

Department for Education and Children

Draft Business Plan 2020 – 2023



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

Date: December 2019 (prepared for Members Budget Seminar)

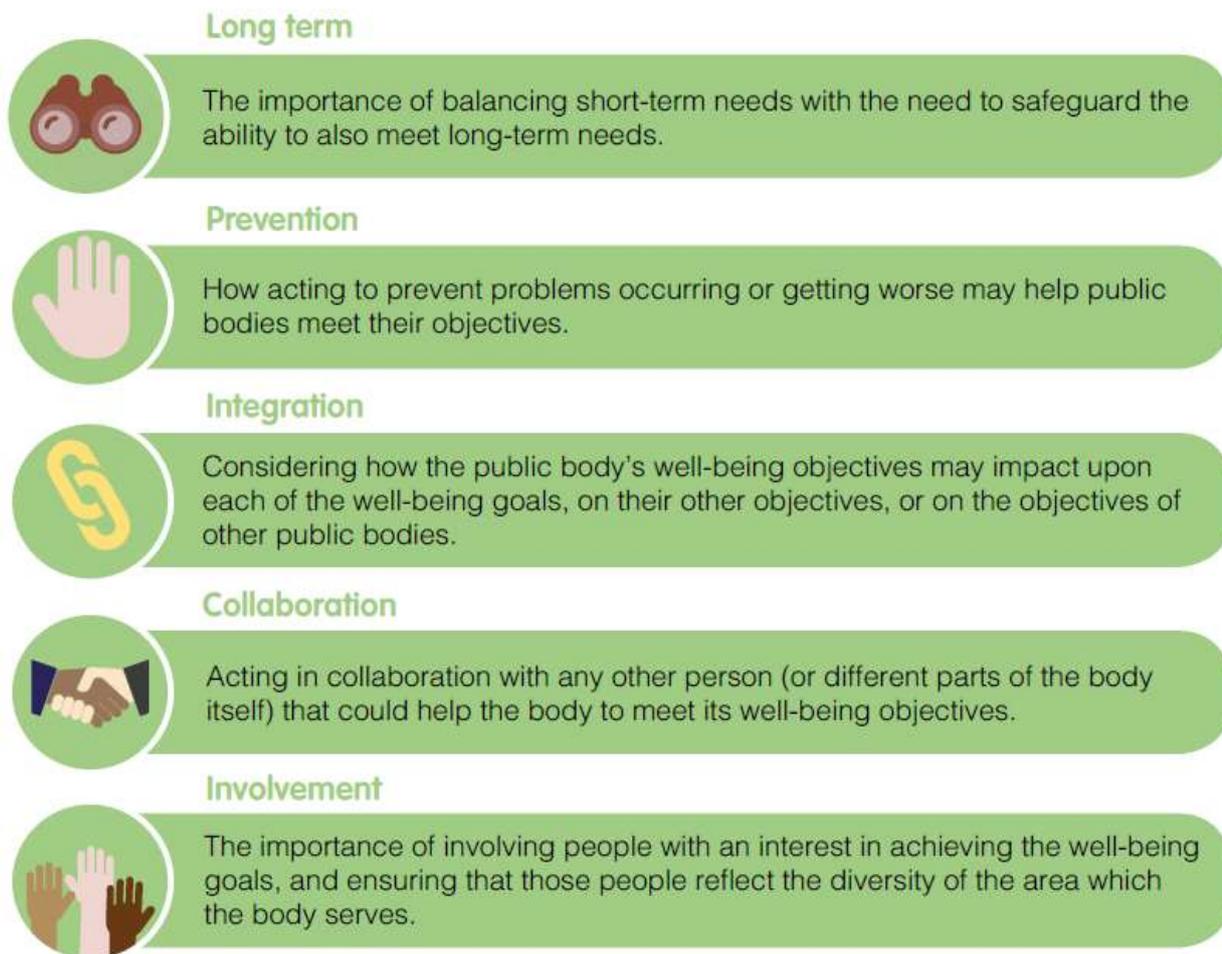
The Sustainable Development Principle

The Well-being of Future Generations (Wales) Act 2015 states that, we must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. The *sustainable development principle* is....

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’

To show that we have applied the sustainable development principle we must demonstrate.....

The 5 Ways of Working (see Appendix 1)



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The Purpose of this Plan

This Departmental Business Plan has been produced to give staff, customers, and elected members and partners a guide to the services provided by the department. It translates strategic objectives, to service objectives, to individual staff targets. It provides an open and transparent way of showing what is to be achieved and how we plan to do this.

It shows how resources will be used to achieve objectives and the service implications of budgetary increases or reductions. It shows what we get for what we spend and if we are making the most of what we have. The plan also aims to demonstrate and provide assurance on service standards so that the service can be held to account.

1. Departmental Overview

Director of Education & Children's Services – Gareth Morgans

Key Responsibilities:

- Chief Education Officer
- Statutory role of Lead Director for Children and Young People, acting as a strategic champion for children
- Support the Chief Executive in the overall management of the Council.
- Contribute to the corporate management of the Council as a member of the Corporate Management Team (CMT)
- Provide leadership and vision to the whole Department for Education and Children
- Co-ordinate the performance of the Department across all services and activities, promoting continuous improvement in all areas.
- To take a strategic lead in the continuing development and delivery of the Modernising Education Programme (MEP)
- To contribute to increased collaboration and regional working to secure improvements and efficiencies in the planning and delivery of services and professional functions.



Mission statement for the Department:

- *To provide the highest quality services to children, young people, families and learners in ways that best meet their specific needs.*
- *We will do this by organising our professional expertise and resources in a fully integrated manner to deliver education and family support services that are configured around the needs of service users, children and young people, with particular consideration being given to those who are most vulnerable.*
- *Our services, whether provided directly or commissioned from others, will be equitable, inclusive, of the highest standards and offer good value for money.*
- *We will engage children and young people and providers in the design and monitoring of continuously improving services.*
- *We will protect children and young people from harm and our schools will offer high standards of comprehensive education, increasingly in modern environments that are fully equipped for 21st century learning*

The Director of Education and Children's Services directly reports to the Chief Executive. There are approximately **5,000** members of staff working within the Department centrally & in schools:

- Departmental staff – approximately **1,500** in total, with some:
 - 720 in School Catering
 - 300 in Education (Education and Inclusion Services, Curriculum & Wellbeing, Access to Education), including Inclusion, School Effectiveness, Modernisation Services, Youth Support Service, Welsh for Adults and the Music Service
 - 490 in Children's Services, including Social Work Teams, Fostering & Adoption, Educational Psychology and Early Years Services

- School based teaching staff - **1,700**
- School based non-teaching staff - **1,800**

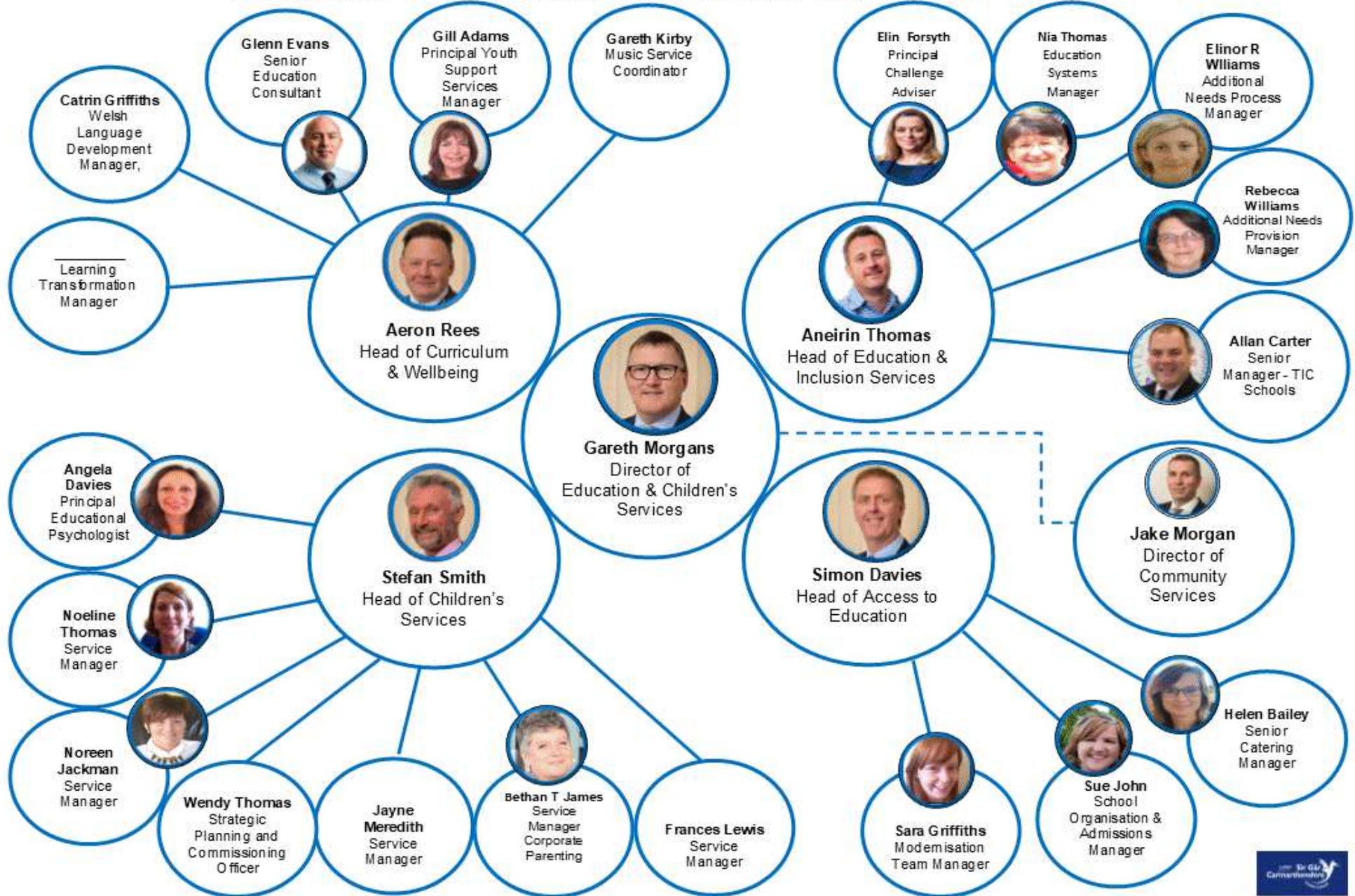
As at the January 2019 Pupil Level Annual School Census, there were **27,428** pupils registered in our schools:

- 1 Nursery School (99 pupils)
- 97 Primary Schools (15,985 pupils in total, ranging from 21 to 484)
- 12 Secondary Schools (11,204 pupils in total, ranging from 476 to 1,436)
- 2 Special Schools (140 pupils)
- 3 Pupil Referral Units (pupils are registered at 'home' school included in the count above)

The majority of office based staff are located at St David's Park, Carmarthen or at Ty Elwyn, Llanelli. Outside of schools, we have services based at:

- 3 Integrated Children's Centres (Llwynhendy, Morfa and Felinfoel)
- 2 Respite Centres (Blaenau and Llys Caradog)
- 25 Flying Start Childcare Settings across 18 areas (Ammanford, Betws, Bigyn, Bury Port, Carmarthen (Richmond Park), Carmarthen Town North, Carway, Dafen, Felinfoel, Garnant, Glanamman, Lakefield, Llwynhendy, Morfa, Pantyffynnon, Pembrey, Pwll and Trimsaran)
- Flying Start and Edge of Care teams based at Morfa
- Family Support Team based in Town Hall Llanelli
- 3 Basic Skills Centres (Carmarthen Learning Centre, Llanelli Library and the Cennen Centre Ammanford)
- Learn Welsh Centre (Llandeilo Community Education Centre)
- 2 Youth Centres (Bwlch Rangers Morfa Llanelli and Streets Ammanford)
- Education Resource Centre, St Clears
- 3 Childrens Services Front Line Teams, 2 at the Old Library Ammanford and 1 at Parc Myrddyn
- 2 Resource Centre's at Ty Gelli and Argel
- 1 Residential Children's Home at Garreglwyd

Management Team—Department of Education and Children's Services



2. Strategic Context

2.1 National Well-being Goals

For the first time in Wales, the Well-being of Future Generations (Wales) Act 2015, provides a shared vision for all public bodies to work towards. See **Appendix 1** for an ABC guide to the Act. Our well-being objectives, which are incorporated in our Corporate Strategy, are designed to maximise our contribution to the national shared vision goals.

2.2 The Council's [Corporate Strategy 2018-23](#) (incorporating Our Well-being Objectives 2019/20)

- Bringing Plans Together: the Corporate Strategy consolidates four plans into one document
- In particular the Department supports the following Well-being Objectives :-

Well- Being Objective	Simon Davies	Stefan Smith	Aeron Rees	Aneirin Thomas
Start Well				
1. Help to give every child the best start in life and improve their early life experiences	✓	✓	✓	✓
2. Help children live healthy lifestyles	✓	✓	✓	✓
3. Support and improve progress and achievement for all learners	✓	✓	✓	✓
4. Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways	✓	✓	✓	✓
Live Well				
5. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty		✓	✓	✓
6. Creating more jobs and growth throughout the county				
7. Increase the availability of rented and affordable homes				
8. Help people live healthy lives (tackling risky behaviour and obesity)				
9. Supporting good connections with friends, family and safer communities		✓		
Age Well				
10. Support the growing numbers of older people to maintain dignity and independence in their later years				
11. A Council wide approach to supporting Ageing Well in Carmarthenshire			✓	
In a Healthy and Safe Environment				
12. Looking after the environment now and for the future				
13. Improving the highway and transport infrastructure and connectivity				
14. Promoting Welsh Language and Culture			✓	✓
In addition a Corporate Objective				
15. Better Governance and Use of Resources				

2.3 The County of [Carmarthenshire Well-being Plan - The Carmarthenshire We Want \(2018-23\)](#)

How is the Department contributing to the Public Sector Board's Well-being Plan?

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

Healthy Habits: people have a good quality of life, and make healthy choices about their lives and environment

Early Intervention: to make sure that people have the right help at the right time; as and when they need it

Strong Connections: strongly connected people, places and organisations that are able to adapt to change

Prosperous People and Places: to maximise opportunities for people and places in both urban and rural parts of our county

2.4 Department Specific Acts

Access to Education

- [Healthy Eating in Maintained Schools](#)
- [Free Breakfast in Primary Schools Guidance](#)
- [Food Allergens Toolkit](#)
- [Modernising Education Programme \(Agenda Item 9\)](#)
- [21st Century Schools Wales](#)
- [School Organisation Code](#)
- [Federation of Maintained Schools \(Wales\)](#)
- [School Admission & Appeal Codes](#)
- [School Standards and Organisation \(Wales\)](#)
- [Information to Parents Booklet](#)
- [Measuring the Capacity of Schools in Wales \(MCSW\)](#)
- [Town and Country Planning](#)

Children's Services

- [Social Services and Well-being \(Wales\) Act 2014](#)
- [Children Act 1989](#)
- [Adoption and Children Act 2002](#)
- [Children and Adoption Act 2006](#)
- [Children and Families Act 2014](#)
- [Childcare Act 2006](#)

Curriculum and Wellbeing / Education Services

- [Welsh Government - Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales](#)
- [Welsh Government: Education in Wales: Our National Mission Action Plan 2017-21](#)
- [Welsh Government - Building a Brighter Future: The Early Years and Childcare Plan](#)
- [Welsh Government - Keeping Learners Safe - The role of Local Authorities, Governing Bodies and proprietors of independent schools under the Education Act 2002](#)
- [Welsh Government - Information Management Strategy](#)
- [Welsh Government - National Literacy and Numeracy Framework \(LNF\)](#)
- [Welsh Government - National Model for Regional Working Framework](#)
- [Welsh Government - All Wales Attendance Framework](#)
- [Welsh Government - The National Youth Work Strategy for Wales 2014-2018](#)
- [Welsh Government - Delivering the Youth Guarantee in Wales](#)
- [Welsh Government - Youth Engagement and Progression Framework Implementation Plan](#)
- [Welsh Government - The School Organisation Code](#)
- [National School Categorisation System](#)

- [Welsh Government – 21st Century Schools Programme](#)
- [The forthcoming Equity Wellbeing Strategy will be a key strategic driver for Well-being as the year progresses.](#)

Current Estyn Thematic Inspections:

- Provision for secondary school-aged Gypsy, Roma and Traveller pupils (April 2019)
- Provision for young carers in secondary schools, further education colleges and pupil referral units across Wales (May 2019)
- Healthy and happy – school impact on pupils’ health and wellbeing (June 2019)
- Federated schools - Common features of effective federation (July 2019)
- Pupil registration practices (October 2019)

Departmental Priorities 2020-23

As a Department we have clear priorities for the next five years focused around 4 key themes-

Developing a high-quality education and children’s services profession

- We will ensure that every service self-reflects and self-reviews on a regular basis in order to sustain performance and improve.
- We will ensure that high standards are the norm in every services and we have satisfied customers who have had their needs met;
- We will develop a high quality workforce, effective performance management, support and development for all staff;
- We will creating a robust, respected and resilient team.
- We will implementing our Welsh in Education Strategic Plan, promoting the benefits of bilingualism and contribute to the ‘A Million Welsh Speakers’ challenge;
- We will creating a self-improving system where every child and young person, in 21st Century learning environments, is engaged and motivated to gain the skills and qualifications they need;
- We will ensure Value for Money
- We will make sure that all children and young people are safe and live healthy lifestyles;

Inspirational leaders working collaboratively to raise standards

- We will ensure we have well qualified, experienced and inspirational leaders at all levels who work collaboratively for the benefit of our children and young people.
- We will ensure we have inspirational leaders that are well prepared and supported to lead their organisations through the changes ahead.
- We will have a self-improving system where every child and young person, in 21st Century learning environments, is engaged and motivated to gain the skills and qualifications they need;
- We will develop a relevant local curriculum, suited to the economic needs of the future, which ensures that our children and young people are both ‘Well Educated and Well Qualified’;
- We will make sure that all children and young people are safe and live healthy lifestyles;

Strong and inclusive schools and services committed to excellence, equity and well-being

- We will make sure that all children and young people are safe and life healthy lifestyles;
- We will ensure that each learner is respected and challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning.
- We will support schools and services to work in partnership to ensure that all learners are supported to be emotionally and physically ready to learn in a safe and supportive environment;

- We will work in partnership, ensuring that no challenge should prevent any learner from reaching their potential, including those learners who experience several ACEs.
- We will ensure that we will take account of and respond to the unique challenges that present themselves to individuals or groups of learners.
- We will strengthen partnership working to improve the early childhood experiences of children and ensure a widespread understanding of the importance of the first thousand days in a child's life.
- We will help develop robust and resilient families by providing successful programmes of support;
- We will further develop our responsive and proactive Youth Support Services;
- We will help give every child the best start in life and improving their early life experiences;

Robust assessment, evaluation and accountability arrangements supporting a self-improving system

- We will further develop our self-improving system where leaders have the skills, capacity and commitment to continually learn and improve practice so that every child and young person achieves their potential and is prepared for life in an increasingly complex world.
- We will ensure that we track and monitor the performance of our services using an appropriate suite of indicators;
- We will ensure regular and robust scrutiny of performance and progress via the Council's systems;
- We will continue to improve achievement and progress of all learners;
- We will be a key partner, working for the common good, influencing at a regional and national level and sharing effective practice and learning from others;
- We will work across services, the Council and region for the benefit of our learners and staff;
- We will work towards successful Inspection Outcomes- CSSIW, ESTYN, Internal Audit;
- We will make sure that all children and young people are safe and life healthy lifestyles;

3. Summary Divisional Plans

The following Summary Divisional Plans are included:

- [Access to Education Division](#)
- [Children's Services Division](#)
- [Curriculum and Wellbeing Division](#)
- [Education and Inclusion Services Division](#)

Divisional Profile

Key Responsibilities:

- School Catering
- Development and delivery of the Modernising Education Programme (MEP)
- Statutory School Organisation & Federation Proposals
- Programme and Project Governance
- School Admissions
- Schools Estate Management
- Capital Investment Programme
- Planning School Places
- Departmental link for Risk and School Transport



The fundamental purpose of the Division is to organise, facilitate and plan an efficient network of school assets and places for the county's children and young people of today and future generations, to enable progression in outcomes in education and wellbeing. This may result in changes to the way we deliver services, maintaining existing service levels with less resources, reorganising or stopping provision altogether. Where change is required we are responsible for ensuring that the changes to infrastructure and the redesign of services is governed appropriately whilst engaging with citizens at the earliest opportunity.

