

WEDNESDAY, 23RD DECEMBER, 2020

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

I HEREBY SUMMON YOU TO ATTEND A VIRTUAL MEETING
OF THE **EDUCATION & CHILDREN SCRUTINY COMMITTEE**
WHICH WILL BE HELD AT **10.00 A.M. ON WEDNESDAY, 6TH
JANUARY, 2021** FOR THE TRANSACTION OF THE BUSINESS
OUTLINED ON THE ATTACHED AGENDA.

Wendy Walters

CHIEF EXECUTIVE



PLEASE RECYCLE

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Wendy Walters Prif Weithredwr, *Chief Executive*,
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County Hall, Carmarthen. SA31 1JP

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 | Arwel Davies |
| 2. | Councillor | Edward Thomas (Vice-Chair) |

NEW INDEPENDENT GROUP – 1 MEMBER

- | | | |
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| 1. | Councillor | Shahana Najmi |
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UNAFFILIATED – 1 MEMBER

- | | | |
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| 1. | Councillor | John Jenkins |
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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 31/03/2022

- | | | |
|----|-------------|---------------------|
| 1. | Vacancy | Area 1 – Dinefwr |
| 2. | Mr A. Enoch | Area 2 – Carmarthen |
| 3. | Vacancy | 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. STAFF AND PUPIL WELLBEING AND MENTAL HEALTH - JANUARY 2021 UPDATE. 5 - 24
5. FINANCIAL CHALLENGES FACING SCHOOLS. 25 - 52
6. TASK & FINISH GROUP FINAL REPORT - ALN FORMULA FUNDING. 53 - 58
7. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT. 59 - 60
8. FORTHCOMING ITEMS. 61 - 66
9. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 23RD NOVEMBER, 2020. 67 - 82

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EDUCATION AND CHILDREN SCRUTINY COMMITTEE 6TH JANUARY 2021

<p>Subject: Staff and pupil wellbeing and mental health – January 2021 Update</p>	
<p>Purpose:</p> <ul style="list-style-type: none"> • To offer an update in this focus area, as requested by Education and Young People Scrutiny Committee 	
<p>To consider and comment on the following issues</p> <ul style="list-style-type: none"> • Note report contents and provide observations and further suggestions 	
<p>Reasons: The health and wellbeing of school staff, pupils, young people and adults who are clients to the Department for Education and Children is an area of interest in Carmarthenshire. The Covid-19 pandemic has intensified interest, an increase in general concern, with additional support and preventative measures put in place</p>	
Exec Board Decision Required	No

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER: Cllr. Glynog Davies		
Education and Children Directorate Name of Head of Service: J. Aeron Rees Report Author: Aeron Rees	Designations: Head of Curriculum and Wellbeing Head of Curriculum and Wellbeing	Tel Nos: E-Mail Addresses: 01267 246532 07717 858973 JARees@carmarthenshire.gov.uk

EXECUTIVE SUMMARY
EDUCATION AND CHILDREN SCRUTINY COMMITTEE
6TH JANURAY 2021

Staff and pupil wellbeing and mental health – January 2021 Update

BRIEF SUMMARY OF PURPOSE OF REPORT:

The paper will:

- 1. Provide Background and reference the Pre-Covid Situation**
 - a. Outline established strategy and give a brief policy context
 - b. List provision already in existence for young people and staff

- 2. Describe changes when the pandemic intervened**
 - a. Give an appraisal of the situation from a range of services
 - b. Highlight the proactive response in respect of:
 - i. Pupils and students
 - ii. Other young people within the service's remit
 - iii. Staff

- 3. Suggest next steps**
 - a. With appraisal of progress so far
 - b. How we can capitalise upon opportunities

Whilst focussing on the wellbeing of pupils and school staff, there will also be reference to the wellbeing of other young people, who may not be in school , but still under the remit of the Department for Education and Children (e.g. young adults in the Youth Support Service).

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

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

Signed: **J. Aeron Rees**

Head of Curriculum and Wellbeing

Policy, Crime & Disorder and Equalities YES	Legal NO	Finance YES	ICT YES	Risk Management Issues YES	Staffing Implications YES	Physical Assets NO
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1. Policy and Crime & Disorder

The Department of Education and Children has a pre-existing Wellbeing and Equity Strategy. This has stood services in good stead in navigating through the pandemic. That said, the lockdown, firebreak and intervening periods have thrown up new challenges and created new opportunities which will merit a review of our strategy.

Welsh Government's '*Education in Wales: Our national mission*' brought a new focus to wellbeing, ensuring equity and excellence for all. Taking forward that work, and recommendations by the Senedd Children, Young People and Education (CYPE) Committee, we are now close in Wales to securing an all-Wales framework for a whole-school approach to mental health and emotional wellbeing. This development will be looked at with interest to further inform Carmarthenshire's policy direction.

The legalities around this issue is primarily enshrined in Welsh Government guidance, which has been updated and newly issued in direct response to the pandemic.

3.Finance

There has been increased demand for staff training since the March lockdown. Costs have been met departmentally to fund external providers. This appears an adequate situation currently but is not a determinant of future demand. We have also commissioned some specialist input from key educationalists to inform our approach to pupil wellbeing and may need to continue to broker the expertise from within our budget.

4. ICT

Digital Platforms have provided a very effective way of conducting online professional development during the pandemic. Continued refinement of our platforms and increased staff confidence and competence will be an asset going forward, so that remote learning becomes more sophisticated.

5. Risk Management Issues

New risks have been identified such as the traumas experienced by young people, especially the vulnerable. Support services and pastoral arrangements in schools have themselves been pressurised by additional demand and staffing challenges. There has been a growth in acute concern for some young people, such as an increase in suicide ideation.

6. Staffing Implications

There is no fundamental additional staffing demand, albeit there will continue to be a strong focus on upskilling and developing existing staff i.e. officers, school and special setting leaders and practitioners. Staff in the Department of Education and Children have worked closely with Health and Wellbeing staff in the Chief Executive's Department. It would be desirable if these links, galvanised during lockdown, can be perpetuated and further developed.

CONSULTATIONS

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

Signed: J.A. Rees, Head of Curriculum and Wellbeing

(Please specify the outcomes of consultations undertaken where they arise against the following headings)

1. Scrutiny Committee – pending
2. Local Member(s) - n/a
3. Community / Town Council – n/a
4. Relevant Partners – Approaches have been shared with Local Authority Link Inspectors
5. Staff Side Representatives and other Organisations – Updates in regular ERF meetings

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE

Yes - Paper forwarded
21.12.21

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

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

THESE ARE DETAILED BELOW

Title of Document	File Ref No.	Locations that the papers are available for public inspection
EVERY LEARNER MATTERS: Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities (2019 – 2030)		  Equity Strategy.final.4.19.d

Staff and pupil wellbeing and mental health – January 2021 Update to ECS Scrutiny

Report Structure

- 1. Background and Pre-Covid Situation**
 - a. Strategy and brief policy context
 - b. provision already in existence for young people and staff
- 2. The Pandemic Intervenes**
 - a. Appraisal of Situation from a range of services
 - b. Proactive Response
 - i. Pupils and students
 - ii. Other Young People
 - iii. Staff
- 3. Next Steps**
 - a. Appraisal of progress so far
 - b. Capitalising upon Opportunities

1. Background and Pre-Covid Situation

- a. Strategy and brief policy context

Prior to the March 2020 lockdown, the Department for Education and Children (DEC) was actively involved with implementing its Wellbeing and Equity Strategy, which had progressed through the corporate process in 2017.

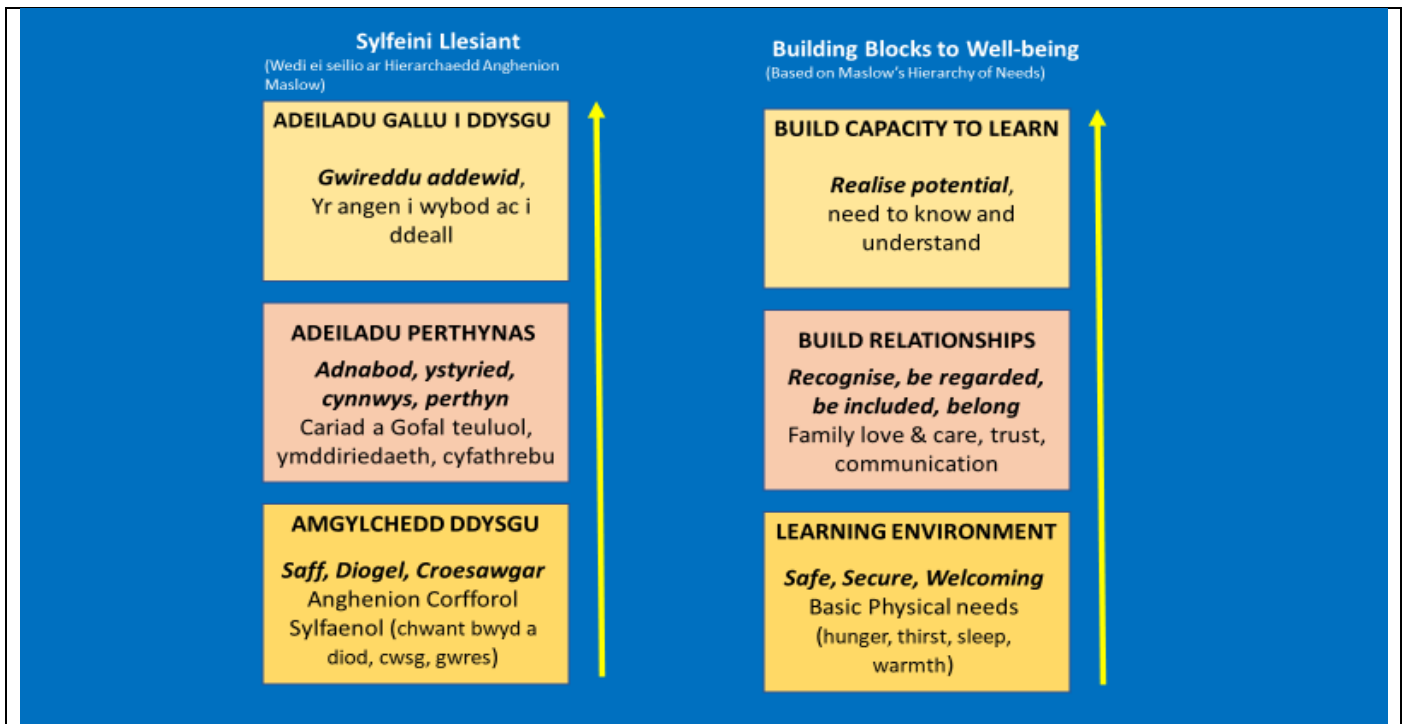
The strapline for our strategy informs us that:

The wellbeing of our young people and staff is integral to our thinking and takes centre-stage

Subsumed within that ideal we contend that:

- **When the basic needs and wellbeing of staff and pupils are catered for, learners are more predisposed to learn**
- **Positive attitudes to learning make it more likely that learners will realise their potential and be as good as they can be**

This approach can be modelled as follows:



At time of authoring, and subsequently, the strategy was informed by a number of key national policy reports, such as:

- *The Wellbeing of Future Generations Act (2015)*¹
- *Education in Wales: our National mission (action plan 2017-21)*²
- Mind over Matter Report (2018)³ and The Missing Middle
- ADEW (2019)⁵

These reports were developed at a time when the discussion around the health and wellbeing of pupils and staff in schools was developing momentum and becoming a live national debate.

The imperative was to harness the salient recommendations offered in literature and to combine those with:

- qualitative and quantitative data drawn from a wide variety of sources in Carmarthenshire
- a wide array of existing service provision at time of writing

... in order to arrive at our strategy.

- provision already in existence for young people and staff

There was a lot in place already, as exemplified by the following:

Support Services in Carmarthenshire pre-Covid.

- Carmarthenshire County Council
 - Carmarthenshire's Wellbeing plan
 - Department for Education and Children
 - *Equity and Wellbeing Strategy*
 - *Behaviour and Engagement Strategy*
 - *Local Curriculum*

- *Healthy Schools*
- *Youth Support Service*
- The ECS Corporate Parenting Team
- The Education and Wellbeing Team
- **Multi-agency & Fora**
- Wellbeing and Young People Group
 - Behaviour and Wellbeing Strategic Implementation Group
 - Supporting Vulnerable Learners' Group
 - Vulnerability Assessment Panel (VAP)
 - Wellbeing, Health and Emotional Support Team (WHEST)
- **Support Services for Schools**
 - *Education Support Advisers & Healthy Schools*
 - *Education and Child Psychology Service*
 - *School Counselling Service*
 - *Child and Adolescent Mental Health Services*
 - *Behaviour Support Community Team*
 - *Pupil Referral Units*
 - *Alternative Curriculum*
 - *Families First / Team around the Family*
 - *Health and Wellbeing LAC*
 - *Carmarthenshire Carers Service*
 - **Wider Support Services**
 - Community Crisis Assessment and Treatment Team
 - Regional suicide and self-harm prevention strategy
 - Young People with Autism
 - *Choices – Substance Misuse Services*

Different approaches operative in our schools....

- Person Centred Planning; Restorative Practices; ACE Awareness; Emotion Coaching; Trauma Informed Practice; Attachment; Neuroscience; Relationship based; PACE (Playfulness, Acceptance, Curiosity and Empathy); Relational play and Theraplay; Mindfulness; Growth mindset

In addition to services referenced, positive strides were being made in pursuit of our strategy, and were manifested by a number of key teacher and head teacher conferences arranged by DEC:

- Health and Wellbeing Area of Learning in the new curriculum for Wales (1.5.19)
- The Missing Middle (7.11.19) – *e.g. those young people in need of specialist support, but falling below the CAMHS (Child and Adult Mental Health Service) thresholds for assistance*

- School Staff Wellbeing Conference (17.1.20)

Therefore, it was on a positive footing of evolving provision that we entered into the pandemic.

2. The Pandemic Intervenes

a. Appraisal of Situation from a range of sources

Evidence from Educational Support Advisers re potential traumas and losses to children during the first lockdown (September 2020):

PUPIL WELLBEING

- Although pupils' return to school was mainly positive in September, and most pupils have been resilient this term, schools are increasingly reporting that pupils are feeling the losses of interactions with other groups/close contact with staff/ experiences and rites of passage they would normally have.
- A few pupils were presenting as tired, lethargic and hungry
- Lockdown has impacted on physical fitness
- Sleeping and eating habits of some have changed
- Vulnerable pupils and/or bordering eFSM (free school meals), affected most.
- Many Head teachers (HTs) are concerned with the capacity to support the emotional and mental wellbeing of pupils and the current limitation on face to face support, especially for the younger pupils from professionals such as counsellors.
- Many HTs have also noted that the virtual contact and support for "latecomers" is providing challenging to support, with new demands on school staff having to be present with individuals or very small groups in virtual sessions by the AGGaD team (Welsh Language and Bilingualism Improvement Teachers)
- More challenging pupil behaviour is on the increase and is being compounded by pandemic circumstances. Schools are keen for additional support from the LA in this area.
- The pre-school provision and communication with professionals vary across the county – thus impacting on transition and the ability for schools to ensure that the correct/suitable provision is in place. (Early Years' strategic group looking into this currently)
- The increase in cases this term has seen a few families choosing to home educate, though more have returned to school, supported by the re-engagement plans which are being developed.

Evidence from Children's Services

- ECPS (Educational and Child Psychology Service) report that, for pupils with higher functioning Autism, some families are struggling to support their child's engagement in remote learning.

Evidence from School Based Counselling

For quarter 2 reporting (June to September):

- 206 children and young people were counselled (with a waiting list of 118), primarily in secondary schools, but:
 - 11 year 6 referrals; 17 year 5 referrals and 8 referrals younger than year 5
- Counselling was a combination of face to face and remote

For time period **17/09/2020 – 01/12/2020**

- Counsellors have made more than a three-fold increase in CAMHS referrals than this time last year (and flagged an additional 13 young people as safeguarding concerns with the Safeguarding Lead at the relevant schools). Of these, there was an eight-fold increase in suicidal ideation or

actual suicide attempts and 7 young people were referred via MARF (Multi-Agency Referral Forum)/direct contact with Social Services for child protection.

During the same period last year

Counsellors made 12 referrals to CAMHS and 15 to Safeguarding, of these 3 were relating to suicidal ideation.

The trend is within the context of a national increase in suicide ideation.

- Other high-risk concerns are disordered eating and auditory/visual hallucinations and a concern of neglect.
- The main issues experienced since the beginning of this term to date are predominantly related to family, anxiety, stress, behaviour and relationships. It's difficult to say whether the instances of these issues are higher than usual as this data will be fully collated for comparison after the end of the current school term.
- There is an additional challenge to carrying out assessments as many young people are absent or self-isolating and for primary schools there is limited access to school sites/safeguarding concerns from the schools in relation to remote sessions.
- The pastoral support in some schools has been affected by staff having to self-isolate, which has also added pressure to the counselling service

Information from Education Welfare Service

- **Increase in domestic abuse notifications.** During the first lockdown in March, the number of domestic abuse reports rose steeply. On average, there were approximately 28 Operation Encompass notifications shared by police each week. This is approximately twice the number of notifications we would normally get. Numbers of notifications remained high through the summer.
- **Impact on attendance.** Many children have struggled to cope with the impact of the pandemic. Alongside, the period of school closures (March to June), many children have also had one or more periods of self-isolation and remote learning since September. This has impacted on progress in learning and general feelings of anxiety about returning to school. Many pupils report feeling more worried about schoolwork, more anxious about friendship groups and more worried about the future. The uncertainty about exams/ teacher assessment has also had an impact on levels of motivation for pupils in key stage 4.
- **Rise in electively home educated children.** Just before the lockdown in March, we saw numbers of electively home educated children increase. A further increase was noted at the end of August/ start of September where, on average 25 children were becoming EHE each week. The main reason given for de-registering children was anxiety around Covid 19.

Evidence from Youth Support Services

- During lockdown mental health or wellbeing concerns and vulnerability have risen.
- Homeless cases have increased significantly with increased risk of mental health issues, substance misuse and sexual/criminal exploitation
- A number of referrals were also made to other agencies such as Women's aid, GP etc.
- Since March 2020 there are a cohort of young people who've experienced a dip in their emotional wellbeing and, in some cases, this has included self-harming behaviours or attempts at suicide
- Some young people who historically experienced anxiety relating to attendance, the lockdown led to a reduction in symptoms as there was no longer the pressure to attend school. However, where a pupil has

a history of being concerned and anxious to attend school, C-19 appears to have exacerbated the situation in some cases.

- For some other pupils, after an extended period away from school they have returned with a renewed energy to learn
- There are children who cannot attend school and feel isolated at home.
- Work placements are not available, and these have kept many disengaged pupils in school.
- Increase in mental health, anxiety, anger-management, self-harm & Area 43/ CAMHS referrals
- Some vulnerable pupils have not engaged via virtual support
- Harder to reach to reach families; some families have ignored many attempts by colleagues to get in touch.

As the Autumn term has progressed, additional insights have come to the fore, and a number of colleagues have reported that the time leading up to and through the Welsh firebreak has been more challenging than the first lockdown.

b. Proactive Response

i. Pupils and students

School Curriculum

The national curriculum was disapplied on July 13th, with interim learning guidance suggested for schools. The prime focus of the interim learning guidance was to ensure the Health and Wellbeing of pupils; to check in on their needs as evidenced by experiences encountered over lockdown; to concentrate on basic skills (literacy, numeracy and digital) and begin to offer a broad and balanced curriculum around the 4 purposes of the new curriculum (with 'Healthy, confident individuals' being foremost).

Departmental Continuity of Learning Groups

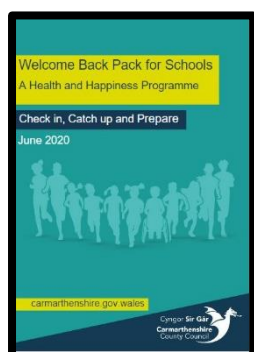
As part of the Departmental 9-point plan for learning continuity, a wellbeing and equity sub-group was set up on a task and finish basis. Comprised of officers drawn from across 3 departmental divisions, the group have met frequently to address and surmount emerging challenges. This group's remit will continue under new arrangements formulated for our departmental meetings structure going forward.

Educational Support Adviser (ESA) Strategy

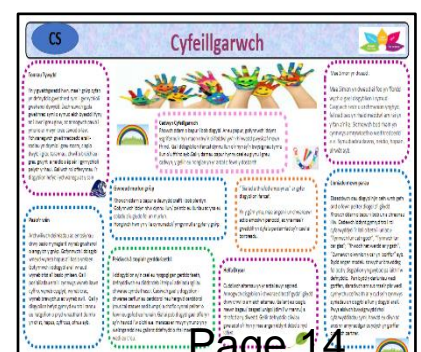
The ESA team are, by their very nature, close to the ground in terms of school operations, Information gleaned from school interactions and other relevant sources have enabled the team to formulate strategies which will proactively address issues emerging at school level. The wellbeing strategy is a comprehensive approach to ensuring that staff and pupils are supported in direct bearing to their need, and also steered to enhance their provision by virtue of prevailing trends and issues which are informed by stakeholder collaboration and our interpretation of the research and emerging good practice landscape.

Furthermore, an exemplar school health and wellbeing development plan has been shared with schools.

Health and Happiness Programme

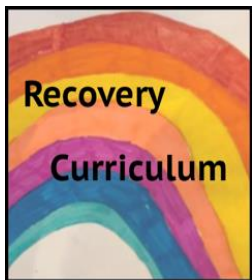


By the time schools re-opened on June 29th, the CCC ECS Health and Happiness programme was ready for deployment. The programme, based on the five ways to wellbeing, provided rich structured opportunities for pupils from Foundation Phase to Key Stage 4 to explore and build on their wellbeing. The pack was developed by a range of officers



drawn mainly from our Education Support Adviser (ESA) team working with our Education and Child Psychology Services (ECPS).

