% to 10.7%.
 - ! However, there is a decline in the condition of A&B class roads.
 - 3,166 metres of new cycleway was completed in 2015/16.

Expected Outcomes (as identified in Corporate Strategy)

<p>Increased rates of recycling</p> <p>63%</p>  <p>Well above the national statutory target of 58% for 2015-16</p>	<p>Improved digital access</p> <p>supported residents with digital skills</p> <p>+ 250</p> 
<p>Improved transport links</p>  <p>Resurfaced 28 kilometres of highway</p>	 <p>2.5%+</p> <p>Increased use of renewable energy</p>

The Key Improvement Objective Priority for 2016/17



Improving the highway infrastructure network to support further economic development and connectivity

Outcome G: Carmarthenshire has a stronger and more prosperous economy..

Providing secure well paid jobs and training opportunities for local people is central to everything we are seeking to achieve. In the past, too many young people have been forced to leave Carmarthenshire to get jobs. Working across all sectors – public, voluntary and private – we want to increase prosperity for everyone in the county.

Vibrant & Viable Places – Tackling Poverty: Opportunity Street, Llanelli

Three properties have been bought as part of a £1.5m *Opportunity Street* project to further regenerate Llanelli town centre. The vacant premises were acquired with assistance from the Welsh Government [Vibrant and Viable Places](#) funding. Llanelli was allocated **£1million** under the programme over three years 2014-17.

The main aim of the fund is to tackle poverty by creating jobs, encouraging skills development, improving housing, providing facilities to attract new retail interests and helping people into work. This is a *Key Improvement Objective Priority* for us.



A number of strategic regeneration projects have delivered positive outcomes and improved employment opportunities
(WAO Annual Improvement Report March 2016)

Progress during 2015/16

- ❖ Our regeneration activity is shaped by effective collaborative working with neighbouring councils to form the **Swansea Bay City Region (SBCR)**. To support this, **the Strategic Regeneration Plan for Carmarthenshire 2015-2030 – Transformations** was launched. The regeneration of Carmarthenshire for current and future developments is both ambitious and challenging, and the Strategic Regeneration Plan for the next 15 years, promotes new opportunities for business growth, skills development and job creation, whilst developing our knowledge, economy and tourism.
- ❖ Our **Learner Programmes** are intrinsically involved with curriculum reform and development and are working with schools and local Further Education, to provide meaningful and relevant high quality learning opportunities for children and the young people of Carmarthenshire.
- ❖ The SBCR has submitted a ground-breaking '**Internet Coast**' City Deal bid, in excess of £500m over 20 years. By harnessing the transformational power of digital networks, it provides a real opportunity to push forward growth in the region and importantly the rural economy of West Wales.
- ❖ The emerging Wellness and Life Science Village, Delta Lakes, will potentially create 1,000 jobs and see an investment of £100M in Llanelli.

Expected Outcomes (as identified in Corporate Strategy)

180 Jobs created

109 Jobs safeguarded

149 people into Jobs



1,220 Jobs

accommodated

2,648 people into training



11.8% of Working age population in Carmarthenshire are in receipt on **out of work benefits**
(down from 12.5% in 2014)

69% Employment in Carmarthenshire
(an increase on 68.6% for the previous year)

Nearly **£29M** Private Sector investment /External funding secured

12 enterprises created

13.13ha land developed/ improved

+162,000sq ft floor space developed



The Key Improvement Objective Priorities for 2016/17



Creating jobs and growth throughout the County



Tackling Poverty

YOU SAID, WE DID



We have provided some examples of the positive changes we have made after hearing from citizen feedback in our **'You Said.....We Did....'** Campaign

	You said...	We did...
Making Better Use of Resources	That you would like to be able to make card payments at The Hub in Llanelli.	Self service payment kiosks will be installed in The Hub during 2016/17, enabling customers to make card (and cash) payments.
Building a Better Council	That, although very helpful, members of staff within the Contact Centre and Customer Service Centers could build on their wide knowledge base and increase their expertise in some areas.	Staff receive regular ongoing training and awareness sessions to remain up to date and knowledgeable on council services.
Healthier	You weren't always aware of the acceptable standards we expect Tenants to keep their properties in.	As part of the repairs review we undertook a pilot to establish the frequency and nature of regular visits to all Council tenant's homes
Healthier	That there was a need for smaller type homes, mainly for rent and for local people. You wanted us to maximise use of existing homes, especially bringing empty homes back into use.	We have developed an affordable homes plan which addresses these issues and sets out how we will deliver over 1,000 additional affordable homes over the next 5 years with a total investment exceeding £60m.
Education	Parents wanted to be able to express a preference when applying for a school place for their child.	We are implementing a change to the school admissions process to allow parents to express a 1st, 2nd, and 3rd choice when applying for a school place.
Environment	You wanted more reassurances when sending your children to school with Passenger Assistants.	The Passenger Transport section has reminded all transport contractors of the need to inform parents or guardians of any changes to travel arrangements and reminded all Passenger Assistants that personal identification must be worn at all times and shown upon request.
Economy	It was sometimes difficult to get through to the Housing Benefit team by telephone.	Supervisors have been reminded of the importance of monitoring call volumes regularly and will adjust call team staffing levels as required. Additional lines are also opened at peak times.



For further information contact:



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



Tel: **01267 224486**
Email: performance@carmarthenshire.gov.uk



Visit the Council's website
<http://www.carmarthenshire.gov.wales/home/council-democracy/consultation-performance/performance-management/>



Follow us and add your comments on the [Council's Facebook](#) page



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



Carmarthenshire County Council's [Corporate Strategy 2015 - 2020](#)

[Our Annual Report 2015/16 and Improvement Plan 2016/17](#)

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July 2016

Annual Report 15/16 & Improvement Plan 16/17



If you would like this document in an alternative format, e.g. large print, audio tape or Braille, then please contact Performance Management on 01267 224486

For a 'Quick start' short summary to this document see our [Summary](#)

To monitor the delivery of this plan - www.carmarthenshire.gov.uk/performance

Welcome from the Leader of the Council

I can scarcely believe that a year has gone by since my election as Leader of Carmarthenshire County Council in May 2015. Becoming the Leader of such a successful Council was undoubtedly a great honour.

It's very important that we self assess and evaluate our performance and governance as a Council before we set out our plans for the year ahead and we are very fortunate that we can include an independent source to sum up our performance.

In January of this year the Wales Audit Office undertook a Corporate Assessment of the Council and highly praised us for having:

".....a well established vision that is driven forward by a strong collective leadership from both Executive and Corporate Management Teams"

The report stated that a clear framework of well-aligned plans and strategies has translated priorities into action.

This combined Annual Report and Improvement Plan is directly aligned to the *Integrated Community Strategy* that we have agreed with our partners. It's very important that we deliver our side of the agreement. For the five *outcomes* and 30 *goals* we signed up to, it outlines the Council's progress last year and its aims for the coming year.

The Wales Audit Office has consistently found that our public reporting of performance is *"fair and balanced"* and you will see that along with the good news, inconvenient news is also reported, although there is not much of it. *We are going to make the Council the most open and transparent Council in Wales to enable us to make continuous improvement.* The Constitutional Review Working Group's action plan to develop and improve the Council's governance and accountability arrangements will continue to be delivered.

Regenerating the local economy, creating jobs and keeping young people here to fulfil their potential is my main priority. We have strengthened the *Outcome - Carmarthenshire has a stronger and more prosperous economy.*

With severe budget reductions we have achieved much and plan to achieve more, despite less funding. We will continue to consult widely on budget reduction proposals and make sure we listen to the people of Carmarthenshire who we serve. We will make better use of resources, build a better council and make sure we embed the Council's core values in everything we do.

These are challenging and uncertain times, but with uncertainty come opportunities and we will face the challenges and deliver the best outcomes for social, economic, environmental and cultural well-being of the people of Carmarthenshire.

We welcome constructive comments on our strategies and services. Feedback from customers and service users is essential in identifying opportunities for improvement and we hope that if you have any comments or suggestions that you believe would help that you will share them with us. Please contact us at:

Listening to You, Carmarthenshire County Council, County Hall,
Carmarthen SA31 1JP or email at ListeningToYou@carmarthenshire.gov.uk

Cllr Emlyn Dole
Leader



Mark James CBE
Chief Executive



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This plan will look at all the promises made above, in turn, and, try to judge where we are, look at the available evidence in customer satisfaction, regulatory findings or performance data, outline progress made in the past year, identify if anyone is better off and set out the improvements for the year ahead.

Introduction

Purpose:

This Annual Report and Improvement Plan (ARIP) is produced by the Council because we believe we should provide comprehensive and balanced information to the public about our services, so that they can see how we are performing and the challenges we are facing. The Council has set an ambition to be recognised as the most open and transparent Council in Wales.

Previous Annual Report and Improvement Plans have been recognised by our external regulators as providing comprehensive information in a fair and balanced way. In March 2016 the Wales Audit Office concluded:-

'Public reporting of performance is fair and balanced. The ARIP is clearly laid out and presents a comprehensive picture of what the Council is aiming to achieve, the progress it is making and how its performance compares with other councils in Wales.'

Wales Audit Office – Annual Improvement Report March 2016

Legal Duty:

By law under the [Local Government \(Wales\) Measure](#) we must:

- Publish an Improvement Plan as soon as it is *reasonably* practicable after the start of the financial year i.e. April 1st and
- Publish an Annual Report on past performance by the end of October¹ each year.
- This document is a combined Annual Report and Improvement Plan.
- Combining these documents means that we can review what we did last year before deciding what we will do in the year ahead. We report our own results for 2015/16 and reflect on our year on year performance and assess any improvements needed.
- However, we will not be able, with the timing of this publication, to compare our 15/16 results to every other Council in Wales, until the All Wales results are published in September 2016.

Duty to Improve:

Local Government, throughout the UK, is currently experiencing severe budgetary constraints. There is increasing demand and expectation, 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'.

Working with Partners:

As a Council we are not alone in working to improve the lives of Carmarthenshire's citizens. We agreed a single [Integrated Community Strategy \(ICS\)](#) with our partners in Carmarthenshire in July 2011. Previously there had been separate partnership plans in Regeneration, Children and Young People, Health & Community Safety.

In its Corporate Assessment of the Council, January 2016, the Wales Audit Office concluded that *'The Council has a well established and effective approach to partnership working'*.

Corporate Strategy

Our [Corporate Strategy 2015 - 2020](#) sets out the Council's strategic priorities and aspirations and how we will support the delivery of the Integrated Community Strategy outcomes and goals for the next five years.

¹ The reporting deadline for ARIPs set to enable Councils to compare their performance to all other Welsh Councils results that are not available and audited until September.

Equality and Diversity

[Strategic Equality Plans](#) (SEPs) are important documents that set out how public bodies will consider the needs of groups with 'protected characteristics', as outlined in the Equality Act 2010. This is intended to ensure that all individuals receive just and equitable treatment in respect of service delivery and strategy/policy formulation. SEPs generally contain a set of equality objectives, together with an action plan, which aim to promote equality and fairness.

Consultation is an intrinsic part of developing a new [Strategic Equality Plan](#) and, as such, public opinion was sought to strengthen the Plan. During the year, we have worked closely with our partners across Dyfed Powys and with Equality Carmarthenshire to undertake detailed consultation. A mixed methods approach was employed to seek the views and experiences of stakeholders across Dyfed Powys.

It was agreed to produce one master survey (and sister versions) and hold local stakeholder events in each of the four regions. This approach increased the robustness of collected data and facilitated comparability of results. Furthermore, the consultation survey formed part of the September 2015 mail out to Citizens' Panel (c. 600) and 50+ Forum (c. 2400) members.

Feedback from the consultation was used to prepare the Strategic Equality Objectives and will also be key in preparing the action plan for the next period of implementation.

Welsh Language

During 2015/16 the focus has been on the preparatory work of introducing the [Welsh Language Standards](#) within the Council. We have prepared a detailed action plan for the initial phase of implementation and this will be the basis of our [Annual Report](#) for this year.

The period of preparation has been a busy one and communication has been a key element in raising awareness of the changes amongst staff. Consequently, we have received a number of enquiries from departments. This has provided a good opportunity for us to look at our current situation with regard to compliance and in setting priorities for the future.

During the preparation work, it became clear that there would be increased pressure on the Translation Unit. In order to meet our responsibilities and support a bilingual workplace, there was additional investment in the Unit's budget in order to appoint more staff and invest in systems that will support their work. The Unit has a key role to play in facilitating the Standards and in supporting departments to increase the use of the Welsh language in our workplace as we build internal capacity.

Self Assessment and Prioritising Improvement

To assess performance and to identify improvement priorities, we draw on evidence from a reasonable, balanced and rounded range of sources:

Through bringing together this broad range of information and viewpoints, we are able to examine evidence to decide what matters most and where our effort needs to be concentrated.

We identified the following Key Improvement Objective Priorities (KIOP) for 2016/17:-



Outcome	Our 2015/16 KIOP	KIOP for 2016/17
Making Better Use of Resources	<i>Deliver value for money in providing council services and directing our resources to the top priority front-line services on which many local people depend</i>	<i>Deliver value for money in providing council services and directing our resources to the top priority front-line services on which many local people depend - taking account of central government budget cuts and their impact</i>
Building a Better Council	<i>Improve Governance, decision making, openness and transparency</i>	<i>Continue to improve Governance, decision making, openness and transparency and keep under review by the Constitutional Review Working Group</i>
Health	<i>Support the growing numbers of older people to maintain dignity and independence in their later years</i>	<i>Promoting Independence and Well Being for Older People</i>
	<i>Improve the Council housing stock and assist local people to gain access to rented and affordable homes</i>	<i>Increase the availability of rented and affordable homes to support the needs of local people by implementing our affordable homes delivery plan</i>
Learning	<i>Improve School Attainment</i>	<i>Improve Learner Attainment</i>
		New - <i>To further reduce young people Not in Education, Employment or Training</i>
Environment		New - <i>Improving the highway infrastructure network to support further economic development and connectivity</i>
Economy	<i>Tackle Poverty</i>	<i>Tackle Poverty</i>
		New - <i>Creating jobs and growth throughout the County</i>

Key overall performance news

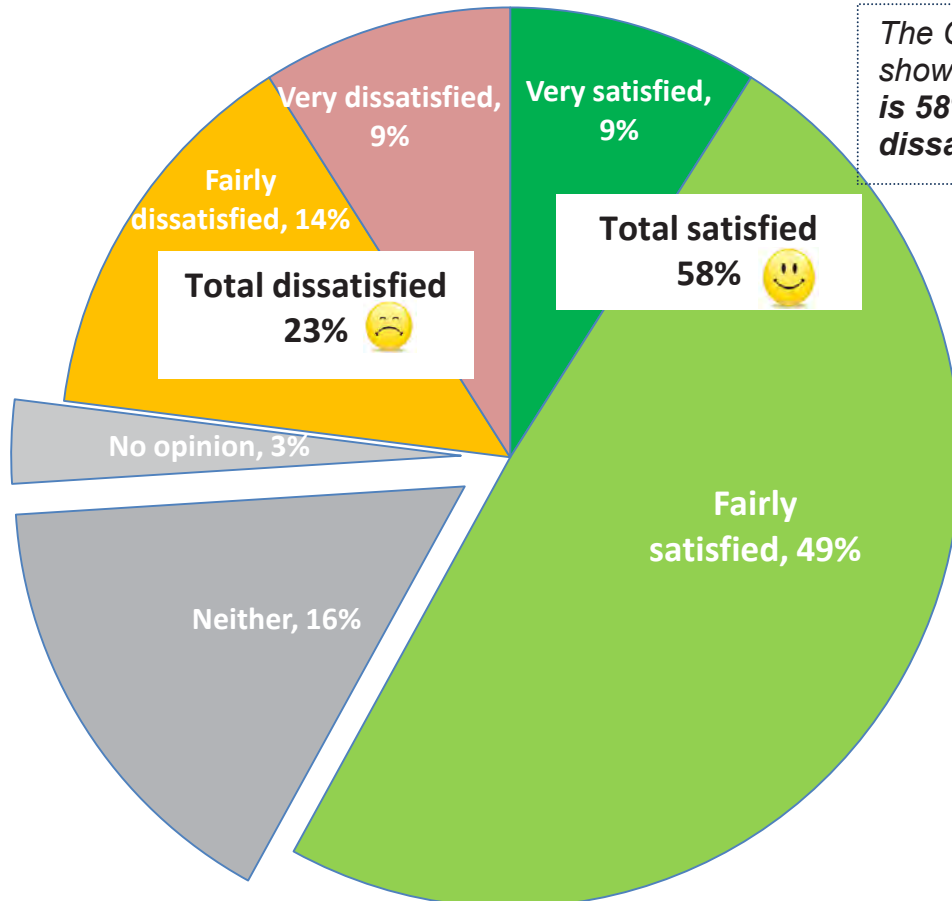
Citizens' Verdict

In March 2014 the Citizens Panel was sent a questionnaire with the following question:-

'Taking everything into account, how satisfied or dissatisfied are you with the services provided by Carmarthenshire County Council overall?'

😊 **58% V 23%** 😞

March 2014 - Responses 376



The Citizens Panel Survey shows that **total satisfaction is 58%** and **total dissatisfaction is 23%**

✓ The Citizens' panel have been asked the same question previously and net satisfaction has improved this year compared to two years ago

	a	b	c	d	e	f	g	h	c-h
Citizens Panel	Very satisfied	Fairly satisfied	Total satisfied	Neither	No opinion	Fairly dissatisfied	Very dissatisfied	Total dissatisfied	Net Satisfaction#2
March 2014 376 responses	9%	49%	58%	16%	3%	14%	9%	23%	35%
April 2012 461 responses	7%	45%	52%	25%	4%	16%	3%	19%	33%
May 2010 538 responses	6%	52%	58%	19%	4%	14%	4%	18%	40%

#1 The Carmarthenshire Citizens' Panel was established in 2001 and is a joint initiative between Dyfed-Powys Police and the Council. As usual the Survey Data is analysed with the courtesy of Dyfed-Powys Police

#2 The use of net satisfaction is in line with normal market research practice and the National Survey of Wales approach

#3 Citizens Panel results may be more critical than Resident Survey results. The 2010 Residents Survey showed that 82% of residents were satisfied – the 2010 Citizens Panel results were 58% satisfied, a 24% difference.

Regulators Verdict

Regulators provide an important independent assessment of Councils and their stewardship of public funds



Wales Audit Office - [Corporate Assessment](#) - January 2016

In 2013-14 the Wales Audit Office began a four-year cycle of corporate assessments of improvement authorities in Wales. This means that, in addition to an annual programme of improvement studies and audits of councils' approaches to improvement planning and reporting, each authority receives an in-depth corporate assessment once during a four-year period. In the autumn of 2015 Carmarthenshire was examined and in January 2016 the Wales Audit Office Report was received.

The Auditor General concluded that:

Carmarthenshire County Council, demonstrating ambition in its vision, with collective leadership and more robust and transparent governance, is delivering improved outcomes for its citizens although some out-dated approaches may limit the speed of progress.

Overall the report was very favourable and made no recommendations for improvement. It did make six proposals for improvement and these are addressed in the *Making Better Use of Resources* and *Being a Better Council* sections of this plan.

Wales Audit Office - [Annual Improvement Report](#) - March 2016

The Annual Improvement Report largely repeated the Corporate Assessment findings and added further comments on our Annual Report and Improvement Plan approach:

The combined review of past performance with the actions the Council plans to take next within a single document allows the reader to form a balanced picture of how well the Council is performing. The ARIP is lengthy and detailed and there is also a useful summary, together they provide all the information the reader could need. The ARIP and summary are published in Welsh and English, with appropriate arrangements for publicity. The report is easy to find on the Council's website.

Given this endorsement of our approach, we have decided to repeat the process for 2016/17 with some further improvements.

How we Measure up

When we published the [Corporate Strategy 2015 - 2020](#) we set out the following outcome measures to judge our progress:-

Theme	Outcome Measures	Progress
Making Better Use of Resources	Improved public satisfaction levels with the services provided by the Council	✓
	Reduction in organisational 'running costs'	✓
	Increased on line activity to address public queries and transactions	✓
Building a Better Council	Increasing public communication, consultation and engagement	✓
	Improved staff satisfaction levels	✓
	Reduced staff sickness absence levels	✗
Healthier	Reduction in referrals to adult and children's social services	✓
	Increased availability of rented and affordable homes	✓
	Increased use of leisure facilities	✗
Learning	Improved educational attainment	✓
	Improved school attendance rates	✓
	Reduced number of young people Not in Education, Employment or Training	Year 11 ✗ Year 13 ✓
	Improved condition of schools	✓
Safe	Appropriate support provided to children, young people and families	✓
	Reduction in road casualties	Awaiting result
	Reduction in total recorded crime	✗
	Reduction in anti-social behaviour	✓
Environment	Increased rates of recycling	✓
	Improved digital access	✓
	Improved transport links	✓
	Increased use of renewable energy	✓
Economy	Increased employment	✓
	Reduction in working age population in receipt of out of work benefits	✓
	Increased economic activity and productivity	✓

There is also a **National suite of measures[#]** that all councils in Wales have to collect.

There are two main ways of measuring improvement:-

- Year on year improvement
- How we compare with other Authorities in Wales

Year on year improvement

During 2015/16, **56%** of our measures improved while **24%** have declined and **17%** remained the same; this builds on the improvement achieved in 2014/15 and still remains encouraging in the current climate of reduced budgets. The table below shows year on year results:

Year	Improved	Constant	Declined	Net Improvement (Improved - Declined)
2015/16 [#]	56% (23 measures)	17% (7 measures)	24% (10 measures)	32% [#]
2014/15	56% (24 measures)	14% (6 measures)	30% (13 measures)	26%
2013/14	59% (26 measures)	11% (5 measures)	30% (13 measures)	29%

[#] Please note that there is 1 result still outstanding therefore these figures will require updating

How we compare with other Authorities in Wales

An established way of comparing results is to look at the proportion of indicators that an authority has in the upper quarter of results, the lower quarter and above and below the median result.

The table below shows how our results compare with other Councils in Wales in **2014/15**

****	Upper quartile results	15 Results 36%	60%
***	Upper middle results	10 Results 24%	
**	Lower middle results	7 Results 16%	40%
*	Lower quartile results	10 Results 24%	

For 2014/15 **60%** of our measures are in the upper two quartiles with **40%** in the lower two quartiles compared to approximately 50:50 split for 2013/14, an excellent achievement.

[#] Please see a **list of all measures** in the above tables showing the results and how they have improved, declined or whether they have remained the same in **Appendix A**. This also shows how we compare with other Authorities in Wales but mainly for 2014/15 since the 2015/16 results for all Welsh Authorities will be published by the Local Government Data Unit in September 2016.

Appendix B gives detailed information on each measure with an explanation of performance.

New Legislation

The Well-being of Future Generations (Wales) Act 2015

The Welsh Government has put in place the *Well-being of Future Generations (Wales) Act* as the latest step in the journey to embed sustainable development in the public sector in Wales. The United Nations has highlighted the Act as a groundbreaking piece of legislation and noted its potential in relation to the recently agreed sustainable development global goals.



The Well-being of Future Generations Act requires most public bodies in Wales to carry out sustainable development with the objective of improving the social, economic, environmental and cultural well-being of their area. It places a well-being duty on those public bodies to set and publish objectives designed to maximise their contribution to the seven national well-being goals. They are also required to take all reasonable steps to meet those objectives. This is intended to strengthen sustainable development in these bodies through effective governance. The Act identifies five ways of working which can support the well-being of future generations – integration, collaboration, long term, involvement and prevention.

Public Services Board

The [Well-being of Future Generations Act](#) was passed with the intention of improving the well-being of the people of Wales. The Act outlines how public bodies must work, and work together, to achieve this.

A new Carmarthenshire Public Services Board (PSB) has been set up, (as is required in all the other counties in Wales), and its role is to effectively involve citizens and the local community in making decisions.

The aim is to make a difference to improving social, economic, environmental and cultural well-being in the county.

The new Public Services Board is made up of four statutory organisations:

- [Carmarthenshire County Council](#)
- [Hywel Dda University Health Board](#)
- [Mid and West Wales Fire and Rescue Service](#)
- [Natural Resources Wales](#)

There are also several invited participants including:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Welsh Government • Dyfed Powys Police • Dyfed Powys Police and Crime Commissioner • CAVS • Department for Work and Pensions • Coleg Sir Gâr | <ul style="list-style-type: none"> • University of Wales Trinity Saint David • National Probation Service • Community Rehabilitation Company • Brecon Beacons National Park Authority • Arts Council of Wales |
|--|--|

① [Carmarthenshire Public Services Board](#) newsletter

Publication of the Council's Well-being Objectives

As required in the Well-being of Future Generations (Wales) Act, by March 2017 the Council will publish its *Well-being Objectives* for the year ahead.

The Social Services and Well-being (Wales) Act

The Social Services and Well-being (Wales) Act comes into force from April 2016 and creates a new legal framework for social services. The Act imposes duties on local authorities, health boards and Welsh Ministers that require them to work to promote the well-being of those who need care and support (including carers). In addition to supporting well-being, the Act seeks to put people, partnership and prevention at the centre of service development. Local authorities, health boards and NHS trusts must work more closely together to integrate health and social care. Local authorities will be expected to use assessments of need, undertaken in partnership with health boards, to arrange appropriate preventative services that reduce the need for more formal support in their area.

Outcome C: People in Carmarthenshire are healthier ...

Our way of life is changing. People are living longer with a higher quality of life but our care needs are becoming more complex. The challenge now facing us is to prevent ill-health in the first place.



Goals: (as agreed in the Integrated Community Strategy with partners)

- C1 - Ensuring each child has the best start in life
- C2 - Preventing ill health and encourage healthy and active living
- C3 - Improving the Emotional, Mental Health and Well-being of all people in the County
- C4 - Reducing inequities in health
- C5 - Improving housing conditions and reduce homelessness
- C6 - Increasing access to health and social care for all people including vulnerable groups
- C7 - Reducing drug and alcohol misuse

Our Key Improvement Objective Priorities (KIOPs) are:

- Promoting Independence and Well Being for Older People
- We shall increase the availability of rented and affordable homes to support the needs of local people by implementing our affordable homes delivery plan

Progress at a glance:

Outcome Measures (as set out in Corporate Strategy)	Progress
Reduction in referrals to adult and children's social services	✓
Increased availability of rented and affordable homes	✓
Increased use of leisure facilities	✗

Our Performance & Results for 15/16 / Improvement Planned for 16/17:

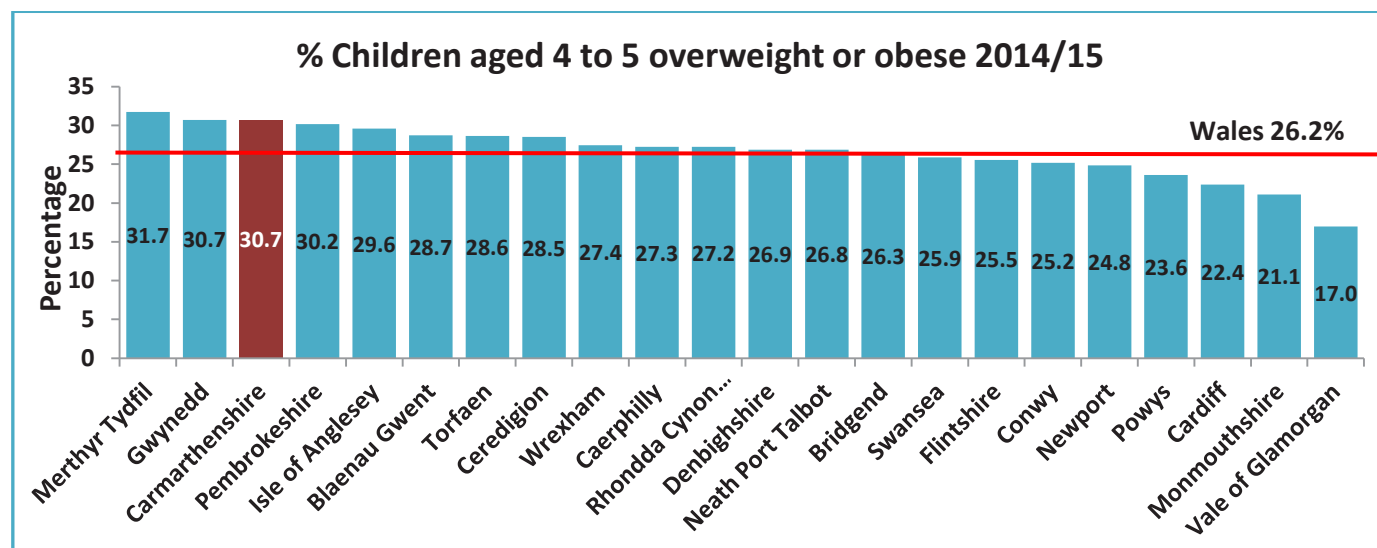
Goal: C1 Ensuring each child has the best start in life:

Our Review and Evaluation for 2015/16

Giving every child the best start in life is crucial to reducing health inequalities across the life course. The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being– from obesity, heart disease and mental health, to educational achievement and economic status. To have an impact on health inequalities we need to address the social gradient in children’s access to positive early experiences. Later interventions, although important, are considerably less effective where good early foundations are lacking.

[Public Health Wales](#) (PHW) NHS Trust recently published its fourth release of the Child Measurement Programme (CMP) for Wales which contains findings of the programme of child measurements carried out with children attending reception class in schools in Wales in 2014/15.

- **Participation** in the programme has increased by more than 10% in three years, from 84.3% of all children in 2012/13 to 94.5% in 2014/15. The participation rate in Carmarthenshire has increase from 88% to 92%.
- 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
- The % overweight or obese in Carmarthenshire has increased from **26.2%** in 2013/14 to **30.7%** in 2014/15 moving from 9th lowest and below the Welsh average (26.5%) to **3rd highest** and well above the Welsh average which has reduced to 26.2%.
- The proportion of children who are obese continues to increase from **10.9%** in 2012/13 to 11.6% in 2013/14 and **13.6%** in 2014/15



Childcare provision in Carmarthenshire is delivered in partnership with private, voluntary and statutory sectors, and has continued to develop. We currently have:

- **107** registered child minders (with **553** places)
- **36** registered full day nurseries (with **1,288** places)
- **43** registered out of school clubs (with **1,294** places)
- **63** registered sessional care placements (with **1,171** places) includes Flying Start settings
- **249 Total providers**, with **4,306** registered places.

How did we perform during 2015/16?

The **Flying Start early years programme** (a key component of the Welsh Government's *Tackling Poverty* agenda) aims to support families with children aged 0-3 who live in some of the most disadvantaged areas in the country providing a range of intensive prevention services to improve children's language, cognitive, social and emotional development and physical health, which we are able to provide through:

- An enhanced health visiting service
- Free part-time high quality childcare for 2-3 year olds
- Parenting support (including parenting programmes and basic skills)
- Support for Speech, Language and communication

📌 Also see goal **G5 Tackling poverty and its impact on the local economy**

Flying Start Key Measures		2014/15 Result	2015/16 Target	2015/16 Result	Comment
!	The % of children registered to take up the free Flying Start child care placement (9.1.8.0)	79.8%	80.0%	70.4%	Off target but Improved #See comment below
✓	The % of attendance at the free Flying Start Child Care placement (9.1.8.1)	77%	75%	79%	On target and improved
✗	The number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach. (9.1.8.2)	18	23	17	Off target and Declined #See comment below
✓	The % of high need families living in a Flying Start area receiving at least a monthly contact from the Flying Start Health Visiting Service (9.1.8.3)	90%	90%	96%	On target and improved
✓	The % of children living in a Flying Start area that have had a needs assessment carried out using the Family Assessment Tool within a month of entry to service. (9.1.8.4)	100%	100%	100%	On target and continues to be at maximum result
✓	The % of families with additional social welfare needs linked to poverty, living in a Flying Start area receiving time specified interventions from the wider Flying Start Team (9.1.8.6)	95%	93%	96%	On target and improved
✗	The number of children aged 0-4 in Carmarthenshire benefitting from the intensive Flying Start service provision (9.1.8.7)	1671	1800	1570	Off target and Declined #See comment below

#The childcare coordinator has been working closely with the childcare settings and health visitors to ensure children registered are attending regularly. This term we have found a significant drop in numbers eligible to register but this is mainly due to low birth rate numbers and therefore out of our control. (9.1.8.0)

#The number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach is set at 23 by WG with a 10% variance. Unfortunately due to difficulties in recruiting qualified health visitors (which is a national issue), meant we were unable to accept further outreach referrals, and were also unable to increase the capacity number. We will be shortly holding a recruitment event to try and attract interest. (9.1.8.2 & 9.1.8.7)

- ✓ Over the last year there have been 9,486 visits to the **Family Information Service** website and 40,620 page views with 67% being new visits.