The Division is made up of the Catering, Modernisation and School Organisation and Admissions Teams.

The **Catering Service** is responsible for providing school meals in all Carmarthenshire primary schools and 11 of the 12 secondary schools including:

- Serving some 18,000 meals every day.
- Compliance with national standards including healthy eating, food hygiene and allergens
- Free breakfast service in nearly all primary schools
- Advisory service to the Communities Department for meals for older people in care homes and day centres as well as community meals / leisure sites.

Modernisation Services is responsible for the development, management and delivery of the Modernising Education and Communities Programme (MECP) for the Department for Education and Children and Community Services Department. This includes:

- The strategic planning, governance, development and delivery of the 21st Century Schools/Modernising Education Programme (MEP) and its constituent projects.
- School Organisation Process including formal and informal consultation with a range of stakeholders associated with school organisation and/or improvement projects.
- Local Authority School Federations Strategy and implementation plan
- Capital investment programme including the Department's long-term and annual capital investment plans and budgets.
- Development of options appraisals and HM Treasury 5 Case Model business cases for school reorganisation and investment projects for submission to the national 21st Century Schools Programme and other external funding sources.
- Commissioning of new or improved school premises in liaison with head teachers, ensuring minimum disruption to the operation of schools.

- Decommissioning of premises following the completion of statutory procedures to close or amalgamate schools and provide support to schools ensuring that pupils are sensitively and effectively transferred to designated alternative establishments.

School Organisation and Admissions are responsible for Planning School Places and the Admission of pupils to schools including:

- School admissions and appeals process, in line with legislation (summarised in the Welsh Government School Admissions Code) and the Council's Admission Policy.
- Operational asset management responsibilities in relation to property and estate including legal capacity of schools, catchment areas, developer contributions (Section 106), building maintenance prioritisation, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation.
- Planning of School Places including the interpreting, reporting, forecasting of data and pupil numbers in all maintained schools in satisfaction of statutory requirements and in support of the Modernising Education Programme.
- Departmental responsibilities in relation to risk management and school transport.

Major Current Strengths

Catering Service:

- Good progress has been made in delivering online payments for school meals & school payments, with a contract awarded to Parentpay following a competitive tender exercise. The pilot schools will go live in January 2018, with others following during 2018/2019.
- Use of technology to streamline back office processes in the School Meal Service continues to be developed.
- Supported Rhydygors School to develop their catering service, improving nutritional standards, and saving costs

Modernisation:

- Programme governance of Communities related capital projects (Leisure and Culture) has been successfully integrated into the existing structure creating the Modernising Education and Communities Programme (MECP).
- Since April 2017, two business cases have been approved by the Welsh Government. This has meant construction has commenced on the Pontyberem and Llangadog schemes.
- Currently, 69% (11 out of 16) Band A projects have received Welsh Government Full Business Case (FBC) approval.
- Construction has been completed on the Coedcae, Pen Rhos (Seaside), Trimsaran Parc Y Tywyn and St John Lloyd RC schemes and the new buildings handed over to the school on time.
- The MEP capital plan invested around £23 million across school infrastructure improvement projects in 2017/18, in varying stages of project development or delivery.
- In order to mitigate the risk of delay, four projects identified in Band B of the MEP programme have developed early for acceleration in the programme.

School Organisation and Admissions:

- The school reorganisation activities referred to above were supported through modelling revised capacity/admission Numbers.
- An exercise on the wholesale revision of capacity calculations commenced during the year and a number of capacities have been re-calculated where schools were experiencing specific difficulties.
- A programme of works to comply with the requirements of the Disability Discrimination Act (DDA) and Council's Inclusion and Equality Strategies is progressing well.
- 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 +2.25% and – 1.31%, a very reliable statistical outcome.

- The actual FTE number of primary pupils for January 2017 exceeded estimated numbers by 0.18% (27.5 pupils). In the secondary sector the forecast pupil population for January 2017 was less than actual numbers by 0.91% (101 pupils). Pupil forecasting methods are continually monitored and reviewed with comparisons made between different methods and actual numbers.
- All School Admissions applications processed within statutory requirements
- School Admissions have moved to fully electronic communication with parents instead of mailing letters
- Customer information on School Admissions has been developed, with improved website content, an online enquiry form, & a single point of contact for telephone calls for schools.

Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

Catering Service:

- There has been a further decline in the take-up of school meals during the year so far, for the second year in a row, causing concern that increasing school meal prices above the rate of inflation is having a detrimental impact in take-up. A lot of effort is focussed on promoting school meals, making them as attractive as possible to children & young people, whilst delivering on Welsh Government’s requirements for healthy eating. Take-up will continue to be closely monitored. *(see Actions A1-3)*

Modernisation:

- A couple of projects in development in Band A are causing concern as a result of some issues in relation to public objection to preferred sites and complex statutory processes. In order to mitigate the risk of delay, projects identified in Band B of the MEP programme are being developed early for acceleration should it be concluded that Band A projects are not be in a position to proceed. *(see Actions B10)*
- Decommissioned secondary schools as a result of school reorganisations are placing financial pressure on already stretched budgets. The sites are being retained for development as part of the Band B MEP Programme. *(see Action B6)*

School Organisation and Admissions:

- Due to resource pressures, capacity calculations have not been reviewed, updated and agreed in a timely manner. Work is ongoing to improve electronic data records. *(see Action C4)*
- Further enhancement of the School Admissions process is being addressed through a TIC Admissions review and engagement of all stakeholders. *(see Actions C1-3)*

Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC6	Failure to manage the 2 ^{1st} Century School Programme and to invest in infrastructure and reduce the number of surplus places with the schools system;	B1-11
EC10	Drop in school meal take-up as a result of budget efficiencies (including price increases) leading to unviability of the service.	A4
EC11	Failure to ensure that the Division effectively manage their resources and respond to the challenges of flexible funding and changes to WG and Regional Grants.	B1
EC12	Failure to plan for school places.	C3, C4

5 Ways of Working

1. Long Term	<i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	We strive to create sustainable schools with 21st Century facilities in line with MEP objectives to improve learning environments for children with better educational outcomes.
What difference have we made? (as a result of WFG Act)	We seek greater economy through better use of resources to improve the long term efficiency and cost-effectiveness of the education estate.
Planned Improvement for 20/21 - we will: (link to action plan)	We will analyse data and study our processes and practices to see if we can be more sustainable for the long term.
2. Prevention	<i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	We will work more with Health Services to try and reduce childhood obesity We develop infrastructure at all schools that is equipped for learning in the 21st century, facilitating the realisation of core objectives for raising educational standards and sustaining them at high levels of performance.
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	Our long term vision is to develop school networks that are educationally effective, resource efficient and sustainable for the long term. This we feel is the best form of prevention.
3. Integration	<i>Considering how well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	The investments provided as part of the 21st Century Schools Programme will improve the learning environment, condition and suitability of the school estate whilst taking into account the seven national well-being goals.
What difference have we made? (as a result of WFG Act)	We create new school deliver social, economic and environmental outcomes in an integrated way that contribute to national well-being goals.
Planned Improvement for 20/21 - we will: (link to action plan)	We will explore ways of integrating our services further.
4. Collaboration	<i>Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	We deliver investment in education through excellent working arrangement between key partners, namely Welsh Government, the Local Authority, contractors pupils, staff and the local community were fully engaged and consulted from inception to completion.
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	We try and ensure that completed schemes respond to local and strategic needs in collaborated and integrated design solutions.
5. Involvement	<i>Importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	Many stakeholders are involved in investment projects and consulted upon through the processes involved with the proposed investment and delivery.

What difference have we made? (as a result of WFG Act)	We engage stakeholders including young people in decisions that affect them.
Planned Improvement for 20/21 - we will: (link to action plan)	We will look to redesign services with citizens with early engagement.

Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When#1	By Who	WbO Ref
A	Catering Business Unit			
1	Continue the roll out of online payments for school meals & school payments, in line with the project plan, to improve how income is collected & accounted for, reducing identified risks and making a significant contribution to the Council's Digital Transformation Strategy. <i>(PIMS Action ref: 14277)</i>	March 2020	Helen Bailey	
2	To further develop special diets in schools, working with WLGA <i>(13951)</i>	March 2020	Helen Bailey	WBO 2
3	We shall continue to implement the School Holiday Enrichment (Holiday Hunger) Programme (SHEP), supporting families and children during school vacations to cook healthy meals, particularly aimed at pupils eligible for Free School Meals. <i>(14009)</i>	March 2020	Helen Bailey	WBO 5
4	Closely analyse school meal uptake, seeking to make the offer more attractive where possible and increase the take-up <i>(13948)</i>	March 2020	Helen Bailey	WBO 2 EC10
5	We will continue to further develop healthy eating in schools, beyond statutory Welsh Government regulations. <i>(13947)</i>	March 2020	Helen Bailey	WBO 2
B	Modernisation Business Unit			
1	We will deliver all Band A commitments identified in the Modernising Education Programme by 2019 therefore supporting our children and young people to receive a world class education in safe and stimulating environments. <i>(13966)</i>	March 2020	Sara Griffiths	WBO 3 MF5-25 EC11 EC6
9	We will develop and submit business cases for MEP school reorganisation and investment projects to the national 21st Century Schools Programme. <i>(13974)</i>	March 2020	Sara Griffiths	EC6
3	We will prepare and undertake statutory procedures associated with federation, school organisation and/or improvement projects. <i>(13973)</i>	March 2020	Sara Griffiths	WBO 3 EC6
4	We will invest on average, over the next 3 years £14 million per annum in major school construction and modernisation projects. <i>(13967)</i>	March 2024	Sara Griffiths	WBO 3 MF5-26
5	We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through capital investment. <i>(13969)</i>	March 2020	Sara Griffiths	WBO 3 MF5-33 EC6
6	We shall ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools. <i>(13970)</i>	March 2020	Sara Griffiths	WBO 3 MF5-32 EC6
7	We shall consider the delivery of primary education provision in the Ammanford, Llandeilo and Llandovery areas. <i>(13968)</i>	March 2020	Sara Griffiths	WBO 3 MF5-27 EC6
8	We will ensure best use is made of school facilities to support wider community activity. <i>(14031)</i>	March 2020	Sara Griffiths	WBO 2 and 8 MF5-30 EC6

10	We will decommission premises following the closure or amalgamation of schools. (13975)	March 2020	Sara Griffiths	EC6
11	We will undertake a review of the Modernising Education Programme. (14273)	March 2020	Sara Griffiths	EC6
C	School Organisation and Admissions Business Unit			
1	Continue to improve School Admissions processes and procedures including the utilisation of Teacher Centre, and a stronger focus on customer contact to minimise waste through comprehensive Admissions TIC Review (14274)	March 2020	Sue John	
2	Review all school pupil admission dates and age-ranges across the County. (13981)	March 2020	Sue John	WBO 3 MF5-36
3	We will plan and manage the demand and supply of school places through coordination and analysis of pupil data, school capacities, admission numbers, and catchment areas. (14275)	March 2020	Sue John	EC12
4	We will analyse and forecast capacity and pupil data for the planning of school places (POSP) and future school organisation. (13971)	March 2020	Sue John	WBO 3 EC12
5	We will manage school estate affairs including building maintenance, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation. (13972)	March 2020	Sue John	WBO 3
6	We will undertake a comprehensive review of school capacity calculations in partnership with Schools	March 2020	Sue John	

*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

Divisional Profile

Key Responsibilities:

- Safeguarding (including Safeguarding in Schools)
- Looked After children & Care Leavers
- Fostering
- Adoption
- Complex Needs & Transition
- Education Welfare Service
- Residential & Acute Services
- Family Support & Preventative Services (including Early years childcare, Families First, IFST, Edge Of Care, TAF & Flying Start)
- Education Psychology



Children's Services Division provides a range of services and support, whose overall aim is to enable children and young people to continue to reside within their own families and within their own communities wherever it is safe to do so, and preventing the need for statutory involvement. Protecting children who are experiencing, or are at risk of abuse, neglect, or other kinds of harm is our priority. Our focus is on early intervention / prevention ensuring all children can reach their full potential whilst being healthy, happy and safe. The Division is made up of the main statutory child care teams, early intervention and preventative services, along with more Specialist Teams.

A children's central referral team provide a single point of contact for anyone who has concerns over a child's welfare. Statutory child and family teams work in partnership with families and other agencies to co-produce and implement Care and Support Plans, as well as undertaking investigations into allegations of abuse and neglect, supporting Looked after children, Children on the Child protection register, Children with Complex needs, and support for Care Leavers.

Our Children's Services continues to be innovative and embracing of new ways of working. Preventative teams such as the Family Support Service and Edge of Care Team have been re-designed to focus on working intensively with families and children at risk of becoming looked after, to enable them to remain within their families whenever possible. Systemic practice is becoming fully implemented in our child care teams and we are continuing to incorporate the Signs of Safety model. Close links are maintained with other preventative services including Flying Start, Families First (FF) programme, Team Around the Family (TAF), Family Information Service, Integrated Family Support Team (IFST), Education Welfare Service, Young Carers Team.

Other specialist teams include our Fostering, and Adoption Services, and Psychology Team who provide a consultation service to pre-school settings, schools, children and young people and their families, along with our social work teams, fostering and adoption services. We also have 3 Integrated Children's Centres (ICC's), and support 12 community family centres in partnership with Plant Dewi.

In order to support the psychological well-being of looked after children a high level of support and training is provided for our adopters, foster carers, school staff and social workers that promote and support person centred, relational, trauma informed and attachment aware practice and models of engagement across home and school.

The Flying Start programme is now being delivered in 18 areas of Carmarthenshire covering a total of 768 postcodes. The revised Families First (FF) programme commenced in April 2018 comprising 13 projects, eight delivered by the LA and five delivered by the third sector and Hywel Dda University Health Board. They have been delivering a range of activities with the aim of preventing, and mitigating the effects of Adverse Childhood Experiences (ACEs). Going forward we have been chosen as a "pathfinder" by Welsh Government for developing closer integration across child care, health and early years education

Full roll-out of the 30 hours of free childcare offer in Carmarthenshire commenced in January 2019.

In order to carry out our role effectively, as well as working together with families and partner agencies we also work as part of a region in specific areas, including :

- Mid & West Wales Adoption Service - Carmarthenshire as lead authority, and includes Pembrokeshire, Ceredigion and Powys.
- Mid & West Wales Children Safeguarding Board (CYSUR), whose role is to protect children within the region who are experiencing, or are at risk of abuse, neglect or other kinds of harm, and to prevent children from becoming at risk of abuse, neglect or other kinds of harm.
- Mid & West Wales Regional Collaboration commissioning Programme Board

2019-21 will bring about a big change for us in terms of technology for both children's and adult social care services with the upgrading and implementation of a new client / management information database from our current one which is now outdated. The new system will enable increased efficiency for workers and closer integration with our partner agencies. A new suite of Welsh Government performance measures, which is currently under consultation, is also due to be implemented during 2020/21.

Children's Services Division forms part of the Department for Education and Children.

460 staff work within Children's Services which is made up of the main statutory child care teams, early intervention and preventative services, along with more Specialist Teams.

Main Service Area / responsibilities include:

Kelvin Barlow, Service Manager, Complex Needs and Transition:

The service includes the Children's Disability Team, Transition Team (young adults aged 16-25); Camau Bach, and Specialist residential service Garreglwyd (specialist residential provision for children and young people on the Autism Spectrum).

Bethan James, Service Manager, Corporate Parenting & Child Welfare:

The Service includes Personal Advisers for care leavers, including access to Training, Employment and Housing; Education Welfare & Young Carers Service; Independent Reviewing Service; Strategic Planning and Commissioning; Complex Needs; and Education and Wellbeing Team.