Recovery Curriculum



As part of our 'Autumn Series' of virtual Professional Development programme, a leading academic was enlisted to assist us with our support to schools. Prof. Barry Carpenter holds the Chair of Mental Health in Education at Oxford Brookes University. His son, Matthew, is a Secondary School Head teacher and, together, they delivered a webinar to a sizeable audience on September 22nd entitled, 'A *Recovery Curriculum: reconnection, recovery and resilience*'. The session explored:

• **The Five Losses children could have experienced during lockdown:** Routine;

Structure;

Friendship; Opportunity; Freedom

- **The Four consequences:** Bereavement; Attachment; Anxiety; Trauma
- and, critically, the **Five levers to recovery:** Relationships; Community; Transparent Curriculum; Metacognition; Space

Other Sessions from the Autumn Series

Relevant webinars and resources which impinge on supporting the wellbeing of learners include:

- Parental Engagement (with Lotte Van der Goot, CPS, Netherlands). Parental Involvement 3.0 is an augmented approach to improving home-school arrangements. Many of our schools have been interested in this approach and many parental relationships have been galvanised during the pandemic
- 'Disadvantaged Learners – what works?' (with Prof. Lee Elliot-Major, Professor of Social Mobility, University of Exeter) explored key strategies for supporting learners in poverty to make progress. This was deemed especially relevant at this time as achievement gaps appear to have been opening. The Raising Attainment of Disadvantaged Youngsters (RADY) programme, in conjunction with Erw, has also proved beneficial for many schools
- Accelerated Learning – key pedagogies from the Sutton Trust to assist learners to catch up have been shared with schools. A number of pupils, particularly examination groups, have been concerned about regressing and anxious around the 2021 exam series. Helping them to understand how to catch up have been helpful
- Outdoor Learning has enjoyed some prominence during the early stages of the Autumn term as a safe and proactive way of nurturing wellbeing and learning safely. This has been delivered by an organisation called Learning through Landscapes and also via the SOUL project. There is also a section on outdoor learning in the Health and Happiness Programme, following some prior work on the Great Outdoors at the onset of the lockdown period.

Healthy Schools

The Healthy Schools Team have been very active as per usual. Some of the highlights this term include:

- 4 courses on 'Strategies to Support an Anxious Young Person' delivered to 84 professionals
- 2 Youth Mental Health First Aid Training courses to 28 delegates (smaller cohorts due to C-19 – 56 trained in total so far in this rolling programme)
- The PSE-PLC was held on the 20.11.20. (10 secondary schools)

- Healthy Schools Network promoted:
 - World Suicide Prevention Day
 - World Mental Health Day
 - Sustrans 'Active Journeys' – to promote active travel to school and home
 - The following resources have been shared during the Autumn term:
 - Strategies to Support and Anxious Young Person booklet from Elemental Health
 - The 'Powerful Positive Quotes' resource
 - Exemplar Bereavement Policy
 - Stop It Now! Resources – Sexual Exploitation
 - Panorama – Is TikTok Safe?
 - Directory of educational books and poems regarding Hygiene issues for both Foundation Phase and KS2 pupils
 - Personal Development and Relationships Books
- Activities linked to National Anti-Bullying Week
- Healthy Schools Termly Cluster meetings
 - Mental and Emotional Health,
 - Physical Activity Participation Levels linking with Outdoor Learning
 - Infection Prevention & Control.

Educational and Child Psychology Service (ECPS)

Some of the numerous actions the ECPS has taken action to support the health and wellbeing of pupils, young people and staff this term include:

- repackaged training and guidance materials re emotional literacy, nurturing principles, emotion coaching, bereavement and loss amongst others and made accessible for staff self-led remote learning. These materials can be applied to support both staff and pupil wellbeing
- continued to support ELSAs (Emotional Literacy Support Assistants) in training and supervision through regular Bulletins on Hwb reminding them of key approaches to apply including how to look after their own emotional wellbeing, signposting to key resources to use and by providing remote supervision sessions
- facilitated the fast tracking of the new Emotional Wellbeing TaPPaS model with secondary schools bringing core support services together to support schools in planning to enhance their provision for emotional wellbeing and support complex case management in an integrated way
- produced new and comprehensive guidance on Emotionally Based School Avoidance for schools to use when planning support for pupils who are experiencing difficulty in attending school.
- Area 43 (School Counselling) have continued to provide remote and face to face counselling working in close partnership with schools re effective and safe delivery. We have determined that the safest and most accessible remote platform for delivery of counselling for pupils in and out of schools is Google Meet and Area 43 are in the process of moving over to use of this platform.

Education Welfare Service

- **Increase in domestic abuse referrals** We responded to this trend by increasing awareness in schools of the impact of domestic abuse and promoting support services. The Domestic Abuse Toolkit for schools was updated to reflect Operation Encompass and included new information on VAWDASV (violence against women, domestic avuse and sexual violence). Schools were also sent a list of domestic abuse support services and were asked to place this on their websites under "information for families" so that it was easily accessible. A child protection policy specific to Covid 19 was developed and also included information on domestic abuse and provided prompts for staff who were engaging with pupils remotely. Families open to the team were also RA-rated 10,

where needed, daily contact was provided. A screening tool for telephone calls was also implemented so that families were routinely asked if they were safe to talk and if they were worried about anything.

- **Impact on attendance.** In line with Welsh Government advice, the focus of the team has been on child welfare and support rather than attendance targets. During lockdown, schools were provided with guidance on maintaining regular contact with families. Where they were unable to get a response, they could refer to services on a child welfare basis. We provided a graduated response and, in a small minority of cases only, progressed to welfare checks by police. Support was provided to families around FSM entitlement, wellbeing hampers, debt and financial hardship support, TAF (Team around the Family) and direct work/ emotional support. In addition, we assisted with the delivery and collection of hard copies of schoolwork where families had no access to online working. Guidance was also issued to schools on re-engagement plans and this complemented the recovery curriculum. Where schools failed to engage families in the plan, we continued to accept referrals for these children. Family engagement workers also provided remote “back to school” workshops for primary age pupils.
- **Rise in electively home educated children.** Following the use of engagement plans, the numbers of children becoming EHE dropped significantly to approximately 7 per week and have continued to decrease. When the reason for EHE has been linked to Covid-19, wherever possible the team has assisted pupils to remain on roll at school with relevant support in place

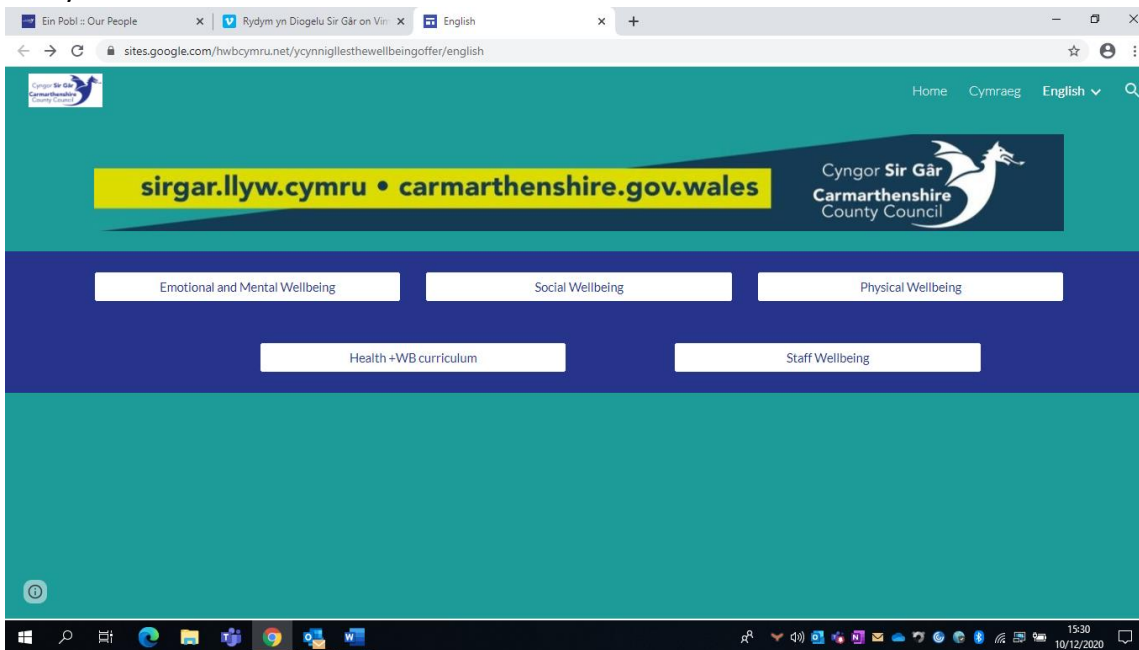
Suicide Ideation and attempts.

The normal protocols and referral pathways have been observed and can come from several sources (e.g. Counselling, Youth Justice etc). We now have quite a few multiagency groups attending to the mental health and wellbeing of young people and adults, including the Suicide and Self Harm Delivery Group.

Regional Training Menu – Professional Learning Opportunities provided by ERW recently and into the new year include:

- **Thinking Differently for Disadvantaged Learners**
- **Wellbeing Matters** - 6 bilingual training videos which use research and evidence-based insights into positive psychology in the context of promoting personal and social awareness throughout the school day
- **Introduction to Adverse Childhood Experiences (ACEs)**
- **Biophilia:** The Science of Nature and Animals - Why being outside makes us happier, healthier and better able to learn
- **Emotion Coaching - Training for New Practitioners**
- **Empathy Lab: Enabling Schools to Take Their First Empathy Step**
- **Trauma Informed Schools: Understanding Attachment and Trauma in the Early Years**
- **Trauma Informed Schools: Understanding Attachment Across the Whole School**
- **Supporting Adopted Learners**
- **Supporting Pupils Vulnerable to Unsuccessful Transition**
- **Professional Learning Programme for Designated LAC (Looked after Children) / Vulnerable Learner Leads -**
 - Introduction to the Designated LAC Lead Role
 - Understanding Attachment Difficulties
 - Using the Observational Checklist
 - Using Relationship Based Play
 - Exploring Protective Behaviours

Department for Education and Children Intranet site (Porth) – Resources relating to all wellbeing matters have been arranged centrally in one repository. Navigating the site is easy and very many resources can be easily accessed.



Nurture - a daily wellbeing plan around nurture principles has been in use. The resource is full of ideas and activities that can/should be used as part of a recovery curriculum for young learners. We also have an Early Years Strategy where there are 4 objectives – is it intended to improve the provision, collaboration and adaptation/development of systems starting from nursery to the age of 5 to make the best start in life. It is a Regional Strategy and suits the approach we have to wellbeing

ii. Other Young People

Youth Support Service

- The priority during this time has been to keep young people safe and reduce the risk of harm to their emotional wellbeing by keeping regular telephone and social media contact to deliver interventions.
- Offering harm reduction advice and supporting them to develop resilience and personal capacity and encouraging them to develop coping strategies and problem-solving skills, working specifically with the most vulnerable young people in their communities. Furthermore, staff took a prominent role in the delivery of hubs for vulnerable children during the school summer holidays
- Comprehensive programme of detached youth work was undertaken to ensure that young people were engaged with in a meaningful manner
- A large focus of the work has been mental health and wellbeing, plus family liaison
- Social media account - A weekly curriculum has been developed covering areas such as mindfulness and wellbeing, healthy eating, mental and emotional health, health and fitness, weekly challenges etc
- Timetable offering themed days e.g. - Scroll free September, period poverty, plastic free July, national biscuit day, friend's day, National Youth Work Week, Pride month, sun safety, volunteering week, deaf awareness, oral health, quarantine tips, Cam Nesa' and Choices (substance misuse service)

- Other focus has included- G.C.S.E and A level results support. Post 16 week – youth workers, careers, housing and training providers all available for live chat. Macmillan coffee afternoon was also included in a live chat
- Across the service, 1-1 support has also been provided to children and young people focussing on issues such as offending, substance misuse, healthy relationships, domestic abuse, safeguarding and risk-taking behaviours and safety online. Health education sessions have been provided for other organisations covering areas such as first aid and CPR training, LGBTQ + support, STAR (Safety, Trust & Respect) courses.
- Prioritised young people at risk/close to being at risk, often being in daily contact with the most vulnerable - facilitated online drop ins with young people who wish to access the service. Offering practical advice, support and guidance through face time or messenger
- Some aspects of programme delivery on a one to one basis such as the STAR programme. This programme encourages young people to develop healthy relationships in their own lives and aims to prevent abuse in future relationships.
- A wellbeing garden is in the process of being developed
- The creation and development of wellbeing activity packs. The packs were developed following feedback from young people struggling with lockdown and the affects it had on their mental, emotional health and wellbeing.
- Focus on water safety education and messages due to a need linked to reports that there were large groups of young people jumping into sea/reservoirs/rivers/harbours etc
- ii. Staff

Issues Identified by ESA team

- Discussion with HTs in the Autumn term, particularly of late, show concern of the impact of managing the additional stress of Covid on Leaders and staff. Staff are on duty with managing their bubbles and it's a more heightened/ responsive day. Leaders feel they are on duty 24/7 and, in some instances, are not delegating things they may previously have delegated because they are concerned by staff workload.
- The word 'exhaustion' has been mentioned several times
- Nearly all HTs note that workload and managing operational guidance is great and overwhelming
- Managing class and providing for pupils SI (self-isolating) is challenging and an extra burden on teachers. Also, there's the issue of teachers and school staff having to increasingly cover for each other (as more staff have to SI)
- One school in particular has noted that the staggered starts to the beginning and end of the day, and introducing an early closure to the school day (although children receive the same learning/contact time) is very advantageous e.g. a school finishing at 2.40 allows teachers and school staff to stay on until 4pm to complete marking/preparing etc allowing them time with their families in the evenings.
- Nearly all HTs have noted their appreciation of the LA support received during the Covid period to date.
- Cumulative impact of stress as other stressors not offloaded
- More anxiety with parents and parents turning to head teachers for additional help and support
- Ever changing developments
- Time-management; 80%+ of time has been related to Covid operational issues
- Information Overload
- Fear of getting something wrong
- Enormity of keeping everyone safe with a largely unknown foe

- Grieving for loss of school and education as it was

Issues Identified by corporate Health and Safety

- Many School leaders are interested in developing small group peer networks
- Welcome LA acting on feedback to improve courses even further

What works well

- School to school plans
- Someone who listens
- Support from Chair and Vice Chair of Governors
- Regular Virtual meetings – short, sharp bursts,
- Support from fellow heads, staff and LA
- Making time to switch off
- Part of fortnight working from home
- Spending time with pupils and staff gives perspective

Additional Support Requested

- Clarity around what needs not to be done in the academic year
- Informal group of school leaders; share good practice, no reinvention of wheels
- Working as Learning Organisations (SLOs)
- Prioritising tasks effectively
- Confidential coaching, supervision
- Exemplar & generic documents
- Wellbeing training for HTs
- Time away from school, such as working from home

Support to Staff and School Leaders

A comprehensive suite of support and training has been available to staff. This has been developed under the leadership and close cooperation of corporate Health and Wellbeing coordinator colleagues from The Chief Executive's Department. A summary of the support and training on offer is summarised in the table below.





Support	Aim
Head Teachers' Wellbeing Focus Group	Focus group of Headteachers and the LA's Health and Wellbeing team. The purpose of the group is to identify key areas of wellbeing support that HTs would benefit from, and to discuss actions that will support these.
Headteachers' Wellbeing Drop-in Sessions	Virtual drop-in sessions open to all Headteachers, where they are invited to discuss their wellbeing and areas concerning their wellbeing. The sessions are also used to share and demonstrate resources.
Peer Support Network	Developed from the Managing Mental Health in the Workplace training course, this will enable Headteachers to utilise a peer support network, which will encourage positive mental health and provide support to one another where needed.
Staff Health and Wellbeing Champion/Lead	Nominate a member of staff as a staff wellbeing lead. To assist with coordinating staff wellbeing within the school. Be a link between the LA's Health and Wellbeing team and the school.
EWASC (Employee Wellbeing Advice and Support Centre)	The Employee Wellbeing Advice and Support Centre has been set up during this uncertain period in order to support employees of Carmarthenshire County Council with the worries or concerns that they may have at this time.
Local Authority's Intranet	Dedicated section for Head Teacher support, as well as an extensive Health and Wellbeing section containing advice, support and resources
Training	
Personal Resilience e-Learning module	Provides information and advice that enables the learning and enhancing of personal resilience
Mental Health at work e-Learning module	An informative module that covers mental health at work, and the support available to employees of Carmarthenshire County Council
Managing Mental Health in the Workplace	An in-depth training course which provides Head Teachers/Managers with the knowledge and skills to recognise the signs and symptoms of common mental health conditions, as well as build your confidence to have open conversations within the workplace.
Governor Training – Supporting Headteacher Wellbeing	Training session for Chairs of Governors on the theme of 'Supporting Headteacher Wellbeing'. Raising awareness of their responsibility to this topic, whilst sharing resources to assist them to successfully support the Headteacher

The latest update re these sessions indicate that good progress is being made:

- Continuation of pilot project with 4 schools (recommenced Sept 2020) - Results of which will be analysed to inform wider schools wellbeing support
- Co-production of 'Welcome Back-Pack' to support school staff in June 2020 following the closure of schools.
- More targeted approach on supporting Head Teachers' wellbeing
 - 3 drop-in sessions delivered to promote resources and support available
 - Half termly drop-in sessions for HTs on the theme of their Wellbeing
 - Wellbeing focus group set up to input into the support developed for HTs Wellbeing
 - Chair of Governors received training specifically on supporting HT's wellbeing
 - ACAS Managing Mental Health training available for all school leaders (4 sessions to date with 4 more planned for the Spring Term)
- Health and Wellbeing Champions scheme has been introduced in schools – 60 Champions have been nominated so far, who will lead on staff wellbeing in their respective schools
- 3x 5-minute Mindfulness drop-in sessions open to all school staff to initiate calm and focus at the beginning of the school day, were delivered in November

County Council Intranet Site

The site is a rich repository of advice and guidance, which is updated regularly and signposts staff to specialist support. We promote the site when opportunities arise in our ongoing dialogue with schools (see screenshot below):

HR	Wellbeing has been defined as 'the state of being comfortable, healthy, or happy', but wellbeing is much wider than this and is a broad experience which encompasses all aspects of life. Given that we spend a large proportion of our lives at work, looking after our workplace wellbeing is of great importance. Workplace wellbeing relates to all areas of working life, such as the safety and comfort of our physical environment, the satisfaction and enjoyment we get out of our job role and how supported we feel within our organisation.
Learning and Development	A happy and healthy workforce is vital to any thriving organisation which is why we continue to prioritise the wellbeing of all our staff, whether you work in front line services, office based or working remotely.
Health and Wellbeing	This section outlines our approach to supporting both your physical and mental wellbeing as well as offering focused and practical solutions for managers. In doing so, we aim to help protect both our workforce and the Authority in the immediate and longer-term future.
Health and Wellbeing	
Stress, mental health and emotional wellbeing	 <p>Stress, Mental Health and Emotional Wellbeing</p> <p>Take a look at our resources and information that we have put together to support you with Stress, Mental Health and Emotional Wellbeing</p>
Back and joint pain	 <p>Lifestyle Advice</p> <p>Visit our Lifestyle Advice Section for information on leading a healthy lifestyle. Find advice, guidance, resources and support to help you do so.</p>
Lifestyle advice	 <p>Health and Wellbeing Champions</p> <p>Find out more about our Health and Wellbeing Champion scheme; Who the champions are, what they do and even become a champion yourself</p>
Guidance for managers and teachers	 <p>Guidance for Managers and Headteachers</p> <p>Information and guidance for Managers and Headteachers on providing positive wellbeing support for your staff and yourselves.</p>
Help and support	
Events and activities	
Strategies and action plans	
Occupational Health	
Health & Safety	

Webinar (Education Support)

Education Support are a charity dedicated to improving the health and wellbeing of the entire education workforce. They are supported by Welsh Government funding to offer their services in Wales, which includes a confidential helpline. CCC ECS was invited on 15.10.20 to showcase the work of the county council in relation to the health and wellbeing agenda for schools in a national webinar (one in English and the first one of its kind in Welsh). On the back of this input, further links with Education Support are anticipated.

Cross-regional Group

ECS CCC represent Erw on the Wellbeing Partnership Programme (consortia, Local Authorities and the Welsh Leadership Academy). Though early stages, it's foreseen that this programme will add value to existing and planned provision. The **Core identified wellbeing needs are as follows:**

- Headteachers need emotional support and a space to reflect upon how well they are doing both personally and professionally
- In these difficult times it can prove challenging for educational staff to find the time to conduct searches for wellbeing support and resources.
- Support and resources tailored to improving the health and wellbeing in the current prevailing climate are required.

In response to evident need, this plan sets the six main elements of the proposed consortia wellbeing support programme:

- Ensuring all Headteachers and staff are aware of and able to easily access existing support and resources
- Develop and deliver programme to provide at least one mental health first aider in every school
- Create capacity to provide every Headteacher with a coach
- Procure and deliver series of bespoke wellbeing webinars
- Develop compassionate principles for leaders in partnership with the Leadership Academy
- Programme of recognition for educational staff at all levels

National Academy for Educational Leadership Wales

Recently, the National Academy has been running weekly small group drop-in sessions for Headteachers, entitled 'Head to Head / Pen i Ben'. Members of the Carmarthenshire Head Teacher group attend these sessions and are feeding back as to the efficacy of the sessions so that we can work to promote this initiative further if it proves fruitful.

