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FRIDAY, 17 MARCH 2023

**TO: ALL MEMBERS OF THE EDUCATION, YOUNG PEOPLE & THE
WELSH LANGUAGE SCRUTINY COMMITTEE**

**I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE
EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE
SCRUTINY COMMITTEE WHICH WILL BE HELD IN THE CHAMBER -
COUNTY HALL, CARMARTHEN. SA31 1JP AND REMOTELY AT
10.00 AM ON FRIDAY, 24TH MARCH, 2023 FOR THE TRANSACTION
OF THE BUSINESS OUTLINED ON THE ATTACHED AGENDA**

Wendy Walters

CHIEF EXECUTIVE

Democratic Officer:	Julie Owens
Telephone (direct line):	01267 224088
E-Mail:	juowens@carmarthenshire.gov.uk
This is a multi-location meeting. Committee members can attend in person at the venue detailed above or remotely via the Zoom link which is provided separately.	
The meeting can be viewed on the Authority's website via the following link:- https://carmarthenshire.public-i.tv/core/portal/home	

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

EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE SCRUTINY COMMITTEE

PLAID CYMRU GROUP -

Cllr. Carys Jones
Cllr. Liam Bowen
Cllr. Kim Broom
Cllr. Llinos Mai Davies
Cllr. Peter Hughes Griffiths
Cllr. Betsan Jones
Cllr. Jean Lewis

LABOUR GROUP -

Cllr. Lewis Davies
Cllr. Dot Jones
Cllr. Edward Skinner
Cllr. Michael Thomas

INDEPENDENT GROUP -

Cllr. Sue Allen
1 vacancy

UNAFFILIATED -

Cllr. Sean Rees

NON ELECTED VOTING MEMBERS –

Vera Kenny	Roman Catholic Church Representative
Rev. Delyth Richards	Church in Wales Representative

ELECTED VOTING PARENT GOVERNOR MEMBERS -

Anthony Enoch	Parent Governor Representative - Area 2 - Carmarthen
Felicity Healey-Benson	Parent Governor Representative - Area 3 - Llanelli
1 vacancy	

A G E N D A

- 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. TRANSFORMATION, INNOVATION CHANGE (TIC), INCLUDING SCHOOL BUDGETS** 5 - 24
- 5. INTERIM REPORT ON POST 16 EDUCATION REVIEW** 25 - 70
- 6. DRAFT DIVISIONAL SERVICE DELIVERY PLANS 2023-24** 71 - 140
- 7. NON-SUBMISSION OF SCRUTINY REPORT** 141 - 146
- 8. FORTHCOMING ITEMS** 147 - 170
- 9. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 23 JANUARY 2023** 171 - 178

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Agenda Item 4

**EDUCATION, YOUNG PEOPLE AND WELSH LANGUAGE
SCRUTINY COMMITTEE
24 MARCH 2023**

**TRANSFORMATION, INNOVATION CHANGE (TIC), INCLUDING
SCHOOL BUDGETS.**

Purpose:

The Schools' Transformation Programme was introduced in 2017 to support schools with meeting the significant financial challenges facing them through a number of different work streams. The Committee is periodically consulted on progress. The work plan has recently been updated under the new thematic approach to corporate transformation.

The Scrutiny Committee Is Asked To:-

This item will enable the Committee to comment on the current work plan and consider further ways in which the schools' budget can be supported.

Reason(s)

To show how the division, for which this Scrutiny has a remit, supports the Schools' Transformation Programme.

CABINET MEMBER PORTFOLIO HOLDER:-

Cllr Glynog Davies	Cabinet Member for Education and Welsh Language
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Directorate Education and Children Gareth Morgans Name of Head of Service: Simon Davies Report Author: Allan Carter	Director of Education and Children's Services Head of Access to Education Schools Transformation & Change Manager	EDGMorgans@carmarthenshire.gov.uk SiDavies@carmarthenshire.gov.uk ACarter@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

TRANSFORMATION, INNOVATION CHANGE (TIC), INCLUDING SCHOOL BUDGETS.

SUMMARY OF PURPOSE OF REPORT.

The TIC Schools' Programme was established in 2017 to support our schools as education budgets come under increasing pressure whilst schools strive to maintain high quality outcomes for children and young people. The programme aims to apply the core TIC principles of collaborative working and challenging existing practices by engaging with schools to support head teachers and governing bodies in taking advantage of cost saving opportunities across a wide range of activities.

The Schools' Change and Transformation priorities are a key thematic component of the Council's wider Transformation Strategy. A dedicated workstream has been established to support this work and is currently engaged in delivering the following priorities:

- Benchmarking – curriculum and routine spend
- Financial Efficiency Templates
- Schools' Property '*Handyvan*' Service
- Review of School Grounds' Maintenance Service
- Implement findings of schools SLA Review
- Investigate new approaches to back office and support functions in primary schools
- Savings opportunities and Best Value approaches to procurement
- Communication and sharing of good practice between schools
- School Suitability Surveys
- Rising 4s Policy
- Additional Learning Needs funding models
- School Catchment Area Review

The presentation will provide an update on progress in these key priorities.

DETAILED REPORT ATTACHED ?	YES
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IMPLICATIONS

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

Signed: Simon Davies

Head of Access to Education

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

3. Finance

The programme aims to assist schools in identifying cost reductions and better ways of working and support the development of sustainable school budgets and help protect front line academic provision.

CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED YES		None
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
To be completed	To be completed	To be completed (Delete as applicable)
To be completed	To be completed	To be completed (Delete as applicable)

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Pwyllgor Craffu Addysg, Pobl Ifanc a'r Gymraeg

24 Mawrth 2023

**Y Rhaglen Trawsnewid (TAN)
Ffrwd Gwaith Ysgolion (Diweddariad ar gynnydd)**



*Education, Young People and the Welsh Language Scrutiny
Committee*

24th March 2023

**Transformation (TIC) Programme
Schools' Workstream (Progress Update)**

Rhaglen Ysgolion TIC – Cefndir

TIC Schools Programme - Background

- Sefydlwyd ym mis Medi 2017 – yn wyneb heriau ariannol difrifol.
- Dull cynaliadwy o ymdrin â heriau ariannol – nid yw'n golygu torri cyllidebau a cholli swyddi.
- Cefnogi ysgolion sydd a sialensau ariannol cyfredol
- Helpu ysgolion i gynnal canlyniadau da i'r disgyblion yn erbyn cefndir heriol hwn
- Cyfle i greu newid tymor hir o ran diwylliant ac ymddygiad.
- Established in September 2017 – backdrop of severe financial challenges.
- Sustainable approach to dealing with these financial challenges – not about cutting budgets/jobs.
- Support schools with financial challenges currently being faced
- Help schools maintain good pupil outcomes against the backdrop of these challenges
- Opportunity to create long term cultural and behavioural change.

- Rhesymeg dros symud i gam nesaf y trawsnewid
- Creu newid mewnol i gefnogi'r Strategaeth Corfforaethol
- Arbedion ariannol, ond hefyd gwella gwasanaethau, ffyrdd mwy clyfar o weithio a gwell profiad i gwsmeriaid
- Newid cyflym, cynaliadwy a gwybodus

Mwy o ffocws ar gyflawni

- Rationale to move to next phase of transformation
- Create internal change to support delivery of Corporate Strategy
- Financial savings, but also service improvement, smarter ways of working and better customer experience
- Quick, sustainable and informed change
- Greater focus on delivery



- Pobl/Gweithlu
- Dylunio a Gwella Gwasanaethau
- Arbedion a Gwerth am Arian
- Incwm a Masnacheiddio
- Carbon Sero Net
- Adeiladau
- Digidol a Chwsmeriaid
- Ysgolion

- People/Workforce
- Service Design and Improvement
- Efficiencies & Value for Money
- Income & Commercialisation
- Net Zero Carbon
- Buildings
- Digital & Customers
- Schools



- Meincnodi – cwricwlwm a gwarant arferol
 - Templedi Effeithlonrwydd Ariannol
 - Gwasanaeth '*Handyvan*' Eiddo Ysgolion
 - Adolygu Gwasanaeth Cynnal a Chadw Seiliau Ysgolion
 - Gweithredu canfyddiadau adolygiad CLG ysgolion
 - Ymchwilio i ddulliau newydd o gefnogi swyddfeydd a swyddogaethau cymorth mewn ysgolion cynradd
- Benchmarking – curriculum and routine spend
 - Financial Efficiency Templates
 - Schools' Property '*Handyvan*' Service
 - Review of School Grounds' Maintenance Service
 - Implement findings of schools SLA Review
 - Investigate new approaches to back office and support functions in primary schools

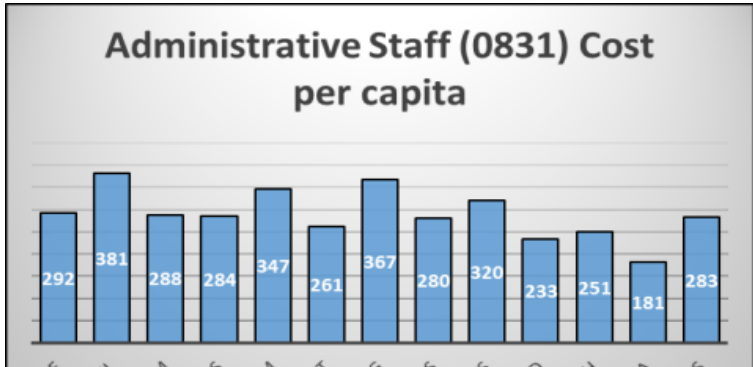
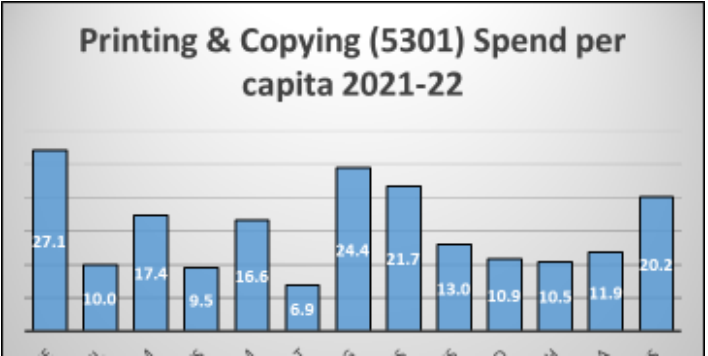
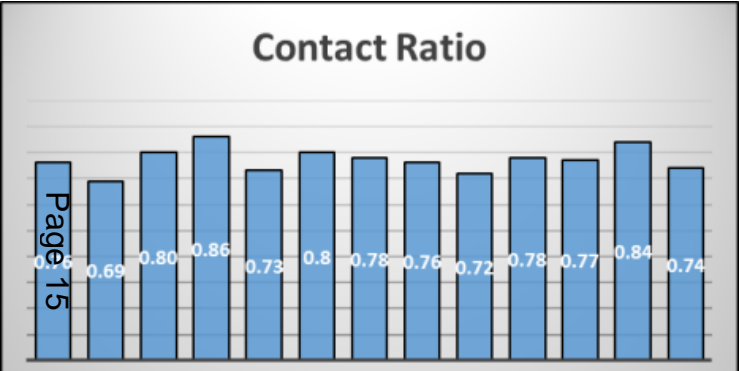
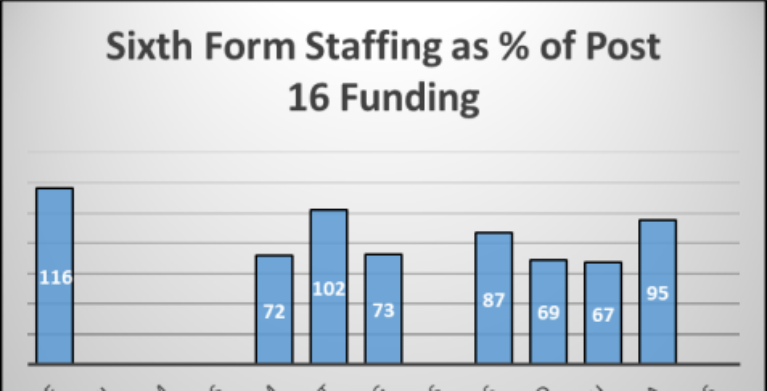
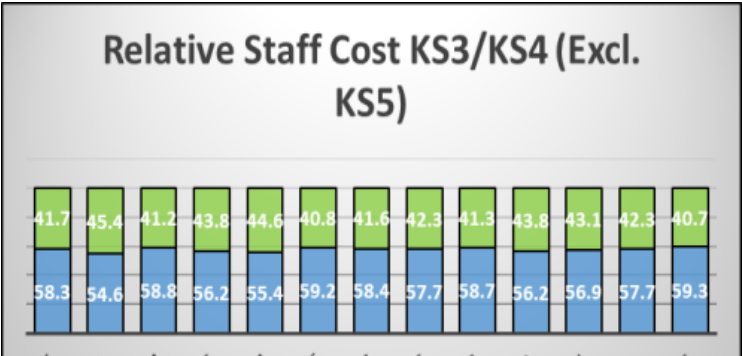
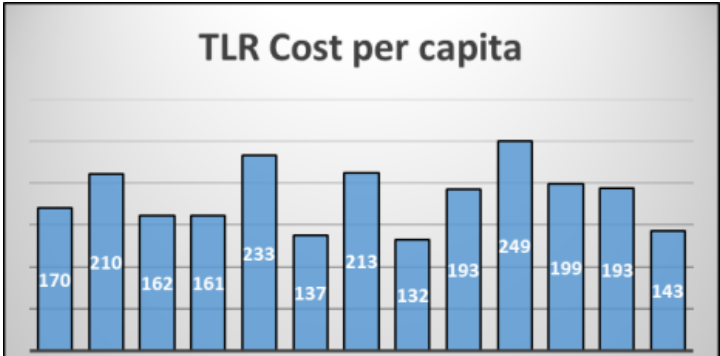


- Cyfleoedd cynilo a dulliau Gwerth Gorau o gaffael
- Cyfathrebu a rhannu arferion da rhwng ysgolion
- Arolygon Addasrwydd Ysgolion
- Polisi 4s Cynyddol
- Modelau ariannu Anghenion Dysgu Ychwanegol
- Adolygiad Dalgylch Ysgol

- Savings opportunities and Best Value approaches to procurement
- Communication and sharing of good practice between schools
- School Suitability Surveys
- Rising 4s Policy
- Additional Learning Needs funding models
- School Catchment Area Review




- Gweithgaredd Meincnodi Ysgolion Uwchradd 2022-23 wedi'i gwblhau a'i rannu ag ysgolion.
- Secondary Schools' Benchmarking Activity 2022-23 completed and shared with schools.



Cynnydd – Templedi Effeithlonrwydd

Progress – Efficiency Templates

- Datblygiwyd templedi effeithlonrwydd i gefnogi trafodaethau gyda 9 ysgol mewn swyddi ariannol heriol.
- Efficiency templates developed to support discussions with 9 schools in challenging financial positions.

Curriculum / Staff benchmarking	<div>Curriculum for Wales.</div> <div>PTR? Contact ratio? Potential saving from increase in ratio? Average teaching load? Relative staff costs by key stage? Potential savings from restructuring? Has there been any change in past year? Plans/opportunities for further rationalisation? Potential savings that can be made?</div> <div>PTR 16.8 (County average 17.4)</div> <div>Contact ratio 0.69 (County average 77.1 - recommended value is 0.78) Rank lowest 12/12</div> <div>Avg. teaching load 34.5 (County mean 39.2) Rank lowest 12/12</div>	<div>Potential savings from increasing contact ratio are:</div> <div>0.72 (58TP) £107569</div> <div>Approx 1.6 FTE</div> <div>0.75 (88TP) £161492</div> <div>Approx 2.5 FTE</div> <div>0.78 (132TP) £242376</div> <div>Approx 3.8 FTE</div> <div>0.80 (161TP) £323022</div>
	<div>Contact Ratio</div> <div></div> <div>Suggests significant level of non-contact time across staff.</div> <div>Appreciate the difficulties in a small school to meet curriculum demand in specialist areas but are there opportunities to reduce overall FTE by increasing curriculum loading for existing staff?</div>	
Class sizes/viability of curriculum areas	What are average class sizes by year group/key stage? Benchmarking? Are there any small	

Cynnydd – Gwasanaeth 'Handyvan' Progress – 'Handyvan' Service

- Peilot o 2 flynedd wedi'i ariannu gan Wasanaeth 'Handyvan' Ysgolion Cynradd wedi'i gyflwyno'n llawn.
- Prawf o gysyniad
- boddhad 100% gan benaethiaid cynradd
- Gwell dealltwriaeth o faterion cynnal a chadw mewn ysgolion
- Sgôr risg llai ar draws stad ysgol
- Ystyried cael ei roi i wasanaeth ysgolion uwchradd

- 2 year funded pilot of Primary Schools' '*Handyvan*' Service fully rolled out.
- Proof of concept
- 100% satisfaction from primary heads
- Improved understanding of maintenance issues in schools
- Reduced risk rating across school estate
- Consideration being given to secondary schools' service



Cynnydd – Cynnal a Chadw Seiliau

- Gweithio adeiladol gyda gwasanaeth Cynnal a Chadw Seiliau
- Ail-modelu manyleb SLA
- Mwy o hyblygrwydd i ysgolion wneud arbedion
- Gwasanaeth pwrpasol
- Ffocws ar gwsmeriaid
- Gwell ymgysylltu rhwng y gwasanaeth a'r ysgolion
- Cynnydd yn nifer yr ysgolion sy'n prynu mewn i SLA

Progress – Grounds Maintenance

- Constructive working with Grounds Maintenance service
- Re-modelled SLA specification
- Greater flexibility for schools to make savings
- Bespoke service
- Customer focus
- Improved engagement between service and schools
- Increase in number of schools buying in to SLA



- Cadarnhau archwiliad o gefn swyddfa ysgolion cynradd a chymorth rheoli ariannol
- Anghysondeb
- Argymhelliad gwahanol fodelau amgen
- Fforddiadwyedd ac ansawdd y gefnogaeth, yn enwedig mewn ysgolion llai
- Trafodaethau â phenaethiaid
- Audit of primary schools' back office and financial management support completed
- Inconsistency
- Recommendation of various alternative models
- Affordability and quality of support, especially in smaller schools
- Discussions with head teachers



Cynnydd - CLG

- Dull cyson gan yr holl wasanaethau
- Llinellau cyfathrebu clir
- Strwythur cyffredin i ddogfennaeth
- PORTH
- Costau a ddarperir mewn pryd ar gyfer gosod cyllideb (lle bo modd)
- Niferoedd y disgyblion - y flwyddyn flaenorol
- Ymgysylltu'n rheolaidd

Progress - SLA

- Consistent approach by all services
- Clear lines of communication
- Common structure to documentation
- PORTH
- Costs provided in time for budget setting (where possible)
- Pupil numbers – previous year
- Regular engagement



Cynnydd - Caffael

- Contractau corfforaethol a chyfleoedd cynilo
- Ymgysylltu a chyfathrebu
 - Argraffu (£300k)
 - Systemau ffôn (£55k)
 - Gwastraff ac ailgylchu
 - Gwasanaethau hylendid/ystafell ymolchi
 - Deunydd ysgrifennu ac adnoddau
 - Asiantaeth gyflenwi
 - Ynni RE:FIT
 - Post

Progress - Procurement

- Corporate contracts and savings opportunities
- Engagement and communication
 - Printing (£300k)
 - Telephone systems (£55k)
 - Waste and recycling
 - Hygiene/washroom services
 - Stationery and resources
 - Supply agency
 - Energy RE:FIT
 - Mail



Cynnydd – meysydd eraill

- **Cynnydd 4s** – wedi'i ohirio tan 2024 tra'n aros am ymchwiliad pellach i effaith a goblygiadau
- **Cyllid Anghenion Dysgu Ychwanegol** – gweithio gyda phenaethiaid i ddatblygu modelau cyllido newydd i weddu i Drawsnewid ADY
- **Arolygon Addasrwydd** – templed newydd wedi'i ddatblygu ac arolygon parhaus o bob ysgol i gefnogi sylfaen dystiolaeth ar gyfer Adolygiad SIP

Progress – other areas

- **Rising 4s** – deferred to 2024 pending further investigation of impact and implications
- **Additional Learning Needs Funding** – working with headteachers to develop new funding models to suit ALN Transformation
- **Suitability Surveys** – new template developed and ongoing surveys of all schools to support evidence base for SIP Review



Cwestiynau...
Any questions...



Diolch
Thank you

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Agenda Item 5

**EDUCATION, YOUNG PEOPLE AND WELSH LANGUAGE
SCRUTINY COMMITTEE
24 MARCH 2023**

INTERIM REPORT ON POST 16 EDUCATION REVIEW

Purpose:

Carmarthenshire's Education and Children's Service Business Plan states as one of its four key themes the creation of strong and inclusive schools and services committed to excellence, equity and well-being and in achieving this the need to: 'review our Post 16 provision to create a sustainable provision and curriculum which meets the needs of our learners and Carmarthenshire's local needs'.

The Scrutiny Committee Is Asked To:

Review and assess the information contained in the report and provide any recommendations, comments, or advice to the Cabinet Member and / or Director prior to the report's consideration by Cabinet.

Reason(s)

To formulate views for submission to the Cabinet / Council for consideration.

Cabinet Member Portfolio Holder:

Cllr Glynog Davies, Cabinet Member for Education and Welsh Language

Directorate: Education

Name of Head of Service:

J. Aeron Rees

Report Author:

Julian Dessent

Designations:

Head of Strategy and Learner Support

Curriculum and Learning Network Manager

E Mail Addresses:

JARees@sirgar.gov.uk

JDessent@Carmarthenshire.gov.uk

EDUCATION, YOUNG PEOPLE AND WELSH LANGUAGE SCRUTINY COMMITTEE

24 MARCH 2023

EXECUTIVE SUMMARY

INTERIM REPORT ON POST 16 EDUCATION REVIEW

Executive Summary

Learners in Carmarthenshire's secondary schools have identified what they value in their educational experience and what provision and experiences they want developed and reinforced at Post 16 to enable them to be thriving, independent and have a voice in developing pathways for success in employment and life and be active ethical citizens in the local and wider community.

Purpose

Carmarthenshire's Education and Children's Service Business Plan states as one of its four key themes the creation of strong and inclusive schools and services committed to excellence, equity and well-being and in achieving this the need to: 'review our Post 16 provision to create a sustainable provision and curriculum which meets the needs of our learners and Carmarthenshire's local needs'.

This interim report builds upon the fieldwork undertaken in schools and further education, basing many of its early conclusions and recommendations on the testimony of learners. The report will outline progress so far in: establishing overarching principles for evolving the post 16 landscape in Carmarthenshire; establishing initial findings from young person interviews & school and college leaders whilst also proposing interim recommendations and a proposals for a remodelled governance structure.

Further work is required to consider alternative models of delivery, allowing also some time to complete desktop research into data and other sources of information.

Scrutiny members are invited to provide commentary on findings so far to assist in completing the final report, which is anticipated to be completed before the end of the current academic year.

**DETAILED REPORT
ATTACHED YES**

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 Strategy and Learner Support

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

2. Legal

The interim recommendations require no changes to governance which require statutory authority. However, some conclusions might be challenged by some stakeholders.

3. Finance

It will be possible to apply to the Skills and Talent Fund for funding to develop vocational pathways. The recommendations will provide opportunities to rationalise provision in line with strategic priorities and improve value for money and financial sustainability.

4. ICT

There is a need to develop ICT resources to support collaboration on hybrid learning; however, this should be covered by savings from collaboration and existing funding.

All ICT development is in line with County's existing and future education ICT provision and needs.

5. Risk Management Issues

There is a risk learners may find the prospect of hybrid collaboration less desirable than complete face to face provision and move to other providers but in our Partneriaeth Addysg Gymraeg (PAG) schools, this fear has been overcome and there is a risk, if we don't prepare and develop the independence associated with hybrid working, learners will be at a disadvantage in Higher Education and future workplace arrangements.

Failing to undertake the strategy will risk our sixth forms and Post 16 more generally being unable to have the strategic oversight and collaborative mindset to meet the need to develop more options but especially Welsh Language and Vocational options for learners in a flexible and sustainable way.

Without collaboration and co-creation of options and pathways we are faced with the prospect of some of our sixth forms being financially unsustainable and/or being unable to meet the statutory measure of offering 30 subjects at Post 16 including 5 vocational subjects. There is a perceived increased risk around this with the advent of the Commission for Tertiary Education and Research from April 2024 having been bestowed powers over Post 16 education including sixth forms by the Education Minister.

6. Staffing Implications

Over time, there may be a possibility that collaboration will release teaching staff from a school where staffing costs could be rationalised. Staff could be redeployed to undertake duties across institutions such as supporting hybrid learning.

CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED YES	Include any observations here
--	--------------------------------------

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

THERE ARE NONE

Addysg a Gwasanaethau Plant: Adolygiad Ôl 16

Education and Children's Services: Post 16 Review

Adroddiad Interim Mawrth 24 2023

Interim Report March 24 2023



Adroddiad interim ar ganfyddiadau ac argymhellion ar gyfer Adolygiad Addysg Ôl-16 Sir Gâr

Mae'r Adolygiad yn parhau, a bydd mwy o wybodaeth yn cael ei ddadansoddi cyn y bydd argymhellion pellach ar gael.

Crynodeb Gweithredol

Mae dysgwyr yn ysgolion uwchradd Sir Gaerfyrddin wedi nodi'r hyn maen nhw'n ei werthfawrogi yn eu profiad addysgol a pha ddarpariaeth a phrofiadau a hoffent ddatblygu ac atgyfnerthu yn Ôl-16 i'w galluogi i fod yn ffyniannus, yn annibynnol a chael llais wrth ddatblygu llwybrau ar gyfer llwyddiant mewn cyflogaeth a bywyd a bod yn ddinasyddion moesegol gweithredol yn y gymuned leol ac yn ehangach.

Pwrpas

Dywed Cynllun Busnes Gwasanaeth Addysg a Phlant Sir Gâr fel un o'i phedair thema allweddol y gwaith o greu ysgolion a gwasanaethau cryf a chynhwysol sydd wedi ymrwymo i ragoriaeth, tegwch a lles ac wrth gyflawni hyn yr angen i: 'adolygu ein darpariaeth Ôl-16 i greu darpariaeth gynaliadwy a chwricwlwm sy'n cwrdd ag anghenion ein dysgwyr ac anghenion lleol Sir Gâr'.

Cyd-destun a Gyrwyr

- Bydd yr ethos cyfannol a pherson wedi'i ganoli yn y Cwricwlwm i Gymru gyda phwyslais ar les ar gyfer annibyniaeth fel sylfaen, yn gweld datblygiadau cyferbyniol yn Ôl-16 sydd eisoes yn digwydd mewn gwaith a'r brifysgol e.e.. gweithio hybrid.¹²
- Cynnydd sylweddol mewn pryderon iechyd meddwl ymhlith pobl ifanc ar ôl y pandemig a mwy o angen am strwythurau perthynol a chymorth arbenigol gyda'r person wedi'i ganoli.
- Gofyniad i gynllunio ar gyfer a datblygu Llwybrau Cymraeg.
- Angen datblygu darpariaeth deg ac i wneud hyn, gwella profiadau a llwybrau galwedigaethol a dileu'r gwahaniaeth rhwng y galwedigaethol ac academiaidd.
- Angen datblygu cyfleoedd cydweithio i ddarparu hyn mewn ffordd hyblyg a chynaliadwy.

¹ <https://www.schoolmanagementplus.com/features/can-online-learning-empower-learners-and-liberate-teachers/> Mae'n werth nodi hefyd bod rhywfaint o dystiolaeth yn bodoli y gall dysgu ar-lein/ hybrid yn datblygu hunanddisgyblaeth yn ogystal â chael ei ddylanwadu ganddo. Mae Dr John Taylor yn dyfynnu astudiaeth a wnaeth 'canfuwyd, er mwyn datblygu sgiliau dysgu hunanreoliad, bod cyfarwyddyd cyfunol yn fwy effeithiol na chyfarwyddyd traddodiadol'. Er hynny, nid yw Taylor yn cyfeirio at sut mae hyn eto'n pwysleisio sut mae'r agwedd berthynol ar ddysgu yw'r agwedd allweddol.

