

# Document Pack



Wendy Walters  
Prif Weithredwr,  
Chief Executive,  
Neuadd y Sir, Caerfyrddin. SA31 1JP  
County Hall, Carmarthen. SA31 1JP

**TUESDAY, 19 NOVEMBER 2019**

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

**I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE  
EDUCATION & CHILDREN SCRUTINY COMMITTEE WHICH WILL  
BE HELD IN THE CHAMBER, COUNTY HALL, CARMARTHEN.  
SA31 1JP. AT 10.00 AM ON MONDAY, 25TH NOVEMBER, 2019  
FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON  
THE ATTACHED AGENDA.**

*Wendy Walters*

**CHIEF EXECUTIVE**



**PLEASE RECYCLE**

<b>Democratic Officer:</b>	<b>Llinos Jenkins</b>
<b>Telephone (Direct Line):</b>	<b>01267 224088</b>
<b>E-Mail:</b>	<b>LISJenkins@carmarthenshire.gov.uk</b>
<b>Ref:</b>	<b>AD016-001</b>

# EDUCATION & CHILDREN SCRUTINY COMMITTEE

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

## **PLAID CYMRU GROUP – 7 MEMBERS**

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

## **LABOUR GROUP – 3 MEMBERS**

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

## **INDEPENDENT GROUP – 2 MEMBERS**

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

## **NEW INDEPENDENT GROUP – 1 MEMBER**

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

## **UNAFFILIATED – 1 MEMBER**

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

## **NON ELECTED VOTING MEMBERS (2)**

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

## **ELECTED VOTING PARENT GOVERNOR MEMBERS (3)**

*Term of office expires on the 31/03/2020*

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

# AGENDA

1. APOLOGIES FOR ABSENCE
2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM.
3. PUBLIC QUESTIONS (NONE RECEIVED)
4. RECRUITMENT AND RETENTION OF STAFF 5 - 24
5. CARMARTHENSHIRE YOUTH SUPPORT SERVICES 25 - 72
6. DETERMINATION - PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y DDWYLAN, YSGOL GRIFFITH JONES, YSGOL LLANGYNNWR AND YSGOL LLYS HYWEL 73 - 112
7. DETERMINATION - PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRITCHARD 113 - 130
8. EDUCATION & CHILDREN'S SERVICES BUDGET UPDATE 131 - 138
9. REFERRAL FROM THE POLICY & RESOURCES SCRUTINY COMMITTEE 139 - 142
10. FORTHCOMING ITEMS 143 - 146

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# EDUCATION AND CHILDREN'S SERVICES SCUTINY COMMITTEE 25<sup>th</sup> November 2019

## Staff Recruitment and Retention

**Purpose:** To consider the recruitment and retention of staff in schools.

**To consider and comment on the following matters:**

- Staff training processes
- Staff recruitment processes
- Challenges for staff in schools
- Retention of staff in schools

**Reasons:** In order for members to fulfill their scrutiny duties in relation to ensuring a suitable complement of staff in schools.

**Need to refer to Executive Board / Council for decision: NO**

**Executive Board Member with Portfolio Responsibility: - Cllr. G. Davies**

**Directorate:**  
Education & Children

**Name of Head of Service:**  
Aneirin Thomas

**Report Author:**  
Aneirin Thomas

**Designations:**

**Head of Education  
Services**

**Tel Nos.**  
**01267 246645**

**E Mail Addresses:**  
**arthomas@sirgar.gov.uk**

# EXECUTIVE SUMMARY

## EDUCATION & CHILDREN SCRUTINY COMMITTEE

### 25<sup>th</sup> November 2019

#### Recruitment and Retention of schools staff.

This report aims to provide the Committee with an overview of the following –

- Staff training processes
- Staff recruitment processes
- Challenges for staff in schools
- Retention of staff in schools

Detailed Report Attached?

Yes

## IMPLICATIONS

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

Signed: *Gareth Morgans*, Director of Education and Children's Services

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

#### **Finance:**

As a Council, we need to ensure ongoing funding for our School Improvement Service (in partnership with ERW) and all services working in support of vulnerable learners e.g. Inclusion and Education Child Psychology. Without these resources, further improvement and high quality support for all our Carmarthenshire learners will be greatly challenged.

#### **Staffing Implications:**

As a Council, we need to ensure sufficient staffing levels are achieved both within our school improvement service (including all support services for our most vulnerable learners) and across our schools. Without these key resources, the delivery and enhancement of high quality provision to support all Carmarthenshire learners achieve the greatest potential will be greatly challenged.

## CONSULTATIONS

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

Signed: *Gareth Morgans,* Director of Education and Children's Services

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

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

**THERE ARE NONE**

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## Recruitment and Retention

### Background

The Welsh Government, working in collaboration with Local Authorities (LA) and regions is pursuing a programme of reform of the country's education system and has established a vision for a teaching profession that is attractive, with high morale and professional satisfaction.

However, data from the Welsh Government shows an increase in teachers leaving the profession since 2012. The Education Workforce Council's (EWC) analysis of data in 2017 found that, *'despite there not being a recruitment and retention crisis in Wales, there are concerns in four areas: new teachers, headteachers, Welsh-medium teachers, and teachers of STEM subjects'*.

To help realise the Welsh Government's vision, it is important that high-quality entrants are attracted to the teaching profession, that they remain in teaching, and develop as leaders within the system. It is therefore crucial that Carmarthenshire retains its teachers and encourages those who have the potential to make a difference to pupils to choose a career in teaching and progress into leadership within the Authority. It is also crucial that the ERW region is able to gain traction and is able to establish strong professional learning for our teachers and leaders.

The Welsh Government is addressing the need to reform the structure of both initial and ongoing teacher education. It is implementing the recommendations from Professor John Furlong's report Teaching Tomorrow's Teachers (Welsh Government, 2015).

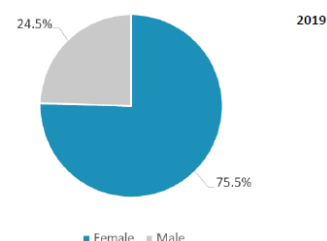
## Recruitment and Career Paths

### Education Workforce Council (EWC)

In Wales, the EWC establish and maintain a Register of Education Practitioners. The following charts outline the number of education practitioners currently registered with the EWC.

Chart 1. Number of school teachers registered with EWC by gender

	Female		Male		Total	
	Number	%	Number	%	Number	%
2015	28,170	75.4	9,185	24.6	37,355	100
2016	27,859	75.4	9,092	24.6	36,951	100
2017	27,452	75.4	8,974	24.6	36,426	100
2018	27,078	75.4	8,851	24.6	35,929	100
2019	26,833	75.5	8,712	24.5	35,545	100



**Chart 2. Number of school teachers registered with EWC by region**

	2018		2019	
	Number	%	Number	%
CSC	8,227	22.9	8,056	22.7
EAS	4,937	13.7	4,848	13.6
ERW	7,449	20.7	7,387	20.8
GWE	5,869	16.3	5,775	16.2
Others in service	5,354	14.9	5,313	14.9
Others out of service	4,093	11.4	4,166	11.7
<b>Total</b>	<b>35,929</b>	<b>100</b>	<b>35,545</b>	<b>100</b>

**Chart 3. Number of school teachers registered with EWC by Local Authority**

	2018		2019	
	Number	%	Number	%
Blaenau Gwent	508	1.4	487	1.4
Bridgend	1,264	3.5	1,274	3.6
Caerphilly	1,522	4.2	1,503	4.2
Cardiff	3,162	8.8	3,111	8.8
Carmarthenshire	1,591	4.4	1,609	4.5
Ceredigion	600	1.7	621	1.7
Conwy	909	2.5	994	2.8
Denbighshire	889	2.5	881	2.5
Flintshire	1,360	3.8	1,371	3.9
Gwynedd	1,021	2.8	951	2.7
Isle of Anglesey	573	1.6	510	1.4
Merthyr Tydfil	505	1.4	502	1.4
Monmouthshire	671	1.9	648	1.8
Neath Port Talbot	1,122	3.1	1,141	3.2
Newport	1,425	4.0	1,445	4.1
Pembrokeshire	1,015	2.8	991	2.8
Powys	1,185	3.3	1,052	3.0
Rhondda Cynon Taff	1,953	5.4	1,816	5.1
Swansea	1,936	5.4	1,973	5.6
Torfaen	811	2.3	765	2.2
Vale of Glamorgan	1,343	3.7	1,353	3.8
Wrexham	1,117	3.1	1,068	3.0
Others in service	5,354	14.9	5,313	14.9
Others out of service	4,093	11.4	4,166	11.7
<b>Total</b>	<b>35,929</b>	<b>100</b>	<b>35,545</b>	<b>100</b>

## Routes into Education

To become a teacher and teach in a maintained school in Carmarthenshire, candidates need to gain Qualified Teacher Status (QTS). The routes include:

- studying at university at undergraduate and postgraduate level
- employment-based training in a school

All routes focus on the Qualified Teacher Status (QTS) standards.

For academic year 2019/20 there will be four Initial Teacher Education Partnerships for teacher education:

1. CaBan – (Chester/Bangor North Wales Partnership)
2. Cardiff Partnership
3. Yr Athrofa: Professional Learning Partnership
4. Aberystwyth ITE Partnership

From academic year 2020/21 there will be further Initial Teacher Education Partnerships available for teacher education:

1. University of South Wales
2. Swansea University Schools' Partnership

**Chart 4. ITE Results – 2018-19 (Wales)**

	Passed		Failed		Withdrawn		Deferred		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Aberystwyth University	27	73.0	3	8.1	7	18.9	0	0.0	37	100
Bangor University	157	79.3	1	0.5	25	12.6	15	7.6	198	100
Cardiff Metropolitan University	299	89.0	0	0.0	12	3.6	25	7.4	336	100
University of South Wales	96	67.1	16	11.2	11	7.7	20	14.0	143	100
University of Wales Trinity Saint David (Carmarthen)	68	73.9	1	1.1	18	19.6	5	5.4	92	100
University of Wales Trinity Saint David (Swansea)	256	80.0	1	0.3	31	9.7	32	10.0	320	100
<b>Total from institutions</b>	<b>903</b>	<b>80.2</b>	<b>22</b>	<b>2.0</b>	<b>104</b>	<b>9.2</b>	<b>97</b>	<b>8.6</b>	<b>1,126</b>	<b>100</b>

### QTS (Qualified Teacher Status)

All Initial Teacher Education (ITE) trainees must meet the professional standards for teaching and leadership. New standards applied from September 2019 set out what ITE trainees must know, understand and be able to do at the end of their course to gain QTS. The QTS Standards have statutory force and are set out in legislation.

Once trainees have gained QTS and are Newly Qualified Teachers (NQT) they need to undertake their induction.

### NQT (Newly Qualified Teachers)

To undertake Induction in Carmarthenshire, NQTs must hold QTS and must be registered with the EWC in the category of school teacher. Schools have a statutory obligation to provide NQTs with Induction support. The Induction period is three school terms, or the equivalent. NQTs who are not employed on a full time basis, or are undertaking Induction via short term supply work must complete a minimum of 380 sessions.

**Chart 5. The number of NQTs in Carmarthenshire 2016-19 by gender, age and sector.**

Sector	Primary			Secondary			Special			Voluntary Aided			Age-band Total
	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	
<b>20-24 Yrs</b>	7	39	46	3	17	20	0	0	0	0	2	2	68
<b>25-29 Yrs</b>	11	36	47	7	35	42	0	0	0	0	4	4	93
<b>30-34 Yrs</b>	2	8	10	4	7	11	0	0	0	0	1	1	22
<b>35-39 Yrs</b>	0	1	1	1	2	3	0	0	0	0	0	0	4
<b>40-44 Yrs</b>	0	0	0	1	3	4	0	0	0	0	0	0	4
<b>45-49 Yrs</b>	0	0	0	0	1	1	0	0	0	0	0	0	1
<b>Total</b>	20	84	104	16	65	81	0	0	0	0	7	7	192

## Developing Leaders

**"School leadership is second only to classroom teaching as an influence on pupil learning."**

All classroom practitioners are leaders either by leading learners or by leading their colleagues in schools. As such, all leaders in Carmarthenshire are encouraged and challenged to support all practitioners to develop and improve as leaders and enable them to develop and improve their colleagues also.

The Welsh Government's national commitment to continuous professional learning is reflected in the new professional standards for teaching and leadership. In line with the agreed principles of the new professional standards, staff should be fully engaged in identifying the aims and priorities for their own professional learning. In line with the new leadership standards, school leaders have a vital role in making this happen by ensuring that the school's culture promotes and supports professional learning.

ERW deliver a series of practice-based development programmes for all school practitioners at every stage of the leadership development pathway. Carmarthenshire offers supplementary, bespoke professional learning for all headteachers.

By summer 2020 it is expected that ERW will be delivering a National Development Programme at every stage of the Professional Development Pathway.

### **The role of the National Academy for Leadership (NAEL)**

The establishment of the National Academy for Educational Leadership (NAEL) in May 2018 was a clear response to the need to build leadership capacity across Wales in order that learners can all reach their full potential. NAEL is committed to endorse a number of leadership programmes delivered by stakeholders across Wales.

Currently the National Academy for Educational Leadership has endorsed the following leadership development provision:

- **Middle Leaders**, especially their role in developing any aspect of the new curriculum
  - Outstanding Leadership in Education (Developed by Ysgol y Creuddyn, Ysgol Glan Clwyd and Ysgol Dyffryn Conwy)
  - Middle Leadership Development Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David )
  - Higher Apprenticeship in Leadership & Management (Portal Training)
- **Senior Leaders**
- **Aspiring Headteachers** (including developing individuals so that they are ready to apply for assessment for the National Professional Qualification for Headship (NPQH).
  - Aspiring Headteacher Development Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David )
- **New and Acting Headteachers**
  - New and Acting Headteachers Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David and the Local Authorities)

- Advanced Leadership Programme in Coaching and EQ (Chrysalis Mindset)
- **Experienced Headteachers**
  - Advance Executive Coaching Programme (Developed by Chrysalis Mindset)
  - Experience Headteacher Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David, University of Bangor and the Local Authorities)

### **Schools as Learning Organisations**

An important theme to consider in our goal to deliver strong leadership across schools in Carmarthenshire is the positive impact of system leadership and effective collaboration between stakeholders on leadership development, well-being and outcomes. This is a crucial aspect for development in education as we create a self-improving system in Carmarthenshire. Leaders in schools need to pursue their own development and facilitate the development of all staff within their schools. Securing effective system leadership across our schools will be secured through implementation of the Schools as Learning Organisations which is currently being promoted and encouraged by Carmarthenshire. A school as a learning organisation (SLO) has a supportive culture and invests time and other resources to ensure teachers can meet these standards. One of the seven SLO dimensions focuses on 'creating and supporting continuous learning opportunities for all staff.' Staff who are part of a school that is a learning organisation take responsibility for their professional learning. They are fully engaged in identifying the aims and priorities for their own learning in line with school goals and pupil learning needs, as defined in the school's development plan. The staff's professional learning is also based on continuous assessment and feedback that are built into their daily practice. Such reflection, analysis and challenges to established thinking patterns are necessary to bring about and embed the desired change and innovation in educational practice in our schools.

## Recruitment of staff in Carmarthenshire

The following sections deals with the level of schools staff recruitment in Carmarthenshire.

Chart 6. The number of vacancies in Carmarthenshire 2016-19 (primary schools)

Primary School Vacancies				
Post	Type	Number of Vacancies Advertised	Total Applications	Ave. apps per vac
Headteacher	Permanent - Full Time	23	116	5
Deputy Headteacher	Permanent - Full Time	10	105	11
Assistant Headteacher	Permanent - Full Time	2	25	13
Teacher	Permanent - Full Time	6	173	29
Teacher	Temporary - Full Time	25	611	24
Teacher	Temporary - Part Time	5	44	9
Teacher (Foundation Phase)	Permanent - Full Time	11	357	32
Teacher (Foundation Phase)	Temporary - Full Time	29	542	19
Teacher (Foundation Phase)	Temporary - Part Time	1	8	8
Teacher (Key Stage 2)	Permanent - Full Time	11	188	17
Teacher (Key Stage 2)	Permanent - Part Time	1	25	25
Teacher (Key Stage 2)	Temporary - Full Time	31	848	27
Teacher (Key Stage 2)	Temporary - Part Time	4	46	12
Teacher (+SEN1)	Temporary - Full Time	1	9	9
Teacher (Foundation Phase) Observation & Assessment Unit	Temporary - Full Time	2	22	11
Teacher (Head of Key Stage 2 - Curriculum & Assessment)	Permanent - Full Time	1	8	8
Teacher and Co-ordinator (Foundation Phase)	Permanent - Full Time	1	16	16
Teacher ASD	Permanent - Full Time	2	36	18
Teacher of the Deaf	Permanent - Full Time	1	3	3

Chart 7. The number of headteacher vacancies in Carmarthenshire 2016-19 (primary schools)

Primary Headteacher Vacancies	
School	Number of Applications
Bro Banw (2016)	7
Bro Banw (2017)	10
Bro Brynach	2
Bryn (2016)	4
Bryn (2019)	14
Brynamman	5
Dewi Sant	2
Ffairfach	4
Gwenllian	5
Halfway	16
Llandybie	1

Llangadog	3
Llanmiloe	1
Llys Hywel	4
Maes y Morfa	5
Parc-y-Tywyn	7
Peniel	3
Rhys Pritchard	2
Teilo Sant (2016)	2
Teilo Sant (2017)	3
Trimsaran	1
Tycroes	11
Y Bedol	4

Generally, there are sufficient numbers of applications per vacancy over a three year period. However, the average number of applications for small and rural schools (13) is lower than for non-small or non-rural schools (18). The number of applications for headteachers in Welsh medium schools is also lower. (*Small school – under 50 pupils. Rural school – as defined under the School Organisation Code*)

Chart 8. The number of vacancies in Carmarthenshire 2016-19 (secondary schools)

Position	Number of adverts 2016-19
Headteacher	4
Deputy Headteacher	5
Assistant Headteacher	2
Head of Faculty	19
Teacher	189
Teaching Assistant	54
ALN Staff	19
Admin / Support Staff	23
<b>Total:</b>	<b>315</b>

## Current staffing in schools - Retention

Chart 9. Staffing in schools 2018-2019 by Region and LA

			Total: qualified teachers					Total: qualified teachers
			Head teacher	Acting head teacher	Deputy head teacher	Assistant head teacher	Other qualified teacher	
Wales (1)			1311	134	1120	944	20084	23593
Wales (1)	North Wales (1)		350	37	235	269	4356	5247
	North Wales (1)	Isle of Anglesey (2)	36	8	20	26	418	508
		Gwynedd (2)	82	8	50	52	706	898
		Conwy (2)	52	7	38	45	719	861
		Denbighshire (2)	48	3	28	46	681	807
		Flintshire (2)	74	6	52	60	1004	1194
		Wrexham (2)	58	5	47	40	829	979
	South West and Mid Wales (1)		383	50	299	265	5480	6477
	South West and Mid Wales (1)	Powys (3)	74	14	51	35	752	926
		Ceredigion (3)	37	4	19	30	420	510
		Pembrokeshire (3)	54	3	31	42	697	827
		Carmarthenshire (3)	82	10	47	80	1215	1434
		Swansea (3)	83	13	91	43	1484	1714
		Neath Port Talbot (3)	53	6	61	35	912	1067
	Central South Wales (1)		360	30	360	273	6460	7482
	Central South Wales (1)	Bridgend (4)	57	4	55	31	1036	1183
		Vale of Glamorgan (4)	55	3	49	34	1032	1172
		Rhondda Cynon Taf (4)	105	10	114	81	1562	1872
		Merthyr Tydfil (4)	26	.	22	24	372	444
		Cardiff (4)	116	13	119	103	2458	2810
	South East Wales (1)		218	16	226	137	3789	4387
	South East Wales (1)	Caerphilly (5)	79	4	80	49	1147	1359
		Blaenau Gwent (5)	30	.	28	16	407	481
		Torfaen (5)	29	2	31	23	627	712
		Monmouthshire (5)	31	5	26	18	497	577
		Newport (5)	50	5	61	32	1111	1259

Position on Plasc date 2018

Carmarthenshire is the 4<sup>th</sup> highest employer of qualified teachers across Wales, including headteachers, deputies and teachers. 10% of Carmarthenshire headteachers are currently acting headteachers.

Chart 10. Qualified teacher profile for Carmarthenshire by sector, gender and age 2018-19

Sector	Primary			Secondary			Special			Voluntary Aided			Age-band Total
Age Bands	Female	Male	Sector Total	Female	Male	Sector Total	Female	Male	Sector Total	Female	Male	Sector Total	
20-24 Yrs	31	7	38	15	3	18	0	0	0	1	0	1	57
25-29 Yrs	99	29	128	64	15	79	2	1	3	6	0	6	216
30-34 Yrs	110	32	142	79	32	111	2	0	2	4	1	5	260
35-39 Yrs	110	29	139	83	33	116	6	2	8	22	8	30	293
40-44 Yrs	121	23	144	95	42	137	3	3	3	17	0	17	301
45-49 Yrs	97	24	121	87	50	137	2	1	3	11	3	14	275
50-54 Yrs	89	11	100	59	44	103	5	1	6	9	3	12	221
55-59 Yrs	52	7	59	37	22	59	0	0	0	7	3	10	128
60-64 Yrs	8	1	9	5	7	12	2	0	2	0	0	0	23
65-70 Yrs	1	0	1	3	0	3	0	0	0	1	0	1	6

Including any in year changes.



Between the 31 October 2016 and 9 January 2017, the Education Workforce Council (EWC) on behalf of the Welsh Government carried out quantitative research study based on the experiences of registered education practitioners working in Wales.

Responses were received from 10,408 (14.4%) of individuals and were broadly representative in each group of the profile on the Register of Education Practitioners held by the EWC. (Further Education and Schools)

Headline findings included:

- 33.6% of school teachers planned to leave the profession within the next three years
- 37.2% enjoyed trying new and innovative teaching methods
- 78.1% said workload was the least rewarding aspect of their role
- 88.3% disagreed or disagreed strongly that they were able to effectively manage their existing workload

Chart 11 Profile of School Teaching Staff Respondents

Phase	Respondents	
	Number	%
Nursery	5	0.1
Primary	2,205	43.1
Middle	80	1.6
Secondary	2,231	43.6
Special	108	2.1
Pupil referral unit	28	0.5
Independent	27	0.5
Others in-service <sup>12</sup>	202	3.9
Others out of service <sup>13</sup>	229	4.5
<b>Total</b>	<b>5,115</b>	<b>100</b>

	Respondents	
	Number	%
Headteacher	181	3.5
Deputy head	202	3.9
Assistant head teacher	92	1.8
Head of department	181	3.5
Head of year	25	0.5
Teacher/senior teacher	4,003	78.3
Others in-service	202	3.9
Other out of service	229	4.5
<b>Total</b>	<b>5,115</b>	<b>100</b>

## Key findings for school teachers

- In terms of what school teachers considered the most rewarding part of their role, the three most selected options were:
  - teaching and seeing learners progress (93.5%);
  - working with others (38.1%);
  - trying new and innovative teaching methods (37.2%).
- Workload (78.1%), administration (52.0%) and inspections (36.0%) were the aspects that school teachers noted as least rewarding.
- The most popular response to the question about how they saw their career changing in the next 3 years was continuing to develop practice (47.3%). Followed by 33.6% of respondents who selected leaving the profession. 20.8% of those being under the age of 45. 2.8% of those leaving the profession also indicated they were retiring.
- 25.8% of school teachers felt that they had full access to the professional development that they needed within the last year, the highest proportion (58.9 %) selected that their access to development had been partly filled.
- Respondents indicated that conflict with work/not enough time (56.5%) and cost (68.7%) were the main barriers to accessing professional development. 20.2% stated that the relevant professional development was either not available or of sufficient quality.
- Ability to manage workload within agreed working hours is a key issue with 88.3% either disagreeing or strongly disagreeing that this was achievable.
- The three most selected areas impacting upon their ability to effectively manage their workload were:
  - administration and paper work (77.4%);
  - fitting curriculum content into the available teaching hours (44.8%);
  - internal and external expectations and accountability (40.7%).
- On average full time teachers worked 50.7 hours during an average working week and part time teachers an average of 35.8.
- When asked what they would like more time to be able to do if it was available, the four most selected areas were:
  - discussing work with learners (52.2%);
  - lesson planning and preparation (51.8%);
  - exploring, selecting and developing resources (44.1%);
  - curriculum review, developing schemes of work, researching new topics (41.8%).

**Chart 12 Summary - How teachers see their careers changing in the next 3 years**

	Number of responses	% of respondents
Continuing to develop/strengthen your practice as a teacher	2,419	47.3
Increasing your working hours	1,049	20.5
Leaving teaching	1,717	33.6
Mentoring or supporting less experienced colleagues	1,060	20.7
Moving to a different school	959	18.7
Moving to a teaching role outside of Wales	259	5.1
Moving to an advisory role or different educational setting other than a school	670	13.1
Progressing to assistant or deputy head	509	10.0
Progressing to become a headteacher	155	3.0
Progressing to become a middle leader	610	11.9
Reducing your working hours	970	19.0
Retiring	354	6.9
Working as a SENco/ALNco	204	4.0
No response	44	0.9
Other (please state)	234	4.6
<b>Total</b>	<b>11,213</b>	
<b>Base - total number of respondents</b>	<b>5,115</b>	

With workload and excessive working hours featuring strongly in teacher responses, the following tables highlight the concerns.

**Chart 13** The extent teachers able to effectively manage existing workload within agreed working hours

	Number of responses	% of respondents
Strongly agree	47	0.9
Agree	241	4.7
Neither agree or disagree	232	4.5
Disagree	1,269	24.8
Strongly disagree	3,249	63.5
No response	77	1.5
<b>Total</b>	<b>5,115</b>	<b>100</b>

**Chart 14** Breakdown of time spent on different aspects

	Full-time average hours per week	% of average hours	Part-time average hours per week	% of average hours	Contracted hours unknown average hours per week <sup>17</sup>	% of average hours
Administration and paperwork (e.g. record keeping)	5.5	10.9	3.4	9.4	5.6	12.2
Assessment and marking	8.2	16.2	6.0	16.8	7.2	15.7
Cover supervision	0.5	1.0	0.6	1.6	0.6	1.2
Non-teaching / parent contact (e.g. extracurricular activities)	2.0	4.0	1.4	3.8	1.7	3.7
Planning and preparation	7.6	15.1	6.0	16.7	6.4	13.8
Professional development and training	1.0	2.1	0.7	2.1	1.0	2.1
School / staff management (e.g. budgets)	2.1	4.1	0.5	1.4	1.9	4.1
Teaching	21.4	42.1	15.7	43.7	19.2	41.7
Time for reflection	0.8	1.6	0.7	2.0	0.7	1.6
Other (please state)	1.5	3.0	0.8	2.3	1.3	2.8
<b>Total</b>	<b>50.7</b>	<b>100</b>	<b>35.8</b>	<b>100</b>	<b>46</b>	<b>100</b>

On average full time teachers work 50.7 hours a week and part time teachers an average of 35.8. The School Teachers' Pay and Conditions Document (STPCD) for England and Wales (section 52.5) indicates that full time teachers can be directed to undertake teaching or other professional duties for a maximum of 1,265 hours over 195 days which is the equivalent of an academic year.

The following table highlights how various aspects of the education system impacts on teachers' ability to effectively manage their workloads.

**Chart 15** External influences that prevent teachers from managing workload

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying, setting up your classroom)	3,958	77.4
Class sizes	1,327	25.9
Communicating and working with parents or guardians	223	4.4
Covering for absent colleagues	164	3.2
External assessment and quality assurance	543	10.6
Fitting curriculum content into the available teaching hours	2,290	44.8
Inspections	430	8.4
Internal and external expectations and accountability	2,082	40.7
Local authority / consortia monitoring	437	8.5
New initiatives	931	18.2
One-off school activities (e.g. carol concerts, school plays, presentation evenings)	280	5.5
Pastoral or extracurricular activities (e.g. learners' welfare, school clubs)	302	5.9
Professional development and training	62	1.2
School/staff management (e.g. staffing, coaching / mentoring, budgets, policies, meetings)	693	13.5
No response	113	2.2
Other (please state)	297	5.8
<b>Total</b>	<b>14,132</b>	

The fundamental problem, as the results of the above data shows, is one of excessive accountability, administration and an overloaded curriculum. Headteachers outline that “inadequate funding” and the pressure of getting good results against a back drop of sliced budgets and the incoming new curriculum is also putting additional pressures on staff in schools.