3. Next Steps

a. Appraisal of progress so far:

Merits

- Comprehensive package of support for pupils and school staff
- Integrated working has certainly been of benefit for the staff support menu
- Recent initiatives being part of an existing Strategy
- Focus has been maintained irrespective of the pandemic

Challenges

- No magic wand, nor single all-embracing measure to address all personal needs and challenges
- Sustainability of support needs to be monitored
- Early days with some initiatives
- Some messages slow in coming leading to further uncertainty
- Some duplication of provision, though not overly problematic
- May require a further around priorities

b. Capitalising upon Opportunities

For Pupils and young people:

- Further develop the ESA Wellbeing Strategy
- More work on the Health and Wellbeing Area of development
- Investigate the currency of the Recovery Curriculum, with potential for a follow-up session with Prof. Barry Carpenter in the Spring Series of Webinars
- Further develop service-specific strategies
- Further linkages with the consortium Health and Wellbeing Team
- Explore further avenues with Actif Sir Gâr – potential pilot project involving physical literacy

For staff

- Develop a programme incorporating the voice of Head teachers
- Evaluate the impact of the exemplar Health & Wellbeing School Development Plan (SDP) so that all schools have established an all-school approach to manage health and mental well being
- Further development of support to SLTs and Staff
- Continue to develop multiagency working with internal and external partners

In conclusion, supporting the health and wellbeing of staff and pupils has been a key strategic priority and this has been accentuated and magnified by the pandemic. Navigating the pandemic has been a challenge but we feel that challenges are there to be addressed positively and nothing has been insurmountable. We've discovered new ways of working and fresh perspectives, which are unanticipated opportunities that can be built upon for the future.

Annex 1

Literature:

The Wellbeing of Future Generations Act (2015)¹

Education in Wales: our National mission (action plan 2017-21)²

National Assembly for Wales (2018)³: Mind over Matter – a report on the step change needed in emotional and mental health support for children and young people in Wales

Welsh Government and the Association of Directors of Education in Wales⁴ (2019): Well-being conference - 'Developing a partnership approach for mental health and wellbeing'

General Reference:

Department for Education and Children, Carmarthenshire County Council (2019):

EVERY LEARNER MATTERS:

Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities

(2019 – 2030)

Agenda Item 5

Education & Children Scrutiny Committee
6th January 2021

Subject: Financial Challenges Facing Schools

Purpose: To outline current funding models and challenges within primary schools.

To consider and comment on the following issues:

- **Current Welsh Government Funding Model**
- **School footprint and impact on funding to schools**
- **School Balances**
- **Grant Funding**

Reasons:

- **School budgets are under considerable pressure; providing a stable and equitable provision across the system is becoming increasingly difficult.**
- **The report will highlight the current funding model as well as highlighting contextual influences that are placing pressure on the system.**

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

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Councillor Glynog Davies

Directorate Education and Children Services

Name of Head of Service: Aneirin Thomas

Report Author: Aneirin Thomas

Designations:

Head of Education & Inclusion Services

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Executive Summary
Education & Children Scrutiny Committee
6th January 2021

Current funding models and challenges within primary schools.

Access to high quality education is a fundamental right for all our children and young people. It should not depend on where you live, on your social background or the language in which you learn. A good education is one of the most important building blocks a child can receive. It is essential that there is sufficient, equitable funding available to ensure that the education that our children and young people deserve can be delivered effectively, and consistently

This paper outlines the current Fair Funding Budget Allocation to schools and efforts to distribute equitably to the range of primary schools to meet the educational needs of all learners in Carmarthenshire. It also outlines some key contextual influences that currently impact on the funding model 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: **Aneirin Thomas** **Head of Education and Inclusion**

Policy, Crime & Disorder & 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: **Aneirin Thomas** **Head of Education and Inclusion**

(Please specify the outcomes of consultations undertaken where they arise against the following headings)

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

**EXECUTIVE BOARD PORTFOLIO HOLDER AWARE/
CONSULTED**

YES

Include any observations here

N/A

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

THERE ARE NONE

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

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Cyllid Ysgolion School Finance

Addysg a Phlant

18.12.20



carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



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Summary

Access to high quality education is a fundamental right for all our children and young people. It should not depend on where they live, on their social background or the language in which they learn.

A good education is one of the most important building blocks a child can receive. It is therefore essential that there is sufficient, equitable funding available to ensure that the education that our children and young people deserve can be delivered effectively and consistently

This paper outlines the current Fair Funding Budget Allocation to schools and efforts to distribute equitably to the range of primary schools to meet the educational needs of all learners in Carmarthenshire.

The Welsh Government provides Local Authorities with the Revenue Support Grant (RSG) based on an agreed formula. For education funding it is based on-

- **learner numbers** and
- measures of **deprivation** and
- **sparsity**.

There has been a significant drop in financial reserves within most schools in recent years, and many have accrued deficits which will be very challenging to recoup.

The average budget settlement per primary school pupil for 2019-20 in schools in Wales was **£4033.21**.

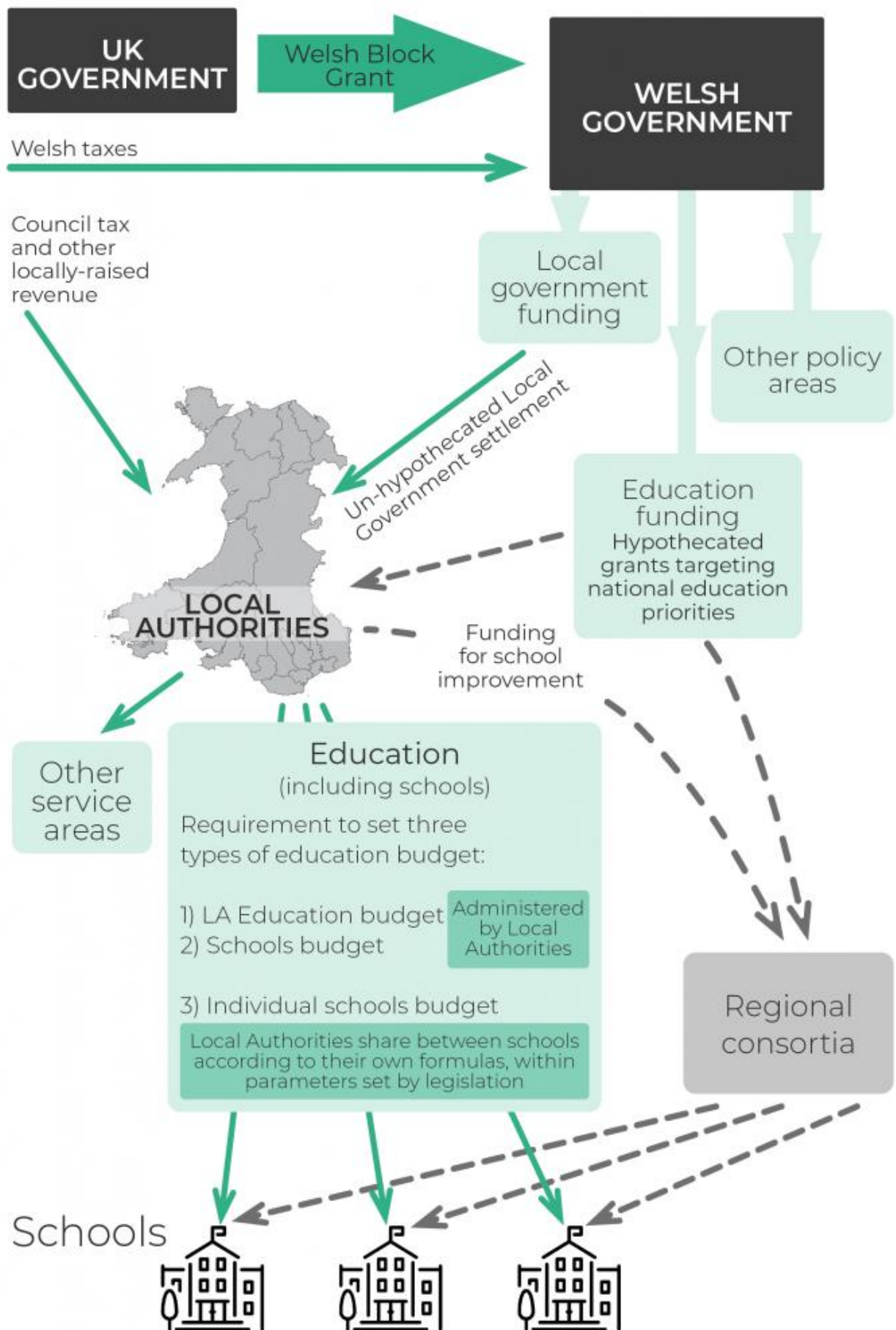
The average for schools in Carmarthenshire was **£3758.16**.

This is in the lowest quartile of settlements in Wales therefore the school system is under greater pressure to provide an equitable standard of delivery within its provision.

Senior officers meet regularly with Headteachers and Chairs of Governing Bodies to scrutinize and offer support in relation to budgets.

However, increasingly, intelligence suggest that adjustments at school level will not be sufficient to address the global funding issue within schools in Carmarthenshire.

The following graphic outlines the funding process for schools-



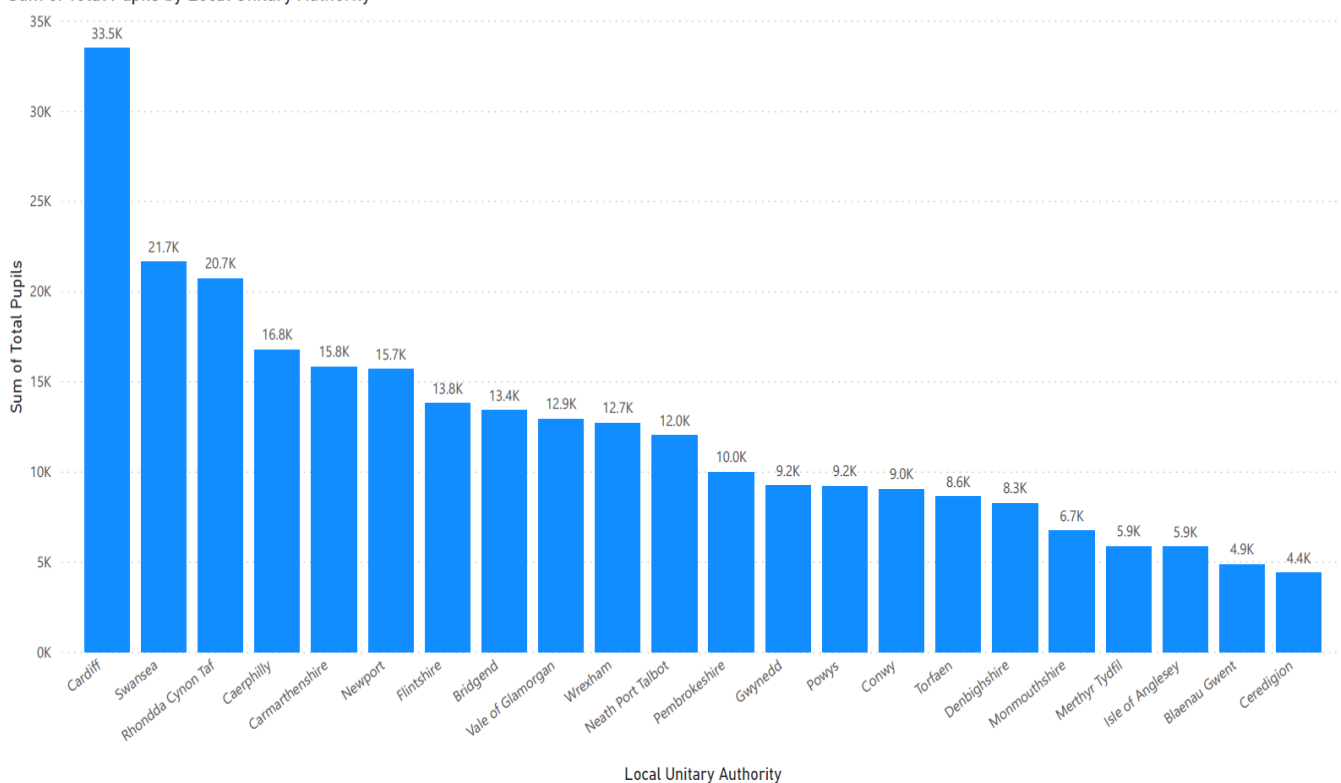
Comparing the number of Primary school pupils across Wales

The information offered in these comparisons have been taken from a range of data from across the Education Department.

- There are 498,500 pupils attending all Primary schools in Wales.
- From the information provided Carmarthenshire has the **5th highest population of Primary aged pupils** (15,800) in Wales after Cardiff, Swansea, Rhondda Cynon Taf and Caerphilly.
- It is evident that whilst many would define Carmarthenshire as a rural County, the densely populated towns of Llanelli, Ammanford and Carmarthen create a pupil population in excess of those attending primary school in traditional highly populated urban areas such as Newport, Bridgend, Vale of Glamorgan, Wrexham and Neath Port Talbot.
- Carmarthenshire’s primary school population is less than half (47.16%) of the primary population of Cardiff, and approximately three quarters of the primary school population of Swansea (72.81%) and Rhondda Cynon Taf (76.33%).
- The Carmarthenshire Primary population is significantly more than that of Ceredigion Primary (28%), Powys (58%), Pembrokeshire (63%) and Gwynedd (58%)

Total Primary School Pupils Per Local Education Authority in Wales

Sum of Total Pupils by Local Unitary Authority

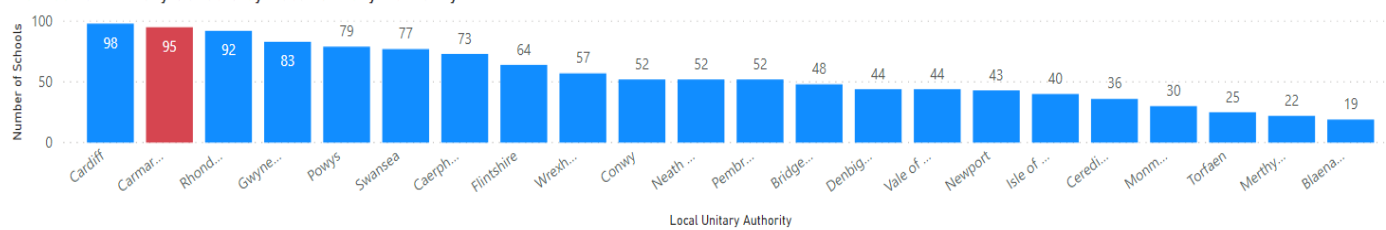


Comparing the number of Primary schools in each Local Authority

- Carmarthenshire has the **second highest number of Primary schools** of all 22 Unitary Authorities in Wales
- Carmarthenshire serves less than half the pupil population when compared to Cardiff and yet has 95 primary schools compared to 98 in Cardiff.
- Swansea has nearly 6000 more pupils yet has 18 fewer primary schools.
- In a rural context Pembrokeshire has rationalised its Primary provision. Pembrokeshire averages over 192 pupils per school, whereas Carmarthenshire only averages 166 pupils per school despite having more densely populated areas.
- One accepts that Powys has issues of rurality and that it averages 116 pupils per school.

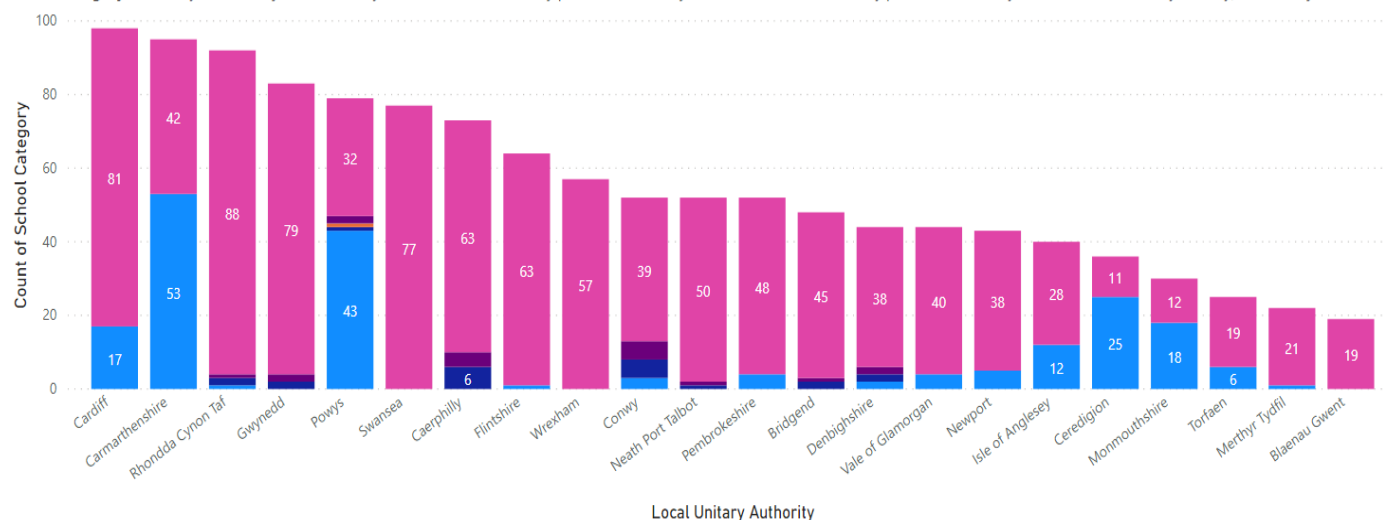
Distribution of Primary Schools In Wales

Number of Primary Schools by Local Unitary Authority



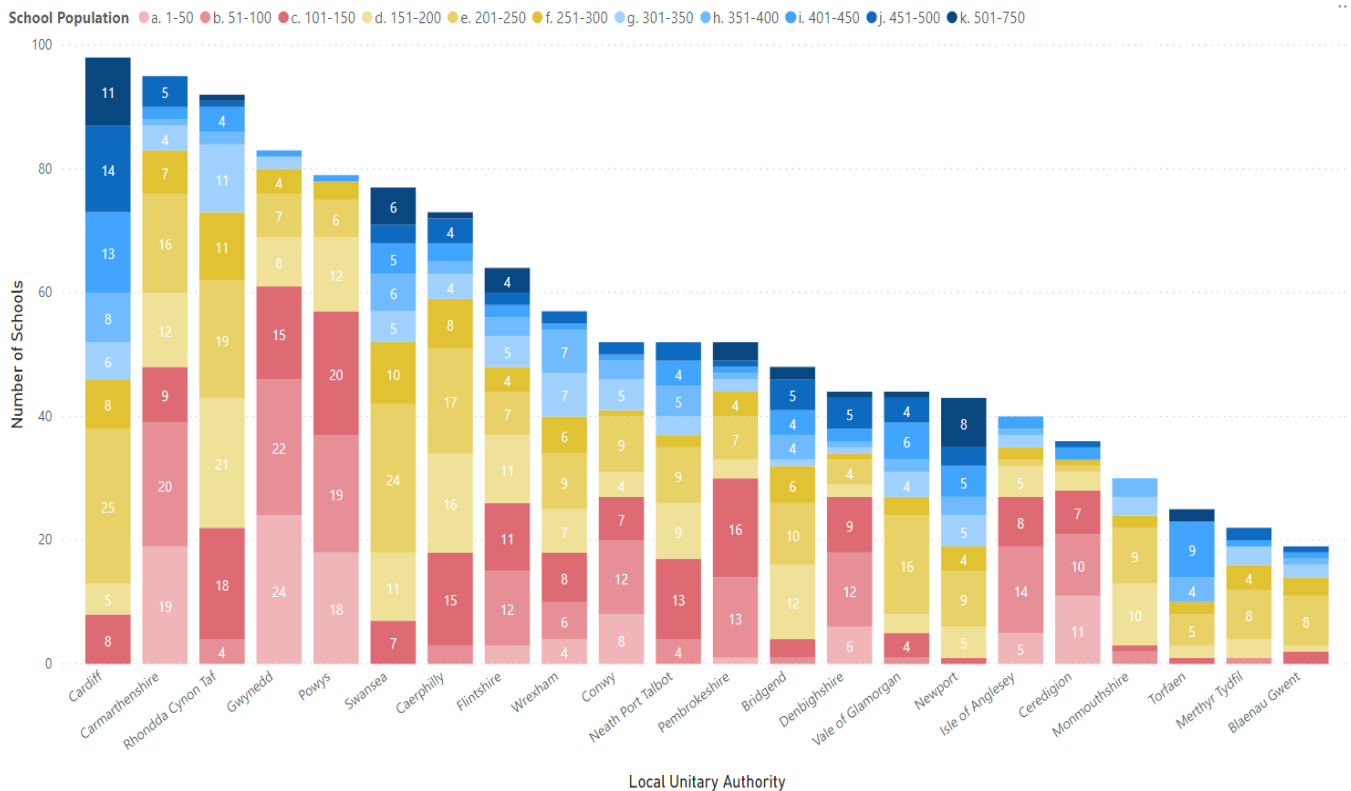
Number of Primary Schools by School Category in each Local Unitary Authority

School Category: Primary: infant and junior (Blue), Primary: Infant school with nursery provision (Dark Blue), Primary: Infant school without nursery provision (Orange), Primary: Junior school (Purple), Primary: nursery, infant and junior (Pink)



The above graph breaks down the number of Primary schools in each Local Authority. Of our 95 primary schools, 53 are a combination of infants and juniors whilst the remainder are a combination of Nursery, Infant and Junior (42).

Number of Primary Schools by School Pupil Population for Local Authority in Wales



The above graph denotes the size of schools in each of the Local Authorities.