² WONK HE, *Learners' perceptions of belonging and inclusion at university*, Chwefror 2022, Pearson

"Mae ymgysylltu â dysgwyr wedi bod yn her i brifysgolion ers amser maith, ond mae'n ymddangos bod yr argyfwng wedi crisialu'r cysyniad o 'berthyn' fel syniad o fframio mwy cynhwysol ac affiliadol. Bydd nifer o brifysgolion yn meddwl yn galed am sut i feithrin yr ymdeimlad hwn o berthyn." Mary Curnock Cook, Cadeirydd, Dysgwr Sefydliad UPP Comisiwn y Dyfodol, 2021

- Ym mis Hydref 2022 derbyniodd y gweinidog addysg Jeremy Miles AS gan Estyn *Adolygiad o'r cwricwlwm 16-19 presennol yng Nghymru* a oedd yn darparu argymhellion sy'n cyd-fynd yn uniongyrchol â chanfyddiadau'r adroddiad hwn.³
- Mae gan oruchwyliaeth newydd Ôl-16 Ebrill 2024 y 'Comisiwn ar gyfer Addysg Drydyddol ac Ymchwil' pwerau gweithredol dros Ôl- 16 a chylch gwaith i ddatrys y problemau yn adroddiad Estyn uchod.

Methodoleg (Gweler Atodiad 2)

Prif ganfyddiadau

Cafodd sawl thema ei nodi fel y rhai y credai'r dysgwyr y dylai fod yn sylfaen i'r ddarpariaeth yn Ôl-16. Mae'r rhain wedi bod yn sail drafft Egwyddorion Hawl Dysgwyr ar gyfer darpariaeth yn y dyfodol sydd yn:

- cefnogi datblygiad cyfannol pob dysgwr gan barchu amrywiaeth a beth bynnag fo'u cefndir, iaith neu ddiwylliant;
- sicrhau bod llwybrau Cymraeg yn cael eu datblygu i bawb a'r iaith Gymraeg a diwylliant(au) Cymraeg yn gyffredinol un cael eu harchwilio a'u dathlu;
- wedi'i ganoli ar ethos sy'n pwysleisio perthyn ac yn seiliedig ar ddatblygu sgiliau ar gyfer cyfathrebu agored, perthnasoedd cefnogol ac ymddiriedaeth trwy ddarparu cyfleoedd i ddatblygu 'llais' pob dysgwr i ymgysylltu'n bwrpasol â heriau lleol a byd-eang;
- yn cefnogi iechyd a lles dysgwyr, yn enwedig eu hiechyd meddwl;
- yn gynhwysol ac yn deg drwy ddarparu'r ehangder a'r dyfnder ehangaf posibl o ddewisiadau pwnc a llwybrau
- Llwybrau lleol a llwybrau galwedigaethol e.e., prentisiaethau lle bo hynny'n briodol;
- yn hyblyg ac yn arloesol wrth ddarparu dewisiadau opsiynau ehangach trwy gydweithio strategol a defnyddio dysgu hybrid;
- yn gynaliadwy yn amgylcheddol ac yn ariannol gan leihau'r angen i deithio lle bo hynny'n ymarferol;
- yn cael profiadau ystyrlon yn gysylltiedig â gwaith ar gyfer datblygu sgiliau'r byd go iawn a chysylltiadau lleol;

³ **Cwricwlwm 16-19: Adolygiad o'r cwricwlwm 16-19 presennol yng Nghymru 2022. Estyn 2022**

(Nododd Crynodeb Gweithredol yr Adolygiad yn unol â chanfyddiadau'r adroddiad hwn): *Gwelsom wahaniaethau sylweddol yn yr opsiynau sydd ar gael i ddysgwyr yn eu hardal leol ar ôl iddynt gwblhau Blwyddyn 11. Mae'r opsiynau sydd ar gael hefyd yn cael eu dylanwadu'n gryf gan ddewis iaith a chyrhaeddiad addysgol y dysgwr. Ar y cyfan, nid yw'r trefniadau presennol ar gyfer cynllunio a chyflwyno cwricwlwm yn gweithio'n ddigon da. Nid oes strategaeth genedlaethol glir ar gyfer dysgu 16-19 a gormod o anghysondeb rhwng, ac o fewn, meysydd a darparwyr. Nod sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil yw mynd i'r afael â hyn drwy ei ddyletswyddau strategol.*

Yn ogystal, adleisiodd arsylwad arall ganfyddiadau ein hadroddiad: *Gwelsom fod ymwybyddiaeth a dealltwriaeth dysgwyr o'r dewisiadau sydd ar gael iddynt yn amrywio'n sylweddol gan ddibynnu ar ansawdd y wybodaeth a'r cyngor a ddarperir iddynt. Roedd gormod o ddysgwyr heb ymwybyddiaeth o gyfleoedd dysgu yn y gwaith fel prentisiaethau.*

- yn cael cyngor a chymorth personol yn yr ysgol isaf ac ym Mlwyddyn 11 ar gyfer opsiynau a llwybrau Ôl-16;
- yn cael cyngor a chymorth personol ym Mlwyddyn 12 a 13 ar gyfer opsiynau a llwybrau Ôl-17-18;
- rhoi llais i ddysgwyr o ran sicrhau newid trwy fforwm dysgwyr cynrychiolwyr etholedig;
- mae ganddi athrawon arbenigol a phenaethiaid bugeiliol gyda rhwydweithiau ar gyfer cymorth a datblygiad parhaus;
- yn cael ei llywodraethu a'i rheoli'n effeithlon ac yn strategol gydag anghenion dysgwyr ar flaen y gad o ran gwneud penderfyniadau.

Y themâu a oedd yn sail i'r egwyddorion hyn:

1. Perthynas, Perthyn, Lles ac Ethos;
2. Gwell Canllawiau a Sgiliau ar gyfer Annibyniaeth ac am lwyddiant yn academiaidd, gwaith a bywyd.
3. Ecwiti drwy fwy o opsiynau Cymraeg
4. Ecwiti drwy ystod eang o opsiynau yn enwedig opsiynau galwedigaethol

Gyda'r data a'r adborth a gafwyd o'r ymgynghoriadau wyneb yn wyneb ac arolygon ar-lein gydag ysgolion uwchradd Sir Gâr fe wnaed y canfyddiadau canlynol:

Nifer o ymatebion i'r arolwg ar-lein wrth grŵp:

	Nifer o Ymatebion
Blynyddoedd 7-9	894
Blynyddoedd 10-11	773
Blynyddoedd 12-13	338
Rhieni	305
Llywodraethwyr	14
CYFANSWM:	2324

Thema 1: Perthynas, Perthyn, Lles ac Ethos;

- Roedd y dysgwyr yn gwerthfawrogi'r ymdeimlad o gymuned ac agosrwydd o fewn yr ysgol
- Roedd hyn, meddai'r dysgwyr, wedi'i sefydlu trwy berthnasoedd ag athrawon a thiwtoriaid, a'i feithrin a'i ddatblygu trwy weithgareddau allgyrsiol megis chwaraeon a cherddoriaeth.
- O'r 27 grŵp a gymerodd ran yn yr ymgynghoriadau wyneb yn wyneb, gwnaeth 21 ohonynt osod perthynas gydag athrawon yn eu 6 ffactor pwysicaf i ystyried ôl-16
- Roedd dysgwyr yn teimlo'n ddiogel yn yr ysgol ac yn gallu cael cymorth os oedd ei angen a'i eisiau.
- Roedd y ffactorau yma yn allweddol i'r ysgolion oedd yn cynnig addysg 6ed dosbarth gan mai dyma'r prif resymau dros aros yn yr ysgol.

- Roedd ychydig o ddysgwyr yn teimlo bod pwysau arholiadau wedi cyfuno â'r golled o ddysgu, perthynas a chefnogaeth oherwydd Covid wedi gwneud iddynt golli ymdeimlad o bwrpas a pherthyn. Soniodd rhai sut roedd hyn wedi effeithio ar ymddygiad.

Cwestiwn a ofynnir: Oes yna rywun i chi fynd iddo am gefnogaeth?

Blynyddoedd 7-9	Nifer o Ymatebion	Canran
Ie	606	68%
Weithiau	208	23%
Na	80	9%

Blynyddoedd 10-11	Nifer o Ymatebion	Canran
Ie	457	59%
Weithiau	236	31%
Na	80	10%

Blynyddoedd 12-13	Nifer o Ymatebion	Canran
Ie	250	74%
Weithiau	58	17%
Na	30	9%

Thema 2: Gwell Canllawiau a Sgiliau ar gyfer Annibyniaeth ac am lwyddiant yn academiaidd, gwaith a bywyd.

- Croesawu mwy o gyfleoedd i ddatblygu sgiliau yn ogystal â gwybodaeth am ddatblygiad gyrfa.
- O'r 27 grŵp a gymerodd ran yn yr ymgynghoriadau wyneb yn wyneb, gosododd 18 ohonynt gyfleoedd datblygu gyrfa yn eu 6 ffactor pwysicaf i ystyried ôl-16
- Eisiau cyfle i weithio gyda phrifysgolion, busnes a diwydiant i ddatblygu sgiliau byd go iawn.
- I ran fwyaf o ddysgwyr roedd cyfleoedd uwch gwricwlaidd ar gyfer sgiliau creadigol a meddwl beirniadol fel y rhai a gynnigir gan Seren eisiau cyfleoedd i bawb.

- Roedd cyfleoedd uwch-gwricwlaidd fel y rhai a gynigir gan Seren yn cael eu parchu'n fawr ond roedd y mwyafrif eisiau cyfleoedd i bawb.
- Eisiau mwy o gyfleoedd gwirfoddoli yn yr ysgol/gymuned i ddatblygu asiantaeth, sgiliau ac ethos. E.e. mentora
- Dysgwyr iau sy'n awyddus i wybod mwy am sut y gallai llwybrau ac Ôl-16 helpu gyda bywyd a gyrfaedd hirdymor.
- Teimlai llawer nad oedd y canllawiau ar gyfer opsiynau TGAU/Lefel A yn mynd yn ddigon pell.

Cwestiwn a ofynnir: Disgrifiwch sut le fyddai'r chweched dosbarth perffaith i chi?

Blynyddoedd 7-9:

- "Lle i ddysgu cymaint â phosib ac i baratoi rhywun ar gyfer hwyrach yn ei fywyd"
- "Siarad am swyddi ac opsiynau yn y dyfodol i helpu i weithio allan beth rydych am ei wneud"
- "Lle mae gennym athrawon da a gwaith da a fydd yn fy helpu yn fywyd."

Blynyddoedd 10-11:

- "System gymorth dda a'r holl adnoddau sydd eu hangen i mi ddilyn fy ngyrfa yn y dyfodol"
- "Gallu meistri fy sgiliau fydd yn fy helpu yn y dyfodol"
- "Darparu profiad gwaith ar gyfer yr yrfa a ddewiswyd yn y dyfodol"

Blynyddoedd 12-13 - Cwestiwn a ofynnir: Sut ydych chi'n meddwl y gellid gwella eich chweched dosbarth?

- "Mwy o gefnogaeth wrth benderfynu gyrfa"
- "Mwy o gyfleoedd i'r dyfodol ar wahân i brifysgolion"
- "Helpu'r myfyrwyr i fod yn fwy gweithgar mewn gweithgareddau allgyrsiol y tu allan i'r ysgol. Sefydlu dosbarthiadau meistr, prosiectau academiaidd gyda phrifysgolion ac ati ar gyfer pob myfyriwr sydd eisiau mynychu ac nid am ychydig dim ond oherwydd eu bod wedi cael graddau da yn TGAU"
- "Drwy gynnig mwy o gefnogaeth gyda dewis opsiynau i wybod sut byddent yn effeithio ar eich gallu i wneud cais am gyrsiau yn y dyfodol. Hefyd gallai fod yn ddefnyddiol cael diwrnodau blasu yn y pynciau i weld sut brofiad fyddent nhw"

Rhieni - Cwestiwn a ofynnir: Disgrifiwch sut le fyddai'r chweched dosbarth perffaith i chi?

- "Cynnig cymorth byd go iawn i blant sy'n paratoi ar gyfer bywyd o dalu biliau, rheoli arian, gwaith ac ati"
- "Cefnogaeth i ddeall beth sydd o'u blaenau mewn cymdeithas yn ariannol a'r hyn sy'n digwydd yn yr hinsawdd gan nad oes gan lawer ohonyn nhw syniad"
- "Cynnig profiad gwaith"

Thema 3: Ecwiti drwy fwy o opsiynau Cymraeg

- Roedd llawer eisiau mwy o opsiynau Cymraeg.
- Tegwch i ddysgwyr yn ysgolion dwyieithog.
- Roedd llawer eisiau llwybrau Cymraeg mewn ysgolion Saesneg.
- Cymorth i ddysgwyr ar gyfer llwybrau STEM.

Thema 4: Ecwiti drwy ystod eang o opsiynau yn enwedig opsiynau galwedigaethol

- Roedd llawer eisiau mwy o opsiynau..
- Yn enwedig y gwyddorau cymdeithasol a phynciau mwy galwedigaethol 'vocational' a chreadigol.
- Ar ôl trafodaeth mewn un ysgol, a adlewyrchir mewn ysgolion eraill, i aralleirio un grŵp o ddisgyblion chweched dosbarth: *Mae Chweched Dosbarth yn helpu'r disgyblion mwyaf disglair i ddod yn fwy disglair sy'n dda ond nid yw'n rhoi'r cyfle hwn i eraill...dylent gynnig mwy o bynciau yn enwedig pynciau galwedigaethol 'vocational' i adael i fwy o bobl gael y cyfle hwn...*
- Byddai'n well gan y rhan fwyaf o ddysgwyr gydweithrediad dysgu hybrid yn hytrach na theithio i ehangu'r dewis o bynciau

Cwestiwn a ofynnir: Disgrifiwch sut le fyddai'r chweched dosbarth perffaith i chi?

Blynyddoedd 7-9:

- "Amgylchedd dysgu da lle gallwch chi gael cymaint o wybodaeth â phosib."
- "Cael amrywiaeth ehangach o gyrsiau gallwn gymryd rhan ynddyn nhw"
- "Un sy'n rhoi gymaint o opsiynau â phosib i chi ar gyfer y dyfodol"

Blynyddoedd 10-11:

- "Amrywiaeth eang o bynciau i ddewis ar gyfer gyrfaedd yn y dyfodol"
- "Cynnig y pynciau mae gen i ddiddordeb ynddynt ac mae gen i gymuned ysgol dda."
- "Mae ganddo'r holl bynciau y bydd eu hangen ac yn darparu cyfleoedd allgyrsiol"

Blynyddoedd 12-13 - Cwestiwn a ofynnir: Sut ydych chi'n meddwl y gellid gwella eich chweched dosbarth?

- "Ychwanegu mwy o bynciau i ehangu'r cwricwlwm"
- "Mwy o opsiynau pwnc ac athrawon sy'n dysgu chweched dosbarth yn unig."
- "Mwy o bynciau, Er enghraifft Electroneg neu beirianeg"
- "Mwy o gyfleoedd ac opsiynau i ddewis ohonyn nhw"

Blynyddoedd 12-13 – Cwestiwn a ofynnir: Pa mor hapus ydych chi gyda'r darpariaethau chweched dosbarth?

Blynyddoedd 12-13	Nifer o Ymatebion	Canran
Hapus iawn	64	20%
Hapus	213	62%
Anhapus	39	11%
Anhapus iawn	22	7%

Rhieni - Cwestiwn a ofynnir: Disgrifiwch sut le fyddai'r chweched dosbarth perffaith i chi?

- "Un sy'n rhoi cymaint o bwysigrwydd ar bynciau galwedigaethol ymarferol ag y mae'n gwneud ar rhai academiaidd. Mae angen gwella lefel y gefnogaeth fugeiliol yn sylweddol hefyd."
- "Cynnal a gwella safonau chweched dosbarth lleol gyda chynnig mwy amrywiol o astudiaethau galwedigaethol ochr yn ochr â phynciau academiaidd."

Gyda'r data a'r adborth a gawsom o'r ymgynghoriadau wyneb yn wyneb â Choleg Sir Gâr, gwnaed y canfyddiadau canlynol:

Darparodd Coleg Sir Gâr grŵp o 16 o ddysgwyr Lefel 3 yn dilyn dyfarniad triphlyg galwedigaethol e.e.. Cyfrifiadura, Peirianeg, Theatr a Pherfformio

- Roedd bron pob un o'r dysgwyr hyn yn bositif iawn am eu profiad gan gynnwys cymorth a datblygiad dysgu a llwybr gyrfa.
- Soniodd rhai o'r dysgwyr hyn eu bod wedi gadael y chweched dosbarth i astudio'r cyrsiau hyn a'u bod yn hapus iawn gyda'r ddarpariaeth a'r ffocws galwedigaethol clir a'r gefnogaeth a oedd, yn eu barn nhw, yn ddiffygiol yn y chweched dosbarth yr oeddent wedi mynychu.
- Roedd llawer yn teimlo cysylltiad agos â'u hadran a'r profiadau dysgu a phrofiadau uwch-gwricwlaidd a ddarperir.

Darparodd Coleg Sir Gâr grŵp ffocws o 16 o ddysgwyr Lefel A

- Roedd y mwyafrif yn bositif am y profiadau dysgu a chymorth adrannol ond mewn rhai achosion yn teimlo'n llai fel rhan o CSG fel corff trosfwaol.
- Pan ofynnwyd iddynt, byddai hanner y dysgwyr hyn wedi hoffi dewis chweched dosbarth yn Llanelli, ym mron pob achos ar gyfer y berthynas fugeiliol a pharhad y gallai hyn ei ddarparu.
- Byddai un dysgwr wedi hoffi opsiynau Iaith Gymraeg.

Cysylltiadau ag amcanion polisi eraill: Gweler Atodiad 4 a 5

Amlygodd asesiad diweddar Les Sir Gaerfyrddin rai pethau sy'n gorgyffwrdd â'n hadroddiad interim presennol:

O ymgysylltu ag ysgolion, mynegodd pobl ifanc eu bod yn poeni'n fawr am COVID-19, newid yn yr hinsawdd, swyddi, tlodi a'r amgylchedd.

Ar ben hynny, wrth gynnig adborth a chynghor ar yr asesiad hwn gan Swyddfa Comisiynydd Cenedlaethau'r Dyfodol Cymru fe wnaethant dynnu sylw at yr angen hwn i wneud cysylltiadau ar draws meysydd a fydd yn ceisio ymgymryd â'r gwaith wrth i'n hadolygiad fynd ymlaen.

Argymhellion dros dro

- 1. Sefydlu Grŵp Goruchwylio Strategol Ôl-16 gan gynnwys cynrychiolaeth o benaethiaid o bob clwstwr a rhanddeiliaid. Bydd clystyrau gweithredol yn eistedd o dan hyn (gweler Atodiad 1 ac 1a).**

Rhesymeg: Mae angen gynllunio'n strategol ac yn lleol yn y tymor byr i ganolig (1-3 oed) i fodloni Hawl i Ddysgwyr a chynllunio ar gyfer datblygu'r Gymraeg, galwedigaethol ac opsiynau eraill i sicrhau bod cwricwlwm eang ar gael ar draws y sir wrth greu chweched dosbarth cynhwysol. Mae hyn yn gofyn am oruchwyliaeth strategol er mwyn sicrhau bod y ddarpariaeth yn defnyddio cydweithio ar gyfer darpariaeth gynaliadwy a hyblyg, ac i sicrhau ansawdd. Bydd y bwrdd hwn yn cynnwys cyflogwr, sgiliau a thalent a chynrychiolaeth prifysgol i sicrhau bod llwybrau a phrofiadau lleol yn cael eu datblygu yn unol â Hawl i Ddysgwyr a'r baromedr sgiliau rhanbarthol. Bydd Coleg Sir Gâr yn cael gwahoddiad i fod yn rhan o'r grŵp hwn ac i gefnogi ei strategaeth.

- 2. Dylai hyfywedd ac effeithiolrwydd opsiynau a phrofiadau Post 16 sy'n cael eu rhoi ar wefan y cyngor gael eu harchwilio gan y grŵp strategol a rhanddeiliaid.**

Rhesymeg: Cael safle sy'n caniatáu rhannu gwahanol lwybrau gyda dysgwyr mewn man canolog, a hefyd arddangos lle gallai opsiynau cydweithredol gefnogi dysgwyr wrth ddewis llwybrau.

- 3. Dylid sefydlu Grŵp Pontio Ôl-16 a gweithio ar y cyd â'r Grŵp Strategol i lunio fframwaith trosglwyddo sy'n gynhwysol ac sy'n sicrhau bod y profiadau angenrheidiol yn cael eu darparu a bod cefnogaeth i bob dysgwr wneud penderfyniadau gwybodus.**

Rhesymeg: Sicrhau bod gan bob dysgwr gymorth personol mewn canllawiau llwybrau ledled yr ysgol uwchradd yn cyd-fynd â chwricwlwm Cymru a dylid ei ddatblygu i sicrhau tegwch. Ar ben hynny, mae'r Adolygiad Ôl-16 yn parhau mewn lleoliadau amgen ar gyfer dysgwyr ag Anghenion Dysgu Ychwanegol ac mae canfyddiad hyd yma bod yn rhaid cynnal a datblygu'r gefnogaeth a ddarperir cyn 16 i sicrhau bod y dysgwyr hyn, sy'n aml yn ein rhai mwyaf bregus, yn gallu cyflawni eu potensial.

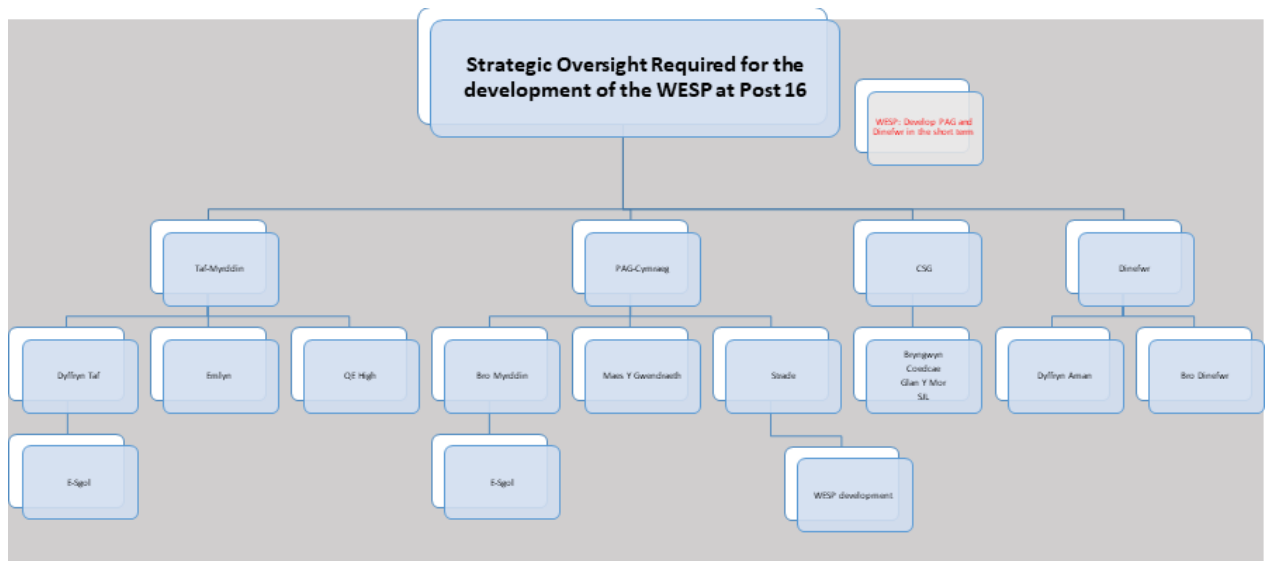
4. Dylai trafodaethau pellach ar gyfeiriad hir dymor Ôl-16 yn Sir Gaerfyrddin gael eu cynnal gyda'r holl randdeiliaid.

Rhesymeg: i sicrhau ein bod yn ystyried ffyrdd eraill ymlaen i gwrdd â Hawl Dysgwyr yn y hir dymor. Mae hyn yn cynnwys yr angen i drafod sut y gellir cynllunio ar gyfer llwyddiant WESP yn Llanelli a'i wireddu yn Ôl 16. Dylai hefyd gynnwys trafodaethau pellach ar newid effeithiol gan nodi'r dirwedd yn genedlaethol. Y bwriad yw cyflwyno canfyddiadau ac argymhellion o'r rhain yn Haf 2023.

Atodiad 1: Goruchwyliaeth strategol gyda'r bwriad o ddatblygu cydweithio ar gyfer Hawl i Ddysgwyr dros 3 blynedd? Cynrychiolwyr o bob clwstwr. Pob clwstwr i ddatblygu model 'lleol'. Coleg Sir Gâr wedi'i wahodd i chwarae rhan ar lefel Strategol a Chlwstwr.



Atodiad 1a: Angen Goruchwyliaeth Strategol ar gyfer datblygu'r WESP yn Ôl 16



Atodiad 2: Methodoleg

Gynhaliwyd ymgynghoriadau wyneb yn wyneb ac ar-lein yn ysgolion uwchradd Sir Gâr a Choleg Sir Gâr yng ngaeaf 2022-23 i ddarganfod beth oedd dysgwyr yn gwerthfawrogi yn eu profiad addysgol a sut y gallai hyn ddylanwadu ar eu penderfyniad i ddewis beth a ble i astudio yn Ôl-16.

Defnyddiwyd ontolog ymddiddan sy'n canolbwyntio ar ddarganfod lleisiau gwahanol wrth i ystyr gael ei greu gan wahaniaeth ac nid hunaniaeth (Wegerif 2005), sy'n briodol ar gyfer ymchwil addysgol o'r math a wneir yma: *O safbwynt ymddiddan mae'r gwahaniaeth rhwng lleisiau mewn deialog yn ffurfio ystyr yn y fath fodd fel nad yw'n gwneud unrhyw synnwyr i ddychmygu 'goresgyn' y gwahaniaeth hwn.*

Felly, defnyddiwyd deinamig grŵp ffocws i greu 'lle ymddiddan diogel' i ddysgwyr Bl. 7-13 drafod a phenderfynu beth roedden nhw'n ei werthfawrogi yn ystod eu haddysg a phenderfynu'n ddemocrataidd ar flaenoriaethau astudio yn Ôl-16 (Denscombe, 2017). Gwnaeth hyn, a'r arolwg ar-lein cynnig lleisiau gwahanol a wnaethom ei werthuso er mwyn creu Egwyddorion Hawl i Ddysgwyr ar gyfer datblygu darpariaeth Ôl-16. Cafodd ymatebion ar-lein gan rieni a llywodraethwyr eu gwerthuso hefyd. Ar ben hynny, defnyddiwyd holiadur gan ei fod yn darparu anhysbysrwydd, gan annog atebion gonest (Marshall, 2005), ac mae Punto (2015) yn argymhell dull cymysg, yn enwedig pan fydd holiaduron yn cael eu cynnwys i gynyddu effeithiolrwydd data.

Yna defnyddiwyd Egwyddorion Hawl i Ddysgwyr i werthuso'r 'status quo' a modelau llywodraethu a strategol gwahanol gyda'r Gweithgor Penaethiaid cyntaf a oedd yn cynnwys penaethiaid o'r ysgolion â chweched dosbarth a chynrychiolydd o ysgolion 11-16 Llanelli i werthuso'r ddarpariaeth yr ydym ni fel awdurdod yn cael ei hariannu amdano trwy ein grant Ôl-16 yn y lle cyntaf. Gwnaethom hefyd werthuso'r modelau ffug gan ddefnyddio Matrics Llesiant yr awdurdod (Gweler Atodiad 3).