### Staff Leaving the Profession

Further to the above research, a survey of 8,674 National Education Union (NEU) members in England, Wales, Scotland and Northern Ireland found that more than a quarter (26%) with between two and five years' experience intend to leave education in the next five years. 40% of respondents said they would be out of the profession by 2024, 18% expect to leave within two years.

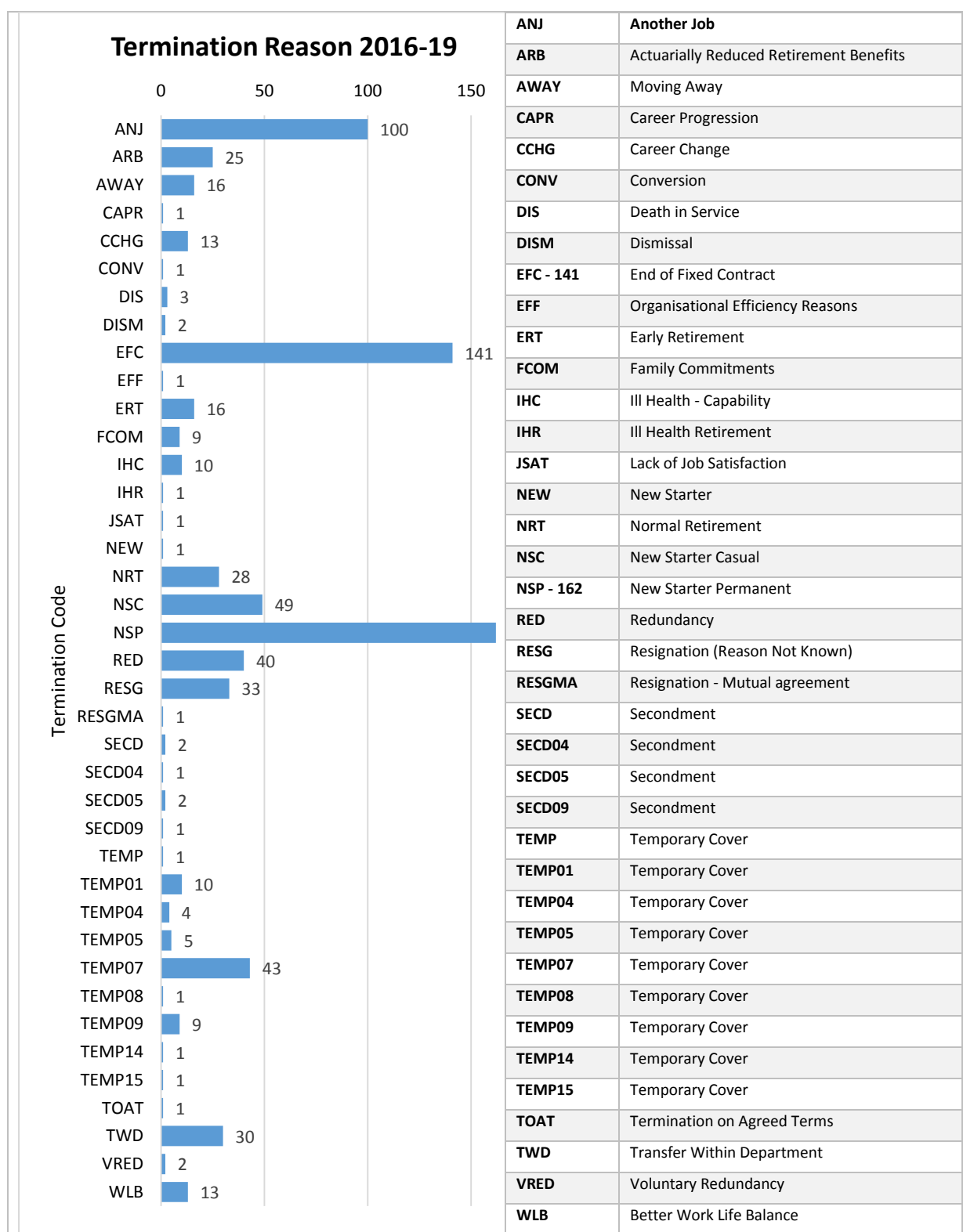
However, statistics published by the Welsh Government show that the proportion of teachers leaving the profession (excluding those retiring) in Wales has increased very slightly in recent years. Since 2012, the leaving rate has remained at around three per cent per year for both primary and secondary schools.

Chart 16 Carmarthenshire Profile of staff leaving 2016-19 by age, gender and sector

Sector	Primary			Secondary			Special			Voluntary Aided			Age-band Total
Age Bands	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	
20-24 Yrs	2	15	17	0	3	3	0	1	1	0	0	0	21
25-29 Yrs	12	63	75	15	28	43	0	1	1	1	3	4	123
30-34 Yrs	19	39	58	9	24	33	1	0	1	0	1	1	93
35-39 Yrs	16	38	54	9	30	39	1	0	1	3	8	11	105
40-44 Yrs	15	60	75	8	22	30	0	1	1	0	11	11	117
45-49 Yrs	11	28	39	8	28	36	2	0	2	0	5	5	82
50-54 Yrs	6	26	32	16	20	36	1	5	6	0	1	1	75
55-59 Yrs	9	46	55	17	19	36	1	1	2	1	4	5	98
60-64 Yrs	2	22	24	15	18	33	0	0	0	0	1	1	58
65-70 Yrs	1	0	1	0	3	3	0	0	0	0	5	5	9
<b>Total</b>	93	337	430	97	195	292	6	9	15	5	39	44	781

Note. Data provided in table includes all staff employed in schools. Data includes all year data.

Chart 17 Carmarthenshire reason of staff leaving 2016-19



## **Addressing concerns**

### **Reducing workload**

Since 2017, Carmarthenshire, along with several other education organisations in Wales have demonstrated our commitment to help teachers balance their workload. Stakeholders contributed to a joint project launched by the Cabinet Secretary for Education, Kirsty Williams and Her Majesty's Chief Inspector of Education, Meilyr Rowlands.

The project was formed in recognition of the burden that the education workforce can feel. This joint working produced a staff room poster and pocket guide, which highlight what teachers should and should not do when they are planning lessons, marking and assessing and collecting data, as well as clarifying Estyn's expectations.

### **Changes to accountability**

Welsh Government is currently working with the teaching profession, local government, consortia, Estyn, unions and international experts to undertake a fundamental review of the current accountability system. A recent accountability review identified that unintended consequences of the current assessment, evaluation and accountability arrangements and performance measures is placing unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners. As a Local Authority, will also continue to work with the middle tier on the cultural and behavioural changes needed to support these arrangements. We understand that we must also ensure alignment of each aspect of work and take care to avoid conflicting messages, unnecessary bureaucracy and excessive workload.

### **Inspection**

Estyn will continue to inspect schools. As a response to the report A Learning Inspectorate the nature of inspection will change. Estyn are currently consulting on those arrangements. There will be a partial suspension of inspection from September 2020 to August 2021 to enable the inspectorate to work more closely with schools and consortia on the curriculum reform. However, those schools that continue to give cause for concern will be monitored by Estyn during this time and will continue to receive support from their regional consortia and local authorities. Moving forward Estyn will change the way they undertake their inspections. This will involve the validation of the school's self-evaluation and improvement processes and will take place more regularly than in the current cycle.

### **Preparing for the new curriculum**

The approach to professional learning and the new curriculum are being developed in tandem to ensure that immediate and emerging professional learning requirements are taken forward in a planned and structured way. At the root of current reforms is our goal of developing a self-improving system. That is a deliberate step away from the top-down approach of the past, where the Government directs, instructs and sanctions, to one where it provides strategic leadership, facilitation and support. There needs to be significant investment by the ERW region to develop

capacity to support the transition to a school led system through networks, triads and mentors to support school to school working focused on practitioner inquiry and joint practice development.



# EDUCATION & CHILDREN SCRUTINY COMMITTEE 25<sup>th</sup> November 2019

## Carmarthenshire Youth Support Service

### To consider and comment on the following issues:

- That the Committee consider and comment on the Carmarthenshire Youth Support Service Business Plan 2019-20.
- Within this, the Committee were keen to review:
  - Grant provision to support work in the third sector.
  - Departmental capacity.

### Reasons:

- The Carmarthenshire Youth Support Service Business Plan 2019- 20 provides information about the Youth Support Service Structure; governance arrangements and resources available to the service (finance and staff).
- The Youth Support Service Business Plan describes the main areas of activity and identifies the principal risks associated with children and young people in the Youth Justice System. Information is included about the use of data, the development of the workforce and the possible risks to future service delivery.
- To enable members to exercise their scrutiny role in relation to monitoring performance.

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

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

<b>Directorate:</b> Education & Children  <b>Names of Heads of Service:</b> Aeron Rees  Aneirin Thomas  <b>Report Author:</b> Gill Adams	<b>Designations:</b>  Head of Curriculum and Wellbeing  Head of Education Services and Inclusion  Principal Manager – Youth Support Service	<b>Tel Nos. / E-Mail Addresses:</b>  01267 246532 <a href="mailto:jarees@carmarthenshire.gov.uk">jarees@carmarthenshire.gov.uk</a>  01267 246645 <a href="mailto:ARThomas@carmarthenshire.gov.uk">ARThomas@carmarthenshire.gov.uk</a>  01554 744322 <a href="mailto:GMArms@carmarthenshire.gov.uk">GMArms@carmarthenshire.gov.uk</a>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 25<sup>th</sup> NOVEMBER 2019

## Carmarthenshire Youth Support Service Business Plan 2019-20

### Service Background

Carmarthenshire Youth Support Service was established on 1/1/16, bringing together the Carmarthenshire Youth Service and the Carmarthenshire Youth Offending Service under a single integrated management structure. The Youth Support Service allows for the development of a more holistic approach to the delivery of youth support services across Carmarthenshire. 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.

### Vision

A service that provides a robust range of support from open access to specialised support, enabling children, young people and young adults (aged 8-25 years) to access *what* they need, *when* and *where* they need it so that they can reach their full personal, social and educational potential.

### Developing a Youth Support Service Business Plan for Carmarthenshire

The production of an annual Youth Support Service Business Plan has to meet the requirements of a variety of audiences:

- The Youth Justice Board – as a legislative requirement (Crime & Disorder Act 1998) and condition of grant
- YSS Youth Justice Local Management Board members and others who are part of the YOT partnership
- The County Council – both strategically and for scrutiny
- Youth Support Staff as an operational plan

The plan therefore has to meet legislative, grant making and business planning requirements.

### Grant provision to support work in the third sector

Youth Support Service funding sources demand a focus on the delivery of targeted interventions in terms of youth work, prevention work and youth justice provision. Grants are formally reported against either on a quarterly or half yearly basis and this requires a considerable amount of information gathering.

Most of the funding is committed to staffing, However, the service allocates some funding under Service Level Agreements to the third sector, for example the Urdd and Dr Mz for youth club

provision activities within the county.

Due to grants being awarded on an annual basis, funding commitments need to be reviewed annually.

### Departmental Capacity

The Youth Support Service brings together staff responsible for providing a range of services extending from youth work provision and support to the delivery of youth justice services and administrative, performance management and business support. Staffing comprises of 66 (full-time equivalent) staff, as well as sessional workers; a seconded Police Officer (full-time); a seconded Probation Officer (0.5 of a week) and clinical/nursing input from CAMHS. Staff sit across 5 teams, but within these arrangements, it is critical that staffing and resources can be allocated in accordance with the needs of children, young people and young adults for best outcomes.

In 2019/20, WG have shown a renewed commitment to youth work in 2019/20, having increased the WG Youth Support Grant from £183,403 to £539,311. Within this funding there is an emphasis on delivery of the Youth Engagement and Progression Framework as well as strengthening youth work delivery in relation to emotional/mental health and wellbeing and homelessness prevention. This has served to increase staffing capacity in relation to 'traditional' youth work. Therefore, the service will have increased capacity to support outreach and universal provision.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>
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## IMPLICATIONS

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

**Signed:      Aeron Rees                      Head of Curriculum and Wellbeing**

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

### **1. Policy, Crime & Disorder and Equalities**

The Carmarthenshire Youth Support Service Business Plan 2019- 20 contributes to one of the key Wellbeing Objectives outlined in the County Council's Corporate Strategy 2018 – 23. It also actively contributes to section 17 of the Crime & Disorder Act 1998, which requires Local Authorities to have done all we reasonably can to reduce crime and disorder locally.

## CONSULTATIONS

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

**Signed:**    **Aeron Rees**                      **Head of Curriculum and Wellbeing**  
                 **Aneirin Thomas**                **Head of Education Services and Inclusion**

**1. Local Member(s) – N/A**

**2. Community / Town Council – N/A**

**3. Relevant Partners –** The Youth Support Service - Youth Justice Local Management Board members have been consulted about this plan.

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

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

**THERE ARE NONE**

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

# Youth Support Service

## Youth Justice Plan

### 2019-20



NATIONAL  
PROBATION  
SERVICE



GIG  
CYMRU  
NHS  
WALES

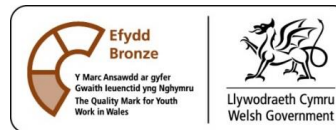
Bwrdd Iechyd Prifysgol  
Hywel Dda  
University Health Board



European Union  
European  
Social Fund



Llywodraeth Cymru  
Welsh Government



Y Marc Ansawdd ar gyfer  
Gwaith Ieuenctid yng Nghymru  
The Quality Mark for Youth  
Work in Wales



Llywodraeth Cymru  
Welsh Government



COMISIYNYDD  
HEDDLU A THROSEDDU  
DYFED-POWYS  
POLICE AND CRIME  
COMMISSIONER

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## 1. The Service

Carmarthenshire Youth Support Service brings together youth work and youth justice statutory provision under a single management structure. The Service allows for the development of a holistic approach to the delivery of youth support services across Carmarthenshire.

### Vision

**A service that provides a robust range of support from open access to specialised support, enabling children, young people and young adults (aged 8-25 years) to access *what* they need, *when* and *where* they need it so that they can reach their full personal, social and educational potential.**

### Core Principles

Carmarthenshire Youth Support Service:

- is innovative and creative in its service delivery;
- contributes to the Welsh Government priority of reducing poverty;
- utilises restorative approaches within its practice;
- promotes inclusion and participation of children and young people;
- has a well-trained, skilled and supported workforce, able to offer a range of services in Welsh and English;
- has a team of trained, skilled volunteers (e.g. Referral Order Panellists; Bureau; Duke of Edinburgh's Award and universal provision);
- engages with families and carers for better outcomes.

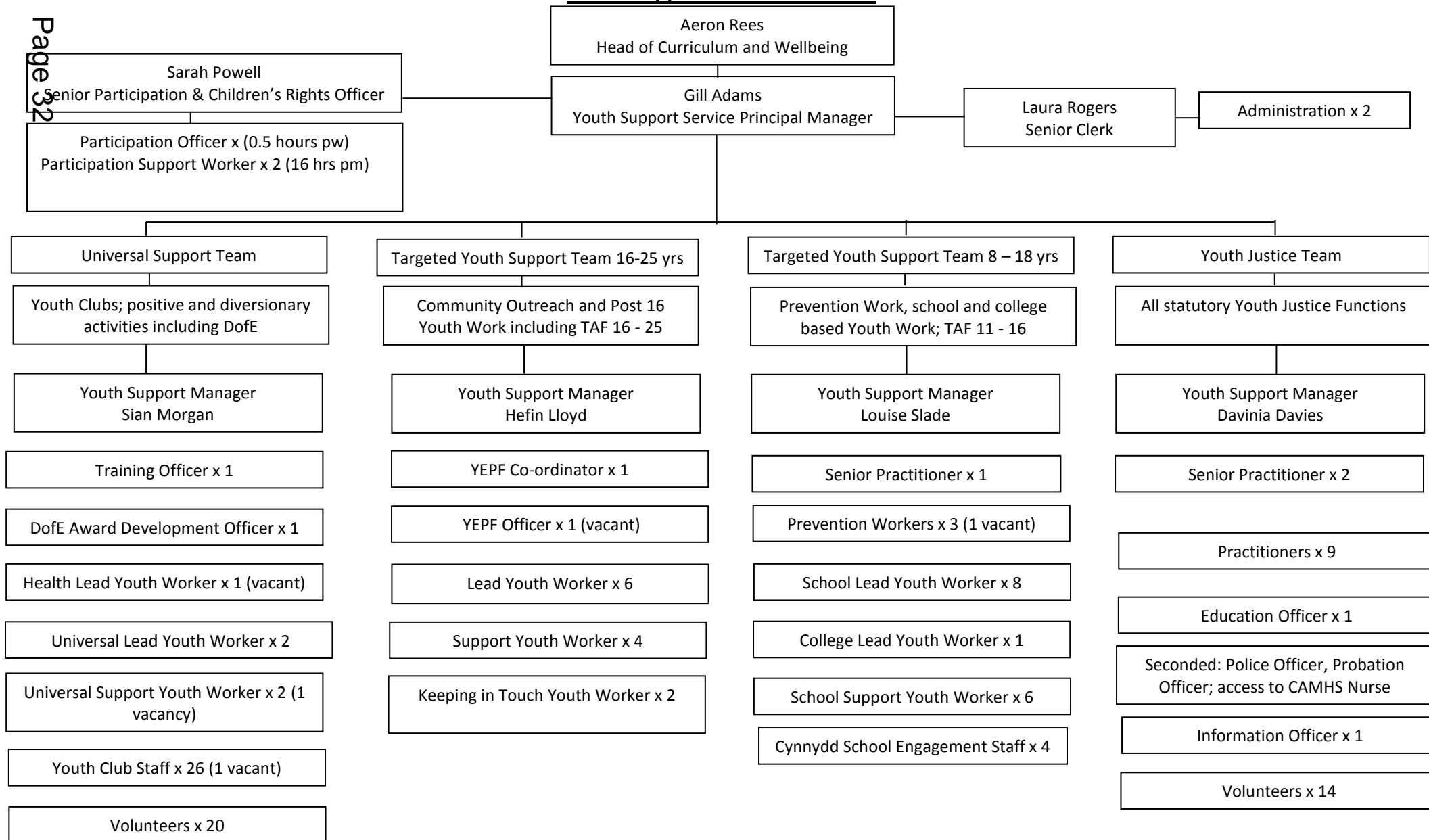
### Staffing

The Youth Support Service brings together staff responsible for providing a range of services extending from youth work provision and support to the delivery of youth justice services and administrative, performance management and business support. Staffing comprises of 66 (full-time equivalent) staff, including 4 vacancies); 27 sessional workers (including 1 vacancy); a seconded Police Officer (full-time); a seconded Probation Officer (0.5 of a week) and nursing input from CAMHS.

The Youth Support Service also utilises trained volunteers who assist in the delivery of key aspects of work and provides for student placements.

Welsh Language provision within service delivery is strong across the Youth Support Service.

## Youth Support Service Structure





### **Delivery of Youth Work Provision and Youth Support**

The statutory requirement of the local authority for youth support services is identified in the *Learning and Skills Act 2000 (s.123 (1))* directing local authorities to provide, secure the provision of, or participate in the provision of, youth support services. The Welsh Government's vision of the future for young people in Wales aged between 11-25 years, is based on the concept of *universal entitlement*, which means that every young person in Wales has a basic entitlement to a range of high quality services enabling them to participate effectively in opportunities for learning, employment, good health, citizenship and social inclusion. In 2012, the Cymorth Grant supporting delivery of WG's "Extending Entitlement" programme was transformed into the Families First Grant. This grant is intended to be used to support families and young people experiencing poverty and to support transitions to employment, education and training. Welsh Government and Education Wales launched a revised National Youth Work Strategy at the end of June 2019. The strategy sets out a vision for the future:

*Wales is a county where:*

*All young people are thriving with access to opportunities and experiences, in Welsh and English, which provide enjoyment and enrich their personal development through youth work approaches.*

*Youth work is rights based, informed by young people, and collaboratively planned and supported by a skilled workforce of voluntary and paid professional staff.*

*The value of youth work is understood, with clear lines of accountability.*

#### **5 Aims:**

*Young people are thriving.*

*Youth Work is accessible and inclusive.*

*Voluntary and paid professional youth work staff are supported throughout their careers to improve their practice.*

*Youth work is valued and understood.*

*A sustainable model for youth work delivery.*

This strategy will be embedded into forward youth work delivery and business planning.

### **Delivery of Youth Justice Services**

Youth Offending Teams (known in Carmarthenshire as 'Youth Justice Team') were established by the Crime and Disorder Act 1998 with the stated intention of reducing the risk of young people offending and re-offending. The Carmarthenshire Youth Justice Team is a statutory, multi-disciplinary partnership that is co-ordinated by the Local Authority. Governance is carried out locally by a Management Board made up of key partners, and nationally by the Youth Justice Board for England and Wales, which is part of the Ministry of Justice. The Youth Justice Team is made up of staff from Children's Services, Police, Probation, Health and Education.

### **Carmarthenshire Youth Support Service - 5 Teams**

#### **Universal Support Team**

Responsible for the delivery of open access provision including; adventurous outdoor activities and programmes; county-wide youth club provision; supporting the delivery of the Duke of Edinburgh's Award; programmes of accredited learning; delivery of activities to support community safety and to reduce anti-social

behaviour; co-ordination of staff training and continuing professional development; support for young people's participation in decisions that affect them; residential programmes for young people both in the UK and abroad.

#### Targeted Youth Support Team (16-25 years)

Delivery of targeted personal support for young people and young adults aged 16-25 years and their families. All duties undertaken are in alignment with the WG Families First programme; the WG Youth Engagement and Progression Framework and Cam Nesa (European Social Fund). The team engages with young people and young adults who can be affected by a broad range of issues associated with family poverty; homelessness; risk of becoming NEET (not in education, employment or training) etc. A range of youth work strategies and approaches are used to provide individualised needs-based support and interventions.

#### Targeted Youth Support (8-18 years)

The team undertakes work with children and young people across the spectrum of low to high need. Interventions are designed to reduce risks of disengagement from education and the prevention of young people from offending. The team includes school-based youth workers based in all Carmarthenshire secondary schools and Coleg Sir Gar. The work is supported by WG Families First to meet the requirements of developing Team Around the Family approaches, and is linked with WG Youth Engagement and Progression Framework. Cynnydd (European Social Fund) contributes to educational and engagement support for 11-16 year olds in schools who are at greatest risk of disengagement. Welsh Government and the Police and Crime Commissioner contribute funding towards the delivery of intervention programmes to reduce youth crime, support community safety and reduce anti-social behaviour.

#### Youth Justice Team

The team works with children and young people aged from 10 - 17 years. Staff provide holistic assessments utilising the Youth Justice Board standard assessment tool – ASSETPlus which helps to inform decisions made for a range of Out of Court Disposals via Bureau, as well as providing information to courts for sentencing purposes. The team is responsible for supervising children and young people subject to statutory community orders and custodial sentences. Resettlement and reintegration planning work is critical in aiding the successful reintegration of young people from custody back into the community under the terms of their Licence requirements. Arrangements are in place with the National Probation Service for identified cases to be transferred over to adult supervision as part of a structured planning process.

Restorative Justice underpins the work of the team. This includes victim-offender mediation; facilitating meetings to encourage improved outcomes for victims of offences; utilising restorative approaches to allow for reparation. A number of grant funding streams supplement the resources contributed by statutory partners. The Youth Justice Board for England and Wales monitors the performance of all Youth Offending Teams in Wales against seven performance indicators:

- re-offending rates;
- number of first time entrants;
- custodial sentences;
- young people's access to substance misuse assessment and treatment;
- young people's access to suitable accommodation;
- young people's access to education, training or employment;
- young people's access to emotional and mental health assessment and treatment.

### Participation and Children's Rights Team

The team offers a service for children and young people aged 0 to 25 years old who live in Carmarthenshire that strives to embed participation across the county. Involving children and young people in decisions that affect their lives is a fundamental right for all children and young people (Article 12, United Nations Convention on the Rights of the Child), and the team delivers this commitment across the County Council by having responsibility for:

- being the strategic lead for participation across the county ensuring delivery of our statutory duties;
- supporting and maintaining the work of Carmarthenshire Youth Council;
- providing a range of children's rights and participation activities and initiatives for children and young people to ensure their views and opinions are listened to and influence decisions, services and policy that affect their lives.

### Administration, Performance Management, and Business Support

Administrative support is provided by a Senior Clerk and 2 Clerical Officers. Youth Justice Team performance management and submission of data to the Youth Justice Board is led by the Youth Support Service Information Officer. The Service Co-ordinator and Awards Administrator from the departmental Education Systems Team provide a range functions such as monitoring and compliance against conditions of grant funding; collating performance data; financial planning and management; project management, human resource requirements, asset management and the administration of the Duke of Edinburgh Award Scheme.

## **2. Context**

### Local

The Youth Support Service, overseen by the Head of Curriculum and Wellbeing, sits within the Education Services Division of the Department for Education and Children. The Service provides two key delivery areas for Carmarthenshire County Council's Families First Programme, and provides for a co-ordination function in implementing the Welsh Government's Youth Engagement and Progression Framework. The Youth Support Service contributes to the delivery of Cynnydd and Cam Nesa (European Social Fund) projects, which provide for a full and complimentary range of engagement, learning and training activities in order to increase the attainment levels of 11 – 19 year olds who are at risk of becoming NEET (Not in Employment, Education or Training), and reduce the number of young people aged 16-25 years who are at risk of becoming NEET.

The Public Services Board (PSB) was established in May 2016, following the introduction of the [Well-being of Future Generations \(Wales\) Act 2015](#). The PSB is a collection of public bodies including 4 statutory members – the County Council, Hywel Dda University Health Board, Natural Resources Wales and the Fire Service - working together with wider partners to improve the well-being of our county.

Carmarthenshire PSB made an Assessment of the state of economic, social, environmental and cultural well-being locally and, as a result, a Well-being Plan has been published, setting out the PSB's local objectives and the steps to be taken to meet them. The PSB has introduced a number of multi-agency delivery groups to assist it in improving well-being and implementing the Plan, and the 'Safer Communities' group continues to report to the PSB. Safer Community Partnership members include partners which have a statutory duty to work together to reduce crime and disorder, reduce reoffending, reduce anti-social behaviour and tackle substance misuse – the Police, Council, Probation, Hywel Dda University Health Board and Fire Service – and other key stakeholders including the Principal Manager of the Youth Support Service.

To increase the effectiveness of community-safety related meetings and reduce duplication, a new meeting arrangement has been introduced. Now the county CONTEST (counter-terrorism) Board, Serious and Organised Crime Board and Safer Communities Partnership meetings are held consecutively during a half-day session. It is felt that this has improved the collaborative working and connectivity between these areas.

The priorities of the Youth Support Service are also channelled through the Education Service Business Plan; Education and Children Services Departmental Business Plan and are reflected in the high level outcomes contained within the Carmarthenshire Integrated Community Strategy. The production of a Youth Justice Plan is a statutory duty of the Local Authority (Part 3; s40) of the Crime and Disorder Act 1998. Therefore, the Youth Support Service Business Plan is approved by the Local Management Board; presented at the Local Authority's Education and Children's Scrutiny Committee and at the Hywel Dda University Health Board. It is formally submitted to the Youth Justice Board for England and Wales, as a statutory requirement. It is reported to Fair and Safe Communities and submitted to the Police and Crime Commissioner.