Noeline Thomas, Service Manager, Early Years, Family Support and Prevention:

(Inc. Team Around the Family (TAF), Families First (FF) programme, planning and partnerships, Flying Start (FS), Family Information Service (FIS), Childcare & Play team, Integrated Children's Centres (ICC's) providing a broad range of early years and preventative services in partnership with other agencies. The service also Supports 12 Community Family Centres in partnership with Plant Dewi, and covers the statutory duties within Childcare including the Childcare and Play Strategy, Childcare Sufficiency and Play Sufficiency Audits and Action Plans, training, grants and workforce development.

Angela Davies, Principal Educational Psychologist:

The Education Psychology Service provides a consultation service to pre-school settings, schools, children and young people and their families, applying psychology through a problem solving approach to enhance the learning and emotional well-being of all children and young people.

Jayne Meredith, Service Manager, Prevention and Resources:

Whose role involves the Recruitment, Assessment, Training, and Support for foster carers and placements for looked after children (inc. short-breaks specifically for disabled children). Alongside this the service provides a range of preventative services which include:

- Integrated Family Support Team (IFST) & Edge of Care Team (EOC) who provide intensive support to families to prevent the need for children to become Looked After
- Family Support Service (FSS)
- Respite Centres for disabled children (Llys Caradog and Blaenau)
- Conferencing Team

Frances Lewis, Service Manager Safeguarding West & Adoption:

- Responsible for Carmarthen/ Dinefwr Assessment Team, Carmarthen Childcare Team, Dinefwr Childcare Team, plus Mid & West Wales Adoption Service.

Noreen Jackman, Service Manager, Safeguarding East, & Service Improvement:

- Responsible for the Central Referral Team (CRT), Llanelli Assessment Team, East Childcare Team, West Childcare Team, Service Improvement & Business Support, Child Protection Co-ordinator

Major Current Strengths

- Children's Services continue to benefit from continuity in senior management. We have a strong commitment in ensuring regular supervision, training and development, and caseloads are regularly monitored by senior management to ensure they are manageable.
- Our workforce remains generally stable with social work vacancy levels consistently low - 1.4% (as at 31/12/19).
- 183 children were looked after (as at 31.3.19). We have seen a continued **reduction in the number of looked after children** over the last six years from 271 during 2012/13 (32% reduction). This is despite a 15% increase nationally since 2010. The rate of looked after children per 10,000 of the population of under 18 year olds during 2017/18 was 52 is also the 2nd lowest in Wales, during 2018/19 we have reduced further to 50. Refocusing the work of front-line social work teams, and continued emphasis upon preventative work has helped achieve this. Although we are continuing to do well in this area our aim is to continue to focus on preventative services in order to continue to reduce the number of children becoming looked after. All requests for children to become accommodated are channelled through our accommodation panel. Since April the manager of IFST has been working alongside the assessment teams to support, develop and strengthen the Signs of Safety model of practice assisting lead practitioners to focus on network and family meetings.
- **82.3% of Children were supported to remain living with their family** during 2018/19, which is higher than the Wales average 68.4% (2017/18), and **19.8% of children were returned home from care during the year 2018/19** compared to 10.5% Wales average.
- Preventative teams such as the Family Support Service and **Edge of Care Team** have been re-designed to focus on working intensively with families and children at risk of becoming looked after, to enable them to remain within their families whenever possible, utilising an integrated approach in collaboration with others.
- 0.9 % children had **1 or more changes of school** during 2018/19. We have consistently performed well in maintaining looked after children (LAC) within the same school, which is much better than the Wales average of 11.5% (2017/18).
- All childcare teams are now working systemically within **Pods**.
- **Systemic practice** incorporating '**Signs of Safety**' is developing across all teams and feedback from families and other agencies has been positive. Regular development sessions, practitioner working group and pod leader forums has helped ensure practice as effective and consistent as possible.
- **Management oversight and challenge of assessments** and monthly audits have continued. They indicate that assessments are now providing a clearer focus on the child, and there is a gradual shift to thinking terms of outcomes rather than just outputs.
- We are continuing to develop and improve how children's services provide **information, advice and assistance** (IAA) to support families, ensuring information is easily available, accurate, and accessible in different formats. The Family Information Service (FIS) continue to promote Dewis to new and potential childcare providers.
- **Child Sexual Exploitation** (CSE) remains a key priority issue both locally and regionally with events continuing throughout the year. CSE is on the agenda of quarterly meetings both internally and multi-agency discussion, including specific MACSE meetings. CSE is included in all basic safeguarding training

for staff. We are also currently part of a Barnardo's pilot in respect of CSE and in regards to the regional action plan.

- The number of children on the **child protection register** has continued to fluctuate with this year having seen a significant decrease at 73 (as at 31/3/19) compared to 92 last year. The introduction of Family Network Meetings and intensive support at an early stage, alongside the signs of safety model helps reduce risk and develop good safety plans around families.
- 1832 children (0-3) living in deprived communities are able to benefit from the **Flying Start (FS)** programme across 18 geographical areas in within Carmarthenshire, covering a total of 768 postcodes.
- We are continuing to implement the **Team Around the Family (TAF)** approach across the county for 0-25 year olds. The Eligibility document regarding thresholds and access to TAF services has been completed, and the new JAFF operational since 1st April 2019. The new TAF-in-Schools project is continuing to develop.
- **Education Welfare Service (EWS)** continues to support schools on attendance issues. They have a successful interface with TAF and utilise family engagement models to re-engage families in education and learning.
- The revised **Families First (FF)** programme commenced in April 2018. It comprises 13 projects, eight delivered by the LA and five delivered by the third sector and Hywel Dda University Health Board. The projects work towards preventing, and mitigating the effects of Adverse Childhood Experiences (ACEs).
- **Tim Camau Bach** have extended their remit to provide services to children from birth to 16 years.
- The roll out of the childcare offer **30 hours of free education and child care for all working parents** commenced in Carmarthenshire from January 2019. Up to 2,735 - 3 and 4 year olds in Carmarthenshire will be eligible for the offer.
- There are currently **107 registered childminders** within Carmarthenshire with a total of 767 registered childcare places
- We have continued exploring the potential of **utilising school grounds** outside of teaching hours to enable children greater access to play opportunities. All new schools are being designed to enable this. Play training is being delivered to childcare and play settings along with primary schools across the county to raise the quality of play experiences for children.
- The LAC Well-being Team delivered **Attachment awareness training** to schools to better equip them in being able to meet the emotional, social and behavioural needs of vulnerable children. All 73 schools with looked after children have accessed this training, and it is being embedded as part of the 'behaviour transformation programme' in schools. The Well-being strategy for looked after children outlines the approaches and training available.
- The **Corporate Parenting Strategy** has been reviewed and re-written in consultation with young people. The new draft is complete and ready for consultation.
- The **Young Carers** service delivers a range of initiatives for young carers, and work collaboratively with schools, health, and voluntary sector, to ensure they are 'young carers aware'. Schools are engaging in the Young Carers Awareness Award.
- Corporate Parenting Next Step team are increasingly providing a range of training and support for **care leavers** helping to reduce the number that become NEET. As at 31/3/19:
 - 59 in Further Education
 - 11 Enrolled on Undergraduate university Courses
 - 1 undertaking Post Graduate qualification
 - 14 in Full Time Employment
 - 8 in paid work experience
 - 12 undertaking work based Learning/Apprenticeships
 - 16 Gained a work related qualification
 - 8 completed the 'Star' programme
 - 3 completed Pre Tenancy training course
 - 1 Young Person selected to train with Women's GB rowing team
 - 5 attended 'Challenge Wales' sailing adventure training – completed Level 3 leadership
 - 11 Passed theory or Driving Test

- 33 young people living independently
 - 10 taken part in community Volunteering days
 - 2 Young People volunteering with MWW fire Service and Dyfed Powys Police
- **64.7%** of those who became **care leavers** during 2017/18 remain in education, training or employment 12 months after leaving care (11 out of 17 young people) and **61.1%** 24 months after leaving care (17 out of 18 young people). *(SCC/34a & b). Better than the Wales Average of 51.4%*
- The **Fostering service** continue to hold a number of activities during the year, including 'Sons and Daughters' of foster carers group which is well established.
- '**When I am ready**' (WIR) guidance has been updated and regional and local workshops have taken place to improve and strengthen this arrangement to support staff, foster carers and young people to support the plan for them to remain with their foster carers beyond their 18th birthday.
- **Accommodation Panel** works well in helping to prevent children becoming looked after unnecessarily by ensuring all resources have been utilised to maintain children at home with their families
- We are continuing to work with partners to **improve appropriate accommodation options** and housing support for all vulnerable young people (aged 16-25). A 16-25 accommodation forum has been established. A training flat is being developed.
- We have been **reviewing our disability service** to ensure seamless transition and pathways from children to adults. From the 1st of May 2018 all referrals for Autism/Disability aged 0-25 are managed through our Children's Central Referral Team. This has streamlined our process for children and families ensuring that they get the help they need, when they need it avoiding families being passed between services when children reach adulthood.
- **Mid & West Wales Regional Adoption Service** (MWAS) continues to perform well despite the challenges of the size and diversity of the region. As the year has progressed MWAS has been successful in increasing the number of enquiries by people interested in adopting. MWAS and Adoption UK continue to work with schools, fostering teams and corporate parenting teams across the region to improve support for adoptive families. Demand locally, regionally and nationally for adoptive placements continues to grow, therefore our priority has been to respond to demand as a region to increase the number of adopters approved.
- We held our 9th annual '**Celebrating Success**' event in October to celebrate the success of our Looked After Children and Care Leavers. In the company of Adam Price AM, Cllr, Emlyn Dole, Leader of the Council and Cllr. Glynog Davies, Executive Board Member for Education and Children, a number of children and young people were awarded for their academic success, artwork, sporting and volunteering contributions.

Analysis of Outcomes for Children and Young People 4 to 5 years after a Final Care Order

Children services participated in an independent review by the Institute of Public Care (IPC) on behalf of the Welsh Government on the outcomes for children 4-5 years after Carmarthenshire secured a care order. The results were published in May 2018.

Key findings

- Generally **good outcomes** in Carmarthenshire.
- When placement disruptions occurred in Carmarthenshire, we were much more proactive compared to other LA's. As a result; even where a child had a series of moves the **final outcome was positive**.
- **60%** of our children that came into care at that time, were adopted. This is compared to the **32%** adopted across Wales. This again is a high number and a positive feature.
- We had some really good foster placements that saw the children through into their teenage years.
- There were also good examples of children benefitting from **therapeutic support**.
- Impressive work by the therapeutic Social Worker that is described as a really good role.

- Evidence of really good **Life Story Work** and some stand out outcomes for children.
- **16** out of our **17** children at the end of the five years covered by the research were shown to be **stable, happy and attached**. All were either in education or training; 13 achieving well, 3 achieving particularly well and only 1 child struggling.
- Children in Carmarthenshire had **much better outcomes** due to the level of planning and support they were receiving at the time of breaking down and post break down in settling in a new placement.
- There is clear evidence of **very good performance in Carmarthenshire**. IPC had already offered workshops to other Authorities to focus on their deficits, however felt that there was not a need for one in Carmarthenshire.

Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

This year has been another challenging one with increased demand for services against a climate of financial austerity which has placed significant pressures on families. We have seen an increase in the number of referrals again this year and the number of children with complex needs is increasing. This together with constrained funding is placing significant pressure on children's social care services. We feel we have managed very well up to now despite the exceptional pressures, however this will be difficult to sustain in the face of further budget cuts.

- We have seen a slight dip in performance this year in respect of **3 or more placement moves**, with 19 children having moved 3 or more times (10.4%) compared to 17 children (8.8%) during 2017/18. We are disappointed not to have met our target of 8.3%. However, the number of looked after children has decreased to 183 and is one of the best in Wales. LAC declining, however, has affected and impacted on our baseline figures. This is something we are continuing to monitor closely through accommodation panel and regular placement support meetings to ensure foster carers are well supported and the children placed in their care can be maintained safely with additional resources. Support to the fostering service and foster carers to be received from the educational psychologist alongside corporate parenting team. Training to be focused on supporting foster carers to maintain highly complex and challenging placements. The fostering service to continue to focus on recruiting more carers to meet need and matching of more challenging and complex placements. Managing the individual needs of unaccompanied asylum seeking children will also be an area of specific focus and development during the year ahead. School stability is also an important factor in improving outcomes, and it is therefore important to note that Looked After children in Carmarthenshire experience significantly fewer school moves than anywhere else in Wales – **0.9% during 2018/19** 1 out of 111 children (better than Wales average of 11.5% during 2017/18).
- Unfortunately we did not meet our target of 100% **reviews of foster carers** being carried out in timescale (86% completed during 2018/19, 95 out of 110). Workload of the team has been affected by staff absence and changes during the year. Senior managers will continue to monitor progress to ensure workforce is sufficient to manage and improve performance.
- **Recruitment and retention of foster carers.** During 2018/19 we have recruited 10 new foster carer households and have done well in comparison to other authorities in Wales. Five new assessments are also in progress. We continue to work and target our foster carers under the recruitment and retention strategy. The new Carmarthenshire fostering website is in place alongside the regional website which will be fully launched in June 2019. It is anticipated that a national campaign for marketing and recruitment which is developing across Wales will assist recruitment. More regional working has assisted placements becoming more available and harmonisation of fees across the region is now more comparative. There is always more difficulty in recruiting carers for older children and young people who have complex needs. In Carmarthenshire a number of foster carers have taken out special guardianship orders on children they had been caring for long term and we continue to

encourage stability for young people post 18 to remain with their foster carers under a 'When I'm Ready' arrangement.

- **Number of assessments completed in timescale 87.2%.** Although we have seen an improvement compared to the first three quarters of the year, unfortunately we have missed our target of 90% and just missed the Wales average of 88.0%. Staffing issues in one of the assessment teams during the year has influenced the number completed within timescales. This has now been resolved and workers from other teams including the manager from the Integrated Family Support Team are able to assist if needed. Monthly audits by senior managers is continuing and any themes or trends are fed back to teams and incorporated into practice development sessions with managers and staff. Training is being held to improve the quality of chronologies, which inform assessments. Both assessment teams have had access to additional consultation to develop their use of network meetings as part of assessments.
- 6.3% (8 out of 126) were **re-registered on the Child Protection Register**. We have narrowly missed our target of 6.0% and the Wales average of 5.4%. Previous performance has proved quite extreme with 2016/17 end of year result at 10.4% and 2017/18 at 0.7%. Reasons for re-registrations included deterioration in parental mental health, and substance misuse. **Average time spent on the Child Protection Register during 2018/19 was 262.4 days.** This measure looks at those children who were removed from the child protection register during the year which has gone up from 108 (at end of year 2017/18) to 145 (at end of year 2018/19) which is positive. However this has an impact on the number of registration days as 35 extra children are included in the cohort compared to the same period last year. Figures are very small and fluctuations can significantly influence the end result. Registrations and de-registrations are subject to multi-disciplinary case conferences which are carried out under the Signs of Safety model. The process is more interactive and enables families to participate in an open and honest manner, building upon strengths and using the family network to reduce risk and develop good safety plans. We will continue to monitor this through the Independent Chairperson and Audit and evaluation group. A reduction in the compliance with timescales for **Initial child protection case conferences** (79% during 18/19) is also something we will closely monitor. We have implemented training in Signs of Safety chairing to Independent Reviewing Officers in order to support the main chair. A manager, who is a lead in the Signs of Safety model of practice, is working alongside the assessment teams to support, develop and strengthen this model of practice. The aim is to assist lead practitioners to focus on family network meetings in an attempt to reduce risk and develop good safety plans around families to ensure safeguarding, therefore, lessening the need for cases to progress to conference. A new practice development group has been formed which is led by the Conference Chair and representation from across the teams to support staff.
- **Child attendance at an allocated Flying Start free childcare placement for eligible 2-3 year olds** to prepare for school readiness was **79.2%**. Although we have just missed our target of 80.0% it has improved on 2017/18 results of 77.0%. We have recently reviewed our attendance policy and de-registration processes in childcare settings, and work will continue alongside childcare providers and health visitors to increase attendance rates

Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC201	Failure to safeguard children <ul style="list-style-type: none"> - Failure to protect Children at Risk; - Failure to recruit and retain adequate number of social workers; - Failure to appropriately manage social care caseloads; 	A1-2; B1; E1-3
EC202	Foster Care payments;	E4-5
EC203	Failure to provide appropriate support for children with complex needs;	A1-2; E1-3; F1-4
EC204	Failure to manage the demand for Child Social Care. <i>* Monitor and report on Social Worker Vacancies and Caseloads quarterly (no specific PIMS Action, this is an on-going task performed by Service Improvement and Support Services Manager)</i>	See note*

5 Ways of Working

1. Long Term	<i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	<p>The Social Services and Well-being (Wales) Act (SSWBA) has transformed the way social services are delivered, promoting people's independence to give them stronger voice and control over their own lives, what support they need, and making decisions about their care and support as an equal partner. Carmarthenshire children's services are committed to providing preventative services to help prevent, delay or reduce the need for statutory care and support.</p> <p>It is internationally recognised and reinforced by strong evidence that early childhood experiences are crucially important for children's long term development and their achievements throughout life. We have recognised that undertaking actions to give every child the best start in life will build long term resistance to adverse experiences and will have lifelong effects on many aspects of health and well-being. Ensuring children reach key developmental milestones is fundamental not only to attainment and occupational outcomes, but wider adult health and wellbeing.</p> <p>Unhealthy lifestyles early in life can have a long term effect on the health of individuals for the rest of their lives and also on the lifestyle and health of their children. Promoting a healthy lifestyle early in life allows children to fulfil their potential and meet education, employment expectations and live a fuller family and social life.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	
2. Prevention	<i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives</i>

<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	SSWBA places a great emphasis on prevention work, requiring all agencies to engage proactively with families in order to avoid reaching thresholds for statutory intervention wherever possible. We have undertaken a regional review of child protection thresholds and multi-agency arrangements to and implemented the 'MASCE' model.
What difference have we made? (as a result of WFG Act)	We aim to better equip parents and care-givers with the necessary skills to avoid ACEs arising within the home environment and can encourage and develop social and emotional well-being and resilience in children so that ACEs can be avoided, and children are better equipped to cope with ACEs if they arise. For example the Families First programme deliver early intervention support services for disadvantaged children, young people and families across the county and the Flying Start programme promotes early intervention for disadvantaged families.
Planned Improvement for 20/21 - we will: (link to action plan)	We need to ensure our children are eating as healthily as possible, and being more physically active (Turning the curve on childhood Obesity). We will work towards preventing unhealthy weight by promoting activity, healthy eating and addressing mental health issues.
3. Integration	<i>Considering how well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	We apply an integrated approach to looking at well-being, for example The Flying Start programme ensures good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners. This approach assists with the health of the family, removing barriers to services and building a more cohesive community. A CSSIW inspection (July 2016) recognised our need to work together with partners <i>'to develop an integrated approach to delivering information, advice and assistance, preventative services and statutory provision to achieve greater continuity and reduce duplication for children and families accessing these services. ...Multi-agency arrangements should be established to strengthen operational plans to support effective co-ordination of statutory partner's completion of Joint Assessment Frameworks.</i>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	The local authority has set up a regional partnership board made up of three local authorities, and the health board amongst others. The strategic priorities include Information, Advice and Assistance and Integrated commissioning arrangements.
4. Collaboration	<i>Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	The Well-being of Future Generations (Wales) Act 2015 establishes a statutory board, known as a Public Service Board (PSB), in each local authority in Wales. The local authority is part of a Regional Collaboration Programme Board (Mid & West Wales); the 4C's commissioning consortium, as well as the Carmarthenshire Health & Social Care Board (Local Service Board). The local authority is part of a regional safeguarding board (CUSYR) which is developing collaborative approaches to safeguarding arrangements across the region. Specifically within children's services we take the lead in our regional Mid & West Wales Adoption Collaborative (MWAS), and our Integrated Family Support Service maintain regional links.