Ystyriaethau Moesegol

Gofynnwyd i ysgolion ddewis dysgwyr â lleisiau o gefndiroedd a chyd-destunau amrywiol a chyda ADY felly roedd grwpiau ffocws yn gynrychiolaeth ac yn adlewyrchu llu o brofiadau. Yn wir, cyfrifoldeb ymchwilwyr yw ceisio'r farn a mynd ati i gynnwys plant mewn ymchwil sy'n effeithio arnyn nhw (Harcourt a Conroy, 2011). Mae'r syniadau hyn yn cefnogi erthygl 12 o'r UNCRC o ran barn plant (UNICEF, 1990): cydnabod, parchu a deall dewis iaith, llais a barn dysgwyr yn agwedd sylfaenol ar yr ymchwil hon (Powell et al., 2013).

Cyfyngiadau'r dull hwn

Roedd un cynrychiolydd yr adran addysg yn arweinydd Ôl-16 ac mae'n bosibl ei fod wedi dal rhywfaint o ragfarn anymwybodol; fodd bynnag, roedd y cynrychiolydd arall yn darllen ar gyfer ei PhD ac roedd yn gallu tynnu sylw at unrhyw feysydd posibl am ragfarn.

Roedd trafodaethau'n llwyr agored gan eithrio o bosib lle'r oedd uwch arweinwyr yn bresennol mewn rhai achosion yn seiliedig ar amrywiaeth o ymatebion.

Atodiad 3: Matrics Hawl i Ddysgwyr:

Darpariaeth	Esiampl	Naratif Cwrdd? - Cwrdd Yn Rhannol? - Nid yw'n Cwrdd?	Canlyniad
Mae'r ddarpariaeth yn canolbwyntio ar ethos sy'n pwysleisio perthyn ac yn seiliedig ar ddatblygu sgiliau ar gyfer cyfathrebu agored, perthnasoedd cefnogol ac ymddiriedaeth trwy ddarparu cyfleoedd i ddatblygu 'llais' pob dysgwr i ymwneud yn bwrpasol â heriau lleol a byd-eang;	Llais y Dysgwr? Cyfleoedd i gymryd rhan yn yr ysgol a'r gymuned? Hyfforddiant mentora? Tiwtora? Eisteddfod? Cerddoriaeth a chwaraeon ac allgyrsiol eraill?	Cwrdd	Sawl enghraifft ar draws yr ysgolion
Cefnogi iechyd a lles dysgwyr, yn enwedig eu hiechyd meddwl;	Pennaeth ymroddedig i'r chweched? Cwnsela? Gwybodaeth a chymorth ar gyfer gwella eich lles eich hun ac iechyd ac eraill?	Cwrdd Yn Rhannol	Mae rhai ysgolion wastad â chwnselydd ar y safle, eraill ddim.
Ehangder a dyfnder ehangaf posibl o ddewisiadau pwnc a llwybrau	30 pwnc? 5 Galwedigaethol? Gwyddorau Cymdeithasol? Cymraeg? ITM? Cerddoriaeth a Chelf?	Cwrdd Yn Rhannol	Mae rhai ysgolion yn cwrdd oherwydd cydweithio, ond nid yw'r rhai nad ydynt yn cydweithio yn cwrdd
Llwybrau'r Gymraeg	Datblygu opsiynau Iaith Gymraeg ym mhob ysgol? Datblygiad Cymraeg Cyntaf ac Ail.	Nid yw'n Cwrdd	Mae rhai ysgolion yn cwrdd, ond nid yw eraill
Llwybrau lleol e.e. prentisiaethau lle bo'n briodol; RLSP a chysylltiadau â chyflogaeth.	Cysylltiadau â'r Academi Gofal? Gyrfaedd galwedigaethol RLSP?	Nid yw'n Cwrdd	Mae rhai ysgolion yn cwrdd, ond nid yw eraill

Yn hyblyg ac yn arloesol wrth ddarparu dewisiadau opsiynau ehangach trwy gydweithio strategol gan ddefnyddio dysgu hybrid ar gyfer sgiliau a dysgu a chyflogaeth yn y dyfodol.	Tystiolaeth o sicrhau datblygiad cynaliadwy trwy ddefnyddio technoleg hybrid; datblygu sgiliau hybrid dysgwyr ac athrawon?	Cwrdd Yn Rhannol	Rhai ysgolion yn cwrdd oherwydd cydweithio
Yn gynaliadwy yn amgylcheddol ac yn ariannol gan leihau'r angen i deithio lle bo hynny'n ymarferol;	Yn defnyddio hybrid yn lle teithio lle bo hynny'n ymarferol?	Cwrdd Yn Rhannol	Rhai ysgolion yn cwrdd oherwydd cydweithio
Yn cael profiadau ystyrllon cysylltiedig â gwaith ar gyfer datblygu sgiliau byd go iawn;	Profiadau WRE ôl-16?	Cwrdd Yn Rhannol	- Pryderon am waith papur -Dim digon yn cael ei gynnig -Gormod o ad-hoc
Yn cael cyngor a chymorth pontio personol yn yr ysgol isaf ac ym Mlwyddyn 11 ar opsiynau a llwybrau Ôl-16;	Trafod llwybrau ôl-16 ac opsiwn chweched dosbarth o'r ysgol isaf? Cyngor pontio pwrpasol ar bob cam?	Cwrdd Yn Rhannol	- Angen mwy drwodd o flwyddyn 7 - Gormod o ad-hoc
Yn meddu ar athrawon arbenigol a phenaethiaid bugeiliol gyda rhwydweithiau ar gyfer cymorth a datblygiad parhaus;	DPP arbenigol a hunanwerthusiad o'r ddarpariaeth Ôl-16?	Cwrdd Yn Rhannol	-Pennaeth y 6ed dosbarth -Cwrs Safon Uwch CBAC
Yn cael ei llywodraethu a'i rheoli'n effeithlon ac yn strategol gydag anghenion dysgwyr ar flaen y	Llywodraethu cadarn ar gyfer tegwch a chynaliadwyedd?	Nid yw'n Cwrdd	Rhai ysgolion yn gyfarwydd â model llywodraethol rhwng 3 ysgol

gad o ran gwneud penderfyniadau.			
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Atodiad 4: Nodiadau ar gyfer drafft y Matrics Lles - Aros am adborth pellach

Nodiadau Drafft ar gyfer Adroddiad Asesu Effaith Integredig: parhau

Lles:

Ffordd o weithio	Sut mae'r cynnig hwn yn dangos ei fod wedi ystyried hyn?	Pa dystiolaeth a ddefnyddiwyd i gefnogi'r farn hon
Hirdymor	model cynaliadwy sy'n gweithio i ddysgwyr ei angen; Cynllun 3 blynedd	cyfarfodydd gyda phenaethiaid; ymgynghoriadau ysgolion; Arolwg ar-lein
Ataliad	lles/iechyd meddwl; cynaliadwy	cyfleoedd i bob dysgwr; datblygiad sy'n canolbwyntio ar yr unigolyn;
Integreiddiad	Yn adeiladu ar y berthynas a'r lles presennol	Arolwg ac ymgynghoriadau
Cydweithio	Sylfaen o'r hyn a wneir; Darpariaethau/Arbenigedd o safon	gydweithio ar draws ffiniau - prifysgolion, busnesau, bwrdd iechyd, S4C ac ati.
Cyfranogiad	Prifathrawon, blynyddoedd 7-13, rhieni, penaethiaid 6ed dosbarth, llywodraethwyr, ADY	Arolwg ac ymgynghoriadau

Iaith Gymraeg:

Anghenraid	Ydy'r cynnig yn effeithio ar y safonau canlynol
Cyfleoedd i bobl defnyddio'r Gymraeg	Datblygiad WESP dros dro

Dyletswydd economaidd-gymdeithasol:

Anghenraid	
Pa dystiolaeth sydd gennych am anfantais ac anghydraddoldebau economaidd-gymdeithasol sydd o ganlyniad i'r penderfyniad hwn?	
Ydych chi wedi ymgysylltu â'r rhai sy'n cael eu heffeithio gan y penderfyniad?	

Ydych chi wedi ystyried cymunedau a llefydd o ddiddordeb?	Ie, ysgolion a chymuned ehangach
Beth yw prif effeithiau'r cynnig?	Cynrychiolydd o'r holl ddysgwyr
Sut y gellid gwella'r cynnig fel ei fod yn lleihau anghydraddoldebau o ganlyniad i anfantais economaidd-gymdeithasol?	Dewis ehangach o bynciau
Beth yw'r effaith debygol ar y rhai sy'n rhannu nodweddion gwarchodedig ac effeithiau pellach ynghylch rhyngblethedd?	Cryfhau'r ddarpariaeth Gymraeg

Hawliau'r Plentyn:

Anghenraid	Pa dystiolaeth sydd wedi ei defnyddio i gefnogi'r farn hon?	Pa gamau y gellir eu cymryd i leddfu unrhyw effeithiau negyddol neu gefnogi unrhyw effeithiau cadarnhaol?
A fydd y cynnig yn cael unrhyw effaith (uniongyrchol neu anuniongyrchol) ar blant a phobl ifanc?	Ie	-Addasu i ddysgu annibynnol -Teithio
A yw'r fenter wedi ei dylunio/gynllunio er lles plant a phobl ifanc?	Ie	Cysylltu gyda disgyblion -Amserlen eang y sir -Cynllunio cynnar i atal hyn

Amgylchedd:

Anghenraid	
A yw'r cynnig yn effeithio ar fioamrywiaeth a chydnerthedd ecosystemau'r sir?	Cyfyngu teithio
A yw'r cynnig yn cael effaith gadarnhaol neu negyddol ar ymrwymiad CSG i fod yn awdurdod lleol carbon net-sero erbyn 2030?	-Cyfyngu teithio -Ddim yn codi canolfan newydd
A yw'r cynnig yn cael effaith gadarnhaol neu negyddol ar gydnerthedd y Sir ar effeithiau presennol ac effeithiau'r dyfodol ynglŷn â newid hinsawdd?	-Cynnal ôl troed carbon yn hytrach na'i gynyddu

Goblygiadau:

	Oes yna unrhyw oblygiadau uniongyrchol sydd angen eu hystyried fel rhan o'r cynnig hwn?
1. Cyfreithiol a Rheoli Risg	Hybrid, teithio, diogelu-warchod
2. Cyllid, Caffael, TGCh ac Asedau Corfforol	
3. Staffio	Ydy – amserlen
4. Marchnata a Chyfryngau	Adroddiad ar yr hyn mae'r dysgwyr wedi ei ddweud
5. Trosedd ac Anhrefn	

Atodiad 5

Cysylltiadau ag Amcanion Polisi Eraill

Amlygodd **Asesiad Llesiant** diweddar Sir Gaerfyrddin rai pethau sy'n gorgyffwrdd â'n hadroddiad interim presennol:

*O ymgysylltu ag ysgolion, mynegodd pobl ifanc eu bod yn bryderus iawn am COVID-19, newid hinsawdd, swyddi, tlodi a'r amgylchedd.*⁴

Ar ben hynny, wrth ddarparu adborth a chyngor ar yr asesiad hwn gan Swyddfa Comisiynydd Cenedlaethau'r Dyfodol Cymru fe wnaethant amlygu'r angen hwn i wneud cysylltiadau ar draws meysydd y bydd yn ceisio eu cynnal wrth i'n hadolygiad fynd rhagddo.⁵ Yn benodol, mae'r adborth yn tynnu sylw at y berthynas gadarnhaol rhwng yr Iaith Gymraeg a llesiant ond y dirywiad cyffredinol yn y rhai sy'n siarad Cymraeg. Mae sicrhau bod darpariaeth Ôl-16 yn y dyfodol yn cefnogi datblygiad llwybrau Cymraeg ac yn adeiladu ar lwyddiannau presennol, yn enwedig defnydd arloesol Partner Addysg Gymraeg o ddysgu hybrid i dyfu opsiynau Cymraeg ac, yn arbennig, opsiynau galwedigaethol.

Bydd cynyddu opsiynau Cymraeg, lleol a galwedigaethol hefyd yn helpu i'n hatal rhag colli @1000 18-25 yn flynyddol o Sir Gaerfyrddin. Mae llawer o'r rhain yn mynd i brifysgol ond rydym yn gwybod o'n hymgyngoriad yr hoffai rhai archwilio aros yn lleol ac eisiau i eraill ffurfio cysylltiadau ystyrlon â darpar gyflogwyr y dyfodol. Yn wir, mae llwybr a chyfarwyddyd gyrfa mwy strwythuredig sy'n canolbwyntio ar y dysgwr ar adegau pontio yn agwedd bwysig arall ar wella profiadau Ôl-16. Mae ecwiti yn fater Ôl-16 sy'n cael ei achosi'n aml gan gynnig cwricwlwm cul felly er mwyn sicrhau bod dysgwyr o bob cefndir yn cael cyfle cyfartal yn y cwricwlwm, a rhaid cael cefnogaeth i wneud y ddarpariaeth mor gynhwysol â phosibl.

Mae'n rhaid i'r angen i sicrhau sgiliau ar gyfer cyfleoedd economaidd gwyrdd sy'n datblygu'n gyflym fod yn rhan o'r strategaeth sgiliau a dysgu galwedigaethol hon: mae ehangu a dyfnhau gwaith gyda'r Bartneriaeth Sgiliau Dysgu Rhanbarthol yn strategaeth allweddol ar gyfer cyflawni hyn. Amlygir sgiliau digidol hefyd, ac mae dysgu hybrid yn strategaeth gydweithredol allweddol arall ar gyfer darparu profiadau a sgiliau ar gyfer astudio yn y dyfodol, gwaith a darpariaeth hyblyg a chynaliadwy. Mae osgoi trafndiaeth ddiangen yn arwyddocaol i bobl ifanc ar gyfer eu dymuniad personol a'r dyhead cyffredinol ehangach i fynd i'r afael â newid yn yr hinsawdd.

Mae gordewdra yn broblem ddifrifol i bobl ifanc yn Sir Gaerfyrddin felly rydym yn sicrhau ein bod yn adeiladu ar ein cynigion allgyrsiol gan ysgolion gydag amrywiaeth eang o gyfleoedd ymarfer corff, iechyd a lles. At hynny, mae angen dull strwythuredig ac ymgynghorol ar sut mae pobl ifanc angen cymorth Ôl-16 ar gyfer eu hiechyd meddwl. Yn ogystal, mae datblygu sgiliau trwy ymgysylltu â materion a gwneud penderfyniadau mewn ysgolion a chymunedau, yn ogystal â chynlluniau gwirfoddoli a mentora yn darparu profiadau Ôl-16 i alluogi pobl ifanc i ddatblygu asiantaeth a pherthyn.

Yn olaf, mae'r Cwricwlwm i Gymru, a newid addysgol ehangach, wedi gweld y ffocws ar ddatblygu'r hyn y gall pob dysgwr ei wneud ac nid yr hyn yr ydym ni am iddynt ei wneud, a thrwy hynny symud i'r cwricwlwm ac addysgeg ar gyfer datblygu asiantaeth ac annibyniaeth drwy ddysgu sydd yn

⁴ Asesiad drafft o Les Sir Gaerfyrddin Mawrth 2022

⁵ Mae'r asesiad yn nodi rhai cysylltiadau rhwng materion, budd o strwythuro'r asesiad yn erbyn oedran. Er enghraifft, mae'r adroddiad yn cysylltu lles meddyliol ac ACE gyda'r gallu i ddatblygu perthnasoedd, cysylltiadau diwylliannol a chyfranogiad ym myd chwaraeon. Ac mae'r bennod 'New Beginnings' yn nodi pwysigrwydd mynd i'r afael ag anghydraddoldeb cymdeithasol, economaidd ac amgylcheddol. I dynnu sylw at un enghraifft o'r wybodaeth feintiol ac ansoddol a gyflwynir, mae cysylltiadau a chysylltiadau clir rhwng seilwaith trafndiaeth, chwarae plant, mynediad at fannau gwyrdd, gweithgaredd corfforol ac iechyd meddwl, a lleihau allyriadau. Fel y dywedwch: 'Un o'r ffyrdd allweddol o fynd i'r afael â lefelau gordewdra mewn plant yw eu hannog i gymryd rhan mewn gweithgarwch corfforol', ac eto mae traffig ar y ffyrdd yn cael ei amlygu fel y prif rwystr i blant rhag chwarae a chymdeithasu gan rieni disgyblion blwyddyn 5 a blwyddyn 8. Mae hyn hefyd yn ymwneud â'ch pwyntiau ar ordewdra ac iechyd meddwl plant a phobl ifanc. Ac, eich sylw chi bod annog defnyddio'r dulliau teithio glanaf, teithio llesol a chreu mannau gwyrdd trefol yn 'debygol o fod yn allweddol o ran lleihau allyriadau yn y dyfodol', t.106-7 Asesiad drafft o Les Sir Gaerfyrddin Mawrth 2022

ystyrlon. Mae hyn yn adlewyrchu ymhellach yr angen i weithio gyda busnes, diwydiant, yr RLSP a phrifysgolion i sicrhau bod gan y cwricwla ddimensiwn dilys lle bo modd. Ac addysg gysylltiedig â gwaith effeithiol sy'n gysylltiedig â hyn.

Atodiad 6

Amcanion Polisi: Galw a Chyfiawnder Cymdeithasol

Mewn casgliad diweddar o ysgrifau ar gyfeiriadau polisi llywodraeth Cymru ers datganoli dywed yr economegydd Dan Evans mai ‘ffuglen yw naratif hynodrwydd democrataidd cymdeithasol Cymru’ ond un sydd, mae’n dadlau, yn parhau fel ‘erthygl ffydd... derbyniwyd yn eang gan y dosbarth gwleidyddol Cymreig’. Yn lle hynny, yn ei draethawd ar bolisi addysg Cymru, mae Evans yn datgan, trwy ddilyn polisïau addysg neo-ryddfrydol a fabwysiadwyd yn Lloegr ar gof, ein bod yn wynebu marchnadeiddio cystadleuol yn y pen draw:

‘Mewn byd lle mae popeth yn fesuradwy, mae addysgu ac addysg bellach yn canolbwyntio ar gynhyrchu data. Mae ysgolion yn profi plant i olrhain eu cynnydd, ac mae’n rhaid i ysgolion ac athrawon eu hunain gael eu profi i sicrhau eu bod yn darparu gwasanaethau o ansawdd uchel. Mae’r diwylliant hwn yn gorfodi ysgolion i gystadlu â’i gilydd...’⁶

Mae Evans yn cydnabod bod y Cwricwlwm i Gymru yn ‘ganmoladwy’ wrth anelu at symud at fodel sy’n seiliedig ar degwch a chyfiawnder cymdeithasol ond mae’n besimistaidd ynghylch ei effeithiau posibl. Yn hyn o beth, nid yw’n ymddangos bod Evans yn deall y potensial radical i CiG ar y cyd â pholisïau fel Deddf Cenedlaethau’r Dyfodol seilio newid ar ganlyniad cyfiawnder cymdeithasol a pheidio â defnyddio marchnadeiddio fel model ar gyfer sicrhau newid.

Fodd bynnag, o sefyllfa Ôl-16, rydym i raddau helaeth mewn sefyllfa ‘hybrid’ rhwng ymagweddau a dulliau neo-ryddfrydol gan gynnwys cydweithredu sy’n cyd-fynd yn well â chyfiawnder cymdeithasol. Mae Estyn yn dadlau dros gydweithio ar gyfer ehangu a gwneud Dewis Dysgwyr cynaliadwy ond ar yr un pryd mae mesurau perfformiad a chystadleuaeth rhwng darparwyr, yn aml ysgolion ac AB neu hyd yn oed ysgolion ac ysgolion yn parhau.

At hynny, mae’r adolygiad hwn yn rhagdybio rhai cysyniadau, yn enwedig y defnydd o ‘ecwiti’, ‘cynaliadwyedd’ a ‘hyblygrwydd’ fel ffyrdd o ddatblygu syniad o’r hyn y dylai dysgwyr gael ‘hawl’ iddo a sut y gellir cyflawni hynny. Fodd bynnag, mae’r ontolegau neu’r disgyrsiau sylfaenol y mae’r cysyniadau hyn yn seiliedig arnynt yn niferus ac yn gorgyffwrdd fel y trafodwyd uchod. Os ydym yn ystyried ‘ecwiti’ yn y lle cyntaf, mae’n dibynnu ar y syniad bod addysg yn gweithio mewn ffordd sy’n cydnabod bod gan bob person ‘habitus’ neu stoc o gyfalaf economaidd, cymdeithasol a diwylliannol gwahanol. Fodd bynnag, gellid ystyried bod y syniad o gynnig nifer eang o ddewisiadau opsiwn i ddysgwyr fel ‘defnyddwyr’ yn cyd-fynd â marchnad rydd neo-ryddfrydol sy’n gweld dewis addysg a llwyddiant fel ffordd o sicrhau cydraddoldeb i’r dysgwr-ddefnyddiwr:

O dan neoryddfrydiaeth mae systemau addysg wedi’u mandadu i ddatblygu dysgwyr a gweithwyr effeithlon, creadigol sy’n datrys problemau ar gyfer economi sy’n gystadleuol yn fyd-eang gan arwain at esgeuluso ei gyfrifoldebau cymdeithasol a datblygiadol (Olssen, 2009).

Yn ei beirniadaeth o’r ffordd mae cynyddu’r ‘Galw’ ar hyd llinellau neo-ryddfrydol am ddatblygu llwybr Cymraeg mewn AB wedi bod yn fethiant enbyd, mae Laura Beth Davies yn nodi:

Mater sylfaenol sy’n dibynnu ar y galw a dewisiadau unigolion yw nad yw hyn yn ystyried cyd-destun grym y Gymraeg a’r Saesneg. Mae rhoi dewis o gyfrwng iaith i ddysgwyr yn rhagdybio bod y

⁶ Daniel Evans, *Standardising Wales* yn *The Welsh Way: Essays on Neoliberalism and Devolution*, Golygydd gan, Daniel Evans, Kieron Smith & Huw Williams Parthian 2021

*Gymraeg a'r Saesneg mewn sefyllfa gyfartal yn y dosbarth ac yn y gymdeithas ehangach, a bod y dewis yn un niwtral. Mae'n anwybyddu'r ffaith bod siaradwyr Cymraeg mewn cyd-destun lleiafrifol.*⁷

Mae hyn yn amlwg yn debyg i'n sefyllfa yn Sir Gaerfyrddin nid yn unig ym maes amlwg y ddarpariaeth Gymraeg ond yn fwy cyffredinol yn y modd yr ydym yn cynllunio ein darpariaeth yn seiliedig ar Hawliau Dysgwyr, Tegwch, Cynaliadwyedd a Hyblygrwydd. Mae adeiladu ein model Ôl-16 ar y Cwricwlwm i Gymru yn rhagdybio cyfiawnder cymdeithasol a symud oddi wrth 'economi galw' ond nid oes gennym syniad clir eto beth mae arolygiaeth y Comisiwn Addysg Drydyddol ac Ymchwil o Ôl-16 yn mynd i'w olygu o ran sut y bydd darpariaeth yn cael eu monitro a'u gwerthuso. Yn amlwg, mae synau cadarnhaol wedi dod i'r amlwg gan Estyn ynghylch y ffafriaeth i gydweithio yn hytrach na chystadleuaeth; fodd bynnag, mae'n ymddangos bod y sector AB wedi'i seilio ar fodel galw i raddau a 'graddfa' yn flaenoriaeth yrru ar gyfer sicrhau cynaliadwyedd ariannol.

Gellid hefyd ystyried graddfa ac osgoi dosbarthiadau bach fel ffordd o sicrhau bod profiad y dysgwr yn un cadarnhaol ond gallai symud y tu hwnt i faint dosbarth penodol fod yn anfantais i ddysgwyr ar ryw adeg - amcangyfrifir bod dosbarthiadau yn 'hyfyw' gyda rhwng 8 a 12 o ddysgwyr, ond mae hyn yn dibynnu ar y cyd-destun ac mae hyfywedd yn rhywbeth y gall dulliau hybrid ei gefnogi. Gall hyn hefyd ddibynnu ar y ffaith y gall maint dosbarthiadau pwnc-mawr fod yn fuddiol mewn pynciau fel Theatr a pheirianeg lle mae niferoedd ac offer arbenigol o bosibl yn cyfoethogi'r profiad. Mae'n awgrymu y dylem ystyried sut mae ein hegwyddorion 'Hawl i Ddysgwyr' nid yn unig yn hyrwyddo mwy o ddewisiadau mewn marchnad ond yn hytrach yn ffordd o sicrhau 'cyflenwad' ar gyfer cyflawni cyfiawnder cymdeithasol sy'n cwmpasu anghenion yr unigolyn, y gymuned, cyflogwyr a'r ardal leol. Mae cyfansoddiad darparwr neu lwybr chweched dosbarth neu Ôl-16 yn faes pwysig i'w ddadansoddi gan fod hwn yn fater tegwch pwysig; fodd bynnag, mae'n werth nodi eto bod dysgwr yn gweld perthnasoedd ymddiriedus fel sylfaen ar gyfer profiad ffrwythlon.

Mae'r cysyniad o 'habitus' i'w weld nid yn unig yn egluro, fel y dadleua Laura Beth Davies, sut mae'r sector AB wedi methu â datblygu Llwybrau'r Gymraeg gan ddefnyddio model ochr 'galw' ond hefyd sut y gall chweched dosbarth fod yn fannau lle mae'r academiaidd wedi cael ei flaenoriaethu dros y galwedigaethol, gan adlewyrchu'r gwahanol ddisgwyliadau dosbarth cymdeithasol ar gyfer dilyniant Addysg Uwch, er enghraifft, mewn cartrefi dosbarth canol. Mae'n rhaid i ni ystyried sut rydym yn creu'r 'cyflenwad' ar gyfer y Gymraeg a llwybrau galwedigaethol gan ddefnyddio ein model ariannu presennol sy'n cael ei arwain gan 'alw' i adeiladu'n briodol ar y Cwricwlwm i Gymru.

Dim ond ar lefel sirol y gellir gwneud hyn a thrwy gynnwys yr holl ysgolion a phartneriaid posibl eraill mewn cydweithrediad ystyrion: mae'r adolygiad wedi dangos yn glir sut mae dysgwyr wedi pwysleisio mai perthnasoedd, ethos a pherthyn yw'r hyn maen nhw'n ei werthfawrogi fwyaf. Mae dilysu academiaidd yn bwysig ond dim ond yn bosibl ac yn ystyrion os caiff ei gefnogi gan strwythurau perthynol. Felly, mae'r hyn y mae'r chweched dosbarth yn ei gynnig yn cael ei werthfawrogi'n fawr ond mae'n rhaid inni ddod o hyd i ffordd o wneud y chweched dosbarth yn deg ac yn gynaliadwy drwy gynllunio strategol a chydweithredol ac nid newid sy'n cael ei arwain gan alw.

⁷ 'There's not much demand for it': evaluating the concept of demand in Welsh-medium and bilingual provision in further education Mai 2021 [International Journal of Bilingual Education and Bilingualism](https://doi.org/10.1080/13670050.2021.1925628) 25(1):16 DOI:10.1080/13670050.2021.1925628
Prosiect: [Learners' Choices: Increasing the numbers studying through Welsh and bilingually in Further Education \(Dewisiadau Dysgwyr: Cynyddu'r niferoedd sy'n astudio trwy'r Gymraeg ac yn ddwyieithog mewn Addysg Bellach'\)](#) Awduron: [Laura Beth Davies Cardiff University](#)

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The Review is ongoing, and more information will be obtained and analysed before further recommendations are forthcoming.

Executive Summary

Learners in Carmarthenshire's secondary schools have identified what they value in their educational experience and what provision and experiences they want developed and reinforced at Post 16 to enable them to be thriving, independent and have a voice in developing pathways for success in employment and life and be active ethical citizens in the local and wider community.