### Leadership and Governance

The local governance of Carmarthenshire Youth Justice Team is the responsibility of the Local Management Board where all the statutory partners are represented - Children's Services; Education; Police; Probation; Health. The Board is further strengthened by membership from Fair and Safe Communities and membership at a senior level from the Specialist Child and Adolescent Mental Health Service (Specialist CAMHS); Local Authority Housing Services, H.M. Courts and Tribunals Service and Executive Board Member representation from Carmarthenshire County Council. The Local Management Board performs key functions including:

- holding the service to account for its practice;
- monitoring and meeting conditions set out in any grant made by the YJB, e.g. timely submission of data, compliance with secure estate placement information, completion of national standards audits and procedures for reviewing community safeguarding and public protection incidents;
- supporting the YOT in overcoming barriers to effective multi-agency working and ensuring that partner agencies make an effective contribution to delivering against key youth justice outcomes.

### Local Management Board

Name	Agency representing	Post in agency	Ethnicity	Gender
Jake Morgan (Chair)	Carmarthenshire County Council	Director of Communities and Deputy Chief Executive	White	Male
Angela Lodwick (Vice-Chair)	CAMHS	Head of Specialist CAMHS & Psychological Therapies Service	White	Female
Aeron Rees	Carmarthenshire County Council	Head of Curriculum and Learning	White	Male
Stefan Smith	Carmarthenshire County Council	Head of Children's Services	White	Male
Jolene Mann	Dyfed Powys Police	Chief Inspector	White	Female
Christine Harley	National Probation Service	Assistant Chief Executive	White	Female
Kate Harrop	Carmarthenshire County Council	Community Safety Manager	White	Female
Jane Lewis	Carmarthenshire County Council	Regional Learning and Skills Partnership	White	Female
Jonathan Morgan	Carmarthenshire County Council	Head of Housing and Safer Communities	White	Male
Jonathan Pritchard	H.M. Court and Tribunal Service	Legal Advisor	White	Male
Cllr Glynog Davies	Carmarthenshire County Council	Executive Board Member for Education and Children	White	Male
Wendy Williams	Careers Wales	Area Manager	White	Female
Gill Adams	Carmarthenshire County Council	Youth Support Service Principal Manager	White	Female

The Youth Justice Team operates as a local partner to other criminal justice agencies who contribute to the administration of justice. Equally, the Youth Justice Team operates with other services, some universal and some targeted, which deliver services to children and young people.

The Youth Support Service Principal Manager represents the service at partnership meetings including those organised for the delivery of Community Safety, 'Prevent Duty' (Counter Terrorism and Security Act 2015) and Serious Organised Crime. The Service is also represented at the Multi Agency Public Protection (MAPPA) Strategic Management Board; the Area Planning Board (APB) and at the regional Safeguarding Children forum: Children and Youth Safeguarding - Unifying the Region (CYSUR); CYSUR Local Operational Group; Multi Agency Risk Conference (MARAC) as well as at Integrated Offender Management meetings.

### Regional

The Youth Support Service links with the Youth Engagement & Progression Framework South West & Mid Wales Regional Working Group; and the Joint Garmarthenshire & Pembrokeshire (11-25) Executive Group.

The Youth Justice Team is represented at the (Dyfed-Powys) Local Criminal Justice Board which comprises of membership from all the criminal justice agencies who work collaboratively to deliver an efficient and effective local criminal justice system. The Board recognises the importance of preventing children and young people from offending.

The commissioning of substance misuse treatment services through the Area Planning Board has resulted in decision-making moving to a regional forum and has led to managers of county-based services collaborating to ensure representation at a regional level. Good working protocols exist with the universal substance misuse treatment provider for young people – Choices, as well as with adult alcohol and substance misuse services.

The Youth Support Service works with the other Youth Offending Teams in the Dyfed-Powys region to ensure that youth crime prevention is aligned with the priorities of the Police and Crime Commissioner, the Youth Justice Board and Welsh Government.

### National

The Youth Support Service Principal Manager is a member of the national Principal Youth Officers' Group and is the current Chair of YOT Managers Cymru.

The Youth Support Service delivers its services in accordance with key legislation, policy and guidance underpinned by the United Nations Convention on the Rights of the Child; Welsh Government 7 Core Aims and Children's Rights in Wales. Welsh Government and the YJB published, "Children and Young People First", a joint strategy to improve services for young people from Wales at risk of becoming involved in, or in, the youth justice system (July 2014). Sitting below the strategy is a national annual Delivery Plan which is monitored by the Wales Youth Justice Advisory Panel.

On 17 May 2018, the YJB published a Strategic Plan for 2018-2021. Within the plan, six strategic priorities for immediate focus have been identified:

- the disproportionate representation of children from some Black, Asian, and Minority Ethnic backgrounds in the youth justice system
- local services' practice
- national standards for youth justice
- resettlement and transitions between services
- safety in custody
- secure schools.

The YJB will continue to deliver core statutory functions, but there will also be a focus on critical and emerging issues, such as counter terrorism, trauma-informed practice and serious youth violence. In May 2019, a Youth Justice Blueprint and accompanying Implementation Plan were published. The Blueprint

sets out Wales' key aspirations and guiding principles for young people in or at risk of entering the criminal justice system; the accompanying Youth Justice Blueprint Implementation Plan sets out a shared commitment to exploring recommendations made by the Youth Justice Board (Cymru) in relation to:

Prevention

Pre-Court Diversion

Community

Resettlement and Transition

Custody

System Oversight

The Implementation Plan will be overseen by the Youth Justice in Wales programme Board.

### **3. Resources**

For 2019/20, the Youth Support Service budget has shown an overall increase of 16.4% in comparison with 2018/19. The majority of Youth Support Service funding sources demand a focus on the delivery of targeted interventions in terms of youth work, prevention work and youth justice provision. Grants are formally reported against either on a quarterly or half yearly basis and this requires a considerable amount of information gathering.

Youth Justice specific funding for this year shows a slight decrease of 0.1% in funding. YJB Grant funding was reduced by 1%; core funding was increased by £2,359. The overall decrease presents some challenges, as of course, staffing costs rise year on year.

The YJB Grant specifically contributes to the provision of 7 posts linked to preventing and reducing offending within the Youth Support Service. The Police and Crime Commissioner increased the contribution for prevention work from £25,000 in 2016/17 to £50,000 for the next 3 years; this commitment has served to help support the ongoing delivery of prevention work within the service. The National Probation Service's financial contribution of £5,000 remains the same; the contribution of a seconded Probation Officer to the Youth Justice Team is a 2.5 days a week commitment. WG Promoting Positive Engagement for Young People (at Risk of Offending) Grant remains the same as in the previous year. However, this funding is no longer ear-marked directly to YOTs; it is now part of WG Children and Communities Grant which is allocated to Local Authorities as from 2019/20.

WG Youth work related funding has significantly increased overall by 26.3%. Notably, WG have shown a renewed commitment to youth work in 2019/20, having increased the WG Youth Support Grant from £183,403 to £539,311. Within this funding there is an emphasis on delivery of the Youth Engagement and Progression Framework as well as strengthening youth work delivery in relation to emotional/mental health and wellbeing and homelessness prevention.

The most recent WG statistics (2017/18) show that Carmarthenshire 'Youth Service' core funding ranked 'mid-table' (12<sup>th</sup>) compared with other Welsh Local Authorities. Targeted Youth Work provision within the Youth Support Service is greatly supported by Families First and helps to employ a large number of youth work staff. The service also receives funding from Supporting People in the delivery of youth support related to homelessness. ESF Cynnydd and Cam Nesa which funds a number of staff delivering youth support work, has shown a slight increase for 2019/20; these posts also require match-funding against the wider youth work staffing group. Grant funding which is predominantly annually awarded, without doubt, causes Youth Support Service staff to experience a measure of uncertainty in relation to job security. Year-on-year determined funding also presents challenges in terms of planning for and setting long-term goals.

### Youth Justice Specific Funding Comparison – 2018/19 and 2019/20

FUNDING BODY	FINAL BUDGET 2018/19	FINAL BUDGET 2019/20	COMMENTS
Probation Service	£5,000	£5,000	
Youth Justice (YOT) Grant	£201,825	£199,924	1% decrease in 2019/20
WG Promoting Positive Engagement Grant	£201,168	£201,168	This funding is now part of the Children and Communities Grant from 2019/20
Police & Crime Commissioner	£50,000	£50,000	
Local Authority – Youth Justice Core Budget	£424,182	£426,541	
<b>TOTAL</b>	<b>£882,175</b>	<b>£882,633</b>	<b>0.1% reduction in funding</b>

### Rest of Service Funding Comparison – 2018/19 and 2019/20

FUNDING BODY	FINAL BUDGET 2018/19	FINAL BUDGET 2019/20	COMMENTS
Local Authority - Youth Core Budget	£342,156	£354,533	
Families First - School Support Youth Work	£422,333	£422,333	
Families First - Post-16 Youth Work	£188,531	£188,531	
Supporting People – Post 16	£51,782	£51,782	
WG Youth Support Grant	£183,403	£539,311	Increase of 294% from 2018/19
WLGA Additional Money	£20,991	£20,991	
ESF Cynnydd Grant	£116,169	£123,020	
ESF Cam Nesa Grant	£113,067	£116,920	
<b>TOTAL</b>	<b>£1,438,432</b>	<b>£1,817,421</b>	<b>26.3% increase in funding</b>
<b>GRAND TOTAL</b>	<b>£2,320,607</b>	<b>£2,700,054</b>	<b>16.4% overall increase</b>



## Youth Justice Funding 2019/20\*

AGENCY	Delivery Costs	Payments in kind	Other Delegated Funds	TOTAL	Confirmed 2019/20
Dyfed Powys Police	£0	£54,000 (note 1)	£0	£54,000	Yes
National Probation Service	£0	£27,449 (note 2)	£5,000	£32,449	Yes
Hywel Dda University Health Board (note 3 )	£0	£45,280	£0	£45,280	Yes
Carmarthenshire County Council (Youth Justice element only)	£426,541	£0	£0	£426,541	Yes
Welsh Government Promoting Positive Engagement for Young People (at risk of offending)	£201,168	£0	£0	£201,168	Yes
Police and Crime Commissioner (note 4)	£50,000	£0	£0	£50,000	Yes
Youth Justice Board Youth Justice Grant	£199,924	£0	£0	£199,924	Yes
<b>TOTAL</b>	<b>£877633</b>	<b>£126,729</b>	<b>£5,000</b>	<b>£1,009362</b>	

### Notes:

\*set out as required by the Youth Justice Board

1. Dyfed Powys Police second a full-time Police Officer to the Service.

2. The National Probation Service seconds 0.5 of a Probation Officer to the Service.

3. The Youth Support Service has access to a nurse, input from a Mental Health Advisor (£10k) and access to Dialectical Behaviour Therapy and Cognitive Behavioural Therapy.

4. Regional YOTs received Police and Crime Commissioner funding in 2017/18

#### 4. Performance Report

During the year, emphasis has continued to be placed upon staff participation in shaping service delivery. A Service Development Day was held in March 2019, which provided an opportunity for all staff to meet, network and explore future priorities. Staff also provided presentations on projects that they had been responsible for organising and delivering during the year. Young people were also given the opportunity to engage in a consultation exercise in relation to what they feel needs to be prioritised by the service. Staff were asked to respond to a range of questions designed to inform future business planning. The YSS Management Group is currently collating staff responses within the survey, and emerging information will be utilised to inform business planning and priority setting in 2020/21. Staff were also asked, *'How well do you think we work together as a service?'* responses gathered were as follows: Excellent- 46%; Quite Well- 53%; Poor- 1%.

A number of Practice Development Days have been planned throughout the year in order to promote and strengthen knowledge and skills. This has included service-wide substance misuse training, including a focus upon County Lines and related risks; Additional Learning Needs Transformation training input; and Adverse Childhood Experiences. Youth Work qualifications have been facilitated by the YSS and delivered to staff members and wider CCC and partner staff both within the voluntary and third sectors.

The Youth Support Service Management Group meets on a bi-monthly basis in order to ensure that the service continues to develop and keep up-to-date with local, regional and national developments. Team Managers and Senior Practitioners also meet monthly and Youth Support Service Performance Meetings are held on a quarterly basis allowing for close monitoring of Youth Justice Board Key Performance Indicators; prevention work and Out of Court Disposals; Families First performance and Youth Engagement and Progression Framework data. Team Meetings are regularly held and staff receive supervision and appraisals. There is sound evidence of multi-agency working within the county as well as regional collaboration between youth justice and youth work partners and stakeholders. A number of Task and Finish/working groups involving staff across the service met to plan for delivery of various pieces of work; these included updating of the YSS website (ongoing); planning and preparation for the delivery of term time and holiday activities.

A 'Summary of the YSS Plan for Children, Young People and Young Adults' was produced following consultation with Carmarthenshire Youth Council.

During the year, the County Council's Children's Rights and Participation Team joined the Youth Support Service. Here are some of their achievements:

- 14 young people were trained as Children's Rights Ambassadors.
- 136 of young people took part in the Health and Wellbeing consultation that informed Carmarthenshire's Wellbeing Strategy.
- 25 young people enrolled on the Millennium Volunteer Programme with 11 achieving 50 hr certificates, 7 achieve 100 hr certificates and 1 receive 200
- 17 young people took part in a Summer Camp Residential where they took part in participation training and workshops.
- The Youth Council Chairperson successfully won Radio Carmarthenshire's Volunteer of the Year Award.
- The Youth Council worked with Pembrokeshire Youth Assembly and Young Wales to involve 17 young people in a Brexit Consultation highlighting the concerns of young people in Wales. One CYC member had the opportunity to present the report detailing the findings of the consultation to the Minister for Children and Social Care.

- Members of the Youth Council received training to be able to participate in the recruitment of staff for the Youth Support Services and Participation and Children's Rights Team.
- Two members represented the county on CADW, Regional Junior Safeguarding Children's Board, organised and facilitated by Tros Gynnal Plant. Members attend and contributed to regular meetings, residential activities and attended a CYSUR meeting to share their views and opinions with the Adult Board.

The National Youth Excellence Awards were also held in June 2019, with Carmarthenshire County Council achieving 3 nominations as finalists for different categories: Promoting Young People's Rights- Carmarthenshire Youth Council; Making a Difference- Amber Treharne of Carmarthenshire Youth Council and Outstanding Youth Worker- Sarah Powell of the YSS. On this occasion the nominees did not win the award, however, this was an achievement to be very proud of by all concerned.

### **Progress against Youth Support Service Operational Plan in 2018/19**

1.	<b><u>Priority:</u> To ensure that the Youth Support Service provides a high quality, responsive and accessible youth work provision for children, young people and young adults.</b>
	<p><u>Activity</u> To work towards the achievement of the Silver Quality Mark for Youth Work in Wales by carrying out a self-assessment against standards; work in line with the Children and Young People's National Participation Standards for Wales.</p> <p><u>Progress</u> A self-assessment against the Youth Work Quality Mark Silver Standards has been completed and an Action Plan drawn up to be able to meet relevant criteria. The Youth Work Quality Mark is under review by WG and the Interim Youth Work Board; currently all assessments are on hold pending further announcement. However the YSS Quality Mark Action Plan will serve to strengthen and embed key processes within the delivery of projects and quality assurance across the Youth Support Service.</p> <p><u>Activity</u> To maintain a strong focus upon Youth Club provision, including links with the Urdd; Carmarthenshire Young Farmers Clubs and other independent youth clubs.</p> <p><u>Progress</u> Youth Clubs have remained a strong focus in 2018-19 and new links have been established with Young Farmers Clubs whilst existing links with the Urdd and Dr Mz have remained successful. The Urdd is currently commissioned to run Welsh Language specific provision in Ammanford, Carmarthen and Llanelli. The support of the Urdd in running this provision is invaluable and something that the YSS will continue for the forthcoming year.</p> <p>New partnership links with Young Farmers Clubs have proved successful and the YSS has offered activities during summer holiday periods, and has also supported clubs in running British Heart Foundation CPR sessions. To date, three clubs have taken up the offer of free training for members and volunteers with more booked in after Easter 2019. Members and Volunteers receive a certificate of completion and competence. Youth Club members also benefitted from residential experiences during 2018-19. 9 young people from Streets, Tycroes and Llandybie Youth Clubs participated in a cultural residential experience in France in August 2018. Additionally a group of young people also took part in a visit to the National Eisteddfod held at Cardiff Bay.</p> <p>436 attendances were recorded at CCC Youth Clubs equating to 959 distinct young people. Regular meetings with Youth Club staff either as a whole team or on a 1-1</p>

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basis were held throughout the year and a curriculum document is in the process of being developed. Youth Club attendees were consulted with in order to find out what they wanted as part of their summer and holiday provision and activities provided to meet the needs of the young people as a result. Youth Clubs have also run accredited activities and projects for young people including the British Heart Foundation CPR Module and the John Muir Award.

#### Project Example:

The John Muir Award project was run in partnership with Burns in the Community in Kidwelly. The group planned, designed and undertook the work themselves with the support of specialist staff from Burns in the Community enabling them to re-instate an ancient watering hole on an old drover's road, conserve an area of ancient native woodland and encourage greater biodiversity through creating different habitats and providing shelter & housing for wildlife. The group also created a walkway through the woodland to encourage others to explore and enjoy.

Young People also attended the national Street Games Wales Multi Sports Festival in the Principality Stadium Cardiff where they participated in over 40 different activities with other young people from across Wales. Activities and provision have been facilitated for young people involved with the Youth Justice Team on a needs basis. Summer provision was tailored accordingly through consultation with the groups prior to undertaking and planning of activities. It is recognised that the opportunities provided via integrated working within the YSS can have a positive impact when used in conjunction with youth justice intervention planning.

#### Activity

To develop referral processes which enable children and young people are able to access what they need when they need it.

#### Progress

A referral process for universal support work has been established to enable children and young people to be able to access what they need when they need it. Allocation meetings are held every half term to discuss requests and project proposals from across the service, from other departments and teams as well as from external voluntary and third sector organisations.

#### Activity

To provide opportunities to those children and young people who may require additional support, guidance and encouragement to achieve the Duke of Edinburgh Award.

#### Progress

2,296 attendances were recorded in the Duke of Edinburgh Llanelli Open Award Centre equating to 603 distinct young people. Many of these young people may not have been able to access the Award without this facility. This year, an additional Open Award Centre has been established in partnership with Heol Goffa School which supports ex-pupils wanting to undertake the Gold Award. Many of these young people had also undertaken the Silver Award with the support of Universal staff. Bro Dinefwr School were supported to run the Bronze Award by Universal Team staff providing a structure for training and expedition within the school. Over 350 young people collected their award certificates at Bronze, Silver and Gold levels throughout the year with Gold Award recipients invited to St James Palace to receive their award.

#### Activity

To ensure that services are inclusive and accessible to young people with a Disability/Autism

#### Progress

A partnership has been formed with Tîm Camau Bach in order to ensure that young people with disabilities/autism are able to access youth work provision in a manner that best suits their needs. Activities were provided through consultation with the young people attending the group. Throughout the summer period (2018), young people completed a John Muir Award as a result of their engagement with the Universal Team as well as a CPR module. Ongoing projects have resulted in visits to the Big Pit, LC2, St Fagans Museum, as well as providing opportunities for the young people to engage with their peers in an environment that they feel safe in and with adults they can trust. Duke of Edinburgh provision is currently in development with the young people. Disability awareness resources were purchased as a result of funding from Play Sufficiency Grant via the Welsh Government. 128 distinct young people benefitted from the resources during quarter 4 resulting in 160 attendances. The Universal Team also supports and enables Clwb Hwyl to work in partnership with Heol Goffa School. The project helps young people with additional needs in order to develop their

	<p>confidence and social skills alongside social awareness. 104 attendances were recorded against this project with a plan to continue this area of work.</p> <p><u>Activity</u> To provide a comprehensive term time and holiday programme for children and young people to access via Universal Youth Support Team.</p> <p><u>Progress</u> 704 distinct young people participated and engaged in holiday provision throughout the county facilitated by the Universal Team resulting in 2,091 attendances. Projects and Youth Work Curriculum Opportunities provided young people with experiences that have ensured that they are not disadvantaged by social isolation and loneliness. Young people developed transferable life skills through participating in educational and empowering activities that have encouraged them to express themselves.</p> <p>7,175 attendances were recorded through engagement with the Universal Team equating to 2,016 distinct young people across Carmarthenshire. Several projects were run in partnership with other key organisations. Welsh Culture specific projects were run as part of the curriculum as well as activities that encompassed wellbeing and emotional and mental health. Projects encouraged the development of resilience, self-esteem and self-confidence through experiential learning and challenging perceptions of risk. Continuation of LGBTQ work has been possible as a result of funding secured via the Play Sufficiency Grant from Welsh Government, all be it minimal; 52 distinct young people engaged in support provided either through activities and opportunities to socialise, listening to inspirational speaker, meetings or activities. This support resulted in 96 attendances at projects/sessions. This is an area that was identified as good practice and sector leading during the Bronze Quality Mark visit in 2018, and is an area earmarked for future development.</p> <p><u>Activity</u> To support the work of the Youth Council, including seeking broader representation from across Carmarthenshire</p> <p><u>Progress</u> The Carmarthenshire Youth Council (CYC) has 27 active members that include representation from Secondary School Councils, universal provision and Special Interest Groups including LGBTQ, Ethnic Minorities, Looked After Children, and Young Farmers Clubs. Also, NEET, young people with experience of mental health and young people with involvement in the Youth Justice Team. 74 individual young people have been involved in the CYC or in the work of the CYC with 340 contacts during the past 12 months. Young people have been supported to represent the Youth Council/Carmarthenshire on regional and national representative bodies to ensure young people's views and opinions influence decision making and policy development regionally and nationally:</p> <ul style="list-style-type: none"> <li>3 Elected Youth Parliament Members</li> <li>1 Elected UK Youth Parliament Member</li> <li>1 Young Wales Management Group Meeting Representative</li> <li>1 UK Youth Voice Representative</li> <li>2 CADW Junior Safeguarding Board Members</li> </ul> <p>Members of the CYC facilitated the national 'Make Your Mark' ballot that encouraged 5,076 young people aged 11-18 years across Carmarthenshire to get involved and vote on the most important issues that impact their lives.</p>
2.	<p><b><u>Priority:</u> To support children and young people to access appropriate health and wellbeing services</b></p>
56	<p><u>Activity</u> To ensure that children, young people and young adults are appropriately assessed to identify their particular need; to signpost children, young people and young adults on to suitable services</p> <p><u>Progress</u></p>

Young people receiving prevention or statutory supervision are screened and/or assessed (using ASSETPlus) to help determine a range of needs. Those receiving Families First services are assessed using the Joint Assessment Family Framework (JAFF). Cynnydd and Cam Nesa assessment processes also allow for identification of any presenting needs linked to health and wellbeing. There are quarterly meetings with CAMHS and Iechyd Da to review referrals; this helps ensure that there are no gaps/duplication in service delivery. Team Managers and Senior Practitioners have held lead responsibility for key areas of work linked with health and wellbeing, such as the development of a Suicide and Prevention Referral Pathway for Young People and ensuring staff engagement with in line with VAWDASV developments.

The Families First Project within the Youth Support Team (8-18) reported that of young people engaged during 2018/19:

- 83.9% reported improved emotional/mental wellbeing;
- 92.7% reported an improvement in their own resilience;
- 534 children and young people were supported to increase their physical exercise;
- 97 young people were provided with information and support regarding sexual health.

#### Activity

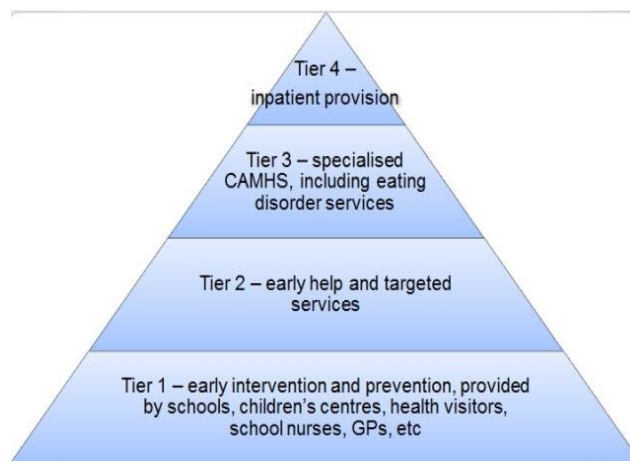
To refer children and young people into CAMHS/Primary Mental Health services.

#### Progress

The Youth Justice Team has access to a CAMHS Practitioner and Specialist CAMHS and the team operates in a multi-agency way in order to refer or signpost children/young people to options best suited to them. This is particularly important when the child/young person is moving into adult provision; or when young people/families are facing barriers in accessing services from various reasons. Staff within the team can offer practical support, for example accompanying a young person to GP appointments or hospital appointments as required.

Youth Justice Board Key Performance Indicator Definition: *Ensure that young children and young people in the youth justice system in Wales with identified mental health needs gain timely access to appropriate specialist assessment and treatment services.*

#### Tiers of Provision



Based on closed statutory orders during April 2018 – March 2019, 23 young people were screened via an ASSETPlus assessment as requiring a mental health service. 4

young people were already in receipt of a service and therefore were not deemed appropriate to re-refer. 6 young people were referred into CAMHS with 1 young person refusing an assessment. 5 young people were referred and assessed within 28 days, 3 were receiving a Tier 2 service, 1 was receiving a Tier 3 service and 1 was receiving Tier 4 service. Although 23 young people were screened, 9 young people were referred/being seen by the Substance Misuse Service, 1 young person did not display any signs/symptoms or issues with regard to mental health throughout the order and 3 young people would not give their consent to a referral being made.

	Q1	Q2	Q3	Q4
Number identified via screening requiring a MH assessment	7	4	6	6
Number currently in receipt of MH Service	0	2	1	1
Number referred for MH assessment	3	1	2	0
Number refusing a MH Service	0	1	0	0
Number commencing MH assessment	3	0	2	0
Number commencing MH assessment within 28 days of referral date	3	0	2	0
Number receiving Tier 2	2	0	1	0
Number receiving Tier 3	0	0	1	0
Number receiving Tier 4	1	0	0	0

#### Activity

To provide substance misuse interventions within Youth Support Service or to refer onto other appropriate provision

#### Progress

The YSS Substance Misuse Service was established in April 2008. Each year the service produces a report which is presented to the Local Management Board. The service also conducts bi-annual audits of cases in order to ensure that assessment, intervention and case management is maintained at a high standard.

Youth Justice Board Key Performance Indicator Definition: *Ensure that young children and young people in the youth justice system in Wales with identified substance misuse needs gain timely access to appropriate specialist assessment and treatment services.*

29 young people were screened via ASSETPlus assessment as requiring a substance misuse assessment; 9 of whom were receiving a service prior to Youth Justice Team engagement. 13 young people were referred to the Substance Misuse Service with 11 young people being identified as requiring a Tier 2 or Tier 3 Service (see table over page).

#### Tiers of Intervention:

Tier 1	Brief intervention, information and advice (universal)
Tier 2	Targeted Intervention
Tier 3	Community/Specialist intervention
Tier 4	Drug Specialist Inpatient Treatment and Residential Rehabilitation

	Q1	Q2	Q3	Q4
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Number identified via screening requiring a Substance Misuse assessment	8	9	6	6
Number receiving a Service prior to YOS engagement	1	3	3	2
Number referred to Substance Misuse Service for an assessment	5	2	3	3
Number commencing a Substance Misuse assessment	5	2	1	3
Number commencing a Substance Misuse assessment within 5 days of referral date	5	2	1	3
Number of young people identified requiring treatment	5	2	1	3
Number receiving Tier 2	4	2	1	3
Number receiving Tier 3	1	0	0	0

YSS also applies the same performance framework for non–statutory/prevention and early intervention cases in order to ensure that services are delivered in a timely fashion for all those requiring assessment and intervention:

\*Pre- Court including Prevention Cases referred into the Substance Misuse Service 2018/19

	Q1	Q2	Q3	Q4	Total
Number of C/YPs	6	4	6	4	20

*\*All of the above young people were assessed within 5 working days; furthermore all interventions were delivered within 10 working days.*

The YSS Substance Misuse Service works closely with the Child and Adolescent Mental Health Service (CAMHS) Dual Diagnosis Practitioner in relation to children and young people for whom there is a link between emotional and mental health difficulties and substance misuse. During this period, 4 young people were referred directly from the Substance Misuse Service to the Dual Diagnosis Practitioner, however there were a number of young people who were already working with CAMHS prior to YSS involvement.