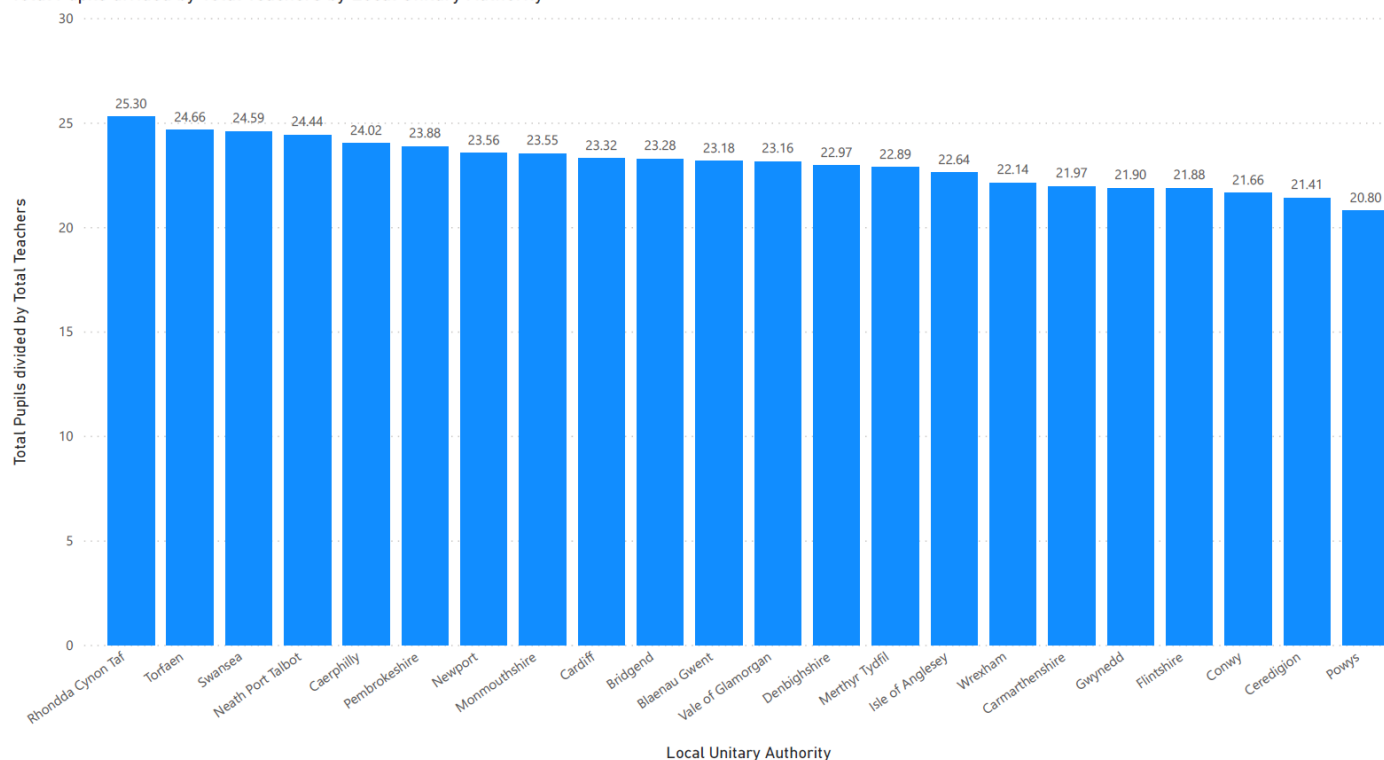
- Carmarthenshire has the 2nd largest number of schools in Wales with 50 or less pupils (19) (cf Gwynedd 24)
- Carmarthenshire has the 2nd largest number of schools in Wales with less than 100 pupils (39) (cf Gwynedd 46)
- Carmarthenshire has the 3rd largest number of schools in Wales with less than 150 pupils (48) (cf Gwynedd 61; Powys 57)
- 20% of Carmarthenshire schools have a population under 50 pupils (compared with 30% in Ceredigion / 5% in Flintshire)
- 42% of Carmarthenshire schools have a population under 100 pupils (compared with 37% in Ceredigion / 23% in Flintshire)
- 50.5% of Carmarthenshire schools have a population under 150 pupils (compared with 19% in Ceredigion / 41% in Flintshire)
- There is strong evidence to support the argument that schools of less than 200 pupils are in need of supplements to off-set the costs of equitable delivery within and across local authorities.

Proportion of Smaller Primary Schools by Local Authority in Wales

Local Unitary Authority	a. 1-50	b. 51-100	c. 101-150	d. 151-200	e. 201-250	f. 251-300	g. 301-350	h. 351-400	i. 401-450	j. 451-500	k. 501-750
Blaenau Gwent			10.53%	5.26%	42.11%	15.79%	10.53%	5.26%	5.26%	5.26%	
Bridgend		2.08%	6.25%	25.00%	20.83%	12.50%	2.08%	8.33%	8.33%	10.42%	4.17%
Caerphilly		4.11%	20.55%	21.92%	23.29%	10.96%	5.48%	2.74%	4.11%	5.48%	1.37%
Cardiff			8.16%	5.10%	25.51%	8.16%	6.12%	8.16%	13.27%	14.29%	11.22%
Carmarthenshire	20.00%	21.05%	9.47%	12.63%	16.84%	7.37%	4.21%	1.05%	2.11%	5.26%	
Ceredigion	30.56%	27.78%	19.44%	8.33%	2.78%	2.78%			5.56%	2.78%	
Conwy	15.38%	23.08%	13.46%	7.69%	17.31%	1.92%	9.62%	5.77%	1.92%	3.85%	
Denbighshire	13.64%	27.27%	20.45%	4.55%	9.09%	2.27%	2.27%	2.27%	4.55%	11.36%	2.27%
Flintshire	4.69%	18.75%	17.19%	17.19%	10.94%	6.25%	7.81%	4.69%	3.13%	3.13%	6.25%
Gwynedd	28.92%	26.51%	18.07%	9.64%	8.43%	4.82%	2.41%		1.20%		
Isle of Anglesey	12.50%	35.00%	20.00%	12.50%	2.50%	5.00%	5.00%	2.50%	5.00%		
Merthyr Tydfil		4.55%		13.64%	36.36%	18.18%	13.64%		4.55%	9.09%	
Monmouthshire		6.67%	3.33%	33.33%	30.00%	6.67%	10.00%	10.00%			
Neath Port Talbot		7.69%	25.00%	17.31%	17.31%	3.85%	5.77%	9.62%	7.69%	5.77%	
Newport			2.33%	11.63%	20.93%	9.30%	11.63%	6.98%	11.63%	6.98%	18.60%
Pembrokeshire	1.92%	25.00%	30.77%	5.77%	13.46%	7.69%	3.85%	1.92%	1.92%	1.92%	5.77%
Powys	22.78%	24.05%	25.32%	15.19%	7.59%	3.80%			1.27%		
Rhondda Cynon Taf		4.35%	19.57%	22.83%	20.65%	11.96%	11.96%	2.17%	4.35%	1.09%	1.09%
Swansea			9.09%	14.29%	31.17%	12.99%	6.49%	7.79%	6.49%	3.90%	7.79%
Torfaen			4.00%	8.00%	20.00%	8.00%		16.00%	36.00%		8.00%
Vale of Glamorgan		2.27%	9.09%	6.82%	36.36%	6.82%	9.09%	4.55%	13.64%	9.09%	2.27%
Wrexham	7.02%	10.53%	14.04%	12.28%	15.79%	10.53%	12.28%	12.28%	1.75%	3.51%	
Total	8.08%	12.73%	14.94%	13.47%	18.45%	7.84%	6.12%	4.65%	5.71%	4.73%	3.27%

Number of teachers uses by Local Authorities to deliver in schools

Total Pupils divided by Total Teachers by Local Unitary Authority



- The Welsh average number of Pupils per Teacher (FTE) is **23.22**

- The average number of pupils per teacher FTE in Carmarthenshire is **21.97**.

School	a. 1-50	School	b. 51-100
BRYNSARON	22.328	PENBOYR	27.990
FERRYSIDE	19.500	BRO BRYNACH	23.355
DREFACH	18.750	CAE'R FELIN	22.143
LLANGAIN	17.533	LAUGHARNE	21.213
BANCYFELIN	16.569	FFAIRFACH	20.287
BANCCFOSFELEN	16.441	BETWS	20.250
MYNYDDYGARREG	16.250	LLANYBYDDER	20.172
LLANLLWNI	16.250	LLANDDAROG	20.099
HAFODWENOG	16.146	PONTHENRI	19.651
LLANPUMSAINT	15.889	ST MARY'S (CARMARTHEN)	19.211
BLAENAU	15.786	CYNWYL ELFED	18.699
CWRT HENRI	15.220	BECA	18.655
LLANEDI	15.000	GWYNFRYN	17.860
LLANSTEFFAN	14.869	LLANNON	17.825
TALLEY	13.662	PUM HEOL	17.400
PONTIETS	12.930	CARWAY	17.373
Y FRO	12.552	ABERGWILLI	16.827
MEIDRIM	9.533	LLANGADOG	16.600
ABERNANT	8.667	LLANMILOE	16.314
		PWLL	12.971

School	c. 101-150	School	d. 151-200
CROSS HANDS	24.219	DAFEN	24.296
PENIEL	24.167	CARREG HIRFAEN	23.382
GORSLAS	23.593	TY-CROES	23.256
CEFNEITHIN	22.551	BYNEA	23.000
Y TYMBL	22.171	LLYS HYWEL	22.571
LLECHYFEDACH	21.006	BRYNSIERFEL	21.962
GWENLLIAN	19.783	HENDY	21.937
PENTIP	18.248	PENYGROES	21.458
MYRDDIN	13.083	ST MARY'S (LLANELLI)	21.429
		TRIMSARAN	21.367
		PENYGAER	20.346
		OLD ROAD	19.000

Ratio of Primary School Pupils to FTE Teachers in Carmarthenshire

Wales Average Number of Pupils Per Teacher (FTE)

23.22

Primary School Average

School	e. 201-250
BRYN	26.750
SWISS VALLEY	26.632
TEILO SANT	26.198
RHYS PRICHARD	25.125
HALFWAY	25.111
LLANDEILO	24.814
BURRY PORT	24.222
BIGYN	23.902
LLANDYBIE	23.222
PEMBREY	23.065
MAES Y MORFA	22.872
NANTGAREDIG	22.690
RICHMOND PARK	21.900
Y CASTELL	21.698
PARCYRHUN	21.100
PONTYBEREM	20.694

School	f. 251-300	g. 301-350	h. 351-400	i. 401-450	j. 451-500
BRO BANW					17.250
BRYN TEG	23.727				
BRYNAMAN	24.000				
DEWI SANT					28.036
FFWRNES					26.227
GRIFFITH JONES		22.808			
JOHNSTOWN					25.839
LLANGUNNOR		26.583			
MODEL				26.481	
PARC Y TYWYN	23.785				
PENRHOS					24.158
RHYDAMAN	24.000				
SARON	21.639				
STEBONHEATH	24.344				
Y BEDOL		26.364			
Y DDERWEN			24.733		
Y DDWYLAN			18.324		
Y FELIN	16.535				
YSGOL GYMRAEG LLANGENNECH					24.297

- Of the 19 schools with less than 50 pupils, 100% fall below the Welsh FTE average.
- Of the 20 schools with a pupil population of between 51 and 100, 90% fall below the Welsh FTE average.
- Of the 9 schools with a pupil population between 101-150, 66% fall below the Welsh FTE average.
- Of schools with a pupil population of up to 150, 89.6% of schools are staffed above the Welsh FTE average. This number of schools accounts for over 50% of Carmarthenshire schools.
- From the data, we can see that there are significant differing ratios when comparing our smaller schools with the larger schools.
- One might argue that Carmarthenshire can offer a more tailored individualised education for its learners with such high pupil/teacher ratios in some of its schools. However, consequential inequality is a key consideration.

Financing of Primary schools in Carmarthenshire

Individual Schools Budget Per Pupil Across Wales

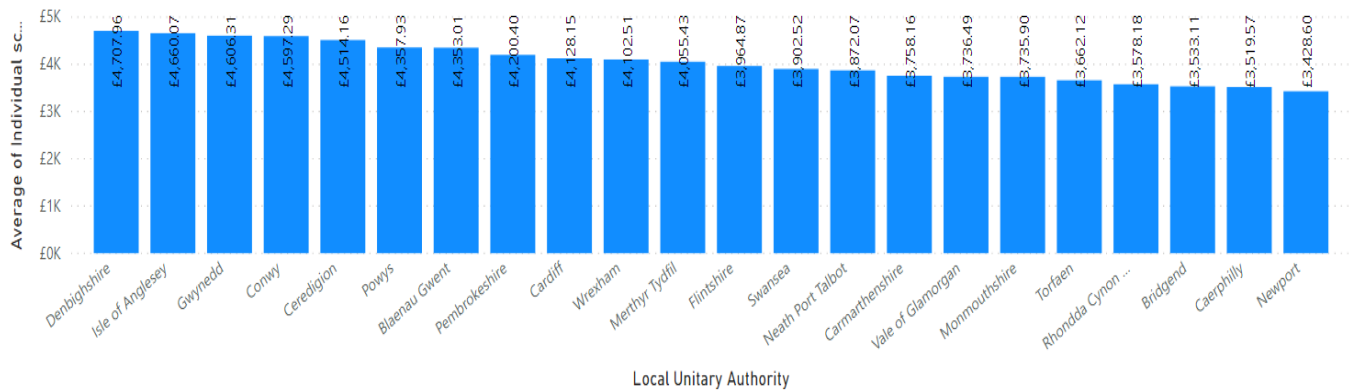
Primary Schools

£4,033.21

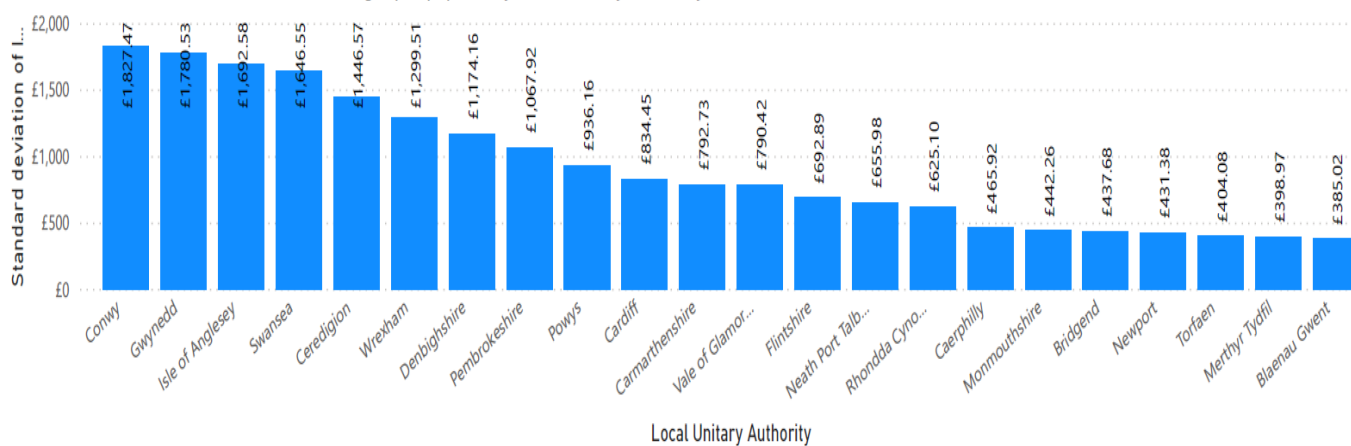
Delegated School Budgets by school 2019-2020

Average of Individual schools budget per pupil (£)

Average of Individual schools budget per pupil (£) by Local Unitary Authority



Standard deviation of Individual schools budget per pupil (£) by Local Unitary Authority

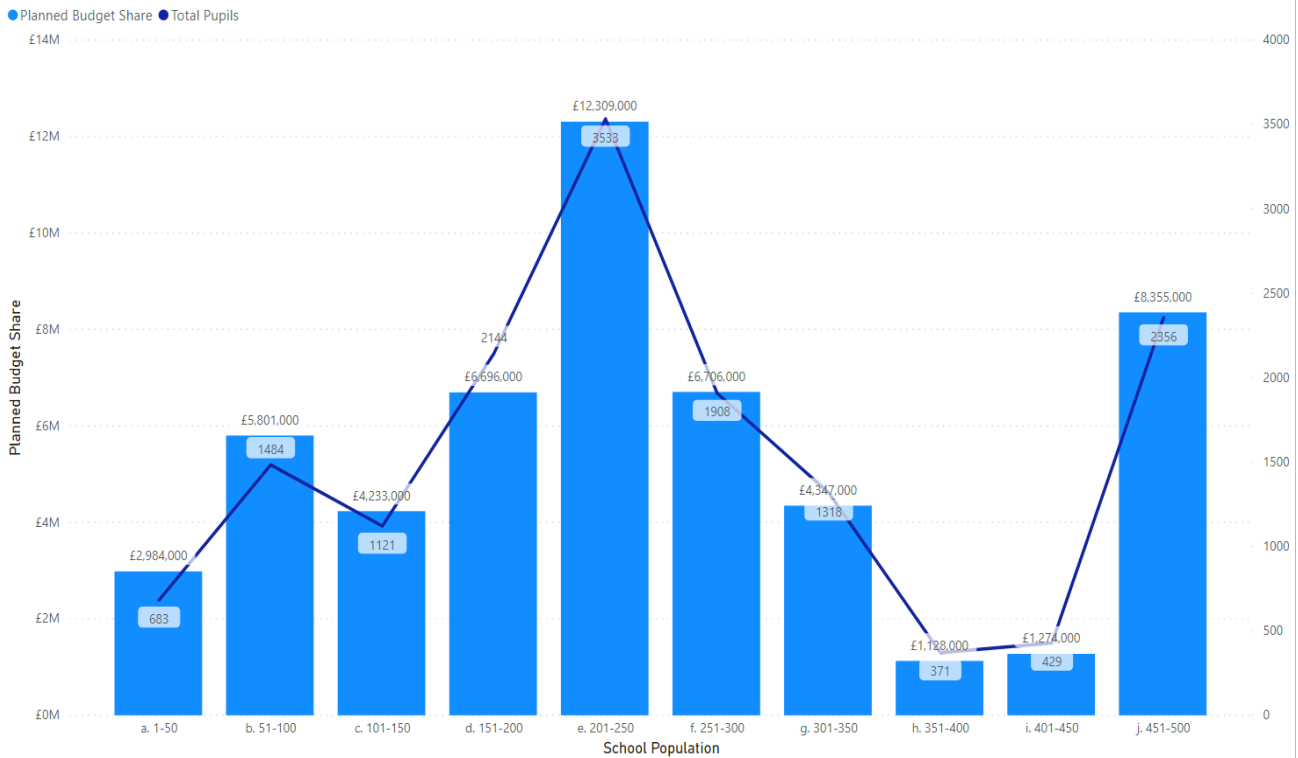


The budget settlement for Primary schools in Carmarthenshire is an average of £3,758 per pupil which places the County 15th out of 22 Local Authorities.

When comparing institutions within local authorities, the standard deviation from average settlement figures is indicative of the variance and proportional allocation across schools within the authority

The capital sum is shared amongst so many schools in Carmarthenshire with the additional costs of buildings, maintenance, utilities and rates all impact on reducing the way the formula funding is distributed.