Purpose

Carmarthenshire's Education and Children's Service Business Plan states as one of its four key themes the creation of strong and inclusive schools and services committed to excellence, equity and well-being and in achieving this the need to: 'review our Post 16 provision to create a sustainable provision and curriculum which meets the needs of our learners and Carmarthenshire's local needs'.

Context and Drivers

- The holistic and person centered ethos of the Curriculum for Wales with emphasis on well-being for independence as foundational will see parallel developments at Post 16 already taking place in work and university e.g. hybrid working.⁸⁹
- A significant increase in mental health concerns amongst young people post Pandemic and increased need for person centered relational structures and specialist support.
- Requirement to plan for and develop Welsh Language Pathways.
- Need to develop equitable provision and to do this improve vocational experiences and pathways and erase the distinction between the vocational and academic.
- Need to develop collaboration opportunities to provide this in a flexible and sustainable way.
- In October 2022 the education minister Jeremy Miles MS received from Estyn *A review of the current 16-19 curriculum in Wales* which provided recommendations which are directly in line with the findings of this report.¹⁰

⁸ <https://www.schoolmanagementplus.com/features/can-online-learning-empower-learners-and-liberate-teachers/> It is worth noting too that some evidence exists that hybrid/ blended online learning can develop self-regulation as well as be influenced by it. Dr John Taylor cites a study which 'found that, for the purpose of developing self-regulated learning skills, blended instruction was more effective than traditional instruction'. Taylor doesn't though refer to how this again emphasises how the relational aspect of learning is the key aspect.

⁹ WONK HE *Learners' perceptions of belonging and inclusion at university* February 2022 Pearson

"Learner engagement has long been a challenge for universities, but the crisis appears to have crystallised the concept of 'belonging' as a more inclusive and affiliative framing of the idea. Many universities will be thinking hard about how to foster this sense of belonging." Mary Curnock Cook, chair, UPP Foundation Learner Futures Commission, 2021

¹⁰ **16-19 Curriculum A review of the current 16-19 curriculum in Wales 2022. Estyn 2022**

- New oversight at Post 16 April 2024 the ‘*Commission for Tertiary Education and Research*’ with executive powers over Post 16 has remit to solve the problems in the Estyn report above.

Methodology (Appendix 2)

Main findings

Several themes were identified as those the learners thought should be the foundation for provision at Post 16. These have formed the basis for draft **Learner Entitlement Principles** for a future provision which:

- supports the holistic development of all learners respecting diversity and irrespective of background, language or culture;
- ensures Welsh language pathways are developed for all and Welsh language and Welsh culture(s) as a whole is (are) explored and celebrated;
- is centred around an ethos emphasising belonging and based on developing skills for open communication, supportive relationships and trust through providing opportunities to develop the ‘voice’ of every learner to engage purposefully with local and global challenges;
- supports learners’ health and wellbeing, especially their mental health;
- is inclusive and equitable by providing the widest possible breadth and depth of subject and pathway choices
- has local pathways and vocational pathways e.g., apprenticeships where appropriate;
- is flexible and innovative in providing wider option choices through strategic collaboration using hybrid learning;
- is environmentally and financially sustainable reducing the need for travelling where feasible;
- has meaningful work-related experiences for real world skills development and local pathways;
- has personalised transition advice and support in the lower school and in Year 11 on Post 16 options and pathways;
- has personalised transition advice and support in Year 12 and 13 on Post 17-18 options and pathways;
- gives learners a voice in effecting change through an elected representative learner forum;
- has expert specialist teachers and pastoral heads with networks for continuous support and development;
- is governed and managed efficiently and strategically with the needs of learners at the forefront of decision making.

(The Review’s Executive Summary noted in line with the findings of this report): *We found substantial differences in the options available to learners within their local area after they complete Year 11. The available options are also strongly influenced by a learner’s preferred language choice and educational attainment. Overall, current arrangements for curriculum planning and delivery are not working well enough. There is no clear national strategy for 16-19 learning and too much inconsistency between, and within, areas and providers. The establishment of the Commission for Tertiary Education and Research aims to address this through its strategic duties.*

In addition, another observation echoed our report’s findings:

We found that learners’ awareness and understanding of the choices available to them varied considerably depending on the quality of information and advice provided to them. Too many learners lacked awareness of work-based learning opportunities such as apprenticeships.¹⁰

The themes which formed the basis of these principles:

1. Relationship, Belonging, Well-Being and Ethos;
2. Improved Pathway Guidance and Skills for Independence and for success in academic, work and life.
3. Equity through More Welsh Language options
4. Equity through a wide range of options especially Vocational options

With the data and feedback provided from the face-to-face consultations and online surveys with Carmarthenshire secondary schools the following findings were made:

Number of responses to online survey by groups:

	Number of Responses
Years 7-9	894
Years 10-11	773
Years 12-13	338
Parents	305
Governors	14
TOTAL:	2324

Theme 1: Relationship, Belonging, Well-Being and Ethos

- All learners valued the sense of community and closeness within the school
- This, stated the learners, was established through relationships with subject teachers and tutors, and nurtured and developed through extra-curricular activities such as sport and music.
- Of the 27 groups that took part in the face-to-face consultations, 21 of them placed relationships with teachers in their top 6 most important factors to consider post-16
- Most learners felt safe in school and able to access support if it was needed and wanted.
- These factors were key for the schools that offered 6th form education as they were the main reasons for remaining in school.
- There were a few learners in who felt exam pressure combined in some respects with the loss of learning, relationships and support due to Covid had made them lose a sense of purpose and belonging. A few mentioned how this had impacted behaviour in some cases.

Question asked: Is there someone for you to go to for support?

Years 7-9	Number of Responses	Percentage
Yes	606	68%
Sometimes	208	23%
No	80	9%

Years 10-11	Number of Responses	Percentage
Yes	457	59%
Sometimes	236	31%
No	80	10%

Years 12-13	Number of Responses	Percentage
Yes	250	74%
Sometimes	58	17%
No	30	9%

Theme 2: Improved Pathway Guidance and Skills for Independence and for success in academic, work and life.

- Nearly all learners welcome increased skills development opportunities as well as information on career development.
- Of the 27 groups that took part in the face-to-face consultations, 18 of them placed career development opportunities in their top 6 most important factors to consider post-16
- Most learners wanted opportunity to work with universities, business and industry to develop meaningful real-world skills.
- Most learners' Supra curricular opportunities for meaningful creative and critical thinking skills like those offered by Seren, wanted opportunities for all.
- Most learners wanted more volunteering opportunities in school/community to develop agency, skills and ethos. E.g., peer mentoring
- Younger learners keen to know more about how pathways and Post 16 might fit long-term life and careers.
- Many felt guidance for GCSE/ A-level options did not go far enough.

Question asked: Describe what the perfect sixth form would be like for you?

Years 7-9:

- "A place to learn as much as possible and to prepare someone for later in life"
- "Talking about jobs and options in the future to help work out what you want to do"
- "Where we have good teachers and good work that will help me in life."

Years 10-11:

- "good support system and all resources needed for me to pursue my future career"
- "Able to master my skills which will help me in the future"

- “provide work experience for the chosen future career”

Years 12-13 - Question asked: How do you think your sixth form could be improved?

- “More support when deciding career path”
- “More future opportunities other than universities”
- “Helping the students be more active in extra curricular activities outside the school. Set up masters classes, academic projects with universities etc for all students who want to attend and not for a few just because they got good grades at GCSE”
- “By offering more support with choosing options to know how it will impact your ability to apply for courses in the future. Also it could be useful to have taster days in the subjects to see what they would be like”

Parents - Question asked: Describe what the perfect sixth form would be like for you?

- “Offering real word help for children preparing for life of paying bills, money management, work etc”
- “Support understanding what is ahead of them in society budgeting themselves financially and what is going on in current climate as a lot of them have no idea”
- “Offer work experience”

Theme 3: Equity through More Welsh Language options

- Many wanted more Welsh language options.
- Equity for learners in bilingual schools.
- Many wanted Welsh Language pathways in English schools.
- Possible Support for learners for STEM pathways

Theme 4: Equity through a wide range of options especially Vocational options

- Nearly all wanted more options;
- Especially, social science and more vocational-interested in RLSP- and creative subjects.
- After a discussion in one school, mirrored in others, to paraphrase one group of sixth formers: *“Sixth Form helps the brightest become brighter which is good but not give this opportunity to others...they should offer more subjects especially vocational subjects to let more people have this chance...”*
- Most learners would prefer hybrid learning collaboration over travelling to broaden subject choice.

Question asked: Describe what the perfect sixth form would be like for you?

Years 7-9:

- “A good learning environment where you can gain as much information as possible.”
- “To have a wider variety of courses we can take part in”
- “One that gives you as much options as possible for the future”

Years 10-11:

- “Wide variety of subjects to choose for future careers”
- “Offer the subjects I am interested in and have a good school/student community.”
- “It has all subjects i will need and provides extra-curricular”

Years 12-13 - Question asked: How do you think your sixth form could be improved?

- “Adding more subjects to expand the curriculum”
- “More subject options and teachers who teach sixth form exclusively.”
- “More Subjects, For example Electronics or engineering”
- “More opportunities and options to pick from”

Years 12-13 – Question asked: How satisfied are you with the sixth form provisions?

Years 12-13	Number of Responses	Percentage
Very satisfied	64	20%
Satisfied	213	62%
Dissatisfied	39	11%
Very dissatisfied	22	7%

Parents - Question asked: Describe what the perfect sixth form would be like for you?

- “One that places as much importance on practical vocational subjects as it does academic ones. The level of pastoral support also needs to be drastically improved.”
- “Maintain and improve standards of local sixth forms with a more diverse offer of vocational studies alongside academic subjects.”

With the data and feedback provided from the face-to-face consultations with Coleg Sir Gar the following findings were made:

Coleg Sir Gar Provided a focus group of 16 Level 3 learners following vocational triple award e.g Computing, Engineering, Theatre and Performance

- These learners nearly all very positive about experience including learning and career pathway support and development.
- A few of these learners mentioned they had left sixth forms to study these courses and were very happy with the provision and clear vocational focus and support which they felt had been lacking in the sixth forms they attended.
- Many felt a close affinity with their department and the learning and supra- curricular experiences provided.

Coleg Sir Gar also provided a focus group of 16 ‘A’ Level learners

- The majority were positive about the learning experiences and departmental support but in a few cases felt less part of CSG as an overarching body.
- Half of these learners when asked would have liked the choice of a sixth form in Llanelli, in nearly all cases for the pastoral and continuity of relationships this could provide.
- One learner would have liked Welsh Language options.

Links with other policy objectives: See Appendix 4 and 5

Carmarthenshire's recent Well-Being assessment highlighted certain things which overlap with our current interim report:

From engagement with schools, young people expressed that they were highly concerned about COVID-19, climate change, jobs, poverty and the environment.

Moreover, in providing feedback and advice on this assessment from the Office of the Future Generations Commissioner for Wales they highlighted this need to make connections across areas which will attempt to undertake as our review progresses.

Interim Recommendations

- 1. Establish a Post 16 Strategic Oversight Group including a representation of heads from each cluster and stakeholders. Operational clusters will sit below this (see Appendix 1 and 1a).**

Rationale: There is a short to medium term (1-3 year) need to plan strategically and locally to meet Learner Entitlement and plan for the development of Welsh Language, Vocational and other options to ensure a broad curriculum is available across the county in creating inclusive sixth forms. This requires strategic oversight to ensure the provision uses collaboration for a sustainable and flexible provision, and to ensure evidenced quality. This board will include employer, skills and talent and university representation to ensure local pathways and experiences are developed in line with Learner Entitlement and the regional skills barometer. Coleg Sir Gar will be invited to be part of this group and to support its strategy.

- 2. The viability and efficacy of Post 16 options and experiences being placed on the council website should be explored by the strategic group and stakeholders.**

Rationale: having a site which allows different pathways to be shared with learners in a central place, and also display where collaborative options could support learners in choosing pathways.

- 3. A Post 16 Transition Group should be established and work in conjunction with the Strategic Group to build a transition framework which is inclusive and ensures the necessary experiences are provided and support is in place for all learners to make informed decisions.**

Rationale: Ensuring all learners have personal support in pathway guidance throughout secondary school is in line with the Curriculum for Wales and should be developed to ensure equity. Moreover, the Post 16 Review continues in alternative settings for learners with Additional Learning Needs and there is a perception thus far that Post16 the support provided pre 16 must be maintained and developed to ensure these learners, who are often our most vulnerable, are able to achieve their potential.

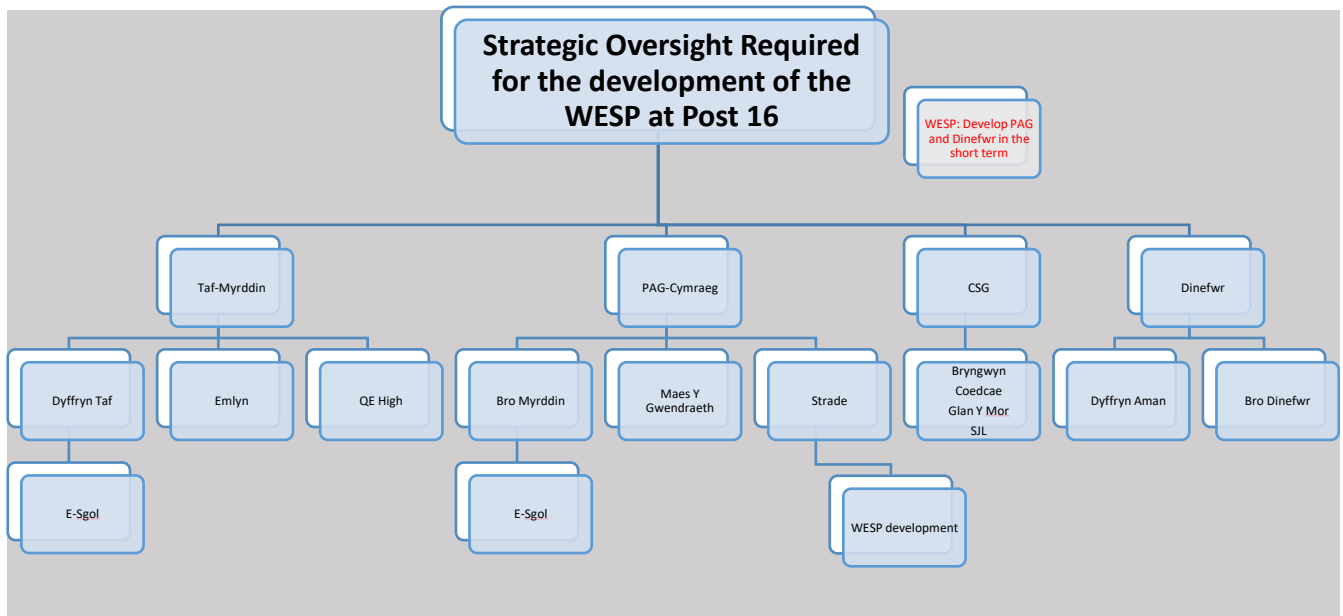
- 4. Further discussions on the longer-term direction of Post 16 in Carmarthenshire should take place with all stakeholders.**

Rationale: to ensure we consider other ways forward to meet Learner Entitlement in the longer-term. This includes the need to discuss how the success of the WESP in Llanelli can be planned for and realised at Post 16. It should also include further discussions on effective change noting the landscape nationally. It is proposed to submit findings and recommendations from these in the Summer 2023.

Appendix 1



Appendix 1 a



Appendix 2 : Methodology

Face to face and online consultations in Carmarthenshire's secondary schools and Coleg Sir Gar were undertaken in winter 2022-23 to find out what learners valued in their educational experience and how this might influence their decision for choosing what and where to study at Post 16.

A dialogic ontology was used which focuses on the discovery of different voices as meaning is created by difference and not identity (Wegerif 2005), which is appropriate for educational research of the type undertaken here: *From a dialogic perspective the difference between voices in dialogue is constitutive of meaning in such a way that it makes no sense to imagine 'overcoming' this difference.*

Therefore, a focus group dynamic was used to create a 'safe dialogic space' for Yr 7-13 learners to discuss and decide what they valued during their education and democratically decide priorities for study at Post 16 (Denscombe, 2017). This and online surveys provided different voices which we evaluated to create Learner Entitlement Principles for developing Post 16 provision. Online responses from parents and governors were also evaluated. Furthermore, a questionnaire was used as it provides anonymity, encouraging honest answers (Marshall, (2005), and Punto (2015) advocates for a mixed method approach, especially when questionnaires are included to increase data effectiveness.

The Learner Entitlement Principles were then used to evaluate the status quo and different governance and strategic models with the first Headteachers Working Group which comprised heads from the schools with sixth forms and a representative from Llanelli's 11-16 Schools to evaluate the provision we as an authority are funded for through our Post 16 grant in the first instance. We also evaluated the moot models using the authority's Well Being Matrix (**See Appendix 3**).

Ethical Considerations

Schools were asked to select learners with voices from diverse backgrounds and contexts and with ALN thus focus groups and representation reflected a plethora of experiences. Indeed, it is researchers' responsibility to seek out the opinions and actively involve children in research that affects them (Harcourt and Conroy, 2011). These ideas support article 12 of the UNCRC in respecting the views of children (UNICEF, 1990): acknowledging, respecting and understanding the language preference, voice and opinions of learners is a fundamental aspect of this research (Powell et al., 2013).

Limitations of this approach

One education department representative was Post 16 Lead and may have held some unconscious bias; however, the other representative was reading for her PhD and was able to highlight any possible areas for bias.

Discussions did present as forthright and open except possibly where senior leaders were present in some cases based on response variety.

Appendix 3 Learner Entitlement Matrix:

Provision		<i>Narrative</i> Meets? - Partially Meets? - Does not Meet?	Result
is centred around an ethos emphasising belonging and based on developing skills for open communication, supportive relationships and trust through providing opportunities to develop the 'voice' of every learner to engage purposefully with local and global challenges;	Learner Voice? Opportunities for participation in school and community? Mentoring training? Tutoring? Eisteddfod? Music and sport and other extra-curricular?	Meets	Many examples across the schools
supports learners' health and wellbeing, especially their mental health;	Dedicated head of sixth? Counselling? Information and support for improving own well being and health and others?	Partially meets	Some schools always have a counsellor on site, others do not.
widest possible breadth and depth of subject and pathway choices	30 subjects? 5 Voc? Social Sciences? Cymraeg? MFL? Music and Art?	Partially meet	Some schools meet due to collaboration, however those that do not collaborate do not meet
Welsh Language Pathways	Developing Welsh Lang options in all schools? First and Second Welsh development.	Does not meet	Some schools meet, however others do not
local pathways e.g., apprenticeships where appropriate; RLSP and links	Links with Care Academy? RLSP voc careers?	Does not meet	Some schools meet, however others do not

with employment.			
is flexible and innovative in providing wider option choices through strategic collaboration using hybrid learning for skills and future learning and employment.	Evidence of ensuring sustainable development through use of hybrid tech; developing hybrid skills of learners and teachers?	Partially meet	Some schools meet due to well established collaboration
is environmentally and financially sustainable reducing the need for travelling where feasible;	Uses hybrid instead of travelling where feasible?	Partially meet	Some schools meet due to well established collaboration
has meaningful work-related experiences for real world skills development;	Post 16 WRE experiences?	Partially meet	- Concerns regarding paperwork -Not enough offered -Too much ad-hoc
has personalised transition advice and support in the lower school and in Year 11 on Post 16 options and pathways;	Post 16 pathways and sixth form option discussed from lower school? Bespoke transition advice at all stages?	Partially meet	-Need more through from year 7 -Too much ad-hoc
has expert specialist teachers and pastoral heads with networks for continuous support and development;	Specialist CPD and self self-evaluation of Post 16 provision?	Partially meet	-Head of 6 th form -WJEC A level course
is governed and managed efficiently and strategically with the needs of learners at the forefront of decision making.	Sound governance for equity and sustainability?	Does not meet	Some schools used to have a governed model between 3 schools

Appendix 4 Well Being Matrix Draft Notes – Awaiting further feedback

Draft Notes for Integrated Impact Assessment Report: ongoing

Well-being:

Ways of Working	How does this proposal demonstrate that it has taken this into account?	What evidence has been used to support this view
Long term	sustainable model that works to learners needs; 3 year plan	meetings with heads; school consultations; online survey
Prevention	wellbeing/mental health; sustainable	opportunities for all learners; person-centred development;
Integration	Builds on existing relationships and wellbeing	survey and consultations
Collaboration	Foundation of what will be done; quality provisions/specialism	cross border collaboration – universities, businesses, health board, S4C etc.
Involvement	Heads, years 7-13, parents, heads of 6 th form, governors, ALN	survey and consultations

Welsh Language:

Requirement	Does the proposal impact the following standards
Opportunities for persons to use the Welsh language	Development of WESP overtime

Socio-economic duty:

Requirement	
What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this decision?	
Have you engaged with those effected by the decision	
Have you considered communities and places of interest	Yes, schools and wider community
What are the main impacts of the proposal	Representative of all learners
How could the proposal be improved so it reduces inequalities of outcome as a result of socio-economic disadvantage?	Wider choice of subjects
What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?	Strengthening Welsh language provision

The Rights of the Child:

Requirement		What evidence has been used to support this view?	What action can be taken to mitigate any negative impacts or support any positive impacts?
Will the proposal have any impact (direct or indirect) on children and young people?	Yes		-Adapting to independent learning -Travel
Is the initiative designed/planned in the best interests of children and young people	Yes	Engaged with pupils	-County wide timetabling -Early planning to prevent this

Environment:

Requirement	
Does the proposal impact on the county's Biodiversity and ecosystem resilience?	Limit travel
Does the proposal have a positive or negative impact on the CCC commitment to be a net zero carbon local authority by 2030	-Limit travel -Not building a new centre
Does the proposal have a positive or negative impact on the County's resilience to the existing and future impacts of climate change?	-Maintain carbon footprint rather than increasing it

Implications:

	Are there any direct implications that need to be considered as part of this proposal?
1. Legal and Risk Management	Hybrid, travel, safe-guarding
2. Finance, Procurement, ICT and Physical Assets	
3. Staffing	Yes – timetabling
4. Marketing & Media	Report on what the learners have said
5. Crime and Disorder	

Appendix 5

Links with Other Policy Objectives

Carmarthenshire's recent **Well-Being Assessment** highlighted certain things which overlap with our current interim report:

From engagement with schools, young people expressed that they were highly concerned about COVID-19, climate change, jobs, poverty and the environment.¹¹

Moreover, in providing feedback and advice on this assessment from the Office of the Future Generations Commissioner for Wales they highlighted this need to make connections across areas which will attempt to undertake as our review progresses.¹² In particular, the feedback draws attention to the positive relationship between the Welsh Language and well-being but the decline overall in those speaking Welsh. Ensuring future Post 16 provision supports the development of Welsh Language pathways and builds on current successes, especially Partner Addysg Gymraeg's pioneering use of hybrid learning to grow Welsh language options and, notably, vocational options.

Increasing Welsh Language, local and vocational options will also help prevent us losing @1000 18-25 year annually from Carmarthenshire. Many of these go to university but we know from our consultation some would like to explore staying locally and want others form meaningful links with possible future employers. Indeed, more structured and learner centred pathway and career guidance at transition points is another important aspect of improving experiences at Post 16. Equity is an issue at Post 16 often caused by a narrow curriculum offer so to ensure learners from all backgrounds have equal opportunities a curriculum offer, and support must be make the provision as inclusive as possible.

The need to ensure skills for rapidly emerging green economic opportunities has to be part of this vocational skills and learning strategy: widening and deepening work with the Regional Learning Skills Partnership is a key strategy for achieving this. Digital skills are also highlighted, and hybrid learning is another key collaborative strategy for providing experiences and skills for future study, work and a flexible and sustainable provision. Avoiding unnecessary transport is significant for young people for personal and the wider overriding wish to address climate change.

Obesity is a serious problem for young people in Carmarthenshire so ensuring we build on our extra-curricular offers from schools with a wide variety of exercise, health and well-being opportunities. Moreover, a structured and consultative approach on how young people require support at Post 16 for their mental health In addition, skills development through engagement with issues and decision making in school and communities, as well as volunteering and mentoring schemes provide experiences at Post 16 to enable young people to develop agency and belonging.

Finally, the Curriculum for Wales, and more widespread educational change, has seen the focus on developing what each learner is able to do and not what we want them to do, thus a shift to curriculum and pedagogy for developing agency and independence through learning that is meaningful. This further reflects the need to work with business, industry, the RLSP and universities to ensure

¹¹ Draft Carmarthenshire Well-being Assessment March 2022

¹² *The assessment identifies some connections between issues, a benefit of structuring the assessment against age. For example, the report links mental well-being and ACEs with the ability to develop relationships, cultural connections and sporting participation. And the 'New Beginnings' chapter identifies the importance of addressing social, economic and environmental inequality. To highlight one example from the quantitative and qualitative information presented, there are clear links and connections between transport infrastructure, children's play, access to green space, physical activity and mental health, and reducing emissions. As you state: 'One of the key ways to tackle levels of obesity in children is encouraging them to engage in physical activity', and yet road traffic is highlighted as the main barrier to children playing and hanging out by parents of year 5 and year 8 pupils. This also relates to your points on obesity and the mental health of children and young people. And, your comment that encouraging the use of the cleanest modes of transport, active travel and the creation of urban green space is 'likely to be key in reducing emissions in the future. P.106-7 Draft Carmarthenshire Well-being Assessment March 2022*

curricular has an authentic dimension when possible. And effective work-related education related to this.

Appendix 6

Policy Objectives: Demand and Social Justice

In a recent collection of essays on the Welsh government's policy directions since devolution it is stated by the economist Dan Evans 'the narrative of Welsh social democratic distinctiveness is a fiction' but one which, he argues, persists as 'an article of faith... widely accepted by the Welsh political class'. Instead, in his essay on Welsh education policy, Evans states that by following by rote neo-liberal education policies adopted in England we end up with competitive marketisation:

'In a world where everything is quantifiable, teaching and education now focus on producing data. Schools test children to track their progress, and schools and teachers themselves must be tested to ensure they are delivering high quality services. This culture forces schools to compete with one another...' ¹³

Evans does acknowledge that the Curriculum for Wales is 'laudable' in aiming to move to a model based on equity and social justice but is pessimistic about its possible effects. In this respect, Evans does not appear to understand the radical potential for the CfW in combination with policies like the Future Generations Act to base change on the outcome of social justice and not use marketisation as a model for effecting change.

However, from a Post 16 perspective we are very much in a 'hybrid' situation between neo-liberal approaches and approaches including collaboration which are more in line with social justice. Estyn argue for collaboration for widening and making sustainable Learner Choice but at the same time performance measures and competition between providers, often schools and FE or even schools and schools persists.

Moreover, this review assumes certain concepts, in particular the use of 'equity', 'sustainability' and 'flexibility' as ways to develop a notion of what learners should be 'entitled' to and how that can be achieved. However, the underlying ontologies or discourses upon which these concepts are grounded are numerous and overlapping as discussed above. If we consider 'equity' in the first instance, it rests on the notion of education working in a way which acknowledges every person has a different 'habitus' or stock of economic, social and cultural capital. However, the idea of offering a wide number of option choices for learners as 'consumers' could be seen as in line with a neo-liberal free market which sees education choice and success as a way to achieve equality for the learner-consumer:

Under neoliberalism education systems have been mandated to develop efficient, creative and problem-solving learners and workers for a globally competitive economy leading to the neglect of its social and developmental responsibilities (Olssen, 2009).