The YSS Substance Misuse Service meets regularly with colleagues from Iechyd Da/ Youth Health Team. Young people are referred into the team by YSS staff for a variety of health needs following a comprehensive assessment. During 2018/19, 15 referrals were made from the Youth Justice Team. Iechyd da were also working with a further 2 children/young people prior and during their involvement with the Youth Justice Team. The children/young people referred received intervention around substance misuse, emotional health, healthy relationships and sexual health. Nine children/young people completed feedback forms at the end of their intervention. 8 rated the support that they received as 'excellent' and all 9 indicated that they found the information helpful and this intervention enabled them to make some positive changes to their use. These changes ranged from reducing their use of substances, stopping use of certain substances and utilising harm reduction advice. The following comments were included on their feedback forms:

'I enjoyed the sessions and I didn't want them to end'

'I learnt a lot about how alcohol affects the body'

I feel sad that the intervention has come to an end'

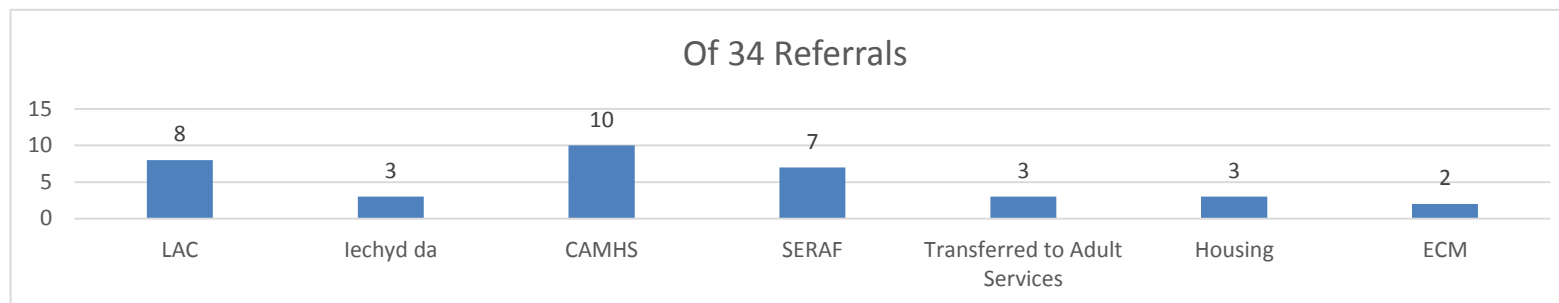
'I learnt a lot about the risks of using drugs and I don't use MDMA anymore'.

The Youth Support Service is very much aware of the national concern in relation to Serious Organised Crime and County Lines; criminal exploitation; child sexual



exploitation and modern day slavery. Information was delivered to the whole staff team in Quarter 2 in order to raise awareness of the signs and symptoms that a young person may be involved in County Lines activity and how to support and safeguard them in line with the All Wales Protection Procedures.

During this period, YSS Substance Misuse Service collated data based on 34 young people's referrals in to the service, identifying those who were assessed as at risk of sexual exploitation (with a SERAF in place); those who were Looked After Children and those who were referred during the intervention to CAMHS, Iechyd Da and adult substance misuse services by the Substance Misuse Service. Two cases were also part of the Enhanced Case Management Programme.



This information identifies a strong correlation between those young people referred into the YSS Substance Misuse Service and who require treatment also being at risk of sexual exploitation (20%). 29% have emotional and mental health needs that require an intervention. 23% are Looked After Children. 2 young people were engaged using the Enhanced Case Management Model (ECM). Good working links with Children's Services colleagues in relation to minimising risks for this cohort are essential, and include attendance at SERAF and MISPER Strategy meetings, Child Protection Conferences etc. Young people working with the YSS Substance Misuse Service have also been offered the opportunity to engage in the STAR (Safety, Trust and Respect) programme, developed by Women's Aid. Young people have benefited from this programme in a wide variety of settings, including on a 1:1 basis facilitated by the YSS case manager or substance misuse worker, through training providers and supported accommodation providers.

Three young people were transferred successfully to adult substance misuse services. These young people attended a number of joint appointments with the YSS Substance Misuse Worker and the adult worker. This helped to break down barriers and alleviate any anxieties in relation to accessing adult services. Unfortunately, a further 5 young people identified as requiring on-going support (post 18 years), declined a referral into adult services. Work has started to capture the reasons why young people are finding transition difficult; this is being led by the adult Substance Misuse Social Care Team. The YSS Substance Misuse Specialist has developed a questionnaire during this period in order to capture the views of young people who fall into this transition stage. Collated information will be disseminated to key agencies.

#### Period Poverty

##### Activity

To provide girls and young women across Carmarthenshire with free sanitary products.

##### Progress

Carmarthenshire Youth Council identified Period Poverty as an issue facing young girls and women in the county and with support of the Participation Team developed a Period Poverty Sir Gâr Project which influenced grant spending in the county associated with trying to reduce the effects of Period Poverty. The project created boxes filled with sanitary products that were distributed to all youth support teams, schools, youth projects and clubs. A total of 177,760 products have been distributed to provide young girls and young women with free sanitary health products.

3. **Priority: To support the process of curriculum development in schools and support educational attainment and attendance for children, young people and young adults.**

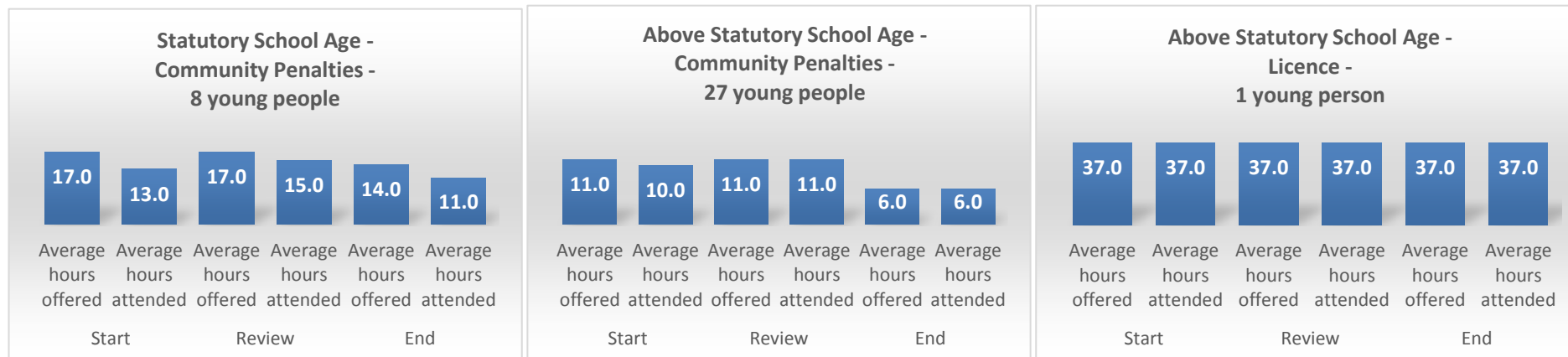
**Action**

Youth Justice Board Key Performance Indicator Definition: *Increase engagement in education, training and employment of young people in the youth justice system in Wales.*

**Progress**

The Youth Justice Team's Education Officer has established tracking systems in order to check and monitor the progress of young people. There is also good liaison with the Youth Engagement and Progression Co-coordinator, Cam Nesa, Cynnydd, schools, colleges and training providers. Youth Justice staff have been trained in the WEST (Wales Essential Skills Test) and are completing assessments with children/young people in relation to their numeracy and literacy. This supports case managers to accurately assess their academic level and to deliver educational provision with the county that would best meet their individual needs. The YSS will continue to seek to improve performance in this challenging area.

There has been mixed performance linked to this KPI. Whilst the YSS does all that it can to try and remove barriers to access, there are occasions when a child/young person may refuse/not be ready to take up an offer of education/training; may disengage, or there may be delays in a young person commencing provision. Also, there may not be a suitable provision available at a given time. Systems are in place within the YSS and the wider department to bring staff from across services together to problem solve and risk manage. At times cases may be escalated through senior management structures within the wider department in order to try and resolve ongoing issues. Additionally, the Youth Justice Team seeks to utilise its Reparation Skills Project to bridge any gaps in provision. This allows the young person to complete their reparation work, whilst also being productively engaged in developing practical skills; developing their confidence and self-esteem. Each of the tables below illustrates ETE hours offered and attended at the start, review and end of a statutory order.



**Breakdown of Performance:**

**Statutory School Age Young People – 25 Hour entitlement**

- 2 young people were receiving 25 Hours a week
- 2 young people had had their hours reduced due to behaviour issues and/ or absconding during afternoon lessons.
- 1 young person was provided with 10 hours, but failed to attend any hours towards the end of the intervention.

- 2 young people were suspended from school and during their intervention began to receive 5 hours per week of home tuition.
- 1 young person did not attend school but received 4 hours per week home tuition.

Above Statutory School Age Young People - required to attend 16 plus hours per week.

- 17 out of the 27 young people were receiving a total of 271 hours at the start and 162 hours at the end of their order.
- 10 young people were NEET (Not in Education, Training or Employment). Of these 10 young people:
- 5 young people chose not to engage in any ETE
- 1 young person commenced an Army Preparation Course during the order but disengaged shortly after commencement.
- 1 young person was remanded into custody one month into their order.
- 1 young person did not comply with the order and was subsequently breached.
- 1 young person was asked to leave an ETE course due to aggressive behaviour; he then disengaged with the training provider.
- 1 young person was unemployed as a result of ill health.
- Detention and Training Order- post sentence, release and at end of Licence.
- 1 young person was receiving 37 hours of ETE before entering custody, as well as upon release from custody and at the end of the licence period.

An analysis of ETE was undertaken during 2018, looking at the period April 18 – Sept 18. A report was produced and presented to the Management Board relating to 136 children and young people from prevention through to statutory orders and custody. It was agreed that this was a very useful exercise that should be repeated as it allowed for a detailed profile of ETE status; reasons for disengagement or lack of ETE provision, as well as highlighting some of the barriers that the Youth Justice Team and Prevention Team staff were trying to overcome in improving outcomes for children and young people. Issues such as uncertainty about accommodation or suitability of living arrangements; benefits problems and substance misuse can act as a barrier, and therefore work needs to focus upon addressing these type of issues in order to then move on to preparing and motivating a young person to consider suitable ETE options. It was also recognised that some young people found it difficult to engage due to behavioural problems resulting in exclusion; reduced timetables; absenteeism. The analysis has also provided a useful case audit of case management for the 6 month period.

Activity

Reducing the number of school leavers without qualifications; Reducing the number of children and young people at risk of becoming NEET.

Progress

Carmarthenshire data shows that the percentage of Year 11 leavers becoming NEET was 1.8% up from 1.4% in 2017, further that the percentage of Year 13 leavers becoming NEET was 4.09% up from 3.02% in 2017. 1.8%, or 32 of Year 11 pupils becoming NEET equated to 96.1%, or 1,743 pupils remaining in Education, Employment or Training. A small number of pupils (38), either did not respond to contact or were known to have left Carmarthenshire. The result ranked 14<sup>th</sup> in Wales and above the Welsh average of 1.6%. Throughout the year, the Cynnydd School Engagement Team supported 83 young people at greatest risk of disengaging from education across the county. Support includes mentoring, advocacy, 1:1 and group work. A particular strength this year has been a focus on sustainable development such as recycling, planting wildflowers, growing plants and enhancing the outdoor environment at the Bwlch Youth Centre with a very successful litter pick and pupils contributing to a graffiti workshop

Activity

Supporting children, young people and young adults who are NEET back into Education, Employment, Training

Progress

As part of the Youth Engagement and Progression Framework (YEPF), termly Vulnerability Assessment Profile Meetings were held at each of the county's secondary schools/centres/alternative provision. This process supports schools in flagging those young people who may require additional support in order to improve their educational attendance; attainment and behaviour. The meeting allows for relevant service to identify appropriate referral and signposting pathways as appropriate. YEPF led Support in Education Employment and Training case loading meetings (SEET) are held monthly and include a wide range of agencies brought together to focus upon young people

aged 16 - 17 in Tier 1 (Unknown to Careers Wales) and those who present in Tier 2 (not ready/not able to enter education/employment/training). 10 SEET meetings held in 2018/19.

#### SEET Project example:

The Tanerdy Project was set up by a lead Youth Worker within the 16-25 Youth Support Team after she had identified an area in Carmarthen that it was felt required some attention. Liaison took place with CCC Senior Grounds Manager and Site Manager regarding permissions and planning stages. Young people were consulted to develop the project which involved plans to clear paths; cleaning and repainting the bridges; creating a Fairy Walk for members of the public to enjoy and explore. The first phase of the project included maintenance and improving the site; the second phase was completed in partnership working with Rathbone Training, involving use of classroom facilities to develop design ideas. Signage for the area was designed bilingually. The project received support from Fusion Project and a local builder's merchant for donations of art materials and wood. Phase 3 of the project will commence in spring/summer 2019.

Accredited opportunities via ASDAN; John Muir Award; Agored Cymru and SWEET have been extended to an increasing number of partner organisations where young people may not otherwise have been able to gain accreditations. The scope of curriculum has been widened to increase the number of programmes focussing on wellbeing, self-esteem and self-confidence. The provision of these programmes is re-enforced through the use of the EVOLVE system for notification of offsite educational visits. Structured activity programmes have been provided throughout school holidays in order to keep in touch with young people in order that they remain in contact with the service and are able to access support as needed.

Accommodation stability is key to being able to take up ETE opportunities, and in the period, 109 young people were supported with housing needs. The Youth Support Team (16-25) worked closely with CCC Housing Options, supporting the co-location of a Keeping in Touch Worker at Eastgate Office, Llanelli. This promotes liaison between key staff and supported a more responsive service in relation to identified accommodation needs. Staff worked with Coleg Sir Gar to run a successful week-long Taster Programme which targeted young people in Year 11 who were undecided about their progression route. A staff member was also involved in the Street Football Wales Project which allows young people aged 16 years+ the opportunity to train and play in the project.

Drop in sessions are held on a weekly basis for young people to attend in Carmarthen, Ammanford and Llanelli. Other agencies also attend the sessions and this serves to enhance young people's engagement with key services to improve access to employability, training and learning. The YSS works in partnership with Xcel Bowl in Carmarthen enabling young people to access a free 2 hour bowling session on a monthly basis. This activity not only provides an opportunity for enjoyment, but also allows young people to engage with staff in a social environment. The Youth Support Team (16-25) Families First Project reported the following performance in 2018/19:

Number of TAF plans contributed to- 2; TAF Plans key worked- 8

Families First referrals (Post 16 Team):

Referrals into the service (Families First) - 139

Referrals made to other services – 454

No of young people accessing drop-in – 128

No of wellbeing hampers distributed – 35

No of young people entered ETE – 62

Under Families First, School Based Youth Workers engaged with 616 new cases (10-18 years) and 102 families were supported. Additionally, 476 young people were supported with school transition stages. Innovative projects have been delivered such as Ser y Byd Netball project and the Unloved Heritage Project.

#### Project Examples:

	<p><u>The Unloved Heritage Project</u> This project has run over the last two years, with planning for a third year to commence over forthcoming months. The project is an excellent example of partnership working between the Youth Support Service; Carmarthenshire Libraries; the Fusion Project, Coedcae School, Dyfed Archaeological Trust, and Llanelli Town Council. The project has helped young people understand more about their town, its industrial past and the impact of economic decline. Young people used a variety of methods including art, photography and archaeology to rediscover hidden and 'unloved' parts of the town to help them understand its rich historic past.</p> <p><u>Christmas Tree Project</u> During the autumn/winter period, youth justice staff engaged with young people on a reparation skills programme. This was designed for young people subject to statutory orders, to develop some practical skills and knowledge whilst undertaking reparation work as part of their supervision. The young people engaged in a programme of work making Christmas trees and decorations using drift wood and off cuts of wood. These finished trees and decorations were then used to raise money for charity.</p> <p><u>Activity</u> To commence engagement work supported by Cam Nesa (European Social Fund) to provide additional in working with 16-25 year olds who are NEET.</p> <p><u>Progress</u> 233 Cam Nesa referrals: 55 not eligible; 117 supported referrals during the past year; 73 remaining active referrals. Those young people/young adults who engage are able to access a range of youth support interventions designed to improve their education/employment and training outcomes.</p> <p><u>Activity</u> Utilising Gwirvol grant funding to deliver an engagement programme to support 16-25 year olds with ETE opportunities.</p> <p><u>Progress</u> Gwirvol Grant was utilised for 23 young people across different Llanelli and Ammanford area to engage in the following volunteering activities: Planning and making an orienteering course in Parc Mynydd Mawr suitable for children; building bird boxes for Trosserch Woods; attendance at - First Aid courses; animal care at Lllys Nini Animal Rescue Centre; Fire Service day (Responsible Road Users) at Llanelli Fire Station ; volunteering in the woodland and a beach clean; a residential stay at National Trust site in Cwm Ivy, Gower .A total of 12 young people had the opportunity to volunteer in Pembrey Country Park, Many Tears and The National Trust in The Gower which included an overnight residential stay.</p> <p><u>Activity</u> Support CYC to consult with young people and campaign for a Curriculum to Prepare Us For Life</p> <p><u>Progress</u> CYC members were supported to plan and deliver an Annual Youth Conference that saw more than 200 young people and adults across the county attend to give their views and opinions on a Curriculum to Prepare Us for Life; a 'Real Learning 4 Real Life' Educational Charter was created highlighting the life skills that young people think should be taught in schools. Members of CYC presented their findings to Secondary Head Teachers and Senior Managers of the Education and Children's Services Department with the aim of influencing the development of the new local curriculum.</p>
4.	<p><b><u>Priority: To become an 'ACE Aware' service</u></b></p>
	<p><u>Activity</u> SS staff are trained in awareness of ACEs; screening and associated risk factors</p> <p><u>Progress</u></p>

A Practice Development day was held during the year in which all YSS staff were given an opportunity to attend training in ACEs.

A number of staff across the service have received training in trauma informed practice. All Youth Justice Team case managers and prevention workers are able to deliver Enhanced Case Management work with young people at risk of offending/who have offended.

The Youth Justice Team continued the Enhanced Case Management trial which commenced in December 2017. Young people worked with under ECM receive bespoke interventions with psychology support in relation to their specific needs. What is evident is that this work has brought about a more therapeutic approach in wider case management practice, and there is a very good understanding of how Adverse Childhood Experiences can impact on young people's outcomes. This assists with promoting good levels of engagement with young people based on trusting relationships.

During 2018, the Principle Manager and ECM lead were asked to address an ACEs (Public Health Wales Conference) on the Youth Justice Team's work in delivering Enhanced Case Management. The Local Management Board received input on ECM as part of its development programme. The session was also attended by the Police and Crime Commissioner, Mr Dafydd Llywelyn as well as Mr Gareth Morgans, Director for Education and Children, Carmarthenshire County Council.

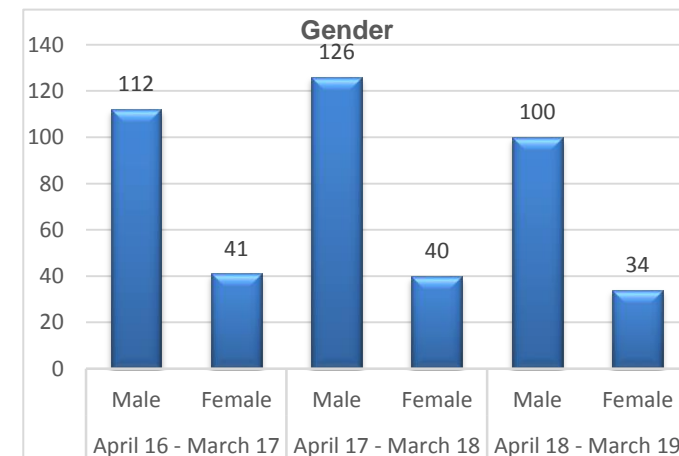
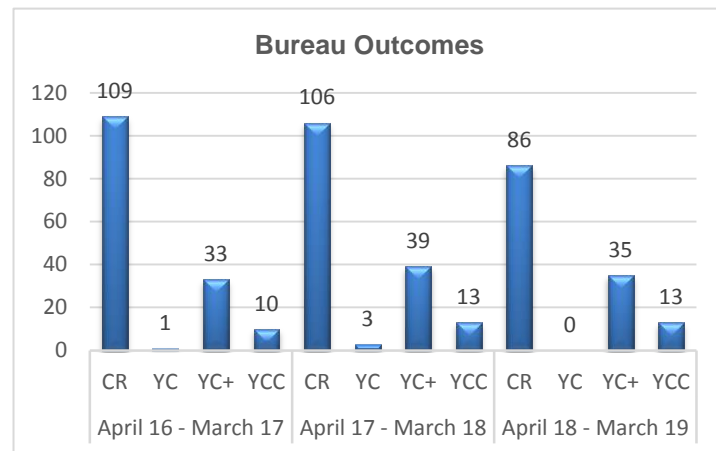
## 5. **Priority:** To divert children and young people away from the criminal justice system

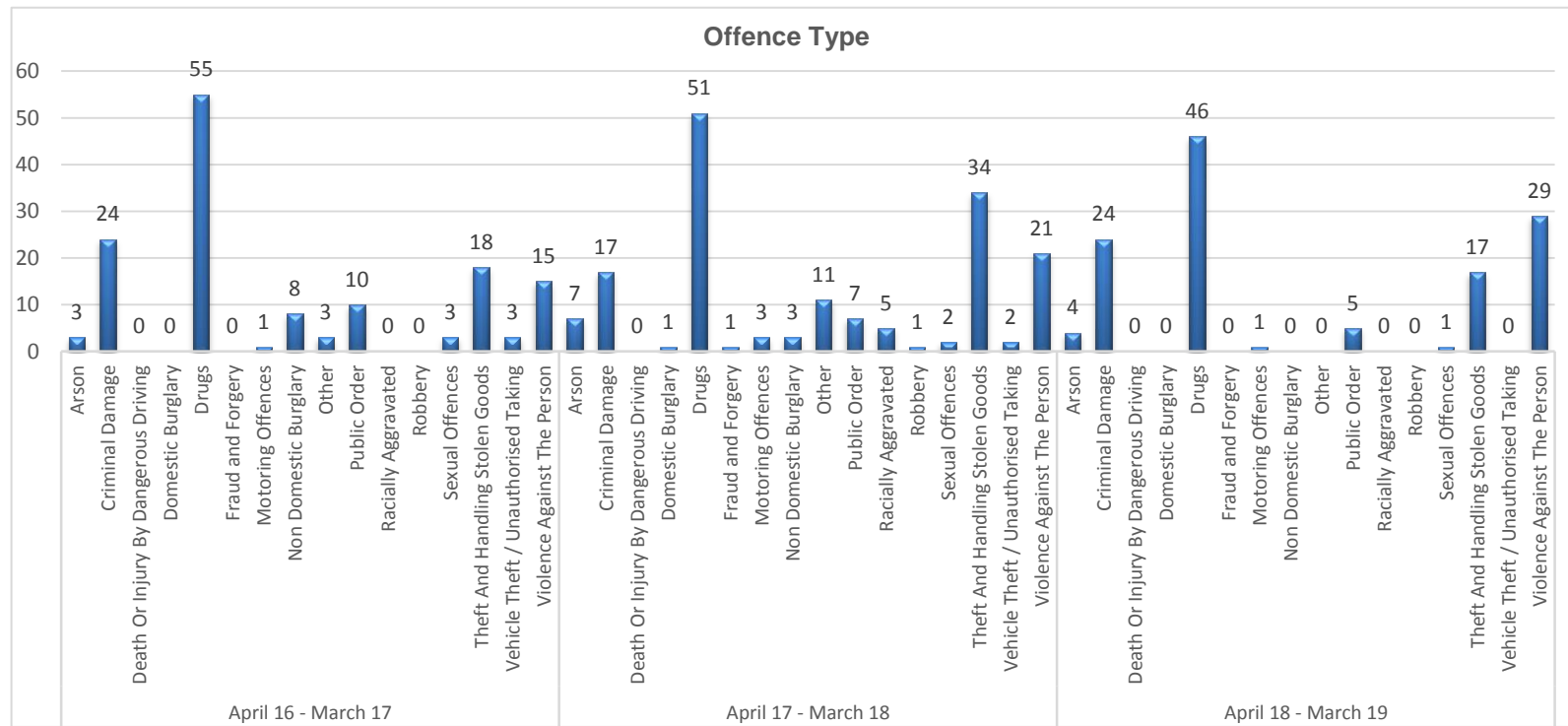
### Activity

Delivery of Bureau arrangements

### Progress

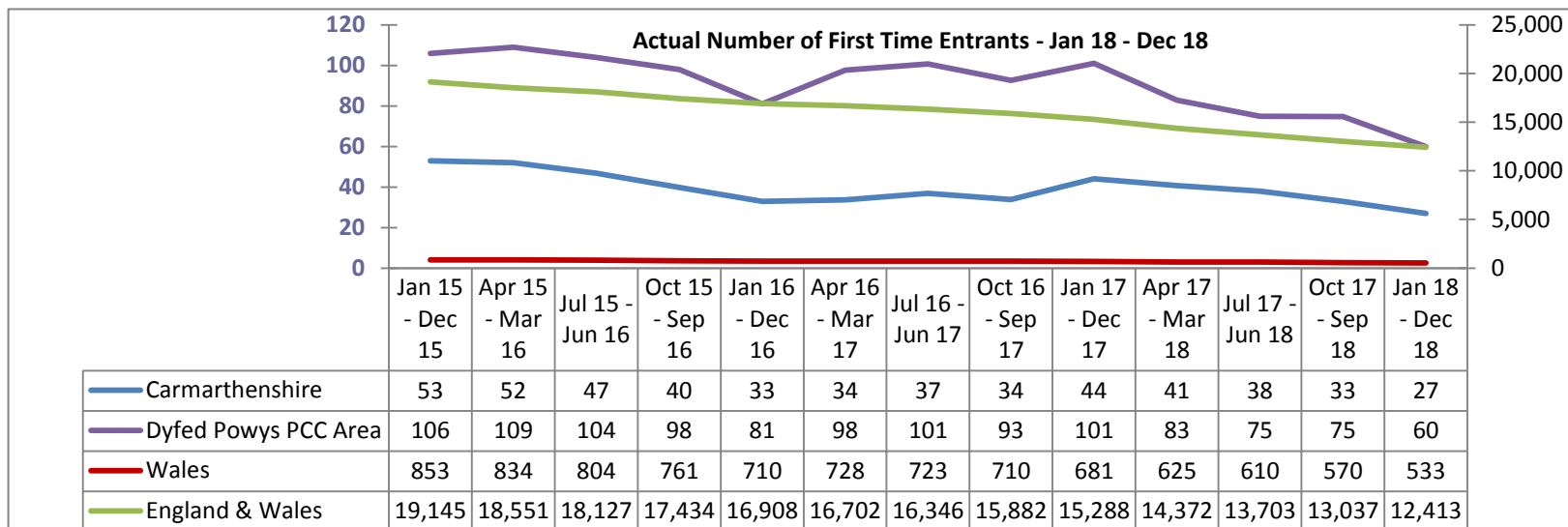
Bureau arrangements (introduced in Carmarthenshire in June 2014) are now well established across Dyfed-Powys. This approach is conducive with the Welsh Government's 'child first, offender second' agenda, allowing for children and young people to access appropriate interventions to support them to lead productive lives free from further offending. Interventions can be delivered pre-court e.g. provision of harm reduction information in relation to substance misuse; some young people are signposted on to other services, so that they receive the appropriate advice, help and support. Other young people participate in a mix of interventions post-Bureau which are designed to reduce the risk of further offending. Regionally, the Out of Court Scrutiny Panel convenes to ensure that diversion processes are appropriately applied.