Planned Budget Share 2019-2020 and Total Pupils by Number Grouping 2020 Primary Schools in Carmarthenshire



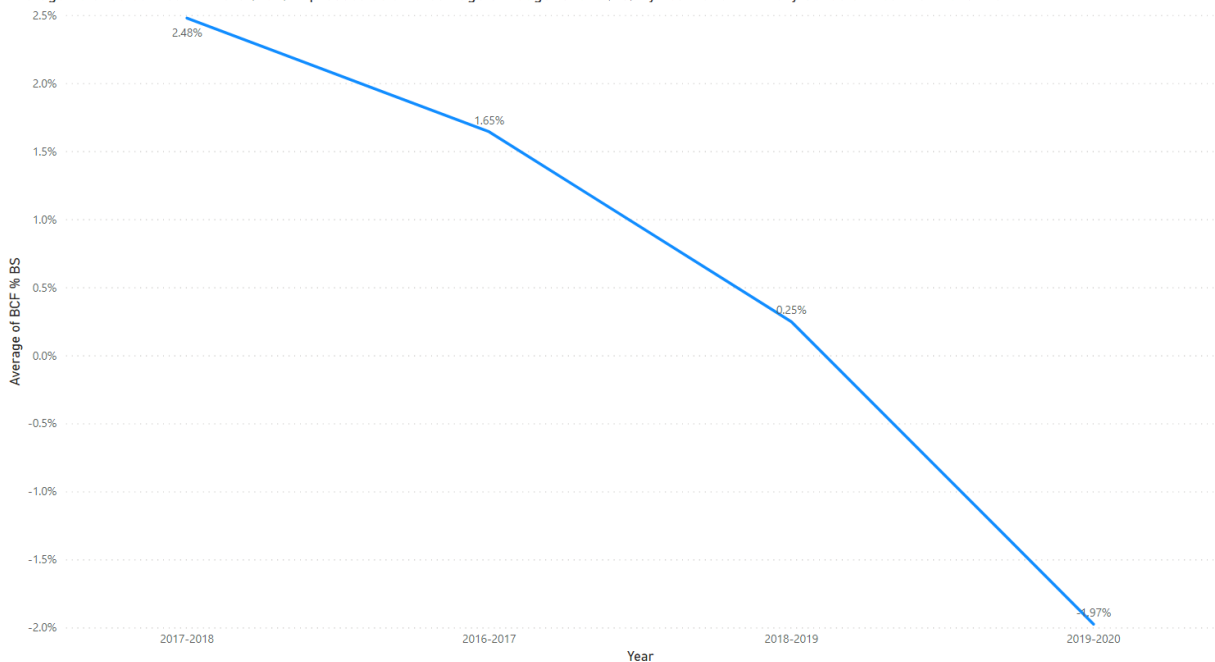
The graph above reveals the budget share against the numbers of pupils attending Carmarthenshire Primary Schools

School Balances

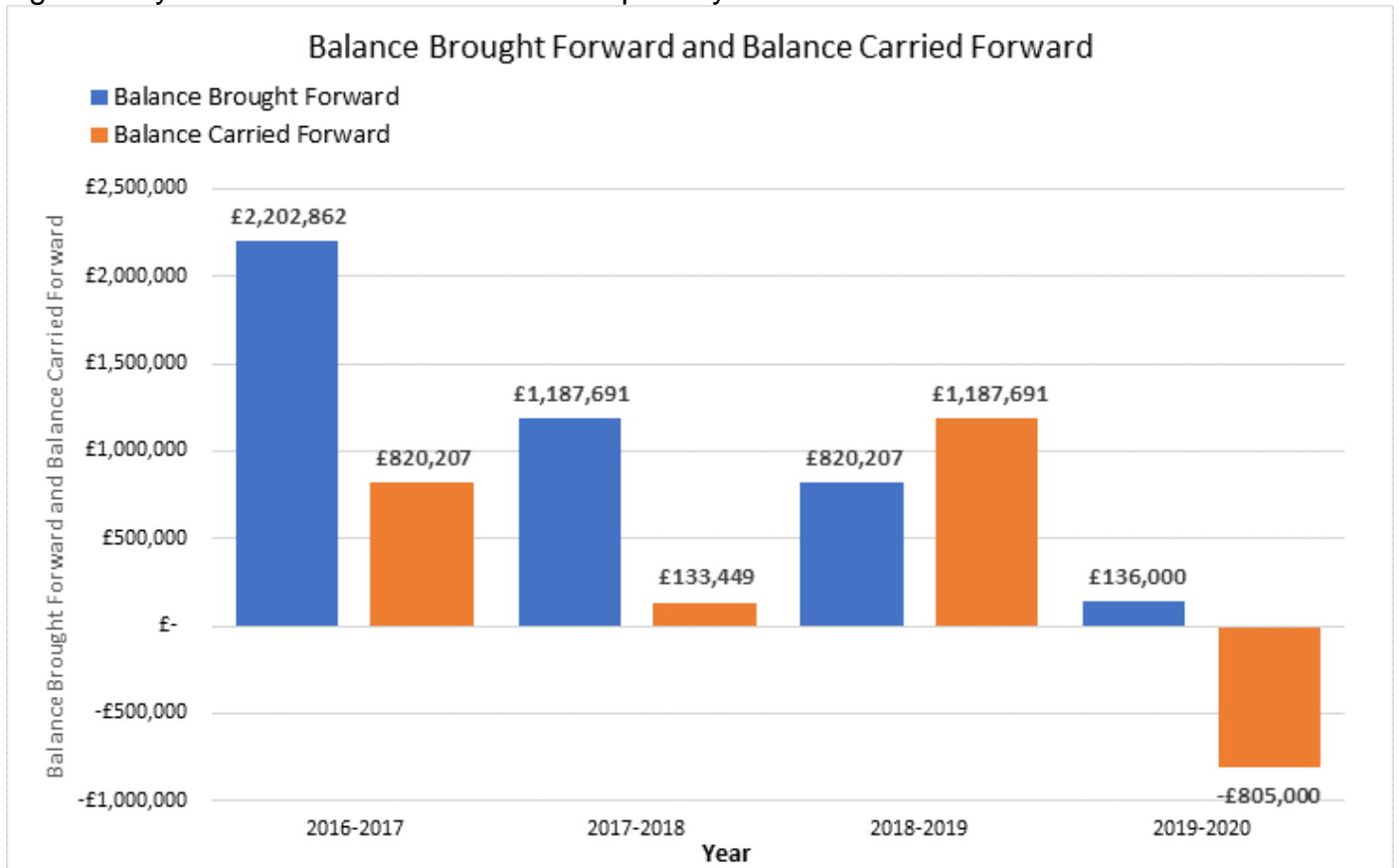
The table below which highlights the trajectory of the collective reserves held in Carmarthenshire Primary schools over the last 5 years as a percentage of their budget share. The losses evidenced here are unsustainable and requires immediate attention as the direction of travel into further negative equity cannot be reversed without significant new investment in school revenue funding or significant remodelling of current Primary provision.

The collective reserve/debt for Primary schools in April 2019 was -£811,000 (Debt)

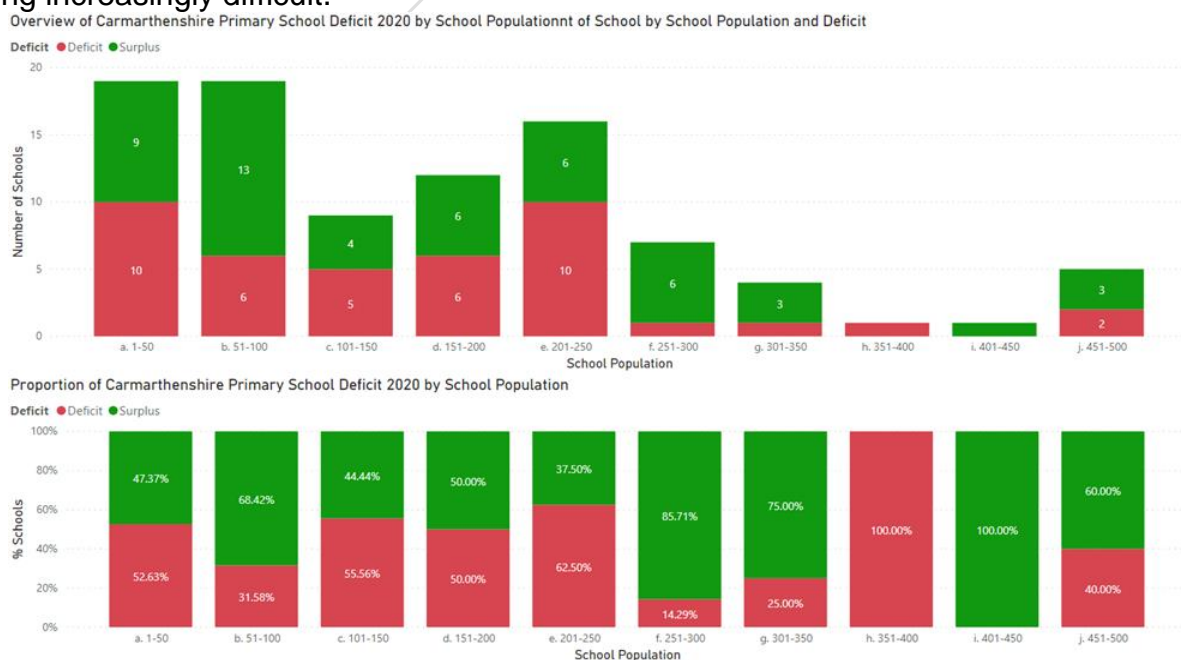
Average Balance Carried Forward (BCF) Expressed as a Percentage of Budget Share (BS) By Year for all Primary Schools in Carmarthenshire



Presented in a different format below one can see the school collective balance brought forward has diminished year on year since 2016. In 2019-20 the collective reserve has fallen to £136,000. It would lead one to suggest that in 2020-21 the collective debt will rise significantly as there are no reserves to temper any losses.

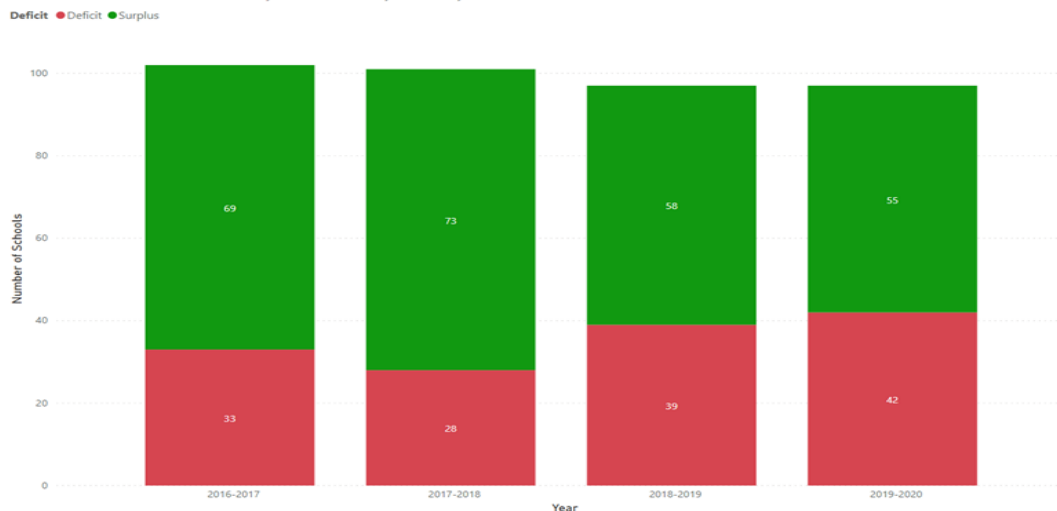


The chart below outlines the number of schools in deficit at the end of the 2019/20 financial year. Economy of scale in schools of 1-50 mean that a deficit budget is unlikely to be recovered due to the capacity in the budget itself, with maintaining a two classroom model being increasingly difficult.



Note – the deficit in the 351-400 schools is based on one recently amalgamated school. The number of schools falling into deficit across the board suggests a need to rationalise funding model.

Overview of Carmarthenshire Primary School Deficit by School By Year



The chart above highlights the four year increase in number of primary schools falling into deficit in Carmarthenshire. This modelling highlights a strong argument for immediate action in relation to funding/allocation of funds across the county.

On the following pages you will find a breakdown of all schools as highlighted in the annual outturn statement. The figures in column 'f' provide a breakdown of individual schools' surplus / deficit at the end of the 2019/20 financial year, yielding an overall deficit of 805k as highlighted above.

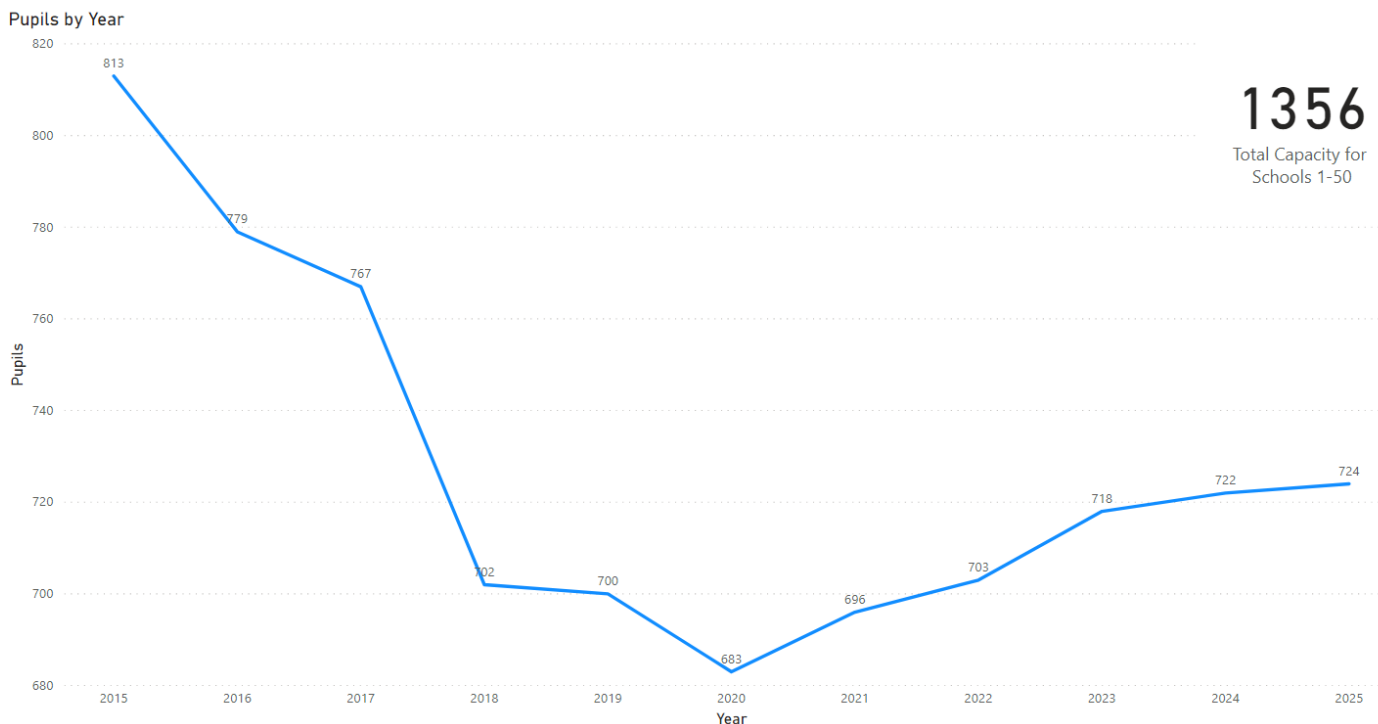
EDUCATION OUTTURN STATEMENT		Financial year:				LEA code:	
School name	Pupils	WG reference number	Planned budget share £k	Balance brought forward £k	Balance carried forward £k	Total school expenditure £k	
			a	e	f	g=d+(e-f)	
Abernant	0	2170	117	14	-10	158	
Y Fro	21	2385	109	27	-9	170	
Meidrim	24	2037	92	23	9	143	
Llanedi	25	2057	153	48	40	191	
W Rh Glanyferi / Ferryside VC	25	3013	161	-4	-24	220	
Mynyddygarreg	30	2112	161	-36	-48	211	
Blaenau	31	2052	203	-99	-84	225	
Llanpumsaint	31	2109	129	15	-0	185	
Llansteffan / Llanstephan	31	2166	159	4	-0	208	
Pontiets / Pontyates	34	2023	187	22	52	221	
W Rh Llanllwni VC	38	3026	145	-18	-36	216	
Banccfosfelen	39	2018	192	20	28	231	
Llangain	40	2009	132	-8	-19	195	
Talylychau / Talley	40	2065	128	35	8	191	
Bancyfelin	42	2034	165	-29	-45	220	
Hafodwenog	42	2182	181	18	20	227	
Drefach	45	2001	245	-1	26	260	
Carwe / Carway	51	2020	263	29	52	302	
W Rh Abergwili VC	51	3000	181	-33	-47	227	

Cwrt Henri	52	2067	158	9	-2	227
Brynsaron	52	2104	167	-39	-94	292
Gwynfryn	54	2019	248	31	28	314
C Rh Santes Fair / St Mary's R C (Carmarthen)	55	3301	246	-13	-52	369
Beca	56	2180	258	21	42	285
Llanmiloe	67	2119	218	30	25	300
Ponthenri	69	2024	246	34	41	315
Betws	71	2043	269	29	24	360
Cynwyl Elfed	71	2187	239	-15	-10	289
Pwll	71	2189	746	-39	7	872
Llanybydder	73	2184	283	-9	-34	373
Bro Brynach	75	2389	295	20	30	372
Llangadog	76	2080	301	29	28	440
W G Penboyr V A	78	3307	279	15	5	441
W Rh Lacharn / Laugharne V C	83	3003	302	19	49	339
W Rh Llanddarog V C	85	3004	312	-2	-33	427
Pum Heol / Five Roads	87	2128	299	25	-8	428
Cae'r Felin	91	2387	308	-69	-114	474
Llannon	92	2167	340	56	34	437
Ffairfach	93	2061	414	8	42	468
Cefneithin	94	2000	312	-61	-54	384
Llechfyedach	107	2003	371	-20	-11	451
Gwenllian	116	2370	347	32	2	481
Peniel	117	2014	396	31	19	502
Myrddin	126	2171	944	33	-43	1,158
W G Pentip V A	126	3321	547	16	-118	803
Y Tymbl / Tumble	130	2006	435	-1	9	542
Cross Hands	136	2008	423	33	23	536
Dafen	142	2123	508	-78	-75	664
Gorslas	145	2007	458	-33	-8	539
Llys Hywel	150	2098	520	17	28	630
Carreg Hirfaen	156	2386	542	11	9	653
Hen Heol / Old Road	157	2159	596	11	5	782
Penygroes	167	2193	562	42	29	701
Bynea	179	2121	565	68	84	744
C Rh Santes Fair / St Mary's R C (Llanelli)	184	3300	594	15	21	753
Brynsierfel	185	2168	652	-25	-35	828
Hendy	186	2131	641	-18	-16	789
Teilo Sant	186	2183	636	56	91	783
Penygaer	186	2190	631	-7	-73	892
Tycroes	190	2044	623	19	-32	832
Parc Waundew / Richmond Park	194	2380	842	-73	-107	1,104
Parcyrhun	200	2050	931	46	57	1,117
Rhys Pritchard	201	2084	643	19	-15	827
Trimsaran	202	2175	610	17	56	749
Nantgaredig	203	2194	843	-99	-115	1,053
Maes Y Morfa	203	2393	758	-13	-55	1,037
Porth Tywyn / Burry Port	207	2394	684	-4	-53	1,000
Bigyn	212	2374	743	-27	-34	992
Llandeilo	217	2185	731	64	31	935
Swiss Valley	221	2176	808	-70	-57	945
Llandybie	223	2181	766	68	71	956
Bryn	226	2120	727	-306	-389	965
Penbre / Pembrey	226	2178	744	18	30	939
Halfway	227	2188	776	58	106	908
Y Castell	228	2192	912	24	-17	1,222
Pontyberem	232	2373	765	-39	-67	950
Parc Y Tywyn	240	2177	853	63	40	1,080
Saron	241	2042	784	50	18	1,014
Bryn Teg	244	2390	998	-43	9	1,295
Y Felin	259	2391	1,298	51	52	1,569
Stebonheath	274	2375	959	46	1	1,265

Rhydaman	283	2179	868	-77	-52	1,085
Y Ddwylan	285	2379	1,146	119	68	1,475
Brynaman	288	2169	946	58	47	1,165
Llangynnwr / Llangunnor	299	2173	999	49	36	1,218
Griffith Jones	309	2384	1,005	39	23	1,271
Y Bedol	324	2388	1,197	-50	-144	1,622
Y Dderwen	358	2116	1,128	8	-24	1,470
Ysgol Gymraeg Llangennech	388	2396	1,355	-17	11	1,688
W G Model V A	394	3322	1,274	-36	-0	1,616
Dewi Sant	436	2371	1,363	-0	57	1,624
Ffwrnes / Furnace	440	2135	1,461	36	95	1,717
Ysgol Pen Rhos	455	2395	1,586	-117	-166	2,180
Tre Ioan / Johnstown	459	2114	1,425	5	4	1,790
Bro Banw	476	2392	2,520	6	-104	3,130
all primary schools			55,783	178	-805	71,241

Projected pupil figures

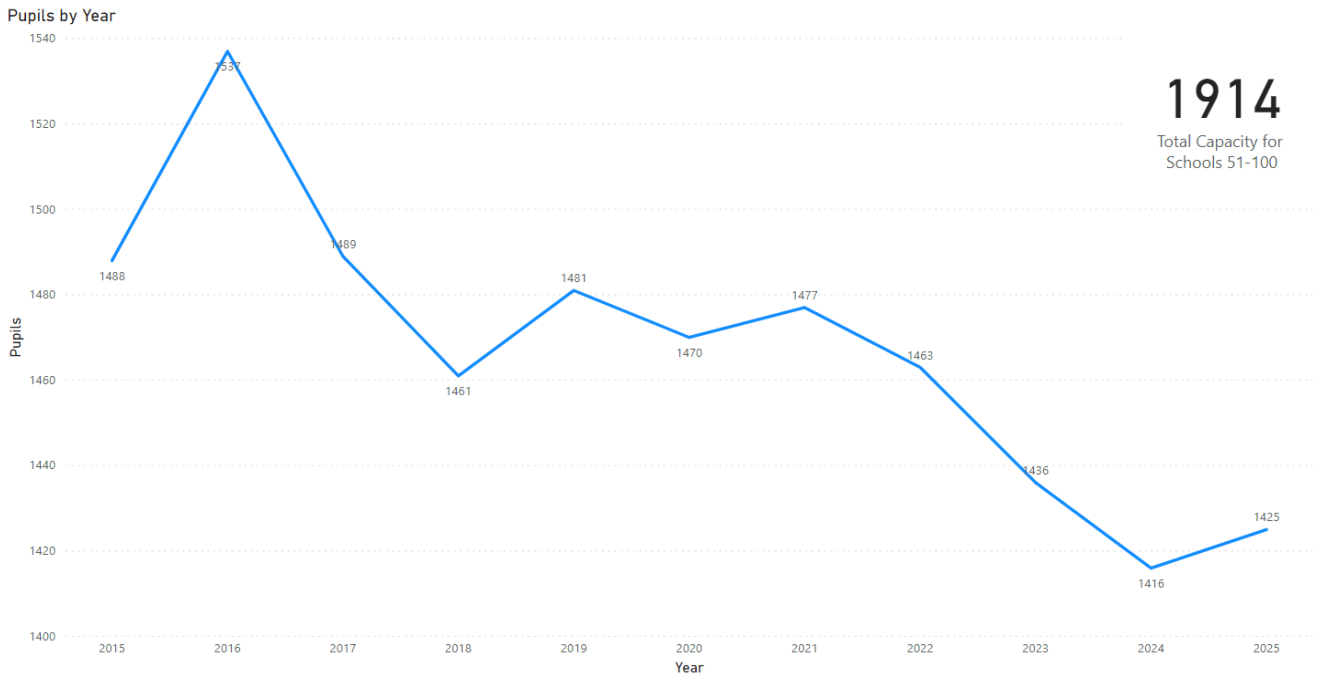
Total Primary School Pupils at Schools with Population of 1-50 in Carmarthenshire by Year



If we focus on pupil populations in schools with less than 50 pupils, we evidence a steep decline in pupils between 2015 and 2020.