A thought-provoking and inspirational storytelling event attended by more than 50 families and their children took place in February. The 'Once upon a time...why start early' event was organised by Family Information Service, Flying Start and Childcare & Play Team. The purpose to encourage family learning as shared and enjoyable activity, raise aspirations and readiness to learn.

- ✓ We have provided a full school holidays programme and family workshops at Oriel Myrddin, including a regular 'free' book club, and cross-disciplinary talks on a broad range of themes e.g. architecture, farming, poetry and archaeology
- ✓ All of our 14 secondary schools plus 2 special schools are delivering the [5x60](#) extra-curricular physical activity scheme and **100%** of primary schools are on board for [Dragon Multi-skills / Sport](#) extra-curricular activity scheme, linking in with a number of community sports clubs. 60% of our school pupils are members of a sports club
- ✓ We have provided [free swimming](#) for children (u16) at all CCC swimming pools on weekends and in school holidays, with the programme linked to the Welsh Learn to Swim pathway, [Aqua passport](#)
- ✓ [Young Ambassadors](#)' for sport are now in place in all secondary schools and 80% of primary schools, becoming leaders of the future by inspiring their fellow pupils to get active. Carmarthenshire has engaged in a sector-leading development of this by introducing 'Bronze Plus' Ambassadors at Yr 7 to retain Bronze YA's and develop their leadership skills as they move from primary to secondary schools.
- ✓ We have provided swimming lessons to over 4,100 children during school time and over 2,000 children outside of school hours.
- ✓ 83 primary schools visited our Pendine Outdoor Education Centre to learn about outdoor adventurous activities and the environment
- ✗ Unfortunately we did not meet our target of 270,000 attendances at sporting opportunities facilitated by Sport & Leisure Officers and only achieved **197,899**. Reason for the decline and shortfall is due to having two vacant posts for a period of time, which have since been filled and our Hockey development officer has been absent from work for 5 months which has resulted in a downturn in hockey activity. Also the Rugby development partnership was ceased by Welsh Rugby Union (WRU) in October 2015. (3.4.2.8)

How do we know we made a difference? / Is anyone better off?

Increased partnership working with Public Health Wales has assisted in promoting the health and well being benefits of play i.e. reducing the risk of obesity in children, smoke-free playgrounds. Therefore it has been a season of summer fun at our Integrated Children’s Centres with a focus on promoting ‘**healthy living**’ through exercise and sport to promote fitness and wellbeing.



Working with CrossFit, Llanelli, and the Swans Football Community Trust.



CSSIW commented positively on our Flying Start provision in Carmarthenshire
[\(Annual Performance Report 2014-15\)](#)



“The visit to the Flying Start service demonstrated that this is a well-run service with managers providing a sound strategic lead on service delivery with a clear focus on ensuring effective multi-disciplinary working. The service has expanded during the past twelve months with nine new areas, with a total of 17 Flying Start communities. This has significantly strengthened the preventative services available to families in line with the Welsh Government’s child poverty strategy”.

[CSSIW Performance Evaluation Report 2014/15](#)

The 14 newly commissioned Families First projects have supported a total of **8,626** individuals of which **6,829** were new to service individuals. All are using a Team Around the Family approach to evidence whether the family are ‘**better off**’ as a result of the intervention. **Results of a survey** was positive with **99%** reporting **they would recommend the service** to others. Unfortunately the Families First grant is being cut by 12% next year, and although all 14 commissioned projects will remain, service delivery will reduce across the board.

We have used the evaluation of the **Child and Family Unit (CFU)** ‘reclaim social work’ pilot to restructure within our long-term children’s social work teams. Dinefwr Childcare Team (DCCT) began operating within a **POD** framework from September 2015. The PODs hold weekly meetings to discuss cases, with input from the Educational Psychologist, and have refined elements of the model in line with the needs of the team. Workers have received training to use the ‘Outcomes Star’ which will assist service users and staff to evaluate the effectiveness of input. Implementation of the model across all long-term child care teams will be completed by the end of March 2017.

Improvements for 2016/17

1. Despite an increase number of places purchased due to expansion, we shall aim for at least 77% attendance at the free Flying Start Child Care placement (9.1.8.1)
2. We shall aim to reduce the % of unauthorised absence at the free Flying Start Child Care placement from 6.38% to 6% (9.1.8.8)
3. We will aim to increase the number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach from 17 to 23 (9.1.8.2)
4. We will ensure that at least 93% of high need families living in a Flying Start area receive least a monthly contact from the Flying Start Health Visiting Service (9.1.8.3)
5. Of families with additional social welfare needs linked to poverty living in a Flying Start area, we will ensure that at least 95% receive time specified interventions from the wider Flying Start Team e.g. Social Worker or Family Support Officer or Domestic Abuse Project Worker or Midwife (9.1.8.6)
6. We will aim for at least 85% of children in Flying Start areas reaching, exceeding or within one age band of their development milestone at age 2 years, (assessed within 23-25 month) (9.1.8.9)
7. We will aim for at least 90% of children in Flying Start areas reaching, exceeding or within one age band of their development milestone at age 3 years, (assessed within 35-37 month) (9.1.9.0)
8. We will implement the Child and Family Unit (CFU) systemic model of working across children's services teams (12044)
9. We aim to increase the number of attendances per year at sporting opportunities facilitated by Sport & Leisure Officers from 197,899 to 208,000 (a 5% increase) (3.4.2.8)
10. We shall increase the % of children who can swim 25m aged 11 from TBC to TBC (3.4.2.1)
11. We shall increase the number of young people (0-16) accessing free swim sessions from TBC to TBC (3.4.2.2)

① For further Actions please also see goal **G5 Tackling poverty and its impact on the local economy and E5 Safeguarding all people from abuse, victimisation, neglect & exploitation**

Outcome D - People in Carmarthenshire fulfil their learning potential...

We all want 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



Goals: (as agreed in the Integrated Community Strategy with partners)

- D1 - Providing the best opportunities for lifelong learning & development for all
- D2 - Improving skills and training to increase employment opportunities for all
- D3 - Supporting parents & families to develop their children's learning
- D4 - Developing an Inclusive Society
- D5 - Increasing the provision of childcare, education and training through the medium of Welsh

Our Key Improvement Objective Priorities (KIOPs) are:

- Improving Learner Attainment
- To further reduce young people Not in Education, Employment or Training

Progress at a glance:

Outcome Measures (as set out in Corporate Strategy)	Progress
Improved educational attainment	✓
Improved school attendance rates	✓
Reduced number of young people Not in Education, Employment or Training	Year 11 ✗ Year 13 ✓
Improved condition of schools	✓

Our Performance & Results for 15/16 / Improvement Planned for 16/17:

Goal: D1 Providing the best opportunities for lifelong learning & development for all

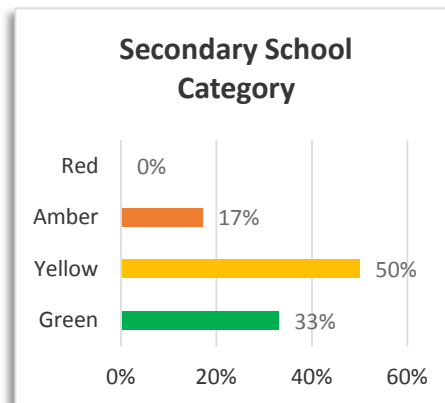
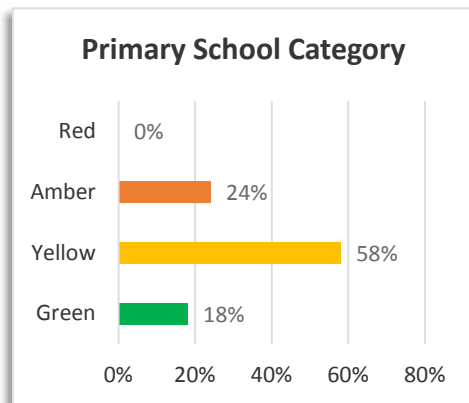
Our Review and Evaluation

For the second year in succession our school pupils achieved their best ever examination results at GCSE, achieving 61.1% against the key Level 2 Inclusive indicator (at least 5 number GCSE passes at grade A* to C including mathematics and language) with teacher assessments at all other key stages of education improving and comparing favourably with other authorities.

Children’s services received another very good evaluation from the CSSIW. It was particularly pleasing to receive CSSIW’s comments that “for children’s services performance of the Council continues to be amongst the best in Wales”.

Within our Modernising Education Programme major school development projects were completed at Ysgol Bro Dinefwr and Ysgol Dyffryn Aman, part of the major transformation of secondary education in the Dinefwr region, and at Burry Port Primary School and Ysgol Carreg Hirfaen, with thousands of children benefiting.

Welsh Government School Categorisation:



- ✓ At 77%, well over three quarters of our schools are now in a **Green or Yellow category**, 8% higher than 2014-15.
- ✓ The proportion of **Green schools** in Carmarthenshire has increased by 2% as compared to 2014-2015. (11661)

School inspections by **Estyn** were increasingly positive, with Brynaman Primary School being the first school in Carmarthenshire to be awarded the ‘Excellent’ judgement in both overall judgements, all three key questions and all ten quality indicators.

How did we perform during 2015/16?

The Council still sees improving learner attainment as a KIOP for the year ahead, as it is crucial to the development of education within the county. At a recent Members seminar in April 2016, Members identified this as a top priority closely linked to regeneration. Members wanted to ensure that investment continued to further develop our educational needs.



KEY IMPROVEMENT OBJECTIVE PRIORITY (KIOP) We will improve Learner Attainment

Authority achieves best ever learner attainment

Best ever learner attainment

Education continues to be one of the highest priorities for the Council, equipping our young people with the skills and qualifications which will enable them to secure well paid jobs for their

future. We want Carmarthenshire to be a community where children are safe and nurtured and learners are able to achieve their full educational potential. We continue to achieve improvement in the measures below.

Key Measure of Success	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15			Academic Year 2015/16
	Results	Result	Target	Result	Progress	Target
% of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and mathematics (L2i) (EDU/017)	53.9%	58.7%	61.1%	61.1%	Improved	61.6%

- ✓ Our result for 2014/15 (academic year) is a 4% improvement on the previous year's result and demonstrates our greatest success to date with this key indicator. Breaking through the '60% barrier' is an excellent achievement. It clearly represents the combined and focused efforts of our schools and officers on raising standards.
- ✓ This result is above the Welsh average and was the 7th highest in Wales.

Why this is important

% of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and Mathematics is currently regarded as the key measure of achievement at the end of compulsory education. However, L2i will cease to be considered as the key achievement indicator as of 2017 when the revised 'Capped 9 Measure' comes into force.

In addition to this key measure we also need to improve the following attainment measures...

Performance Indicators (PI's)	Academic Year 11/12	Academic Year 12/13	Academic Year 13/14	Academic Year 14/15	2014/15 Welsh Average	Comments	Academic Year 15/16
% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) (5.0.2.9)	80.0	81.6	84.1	86.8	86.8	Improved result compared to previous academic year, result equal to the Welsh Average.	87.3
% KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) (EDU/003)(OAG)	83.9	85.4	87.4	88.2	87.7	Improved result compared to the previous academic year. The core subject indicator at KS2 continues to improve and is at its highest ever level.	88.7
% KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) (EDU/004)(OAG)	74.3	77.1	84.5	85.1	83.9	Improved result compared to the previous academic year. Results at KS3 continue to improve and are at their highest point.	85.6
% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent (L2) (5.0.2.2)(OAG)	69.5	78.0	84.7	87.0	84.1	Improved result compared to previous academic year, and above the Welsh Average and is our best ever result.	87.5
Eligible for Free School Meals							
% of pupils eligible for Free School Meals who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics (5.0.3.1)	n/a	29.3	28.9	33.7	31.6	Improved result compared to previous academic year, result and above the Welsh Average.	34.2

① [See School Performance and Achievement Report Academic Year 2014/15](#)

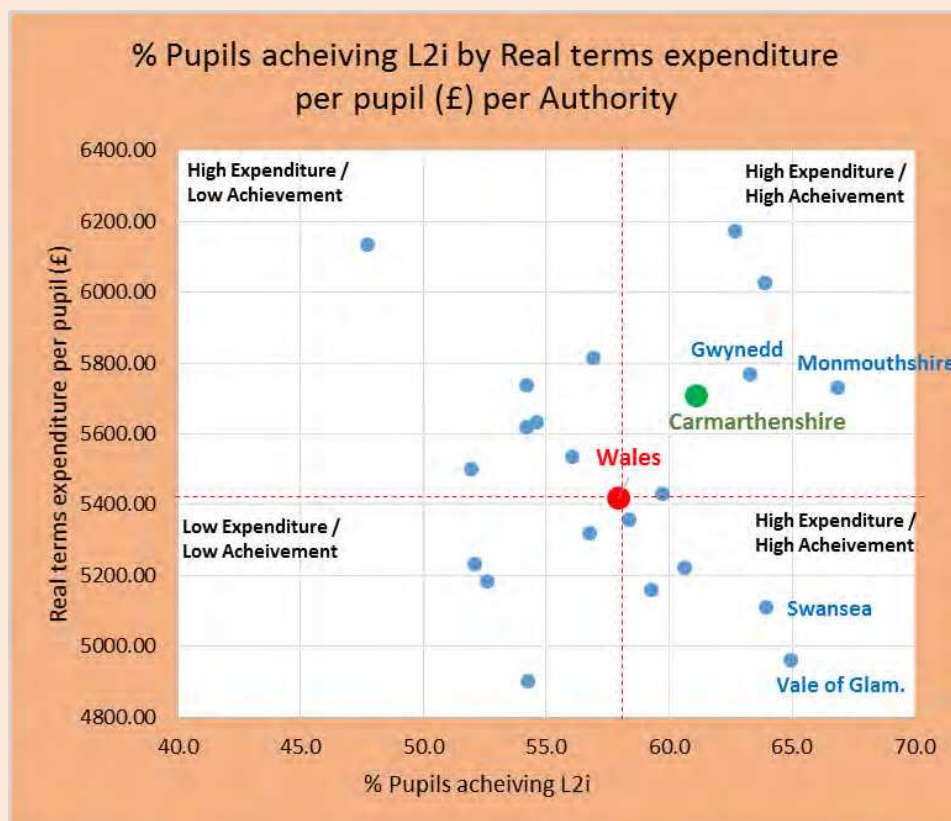
- ✓ Successfully improved the performance of pupils **eligible for Free School Meals (eFSM)** across nearly all Key Stages. This success reflects the impact of work undertaken in partnership focusing directly on higher achievement for this vulnerable group. Effective use of PDG funding encompassing a range of specific strategies and interventions underpins this success. (Action 11699, measure 5.0.3.1)

How do we compare with others

There are 22 Councils in Wales and Carmarthenshire's progress can be compared as follows:-

Table to compare results against key measures

Measures		How our results rank compared to 21 authorities in Wales and our change in position																						
	Our 2014/15 result and change	22 nd	21 st	20 th	19 th	18 th	17 th	16 th	15 th	14 th	13 th	12 th	11 th	10 th	9 th	8 th	7 th	6 th	5 th	4 th	3 rd	2 nd	1 st	
		Worst results										Best Results												
		Arrows start from our Academic Year 2013/14 position to our 2014/15 position																						
% Achieved the Level 2 inclusive threshold (EDU/017)	61.1 ↑ 2.4																							
% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) (5.0.2.9)	86.8 ↑ 2.7																							
% Pupils achieving Key Stage2 Teacher Assessment (EDU/003)	88.2 ↑ 0.8																							
% Pupils achieving Key Stage3 Teacher Assessment (EDU/004)	85.1 ↑ 0.6																							
% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent (5.0.2.2)	87.0 ↑ 2.3																							



Our relative Welsh ranking has improved for the L2, L2i and Foundation Phase Indicator. Despite continuing our upward trend in results for the KS2 and KS3 Indicators, our relevant Welsh ranking has declined. The upward 'jump' for each of these indicators was not as pronounced as in previous years.

How we compare in Wales for results and cost per pupil

Two Authorities achieved better results with a similar budget, Gwynedd and Monmouthshire, two very rural counties with fewer pupils, no urban centres, and lower efsm cohorts. Two Authorities achieved better

results on a lower budget; Swansea and Vale of Glamorgan, two counties that are geographically small and urban with lesser transport issues.

We delivered 20 out of our 28 KIOP commitments last year

Last Year's Commitments	Progress Comment
Continue to deliver our Modernising Education Programme / 21st Century Schools Plan	
We will increase the number of surplus places removed as result of Carmarthenshire's 21 st Century Schools reorganisation from 46 to 394 (4.3.1.7)	✓ 394 school places were removed overall as follows; 1120 places were removed, Llanfynnydd, 41, Llansawel, 60, Burry Port Primary, 98, Maes Y Gwendraeth, 464, Bro Dinefwr, 313, Dyffryn Aman, 144, however capacity increased by 726, Ffwrnes, 329, Strade, 397.
We will increase the % of schools graded as "Good" (Category A) or "Satisfactory" (Category B) for school building condition from 53% to 55% (4.3.1.8)	✓ The % has improved to 55% from 53% the previous year. This is a slow moving measure due to the time scales in improving and building new schools. New schools will not be opened each year, so results will be 'stepped' as each building project is due to be completed.
We will complete construction on the new Burry Port Community Primary School (11622)	✓ Construction was completed and pupils have occupied the new school building as per statutory notice from 01/09/15.
We will complete construction on Carreg Hirfaen Primary School (11623)	✓ Construction was completed on and the new school opened to pupils on 23 rd February 2016.
We will continue construction and refurbishment on Ysgol Maes Y Gwendraeth site (11620)	✓ Construction work is progressing well and remains on target for completion and full occupation by September 2018.
We will continue and complete construction of the new Ysgol Bro Dinefwr Secondary School (Completion Date January 2016) (11621)	✓ The Authority took ownership of the New school Building on Monday 22 nd February 2016.
We will complete construction of Ysgol Y Strade (11624)	✓ Refurbishment completed on target and was ready for occupation to staff and pupils at the start of the new 2015 academic term.
We will continue and complete construction of Ysgol Dyffryn Aman (11625)	✓ Construction Programme completed and the Official Opening took place on Monday 7 th December 2015.
We will commence construction on Coedcae Project, subject to business case approval by Welsh Government (11626)	✓ A £6.7million investment is being made in Coedcae School to include a new science block and refurbishment of the existing building. Phase 1 is progressing well on site with an existing building demolished and construction of the new science block underway.
We will commence construction on the Seaside Project, subject to business case approval by Welsh Government (11627)	✓ The Business case has been approved and Statutory consultation has been completed. Contractor started on site 22 nd February 2016.
We shall complete the provision of a vocational construction skills block at Bryngwyn School (11745)	✓ Construction works programme is progressing well and the completion date remains as August 2016.
We will aim commence work to construct new premises for Ysgol Trimsaran, a project with a value of £6.8 million subject to business case approval by Welsh Government. (11733)	✓ The Full Business Case was approved by WG on 29/01/16. Construction works are programmed to start on site in May 2016.
Improving School Attendance - Making every day count	
We will increase the % of pupil attendance in primary schools from 95% - 95.2% (EDU/016a)	✓ Result has improved from 95.0% to 95.2% compared to the previous year. This is the Local Authority's best ever result and is the 5 th best in Wales.
We will reduce the % of authorised absence in primary schools 4.3% to 4.1% (4.1.2.3)	✓ Result improved compared to previous academic year, 4.0% compared to 4.3%, due to an improved focus on attendance.
We will increase the % of pupil attendance in secondary schools from 93.9% to 94.2% (EDU/016b)	✓ Result has improved from 93.9% to 94.2% compared to the previous year. This is the Local Authority's best ever result, is above the Welsh average being the 9 th best in Wales.
We will reduce the % of authorised absence in secondary schools from 5.6% to 5.3% (4.1.2.2)	✓ Result improved compared to previous academic year, 5.1% compared to 5.6%, due to an improved focus on attendance.
Teacher Assessments and Examinations	
We will increase the % of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and mathematics from 58.7% to 61.1% (EDU/017)	✓ Result has improved from 95.0% to 95.2% compared to the previous year. This is the Local Authority's best ever result and is the 5 th best in Wales.

We will increase the % of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) from 84.1 to 88.7% (5.0.2.9)	!	Result of 86.8% is slightly off target , however the performance achieved represents an improvement of 2.7 percentage points on the previous year's performance and is the Local Authority's best result to date .
We will increase the % KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) from 87.4% to 88.7% (EDU/003)	!	Result of 88.2% is off target however continues to improve , is above the Welsh average and is at its highest ever level .
We will increase the % KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) from 84.5% to 86.5% (EDU/004)	!	Result of 85.1% is off target however results continue to improve, is above the Welsh average and is at its highest point .
We will increase the % of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent from 84.7% to 87.4% (5.0.2.2)	!	Result of 87.0% is slightly off target , however has improved by 2.3 percentage points, is above the Welsh average and is our best ever result .
Implementing a consistent regional support, challenge and intervention framework		
We will accelerate the development of Education through Regional Working (ERW) regional school improvement service, including our participation in the West Hub, with a view to helping schools raise standards (11640)	✓	The initial development of `Western Hub Working` has matured greatly as a model across a range of key activities and provision areas in support of regional working. Collaboration between the Carmarthenshire and Pembrokeshire School Improvement Teams has strengthened with both Teams contributing to each other's provision and performance in valuable ways.
We will increase the number of Primary and Secondary schools in green and yellow support National School Categorisation System categories. (2014/15 had 69 Primary schools and 9 Secondary schools in the green and yellow support categories) (11661)	✓	The proportion of Green schools (National School Categorisation System) in Carmarthenshire has increased by 2% as compared to 2014-2015
Improving outcomes of Estyn School Inspections		
We will ensure that fewer schools are placed in ESTYN Local Authority Monitoring, Monitoring by ESTYN and statutory categories by ensuring early identification and intervention from school improvement professionals (11641)	✓	Reduced the number of schools placed in Estyn Local Authority Monitoring (15% from 16%)
Reducing fixed term exclusions		
We will minimise the % of school days lost due to fixed-term exclusions in Primary Schools from 0.008% to 0.007% (EDU/010a)	✘	Result has declined to 0.015%, unfortunately this year four schools had significant difficulties with a small number of pupils leading to an increased exclusion rate.
We will minimise the % of school days lost due to fixed-term exclusions in Secondary Schools from 0.039% to 0.037% (EDU/010b)	✘	Result has remained constant compared to the previous year. This is at a very low level of exclusion with results being in the top three in Wales for several years.
Developing values and skills for lifelong learning		
We will increase the % of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A levels grade A-E) from 98.6% to 99% (5.0.2.3)	✘	Result declined to 98.1% from 98.6% the previous year. However the Welsh average also declined and the LA's relative ranking in Wales actually improved two places to 4 th .
We will increase the % of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools (2014 result 91.8%) See the Welsh in Education Strategic Plan (WESP) for further information. (11628)	✘	Disappointingly, 2015 saw a reduction , from 91.8% to 85.25%, however we have no direct control over pupil/parent preferences.

Is anyone better off?

A child and young person's education attainment, including their ability to gain good qualifications, provides them with a solid foundation in which to pursue education and employment opportunities.

Everyone deserves to have the best chance in life. A good, high quality education forms part of that expectation. It not only allows young people to gain new knowledge and skills but it also extends their future life opportunities, enabling them to take a full and active part in community life, widen future education opportunities and preparing them for working life in the 21st century.

For the second year running, all Carmarthenshire school pupils who left education had an approved external qualification.

Statistics from [Stats Wales](#) shows that 33.6% of working age adults in Carmarthenshire have qualifications at NQF level 4+ in 2015 (32.6% in 2014). This shows a steady improvement on our 2005 figure of 22.8% but we continue to be lower than the Welsh average of 36.1%.

The percentage of working age adults with no qualifications in Carmarthenshire has reduced slightly again to 11.1% in 2015 from 11.2% in 2014.

How we plan to achieve the KIOP this Year


In particular this year we especially aim to improve the results of those pupils who are entitled to free school meals (eFSM)

What we will improve & how we will measure success	2016/17 (academic year 2015/16)
	Targets
Continue to deliver our Modernising Education Programme / 21st Century Schools Plan	
We will conclude the Dinefwr Secondary Schools Transformation Strategy by completing school modernisation investment at Ysgol Maes y Gwendraeth, to complement the significant investments at Ysgol Bro Dinefwr and Ysgol Dyffryn Aman which were completed in 2015, bringing to a conclusion the major reorganisation of secondary school provision in the region and an investment totalling £69 million in value. (12069)	March 17
We will invest around £19 million in major school construction and modernisation projects at Coedcae, Seaside, Trimsaran, Llangadog and Parc y Tywyn. (12070)	March 17
We will increase the number of surplus places removed as the result of Carmarthenshire's Modernising Education Programme (4.1.1.7) (2015/16 – 394)	141
We will increase the % of schools graded as "Good" (Category A) or "Satisfactory" (Category B) for school building condition.(4.3.1.8) This is a self evaluation based on a survey completed in 2010 by WG on behalf of the Authority. Definition of categories A – D: A - good (no deterioration) B - satisfactory (minor deterioration) C - poor (major deterioration) D - bad (life expired) (2015/16 – 55%)	56%
Improving School Attendance - Making every day count	
We will increase the % of pupil attendance in primary schools (EDU/016a) (Academic Year 2014/15 – 95.2%)	95.4%
We will reduce the % of authorised absence in primary schools (4.1.2.3) (Academic Year 2014/15 – 4.0%)	3.9%
We will increase the % of pupil attendance in secondary schools (EDU/016b) (Academic Year 2014/15 – 94.2%)	94.4%
We will reduce the % of authorised absence in secondary schools (4.1.2.2) (Academic Year 2014/15 – 5.1%)	5.0%
Teacher Assessments and Examinations	
We will increase the % of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and mathematics (EDU/017) (Academic Year 2014/15 – 61.1%)	61.6%
We will increase the % of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) (5.0.2.9) (Academic Year 2014/15 – 86.8%)	87.3%

We will take forward the recommendations of the Foundation Phase report (12071)	31/03/17
We will increase the % KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) (EDU/003) (Academic Year 2014/15 – 88.2%)	88.7%
We will increase the % KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) (EDU/004) (Academic Year 2014/15 – 85.1%)	85.6%
We will increase the % of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent (5.0.2.2) (Academic Year 2014/15 – 87.0%)	87.5%
% of pupils eligible for Free School Meals who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics (5.0.3.1) (Academic Year 2014/15 – 33.7%)	34.2%
We will enhance outcomes for More Able and Talented pupils.(12072)	31/12/16
We will increase the % of pupils achieving the Level 3 threshold (2 A Levels grade A-E) (5.0.2.3) (Academic Year 2014/15 – 98.1%)	98.6%
Implementing a consistent regional support, challenge and intervention framework	
We will work to improve the quality of leadership and its impact on improving outcomes across the consortium (12073)	March 17
We will improve the proportion of schools with a Green or Yellow categorisation in the National School Categorisation System (12074)	March 17
Improving outcomes of Estyn School Inspections	
We will increase the % of Good or Better Outcomes in Estyn Judgments (12075)	March 17
Reducing fixed term exclusions	
We will minimise the % of school days lost due to fixed-term exclusions in Primary Schools (EDU/010a) (Academic Year 2014/15 – 0.015%)	0.013%
We will minimise the % of school days lost due to fixed-term exclusions in Secondary Schools (EDU/010b) (Academic Year 2014/15 – 0.039%)	0.037%
Developing values and skills for lifelong learning	
We will deliver literacy, numeracy and English for speakers of other languages (ESOL) courses for Carmarthenshire residents and in-comers to the County (12076)	March 17

Other key work for this goal

- ✓ **Numeracy and literacy standards** at Foundation Phase. Key Stage 2 and Key Stage 3 improved as measured by Teacher Assessment. Key Stage 4 and 5 key indicators also witnessed success. We have maintained a robust focus on promoting high quality teaching and learning through leadership seminars, development programmes and enhanced collaboration between schools and the LA/ERW. (11679)
- ✓ **Regional School Improvement Service:** We have continued to develop our partnership with ERW in support of raised standards across all of our schools. Such activity, in the main through the implementation of ERW Core Visits (support and challenge), has impacted well on the attainment and outcomes achieved by our learners. (11640)
- ✓ **National Curriculum** Commenced implementing the recommendations of the Donaldson review of the national curriculum into a vibrant and engaging local curriculum (11732)

 **School Attendance and exclusions:** See Goal D3 - Supporting parents and families to develop their children's learning

How do we know we made a difference? / Is anyone better off?

2015 has seen Glan-y-Môr pupils achieve outstanding success.

- ✓ It has been a truly exceptional year of results across GCSE, Key / Essential Skills and Welsh Baccalaureate Qualifications
- ✓ The top fifteen pupils achieved a staggering 100 A* and A grades.
- ✓ The improvement of the Key Level 2 inclusive Indicator over the last few years is a remarkable achievement. The school has doubled the most important performance measure over three years from 30% in 2012 to 60%.

What the pupils said.....



"I am so pleased with my results. Thanks to all the staff in the school for their support.

*They were fantastic" **Robbie Williams***

*"I am extremely happy with my achievements. Thanks to Glan-y-Môr I can now continue with my chosen career path!" **Tane Davies***

*"The school was brilliant. I am really happy. Thanks to everyone at the school I achieved everything I wanted." **Rebecca Roberts***

- ! For the **National Survey of Wales** question 'what they thought about the state of education in Wales?' Carmarthenshire had a score of 6.6 out of ten (the average score in Wales). 600 residents were asked in each Council in Wales.

Improvement for 2016/17

1. We will increase the % of 15/16 year olds achieving the `core` subject indicator. Those pupils achieving at least grade C in GCSE English or Welsh, Mathematics and Science in combination from 58.22% to 58.7% **(5.0.2.6)**
2. We will increase the average point score for pupils aged 15 at the preceding 31 August from 580.3 to 581.0 **(EDU/011)**
3. We will increase the number of people using Public Library Services during the year per 1,000 population from 6,806 to 7,274 **(LCL/001b)**
4. We will continue to hold all schools and ERW to account for further improving standards and outcomes for learners, intervening in schools where performance is not satisfactory **(12077)**
5. We will support schools, in tandem with ERW, to further improve outcomes for all pupils but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children. **(12078)**
6. We will continue with the design of the Carmarthenshire Curriculum in partnership with schools and other providers; to incorporate national policy developments as they emerge; achieve key milestones in line with the development strategy Palmantu'r Ffordd/Paving the Way and including publishing a Carmarthenshire Curriculum Declaration as an interim developmental step. **(12079)**
7. We will implement the actions detailed in the **Modernising Education Programme** for 2016/17 in relation to
 - Construction Projects , School Organisation Proposals, Business Cases, Data returns, School Capacity, Catchment areas and Estate management **(12080)**

Goal: D2 Improving skills and training to increase employment opportunities for all

In December 2013 the Council adopted the Swansea Bay City Region [Economic Development Strategy 2013–2030](#). In the strategy, **improving skills and training to increase employment opportunities for all** is seen as essential to develop a thriving and sustainable knowledge economy with high value-added employment will necessitate substantial improvements in our skills levels, such that local people can offer the skills and expertise that knowledge-intensive businesses require.