During the period, 134 outcomes were administered through Bureau to 122 young people. 16 of those young people were Looked After Children and 12 young people were from 'Out of County'. 11 young people went on to re-offend, 1 young person re-offended twice during the period. The findings and recommendations of Thematic HMIP Inspection of Out of Court Disposals (2018) were used in Carmarthenshire to self-evaluate, learn and innovate. Emerging out of this a Cannabis Diversion Scheme has been developed following an audit of cannabis offences before Bureau during March to September 2018. An agreement was reached with the Management Board and Police regarding its implementation in May 2019. Since this time two young people have received an outcome via this route, one 14 year old female and one 15 year old male; both received a Community Resolution.

## First Time Entrants



The number of young people receiving a substantive outcome (Youth Caution or above) has been reduced to 27 in the January 2018 to December 2018 period. This is pleasing progress.

Activity

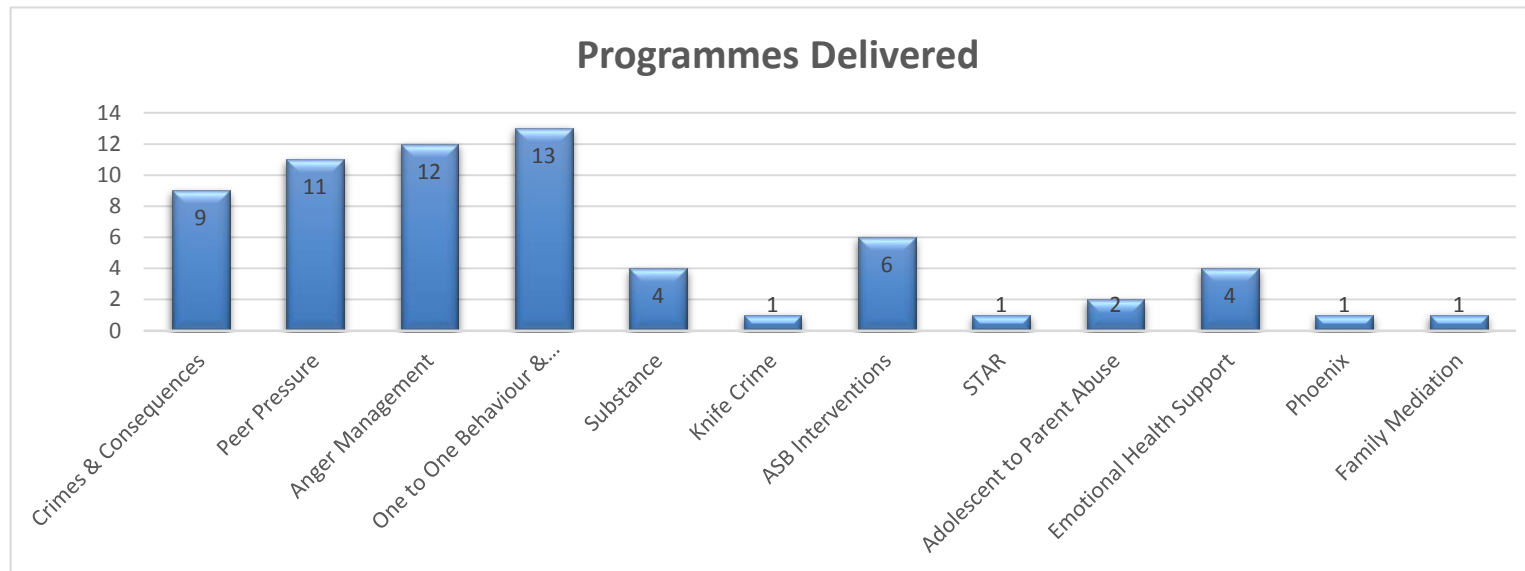
Use of Prevention Tracker toolkit; planning for exit strategies and signposting of young people into prevention services/youth work provision; accepting Anti-Social Behaviour referrals; accepting prevention referrals

Progress

The prevention of offending function of the team is supported across the region by WG and Police and Crime Commissioner funding. This allows for staff to engage with children/ young people referred into our service where there is a perceived risk of offending. This work has been delivered effectively over many years by YOTs and the number of new children/ young people entering the Criminal Justice System has continued to be maintained at a low level. Multi-agency collaboration is central to the work. The service has continued to contribute to multi-agency Anti-Social Behaviour Problem Solving Groups and has been involved in the re-shaping of the processes around this area of work. Work has also been undertaken to strengthen the interface between the county School Based Youth Workers and prevention (of offending) staff to ensure more effective and efficient targeting of interventions.

During April 2018 – March 2019, 31 young people ended their prevention intervention. The graph below shows the types of interventions delivered by the prevention workers.





#### Prevention referrals 2018- 2019

- 47 referrals were accepted, 10 chose not to engage with prevention staff. 37 referrals were not accepted due to the following reasons:
- 1 young person was being processed through the Youth Court and was therefore unsuitable.
- 3 young people moved out of county.
- 11 young people had involvement with other agencies and prevention was deemed inappropriate at that time.
- 7 young people were referred for an Out of Court Disposal.
- 15 young people were signposted to other services.

The Youth Justice Team maintains a very positive relationship with Youth Panel Magistrates, and bi-annual meetings are held in order to review data; discuss new developments in youth justice and in the delivery of interventions. Care is taken to ensure that the Youth Panel Magistrates are provided with information regarding children/ young people's previous/current disposals and engagement, including their individual needs before court hearings; this assists in key decision making processes. Youth Justice Team staff ensure that exit strategies for young people completing their statutory supervision are in place and a number of young people agree to work on voluntary interventions in order that any identified risk/needs can continue to be addressed.

The live re-offending tracker tool is used in order to provide for robust analysis of cases. Tracker meetings are held with regularity; there is a standing agenda covering agreed themes which are rotated in each meeting e.g. Age; need; gender; type of offence; ethnicity etc. This is part of a drive to maintain low levels of First Time Entrants and also to try and stop young people entering into the Youth Justice System and to reduce re-offending. This meeting also provides for an audit of particular aspects of cases management records e.g. ASSETPlus assessments; contact records etc. Additionally a case allocation matrix has been recently devised in order to ensure that Managers and Senior Practitioners can evidence defensible decision making regarding appropriate allocation of cases for supervision.

Data extracted from Live Offending Tracker (YJB) - Carmarthenshire Cohort: April 2017 – March 2018

Number of young people in the Cohort = 165; Number re-offended = 39

Number of further offences committed = 75;

Young people committing 1 further offence = 23

Young people committing 5+ offences = 5; Number of offences = 26

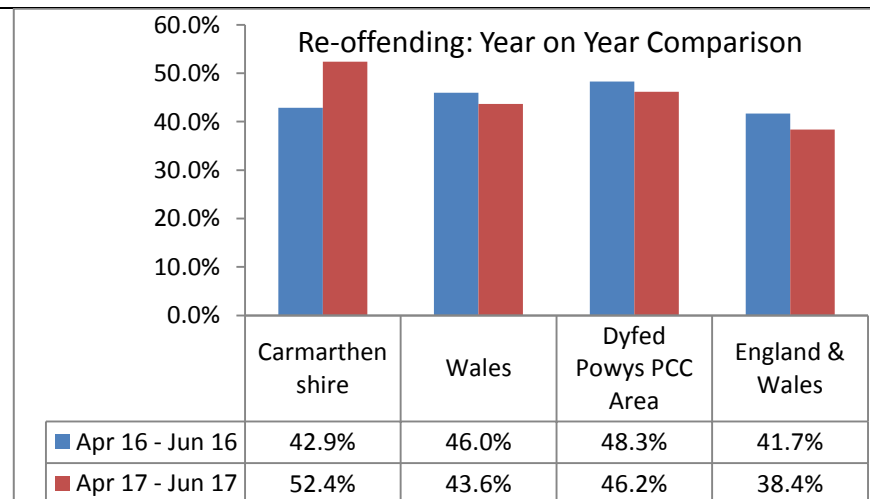
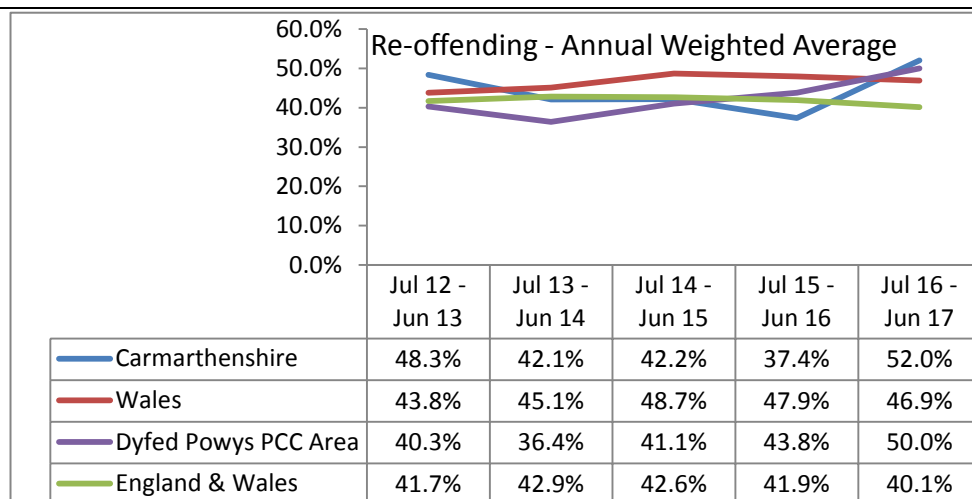
Young people re-offending within one month = 14; Number of offences = 32

#### Re-offending, Offences and Age of Young People

					Number of Further Offences						
	Number of young people in Cohort	TOTAL further offences	TOTAL young people re-offending	Frequency re-offending rate	0	1	2	3	4	5 +	Binary re-offending rate
AGE											
10 - 13	18	7	4	0.39	0	2	1	1	0	0	22.2%
14	22	29	11	1.32	0	4	2	2	0	3	50.0%
15	54	13	7	0.54	0	5	1	0	0	1	29.2%
16	45	16	9	0.36	0	6	1	1	0	1	20.0%
17+	56	10	7	0.16	0	6	2	0	0	0	12.5%
Total	165	75	39	0.45	0	23	7	4	0	5	23.6%

During the year, the Ministry of Justice adopted a new methodology for measuring reoffending, moving from tracking a cohort young people over a year period, to tracking a cohort of young people every quarter. YJB has advised that this methodology results in a greater proportion of prolific offenders being tracked over each quarter and hence higher reoffending rates will be recorded, though it is felt that over time, both old and new measures will show similar trends.

In examining the information set out over page, one can note that the re-offending annual weighted average for Carmarthenshire has fluctuated since 2012-2013. A smaller cohort of children and young people who have entered the youth justice system and then re-offend presents challenges when looking at the percentage rate for July 2016 to June 2017. If one or two young people within the cohort commit a high number of re-offences, this dramatically influences the percentage rate for the county. This is not common to just Carmarthenshire. Great care and attention is therefore given to use of tracking tools and cases analysis to ensure that those at risk of re-offending are worked with robustly in order to reduce risks.



#### Management Board Development Programme

During 2018- 2019, staff and other professionals have attended Management Board meetings to offer presentation on specific areas of work as part of a development programme. This has included demonstration of Enhanced Case Management case formulation process; an analysis of ETE provision in relation to prevention, early intervention and statutory cases; an introduction to the Youth Engagement and Progression Framework and Harmful Sexual Behaviour. The Board has also participated in self-evaluation against the HMIP Inspection Framework. Management Board Guidance was reviewed and updated, and Board Members were invited to observe key areas of practice in order to enhance knowledge and understanding of the Youth Justice Team and its work. In the period, any relevant young people who fell within the remit of the All Wales Guidance for the appropriate Management and Transfer of Children by the Police and Local Authorities were discussed on a case by case basis at each Local Management Board

#### Harmful Sexual Behaviour

During the year an analysis of cases dating from 2013/14 to 2018/19 was undertaken. This was presented as a report to the Management Board for consideration and discussion. In the period, 26 young people received an outcome for 68 sexual offences. The number of children and young people coming to the attention of the Youth Offending Team reached a peak in 2014/15 (9 cases) and since then, numbers have reduced to 1 case in 2018/19. Three young people received a non-substantive outcome (Community Resolution), with 24 receiving a Youth Caution through to statutory orders made at Court. Along with Children's Services and Specialist CAMHS, the YSS continues to fund the Therapeutic Intervention Service for Sexually Harmful Behaviour (TISSHB) within Carmarthenshire. TISSHB provision is supported by Dr Laura Davies, Highly Specialised Clinical Psychologist. The philosophy guiding the TISSHB is to:

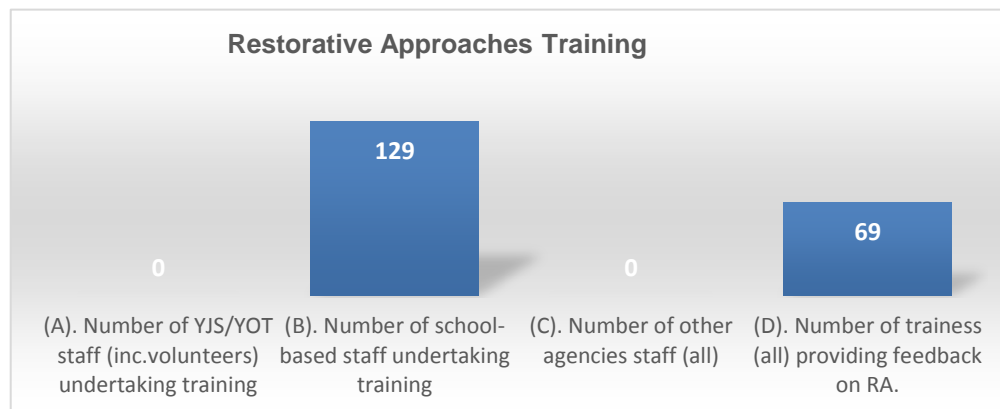
- Ensure best practice and safe working with this client group across agencies;
- Provide a forum for multiagency working and shared responsibility;
- Promote joint work across agencies;
- Support practitioners across agencies to develop and maintain skills in working with HSB;
- Ensure no practitioners are working in isolation with cases where there is HSB;
- Ensure joint working for assessments;
- Provide timely assessments and intervention for children, young people who engage in HSB and their families.

### Disproportionality

During 1<sup>st</sup> April 2018 and March 2019, the Youth Justice Team supervised 180 young people on 184 interventions. 97% (176) of the young people classed themselves as 'White British'; 1 young person classified them self as Turkish; 2 classified themselves as Asian and 1 young person classifies them self as of mixed race. There is no evidence to suggest that the Youth Justice Team has encountered issues relation to the disproportionality of representation of children from some Black, Asian, and Minority Ethnic backgrounds in the youth justice system locally. Cases audits also consider Looked After Children as well as those children and young people with other identified protected characteristics (Equality Act 2010). In discharging their responsibilities at court, staff highlight if a child is 'looked after' and is resident in a care home in order to make those involved in sentencing aware of relevant Crown Prosecution Service Guidance.

### Restorative Justice and Work with Victims

The Youth Justice Team continues to offer all victims the opportunity to engage in restorative work. All identifiable victims will initially be contacted via a telephone call or by letter and all victims are offered a home visit. Every effort is made to ensure that the voice of the victim is heard and responded to. Restorative Approaches (RA) continue to be delivered as part of Bureau (the Out of Court Disposal process), with particular success in relation to direct work with local retailers. Work continues to improve the use of RA within relevant Statutory Orders. Carmarthenshire Education and Children's Services is currently reshaping its behaviour management and support services for all Carmarthenshire schools, with RA being a central part of the remodelled strategy. Youth Justice staff have assisted in these developments through provision of briefings and training input to school leads. During the previous year, there was extensive YSS staff training and therefore, there was no identified need to re-train staff in 2018/19.



### Reparation Work - April 2018-2019

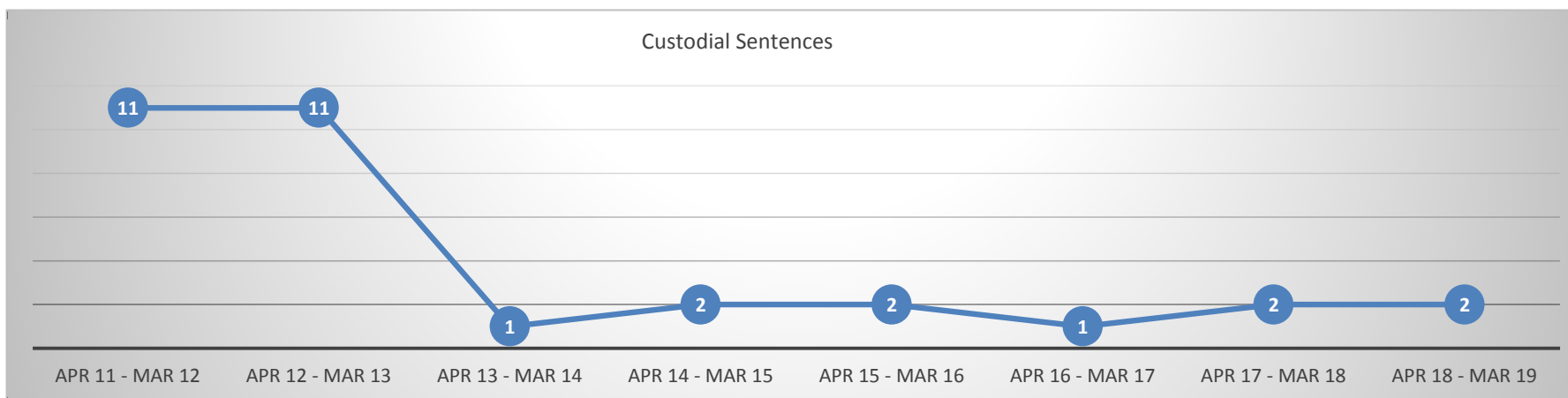
A total of 40 young people were allocated reparation work hours. During the year, 790 hours were allocated; 653 hours (84%) were achieved with 137 hours missed due to 13 young people failing to attend. 4 young people were responsible for missing more than 3 sessions; as a result enforcement action was taken

#### Reparation Projects included:

- Local school - Painting, Gardening and maintenance
- Bwlch Youth Centre – Painting and general maintenance
- Christmas Toy/ and Hamper Appeal ( held from October-November)
- Litter Picking
- Local Park- provision of park furniture
- Rep skills Project – Christmas Tree Project
- Graffiti Project at Bwlch Youth Centre

### Use of Custody

2 young people were sentenced to custody during April 18 and March 19. Both were 17 year old males. The nature and seriousness of their offences, as well as risks posed to the public made custody inevitable under current sentencing guidance. During the period, 2 young people were remanded into custody; 1 young person went on to receive a custodial sentence; the other young person remains in detention awaiting an outcome. Every effort is made to ensure that where possible, remands are avoided. However there are occasions when the thresholds for consideration of a remand into custody are met. The Youth Justice Team offer Bail Support Packages when appropriate. An audit of 18 remand cases has been undertaken by the YJB across Wales in recent months. The results of the audit findings will be analysed in order to determine if any practice requires attention at key points within the justice process. Sentence Planning involving the young person, parents/carers to promote desistance is critical to the work of the Youth Justice Team.



Since April 2016, the Local Management Board has provided arrangements for the establishment of Carmarthenshire's Re-integration and Re-settlement Panel in order that this area of work can be overseen from a multi-agency perspective. This approach has been maintained and is proving to be an effective mechanism in the sentence planning process. All young people subject to custody or remanded into custody, have been regularly reviewed whilst serving their sentence in the secure estate and during the licence period. This helps ensure that young people are afforded every possible opportunity to address factors associated with their offending behaviour risks. Work to strengthen protective factors such as family relationships, education, employment and training and accommodation are also addressed in order to ensure that suitable provision is in place upon release into the community. This would include release on temporary licence as appropriate in order to maximise access to services and resources in the community.

### Suitability of Accommodation

Of 40 closed statutory orders, 39 young people were in suitable accommodation at the start of their intervention with 1 young person deemed to be in unsuitable accommodation. 39 young people were in suitable accommodation at the end of their intervention with 1 young person having been remanded into custody and therefore deemed unsuitable. The service has good links with colleagues from the Housing Department and with accommodation providers. Currently Housing are leading a multi-agency approach to determine how best to meet the needs of the 16-25 years population within the county. The Youth Support Service is participating in this work.

7.	<p><b>Priority: To adopt holistic approaches in working with children, young people and families</b></p>
<p>6363</p>	<p><u>Action</u> Youth Support Service staff to undertake commissioned parenting training; joint working with partners in the delivery of parenting programmes.</p> <p><u>Progress</u> Across the service there is some well-established parenting/family work being carried out (e.g. Enhanced Case Management; prevention work), and there has been an increase in the use of whole family approaches in School Based Youth Work, alongside the focus upon healthy relationships and using the STAR programme. Three members of the Youth Support Team (8-18) have received training to deliver the Adolescent to Parent Abuse pilot programme in 2017/18. 2 School Based Youth Workers are trained to deliver the Take 3 parenting intervention with 4 courses being co-facilitated. In May 2018, staff underwent bespoke training from Action for Children in short interventions to use with parents/ carers.</p> <p><u>Action</u> Further development of Person Centred Planning approaches.</p> <p><u>Progress</u> Staff are to undergo refresher training input on Person Centred Planning during 2019 – 2020. This will allow for greater participation of young people in using their voice in the intervention planning and review process.</p>

## 5. Priorities and Operational Plan 2019/20

During 2019/20, the YSS will continue to work in an integrated manner with a shared vision; core principles and priorities. Critical to all of this is ensuring that the service upholds UNCRC; that safeguarding practice underpins service delivery from end to end; also that workforce development is in line with youth justice and youth work policy and guidance. A self-assessment against the HMIP Inspection Standards will continue. Published HMIP Inspection Reports will inform and shape practice delivery, as will recommendations from published thematic reports and other relevant inspection reports or inquiries. An Action Plan relating to the Silver Quality Mark Standards for youth work will also be worked through.

### Overarching Principles:

<b><u>Priority</u></b>	<b><u>Aim</u></b>	<b><u>Success Criteria</u></b>
<b>Support children to live positive, crime free lives and healthy lives through provision of targeted prevention activity</b>	<ul style="list-style-type: none"> <li>To offer children, young people and their families early help as appropriate in order to prevent escalation into specialist services by accepting referrals for prevention work and for anti-social behaviour work</li> <li>To use the 'Prevention Tracker' in order to determine the needs and risks of young people receiving prevention of offending services</li> <li>To ensure that there is good partnership working to promote the most positive outcomes for children, young people and families</li> <li>To ensure good planning for exit strategies and signposting of young people into other services/youth work provision</li> <li>To ensure that National Standards for children in the Youth Justice System 2019 are appropriately applied</li> </ul>	<ul style="list-style-type: none"> <li>Number of First Time Entrants</li> <li>Number of prevention referrals received;</li> <li>Number of children/young people worked with</li> <li>Number of referrals to prevention/youth work from Youth Justice Team</li> <li>Number of Anti-Social Behaviour referrals received</li> <li>Number of Anti-Social Behaviour referrals worked with</li> <li>Type of interventions delivered</li> <li>Number of Prevention Tacker meetings held</li> <li>Audit of ASSETPlus and case management records with agreed actions</li> </ul>
<b>Reduce the number of children in the youth justice system through effective diversion</b>	<ul style="list-style-type: none"> <li>To ensure that Out of Court Disposals are consistently applied and are effective in diverting young people from court where appropriate</li> <li>To ensure that there is good partnership working to promote the most positive outcomes for children, young people and families</li> <li>To ensure good planning for exit strategies and signposting of young people into other services/youth work provision</li> <li>To ensure that National Standards for children in the Youth Justice System 2019 are appropriately applied</li> </ul>	<ul style="list-style-type: none"> <li>Number of young people diverted from court</li> <li>Number of Community Resolutions delivered</li> <li>Number of Youth Cautions delivered</li> <li>Number of young people involved in Bureau Pilot (cannabis)</li> <li>Learning from Out of Court Disposal Scrutiny Panel</li> <li>National Standards Self-assessment with agreed actions</li> <li>Audit of ASSETPlus and case management records with agreed actions</li> </ul>
<b>Reduce re-offending and create safe environments in which children are protected from harm and supported to thrive</b>	<ul style="list-style-type: none"> <li>Use of Re-offending Tracker to provide for good oversight of cases.</li> <li>To ensure that there is a shared understanding of good quality assessment, planning and intervention for children and young people</li> <li>To ensure that public protection risk and vulnerability management processes are effectively managed by case managers as well as through manager oversight (MAPPA; MARAC and Community Safeguarding and Public Protection (CSPPI) Guidance)</li> <li>To reduce risk to victims and communities</li> <li>To prevent radicalisation</li> <li>To ensure that there is no disproportionate representation of children from some Black, Asian, and Minority Ethnic backgrounds in the youth justice system locally</li> <li>To ensure that there is no disproportionate representation of Looked After Children/ children or young people with Protected characteristics within the</li> </ul>	<ul style="list-style-type: none"> <li>Re-offending rates</li> <li>Number of Re-offending tracker Meetings held</li> <li>Audit of ASSETPlus and case management records with agreed actions</li> <li>Number of CSPPI referred for managerial oversight/decision</li> <li>Number of Local Management Reviews</li> <li>Number of Victims worked with</li> <li>Victim satisfaction feedback</li> <li>Number of hours of unpaid work and reparation work completed</li> <li>Reparation projects delivered</li> <li>Prevent referrals made</li> <li>National Standards Self-assessment with agreed</li> </ul>

<p>Page 64</p>	<p>youth justice system locally</p> <ul style="list-style-type: none"> <li>• To provide a robust programme of options available to the court to support sentencing decisions.</li> <li>• To ensure that that case management provides for a robust programme to address offending behaviour (e.g. Enhanced Case Management approaches)</li> <li>• To ensure that unpaid work and reparation provide opportunities for children/ make amends to victims and or/make a positive contribution to their community and encourage children/ young people to consider behaviour change</li> <li>• To ensure that there is good partnership working to promote the most positive outcomes for children, young people and families</li> <li>• To ensure good planning for exit strategies and signposting of young people into prevention services/youth work provision</li> <li>• To ensure that National Standards for children in the Youth Justice System 2019 are appropriately applied</li> </ul>	<p>actions</p> <ul style="list-style-type: none"> <li>• Analysis of caseload to flag any concerns regarding disproportionality</li> <li>• National Standards Self-assessment with agreed actions</li> </ul>
<p><b>Maintain low level use of custody and ensure that re-settlement and re-integration planning is delivered to achieve the best possible outcomes for children</b></p>	<ul style="list-style-type: none"> <li>• To ensure that the confidence of the Courts is maintained and justice is served to victims and communities through the delivery of a high quality service</li> <li>• To ensure that use of remands into custody are avoided as far as possible</li> <li>• To ensure that the Re-integration and Re-settlement Panel is used in order to determine the best outcomes for young people sentenced to custody</li> <li>• Demonstrate that the victim perspective is apparent and influential wherever relevant, and contributes to assessment, planning intervention and supervision of children and young people</li> <li>• To ensure that reparation provides opportunities for children/ make amends to victims and or/make a positive contribution to their community and encourage children/ young people to consider behaviour change</li> <li>• To ensure that National Standards for children in the Youth Justice System 2019 are appropriately applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback gathered from sentences</li> <li>• Number of young people remanded into custody</li> <li>• Number of young people sentenced to custody</li> <li>• Number of Re-settlement and Re-integration Panels held</li> <li>• National Standards Self-assessment</li> <li>• Management Board to audit cases where young people are kept in police custody against Guidance</li> <li>• Ensure that there is no disproportionality in terms of children and young people</li> </ul>
<p><b>Support children to lead positive and healthy lives via access suitable substance misuse assessment and treatment services</b></p>	<ul style="list-style-type: none"> <li>• To screen and assess all children and young people entering our service</li> <li>• To refer on to the Youth Justice Team Substance Misuse Service for further assessment/intervention</li> <li>• To work in partnership with other substance misuse and health providers to ensure that the child or young person receives the most appropriate service</li> <li>• To deliver bespoke interventions in accordance with assessed need</li> <li>• Awareness of County Lines and related exploitation issues</li> <li>• Addressing dual diagnosis issues</li> <li>• To signpost on to any other appropriate services</li> <li>• To ensure that transition arrangements are in place between children and young</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers screened and assessed</li> <li>• Numbers of young people referred in to service</li> <li>• Tier of intervention offered</li> <li>• Number of County Lines cases within Carmarthenshire</li> <li>• Delivery of staff training to include County Lines as well as linked exploitation of children/young people</li> <li>• National Standards Self-assessment</li> </ul>



	<p>people's services as well as with adult services</p> <ul style="list-style-type: none"> <li>To train all staff so that their substance misuse knowledge and skills equip them to assist in appropriate screening and assessment</li> <li>To ensure that National Standards for children in the Youth Justice System 2019 are appropriately applied.</li> </ul>	
<b>Support children to access suitable emotional and mental health assessment and treatment services</b>	<ul style="list-style-type: none"> <li>To refer children and young people into CAMHS/Primary Mental Health services.</li> <li>Addressing dual diagnosis issues</li> <li>To signpost children, young people and young adults on to other suitable services</li> <li>To ensure that staff are trained to appropriately screen children and young people</li> <li>To ensure that there is partnership working with CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>Number of children/young people referred</li> <li>Number of children and young people referred into dual diagnosis service</li> <li>Number of young people offered dual diagnosis service</li> <li>Delivery of CAMHS training to staff</li> <li>National Standards Self-assessment</li> <li>Attendance at CAMHS/Youth Justice Quarterly Meetings</li> <li>Attendance at Therapeutic Intervention Service for Sexually Harmful Behaviour (TISSHB) meetings</li> </ul>
<b>Secure base: Children and young people are able to access suitable accommodation</b>	<ul style="list-style-type: none"> <li>To ensure that all children and young people are screened and assessed</li> <li>To work in partnership in order to prevent homelessness.</li> <li>To work in partnership with other housing related services to shape planning provision and to remove barriers.</li> </ul>	<ul style="list-style-type: none"> <li>Number of children/young people in suitable accommodation</li> <li>National Standards Self-assessment</li> <li>Representation at key meetings</li> </ul>
<b>Support children in accessing education, training and employment opportunities</b>	<ul style="list-style-type: none"> <li>To ensure that children and young people are screened and assessed</li> <li>To ensure that children and young people are offered their ETE entitlement</li> <li>To work in partnership with other housing related services to shape planning provision and to remove barriers</li> </ul>	<ul style="list-style-type: none"> <li>Number of young people engaged in ETE</li> <li>Number of young people who receive Careers wales Guidance</li> <li>Use of Prevention and Re-offending tracker</li> <li>National Standards Self-assessment</li> <li>Representation at key meetings</li> </ul>

## **6. Workforce Planning**

The YJB Youth Justice Workforce Development Strategy 2019-21 (Dec 2018) sets out 4 aims and objectives designed to the development of a highly motivated and skilled workforce in the youth justice sector. The Youth Support Service will monitor developments outlined within the strategy in order to ensure that the youth justice workforce can remain skilled, motivated and effective. The recently published Youth Work Strategy refers to the future development of a Workforce Development Plan 'for a diverse but united sector at all tiers'. Though there is no current national workforce development strategy in place relating to youth workers staff, all staff training needs and development are fully considered within the Youth Support Service Training Plan.