	<p>We recognise that working collaboratively with other agencies produces the best results for children and families. The Team Around the Family (TAF) approach is a way of bringing agencies together who can help children and their family and really make a difference, clarifying thresholds to help inform families and other agencies to ensure they are able to access the right help at the right time.</p> <p>We participated in a regional review of child protection thresholds and implemented the MACSE (Multi-agency Child Sexual Exploitation) model working proactively with all Agencies to ensure a multi-agency approach to tackling child exploitation.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	We will continue to work with other Departments within the Authority in promoting children's accommodation and health needs.
5. Involvement	<i>Importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	<p>We continue to promote participation of all children & young people through the participation strategy. Involvement and participation is undertaken on a daily basis by involving service users within assessment, planning, and reviews of care and support plans.</p> <p>There is service user representation on both the regional safeguarding board and the regional partnership board.</p> <p>We regularly consult through surveys such as the annual Child and Family survey; Play Sufficiency and Child Care Sufficiency surveys; consultation with the child, family and carer prior to a Looked After child review; feedback following a child protection case conference; foster carer survey. We also hold regular Planning days. In disability services service users are involved in the planning and delivery of services. We also have consultation groups for; parents of children with a disability; Looked After Children and Care Leavers.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	

Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When ^{#1}	By Who	WbO Ref
A	Safeguarding West & Adoption			WbO
1	We will continue to transform children's social work practice by embedding and developing the systemic model of working (within Pod's), combining cohesively with Signs of Safety, including Disability and Fostering Services. (13931)	March 2020	Frances Lewis	WBO 1 EC201 EC203
2	We will continue effective management oversight and challenge of Assessments and Care and Support plans to ensure they are outcome focused, evidencing the voice of the child, and reflect the underpinning principles of the Social Services and Well-being Act (SSWBA). (14152)	March 2020	Frances Lewis	EC201 EC203
3	We will continue to develop the Mid & West Wales (MWW) Regional Adoption service in line with national, regional and local priorities. (14153)	March 2020	Frances Lewis	

B	Safeguarding East and Service Improvement			WbO
1	We will implement regional threshold and multi-agency child protection arrangements, and ensuring early intervention, and utilisation of preventative services (including TAF, Flying Start, Family Support Services) to reduce the need for statutory involvement. (13933)	March 2020	Noreen Jackman	WBO 1 EC201
C	Early Years, Family Support and Prevention			WbO
1	We will continue to develop and improve how Children's Services provide information, advice and assistance (IAA) to support families, ensuring information is easily available, accurate, accessible in different formats and maintain links with Welsh Government Dewis Team. Continue to strengthen links with community services in respect of children with disabilities. (14038)	March 2020	Noeline Thomas (Noreen / Kelvin)	WBO 9
2	We will continue to extend and refine the Team Around the Family (TAF) approach across the county for 0-25 year olds. We will continue to implement the threshold document to help inform families and other agencies, and ensure people are getting the right help at the right time. In particular we will focus our resource on developing TAF in Schools work. (13934)	March 2020	Yvonne H-Ruff	WBO 1 & 5
3	We will continue to develop the Flying Start programme, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners (13931)	March 2020	Nia McIntosh	WBO 1, 2 & 5 MF5-82
4	We will continue to develop the Families First (FF) programme (0-25yrs) in delivering early intervention support services for disadvantaged children, young people and families across the county. Utilising the opportunity for Flexible Funding in line with the Children and Communities Grant. (13932)	March 2020	Janine Patrick	WBO 1 & 5
5	We will continue to work towards addressing the childcare gaps identified in our most recent Childcare Sufficiency Assessment (2017-2022) in order to ensure that the Local Authority fulfils its statutory childcare sufficiency duty, and local parents/carers are supported to balance their working and caring responsibilities. (14004)	March 2020	Lisa Grice	WBO 1 & 5
6	We will continue to work towards addressing the gaps identified in our most recent Play Sufficiency Assessment (2016-2019) in order to ensure that local children and young people have access to wide and varied play opportunities and experiences including the potential of utilising school grounds, outside of teaching hours (13944)	March 2020	Lisa Grice	WBO 1, 2 & 5
7	We will ensure the Council fully responds and delivers key childcare and play requirements moving towards delivering 30 hours of free education and care for working parents. (13091)	March 2020	Lisa Grice	WBO 1 MF5-41
8	We will work to bring organisations, Local Authority departments and communities together in order to agree a vision and improve the shared outcomes for children and young people living in Glanymor and Tyisha, Llanelli. A shared, long term strategic focus will be developed and agreed both with the community and those delivering services in the area in order to reduce the inequalities children and young people living in these areas experience compared to their peers in more affluent areas of the county. (14150)	March 2020	Lisa Grice	
D	Corporate Parenting & Child Welfare			WbO
1	We will implement and monitor the revised Corporate Parenting Strategy via Corporate Parenting Panel, ensuring the council fulfils its Corporate Parenting role and that our looked after children and care leavers have the opportunity to reach their full potential. (13937)	March 2020	Bethan James	WBO 1 MF5-40
2	We will ensure trauma informed practice and attachment awareness training is embedded into core training in schools as part of the behaviour	March 2020	Bethan James	WBO 1

	transformation programme to ensure that schools are able to meet the emotional wellbeing needs of vulnerable children. (14196)			
3	We will continue to work with partners to improve appropriate accommodation options and housing support for all vulnerable young people (aged 16-25) and implement the care leavers' accommodation framework. (14154)	March 2020	Bethan James	
E	Prevention and Resources			WbO
1	We will continue to review and monitor processes to ensure Reviews of foster carers are undertaken on an annual basis in accordance with regulations to achieve 100% target. (14155)	March 2020	Jayne Meredith	EC201 EC203
2	We will maintain the focus on placement stability in line with the Carmarthenshire Children's Services Action Plan in respect of Looked After children (LAC) subject to 3 or more placement moves, and participate in the Recruitment and Retention Strategy of the Region. (14156)	March 2020	Jayne Meredith	EC201 EC203
3	We will continue to implement and develop the 'Signs of Safety' model and incorporate into practice in all children's services teams. (14157)	March 2020	Jayne Meredith	EC201 EC203
4	We will continue to develop a regional approach in line with the National Fostering Framework (NFF). We will also develop new arrangements in respect of Special Guardianship Orders (SGO), and 'When I am Ready' guidelines. (14158)	March 2020	Jayne Meredith	EC202
5	We will continue to aim to reduce the number of children becoming Looked After and number of care proceedings. (14159)	March 2020	Jayne Meredith	EC202
6	We will continue to aim to reduce the number of children on the Child Protection Register. (14160)	March 2020	Jayne Meredith	
7	We will be focusing on developing and revaluating the revised Integrated Family Support Team (IFST) and Edge of Care (EOC) as a preventative service to support children and families. (14161)	March 2020	Jayne Meredith	
F	Complex Needs and Transition			WbO
1	We will develop a shared vision across the region for children and young people with complex needs with partners in education, health and social care services. (13936)	March 2020	Kelvin Barlow	EC203
2	On a regional basis, we will implement a personalised approach to allocating our resources for disabled children, ensuring that services are allocated on the basis of need and focus on meeting outcomes for the family. (14162)	March 2020	Kelvin Barlow	EC203
3	We will review our residential services for children with complex needs. (14163)	March 2020	Kelvin Barlow	EC203
4	We will work with partners to ensure that the regional Integrated Autism Service complements our local services for children, young people and adults with Autistic Spectrum Disorder (ASD). (14164)	March 2020	Kelvin Barlow	EC203

*WBO = Well-being Objective number; EC = Risk Control Measure; MF5 = Moving Forward in Carmarthenshire Action.

Divisional Profile

Key Responsibilities:

- Youth Support Services
- Participation and Children's Rights
- National & Local Curriculum
- Education Systems Design
- School MIS
- Adult & Community Education
- Music Service
- 14-19 Learning Pathways
- Behaviour Management
- Alternative Education (EOTAS, EHE, NEETS)
- School Attendance / EWS
- Welsh Medium Education
- Healthy Schools



The Curriculum and Wellbeing division promotes and develops rich formal, non-formal and informal learning opportunities and experiences in our school, youth and special settings. Our aim is to work with Head teachers and key stakeholders in ensuring the holistic development of children and young people as happy, healthy, thriving and well-rounded individuals. We wish our learners to be both well qualified and well educated, being offered valuable and lasting experiences through a vibrant, broad and balanced local curriculum, framed within the national context. A diverse array of enrichment and extension activities augment the pupil offer and entitlement. We are particularly proud of our Music Service, who continue to offer peripatetic tuition on a weekly basis to over 5000 learners, coupled with an impressive and sector leading extramural programme.

We promote a broad range of mainstream and alternative learning pathways, which aim to fully prepare our young people, as independent lifelong learners, for the challenges and opportunities of 21st Century life, living and the world of work. Learners' employability is therefore paramount, tying in closely with evolving requirements of the global, regional and local economies.

Adult Education is also within our remit and Basic Skills, ESOL and Welsh for Adults classes provide important and valuable experiences for our lifelong learners, which provides enrichment and support better career prospects for our adult learners.

Wellbeing is in the ascendancy and is a key component of our evolving service delivery, where equity, inclusivity and excellence go hand in hand in all areas of service provision. Students' engagement with learning is multi-faceted, and includes systems to promote good behaviour, so that every learner can have the best possible predisposition to learn, in purposeful learning environments which enable each student to fully realise, and surpass, their learning potential.

A comprehensive offer of Youth and Youth Justice support is offered, which also sustains and bolsters young peoples' opportunities and life chances, so that we can nurture active and truly global citizens, who contribute actively to their bilingual communities in Carmarthenshire. The four pillars of service provision cover the 8-25 age range and offer open access and targeted provision and support throughout the county and there are strong plans and a clear steer to develop a quality service across the board.

The Welsh in Education Strategic Plan is being implemented proactively as we support every school to move along the language continuum. This service is also supported by The Athrawon Gwella'r Gymraeg a Dwyieithog, who will be based in four language centres planned for the county.

Information management is also evolving with an increasing focus on data protection. Systems are being refined constantly so that data can inform and drive our practice.

3-19 Curriculum Reform Business Unit

- The curriculum reform agenda as applicable for Carmarthenshire, within the national and regional context
- Local Curriculum

The **Welsh in Education Service** includes:

- Welsh in Education Strategic Plan implementation
- Welsh for Adults
- Athrawon Gwella'r Gymraeg a Dwyieithrwydd (Athrawon Bro)

The **Learning Transformation Service** includes:

- 11-19 learning partnership developments and 14-19 Learning Pathways in Carmarthenshire and regional links to the ERW 14-19 Group
- Strategic work to reduce the number of young people who become NEET in county;
- Overview of the Youth Progression and Engagement Framework and the related regional ESF Projects, Cynnydd and Cam Nesa;
- Development of e-learning blended learning and Seren Hub for able and talented young people and
- The development of careers education and work-related learning linked to the local economy and the Swansea Bay City Region priorities.

The **Adult Learning Service** provides Essential Skills in Communication, Application of Number and Digital Literacy, and English for Speakers of Other Languages for post 16 learners. Classes are at all levels from pre-entry to level 2, including GCSE Maths and English and held in Carmarthen, Llanelli, Ammanford, with some outreach provision as required.

The Carmarthenshire **Youth Support Service** brings together the Youth Service and the Youth Offending Service under a single integrated management structure enabling the development of a more holistic approach to youth support services. The service retains the statutory functions of the Youth Justice Team; promotes the ethos of working together to deliver targeted support and retains elements of direct universal youth work provision.

Services to children, young people and young adults are delivered by:

- Universal Support Team
- Targeted Youth Support (8-18years)
- Targeted Youth Support Team (16-25 years)
- Youth Justice Team
- Participation & Children's Rights

Carmarthenshire **Music Service** provides music support across the county of Carmarthenshire. Currently over 4,000 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. In addition to the weekly instrumental and vocal lessons the service runs 20 ensembles at junior, intermediate and senior levels, thus providing very high quality performing opportunities for learners.

Educational Data Systems – design and analysis

- Bespoke Professional Assistance with:
 - Curriculum design, concentrating particularly upon Healthy Schools and Wellbeing
 - Liaison with Head teachers
 - Estyn Processes and ERW link visits

- Governor and Practitioner training
- School MIS:
 - School Management Information Systems (MIS) support, training & development
 - Statutory school data returns, e.g. PLASC (Pupil Level Annual School Census), attendance & National Data Collection
 - School data management and information requests
- Healthy Schools – Manage the Healthy Schools Initiative to ensure that local schools are healthy environments for children and young people, developing projects around the range of issues that can affect health and well being in children and young people, including nutrition and dietary awareness, and physical and emotional health.

The **Behaviour Support Service** provide:

- Support and advice to schools on a wide range of behavioural issues including exclusion
- Centrally-based officers supporting EOTAS and behaviour
- Specialist EBD settings and PRUs
- Behaviour Support Community Team (Mainstream Outreach)
- Behaviour Strategies for Mainstream
- Home Tuition
- Elective Home Education

Major Current Strengths

- The Department takes a proactive interest in the curriculum reform process and is keen to foster and realise innovative approaches to curriculum design and delivery
- Welsh In Education Strategic Plan has been approved by Welsh Government;
- Strong progress has been made in implementing the strategy planning.
- A comprehensive implementation phase has made a very good start.
- Wide range of support for and tracking of young people at risk of becoming NEET
- Wide range of support for schools including MAT, WB and digital and e-learning
- Carmarthen Learning Centre usage is at a high level, with a wide variety of private clubs and classes; community use and CCC provision
- Carmarthen Learning Centre usage is at a high level, with a wide variety of private clubs and classes; community use and CCC provision
- Essential Skills and ESOL attainment is good and in line with the National Comparators
- Adult safeguarding training has been delivered to YSS staff
- The self-assessment against National Participation Standards has been completed; an Action plan has emerged out of the work done. The YSS is therefore working towards completion of identified actions.
- The Carmarthenshire Youth Council has made excellent progress, broadening its membership and developing links with secondary school councils, & delivering an excellent conference focussing on mental health in November 2017.
- Worked with University Trinity Saint David, and Departmental colleagues, to raise awareness of Children's Rights with professionals & children & young people
- The Music Service continues to provide quality and challenging performing opportunities for all pupils

- The Music service has worked hard over the last twelve months to develop and improve the range of curriculum tuition offered to schools. This new offer is intended to pave the way for the new curriculum in light of the Donaldson report
- Information and communication systems developing well across the department
- Contribution to Governor training on data and providing strategic challenge
- During this academic year, Carmarthenshire had the highest number of schools completing Phase 4 of the Healthy School's Scheme across Wales.
- Completed work on remodelling the Behaviour Support Service.

Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

- Local curriculum developments need to be consolidated by re-aligning the vision with recent developments in the regional and global economy *(see Action A1-2)*
- Consortium working needs to be confirmed for Autumn term 2019 and LA aspirations to influence the agenda as it rolls out in Carmarthenshire *(see Action A1)*
- Establish how staff capacity to support this agenda can be determined for the longer term *(see Action A2)*
- Transfer the equity strategy, into operational delivery *(see Action A3)*
- Improve the pace of implementation of the WESP outcomes across all schools *(see Actions B1-2)*
- Digital Literacy needs to be further embedded in all Essential Skills and ESOL classes *(see Action D2)*
- Digital Literacy needs to be further embedded in all Essential Skills and ESOL classes *(see Action D2)*
- ESOL attainment to be monitored closely to keep it at current National Comparator *(see Action D3)*
- Further bespoke safeguarding training is being planned for delivery across the YSS in order to ensure that staff possess the necessary knowledge and skills to safeguard children and young people *(see Action E3)*
- The YSS has secured the Bronze Youth Work Quality Mark, underlining very sound progress made in enhancing service delivery – and will now set sights on Silver *(see Action E1)*
- The Music Service must address the needs of the Service Level Agreement in relation to staffing as soon as possible in the next financial year and must review all staffing contracts with human resources *(see Action G1-5)*
- Behaviour Review and four phase plan must be implemented and taken forward by the newly appointed Behaviour and Wellbeing Transformation Manger *(see Action H1-3)*

Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC2	Failure to support schools to remodel curriculum in light of WG reviews;	A1-2
EC4	Failure to deliver the Welsh in Education Strategic Plan;	B1-4
EC5	Failure to provide appropriate support for vulnerable learners.	C1-6, H1-3
EC11	Failure to ensure that the Division effectively manage their financial resources and respond to the challenges of flexible funding and changes to WG and Regional Grants.	G2 Addressed through the Divisional Workforce Plan
CWB1	Failure to provide appropriate support for vulnerable learners in the community with Essential skills and ESOL needs	D1-3

CWB2	Failure to ensure that all PLASC data returns to WG are accurate, with the implication for future funding based on this data.	J1
CWB3	Failure to support young people with behaviour issues	H1-3

5 Ways of Working

1. Long Term	<i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	<p>The Division promotes and develops rich formal, non-formal and informal learning opportunities and experiences in our school, youth and special settings. This contributes to the vision of Education as a long-term Invest to Save service, laying down the foundations for life, living and the world of work. We are working towards the UNESCO Equity 2030 goals and laying down education's contribution to the Welsh 2050 aspirational target.</p> <p>Essential skills is defined as the skills necessary to function in work and society in general. In the last National Survey of Adult Skills in Wales (2010) reported that 12% of adults had skills at Entry Level in literacy and 51% in numeracy. Supporting adults in the community to improve their essential skills or ESOL skills prepares them to acquire, maintain and progress in employment and to participate more fully in society in general.</p> <p>The Youth Support Service provides a robust range of support from open access to specialised support, enabling children, young people and young adults from 8-25 years of age to access what they need, when and where they need it so that they can reach their full personal, social and educational potential to become valuable members of society.</p> <p>Those pupils participating in the Music Service learn a skill for life which can be used professionally or for leisure.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	The Healthy Schools Scheme is a major contributor of working towards WBO2 - Help children live healthy lifestyles. Unhealthy lifestyles early in life can have a long term effect on the health of individuals for the rest of their lives and also on the lifestyle and health of their children. Promoting a healthy lifestyle early in life allows children to fulfil their potential and meet education, employment expectations and live a fuller family and social life.
2. Prevention	<i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	<p>The development of a vibrant, broad and balanced local curriculum will allow young people to be both well qualified and well educated, maximising their preparedness to live and thrive as independent adults.</p> <p>Delivering the equity strategy will help us ensure that all members of the local community will have the same opportunities in life.</p> <p>Promote bilingualism to ensure a better understanding of the benefits.</p> <p>Use of the Vulnerability Assessment Profile (VAP) allows us to identify those young people in need of additional support to prevent them from being NEET. Additional provision, through schemes such as Cam Nesa and Cynnydd can then be used to assist in ensuring that the young people remain EET.</p> <p>Lack of Essential Skills and ESOL can hinder adults' employment prospects, their ability to support their children with their education, and their ability to participate fully in community activities. The increase in the need for digital skills</p>

	<p>can disadvantage adults in the work place and exclude them from many everyday activities.</p> <p>The Youth Support Service (YSS) offers a range of preventative support measures, targeted at young people and young adults who may be at risk of family poverty, homelessness and those at risk of becoming NEET.</p> <p>We will continue to develop a fledgling Music Therapy service. The results of the initial provision for pupils with additional needs has been very encouraging.</p> <p>The 'Healthy School' is one which takes responsibility for maintaining and promoting the health of all who 'learn, work, play and live' within it not only by formally teaching pupils about how to lead healthy lives but by enabling pupils and staff to take control over aspects of the school environment which influence their health.</p> <p>It actively promotes, protects and embeds the physical, mental and social health and well being of its community through positive action.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	The new 4 Phase model of support for pupils includes early intervention and support for those pupils with behavioural issues. The aim is to support the pupils, both in mainstream and specialist settings, to fully participate in education.
3. Integration	<i>Considering how well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	<p>Although based within the Start Well theme of the Councils Well-being Objectives, a good education will assist with all aspects of Living Well in the future. A Bi-lingual local curriculum will also benefit promoting Welsh Language and Culture.</p> <p>The WESP is crucial in promoting and supporting Welsh Language and Culture both with future generations as they pass through school but also their parents in their participation in school life.</p> <p>Maximising the number of EET (Education, Employment and Training) young people reduces the effects of poverty and the wider cost to society of support services, reliance on benefits and offending.</p> <p>The work of the YSS supports young people and young adults to access appropriate health and wellbeing services, tackling risky behaviour promoting healthy lifestyles for the lifespan. The service aims to divert children and young people away from the criminal justice system and prevent offending and re-offending assisting with safer communities.</p> <p>As well as contributing to the new curriculum in Carmarthenshire schools, the Music Service contributes to the promotion of Welsh Language and Culture through a range of opportunities to perform through the medium of Welsh.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	The Healthy School Scheme promotes a healthy lifestyle which in turn is integral in other aims of the LA's Well-being Objectives.
4. Collaboration	<i>Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives</i>
How good are we at this?	Strong /-Partial / None
Self-Assessment Review:	We work with Head Teachers and key stakeholders to ensure the holistic development of children and young people.

	<p>Discussions have continued between the Regeneration team and Secondary Head Teachers to align the City Deal with school learning pathways. Productive discussions with Coleg Sir Gar/UWTSD are continuing.</p> <p>The YSS works constructively with a number of stakeholders and adopts a multiagency and collaborative approach</p> <p>Our aim is to build as many bridges with others as we can.</p> <p>Development of careers education with colleges, work-related learning with partners, and work with the Regeneration Department assists in ensuring alignment with the City Deal Skills and Talent initiative.</p> <p>Working within the adult learning partnership provides learners with a range of opportunities to engage in employment focussed and interest based learning opportunities, as well as progress to HE/FE.</p> <p>The learning centre is managed by the service and enables organisations to offer learners activities which promote health and wellbeing.</p> <p>The YSS works with all county secondary schools, Coleg Sir Gar, School Engagement staff, open access provision providers, courts, police and other agencies to deliver a full range of services to young people and young adults.</p> <p>The Music Service works with schools through an annual Service Level Agreement.</p>
<p>What difference have we made? (as a result of WFG Act)</p>	
<p>Planned Improvement for 20/21 - we will: (link to action plan)</p>	<p>The Healthy School Scheme liaises closely with the Leisure Division in delivering outcomes such as the Sports Ambassadors scheme. The team work alongside the school Catering team, for example working in partnership with the Designed 2 Smile Scheme, School Nursing Team and School Meals Catering Service by monitoring the Food & Drink that is being provided to pupils by the school.</p>
<p>5. Involvement</p>	<p><i>Importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area</i></p>
<p>How good are we at this?</p>	<p>Strong / Partial / None</p>
<p>Self-Assessment Review:</p>	<p>The YSS has carried out a self-assessment against National Participation Standards, formulating an Action plan which the service is now working towards completing. The service remains committed to supporting young people's participation in decisions that affect them.</p> <p>The service also includes the Participation and Children's rights team, who's Key responsibilities include:</p> <ul style="list-style-type: none"> • Children & Young People's Participation Strategy • Support for Carmarthenshire Youth Council • Support for School Councils • Participation of vulnerable groups including the Junior Local Safeguarding Children's Board • Children's Rights <p>Promote voice of the learner, school councils and citizenship education so that learners develop as active participants in democratic society</p> <p>Strategic reviews (e.g. Behaviour review) undertook a wide-ranging canvassing of stakeholders' views and its outcomes have ensured that recommendations have been mindful of a wide variety of perspectives.</p> <p>Siarter Iait, a project to encourage the use of Welsh socially in primary schools in Wales, encourages participation from every member of the school community - pupils, parents, school governors and the wider community.</p> <p>We are consulting informally with all stakeholders at this point in order to work towards our WESP targets in moving schools, both Primary and Secondary along the language continuum.</p>

	Schools and young people are involved in the VAP process to ensure that the young person is provided with the most appropriate support for the individual.
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	Working in partnership with other providers and stakeholders informs a broader choice of curriculum and progression routes for adults

Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When#1	By Who	WbO Ref
A	3-19 Curriculum Reform			
1	We will continue with the design of the Carmarthenshire Curriculum in partnership with Education through Regional Working (ERW), schools and other providers, framed within the national context. Pursue opportunities to link corporate and economic strategy with the design of the new curriculum <i>(13987)</i>	March 2020	Aeron Rees	WBO 3 and 4 MF5-34
2	Dovetail local opportunities for curriculum enrichment and extension with the national architecture with a view towards developing a Carmarthenshire Learner Offer. <i>(13988)</i>	March 2020	Aeron Rees	WBO4
B	Welsh in Education			
1	We will implement the content of the 'WESP' Welsh in Education Strategic Plan in partnership with school leaders for the benefit of all Carmarthenshire learners. <i>(13285)</i>	March 2020	Catrin Griffiths	WBO 3 and 14
2	Work with the County's primary and secondary schools to move them along the Welsh language continuum and also ensure that individual pupils within relevant schools are provided with opportunities to continue with their Welsh medium education throughout all key stages. <i>(14100)</i>	March 2020	Catrin Griffiths	WBO3 and 14 MF-31
3	We will plan to extend to other areas the successful piloting of professional linguistic support to schools in the Llanelli area <i>(14278)</i>	March 2020	Catrin Griffiths	
4	Continue to innovate, develop and diversify the Welsh for Adults Service to ensure breadth of coverage across areas of need including community learning, the workplace and the school interface. <i>(14279)</i>	March 2020	Catrin Griffiths	
C	Learning Transformation Service			
1	We will continue to develop and deliver the six elements of the Youth Engagement and Progression Framework. <i>(13991)</i>	March 2020	Gill Adams	WBO 4 MF5-37
2	We will work with partners to develop further opportunities for vocational learning pathways and apprenticeships where applicable within the County. <i>(13989)</i>	March 2020	Aeron Rees	WBO 4 MF5-38
3	We will deliver the local elements of the Cam Nesa <i>(14289)</i> and Cynnydd <i>(13993)</i> European Social Fund (ESF) projects.	March 2020	Tina Grech / Rhinedd Williams	WBO 4
4	We will work together with secondary schools to support vulnerable young people and alternative curriculum provision to replace the services offered through the Cynnydd and Cam Nesa Projects. <i>(13994)</i>	March 2020	Tina Grech / Rhinedd Williams	WBO 4 MF5-37
5	We will extend and develop the Seren More able and Talented Programme to pre-16 learners	March 2020	Julian Dessent	
6	Key Measure of success: We will reduce the % of Year 11 leavers Not in Education, Employment or Training (NEETs) <i>(2018/19 Result – 1.8%)</i>	1.5%	Gill Adams	WBO 4

D	Adult Learning Service			
1	Work with partners in the Carmarthenshire Adult and Community Learning Partnership to develop greater opportunities for learning and progression routes including FE /HE and employment. (13983)	March 2020	Tracey Warr	WBO 3 & 11 CWB1
2	Develop flexible learning opportunities to meet the needs of learners not currently engaging Essential Skills and ESOL provision including Digital Literacy Skills (13997)	March 2020	Tracey Warr	WBO 4 CWB1
3	We will retain, promote and further develop Carmarthen Community Education Centre as a flagship hub venue for Essential Skills and English for speakers of other languages (ESOL) provision, private classes, community clubs and societies. (14071)	March 2020	Tracey Warr	WBO 11 CWB1
E	Youth Support Service			
1	We will complete the self-assessment against the Youth Work Silver Quality Mark and implement the findings to work towards achievement of the Gold award. (14280)	March 2020	Gill Adams	
2	The YSS will work towards ensuring that Welsh Language skills and development will be central to service delivery, both in terms of staff skills as well as children, young people and young adults; and create positive environments for learning and use of the Welsh language. (14281)	March 2020	Gill Adams	
3	We will continue to ensure that a strong ethos of safeguarding pervades through Youth Support Service (YSS) and is manifested in its procedures, measures and actions taken. (14281)	March 2020	Gill Adams	
4	We will implement the Actions identified in the self-assessment of the Youth Support Services against the National Participation Standards to Increase participation which will contribute to improved service outcomes in terms of more effectively engaging those children and young people that are NEET. (13992)	March 2020	Gill Adams	WBO 4 MF5-37
5	We will work to divert children and young people away from the criminal justice system. (13998)	March 2020	Gill Adams	WBO 4 MF5-37
6	We will work to prevent offending and re-offending of children and young people. (13899)	March 2019	Gill Adams	WBO 4 MF5-37
F	Participation & Children's Rights			
1	Work with Public Services Board partners to develop our approach to engagement and participation with children and young people ensuring their voice is listened to as part of public service development. (14115)	March 2020	Sarah Powell	WBO 15 MF5-43
2	We will identify and address any gaps in the groups / forums of young people used for consultation and engagement to ensure they are fully inclusive. (13954)	March 2020	Sarah Powell	WBO 2
G	Carmarthenshire Music Service			
1	We will continue to provide quality and challenging performing and composing opportunities for all pupils, and build its growing profile in Wales, the UK and beyond. (14283)	March 2020	Gareth Kirby	
2	We will continue to work towards ensuring that there is a sustainable and thriving future for the service. (14284)	March 2020	Gareth Kirby	EC11
3	The Music Service will continue to develop the reach of the service and to build on new curriculum initiatives e.g. Music Therapy. (14000)	March 2020	Gareth Kirby	WBO 4 MF5-37
H	Education Systems Design			
1	We will ensure that all necessary information is made available to schools through the SharePoint system and that all staff who need it, have access to the appropriate areas on the site. (14271)	March 2019	Glenn Evans	
I	Healthy Schools			
1	Through the Healthy Schools Scheme we will continue to increase the level of physical activity by developing the Carmarthenshire Outdoor Schools Project, continue to hold our annual Pedometer Challenge and continue to embed the Food & Fitness Health topic within Schools. (13943)	March 2020	Catrin Rees	WBO 2

2	We shall continue to ensure that schools are abiding by the Healthy Eating in Schools (Wales) Measure 2009 and the Healthy Eating in Schools (Nutritional Standards & Requirements) (Wales) Regulations 2013, during cluster meetings, schools visits and assessments. (13950)	March 2020	Catrin Rees	WBO 2
3	We will continue to promote and raise awareness to campaigns specific to healthy eating, physical activity and mental health and promote the School Health Research Network through the Healthy Schools' Twitter account, Healthy Schools Network on Hwb, cluster meetings and raise awareness with parents and carers via parent's evenings. (13952)	March 2020	Catrin Rees	WBO 2
4	Through the Healthy School Scheme we will continue to support schools in their implementation of the Mental & Emotional Health and Well-being Health topic including Anti-bullying strategies and healthy coping mechanisms such as mindfulness and Speakr. (13946)	March 2019	Catrin Rees	WBO 2
J	MIS and Data			
1	Implement agreed development plan for Teacher Centre to introduce further Local Authority functions into the system, including FSM, ALN, Transport, and the Music Service, supplementing this with a data requests service, where Teacher Centre is not an option. (14001)	March 2020	Luke Howells	WBO 4 MF5-37 CWB2
F	Behaviour Support Service			
	We will reconfigure services in support of vulnerable learners within the remit of a designated 3rd Tier Manager as part of a more coherent structure. (13995)	March 2020	Aeron Rees	WBO4 MF5-37 CWB3 EC5
1	Implement recommendations stemming from the review of mainstream and specialist behaviour support services in the County with a view to decentralise and support bringing services into mainstream provision by 2021. (13982)	March 2019	Jo Antoniazzi	WBO 3 MF-42 CWB3 EC5
2	Plan for the implementation of the 4 phase behaviour Support Plan (14285)	March 2019	Jo Antoniazzi	WBO 3 MF-42 CWB3 EC5

*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

Divisional Profile

Key Responsibilities:

- ERW School Improvement Services
- Intervention in Schools Causing Concern
- School Leadership Development
- Inclusion / ALN Reform
- School leadership & reorganisation issues
- Education Systems Support
- School Finance
- School Governance & Governor Development



The Education Services Division is made up of a range of discrete services working in effective collaboration towards enhanced provision, outcomes and achievement for all Carmarthenshire learners. Our aim is to provide ongoing support, guidance and appropriate challenge for all schools. These activities ensure our learners are provided with the essential skills, knowledge, social attitudes and integrity necessary to become successful and responsible citizens in a constantly evolving national and international context. To achieve this, we work relentlessly in close partnership with numerous partners. These partnerships include 'ERW' (the regional school improvement consortium) which is made up of six neighbouring Local Authorities (Carmarthenshire, Pembrokeshire, Ceredigion, NPT, Swansea and Powys). This alliance provides the framework for our school improvement services to implement effective support strategies across a wide range of specific areas of focus including curriculum provision, leadership development and securing enhanced progress and achievement for all learners.

We provide extensive support and guidance for all aspects of the evolving inclusion and additional learning needs agenda within our schools. Our aim is to ensure the highest levels of inclusivity exist across all aspects of provision within both our mainstream schools and specialist settings. We continue to focus tightly on supporting our schools to build further knowledge and capacity in readiness for the successful implementation of ALN Transformation in an innovative and impactful manner.

We support the governance, financial management and organisation of our schools through a variety of processes and actions. This includes the delivery of practical and interactive workshops and training, emphasising engagement and collaboration with all school partners in support of our learners.

Our service remains committed to both the principles and priorities as outlined in the Welsh Government's most recent strategic document '[Education in Wales: Our National Mission.](#)' Its four 'Enabling Objectives' serve to capture and embrace the direction of all our work:

1. Developing a high-quality education profession
2. Inspirational leaders working collaboratively to raise standards
3. Strong and inclusive schools committed to excellence, equity and well-being
4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system

School Effectiveness/ERW Regional School Improvement

The Head of School Effectiveness (accountable to Directors and Chief Education Officers) works in close collaboration with the ERW Regional School Improvement Service as well as the range of divisions across the Carmarthenshire department for Education and Children. This collaborative approach ensures that our schools receive bespoke, focussed support in line with their developmental priorities.

The role of ERW is to assist the Local Authority to fulfil its statutory function in relation to further developing the effectiveness of our schools.

Business planning improvement priorities remains firmly focussed on the enabling objectives of The National Mission:

- **Developing and delivering a transformational curriculum**
- **To develop a high-quality education profession**
- **To develop inspirational leaders and to facilitate them working collaboratively to raise standards.**
- **To develop strong and inclusive schools that are committed to excellence and wellbeing.**
- **To develop robust assessment, evaluation and accountability processes that support a self-improving system**

1. Developing and delivering a curriculum for Wales The region will work with the education system to support the development of the new curriculum and associated assessment arrangements that will help raise standards for all pupils in the region. The region will ensure that high quality professional learning will enable schools to plan for the new curriculum and all associated assessment arrangements.