Adult Community Learning (ACL)

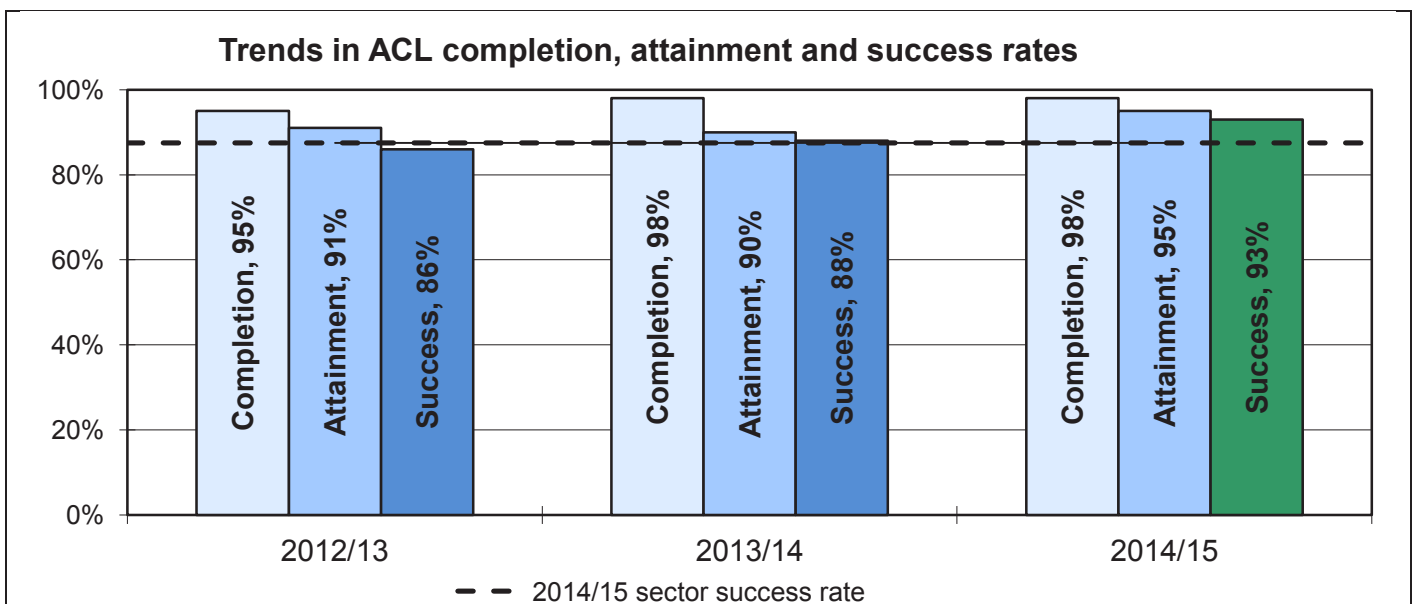
The emphasis of Local Authority course provision continues to be the long-term personal development of learners to enable them to progress to further education, training or employment. This includes support for literacy, numeracy and English for Speakers of Other Languages. The Adult Community Learning Service has 218 active enrolments on approximately 19 courses. 281 learners completed on 27 courses at the end of the Autumn term;

The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses. Welsh for Adults provision across Wales will be subject to major change in the 2016-2017 year, with a new all Wales entity established to oversee provision, replacing the existing four regional centres;

Our Review and Evaluation for 2015/16

We have achieved our best ever Adult Community Learning (ACL) Results. There has been continuous improvement for the last 5 years:-

Adult Community Learning (ACL)



- *Completion*: of all the learning activities which started, how many were completed (the learner was still there at the end of the course)?
- *Attainment*: of the learning activities which were completed, how many resulted in the learner achieving the qualification they were aiming for?
- *Success*: this combines completion and attainment into a single overall measure: of all learning activities that were started, how many were successfully completed and achieved?

How did we perform during 2015/16?

- ✓ Secured an allocation from the Education **Improvement Grant** for 14-19 related activity including collaborative courses to meet the requirements of the Welsh Governments Learning and Skills Measure. (11876)
- ✓ Acted on the Recommendations of the Welsh Governments *Young People NEET Findings from a review of Councils in Wales* report:

It's very important to improve skills and training in order to increase the employment opportunities for young people. This has been identified as a Key Improvement Objective Priority for 2016/17.



KEY IMPROVEMENT OBJECTIVE PRIORITY (KIOP) We will further reduce young people Not in Education, Employment or Training

There is an imperative for the County to renew efforts to reduce the number of young people who become NEET. This work will be supported by curriculum review initiatives currently being developed by the Department for Education and Children and a range of work-related education programmes being delivered by the Regeneration Team. Additionally, activities delivered via the regional Cynnydd European Social Fund project will assist young people in progressing to further education, training and employment during the Post 16 education phase.

Key Measure of Success	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15			Academic Year 2015/16
	Results	Result	Target	Result	Progress	Target
% of Year 11 leavers Not in Education, Employment or Training (NEET's) (5.1.0.1)	3.0% (65 / 2198)	3.4% (69 / 2016)	3.0%	3.5% (69 / 1962)	Declined	3.0%
% of Year 13 leavers Not in Education, Employment or Training (NEET's) (5.1.0.2)	5.5% (40 / 727)	6.0% (46 / 767)	None set	2.8% (21 / 761)	Improved	2.6%

There has been a slight increase (0.1%) in the percentage of year 11 pupils becoming NEET, though the actual number of pupils remains the same as 2014 (69 pupils became NEET).

There has been a very positive result (2.8%) for the percentage of year 13 pupils becoming NEET compared to the previous year (6.1%).

Why this is important

The Welsh Government's Youth Engagement and Progression Framework focuses on reducing the number of young people aged 11 to 25 who are not engaged in education, employment or training (NEET) in Wales.

Reducing the number of young people becoming NEET on leaving year 11 is thus essential to maximise the life opportunities for this cohort. Ensuring that as many young people as possible are able to progress to school 6th forms, FE Colleges, training provision or work helps ensure that learners at statutory school leaving age do not experience the effects of poverty and can contribute to their communities and the wider economy. Ensuring participation in employment, education and training post 16 also reduces the wider costs to society caused by reliance on benefits and the personal and public costs of offending.

How do we compare with others

- **Year 11** - Carmarthenshire now ranks 18/22 LA's in Wales and above the All-Wales average of 2.8%. While there are a range of local circumstances that have contributed to our own performance, we will need to look into why many of the other LA's are showing very significant decreases in the numbers for this KPI and ask WG colleagues for assistance. (link to Action re. new Vulnerable Young people panel below)
- **Year 13** - On completion of Year 13, our performance ranks 3rd of 22 LA's and is above the Wales average of 3.7% and an improvement on our 2014 performance of 4% of cohort.

Is anyone better off?

Case study

The young person was identified by a School-based youth worker who was working with his sister. He had not attended school for two years after being removed by his mother to be elected home educated. However, no education took place and as a result he had become cut off from the outside world. He lives at home with his mother and two sisters and has had quite a chaotic upbringing which has led to the issues around social exclusion. Due to the chaotic upbringing he finds it hard to trust people and would not engage with anyone outside the family. He was receiving support from CAMHS for mental health issues.

Following one-to-one support and recreational sessions he has managed to over-come many of his fears around social inclusion. He has managed to develop many life skills like having his own bank account for him to be able to save and spend his own money; making appointments and seeing them through, e.g. having an eye-test and glasses; socialising with new young people and re-engagement into education by starting on a traineeship with LRC training.

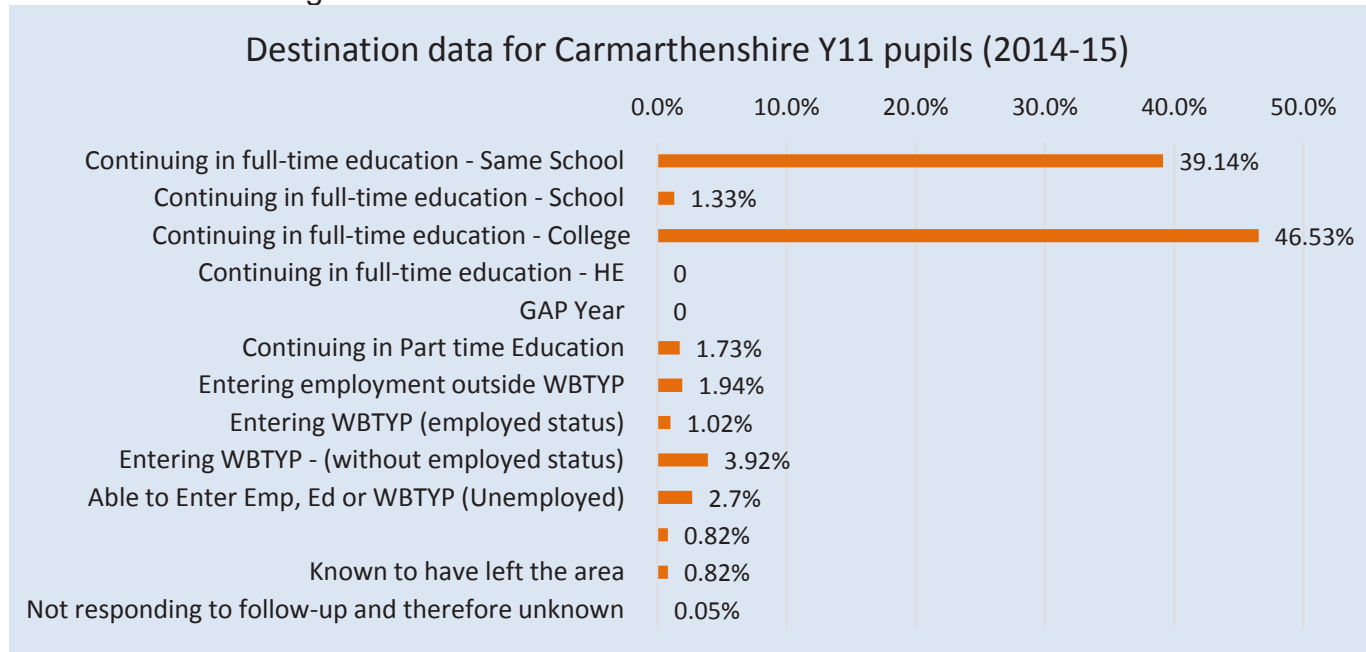
How we plan to achieve the KIOP this Year

What we will improve & how we will measure success	2015/16 (academic year)
	Targets
We will reduce the % of Year 11 leavers Not in Education, Employment or Training (NEETs) <i>(5.1.0.1)</i>	3.0%
We will reduce the % of Year 13 leavers Not in Education, Employment or Training (NEETs) <i>(5.1.0.2)</i>	2.6%
We will fully implement the Vulnerability Assessment Profile in all Secondary Schools for Years 7-11 to ensure early identification of all young people who may become NEET. <i>(12081)</i>	Sept 2016
We will update and expand the Carmarthenshire Provision map and hosting of a web-based resource highlighting this information via the Un Sir Gar hub. <i>(120821)</i>	Oct 2016
We will implement the Carmarthenshire Cynnydd European Social Fund (ESF) Project elements to reduce the number of young people who become NEET. <i>(12083)</i>	March 2017
We will support the development of the regional Cam Nesa European Social Fund (ESF) project to deliver employability skills for 16-25's who are currently NEET. <i>(12084)</i>	March 2017
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>	New Measure
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>	New Measure
We will ensure a new Vulnerable Young Peoples panel be put in place to co-ordinate support for vulnerable young people in Key Stage 4. <i>(12085)</i>	March 2017

How do we know we made a difference? / Is anyone better off?

What happened to school leavers from 2014/15?

96.5% of year 11 pupils (from Academic Year 2014-15) went on to further education, employment or work based training.



Improvement for 2016/17

1. We shall implement the actions identified in the Carmarthenshire Youth Engagement and Progression Framework Plan for the period 2016-2017, including full take up of the Vulnerability Assessment Profile. (12086)
2. We shall support partnership working with the other providers of adult community learning through the continuing management of the Carmarthenshire Adult Community Learning Group. (12087)
3. We will complete a review of the 11-19 Curriculum in Carmarthenshire. (12088)
4. We shall deliver a programme of activities for the Carmarthenshire Seren Hub. (12089)

Goal: D3 Supporting parents & families to develop their children's learning

The Authority remains committed to **supporting family life** where children and young people continue to reside within their own families and communities whenever it is safe to do so, through providing a range of early intervention and preventative services, thus minimising the need for statutory intervention.

Our Review and Evaluation for 2015/16

We have supported families through a range of **targeted interventions** through the Flying Start, Families First, Integrated Family Support Services and other programmes, sustaining families and reducing the potential impact of disadvantage on public services.

 Please see Goal: C1 Ensuring each child has the best start in life & Health Theme

Childcare provision in Carmarthenshire is delivered in partnership with private, voluntary and statutory sectors, and has continued to develop. As at March 2016 we have:

- **107** registered child minders (with **553** places)
- **36** registered full day nurseries (with **1,288** places)
- **43** registered out of school clubs (with **1,294** places)
- **63** registered sessional care placements (with **1,171** places) includes Flying Start settings
- **249 Total providers**, with **4,306** registered places

How did we perform during 2015/16?

- ✓ Our **Education Welfare Service (EWS)** was remodelled just over two years ago and continues to develop, providing support to 116 schools in Carmarthenshire on attendance issues (total of over 27,109 pupils).
 - EWS works in partnership with children, families, schools, communities, statutory and other agencies to try and reduce persistent non-attendance and ensure educational entitlement.
- ✓ All parents are provided, by schools, an annual report to parents that informs them of their child attendance, outcome of teacher assessments (Years 2,6 & 9), examination results and other information
- ✓ Primary **School attendance** has improved to 95.2% ranked 5th in Wales whilst Secondary attendance is at 94.2% ranked 9th in Wales. The percentage of primary schools in the 1st and 2nd benchmarking quartiles have improved considerably with 56% in these quartiles as compared to 40% in 2012/13. For 2014-15 8 out of 12 secondary schools performed at or above their expected benchmark with 6 schools in the 1st or 2nd quartile as compared to 1 in 2012-13. (*EDU/016a, EDU/016b, 4.1.2.3, 4.1.2.2*)
- ✓ Primary **School attendance** has improved to 95.2% ranked 5th in Wales whilst Secondary attendance is at 94.2% ranked 9th in Wales. The percentage of primary schools in the 1st and 2nd benchmarking quartiles have improved considerably with 56% in these quartiles as compared to 40% in 2012/13. For 2014-15 8 out of 12 secondary schools performed at or above their expected benchmark with 6 schools in the 1st or 2nd quartile as compared to 1 in 2012-13. (*EDU/016a, EDU/016b, 4.1.2.3, 4.1.2.2*)
- ✓ Area 43 commissioned to provide a professionally accredited **school based counselling service** to young people from 10 to 18 years of age.

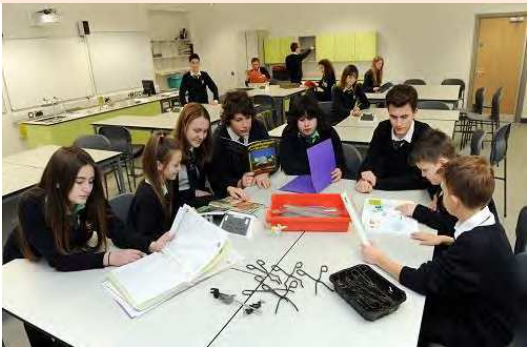


You wanted to be able to express a preference when applying for a school place for their child.

We are implementing a change to the school admissions process to allow parents to express a 1st, 2nd, and 3rd choice when applying for a school place

- ✓ Over the last year there have been 9,486 visits to the **Family Information Service (FIS)** website and 40,620 page views with 67% being new visits.

ATTENDANCE IMPROVES AT CARMARTHENSHIRE SCHOOLS



Attendance figures across Carmarthenshire have improved with schools reporting an all-time high of 94.1%. Parents and carers are being thanked for their co-operation in helping the county achieve the figures, which are well above the Welsh average of 93.8%. It comes as new Welsh Government data shows that the number of pupils being absent from secondary schools across Wales is at the lowest level ever recorded. Education Minister Huw Lewis has welcomed the falling rate as excellent news.

Carmarthenshire's education executive board member Cllr Gareth Jones said: *"Improving attendance has been a key priority for Carmarthenshire and further improvement in attendance rates has been realised with our schools achieving an all-time high of 94.1% which is well above the Welsh average of 93.8%.*

"Authorised absence has improved and our unauthorised absence rate is still one of the best in Wales.

"This is primarily due to co-operation from parents and carers, the diligence of schools and input from the local authority's Education Welfare Service and school data team.

"I would like to personally thank all those involved in helping schools achieve these attendance rates."

The main responsibility of the Education Welfare Service (EWS) is to promote regular attendance at school.

Officers give support and advice on regulations regarding non-attendance, child employment, performance, and chaperones.

To secure regular school attendance, they work in partnership with pupils and their families, schools, community support services and other professionals such as social workers, youth services, and educational psychologists.

A school may refer a family to the EWS if a child's school attendance is of concern.

Improvement for 2016/17

1. We shall continue to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism. (12090)

Please also see Goal: C1 Ensuring each child has the best start in life (EDU/16a, 4.1.2.3, EDU/016b & 4.1.2.2)

2. We shall pilot the 'Holiday Hunger' programme, supporting families and children during school vacations to cook healthy meals, particularly aimed at eFSM. (12091)
3. We shall further develop the family engagement programme to support families to engage in education. (12092)
4. We shall conduct a Behaviour Review to consider how children and families can be better supported. (12093)

Goal: D4 Developing an Inclusive Society

The Authority ensures that all children of compulsory school age receive education that is appropriate to their age, abilities and any additional educational needs, and promotes high standards in the provision of education and the welfare of children.

Our Review and Evaluation for 2015/16

Garreglwyd is a **specialist education facility** for up to 24 children and young people age 11+ on the Autistic Spectrum. As well as attending as day pupils, the facility also provides accommodation on site for up to six pupils with complex needs who have been assessed as requiring 24 hour care. It provides a nurturing environment where all pupils /residents are valued, supported, challenged, and where they can gain the foundation of skills, knowledge and

values essential to progress in and out of school, and the opportunity to reach their maximum potential.

The specialist education facility at Garreglwyd has moved from Maes Y Gwendraeth to the new Bro Dinefwr campus and is called 'Canolfan Cothi', and following a transition period children commenced at the new facility on 24th February 2016.

The Catering Services installed a **cashless school meal system** in Ysgol Gyfun Emlyn in October 2015, ensuring that cashless catering is available in all Secondary schools. The uptake of free school meals has improved as a result of this non stigmatising system.

In March 2016, Carmarthenshire had 918 learners with **Statements of Special Education Needs (SEN)** out of a total school population of 27,109. This figure has decreased since March 2015 when we had 1,007 statements. Approximately half of these statements are amended every year.

How did we perform during 2015/16?

Disabled Young people

- ✓ We continued to develop a partnership approach with key stakeholders including Coleg Sir Gar, Careers Wales and Hywel Dda health board to implement the 'Unlocking the Potential' report this year. We have regular meetings to try and address many of the practical issues presented within the Unlocking the Potential report.

Sensory Impairment Service

- ✓ The **Sensory Impairment Service** continues to work effectively with colleagues within children's services, education and health, supporting children from 0-19 yrs who have a visual or hearing impairment, or a combined hearing and vision loss (MSI). The service provides specialist teaching and support services to ensure children with hearing or visual impairment have access to high quality, teaching and learning experiences and are enabled to reach their full potential as young adults leading healthy and fulfilling lives.

Additional Learning Needs

- ✓ The **% of final statements of special educational need issued within 26 weeks (including exceptions)** exceeded our target of 25.0% during 2015/16 at 34.8% compared to 22.9% in 2014/15. However, results again reflect the difficulties experienced by Health in recruitment and retention of doctors working in paediatrics and administrative staff in this locale. Pupils wait a long time for medical assessments and there are also long delays in typing up reports even after a medical is completed (EDU/015a)
- ✗ The **% of final statements of special educational need issued within 26 weeks (excluding exceptions)** did not meet our target of 90.0% but has improved during 2015/16 at 80.0% compared to 75.0% in 2014/15. There has been a number of delay's receiving information from professionals (EDU/015a)

Free School Meals

- ✓ During the year we have been looking into the cost/benefit of introducing **online payments for school meals**, which we believe is an essential step in modernising the service, making it easier and more convenient for parents to pay, and delivering other back office improvements including income reconciliation and debt management. We will develop a business case during 2016-17.

Children & Young People's Participation

- ✓ We have further developed our strategic approach to engaging with children and young people in decisions that affect them. The **Children & Young People's Participation Strategy** was developed and approved at full Council, spelling out what our priorities are and how we will deliver on them. A **Children's Rights Promise** was also agreed by the Council and work to put this into action will take place in 2016-17.

Alisha at UK Youth Parliament

Alisha Gibbons 14 from Tycroes and a member of Carmarthenshire Youth Council represented Carmarthenshire and Wales at the UK Youth Parliament debate and vote to decide which two issues should become the UKYP's priority campaigns for 2015, on Friday 13th November.

Alisha joined 300 Members of the UK Youth Parliament aged 11-18 who took part in a debate in the House of Commons.

Even though Alisha was one of twenty four young people to from Wales to be elected, she was the only young person from Wales to be elected as a debate lead at the Commons Chamber meaning she spoke at the dispatch box where the Prime Minister, the cabinet and the shadow cabinet speak from.



Respite

- ✓ Our two respite centres **Llys Caradog and Blaenau** have continued to provide planned, overnight respite for disabled children aged 5-18 years living in Carmarthenshire. The centres are continuing to build valuable links with the local community.

The Minority Ethnic and Traveller Achievement Service

- ✓ In Carmarthenshire there are over 1,105 pupils on the English as an Additional Language (EAL) register. 324 primary school pupils and 165 secondary aged pupils are in receipt of support in 45 Primary schools and 10 Secondary schools.
- ✓ There are currently 166 Gypsy/Traveller children on roll in schools across the county. The service works with 6 secondary schools and 8 primary schools to raise the attendance and achievement of eligible Gypsy and Traveller children and young people. Close working with families and other agencies helps to support with these key areas.

Behaviour Support

- ✓ The Behaviour Support Community Team (BSCT) works with schools to support them in changing the behaviour of individual pupils by working with the pupil, their parents/carers and school staff. The Team provide advice and support on group/whole class management techniques and whole-school policy development. The Team provides training and professional development opportunities. It works with individual schools to devise bespoke training in response to need.
- ✓ During the 2014/15 Academic Year 68 cases were worked with either directly or in an advisory capacity with 99 referrals in total (80 referrals from primary schools and 19 from secondary schools)..

Women's Worker

- ! A **Women's Worker** is employed by Action for Children and commissioned by Carmarthenshire County Council to work with, and provide support to women referred, who have had –
 - more than one child removed from their care, or
 - are currently in court proceedings, or
 - are at risk of losing their children.

Disabled young people

! **Disability support** – includes specialist parenting support in the home (Tim Camau Bach). To facilitate communication, bonding, attachment and interaction between parents and children 0-12 yrs, strategies to manage behaviours, programmes to promote child development; one to one support for disabled children to access their local mainstream pre-school settings, specialist groups for after-school / holiday schemes; Giant Steps – for young people aged 11-19 years with high functioning autism, Aspergers, ADHD, social communication difficulties or at risk of being NEET, group based and individual support, bespoke interventions.

Families First programme and Youth Service developments

! This year we have established and consolidated new services for children and young people with learning difficulties as part of the Families First programme. The Giant Steps project works with disabled Children and Young people who do not require statutory services but would benefit from some positive activities and support on both a one to one and group basis. In addition, we continue to work with our Youth Service who have a responsibility around NEET prevention for all children and young people, including those who are disabled. We have developed proposals as part of the regional Cynnydd programme which will build upon this work in the future.

Improvement for 2016/17

1. We shall ensure that **all pupils** aged 15 who leave compulsory education, training or work based learning with an **approved external qualification** (EDU/002i)
2. We shall ensure that all Looked After Children, educated by the LA, age 15 leave compulsory education, training or work based learning without an approved qualification (EDU/002ii)
3. We will aim to ensure that every **permanently excluded pupil** receives an offer of full time appropriate education provision within the required timescale (EDU/009a)
4. We will increase the % of final statements of special educational need issued within 26 weeks including exceptions from *34.8 to 40.0% (EDU/015a)
5. We will increase the % of final statements of special educational need issued within 26 weeks excluding exceptions from 80.0% to 90.0% (EDU/015b)
6. We shall increase the % of children receiving care and support achieving the core subject indicator at key stage 2 (SCC/29a)
7. We shall increase the % of children receiving care and support achieving the core subject indicator at key stage 4 (SCC/29b)
8. We shall enhance programmes for safeguarding in schools and other settings to fully embed safe recruitment practices and strategies to meet the Prevent duty to protect children and young people from the risks of radicalisation. (12094)
9. We will complete a review of behaviour management services and present proposals to reform provision. (12095)

Goal: D5 Increasing the provision of childcare, education and training through the medium of Welsh

Our Review and Evaluation for 2015/16

We are increasing the provision of:

- **Childcare** as we continue to improve year on year on the number of Welsh speaking childminders, full day care, seasonal care and out of school care that is provided within the County.
- **Education** we have seen a continuous improvement in Welsh first language at KS3 over the past 4 years. There is also an improvement in Welsh first language at KS2.
- **Training** is continuing to be provided through the medium of Welsh. The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses.

The **Welsh in Education Plan 2014-2017** has been reviewed during the last 12 months:-

- ✓ The Welsh medium primary schools language charter '**Codi Caerau**' was launched and both the secondary school and 2nd language Welsh charters have been drafted.
- ✓ A comprehensive pack of materials have been drafted to promote the value of a bilingual education.
- ✓ The number of 7 year old pupils receiving Welsh medium education has increased.
- ✓ High performance has been maintained in Welsh 1st and 2nd language.
- ✓ The % of learners following 1st language Welsh at Key Stage 3 has increased to 43%.
- ✓ The % of learners studying 5 GCSE's through the medium of Welsh has increased to 61.5%
- ✓ The % of learners achieving expected levels at Key Stages 2, 3 and 4 have improved.
- ✓ Issues identified in the monitoring report will be the focus of the Department's work in 2016/17. This will be coordinated through our Welsh in Education Forum.

How did we perform during 2015/16

Childcare

In the main, we have increased the number of **Welsh** childcare services which are provided within the County (last year's figures shown in brackets):-

- ✓ 107 registered childminders with **53** (43) of these registered as Welsh speaking childminders with **283** (256) Welsh medium child care places out of a total of 532
- ✓ 35 registered full day care with **16** (13) of these registered as Welsh speaking full day care with 547 (524) Welsh medium child care places out of a total of 1,288
- ✓ **83%** (82%) (52 Welsh / 63 in total) of **sessional care** is registered as Welsh speaking with **981** (1,076) Welsh medium child care places out of a total of 1,168
- ✗ **53%** (56%) (23 Welsh / 43 in total) of **out of school care** is registered as Welsh speaking with **636** (625) Welsh medium places out of a total of 1,294


Care and Social Services Inspectorate Wales (CSSIW) noted:

It is pleasing to report that there has been growth (in Carmarthenshire) in both the number of registered childcare providers and places since 2014-15. Given the current economic climate, this is hugely encouraging.

Education

Welsh is taught as a subject to every pupil up to the end of Year 11 in accordance with the requirements of the National Curriculum. . The table below provides an overview of the language categories within both primary and secondary schools within the County.

School Language Category	Number of Primary schools	Number of Secondary schools
Bilingual (2A)	-	3
Bilingual (2B)	-	2
Welsh Medium (WM)	57	-
English medium with significant use of Welsh (EW)	5	3
English Medium (EM)	25	4
Dual Stream (DS)	10	-
Transitional School (TS)	4	-

- ✓ Completed construction of the new **2B bilingual** category school (80% of subjects are taught through the medium of Welsh but are also taught through the medium of English) Ysgol Bro Dinefwr which is located in the village of Ffairfach.
 - ✓ Children in the Cwmann area have moved into their new £5.7million **Welsh Medium** primary school. Ysgol Carreg Hirfaen was delivered through Carmarthenshire County Council's Modernising Education Programme.
- 
- ✓ Commenced procedures to process statutory proposals to amalgamate the infants and junior schools in Llangennech into a new **Welsh medium** primary school.
 - ✗ Disappointingly, 2015 saw a reduction in pupils in Welsh-medium and bilingual primary schools **transferring to Welsh-medium** secondary schools, from 91.8% to 85.25%, however we have no direct control over pupil/parent preferences.

Training

- ✓ The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses.
- ! Welsh for Adults provision across Wales will be subject to major change in 2016-2017, with a new all Wales entity established to oversee provision, replacing the existing four regional centres.

Improvement for 2016/17

1. We shall increase the percentage of pupils to receive a **teacher assessment in Welsh** (first language) at the end of **Key Stage 2** from 51.9% to 52.4% *(EDU/006i)*
2. We shall increase the percentage of pupils to receive a **teacher assessment in Welsh** (first language) at the end of **Key Stage 3** from 43.2% to 43.7% *(EDU/006ii)*
3. We will publish the drafted **Welsh Medium Secondary school and Welsh 2nd Language Charters**. *(12096)*
4. We will complete statutory procedures to **change the language category of Ysgol Bro Myrddin** from bilingual (2A) to Welsh medium (WM). *(12097)*
5. We will continue to advance the objectives of the Welsh in Education Strategic Plan. *(12098)*

Outcome E: People who live, work and visit Carmarthenshire are safe and feel safer...

Carmarthenshire remains one of the safest areas in the UK. However, we must not become complacent and we need to continue to work together with partners to address problems identified by local communities.



Goals: (as agreed in the Integrated Community Strategy with partners)

- E1 - Maintaining and striving to reduce further the levels of crime that are amongst the lowest in England and Wales
- E2 - Improving the confidence of local communities that we are tackling the issues that matter most to them and impacting on crime levels
- E3 - Reducing anti-social behaviour by working in partnership to tackle local problems
- E4 - Reduce the incidences of alcohol-related violence
- E5 - Safeguarding all people from abuse, victimisation, neglect & exploitation
- E6 - Reducing speeding and the number of road traffic accidents

Progress at a glance:

Outcome Measures (as set out in Corporate Strategy)	Progress
Appropriate support provided to children, young people and families as required	✓
Reduction in road casualties	Awaiting results
Reduction in total recorded crime	✗
Reduction in anti-social behaviour	✓

Outcome: People who live, work and visit Carmarthenshire are safe and feel safer...

Goal: E5 Safeguarding all people from abuse, victimisation, neglect & exploitation

Corporate Safeguarding

Safeguarding people from harm, abuse and neglect is our highest priority as a Council

We operate an 'everyone's business' approach and this year we have developed a new [Corporate Safeguarding Policy](#) to ensure all departments develop a greater understanding of the policies and procedures in relation to safeguarding in respect of both children and adults

Safeguarding Children

In June 2014 Local Safeguarding Children Boards in Wales were regionalised in order to co-ordinate safeguarding on a regional basis. In Carmarthenshire we are part of the Mid and West Wales region known as CYSUR. The structure has been reviewed in line with the development of the Adult Safeguarding Board to consider how best to work with cross-over safeguarding issues e.g. domestic abuse and violence. CYSUR has also devised a regional policy in relation to child sexual exploitation (CSE) and the first regional conference took place in March 2016.

The number of children on the Child Protection Register (still living with their family but with a safeguarding plan in place) has decreased to **88** this year from 104 last year. As at 31st March 2016 we were looking after **215** children/young people a significant reduction from 239 in 2015 and 247 in 2014 and our rate of children who become looked after continues to be better than the Wales Average since 2012. The [Social Services and Well-being Act 2014](#) places a strong emphasis on early intervention and prevention, and we feel our continued focus in this area is beginning to succeed through programmes provided via Flying Start and Families First. CSSIW recognised our commitment to preventative services in their [Annual Evaluation Report 2014-15](#):



"The council continues to build and develop its preventative strategies and visits to these services have confirmed that there are effective and innovative arrangements in place, with a key focus on developing services that are sustainable".

"The council is ensuring growth and development in its preventative services to ensure statutory intervention is only taken when necessary".

During 2015/16 our key focus has been on:

- Developing the Multi-Agency Safeguarding Children Hub (MASH), Central Referral Team (CRT), and Regional Adoption Service
- Improving the quality of care plans and placement stability

The Multi-Agency Safeguarding children Hub (**MASH**) and Central Referral Team (**CRT**) have continued to work well as a means of improving information and decision-making at the point of referral, providing a single point of contact making it easier for families to access, and anyone who has concerns over a child's welfare ensuring a consistent approach. Regular threshold meetings take place to ensure our preventative services are being fully utilised and as a result we have seen the number of referrals for statutory social work services decrease during the year.