Where possible the service will give consideration to secondment requests from staff in order for CPD opportunities. Service staff have also made a contribution to national workforce development opportunities e.g. ACE Train the Trainer, Hate Crime Train the Trainer, VAWDASV, as well as being part of the development of YOT Operational manager Training for Wales and England. The service also has a staff representative on the EWC Fitness to Practice Panel.

The YSS Training Plan will be continually reviewed and added to so that it reflects service priorities and gives managers an overview of the professional development needs of staff.

Welsh Language provision remains a priority across the County Council and written and verbal Welsh language skills are set out within recruitment information and processes; there are a number of staff accessing Welsh language courses suited to their individual need.

Qualified Youth Workers and Youth Support Workers are required to register with the Education Workforce Council. Social workers maintain their professional registration Social Care Wales; this includes evidence of a relevant professional training record.

Delivering quality remains a strong theme for the forthcoming year; the service will work in line with the National Children and Young People's Participation Standards. The service will also support the work of the Senior Participation and Children's Rights Officer and Team.

The Youth Justice Team and the Management Board will continue a process of self-evaluation against the HMIP 'Standards for Inspecting Youth Offending Services' (March 2018). There will be a continuation of a Management Board development programme which will include audits linked to the Youth Justice Blueprint and Implementation Plan; National Standards (2019) ; case management practice.

Management Board members will be invited to participate in observation practice to ensure that they receive information in relation to key youth justice related themes and developments, as well as learning from Thematic Inspection Reports; as well as other relevant consultations and reports.

Youth Justice Workforce developments are considered by YOT Managers' Cymru and this includes qualification pathways into youth justice as well as the possibility of rolling out Operational Manager Training in Wales, following the involvement in staff from Welsh YOTs contributing to the development of this training programme.

## 6. Risks to future delivery

Consultation with staff across the service shows a continued determination, drive and ambition to become a high quality integrated service in order to ensure that we are able to deliver good outcomes for children, young people and their families. The forth-coming year will be of critical importance in continuing to consolidate the delivery of services against identified Youth Support Service priorities. Whilst each team within the service will be tasked with fulfilling their roles and functions in accordance with a range of performance measures, it is critical that staff within teams also work together so that children, young people and young adults are able to access a high level of service suitable to their individual need.

Whilst youth work has received a much welcomed boost in WG funding in this year, other elements of funding, have remained at a standstill or have been reduced (Youth Justice Grant) and this presents challenges in terms of meeting the costs of existing staffing under a number of funding streams. In view of this, the service will continue do its best to ensure that it is efficient, effective, creative and responsive in the planning and delivery processes. Maintaining and/or improving performance and managing human resources requires very careful management oversight to ensure that standards are maintained at a high level and that staff are supported.

The ESF Cynnydd project has been extended through to 2022, and arrangements are also in place to plan for the possible extension to Cam Nesa Funding through to 2022. This offers the relevant staff a measure of stability and means that there will continue to be close attention given to NEET reduction work within the YSS.

From 1/4/19, Welsh Government has aligned various grants into two overarching grants: the Children and Communities Grant and the Housing Support Grant. Included in the Children and Communities Grant are strands of funding critical to the delivery of services by the Youth Support Service namely, the Families First Grant, and Promoting Positive Engagement for Young People (at Risk of offending) Grant. For 2019/20, Welsh Government has directed that funding levels shall remain the same. However, from a youth justice perspective, YOT managers across Wales are concerned that prevention of offending work (enshrined in the Crime and Disorder Act 1998) continues to remain recognised and protected under the new funding arrangements from 2020/21 onwards. This funding supports the majority of prevention/ASB work; Bureau and Restorative Justice in Carmarthenshire, within the region and across Wales. It is important to recognize that the majority of YOTs have delivered this work for many years, and staff possess an excellent level of skills and expertise. YOTs have become the 'go to' service for the delivery of particular packages of intervention in response to a range of referrals made by the Police; Children's Services; schools; psychologists and General Practitioners etc. The work undertaken can often relate to children and young people with a range of complexities and includes interventions in response to issues such as harmful sexual behaviour; displaying violence and aggression within the school setting or home. Therefore any changes to the funding arrangement could have dire consequences if the current funding levels are reduced or diverted elsewhere. The success of the YOTs over very many years could therefore be severely undermined if they are not adequately protected at this time of change on both a local and national level. An Alignment Group for this grant has been established as part of leadership and governance arrangements.

The Youth Support Service also receives an amount of money from Supporting People which now comes under the Youth Homelessness Grant. This is set to fund 1.5 posts and again, any threat to this funding could impact upon preventing homelessness and/or planned youth work related support offered to young people and young adults/young parents with an identified housing need.

## **8. Approval**

This business plan was approved by the Youth Justice Team Local Management Board at its meeting on.....

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Signed -----

Jake Morgan  
Chair of Carmarthenshire Youth Justice Team Management Board

## Appendix 1: Staff Profiles - Youth Justice Team

	Strategic Manager (PT)	Strategic Manager (FT)	Operational Manager (PT)	Operational Manager (FT)	Practitioners (PT)	Practitioners (FT)	Administration (PT)	Administration (FT)	Sessional	Students/ trainees	Volunteer	Total
Permanent		1		1	4	8	2	2				18
Fixed-term												
Outsourced												
Temporary (volunteers)											14	14
Vacant												
Seconded Children's Services												
Seconded Probation Officer					1							1
Seconded Police Officer						1						1
Seconded Health					1							1
Seconded Education												
Seconded Connexions												
Seconded Other												
TOTAL		1		1	6	9	2	2			14	35
Disabled (self- classified)												

# Staff Profile by Role; Gender; Welsh Language Competence and Ethnicity

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	Managers Strategic		Managers Operational		Practitioners		Administrative		Sessional		Student		Volunteer		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
White British		1		1	5	9		4					1	12	6	27
White Irish																
Other White																
White & Black Caribbean																
White & Black African																
White & Asian																
Other Mixed					1										1	
Indian																
Pakistani																
Bangladeshi																
Other Asian																
Caribbean																
African																
Other Black													1		1	
Chinese																
Any other ethnic group																
Not Known*																
TOTAL		1		1	6	9		4					2	12	8	27
Welsh Speakers		1		1	3	1							1		3	4

## Appendix 2

### Glossary

Acronym / Term	Meaning
APB	Area Planning Board
ASB	Anti-Social Behaviour
ASBO	Anti-Social Behaviour Order
ASDAN	ASDAN qualifications are approved for pre- and post-16 provision by the regulatory authorities for England (Ofqual), Wales (Qualifications Wales) and Northern Ireland
CAMHS	Child and Adolescent Mental Health Service
CCC	Carmarthenshire County Council
CYSUR	Child and Youth Safeguarding- Unifying the Region
Careers Wales	Welsh Government body offering careers advice and guidance to young people
Communities First	WG programme to reduce poverty in the most deprived communities in Wales
CPN	Community Psychiatric Nurse
CSP	Community Safety Partnership
CYC	County Youth Council – representative group for young people
CYPP	Children and Young People's Partnership – body overseeing delivery of education and youth support services for young people aged 11-25
CPD	Continuous professional development – keeping staff skills and knowledge up to date
DfES	Welsh Government department for Education & Skills (responsible for education policy)
DTO	Detention and Training Order
DofE	Duke of Edinburgh's Award
ECM	Enhanced Case Management model
EOTAS	Educated other than at school – children and young people of statutory age who are not attending mainstream state schools but are accessing education delivered by the local authority (e.g. pupil referral units, home tuition, alternative education provision)
EHE	Elective Home Education – children and young people being educated at home by their parents following parental decisions not to educate their children in state schools
EPC	Engagement & Progression Co-ordinator – key LA contact for delivering the YEPF (see below)
ERW	Regional school improvement partnership for the 6 south west and mid Wales Local Authorities (Ceredigion, Powys, NPT, Swansea, Pembrokeshire & Carmarthenshire)
ESF	European Social Fund – EU funding scheme to address social inequalities
Estyn	Inspection body overseeing compliance to WG learning policy and delivery requirements
EYE	Education Training and Employment
Extending	WG policy for support services for young people aged 11-25

Entitlement	
FACTS	Forensic Adolescent Consultant Service
Families First	Welsh Government policy and grant to lift families out of poverty
KPI	Key Performance Indicator
LCJB	Local Criminal Justice Board
LSCB	Local Safeguarding Children Board
MAPPA	MAPPA – Multi agency public protection arrangements
MARAC	Multi-agency risk assessment conference
NEET	Not in employment, education or training – a classification for young people aged 16-25 not deemed by government to be engaged in productive activity
OCN	The Open College Network provides for awarding of flexible qualifications
PBB	Priority Based Budgeting – the on-going programme of corporate budget cuts within CCC
PSR	Pre-sentence Report
RJ	Restorative Justice
SEN	Special Educational Needs
STAR	Safety, Trust and Respect Programme
SWEET	SWEET is a learning and skills development programme offering a specialist BTEC Level 1 or 2 qualification in Personal & Social Development (PSD)
VAP	Vulnerability Assessment Profile – a spreadsheet used to identify young people at risk of becoming NEET based on young people's attendance, achievement and behaviour
WAO	Wales Audit Office
WDI	Welsh Devolved Indicators
WG	Welsh Government
WLGA	Welsh Local Government Association
YEPF	Youth Engagement & Progression Framework – WG NEET reduction strategy
YJB	Youth Justice Board
YJMIS	YJMIS – Youth Justice Management Information Service
YOPS	Youth Offending and Prevention Service
YOT	Youth Offending Team
YMC	YOT Managers Cymru
YRO	Youth Rehabilitation Order
YSS	Youth Support Service



# **EDUCATION & CHILDREN SCRUTINY COMMITTEE 25<sup>th</sup> November 2019**

## **MODERNISING EDUCATION PROGRAMME**

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

#### **To consider and comment on the following issues:**

1. The submissions received to the individual Statutory Notices (Objection Report attached) for:
  - Ysgol Y Ddwyllan
  - Ysgol Griffith Jones
  - Ysgol Llangynnwyr; and
  - Ysgol Llys Hywel.
2. Being satisfied that there are no other related proposals; that the statutory proposals have been consulted upon and published in accordance with the School Organisation Code and contains all the relevant information and, having considered the consultation document and consultation report, the objections and any responses to the notices in the objection report, the ECS Scrutiny Committee consider and recommend to the Executive Board the implementation of the proposals as laid out in the individual Statutory Notices.

#### **Reasons:**

- To support Carmarthenshire's Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans
- To formulate views for submission to Executive Board for consideration.

**To be referred to the Executive Board : YES 02/12/19**

**To be referred to County Council for decision: YES 08/01/20**

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

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

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 25<sup>th</sup> November 2019

## MODERNISING EDUCATION PROGRAMME

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

#### Background

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

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

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

#### The Proposal

The proposals are to change the nature of **Foundation Phase** provision at **Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwyr and Ysgol Llys Hywel** to Welsh medium with the choice of language medium being introduced at Key Stage 2. Each proposal should be considered separately.

In accordance with Executive Board's instructions on the 13<sup>th</sup> May 2019 (link to the consultation document and report provided) a formal consultation exercise was undertaken from 20 May 2019 to 30 June 2019. The results of the consultation exercise are contained in the Consultation Report (link provided) and were presented to the ECS

Scrutiny Committee and then to the Executive Board for consideration and determination on whether or not to publish a Statutory Notice.

On the 23<sup>rd</sup> September 2019, approval was granted by the Executive Board for the publication of the Statutory Notices. The Statutory Notices (links provided) were published on 24<sup>th</sup> September 2019. The notices provided objectors with 29 days in which to forward their objections in writing to the Council which ended on the 22<sup>nd</sup> October 2019.

- 2 objections were received for Ysgol Y Ddwylan
- 0 objections were received for Ysgol Griffith Jones
- 0 objections were received for Ysgol Llangynnwr
- 1 objections was received for Ysgol Llys Hywel

The attached Objection Report summarises the objections received and the Local Authority's responses to these submissions.

The full suite of documents which include: Consultation Document, Consultation Report, the Statutory Notices and the Objection Report will be presented to the Executive Board and ultimately will be presented to the County Council for their determination.

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

Should the County Council agree to implement the proposals, the nature of Foundation Phase provision at Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwr and Ysgol Llys Hywel would change to Welsh medium from 1<sup>st</sup> September 2020.

### **Recommendation**

Being satisfied that there are no other related proposals; that the statutory proposals have been consulted upon and published in accordance with the School Organisation Code and contain all the relevant information and, having considered the consultation document and consultation report, the objections and any responses to the notices in the objection report, that the ECS Scrutiny Committee considers and recommends to the Executive Board the implementation of the proposals as laid out in the individual Statutory Notices.

<b>DETAILED REPORT ATTACHED</b>	<b>YES: Objection Report</b>
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## IMPLICATIONS

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

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

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

### 1. Policy, Crime & Disorder and Equalities

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

### 2. Legal

Appropriate consultation was initiated in accordance with the relevant statutory procedures.

### 3. Finance

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

### 4. ICT

None

### 5. Risk Management Issues

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

### 6. Staffing Implications

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

### 7. Physical Assets

None

# CONSULTATIONS

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

Signed: S. Davies Head of Access to Education

**1. Scrutiny Committee** – The Scrutiny Committee were formally notified of the Statutory Notice period.

**2. Local Member(s)** – The local members of each area were formally notified of the Statutory Notice period. No formal objections were received to the Statutory Notice.

**3. Community / Town Council** – The relevant Community and Town Councils were formally notified of the Statutory Notice period. No formal objections were received to the Statutory Notice.

**4. Relevant Partners** – All relevant partners were formally notified of the Statutory Notice period.

**5. Staff Side Representatives and other Organisations** – Staff side representatives and other organisation were formally notified of the Statutory Notice period.

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

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Stage 2 (Permission to Notice) – Executive Board	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=2001&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=2001&amp;Ver=4</a>
Stage 2 (Permission to Notice) – ECS Scrutiny Committee Report	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2005&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2005&amp;Ver=4</a>
Stage 1 (Permission to Consult) – Executive Board Report	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=3025&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=3025&amp;Ver=4</a>
Stage 1 (Permission to Consult) – ECS Scrutiny Committee Report	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2235&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2235&amp;Ver=4</a>
Consultation Document / Consultation Report / Statutory Notice	<a href="https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/y-ddwylan/">https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/y-ddwylan/</a> <a href="https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/griffith-jones/">https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/griffith-jones/</a> <a href="https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/llys-hywel/">https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/llys-hywel/</a> <a href="https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/llangunnor/">https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/llangunnor/</a>

Carmarthenshire's Welsh in Education Strategic Plan	<a href="https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/">https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/</a>
MEP Biennial Review	<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> Executive Board 20 <sup>th</sup> June 2016
21 <sup>st</sup> Century Schools Website	<a href="http://www.21stcenturyschools.org">www.21stcenturyschools.org</a>

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# DEPARTMENT FOR EDUCATION & CHILDREN

## OBJECTION REPORT

For the proposal to change the nature of provision at

**Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol**

**Llangynnwr and Ysgol Llys Hywel**

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

**October 2019**

**Gareth Morgans**

**Director of Education and Children's Services**



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[www.sirgar.llyw.cymru](http://www.sirgar.llyw.cymru)

**YOUR COUNCIL doitonline**  
[www.carmarthenshire.gov.wales](http://www.carmarthenshire.gov.wales)

## **School Modernisation Section**

**Sara Griffiths**, Modernisation Team Manager

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## 1. Introduction

On 20<sup>th</sup> May 2019 Carmarthenshire County Council published proposals to change the nature of Foundation Phase provision at:

- Ysgol Y Ddwylan;
- Ysgol Griffith Jones;
- Ysgol Llangynnwr; and
- Ysgol Llys Hywel.

The consultation period commenced on the 20<sup>th</sup> May 2019 in line with the publication of the proposals and closed on 30<sup>th</sup> June 2019.

Following the end of the consultation period, a Consultation Report was prepared summarising the observations received and the Local Authority's responses to these observations. The report was presented to the Education and Children's Services Scrutiny Committee and then to the Executive Board for a decision on whether or not to publish a Statutory Notice. On the 23<sup>rd</sup> September 2019 the Executive Board resolved to proceed to publish a Statutory Notice.

Following the Executive Board's approval, Carmarthenshire County Council published the proposal by way of a Statutory Notice on 24<sup>th</sup> September 2019 for 29 days until 22<sup>nd</sup> October 2019.

It must be noted that whilst this objection report summarises the responses for all proposals, the four proposals should be considered **separately**.

## 2. Ysgol Y Ddwylan – Executive Summary

### **The Consultation Process**

On the 20<sup>th</sup> May 2019 Carmarthenshire County Council published proposals to change the nature of Foundation Phase provision at Ysgol Y Ddwylan, within the community of Newcastle Emlyn. The County Council's proposal is to:

- Change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

The consultation period commenced on the 20<sup>th</sup> May 2019 in line with the publication of the proposals and closed on 30<sup>th</sup> June 2019 with a total of 61 responses received.

Following the end of the consultation period, a Consultation Report was prepared summarising the observations received and the Local Authority's responses to these observations. The report was presented to the Education and Children's Services Scrutiny Committee and then to the Executive Board for a decision on whether or not to publish a Statutory Notice. On the 23<sup>rd</sup> September 2019 the Executive Board resolved to proceed to publish a Statutory Notice.

### **Publication of the Statutory Notice**

Following the Executive Board's approval, Carmarthenshire County Council published the proposal by way of a Statutory Notice on 24<sup>th</sup> September 2019 for 29 days until 22<sup>nd</sup> October 2019.

The table below notes the objections received. It must be noted that of the 2 objections received, they were received prior to the end of the consultation period.

Objections Received	
Email	Total
2	2

## **Responses Received**

The responses received to the Statutory Notice are similar to the observations received during the consultation period.

Of the 2 respondents, they are categorised as follows:

- Parent (2)

## **Workshops**

Following the end of the Statutory Notice period on the 22<sup>nd</sup> October 2019, workshops were held on 24<sup>th</sup> October 2019 to analyse the objections received.

## **The Objection Report**

The objection report summarises the submissions received in objection to the proposal and the Local Authority's responses to these submissions.

For completeness, these responses have also been included within this report and the themes for the objections received are as follows:

- Theme 1- Decision to proceed to the next stage in the consultation process
- Theme 2- Misrepresentation of Data
- Theme 3- The Community
- Theme 4- The Pupils' Education and Later Life Opportunities
- Theme 5- Inside and Outside Catchment Pupils
- Theme 6- Removal of Choice
- Theme 7- Status Quo is Successful
- Theme 8- Forcing the Welsh Language
- Theme 9- Welsh Government/Carmarthenshire County Council Policies/ Saving Money
- Theme 10- Discrimination and Exclusion
- Theme 11- Implementation Date

## 2.1 Summary of Objections received and Local Authority Responses

Point Number	Point Raised	Local Authority Response	Number of responses raising this point	% of responses raising this point
<b>Objection Raised</b>				
1.	<p><b><u>Decision to proceed to the next stage in the consultation process</u></b></p> <p>Objectors felt that the authority had not listened to the majority's view when making a decision on whether or not to proceed to the next stage.</p>	<p>The consultation process has been conducted in compliance with the statutory School Organisation Code 2018.</p> <p>Following the end of the consultation period, a Consultation Report was prepared detailing the number and summary of responses received.</p> <p>The consultation report was presented to the Education &amp; Children's Scrutiny Committee for comment and then to the Executive Board for a decision on whether or not to proceed with the proposal and publish a Statutory Notice.</p> <p>On the 23<sup>rd</sup> September 2019, having considered the Consultation Report, the Executive Board resolved to proceed to publish a Statutory Notice.</p>	2	100%
2.	<p><b><u>Misrepresentation of Data</u></b></p> <p>Some objectors felt that the data and information contained within the Consultation</p>	<p>All data and information contained within the Consultation Document is accurate and is based upon the Pupil Level Annual School Census Data (PLASC). Information regarding the current linguistic arrangements at the school was provided in the document and all data was represented accurately with regards to the proposal. All data contained within the Consultation Document is stipulated as a requirement within the School</p>	2	100%

	Document was incorrect and a deliberate misrepresentation to mislead stakeholders.	Organisation Code 2018.		
3.	<p><b><u>The Community</u></b></p> <p>The proposal is inconsistent with the make-up of community and will not cater for the needs of the whole community.</p> <p>It is felt that this proposal will have a negative effect on the community due to families moving out of the area to seek English medium education elsewhere. In addition, only providing Welsh medium education may result in less people moving to the area due to unsuitable education provision. This will result in a negative impact on</p>	<p>The Local Authority acknowledges that some members of the community are unable to speak the Welsh language and that some children attending the school come from non-Welsh/English backgrounds. It is, therefore important for the Local Authority to increase the provision of Welsh medium education in order to promote bilingualism in the area and to ensure that every pupil becomes fluent and confident in both Welsh and English languages.</p> <p>There is a national priority in Wales, shared by Carmarthenshire County Council, to increase the number of people in our communities who are able to speak Welsh and use it in their everyday lives. Schools are regarded to be a critically important component in developing children so that they are fully bilingual by the time they leave primary school.</p> <p>The Local Authority acknowledges that the nature of communities' changes over time and that social mobility continues to increase. The Local Authority considers that this point reinforces the need to embed Welsh medium education in as many communities as possible in order to bolster the language and provide as many children as possible with the opportunity to develop as truly bilingual citizens and to benefit from the personal advantages that bilingualism brings.</p> <p>It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current</p>	2	100%



	the economy within the local area.	<p>language arrangements. The proposals will not therefore, affect current pupils. The school will continue to provide sufficient support for all current pupils through the medium in which they currently receive their education so there is, consequently, no need for any child to be moved from the school. Similarly, it is the Local Authority's desire that in the future local children attend their local school.</p> <p>It is hard to estimate the effect the proposal will have on the number of families moving into the area. However, the Local Authority are hopeful that they will understand the benefits of a Welsh medium education and the opportunities and advantages that it can provide. This proposal will provide all future pupils with the opportunity to become fully bilingual in both Welsh and English languages by the time they leave primary school and benefit from these advantages throughout their lives.</p> <p>The Local Authority is also hopeful that this proposal will have a positive effect on the local economy by providing community members with the opportunity to develop their Welsh language skills. Bilingualism will increasingly over time become an employment skill. For example, all public organisations in Wales are subject to new statutory Welsh language standards and progressively over time will need to recruit increasing numbers of Welsh speakers to deliver services. Possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.</p>		
4. Page 89	<p><b><u>The Pupils' Education and Later Life Opportunities</u></b></p> <p>It is believed that learning through the</p>	It is the belief of the Local Authority, based upon international evidence and research and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration, etc. and that all children should receive these	2	100%

<p>medium of Welsh will have a detrimental effect on the pupils' education and English language skills, and will disadvantage children from entering further or higher education and later on in life when applying for job vacancies etc. It is believed that not all pupils will be able to reach their full potential by learning through the medium of Welsh. It must also be noted that the most common language used in day to day life, working life and the business world is English – therefore pupils' understanding of the English language must be secure in order to ensure maximum success within the real world.</p>	<p>opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Evidence demonstrates that true bilingualism can only be achieved in the local context through children receiving a Welsh medium education.</p> <p>The Local Authority notes that on average, bilingual children achieve higher grades in the English language. It should also be noted that on average, about 80% of Carmarthenshire pupils who receive Welsh medium education receive an A*-C grades in both Welsh and English languages.</p> <p>Bilingualism will increasingly over time become an employment skill. For example, all public organisations in Wales are subject to new statutory Welsh language standards and progressively over time will need to recruit increasing numbers of Welsh speakers to deliver services. Possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.</p> <p>Schools prepare young people with the skills to attend universities around the world and the Welsh language should not be seen as a disadvantage. Rather than being an impediment, possessing skills in the Welsh language is seen by many universities, inside and outside Wales, as an additional skill, which can offer benefits when a young person is competing for a place to study.</p>		
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5.	<p><b><u>Inside and Outside Catchment Pupils</u></b></p> <p>There are concerns regarding the number of pupils travelling from outside of the area/catchment to access education at the school. If the proposal is implemented, the pupils' access to preferred education provision will be limited.</p>	<p>The movement of pupils between school catchment areas is a common circumstance across the country in both urban and rural areas. Children living within catchment areas receive preference to attend their catchment schools before children living outside the catchment area. However, parents can state a preference for a school, which is not the designated catchment area school and they do this for a number of reasons, e.g. access to extended family for working parents, ease of transporting children, proximity of the home to schools, reputation, provision, faith character, etc. When parents elect to place their children in a particular school they will do so in full consideration of all the factors that apply, including the nature of provision.</p> <p>However, it is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language arrangements. The proposals will not therefore, affect current pupils. The school will continue to provide sufficient support for all current pupils through the medium in which they currently receive their education so there is, consequently, no need for any child to be moved from the school. Similarly, it is the Local Authority's desire that in the future local children attend their local school.</p>	2	100%
6.	<p><b><u>Removal of Choice</u></b></p> <p>There are concerns regarding the removal of choice of English medium education at the school. It is believed that parents should have the choice of which</p>	<p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh.</p> <p>In April 2014 the County Council formally adopted a comprehensive strategy for the development of the Welsh language in Carmarthenshire,</p>	2	100%