In her critique of the way increasing 'Demand' along neo-liberal lines for Welsh Language pathway development in FE has been an abject failure, Laura Betha Davies observes:

A fundamental issue with depending on demand and individuals' choices is that this does not consider the power context of Welsh and English. Giving learners a choice of language medium presupposes that Welsh and English are in an equal situation in the classroom and in wider society, and that the choice is a neutral one. It ignores the fact that Welsh speakers are in a minority context. ¹⁴

¹³ Daniel Evans, *Standardising Wales in The Welsh Way: Essays on Neoliberalism and Devolution*, Edited By Daniel Evans, Kieron Smith & Huw Williams Parthian 2021

¹⁴ 'There's not much demand for it': evaluating the concept of demand in Welsh-medium and bilingual provision in further education May 2021 [International Journal of Bilingual Education and Bilingualism](https://doi.org/10.1080/13670050.2021.1925628) 25(1):16 DOI: [10.1080/13670050.2021.1925628](https://doi.org/10.1080/13670050.2021.1925628) Project:

This has clear parallels with our situation in Carmarthenshire not only in the obvious sphere of Welsh Language provision but more generally in how we plan our provision based on Learner Entitlement, Equity, Sustainability and Flexibility. Building our Post 16 model on the Curriculum for Wales presupposes social justice and a move away from a ‘demand economy’ but we have no clear idea yet what the Commission for Tertiary Education and Research’s oversight of Post 16 is going to mean for how provision will be monitored and evaluated. Obviously, positive sounds have come out of Estyn on the preference for collaboration over competition; however, the FE sector appears to be based on a demand model to an extent and ‘scale’ a driving priority for ensuring financial sustainability.

Scale and avoiding small classes could also be seen as a way to ensure the learner experience is a positive one but moving beyond a certain class size may disadvantage learners at some point—it is estimated classes are ‘viable’ with between 8 and 12 learners, but this depends on context and viability is something hybrid approaches can support. This can also depend on the subject—large class sizes can be beneficial in subjects like Theatre and engineering where numbers and specialist equipment potentially enhance the experience. It suggests we should consider how our ‘Learner Entitlement’ principles are not simply advocating more choices in a marketplace but instead a way of ensuring ‘supply’ for achieving social justice which encompasses the needs of the individual, community, employers and locality. The composition of a sixth form or Post 16 provider or pathway is an important area for analysis as this is an important equity issue; however, it is worth noting again that learners see trusting relationships as the foundation for a fruitful experience.

The concept of ‘habitus’ can be seen not only to explain as Laura Beth Davies argues how the FE sector has failed in developing Welsh Language Pathways using a ‘demand’ side model but also how sixth forms can be places where the academic has been prioritised over the vocational, reflecting the different social class expectations for Higher Education progression, for instance, in middle class homes. We have to consider how we create the ‘supply’ for both Welsh language and vocational pathways using our existing ‘demand’ led funding model to properly build on the Curriculum for Wales.

This can only be done at a county level and through involving all schools and other potential partners in meaningful collaboration: the review has clearly shown how learners have emphasised how relationships, ethos and belonging are what they value foremost. Academic validation is important but only possible and meaningful if supported by relational structures. Thus, what sixth form’s offer is valued highly but we must find a way of making sixth forms equitable and sustainable through strategic and collaborative planning and not demand led change.

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EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE 24 MARCH 2023

DRAFT DIVISIONAL SERVICE DELIVERY PLANS 2023-24

Purpose:

These Divisional Delivery Plans set the strategic actions and measures that the services within this Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities and service priorities.

The Scrutiny Committee Is Asked To:-

Review and assess the information contained in the Report and provide any recommendations, comments, or advice to the Cabinet Member and / or Director prior to the report's consideration by Cabinet.

Reason(s)

To show how the divisions, for which this Scrutiny has a remit, supports the Corporate Strategy and Well-being Objectives.

CABINET MEMBER PORTFOLIO HOLDER

Cllr Glynog Davies		Cabinet Member for Education and Welsh Language
Directorate	Designations:	E Mail Addresses:
Education and Children Gareth Morgans	Director of Education and Children's Services	EDGMorgans@carmarthenshire.gov.uk
Name of Head of Service:		
Jan Coles	Head of Children and Families	JColes@carmarthenshire.gov.uk
Aneirin Thomas	Head of Education and Inclusion	ARThomas@carmarthenshire.gov.uk
Aeron Rees	Head of Strategy and Learner Support	JARees@carmarthenshire.gov.uk
Simon Davies	Head of Access to Education	SiDavies@carmarthenshire.gov.uk
Report Author:		
Johnathan Buck	Performance and Information Officer	JGBuck@carmarthenshire.gov.uk

EXECUTIVE SUMMARY

DRAFT DIVISIONAL SERVICE DELIVERY PLANS 2023-24

The Divisional Delivery Plans set the strategic actions and measures that the services within each Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities and service priorities. Actions and measures for the delivery of the Cabinet Vision Statement Commitments are also included.

Each Plan also notes the support required by the divisional services from the Core Business Enablers in order to make progress against their own actions or actions and measures to be delivered by those Business Enabler services in their own right.

The actions and measures will set the direction of travel and provide a framework for individual staff objectives. It provides an open and transparent way of showing staff, customers, elected members, and stakeholders what is to be achieved and how we plan to do this.

Corporate Strategy 2022-27

On the 27 January a member development session on the Corporate Strategy was held rather than taking the Strategy through the scrutiny process. Feedback from the session was considered and included in the strategy. The Corporate Strategy has subsequently been approved by full council on the 1 March.

The Corporate Strategy 2022-27, Well-being Objectives are:

1. Enabling our children and young people to have the best possible start in life (Start Well).
2. Enabling our residents to live and age well (Live and age well).
3. Enabling our communities and environment to be healthy, safe and prosperous (Prosperous Communities)
4. To further modernise and develop as a resilient and efficient Council (Our Council)

Note - The Service Delivery Plan template sets out these Well-being Objectives and the thematic priorities and service priorities within the objectives. There may be some blank spaces under some of the Corporate Strategy headings in the delivery plans as Services may not be contributing to some parts – this is OK as other Services will be better placed to contribute.

To consider and comment on the following issues:

Elements of the service delivery plan relevant to this Scrutiny's remit as identified below:

Schools and Education Services from 3 - 19	Regional Integrated School Improvement Service
School Improvement, Organisation and Performance	Welsh in Education Strategic Plan and Forum
Education Welfare and Inclusion	Adult Community Learning including Welsh for Adults
School Support and Governor Services	Youth Support Service
Nursery Education and Standards	School Admissions

Young People Not in Education, Employment & Training (NEETS)	Behavioural Services
Regional Consortia	School Attendance
Carmarthenshire's Sustainable Communities for Learning Programme	Education data and systems
Additional Learning Needs	Play Sufficiency Assessment
Development of the Welsh Language / Standards reporting	Music Service
Healthy Schools	School Catering Services
Estyn	Post 16 Education & Funding and Regional Learning and Skills Partnership
Educational Psychology	Schools Safeguarding and Attendance Team
Education and Wellbeing Team	

Elements of the Children's Services Service Delivery Plan come under the remit of the Health and Social Services Scrutiny Committee and this plan has also been sent to this Committee's meeting of 9th March 2023. Relative remits are detailed on pages 7-8 of the Children's Services Plan.

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:

Jan Coles
Aneirin Thomas
Aeron Rees
Simon Davies

Head of Children and Families
Head of Education and Inclusion Service
Head of Strategy & Learner Support
Head of Access to Education

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

1. Policy, Crime & Disorder and Equalities

The content of this Delivery Plan will be monitored Quarterly throughout the year.

All Actions and Measures will be put into our Performance and Improvement Monitoring System (PIMS). This means that all information can be analysed and sorted as required by:

- Cabinet portfolio
- Cabinet Vision Statement
- Scrutiny Portfolio
- Department and Service Head or Manager
- Corporate Strategy by Well-being Objective, Thematic Priority or Service Priority

Senior management will hold dedicated quarterly Performance Monitoring meetings throughout the year to monitor progress on the Corporate Strategy and Delivery Plans using a range of information and data including performance data, risk management, finance, audit etc.

Monitoring reports on Actions and Measures will be available for each Scrutiny Committee based on their remit should they wish to consider.

2. Legal

The **Well-being Future Generations Act (2015)** requires that functions of the council should maximise their contributions to the Well-being Objectives set by the Council.

The **Local Government and Elections (Wales) Act 2021** focuses on the extent to which we are meeting our 'performance requirements'. That is-

1. exercising our functions effectively.
2. using our resources economically, efficiently and effectively.
3. governance is effective for securing the above.

As noted in the Act:

Scrutiny committees are a key part of offering constructive challenge to how a council

is performing and how it organises itself in the delivery of sustainable services.

3 Finance

The Well-being Future Generations Act (2015) requires that we ensure that resources are allocated adequately to achieve our Well-being Objectives.

The Local Government and Elections (Wales) Act 2021 focuses on the extent to which we are using our resources economically, efficiently, and effectively.

4. ICT

The Digital Transformation Strategy sets out the Council's strategic digital priorities and aspirations, and outlines what we plan to do to achieve our vision for a Digital Carmarthenshire

5. Risk Management Issues

Key risks are identified in the plan.

6. Staffing Implications

- See staffing figures within the plan
- In Well-being Objective 4 (Our Council) – To further modernise and develop as a resilient and efficient Council the Cross-cutting theme of Organisational Transformation is outlined.
- A Commitment to Workforce Planning is outlined in the Enablers section of the plan.

7. Physical Assets

As identified within the plans Enablers section.

CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED NO * Briefing date tbc		Include any observations here
Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:		
Title of Document	File Ref No.	Locations that the papers are available for public inspection
Cabinet Vision Statement		Cabinet Vision Statement 2022 - 2027 (July 2022) (gov.wales)
Carmarthenshire Transformation Strategy		Carmarthenshire Transformation Strategy (gov.wales)
Corporate Strategy 2022/27		https://democracy.carmarthenshire.gov.wales/documents/s69968/Report.pdf

Divisional Delivery Plan 2023-2024

Education and Inclusion Services



INTRODUCTION

Purpose of this Plan

This Divisional Delivery Plan sets the strategic actions and measures that the services within this Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities, and service priorities. Action and measures for the delivery of the Cabinet Vision Statement Commitments are also included.

The plan also notes the support required by the divisional services from the Core Business Enablers in order to make progress against their own actions or actions and measures to be delivered by those Business Enabler services in their own right.

The actions and measures should set the direction of travel and translate into individual staff objectives targets. It provides an open and transparent way of showing staff, customers, elected members, and stakeholders what is to be achieved and how we plan to do this.

The actions and measures are also reflective of the departmental self-evaluation process, whereby areas to develop are incorporated here or via our Strategic Focus Groups. Where applicable, Estyn thematic report outcomes are also considered.

Cabinet Member

Councillor Glynog Davies, Cabinet Member with Responsibility for Education, Young People and the Welsh Language



Cabinet Member Portfolios relevant to Division:

- Schools and Education Services from 3 – 19
- Regional Integrated School Improvement Service
- School Improvement, Organisation and Performance
- Education Welfare and Inclusion
- Adult Community Learning including Welsh for Adults
- School Support and Governor Services
- Nursery Education and Standards
- Behavioural Services Regional Consortia
- School Attendance
- Additional Learning Needs
- Music Service
- Healthy Schools
- Estyn
- Education and Wellbeing Team

Director's Foreword



As we start a new business year, I would like to thank all staff for their continued commitment to ensuring that our children, young people and learners of all ages are happy, safe, and thriving, and fulfilling their personal, social and learning potential.

We continue to strive to make sure that every child and young person is valued and valued equally and to deliver our ambitious priorities.

As Director, I'm proud of what we've achieved as a service over the last year; we have worked as a team, focused on and listened to our children and young people, strived for excellence and acted with integrity- we put Carmarthenshire's core values into practice.

As one Education and Children's Services team we worked effectively to ensure that our children and young people were successfully supported to access their education and all the services they required. I've been impressed by the innovation, perseverance and enthusiasm shown by staff across all divisions and schools to work through challenges and problem-solve together to make sure key services were available to our children, young people and their families.

However, it is important to acknowledge that as a Department and County Council we are facing significant issues. The demands on our services are at the highest they've been for many years and the financial position is extremely challenging. However, we will continue to do our best, to provide high quality services to support our children and young people.

As an Education and Children's Services Department and learning organisation we are continually looking at how we can further develop, address issues and improve. Therefore, the main priorities of the Department for the immediate future are encapsulated in the following 8 high-level statements-

INCLUSION AND ENGAGEMENT	•ensure a proactive, inclusive education system
TEACHING AND LEARNING	•ensure excellent progress for all learners.
SAFEGUARDING	•all children and young people are happy, safe and thrive.
WELLBEING	•ensure very good mental and physical health for all.
LEADERSHIP	•aspirational leadership leads to excellent progress for all learners.
SUSTAINABLE COMMUNITIES	•ensure high standards of education in increasingly modern and sustainable community focused
Y GYMRAEG	•ensure successful bilingual and multilingual development for all
DEPARTMENTAL OPERATIONS	•high quality delivery and impact across the Department.

Each Division has their own detailed Business Plan and document the actions relevant to their respective sections.

Gareth Morgans

Gareth Morgans; Director of Education and Children's Services

Divisional Overview

Introduction by Head of Service

The Education Services Division is made up of a range of discrete services working in effective collaboration towards enhanced provision, outcomes and achievement for all Carmarthenshire learners. Our aim is to provide ongoing support, guidance and appropriate challenge for all schools. These activities ensure our learners are provided with the essential skills, knowledge, social attitudes and integrity necessary to become successful and responsible citizens in a constantly evolving national and international context.



To achieve this, we work relentlessly in close partnership with numerous partners. These partnerships include 'Partneriaeth' (the regional school improvement consortium) which is made up of three neighbouring Local Authorities (Carmarthenshire, Pembrokeshire and Swansea). This regional approach provides support for curriculum development, leadership and professional learning.

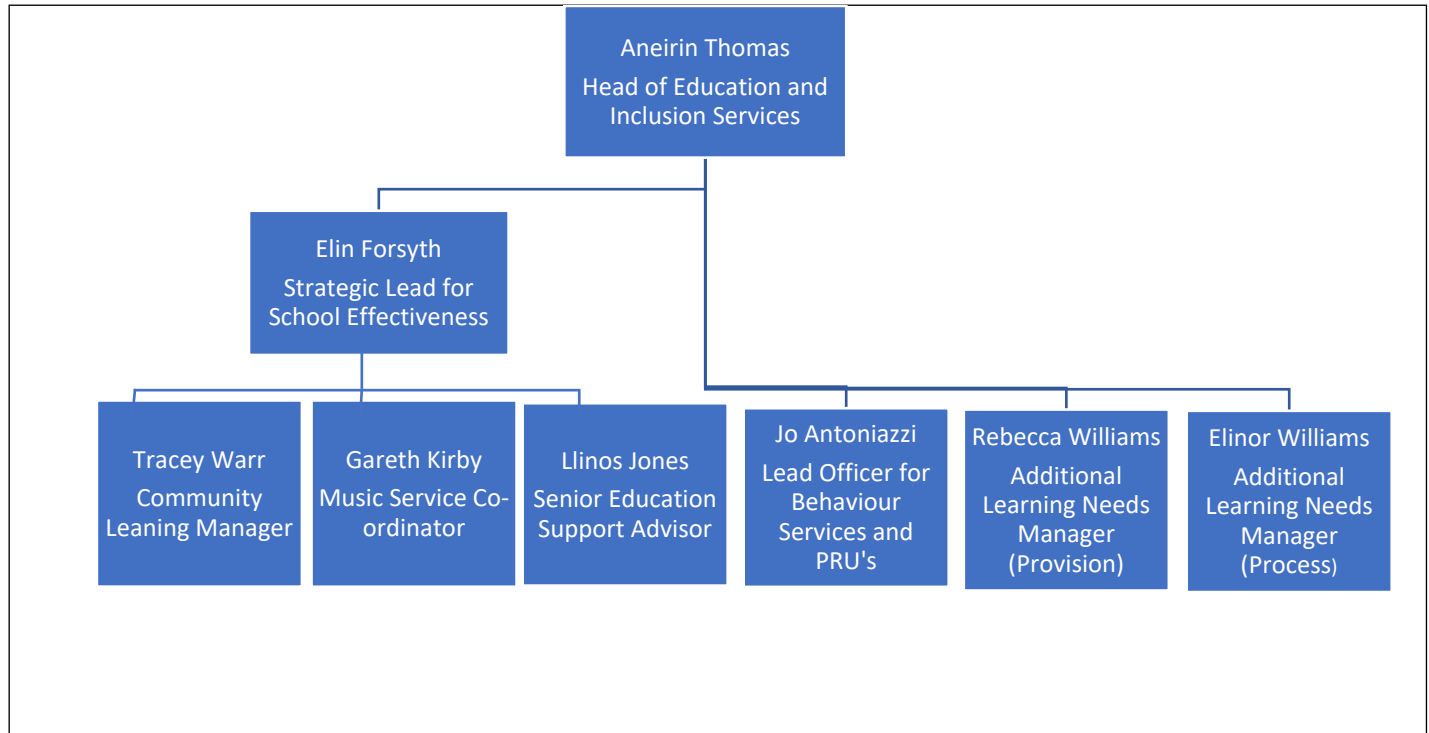
We provide extensive support and guidance for all aspects of the evolving inclusion and additional learning needs agenda within our schools. Our aim is to ensure the highest levels of inclusivity exist across all aspects of provision within both our mainstream schools and specialist settings. We continue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

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

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

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

Divisional Structure



Divisional Profile of services by Service Area

Education and Inclusion Services Division forms part of the Department for Education and Children. The division has approx. 100 staff, including peripatetic teaching staff. Budget to be confirmed following consultation process, awaiting final documentation.

School Improvement – Elin Forsyth, Strategic Lead for School Effectiveness

School Effectiveness/School Improvement

The Strategic Lead for School Effectiveness, works in collaboration with the range of teams and divisions across the Education and children's services department, as well as the Partneriaeth region, building a culture of school Improvement in which all of our learners and school-based practitioners progress and thrive.

The School Improvement Team of Educational Support Advisers and Associates, focuses robustly on supporting our schools, pupil referral units and specialist settings, across a range of self-evaluation processes. Working in collaboration with school leaders, governors, teachers and assistants, the team ensures that schools effectively analyse the progress achieved by all learners, irrespective of their individual starting points, offering support if further progress is required. The team develops and delivers a comprehensive range of professional learning opportunities for teachers, leaders and teaching assistants and sharing effective practice and signposting to research.

Key focus areas for reflection and support include:

- Pupil progress, skill development and outcomes achieved.
- The range and quality of teaching and learning experiences in the context of the curriculum for Wales for all learners, including those who are vulnerable and those who have additional learning needs.
- The wellbeing and safeguarding of pupils; their care, support and guidance received.
- Pupil engagement in their learning, as well as their attendance.
- Leadership of school improvement, vision, community and parental engagement, financial and resource management, professional development.

The Partneriaeth region delivers a range of professional learning opportunities prioritising:

- Support for all schools and settings to design and deliver their own high quality equitable curriculum.
- Embedding principles and processes which underpin educational equity in all schools and settings.
- Supporting schools and settings to develop a range of research and enquiry skills as a key part of their professional learning.
- Providing career pathways for leaders, practitioners and support staff at all levels of the system.

The Carmarthenshire Music Service provides music support across the county of Carmarthenshire. Currently over 3,000 pupils receive tuition on a weekly basis across a range of instrumental and vocal tuition as well as pedagogical curriculum support for teachers in line with the National Music Plan. Schools are offered a range of support either via an annual Service Level Agreement (SLA) Or through the Welsh Government's funding of the music plan. In addition, the service develops a range of ensembles at junior, intermediate and senior levels, providing valuable performing experiences as well as enhancing corporate events for Carmarthenshire County council.

The Healthy Schools service works in partnership with the Education department and the Hywel Dda National Health Service. The service manages the 'Health Promoting Schools' Initiative to ensure that our schools and settings are healthy environments for children and young people. A range of support is provided for teachers to develop effective pedagogy in relation to learners' physical and mental health, addressing many aspects of the mandatory Relationships and Sexual Health education aspect of the Curriculum for Wales as well as leading on the Whole school approach to Mental Health and Wellbeing. The wellbeing of staff is also a key focus of the work of this service.

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

Inclusion and Additional Learning Needs Services – Rebecca Williams ALN Manager (Provision), Elinor Williams ALN Manager (Process)

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

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

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

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

Maintaining systematic records to report progress and to enable reflective practice

Behaviour Support Service – Jo Antoniazzi

The **Behaviour Support Service** provide:

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

National Drivers/expectations for service area (strategy & policy)

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

- [The forthcoming Equity Wellbeing Strategy will be a key strategic driver for Well-being as the year progresses.](#)
- [Additional Learning Needs \(ALN\) Reform](#)
- [Crime and Disorder Act 1998](#)
- [Learning & Skills Act 2000](#)
- [Tertiary Education and Research \(Wales\) Bill](#)
- [Million Speakers](#)
- [School Standards and Organisation \(Wales\) Act 2013](#)

Divisional Specific Strategies and Policies

10 Year Departmental Strategy and our Purpose Pieces



[Departmental Strategy](#) / [Strategaeth Adrannol](#)

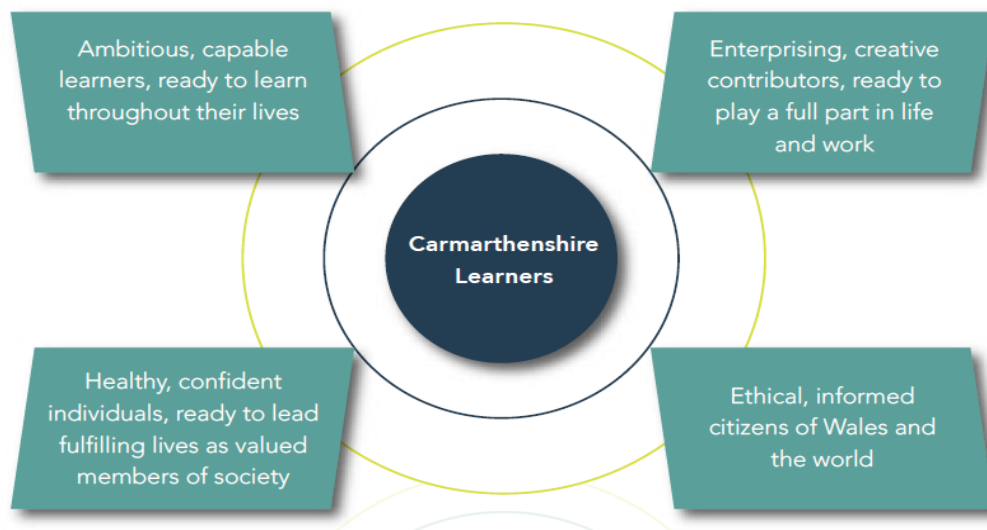
The Department has produced a draft 10 Year Strategy, **The future direction of Education Services in Carmarthenshire 2022 – 2032**, which includes our **Purpose Pieces** (High-Level Priorities). As a Department we have clear priorities focused around 4 key themes, tied into **Wales: Our National Mission**:



Vision to 2032

We will support all Carmarthenshire learners. We will ensure that they are happy, safe, are thriving, and are fulfilling their personal, social and learning potential. We will strive to become the best we can be and be highly regarded locally, whilst also earning national and international recognition.

We will achieve our desired outcomes by realising our Purpose Pieces and the ideals of the new Curriculum for Wales:



PURPOSE PIECES



Strategic Focus Groups

The Carmarthenshire County Council Education and Children's Services Department's Strategic Progress is to be operationally and strategically steered through a series of collaborative 'Focus Groups', aligning to the department's business plan.

The aim and purpose of these Strategic Focus groups is to ensure that:

- Our vision to 2032 is promoted, *'that children and young people are happy, safe and thriving, fulfilling their personal, social and learning potential'*.
- We fulfil our moral purpose, that:
 - *'Every child and young person is valued and valued equally'*.
- We are responsive to the changing needs of our children and young people and to the professionals who provide their care, support and education.
- Our strategies are co-constructed, delivered and evaluated across the department, linking to the Corporate and Departmental aims and vision.
- Schools, settings and services are provided with good quality, effective support and professional development in line with their children and young person's needs.
- We collegiately monitor and evaluate the impact of our service strategies, informing future focus areas.
- We improve the interface between services and schools, promote engagement and understand what schools want

There will be one focus group to encompass each of our eight Departmental priority areas (this Division has a lead role in highlighted groups):

Focus Group	Priority Area	Chair (HOS)
SFG 1. Inclusion and Engagement	Ensure a proactive, inclusive education system,	Aneirin Thomas
SFG 2. Teaching and Learning	Ensure excellent progress for all learners	Elin Forsyth
SFG 3. Safeguarding Children	Ensure all children and young people are happy, safe and thrive, overcoming poverty	Jan Coles
SFG 4. Wellbeing	Foster very good mental and physical health for all	Aeron Rees
SFG 5. Leadership	Ensure that aspirational Leadership leads to excellent progress for all learners	Elin Forsyth
SFG 6. Sustainable Communities	Deliver high standards of bilingual education in increasingly modern and sustainable community focussed environments	Simon Davies
SFG 7. Y Gymraeg	Ensure successful bilingual & multilingual development for all	Aeron Rees
SFG 8. Departmental Operations	Provide high quality support services that impact on the efficiency of the education system	Nia Thomas

Note: These groups to work independently or together depending on the nature of the research and developmental work to be undertaken.

There may be sub-groups that sit alongside this tier within different divisions e.g within Teaching and Learning there are sub-groups providing and evaluating support for Literacy, Numeracy and digital.