Referrals	2011-12	2012-13	2013-14	2014-15	2015-16
	1,063	1,090	1,144	1,572	1,354

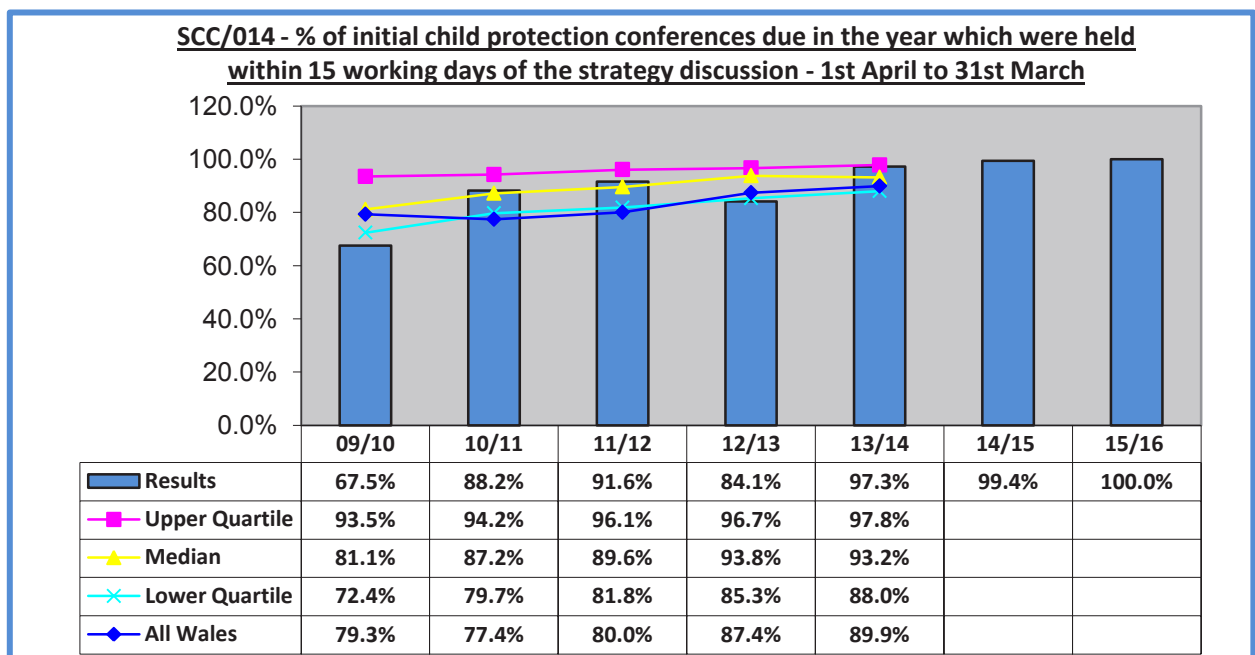
Unfortunately commitment by other agencies to base staff within MASH hasn't yet materialised and this is now being taken forward by CYSUR on a regional basis.

We are continually improving the **quality of care plans**, to focus on outcomes, and engagement of children and families. Development sessions have taken place with all childcare, assessment and Independent Reviewing officer (IRO) teams. Our Permanency Panel maintains oversight of care plans ensuring standards are maintained.

Safeguarding in education remains a key priority. Basic awareness training on child protection continues to be delivered to all staff within schools (32 schools received the training this year). All governors are expected to attend safeguarding training.

The Mid and West Wales **regional adoption service**, has been operational since April 2014. As from June 2015, the Adoption Panel sitting in Carmarthen became paperless, with all information being shared electronically, which has led to more effective use of administrative time and reduced costs.

	Safeguarding Children Key Measures	14/15	15/16	Comment
✓	% Initial Child Protection Conferences during the year were held within 15 working days of a strategy meeting (SCC/014)	99.4%	100%	Improvement <i>(see chart below)</i>
✓	% of reviews carried out in accordance with the statutory timetable (SCC/045)	89.4%	89.4%	Constant
✗	% of Initial Assessments where the child had been seen by a social worker (SCC/011a)	83.1%	80.7%	Decline # see comment below
✗	% of Initial Assessments where the child had been seen alone by a social worker (SCC/011b)	47.3%	46.5%	Decline # see comment below
✗	% of statutory visits to looked after children due in the year that took place in accordance with regulations (SCC/025)	98.5%	98.2%	Slight decline
✓	% first placements of children looked after during the year began with a care plan in place (SCC/001a)	100%	100%	Constant
✓	% of eligible, relevant and former relevant children that have pathway plans as required (SCC/041a)	100%	100%	Constant
✗	% of looked after children with three or more placement moves (SCC/004)	11.7%	14.9%	Decline#
✓	% of eligible, relevant and former relevant children that have pathway plans as required (SCC/002)	5.4%	3.9%	Improvement



- ✘ #Even though we have not met our targets of children seen or seen alone by a qualified social worker during Initial Assessments, we are performing above the All Wales 2014/15 figure of 78% and 44.8% respectively. Assessments are allocated to the appropriate workers and are dependent on the nature of the assessment. We have multi-disciplinary teams where it may be deemed more appropriate for another professional within the team who is the child's 'key worker' to see the child as part of an Assessment who isn't a qualified social worker e.g. health worker in respect of a child with a disability. Not every case will require the child to be seen alone due to age whilst others refuse to be seen alone. (SCC/011a) (SCC/011b)
- ✘ #The percentage of looked after children with three or more placement moves has increased during 2015/16. We have seen a rise in challenging teenage placements during the year which places an added pressure on services and placement stability. This along with a decrease in the number of Looked After Children has impacted on the end result. Many young people do not wish to be in the care system despite this being in their best interests and as a result placements subsequently become fragile and break down despite our best efforts. An Accommodation Panel has been set up to assist the matching process and resource allocation and the Resource Panel will ensure appropriate resources are put in place to support placements to avoid placement breakdown. The department are focussed on recruiting foster carers for older children (SCC/004).

As lead agency for child protection it is important that our staff and the systems in place serve to safeguard the welfare of children. We continue to monitor caseloads monthly to ensure they are appropriate and manageable. Our children's social services workforce remains stable with vacancy levels low at just 2.7% (as at 31/3/16). Keeping vacancies to a minimum is crucial in ensuring all our children in need, children in need of protection, and looked after children are being safeguarded.

Improvements for 2016/17 – Safeguarding Children

1. We shall increase the % of assessments completed for children within statutory timescales (SCC/24)
2. We will review our assessments in light of the implementation of the Social Services and Well-being Act 2014 (12105)
3. We will ensure Sexual Exploitation Risk Assessments (SERAF's) and Missing Persons Risk Assessments are completed as required. (12106)
4. We shall ensure that supported children remain living within their family wherever possible (SCC/25)
5. We shall ensure that looked after children are returned home from care as quickly and safely as possible (SCC/26)
6. We will continue to improve the quality of Care Plans ensuring a multi-agency assessment, with a focus on outcomes, and engagement of children and families. (12107)
7. We shall ensure that all councillors are equipped to act as corporate parents to looked after children. (12108)
8. We shall aim to reduce the % of re-registrations of children on local authority Child Protection Registers (CPR) (SCC/27)
9. We shall reduce the average length of time for all children who were on the Child Protection Register during the year (SCC/28)
10. We shall increase the % of children seen by a registered dentist within 3 months of becoming looked after (SCC/30)
11. We shall increase the % of looked after children registered with a GP within 10 working days of the start of their placement (SCC/31)
12. We will work to reduce the % of children who are looked after, from having 3 or more placement moves during the year to 13.5% (was SCC/004 now SCC/33)
13. We shall keep the % of looked after children who experience one or more change of school to 5.0% or below (was SCC/002 now SCC/32)
14. We will undertake Reviews of foster carers on an annual basis in accordance with regulations to achieve 100% target. (12109)
15. We will implement the plan for improving placement stability. (12110)
16. We will implement the 'Signs of Safety' model within Carmarthenshire and incorporate into practice. (12111)
17. We will ensure the Independent Reviewing Service (IRO) becomes more outcome focused in line with recommendations and reflect on the outcomes of Welsh Government Review. (12112)

18. We will consolidate the regional Adoption service and develop Adoption Support in line with national and regional priorities. (12113).
19. We will continue to work with partners to improve appropriate accommodation options, and housing support for all vulnerable young people (aged 16-25) to ensure no children/young people end up in Bed and Breakfast. (12114)
20. We will implement new arrangements in respect of our leaving care services in accordance with the Social Services and Well-being Act 2014 and 'When I am Ready' guidance. (12115)

Appendix A

This report only shows the measures relevant to **Education & Children Services Scrutiny**

There is a suite of **National measures** for all council's in Wales, where we are required to collect them, to set performance targets and publish both our target and performance in our Annual Report/Improvement Plan

There are two main ways of measuring improvement:-

- Year on year improvement – shown under 'A' in the table below
- How we compare with other Authorities in Wales – shown under 'B' in the table below – the majority of the comparative data is for 2014/15 other than some of the Education data which is for 2015/16 and marked with #. All 2015/16 results for all Welsh Authorities, will be published by the Local Government Data Unit in September 2016.

A				B																						
The 41 measures published by all councils in Wales and our results for <u>2015/16</u> and whether they have improved on 2014/15				How our results rank compared to 21 authorities in Wales and our change in position																						
			Our 2015/16 result and change	22 nd	21 st	20 th	19 th	18 th	17 th	16 th	15 th	14 th	13 th	12 th	11 th	10 th	9 th	8 th	7 th	6 th	5 th	4 th	3 rd	2 nd	1 st	
				Worst results											Best Results											
				Arrows start from our 2013/14 position to our 2014/15 position																						
People in Carmarthenshire fulfil their learning potential																										
12	% Pupils achieving Key Stage2 Teacher Assessment (EDU/003)	88.2	↑	#																						
13	% Pupils achieving Key Stage3 Teacher Assessment (EDU/004)	85.1	↑	#																						
14	Average point score in external qualifications (EDU/011)	580.3	↑	#																						
15	%Achieved the Level 2 threshold (EDU/017)	61.1	↑	#																						
17	Average qualifications score-looked after children(SCC/037)	334	↑																							
18	% Pupils leaving with no qualification (EDU/002i)	0.0	↔																							joint with 4
				22 nd	21 st	20 th	19 th	18 th	17 th	16 th	15 th	14 th	13 th	12 th	11 th	10 th	9 th	8 th	7 th	6 th	5 th	4 th	3 rd	2 nd	1 st	
People in Carmarthenshire fulfil their learning potential - continued																										
19	% Pupils in care leaving with no qualification (EDU/002ii)	0.0	↔																							joint with
20	Percentage of pupil attendance in primary schools (EDU/016a)	95.2	↑	#																						
21	% Pupil attendance in secondary schools (EDU/016b)	94.2	↑	#																						
22	% Of statements submitted < 26 weeks incl exceptions (EDU/015a)	34.8	↑																							
23	% Of statements submitted < 26 weeks excl exceptions (EDU/015b)	80.0	↑																							
24	% Achieving Welsh (first language) Key Stage 3 (EDU/006ii)	43.2	↑																							Same

Appendix A

Our 2015/16 result and change		22 nd	21 st	20 th	19 th	18 th	17 th	16 th	15 th	14 th	13 th	12 th	11 th	10 th	9 th	8 th	7 th	6 th	5 th	4 th	3 rd	2 nd	1 st	
		Worst results												Best Results										
		Arrows start from our 2013/14 position to our 2014/15 position																						
People who live, work and visit Carmarthenshire are safe and feel safer																								
26	% Looked-after children changing school (SCC/002)	3.9	↑																					
27	% Children in care with 3 or more placements in a year (SCC/004)	14.9	↓																					
28	% Initial assessments - been seen alone by SW (SCC/011b)	46.5	↓																					
29	% Statutory visits to looked after children (SCC/025)	98.2	↓																					
30	% 19yr olds formerly looked after- LA in contact (SCC/033d)	100.0	↔																					Same
31	% 19yr olds once looked after, non-emergency accom (SCC/033e)	94.7	↑																					joint with 6
32	% 19yr olds in education, training, employment (SCC/033f)	73.7	↑																					joint with 9
33	% Children that have pathway plans as required (SCC/041a)	100.0	↔																					joint with 9
34	% Of children's reviews carried out on time (SCC/045)	89.4	↔																					Same

Appendix B

The following tables provide detailed measure by measure profiles for performance measures that are measured by all Councils in Wales

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Reference Number:
3 letters = Nationally set measure (e.g. SCA/001)
Definition: What we are measuring?
A brief description of the performance measure

How did we perform during 2014/15?

The minimum performance level required to be amongst the top 5 Welsh councils

Is the 2016/17 performance target set to improve on the 2015/16 result?
✓ (Yes) or ✗ (No)

Our final result for 2015/16

A comparison between our 2014/15 result, and our 2015/16 performance. Did we improve?
▲(Yes) or ▼(No)

How does our result compare with other Local Authorities?
* Worst Quartile to
**** Best Quartile

Our Key Measures of success – 2015/16 results and targets for 2016/17										
Definition / Measure Reference	How well have we done? 2014/15	How well are we doing?							Improvement	
		See explanation of performance				All Wales Comparative Info.				
	2015/16	2015/16		2015/16			2016/17			
	Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ✗
Key measure(s)	6.18	5.77	4.69	☺	▲	TBC	TBC	TBC	4.51	✓
<p>SCA/001 The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over</p> <p>An explanation of performance is provided here when off target, poor comparative performance and/or future target has not been set to improve.</p>										

Our target set for 2015/16

Did we meet our 2015/16 Target?
☺ (Yes) or ☹ (No)

The mid range performance within Wales (only applies to National measures) **these will be available in September 2016**

Our 2016/17 performance target

Performance measures that are measured by all Councils in Wales for 2015/16

2015/16 results and targets for 2016/17

	How well have we done?	How well are we doing?							Improvement		
		See explanation of performance				All Wales Comparative Info.					
Definition / Measure Reference	2014/15	2015/16							2016/17		Improvement Plan Theme
	Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ✗	
12 EDU/003 (NSI) & (PAM) % of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	87.4%	88.7%	88.2%	☹	▲	TBC	TBC	TBC	88.7%	✓	People in Carmarthenshire fulfil their learning potential
	Despite being off target the result has improved by 0.8 percentage points compared to the previous year from 87.4% to 88.2%. The performance achieved represents the Local Authority's best result to date and continues our ongoing upward trend. The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 2. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.										
13 EDU/004 (PAM) % of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	84.5%	86.5%	85.1%	☹	▲	TBC	TBC	TBC	85.6%	✓	People in Carmarthenshire fulfil their learning potential
	Despite the 2015/16 result being slightly off target, it shows an increase of 0.6 percentage points on last year's performance. The result is also the highest recorded by the Local Authority, continuing our upward trend since 2011 (68.4%), an increase of 16.7 percentage points. The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 3. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.										
14 EDU/011 (NSI) & (PAM) The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority	579.8	599.0	580.3	☹	▲	TBC	TBC	TBC	581.0	✓	People in Carmarthenshire fulfil their learning potential
	The 2015/16 result is off target but has improved, this is the best ever result for the Local Authority and is due to an increase in rigour of tracking and challenge from the Local Authority and ERW Consortium (Education through Regional Working). The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and Local Authority targets.										
15 EDU/017 (NSI) & (PAM) % of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	58.7%	61.1%	61.1%	☺	▲	TBC	TBC	TBC	61.6%	✓	People in Carmarthenshire fulfil their learning potential
	The 2015/16 result (2014/15 Academic Year) represents a strong improvement of over 4% from the previous year and for the first time the Authority's schools have passed through the 60% barrier. Numerous challenge, support and intervention strategies implemented by the School Improvement Team working in partnership with senior leaders in schools (including targeting specific departmental performance) have contributed greatly to this success. Two schools need to further improve their performance. Intervention from the School Improvement Team is in place and the current outlook for Academic Year 2015/16 is good.										

APPENDIX B

Page No	Definition / Measure Reference	2014/15	2015/16						2016/17		Improvement Plan Theme	
		Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set		Target Set to improve against Actual Result ✓ or ✗
17	SCC/037 (NSI) The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	315	318	334	☺	▲	TBC	TBC	TBC	This measure has been deleted for 2016/17		People in Carmarthenshire fulfil their learning potential
18	EDU/002i (NSI) & (PAM) % of All pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	0.0%	0.0%	0.0%	☺	At maximum result	TBC	TBC	TBC	0.0%	At maximum result	People in Carmarthenshire fulfil their learning potential
19	EDU/002ii (NSI) % of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	0.0%	0.0%	0.0%	☺	At maximum result	TBC	TBC	TBC	0.0%	At maximum result	People in Carmarthenshire fulfil their learning potential
20	EDU/016a (PAM) % of pupil attendance in primary schools	95.0%	95.2%	95.2%	☺	▲	TBC	TBC	TBC	95.4%	✓	People in Carmarthenshire fulfil their learning potential
		There has been a slight improvement again during 2015/16 (2014/15 Academic Year) and we now rank 5th in Wales (6th the previous year), a significant improvement from 15th two years ago. The Education Welfare Service has improved engagement from parents, and Head teachers are now supported with more accurate and regular data monitoring and sharing both of which have contributed to improving attendance. Continued improvements will be sought through increased support and challenge of schools.										
21	EDU/016b (PAM) % of pupil attendance in secondary schools	93.9%	94.2%	94.2%	☺	▲	TBC	TBC	TBC	94.4%	✓	People in Carmarthenshire fulfil their learning potential
		The 2015/16 (2014/15 Academic Year) result has improved and our provisional comparative ranking is 8th, which is consistent with the previous year after rising from 20th in 2013/14. Based on the % of Eligible Free School Meal pupils per Local Authority, our expected ranking was 10th, which we have exceeded with this result. Restructuring of the Education Welfare Service has improved engagement from Headteachers coupled with more accurate and regular data monitoring and sharing which assisted in improving attendance. Continued improvements are expected through increased support and challenge of schools.										

APPENDIX B

Definition / Measure Reference	2014/15	2015/16							2016/17		Improvement Plan Theme
	Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ✗	
22 EDU/015a (NSI) % of final statements of special educational need issued within 26 weeks including exceptions	22.9%	25.0%	34.8%	☺	▲	TBC	TBC	TBC	40.0%	✓	People in Carmarthenshire fulfil their learning potential
The number of Statements issued has reduced as expected following the devolvement of Additional Needs funding to schools, despite this the percentage issues within 26 weeks continues to be low but has improved slightly on last year. Hywel Dda Health Board continue to have problems recruiting and are running clinics ad hoc when they can employ a locum. This is leading to continued delays in receiving medical assessments. We have addressed concerns with senior managers in the Local Health Board and we shall continue to 1) Track assessments to pre-empt delays where possible 2) Continue to request info on why reports are late from external agencies; 3) Inform parents when the assessment is being delayed by the Local Health Board; Send reminders of the Authority's statutory obligation to external agencies; 4) Ask the Local Health Board to alert us when a child does not attend a medical so that we can offer to assist parents to make arrangements to take the child to appointments to avoid a 'Did Not Attend'.											
23 EDU/015b (NSI) % of final statements of special education need issued within 26 weeks excluding exceptions	75.0%	90.0%	80.0%	☹	▲	TBC	TBC	TBC	90.0%	✓	People in Carmarthenshire fulfil their learning potential
Despite being off target, this measure does show an improvement on the previous year. With four assessments not issued within 26 weeks due to delay's receiving information from professionals from within the department. A reminder has been sent to all Inclusion staff of the need to comply to statutory timescales.											
24 EDU/006ii (NSI) % of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	39.0%	40.0%	43.2%	☺	▲	TBC	TBC	TBC	43.7%	✓	People in Carmarthenshire fulfil their learning potential
26 SCC/002 (NSI) % of children looked after at 31 March who have experienced one or more change of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March	5.4%	10.0%	3.9%	☺	▲	TBC	TBC	TBC	5.0%	✗	People who live, work and visit Carmarthenshire are safe and feel safer
The department has performed exceptionally well during 2015/16 with only 6 children experiencing one or more change of school. It is envisaged that the good work will continue but this performance indicator is dependent on the number of compulsory school aged children looked after at 31st March which is always prone to change and subsequently influences the end result therefore 5% is a realistic target for 2016/17 based on past performance.											

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Definition / Measure Reference	2014/15	2015/16							2016/17		Improvement Plan Theme
	Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ✗	
27 SCC/004 (NSI) & (PAM) % of children looked after on 31 March who have had three or more placements during the year.	11.7%	11.3%	14.9%	☹	▼	TBC	TBC	TBC	13.5%	✓	People who live, work and visit Carmarthenshire are safe and feel safer
	<p>This is a provisional result and will be confirmed by the Welsh Government in due course. We have seen an increase in challenging teenage placements during the year which places an added pressure on placement stability. This, along with a decrease in the number of Looked After Children, has impacted on the end result. Many young people do not wish to be in the care system despite this being in their best interests. Placements subsequently become fragile and break down despite the department's best efforts. On a positive note, some children have returned to live with parent/relative carer. An Accommodation Panel has been set up to assist the matching process and resource allocation, in addition to a Resource Panel to ensure appropriate resources are put in place to support placements to avoid placement breakdown. The department are focussed on recruiting foster carers for older children.</p>										
28 SCC/011b (NSI) % of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker	47.3%	48.3%	46.5%	☹	▼	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer
	<p>Even though we have not met our target, the department is performing above the All Wales 2014/15 figure of 44.8%. Many children are not seen alone due to age whilst others refuse. Not every case will require a child to be seen alone, but we will ensure they do wherever possible, however, this is dependent on the nature of the assessment.</p>										
29 SCC/025 (PAM) % of statutory visits to looked after children due in the year that took place in accordance with regulations	98.5%	98.0%	98.2%	☺	▼	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer
30 SCC/033d (NSI) % of young people formerly looked after with whom the authority is in contact at the age of 19.	100.0%	95.0%	100.0%	☺	▲	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer

APPENDIX B

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	Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ✗	
31 SCC/033e (NSI) % of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19.	88.2%	89.5%	94.7%	☺	▲	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer
32 SCC/033f (NSI) % of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19.	64.7%	73.7%	73.7%	☺	▲	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer
33 SCC/041a (NSI) % of eligible, relevant and former relevant children that have pathway plans as required.	100.0%	100.0%	100.0%	☺	At maximum result	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer
34 SCC/045 (PAM) % of reviews of looked after children, children on the Child Protection register and children in need carried out in line with the statutory timetable	89.4%	90.0%	89.4%	☹	▼	TBC	TBC	TBC	This measure has been deleted for 2016/17		People who live, work and visit Carmarthenshire are safe and feel safer
	Even though we have not met our target, we are performing above the All Wales 2014/15 figure of 88.9% and remain constant with our 2014/15 result. Completion of Children in Need (CIN) reviews within timescales has again been an issue showing a decline in performance with staff sickness being a contributory factor, this has impacted on the overall result. Looked After Children and Child Protection reviews have both improved during this year, 96.2% and 99.4% respectively. the Team Manager will continue to monitor Children in Need reviews, however, sickness of staff has been an issue in some teams. Social Workers will ensure that all Care Assess (electronic record) review forms are entered onto the system as and when required										

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

End of Year Performance Management Report – 1st April 2015 to 31st March 2016

To consider and comment on the following issues:

That the Committee scrutinises the end of year position in relation to performance monitoring, or latest available information, for the 2015/16 financial year. The report includes:

- Heads of Service Overview of Performance
- Improvement Plan Monitoring – Actions and Performance Measures
- Complaints and Compliments Monitoring

Reasons:

- To ensure that any areas of concern are identified and relevant action taken.
- To enable members to exercise their scrutiny role in relation to performance monitoring.

To be referred to the Executive Board for decision: NO

Executive Board Member Portfolio Holder: Cllr. Gareth Jones (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Director: Robert Sully</p> <p>Report Author: David Astins</p>	<p>Designations:</p> <p>Director of Education & Children's Services</p> <p>Strategic Development Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246470 rasully@carmarthenshire.gov.uk</p> <p>01267 246426 dastins@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

End of Year Performance Management Report – 1st April 2015 to 31st March 2016

The attached report provides members with an overview of how the services within the Committee's remit are performing:

1. Heads of Service Overview of Performance (Report A)
2. Improvement Plan Monitoring – Combined Actions and Measures Report (Report B)
3. Compliments and Complaints Monitoring (Report D)

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: **David Astins** Strategic Development Manager

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

1. Policy, Crime & Disorder and Equalities – Performance Indicators are set to monitor the performance of services and targets set. If the Authority is to deliver its promises to citizens and stakeholders, then indicators underachieving need to be addressed.

2. Legal – Performance Indicators are set to monitor the performance of services and targets set. If the Authority is to deliver its promises to citizens and stakeholders, then indicators underachieving need to be addressed.

5. Risk Management Issues – This report refers to actions and measures in the 2014/15 Annual Report and 2015/16 Improvement Plan relevant to the Education & Children Scrutiny Committee. Potential risks addressed are:

- addressing regulatory report recommendations
- comments on not meeting our own goals – actions and measures
- meeting statutory targets (i.e. Safeguarding Children and delivering Modernising Education Provision Plan)
- improvement and comparative data for national measures

CONSULTATIONS

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

Signed: David Astins Strategic Development Manager

1. Local Member(s) – N/A

2. Community / Town Councils – N/A

3. Relevant Partners – N/A

4. **Staff Side Representatives and other Organisations** – All departments have been consulted and have had the opportunity to provide comments on their performance and progress.

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

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Carmarthenshire Integrated Community Strategy 2011-16	www.thecarmarthenshirepartnership.org.uk
CCC Corporate Strategy 2015-20	http://www.carmarthenshire.gov.wales/media/998105/corporate-strategy.pdf
CCC Annual Report 2014/15 & Improvement Plan 2015/16	http://www.carmarthenshire.gov.wales/media/846036/Full_ARIP_Report_15-16.pdf
Departmental Business Plans 2015/16	Performance Management Unit, Regeneration & Policy
Performance Measurement Records	Performance Management Unit, Regeneration & Policy
Budget Monitoring Reports	Corporate Services Department

Department for Education and Children

Heads of Service Overview

**This is a brief overview of performance
from each Head of Service who report
data to this Scrutiny Committee**

Gareth Morgans - Chief Education Officer
Andi Morgan - Head of School Effectiveness
Aeron Rees - Head of Learner Programmes

School Improvement/Education through Regional Working (ERW):

All aspects of school-based 'Regional Working' continue to be centrally coordinated through the ERW Delivery Board and Heads of School Effectiveness. Our Chief Education Officer, Head of School Effectiveness (Western Hub- Carmarthenshire & Pembrokeshire) and Principal Challenge Adviser have full representation on the ERW Delivery Board which ensures the opportunity to guide and influence key priorities for Carmarthenshire.

The 2014-15 academic year witnessed success with both Welsh Government and Estyn Autumn reviews acknowledging the progress and impact of our work. The role of Challenge Advisers in brokering appropriate support and challenge for schools has developed well. This key role continues to gain momentum, producing effective results and outcomes within a range of schools and circumstances. In particular, we have undertaken the following defined activities to further support and challenge standards, provision and leadership across all of our schools:

ERW Core Visits- the Head of School Effectiveness, with the support of the Challenge Adviser Team and Inclusion Officers, ensured the effective implementation of the two scheduled ERW Core Visits:

ERW Autumn Core Visit One: this visit focuses on analyses of school performance data and brokered support, challenge and intervention for future school performance targets and improvement priorities. In addition, the visits enable discussion at individual school level on the implementation of the National Categorisation model. All schools are now categorised within one of four categories of varying levels of support*. This is based on analyses and discussion of both their performance data and capacity to improve (as evidenced through their leadership and provision). Processes for reporting all findings from the visit have recently been updated (September 2015) via the provision of a valuable electronic resource. This welcome resource enhances the process of reaching and recording a collaborative, agreed view of the school's performance and support category. Core Visit One also continues to support the Headteacher Performance Management programme in partnership with school governors.

*National Category Levels of Support:

GREEN SUPPORT CATEGORY

A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better.

YELLOW SUPPORT CATEGORY

An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.

AMBER SUPPORT CATEGORY

A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.

RED SUPPORT CATEGORY

A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

ERW Spring/Summer Core Visit Two: the 2016 visits have maintained a clear focus on standards via the scrutiny of provision and leadership within our schools. Challenge Advisers and school-based leaders have collaborated on bespoke analyses of standards, provision and leadership through detailed scrutiny of school self-evaluation and improving quality processes. Collaborative scrutiny of this nature enhances each school's practice and in particular, enables all partners to take stock of its performance within an individual setting and context. All key strengths and improvement recommendation (including the sharing of good practice as agreed during these visits) are then shared with governors via the Headteacher's Report to the Governing Body.

The Head of School Effectiveness and Western Hub Team continue to facilitate further levels of 'School-to-School Support.' We have emphasised the development of the national agenda for a 'self-improving school system' with our work has including:

- a) the commissioning of experienced, effective Headteachers and senior practitioners (leading specific interventions, ERW core visits etc) in support of both individual school needs and those of particular clusters
- b) enhancing school collaboration through 'Triad Working' (clusters of schools collaborating together on an agreed set of improvement issues and benefiting from recognised 'good practice' within the system)

Ensuring quality and consistency across Hub working:

Challenge Advisers continue to participate in national and regional training activities to ensure high levels of quality and consistency across their work. The revised National Standards for Challenge Advisers form an integral part of each adviser's professional development programme and have been used as a common theme within all new appointment processes. Quality Assurance activities across both the Hub and Region have continued to support 'best practice' providing useful systems and materials for the benefit of officers and therefore our schools. The Western Hub QA process includes valuable input and scrutiny from the Chief Education Officer, Head of Learner Programmes, ERW Managing Director, Head of School Effectiveness and Principal Challenge Adviser.

Inclusion/SEN/ALN Section

The terms 'additional learning needs' (ALN) or 'special educational needs' (SEN) refer to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have ALN of some kind at some time during their education.

The Inclusion Service is an integral part of the school improvement service and contributes to raising standards in our schools and supporting them to ensure that learners with additional needs succeed. The team of experienced ALN officers provide bespoke advice and guidance to schools and work with teachers, learners and their parents.

Based on the 2016 PLASC data there were 7,630 learners on the SEN Register. In March 2016, Carmarthenshire had 918 learners with Statements of Special Education Needs (SEN). This figure has decreased since March 2015 when we had 1,007 statements. Approximately half of these statements are amended every year.

The Inclusion Panel considers requests for statutory assessments of special educational needs and requests for amendments to existing statements. In the last 6 months up until March 2016, the Inclusion Panel considered 119 cases, 38 of which were requests for statutory assessments.

The Minority Ethnic and Traveller Achievement Service

In Carmarthenshire there are over 1,105 pupils on the English as an Additional Language (EAL) register. 324 primary school pupils and 165 secondary aged pupils are in receipt of support in 45 Primary schools and 10 Secondary schools.

There are currently 166 Gypsy/Traveller children on roll in schools across the county. The service works with 6 secondary schools and 8 primary schools to raise the attendance and achievement of eligible Gypsy and Traveller children and young people. Close working with families and other agencies helps to support with these key areas.

Behaviour Support:

The Behaviour Support Community Team (BSCT) works with schools to support them in changing the behaviour of individual pupils by working with the pupil, their parents/carers and school staff. The Team provide advice and support on group/whole class management techniques and whole-school policy development. The Team provides training and professional development opportunities. It works with individual schools to devise bespoke training in response to need.

During the 2014/15 Academic Year 68 cases were worked with either directly or in an advisory capacity with 99 referrals in total (80 referrals from primary schools and 19 from secondary schools).

In addition to supporting schools currently using the interventions, members of the BSCT have undertaken-

- Training in 13 schools for Thinking Detectives
- Three schools are using Thinking Detectives strategies rather than the whole package
- 18 schools have had an introduction to Positive Play
- Another 15 schools have been supported with setting up the location.

Education Otherwise than at School (EOTAS):

During Academic Year 2015/16 there were 6 new referrals to the KS3 Centre at Pwll, 9 new referrals to the KS4 Centre at Llwynhendy and 25 new referrals for the Home Tuition Service. The provision for pupils with emotional difficulties at Canolfan y Gors had 6 new referrals and now caters for 24 pupils.

The EOTAS Service monitors the education of children whose parents choose to educate them at home (Elective Home Education). In March 2016 there were 246 children being educated by their parents. The geographical spread is fairly even across the county.