	<p>language their children should be educated through.</p>	<p>endorsing the recommendations of a politically balanced group of elected members that had examined in depth the status of the Welsh language in the county in the wake of the 2011 census of the population. The strategy required action on 73 points, 21 of which applied to the education service.</p> <p>The language strategy received cross-party support from elected members when it was adopted at a meeting of the full County Council. On 25<sup>th</sup> June 2018, the Local Authority launched Carmarthenshire's most recent Welsh in Education Strategic Plan. The WESP has been subject to public consultation during its preparation and subsequent review. Its contents have, therefore, been subject to a test of public opinion in line with statutory requirements. It has also been approved by the Welsh Government in accordance with the requirements of the Act.</p> <p>The plan seeks to achieve the following outcomes relevant to the proposal:</p> <ul style="list-style-type: none"> <li>• Outcome 1 - More seven year old children being taught through the medium of Welsh;</li> <li>• Outcome 2 - More learners continuing to improve their language skills on transfer from primary to secondary school;</li> <li>• Outcome 5 – More students who have higher language skills in Welsh;</li> <li>• Outcome 6 – Welsh medium provision for learner with additional learning needs (ALN); and</li> <li>• Outcome 7 – Workforce planning and continuing professional development.</li> </ul> <p>The proposal is adhering to the recommendations as set out in</p>		
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		<p>Carmarthenshire's WESP.</p> <p>Choice is an important issue in the consideration of this proposal, with the most important aspect of choice being that which is available to children as they progress through their education and early lives. This proposal provides all pupils with the opportunity to become fully bilingual with the skills to read, write and speak in both Welsh and English languages by the time they leave primary school. The Local Authority's proposal to develop bilingual children by the time they leave primary school gives children a choice as they move along the education sector. The most effective way of developing bilingual children in the primary sector is to immerse them in Welsh medium education. It is generally accepted in the education profession that studying Welsh as a second language does not develop truly bilingual young people and the schools has been identified as having the potential to move quickly along the language continuum.</p>		
7.	<p><b><u>Status Quo is Successful</u></b></p> <p>The current linguistic arrangements at the school are working well and there is no need for change.</p>	<p>The Local Authority acknowledge that the school is performing well and is successful. This proposal seeks to improve even further the opportunity for children attending the school to secure continually improving outcomes. Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, from improving the standards of that education and of the teaching of Welsh.</p> <p>In April 2014 the County Council formally adopted a comprehensive strategy for the development of the Welsh language in Carmarthenshire, endorsing the recommendations of a politically balanced group of elected members that had examined in depth the status of the Welsh</p>	2	100%

	<p>language in the county in the wake of the 2011 census of the population. The strategy required action on 73 points, 21 of which applied to the education service.</p> <p>The language strategy received cross-party support from elected members when it was adopted at a meeting of the full County Council. On 25<sup>th</sup> June 2018, the Local Authority launched Carmarthenshire's most recent Welsh in Education Strategic Plan. The WESP has been subject to public consultation during its preparation and subsequent review. Its contents have, therefore, been subject to a test of public opinion in line with statutory requirements. It has also been approved by the Welsh Government in accordance with the requirements of the Act.</p> <p>The plan seeks to achieve the following outcomes relevant to the proposal:</p> <ul style="list-style-type: none"> <li>• Outcome 1 - More seven year old children being taught through the medium of Welsh;</li> <li>• Outcome 2 - More learners continuing to improve their language skills on transfer from primary to secondary school;</li> <li>• Outcome 5 – More students who have higher language skills in Welsh;</li> <li>• Outcome 6 – Welsh medium provision for learner with additional learning needs (ALN); and</li> <li>• Outcome 7 – Workforce planning and continuing professional development.</li> </ul> <p>The proposal is adhering to the recommendations as set out in Carmarthenshire's WESP.</p>		
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		<p>It is important to note that the WESP requires all primary schools in Carmarthenshire, including English medium schools, to move along the language continuum, progressively expanding the proportion of education that is delivered through the medium of Welsh, with a view to ensuring that in time all children leaving primary school are fully bilingual.</p> <p>The pace at which schools will be able to expand bilingualism and Welsh medium education will depend upon local circumstances but the expectation for progress applies to all schools. The school has been identified as having the potential to move quickly along the language continuum.</p>		
8.	<p><b><u>Forcing the Welsh Language</u></b></p> <p>The community should have a choice of whether to learn through the medium of Welsh or English and the Welsh language should not be forced on anyone. It is important to learn the Welsh language and some pupils may want to use the language in their day to day life however; not all pupils will want to receive their education through the medium of</p>	<p>The proposal is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.</p> <p>It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language arrangements. The proposals will not therefore, affect current pupils. The school will continue to provide sufficient support for all current pupils through the medium in which they currently receive their education so there is, consequently, no need for any child to be moved from the school. Similarly, it is the Local Authority's desire that in the future local children attend their local school.</p> <p>It is important to remember that the teaching and the development of the English language still occurs in Welsh medium schools to the highest of standards, as a statutory part of the curriculum.</p> <p>International evidence, cited by the Welsh Government, confirms that</p>	2	100%

	<p>Welsh. Forcing the Welsh language will not create more Welsh speakers, in fact it will have the opposite effect. Implementing the proposal will force pupils to seek English medium education at other English medium schools which will deny pupils exposure to the Welsh language.</p>	<p>the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. The Welsh Government also promotes that children who are from non-Welsh speaking families that immersion in Welsh in school is particularly important in embedding the language.</p>		
9.	<p><b><u>Welsh Government/ Carmarthenshire County Council Policies/ Saving Money</u></b></p> <p>Some objectors do not feel that following County Council and Government policies such as WESP is a good enough reason to approve and implement the proposal as it will have no long term benefit. It is felt that these policies</p>	<p>The Local Authority is promoting the current proposal for primary education in the area as it firmly believes that this is in the best interests of the children's education. However, the Local Authority also has a responsibility to follow its own policies along with Welsh Government policies.</p> <p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, from improving the standards of that education and of the teaching of Welsh.</p> <p>Every local authority in Wales, including Carmarthenshire County Council has a responsibility to respond to the Act and the Welsh Government's Welsh Medium Education Strategy and is accountable individually to the</p>	2	100%



	<p>have no purpose or justification and are just pushing the Welsh language agenda and wasting money.</p>	<p>Welsh Government. Carmarthenshire County Council's WESP has been approved by the Welsh Government in accordance with the requirements of the Act.</p> <p>The plan seeks to achieve the following outcomes relevant to the proposal:</p> <ul style="list-style-type: none"> <li>• Outcome 1 - More seven year old children being taught through the medium of Welsh;</li> <li>• Outcome 2 - More learners continuing to improve their language skills on transfer from primary to secondary school;</li> <li>• Outcome 5 – More students who have higher language skills in Welsh;</li> <li>• Outcome 6 – Welsh medium provision for learner with additional learning needs (ALN); and</li> <li>• Outcome 7 – Workforce planning and continuing professional development.</li> </ul> <p>Should the Local Authority not seek to achieve the specific outcomes as detailed in WESP, then it would not meet its aim of improving planning of the provision of education through the medium of Welsh, from improving the standards of that education and of the teaching of Welsh as recommended by the Welsh Government.</p>		
<p>10.</p> <p>Page 97</p>	<p><b><u>Discrimination and Exclusion</u></b></p> <p>It is believed that the proposal is discriminatory and segregates non-Welsh/English speaking</p>	<p>This proposal does not seek to discriminate against non-Welsh/English families or to exclude any community members from their own local community in any way. On the contrary, this proposal seeks to provide all children with the opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school.</p>	1	50%

	families who desire English medium education. Should the proposal be implemented, pupils could be forced to seek English medium education elsewhere, thus further excluding them from their local community.	<p>It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language. It is important to note that there will be no change for current pupils attending the school. Similarly, it is the Local Authority's desire that in the future local children attend their local school.</p> <p>There is a national priority in Wales, shared by Carmarthenshire Council, to increase the number of people in our communities who are able to speak Welsh and use it in their everyday lives. Schools are regarded to be a critically important component in developing children so that they are fully bilingual by the time they leave primary school. This proposal seeks to provide all pupils/parents and community members with the opportunity to develop their Welsh language skills.</p>		
11.	<p><b><u>Implementation Date</u></b></p> <p>It is believed that the proposed implementation date has been chosen to avoid a dramatic decline in pupil numbers and the need to consult with prospective parents.</p>	<p>The consultation process has been conducted in compliance with the statutory School Organisation Code 2018 and all required stakeholders have been notified and consulted with.</p> <p>The proposed implementation date (September 2020) has been chosen to ensure that all current pupils will not be affected by the proposal and that all prospective pupils/parents have advanced notice of the proposed change. It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language arrangements.</p>	1	50%

### 3. Ysgol Griffiths Jones – Executive Summary

#### **The Consultation Process**

On the 20<sup>th</sup> May 2019 Carmarthenshire County Council published proposals to change the nature of Foundation Phase provision at Ysgol Griffith Jones, within the community of St Clears. The County Council's proposal is to:

- Change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

The consultation period commenced on the 20<sup>th</sup> May 2019 in line with the publication of the proposals and closed on 30<sup>th</sup> June 2019 with a total of 9 responses received.

Following the end of the consultation period, a Consultation Report was prepared summarising the observations received and the Local Authority's responses to these observations. The report was presented to the Education and Children's Services Scrutiny Committee and then to the Executive Board for a decision on whether or not to publish a Statutory Notice. On the 23<sup>rd</sup> September 2019 the Executive Board resolved to proceed to publish a Statutory Notice.

#### **Publication of the Statutory Notice**

Following the Executive Board's approval, Carmarthenshire County Council published the proposal by way of a Statutory Notice on 24<sup>th</sup> September 2019 for 29 days until 22<sup>nd</sup> October 2019.

**No objections were received.**

## 4. Ysgol Llangynnwr- Executive Summary

### **The Consultation Process**

On the 20<sup>th</sup> May 2019 Carmarthenshire County Council published proposals to change the nature of Foundation Phase provision at Ysgol Llangynnwr, within the community of Llangunnor. The County Council's proposal is to:

- Change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

The consultation period commenced on the 20<sup>th</sup> May 2019 in line with the publication of the proposals and closed on 30<sup>th</sup> June 2019 with a total of 44 responses received.

Following the end of the consultation period, a Consultation Report was prepared summarising the observations received and the Local Authority's responses to these observations. The report was presented to the Education and Children's Services Scrutiny Committee and then to the Executive Board for a decision on whether or not to publish a Statutory Notice. On the 23<sup>rd</sup> September 2019 the Executive Board resolved to proceed to publish a Statutory Notice.

### **Publication of the Statutory Notice**

Following the Executive Board's approval, Carmarthenshire County Council published the proposal by way of a Statutory Notice on 24 September 2019 for 29 days until 22 October 2019.

**No objections were received.**

## 5. Ysgol Llys Hywel- Executive Summary

### **The Consultation Process**

On the 20<sup>th</sup> May 2019 Carmarthenshire County Council published proposals to change the nature of Foundation Phase provision at Ysgol Llys Hywel, within the community of Whitland. The County Council's proposal is to:

- Change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

The consultation period commenced on the 20<sup>th</sup> May 2019 in line with the publication of the proposals and closed on 30<sup>th</sup> June 2019 with a total of 25 responses received.

Following the end of the consultation period, a Consultation Report was prepared summarising the observations received and the Local Authority's responses to these observations. The report was presented to the Education and Children's Services Scrutiny Committee and then to the Executive Board for a decision on whether or not to publish a Statutory Notice. On the 23 September 2019 the Executive Board resolved to proceed to publish a Statutory Notice.

### **Publication of the Statutory Notice**

Following the Executive Board's approval, Carmarthenshire County Council published the proposal by way of a Statutory Notice on 24 September 2019 for 29 days until 22 October 2019.

The table below notes the number of objections received. It must be noted that the objection was received prior to the end of the consultation period.

Objections Received	
Email	Total
1	1

### **Responses Received**

The response received to the Statutory Notice is similar to the observations received during the consultation period.

Of the 1 respondent, they are categorised as follows:

- Parent (1)

## **Workshops**

Following the end of the Statutory Notice period on the 22<sup>nd</sup> October 2019, workshops were held on 24<sup>th</sup> October 2019 to analyse the objections received.

## **The Objection Report**

The objection report summarises the submission received in objection to the proposal and the Local Authority's response to the submission.

For completeness, these responses have also been included within this report and the themes for the objections received are as follows:

- Theme 1- The Pupils' Education and Later Life Opportunities
- Theme 2- Removal of Choice
- Theme 3- Status Quo is Successful
- Theme 4- Discrimination and Exclusion
- Theme 5- Coping with the Welsh Language
- Theme 6- Additional Learning Needs (ALN)

## 5.1 Summary of Objection Received and Local Authority Response

Point Number	Point Raised	Local Authority Response	Number of responses raising this point	% of responses raising this point
<b>Objection Raised</b>				
1.	<p><b><u>The Pupils' Education and Later Life Opportunities</u></b></p> <p>It is believed that learning through the medium of Welsh will have a detrimental effect on the pupils' education and English language skills, and will disadvantage children from entering further or higher education and later on in life when applying for job vacancies etc. It is believed that not all pupils will be able to reach their full potential by learning through the medium of Welsh. It must also be noted that the most common language used in day to day life, working life and the business world is English – therefore pupils' understanding of the English language must be secure in</p>	<p>It is the belief of the Local Authority, based upon international evidence and research and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration, etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Evidence demonstrates that true bilingualism can only be achieved in the local context through children receiving a Welsh medium education.</p> <p>The Local Authority notes that on average, bilingual children achieve higher grades in the English language. It should also be noted that on average, about 80% of Carmarthenshire pupils who receive Welsh medium education receive an A*-C grades in both Welsh and English languages.</p> <p>Bilingualism will increasingly over time become an employment skill. For example, all public organisations in Wales are subject to new statutory Welsh language standards and progressively over time will need to recruit increasing numbers of Welsh speakers</p>	1	100%

	<p>order to ensure maximum success within the real world.</p>	<p>to deliver services. Possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.</p> <p>Schools prepare young people with the skills to attend universities around the world and the Welsh language should not be seen as a disadvantage. Rather than being an impediment, possessing skills in the Welsh language is seen by many universities, inside and outside Wales, as an additional skill, which can offer benefits when a young person is competing for a place to study.</p>		
2.	<p><b><u>Removal of Choice</u></b></p> <p>There are concerns regarding the removal of choice of English medium education at the school. It is believed that parents should have the choice of which language their children should be educated through.</p>	<p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh.</p> <p>In April 2014 the County Council formally adopted a comprehensive strategy for the development of the Welsh language in Carmarthenshire, endorsing the recommendations of a politically balanced group of elected members that had examined in depth the status of the Welsh language in the county in the wake of the 2011 census of the population. The strategy required action on 73 points, 21 of which applied to the education service.</p> <p>The language strategy received cross-party support from</p>	1	100%



		<p>elected members when it was adopted at a meeting of the full County Council. On 25<sup>th</sup> June 2018, the Local Authority launched Carmarthenshire's most recent Welsh in Education Strategic Plan. The WESP has been subject to public consultation during its preparation and subsequent review. Its contents have, therefore, been subject to a test of public opinion in line with statutory requirements. It has also been approved by the Welsh Government in accordance with the requirements of the Act.</p> <p>The plan seeks to achieve the following outcomes relevant to the proposal:</p> <ul style="list-style-type: none"> <li>• Outcome 1 - More seven year old children being taught through the medium of Welsh;</li> <li>• Outcome 2 - More learners continuing to improve their language skills on transfer from primary to secondary school;</li> <li>• Outcome 5 – More students who have higher language skills in Welsh;</li> <li>• Outcome 6 – Welsh medium provision for learner with additional learning needs (ALN); and</li> <li>• Outcome 7 – Workforce planning and continuing professional development.</li> </ul> <p>The proposal is adhering to the recommendations as set out in Carmarthenshire's WESP.</p> <p>Choice is an important issue in the consideration of this proposal, with the most important aspect of choice being that</p>		
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		<p>which is available to children as they progress through their education and early lives. This proposal provides all pupils with the opportunity to become fully bilingual with the skills to read, write and speak in both Welsh and English languages by the time they leave primary school. The Local Authority's proposal to develop bilingual children by the time they leave primary school gives children a choice as they move along the education sector. The most effective way of developing bilingual children in the primary sector is to immerse them in Welsh medium education. It is generally accepted in the education profession that studying Welsh as a second language does not develop truly bilingual young people and the schools has been identified as having the potential to move quickly along the language continuum.</p>		
3.	<p><b><u>Status Quo is Successful</u></b></p> <p>The current linguistic arrangements at the school are working well and there is no need for change.</p>	<p>The Local Authority acknowledge that the school is performing well and is successful. This proposal seeks to improve even further the opportunity for children attending the school to secure continually improving outcomes. Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, from improving the standards of that education and of the teaching of Welsh.</p> <p>In April 2014 the County Council formally adopted a comprehensive strategy for the development of the Welsh language in Carmarthenshire, endorsing the recommendations of a politically balanced group of elected members that had</p>	1	100%

		<p>examined in depth the status of the Welsh language in the county in the wake of the 2011 census of the population. The strategy required action on 73 points, 21 of which applied to the education service.</p> <p>The language strategy received cross-party support from elected members when it was adopted at a meeting of the full County Council. On 25<sup>th</sup> June 2018, the Local Authority launched Carmarthenshire's most recent Welsh in Education Strategic Plan. The WESP has been subject to public consultation during its preparation and subsequent review. Its contents have, therefore, been subject to a test of public opinion in line with statutory requirements. It has also been approved by the Welsh Government in accordance with the requirements of the Act.</p> <p>The plan seeks to achieve the following outcomes relevant to the proposal:</p> <ul style="list-style-type: none"> <li>• Outcome 1 - More seven year old children being taught through the medium of Welsh;</li> <li>• Outcome 2 - More learners continuing to improve their language skills on transfer from primary to secondary school;</li> <li>• Outcome 5 – More students who have higher language skills in Welsh;</li> <li>• Outcome 6 – Welsh medium provision for learner with additional learning needs (ALN); and</li> <li>• Outcome 7 – Workforce planning and continuing professional development.</li> </ul>		
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		<p>The proposal is adhering to the recommendations as set out in Carmarthenshire's WESP.</p> <p>It is important to note that the WESP requires all primary schools in Carmarthenshire, including English medium schools, to move along the language continuum, progressively expanding the proportion of education that is delivered through the medium of Welsh, with a view to ensuring that in time all children leaving primary school are fully bilingual.</p> <p>The pace at which schools will be able to expand bilingualism and Welsh medium education will depend upon local circumstances but the expectation for progress applies to all schools. The school has been identified as having the potential to move quickly along the language continuum.</p>		
4.	<p><b><u>Discrimination and Exclusion</u></b></p> <p>It is believed that the proposal is discriminatory and segregates non-Welsh/English speaking families who desire English medium education. Should the proposal be implemented, pupils could be forced to seek English medium education elsewhere, thus further excluding them from their local community.</p>	<p>This proposal does not seek to discriminate against non-Welsh/English families or to exclude any community members from their own local community in any way. On the contrary, this proposal seeks to provide all children with the opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school.</p> <p>It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language. It is important to note that there will be no change for current pupils attending the school. Similarly, it is the Local Authority's desire that in the future local children attend their local school.</p>	1	100%

		<p>There is a national priority in Wales, shared by Carmarthenshire Council, to increase the number of people in our communities who are able to speak Welsh and use it in their everyday lives. Schools are regarded to be a critically important component in developing children so that they are fully bilingual by the time they leave primary school. This proposal seeks to provide all pupils/parents and community members with the opportunity to develop their Welsh language skills.</p>		
5.	<p><b><u>Coping with the Welsh Language</u></b></p> <p>Concerns were raised that not all children will be able to cope with learning through the medium of Welsh, especially pupils from non-Welsh backgrounds. In addition, there are concerns that non-Welsh speaking parents may find it hard to support and help their children with their school work and home work should the school the proposal be implemented.</p>	<p>The school will continue to provide support for current pupils through the medium of which they currently receive their education. Should the proposal be implemented, sufficient support will be provided to all new pupils in accordance with the needs of each individual. It is also important to note that staff are required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil. "Athrawon Bro" who provide support to the schools around the county will also be supporting the school. Welsh Language Immersion Centres will also be available for those pupils who may need extra input linguistically.</p> <p>The schools currently offer a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of individual families.</p> <p>Several organisations who attended the formal drop in session during the consultation period have also offered their help and support to the community with the development of the Welsh language.</p>	1	100%

6.	<p><b><u>Additional Learning Needs (ALN)</u></b></p> <p>Children with special education needs or additional learning needs may not be able to cope with learning through the medium of Welsh and may require English medium education. It is unfair to assume that all children with SEN/ALN will be able to learn through the medium of Welsh.</p>	<p>Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible.</p> <p>For this proposal, the support provided to children currently in the schools with additional needs will continue through the medium in which they currently receive their education. Should the proposal be implemented, all future pupils will receive support which is individually tailored to their needs. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. It is important to assess and monitor progress in each or all of the languages that a child is using or learning, including sign and visually supported communication systems required for some pupils, particularly as the stronger developed language can be used to support and build learning through a lesser developed language medium. Staff are required to differentiate the curriculum and make reasonable adjustments to the language of instruction and response in order to accommodate additional needs and ensure access to the curriculum and learning progress. At times it may be appropriate to target additional support in one language for a period to consolidate and accelerate learning, e.g. in literacy. There will be rare instances, however, where a child may be</p>	1	100%
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		<p>diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.</p> <p>Whilst the system is designed to meet the needs of learners through an universal and inclusive approach, for a small number of children with significant and complex additional needs this is not always possible and specialised provision offers a more appropriate learning setting.</p> <p>In order to make sure that the needs of all learners are met the schools system in Carmarthenshire includes a range of provision for children with additional needs. A specialised school or unit offer education to children with the most profound or complex needs where a mainstream setting is either not suitable for the children's needs or where parents prefer an alternative setting. Selected secondary and primary schools across the county include specialised units for children with particular needs, such as autism, sensory impairment or speech and language delay. The Department for Education and Children provides specific additional support in schools wherever practicable so that as many children as possible remain in their local school. Whilst the Council's preference is to meet the needs of all children in a mainstream setting wherever possible, this is not always practicable.</p> <p>It is this Council's experience that the vast majority of pupils with a wide range of additional learning needs and abilities are successful in our schools irrespective of the language of instruction but the Council does acknowledge that there will be</p>		
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		a very few children whose needs cannot be met other than through provision at a specialist unit.		
7.	<p><b><u>Local Authority Priorities</u></b></p> <p><b><u>Condition of the school building</u></b></p> <p>Concerns were raised about the condition of the school building. It is felt that priority should be given to creating a suitable learning environment before the Welsh language.</p>	Carmarthenshire County Council has a Modernising Education Programme (MEP), which provides investment to the County's schools, in line with Welsh Government's 21st Century Schools and Education Programme. The Authority is planning to undertake a full scale review of the MEP in the coming months which will include Ysgol Llys Hywel.	1	100%



# EDUCATION & CHILDREN SCRUTINY COMMITTEE 25<sup>th</sup> November 2019

## MODERNISING EDUCATION PROGRAMME

### PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRICHARD

#### To consider and comment on the following issues:

1. The submissions received to the Statutory Notice. (Objection Report attached)
2. Being satisfied that there are no other related proposals; that the statutory proposal has been consulted upon and published in accordance with the School Organisation Code and contains all the relevant information and, having considered the consultation document and consultation report, the objections and any responses to the notice in the objection report, the ECS Scrutiny Committee consider and recommend to the Executive Board the implementation of the proposal as laid out in the Statutory Notice.

#### Reasons:

- To support Carmarthenshire's Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans
- To formulate views for submission to Executive Board for consideration.

**To be referred to the Executive Board : YES 02/12/19**

**To be referred to County Council for decision: YES 08/01/20**

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

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

## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 25<sup>th</sup> November 2019

## MODERNISING EDUCATION PROGRAMME

### PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRICHARD

#### Background

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

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

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

#### The Proposal

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

In accordance with Executive Board's instructions on the 13<sup>th</sup> May 2019 (link to the consultation document and report provided) a formal consultation exercise was undertaken from 20 May 2019 to 30 June 2019. The results of the consultation exercise are contained in the Consultation Report (link provided) and were presented to the ECS Scrutiny Committee and then to the Executive Board for consideration and determination on whether or not to publish a Statutory Notice.

On the 23<sup>rd</sup> September 2019, approval was granted by the Executive Board for the publication of the Statutory Notice. The Statutory Notice (link provided) was published on 24<sup>th</sup> September 2019. The notice provided objectors with 29 days in which to forward

their objections in writing to the Council which ended on the 22<sup>nd</sup> October 2019. A total of 2 objections were received to the Statutory Notice.

The attached Objection Report summarises the objections received and the Local Authority's responses to these submissions.

The full suite of documents which include: Consultation Document, Consultation Report, the Statutory Notice and the Objection Report will be presented to the Executive Board and ultimately will be presented to the County Council for their determination.

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

Should the County Council agree to implement the proposal, the nature of provision of Ysgol Rhys Prichard would change to Welsh medium from 1<sup>st</sup> January 2020 **(this date will need to be modified due to change in County Council meeting date)**.

### **Recommendation**

Being satisfied that there are no other related proposals; that the statutory proposal has been consulted upon and published in accordance with the School Organisation Code and contains all the relevant information and, having considered the consultation document and consultation report, the objections and any responses to the notice in the objection report, that the ECS Scrutiny Committee considers and recommends to the Executive Board the implementation of the proposal as laid out in the Statutory Notice.

<b>DETAILED REPORT ATTACHED</b>	<b>YES: Objection Report</b>
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# IMPLICATIONS

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

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

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

## 1. Policy, Crime & Disorder and Equalities

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

## 2. Legal

Appropriate consultation was initiated in accordance with the relevant statutory procedures.

## 3. Finance

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

## 4. ICT

None

## 5. Risk Management Issues

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

## 6. Staffing Implications

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

## 7. Physical Assets

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

# CONSULTATIONS

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

Signed: S. Davies Head of Access to Education

**1. Scrutiny Committee** – The Scrutiny Committee were formally notified of the Statutory Notice period.

**2. Local Member(s)** – The local member was formally notified of the Statutory Notice period. No formal objections were received to the Statutory Notice.

**3. Community / Town Council** – The Community and Town Council were formally notified of the Statutory Notice period. No formal objections were received to the Statutory Notice.

**4. Relevant Partners** – All relevant partners were formally notified of the Statutory Notice period.

**5. Staff Side Representatives and other Organisations** – Staff side representatives and other organisation were formally notified of the Statutory Notice period.