2. Developing a high quality education profession that has a positive impact on learners' progress and standards The region will support our teachers to be lifelong professional learners that reflect on and enhance their own practice to motivate and inspire the children and young people in their care. The region will support schools to develop pedagogy and practice in order to effectively prepare for 'A curriculum for Wales, a curriculum for life.' The region will support, challenge & intervene in schools by implementing a rigorous and consistent approach to ensure that all schools have a clear understanding of what constitutes consistently high quality teaching and learning for all learners. The region will ensure that assessment information is used diagnostically to influence teaching, learning and learner progress and secure robust reliability procedures for end of key stage assessments

3. Ensure Inspirational leadership has a positive impact on provision and standards The region will prioritise developing system leadership as a prime driver of education development across our schools. Promoting and supporting effective, collaborative leadership will therefore be central to our delivery. The region will develop effective school leadership and increase capacity across the region by developing universal and targeted support, challenge and intervention for current and aspiring school leaders at all levels. The region will develop and implement a comprehensive programme of professional learning in order to promote high expectations and develop knowledge, skills, personal qualities, values and professional characteristics that will enable leaders to offer consistently high quality education in all schools

4. Develop strong and inclusive schools committed to excellence, equity and well-being All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. The region is committed to delivering a fair and fully inclusive education system ensuring where schools across the region are equipped to support all learners in a manner which minimises obstacles and maximises the opportunities for reaching their full potential. The region will continue to develop the workforce so that schools can receive the necessary levels of support and challenge around inclusive practice.

5. Develop robust assessment, evaluation and accountability arrangements supporting a self-improving system Through the use of evidence-based approaches and co-construction, we will deliver

a coherent assessment and evaluation framework that will ensure effective accountabilities so that schools, LAs and the region play a full part in delivering the best for our learners and their teachers. We will encourage and acknowledge schools that are collaborative and supportive of each other and will ensure that smaller and rural schools are better supported to play their full part in a collaborative self-improving school system.

Education Systems:

The primary purpose Of the Education Systems team is to provide for the effective integration of professional and systems management roles and responsibilities across all education services and learner programmes.

More specifically, the team undertakes the following key activities across all education functions of the local authority:

- Service co-ordination, operation and support
- Staff deployment and logistics
- Business support for specialist services
- Strategic and performance planning
- Grants management and support
- Co-ordination and liaison between local authority and regional functions associated with school improvement
- Safeguarding processes in schools
- School funding and governor management/training processes
- Creditors and debtors processes, particularly those associated with school meals
- Free School Meals applications
- Departmental Management Team support
- Catering Service support
- Mail handling, reception & meeting room management (St. David's Park, Carmarthen)
- Front of house (Griffith Jones Centre, St. Clears)
- School Milk & School Uniform Grant management
- Co-ordination of Departmental communications

Inclusion and Additional Learning Needs Services:

The [Inclusion Service](#) is an integral part of the Local Authority's front line service to children and young people. It is a division which has statutory responsibilities and provides support and intervention where necessary. The Council's strategy on Additional Learning Needs (ALN) states that inclusive education means providing all children and young people with appropriate education and networks of support.

We are committed to the belief that 'inclusive learning' is the best practice in teaching and learning.

Our service places a strong emphasis on supporting schools within the following key areas:

- Accurate assessment of strengths and needs
- Planning effectively to build on strengths and address areas of need
- Adopting pedagogical approaches to optimise individual learning
- Involving children in setting their learning goals and evaluating their progress towards agreed targets
- Engaging with parents to inform them of their children's progress and to involve them in supporting their children's learning

- Evaluating individual children's progress and the progress of groups and classes
- Refining the approach to teaching and learning in light of evaluation
- Maintaining systematic records to report progress and to enable reflective practice

Major Current Strengths

The Division's Leadership Team continues to identify and support key areas of need and improvement for all our learners, staff and governors in an effective and responsive manner. As a result, the following range of strengths and areas for further improvement have been identified:

- We have continued to support any 'Schools Causing Concern' most effectively through a range of strategies including the utilisation of 'Improvement Panels' working in collaboration with Governors and ERW partners. This work has witnessed much success and progress including removal from Estyn follow-up categories where appropriate.
- 'Effective practice' sharing and collaboration between Inclusion, School Improvement and School-based colleagues has supported curriculum provision increasingly well. For example, the ongoing development of the teaching and learning of literacy has been embraced jointly.
- All schools benefit from detailed support packages implemented as a result of ERW Core Support Visits. This work has been implemented, supported and monitored by all members of the 'School Improvement Team.' As a result, it has succeeded in supporting individual learner progress and end of Key Stage outcomes and achievement.
- School-based Action Research projects have produced positive outcomes through innovative collaboration across Cluster Families.
- We have continued to implement a range of strategies to support school attendance across all phases and continue to seek additional strategies to further encourage learner and family engagement.
- Support for School Leadership and Governance continues to benefit from a wide range of seminar and workshop activities.
- Guidance and support for effective school management and resource systems has impacted well on current practice.
- We have provided all schools with useful resources such as 'One Page Profiles' and 'Individual Development Plan' templates. These have been developed well and are supporting higher levels of personalised learning for pupils.
- We have further enhanced our Person-Centred Practice through the appointment and work of our Person-Centred Champions and undertaking of 'PCP Conferences.'
- We have completed the remodelling of the Behaviour Support Service with the Behaviour Support Service now integrated with 'Canolfan Bro Tywi.' In addition, 'Canolfan Y Gors' provision has been further strengthened under the management of the Carmarthenshire Secondary Teaching and Learning Centre.
- Ongoing support for all schools and in particular, their ALNCOs, through bespoke seminar and workshop activities which have focused effectively on key priorities including ALN transformation.

Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

- Continue to support schools embed evolving curriculum, assessment and examination developments. *(see Actions A6-7)*

- Provide ongoing support for Schools Causing Concern, including those placed in Estyn follow-up categories. *(see Actions A2, A3-5)*
- Provide ongoing support for all schools in line with their agreed bespoke National Categorisation Support Category improvement needs. *(see Actions A2, A6)*
- Provide ongoing support, guidance and challenge for end of Key Stage 4 and Foundation Phase outcomes. *(see Action A3)*
- Continue to support the needs of the school leadership and 'provision footprint' agendas (collaborating closely with MEP colleagues) across the Local Authority. *(see Action B2-3 of Access to Education Business Plan)*
- Continue to support schools with governance and financial management needs (collaborating closely with governance, finance and TIC department colleagues). *(see Action B1-3)*
- Continue to support schools with governance and financial management needs (collaborating closely with governance, finance and TIC department colleagues). *(see Action B1)*
- Continue to support schools to prepare for ALN transformation. *(see Actions C1-7)*
- Continue to review and remodel capacity within our Specialist Settings. *(see Action C1, and also H1-3 of Curriculum and Wellbeing Divisional Business Plan)*

Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC1	Failure to raise standards at each key stage and especially the Level 2i indicator;	A1-7
EC3	Failure to support the implementation of the ALN reform;	C1-7
EC5	Failure to provide appropriate support for vulnerable learners;	C1-7
EC7	Failure to ensure that schools effectively manage their financial resources and respond to the challenges of reduced funding.	B1-3
EC11	Failure to ensure that the Division effectively manage their resources and respond to the challenges of flexible funding and changes to WG and Regional Grants.	On-going work of the Team
ERW	Failure to respond to the identified ERW Risks	A1-7

5 Ways of Working

1. Long Term	<i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	<p>Education as a long-term Invest to Save service, laying down the foundations for life, living and the world of work, so that employable and well-qualified young people can be fully prepared to live and thrive as independent adults</p> <p>All aims, objectives and actions of the Division are aimed at the long term development of young people at the age where they are most receptive to learning.</p> <p>The Education Systems team is involved in long term planning and development of the Department through service co-ordination, staff deployment, logistics, strategic and performance planning and management and support of grants. This</p>

	<p>allows for the Department to plan for the long term support of young people as an invest to save service.</p> <p>The Council's strategy on ALN mean's that all children and young people are provided with appropriate education and networks of support, giving them the foundation to be fully prepared to live and thrive as independent adults.</p> <p>The ALN team plan effectively to build on strengths and address areas of need.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	Our Actions include ensuring that the Council fully responds and complies with the requirements of the ALN transformation programme.
2. Prevention	<i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	<p>The Division includes Actions in order to promote high standards of attendance, behaviour, care, support guidance and attitudes to learning in school, so that learners can enjoy schooling free from any major detrimental issues.</p> <p>The Education Services team has responsibility for safeguarding processes in schools, working collaboratively with Children's Services and other Divisional officers for delivering safeguarding training to schools, Governors, Councillors, and undertaking school health checks.</p> <p>The team also manages free school meals, school milk and uniform grant applications, assisting that access to education is equitable.</p> <p>The aim of the Inclusion and Additional Learning Needs Business Unit, through assessment, intervention and support, is to ensure that all young people are provided with the appropriate education for them as individuals.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	
3. Integration	<i>Considering how well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies</i>
<i>How good are we at this?</i>	Strong/ Partial / None
Self-Assessment Review:	<p>Education as a means to ensure the best start in life, healthy, qualified, employable, socially and economically active.</p> <p>As noted above, the team also manages free school meals, school milk and uniform grant applications, assisting those in poverty.</p> <p>Through equity of support the ALN team help ensure that Education is a means to ensure the best start in life, healthy, qualified, employable, socially and economically active.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	
4. Collaboration	<i>Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives</i>
<i>How good are we at this?</i>	Strong / Partial / None
Self-Assessment Review:	<p>Have regard for formal, informal and non-formal learning both inside and outside school and other settings (in partnership with other agencies locally and further afield)</p> <p>Promote a strong ethos of school-to-school working and collaborative activity</p>

	<p>Build Professional Capital to arrive at sustainable local solutions.</p> <p>Actively participate within ERW, Education through Regional Working.</p> <p>The Education Services team work collaboratively across the department to provide service co-ordination, operation and support, particularly for specialist services and the Departmental Management Team. The team also work with schools directly assisting with school funding and governor management and training processes.</p> <p>Have regard for formal, informal and non-formal learning both The Business Unit works with schools, Health and any other appropriate Divisions of Local Authority to provide the appropriate support for all learners.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	
5. Involvement	<i>Importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area</i>
How good are we at this?	Strong / Partial / None
Self-Assessment Review:	<p>Promote youth participation. Promote voice of the learner, school councils and citizenship education so that learners develop as active participants in democratic society.</p> <p>The Business Unit always involves children in setting their learning goals and evaluating their progress towards achieving agreed targets, while engaging with parents to inform them of their children's progress.</p>
What difference have we made? (as a result of WFG Act)	
Planned Improvement for 20/21 - we will: (link to action plan)	

Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When ^{#1}	By Who	WbO Ref
A	School Effectiveness			
1	Enhance outcomes for More Able and Talented pupils. (13959)	March 2020	Elin Forsyth	WBO 3 EC1 ES1
2	Improve the proportion of schools with a Green or Yellow categorisation in the National School Categorisation System. (13960)	March 2020	Elin Forsyth	WBO 3 EC1 ES1
3	We will support schools, in tandem with ERW (Education through Regional Learning), to further improve outcomes for all pupils outcomes at the end of the Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children. (13961)	March 2020	Elin Forsyth	WBO 3 EC1 ES1
4	We shall continuing to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism. (13964)	March 2020	Bethan James	WBO 3 EC1 ES1
5	We will implement the Attendance Forward Working Plan following consultation with Headteachers. (13965)	March 2020	Bethan James	WBO 3 EC1 ES1

6	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. (13962)	March 2020	Andi Morgan	WBO 3 EC1 ES1
7	We will continue to support, challenge and improve the quality of leadership and its impact on improving provision and outcomes in collaboration with senior school leaders e.g. provision of Leadership Seminars and Networks. (13977)	March 2020	Andi Morgan	WBO 3 EC1 ES1
PAM/032	We will increase the average Capped 9 points score, a pupils best 9 results including specific attainment requirements in English/Welsh, Mathematics–Numeracy, Mathematics and Science, of Year 11 pupils (2018/19 Result – 363.1 - 17/18 Academic Year)	363.6	Elin Forsyth	WBO 3
4.1.2.4	We will increase the Capped 9 score of pupils eligible for Free School Meals (2018/19 Result – 308.1 - 17/18 Academic Year)	308.5	Elin Forsyth	WBO 3 WBO 5
B	Education Systems Business Unit			
1	We will support Governors in their strategic leadership role through focused training and briefing activities, including the mandatory governor training programme. (13978)	March 2019	Nia Thomas	WBO 3
2	We will further develop systems to support school improvement, including ongoing Professional Development and Performance Management provision for school staff. (13979)	March 2019	Nia Thomas	WBO 3
3	We will review and encourage participation in governorship of schools. (13980)	March 2019	Nia Thomas	WBO 3 MF5-35
4	We will deliver our Toy and Wellbeing Hamper Appeal to those children and families identified to us as requiring some support (13156) (14008)	March 2020	Nia Thomas	WBO 5
C	Inclusion and Additional Learning Needs Services			
1	To support integrated approaches/planned developments at Rhydygors School to meet future curricular, behavioural, care and therapeutic needs of our most troubled/complex pupils and their families. (14286)	March 2019	Rebecca Williams	EC3
2	Develop ALN outreach support working in partnership with specialist setting staff to share expertise to support pupils in mainstream settings. (14287)	March 2019	Rebecca Williams	EC3
3	We shall ensure the Council fully responds and complies with the requirements of the Additional Learning Needs transformation programme which aims to transform expectations, experiences and outcomes for children and young people by developing a unified system for supporting learners with additional needs from 0 to 25 years of age. (13939)	March 2019	Rebecca Williams	WBO 1 MF5-39 EC3
4	We will continue to support schools to develop their person centred planning approaches to identify need, deliver personalised additional learning provision and provide holistic integrated responses through multi-agency working. (13940)	March 2019	Rebecca Williams	WBO 1 EC3
5	We will continue to develop Individual Development Plans to meet all needs at all stages. (14288)	March 2019	Elinor Williams	WBO 1 EC3
6	We will monitor, evaluate and celebrate achievements at key milestones of Additional Learning Needs (ALN) reform, especially the assessment and evaluation framework to provide schools with the confidence to innovate. (13941)	March 2019	Elinor Williams	WBO 1 EC3
7	We will review workforce data in relation to a range of support services, e.g. Educational and Child Psychology and Sensory Impairment support and Advisory Teachers, to ensure support for low incidence high-complexity needs and high incidence low complexity needs. (13942)	March 2019	Rebecca Williams	WBO 1 EC3

*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

4. Department Resources

Core Values



Customers First – we put the needs of our citizens at the heart of everything that we do

Listening – we listen to learn, understand and improve now and in the future

Excellence – we constantly strive for excellence, delivering the highest quality possible every time by being creative, adopting innovative ways of working and taking measured risks

Integrity – we act with integrity and do the right things at all times

Taking Responsibility – we all take personal ownership and accountability for our actions

Budget Summary

2020-21 Budgets will be set following Budget Consultation Process through December 2019 -0 January 2020.

Previous year's budget:

Education & Children Revenue Budget 2019-20

	2019-20		
	Expenditure	Income	Net
	£'000	£'000	£'000
Director & Management Team			
Director & Management Team	1,282	-255	1,027
Business Support	636	0	636
Total Director & Strategic Management	1,918	-255	1,663
Education Services Division			
Schools Delegated Budget	108,083	0	108,083
School Expenditure not currently delegated	20,196	52	20,248
School Redundancy & EVR	1,934	0	1,934
School Information Systems	250	0	250
Early Years Non-Maintained Provision	340	0	340
Special Educational Needs	3,077	-1,523	1,554
Education Other Than At School (EOTAS)	2,173	-283	1,890
Sensory Impairment	391	0	391
Educational Psychology	919	0	919
Total Education Services Division	137,363	-1,754	135,609
Access to Education			
School Admissions	249	0	249
School Modernisation	1,423	-250	1,173
School Meals & Primary Free Breakfast Services	8,716	-5,294	3,422
Total Access to Education	10,388	-5,544	4,844
School Improvement			

School Effectiveness Support Services	698	-8	690
National Model for School Improvement	1,136	-59	1,077
Education Improvement Grant	7,657	-6,975	682
Other School Grants incl PDG	4,898	-4,773	125
Total School Improvement	14,389	-11,815	2,574
Curriculum & Well Being			
Post 16 Funding	6,030	-6,029	1
Music Services for Schools	167	0	167
Behaviour Management	150	0	150
Welsh Language Support	567	-215	352
Youth Offending & Prevention Service	1,757	-689	1,068
Families First Grant (Youth)	636	-610	26
Participation	113	0	113
Adult & Community Learning	289	-185	104
Cam Nesa	439	-439	0
Cynnydd	757	-708	49
Total Curriculum & Well Being	10,905	-8,875	2,030
Children's Services Division			
Commissioning and Social Work	8,195	-79	8,116
Corporate Parenting & Leaving Care	987	0	987
Fostering Services & Support	4,121	0	4,121
Adoption Services	566	0	566
Out of County Placements (CS)	721	0	721
Garreglwyd Residential Unit	692	-166	526
Residential and Respite Units	1,053	0	1,053
Childcare	431	-108	323
Short Breaks and Direct Payments	544	0	544
Children's/Family Centres and Playgroups	184	-4	180
Flying Start Grant	3,947	-3,779	169
Families First Grant	1,706	-1,305	401
Family Aide Services	266	0	266
Other Family Services incl Young Carers and ASD	367	-63	304
Out of Hours Service	155	0	155
Children's Services Mgt & Support (incl Care First)	904	0	904
Education Welfare	297	0	297
Total Children's Services Division	25,136	-5,504	19,632
EDUCATION AND CHILDREN'S SERVICES TOTAL	200,098	-33,746	166,352

Savings and Efficiencies

2020-21 Savings and Efficiencies will be set following the Budget Consultation Process through December 2019 - January 2020.

Previous entry:

In recent years the Department has delivered savings through removing posts (vacancies, retirement and early voluntary severance), maximisation of grant funding, centralisation of staff and processes, reducing budgets, reduction in travel etc, as well as via direct management and policy decisions.

For 2019-20, the Department is committed to Cross cutting initiatives including; casual travel, budgets for supplies and services and Cross-departmental support costs including administration, financial processing, & premises management.