Curriculum Reform & Learning Transformation

The '*Palmantu'r Ffordd / Paving the Way*' report went through the corporate process last year and is the County Council's response to impending curriculum and assessment reform, guided primarily by national developments, namely the *Successful Futures* Report (2015) and the *New Deal* (2015) for The Teaching Profession. The ensuing curriculum developments in Carmarthenshire have entered the operational phase, with local initiatives being mindful, where pertinent, of ongoing developments at Consortium and Welsh Government levels. A parallel and complementary 11-19 review is currently undergoing internal consultation. Cross-border and cross-sector partnership activity has been ongoing. Leadership and change management of curriculum reform is being developed as the strategic vision is rolled out.

Youth Engagement and Progression Framework

The Department for Education and Children continues to lead on the local implementation of the six elements of the Welsh Government's Youth Engagement and Progression framework, the flagship programme to reduce the number of young people who become NEET on leaving school. For the 2016-2017 year, the major focus of this work will be the full embedding of use of the Vulnerability Assessment Profile (VAP) in schools that enables the identification of young people likely to become NEET. Linked to this work, the Carmarthenshire elements of the Regional Cynnydd ESF bid overseen by the authority and Coleg Sir Gar will bring £2.21M of additional ESF funding to support up to 1008 young people aged 11-24's. This delivery will include additional educational programmes, work experience, personal support and transition arrangements to ensure that as many young people as possible can progress to further education, training or work on leaving school and college.

Adult Community Learning (ACL)

The emphasis of the Authority course provision continues to be the long-term personal development of learners to enable them to progress to further education, training or employment. Due to budgetary constraints the service has been remodelled however we will concentrate on support for literacy, numeracy and English for Speakers of Other Languages.

- As of February 2016 the **Adult Community Learning Service** has 218 active enrolments enrolled on approximately 19 courses. 281 learners completed on 27 courses at the end of the Autumn term
- The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses. Welsh for Adults provision across Wales will be subject to major change in the 2016-2017 year, with a new all Wales entity established to oversee provision, replacing the existing four regional centres.
- The changes in enrolments match a decreasing trend in learner numbers across Wales in this sector. Local factors affecting enrolment include the current economic climate and the provision of free courses by some providers particularly for IT provision.

Curriculum Systems Development

Over the past year we have developed and implemented several innovative Curriculum Systems within the Department. These have ensured consistency of approach by all users of the systems e.g. During Lesson Observations by School Improvement and Reporting on Pupil progress by the Music Service. We now have in place electronic systems that allow users to gain valuable feedback from their stakeholders and provide a baseline for improvement in certain areas e.g. Pupil voice questionnaire for schools and the "Codi Caerau" Welsh Charter questionnaire. We have also developed a secure 'cloud' based document store that allows all users access to the most current policies and guidance, and facilitates collaborative working on documents from any location. These new systems will facilitate the measurement of the impact of initiatives and training across the Authority as they provide statistical as well as visual feedback to managers.

Carmarthenshire Music Service 2015-2016

Carmarthenshire Music Service has provided peripatetic music support to 95 schools across the county of Carmarthenshire (approximately 83%). Currently over 6,000 pupils receive tuition on a weekly basis across a range of instrumental and vocal tuition as well as curriculum support at Key Stage 2. Schools are offered a range of support via an annual Service Level Agreement (SLA) for a wide range of disciplines: Upper Strings, Lower Strings, Brass, Woodwind, Guitar, Drums, Harp, Keyboard, Recorder (including PPA cover), Curriculum Support (including PPA

cover), Vocal and Piano Accompaniment. Due to the current financial climate, and despite the range of provision outlined, the service is reducing its staffing in accordance with SLA requirements for the 2016-2017 academic year.

The service also currently offers 24 extra-curricular activities to learners across all Key Stages (*Junior* – Key Stage 2, *Intermediate* – Key Stage 3 and *Senior* – Key Stages 4 & 5). There have been a number of excellent performances during the academic year, most notably from the County Orchestra and the Secondary Schools' Girls Choir. Both groups have reached the finals of the *Festival of Music for Youth* and will be performing at *Symphony Hall* in Birmingham in July. All staff and pupils are encouraged to support and develop community music-making across the County of Carmarthenshire.

Pupils have represented their schools and county at a number of regional and national activities including *ERW - 6 Counties* and the ensembles of the National Youth Arts Wales (NYAW). Last year, Carmarthenshire had the second highest number of pupils in Wales performing with groups such as the National Youth Brass Band of Wales and the National Youth Orchestra of Wales.

Youth Support Service

From April 2015, the Youth Justice and the Youth Service were accountable to a single Service Manager who created an integrated management structure to promote an ethos of working together to deliver targeted youth support to those young people who are in greatest need and who present the highest likelihood of engaging in anti social behaviour and youth offending. Since this time a phased re-structure has taken place to establish the Carmarthenshire Youth Support Service:

Phase 1: achieved the appointment of a Principle Youth Support Service Manager to oversee the Carmarthenshire Youth Support Service from 1/01/16.

Phase 2: achieved the appointment of 4 Youth Support Managers responsible for the management of 4 teams from 28/1/16, and have been in post from 01/02/16.

- By March 2016, the Youth Service had provided support services for 19% (4102 individual young people) of Carmarthenshire young people aged 11-19 and 14% (4397 individual young people) of the 11-25 population, a more targeted approach towards one to one and family support.
- Young people gained 610 Duke of Edinburgh Awards (DofE) in 2015/16 with approximately 4.0% of all eligible young people taking part in the Award.
- There is on-going development of partnership working to increase the number of young people in employment, education and training linked to a shared action plan with Pembrokeshire to implement the Welsh Government's Youth Engagement and Progression Framework.

The Crime and Disorder Act 1998 established Youth Offending Teams by creating a duty for local authority Chief Executives to secure the cooperation of statutory partners, Police, Probation Service and Health, to contribute resources to create a multi-disciplinary team with the primary aim of preventing offending by children and young people.

In Carmarthenshire we have seen a trend develop over a number of years which confirms that fewer children and young people are committing less crime, year on year. This reflects the investment and focus on prevention of youth crime and the YOPS has developed strong partnerships with a wide range of stakeholders who all recognise the contribution they can make to preventing youth offending. The consequences of this trend are wide-ranging and

include, a falling number of young people, entering the youth justice system, attending the youth court and being sentenced to custody, and importantly fewer victims.

When children and young people first come to the attention of the police for an offence, the response in Carmarthenshire is now a multi agency one, which allows the YOPS to assess young people, engage with all victims and parents/carers, in order to put in place interventions and support that will prevent further offending.

This continued investment in prevention and effective early intervention is critical to ensure that young people experience their adolescence without drifting into crime and antisocial behaviour and thereby sabotaging their own futures and creating misery for victims and parents alike.

School Governance Services

- Ensures Governing Bodies are constituted, and governors appointed/ elected correctly.
- Supports the Federation process and prepares revised Articles and Instruments of Government.
- Provides advice and guidance to Governing Bodies across a broad range of areas.
- Consult with Governors to develop a focussed training package

School Organisation and Modernisation

Dinefwr Transformation:

Work in **Ysgol Dyffryn Amman** was completed in readiness for September 2015.

Construction at **Ysgol Maes Y Gwendraeth** has progressed well with the new sports hall, science block and bus bays completed. The scheme continues at pace in readiness for full occupation by the school in September 2016.

Construction at **Ysgol Bro Dinefwr** has been completed in readiness for occupation by the Pantycelyn campus and Garreglwyd pupils. Tregib campus pupils currently will transfer in September 2016.

21st Century Schools/MEP:

The Authority's Modernising Education Programme (MEP) is making good progress. The biennial review of the MEP has been completed. A draft version of the updated programme has been discussed with Officers, a consultative group of Headteachers and a Member's seminar was held in October 2015. The revised MEP is currently being presented for approval via the democratic process.

Carmarthenshire's Band A Programme continues at pace with development progressing well. Four business cases have been approved by the Welsh Government enabling construction to commence on the **Coedcae, Llanelli Vocational Village, Seaside** and **Trimsaran** schemes.

The programme for the construction of an extension at **Ysgol Y Strade** as a central part of the County Council's Strategy to meet increasing demand for Welsh medium education in Llanelli was completed on time during the year.

Construction has been completed on the **Burry Port** and **Carreg Hirfaen** construction scheme and the new buildings handed over to the schools on time.

The MEP capital plan invested around **£34 million** across school infrastructure improvement projects in 2015/16, in varying stages of project development or delivery.

Additional temporary accommodation to address immediate space pressures was installed at two schools and another one is in planning for installation in the summer 2016.

School Rationalisation:

The County Council determined to discontinue **Llanfynydd Voluntary Aided School** and completed statutory procedures under the New School Organisation Code to legally discontinue

Llansawel CP School. The County Council formally approved a proposal to reorganise **Copperworks** and **Lakefield** Schools in Llanelli to facilitate the construction of a new dual stream primary school in South Llanelli.

School Capacity Calculations and Estate Management:

The school reorganisation activities referred to above were supported through modelling revised capacity/admission numbers. An exercise on the wholesale revision of 3-11 capacity calculations was completed during the year and a number of capacities have been re-calculated on an ad-hoc basis in instances where schools were experiencing specific difficulties. The production of new updated block plans for all secondary schools were commissioned during the year.

Pupil Forecasting:

An annual exercise to predict the number of pupils expected to attend each of the County Council's maintained schools in the coming years has been in place since 2002. Since then the forecast numbers for the primary sector as a whole compared to actual numbers have varied between +0.05% and -0.4%, a very reliable statistical outcome. The actual FTE number of primary pupils for January 2015 exceeded estimated numbers by 0.73% (110.5 pupils). In the secondary sector the forecast pupil population for January 2014 exceeded actual numbers by 0.9% (101 pupils). Pupil forecasting methods are continually monitored and reviewed with comparisons made between different methods and actual numbers. The 2016 exercise is currently on going.

Stefan Smith - Head of Children Services

Children in Need and Prevention:

We have been implementing the Child and Family Unit (CFU) systemic model of working. Dinefwr Childcare Team (DCCT) has been operating a systemic 'Pod' approach since September 2015. Each pod is led by a senior practitioner/assistant team manager and consists of 2 social workers, a family support worker and 0.5 admin assistant. The pods hold weekly meetings to discuss cases with input from the Educational Psychologist. This system of working appears to be going well with West Child Care Team (WCCT) commencing a Pod approach from April 2016 and roll-out to other child care teams in a phased approach during the year..

The Family Information Service (**FIS**) has built excellent relationships with schools. Through the successful Schools Award scheme, schools have helped to promote FIS to families and professionals to ensure families know there is one point of contact if they require information. This is in line with the Social Services and Well-being Act (SSWBA) which focuses on prevention reducing the need for statutory services to become involved.

The expansion of **Flying Start** has continued in Carmarthenshire with 1832 children now being able to benefit from this early intervention service. The planning and redefining for extending existing boundaries is continuing and data has been gathered in respect of potential new areas. Challenges continue throughout Wales in the availability and recruitment of sufficient Health Visitors to the posts. 95% of families with additional social welfare needs linked to poverty, living in a Flying Start area are receiving time specified interventions from the wider Flying Start Team

There is an on-going training and support programme in respect of Team Around the Family (**TAF**) approach, and including Police, schools, primary healthcare teams, voluntary sector in order to promote the model and how to access TAF support. All Families First (FF) commissioned projects are using the Joint Assessment Families Framework (JAFF) as an early assessment tool to help identify families strengths and needs and plan the most appropriate ways to meet them. 476 requests for support have been received from April to March (2015/16) resulting in 285 TAF cases. To date FF commissioned projects supported a total of 5,299 individuals (5,203 new to the service).

Our three Integrated children's centres (**ICC's**) have been busy during the year delivering Fun days, Free Play Clubs, Open Access Play, Disability Clubs, Parent/carer and toddler sessions, parenting courses with a focus on children's behaviour and emotional needs, midwife clinics, language and play, number and play, and children's sport development programmes.

We are continuing to raise awareness of young carers. A National **Young Carers** Awareness day took place on 28th January 2016. An e-learning package has been developed in collaboration with Hywel Dda Health Board, Powys Teaching & Health Board and 4 local authorities including Carmarthenshire, Ceredigion, Pembrokeshire and Powys. It is aimed at all staff in all departments across the authority as well as staff in the independent sector to help improve understanding and access to information and services for carers.

Assessment and Safeguarding:

The Central referral Team (**CRT**) has been operating for 2 years ensuring one central point for referrals and a consistent approach delivered. Regular quarterly meetings take place to monitor thresholds for intervention to ensure preventative services are utilised wherever possible. Alongside this our Multi Agency Safeguarding children Hub (**MASH**) was set up at the same time enabling improved information sharing and decision-making at the point of referral.

Unfortunately commitment by other agencies to base staff within MASH hasn't yet materialised and this is now being taken forward by CYSUR on a regional basis. A 3 day Continuous Improvement workshop was held in October to look at how processes can be improved between agencies and these actions are being taken forward.

CYSUR (Mid and West Wales Region) continues to be embedded as part of the regionalisation of Local safeguarding Children Boards in Wales. CYSUR has devised a regional policy in relation to Child Sexual exploitation (CSE) and the first regional conference took place on 18th March 2016 which was very successful and well attended.

We are continually working on improving the quality of care plans, to focus more on outcomes, and engagement of children and families in line with the new Social Services and Well-being Act. From April we are piloting the '**Signs of Safety**' outcome measurement framework as part of our child protection conferencing. It is a strengths-based and safety-focused approach to child protection work grounded in partnership and collaboration.

We are continuing our work with housing partners to improve accommodation options and housing support for all vulnerable young people. We do not have any young vulnerable people in Bed and Breakfast and have developed services alongside Supporting People to ensure that this is sustainable. This work will continue as part of the supporting people working group.

Safeguarding in Education remains a key priority with a rolling programme of training in place, along with structured audits.

Looked After Children (LAC) and Care Leavers:

Following agreement with WG, the Pupil Deprivation Grant (PDG) to schools has been taken back centrally (PDG LAC pilot for 18 months). As part of this our PDG LAC team are providing support for LAC in schools to help improve attendance and attainment. Referrals are coming into the team, which has seen some success with children slowly returning to school. Training is taking place within the school setting, and schools are contacting the LACE team when they have any concerns about a child's attendance.

Our Emotional Health team (which is made up on a psychologist, therapeutic social worker and a direct worker) has continued to provide consultation, training and therapeutic services for our looked after children, foster carers, and other professionals. Foster carers have been attending PACE training (attachment informed practice with looked after children). We have seen an increase in challenging teenage placements during the year which places an added pressure on services and placement stability. We are continuing to struggle in recruiting foster carers for older children despite our robust marketing strategies to help try and address this.

A new placement panel was set up in September 2015 to gate-keep and consider all requests for children to become looked after to ensure preventative resources are being utilised to maintain children at home with family wherever possible, and also ensure placement stability is monitored more closely with foster placements to prevent disruption of children in our care. The panel provides more robust process of matching placements to children's needs and identifying additional support required to achieve better outcomes for children.

The Mid and West Wales Adoption region continues to progress and regular meetings are held to develop work across the regions. The adoption panel meeting in Carmarthen is now paperless, with all the necessary documentation shared with panel members electronically. This has resulted in more effective use of admin. time and reduced costs.

On Friday 23rd October 2015 Children's Services held their sixth annual corporate parenting event celebrating the successes of our looked after children and care leavers. Over 200 people including 87 of our children attended Ffos Las to join in with the celebrations

Children and young people with Disabilities:

We have been reviewing the eligibility criteria for both the Children's Disability, and Transition Teams in order to simplify and make them easier to understand. A Senior practitioner in the Children's Disability Team focuses on children aged 14-16 to ensure we have effective plans in place for their transition to adulthood.

The Real Opportunities Project is not proceeding as an independent project but will be brought into the 'Cynydd' project, a regional project led by the Youth Service. We have developed pathways to ensure the service meets the needs of disabled young people to reduce the number who are at risk of becoming NEET.

The PINS service (Peripatetic Intervention Service) is now being undertaken in-house as Tim Camau Bach which is part of the Families First programme, providing an early intervention preventative service for 0-12 year old children with disabilities and their families to help overcome challenges and achieve their potential.

Garreglwyd is now a registered children's home. The specialist education facility at Garreglwyd has moved from Maes Y Gwendraeth to the new Bro Dinefwr campus and is called 'Canolfan Cothi', and following a transition period children commenced at the new facility from 24th February 2016.

Our continued focus on prevention and early intervention has seen the number of looked after children reduce significantly this year to 215 (as at 31/3/16) from 239 last year. The number of children on the child protection register has also seen a reduction from 104 to 88 (as at 31/3/16). In addition we were supporting 809 children in need and their families (as at 31/3/16) compared to 987 at the same time last year.

Dave Astins - Strategic Development Manager

April 2015 saw a further increase in the price of **school meals** (from £2.20 to £2.30), and take-up has declined slightly which we are keeping a close eye on. The price is increasing again in April 2016 to £2.40 and we will be closely monitoring the impact this has on take-up. New **Service Level Agreements** have been agreed with all 11 secondary schools, with positive feedback from Headteachers on the service they receive. **Cashless tills** are now installed in all secondary schools, with installation at Ysgol Gyfun Emlyn completed in October 2015.

We have been looking into the cost/benefit of introducing **online payments for school meals**, which we believe is an essential step in modernising the service, making it easier and more convenient for parents to pay, and delivering other back office improvements including income reconciliation and debt management. We have been piloting **mobile working** with the support of the Transform, Innovate & Change (TIC) team, introducing laptops to 6 school kitchens and trialling electronic operational returns and electronic timesheets. Further processes will become paperless and laptops rolled out to all kitchens during 2016-17.

The **Children & Young People's Participation Strategy** was approved at full Council, spelling out what our priorities are and how we will deliver them. A **Children's Rights Promise** was also agreed by the Council and we will now put this into action. A comprehensive **survey of young people's views** has been developed, running to late May 2016. The annual **Youth Conference** was held at Parc y Scarlets in November, focussing on bullying, and was a fantastic day delivered by the Carmarthenshire Youth Council, supported by the Participation & Children's Rights team.

The bi-ennial **School Survey** was co-ordinated by the Division with all but 3 schools completing it. The feedback has been analysed and discussed at Headteacher meetings, and officers have used the feedback to inform their service planning.

We have continued to support schools in the use of *Teacher Centre* and **SIMS School Management Information Systems**, which were rolled out during 2014-15, working with Ceredigion County Council on improvements to *Teacher Centre* identified by schools.

In January the Division took on the responsibility for **school admissions**, placing some 8,000 pupils in 115 schools (primary, secondary and mid-year transfers). All School Admission Appeals were held within the statutory timescales. A decision has been taken, following consultation, to introduce a prioritised choice system from the 2017-18 academic year. This will make it clearer for parents and Headteachers alike, and hopefully reduce the number of appeals.

We have been heavily involved in the **TIC Back Office review**, and in particular have undertaken detailed work looking afresh at **creditor payment processes**, especially in catering. This has been very fruitful with a number of simpler processes being implemented, helping address a drop in staff resource as a result of severance.

Our electronic **Free School Meals** application process has now been in place for over 2 years and paper applications have virtually been removed. Following the introduction of Teacher Centre to primary schools we will review the process again during 2016-17.

As part of our efficiency drive we have promoted the use of **pool cars** at St. David's Park, and have been working with corporate colleagues, to look at a corporate managed pool car system. We reviewed the format of the Information for Parents school admissions booklet and reduced the cost by 50%. As a Division we have co-ordinated the Departmental input to the TIC review of **3rd sector spend**, and the **TIC Procurement Review**, helping drive out further efficiencies.

ACRONYMS

ACL	Adult Community Learning
CEP	Complimentary Education Programme
CFU	Child and Family Unity
CYSUR	Children and Youth, Safeguarding and Unifying the Region
DofE	Department of Education
EAL	English as an Additional (Second) Language
Estyn	Inspection body overseeing compliance to WG learning policy and delivery requirements
EOTAS	Educated Otherwise Than At School
ERW	Education through Regional Working
EWS	Education Welfare Service
FBC	Full Business Case
FIS	Family Information Service
FTE	Full Time Equivalent
IFST	Integrated Family Support Team
JAFF	Joint Assessment Family Framework
KS2 / KS3 / KS4	Key Stage 2 / Key Stage 3 / Key Stage 4 (National Curriculum Stages)
LA	Local Authority
LAC	Looked After Children
LSCB	Local Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
MEP	Modernising Education Programme
MIS	Management Information Systems
NEET	Not in Education, Employment or Training
PLASC	Pupil Level Annual School Census
RAG	Red, Amber, Green Status
SEN	Special Education Needs
SNUG	Safeguarding Network Uniting Generations
TAF	Team Around the Family
TIC	Transformation Innovation Change (programme team)
YOPS	Youth Offending and Prevention Service
WG	Welsh Government

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Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Filtered by:

Organisation - Carmarthenshire County Council

Department - Education & Children

Source document - Improvement Plan 2015/16

The table below provides a summary progress against target for the Actions and Measures contained within the selected document

		Total	On target	Off target	Not reported	Not available	Annual / Not started	% on target	Overall % on target
C. People in Carmarthenshire are healthier	Actions	13	13	0	0	N/A	0	100%	82%
	Measures	9	5	3	0	1	0	56%	
D. People in Carmarthenshire fulfil their learning potential	Actions	34	33	1	0	N/A	0	97%	80%
	Measures	27	16	11	0	0	0	59%	

Performance against Target

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E. People who live, work and visit Carmarthenshire are safe and feel safer	Actions	12	12	0	0	N/A	0	100%	83%
	Measures	12	8	4	0	0	0	67%	
G. Carmarthenshire has a stronger and more prosperous economy	Actions	1	1	0	0	N/A	0	100%	67%
	Measures	2	1	1	0	0	0	50%	
Overall Performance	Actions and Measures	110	89	20	0	1	0	81%	



On target

Off target

Not available



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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: C. People in Carmarthenshire are healthier Sub-theme: C1 Ensuring each child has the best start in life							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The % of children registered to take up the free Flying Start Child Care placement 9.1.8.0	Not applicable		End Of Year: 79.8	Target: 80.0 Result: Not available	Target: 80.0 Result: 73.8	Target: 80.0 Result: 73.6	Target: 80.0 Result: 70.4 Calculation: (331÷470) × 100
Comment	Children have to be registered on a termly basis, therefore may have registered in the previous term but on this time. This result is based on data as at the end of Jan – March term and unfortunately it remains off target. We have seen a significant drop in numbers eligible to register but this is mainly due to low birth rate numbers and therefore out of our control.						
Remedial Action	The childcare coordinator continues to work closely with the childcare settings to ensure children registered are attending regularly. They are also work closely with health visitors to ensure that eligible children are registered to take up the free childcare.						

Service Head: Stefan Smith				Performance status: Off target				■
Measure Description	2014/15 Comparative Data			2015/16 Target and Results				
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year	
The % of attendance at the free Flying Start Child Care placement 9.1.8.1	Not applicable		End Of Year: 77	Target: 75 Result: Not available	Target: 75 Result: 75	Target: 75 Result: 79	Target: 75 Result: 79 Calculation: (12803÷16199) × 100	
Comment	The end of year result has exceeded the anticipated target.							
Remedial Action	We are implementing a new attendance policy and working alongside childcare providers to monitor and maintain attendance rates in the future.							
Service Head: Stefan Smith				Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results				
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year	
The number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach 9.1.8.2	Not applicable		End Of Year: 18	Target: 23 Result: Not available	Target: 23 Result: 18	Target: 23 Result: 18	Target: 23 Result: 17	
	The number of children living outside of the Flying Start areas who are able to access the Flying Start service through referral for outreach is set by Welsh Government. For 2015/16 it was set at a maximum of							

Comment	23 due to the continued expansion (with a 10% allowable variance). Unfortunately staff shortages due to sickness, maternity and difficulties in recruiting qualified health visitors (a national issue) meant we were unable to accept further outreach referrals.
Remedial Action	The health visitors try to work on a maximum ratio of 110 children to 1 health visitor and therefore due to current staffing levels we are unable to accept further outreach referrals. Unfortunately a couple more health staff are due to leave soon which means it may get worse before improving. Despite the current National shortage of health visitors we are trying to appoint new staff and will be shortly holding a recruitment event to try and attract interest. Welsh Government are being kept informed of the situation.

Service Head: Stefan Smith	Performance status: Off target	⊠
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Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The % of high need families living in a Flying Start area receiving at least a monthly contact from the Flying Start Health Visiting Service 9.1.8.3	Not applicable		End Of Year: 90	Target: 90 Result: Not available	Target: 90 Result: 97	Target: 90 Result: 97	Target: 90 Result: 96 Calculation: (75÷78) × 100

Comment	An excellent result and better than we had anticipated.
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Remedial Action	We will continue to visit and access these families deemed as high need with a social services involvement to achieve at least one monthly contact from the Flying Start Health Visiting service.
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Service Head: Stefan Smith	Performance status: On target
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Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year

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The % of children living in a Flying Start area that have had a needs assessment carried out using the Family Assessment Tool within a month of entry to service. 9.1.8.4	Not applicable	End Of Year: 100	Target: 100 Result: Not available	Target: 100 Result: 100	Target: 100 Result: 100	Target: 100 Result: 100 Calculation: (2132÷2132) × 100	
Comment	We are pleased to have maintained this target for the third quarter.						
Remedial Action	On registration of the children into Flying Start a health visitor will complete a Family Assessment and enter the information on the child's registration form.						
Service Head: Stefan Smith			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
% of Flying Start children fully immunised at 47 months 9.1.8.5	Not applicable		End Of Year: 82	--	--	--	Target: 78 Result: Not available
Comment	Will be available when Statistical Release is published in July 2016						
Remedial Action	Will be available when Statistical Release is published in July 2016						
Service Head: Stefan Smith			Performance status: Result not available				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The % of families with additional social	Not applicable		End Of Year:	Target:	Target:	Target:	Target:

welfare needs linked to poverty, living in a Flying Start area receiving time specified interventions from the wider Flying Start Team 9.1.8.6		95	93 Result: Not available	93 Result: 96	93 Result: 96	93 Result: 96 Calculation: (338÷351) × 100	
Comment	We are pleased to have exceeded the target especially with a 25% increase in referrals.						
Remedial Action	We will continue to try and maintain working with the referrals received for specified interventions by the wider Flying Start team.						
Service Head: Stefan Smith			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The number of children aged 0-4 in Carmarthenshire benefitting from the intensive Flying Start service provision 9.1.8.7	Not applicable		End Of Year: 1671	Target: 1800 Result: Not available	Target: 1800 Result: 1635	Target: 1800 Result: 1602	Target: 1800 Result: 1570
Comment	We have had staff shortages due to sickness, maternity and difficulties in recruiting qualified health visitors which is a national issue. We have therefore been unable to uplift any further caseloads to increase the capacity number. We are currently liaising with Flying Start Management Board & Welsh Government to resolve this issue.						
Remedial Action	We currently do not have the capacity for further caseloads as the health visitors work on a ratio of 110:1 and a further two health staff who have handed their notice are due to leave soon which means it may get worse before improving. Despite a National shortage of health visitors, we are trying to appoint new staff and will be shortly holding a recruitment event to try and attract interest. Welsh Government are being kept informed of this situation.						

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Service Head: Stefan Smith	Performance status: Off target	■
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Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier			
Sub-theme: C1 Ensuring each child has the best start in life			
Action	11702	Target date	31/03/2016
Action promised	We will continue to implement the newly expanded Flying Start programme.		
Comment	<p>Flying Start had a remit this year (2015/16) to further expand the service to provide services to a further 178 children on top of the 'Capacity' target of 1654, bringing the total to 1832 children, able to benefit from the early intervention services. The mapping of expansion areas has been undertaken (there was an expectation that no new areas are expanded into, but rather refining boundaries of existing areas). The redefining and planning for extending boundaries work is continuing with analysis being undertaken on LSOA (Lower Super Output areas) to support the Income Benefit data supplied by Welsh Government. Analysis and data has been gathered in respect of potential new areas, research undertaken and a number of postcode areas identified at the preliminary stages. Further detailed work is required to effectively plan the handover of Health Visitor caseloads from our partners, Hywel Dda Health Board and Welsh Government, before formal handover of caseloads can be progressed.</p> <p>To date posts that have been filled include the Childcare Leader Pwll Little Acorns Childcare facility, 3 Childcare Workers, 3 Language and Play facilitators. A Data Performance Officer was appointed in the Autumn. The final management tier of Parenting Coordinator was advertised in March with interview in April. A Childcare Support Officer has been appointed and due to start in post in April.</p> <p>The Capital programme is progressing. A new childcare facility within the newly refurbished Burry Port Community Primary School, is complete. A new portacabin modular unit in Dafen primary School has also been built. For both of these venues, a competitive tender procurement exercise was undertaken on Sell2Wales, panel assessments took place during November, and two contracts have been awarded to two nurseries who will run the facilities. CSSIW (Care and Social Services Inspectorate for Wales) registration has been</p>		

submitted and is waiting formal sign-off to ensure all compliance criteria is met. It is planned that both venues will be open to children from July to enable them to settle in and a full cohort of children will take up services from September 2016.

In addition to these two completed schemes, we were successful in receiving additional capital funding to further enhance 3 of the original childcare capital schemes, by installing external canopies to the play areas, which allows children access to outdoor play provision all year round. These were completed during the summer 2015. A further small scheme allocation of funding was awarded during the Autumn 2015 for further minor improvements to the outdoor play areas of Argel Family Centre and the Integrated Childrens Centre in Llwynhendy which was completed before the end of March.

The newly expanded service continues to offer it's early intervention programme to the existing 1,654 target number of children, which includes an enhanced health visitor service, early ante-natal provision, support through domestic abuse situations, dietetic advice and support, speech therapy intervention and prevention services, along with the centrepiece element of the programme, to provide free childcare for 2-3 year olds, from 27 different nursery venues across the county. We offer a range of parenting groups and courses, promoting bonding, positive parenting techniques and advice and early language opportunities/ stimulation to encourage early vocabulary in babies and toddlers. Unfortunately one Cylch Meithrin has closed during this period due to financial challenges.

Service Head: Stefan Smith		Performance status: On target	
Action	11703	Target date	31/03/2016
Action promised	We will use the evaluation of the Child and Family Unit (CFU) – Restructure long-term children’s social work teams to apply lessons learned from the Reclaiming Social Work pilot to consider changes for future practice within Children’s Services		
Comment	<p>Dinefwr Child Care Team (DCCT) has been operating a systemic "Pod" approach since Sept 2015, West Child Care Team (WCCT) will begin to implement it in April 2016. Carmarthen Child Care Team (CCCT) and East Child Care Team (ECCT) are scheduled to follow suit in a phased approach during the year so that it is in operation in all 4 childcare teams by the end of 2016.</p> <p>Lessons learnt from the approach in DCCT are informing arrangements for WCCT. DCCT found that the approach works best if caseloads for each Pod are a manageable size. To this end DCCT has added a 5th Pod for Next Step (leaving care). The other 3 childcare teams are looking at their caseloads to identify any cases that should be "stepped down" to TAF or other preventative services.</p> <p>Alongside the practical changes in terms of grouping staff into Pods and bringing Family Support Workers (FSWs) into each team the role of the admin workers has also been adapted with them playing a much more proactive role in each Pod and undertaking tasks such as arranging meetings and setting up arrangements for contact to allow practitioners to focus on practice. Whilst some admin staff have found this challenging nevertheless they are making a valuable contribution to the Pods.</p> <p>The approach also requires staff to use systemic techniques. Therefore the team managers and seniors have begun a 2 year programme of training consultations in systemic principles and practice with tutors from the Family Institute, University of Wales Pontypridd. The</p>		

<p>sessions take place in Carmarthen. There will be 6 this year and another 6 next year.</p> <p>The systemic approach is strengths based and person centred so fits well with the Social Services and Well-being (Wales) Act (SSWB Act) and the 'Signs of Safety' model that is being used by the assessment teams and the conferencing service.</p> <p>To assist families to identify and articulate their desired outcomes DCCT is using the Outcome Star. This tool will be used by each childcare team as it adopts the systemic approach. The Outcome Star together with the scaling of strengths and risks in each case that is undertaken in the weekly discussion will provide a way of identifying movement and change.</p>	
<p>Service Head: Stefan Smith</p>	
<p>Performance status: On target</p>	
<p>Action</p>	<p>11704</p>
<p>Target date</p>	
<p>31/03/2016</p>	
<p>Action promised</p>	<p>We will develop Phase 5 of the Team Around the Family (TAF) approach across the county for 0-25 year olds</p>
<p>Comment</p>	<p>Progress has been made in developing the TAF model in Carmarthenshire. A Central TAF Support Team consisting of a TAF Manager and 3 TAF System Co-ordinators (2 x Birth to 16 years and 1 x 16 to 25 years) has been in place since April 2015 charged with facilitating the implementation and roll-out of the TAF Model across Carmarthenshire. TAF System Co-ordinators have allocated schools, agencies and operational areas with whom they liaise to provide support, advice, guidance and training in TAF systems and processes. An on-going training and support programme continues to be implemented, including TAF Key Worker Training and sessions on effective engagement, assessment and planning. Extensive TAF Awareness Training has been undertaken by TAF System Co-ordinators with a diverse range of practitioners including Police, Schools, Primary Healthcare Teams, Voluntary Sector, in order to promote the Model and how to access TAF support. All requests from external agencies come via the TAF@carmarthenshire.gov.uk inbox and allocated to an appropriate practitioner to complete the JAFF (Joint Assessment Family Framework) and this has seen an increase in cases being identified by increasingly diverse professionals as awareness of the TAF model becomes more widespread across Carmarthenshire. All Families First (FF) funded practitioners complete the JAFF and undertake the Key Worker role as appropriate. TAF System Co-ordinators are supporting external/universal services' staff with completion of the JAFF with a long-term vision of a 'business as usual' TAF approach. 476 requests for support were received from April to March 2015/16 resulting in 285 TAF cases. There has been a significant increase in requests directly from parents/carers and Health Visitors and other Primary Health Care professionals such as GPs and Paediatricians. Interface protocols between TAF and Children's Social Services, Flying Start and Youth Offending are being piloted. TAF 16 to 25 systems continue to be developed by a Development Group and correlation between TAF, the Youth Engagement and Progression Framework and SEET (supporting young people into education, employment and training) is being explored to improve joint working and identification of vulnerable young people who may benefit from additional support. TAF cases in the 16 to 25 age group have increased. The TAF Launch successfully took place on 17th November at Parc y Scarlets and was officially opened by Councillor Gareth Jones our Executive Board Member for Education & Children's Services. The event was well attended by over 300 professionals from a wide range of backgrounds. FF commissioned projects and external family support agencies showcased their services and this was very positively received with</p>

requests from professionals for similar networking opportunities in the future. The TAF website, incorporating pages for parents and carers, children and young people, and professionals was also launched.