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

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Stage 2 (Permission to Notice) – Executive Board	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=2001&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=2001&amp;Ver=4</a>
Stage 2 (Permission to Notice) – ECS Scrutiny Committee Report	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2005&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2005&amp;Ver=4</a>
Stage 1 (Permission to Consult) – Executive Board Report	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=3025&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&amp;MId=3025&amp;Ver=4</a>
Stage 1 (Permission to Consult) – ECS Scrutiny Committee Report	<a href="http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2235&amp;Ver=4">http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&amp;MId=2235&amp;Ver=4</a>
Consultation Document / Consultation Report / Statutory Notice	<a href="https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/rhys-prichard/">https://www.carmarthenshire.gov.wales/home/council-services/education-schools/modernising-education-programme/consultation/primary-school/rhys-prichard/</a>
Carmarthenshire's Welsh in Education Strategic Plan	<a href="https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/">https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/</a>
MEP Biennial Review	<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> Executive Board 20 <sup>th</sup> June 2016
21 <sup>st</sup> Century Schools Website	<a href="http://www.21stcenturyschools.org">www.21stcenturyschools.org</a>

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# DEPARTMENT FOR EDUCATION & CHILDREN

## OBJECTION REPORT

For the proposal to change the nature of provision at

**Ysgol Rhys Prichard**

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

**October 2019**

**Gareth Morgans**

**Director of Education and Children's Services**



**EICH CYNGOR arleinamdani**  
[www.sirgar.llyw.cymru](http://www.sirgar.llyw.cymru)

**YOUR COUNCIL doitonline**  
[www.carmarthenshire.gov.wales](http://www.carmarthenshire.gov.wales)

## **School Modernisation Section**

**Sara Griffiths**, Modernisation Team Manager



## Content

No.	Subject	Page
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2.	Summary of objections received and Local Authority related responses	6

## 1. Executive Summary

### **The Consultation Process**

On the 20<sup>th</sup> May 2019 Carmarthenshire County Council published proposals to change the nature of provision at Ysgol Rhys Prichard within the community of Llandovery. The County Council's proposal is to:

- Change the nature of provision of Ysgol Rhys Prichard to Welsh medium.

The consultation period commenced on the 20<sup>th</sup> May 2019 in line with the publication of the proposals and closed on 30<sup>th</sup> June 2019 with a total of 54 responses received.

Following the end of the consultation period, a Consultation Report was prepared summarising the observations received and the Local Authority's responses to these observations. The report was presented to the Education and Children's Services Scrutiny Committee and then to the Executive Board for a decision on whether or not to publish a statutory notice. On the 23 September 2019 the Executive Board resolved to proceed to publish a statutory notice.

### **Publication of the Statutory Notice**

Following the Executive Board's approval, Carmarthenshire County Council published the proposal by way of a statutory notice on 24 September 2019 for 29 days until 22 October 2019.

The table below notes the objections received. It must be noted that of the 2 objections received, they were received prior to the end of the consultation period.

Objections Received		
Email	Letter	Total
1	1	2

## **Responses Received**

The responses received to the statutory notice are similar to the observations received during the consultation period.

Of the 2 respondents, they are categorised as follows:

- Parent (2)

## **Workshops**

Following the end of the statutory notice period on the 22 October 2019, workshops were held on 24 October 2019 to analyse the objections received.

## **The Objection Report**

The objection report summarises the submissions received in objection to the proposal and the Local Authority's responses to these submissions.

For completeness, these responses have also been included within this report and the themes for the objections received are as follows:

- Theme 1- Dual Stream – Not being implemented
- Theme 2 - Removal of Choice
- Theme 3 - Parents won't be able to help support their children
- Theme 4 – Coping with the Welsh Language
- Theme 5 – Discrimination and Exclusion
- Theme 6 – Transport and Travel to Other Schools

## 2. Summary of Objections received and Local Authority Responses

Point Number	Point Raised	Local Authority Response	Number of responses raising this point	% of responses raising this point
<b>Objection Raised</b>				
1.	<p><b><u>Dual Stream – Not being implemented</u></b></p> <p>There are concerns that the school had not offered parents the choice of an English medium stream prior to a decision being made on the proposal.</p>	<p>The school will have been developing Welsh medium provision over time, as is expected of all schools under the auspices of the County Council's Welsh in Education Strategic Plan.</p> <p>The current consultation is to formally endorse this development in the nature of provision at the school.</p> <p>English is a statutory subject which all schools must deliver. Moreover, it should be stressed that Welsh medium provision, properly expedited, is also synonymous with developing learners' bilingualism. In adhering to the Welsh in Education Strategic Plan, schools are expected to ensure that as many learners as possible are equitably proficient in both English and Welsh by age 11. The degree to which this is achieved can vary according to a variety of circumstances and is subject to scrutiny by the County's School Improvement Team and external bodies such as Estyn.</p>	2	100%

2.	<p><b><u>Removal of Choice</u></b></p> <p>There are concerns regarding the removal of choice of English medium education at the school. It is believed that parents should have the choice of which language their children should be educated through.</p>	<p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh.</p> <p>In April 2014 the County Council formally adopted a comprehensive strategy for the development of the Welsh language in Carmarthenshire, endorsing the recommendations of a politically balanced group of elected members that had examined in depth the status of the Welsh language in the county in the wake of the 2011 census of the population. The strategy required action on 73 points, 21 of which applied to the education service.</p> <p>The language strategy received cross-party support from elected members when it was adopted at a meeting of the full County Council. On 25<sup>th</sup> June 2018, the Local Authority launched Carmarthenshire's most recent Welsh in Education Strategic Plan. The WESP has been subject to public consultation during its preparation and subsequent review. Its contents have, therefore, been subject to a test of public opinion in line with statutory requirements. It has also been approved by the Welsh Government in accordance with the requirements of the Act.</p> <p>The plan seeks to achieve the following outcomes relevant to the proposal:</p> <ul style="list-style-type: none"> <li>• Outcome 1 - More seven year old children being taught through</li> </ul>	2	100%
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		<p>the medium of Welsh;</p> <ul style="list-style-type: none"> <li>• Outcome 2 - More learners continuing to improve their language skills on transfer from primary to secondary school;</li> <li>• Outcome 5 – More students who have higher language skills in Welsh;</li> <li>• Outcome 6 – Welsh medium provision for learner with additional learning needs (ALN); and</li> <li>• Outcome 7 – Workforce planning and continuing professional development.</li> </ul> <p>The proposal is adhering to the recommendations as set out in Carmarthenshire's WESP.</p> <p>Choice is an important issue in the consideration of this proposal, with the most important aspect of choice being that which is available to children as they progress through their education and early lives. This proposal provides all pupils with the opportunity to become fully bilingual with the skills to read, write and speak in both Welsh and English languages by the time they leave primary school. The Local Authority's proposal to develop bilingual children by the time they leave primary school gives children a choice as they move along the education sector. The most effective way of developing bilingual children in the primary sector is to immerse them in Welsh medium education. It is generally accepted in the education profession that studying Welsh as a second language does not develop truly bilingual young people and the schools has been identified as having the potential to move quickly along the language continuum.</p>		
3.	<b><u>Parents won't be able to help support their children</u></b>			

	Concerns were raised that parents will no longer be able to play an active role in their child's education.	<p>Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what children are being asked to do at home. Work set will be appropriate to the pupil's age and ability level and therefore should be within reach. Developing increasingly as independent learners, parents may find that children are happy to progress without extra parental guidance as they get older.</p> <p>The school currently offers a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of families.</p>	2	100%
4.	<p><b><u>Coping with the Welsh Language</u></b></p> <p>Concerns were raised that not all children will be able to cope with learning through the medium of Welsh, especially pupils from non-Welsh backgrounds. In addition, there are concerns that non-Welsh speaking parents may find it hard to</p>	<p>The school will continue to provide support for current pupils through the medium of which they currently receive their education. Should the proposal be implemented, sufficient support will be provided to all new pupils in accordance with the needs of each individual. It is also important to note that staff are required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil. "Athrawon Bro" who provide support to the schools around the county will also be supporting the school. Welsh Language Immersion Centres will also be available for those pupils who may need extra input linguistically.</p> <p>The schools currently offer a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of individual families.</p>	2	100%

	support and help their children with their school work and home work should the school the proposal be implemented.	Several organisations who attended the formal drop in session during the consultation period have also offered their help and support to the community with the development of the Welsh language.		
5.	<p><b><u>Discrimination and Exclusion</u></b></p> <p>It is believed that the proposal is discriminatory and segregates non-Welsh/English speaking families who desire English medium education. Should the proposal be implemented, pupils could be forced to seek English medium education elsewhere, thus further excluding them from their local community.</p>	<p>This proposal does not seek to discriminate against non-Welsh/English families or to exclude any community members from their own local community in any way. On the contrary, this proposal seeks to provide all children with the opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school.</p> <p>It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language. It is important to note that there will be no change for current pupils attending the school. Similarly, it is the Local Authority's desire that in the future local children attend their local school.</p> <p>There is a national priority in Wales, shared by Carmarthenshire Council, to increase the number of people in our communities who are able to speak Welsh and use it in their everyday lives. Schools are regarded to be a critically important component in developing children so that they are fully bilingual by the time they leave primary school. This proposal seeks to</p>	1	50%



		provide all pupils/parents and community members with the opportunity to develop their Welsh language skills.		
6.	<p><b><u>Transport and Travel to Other Schools</u></b></p> <p>It is unfair to expect parents to transport pupils to other schools to receive English medium education. This will have time and financial impact on families.</p>	<p>As there will be no change for current pupils attending the schools, there is consequently, no need for any child to be moved from the school. Similarly, it is the Local Authority's desire that all future pupils will attend their local school.</p> <p>The Local Authority are not proposing alternative English medium schools as part of the proposal. Should parents elect to place their children in alternative schools they will do so in full consideration of all the factors that apply, including transport implications. If any parents elect to place their children in alternative schools that are neither the designated nor nearest school, these parents will assume full responsibility for transporting their children to school.</p>	1	50%



## Education and Children's Services Scrutiny Committee 25<sup>th</sup> November 2019

### Education and Children's Services - Budget Update

**Purpose: To provide Members with an update regarding the current position of schools' delegated budgets.**

#### To consider and comment on the following issues:

- Overview of the financial position- level of overspend
- The Action Plan/approach to address the deficit position
- Discuss the schools who received a letter and response to date

#### Reasons:

Minute 7.3 of the Draft Minutes of the Education and Children Scrutiny Committee held on the 15<sup>th</sup> October 2109 states –

**7.3: that the Committee should receive an update on the forecast overspend of the Education and Children's Services Department at the next meeting on the 25<sup>th</sup> November 2019**

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

#### EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Cllr Glynog Davies

Directorate- Education and Children's Services

Name of Head of Service:

Report Author:

Gareth Morgans

Chris Moore

Designations:

Director of Education and Children's Services

Director of Corporate Services

E Mail Addresses:

[edgmorgans@carmarthenshire.gov.uk](mailto:edgmorgans@carmarthenshire.gov.uk)

[cmoore@carmarthenshire.gov.uk](mailto:cmoore@carmarthenshire.gov.uk)

# EXECUTIVE SUMMARY

## Education and Children's Services Scrutiny Committee

### 25<sup>th</sup> November 2019

#### **Schools Delegated Budgets- To provide Members with an update in regard to the current position of school budgets.**

##### **Background**

The UK public sector has undergone a decade of austerity, with Local Authorities having borne year on year real term cuts to central funding, whilst demographics and demand for services has further widened the budget gap over this time. Carmarthenshire has bridged a £120m gap over this time through a combination of £30m from Council Tax increases and £90m budget reductions.

Within this context, Schools Delegated Budgets were treated differently to other council departments. The previous Welsh Government administration mandated protection to schools delegated budgets, to a level 1% above its own settlement from Westminster. For the last 3 Annual Budgets, the council has provided a cash neutral budget to schools, meaning that individual schools have needed to deliver efficiencies to balance their own funding position, taking into account distribution changes largely driven by individual fluctuations in pupil numbers. During 2018-19, school balances have fallen from +£1.5million to -£0.4m, suggesting that that schools have in effect overspent by nearly £2million.

#### **2019/20 Financial year (Corporate Budget Report, 20<sup>th</sup> February 2019 County Council)**

##### **Schools Delegated Budgets**

The draft budget was constructed on the basis of a cash neutral funding settlement to schools. This recognised forecast inflationary pressures of £2.6m, and therefore a need to schools to deliver efficiency savings to this value. Departmental allocation of pay spine costs has resulted in increased pressure of £251k to schools, which has therefore been added as a cash sum to delegated budgets. In addition, the budget honours the additional funding transferred into the Revenue Support Grant for Teachers pay. Taken together, increases to core budgets and grants will be a cash increase of £2.6m to schools funding, as shown below:

Additional RSG	£497k
Pay spine validation	£251k
Teachers Pay	£922k
Professional development	£900k (est)
<b>TOTAL</b>	<b>£2,570k</b>

##### **Current Position**

The year-end position for schools in 2018/19 resulted in a net deficit on school reserves of £373k which is a significant change from the historical situation of holding healthy school reserves within the balance sheet. Currently schools' working budgets are predicting a net overspend in year of approximately £3m. Furthermore, the current budget plans for 2020-21 envisage the continuation of the current cash neutral approach.

In light of the current forecast of a potential significant overspend, Chief Officers and Heads of Service continue to critically review budgetary positions and implement appropriate mitigating actions to deliver services within the allocated budgets.

##### **Considerations**

Unchecked, school budgets have the potential to put at risk the financial stability of the Council. As such immediate action must be taken both to address the current overspend position as well as prevent recurrence in future years. The position is being addressed by the Directors in liaison with Portfolio Members, and an Action Plan with corrective actions has been developed.

To date the following actions have been undertaken-

1. A detailed Action Plan has been developed by officers from both the Education Department and Corporate Financial Services.
2. At the end of September, the Director of Corporate Services sent a letter to schools with deficit budgets (6 Secondary, 1 Special and 23 primary schools). The letter outlined the current challenges, critical financial position for schools and the requirement for immediate action to reduce the projected overspends.
3. Two meetings have been held between Secondary Headteachers and the Chief Executive and Directors to discuss the current position and to consider strategies to address the position.
4. A meeting has been held with the Primary Headteachers and Directors to discuss the current position and to consider strategies to address the position.
5. Allan Carter, Senior Manager- TIC Schools has developed a toolkit for schools to compare spend on specific areas of provision. This has been piloted with 2 schools and will now be used across all Secondary Schools. A primary school model is also being developed.
6. The Headteacher/Chair of Governors of each school contacted were requested to arrange a meeting with senior officers to discuss, develop and progress an action plan specific to their school. These meetings have now commenced.
7. Themes to explore/develop which derived from the meetings with Headteachers and individual school meetings will be progressed.
8. Regular updates will be provided to the Executive Board and Corporate Management Team.

**DETAILED REPORT  
ATTACHED?**

**YES**

## IMPLICATIONS

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

**Signed:**



**Director of Education and Children's Services**

Policy, Crime & Disorder  
and Equalities  
**NONE**

Legal  
**YES**

Finance  
**YES**

ICT  
**NONE**

Risk Management  
Issues  
**NONE**

Staffing  
Implications  
**YES**

Physical  
Assets  
**NONE**

**Legal-** Implementation of recommendations will need to comply with schools regulations – legal department to be consulted.

**Finance-** Failure to take significant and urgent action could result in a large overspend

**Staffing Implications-** Given that the majority of school budgets are staffing related, schools will need to review staffing structures

## CONSULTATIONS

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

Signed:



Director of Education and Children's Services

**1. Local Member(s)**

**2. Community / Town Council**

**3. Relevant Partners** – Meetings with Headteachers and Chairs of Governing Bodies are being held/planned to discuss individual challenges.

**4. Staff Side Representatives and other Organisations**

# SCHOOL FUNDING ACTION PLAN

## Objectives

- To support the school sector in addressing the overspend position
- To prevent reoccurrence in future years.
- To ensure the financial stability of the school sector and Council

ACTION		TASKS	Timeframe	Lead/s
IMMEDIATE / SHORT TERM				
1	<b>To ensure schools are aware of the seriousness of the current position and the need to work within their current allocated budgets/within surplus</b>	<ul style="list-style-type: none"> <li>• Letter to be sent to schools forecasting a deficit budget to outline requirements to address deficit and present a deliverable deficit plan.</li> <li>• All Schools (Headteacher and Chair of Governors) with an unapproved deficit budget or large overspend will be required to explain their current financial position and emergency corrective actions being undertaken to a panel of Senior Council officials.</li> <li>• Agenda item on termly Headteachers' Meetings in regard to school finances and severity of current position.</li> </ul>	27 <sup>th</sup> Sept  From Nov 4 <sup>th</sup>  November 26 <sup>th</sup> and 28th	Susannah Nolan/ Randall Hemmingway  Aneirin Thomas Susannah Nolan Randall Hemmingway  Gareth Morgans Chris Moore
2	<b>Support for schools in addressing their deficit budgets</b>	<ul style="list-style-type: none"> <li>• Senior Manager- TIC Schools/other officer to target schools with deficit budget or large overspend to review their systems and structures and provide them with advice/recommendations (e.g. <i>contracts, staffing structure, leadership structure, curriculum plan, TLRs</i>) to be presented to the full Governing Body and the school's response monitored regularly.</li> <li>• Training session for all Challenge Advisers/relevant officers on school funding and include a discussion in the Autumn Term school visit. If a school has a deficit budget or large overspend it MUST be included an issue identified and responded to in the</li> </ul>	October 14 <sup>th</sup> onwards  October 2019	Allan Carter  Aneirin Thomas Elin Forsythe Susannah Nolan Aneirin Thomas

		<ul style="list-style-type: none"> <li>• <b>School Development Plan.</b></li> <li>• Schools in federations need to be challenged to change ways of working- i.e. reducing costs</li> <li>• ALL SCHOOLS to review non-staffing spend in order to secure efficiencies.</li> <li>• Partnering system to be put in place between schools in significant deficits and schools managing within budgets.</li> <li>• Issue Leadership Standards associated with effective school management</li> </ul>	<p>Ongoing</p> <p>November (HT meeting)</p> <p>October onwards</p> <p>October</p>	<p>Elin Forsythe/ Challenge Advisers</p> <p>Gareth Morgans Aneirin Thomas</p> <p>Susannah Nolan Aneirin Thomas</p> <p>Aneirin Thomas</p>
3	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Monthly monitoring of the delivery of the Action Plans of all schools in a deficit position with challenge when they are not adhering to agreed actions/timescale</li> <li>• All schools to consider all spend and ensure that only essential spend is authorised.</li> </ul>	<p>October onwards</p> <p>November (HT meeting)</p>	<p>Susannah Nolan Aneirin Thomas</p> <p>Gareth Morgans Aneirin Thomas</p>
<b>MEDIUM TERM: IN READINESS FOR NEXT FINANCIAL YEAR</b>				
5	<b>Use of powers</b>	<ul style="list-style-type: none"> <li>• Use powers to claw back surpluses above the 50k/100k as stated in <b>The School Funding (Wales) Regulations 2010</b> (<i>When surpluses are £50,000 or more in a primary school, £100,000 or more in a secondary school or special school, authorities will be able to direct schools to spend balances. If the governing body does not comply with the direction, the amount could be clawed back with the proceeds applied to the authority's schools budget</i>)</li> <li>• If schools are not responding to the challenge/ implementing agreed changes consider issuing Warning Notice in accordance with the provisions of Part 2 of the <i>School Standards and Organisation (Wales) Act 2013 (hereinafter referred to as "the Act")</i> and Welsh Government Statutory Guidance Document (222/2017) <i>Schools Causing Concern</i></li> </ul>	<p>March 2020</p> <p>As and when required</p>	<p>Gareth Morgans Susannah Nolan Aneirin Thomas</p> <p>Gareth Morgans</p>



		<ul style="list-style-type: none"> <li>➤ <i>GROUND 2 - There has been a breakdown in the way the school is managed or Governed</i></li> <li>➤ <i>GROUND 5 - The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.</i></li> <li>➤ <i>GROUND 6 -The governing body or head teacher has acted, or is proposing to act, unreasonably in the exercise of any of its or his or her functions under the Education Acts.</i></li> </ul> <ul style="list-style-type: none"> <li>• Ensure all Governing Bodies support the Redeployment Policy to reduce spend on EVR/Redundancy.</li> <li>• Secure advice on 'Liability of School Governors' and share in termly Briefing Meeting</li> </ul>	<p>Spring Term 2020</p> <p>Spring Term 2020</p>	<p>Paul Thomas / HR officers</p> <p>Legal</p>
6	<b>School organisation issues</b>	<ul style="list-style-type: none"> <li>• Officers to critically review the number of primary schools and provide Executive Board with options in regard to rationalisation.</li> <li>• Schools to critically assess staffing structures (based on CCC Model Staffing Structures) to bring in line with "best in practice" - redundancy notices would need to be issued in Autumn term to take full year effect for 2020-21.</li> <li>• Schools to critically review TLR allowances to effect changes after 3 years</li> <li>• Schools to critically review all annual contracts and SLAs</li> <li>• LA to provide schools with clear advice in regard to the statutory Curriculum offer at Key Stage 4 and 5.</li> <li>• Consult on the change to Admission Policy (if agreed by Council) implementing start of school after 4<sup>th</sup> birthday rather than term before 4<sup>th</sup> birthday- reducing costs for schools.</li> <li>• To consider 6<sup>th</sup> Form Provision in Carmarthenshire- many 11-18 schools seem to be in deficit positions as compared to the 11-16</li> </ul>	<p>Spring Term 2020</p> <p>Spring Term 2020</p> <p>October and ongoing</p> <p>Spring Term 2020 January 2020</p> <p>Spring Term 2020</p> <p>Spring Term 2020</p>	<p>MEP Team</p> <p>Headteachers/ Governors</p> <p>Headteachers/ Governors</p> <p>Headteachers/ Governors Aeron Rees</p> <p>Simon Davies</p> <p>Aeron Rees Aneirin Thomas</p>

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	<b>HR Issues</b>	<ul style="list-style-type: none"> <li>• Consideration to be given to the creation of a centrally contracted SEN TA pool, to mitigate redundancy notices caused by fluctuations in individual pupil populations.</li> <li>• To explore the potential to remove the current 4% term time working enhancement.</li> <li>• Surplus staffing should be available for neighbouring schools to utilise before procuring supply/agency.</li> </ul>	<p>Spring Term 2020</p> <p>Spring Term 2020</p> <p>Ongoing</p>	<p>Paul Thomas / Glenn Evans</p> <p>Paul Thomas / Glenn Evans</p> <p>Paul Thomas / Glenn Evans</p>

## EDUCATION AND CHILDREN SCRUTINY COMMITTEE

25<sup>th</sup> NOVEMBER 2019

### REFERRAL FROM POLICY AND RESOURCES SCRUTINY COMMITTEE REVENUE & CAPITAL BUDGET MONITORING

#### To consider and comment on the following issues:

- To consider a referral from the Policy and Resources Scrutiny Committee in relation to Revenue and Capital Budget Monitoring

#### Reasons:

- To enable Committee members to exercise their scrutiny role.

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

#### Executive Board Member Portfolio Holder(s):

Cllr. D.M. Jenkins (Resources) and Cllr. G. Davies (Education and Children)

<b>Directorate:</b> Chief Executive's  <b>Name of Head of Service:</b> Linda Rees Jones  <b>Report Author:</b> Martin S. Davies	<b>Designations:</b>  Head of Administration & Law  Democratic Services Officer	<b>Tel Nos. / E-Mail Addresses:</b>  01267 224010 <a href="mailto:lrjones@carmarthenshire.gov.uk">lrjones@carmarthenshire.gov.uk</a>  01267 224059 <a href="mailto:MSDavies@carmarthenshire.gov.uk">MSDavies@carmarthenshire.gov.uk</a>
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# EXECUTIVE SUMMARY

## EDUCATION AND CHILDREN SCRUTINY COMMITTEE

### 25<sup>th</sup> NOVEMBER 2019

#### REFERRAL FROM POLICY AND RESOURCES SCRUTINY COMMITTEE- REVENUE & CAPITAL BUDGET MONITORING

The Education and Children Scrutiny Committee is requested to consider the following referral from the Policy and Resources Scrutiny Committee:

**Agenda Item:**

Revenue & Capital Budget Monitoring.

**Date:** 10<sup>th</sup> October 2019

**Issue:** Request to reverse decision to receive Revenue and Capital Budget Monitoring reports via e-mail

At its meeting on the 10<sup>th</sup> October 2019, the Policy and Resources Scrutiny Committee considered the Revenue & Capital Budget Monitoring Report 2019/20

During consideration of the report the Head of Financial Services highlighted the forecasted overspend in the Education and Children Services budget and advised that the Director of Education and Children Services had written to a number of Head teachers and Chairs of Governing Bodies on the matter. In light of the forecasted overspend the Committee resolved that:

**“that the Education and Children Scrutiny Committee be recommended to reverse its decision to receive Revenue and Capital Budget Monitoring via e-mail only [Education and Children Scrutiny Committee 7<sup>th</sup> June 2018 minute 6.2 refers] in view of the absence of formal monitoring of the Education Department’s budget which has significant pressures and a high risk of overspending against the budget.”**

<b>DETAILED REPORT ATTACHED?</b>	<b>NO</b>
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### IMPLICATIONS

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

**Signed:** Linda Rees Jones

**Head of Administration & Law**

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

## CONSULTATIONS

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

Signed: Linda Rees Jones

Head of Administration & Law

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – N/A

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

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

THERE ARE NONE

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## EDUCATION & CHILDREN SCRUTINY COMMITTEE – 25<sup>th</sup> November 2019

FORTHCOMING ITEMS FOR NEXT MEETING – 19 <sup>th</sup> December 2019		
Proposed Agenda Item	Background	Reason for report
3 Year Budget Consultation	This item will provide members with an opportunity to consider and comment upon the budget settlement, departmental service budgets and efficiency savings proposals.	The objective of the report is to allow members to consider the corporate budget strategy for the financial years 2019/20 to 2021/22 and to consider the service delivery impact and options for the forthcoming years.
Education & Children's Services Departmental Business Plan 2019/20-2022	This item will enable the Committee to consider and comment upon the Education & Children's Services Departmental Business Plan 2019/20–2022 relevant to its remit.	To provide members with an opportunity to review the department's business plan alongside the budget. It will also assist with the integration of financial and business planning.
One Day Scrutiny Report	On the 6 <sup>th</sup> November 2019 the Committee held a One Day Scrutiny Investigation to review the Federating of Schools in Carmarthenshire.	To consider the outcome of the scrutiny investigation and to consider making recommendations to the Executive Board.
Actions & Referrals	A review of the progress of Actions and Referrals.	Recurring item (Quarterly)

Items circulated to the Committee under separate cover since the last meeting –

Complaints & Compliments Annual Report – *Circulated on the 4<sup>th</sup> November 2019*

Budget Monitoring Reports to 31.08.19 - *Circulated on the 14<sup>th</sup> November 2019*

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## FORWARD WORK PROGRAMME 2019/20

25 <sup>th</sup> November 2019	19 <sup>th</sup> December 2019	23 <sup>rd</sup> January 2020	11 <sup>th</sup> March 2020	27 <sup>th</sup> April 2020	May 2020 – 20/21 Forward Work Planning	4 <sup>th</sup> June 2020	2 <sup>nd</sup> July 2020	
Recruitment and retention of staff (3)	3 Year Revenue Budget Consultation	New Curriculum (1)	Promoting Positive Behaviour Practice in Schools (5)	Behaviour Service Review		Scrutiny School Visits Framework	Annual Report of Director of Social Services 2019/20	
Youth Services (4)	One Day Scrutiny Report	LA Education Services Self Evaluation	NEETS (6)	Welsh in Education Strategic Plan Update		Post 16 education (7)		
Determination - change the nature of provision at Ysgol Y Ddwylan, Griffith Jones, Llangynnwr and Llys Hywel.	Education & Children's Services Departmental Business Plan 2019/20-2022	Task & Finish Monitoring	2019/20 Task & Finish Report - ALN	Actions & Referrals			Actions & Referrals	
	Actions & Referrals							
Determination - Proposal to change the nature of provision at Ysgol Rhys Prichard	Task & Finish Meeting Dates – 25 <sup>th</sup> November 2019 at 2pm 19 <sup>th</sup> December 2019 at 2pm			Site visits School visits – One visit per quarter 01.07.19 – Llandeilo C.P. School Fostering Service (Q1 2020) Adoption Service 17 <sup>th</sup> February 2020 and 18 <sup>th</sup> March 2020 Young Carers (Q2 2020)  Workshops ERW – Update on current progress (review request in Autumn 2019)				
Delegated School Budgets								
Referral from P&R Scrutiny Committee								

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