Access to Education

Savings of **£105,000** were achieved from our budgets in April 2019, including £55,000 in Management costs in the Catering Service and £50,000 in Policy costs in Breakfast Club provision.

Currently savings of £135,000 have been identified for 2020-21, while further proposals will be included in the Budget consultation in November 2019.

Children's Services

Savings of **£280,000** were achieved from our budgets in April 2019, including £100,000 in Management costs in a range of preventative and support services for children and £180,000 in Policy costs in the Welfare services.

£50,000 of savings in Education Psychology have been deferred until 2020-21 with further savings of £50,000 currently identified for 2020-21, while further proposals will be included in the Budget consultation in November 2019.

Curriculum and Wellbeing

Savings of **£45,000** were achieved from our budgets in April 2019, including savings in the Learning Transformation and Athrawon Gwella'r Gymraeg a Dwyyieithrwydd services.

£100,000 of savings in the Youth Support Services have been deferred until 2020-21 with further savings of £75,000 currently identified for 2020-21, while further proposals will be included in the Budget consultation in November 2019.

Education Services

Savings of **£175,000** were achieved from our budgets in April 2019, including £50,000 in Management costs in Home Tuition and Business Support and £125,000 in Policy costs in Education Support Services, School Improvement and EOTAS services.

Currently savings of £50,000 have been identified for 2020-21, while further proposals will be included in the Budget consultation in November 2019.

Key Workforce Planning Issues

A Departmental Workforce Plan is being drafted by the Departmental Management Team with support from HR staff.

As part of this initiative, around 50% of team's have undertaken workforce planning workshops in June 2019 with the following conclusions:

Current workforce issues:

- Upskilling of current staff.
- Review of recruitment processes within the department.
- The need to ensure service delivery is fully participative from end to end.
- There is still a need to ensure that there is enough Welsh speakers in the Service Delivery Team
- Some skills gaps in frontline catering posts
- Fragility of admissions team as only 2 people, lots of pressure if someone off, exacerbated by move to new system

Future business priorities and implications on the workforce:

- The Inclusion Department will need to increase the ALN Advisory Teacher/Inclusion Officer Outreach Team/support services to build school-based capacity to develop and consolidate the skills aptitudes and expertise of staff to implement all aspects of the ALNET Act. It is envisaged that the new posts, noted below will be required.
- Young people present with increasingly complex needs. They therefore need more intensive and more specialised support from staff than when the project was developed, i.e. emotional health, ASD, gender issues etc.
- Continuing to deliver a valued and quality catering service utilising technology to improve customer experience (payments etc) and back office – need for staff to be confident with technology
- Modernisation workloads pressures are sustained as a result of the following:
 - The Minister for Finance and Minister for Education announced that the delivery of the Band A programme would be accelerated to 2018/19 a year sooner than initially planned.
 - Unplanned closure of unviable schools as a result of severe pupil decline and/or financial pressures, add to the fully committed resource plan of the section. The School Modernisation section is responsible for facilitating these closures as and when they arise.
 - There are a number of recommendations in the Welsh in Education Strategic Plan (WESP) that impact on the section with the need to bring forward statutory proposals to change the nature of linguistic provision in schools

What is your Development Plan to address the gap implications? (between 1 & 2 above)

- Secure additional funding to realise a revised staffing structure in support of the priorities and identified needs. This will allow us to recruit to:
 - 3 x ALN Advisory Teachers to support direct work in schools to build ALN capacity and run a planned programme to audit and monitor ALN/ALP functions in Carmarthenshire's 2 Special Schools, 98 Primary Schools, 12 Secondary Schools and 33 specialist settings. Lead on LA's ALN training and development programme.
 - 1 x ALN Advisory Teacher for Learning Difficulties
 - 1 x Advisory Teacher of ASD
 - 2 x Outreach TAs for ASD

 - 1 x Early Years ALN Lead officer
 - 1 x Post 16 ALN Lead Officer/Transition Officer

 - IT post to support IDP/ALN platform (s)
- Approach Head of Curriculum and Wellbeing, School Improvement and WG when finalised to deliver appropriate training. Therefore, enhancing knowledge within the team of:
 - Curriculum reform
 - Professional standards / CPD
 - Professional learning offer for ALNCo
- Review of recruitment processes
- Identify blockages in system and opportunities to shorten timescales.
- Training identified and delivered to all staff. (PIMS Action 13992)

- Continue to focus on attracting Welsh language speakers into the service. Continue to support new and existing staff to improve their language skills. (PIMS Action 14281)
- Identify and deliver on-going training for staff to allow them to better support vulnerable young people.
- Raises awareness with staff of existing support available and identify additional support where appropriate.
- To develop a business case to ensure Cynnydd-style provision takes place after the end of Cynnydd funding and to take into consideration the possibility of staff leaving before the project end date.
- Identify learning opportunities in order to aid project management and change management.
- Work with HR colleagues to improve recruitment process, promote the catering roles effectively
- Ensure IT skills gaps in frontline catering are understood and addressed through Digital Skills Strategy

All other teams are due to undertake workshops during summer 2019 while The MEP programme for all activities is continually reviewed to best match resources with priorities for delivery.

5. Departmental Key Measures

Definition / Measure Reference <small>(abbreviated definition is fine)</small>	2017/18	2018/19					2019/20		2020/21	Cost Measure (£)
		All Wales Comparative data					Target set	Result <small>(when available)</small>	Target set <small>(at EOY)</small>	
	Our Result	Our Result	Quartile * to ****	Welsh Median	Welsh Best Quartile					
Division										
1	Number of (FTE) days lost due to sickness absence –PAM/001 EXAMPLE	10.8 days	10.1 days	***	10.1 days	9.7 days	9.6 days			
2	Cost of sickness per employee – EXAMPLE	£10	£12	Not applicable			Not set			£
3										
4										
Division										
5										
6										
7										
8										

[Performance Report – Qtr 2](#)

We review Performance quarterly at the Department Management Team meeting using a Performance Dashboard linked to the live Performance and Improvement Management System.

Below is the last full year's (2018-19) Results tables:

Children's Services Division

Definition / Measure Reference	2016/17	2017/18					2018/19		2019/20	Cost Measure (£)
		All Wales Comparative data					Target set	Result	Target set <small>(at EOY)</small>	
	Our Result	Our Result	Quartile * to ****	Welsh Median	Welsh Best Quartile					
SCC/24 WBO1 PAM 28	% of assessments completed for children within statutory timescales	82.9%	89.7%	***	88%	93.4%	90.0%	87.2%	88%	
SCC/25 WBO1	% of children supported to remain living within their family	79.7%	81.5%	****	68.4%	74.5%	82.0%	82.3%	81.2%	
SCC/26 WBO1	% of looked after children returned home from care during the year	24.6%	22.7%	****	10.5%	12.1%	23.0%	19.8%	20.1%	
SCC/27 WBO1	% of re-registrations of children on local authority Child Protection Register (CPR)	10.4%	0.7%	****	5.4%	2.6%	6.0%	6.3%	5.6%	

SCC/28 WBO1	Average length of time for all children who were on the CPR during the year	274.8 days	213 days	****	248 days	226 days	211.2 days	262.4 days	250.1	
SCC/29 a	% of children receiving care and support achieving the core subject indicator at key stage 2	56.7%	71.4%	****	60.2%	67.0%	64.1%	66.7%	64.9%	
SCC/29 b	% of children receiving care and support achieving the core subject indicator at key stage 4	18.0%	12.5%	****	9.5%	12.5%	15.0%	20.0%	16.8%	
SCC/30 WBO2	% of children seen by a registered dentist within 3 months of becoming looked after	71.4%	69.6%	***	58.4%	74.5%	70.5%	75.8%	72.2%	
SCC/31 WBO2	% of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement	94.0%	94.6%	***	90.9%	99.8%	94.6%	96.2%	94.9%	
SCC/32 WBO1	% of looked after children who experienced one or more change of school during a period of periods of being looked after which were not due to transitional arrangements in the year to 31 March	3.4%	4.0%	****	11.5%	7.3%	4.0%	0.9%	3.1%	
SCC/33 WBO1 PAM 29	% of children who are looked after, who have had 3 or more placement moves during the year	9.2%	8.8%	***	9.6%	7.8%	8.3%	10.4%	9.3%	
SCC/34 a	% of all care leavers who are in education, training or employment at 12 months after leaving care	56.3%	72.2%	****	51.4%	67.7%	64.3%	64.7%	64.4%	
SCC/34 b	% of all care leavers who are in education, training or employment at 24 months after leaving care	50.0%	64.3%	****	51.4%	63.8%	57.2%	61.1%	58.5%	
SCC/35	% of care leavers who have experienced homelessness during the year	2.6%	8.9%	***	9.4%	5.2%	7.6%	1.1%	4.2%	
PAM/27	% children satisfied with their care & support	85.2%	81.7%	Not published by WG	Not published by WG	Not published by WG	81.9%	84.6%	N/a	

FLYING START

Ref	Measure Description	2016/17 Result	2017/18 Result	2018/19 Target	2018/19 Results	2019/20 Targets
9.1.8.1 WBO1	The % of attendance at the free Flying Start Child Care placement	78.9%	76.9%	80.0%	79.2%	80%
9.1.8.6 WBO1	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	90%	92.4%	93.0%	94.7%	94%

9.1.8.8 WBO1	The % of unauthorised absence at the free Flying Start Child Care settings	4.07%	3.6%	3.55%	2.5%	2.75%
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Mid & West Wales Adoption Service

	Performance Indicators for Service	15/16 Results	16/17 Results	1718 Results	18/19 Results	Benchmark (Wales)
Measure 1	Number of children Referrals made to the Service during the year	New 16/17	81	65	69	
Measure 2	Number of Should be Placed for Adoption decisions made during the year	New 16/17	50	46	31	
Measure 3	Number of Placement Orders Made during the year		31	43	36	
Measure 4	Number of children Placed for Adoption during the year		23	35	35	
Measure 5	Number of Adoption Orders granted during the year	New 16/17	24	22	30	
Measure 6	Number of children with an Agency Should Be Placed for Adoption Decision who have not yet been placed for Adoption as at 31st March		33	40	30	
Measure 7	Number (and %) of children with agency Should be Placed for Adoption Decision as at 31st March who also have a Placement Order but have not yet been Placed for Adoption	New 16/17	22 (67%)	34 (85%)	27 (90%)	
Measure 8	Number (and %) of Children with an agency Should Be Placed for Adoption Decision who also have a Placement Order and have been matched but not yet placed for adoption as at 31 March	New 16/17	1 (3%)	4 (10%)	2 (7%)	
Measure 9	Average length of time in days it has taken all children Placed for Adoption during the quarter to progress from start date of most recently becoming looked after to date of placement for adoption	New 16/17	362 days	514 days	505 days	Bench mark 395 days
Measure 10	Longest length of time in days it has taken for a child Placed for Adoption to progress from the date of most recently becoming Looked After to the date of Placement for Adoption during the quarter	New 16/17	625 days	2388 days	809 days	
Measure 11	Average length of time in days it has taken all children placed for adoption to progress from date of should be placed for adoption decision to date of placement for adoption	New 16/17	229 days	262 days	324 days	
Measure 12	Longest time in days it has taken any child Placed for Adoption in quarter to progress from date of Should be Placed for Adoption Decision to date of Placement for Adoption		734 days	600 days	626 days	
Measure 13	Average length of time in days it has taken all children who were placed for adoption during the quarter to progress from the date of their placement order to date of placement for adoption	New 16/17	167 days	241 days	289 days	Bench mark 183 days
Measure 14	Number of children Matched (approved by Agency Decision Maker) during the year		22	38	35	
Measure 15	Number (and %) of children matched who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) to progress from date of Should Be Placed for Adoption Decision to date of agency decision to approve match	New for 18/19	New for 18/19	New for 18/19	7 (64%)	

Measure 15A	Number of children matched who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) to progress from date of Placement Order to date of agency decision to approve match	New for 18/19	New for 18/19	New for 18/19	7	
Measure 15B	Of the children matched who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) how many were categorised as harder to place i.e. Aged 4+; BME; disabled and/or part of a sibling group	New for 18/19	New for 18/19	New for 18/19	5	
Measure 16	Number of children with Placement Order who have Permanence Plan recommended to change from Adoption at LAC Review	5	1	2	8	
Measure 16B	Number of Placement Orders that have been discharged during the year	New for 18/19	New for 18/19	New for 18/19	2	
Measure 17	Number of children whose Agency approved Match did not proceed to Placement with those specific adopters	0	3 (14%)	0 (0%)	0 0%	Bench mark 8% or less
Measure 18	Number of children whose placement for adoption permanently disrupts between date of placed for adoption and before adoption order	0	1	2	1	
Measure 19	Number of children looked after who are known to have been previously adopted	0	3	1	*Dis-continued from 17/18	
Measure 20	Number (and %) of children Placed for Adoption during the year for whom Life Journey material has been provided to adopters by the time of 2nd Adoption Review	29	15 (79%)	24 (92%)	25 75%	Bench mark 75%
Measure 21	Number of Children who had their second adoption review during the year	New 16/17	19	26	30	
Measure 22	Number (and %) of children placed for adoption during the year who have had an assessment for adoption support	30	23 (100%)	35 (100%)	*Dis-continued from 17/18	
Measure 23	Number (and %) of children placed for adoption during the year whose plan for adoption support involved ongoing service provision at the point of placement, one-off and otherwise	New for 16/17	11 (48%)	10 (29%)	17 (20%)	
Measure 24	Number (and %) of children placed for adoption during the year who have had an assessment for adoption support, the plan has been discussed with the adopters	30 (100%)	19 (100%)	35 (100%)	*Dis-continued from 17/18	
Measure 25	Number (and %) of children placed for adoption where an ongoing adoption allowance was granted	New for 16/17	6 (26%)	3 (9%)	6 30%	
Measure 26	Number (and %) of children placed for adoption where a 'one-off financial payment was involved	New for 16/17	0	3 (9%)	1 10%	
Measure 27	Number of new assessments started during the year in respect of children that are currently not receiving an adoption support service	New for 16/17	17	55	50	
Measure 28	Number of new assessments completed in respect of children that are currently not receiving an adoption support service during the year	New for 16/17	11	23	38	
Measure 29	Number (and %) of new assessments completed during the year which resulted in an ongoing adoption allowance being agreed	New for 16/17	3 (27%)	2 (9%)	3 8%	

Measure 30	Number (and %) of new assessments completed during the year which resulted in a 'one-off' financial payment being agreed	New for 16/17	5 (45%)	5 (22%)	9 33%	
Measure 31	Number (and %) of new assessments completed during the year which resulted in a non-financial adoption support service being agreed	New for 16/17	8 (73%)	17 (74%)	18 56%	
Measure 32	Number of Initial Enquiries regarding Adoption received during the year	New for 16/17	82	83	108	
Measure 33	Number (and %) of Initial Enquiries regarding Adoption which receive a response by phone, email or letter within 5 working days	101(85 %)	81 (100%)	83 (100%)	108 100%	
Measure 34	Number of Prospective Adopters receiving Agency Decision to approve as suitable to adopt during the year	23	22	29	21	
Measure 35	Average number of days it has taken all prospective adopters to progress from initial enquiry to date of receiving Agency Decision to approve as suitable to adopt (Measure 35)	New for 16/17	371	295	219 days	8 months 240 days or less
Measure 36	Number of adopter assessments started during the year	New for 16/17	23	29	31	
Measure 37	Number of assessments commenced during the year that did not result in a decision to approve the prospective adopter(s)	New for 17/18	New for 17/18	2	3	
Measure 38	Number of Initial Visits to Prospective Adopters undertaken during the year	40	32	30	52	
Measure 39	Number of prospective adopters who do not proceed from initial visit to application to adopt	25	9	11	12	
Measure 40	Number of Birth Parents of children referred to the adoption agency during the year	New for 16/17	59	50	58	
Measure 41	Number (and %) of Birth Parents of children referred to the adoption agency during the year who were offered a service	New for 16/17	59 (100%)	50 (100%)	58 100%	100%
Measure 42	Number (and %) of birth parents of children referred to the adoption agency during the year who take up a service	43 (91%)	44 (75%)	45 (90%)	31 (77%)	
Measure 43	Number of other birth parents who took up a service during the year	New for 16/17	12	25	28	
Measure 44	Number of requests for an assessment for post adoption support from birth siblings during the year	New for 16/17	0	6	5	
Measure 45	Number of requests for an assessment for post adoption support from other adults (relatives/former guardians) affected by the adoption of a particular child during the year	New for 16/17	13	8	14	
Measure 46	Number of requests for access to birth records during the year	New for 16/17	39	36	39	
Measure 47	Number of requests for intermediary services during the year	New for 16/17	24	32	34	
Measure 48	Total days it has taken all prospective adopters approved during the year to progress from formal application to approve as suitable to adopt	New for 17/18	New for 17/18	1354	1788	
Measure 49	Number of step-parent notifications of intention to adopt received during the year	New for 18/19	New for 18/19	New for 18/19	19	

Measure 50	Number of active letter-box cases at the end of the year	New for 18/19	New for 18/19	New for 18/19	422	
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Safeguarding Measures

	(new from 2017/18)	2017/18 Results	2018/19 Results
CFG4	Percentage of Safeguarding School health checks undertaken ** New Education Safeguarding Officer commenced in post since 15/01/19. School health checks have been completed on a twice weekly basis since that time. This timetable of checks will continue until the end of Summer term.	88.0%	**21%
CFG5	Percentage of basic safeguarding training completed by staff/school governors /councillors ** as above	100%	**31%
CFG13	Number of children on the Child Protection Register	92	73
CFG14	Percentage of initial child protection conferences during the year which were held within 15 working days of the strategy discussion	86.2%	79.0%
CFG15	Number of Children Safeguarding/Professional Abuse Strategy meetings (by professional/local authority staff/provider staff) held during the year	37	35

Education Services

Note on Attainment Measures 2017/18 (Academic Year 2016/17) onwards

Following recommendations from reviews and policy changes announced by Welsh Government, several key changes have been made to the Key Stage 4 performance measures data which impacts significantly on comparisons with previous years. Although we have noted the changes to each measure, it is not possible to quantify the impact of the changes in policy on pupil and school choices around curriculum options and exam entry. Therefore comparisons with previous years should be avoided. You can find more information on these changes in the Statistical First Release – Examination results in Wales 2016/17 publication on the Welsh Government website.