It must be noted that throughout this period numbers are consistently below capacity. In 2020 the figure for such schools was approximately 50% of possible capacity. There is evidence of a marginal rise in predicted figures until 2025. However, with such small numbers these predictions are open to volatile changes if predictions are incorrect.

Total Primary School Pupils at Schools with Population of 51-100 in Carmarthenshire by Year



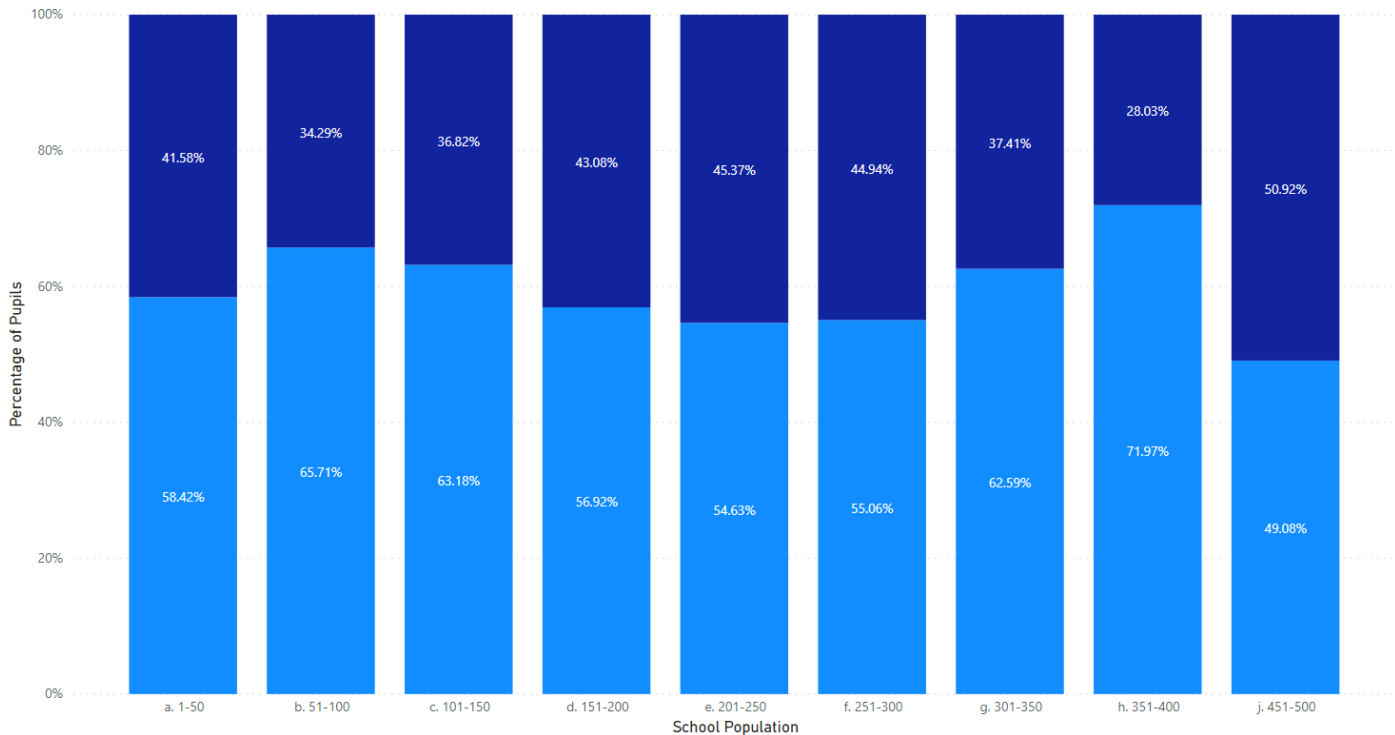
If we focus on primary schools of 51-100, we once again see a fall in numbers, although not as extreme as the under 50 primary schools. Despite a rise in population in 2016 each year falls well below the capacity figures.

Predicted populations between 2020-2025 show a sustained fall in numbers.

Catchment Detail

Pupils living inside catchment area attending the school and Pupils living outside catchment area attending the school by School Population

● Pupils living inside catchment area attending the school ● Pupils living outside catchment area attending the school



One accepts that parental choice often impacts upon whether learners chose a school within their own catchment and there are a number of factors that may influence this choice.

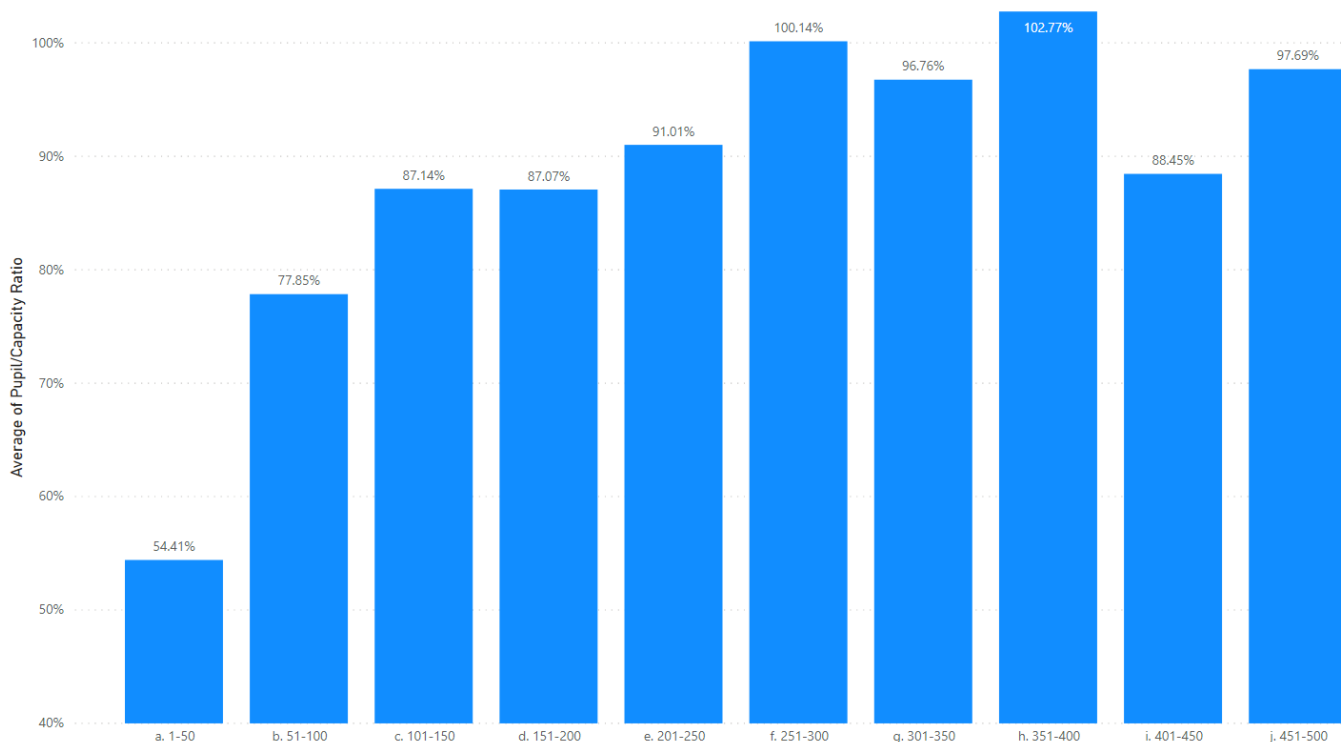
Calculating the sustainability of schools, particularly for smaller schools, creates financial vulnerabilities, when one cannot guarantee sustaining 40% of the out of catchment school population over time.

Of the smallest Primary schools in Carmarthenshire, on average they attract 41% of their population from outside their catchment.

Generally the largest schools have far fewer pupils from out of catchment, although this figure is somewhat distorted by pupils attending specialist provision in these larger settings. This may reflect the larger geographic area they serve; however, it does offer them greater stability in pupil numbers and associated funding streams.

School Capacity

Average of Pupil/Capacity Ratio by School Population

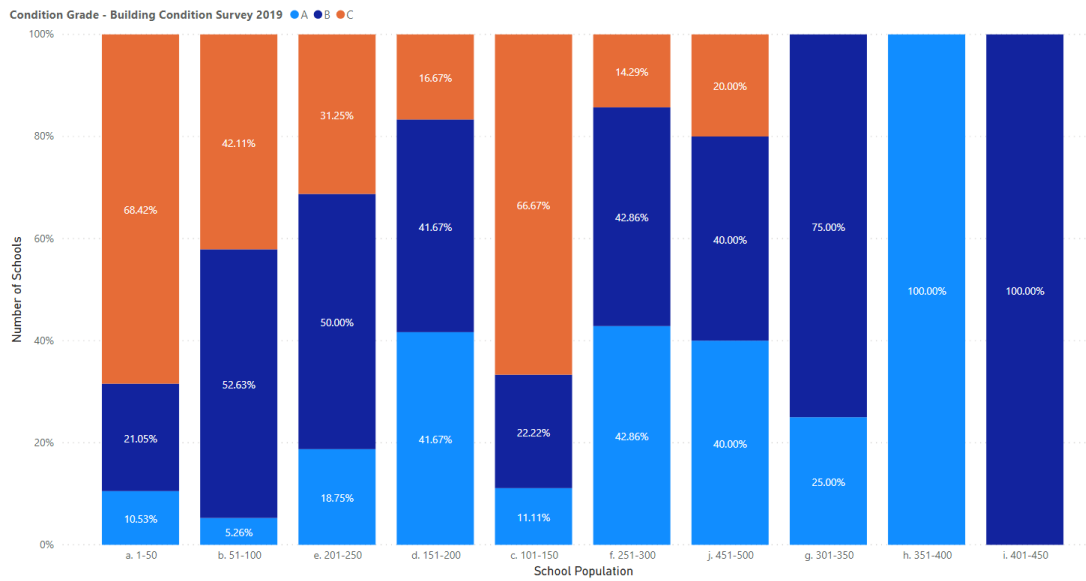


In January 2020 there was a primary school population of 15,701 in Carmarthenshire. The Primary school capacity in Carmarthenshire is 17,977. This suggests that the County's schools are running at an average of 87% occupancy and that there are 2276 surplus places. The projected figures for primary schools in Carmarthenshire in 2023 is 15,551. If the current capacity number is maintained the schools will have an occupancy of 86%.

When one analyses the size of school against the level of occupancy the data above highlights the significant inefficiency of small schools.

Accommodation review

School Condition Survey Result By Primary School Population



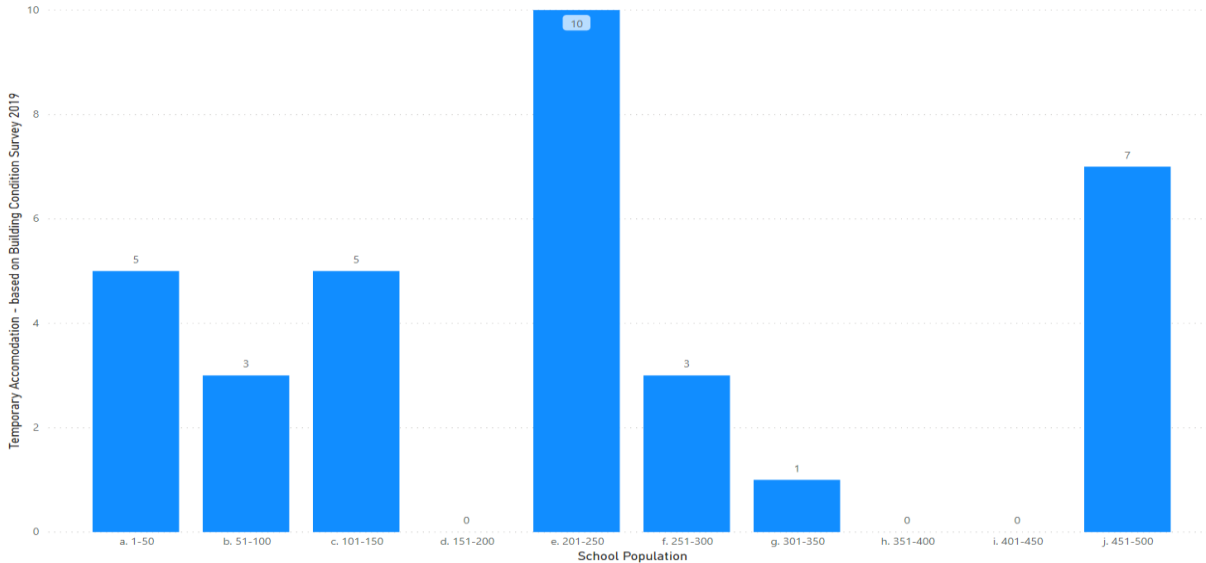
The accommodation survey undertaken in 2019 highlights the condition of its school buildings.

- Those defined as in 'A' condition are new build, renovated or need little investment to meet the needs of learners.
- Those in 'C' condition will require far greater investment to maintain the expected standards required to meet the needs of learners.

There seem to be significant issues with schools who have a capacity of 1-50, where, on average, 68% of such schools are in 'C' condition.

This leads one to conclude that if we are to maintain the status quo then significant capital investments is required to ensure these buildings meet the needs of 21st century learning institutions.

Temporary Accommodation by School Pupil Population



Carmarthenshire is committed to removing all temporary accommodation from its schools as soon as is practicable.

Additional Grant Funding

On top of the budget each school receives from their local authority, the Welsh Government uses several funding streams from its education budget to support the implementation of certain policies and priorities or target additional funding.

These are often in the form of specific grants, such as the Education Improvement Grant and the Pupil Development Grant.

Below you will find a breakdown of most of the grants across the school system. The key objective for each of the main grant can be found towards the end of this report.



Regional Consortia School Improvement Grant (RCSIG)

Education Improvement Grant

The Purpose of this Funding is to secure implementation of the new curriculum with a focus on leadership, professional learning, and excellence and equity within a self-improving system. The action plan focuses on raising standards for all, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence. The Funding must support delivery against the national priorities for education, at the centre of which is a transformational curriculum.

This transformational curriculum is supported by four key enabling objectives:

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

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£1,331,188
Number of pupils to potentially benefit from the funding:	28,045

Foundation Phase

The Purpose of the Funding is to support schools in accordance with the recommended ratios and non-maintained settings to deliver high quality Foundation Phase.

The Funding allocation must be used to support the Foundation Phase staff to learner ratios and can be used to facilitate COVID-19 social distancing requirements. As part of the delivery of a high quality and effective Foundation Phase curriculum (including payment for supply cover for absences other than for training purposes) settings must be working towards or to achieving the Foundation Phase ratios of 1:8 for Nursery and Reception and 1:15 for Year 1 and Year 2.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£4,957,637
Number of pupils to potentially benefit from the funding:	7,769

Pupil Development Grant (PDG)

The Purpose of this Funding is to reduce the attainment gap between Free School Meal pupils and their peers.

Eligible learners include:

- pupils who are eligible for free school meals and are educated in maintained schools
- pupils who are singly-registered in pupil referral units (PRUs) and education other than at school (EOTAS)
- pupils within early years settings where the Foundation Phase is delivered
- looked after children (LAC), and former LAC who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15

The PDG Funding should be used to:

- develop staff, both teaching and support, in the use of practice such as growth mind-set and quality feedback, that are currently viewed to be the most effective for learners from deprived backgrounds.
- intervene early to address weakness, particularly in literacy and numeracy. This applies to early years but is also relevant at the start of secondary school and at any point that a weakness is observed.

- ensure that increased resources are targeted at Key Stage 3, both in the classroom and in enrichment activities and raising aspirations, while recognising the importance of Year 11 for all learners. In support of the principles of early intervention and prevention, the Minister for Education expects secondary schools to deliver an aspiration of 60% of PDG invested in Key Stage 3 learners.
- identify where and when support is required using appropriate diagnostic and tracking systems and what this looks like.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£5,068,464
Number of pupils to potentially benefit from the funding:	4,462

Small and Rural Schools Grant

The Purpose of the Funding is to enable schools to support a national strategy by means of one or more of the following key purposes:

To encourage innovation – this purpose is intentionally wide to encourage the development of innovative practice to raise standards and contribute to the sustainability of small and rural schools.

To support greater school to school working – this purpose includes informal association, formal collaboration or federation to raise standards. Federation has been shown to be particularly beneficial in allowing rural school to remain open and viable in their communities

To provide additional administrative support in schools where the head teacher has a significant timetabled teaching commitment of at least 10% of the timetable. The intention of this key purpose is to improve the capacity of these head teachers to provide leadership and management and raise standards in their schools. Consideration should be given to innovative ways of working with other schools for example to share backroom functions and/or through the use of a shared business manager. The funding should not be used to fund general administrative support in the school.

To increase the community use of school buildings whether for education or non-education purposes - Where opportunities exist and there is local demand, school facilities might be used by pre-school groups; for after school activities; adult education; sport, ICT centres; libraries or for a wide range of non-educational community purposes. Funding may be used to assist with the associated costs of establishing such arrangements whether these are administrative or associated with equipment or adaptations of the facilities.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£187,000
Number of pupils to potentially benefit from the funding:	2,464

Accelerating Learning Programme

The expectation of the funding is to help schools meet the demands of the Recruit, Recover, Raise Standards: Accelerating Learning Programme as announced by the Minister for Education on the 9 July 2020.

This funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.

The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£1,086,261
Number of pupils to potentially benefit from the funding:	26,095

Reducing Infant Class Sizes Grant

The Purpose of the Funding is to reduce infant class sizes.

Currently, no infant class should contain more than 30 pupils where an ordinary teaching session is conducted by a single school teacher

The criteria for the funding is infant classes of 29 or more pupils, in schools that demonstrate at least one, or a combination, of the following:

- Significant levels of free school meals
- Below average outcomes and where a school is judged to be red or amber under the school categorisation system.
- Significant levels of additional learning needs
- Significant levels of where Welsh/English is not the first language

This funding aims to improve early years attainment, have a significant impact for poorer and disadvantaged pupils, and support teachers to be innovative and to increase pupil engagement.

Funding provided to Carmarthenshire Schools: **£347,370**

This funding has enabled nine of the County's Primary Schools to employ additional teachers to reduce the size of their infant classes.

*To note, this is the final year of a 3 year grant.

Professional Learning Grant

The Purpose of the Funding is to help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of the model. For example, it enables investment in practitioners' individual professional learning journeys and investment in collaboration.

The primary purpose of the funding is creating time in schools for practitioners to make the changes they need to make in advance of the realisation of the new curriculum.

The funding is to be targeted at the learning required by teachers and learners to prepare them for the new curriculum.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£417,848.00
Number of pupils to potentially benefit from the funding:	28,045

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EDUCATION SCRUTINY COMMITTEE 6TH JANUARY 2021

TASK & FINISH GROUP FINAL REPORT – ALN FORMULA FUNDING

Purpose:

The purpose of this report is to provide Education Scrutiny Committee with:

- A final summary of the work of the Task & Finish Group during Autumn 2019.

To consider and comment on the following issues:

- To endorse the report of the Task & Finish Group
- To recommend that the work of the Task & Finish Group should be concluded

Reasons:

- At its meeting, the Education Scrutiny Committee agreed to establish a task and finish group to undertake a review into funding for ALN pupils in schools.
- The report has been formulated to briefly summarise the work of the group over a series of meetings held during Autumn 2019.

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

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Glynog Davies

Councillor Darren Price

(Chair of the Task and Finish Group)

Report Author: Aneirin Thomas

Designations:

Chair of the Task and Finish Group

Head of Education & Inclusion Services

E-mail:

arthomas@carmarthenshire.gov.uk

EDUCATION SCRUTINY COMMITTEE

6th JANUARY 2021

SUBJECT:

ADDITIONAL LEARNING NEEDS FUNDING

The Education Scrutiny Committee at its meeting in September 2019 resolved to establish a Task and Finish Group to review the model for funding ALN in schools. The review was to examine the current funding formula and to consider possible alternative models to meet the requirements of the forthcoming ALN transformation bill.

The bill itself highlights the need for an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions. The underlying need for a more reactive model of funding was a key consideration.

At the meeting held in July 2019 it was agreed to establish a Task and Finish Group to review Additional Learning Needs Funding. The key aims and objectives for the review were detailed in a planning and scoping document endorsed at that meeting along with the membership of the Task and Finish Group, as follows:-

Councillor Darren Price (Chair)
Councillor Edward Thomas (Vice-Chair)
Councillor Kim Broom
Councillor Gary Jones
Councillor Shahana Najmi
Councillor Dorian Williams
Mr James Davies (Co-opted parent governor representative)

As part of its considerations the group considered a wide range of information in the form of written and verbal reports containing current funding models and possible new parameters for funding.

The consultation process consisted of the following

- Elected Members – 4 meetings
- ALN Workshop with headteachers
- Strategic Group including key officers and headteachers.

The task and finish group highlighted key principles to guide the work of the above consultation groups.