Roll-out operations will continue until 30 September 2016. By this time it is hoped that the future direction of Preventative and Early Intervention initiatives/programmes in Wales will be known and an appropriate exit strategy/transition strategy will be identified and implemented to March 2017 and beyond.

Service Head: Stefan Smith **Performance status:** On target

Action	11705	Target date	31/03/2016
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Action promised We will continue to implement the re-commissioned Families First programme, promoting early intervention for disadvantaged families

Comment

The 14 newly commissioned projects have been in operation for one year, providing support to children, young people and families across Carmarthenshire. The projects are utilising the new processes and systems (Joint Assessment Family Framework (JAFF) and Team Around the Family (TAF)). Families are asked to complete the distance travelled tool within the JAFF to help identify their needs at initial assessment and to evidence whether the family is ‘better off’ as a result of the intervention i.e. the distance travelled at the end of intervention. Approximately 75% of families showed a positive forward movement following intervention. The most frequently scored domains at initial assessment were:

- Family history
- Social & Community
- Income
- Mental Health
- Behaviour
- Emotional and social
- Setting routines

The Families First SNAP survey results were very positive, 99% said that they would recommend the service to others.

A Training Needs Assessment was carried out and a training programme was developed and delivered by the Educational Psychologists. Courses included - Awareness of Common Developmental Difficulties in children and young people, Awareness of Autistic Spectrum Disorder and Difficulties, and Building Resilience in children, young people and families.

The Families First grant will be cut by 12% next financial year. A Families First Extraordinary Management Board meeting was held to discuss how the cuts will be implemented. The suite of 14 commissioned projects will remain, however, the service delivery will reduce across the board. Projects have been informed of their allocation for next financial year and new Contracts and Service Level Agreements

have been drawn up. This was a challenging exercise due to the late notification from Welsh Government and the level of the cut. The Welsh Government have introduced guidance allowing the four poverty programmes (Families First, Flying Start, Community First and Supporting People) to vire up to 5% funding between each programme in October 2016.

Service Head: Stefan Smith

Performance status: On target

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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: C. People in Carmarthenshire are healthier Sub-theme: C2 Preventing ill health and encourage healthy living							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of schools achieving Phase 4 of the Healthy Schools Initiative 8.3.1.5	Not applicable		End Of Year: 53	--	--	--	Target: 54 Result: 59 Calculation: $(68 \div 116) \times 100$
Comment	This PI is on Target and has improved compared to the previous year. 116 schools out of 117 schools in Carmarthenshire have joined the Welsh Healthy Schools scheme. For the remaining school (Maes Y Morfa) they need to submit their evidence for assessment. As at the end of September 2015, 116 schools have achieved phase 1, 112 schools have achieved phase 2, 103 schools have achieved phase 3, 68 schools have achieved phase 4, 28 schools have achieved phase 5 and 1 school achieved phase 6. Note; the denominator has changed to 116 this year compared to 120 last year, as 2 schools, Llanfynydd and Llansawel, have closed, while Bro Dinefwr and Maes Y Gwendraeth have been treated as singular schools this year compared to 4 sites/kitchens (Tregib, Pantycelyn, Maesyryrfa, Gwendraeth sites) the previous year.						

Remedial Action	Continue to encourage all schools to improve within the scheme. Overall the percentage of schools achieving each phase has increased compared to last year.
Service Head: Gareth Morgans	Performance status: On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier			
Sub-theme: C2 Preventing ill health and encourage healthy living			
Action	11708	Target date	31/03/2016 (original target 31/07/2015)
Action promised	We shall review the Catering Service structure, continue to reduce staffing and develop plans to deliver the efficiencies agreed for 2015/16 and following years		
Comment	Post removed through severance and reporting lines changed. Ongoing management of staffing levels in kitchens to implement a 10% reduction in the labour table through natural wastage.		
Service Head: David Astins		Performance status: On target	



Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier			
Sub-theme: C3 Improving the Emotional, Mental Health and Well-being of all people in the County			
Action	11709	Target date	31/03/2016
Action promised	We will reflect on how we (Children`s Services) provide information, advice and access to our services in light of the forthcoming `Social Services and Wellbeing Act 2014`		
Comment	<p>As part of the Mid and West Wales Collaborative Children`s Services Programme Board (in light of the Social Services and Well-being Wales Act (SSWBA)) we have taken forward a review of how we provide Information, Advice, Assistance and access to our services for children and families. Children Services Task and Finish Group amalgamated with Adult Services in order to achieve the tasks in relation to all Social Care Services. The Institute of Public Care (IPC) were appointed as a result of the tender through procurement for an agency to undertake the following:</p> <ul style="list-style-type: none"> • To scope what is currently being offered regionally and consider how these services relate to the requirements of the Act • Consider what is being offered locally and explore collaboration links for a regional service • Consider national initiatives and potential impact on regional services • Consider any outstanding areas for development and how these gaps can be managed • Establish what resources may be required to progress the project, considering opportunities for regional collaboration <p>A Focus Group involving parents of young children to fed in to the consultation process. IPC completed the evaluation report in January 2016. The report identified gaps in local arrangements and proposed areas for strategic focus across Mid and West Wales. It also provided a basis for developing a delivery plan for the region as phase 3 of the project that was to be discussed at the Regional Programme Board. The evaluation report states that Councils (in the region) are broadly meeting minimum requirements set out in the code of practice,</p>		

	and are therefore compliant with the SSWBA. The next stage is to develop a delivery plan with a focus on:		
	Workforce Performance Public Engagement Citizens Data Quality		
Service Head: Stefan Smith		Performance status: On target	
Action	11710	Target date	31/03/2016
Action promised	We will work with partners to improve the accommodation options, and housing support for all vulnerable young people (aged 16-25)		
Comment	We continue to work with our housing partners. We do not have any young, vulnerable people in bed and breakfast and have developed services alongside supporting people to ensure that this is sustainable. This work will continue as part of the supporting people working group. Time out has been taken to reconsider wider needs in relation to vulnerable people and to reconsider service delivery models.		
Service Head: Stefan Smith		Performance status: On target	
Action	11711	Target date	31/03/2016
Action promised	We will improve transition between Children's Services and Adult Services to include Education, Careers and Health, ensuring that young people and their families are at the centre of plans for the future		
Comment	<p>We have undertaken a restructure within the Transition Team. We have created the Social Work Assistant post to replace the outdated key worker roles within the team. This ensures the post is aligned to Children's Services.</p> <p>We have also consolidated the management structure to retain an Assistant Team Manager and Team Manager to oversee the team.</p> <p>The team are in the process of transferring a number of young people now aged 24 and 25 to the adult long term teams. This will help create the additional capacity needed to meet the demand of the young people coming into the service. This year, the team will also focus on developing the information they give to young people and their families.</p> <p>A working group has been re-established to work with Coleg Sir Gar and Careers Wales to consider the recommendations of the Unlocking the Potential Report. Wherever possible disabled young people will stay in Carmarthenshire to receive their further education.</p>		

The Real Opportunities Project will not be proceeding as an independent project but will be brought into the 'Cynydd' project, a regional project led by the Youth Service. We will be developing pathways to ensure that the service meets the needs of disabled young people.

Service Head: Stefan Smith

Performance status: On target

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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier			
Sub-theme: C6 Improve access to health and social care for all people including vulnerable groups			
Action	11715	Target date	31/03/2016
Action promised	We will consider opportunities for European funding to develop services for vulnerable children and young people		
Comment	<p>There are currently no new European funding opportunities available.</p> <p>The “LEADER” Programme has been launched and opportunities are currently being explored to further develop affordable childcare within Carmarthenshire, in line with the gaps identified in Carmarthenshire’s Childcare Sufficiency Assessment. LEADER is funded through the Rural Development Plan for Wales (2014-2020), and is designed to get local people, businesses and communities involved in delivering sustainable, yet innovative solutions to address some of the economic, social and environmental challenges facing rural areas.</p> <p>A number of childcare related Expression Of Interests were submitted in January 2016 by external organisations/ charities and are currently pending. If successful these will continue onto the second stage – business planning.</p>		
Service Head: Stefan Smith		Performance status: On target	
Action	11716	Target date	31/03/2016
Action promised	We will review the way we allocate services to disabled children and their families to ensure that our processes are aligned with adult social care for continuity of provision and we are making the best use of our available resources by providing a service based upon need		
	We have undertaken a review of our activity with the Institute of Public Care. This has determined whether our systems and processes		

Comment	support us to make the best use of our available resources for disabled children and their families. This will inform our business planning for the coming years to ensure that children and families get what they need, when they need it. We will consult with families and other stakeholders as part of this process.		
Service Head: Stefan Smith	Performance status: On target		
Action	11718	Target date	31/03/2016
Action promised	We will develop a multi agency action plan to implement the recommendations of the Autistic Spectrum Disorder (ASD) Position Statement developed by the People and Work Unit		
Comment	The ASD steering and stakeholder groups have continued to meet throughout 2015/16. An interim action plan has been developed and we have been implementing this. Welsh Government have launched their refreshed all Wales strategy which is out for consultation. Once the document is finalised we will develop a local action plan to implement Welsh Government strategic priorities. Whilst awaiting the Welsh Government strategy a great deal of work has continued in Carmarthenshire to raise awareness, offer information and support and develop services. Carmarthenshire continues to be a member of the all Wales ASD Lead's forum and has had a key role in helping to develop initiatives and drive the agenda forward both locally and nationally.		
Service Head: Stefan Smith	Performance status: On target		
Action	11719	Target date	01/06/2016 (original target 31/03/2016)
Action promised	We will develop and publish information for disabled young people and their families about our services		
Comment	Leaflets, pop ups and information booklets have been produced for Camau Bach, Giant Steps and there is a range of Autistic Spectrum Disorder (ASD) information available. The short break statement has been produced and is currently being updated. A series of parents workshops have been developed and delivered on a range of topics including social stories, ASD awareness, managing behaviour. A quarterly newsletter is produced for parents.		
Service Head: Stefan Smith	Performance status: On target		

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier			
Sub-theme: C7 Reducing drug and alcohol misuse			
Action	11308	Target date	31/03/2016 (original target 31/03/2015)
Action promised	We will review our Substance Misuse Service alongside Integrated Family Support Team (IFST) to ensure they are effective		
Comment	<p>We have undertaken a pilot with the Integrated Family Support Team (IFST) this year. A senior practitioner from IFST worked across both teams, holding cases of parents with substance misuse problems.</p> <p>This approach has seen many benefits, the teams are now jointly screening all cases to avoid duplication and ensure that cases are managed by the appropriate service. The co-location and sharing of practice between teams was seen as positive by the staff and options for arrangements between the teams will be considered in the future.</p> <p>Within Adult Social care a review is underway which includes a management realignment. This will give us the opportunity to consider whether further collaboration across departments and teams would be beneficial.</p>		
Service Head: Stefan Smith	Performance status: On target		



Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential							
Sub-theme: D1 Providing the best opportunities for lifelong learning and development for all							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Surplus places removed as a result of Modernising Education Programme 4.3.1.7	Not applicable		End Of Year: 46	Target: 101 Result: 101	Target: 394 Result: 394	Target: 394 Result: 394	Target: 394 Result: 394
Comment	Targets were established as follows: Q1 = 101 places removed (Llanfynnydd, 41, Llansawel, 60); Q2 = 293 ([1019 places removed; Burry Port Primary, 98, Maes Y Gwendraeth, 464, Bro Dinefwr, 313, Dyffryn Aman, 144], however capacity increased by 726 [Ffwrnes, 329, Strade, 397]); Q3 = 0, no school closures, Q4 = 0, no school closures. All school closures and capacity changes were completed as planned in Qtr 2 above, with no further closures in Qtr 4.						
Remedial Action	None required at this time.						
Service Head: Gareth Morgans				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year

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Percentage of schools graded as "Good" or "Satisfactory" for school building condition 4.3.1.8	Not applicable	End Of Year: 53	--	--	--	Target: 55 Result: 55 Calculation: (64÷116) × 100	
Comment	This PI is on target and has improved compared to the previous year's result. Three Secondary school building's grades have improved; Dyffryn Aman and Bro Dinefwr due to construction projects being completed and Strade due to completion of a refurbishment project.						
Remedial Action	Continue to work to improve the condition of school buildings.						
Service Head: Gareth Morgans			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils in schools maintained by the Authority in the previous summer achieving 5 or more GCSE's at grades A*-C or the vocational equivalent 5.0.2.2	Not applicable		End Of Year: 84.7	--	--	--	Target: 87.4 Result: 87.0 Calculation: (1715÷1972) × 100
Comment	This PI is off target but has improved by 2.3 percentage points compared to the previous year. Increased challenge and monitoring of performance in schools resulted in the best results ever for the Local Authority.						
Remedial Action	The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and LA targets.						
Service Head: Gareth Morgans			Performance status: Off target				☒

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A levels grade A-E). 5.0.2.3	Not applicable		End Of Year: 98.6	--	--	--	Target: 99.0 Result: 98.1 Calculation: (666÷679) × 100
Comment	This PI is off target and has slightly declined compared to the previous year. The Welsh average also declined this year and the LA's relative ranking in Wales actually improved two places to 4th. Additional challenge and support to schools continues to impact effectively on performance in general with each cohort's individual profile taken into context.						
Remedial Action	The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and LA targets.						
Service Head: Gareth Morgans			Performance status: Off target			☒	
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of 15/16 year olds achieving the `core` subject indicator. Those pupils achieving at least grade C in GCSE English or Welsh, Mathematics and Science in combination 5.0.2.6	Not applicable		End Of Year: 56.14	--	--	--	Target: 60.00 Result: 58.22 Calculation: (1148÷1972) × 100
Comment	Although significantly improved from previous years, we did not meet our target. Two schools failed to achieve expected targets set by the authority.						

Remedial Action		Local Authority Intervention Boards implemented with increased support and challenge now in place in both schools failing to achieve their expected targets.					
Service Head: Gareth Morgans			Performance status: Off target			☒	
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of pupils eligible for assessment at the end of Foundation Phase, in schools maintained by the local authority, achieving the Foundation Phase Indicator, as determined by Teacher Assessment. 5.0.2.9	Not applicable		End Of Year: 84.1	--	--	--	Target: 88.7 Result: 86.8 Calculation: (1811÷2087) × 100
Comment	This PI is slightly off target, however the performance achieved represents an increase of 2.7 percentage points on the previous year's performance and the Local Authority's best result to date.						
Remedial Action	The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Foundation Phase. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.						
Service Head: Gareth Morgans			Performance status: Off target			☒	
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment EDU/003	88.2	86.2	End Of Year: 87.4	--	--	--	Target: 88.7 Result: 88.2 Calculation:

								$(1637 \div 1855) \times 100$
Comment	The result is off target but has improved by 0.8 percentage points compared to the previous year from 87.4% to 88.2%. The performance achieved represents the Local Authority's best result to date and continues our ongoing upward trend.							
Remedial Action	The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 2. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.							
Service Head: Gareth Morgans				Performance status: Off target				☒
Measure Description	2014/15 Comparative Data			2015/16 Target and Results				
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year	
Percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment EDU/004	84.1	82.0	End Of Year: 84.5	--	--	--	Target: 86.5 Result: 85.1 Calculation: $(1668 \div 1960) \times 100$	
Comment	This PI is slightly off target, however, the result achieved represents an increase of 0.6 percentage points on last year's performance. The result is also the highest recorded by the Local Authority, continuing our upward trend since 2011 (68.4%), an increase of 16.7 percentage points.							
Remedial Action	The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 3. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.							
Service Head: Gareth Morgans				Performance status: Off target				☒
Measure Description	2014/15 Comparative Data			2015/16 Target and Results				
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year	

Percentage of school days lost due to fixed-term exclusions during the academic year, in: a) Primary Schools EDU/010a	Not applicable	End Of Year: 0.008	--	--	--	Target: 0.007 Result: 0.015 Calculation: (334÷2217870) × 100	
Comment	This PI is off target and has declined compared to the previous Academic year. Disappointingly there has been a large increase in the total number of days pupils were excluded from Primary Schools during Academic year 2014/15; 334 days compared to 174.5 days the previous year. The number of schools utilising the exclusion process is no greater than last year but four schools have recorded about 50% of the total. When this is taken into account the county picture is neutral compared to last year. During 2013/14 no primary school recorded more that six incidents. Unfortunately this year four schools had significant difficulties with a small number of pupils leading to an increased exclusion rate.						
Remedial Action	The Behaviour Services Manager will work closely with schools to identify potential areas of concern.						
Service Head: Gareth Morgans			Performance status: Off target			☒	
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of school days lost due to fixed-term exclusions during the academic year, in: b) Secondary Schools EDU/010b	Not applicable		End Of Year: 0.039	--	--	--	Target: 0.037 Result: 0.039 Calculation: (722÷1849080) × 100
	This PI is off target but has remained constant compared to the previous Academic year. There has been a						

Comment	<p>decline of 10.5 days in the total number of days pupils were excluded from Secondary Schools during Academic year 2014/15; 722 compared to 730.5 days the previous year. However, there was also a drop of 114 in Secondary School pupil numbers compared to the previous year and hence the lower denominator, which accounts for the calculation and result remaining constant.</p> <p>Whilst the total number of days lost to exclusions this year is very similar to last year the overall pattern has changed considerably. Glan Y Mor has consistently recorded one of the highest figures over the last five years. However, this year the school is the third lowest in the county. Only five other schools have been able to maintain lower or similar figures to last year whilst a further five schools have posted significant increases, and the Headteacher at Bro Myrddin has not excluded a single child.</p>						
Remedial Action	The Behaviour Services Manager will work closely with schools to identify potential areas of concern.						
Service Head: Gareth Morgans				Performance status: Off target			☒
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority EDU/011	558.2	533.8	End Of Year: 579.8	--	--	--	Target: 599.0 Result: 580.3 Calculation: 1144296.5÷1972
Comment	This Pi is off target but has improved on the previous years result. This result is the best ever result for the Local Authority and is due to an increase in rigour of tracking and challenge from the Local Authority and ERW Consortium (Education through Regional Working).						
Remedial Action	The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and LA targets.						
Service Head: Gareth Morgans				Performance status: Off target			☒
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			

	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics EDU/017	59.5	55.1	End Of Year: 58.7	--	--	--	Target: 61.1 Result: 61.1 Calculation: (1205÷1972) × 100
Comment	This PI is on target and has improved compared to the previous year. This represents a strong improvement of over 4% from the previous year and for the first time the Authority's schools have passed through the 60% barrier. Numerous challenge, support and intervention strategies implemented by the School Improvement Team working in partnership with senior leaders in schools (including targeting specific departmental performance) have contributed greatly to this success.						
Remedial Action	Two schools need to further improve their performance. Intervention from the School Improvement Team is in place and the current outlook for Academic Year 2015/16 is good.						
Service Head: Gareth Morgans			Performance status: On target				



Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential			
Sub-theme: D1 Providing the best opportunities for lifelong learning and development for all			
Action	11620	Target date	31/03/2016
Action promised	We will continue construction and refurbishment on Ysgol Maes Y Gwendraeth site (Completion Date July 2016)		
Comment	Construction work progressing well and remains on target for completion and full occupation by September 2018.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11621	Target date	31/01/2016
Action promised	We will continue and complete construction of the new Ysgol Bro Dinefwr Secondary School (Completion Date January 2016)		
Comment	The Authority took ownership of the New school Building on Monday 22nd February 2016		
Service Head: Gareth Morgans		Performance status: On target	
Action	11622	Target date	31/08/2015
Action promised	We will complete construction on the new Burry Port Community Primary School		
Comment	Construction complete and pupils have occupied the new school building as per statutory notice from 01/09/15.		

Service Head: Gareth Morgans		Performance status: On target	
Action	11623	Target date	31/01/2016
Action promised	We will complete construction on Carreg Hirfaen Primary School		
Comment	Scheme completed and on target. School open to pupils on 23 February 2016. http://newsroom.carmarthenshire.gov.uk/news-archive/2016/03/carreg-hirfaen/#.Vw31ussUXcs		
Service Head: Gareth Morgans		Performance status: On target	
Action	11624	Target date	31/08/2015
Action promised	We will complete construction of Ysgol Y Strade		
Comment	Refurbishment completed on target and was ready for occupation to staff and pupils at the start of the new 2015 academic term.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11625	Target date	31/10/2015
Action promised	We will continue and complete construction of Ysgol Dyffryn Aman		
Comment	Construction Programme Complete Official Opening took place on Monday 7th December 2015		
Service Head: Gareth Morgans		Performance status: On target	
Action	11626	Target date	31/03/2016
Action promised	We will commence construction on Coedcae Project, subject to business case approval by Welsh Government		
Comment	Construction progressing well on site for phase 1 works on the new science block extension.		
Service Head: Gareth Morgans		Performance status: On target	

Action	11627	Target date	31/03/2016
Action promised	We will commence construction on the Seaside Project, subject to business case approval by Welsh Government		
Comment	Business case has been approved and Statutory consultation has been completed. Contractor started on site 22nd February 2016. Anticipated completion date: August 2017. Anticipated Occupation date: September 2017 or April 2018 TBC		
Service Head: Gareth Morgans		Performance status: On target	
Action	11628	Target date	28/02/2016 (original target 31/03/2016)
Action promised	We will increase the % of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools (2014 result 91.8%) See the Welsh in Education Strategic Plan (WESP) for further information.		
Comment	This target has not been achieved. 2015 saw a reduction, from 91.8% to 85.25%, in the % of learners who transferred from Welsh-medium and bilingual primary schools to Welsh-medium secondary schools. This was disappointing however we have no direct control over pupil/parent preferences.		
Remedial Action	<ol style="list-style-type: none"> 1. Promote the value of a bilingual education. 2. Launch of Codi Caerau- our social use of the Welsh language charter. 3. Develop resources to support conversations between schools and parents- FAQs, posters, promotional materials 4. Review our WESP and consider this aspect of performance in greater depth. 5. Work with partners on improving this outcome- schools. Forum, voluntary sector. 		
Service Head: Gareth Morgans		Performance status: On target	
Action	11640	Target date	31/03/2016
Action promised	Accelerate the development of Education through Regional Working (ERW) regional school improvement service, including our participation in the West Hub, with a view to helping schools raise standards		
	Progress within this target area has been highly effective and successful. The initial development of 'Western Hub Working' has matured greatly as a model across a range of key activities and provision areas in support of regional working. Collaboration between the Carmarthenshire and Pembrokeshire School Improvement Teams has strengthened with both Teams contributing to each others provision and performance in valuable ways e.g. sharing of Challenge Adviser expertise to support specific needs, sharing of good practice via school-to-school and officer activities, strengthening regional working and practice through both Hub Strategic and		

Comment	Training Meetings etc. Our involvement within ERW to support standards and learning opportunities for all Carmarthenshire learners has moved at a pace. Numerous officers are linked directly to key aspects of its work. Such activity has provided us with the opportunity to ensure an influence and positive outcome on ERW's work across the LA. The scene is now set to take this model on further as we face new challenges within a range of areas e.g. curriculum change, focus on specific groups of learners etc.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11641	Target date	31/03/2016
Action promised	Ensure that fewer schools are placed in ESTYN Local Authority Monitoring, Monitoring by ESTYN and statutory categories by ensuring early identification and intervention from school improvement professionals		
Comment	Progress against this target has fluctuated throughout the year with the percentage of schools within each Estyn Follow-up Category as follows (based on the 20 schools inspected): Local Authority Monitoring: 1% improvement (16% to 15%) Estyn Monitoring - 7% improvement (47% to 40%) Schools in need of Significant Improvement - 10% (2 schools) of our schools were placed in this category but have now been successfully removed. It is most pleasing to record that the percentage of schools recognised as 'Sector Leading' has increased from 5% to 15% in comparison with the 2013-14 Academic Year.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11661	Target date	31/03/2016
Action promised	We will increase the number of Primary and Secondary schools in green and yellow support National School Categorisation System categories. (2014/15 had 69 Primary schools and 9 Secondary schools in the green and yellow support categories)		
Comment	Overall, the proportion of schools placed in a Green or Yellow category across Carmarthenshire is 8% higher as compared to 2014-2015. At 77%, well over three quarters of our schools are now in a Green or Yellow category. The proportion of Green schools in Carmarthenshire has increased by 2% as compared to 2014-2015. The greatest improvement in 2015-2016 has been in the number of schools moving from Amber to Yellow. There are 77 green/yellow primary schools and 10 green/yellow secondary schools.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11667	Target date	31/03/2016 (original target

			31/12/2015)
Action promised	Consider the response to the consultation document and implement the second phase of the Early Years Review by undertaking more detailed work on the preferred option to include: Financial, staffing and learning environment implications; Provision of wrap around care; Demographic projections for the child population; Linkage with other initiatives		
Comment	Having reviewed evidence earlier in the year and considered the current financial position it was inevitable that the preferred model of delivery i.e. an early years provision in every school is not possible. In addition implementing this approach would endanger current provision and have an adverse impact on 2-3 year old provision and childcare. It was therefore agreed to develop a 'position statement' to be shared with all stakeholders outlining Carmarthenshire's policy. We will consider school early years provision on an individual basis when we are remodelling or providing the school with a new building. The Position Statement has been agreed and will be shared with schools.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11668	Target date	31/03/2016
Action promised	Contribute to the process of developing the admissions system within the new Teacher Centre Management Information System and to review operational processes and procedures to improve effectiveness and reduce costs		
Comment	Carmarthenshire are working closely with Ceredigion to further develop and enhance the Admissions system on Teacher Centre. Carmarthenshire aims to adopt this system during 16/17.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11669	Target date	31/03/2016
Action promised	Identify and resolve the conflicts in the online catchment area maps within the admissions system		
Comment	No further progress at this point in time. Other actions within the section have taken priority and resources.		
Remedial Action	This will form a new Action to be progressed during 2016/17.		
Service Head: Gareth Morgans		Performance status: Off target	☒
Action	11670	Target date	31/10/2015
Action			

promised	Raise standards as measured by teacher assessments at the end of the Foundation Phase, Key Stage 2 and Key Stage 3		
Comment	All Key Stages have successfully achieved their targets which has resulted in a raise in standards across all end of Key Stage Indicators (FPOI / CSI KS 2 and 3)		
Service Head: Gareth Morgans		Performance status: On target	
Action	11678	Target date	31/10/2015
Action promised	Improve GCSE outcomes particularly the Level 2 Threshold (including English or Welsh & Maths)		
Comment	The 2015 L2i result witnessed a most pleasing increase to 60.9%. This is the first time the LA has broken the 60% barrier. Further analyses are currently inhand to ensure further improvement in 2016.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11679	Target date	31/03/2016
Action promised	Improve the quality of learning and teaching in schools with a focus on improving standards in numeracy and literacy		
Comment	<p>Progress against this target has evolved successfully throughout the year. Its implementation has been ongoing via school ERW Core Visits 1 and 2 (ERW Challenge Advisers), discussion/presentations at Headteacher meetings and Seminars, examples of sharing `Good Practice` and increasing elements of `school-to-school` collaboration and intervention. Specific numeracy and literacy provision has been effectively provided by our team of Associate Challenge Advisers. This activity and its bespoke element of support has impacted beneficially on our provision and leadership of these key areas within our schools.</p> <p>Teacher assessment for reading and numeracy Results for Academic Year 2014/15 across Key Stages demonstrated the highest level of outcomes to date which undoubtedly reflects improvement in the quality of teaching and learning across our schools. Key Stage outcomes and indicators for 2015-16 will provide us with a further measure of the impact of this crucial area of our work.</p>		
Service Head: Gareth Morgans		Performance status: On target	
Action	11732	Target date	31/03/2016
Action promised	We will work enthusiastically to begin to transpose the recommendations of the Donaldson review of the national curriculum into a new, vibrant and engaging local curriculum that inspires our children and young people to gain maximum benefit from their education, ensuring that all school leavers are both well qualified and well educated		

Comment	The strategic document has journeyed successfully through the corporate process, so it is fair to say that the initial planning/visioning stages are 100% complete. That said, recommendations in the strategic report will develop over the next few years, leading up to 2021 and beyond. Implementation has now started in earnest. The reference group has met and a number of initiatives relating to the strategy have been instigated. As regards the local curriculum, the idea is now being disseminated to a number of audiences. Parallel and complementary work with the 11-19 review will be dovetailed into the endeavours of a Task and Finish group, to specifically look at working up the local curriculum. We aim to report to DMT, initially in the early Autumn, with a view to producing a Carmarthenshire Curriculum Declaration. This will be shared widely within the LA and CCC.		
Service Head: Aeron Rees		Performance status: On target	
Action	11733	Target date	31/03/2016
Action promised	We will aim commence work to construct new premises for Ysgol Trimsaran, a project with a value of £6.8 million subject to business case approval by Welsh Government.		
Comment	Full Business Case approved 29/01/16. Construction works are programmed to start on site in May 2016.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11745	Target date	31/03/2016
Action promised	We shall complete the provision of a vocational construction skills block at Bryngwyn School		
Comment	Construction works programme is progressing well and the completion date remains as August 2016. Further discussions will shortly take place regarding the Phased move of equipment from the TAD site in Furnace, Handover and full occupation to minimise the disruption to pupils and staff.		
Service Head: Gareth Morgans		Performance status: On target	

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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential			
Sub-theme: D2 Improving skills and training to increase employment opportunities for all			
Action	11686	Target date	31/03/2016 (original target 31/12/2015)
Action promised	Develop a shared management structure for the Youth Offending & Prevention Service (YOPS) & the Youth Service		
Comment	The Principal Youth Support Services Manager has been in post since 1st January 2016. The new service brings together the Youth Service and the Youth Offending and Prevention Service under a single principle manager. The management team, of fourth tier managers, has been identified at the end of January. From 1st February 2016 they have been directly reporting to the Principal YSS Manager.		
Service Head: Aeron Rees		Performance status: On target	
Action	11687	Target date	31/03/2016
Action promised	We will improve the Home Tuition service by:- ensuring requests for tuition for children who are too sick to attend school are agreed by Inclusion Panel; ensuring that all recommendations are made on evidence received from a medical consultant; improving delivery of tuition in the home through the use of school led e-learning		
Comment	Home Tuition Guidance completed and circulated to Headteachers and all requests agreed at Inclusion Panel evidenced by medical reports or information on hard to place pupils		
Service Head: Gareth Morgans		Performance status: On target	
Action	11688	Target date	31/03/2016

Action promised	We will develop a partnership approach with key stakeholders, including Coleg Sir Gar, Careers Wales and Hywel Dda Health Board to implement the 'Unlocking the Potential' report
Comment	<p>We have continued to build upon our relationships between Coleg Sir Gar, Education, Children and Adult Social Care Services this year.</p> <p>We have regular meetings to try and address many of the practical issues presented within the Unlocking the Potential report.</p> <p>We try to develop creative solutions which prevent the need for young people to be educated outside of Carmarthenshire.</p> <p>Consequently we have low numbers of disabled young people in residential colleges. The continued success of this approach is vital as we aim to ensure that disabled young people are afforded the same opportunities as any young person and are able to maximise their independence.</p>
Service Head: Stefan Smith	Performance status: On target

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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential Sub-theme: D3 Supporting parents & families to develop their children's learning							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of authorised absence in Secondary schools. 4.1.2.2	Not applicable		End Of Year: 5.6	--	--	--	Target: 5.3 Result: 5.1 Calculation: (154402 ÷ 3020005) × 100
Comment	This PI is on Target and the result has improved compared to the previous year, 5.1% compared to 5.6%. This is due to an improved focus on attendance; the Education through Regional Working (ERW) decision to no longer authorise pupil holidays during term and the introduction of penalty fines for lateness and term time holidays.						
Remedial Action	The Welsh average is 4.9% therefore focus will be kept on improving attendance, especially for vulnerable groups.						