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
1	Well-being Objective 1 - Enabling our children and young people to have the best possible start in life (Start Well)			
a	Theme: Healthy Lives – prevention /early intervention			
	Actions			
1	Continue to ensure that pupils with additional learning needs (ALN) are fully supported to meet their potential in line with ALN Reform.	April 2024	Rebecca Williams	Cabinet Vision
B	Service Priority - Early years childcare, play & family support			
	Non applicable			
C	Service Priority - Education			
	Actions			
1	Work alongside schools to increase school attendance rates and improve access to education for vulnerable pupils.	April 2024		Cabinet Vision
2	Work with schools to deliver a full and rounded curriculum which aspires to raise educational standards and ensures that pupils understand and celebrate their local history, geography, and culture.	April 2024	Elin Forsyth	Cabinet Vision
3	Ensure that the standard of learning and teaching in our schools is of a high quality to support our learners to make appropriate progress.	April 2024	Elin Forsyth	Cabinet Vision
4	Work in schools to educate learners about food production and how to cook healthy meals using local produce.	April 2024	Elin Forsyth	Cabinet Vision
5	We will address the recommendations of the Estyn Thematic Report – Celebrating diversity and promoting inclusion.	April 2024	Elin Forsyth	Estyn
6	We will address the recommendations of the Estyn Thematic Report – The value of Youth Work Training.	April 2024	Elin Forsyth	Estyn
7	We will address the recommendations of the Estyn Thematic Report – English language and literacy in settings and primary schools.	April 2024	Elin Forsyth	Estyn
8	We will address the recommendations of the Estyn Thematic Report – Developments in remote and blended learning practice.	April 2024	Elin Forsyth	Estyn
9	We will address the recommendations of the Estyn Thematic Report – The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture.	April 2024	Elin Forsyth	Estyn
10	We will continue to promote Professional Learning opportunities for all staff.	April 2024	Clare Jones	SFG5
11	We will address the recruitment crisis for school staff.	April 2024	Elin Forsyth	SFG5
12	We will strengthen Monitoring and Improvement planning at all levels of leadership.	April 2024	Marian Morgan	SFG5
13	We will review and improve Communication with schools and across the ECS department to ensure consistency of message.	April 2024	Elin Forsyth	SFG5
14	We will continue to further strengthen school governance.	April 2024	Lowri Williams / Huw Rees	SFG5
15	We will support schools to develop a culture in line with the Schools as Learning Organisations (SLO) principles.	April 2024	Elin Forsyth	SFG5

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
16	We will continue with the Implementation of the Curriculum For Wales	April 2024	Elin Forsyth	SFG2
17	We will ensure high standards of Teaching and Learning in all schools and settings, in line with the 12 pedagogical principles.	April 2024	Ann James	SFG2
18	We will ensure (promote /develop) skills progression in all schools	April 2024	Nicola Morris	SFG2
	Measures			
	PAM/008 - Percentage of pupil attendance in Secondary Schools			
	4.1.2.2 - Percentage of authorised absence in Secondary schools.			
	PAM/007 - Percentage of pupil attendance in Primary Schools			
	4.1.2.3 - The percentage of authorised absence in Primary schools for the Academic Year.			
	PAM/032 - Average Capped 9 score for pupils in year 11			
	4.1.2.4 - Average Capped 9 score for pupils in year 11 for pupils eligible for Free School Meals			
	8.3.1.6 - Percentage of schools achieving Phase 5 of the Healthy Schools Initiative			
	EDU/002i - Percentage of All pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification			
2	Well-being Objective 2 - Enabling our residents to live and age well (Live & Age Well)			
a	Theme: Tackling Poverty			
	Non applicable			
b	Service Priority – Housing			
	Non applicable			
c	Service Priority – Social Care			
	Non applicable			
3	Well-being Objective 3 - Enabling our communities and environment to be healthy, safe and prosperous (Prosperous Communities)			
a(i)	Theme: Economic Recovery & Growth			
	Actions			
1	Support the provision of opportunities for residents in the county to engage in essential learning in literacy, numeracy, and digital skills, in line with current Welsh Government funding. Enabling post 16 learners to upskill for employment and progression, as well as lifelong learning and community benefits and offer learners' high quality 21st century learning environments.	April 2024	Tracy Warr	Cabinet Vision
a(ii)	Theme: Decarbonisation/Climate & Nature Emergency			
	Non applicable			
a(iii)	Theme: Welsh Language & Culture			

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	Non applicable			
a(iv)	Theme: Community Safety and Cohesion and resilience			
	Non applicable			
b	Service Priority – Leisure & Tourism			
	Non applicable			
c	Service Priority - Waste			
	Non applicable			
d	Service Priority – Highways & Transport			
4	Well-being Objective 4 - To further modernise and develop as a resilient and efficient Council (Our Council)			
a	Theme: Organisational Transformation			
	Non applicable			
5	Core Business Enablers: Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
a	ICT Services			
	Non applicable			
b	Marketing & Media including Customer Services			
	Non applicable			
c	Legal			
	Non applicable			
d	Planning			
	Non applicable			
e	Finance			
	Non applicable			
f	Procurement			
	Non applicable			
g	Internal Audit			
	Non applicable			
h	People Management (HR, L&D, Occ Health)			
1	Analyse the current workforce, and then extending that analysis to identify future workforce requirements, skills and competencies which will be needed to deliver new, different, or improved service	April 2024	All Managers	
i	Democratic Services			
	Non applicable			
j	Policy & Performance			
	Non applicable			
k	Business Support			
	Non applicable			
l	Estates			
	Non applicable			
m	Elections and Civil Registration			
	Non applicable			

Risks

Risks are anything that can impede or enhance the achievement of strategic objectives (Our Well-being Objectives above). You must identify the following:

1. Any Risks that the service has on the **Corporate Risk Register**
2. **All Service Significant Risks** (scored 16+)
3. All **Service High Risk** (scored 10+)
4. Other risks and mitigation are on the Service Risk Register

Make sure you identify actions in the table above that address these actions and cross refer below ↓

Risk Ref or New?	Risk score after mitigation	Identified Risk	WBO Ref # above action
CRR190018	12	Failure to deliver a quality Education Service (Divided into Departmental Risks EC1-6) (EC4 and EC6 in other Divisional Plans)	
EC1	6	Failure to raise standards at Primary and Secondary level;	WBO1c Actions 1, 3, 7, 8,17
EC2	8	Failure to support schools to remodel curriculum in light of Welsh Government reviews	WBO1c Actions 2, 4, 9, 16
EC3	12	Failure to support the implementation of the ALN reform;	WBO1a Action 1
EC5	12	Failure to provide appropriate support for vulnerable learners;	WBO1c Action 5
EC7 CRR190019	16	Failure to ensure that schools effectively manage their financial resources and respond to the challenges of reduced funding.	WBO1c Action 12
EC13 CRR190028	16	Our ability to recruit and retain high quality and resilient school leaders who can respond to and deal with the transformation of education in Wales.	WBO1c Action 11, 18 WBO5h Action 1
CRR190046 - COVID19 - Strategic	12	Failure to ensure the expected progress and outcomes of all Carmarthenshire learners for the period that operation of schools and learning establishments are affected by the pandemic	WBO1c Actions 1, 3, 7, 8,17

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Divisional Delivery Plan 2023-2024

Access to Education



INTRODUCTION

Purpose of this Plan

This Divisional Delivery Plan sets the strategic actions and measures that the services within this Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities, and service priorities. Action and measures for the delivery of the Cabinet Vision Statement Commitments are also included.

The plan also notes the support required by the divisional services from the Core Business Enablers in order to make progress against their own actions or actions and measures to be delivered by those Business Enabler services in their own right.

The actions and measures should set the direction of travel and translate into individual staff objectives targets. It provides an open and transparent way of showing staff, customers, elected members, and stakeholders what is to be achieved and how we plan to do this.

The actions and measures are also reflective of the departmental self-evaluation process, whereby areas to develop are incorporated here or via our Strategic Focus Groups. Where applicable, Estyn thematic report outcomes are also considered.

Cabinet Member

Councillor Glynog Davies, Cabinet Member with Responsibility for Education, Young People and the Welsh Language



Cabinet Member Portfolios relevant to Division:

School Admissions
School Catering Services
Carmarthenshire's Sustainable Communities for Learning

Director's Foreword



As we start a new business year, I would like to thank all staff for their continued commitment to ensuring that our children, young people and learners of all ages are happy, safe, and thriving, and fulfilling their personal, social and learning potential.

We continue to strive to make sure that every child and young person is valued and valued equally and to deliver our ambitious priorities.

As Director, I'm proud of what we've achieved as a service over the last year; we have worked as a team, focused on and listened to our children and young people, strived for excellence and acted with integrity- we put Carmarthenshire's core values into practice.

As one Education and Children's Services team we worked effectively to ensure that our children and young people were successfully supported to access their education and all the services they required. I've been impressed by the innovation, perseverance and enthusiasm shown by staff across all divisions and schools to work through challenges and problem-solve together to make sure key services were available to our children, young people and their families.

However, it is important to acknowledge that as a Department and County Council we are facing significant issues. The demands on our services are at the highest they've been for many years and the financial position is extremely challenging. However, we will continue to do our best, to provide high quality services to support our children and young people.

As an Education and Children's Services Department and learning organisation we are continually looking at how we can further develop, address issues and improve. Therefore, the main priorities of the Department for the immediate future are encapsulated in the following 8 high-level statements-

INCLUSION AND ENGAGEMENT	•ensure a proactive, inclusive education system
TEACHING AND LEARNING	•ensure excellent progress for all learners.
SAFEGUARDING	•all children and young people are happy, safe and thrive.
WELLBEING	•ensure very good mental and physical health for all.
LEADERSHIP	•aspirational leadership leads to excellent progress for all learners.
SUSTAINABLE COMMUNITIES	•ensure high standards of education in increasingly modern and sustainable community focused environments.
Y GYMRAEG	•ensure successful bilingual and multilingual development for all
DEPARTMENTAL OPERATIONS	•high quality delivery and impact across the Department.

Each Division has their own detailed Business Plan and document the actions relevant to their respective sections.

Gareth Morgans

Gareth Morgans; Director of Education and Children's Services

Divisional Overview

Introduction by Head of Service



I am very proud of what we continue to achieve in very demanding and challenging times.

As a team we dedicate ourselves to what needs to be done to support the vital work of the Authority, the Department, schools, and other education settings.

Our fundamental purpose is to organise, facilitate and plan an efficient network of school assets, facilities and places for the county's children and young people of today and future generations, to enable progression in outcomes in education and wellbeing.

Expectations to deliver excellent services has never been greater and we are under a greater duty to constantly challenge the way we organise our assets and service delivery.

However, we are currently faced by significant challenges include:

- The financial challenges facing schools across an inefficient school estate network.*
- Developing Carmarthenshire's School Investment Programme - a revised education investment and school rationalisation programme that encompasses the needs of the Authority that can be set for several years.*
- Construction inflation as a result of Covid/Brexit with increased demand and rising costs for labour and materials having a knock-on effect on the delivery and budgeting for school regeneration projects.*
- Understanding of the implications of the Local Authority's capital programme and the grant requirements from Welsh Government*
- Understanding on the implications of Covid-19 on pupil trends, projections, demographic statistics of the county and its impact on short-, medium- and long-term demand for school places (admissions)*
- Understanding the condition and suitability of the whole school estate and associated maintenance and investment costs to develop a modern relevant future school design.*
- Understanding the impact of Welsh Government's Working Together to reach Net Zero and Carmarthenshire's Net-zero Carbon Strategy*
- Delivering the Welsh Government's Universal Primary Free School Meals (UPFSM) offer with continued staff shortages and recruitment issues being experienced by the service.*
- An increased pressure on local government funding to deliver key services*

Difficult decisions will need to be made to continue to invest in our future. This will mean changes to the way we deliver services, maintaining existing service levels with less resources, reorganising or stopping provision altogether. Where change is required, we are responsible for ensuring that the changes to infrastructure and the redesign of services is governed appropriately whilst engaging with citizens at the earliest opportunity.

I look forward to building on the successes of our one team response and working to improve and deliver efficient and valued services to the people of Carmarthenshire.

I am delighted to present the three-year Divisional Business Plan on behalf of the hard-working staff across the Access to Education Division.

Sign off:

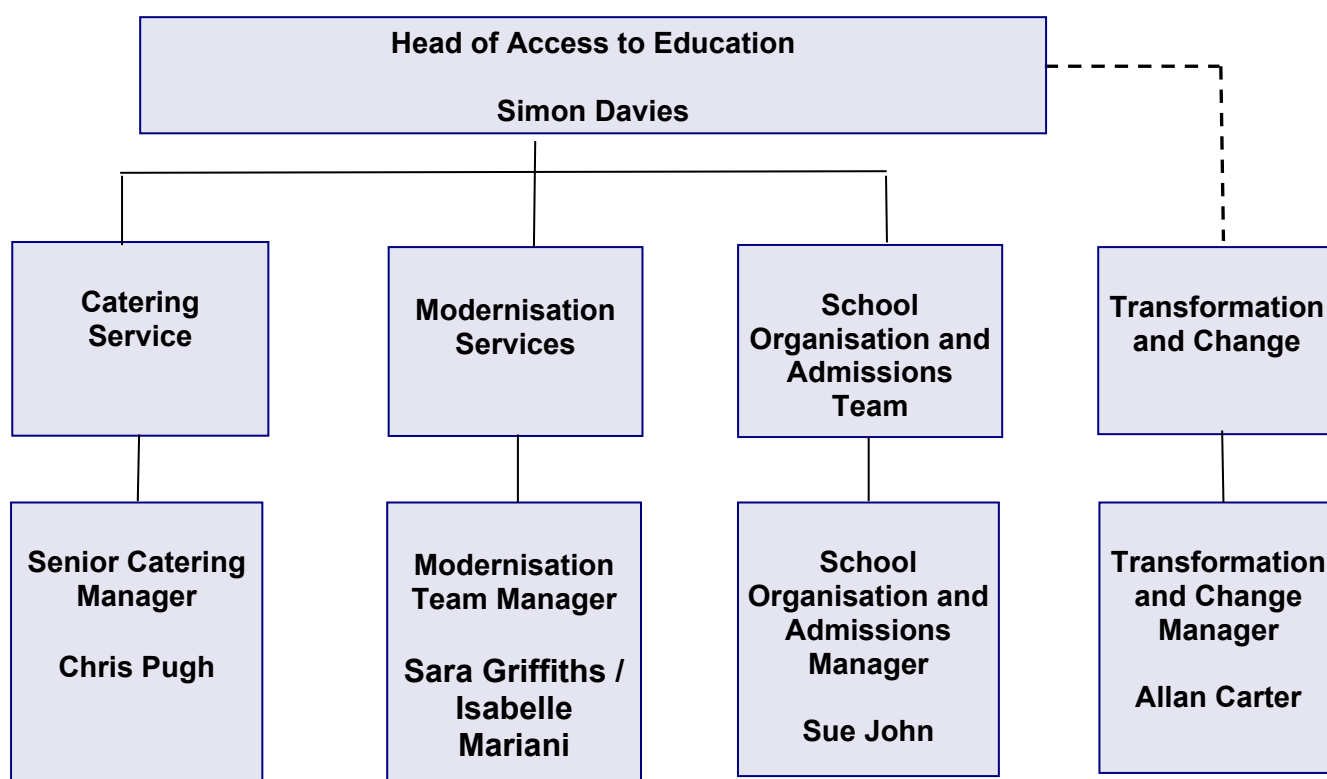
Signature:



Simon Davies; Head of Access to Education

Date: 15/03/2023

Divisional Structure



Divisional Profile of services by Service Area

Access to Education Division forms part of the Department for Education and Children.
The division currently has 33 staff.
Budget to be confirmed following consultation process, awaiting final documentation.

Catering Service – Chris Pugh, Senior Catering Manager

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

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

Modernisation Services – Sara Griffiths (Isabelle Mariani), Modernisation Team Manager

Modernisation Services is responsible for the development, management and delivery of the School Investment Programme (SIP) for the Department for Education and Children. This includes:

- The strategic planning, governance, development and delivery of Carmarthenshire's School Investment Programme as part of the national Sustainable Communities for Learning Programme and its constituent projects.
- School Organisation Process including formal and informal consultation with a range of stakeholders associated with school organisation and/or improvement projects.
- Local Authority School Federations Strategy and implementation plan
- Capital investment programme including the Department's long-term and annual capital investment plans and budgets.
- Development of options appraisals and HM Treasury 5 Case Model business cases for school reorganisation and investment projects for submission to the national Sustainable Communities for Learning Programme and other external funding sources.
- Commissioning of new or improved school premises in liaison with head teachers, ensuring minimum disruption to the operation of schools.
- Decommissioning of premises following the completion of statutory procedures to close or amalgamate schools and provide support to schools ensuring that pupils are sensitively and effectively transferred to designated alternative establishments.

School Organisation and Admissions – Sue John, School Organisation and Admissions Manager

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

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

Transformation and Change – Allan Carter, Transformation and Change Manager

Transformation and Change is responsible for managing a programme of transformation and change work aimed at supporting the Department for Education and Children, Headteachers and Governing Bodies in delivering projects, initiatives, and financial efficiencies across the schools network in a sustainable manner.

The work is undertaken closely with the Council's TIC team and are responsible for reporting progress on TIC related projects to the TIC Programme Board which oversees the delivery of the Council's overall change and efficiency programme.

National Drivers/expectations for service area (strategy & policy)

- [Healthy Eating in Maintained Schools](#)
- [Free Breakfast in Primary Schools Guidance](#)
- [Food Allergens Toolkit](#)
- [Modernising Education Programme \(Agenda Item 9\)](#)
- [Modernising Education Programme Strategic Outline Programme \(SOP\) - Band B Update \(Agenda item 11\)](#)
- [Sustainable Communities for Learning Programme](#)
- [School Organisation Code](#)
- [Federation of Maintained Schools \(Wales\)](#)
- [School Admission & Appeal Codes](#)

- [School Standards and Organisation \(Wales\)](#)
- [Information for Parents Booklet](#)
- [Measuring the Capacity of Schools in Wales \(MCSW\)](#)
- [Town and Country Planning](#)

Divisional Specific Strategies and Policies

Access to Education Division will contribute across the 6 Departmental Strategic Focus Groups.

Access to Education has a lead role with the Authority's School Operations Group that considers and resolves operational challenges facing schools.

10 Year Departmental Strategy and our Purpose Pieces



[Departmental Strategy](#) / [Strategaeth Adrannol](#)

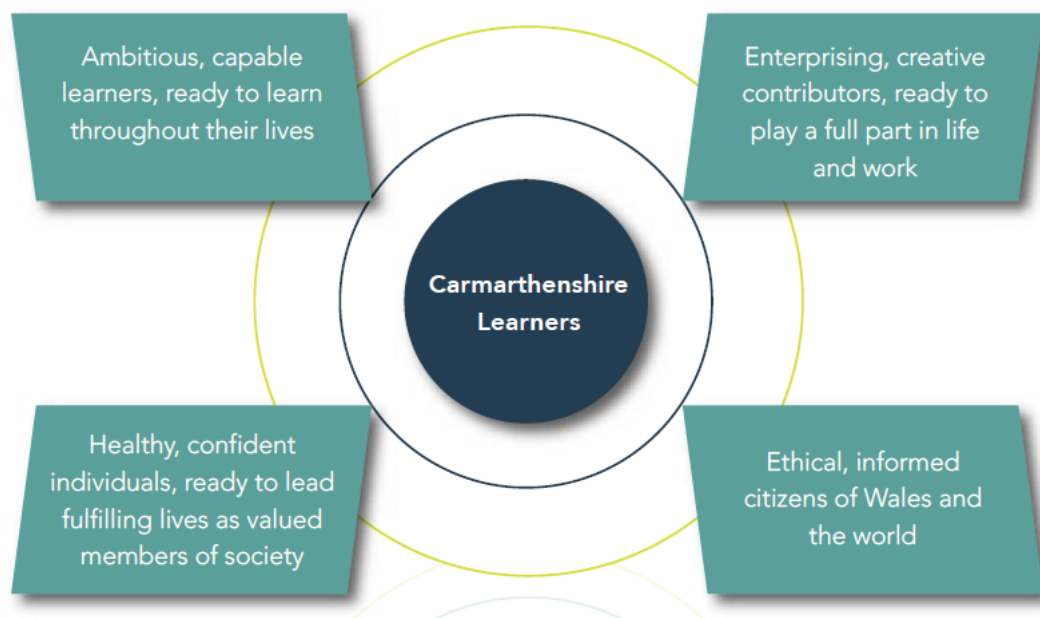
The Department has produced a draft 10 Year Strategy, **The future direction of Education Services in Carmarthenshire 2022 – 2032**, which includes our **Purpose Pieces** (High-Level Priorities). As a Department we have clear priorities focused around 4 key themes, tied into **Wales: Our National Mission**:



Vision to 2032

We will support all Carmarthenshire learners. We will ensure that they are happy, safe, are thriving, and are fulfilling their personal, social and learning potential. We will strive to become the best we can be and be highly regarded locally, whilst also earning national and international recognition.

We will achieve our desired outcomes by realising our Purpose Pieces and the ideals of the new Curriculum for Wales:



PURPOSE PIECES



Strategic Focus Groups

The Carmarthenshire County Council Education and Children's Services Department's Strategic Progress is to be operationally and strategically steered through a series of collaborative 'Focus Groups', aligning to the department's business plan.

The aim and purpose of these Strategic Focus groups is to ensure that:

- Our vision to 2032 is promoted, *'that children and young people are happy, safe and thriving, fulfilling their personal, social and learning potential'*.
- We fulfil our moral purpose, that:
 - *'Every child and young person is valued and valued equally'*.
- We are responsive to the changing needs of our children and young people and to the professionals who provide their care, support and education.
- Our strategies are co-constructed, delivered and evaluated across the department, linking to the Corporate and Departmental aims and vision.
- Schools, settings and services are provided with good quality, effective support and professional development in line with their children and young person's needs.
- We collegiately monitor and evaluate the impact of our service strategies, informing future focus areas.
- We improve the interface between services and schools, promote engagement and understand what schools want

There will be one focus group to encompass each of our eight Departmental priority areas (this Division has a lead role in highlighted groups):

Focus Group	Priority Area	Chair (HOS)
SFG 1. Inclusion and Engagement	Ensure a proactive, inclusive education system,	Aneirin Thomas
SFG 2. Teaching and Learning	Ensure excellent progress for all learners	Elin Forsyth
SFG 3. Safeguarding Children	Ensure all children and young people are happy, safe and thrive, overcoming poverty	Jan Coles
SFG 4. Wellbeing	Foster very good mental and physical health for all	Aeron Rees
SFG 5. Leadership	Ensure that aspirational Leadership leads to excellent progress for all learners	Elin Forsyth
SFG 6. Sustainable Communities	Deliver high standards of bilingual education in increasingly modern and sustainable community focussed environments	Simon Davies
SFG 7. Y Gymraeg	Ensure successful bilingual & multilingual development for all	Aeron Rees
SFG 8. Departmental Operations	Provide high quality support services that impact on the efficiency of the education system	Nia Thomas

Note: These groups to work independently or together depending on the nature of the research and developmental work to be undertaken.

There may be sub-groups that sit alongside this tier within different divisions e.g within Teaching and Learning there are sub-groups providing and evaluating support for Literacy, Numeracy and digital.

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
1	Well-being Objective 1 - Enabling our children and young people to have the best possible start in life (Start Well)			
a	Theme: Healthy Lives – prevention /early intervention			
	Actions			
1	In line with the vision of Welsh Government, provide high quality nutritious free school meals to all primary school pupils, over the lifetime of the administration.	April 2024	Chris Pugh	Cabinet Vision
2	Review current Cashless Catering provision by undertaking market sounding exercise to consider options for pre-order kiosks in support of 'Grab & Go' concept	April 2024	Chris Pugh	
3	We will ensure food safety regulations compliance through monitoring/audits and staff training.	April 2024	Chris Pugh	
b	Service Priority - Early years childcare, play & family support			
	Non applicable			
c	Service Priority - Education			
	Actions			
1	Continue investment in school buildings across the county and overhaul Carmarthenshire's School Investment Programme to meet the needs of the 21st century. Ensuring that all new schools meet the required standards of insulation and ventilation to cut energy bills and be more environmentally friendly.	April 2024	Sara Griffiths / Isabelle Mariani	Cabinet Vision
2	We will address the recommendations of the Estyn Thematic Report – Community schools; families and communities at the heart of school life.	April 2024	Sara Griffiths / Isabelle Mariani	Estyn
3	We will address the recommendations of the Estyn Thematic Report – All-age schools in Wales - A report on the challenges and successes of establishing all-age schools.	April 2024	Sara Griffiths / Isabelle Mariani	Estyn
4	Work with Welsh Government to consider the effectiveness of anti-covid ventilation devices in schools.	April 2024	Sara Griffiths / Isabelle Mariani	SFG6
5	We will review the Modernising Education Programme and initiate a new programme.	April 2024	Sara Griffiths / Isabelle Mariani	SFG6
6	We will ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools.	April 2024	Sara Griffiths / Isabelle Mariani	SFG6
7	We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through major investment	April 2024	Sara Griffiths / Isabelle Mariani	SFG6
8	We will reflect the impact of COVID on new school design e.g. access, materials used, creating flexible spaces, ventilation systems etc.	April 2024	Sara Griffiths / Isabelle Mariani	SFG6

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
9	We shall implement a Risk Management approach to prioritise urgent building improvements.	April 2024	Sue John	SFG6
10	We will undertake a comprehensive review of school capacity calculations in partnership with Schools.	April 2024	Sue John	SFG6
11	We will ensure all requests for Equality Act 2010 adaptations to schools are processed and actioned timely to support pupil's integration into mainstream schools.	April 2024	Sue John	SFG6
12	We will ensure all developer contributions (Section 106) are processed and actioned timely to support pupils in the designated catchment area schools.	April 2024	Sue John	SFG6
13	We will ensure all WG statutory returns for Planning School Places & Asset Verification are accurately and timely completed and feed into the MEP programme.	April 2024	Sue John	SFG6
14	We will contribute to all School Transport Appeals (both Officers and Members) to provide educational support and perspective.	April 2024	Sue John	SFG6
15	Update school suitability grade (defines how well premises meet the needs of pupils, teachers and other users and how they contribute towards raising standards of education)	April 2024	Allan Carter	SFG6
16	We shall review all school pupil admission dates and age-ranges across the County (rising 4's review).	April 2024	Allan Carter	SFG6
17	We will complete the Catchment Area Review linked as part of the MEP Review and implement any policy changes required.	April 2024	Allan Carter	SFG6
	Measures			
	4.3.1.8 - % of schools graded as "Good" or "Satisfactory" for school building condition.			
	4.3.1.7 - Surplus places removed as a result of Carmarthenshire's Sustainable Communities for Learning` (Formerly known as MEP - Modernising Education Programme)			
2	Well-being Objective 2 - Enabling our residents to live and age well (Live & Age Well)			
a	Theme: Tackling Poverty			
	Non applicable			
b	Service Priority – Housing			
	Non applicable			
c	Service Priority – Social Care			
	Non applicable			
3	Well-being Objective 3 - Enabling our communities and environment to be healthy, safe and prosperous (Prosperous Communities)			
a(i)	Theme: Economic Recovery & Growth			
	Actions			
1	Undertake required work in support of the decision made in relation to food contracting within Carmarthenshire; support pilot for outcomes identified as part of Foundational Economy project. Develop and implement strategy to focus on local procurement for School Meals and Breakfast Club services.	April 2024	Chris Pugh	

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
a(ii)	Theme: Decarbonisation/Climate & Nature Emergency			
	Actions			
1	Collate a new “schools for the future” development brief based on carbon neutral principles, lessons learnt from previous schemes, good practice and post-Covid evaluations.	April 2024	Sara Griffiths / Isabelle Mariani	SFG6
a(iii)	Theme: Welsh Language & Culture			
	Non applicable			
a(iv)	Theme: Community Safety and Cohesion and resilience			
	Actions			
1	Increase the utilisation of school facilities for community use outside of teaching hours.	April 2024	Sara Griffiths / Isabelle Mariani	Cabinet Vision
2	Work with Welsh Government to consider the effectiveness of anti-covid ventilation devices in schools.	April 2024	Sara Griffiths / Isabelle Mariani	Cabinet Vision
b	Service Priority – Leisure & Tourism			
	Non applicable			
c	Service Priority - Waste			
	Non applicable			
d	Service Priority – Highways & Transport			
	Non applicable			
4	Well-being Objective 4 - To further modernise and develop as a resilient and efficient Council (Our Council)			
a	Theme: Organisational Transformation			
	Non applicable			
5	Core Business Enablers: Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
a	ICT Services			
	Non applicable			
b	Marketing & Media including Customer Services			
	Non applicable			
c	Legal			
	Non applicable			
d	Planning			
	Non applicable			
e	Finance			
	Non applicable			
f	Procurement			
	Non applicable			
g	Internal Audit			
	Non applicable			
h	People Management (HR, L&D, Occ Health)			
1	Analyse the current workforce, and then extending that analysis to identify future workforce requirements, skills and competencies which will be needed to deliver new, different, or improved service	April 2024	All Managers	

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
i	Democratic Services			
	Non applicable			
j	Policy & Performance			
	Non applicable			
k	Business Support			
	Actions			
1	Consider better way of working with a view to reducing paper and support the use of electronic back-office processes within school kitchens (e.g. introduction of Kitchen Manager) with the support of TIC	April 2024	Chris Pugh	
l	Estates			
	Non applicable			
m	Elections and Civil Registration			
	Non applicable			

Risks

Risks are anything that can impede or enhance the achievement of strategic objectives (Our Well-being Objectives above). You must identify the following:

1. Any Risks that the service has on the **Corporate Risk Register**
2. **All Service Significant Risks** (scored 16+)
3. All **Service High Risk** (scored 10+)
4. Other risks and mitigation are on the Service Risk Register

Make sure you identify actions in the table above that address these actions and cross refer below ↓

Risk Ref or New?	Risk score after mitigation	Identified Risk	WBO Ref # above action
EC6 Part of CRR190018	6	Failure to manage the School Investment Programme as part of the national Sustainable Communities for Learning Programme and to invest in infrastructure and reduce the number of surplus places within the schools' system.	WBO1c Actions 1 - 17
New	tbc	Failure to deliver Universal Primary Free School Meals (UPFS) that will entitle all primary school pupils (In the first instance) to a free school meal.	