- Requirement for clear reasoning behind any proposed formula
- Tapering effect – that changes are gradual over time

- Headteachers and schools involved in the process
- With the number of statements falling how to make sure that this is going to affect the transition
- That there was sufficient consultation
- Comparisons – Identify good practice in other authorities

The group identified that there was a need for greater delegation of ALN resources to underpin:

- Strengthening universal and targeted provision for children with ALN.
- Supporting schools to set in place early intervention and staged approaches in a timely manner.
- Enabling schools to meet their statutory duties to make decisions relating to Additional Learning Provision.
- Building confidence of parents/carers that needs can be met promptly without unnecessary process or dispute.
- Promptly resourcing pupils at School Action Plus
- Reducing the requirement for statutory assessment and Statementing processes to direct funding for low incidence high need ALN pupils.
- Central pot for complex medical needs.
- Give schools financial flexibility, enabling schools to access timely external support for children, ensuring that schools have the flexibility to meet children's needs, and better involving schools in decisions relating to ALN.

The Group had regard to the Council's current delegated funding model. For most children in mainstream schools, including those with ALNs and disabilities money is allocated to them through the school budget and is known as the per pupil funding. This funding supports all learning and is used for staff salaries, including the ALNCO, facilities and ALN resources.

A percentage of the total amount of per pupil funding received by a school should be spent on providing for pupils with ALN. In Carmarthenshire, schools are expected to allocate at least 5% of their per pupil funding to their ALN budget.

A series of workshops with headteachers considered various funding models. It was agreed during these workshops that any new formula funding mechanism needed to support ALN Transformation that will reform the way in which children with ALN are identified, assessed and supported. Previous categories of ALN - school action, school action plus and statements will cease, and schools will be required to make statutory Additional Learning Provision through Individual Development Plans (IDPs).

The task and finish group concluded and agreed to the following principles of funding ALN – funding based on
 £1,000 per LAC pupil
 Remainder split 25% FSM, 25% school action, 50% school action +

With the intention that as statements reduce, funding will transfer to the ALN supplement to allow schools greater flexibility in meeting the needs of pupils with ALN.

In consultation with Head teachers the formula going forward considered a range of proxy indicators which reflected the contextual nature of schools.

Social deprivation
Pupil numbers
Free School Meals
Looked After Children

Detailed report attached

NO – shared previously.

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 and 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 and Law

1. Local Member(s)

Not applicable

2. Community / Town Council

Not applicable

3. Relevant Partners

Not applicable

4. Staff Side Representatives and other Organisations

Not applicable

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED

YES

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

There are none.

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

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**EDUCATION & CHILDREN SCRUTINY
COMMITTEE
6th January 2021**

**EXPLANATION FOR NON-SUBMISSION
OF SCRUTINY REPORT**

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
Education Support for Vulnerable Learners	Aneirin Thomas	A comprehensive external validation of the department's provision for vulnerable learners during the pandemic will be published mid-January. It is therefore considered worthwhile to defer the December report until this information is available.	January 28 th , 2021

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EDUCATION & CHILDREN SCRUTINY COMMITTEE – 6TH JANUARY 2021

FORTHCOMING ITEMS FOR THE NEXT MEETING – 28TH JANUARY 2021

Agenda Item	Background	Reason for report
Revenue Budget Consultation 2021/22 – 2023/24 (GM)	The report provides an initial view of the Budget Strategy for 2021/22, together with indicative figures for the 2022/23 and 2023/24 financial years. The impact on departmental spending will be dependent upon the final settlement from Welsh Government and the resultant final Budget adopted by County Council.	The objective of the report is to allow members to consider the corporate budget strategy for the financial years 2021/22 to 2023/24 to consider the service delivery impact and options for the forthcoming years.
Corporate Strategy (JB)	It is good practice to ensure that our Corporate Strategy is kept up to date and it is a legal requirement that our Well-being Objectives are reviewed annually. Our Well-being Objectives largely remain the same but the experience of the Covid-19 pandemic and other priorities have been included.	To outline the relevant Corporate Strategy and Well-being Objectives for this Scrutiny Committee. To consider and comment on the Well-being Objectives and the steps to achieve them that are most relevant to this Scrutiny.
Estyn Report and Internal Review Report on Covid Response (AT)	A comprehensive external validation of the department's response to Covid will be published in January.	To consider and comment on the report.
Corporate/Departmental Business Plans (JB)	The Department Business Plan accompanies the Corporate Strategy to show how the Department is delivering the Corporate Strategy. The document also accompanies the Revenue Budget Consultation as an integration of financial and business planning (this was also a proposal for improvement by Audit Office).	To give members an opportunity to review the Department's draft business plan in support of the Corporate Strategy.
Education Support for Vulnerable Learners (AT)	A comprehensive external validation of the department's provision for vulnerable learners during the pandemic will be published mid-January.	To consider and comment on the report.

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

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

None.

Items attached for information

1. The latest version of the Education & Children Scrutiny Committee Forward Work Programme 2020/21
2. The latest version of the Executive Board Forward Work Programme 2020/21

Education & Children Scrutiny Committee – Forward Work Programme 2020/21

23 rd November 2020	6 th January 2021	28 th January 2021	17 th March 2021	21 st April 2021
Covid-19 Position Statement including Support for Learning and Learners since March 2020	Education Support for Vulnerable Learners	Revenue Budget Consultation 2021/22 – 2023/2	WESP	E&CS Departmental Business Plan 2021/22 – 23-24
Education Strategy 2020-2030	Staff and Pupil Wellbeing and Mental Health	Proposal to relocate Ysgol Dewi Sant (tbc)	Department Self-evaluation (Link to Business Plan tabled for April 21 st)	Curriculum Development
Proposal to shorten the internal democratic process for approving statutory consultations	Task & Finish Group Final Report – ALN Funding	Corporate Strategy	Proposal to relocate Ysgol Heol Goffa and to increase its capacity (Stage 3)	Proposal to discontinue Ysgol Gynradd Blaenau and to increase the capacity and change the nature of provision at Ysgol Gynradd Llandybie (Stage 2)
Education & Children Scrutiny Committee Annual Report 2019/20	Financial Challenges Facing Schools – Including Analysis of Grants and ALN Funding	Estyn report and Internal Review report on Covid response	ALN Transformation Action Plan	Proposal to discontinue Ysgol Rhydygors (Stage 2)
Education & Children Scrutiny FWP 2020/21		Corporate/Departmental Business Plans		Proposal to change the age range at Ysgol Swiss Valley (Stage 2)
Proposal to relocate Ysgol Heol Goffa and to increase its capacity (Stage 2)		Education Support for Vulnerable Learners		Proposal to discontinue Ysgol Gynradd Mynydd y Garreg (Stage 2)
Proposal to discontinue Ysgol Gynradd Blaenau and to increase the capacity and change the nature of provision at Ysgol Gynradd Llandybie (Stage 1)		MEP Proposal – Model School		Scrutiny School Visits Framework
Proposal to discontinue Ysgol Rhydygors (Stage 1)		MEP Proposal – Ysgol y Felin		
Proposal to change the age range at Ysgol Swiss Valley (Stage 1)				

For information/update reports circulated to the Committee via e-mail throughout the year:-

- Budget Monitoring 2020/21
- Annual Performance Report (Half Yearly)

Additional reports requested by the Committee:-

- Staff health & wellbeing and mental health
- Financial challenges facing schools and ALN
- Estyn report and Internal Review report
- Effect on NEETS (European funding)
- Vulnerable learners

Reports to be allocated in the FWP:-

- Tackling NEETS (& impact of possible loss of European funding)

Workshops to be arranged during the year:-

- Review of the Modernising Education Programme

EXECUTIVE BOARD FORWARD WORK PROGRAMME 20/21
as at 18/11/2020 (For the period November 20 – Oct 21)

Introduction

This plan is published to encourage and enable greater understanding between the Executive, all Councillors, the public and other stakeholders. It assists the Scrutiny Committees in planning their contribution to policy development and holding the executive to account.

The plan gives the public and stakeholders a chance to see the forthcoming major decisions to be made by the Executive Board over the next 12 months. It is reviewed and published quarterly to take account of changes and additional key decisions.

WORKING DRAFT

EXECUTIVE BOARD FORWARD WORK PROGRAMME 20/21
as at 18/11/2020 (For the period November 20 – Oct 21)

EDUCATION & CHILDREN				
Subject area and brief description of nature of report	Responsible Officer	Executive Portfolio	Scrutiny Committee to be consulted	Date of expected decision by Executive Board
SCHOOL UPDATE REPORT- COVID 19, SCHOOLS CAUSING CONCERN AND FINANCE	Gareth Morgans – Director of Education and Children	Education & Children	N/A	
LA EDUCATION SERVICES SELF EVALUATION	Aneirin Thomas – Head of Education and Inclusion	Education & Children	tbc	To be confirmed
UPDATE ON NEW CURRICULUM DEVELOPMENTS	Aeron Rees – Head of Curriculum and Wellbeing	Education & Children	tbc	To be confirmed
POST 16 EDUCATION	Aeron Rees – Head of Curriculum and Wellbeing	Education & Children	tbc	TBC
RESULTS OF 2020 EXAMINATIONS	Aneirin Thomas – Head of Education and Inclusion	Education & Children	N/A	TBC
PROPOSAL TO DISCONTINUE YSGOL GYNRADD BLAENAU AND TO INCREASE THE CAPACITY AND CHANGE THE NATURE OF PROVISION AT YSGOL GYNRADD LLANDYBIE (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
ALN TRANSFORMATION ACTION PLAN	Aneirin Thomas – Head of Education and Inclusion	Education & Children	28/01/20	tbc
CHILDREN'S SERVICES PAPER- TBC	Stefan Smith - Head of Children's Services	Education & Children	N/A	tbc
CARMARTHENSHIRE 10 YEAR STRATEGY FOR EDUCATION	Gareth Morgans – Director of Education and Children	Education & Children	23/11/20	October 2020
PROPOSAL TO RELOCATE YSGOL HEOL GOFFA AND TO INCREASE ITS CAPACITY (STAGE 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES)	21 st December
PROPOSAL TO DISCONTINUE YSGOL RHYDYGORS (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
PROPOSAL TO CHANGE THE AGE RANGE AT YSGOL SWISS VALLEY (TBC) (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
PROPOSAL TO DISCONTINUE YSGOL GYNRADD MYNYDD Y GARREG (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)

EDUCATION & CHILDREN SCRUTINY COMMITTEE

MONDAY, 23RD NOVEMBER, 2020

PRESENT: Councillor D. Price [Chair]

Councillors:

L.R. Bowen, K.V. Broom, D.M. Cundy (In place of B. Thomas), T.A.J. Davies, J.P. Jenkins, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, E.G. Thomas and D.T. Williams

Co-opted Members:

A. Enoch - Parent Governor
V. Kenny - Roman Catholic Church Representative

Also in attendance:

Councillor G. Davies, Executive Board Member for Education & Children

The following Officers were in attendance:

G. Morgans - Director of Education & Children's Services
S. Davies - Head of Access to Education
A. Rees - Head of Curriculum and Wellbeing
S. Smith - Head of Children's Services
A Thomas - Head of Education Services and Inclusion
S. Griffiths - Modernising Education Programme Manager
N. Thomas - Service Manager
M. Evans Thomas - Principal Democratic Services Officer
E. Bryer - Democratic Services Officer
R. Lloyd - Democratic Services Officer
S. Rees - Simultaneous Translator
J. Corner - Technical Officer

Virtual Meeting : 10.00 am - 12.55 pm and 2.00 pm - 3.00 pm

1. APOLOGIES FOR ABSENCE

An apology for absence was received from Councillor Bill Thomas.

2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM

There were no declarations of party whips.

The following declaration of personal interest was made:-

Councillor	Minute Item(s)	Nature of Interest
M.J.A. Lewis	5 – The Education & Children's Services Strategy	President of Carmarthenshire Young Farmers Clubs

3. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

4. IMPACT OF COVID-19 ON CARMARTHENSHIRE'S CHILDREN AND YOUNG PEOPLE

The Committee considered a report detailing a Community Impact Assessment of the Covid-19 pandemic, the impact on our children and young people and the Department/Council's response to the challenges faced over the last six months.

Whilst the report did not cover all aspects of the Department's work since March, it provided an insight into some of the challenges and the solutions developed to address those challenges.

The Committee noted that the department's services and schools continue to be under pressure as a result of Covid-19.

The following questions/observations were raised on the report:-

- There is much mention of long covid and officers were asked how much this is taken into account in relation to the future of children currently in primary and secondary schools and the knock on effect of the pandemic on literacy and numeracy. The Director informed the Committee that this is an issue which has been considered since early September. Officers are working hard with headteachers to keep schools open, however, the wellbeing of children remains a priority. Funding has been received from the Welsh Government to support children and young people leading to the employment of an additional 28 teachers and 49 teaching assistants across our schools. Meetings are held weekly with headteachers to look at this issue and to prepare strategies. Assistance will be in place for quite some time to see schools through this and to support them through this challenging period. The Head of Curriculum and Wellbeing advised that the department had recently published a Wellbeing Strategy which detailed the various measures available to support children and staff. With regard to literacy and numeracy, these form part of the teaching plans. He added that officers are looking carefully at this and are discussing various methods of which could help e.g. accelerated learning;
- Concern was expressed regarding the fact that many nurseries are going through a very difficult time at the moment and some may be forced to close and the subsequent impact this will have on people going back to work. The Director informed the Committee that officers have been supporting pre-school providers since the onset of the pandemic so that key workers were able to go to work. Grants have been given to some of them to ensure that they continue to survive. Unfortunately, only a small percentage of businesses managed to obtain the WG issued Childcare Providers Grant because the criteria were difficult to meet. WG are therefore looking to open that up. Grants are also available from the County Council and have been issued to 88 businesses to date;
- With regard to the initiative whereby computer equipment is provided to

school children during lockdown, officers were asked how this scheme is implemented. The Executive Board Member explained that it became apparent that there were many pupils who were disadvantaged because they did not have access to IT equipment at home and so the initiative began. IT kit was collected from the various schools and provided to children in need of it. The Director explained that it was a huge undertaking as the need was underestimated. The Head of Curriculum and Wellbeing added that IT kit was rolled out in three tranches, two during the summer term and as the demand was higher than anticipated, a third tranche was added at the beginning of the Autumn term. Some requests are still being received and the system of IT kit provision has moved from being centralised to a local system;

- With regard to the results of the parental survey, concern was expressed that only 6% stated that the biggest impact of covid was thinking about university or college and concern was expressed that it was evident that not enough responses were received from secondary school parents and officers were asked if an emphasis could be put on these respondents the next time a survey is undertaken. The Director informed the Committee that respondents were asked if they would be willing to contribute again and most said that they would. Additionally, some schools do their own surveys and collect the information locally. If a further survey is undertaken then officers could cater for secondary schools specifically. The Director welcomed the decision taken not to hold examinations this year, bearing in mind the effect of the last few months. The challenge now will be ensuring that there is solid evidence in relation to grades allocated;
- Reference was made to the increase of 19.2% in the number of new social care contacts and the increase of 26.6% for safeguarding compared to the same period last year. The Director informed the Committee that Children's Services was one of the only sections that did not close down over the past few months. There was a reduction in referrals across Wales but we did not see that dip in Carmarthenshire;
- It was noted that the most concerning cases continued to receive support throughout lockdown and officers were asked if any contact was made with the other families either by phone or meeting remotely. The Head of Children's Services explained that in view of the inevitable impact on services, families were graded red, amber or green and despite lockdown visits continued to be undertaken to those families in the highest category. Risk assessments were undertaken and social distancing rules observed. For those families in the lower categories, video calls and telephone calls were used to keep in touch and provide necessary support. The Director added that vulnerable learners were also rated red, amber or green to ensure that they had access to assistance like childcare and free school meals;
- Reference was made to children's wellbeing and the fact that there is more pressure on some children because they have problems at home and officers were asked if the counselling service is being provided because the school have been closed. The Director explained that counselling has been available virtually throughout the period and funding has been received to expanding the counselling service. The situation is being monitored closely via educational psychologists. Wellbeing is high on the department's list of priorities, not only for staff but also for learners;
- Concern was expressed that there appeared to be inconsistency throughout

the county with regard to distance learning and officers were asked if best practice is being shared so that all schools are aware of the expectations. The Executive Board Member stressed that it is up to individual headteachers to lead on this and there is an expectation that this is happening. School leaders have to give clear and firm instructions to their staff with regard to what is expected. The Director explained that examples of best practice demonstrated during the most recent lock down has been collected and shared with all schools. He added that unfortunately some children have not engaged with distance learning and that is a challenge. ERW has also created a bank of resources to support distance learning;

- With regard to distance learning, the importance was stressed of teachers logging into any modules they have prepared to view them from the pupils' perspective to see what it looks like as quite often modules are inaccessible. Officers were asked how distance learning is going to be monitored. The Director explained that Headteachers have been advised that one of their key challenges is that they need to monitor their distance learning on a regular basis. In some schools reports are provided on a weekly basis outlining the learning that has taken place that week. The department has also advised governors that they should be checking what is happening at their school with regards to distance/blended learning. He added that this would need to be monitored on an on-going basis to ensure consistency;
- Concern was expressed that some children are returning to school following a period of isolation imposed by the school only to be told that they should not have returned but the family had not been contacted by TTP. The Director explained that as the virus attacks without warning, it makes things very difficult. Our priority is to keep pupils and staff safe and we have to react immediately. He agreed that communication in such instances should be done on numerous platforms and schools should be aware if a pupil has issues with receiving communications such as no wifi or poor mobile signal;
- Asked about the present position in relation to absenteeism, the Director informed the Committee that it was a cause for concern in September/beginning of October, however, attendance has since improved and was currently over 90%. Officers were also undertaking a process of reconnecting with families who are still a bit anxious about sending their children back to school. Some parents have decided not to send their children back to school and although the Authority is not using its statutory powers in such instances, schools and Local Authority officers were actively endeavouring to reconnect and work with these families;
- Concern was expressed with regard to the 563 families who are entitled to claim free school meals have not done so. The Director advised the Committee that schools are working with officers in order to assist these families to access what they are entitled to.

The Chair took the opportunity, on behalf of the Committee, to thank all the headteachers, teachers and school staff throughout the county, for everything they have done over the past few months in the battle to keep our schools open and our children safe in the battle against the pandemic.

UNANIMOUSLY RESOLVED that the report be received.

5. THE EDUCATION AND CHILDREN'S SERVICES STRATEGY 2020-2025

[NOTE: Councillor M.J.A. Lewis had earlier declared an interest in this item.]

The Committee considered the Education Services Strategy. Local Authorities have defined responsibilities to deliver high quality services to meet the needs of all children and young people. The strategy sets out a clear, shared vision for the role that Education Services plays in the future development of vibrant communities and a prosperous economy in Carmarthenshire.

The Committee was informed that, following feedback from the Executive Board, the strategy now covered a 10 year period from 2020-2030.

The following questions/observations were raised on the report:-

- Reference was made to the statement in the strategy that there would be no more than two year groups per teaching class and concern was expressed over the consequences for small rural schools. The Executive Board Member explained that the strategy is the department's vision for the next ten years and one of the elements contained therein would be to not have mixed groups and the wellbeing of the child was the basis for this. The Director added that there are a number of challenges facing smaller schools which can be overcome through federation and sharing of resources. There are 95 primary schools in Carmarthenshire, which is the highest number in any county in Wales;
- Whilst completely agreeing with the statement in the report that Carmarthenshire has many inspirational education leaders, officers were asked what happens to those talented leaders when they can no longer do the job because they are unable to cope with the strain. The Executive Board Member agreed that it was challenging and this may be why it was so difficult to appoint headteachers for small schools. The department keeps in touch with all headteachers and offers support where needed. He pointed out that, unfortunately covid has added to the strain. The Director agreed that it was challenging, however, headteachers are in a transitional period. Whilst there was no easy answer, the department offered as much support as possible and where a school is under-performing because the headteacher may be struggling additional support is offered to ensure that there is no effect on the pupils;
- The importance was stressed of recognising the pressure that senior leadership teams in school are under with the combined pressures of covid and the new curriculum, which is very challenging. The Director explained that measures are being put in place to reduce the workload. He added that Estyn will not be inspecting school for some time, which will remove some pressure. He added that there was only so much that officers are able to do and it may be that something at the school needs to change;
- Reference was made to the fact that all schools are in clusters and they are working on the curriculum. It was suggested that when secondary school clusters meet they should invite their feeder primary schools to advise them to ensure continuity of learning and avoid a fall in the standard achieved when pupils begin year 7. The Director agreed that there is a lot that the secondary sector could learn from the primary sector e.g. thematic learning and he would ensure that this suggestion was fed back to the clusters;

- With regard to improving standards, officers were asked how the Authority will assess and communicate improvements to the public. The Director advised that it was a question of how Estyn can test what improvements have been made. Tracking progress and benchmarking were key elements to enable schools to evidence any progress made. The school would need to share that information with the public via the governors' annual report;
- Reference was made to recruiting inspirational leaders and officers were asked if they were confident that they will still be able to recruit such leaders if they can't speak Welsh. The Director explained that the Authority was introducing a far more robust process with regard to recruitment. The Assessment Centre approach used for the appointment of Heads of Service will be used for the appointment of headteachers because any headteacher needs to be just as skilled as a Head of Service. He added that he liked candidates to have a degree of Welsh but more so to have an appreciation for the language and a commitment to learn the language;
- With regard to the purposes detailed on page 70 it was felt that we should be including our history, from a balanced point of view. The Director agreed that it was important to concentrate on what is on our own doorstep i.e. Welsh heritage. The Head of Curriculum and Wellbeing added that the local curriculum provided an opportunity for developing a programme of learning which was relevant and which nurtured not only citizens of Wales but also global citizens.

RESOLVED that the report be received.

6. MEP - PROPOSAL TO SHORTEN THE INTERNAL SCHOOL ORGANISATION DECISION MAKING AND DETERMINATION PROCESS

The Committee was informed that, as a result of the Covid-19 pandemic, all members of the MEP team were redeployed for a period of around 4 months to work in other critical areas in the department and as such were only able to complete very limited amounts of project work. Prior to the pandemic, the team had planned to undertake several statutory consultations (in relation to school reorganisation or federation matters) with imminent commencement, all of which had to be postponed with rescheduled dates to be confirmed. This did not include any statutory school reorganisations that would have been brought forward as a result of the conclusion of the MEP review.