Service Head: Gareth Morgans				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of authorised absence in Primary schools for the Academic Year. 4.1.2.3	Not applicable		End Of Year: 4.3	--	--	--	Target: 4.1 Result: 4.0 Calculation: (176262÷4431257) × 100
Comment	This PI is on Target and the result has improved compared to the previous year, 4.0% compared to 4.3%. This is due to an improved focus on attendance; the Education through Regional Working (ERU) decision to no longer authorise pupil holidays during term and the introduction of penalty fines for lateness and term time holidays.						
Remedial Action	The Welsh average for 2014/15 Academic year is 4.1% and focus will be kept on improving attendance, especially for vulnerable groups.						
Service Head: Gareth Morgans				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupil attendance in Primary Schools EDU/016a	95.0	94.8	End Of Year: 95.0	--	--	--	Target: 95.2 Result: 95.2

							Calculation: (4217047÷4431257) × 100
Comment	This measure is on target and the result has improved compared to the previous year, 95.2% compared to 95.0%. Our Welsh comparative ranking has improved to 5th from 6th and is a significant improvement from 15th two years ago. The Education Welfare Service has improved engagement from parents. Head teachers are now supported with more accurate and regular data monitoring and sharing. All of which has contributed to improving attendance.						
Remedial Action	Continued improvements will be sought through increased support and challenge of schools.						
Service Head: Gareth Morgans				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupil attendance in Secondary Schools EDU/016b	93.9	93.6	End Of Year: 93.9	--	--	--	Target: 94.2 Result: 94.2 Calculation: (2843350÷3020005) × 100
Comment	This PI is on target and the result has improved compared to the previous year, 94.2% compared to 93.9%. Our provisional comparative ranking is 9th which is down one place from last year after rising from 20th in 2013/14. Our expected ranking, based on the % of Eligible Free School Meal pupils per LA is 10th, something we have exceeded with this result. Restructuring of the Education Welfare Service has improved engagement from Headteachers coupled with more accurate and regular data monitoring and sharing which assisted in improving attendance.						
Remedial Action	Continued improvements are expected, through increased support and challenge of schools.						

Service Head: Gareth Morgans

Performance status: On target

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Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential			
Sub-theme: D3 Supporting parents & families to develop their children's learning			
Action	11693	Target date	31/03/2016
Action promised	We will continue to develop our work through the education welfare service to support families and learners to improve school attendance, as good school attendance is critical to improving the chances of educational success.		
Comment	School attendance across Primary and Secondary schools has significantly improved. Attendance at our primary schools having increased to 95.2% which is above the Wales average of 94.9% (our comparative ranking compared to the rest of Wales has seen a significant improvement to 5th from 15th 2 years ago). Attendance at our secondary schools has risen to 94.2% (up from 93.9% last year, and above the Wales average of 93.8% (our comparative ranking of 9th has risen, again a significant improvement from 20th during 2012/13). Authorised absence has improved and unauthorised absence rate is still one of the best in Wales. The work and support provided by the EWS has been central to this success, and their working in partnership with pupils and their families, supporting families and addressing school attendance issues. The EWS takes a Family Engagement model of intervention. It works intensively with the family to overcome their difficulties in order to engage more fully in the parenting and education of their children, working in partnership with schools, community support and other professionals.		
Service Head: Gareth Morgans		Performance status: On target	



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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential							
Sub-theme: D4 Developing an Inclusive Society							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of All pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification EDU/002i	0.1	0.1	End Of Year: 0.0	--	--	--	Target: 0.0 Result: 0.0 Calculation: (0÷1972) × 100
Comment	This PI is on target and has remained constant compared to the previous year.						
Remedial Action	The aim is to always ensure that pupils leave full time education with appropriate qualifications. This is achieved by targeting those pupils at risk for the next three years cohorts.						
Service Head: Gareth Morgans				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year

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The percentage of Pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification. EDU/002ii	0.0	0.0	End Of Year: 0.0	--	--	--	Target: 0.0 Result: 0.0 Calculation: (0÷39) × 100
Comment	An excellent result with all leavers once again having achieved an approved external qualification. Corporate Parenting Team support and the role of the LAC Education Co-ordinator continues to support schools in ensuring children leave with an approved qualification.						
Remedial Action	None required at this time. We will continue to work to ensure that all pupils, including LAC, achieve a recognised qualification before leaving education.						
Service Head: Stefan Smith			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year EDU/009a	Not applicable		End Of Year: 0.0	--	--	--	Target: 0.0 Result: 0.0 Calculation: 0÷1
Comment	This PI is on target and has remained constant when compared to the previous Academic year. There were no permanent exclusions from a Secondary school maintained by the local Authority in Academic Year 2014/15 and therefore no offer necessary.						
Remedial Action	Continue to ensure that permanently excluded pupils are offered full time appropriate education provision within 16 school days after the Head Teachers decision to exclude.						

Service Head: Gareth Morgans			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of final statements of special educational need issued within 26 weeks: a) including exceptions EDU/015a	96.4	82.4	End Of Year: 22.9	Target: 25.0 Result: 23.1	Target: 25.0 Result: 19.0	Target: 25.0 Result: 35.1	Target: 25.0 Result: 34.8 Calculation: (16÷46) × 100
Comment	<p>This PI is on target and has improved compared to the same period last year. The Qtr 3 and 4 results are a significant improvement on previous Qtrs.</p> <p>Despite the expected reduction in the number of Statements, results again reflect the difficulties experienced by Health. The Hywel Dda Health Board have continuing problems with recruiting and are running clinics ad hoc when they can employ a locum. This is leading to continued delays in receiving medical assessments.</p> <p>Two assessments were delayed by the Educational and Child Psychologist and one by the Sensory Impairment Service due to staff absence.</p>						
Remedial Action	<p>We have addressed concerns with senior managers in the Local Health Board.</p> <p>We continue to 1) Track assessments to pre-empt delays where possible 2) Continue to request info on why reports are late from external agencies; 3) Inform parents when the assessment is being delayed by the LHB; Send reminders of the Authority's statutory obligation to external agencies; 4) Ask the LHB to alert us when a child does not attend a medical so that we can offer to assist parents to make arrangements to take the child to appointments to avoid a 'Did Not Attend'.</p>						
Service Head: Gareth Morgans			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of final statements of special	100.0	100.0	End Of Year:	Target:	Target:	Target:	Target:

education need issued within 26 weeks: b) excluding exceptions EDU/015b			75.0	90.0 Result: 100.0	90.0 Result: 57.1	90.0 Result: 76.5	90.0 Result: 80.0 Calculation: (16÷20) × 100
Comment	This PI is off Target but has improved compared to the previous year. There has been a number of delay's receiving information from professionals from within the department. Two assessments were delayed by the Educational and Child Psychologist and one by the Sensory Impairment Service due to staff absence.						
Remedial Action	Chief Education Officer to send a reminder to all Inclusion staff of the need to comply to statutory timescales.						
Service Head: Gareth Morgans				Performance status: Off target			☒
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage attendance of looked after pupils in primary schools SCC/022a	Not applicable		End Of Year: 96.6	--	--	--	Target: 96.0 Result: 96.2 Calculation: (23818÷24747) × 100
Service Head: Stefan Smith				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage attendance of looked	Not applicable		End Of Year:	--	--	--	Target:

after pupils in secondary schools SCC/022b		94.2				94.5 Result: 95.1 Calculation: (26668÷28034) × 100
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Service Head: Stefan Smith **Performance status:** On target

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of children looked after during the year with a Personal Education Plan within 20 school days of entering care or joining a new school in the year SCC/024	Not applicable		End Of Year: 85.7	--	--	--	Target: 87.8 Result: 77.8 Calculation: (35÷45) × 100

Comment
There is a slight decline in performance for 2015/16 but continues to be a good result compared to how low it was only a few years ago (i.e. 43.5 in 2011/12). There were 10 pupils who didn't receive their PEP within timescales (compared with 7 last year). The numbers in this cohort are so small that any fluctuation can have a significant effect on the end result. Some of the reasons the PEP was late had been due to the department waiting for information from schools.

Remedial Action
Social Workers to ensure Looked After children (LAC) movement forms are completed as required. Businesses support will ensure notifications are sent in a timely manner, and electronic records are timely updated.

Service Head: Stefan Smith **Performance status:** Off target ☒

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			

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	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting SCC/037	317	291	End Of Year: 315	--	--	--	Target: 318 Result: 334 Calculation: 5683.4÷17
Service Head: Stefan Smith			Performance status: On target				



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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential			
Sub-theme: D4 Developing an Inclusive Society			
Action	11694	Target date	31/03/2016
Action promised	We will finalise and promote the Participation Strategy and Action Plan		
Comment	Strategy adopted by County Council along with a Children`s Rights Promise. A `Super Survey` of young people aged 11-25 is underway, and a successful Youth Conference was held in November 2015.		
Service Head: David Astins		Performance status: On target	
Action	11695	Target date	31/03/2016
Action promised	We shall support schools in further building capacity to administer, analyse and implement early identification, intervention and approaches for additional learning needs		
Comment	Training, SENCO Fora and school visits by Inclusion Officers all focus on supporting schools to raise capacity to meet the needs of all their learners. Delegation of funding to schools has enabled schools to be more innovative in how they deploy staff and resources to support learners. Analysis of outcomes of learners with SEN (internal and ERW reports) show that Carmarthenshire learners progress well.		
Service Head: Gareth Morgans		Performance status: On target	
Action	11696	Target date	31/03/2016

Action promised	We shall develop the monitoring of ALN pupils and to work with the School Improvement Team and schools to target specific groups and individual learners in order to raise standards and attainment		
Comment	Joint working with ERW through the ALN Reform group has resulted in the production of an ALN Self-Evaluation Document which has been adopted across ERW and can be used to work with the SI Team and the LA`s schools to raise standards and attainment.		
Service Head: Gareth Morgans	Performance status: On target		
Action	11697	Target date	31/03/2016
Action promised	We shall give Person Centred Planning (PCP) a clear priority and support schools to embed PCP approaches into whole school practice		
Comment	A successful Person Centred Conference was held on the 11th of March for Council officers, Headteachers and partners from Children`s Services and Health. This was funded by a grant from Welsh Government. Our team of advisory teachers and Education and Child Psychologists are modelling and coaching PCP approaches in schools- this is partly funded by the Education Improvement Grant contribution. School SEN/ALN Coordinators have been trained in PCP approaches and are beginning to work in this way.		
Service Head: Gareth Morgans	Performance status: On target		
Action	11698	Target date	31/03/2016
Action promised	We shall develop a model to replace Real Opportunities aligned to other local developments, including the Families First programme and youth service developments		
Comment	<p>This year we have established and consolidated new services for children and young people with learning difficulties as part of the Families First programme.</p> <p>The Giant Steps project works with disabled Children and Young people who do not require statutory services but would benefit from some positive activities and support on both a one to one and group basis.</p> <p>In addition, we continue to work with our Youth Service who have a responsibility around NEET prevention for all children and young people, including those who are disabled.</p> <p>We have developed proposals as part of the regional Cynnydd programme which will build upon this work in the future.</p>		

Service Head: Stefan Smith		Performance status: On target	
Action	11699	Target date	31/12/2015 (original target 31/10/2015)
Action promised	We shall improve the performance of pupils in receipt of free school meals		
Comment	The performance of pupils in receipt of eFSM has been successfully improved across nearly all Key Stages. This success reflects the impact of work undertaken by schools and officers focusing directly on higher achievement for this vulnerable group. Effective use of PDG funding encompassing a range of specific strategies and interventions underpins this success.		
Service Head: Gareth Morgans		Performance status: On target	

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Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential Sub-theme: D5 Increasing the provision of childcare, education and training through the medium of Welsh							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language): i) At the end of Key Stage 2 EDU/006i	Not applicable		End Of Year: 50.3	--	--	--	Target: 51.7 Result: 51.9 Calculation: $(963 \div 1855) \times 100$
Comment	This PI is on target and has improved compared to the previous year. Further support and challenge for Teacher Assessment has been carried out locally in partnership with national arrangements via the Consortia. The Local Authority continues to support schools in these processes through workshops and leadership seminars.						
Remedial Action	In order to ensure further progress in this indicator, further discussion with these schools will take place before May.						
Service Head: Gareth Morgans			Performance status: On target				

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language): ii) At the end of Key Stage 3 EDU/006ii	18.5	10.9	End Of Year: 39.0	--	--	--	Target: 40.0 Result: 43.2 Calculation: (847÷1960) × 100
Comment	This PI is on target and has improved compared to the previous year. Ongoing percentage improvements (4.2 percentage points this year) are most encouraging and result from increased challenge, support and guidance for teacher assessment in all schools.						
Remedial Action	Continue to challenge and support all schools in order to improve performance, utilising national Teacher Assessment processes for 2016 in partnership with Education through Regional Working (ERW) Consortium.						
Service Head: Gareth Morgans			Performance status: On target				

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential			
Sub-theme: D5 Increasing the provision of childcare, education and training through the medium of Welsh			
Action	11700	Target date	31/03/2016
Action promised	We shall implement the recommendations of the Welsh in Education Strategic Plan and the recommendations of the Welsh in Carmarthenshire Report by publishing a Language Charter for schools in Carmarthenshire ensuring that all learners have opportunities to develop their Welsh language skills.		
Comment	Successful Launch of Language Charter 4/12/15		
Service Head: Gareth Morgans		Performance status: On target	
Action	11701	Target date	31/03/2016
Action promised	To reinforce our commitment to expand Welsh medium and bilingual education, we will commence statutory procedures to change the language category of Ysgol Bro Myrddin from bilingual (2A) to Welsh medium (WM)		
Comment	Statutory notice commenced on April 13th and will finish on the 10th May 2016.		
Service Head: Simon Davies		Performance status: On target	
Action	11753	Target date	31/03/2016
Action promised	We shall commence the process of publishing statutory proposals to amalgamate the infants and junior schools in Llangennech into a new Welsh medium primary school		
	Consultation period finished on March 18th. Report being prepared for consideration by PEB, Scrutiny Committee and		

Comment	Executive Board.
Service Head: Gareth Morgans	Performance status: On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: E. People who live, work and visit Carmarthenshire are safe and feel safer							
Sub-theme: E5 Safeguarding all people from abuse, victimisation, neglect and exploitation							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of first placements of looked after children during the year that began with a care plan in place SCC/001a	Not applicable		End Of Year: 100.0	Target: 100.0 Result: 100.0	Target: 100.0 Result: 100.0	Target: 100.0 Result: 100.0	Target: 100.0 Result: 100.0 Calculation: (128÷128) × 100
Service Head: Stefan Smith			Performance status: On target				
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of children looked after at 31 March who have experienced one or more change of school, during a period or periods of being looked after,	9.3	14.0	End Of Year: 5.4	Target: 10.0 Result:	Target: 10.0 Result:	Target: 10.0 Result:	Target: 10.0 Result:

which were not due to transitional arrangements, in the 12 months to 31 March SCC/002				0.6	2.5	3.2	3.9 Calculation: (6÷155) × 100
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Service Head: Stefan Smith **Performance status:** On target

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of children looked after on 31 March who have had three or more placements during the year. SCC/004	7.0	8.7	End Of Year: 11.7	Target: 11.3 Result: 3.0	Target: 11.3 Result: 6.9	Target: 11.3 Result: 10.1	Target: 11.3 Result: 14.9 Calculation: (32÷215) × 100

Comment
Provisional result as this measure is post populated by Welsh Government and will be confirmed in due course.
We have seen an increase in challenging teenage placements during the year which places an added pressure on placement stability. This, along with a decrease in the number of Looked After Children, has impacted on the end result. Many young people do not wish to be in the care system despite this being in their best interests. Placements subsequently become fragile and break down despite the department's best efforts. On a positive note, some children have returned to live with parent/relative carer

Remedial Action
An Accommodation Panel has been set up to assist the matching process and resource allocation, in addition to a Resource Panel to ensure appropriate resources are put in place to support placements to avoid placement breakdown. The department are focussed on recruiting foster carers for older children

Service Head: Stefan Smith **Performance status:** Off target

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year

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Percentage of initial assessments that were completed during the year where there is evidence that: a) The child has been seen by the Social Worker SCC/011a	89.2	81.6	End Of Year: 83.1	Target: 84.0 Result: 79.7	Target: 84.0 Result: 83.9	Target: 84.0 Result: 81.4	Target: 84.0 Result: 80.7 Calculation: (1086÷1346) × 100
Comment	Even though we have not met our target, the department is performing above the All Wales 2014/15 figure of 78%. The department has also seen a decrease in referrals which has impacted on the number of initial assessments being carried out during the year. Assessments are allocated to the appropriate workers by senior staff and allocations are dependent on the nature of the assessment. For the purpose of this PI, non social work staff include social worker assistants, student social workers and health professionals in our multi disciplinary Children's Disability Team. A total of 1185 children were seen by social workers (1086) and non social work staff (99). 161 children were not seen. Reasons for a child not being seen include - sole agency investigations by police, professional abuse meetings, missing persons active to other authorities. Some parents also refuse to give consent						
Remedial Action	Every effort is made to see a child but each case is different with the relevant course of action being taken. Senior staff to ensure that assessments are allocated to appropriate workers but this is also dependent on the resources available at the time and the nature of the assessment						
Service Head: Stefan Smith			Performance status: Off target			☒	
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of initial assessments that were completed during the year where there is evidence that: b) The child has been seen alone by the Social Worker. SCC/011b	56.1	49.6	End Of Year: 47.3	Target: 48.3 Result: 50.0	Target: 48.3 Result: 44.6	Target: 48.3 Result: 45.0	Target: 48.3 Result: 46.5 Calculation: (626÷1346) × 100

Comment	Even though we have not met our target, the department is performing above the All Wales 2014/15 figure of 44.8% The department has also seen a decrease in referrals which has impacted on the number of initial assessments carried out during the year. This performance indicator relies on the relevance of the initial assessment. Many children are not seen alone due to age whilst others refuse to be seen alone. Not every case will require a child to be seen alone
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Remedial Action	Workers to ensure the child is seen alone wherever possible. However, this is dependent on the nature of the assessment
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Service Head: Stefan Smith	Performance status: Off target	☒
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Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of initial child protection conferences during the year which were held within 15 working days of the strategy discussion SCC/014	Not applicable		End Of Year: 99.4	Target: 99.0 Result: 100.0	Target: 99.0 Result: 100.0	Target: 99.0 Result: 100.0	Target: 99.0 Result: 100.0 Calculation: (107÷107) × 100

Service Head: Stefan Smith	Performance status: On target
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Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations. SCC/025	92.7	90.0	End Of Year: 98.5	Target: 98.0 Result: 100.0	Target: 98.0 Result: 99.3	Target: 98.0 Result: 98.1	Target: 98.0 Result: 98.2 Calculation: (1114÷1134) × 100

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Service Head: Stefan Smith				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of young people formerly looked after with whom the authority is in contact at the age of 19. SCC/033d	100.0	92.9	End Of Year: 100.0	--	--	--	Target: 95.0 Result: 100.0 Calculation: (19÷19) × 100
Service Head: Stefan Smith				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19. SCC/033e	95.1	91.1	End Of Year: 88.2	--	--	--	Target: 89.5 Result: 94.7 Calculation: (18÷19) × 100
Service Head: Stefan Smith				Performance status: On target			
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged	67.6	60.6	End Of Year: 64.7	--	--	--	Target: 73.7

in education, training or employment at the age of 19. SCC/033f							Result: 73.7 Calculation: (14÷19) × 100
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Service Head: Stefan Smith **Performance status:** On target

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of eligible, relevant and former relevant children that a) Have pathway plans as required SCC/041a	100.0	98.6	End Of Year: 100.0	Target: 100.0 Result: 100.0	Target: 100.0 Result: 100.0	Target: 100.0 Result: 100.0	Target: 100.0 Result: 100.0 Calculation: (89÷89) × 100

Service Head: Stefan Smith **Performance status:** On target

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable SCC/045	95.3	93.8	End Of Year: 89.4	Target: 90.0 Result: 86.9	Target: 90.0 Result: 88.5	Target: 90.0 Result: 89.1	Target: 90.0 Result: 89.4 Calculation: (1692÷1893) × 100

Even though we have not met our target, we are performing above the All Wales 2014/15 figure of 88.9% and remain constant with our 2014/15 result. Completion of Children in Need (CIN) reviews within

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<p>Comment</p>	<p>timescales has again been an issue, showing a decline in performance with staff sickness being a contributory factor, this has impacted on the overall result. Looked After Children and Child Protection reviews have both improved during this year, 96.2% and 99.4% respectively.</p>	
<p>Remedial Action</p>	<p>Team Manager to continue to monitor Children in Need reviews, however, sickness of staff has been an issue in some teams. Social Workers to ensure that all Care Assess (electronic record) review forms are entered onto the system as and when required</p>	
<p>Service Head: Stefan Smith</p>	<p>Performance status: Off target</p>	<p>☒</p>



Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: E. People who live, work and visit Carmarthenshire are safe and feel safer			
Sub-theme: E5 Safeguarding all people from abuse, victimisation, neglect and exploitation			
Action	11219	Target date	31/03/2016
Action promised	We will continue to develop and review our Multi Agency Safeguarding Children Hub (MASH) pilot in partnership with the Police and other agencies as a means of improving information sharing		
Comment	<p>Our Multi Agency Safeguarding children Hub (MASH) has now been up and running for 2 years (since March 2014) having been set up as a means of improving information sharing and decision-making at the point of referral. At the same time, we restructured our front of house services and now have one single duty team (Central Referral Team) for the county.</p> <p>This is easier for families and other agencies to access, and ensures that we maintain a consistency of response. One duty officer continues to be based within the MASH in Police Headquarters. There has been a reduction in bureaucracy, and information sharing/decision making has greatly improved both in quality and timeliness.</p> <p>All Duty Workers now have access to an education database which provides relevant information to assist in the decision making process.</p> <p>Unfortunately commitment by other agencies to base staff within MASH hasn't yet materialised and this is now being taken forward by CYSUR on a regional basis. A 3 day Continuous Improvement Workshop was held in October 2015 to look at how processes can be improved between agencies and these actions are being taken forward.</p> <p>Domestic Abuse Conference Calls (DACC) commenced on the 1st July 2015, a Protocol has been agreed and key agencies`dial in` to a conference call 3 days per week whereby all relevant domestic incidents attended by Police will be discussed and information shared immediately and appropriate action plans agreed in a timely manner with the aim of reducing any future risk. The initial review of DACC</p>		

	has proved positive in relation to the sharing of information at an early stage and appropriate actions being taken, however, the additional pressure this puts on workers' time from all agencies is proving to be difficult so this will be kept under review. An evaluation of the pilot will be undertaken in April 2016.		
Service Head: Stefan Smith		Performance status: On target	
Action	11734	Target date	31/03/2016
Action promised	We will improve the quality of Care Plans ensuring a multi-agency assessment, with a focus on outcomes, improved recording of risk assessments, and engagement of children and families.		
Comment	<p>Development sessions have taken place with all childcare, assessment and Independent Reviewing officer (IRO) teams. In these sessions participants focused on developing their skill and confidence in understanding what is an outcome and how to express outcomes in a way that a parent and child could understand. This sounds easy but does demand the confidence to narrow issues down to what is important for and to that particular child rather than trying to eliminate all possible risks.</p> <p>The next stage is another series of developmental sessions where each team will bring plans and will share the task of writing these "live" plans in an outcome focused way.</p>		
Service Head: Stefan Smith		Performance status: On target	
Action	11735	Target date	31/03/2016
Action promised	We will further develop the regional Adoption service, including the use of technology and electronic devices		
Comment	<p>Mid and West Wales Adoption Service (MWWAS) has adoption panels in Carmarthen and Breckon. The adoption panel sitting in Carmarthen has been paperless using iPads and a "portal" to share all the relevant documents for panel for many months. This has resulted in savings in photocopying and admin time. Once panel members got used to the process it has worked well. There have been occasional IT problems and it is hoped that IT in Carmarthen will take over the support role, which at present is fulfilled by a member of the Legal dept that set up the "portal". There is also a possibility of using a Fostering and Adoption portal run by CCC instead as the Fostering Panel is planning to become paperless too.</p> <p>Grant funding was obtained in March 2016 to purchase iPads for the adoption panel that meets in Brecon. Therefore in the next few</p>		

months the same paperless approach will be implemented in that panel.			
Service Head: Stefan Smith		Performance status: On target	
Action	11736	Target date	31/03/2016
Action promised	We will monitor and Review the Duty and referral process		
Comment	The Central Referral Team (CRT) has now been in place for over 24 months. There has been positive feedback from the teams and other agencies in that all referrals to the Department now go through one central point and a consistent approach is delivered. Service Managers, Assessment Team Managers and the Duty Manager meet regularly to review the process and highlight any concerns. A group of Managers now meet quarterly to monitor thresholds for intervention to ensure that preventative services are utilised wherever possible and that Section 47 joint investigations are not undertaken unnecessarily. We continue to build links with the preventative services and will signpost these services to families to ensure they get the level of intervention they need thus avoiding unnecessary statutory involvement.		
Service Head: Stefan Smith		Performance status: On target	
Action	11737	Target date	31/03/2016
Action promised	We will explore options for improving placement stability, through reviewing arrangements for funding, recruitment, training, improved matching and support for foster carers /placements		
Comment	A new placement/accommodation panel was set up in September 2015. It has provided a gate keeping service and reviewing process to ensure all children who are referred as requiring a resource (including requests for accommodating children) have the most appropriate support and care plan, looking at any unmet needs for planning resources. This is seen as a prevention measure to maintain children at home with family and also ensure placement stability is monitored more closely with foster placements to prevent disruption of children in our care. The panel has provided more robust process of matching placements to children's needs and identifying additional support required to achieve better outcomes for children. There has also been a reduction in the looked after children (LAC) population. The department have seen an increase in challenging teenage placements being required and this group have placed pressure on services and placement stability. Extra resources have been put in through placement support and option planning meetings to support placements that are fragile and at risk of breaking down. There will be a new senior social work post within the fostering service to provide extra support to the more challenging teenagers and complex placements which is hoped will help improve placement stability, assist with more appropriate matching and develop skills of foster carers in-house by maintaining them within our own service. The service is focused on recruiting carers for older children which is promoted through robust marketing processes. Extra support and ongoing training continues to be available for foster carers as well as attachment focused work with carers in groups and on an individual basis. This will be supported by the projects being undertaken by the 'confidence in care' training for foster carers and PACE (playfulness, acceptance, curiosity and empathy) model of parenting. Foster carer mentors also provide additional support as well as the out of hours support service to foster		

	carers on a 24 hour basis.		
Service Head: Stefan Smith		Performance status: On target	
Action	11738	Target date	31/03/2016
Action promised	We will review multi-agency oversight of changes/updates to Care Plans as part of Permanency Panel and escalate cases of concern to Head of Service		
Comment	During the year we have continued to monitor care plans through our multi agency permanency panel that meets every 4 months. This has provided a robust process for ensuring standards are maintained care plans are up to date and that permanent planning for young people in our care does not drift. Cases that highlight concern and increasing risk factors around our vulnerable young people are escalated to the head of service through this process.		
Service Head: Stefan Smith		Performance status: On target	
Action	11739	Target date	31/03/2016
Action promised	We will review our arrangements in respect of our leaving care services		
Comment	The Department has successfully increased capacity to meet the growth in numbers and the requirements of the Social Services and Wellbeing Act within the service through reorganisation and reprioritisation within the existing budget. Consultation has been completed and new guidance to the roles and responsibilities within leaving care have been agreed.		
Service Head: Stefan Smith		Performance status: On target	
Action	11740	Target date	31/03/2016
Action promised	We will undertake a review of the Out of Hours service		
Comment	The out of hours (standby) review has been completed. It compared different options for delivering the service; comparing costs and staffing. The review proved that the current system is working effectively and therefore at this juncture there are no plans to make any changes to these arrangements.		
Service Head: Stefan Smith		Performance status: On target	
Action	11741	Target date	31/03/2016

Action promised	We will further reduce the number of young people entering the youth justice system for the first time		
Comment	<p>Within Carmarthenshire, First Time Entrants have fallen from 410 (April 2006/7) to 49 (April 2014/ March 2015). There has been a 50.6% decrease in First Time Entrants when comparing July to June 2013/14 against July to June 2014/15. This is in comparison with a 52.0% decrease in Dyfed Powys and a 25.1% decrease across Wales.</p> <p>To further assist in reductions in first time entrants in Carmarthenshire during 2015-16 the following actions were taken:</p> <ul style="list-style-type: none"> • The Service Manager for the Youth Offending and Prevention Service assuming responsibility for bringing together the managers from the Youth Service and the Youth Offending and Prevention Service from April 2015. This allowed for the development of a more integrated response to working with young people outside the Youth Justice System through the provision of targeted prevention interventions. • Performance data now being analysed about the scale of the contribution to Team around the Family assessments and plans. Leading a development group for advancing arrangements for TAF for 16-25 year olds. • Using “The Bureau” as a mechanism for actively diverting young people out of the youth justice system; • Using the Live Reoffending Tracker to profile current reoffending. This gives us an insight into demographics of young people identified as having re-offended. Information gathered is shared with Case Managers and interventions can be adjusted and formulated in order to address further risk. <p>A full analysis of performance against Youth Justice Board performance indicators for 2015/16 will be available in May 2016.</p>		
Service Head: Aeron Rees	Performance status: On target		
Action	11742	Target date	31/03/2016
Action promised	We will reduce the rate of proven reoffending amongst children and young people		
Comment	<p>We have sought to work towards a reduction in the rate of proven reoffending amongst children and young people by a range of actions including:</p> <ul style="list-style-type: none"> • The Youth Support Service continuing to use the Live Reoffending Tracker to profile current reoffending. This gives us an insight into demographics of young people identified as having re-offended. Information gathered is shared with Case Managers and interventions can be adjusted and formulated in order to address further risk. • Trained staff within the Youth Justice Service have continued to access clinical supervision via specialist S-CAMHS / TISSHB during 2015-16. This has helped inform intervention planning with children and young people at risk of HSB. The Youth Support Services continue to invest management, supervision and staff resourcing into this complex area of work. • Since January 2016 targeted prevention staff have been able to access advice and support from Education Psychology under Families First funding. • Compliance Panel remains in place should the need arise. 		