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Divisional Delivery Plan 2023-2024

Strategy & Learner Support



INTRODUCTION

Purpose of this Plan

This Divisional Delivery Plan sets the strategic actions and measures that the services within this Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities, and service priorities. Action and measures for the delivery of the Cabinet Vision Statement Commitments are also included.

The plan also notes the support required by the divisional services from the Core Business Enablers in order to make progress against their own actions or actions and measures to be delivered by those Business Enabler services in their own right.

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The actions and measures are also reflective of the departmental self-evaluation process, whereby areas to develop are incorporated here or via our Strategic Focus Groups. Where applicable, Estyn thematic report outcomes are also considered.

Cabinet Member

Councillor Glynog Davies, Cabinet Member with Responsibility for Education, Young People and the Welsh Language



Cabinet Member Portfolios relevant to Division:

- Welsh in Education Strategic Plan and Forum
- Youth Support Service
- Education data and systems
- Development of the Welsh Language / Standards reporting
- Estyn (elements relating to Departmental self-evaluation)
- Education and Wellbeing Team
- Young People Not in Education, Employment & Training (NEETS)
- Post 16 Education & Funding and Regional Learning and Skills Partnership

Director's Foreword



As we start a new business year, I would like to thank all staff for their continued commitment to ensuring that our children, young people and learners of all ages are happy, safe, and thriving, and fulfilling their personal, social and learning potential.

We continue to strive to make sure that every child and young person is valued and valued equally and to deliver our ambitious priorities.

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As one Education and Children's Services team we worked effectively to ensure that our children and young people were successfully supported to access their education and all the services they required. I've been impressed by the innovation, perseverance and enthusiasm shown by staff across all divisions and schools to work through challenges and problem-solve together to make sure key services were available to our children, young people and their families.

However, it is important to acknowledge that as a Department and County Council we are facing significant issues. The demands on our services are at the highest they've been for many years and the financial position is extremely challenging. However, we will continue to do our best, to provide high quality services to support our children and young people.

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WELLBEING	•ensure very good mental and physical health for all.
LEADERSHIP	•aspirational leadership leads to excellent progress for all learners.
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Y GYMRAEG	•ensure successful bilingual and multilingual development for all
DEPARTMENTAL OPERATIONS	•high quality delivery and impact across the Department.

Each Division has their own detailed Business Plan and document the actions relevant to their respective sections.

Gareth Morgans

Gareth Morgans; Director of Education and Children's Services

Divisional Overview

Introduction by Head of Service

The last few years have been like no other in our prior experience. I'm immensely proud of how all the division's component service areas have managed the challenge provided by the Covid pandemic and its aftermath.

The newly restructured Strategy and Learner Support Division incorporates a wide array of services. We lead on the strategic direction of the service and have been active in developing our Departmental Ten-year plan and in coordinating the incorporation of corporate priorities to our business planning processes. Self-evaluation has strengthened recently, and this exercise also provides us with a sound basis for our forward planning.

We strive to ensure a golden thread through all our policies and actions, as guided by our vision and moral purpose. Our actions from day to day are largely governed by expediting 8 priorities which are driven forward by our Strategic Focus Groups.

Our reconfigured division also incorporates the Business Support function which works to ensure the effective integration of professional and systems management roles and responsibilities across all education services and learner programmes.

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

A comprehensive offer of Youth and Youth Justice support is offered, which also sustains and bolsters young peoples' opportunities and life chances, so that we can nurture active and truly global citizens, who contribute actively to their bilingual communities in Carmarthenshire. The four pillars of service provision cover the 8-25 age range and offer open access and targeted provision and support throughout the county, whilst also encapsulating young peoples' participation. The service is strongly recognised by external evaluations, having recently received the Gold Quality Mark Award.

The Welsh in Education Strategic Plan is being implemented proactively as we support every school to move along the language continuum, supported by the new school linguistic categorisation system. This service is also supported by The Tîm Athrawon Gwella'r Gymraeg, who are primarily based in our language centres and provide vital and ground-breaking support to innate learners and those who are at the very onset of their bilingual journey.

Information management is also evolving with an increasing focus on data protection. Systems and staffing structures are being refined constantly so that data can inform and drive our practice and that we can provide an improved offer to our clients and service users.

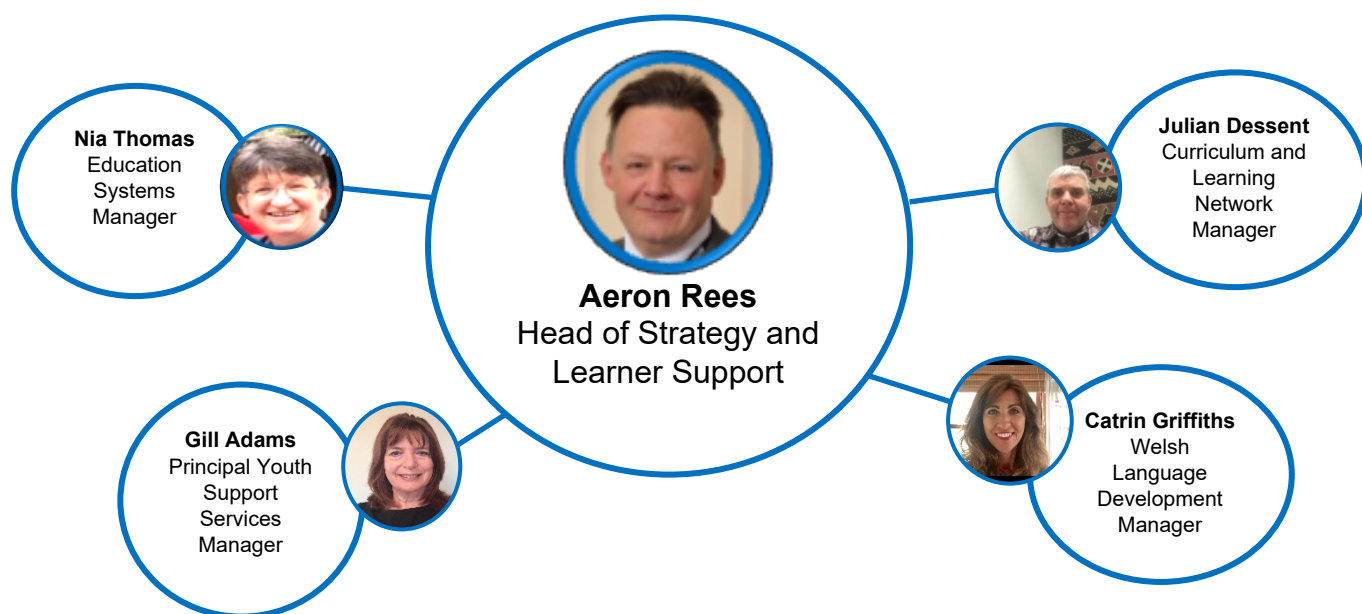
The Post 16 landscape is evolving, and our review of provision and governance is yielding important conclusions and recommendations. We promote rich formal, non-formal and informal learning opportunities and experiences in our school, youth and special settings. Our aim is to work with Head teachers and key stakeholders in ensuring the holistic development of young people as happy, healthy, thriving and well-rounded individuals. We wish our learners to be both well qualified and well educated, being offered valuable and lasting experiences through a vibrant, broad and balanced local curriculum, framed within the national context. A diverse array of enrichment and extension activities augment the pupil offer and entitlement. Learners' employability is therefore paramount, tying in closely the post 16 curriculum with evolving requirements of the global, regional and local economies.



New insights have been gained in 2022/23 and we are building provision better and stronger for the future, secure in the view that the very best of our work can be considered at the cusp of lead professional practice.

J. Aeron Rees, Head of Strategy and Learner Support 10.03.23

Divisional Structure



Divisional Profile of services by Service Area

Strategy and Learner Support Division forms part of the Department for Education and Children. The division has approximately 130 staff including Social Workers in the Youth Service and Teachers in the Welsh for adults team.

Budget to be confirmed following the consultation process, awaiting final documentation.

Key Responsibilities:

- Youth Support Services
- Participation and Children's Rights
- Strategy and Business plan coordination
- Education Systems Management and Design
- School MIS
- 14-19 Learning Pathways and post-16 learning
- Young People Not in Education, Employment & Training (NEETS)
- Welsh Medium Education
- Welsh for Adults
- Welsh in the Department

Learning Transformation Service – Julian Dessent, Learning Network Development Manager

3-19 Curriculum Reform Business Unit

- The curriculum reform agenda as applicable for Carmarthenshire, within the national and regional context
- Local Curriculum, including partnership work with the Regional Consortia

The **Learning Transformation Service** includes:

- 11-19 learning partnership developments and 14-19 Learning Pathways in Carmarthenshire and regional links to the Partneriaeth 14-19 Group
- Development of hybrid learning to support learning pathways including development of collaboration between schools and other stakeholders.
- The development of learning pathways, careers education and work-related learning linked to the local economy and Regional Learning and Skills Partnership including the Swansea Bay City Region priorities.

Welsh in Education Services – Catrin Griffiths, Welsh Language Development Manager

The **Welsh in Education Service** includes:

- Welsh in Education Strategic Plan implementation
- School Linguistic Categorisation implementation
- Welsh for Adults
- Athrawon Gwella'r Gymraeg a Dwyieithrwydd (Tim Athrawon Datblygu'r Gymraeg)
- Canolfannau Iaith

Youth Support Service – Gill Adams, Principal Youth Support Services Manager

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

Within its wide-ranging responsibilities, the Service undertakes strategic work to reduce the number of young people who become NEET in county and is responsible for the delivery of Welsh Government Youth Engagement and Progression Framework.

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

- Universal Support Team - including Participation & Children's Rights (11-25)
- Targeted Youth Support (10-18 years)
- Targeted Youth Support Team (16-25 years)
- Youth Justice Team (10 -17)

Education Systems – Nia Thomas, Education Systems Manager

Education Systems:

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

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

- Service co-ordination, operation and support
- Staff deployment and logistics
- Business support for specialist services
- Strategic and performance planning
- Grants management and support
- Co-ordination and liaison between local authority and regional functions associated with school improvement
- Creditors and debtors processes, particularly those associated with school meals
- Free School Meals applications
- Departmental Management Team support
- Catering Service support
- Mail handling, reception & meeting room management (St. David's Park, Carmarthen)
- Front of house (Neuadd y Gwendraeth, Drefach)
- School Essentials Grant management
- Co-ordination of Departmental and School communications

Educational Data Systems – design and analysis

- School MIS:
 - School Management Information Systems (MIS) support, training & development

- Statutory school data returns, e.g. PLASC (Pupil Level Annual School Census), attendance & National Data Collection
- School data management and information requests

National Drivers/expectations for service area (strategy & policy)

- [Welsh Government - Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales](#)
- [Curriculum For Wales](#)
- [Welsh Government: Education in Wales: Our National Mission Action Plan 2017-21](#)
- [Welsh Government - Building a Brighter Future: The Early Years and Childcare Plan](#)
- [Welsh Government - Keeping Learners Safe - The role of Local Authorities, Governing Bodies and proprietors of independent schools under the Education Act 2002](#)
- [Welsh Government - Information Management Strategy](#)
- [Welsh Government - National Literacy and Numeracy Framework \(LNF\)](#)
- [Welsh Government - National Model for Regional Working Framework](#)
- [Welsh Government - All Wales Attendance Framework](#)
- [Welsh Government - The National Youth Work Strategy for Wales 2014-2018](#)
- [Welsh Government - Delivering the Youth Guarantee in Wales](#)
- [Welsh Government - Youth Engagement and Progression Framework Implementation Plan](#)
- [Welsh Government - The School Organisation Code](#)
- [Welsh Government – 21st Century Schools Programme](#)
- [The forthcoming Equity Wellbeing Strategy will be a key strategic driver for Well-being as the year progresses.](#)
- [Additional Learning Needs \(ALN\) Reform](#)
- [Crime and Disorder Act 1998](#)
- [Learning & Skills Act 2000](#)
- [Tertiary Education and Research \(Wales\) Bill](#)
- [Million Speakers](#)
- [School Standards and Organisation \(Wales\) Act 2013](#)

Divisional Specific Strategies and Policies

Welsh in Education Strategic Plan (WESP) - A new 10 Year WESP commenced on 1st September 2022.

Youth Justice Plan

(hyper-link's to be added when published on Corporate Website)

10 Year Departmental Strategy and our Purpose Pieces



[Departmental Strategy](#) / [Strategaeth Adrannol](#)

The Department has produced a draft 10 Year Strategy, **The future direction of Education Services in Carmarthenshire 2022 – 2032**, which includes our **Purpose Pieces** (High-Level Priorities). As a Department we have clear priorities focused around 4 key themes, tied into **Wales: Our National Mission**:

Developing a high-quality education services profession

Inspirational leaders working collaboratively to raise standards

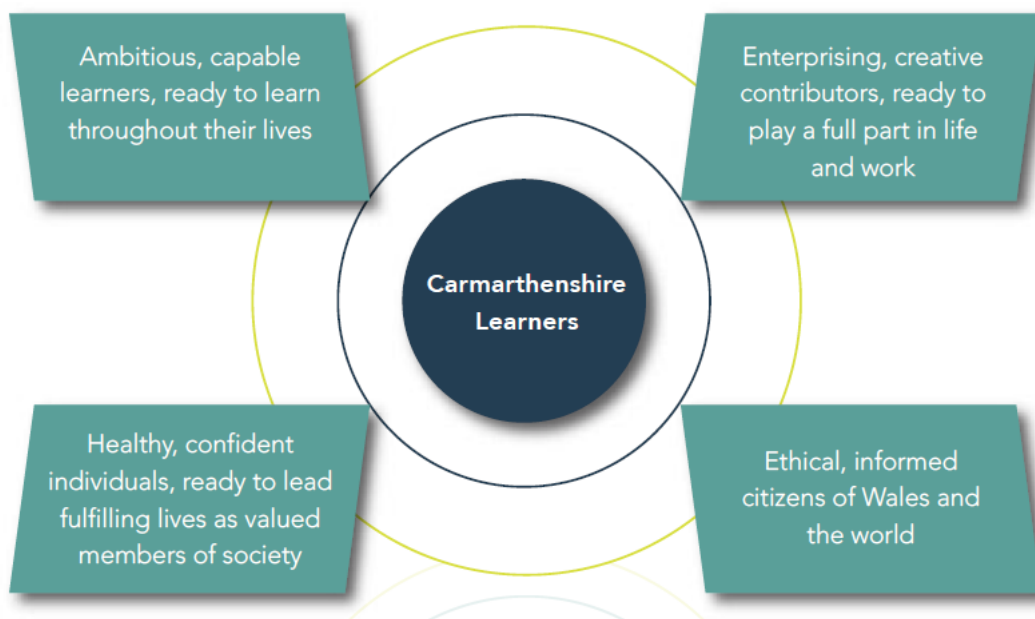
Strong and inclusive schools and services committed to excellence, equity and well-being

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

Vision to 2032

We will support all Carmarthenshire learners. We will ensure that they are happy, safe, are thriving, and are fulfilling their personal, social and learning potential. We will strive to become the best we can be and be highly regarded locally, whilst also earning national and international recognition.

We will achieve our desired outcomes by realising our Purpose Pieces and the ideals of the new Curriculum for Wales:



PURPOSE PIECES



Strategic Focus Groups

The Carmarthenshire County Council Education and Children's Services Department's Strategic Progress is to be operationally and strategically steered through a series of collaborative 'Focus Groups', aligning to the department's business plan.

The aim and purpose of these Strategic Focus groups is to ensure that:

- Our vision to 2032 is promoted, *'that children and young people are happy, safe and thriving, fulfilling their personal, social and learning potential'*.
- We fulfil our moral purpose, that:
'Every child and young person is valued and valued equally'.
- We are responsive to the changing needs of our children and young people and to the professionals who provide their care, support and education.
- Our strategies are co-constructed, delivered and evaluated across the department, linking to the Corporate and Departmental aims and vision.
- Schools, settings and services are provided with good quality, effective support and professional development in line with their children and young person's needs.
- We collegiately monitor and evaluate the impact of our service strategies, informing future focus areas.
- We improve the interface between services and schools, promote engagement and understand what schools want.

There will be one focus group to encompass each of our eight Departmental priority areas (this Division has a lead role in highlighted groups):

Focus Group	Priority Area	Chair (HOS)
SFG 1. Inclusion and Engagement	Ensure a proactive, inclusive education system,	Aneirin Thomas
SFG 2. Teaching and Learning	Ensure excellent progress for all learners	Elin Forsyth
SFG 3. Safeguarding Children	Ensure all children and young people are happy, safe and thrive, overcoming poverty	Jan Coles
SFG 4. Wellbeing	Foster very good mental and physical health for all	Aeron Rees
SFG 5. Leadership	Ensure that aspirational Leadership leads to excellent progress for all learners	Elin Forsyth
SFG 6. Sustainable Communities	Deliver high standards of bilingual education in increasingly modern and sustainable community focussed environments	Simon Davies
SFG 7. Y Gymraeg	Ensure successful bilingual & multilingual development for all	Aeron Rees
SFG 8. Departmental Operations	Provide high quality support services that impact on the efficiency of the education system	Nia Thomas

Note: These groups to work independently or together depending on the nature of the research and developmental work to be undertaken.

There may be sub-groups that sit alongside this tier within different divisions e.g within Teaching and Learning there are sub-groups providing and evaluating support for Literacy, Numeracy and digital.

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
1	Well-being Objective 1 - Enabling our children and young people to have the best possible start in life (Start Well)			
a	Theme: Healthy Lives – prevention /early intervention			
	Actions			
1	Continue to work on wellbeing of all staff and pupils	April 2024	Aeron Rees	SFG4
2	Further develop Learner voice and participation - being taken seriously in school;	April 2024	Sarah Powell	SFG4
3	We will ensure delivery against the Youth Justice Plan priorities.	April 2024	Gill Adams	SFG2
b	Service Priority - Early years childcare, play & family support			
	Non applicable			
c	Service Priority – Education			
	Actions			
1	In line with the Welsh Government’s programme, increase the availability of bilingual and Welsh medium education in our schools, following thorough consultation with parents, school governing bodies, learners, and the local community.	April 2024	Catrin Griffiths	Cabinet Vision
2	We will address the recommendations of the Estyn Thematic Report – Support for learners’ mental health and emotional wellbeing.	April 2024	Aeron Rees	Estyn
3	We will address the recommendations of the Estyn Thematic Report – “We don’t tell our teachers” Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales.	April 2024	Aeron Rees	Estyn
4	We will address the recommendations of the Estyn Thematic Report – Welsh Immersion Education - Strategies and approaches to support 3 to 11-year-old learners	April 2024	Catrin Griffiths	Estyn
5	We will address the recommendations of the Estyn Thematic Report – A level Welsh First Language.	April 2024	Julian Dessent	Estyn
6	We will address the recommendations of the Estyn Thematic Report – Business and social studies subjects at A level.	April 2024	Julian Dessent	Estyn
7	We will address the recommendations of the Estyn Thematic Report – Post-16 partnerships.	April 2024	Julian Dessent	Estyn
8	We will address the recommendations of the Estyn Thematic Report – How schools and colleges used the RRRS and catch-up grants for post 16 learners.	April 2024	Julian Dessent	Estyn
9	We will extend Post 16 collaborative working.	April 2024	Julian Dessent	SFG2
10	We will continue to extend and develop the Seren More able and Talented Programme to pre-16 learners.	April 2024	Julian Dessent	
11	We will work with partners to develop further opportunities for vocational and employment learning pathways where applicable within the County.	April 2024	Julian Dessent	

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
12	Undertake a comprehensive review of post 16 provision including all stakeholders in order to achieve a learner centered provision in line with the CfW.	April 2024	Julian Dessent	
13	We will continue to use the Youth Engagement and Progression Framework and the Vulnerability Assessment Profile as a means of effectively engaging those children and young people that are NEET/at risk of NEET.	April 2024	Gill Adams	
14	We will implement actions identified in the self-assessment of the Youth Support Services against the National Participation Standards to increase participation which will contribute to improved service outcomes in terms of more effectively engaging those children and young people that are NEET.	April 2024	Gill Adams	
15	We will implement the actions identified in the YSS National Participation Standards Self-Assessment Plan in order to strengthen participative approaches across the service.	April 2024	Gill Adams	
16	Develop and implement a Departmental Childrens Rights, Participation and Engagement Plan.	April 2024	Sarah Powell	
17	We will continue to implement the agreed development plan for the School Management System to introduce further Local Authority functions	April 2024	Luke Howells	
18	Investigate the development or implementation of a data dashboard across all systems. Currently, Carmarthenshire's aggregated data sits behind closed doors and is only available to staff on request. However, this is an archaic method of data transparency. Developing new analysis and maintaining training and support for Departmental staff on a data dashboard will require less resource from the service, while increasing turnaround for LA staff who can access available data without delay.	April 2024	tbc	
	Measures			
	5.0.2.3 - The percentage of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A levels grade A-E).			
	PAM/009 - The percentage of Year 11 Leavers not in education, employment or training (NEETS)			
	5.1.0.2 - The percentage of Year 13 Leavers not in education, employment or training (NEETS)			
	EDU/034 - Percentage of year 11 pupils studying Welsh (first language)			
2	Well-being Objective 2 - Enabling our residents to live and age well (Live & Age Well)			
a	Theme: Tackling Poverty			
	Actions			
1	We will deliver our Toy and Wellbeing Hamper Appeal to those children and families identified to us as requiring some support.	April 2024	Nia Thomas	SFG8
b	Service Priority – Housing			

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	Non applicable			
c	Service Priority – Social Care			
	Non applicable			
3	Well-being Objective 3 - Enabling our communities and environment to be healthy, safe and prosperous (Prosperous Communities)			
a(i)	Theme: Economic Recovery & Growth			
	Non applicable			
a(ii)	Theme: Decarbonisation/Climate & Nature Emergency			
	Non applicable			
a(iii)	Theme: Welsh Language & Culture			
	Actions			
1	We will address the recommendations of the Estyn Thematic Report – Post-16 partnerships.	April 2024	Catrin Griffiths	Estyn
2	Encourage and develop more use of Welsh in the ECS department	April 2024	Catrin Griffiths	SFG7
3	We will use the YSS Welsh Language Plan to ensure that as a service we embed the Welsh Language in service delivery.	April 2024	Catrin Griffiths	
a(iv)	Theme: Community Safety and Cohesion and resilience			
	Non applicable			
b	Service Priority – Leisure & Tourism			
	Non applicable			
c	Service Priority - Waste			
	Non applicable			
d	Service Priority – Highways & Transport			
	Non applicable			
4	Well-being Objective 4 - To further modernise and develop as a resilient and efficient Council (Our Council)			
a	Theme: Organisational Transformation			
	Actions			
1	Further develop internal and external cooperation and communication	April 2024	Nia Thomas	SFG8
2	Review departmental business support services in order to meet the demands of new ways of working.	April 2024	Nia Thomas	SFG8
5	Core Business Enablers: Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
a	ICT Services			
	Non applicable			
b	Marketing & Media including Customer Services			
	Non applicable			
c	Legal			
	Non applicable			
d	Planning			
	Non applicable			
e	Finance			
	Non applicable			
f	Procurement			

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	Non applicable			
g	Internal Audit			
	Non applicable			
h	People Management (HR, L&D, Occ Health)			
	Actions			
1	Analyse the current workforce, and then extending that analysis to identify future workforce requirements, skills and competencies which will be needed to deliver new, different, or improved service.	April 2024	All Managers	
2	Continue to work on wellbeing of all staff and pupils.	April 2024	Aeron Rees	SFG4,
3	Address the recommendations of the Estyn Thematic Report - The Value of Youth Work Training	April 2024	Aeron Rees	SFG5
i	Democratic Services			
	Non applicable			
j	Policy & Performance			
	Non applicable			
k	Business Support			
	Further develop internal and external cooperation and communication.	April 2024	Nia Thomas	SFG8
l	Estates			
	Non applicable			
m	Elections and Civil Registration			
	Non applicable			

Risks

Risks are anything that can impede or enhance the achievement of strategic objectives (Our Well-being Objectives above). You must identify the following:

1. Any Risks that the service has on the **Corporate Risk Register**
2. **All Service Significant Risks** (scored 16+)
3. **All Service High Risk** (scored 10+)
4. Other risks and mitigation are on the Service Risk Register

Make sure you identify actions in the table above that address these actions and cross refer below ↓

Risk Ref or New?	Risk score after mitigation	Identified Risk	WBO Ref # above action
EC4 Part of CRR190018	9	Failure to deliver the Welsh in Education Strategic Plan;	WBO1c Action 1 WBO3aiii Actions 1-3

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Divisional Delivery Plan 2023-2024

Children's Services



INTRODUCTION

Purpose of this Plan

This Divisional Delivery Plan sets the strategic actions and measures that the services within this Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities, and service priorities. Action and measures for the delivery of the Cabinet Vision Statement Commitments are also included.

The plan also notes the support required by the divisional services from the Core Business Enablers in order to make progress against their own actions or actions and measures to be delivered by those Business Enabler services in their own right.

The actions and measures should set the direction of travel and translate into individual staff objectives targets. It provides an open and transparent way of showing staff, customers, elected members, and stakeholders what is to be achieved and how we plan to do this.

Director's Foreword



As we start a new business year, I would like to thank all staff for their continued commitment to ensuring that our children, young people and learners of all ages are happy, safe, and thriving, and fulfilling their personal, social and learning potential.

We continue to strive to make sure that every child and young person is valued and valued equally and to deliver our ambitious priorities.

As Director, I'm proud of what we've achieved as a service over the last year; we have worked as a team, focused on and listened to our children and young people, strived for excellence and acted with integrity- we put Carmarthenshire's core values into practice.

As one Education and Children's Services team we worked effectively to ensure that our children and young people were successfully supported to access their education and all the services they required. I've been impressed by the innovation, perseverance and enthusiasm shown by staff across all divisions and schools to work through challenges and problem-solve together to make sure key services were available to our children, young people and their families.

However, it is important to acknowledge that as a Department and County Council we are facing significant issues. The demands on our services are at the highest they've been for many years and the financial position is extremely challenging. However, we will continue to do our best, to provide high quality services to support our children and young people.

As an Education and Children's Services Department and learning organisation we are continually looking at how we can further develop, address issues and improve. Therefore, the main priorities of the Department for the immediate future are encapsulated in the following 8 high-level statements-

<i>INCLUSION AND ENGAGEMENT</i>	•ensure a proactive, inclusive education system
<i>TEACHING AND LEARNING</i>	•ensure excellent progress for all learners.
<i>SAFEGUARDING</i>	•all children and young people are happy, safe and thrive.
<i>WELLBEING</i>	•ensure very good mental and physical health for all.
<i>LEADERSHIP</i>	•aspirational leadership leads to excellent progress for all learners.
<i>SUSTAINABLE COMMUNITIES</i>	•ensure high standards of education in increasingly modern and sustainable community focused environments.
<i>Y GYMRAEG</i>	•ensure successful bilingual and multilingual development for all
<i>DEPARTMENTAL OPERATIONS</i>	•high quality delivery and impact across the Department.

Each Division has their own detailed Business Plan and document the actions relevant to their respective sections.

Gareth Morgans

Gareth Morgans; Director of Education and Children's Services

Head of Service: Children's and Families

Key Responsibilities:

- Assessment of eligible care and support needs
- Children in need of care and support and protection
- Safeguarding
- Children who are looked after and care leavers
- Fostering
- Adoption
- Children and young people with disabilities
- Schools safeguarding and attendance
- Residential children's homes including short breaks
- Early years family support
- Family support and preventative services
- Educational, Child Psychology and Emotional Health Team



Children's Services Division provides a range of services and support, whose overall aim is to enable children and young people to continue to reside within their own families and within their own communities wherever it is safe to do so, working together to prevent the number of children who suffer adverse childhood experiences (ACE's), and preventing the need for statutory involvement. Protecting children who are experiencing, or are at risk of abuse, neglect, or other kinds of harm is our priority. Our focus on early intervention / prevention to avoid ACE's for future generations remains critical in ensuring all children can reach their full potential and be healthy, happy, and safe. Enabling our children and young people to have the best possible start in life is our key objective. The Central Referral Team provides a single point of contact for anyone who has concerns over a child's welfare. Statutory child and family teams work in partnership with families and other agencies to co-produce and implement Care and Support Plans, as well as undertaking investigations into allegations of abuse and neglect. Support is provided to children in need of care and support, children who become looked after and care leavers, children on the child protection register, children with more complex needs. The Edge of Care Team and Integrated Family Support Team focus on working intensively with families and children at risk of becoming looked after, to enable them to remain within their families whenever possible. Early intervention and preventative teams such as Flying Start, Families First programmes, Team Around the Family (TAF), Tim Camau Bach, School Safeguarding and Attendance, Young Carers, all play a crucial role in providing the right help at the right time to prevent the need for children to become looked after.