Following these changes there is a need to develop ‘well-being’ measures for all LEA’s in Wales to reflect the change in emphasis from performance to progress and well-being. While we await this development we will continue to monitor previous measures as a tool for School Improvement to conduct Core Visit’s to schools. However, we currently see no benefit in setting LA targets (marked as *) for these measures as they are no longer used in measuring comparative performance within Wales.

Note on Teacher Assessment Measures

The revised Foundation Phase Areas of Learning (AoL) were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018.

Comparisons of Foundation Phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.

Following consultation on future publication of teacher assessments, this statistical report will no longer publish Foundation Phase, Key Stage 2 and Key Stage 3 data at a school, local authority and consortia level.

Definition / Measure Reference (abbreviated definition is fine)		2016/17 (AY 2015/16)	2017/18 (Academic Year (AY) 2016/17)			2018/19 (AY 2017/18)		2019/20 (AY 2018/19)	Cost Measure (£)	
		Our Result	Our Result	All Wales Comparative data			Target set	Result (when available)		Target set
				Quartile * to ****	Welsh Median	Welsh Best Quartile				
Business Unit – School Effectiveness										
EDU/013	Number of pupils per teacher in Primary Schools	19.9	20.2	No comparable data available			20.0	20.8	20.0	
EDU/006i	% of pupils receiving Teacher Assessment in Welsh First Language at KS2 (Year 6) (WBO 3)	50.5	52.2	No comparable data available			n/a	52.0	n/a*	
EDU/003 (was PAM/004)	% KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science)	89.0	88.8	*	89.5	90.8	n/a*	87.9	n/a*	
EDU/006ii	% of pupils receiving Teacher Assessment in Welsh First Language at KS3 (Year 9) (WBO 3)	42.2	39.9	No comparable data available			n/a*	42.4	n/a*	
EDU/004 (was PAM/005)	% KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science)	86.3	88.4	***	87.4	89.0	n/a*	86.6	n/a*	
EDU/017 (was PAM/006)	% of pupils age 15 achieving Level 2 threshold incl. GCSE A*-C in English or Welsh and mathematics	65.1	57.2	***	54.6	58.0	n/a*	58.4	n/a*	
EDU/002i	% of pupils age 15 leaving secondary school without a qualification	0.2	0.0	****	tbc	tbc	0.0	0.0	0.0	
EDU/002ii	% of pupils age 15 in local authority care leaving secondary school without a qualification	0.0	0.0	****	tbc	tbc	0.0	0.0	0.0	

5.0.2.9 (was PAM/003)	% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development)	85.9	85.6	No comparable data available			n/a*	77.5	n/a*	
5.0.2.2	% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent	89.2	72.6		tbc		n/a*	72.3	n/a*	
5.0.2.3	% of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A Levels Grades A-E) <i>(WBO 3)</i>	99.5	97.8	****	97.1	97.8	98.0	97.9	98.0	
5.0.3.1	% of FSM pupils who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	41.5	30.24		tbc		n/a*	35.12	n/a*	

Business Unit - Inclusion

EDU/015a	% of final statements of special education need issued within 26 weeks including exceptions	43.9	37.0	No comparable data available			n/a*	14.9	n/a*	
EDU/015b	% of final statements of special educational need issued within 26 weeks excluding exceptions	71.4	74.1	No comparable data available			n/a*	45.5	n/a*	
PAM/007 (was EDU/016a)	% of pupil attendance in Primary Schools <i>(WBO 3)</i>	94.8	94.4	*	94.9	95.1	94.5	93.9	94.5	
PAM/008 (was EDU/016b)	% of pupil attendance in Secondary Schools <i>(WBO 3)</i>	94.5	94.3	***	94.1	94.5	94.4	93.8	94.0	

4.1.2.2	% of authorised absence in Secondary schools (WBO 3)	4.9	4.8	**	4.6	4.2	4.7	4.8	4.7	
4.1.2.3	% of authorised absence in Primary schools (WBO 3)	4.4	4.8	*	4.0	3.7	4.7	5.1	4.8	

Curriculum & Wellbeing

Definition / Measure Reference (abbreviated definition is fine)		2016/17 (AY 2015/16)	2017/18 (Academic Year (AY) 2016/17)			2018/19 (AY 2017/18)		2019/20 (AY 2018/19)	Cost Measure (£)	
		Our Result	Our Result	All Wales Comparative data		Target set	Result (when available)	Target set		
Business Unit - Learning Transformation Service										
PAM/009 (was 5.1.0.1)	% of Year 11 leavers Not in Education, Employment or Training (NEET's) (WBO 3 & 5)	2.1	1.4	***	1.6	1.1	1.3	1.8	1.5	
5.1.0.2	% of Year 13 leavers Not in Education, Employment or Training (NEET's) (WBO 3 & 5)	2.0	3.0	**	2.6	2.0	2.8	4.9	3.8	
Business Unit - Education Systems Design										
8.3.1.5	% of schools achieving phase 4 of the Healthy Schools Initiative (WBO 2)	63	63	No comparable data available		65	65	66		
8.3.1.6	% of schools achieving phase 5 of the Healthy Schools Initiative	26	31	No comparable data available		33	33	35		
Business Unit - Behaviour Support Service										
EDU/009a	Average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision	0.0	0.0	No comparable data available		0.0	0.0	0.0		

EDU/009b	Average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision	0.0	0.0	No comparable data available	0.0	0.0	0.0	
EDU/010a	% of school days lost due to fixed-term exclusions in Primary Schools	0.015	0.013	No comparable data available	0.011	0.018	0.015	
EDU/010b	% of school days lost due to fixed-term exclusions in Secondary Schools	0.046	0.049	No comparable data available	0.040	0.059	0.050	
5.0.2.8a	Number of pupils permanently excluded from Primary Schools per 1000 pupils	0.0	0.0	No comparable data available	0.0	0.0	0.0	
5.0.2.8b	Number of pupils permanently excluded from Secondary Schools per 1000 pupils	0.1 (1 pupil)	0.2 (2 pupils)	No comparable data available	0.0	tbc	0.0	
5.0.2.8c	Number of pupils permanently excluded from Special Schools per 1000 pupils	0.0	0.0	No comparable data available	0.0	0.0	0.0	

Access to Education

Definition / Measure Reference <small>(abbreviated definition is fine)</small>	2016/17 Our Result	2017/18				2018/19		2019/20	Cost Measure (£)	
		Our Result	All Wales Comparative data			Target set	Result (when available)	Target set (at EOY)		
			Quartile * to ****	Welsh Median	Welsh Best Quartile					
Modernisation										
4.3.1.7	Surplus places removed as a result of Modernising Education Programme	141	0	Not applicable			0	0	0	
4.3.1.8	Percentage of schools graded as "Good" or "Satisfactory" for school building condition	57	57	Not applicable			63	63	63	

Well-being of Future Generations Act 2015

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

A. The Sustainable Development Principle of the Act

The new law states that we must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. **The sustainable development principle is**

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’

B. The Five Ways of Working required by the Act

To show that we have applied the sustainable development principle we must demonstrate the following 5 ways of working:-

1. Looking to the long term so that we do not compromise the ability of future generations to meet their own needs;
2. Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their priorities;
3. Involving a diversity of the population in the decisions that affect them;
4. Working with others in a collaborative way to find shared sustainable solutions;
5. Understanding the root causes of issues to prevent them from occurring.

C. The Seven Well-being Goals of the Act

There are **7 well-being goals** in the Act. Together they provide a shared vision for public bodies to work towards. We must work towards achieving all of them.



The Seven Well-being Goals of the Future Generations Act

7 National Goals	How does this Plan maximise the Council's contribution to the National Goals? (Please cross reference to the action plans when specific improvements are being made)
<p><i>A prosperous Wales</i></p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change), and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<ul style="list-style-type: none"> • Ensuring children reach key developmental milestones is fundamental not only to attainment and occupational outcomes, but wider adult health and wellbeing; • By offering a better deal on childcare to remove barriers to secure employment; • Reduction in young people Not in Education, Employment or Training (NEET); • Living healthy lives allows children to fulfil their potential, meet educational aspirations and play a full part in the economy and society of Wales; • Illnesses associated with obesity place a significant burden of cost on health services, therefore promoting a healthy lifestyle can assist in lowering this burden; • Ensuring a culture of high performing schools providing widely skilled and well-educated citizens has never been so important for the successful employment our young people and future wealth and economy; • Ensuring that young people progress from school to training and employment benefits the local and regional economy by ensuring that there is a skilled and ready workforce, it also reduces the wider cost to society of support services, reliance on benefits and offending; • We will ensure employability by; <ul style="list-style-type: none"> ○ using the YEPP to join young people up with the job opportunities available across the county; ○ deliver the entrepreneurship aspects of the Welsh Baccaulaureate in all Secondary schools and Coleg Sir Gar; ○ producing a high quality local curriculum following the Donaldson review. • By providing nutritious and healthy school meals which help children & young people achieve their potential. <p>What will we do in 2020/21?</p> <p>Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.</p>
<p><i>A resilient Wales</i></p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<ul style="list-style-type: none"> • We aim to support families and their children assist social and economic; resilience. Providing the best start in life protects young people of today for their future and, due to the generational effect on physical and economic health, their future generations; • Healthy lifestyles, learned at an early age, ensure a population able to engage with and play a full role in society, ensuring social and economic resilience. Such lifestyles include ecological awareness in such matters as, for example, travel (travel by bike rather than car) and food consumption (using fresh, locally sourced ingredients rather than over processed and over packaged ingredients and meals), etc; • An ongoing enhanced and global approach to our learning provision across all sectors ensures awareness, understanding and support for the social, economic and ecological challenges faced by our society; • Ensuring young people are in employment helps to build a more economic and socially resilient Carmarthenshire. Being economically self-reliant ensures that families have the capacity and capability to adapt to economic and ecological change; • By only travelling when we really need to.

	<p>What will we do in 2020/21? Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.</p>
<p><i>A healthier Wales</i> A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<ul style="list-style-type: none"> • Ensuring children reach key developmental milestones is fundamental not only to attainment and occupational outcomes, but wider adult health and wellbeing. Our objective to help children live healthy lifestyles is a mainstay in promoting and ensuring a healthier community in Carmarthenshire with all actions aimed at achieving this goal; • The provision of a broad range of learning experiences across the curriculum, including ‘Healthy Schools’ project work, ensures invaluable opportunities to support physical and mental well-being, along with an awareness and independence to make informed choices; • It is noted that people are healthier in gainful employment. Being in employment and economically independent contributes positively to mental health and reduces unhealthy behaviour such as substance misuse, building self-esteem and integrity; • Health and well-being are a distinct part of the curriculum, following the Donaldson review; • Work has been commenced to deliver the STAR (Safety, Trust and Respect) Programme to children, young people and young adults in various settings within Carmarthenshire; • The Youth Support Service contributes staffing to Iechyd Da/the Youth Health Team which target those at risk of NEET who may have unmet health needs; • By providing nutritious and healthy school meals. <p>What will we do in 2020/21? Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.</p>
<p><i>A more equal Wales</i> A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<ul style="list-style-type: none"> • Services will target those in most need of help in order to ensure equality of opportunity. We want to help those who want to work, or start a business, but are currently constrained by childcare pressures; • Breaking the cycle of disadvantage and inequality; • Society fairer and more inclusive; • Research suggests that there are strong links between rates of obesity in children and those that live in more deprived areas of Wales. Achieving good health can assist in breaking the cycle of disadvantage and inequality by assisting with economic advancement that can come with playing a fuller part in society making it fairer and more inclusive; • Enhanced provision focused on building skills for life tackles the cycle of disadvantage and inequality over the longer term, thus providing greater equality and inclusivity within our society; • By encouraging the take-up of school meals & eliminating the associated stigma, and encouraging children & young people from vulnerable groups to participate in decisions that affect them. <p>What will we do in 2020/21? Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.</p>
<p><i>A Wales of cohesive communities</i> Attractive, viable, safe and well-connected communities.</p>	<ul style="list-style-type: none"> • There is a wealth of evidence that children’s life chances are heavily defined by their development in the first 5 years of life. Family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children in determining whether their potential is realised. We will support parenting and good family values and structures; • The relationship between the community in which we live and our likelihood to engage in physical activity is well-evidenced, and a number of barriers have

been identified which might prevent people in more deprived communities from undertaking physical activity. These might include the cost of accessing facilities or the lack of facilities within a reasonable distance of where they live. Similarly, there is a clear correlation between the prosperity of communities and obesity levels, as mentioned above. Rising food prices and shrinking household incomes disproportionately affect those on lower incomes and can result in them buying, for example, less fruit and vegetables;

- A morally encompassing and rich curriculum provides all our learners with a clear understanding and appreciation of the value and benefits of cohesive communities and their diversity;
- Being in employment can assist in breaking the cycle of disadvantage and inequality making society fairer and more inclusive;
- It has been noted that young people who are disabled, chronically ill, have special educational needs, attend poorly at school and attain poorly as well as those from some ethnic minority groups are more likely to become NEET. Therefore using the VAP to target support for these groups assists in equality, including those in poverty (e-fsm), those with a disability, those in receipt of ALN and those who have been excluded;
- Being employed and economically independent allows young people to positively contribute to their local communities;
- Positive measures include:
 - Community element of Welsh Bacalaureate qualification.
 - Duke of Edinburgh in relation to volunteering.
 - Friends of Carmarthen charity
 - Promotes ethos of work within the community
 - Accreditation, adult education centres' accessing routes' joining with other members of the community.
 - Timebanking – volunteering for 'time credits' which can be exchanged for access to leisure centres, theatres, etc.
 - Community projects such as Ground Force – placement which then have community value;
- By making school meals an integral part of every school community.

What will we do in 2020/21?

Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.

A Wales of vibrant culture and thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

- All services are offered though the Active Offer principle, ensuring that service users receive those services in their language of choice and encourage Welsh speakers to continue to use the language in their everyday activities;
- We will help build a vibrant active society by promoting and encouraging physical activity through sports and recreation;
- The promotion and celebration of the culture of Wales, arts, recreation and sports for all learners is deeply rooted within our curriculum across all Key Stages. Our schools provide numerous opportunities for participation within sporting, art, music, drama, dance and heritage-rich activities, often in partnership with external agencies e.g. Urdd Gobaith Cymru, Arts Council for Wales, Sporting Bodies etc;
- Being employed and economically independent allows young people to be positively active in their communities, including participating in the arts, sports and recreation;
- Education through the medium of Welsh and Welsh language qualifications will allow employment in areas where Welsh is the preferred language of choice;
- We will help build a vibrant active society by making delivery of services available in both languages;

	<ul style="list-style-type: none"> By ensuring all our services are bilingual and encouraging our staff to speak Welsh in the workplace.
<p><i>A globally responsible Wales</i> A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing makes a positive contribution to global well-being</p>	<p>What will we do in 2020/21? Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.</p> <ul style="list-style-type: none"> The wide range of globally-focused learning experiences and opportunities provided across our schools supports all learners’ awareness, understanding and respect for our inter-dependent global well-being priorities; Ensuring employability of young people matches regional requirements will include requirements for the clean energy developments in the Swansea Bay City region, which will have a positive impact on the environment; By working with the Healthy Schools Programme and recognising key cultural events within the school meals service and in our participation programmes. <p>What will we do in 2020/21? Further work towards this National Goal will be identified, developed and noted during the Business planning process, January – April 2020.</p>

How Services' join-up' in Carmarthenshire to deliver Well-being Objectives

		Well-being Objectives														
		Start Well				Live Well				Age Well		Environment		BBC		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Department	Head of Service	Best Start	Healthy Kids	Learning	EET	Anti -Poverty	Jobs	Afford Homes	Healthy Adults	Good Connections	Independence	Age Well	Environment	Highways & Transp	Welsh Lang & Culture	BBBC+MBUR
Chief Executives	Linda Rees Jones											✓				✓
	Paul Thomas											✓				✓
	Noelwyn Daniel					✓				✓		✓		✓	✓	✓
Regeneration	Jason Jones						✓				✓		✓			✓
Corporate Services	Randal Hemmingway											✓				✓
	Helen Pugh					✓						✓				✓
Community	Avril Bracey				✓				✓	✓	✓	✓				
	Chris Harrison										✓	✓				
	Neil Edwards								✓	✓	✓	✓				
	Jonathan Morgan					✓		✓	✓	✓	✓	✓				
	Ian Jones		✓						✓			✓		✓	✓	
Education & Children's Services	Aneirin Thomas	✓	✓	✓	✓	✓				✓		✓				
	Simon Davies	✓	✓	✓	✓							✓				
	Aeron Rees	✓	✓	✓	✓	✓	✓					✓			✓	
	Steffan Smith	✓	✓	✓	✓	✓				✓		✓				
Environment	Jonathan Fearn			✓			✓	✓	✓			✓				✓
	Llinos Quelch		✓				✓	✓	✓			✓	✓			
	Stephen Pilliner	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		
	Ainsley Williams		✓									✓	✓			

Key:

 = Lead Role

 = Supporting

Carmarthenshire Well-being Plan - The Carmarthenshire We Want - 2018-2023

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

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

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

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

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

Useful Links

Well-being of Future Generations (Wales) Act 2015
Well-being of Future Generations (Wales) Act 2015
5 Ways of Working - Self-Assessment Review Scorecard / FG Framework
Corporate Strategy
Carmarthenshire's Corporate Strategy 2018-2023 -revised June 2019 including our 2019/20 Well-being Objectives
Carmarthenshire's 2017/18 Annual Report of our Well-being Objectives 2018/19 Annual Report will be published by 31 st October 2019.
PSB & Partners
Public Service Board (PSB) - Carmarthenshire Well-being Plan
Hywel Dda Univeristy Health Board - Well-being Statement & Objectives 2017/18
Mid and West Wales Fire & Rescue Service Corporate Plan 2019-24
Natural Resources Wales Well-being Objectives
Welsh Government - Prosperity for All- Well-being Objectives
List of the above partners WBOs
Regulatory Reports / Recommendations
LOCAL Carmarthenshire Wales Audit Office Reports
Resources
Finance
Workforce Planning Toolkit