	<ul style="list-style-type: none"> • Creative supervision planning continues. Work is being undertaken currently to examine more effective ways of engaging younger children through the use of a Person Cantered Planning approach. • Childview version 2 now implemented. Asset plus implementation took place in March 2016 and is routinely used to assess all children and young people who come to the attention of the prevention workers, Bureau and Youth Justice Team. 		
Service Head: Aeron Rees		Performance status: On target	
Action	11743	Target date	31/03/2016
Action promised	We will undertake Reviews of foster carers on an annual basis		
Comment	<p>At the end of the year the percentage of reviews for all categories of short breaks mainstream and family and friends carers completed is as follows: Short Breaks 100% Mainstream Foster carers 90% Family and Friends Carers 93%</p> <p>There are 3 short break carers, 122 mainstream carers and 26 family and friends carers. There has been a big improvement this year and we will continue to improve on these figures for the next year particularly around both mainstream and Family and Friends reviews and there will be more robust monitoring processes by senior management to ensure all reviews are completed in a timely manner and in line with fostering standards and regulations to achieve 100%.</p>		
Service Head: Stefan Smith		Performance status: On target	
Action	11744	Target date	31/03/2016
Action promised	We shall further develop the role of all councillors as corporate parents to looked after children.		
Comment	The annual report has been submitted to scrutiny and a training programme for councillors has been developed in line with Welsh Government guidance.		
Service Head: Stefan Smith		Performance status: On target	



Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: G. Carmarthenshire has a stronger and more prosperous economy Sub-theme: G5 Tackling poverty and its impact on the local economy							
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who are eligible for Free School Meals at the time of PLASC who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics 5.0.3.1	Not applicable		End Of Year: 28.85	--	--	--	Target: 31.60 Result: 33.69 Calculation: (94÷279) × 100
Comment	The result is on target and improved when compared to the previous year. The performance of pupils in receipt of eligible Free School Meals (FSM) has been successfully improved across nearly all Key Stages. This success reflects the impact of work undertaken by schools and officers focusing directly on higher achievement for this vulnerable group. Effective use of PDG funding encompassing a range of specific strategies and interventions underpins this success.						
	Tracking of FSM pupils is now a clear focus for secondary schools and forms a basis for discussion during Autumn core visits when performance is challenged by Challenge Advisors. All schools are expected to						

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Remedial Action	monitor the progress of these pupils with the outcome having a significant impact on the categorisation process for schools.						
Service Head: Gareth Morgans	Performance status: On target						
Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of Year 11 Leavers not in education, employment or training (NEETS) 5.1.0.1	Not applicable		End Of Year: 3.4	--	--	--	Target: 3.0 Result: 3.5 Calculation: (69÷1962) × 100
Comment	The strategic lead for this work is undertaken by the Youth Service, which has been subject to considerable financial and staffing uncertainty over the past year. This uncertainty has affected the capacity of staff to support young people effectively. Other factors contributing to this small rise include an increase in parents withdrawing their children from school in years 10 and 11 to educate them at home and better tracking systems which results in more young people being known to be NEET.						
Remedial Action	Restructuring of the Youth Service has now been completed, with staff identified to support young people in all secondary schools and in Post 16 community outreach settings. It is hope that approval will finally be gained for the Cynnydd project in Q1 2016, bringing an additional £2.2M of ESF funding to support young people at risk of becoming NEET in the period 2016-2018.						
Service Head: Gareth Morgans	Performance status: Off target						☒



Report B



Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: G. Carmarthenshire has a stronger and more prosperous economy			
Sub-theme: G5 Tackling poverty and its impact on the local economy			
Action	11827	Target date	31/03/2016
Action promised	We will continue to work to support interventions which address the issue of NEETs (16-25)		
Comment	The actions identified in previous updates have continued to be delivered during the last quarter. However, delays at the Wales European Funding Office (WEFO) have meant that the regional Cynydd ESF bid is still yet to be approved as is now subject to the Welsh Government's pre election "purdah" period		
Service Head: Aeron Rees		Performance status: On target	

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REPORT C

EDUCATION & CHILDREN'S SERVICES SCRUTINY COMMITTEE

Complaints and Compliments Report End of Year April 2015 – March 2016

Report D

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1. Principles

Carmarthenshire County Council's Corporate Complaints Procedure, which was adopted in May 2011, emphasises the following principles:

- To ensure that as many complaints as possible are **resolved at stage 1** local resolution;
- To ensure that investigations follow the **'Investigate Once, Investigate Well'** principle;
- To adopt a stronger emphasis on **learning from complaints** and utilising them where possible to reform service design.

2. Definition

A definition of a complaint is:

- an expression of dissatisfaction or concern
- about a public service provider's action or lack of action
- or about the standard of service provided
- which requires a response
- whether about the public service provider itself, a person acting on its behalf, or a public service provider partnership.

The complaints referred to within this report are the ones where the investigation has been completed during the period of this report. This report does not reflect any complaints which are currently open and under investigation.

3. Summary of findings

Compliments:

- The Department for Education & Children received **29** compliments during April 2015 - March 2016 compared to 21 compliments in the same period last year.

Complaints:

- The Department for Education & Children investigated and responded to **23** complaints during April 2015 - March 2016, compared to 36 complaints in the same period last year;
- There has been a decrease in the amount of complaints received for Children's Services, 30 complaints were received last year, decreasing to **15** for the same period this year;
- Education Services have received **5** complaints this year, which has remained constant compared to the same period last year;
- Strategic Development have received **3** complaints this year, increasing from 1 in the same period last year;
- There have been no Cross Division complaints received this year.

4. Complaints investigated and responded to within April 2015 - March 2016

The Department for Education & Children investigated and responded to **23** complaints during April 2015 - March 2016.

	Stage 1			Stage 2			Stage 3
	No. of Complaints responded to ¹	No. receiving a full response within allocated time period ²	No. receiving a response after allocated time period ³	No. of Complaints responded to	No. receiving a response within allocated time period ⁴	No. receiving a response after allocated time period	No. Of Social Care Statutory Complaints investigated at Stage 3 ⁵
CHILDREN'S SERVICES							
Child Protection	2	2		1		1	
Children in Need & Looked After Children	7	4	3				
Children with Disabilities	2		2				
Support Services (Family, Childcare & Play)	1	1					
Other	2	2					
EDUCATION SERVICES							
Additional Learning Needs	1	1					
Adult Community Learning & Basic Skills	1		1				
Governance & Inclusion	2	2					
School Modernisation	1	1					
STRATEGIC DEVELOPMENT							
Business Support	1	1		1	1		
Pupil Admissions	1	1					
TOTAL	21	15	6	2	1	1	


¹ This is the cumulative figure of complaints investigated and responded to this financial year

² Any corporate complaint which has been investigated and responded to within 10 working days

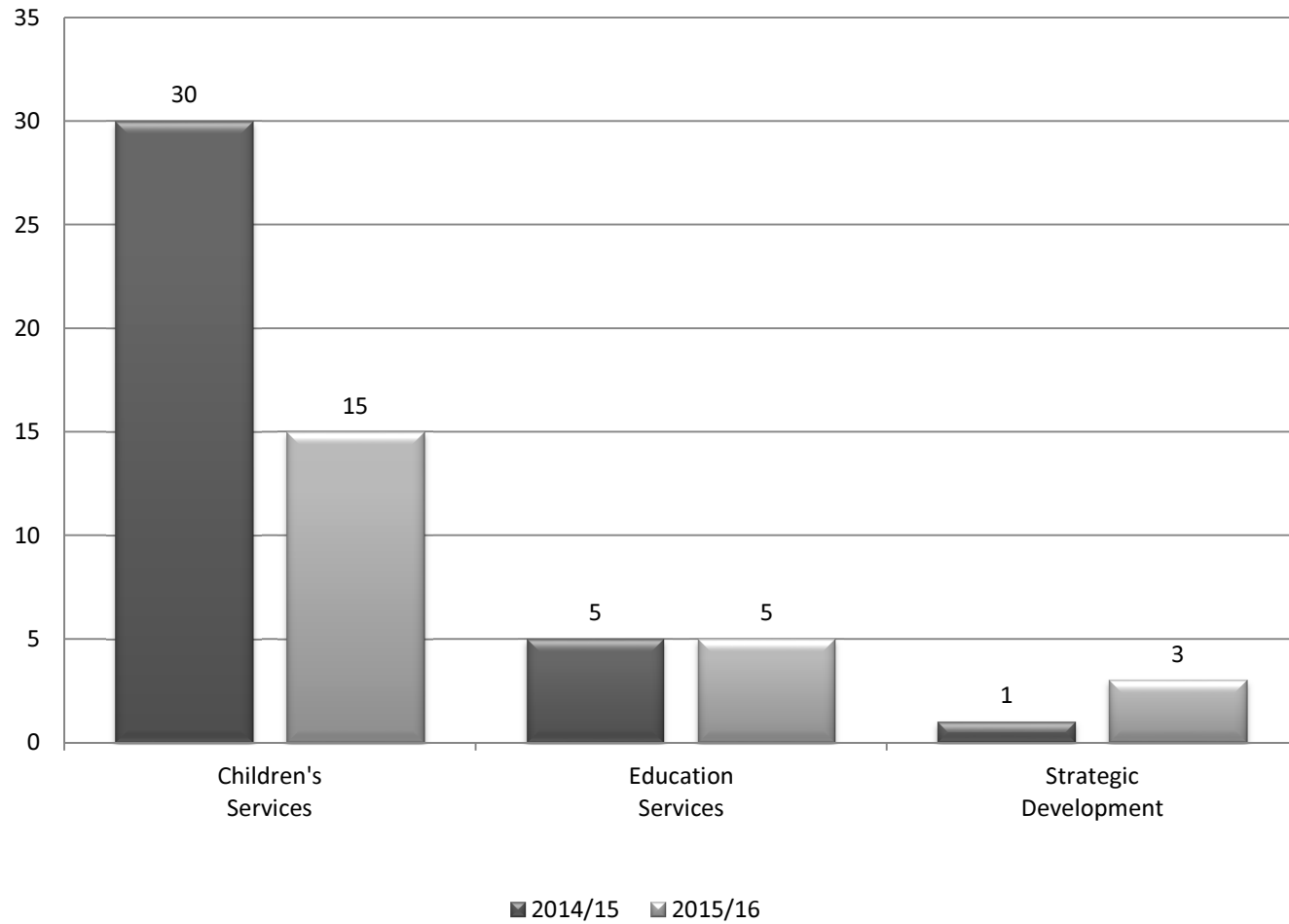
³ Any complaints which have been investigated and responded to outside the allocated time period

⁴ Any corporate complaint which has been investigated and responded to within 10 working days

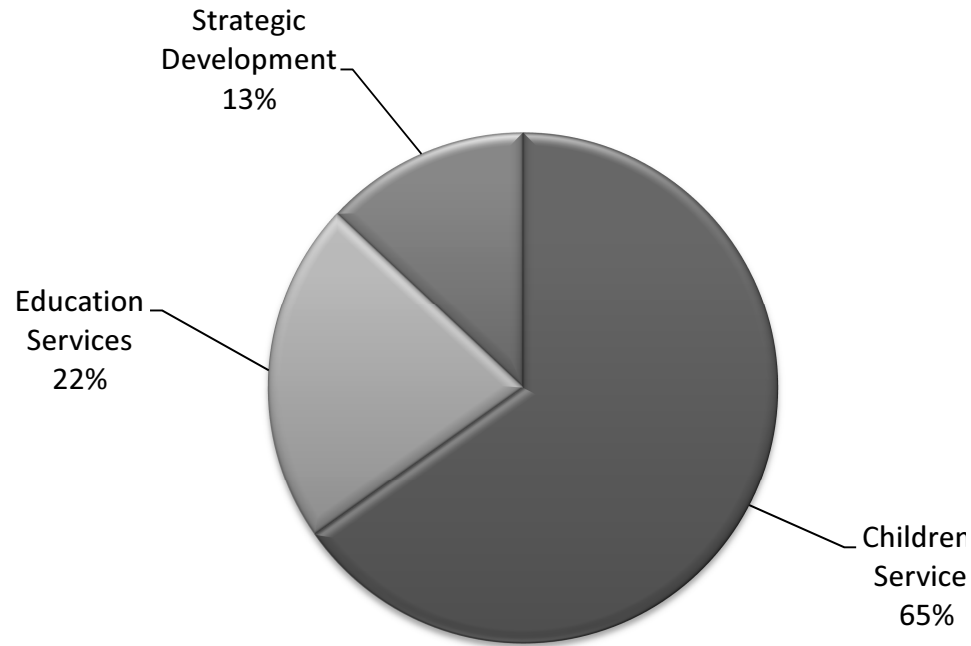
⁵ Stage 3 procedure is only relevant to the Statutory Social Services Complaints Procedure, which covers adult social care, children services and mental health and learning disabilities (MHLDD)

	Year	2015/16	Quarter	End of Year	4 of 12
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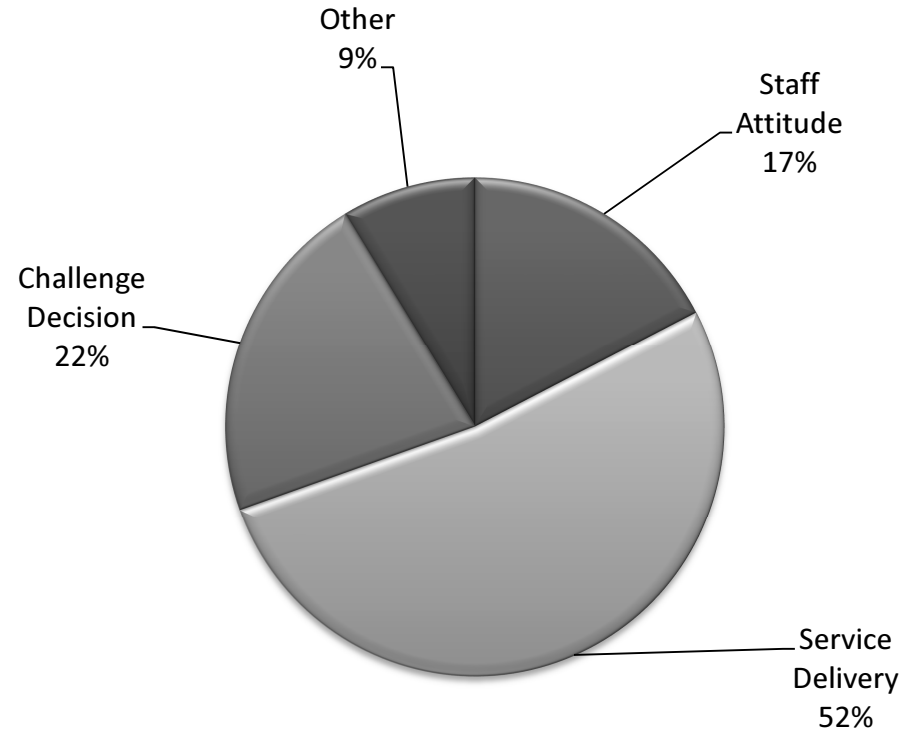
Number of complaints investigated and responded to during 2015/16 to date by Division compared with the same period 2014/15




Complaints investigated and responded to 2015/16 by Division



Subject of Complaints received 2015/16



	Year	2015/16	Quarter	End of Year	6 of 12
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5. Complaints referred to the Ombudsman


	Concluded by Ombudsman 2015-16	Ombudsman Conclusion					
		Settled	Not Upheld	Discontinued	Out of jurisdiction	Referred back to Authority	Upheld
Education & Children's Services	5	0	0	1	1	3	0

Report D

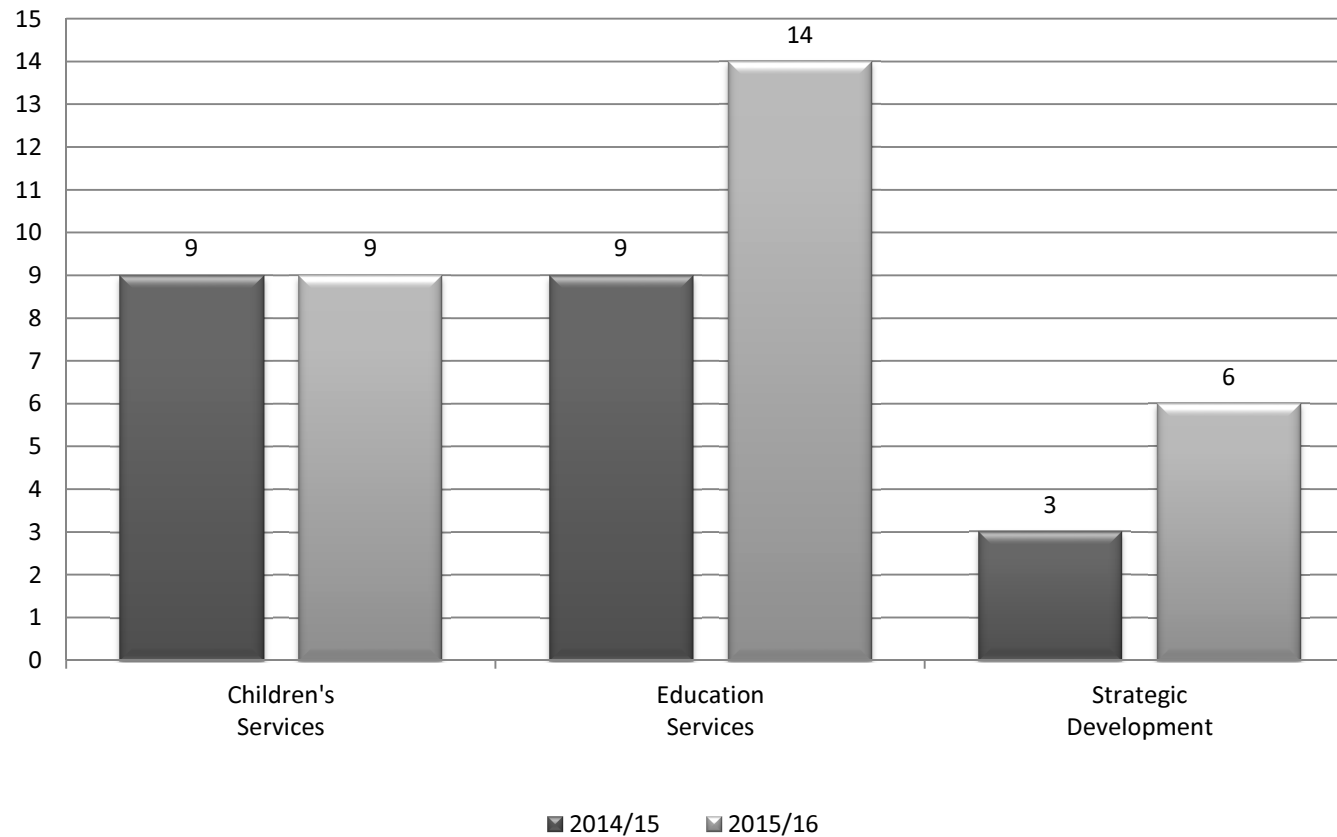
6. Compliments


The Department for Education & Children received **29** compliments during April 2015- March 2016.

	No of Compliments	
	Service Delivery	Staff Attitude
CHILDREN'S SERVICES		
Adoption	6	
Children in NEED and Looked After Children	2	
Children with Disabilities	1	
EDUCATION SERVICES		
Education Systems	3	
School Improvement	11	
STRATEGIC DEVELOPMENT		
Catering	1	
Information & Improvement	5	
TOTAL	29	

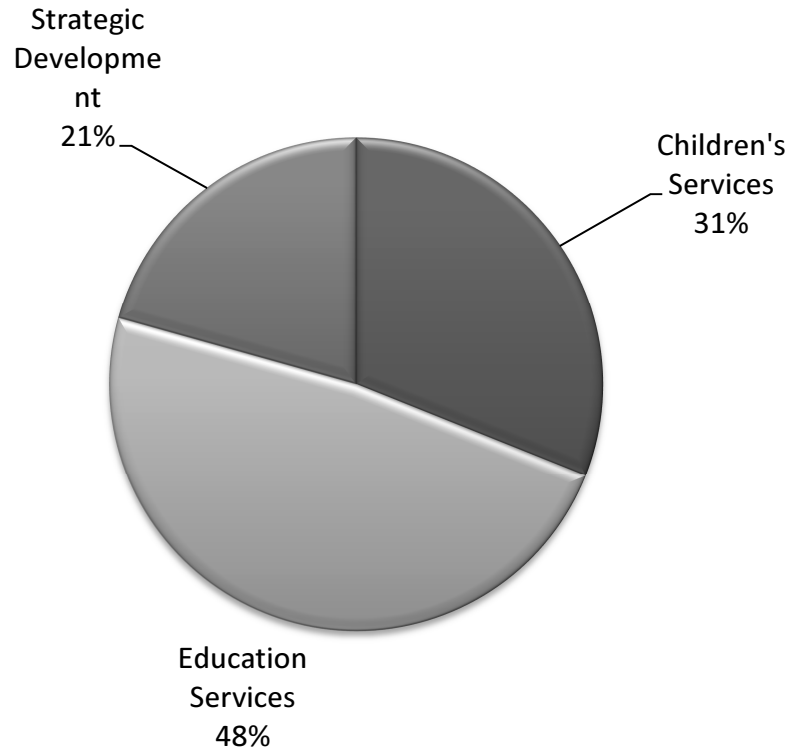
	Year	2015/16	Quarter	End of Year	8 of 12
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Number of compliments received during 2015/16 to date by Division compared with the same period 2014/15

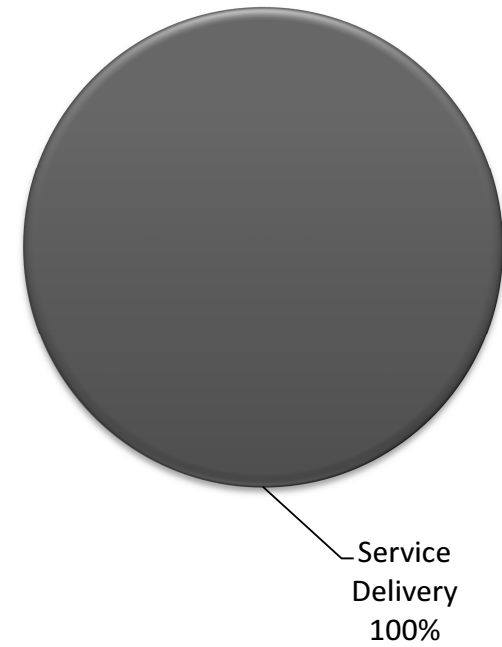


	Year	2015/16	Quarter	End of Year	9 of 12
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Compliments received 2015/16 by Division



Subject of Compliments received 2015/16



	Year	2015/16	Quarter	End of Year	10 of 12
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7. Education and Children Services including Statutory Complaints Procedure (Covering Children Services)

	Children Services		Education Services		Strategic Development	
Stage 1 Complaints Investigated	14		5		2	
Upheld	2	14%			1	50%
Partially Upheld	1	7%	1	17%		
Not Upheld	11	79%	4	83%	1	50%
Stage 2 Complaints Investigated	1				1	
Upheld						
Partially Upheld						
Not Upheld	1	100%			1	100%

Analysis of the nature of complaints and the trends

- There has been a decrease in complaints for Education & Children Services in comparison to last year's 2014/15 total, down from the previous 36 complaints to this year's figure of 23. Of these 15 (65%) were for Children's Services.
- 15 Children's Services complaints have been recorded, half of last year's total of 30.
- There has been a slight decrease in Education complaints, up to this year's total of 5, compared to 6 last year.
- There was an increase in Strategic Development complaints, 3 compared to 1 last year.
- 4 complaints received for Children's Services were in relation to concerns and involvement with individual social workers. One was partially upheld.
- 12 complaints were not upheld. The 2 which were found to be upheld, pinpointed evidence of separate teams lack of support towards families.
- All 5 of the Education Division's complaints were recorded at Stage 1.
- One was partially upheld. It was found that there had been a lack of acknowledgement or response to an enquiry made to the Additional Learning Needs team. The remaining 4 Stage 1 complaints were all not upheld.
- Of the Strategic Development complaints 2 were recorded as Stage 1 and 1 was investigated at Stage 2.
- The stage 2 complaint focused on the advice given by the Student Finance team. The case was reviewed and it was found that the team were not aware of the individual's change in circumstances. Therefore the complaint was upheld.
- One Stage 1 complaint was upheld. It was found that a member of staff had been rude during a telephone conversation. An apology was necessary. The remaining complaint was not upheld.

Report D

Compliments	Children Services	Education Services	Strategic Development
Compliments received per division	9	14	6

Analysis of the trends

- There has been an increase in the amount of Compliments recorded this year. Up from last year's total of 21 to this year's 29.
- Compliments for Children Services related to the following areas :
Adoption Team – 'Thank you for all you have done for us in building our family'
Children with disabilities – '*You have been my rock in my darkest hour. With your dedication & right intervention she has strived.....*'
- Compliments for Education Services related to the following:
'On behalf of the school, may I offer a massive thank you for the clear leadership which was clearly effective.' Following a school's Estyn report.

Writing workshops held at Trinity College – '*Thank you very much for allowing our pupils to attend the fantastic workshops.'*

Welsh Language Classes – '*exam went better than expected, this is entirely due to your intervention and running a good class.'*
- Compliments for Strategic Development related to the following:
'Thank you' to the team who supported the roll out of the new Secondary Management Information System in Schools.

'Thanks for helping us out with the SIMS retrieval of data this week'

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Education & Children Scrutiny Committee Actions and Referrals Update

To consider and comment on the following issues:

- To scrutinise the progress made in relation to actions, requests or referrals recorded during previous meetings of the Committee.

Reasons:

- To enable members to exercise their scrutiny role in relation to monitoring performance.

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

Executive Board Member Portfolio Holder: NOT APPLICABLE

<p>Directorate: Chief Executive's</p> <p>Name of Head of Service: Linda Rees-Jones</p> <p>Report Author: Matthew Hughes</p>	<p>Designations:</p> <p>Head of Administration & Law</p> <p>Assistant Consultant</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 224010 lrjones@carmarthenshire.gov.uk</p> <p>01267 224029 mahughes@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Education & Children Scrutiny Committee Actions and Referrals Update

During the course of a municipal year, several requests for additional information are made by the Committee in order to assist it in discharging its scrutiny role.

The attached report provides members of the Committee with an update on the progress made in relation to these requests.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

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

Signed: Linda Rees-Jones Head of Administration & Law

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

CONSULTATIONS

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

Signed: Linda Rees-Jones Head of Administration & Law

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

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

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
E&C Scrutiny Committee Reports and Minutes	<p>Meetings held up to July 2015: http://www.carmarthenshire.gov.wales/home/council-democracy/committees-meetings/agendas-minutes-(archive)/</p> <p>Meetings from September 2015 onwards: http://democracy.carmarthenshire.gov.wales/ieListMeetings.aspx?Committeed=153</p>

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Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update

Meeting Date	Minuted Action / Referral / Request	Progress Update	Officer	Target / Completion Date	Completed / On-going
21st January 2016	MEP proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-Medium (WM) - Unanimously resolved that the proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-medium (WM) be endorsed and that the Executive Board and County Council be urged to proceed with the publication of the statutory notice.	At its meeting on the 22nd February 2016, the Executive Board unanimously resolved to recommend to County Council that the proposal change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh Medium (WM), be proceeded with and a Statutory Notice be published to implement the proposal. At its meeting on the 10th March 2016, County Council unanimously resolved to adopt the Executive Board's recommendation.	Rob Sully / Simon Davies	10th March 2016	Completed
9th March 2016	Modernising Education Programme (MEP) proposal to discontinue Llanedi Primary School - Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee considers a further report clarifying the data presented by officers and the claims made by Friends of Llanedi School during their public questions.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that (i) consideration of initiating formal consultation on the proposal to discontinue Llanedi Primary School be deferred to allow further time for officers to clarify information given to the Education & Children Scrutiny Committee by means of public questions and for officers to review and evaluate such information and (ii), that a period of three months, until the end of June 2016, be allowed for this process to take place and that officers subsequently report further to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter.	Rob Sully / Simon Davies	21st March 2016	Completed
	Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee undertakes visits to both Llanedi and Hendy CP Schools.	The Committee visited Llanedi and Hendy CP Schools on the 24th May 2016.	Matthew Hughes	24th May 2016	Completed

Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update

	<p>Modernising Education Programme (MEP) proposal to discontinue Bancffosfelen Primary School - Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee receives a presentation from Bancffosfelen School's Governing Body on its proposal to establish a community charitable trust and re-categorise Bancffosfelen as a voluntary aided school.</p>	<p>At its meeting on the 21st March 2016, the Executive Board unanimously resolved that (i) consideration of initiating formal consultation on the proposal to discontinue Ysgol Bancffosfelen be deferred to allow further time for the Governing Body of the school to present a full business case to the County Council for the continuation of the school, as proposed in its submission and (ii), a period of three months, until the end of June 2016, be allowed for the business case to be submitted to the Council, following which officers would be required to evaluate the feasibility of the business case and subsequently report further to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter.</p>	<p>Rob Sully / Simon Davies</p>	<p>21st March 2016</p>	<p>Completed</p>
	<p>Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee undertakes visits to Bancffosfelen, Pontyberem, Y Fro and Llanddarog schools.</p>	<p>Visits to Bancffosfelen, Pontyberem, Y Fro and Llanddarog schools have been arranged for the 14th June 2016.</p>	<p>Matthew Hughes</p>	<p>14th June 2016</p>	<p>Completed</p>
	<p>Modernising Education Programme (MEP) proposal to discontinue Llanmiloe Primary, Tremoilet Voluntary Controlled and Laugharne Voluntary Controlled Primary Schools and create a new area school - Unanimously resolved that it be recommended to the Executive Board that officers initiate a formal consultation process on the proposal during the Summer Term 2016.</p>	<p>At its meeting on the 21st March 2016, the Executive Board unanimously resolved that consideration of initiating formal consultation on the proposal to discontinue Llanmiloe CP, Tremoilet Voluntary Controlled and Laugharne Voluntary Controlled Primary Schools and to create a new area school be deferred for a period of three months, until the end of June 2016, to allow further information to be gathered and evaluated, and for officers to bring a subsequent report to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter. The Education & Children Scrutiny Committee is also scheduled to visit Tremoilet, Llanmiloe and Laugharne schools on the 24th June 2016.</p>	<p>Rob Sully / Simon Davies</p>	<p>21st March 2016</p>	<p>Completed</p>

**Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update**

	Unanimously resolved that a report be submitted to the Education & Children Scrutiny Committee and the Executive Board at the end of the statutory consultation period.	<i>As above</i>			
	Modernising Education Programme (MEP) proposal to change the age range of Betws Primary School from 4-11 to 3-11 - Unanimously resolved that it be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Betws Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
	Modernising Education Programme (MEP) proposal to change the age range of Pembrey Primary School from 4-11 to 3-11 - Unanimously resolved that it be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Pembrey Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
	Modernising Education Programme (MEP) proposal to change the age range of Pwll Primary School from 4-11 to 3-11 - It be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Pwll Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
	Modernising Education Programme (MEP) proposal to change the age range of Bynea Primary School from 4-11 to 3-11 - It be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Bynea Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
14th April 2016	Youth Services Update Report - Resolved that officers make concerted efforts to strengthen the links between the Authority and the YFC network in the county.	The Committee's suggestion has been noted by officers.	Aeron Rees / Gill Adams	14th April 2016	Completed

Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update

23rd May 2016	Modernising Education Programme (MEP) proposal to discontinue Llangennech Infant School and Llangennech Junior School and establish Llangennech Community Primary School - Resolved that the proposal to publish a Statutory Notice be endorsed for consideration by the Executive Board.	This proposal and consultation report will be considered by the Executive Board at its meeting on the 20th June 2016.	Rob Sully / Simon Davies	20th June 2016	On-going
	Resolved that the public questions submitted by members of the Dual Stream Committee be included in the report to the Executive Board and that detailed answers be provided to these questions as part of this report.	The questions will be included as part of the report presented to the Executive Board at its meeting on the 20th June 2016.	Rob Sully / Simon Davies	20th June 2016	On-going
	Play Sufficiency Assessment and Action Plan 2016 - Unanimously resolved that the Plan Sufficiency Assessment and accompanying Action Plan be endorsed for consideration by the Executive Board.	The assessment and action plan will be considered by the Executive Board at its meeting on the 20th June 2016.	Stefan Smith / Lisa Grice / Caryl Alban	20th June 2016	On-going
	Modernising Education Programme (MEP) Biennial Review - Unanimously resolved that the updated Modernising Education Programme and capital programme be endorsed for consideration by the Executive Board.	This report will be considered by the Executive Board at its meeting on the 20th June 2016.	Rob Sully / Simon Davies	20th June 2016	On-going