The redeployment of the MEP team resulted in a delay to school re-organisation proposals of around 6 months due to the need to establish new timelines for each proposal and update all documentation with the most recent data sets. With regards to Carmarthenshire County Council's investment programme, all projects with contractors on site at the time of initial lockdown were shut down and closed, with re-commencement dates continually being approved to allow works to continue. As a result, it was anticipated that the pandemic will have a significant impact on the MEP programme in terms of funding and timelines.

The MEP team were now in the process of undertaking all the work planned prior to the pandemic and were working on developing the MEP Review and new timescales for the postponed statutory consultations. It was hoped that all relevant project related matters could still be undertaken within a timescale as close to the original as possible, however, it was expected that there would be some delay to

determination and implementation.

In order to be able to progress with any school re-organisation proposals (that could be linked to investment projects), consideration had been given to reducing the Internal School Organisation Decision Making and Determination Process once more. Whilst it was accepted that reducing the process will not wholly alleviate the delays incurred due to the pandemic, it will go some way to help the MEP team to re-prioritise required consultations in an effective and timely manner.

It was noted that currently consultation was required with the Scrutiny Committee and the Executive Board at Stages 1 and 2 with the addition of full Council at Stage 3 in order to determine the proposal. It was proposed to remove consultation with the Scrutiny Committee from Stages 2 and 3. This is due to the Executive Board being able to approve Stage 2 and County Council being able to approve Stage 3. This would reduce the process by approximately 2 months. Consultation would therefore progress as follows:-

Stage 1 – Education & Children Scrutiny Committee and Executive Board

Stage 2 – Executive Board

Stage 3 – Executive Board and County Council

The proposal still ensured that the Scrutiny Committee was able to formally consider the proposal before any public consultation is agreed and also allowed members of the Scrutiny Committee to determine the outcome of the proposal as members of full Council. They will also be consulted with during the formal 6 week consultation period (if permission to consult is granted by the Executive Board).

The following question was asked in relation to the report:-

- Asked why it was felt that the first stage was the best stage at which to consult with the Scrutiny Committee, the Head of Access to Education explained that it is at the very beginning of the process that the Committee is able to influence the process and it would not be possible to shape the proposal after it has been out for consultation.

UNANIMOUSLY RESOLVED

6.1 That the proposal to shorten the internal school organisation decision making and determination process be endorsed;

6.2 To recommend that the Executive Board progress with the amended process for progressing statutory proposals and consultation as detailed in the report i.e. the removal of consultation with the Education & Children Scrutiny Committee at Stages 2 and 3.

7. EDUCATION & CHILDREN SCRUTINY COMMITTEE ANNUAL REPORT 2019/20

The Committee considered its Annual Report for 2019/20 which detailed the work of the Committee during the 2019/20 municipal year. The report had been prepared in accordance with Article 6.2 of the Council's Constitution which requires Scrutiny Committees to prepare an annual report giving an account of the Committee's activities over the previous year.

The report provided an overview of the Committee's work programme and the key issues considered during the year. The report also provided details of development sessions and site visits arranged for the Committee as well as attendance data.

RESOLVED that the Education & Children Scrutiny Committee's Annual Report 2019/20 be endorsed.

8. EDUCATION & CHILDREN SCRUTINY COMMITTEE FORWARD WORK PROGRAMME FOR 2020/21

The Committee considered its Forward Work Programme for the remainder of the 2020/21 municipal year, which had been prepared in accordance with the Council's Constitution which required Scrutiny Committees to develop and publish annual forward work programmes identifying issues and reports to be considered at meetings during the course of the municipal year.

RESOLVED that the Forward Work Programme for the Education & Children Scrutiny Committee for 2017/18 be confirmed.

9. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 11TH MARCH, 2020

It was pointed out that in the list of those also in attendance at the meeting, the name of Dr. Caryl James, Ysgol Penboyr should be amended to read Dr. Carol James, Ysgol Penboyr & Hafodwenog.

RESOLVED that the minutes of the meeting of the Committee held on the 11th March, 2020 be signed as a correct record, subject to the inclusion of the above-mentioned amendment.

10. ADJOURNMENT OF MEETING

The Chair advised at this point in the proceedings that the meeting would stand adjourned until 2.00 p.m.

RECONVENED MEETING

The meeting reconvened at 2.00 p.m.

PRESENT: Councillor D. Price [Chair]

Councillors:

L.R. Bowen, K.V. Broom, D.M. Cundy (In place of B. Thomas), T.A.J. Davies, J.P. Jenkins, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, E.G. Thomas and D.T. Williams

Co-opted Members:

A. Enoch - Parent Governor
V. Kenny - Roman Catholic Church Representative

Also in attendance:

The following Officers were in attendance:

G. Morgans - Director of Education & Children's Services
S. Davies - Head of Access to Education
A. Rees - Head of Curriculum and Wellbeing
S. Smith - Head of Children's Services
A Thomas - Head of Education Services and Inclusion
S. Griffiths - Modernising Education Programme Manager
M. Evans Thomas - Principal Democratic Services Officer
E. Bryer - Democratic Services Officer
R. Lloyd - Democratic Services Officer
S. Rees - Simultaneous Translator
J. Corner - Technical Officer

11. MEP - PROPOSAL TO RELOCATE YSGOL HEOL GOFFA TO A NEW SITE AND INCREASE ITS CAPACITY FROM 75 TO 120

The Committee considered a report outlining a proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity from 75 to 120.

Ysgol Heol Goffa is a special school located in Llanelli and is maintained by the County Council. The school caters for 75 pupils between the ages of 3-19 years old who have severe learning difficulties or profound and multiple learning difficulties. All pupils have a Statement of Special Educational Needs or Individual Development Plan. Ysgol Heol Goffa was currently over-subscribed and this trend was likely to continue for the foreseeable future as there was an increased demand for places which was putting significant pressure on the Local Authority to place pupils. The current capacity of Ysgol Heol Goffa was 75 with 101 pupils on roll as at January 2020. As a result, the Authority was currently developing a scheme to increase the capacity of Ysgol Heol Goffa to 120 places by providing a new school with facilities fit for the 21st Century on a new site. The proposed new site was located next to the recently completed Ysgol Pen Rhos.

A formal consultation exercise was undertaken from 21st September 2020 to the 1st November 2020, the results of which were detailed in the report.

The following questions/observations were raised on the report:-

- Concern was expressed that perhaps the proposed expansion wasn't big enough to future proof the school, bearing in mind the obvious need for the provision in the area. The Head of Access to Education explained that with every MEP scheme officers try to project forward. The Authority is receiving 75% grant funding towards the cost of the scheme, however, it was not possible to use this to provide extra places. It would be very difficult to justify an increase in provision to the WG. Officers are confident that the figure of 120 is pitched just right;
- It was pointed out that the attendance figure at the school is already 101 and officers were asked if it would be possible to extend the school in the future if needed. The Head of Access to Education explained that over the past few years when a new school has been built, the possibility of future expansion has been built in;

- Reference was made to the lack of detail contained in the Quality Impact Assessment (QIA). The Head of Access to Education explained that a corporate template is used for the QIA. He would take the comments on board and if more rationale needs to be include rather than “no comment” then that will be done;
- Reference was made to the fact that in Ammanford and Carmarthen this provision is located in secondary schools to facilitate an easier integration into mainstream education easier, however, the provision in Llanelli was a separate school and the importance was stressed of the children being able to mix with their peers and provided with every opportunity to enter maintstream education.

UNANIMOUSLY RESOLVED

11.1 that the report be endorsed;

11.2 to recommend to the Executive Board the publication of a Statutory Notice.

12. MEP - PROPOSAL TO REVIEW PRIMARY EDUCATION PROVISION IN THE BLAENAU AND LLANDYBIE AREAS

The Committee considered a report detailing a proposal to review primary education provision in the Blaenau and Llandybie areas.

The Authority has a legal responsibility to review the number and type of schools it has in an area and whether it is making the best use of resources and facilities to deliver the opportunities that children deserve.

Ysgol Gynradd Blaenau is a Welsh medium, community primary school located in the village of Blaenau with capacity for 99 pupils aged between 4-11 years. In recent years, pupil numbers at the school have declined. In January 2020 there were 34 pupils at the school meaning that there were 65 surplus places or 66%. Welsh Government, through the School Organisation Code, advises Local Authorities to review their provision where there are more than 10% surplus places in an area. Based on current pupil projections it was estimated that the pupil figures will remain low in the foreseeable future. Additionally, the condition of the school building was poor and the school has been in deficit since 2011/12 and remains with a deficit of £83,895 for 2019/20. Their original funding allocation for 2020/21 was £149k and their forecast position for the year is an increase to the deficit balance.

From an educational perspective having such a small number of pupils and mixed age classes makes it extremely difficult for the school to deliver the breadth and depth of curricular and social experiences which pupils of this age require to fully develop. The culmination of these unavoidable facts presents a school model which does not represent a sound, stable educational model or best use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future consideration regarding the sustainability of the school was required.

Ysgol Gynradd Llandybie is a transitional (working towards Welsh medium) 3-11 primary school located in the rural village of Llandybie. It is a successful school

which by January 2019 had reached its capacity and although there was a slight decrease in pupils at January 2020 this trend was likely to continue for the foreseeable future based on current pupil projections. As a result the Local Authority is developing a scheme to increase the capacity of Ysgol Gynradd Llandybie to 315 places with 45 nursery places by providing a new school on a new site with facilities fit for the 21st Century. The project will re-locate Ysgol Gynradd Llandybie from its current site to a new site which is within the current catchment area of Ysgol Gynradd Llandybie. The new school will provide a Welsh Government standard primary school building with capacity to accommodate 315 pupils and 45 nursery pupils between the ages of 3-11 years old and ensure that the school is able to deliver the full curriculum in modern, safe and inspiring learning environments with enhanced outside areas.

This proposed investment will address poor building condition and lack of adequate space and provision in the existing school by providing a category A school with sufficient places for current and projected demand. Over the last 5 years there has been a sustained increase in the number of pupils choosing to enter the Welsh medium stream and a fall in the number of pupils choosing to enter the English stream.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan objective of ensuring that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development. The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language and as a result the Local Authority is looking to change the nature of provision. As a result of the ongoing challenges that both schools face, it was not possible to sustain current arrangements and a review of the education provision within the areas of Blaenau and Llandybie was required.

It was therefore proposed:-

- To discontinue Ysgol Gynradd Blaenau as of 31st August 2021;
- From 1st September 2021 all pupils will be registered at Ysgol Llandybie operating on both sites (Ysgol Gynradd Llandybie and the former Ysgol Gynradd Blaenau) increasing its capacity to 287 + 50 nursery places;
- Re-designate Ysgol Gynradd Llandybie's catchment area to include that of the former Ysgol Gynradd Blaenau catchment area as of 1st September 2021;
- Change the nature of provision at Ysgol Gynradd Llandybie to Welsh Medium as of 1st September 2021;
- Relocate Ysgol Gynradd Llandybie to a new school site and increase its capacity to 315 + 45 nursery places as of September 2024, when occupation of the new school is proposed.

The transitional capacity noted above (287 + 50 nursery places) combines both schools' current capacity including nursery places. As a result, the nursery places in the transitional capacity is greater than the final school's capacity. The final capacity figure (315 + 45 nursery places) meets the need and demand of the area for the longer term. It is the 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 Ysgol Llandybie.

RESOLVED

12.1 that the proposal to review primary education provision in the Blaenau and Llandybie areas, as detailed in the report, be endorsed;

12.2 that it be recommended to the Executive Board that a formal consultation process be initiated.

13. MEP - RECONFIGURE AND REMODEL BEHAVIOUR SUPPORT SERVICES AT YSGOL RHYDYGORS TO IMPROVE PROVISION FOR CHILDREN AND YOUNG PEOPLE

The Committee considered a report detailing a proposal to reconfigure and remodel Behaviour Support Services at Ysgol Rhydygors in order to improve provision for children and young people.

Following a strategic review of the Authority's Behaviour Services, it was proposed to move from a silo focus on behaviour to a more universal approach to include pupil wellbeing and engagement. To achieve this a four phase model of behaviour services has been developed which included providing behaviour and engagement support on four levels. Support ranges from intervention and support in mainstream schools to specialised respite or residential placements.

Currently, the Authority has a range of settings in which pupils are supported. This includes Ysgol Rhydygors, Carmarthenshire Secondary Teaching and Learning Centre (Pupil Referral Unit for secondary pupils), Canolfan Bro Tywi (Pupil Referral Unit for primary pupils) and Canolfan y Gors (Pupil Referral Unit for secondary pupils with significant anxiety and/or emotional wellbeing and mental health issues requiring the support of CAMHS-Child and Adolescent Mental Health Services). The vision of the four-phase model includes encouraging each of these settings to work together as one Specialist Behaviour and Wellbeing Support Service Team. One of the principal ways of achieving this is to create consistency in the type of provision offered at each of the settings and to create a system ensuring that links with mainstream schools.

At the current time, once a child is placed in Rhydygors, the historical evidence suggests that the young person remains there until they are 16 with no further mainstream experience. The new Four Phase Model is developing behaviour support services to allow easier access to early intervention so that schools have direct access to a link Behaviour Support Service team member who will be trained in restorative approaches, trauma informed practices and have continuous professional development to support the needs of their cluster of schools.

There are always learners who have complex needs and require robust support packages outside of mainstream provision but the Authority's ethos supports inclusivity and developing needs led support and services. Within the Four Phase model when a child is recommended for a place in Phases 3 or 4 there should always be the opportunity for transition back to mainstream, or even access mainstream for subjects that they engage with positively and the learning of others is not negatively impacted, when the young person can regulate emotions and

engage in their education in a positive and safe manner. This can be undertaken by continuous monitoring and assessment and with close, transparent and trusting relationships with our mainstream schools.

For the purposes of consistency, access to highly specialist support, access to a broad and balanced curriculum with a range of accreditation options and the offer of individual and bespoke education plans offered in the current Pupil Referral Units through the 3 Tiered approach, there was a requirement to discontinue Ysgol Rhydygors as a special school and establish it as a Pupil Referral Unit and the proposal presented to Committee today will initiate this change.

Whilst it was acknowledged that Ysgol Rhydygors has been providing education for pupils with social, emotional, and behavioural difficulties in the form of a special school for a number of years, it was recognised that an enhancement of the Pupil Referral Unit model will more appropriately cater for the needs of society and its young people, thereby providing consistent opportunities across the county.

It was therefore proposed:-

- To discontinue Ysgol Rhydygors Special School as of the 31st August 2021. All former Ysgol Rhydygors pupils will continue to receive their education on the site of the former Ysgol Rhydygors school. If approved, instead of receiving provision in a special school, pupils will be educated in a Pupil Referral Unit. Whilst the proposal should be considered as a whole, the consultation document related to point 1 only. Points 2 and 3 noted below would be undertaken via separate procedures;
- Should the above (Point 1) be approved, the Local Authority will establish a Pupil Referral Unit on the site of the former Ysgol Rhydygors school as of the 1st September 2021;
- Additionally, should Point 1 be approved, the Local Authority will establish a Children's Home/Respite Centre on the site of the former Ysgol Rhydygors School/Residential Unit as of the 1st September 2021. All former Ysgol Rhydygors pupils who have an element of residential education as part of their SEN Statement will continue to receive this on the site of the former Ysgol Rhydygors school.

The following questions/observations were raised on the report:-

- Officers were asked about the cost per pupil in a PRU compared to a school as the unit cost at Rhydygors appeared to be exceptionally high. The Director explained that the cost is higher because of the residential element and day provision provided at Rhydygors;
- Asked for confirmation that learners will not be disenfranchised by the proposed changes, the Director confirmed that everything possible will be done to ensure that learners do not lose out on their provision. He considered that learners will receive an improved provision by moving to the new approach as they will have more access to qualifications which will provide them with more choices when they leave school;
- Reference was made to the fact that pupils are placed in Rhydygors because they have behavioural problems and they need specialist care and attention to address their needs. Concern was expressed over the integration back into mainstream schools and how that transition is going to

happen. The Lead Officer for Behaviour Services explained that with regard to transition, pupils are under constant review and every possible assessment is undertaken. At no point would a pupil be allowed to go back into mainstream education without a robust assessment and full support. No pupils are ever set up to fail. The Head of Curriculum and Wellbeing added that the model used is based on a fully inclusive approach;

- Officers were asked if a pupil has extremely special needs, what is the position with regards to how much time they can spend in the PRU before moving on. The Director informed the Committee that there is a programme of staff training on mainstream education and pupils will not leave until they are ready to do so.

UNANIMOUSLY RESOLVED

13.1 that the proposal to remodel behaviour support services at Ysgol Rhydygors, as detailed in the report, be endorsed;

13.2 that it be recommended to the Executive Board that a formal consultation process be initiated

14. MEP - PROPOSAL TO CHANGE THE AGE RANGE AT SWISS VALLEY PRIMARY SCHOOL FROM 4-11 TO 3-11

The Committee considered a report detailing a proposal to change the age range at Swiss Valley Primary School from 4-11 to 3-11.

Ysgol Swiss Valley has been undertaking a pilot scheme to become a 3-11 school since 2013 which was initiated as part of a Welsh Government scheme to give parents flexibility and choice regarding nursery provision. However, as the school was currently advertised officially as a 4-11 school, parents were unaware or confused with regard to what nursery provision the school offered.

The proposal aimed to provide equal provision within the Llanelli area, aligning Ysgol Swiss Valley with neighbouring schools that were already 3-11 schools. The governing body and head teacher were positive following the outcome of the pilot scheme and now wished to proceed with officially making the school a 3-11 school through statutory process.

It was therefore proposed to change the age range of Swiss Valley Primary School from 4-11 to 3-11 from 1st September, 2021.

UNANIMOUSLY RESOLVED

14.1 that the proposal to change the age range of Swiss Valley Primary School from 4-11 to 3-11 from 1st September, 2021, as detailed in the report, be endorsed;

14.2 that it be recommended to the Executive Board that a formal consultation process be initiated.

15. MEP - PROPOSAL TO REVIEW PRIMARY EDUCATION PROVISION IN THE MYNYDDYGARREG AND GWENLLIAN AREAS

The Committee considered a report detailing a proposal to review primary education provision in the Mynyddygarreg and Gwenllian areas.

The Authority has a legal responsibility to review the number and type of schools it has in an area and whether it is making the best use of resources and facilities to deliver the opportunities that children deserve.

Ysgol Gynradd Mynyddygarreg is a Welsh medium community primary school located in the village of Mynyddygarreg with capacity for 55 pupils between 4-11 years. In recent years pupil numbers have remained consistent but are still well below capacity. January 2020 figures showed that there were 36 pupils at the school with 19 surplus places, or 35%. Welsh Government advises Local Authorities to review their provision where there are more than 10% surplus places in an area. Based on current projections, it was estimated that pupil figures will remain well below capacity for the foreseeable future. Additionally, the condition of the school building was poor and the school has been in deficit since 2016/17 and remains with a deficit of £48,265 going into the 2020/21 financial year. Their original funding allocation for 2020/21 was £172k.

From an educational perspective having such a small number of pupils and mixed age classes makes it extremely difficult for the school to deliver the breadth and depth of curricular and social experiences which pupils of this age require to fully develop. The culmination of these unavoidable facts presented a school model which does not represent a sound, stable educational model for best use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future, consideration was required regarding the sustainability of the school.

Ysgol Gymraeg Gwenllian is a Welsh medium 3-11 community primary school situated in Kidwelly. In recent years, pupil numbers have remained consistent and slightly below the school's capacity of 140. However, based on current pupil projections, pupil numbers were expected to increase and the school was expected to be close to capacity by 2025 and this trend was likely to continue for the foreseeable future. As a result, the Local Authority is developing a scheme to provide a new school with facilities fit for the 21st Century on a new site.

The project would re-locate Ysgol Gymraeg Gwenllian from its current site to a new site which was within the current catchment area of Ysgol Gymraeg Gwenllian. The new school will provide a Welsh Government standard primary school building with capacity to accommodate 240 pupils (210 + 30 nursery places) between the ages of 3-11 years old and ensure that the school is able to deliver the full curriculum in a modern, safe and inspiring learning environment with enhanced outside areas. This proposed investment will address the poor building condition and lack of adequate space and provision in the existing school by providing a category A school with sufficient places for current and projected demand. As a result of the ongoing challenges that both schools face, it was not possible to sustain current arrangements.

It was therefore proposed:-

- To discontinue Ysgol Gynradd Mynyddygarreg as from 31st August, 2021;
- From 1st September, 2021 all pupils will be registered at Ysgol Gymraeg Gwenllian, operating on both sites (Ysgol Gymraeg Gwenllian and the former Ysgol Gynradd Mynyddygarreg) increasing its capacity to 178 + 17 nursery places;
- Re-designate Ysgol Gymraeg Gwenllian's catchment area to include that of

the former Ysgol Gynradd Mynyddygarreg's catchment area as of 1st September, 2021;

- Relocate Ysgol Gymraeg Gwenllian to a new site and increase its capacity to 210 + 30 nursery places as of September 2023, when occupation of the new school was proposed.

The following question was asked in relation to the report:-

- Asked whether any debt owed by a school will be deleted as soon as the new school is built, the Executive Board Member for Education & Children explained that on 31st August, 2021 any deficit held by either of the two schools will transfer to the Authority.

RESOLVED

- 15.1 that the proposal to review primary education provision in the Mynyddygarreg and Gwenllian areas, as detailed in the report, be endorsed;**
- 15.2 that it be recommended to the Executive Board that a formal consultation process be initiated.**

CHAIR

DATE