Divisional Profile of services by Service Area

Children's Services Division forms part of the Department for Education and Children. The division has 533 staff (156 Social Workers and 377 non-SW staff/other professionals-individuals).

Budget to be confirmed following consultation process, awaiting final documentation.

Main Service Area/responsibilities:

Corinne Everett-Guy, Service Manager, Complex Needs and Transition: Service area includes:

- [0-25 Disability Team](#) (including Tim Camau Bach and Early Help Team) a multi-disciplinary team of Social Care and Health professionals providing a services to children and young people aged 0-25 with more complex needs.
- [Garreglwyd](#), a Specialist residential home providing accommodation and support for children and young people on the Autism Spectrum
- [Llys Caradog and Blaenau](#) – short breaks children's homes for disabled children providing overnight short break stays for children and young people aged 5-18.

Bethan James, Service Manager, Corporate Parenting & Child Welfare: Service area includes-

- [Next Step Team](#) – a team of specialist Personal Advisers providing a statutory service for care leavers age 16-25.
- [Schools Safeguarding and Attendance Team](#) – a team of social workers and practitioners providing training, support and guidance to schools and families in respect of attendance and safeguarding. It has responsibility for overseeing EHE and also the issuing of licences for children in entertainment and employment and child chaperones.
- [Young Carers team](#) - providing support to children and young people in need due to their caring role, including 'hidden harm' supporting young people affected by parental substance misuse.
- [Team Around the Family](#) (TAF) – collaborative way of working that brings a number of agencies together to deliver a plan of support to a child/family. A TAF key worker takes the lead to ensure services are co-ordinated and meet the family's needs.
- [Education and Well-being Team](#) – Looked After Children Education Co-ordinator and Trauma Informed Practitioners. Provide advice and support for schools, workers, foster carers, parents and other professionals regarding the attendance and attainment, and emotional health of looked after children, including Attachment awareness training in schools.
- [Ty Magu](#) - Residential Home for vulnerable children and young people.

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

Service area consists of the early years and preventative services including –

- [Flying Start team programme](#) – offering support for families with children aged 0-4 years with early intervention and prevention services including intensive Health visiting, funded childcare places for 12.5 hours per week for 2-3 year olds, early language opportunities and promotion of speech, language and communication, a range of parenting support packages in groups and home based support.
- [Family Information, Childcare and Play team](#) – incorporating Childcare Sufficiency/development, Childcare offer, Childcare workforce training, Family Information Service (FIS) and Play Sufficiency/development.
- [Planning and Commissioning Team](#) – responsible for commissioning activity across the Children and Communities Grant, specifically Families First and Flying Start programmes, as well as children's services and complex needs, developing and improving services and systems.
- [3 Integrated Children's Centres \(ICC's\)](#) – Based at Felinfoel, Llwynhendy and Morfa, offering a wide range of family support services for children and families within the communities they serve.

Angela Davies, Principal Educational Psychologist:

- **Education Psychology** service is a team of professionally trained Educational and Child Psychologists and a small specialist team of practitioners who provide emotional and therapeutic support to specific groups of children, young people and their families linked to a Social Worker. Psychology is applied to help the development and emotional health and well-being of children and young people. The team work closely with parents and carers, teaching staff, social workers and other professionals within education, social care and health services.

Jayne Meredith, Service Manager, Prevention and Resources: Service area includes -

- **Fostering Service** – a team of social workers whose role involves the recruitment, assessment, training, and on-going support for foster carers to enable them to care for our most vulnerable children who need to become looked after.
- **Supported Lodgings** – new in-house service involved in the recruitment, assessment, training and support for Supported lodgings providers to enable them to provide placements for young people aged 16+
- **Integrated Family Support Team (IFST)** – senior social work practitioners who work intensively with children and their family to help them make positive changes enabling families to stay together, particularly those whose lives are being affected by parental drug or alcohol misuse.
- **Edge of Care Team (EOC)** - senior social work practitioners providing intensive intervention to families, addressing complex and multiple needs to limit the risk of children becoming looked after, or to support the reunification of families wherever it is possible.
- **Family Intervention Team (FIT)** – A team of FIT workers providing support to parents in all aspects of raising children from birth to adulthood to help improve outcomes. FIT works alongside the Assessment Teams, and also cases that have been stepped down from statutory services.
- **Supervised Contact Team** (Ty Gelli Resource Centre and Felinfoel Family Centre) providing a bespoke supervised contact plan for each child referred by the statutory childcare teams

John Fleming, Service Manager Safeguarding West & Adoption: Service Area includes -

- **Mid and West Wales Adoption Service** - (Carmarthenshire, Ceredigion, Pembrokeshire and Powys with Carmarthenshire as lead LA). The team includes social workers and support workers and recruits and assesses prospective adopters, providing on-going support post approval. Another responsibility is family finding for children with a plan for adoption and providing support to all those affected by adoption.
- **Carmarthen and Dinefwr Assessment Team** – statutory team of social workers, a domestic abuse project worker, and a child and family practitioner. The team undertake assessments and child protection investigations and draw up care and support plans, as well as undertaking assessments as requested by the Court, and investigations into allegations of professional abuse.
- **Carmarthen and Dinefwr Childcare Teams** - statutory team of social workers and child and family practitioners whose role is implementing and reviewing care and support plans for children on the child protection register, children looked after, and care leavers, completing assessments/statements in line with the Public Law Outline and pre-proceedings process, undertaking parenting assessments and assessments of friends and family. Undertaking direct work with children.

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

- **Central Referral Team (CRT)** - team of 6 duty officers. Provides the 'front of house' single point of contact for anyone who has concerns over a child's welfare. The team deal with all new contacts

and referrals into children's services providing advice and support to children, families, members of the public, professionals, and other agencies.

- [Llanelli Assessment Team](#) - statutory team of social workers, a domestic abuse project worker, and a Child & Family Practitioner. The team undertake assessments and Section 47 investigations and draw up care and support plans, as well as undertaking assessments as requested by the Court, and investigations into allegations of professional abuse.
- [Llanelli East & West Childcare Teams](#) - statutory team of social workers (plus 3 child & family practitioners) whose role is implementing and reviewing care and support plans (including children on the child protection register, children looked after, and care leavers), completing assessments/statements in line with the Public Law Outline and pre-proceedings process, undertaking parenting assessments and assessments of friends and family. Undertaking direct work with children.
- [Business Support](#) – approx. 45 clerical staff across the division, located in the main areas of the county supporting service delivery, providing frontline teams the support required to deliver direct services.
- [Service Improvement](#) - covers all aspects of performance management, data collection, analysis, and reporting to Welsh Government and senior management.
- [Care First/Eclipse team](#) – team of 8 Management information officers undertaking all system administration duties in respect of care first, I@W and eclipse the case management solutions used across Adult and Children's Social Care teams including maintenance, development, training and support, data security, quality management reporting, process mapping.

Rebecca Robertshaw, Child Protection Co-ordinator:

- [Independent Reviewing service](#) – 4 independent reviewing officers. The IRO's ensure a consistent and safeguarding approach in planning for looked after children and ensures the LA is meeting its statutory duty as a corporate parent ensuring appropriate actions are taken to meet an individual child's needs.
- [Conference team](#) – 1 full-time and 1 p/t chairperson (and 2 specialist minute-takers) providing a bespoke service in managing conferences and delivering child protection plans.

National Drivers/expectations for service area (strategy & policy)

[Social Services and Well-being \(Wales\) Act \(2014\)](#)
[Wales Safeguarding Procedures](#)
[Adoption and Children Act \(2002\)](#)
[Children and Adoption Act \(2006\)](#)
[Children and Families Act \(2014\)](#)
[Programme for Government – Elimination of Profit from Care and Radical Reform of Children's Services](#)

Cabinet Members portfolios relevant to the Division:

Cllr Jane Tremlett – Cabinet Member for Health & Social Services:

- Children's Social Services
- Corporate Parenting lead
- CYP Board Member

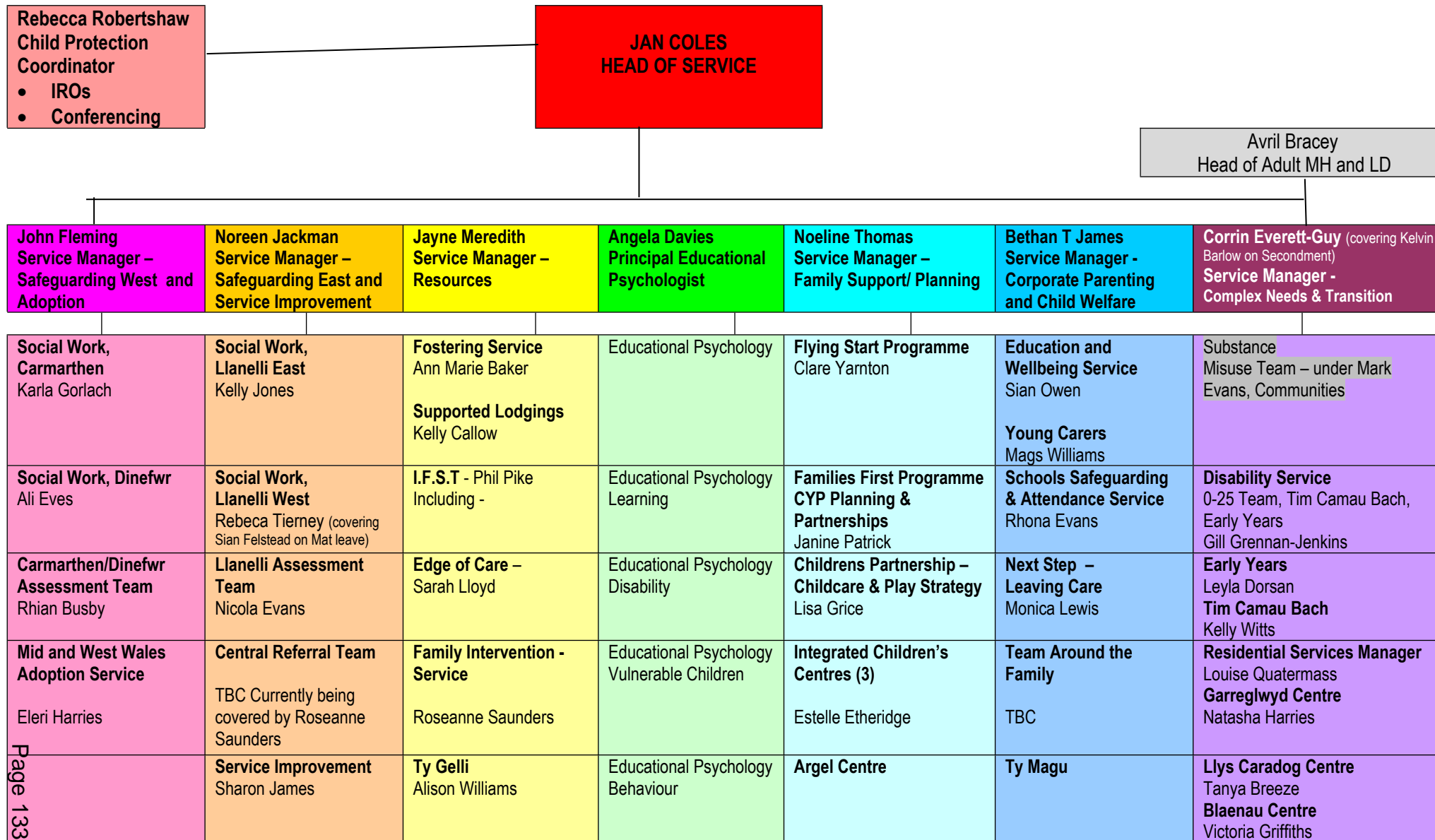
- Assessment of eligible care and support needs
- Children in need of care and support and protection
- Safeguarding
- Children who are looked after and care leavers
- Fostering
- Adoption
- Children and young people with disabilities
- Residential children's homes including short breaks
- Early years family support
- Family support and preventative services
- Psychology and Emotional Health Team

WBO1 – Enabling our children and young people to have the best possible start in life (Start Well)

Cllr Glynog Davies – Cabinet Member for Education & Welsh Language:

- Schools Safeguarding and Attendance
- Educational Psychology
- Play Sufficiency Assessment

WBO1 – Enabling our children and young people to have the best possible start in life (Start Well)



Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
1	Well-being Objective 1 - Enabling our children and young people to have the best possible start in life (Start Well)			
a	Theme: Healthy Lives – prevention /early intervention			
	Actions			
	Safeguarding Children & young people			
	Provide relationship-based children's social work practice that incorporates systemic thinking and the principles of Signs of Safety.	April 2024	John PR Fleming	WBO1
	Implement an effective quality assurance framework to ensure assessments and plans are outcome focused, co-produced, and evidence the voice of children and young people.	April 2024	John PR Fleming	WBO1
	Recruit adopters to meet the needs of children with complex needs and sibling groups so that children who need adoptive placements do not have to wait.	April 2024	John PR Fleming	
	Support the multi-agency child protection arrangements and ensure we are compliant with the national safeguarding procedures.	April 2024	Rebecca Robertshaw	WBO1
	Ensure we have a stable workforce who are qualified, equipped and supported to undertake their role.	April 2024	Jan Coles	
	Further support a Care Academy giving a career pathway for care work, including professional development and training for young people leaving school. Work to double the number of staff supported to gain a Social Work degree.			Cabinet Vision Statement
	Understand the demand on the Service post pandemic and ensure we make best use of our resources to enable children, young people, and their families to access the right support at the right time, preventing further escalation of need and risk.	April 2024	Jan Coles	
	Ensure that children and young people have meaningful opportunities to contribute to the design and delivery of the services they use.	April 2024	Jan Coles	
	Contribute to the Regional Partnership work to agree priorities and access investment to develop innovative practice and integrated services.	April 2024	Jan Coles	
	Corporate Parenting & Child Welfare			
	Work with partners to ensure a sufficient supply of a range of supported housing to meet the needs of young people, including disabled young people, aged 16-25.	April 2024	Bethan T James	
	Develop a Corporate Parenting Strategy which promotes ownership and accountability across the council so that we are the best Corporate Parent and our looked after	April 2024	Bethan T James	

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	children and care leavers have every opportunity to reach their full potential			
	Develop a sufficient supply of in-house residential placements.	April 2024	Bethan T James	
	Support the ambition to rebalance the market and take profit out of children's care by opening of a Children's Home for children with complex needs in Carmarthenshire.			Cabinet Vision Statement
	Fostering & Adoption Support Services			
	Increase the sufficiency and range of in-house foster care and supported lodgings placements.	April 2024	Jayne Meredith	
	Work with Foster Wales to increase and improve our recruitment and retention of for foster carers.	April 2024	Jayne Meredith	
	Develop the Mid and West Wales (MWW) Regional Adoption Service in line with national, regional, and local priorities including the 'good practice' guides.	April 2024	John PR Fleming	
	Continue to improve the support available to carers across the county.			Cabinet Vision Statement
	Deliver a range of high-quality intervention services so that children, young people, and their families have access to support at the right time, keeping families together where it is safe to do so, and in the child's best interest.	April 2024	Jayne Meredith	WBO1
	Continue to provide support to keep children at home with their families and out of the care system wherever possible and lobby Welsh Government to provide additional resources for foster and kinship carers to support the children in their care.			Cabinet Vision Statement
	Review the support provided to Special Guardians to promote this as an option for children and young people.	April 2024	Jayne Meredith	
	Transition and support for children and young people with complex needs			
	Ensure the Service complies with the code of practice for autism by prioritising the actions identified in the Regional Review commissioned by the Regional Partnership Board	April 2024	Corinne Everett-Guy	
	Develop a Transition Guide with and for young people with disabilities and their families to support them to navigate through the transition process to adulthood	April 2024	Corinne Everett-Guy	
	Extend the range of short breaks for children and young people with disabilities which provides opportunities for	April 2024	Corinne Everett-Guy	

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	them to access and take part in groups and activities and to provide parents and carers a break			
	Measures			
CH/006a / 012	The number of new assessments completed for children during the year, that were completed within statutory timescales	April 2024	Jan Coles	WBO1
CH/024	Of those children placed on the Child Protection register during the year, the number of children that were previously on the register in the last 12 months	April 2024	Jan Coles	WBO1
CH/025	The number of Initial Child Protection conferences held during the year that were held within statutory timescales	April 2024	Jan Coles	
CH/026	The total number of children on the Child Protection Register at 31 st March	April 2024	Jan Coles	
CH/035/036	The total number of days on the Child Protection register for children who were removed from the register during the year	April 2024	Jan Coles	WBO1
CH/043	The total number of children looked after at 31 st March who have experienced 3 or more placements during the year	April 2024	Jan Coles	WBO1
CH/044	The total number of children looked after at 31 st March who have experienced one or more changes of school during the year (excluding transitional arrangements, moves associated with adoption or moves home).	April 2024	Jan Coles	WBO1
b	Service Priority - Early years childcare, play & family support			
	Actions			
	Deliver a range of preventative services for children, young people, and their families, which reduce waiting lists, minimise duplication and improve the interface with wider support services.	April 2024	Noeline Thomas	WBO1
	Implement the phased expansion of Flying Start in line with Welsh Government guidance.	April 2024	Noeline Thomas	WBO1
	Review the Family Support Strategy to ensure that early intervention support services are meeting the needs of children, young people and families across the county, utilising opportunities for integrating services across the CCG and HSG.	April 2024	Noeline Thomas	WBO1
	Promote the 30 hours Childcare Offer and support registered providers and eligible parents through the roll out of the new National Digital Service .	April 2024	Noeline Thomas	WBO1
	Implement key priorities in the Maternity and Early Years Operational plan and Regional Maternity and Early Years Strategy in partnership with Hywel Dda University Health Board and Voluntary Sector and move towards an integrated delivery model.	April 2024	Noeline Thomas	WBO1

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	Improve how Children's Services provide information, advice, and assistance (IAA) to support families, through digital communication including the Family Information Service and links to the Welsh Government Dewis website.	April 2024	Noeline Thomas	WBO8
	Measures			
9.1.8.1	The % of child attendance at an allocated Flying Start free childcare placement for eligible 2-3 year olds to prepare for school readiness	April 2024	Noeline Thomas	
9.1.8.8	The % of unauthorised absence at an allocated Flying Start free childcare placement for eligible 2-3 year olds to prepare for school readiness	April 2024	Noeline Thomas	
c	Service Priority - Education			
	Actions			
	Embed Emotionally Based School Avoidance (EBSA), Emotional Literacy Support Assistance (ELSA), trauma informed practice, and attachment awareness training is embedded into core training in schools so that schools meet the emotional wellbeing needs of vulnerable learners and looked after children .	April 2024	Angela Davies	
	Engage with Electively Home Educated (EHE) learners, their families, and other networks so that they can access the right help at the right time through a broad range of educational opportunities.	April 2024	Bethan T James	
2	Well-being Objective 2 - Enabling our residents to live and age well (Live & Age Well)			
a	Theme: Tackling Poverty			
	Actions			
	Implement the Play Sufficiency Action Plan with key stakeholders and partners so that children and young people have access to wide and varied play opportunities and experiences.	April 2024	Noeline Thomas	WBO2
b	Service Priority – Housing			
	Non applicable			
c	Service Priority – Social Care			
	Non applicable			
3	Well-being Objective 3 - Enabling our communities and environment to be healthy, safe and prosperous (Prosperous Communities)			
a(i)	Theme: Economic Recovery & Growth			

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	Actions			
	Work as part of the multi-agency Together for Tyisha Steering Group to develop preventative and early intervention services with a strong community focus to improve outcomes for children and families in the Tyisha Ward.	April 2024	Noeline Thomas	WBO8
a(ii)	Theme: Decarbonisation/Climate & Nature Emergency			
	Non applicable			
a(iii)	Theme: Welsh Language & Culture			
	Non applicable			
a(iv)	Theme: Community Safety and Cohesion and resilience			
	Non applicable			
b	Service Priority – Leisure & Tourism			
	Non applicable			
c	Service Priority - Waste			
	Non applicable			
d	Service Priority – Highways & Transport			
	Non applicable			
4	Well-being Objective 4 - To further modernise and develop as a resilient and efficient Council (Our Council)			
a	Theme: Organisational Transformation			
	Actions			
	Implement the Childcare Sufficiency Action Plan (2022-27), including the development of Welsh medium childcare and support the sector to recover from the Pandemic.	April 2024	Noeline Thomas	WBO4
5	Core Business Enablers: Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
a	ICT Services			
	Non applicable			
b	Marketing & Media including Customer Services			
	Non applicable			
c	Legal			
	Non applicable			
d	Planning			
	Non applicable			
e	Finance			
	Non applicable			
f	Procurement			
	Non applicable			
g	Internal Audit			
	Non applicable			
h	People Management (HR, L&D, Occ Health)			

Ref #	Actions & Measures	By When?	By Whom? Responsible Officer	Source Ref
	Analyse the current workforce, and then extending that analysis to identify future workforce requirements, skills and competencies which will be needed to deliver new, different, or improved service	April 2024	All Managers	
i	Democratic Services			
	Non applicable			
j	Policy & Performance			
	Non applicable			
k	Business Support			
	Non applicable			
l	Estates			
	Non applicable			
m	Elections and Civil Registration			
	Non applicable			

Risks

Risks are anything that can impede or enhance the achievement of strategic objectives (Our Well-being Objectives above). You must identify the following:

1. Any Risks that the service has on the **Corporate Risk Register**
2. **All Service Significant Risks** (scored 16+)
3. All **Service High Risk** (scored 10+)
4. Other risks and mitigation are on the Service Risk Register

Make sure you identify actions in the table above that address these actions and cross refer below ↓

Risk Ref or New?	Risk score after mitigation	Identified Risk	WBO Ref # above action
EC201		Failure to safeguard children <ul style="list-style-type: none"> – Failure to protect Children at Risk – Failure to recruit and retain adequate number of social workers – Failure to appropriately manage social care caseloads 	A1-2; B1; E1-3
EC202		Foster Care payments;	E4-5
EC203		Failure to provide appropriate support for children with complex needs;	A1-2; E1-3; F1-4
EC204		Failure to manage the demand for Child Social Care. <i>Monitor and report on Social Worker Vacancies (current weekly report)</i>	

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EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE 24 MARCH 2023

NON-SUBMISSION OF SCRUTINY REPORT

Purpose:

Explanation provided for the non-submission of a scrutiny report.

The Scrutiny Committee Is Asked To:

Note the explanation provided for the non-submission of a scrutiny report.

Reason:

The Council's Constitution requires Scrutiny Committees to develop, publish and keep under review an annual Forward Work Plan which identifies the issues and reports to be considered at meetings during the course of the year. If a report is not presented as scheduled, officers are expected to prepare a non-submission report explaining the reason(s) why.

To be referred to the Cabinet for decision: NO

Cabinet Member Portfolio Holder: Cllr. Glynog Davies (**Cllr. Glynog Davies, Cabinet Member for Education and Welsh Language**)

Directorate:
Chief Executive

Name of Head of Service:
Linda Rees Jones

Report Author:
Julie Owens

Designations:

Head of Administration and
Law

Democratic Services Officer

Tel Nos./ E Mail Addresses:

01267 224010
lrjones@carmarthenshire.gov.uk

01267 224088
juowens@carmarthenshire.gov.uk

EXECUTIVE SUMMARY

EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE

24 MARCH 2023

NON-SUBMISSION OF SCRUTINY REPORT

The Council's Constitution requires Scrutiny Committees to develop, publish and keep under review an annual Forward Work Plan which identifies the issues and reports to be considered at meetings during the course of the year.

If a report is not presented as scheduled, officers are expected to prepare a non-submission report explaining the reason(s) why.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

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

Signed: Linda Rees-Jones

Head of Administration & Law

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

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	Locations that the papers are available for public inspection
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EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE

23 JANUARY 2023

EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORTS			
ITEM	RESPONSIBLE OFFICER	EXPLANATION:	REVISED SUBMISSION DATE
Corporate Strategy	Noelwyn Daniel	Members were consulted on the Council's new Corporate Strategy 2022-27 as part of the development session held on 27 January 2023 (invitation sent to all councillors). Feedback from this session was considered in the development of the final version of the Corporate Strategy which was approved by Council on 01.03.23	Not Applicable.

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EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE 24 MARCH 2023

FORTHCOMING ITEMS

Purpose:

To provide background information on the forthcoming items to be considered by the Education, Young People and the Welsh Language Scrutiny Committee at its next meeting.

The Scrutiny Committee is asked to consider and comment on the following:

To note the forthcoming items to be considered at the next meeting of the Education, Young People and the Welsh Language Scrutiny Committee to be held on 05 May 2023.

Reason:

The Council's Constitution requires Scrutiny Committees, at the commencement of each municipal year, to develop and publish a Forward Work Plan which identifies the issues and reports which will be considered at meetings during the course of the year.

To be referred to the Cabinet for decision:

No.

Cabinet Member Portfolio Holder:

Cllr. Glynog Davies (Education and Welsh Language)

Directorate: Chief Executive's Name of Head of Service: Linda Rees-Jones Report Author: Julie Owens	Designations: Head of Administration & Law Democratic Services Officer	Tel Nos. / E-Mail Addresses: 01267 224010 lrjones@carmarthenshire.gov.uk 01267 224088 juowens@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE 24 MARCH 2023

FORTHCOMING ITEMS

The Council's Constitution requires Scrutiny Committees, at the commencement of each municipal year, to develop and publish a Forward Work Plan which identifies the issues and reports to be considered at meetings during the course of the year. When formulating the Forward Work Plan the Scrutiny Committee will take into consideration those items included on the Cabinet's Forward Work Plan.

The list of forthcoming items attached includes those items which are scheduled in the latest version of the Education, Young People and the Welsh Language Scrutiny Committee's Forward Work Plan to be considered at its next meeting.

The published Cabinet Forward Work Plan, at the time of publication of this meeting pack, is attached to this report. However, as the Cabinet Forward Plan is updated on a regular basis, the most recent version is available to view in the following link:-

<https://democracy.carmarthenshire.gov.wales/mgListPlans.aspx?RPId=131&RD=0>

Also attached for information is the 2022/23 Forward Work Plan for the Education, Young People and the Welsh Language Scrutiny Committee.

DETAILED REPORT
ATTACHED?

YES:

- (1) List of Forthcoming Items
- (2) Cabinet Forward Work Plan
- (3) Education, Young People and Welsh Language Scrutiny Committee Forward Work Plan

IMPLICATIONS

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

Signed: Linda Rees-Jones

Head of Administration & Law

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

**CABINET MEMBER PORTFOLIO HOLDER 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.

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FORTHCOMING ITEMS – TO BE CONSIDERED AT THE NEXT MEETING OF THE EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE TO BE HELD ON 05 MAY 2023

In order to ensure effective Scrutiny, Members need to be clear as to the purpose of requesting specific information and the outcome they are hoping to achieve as a consequence of examining a report. Limiting the number of agenda items may help to keep meetings focused and easier to manage.

Agenda Item	Background	Reason for report
Additional Learning Needs (ALN)	This report provides an evaluation on the progress of transition from Statements of Educational Needs to ALN, an update on how additional educational needs are categorised; feedback on the level of success, to include overview of the areas working well and those that need addressing and statistics – how many are in classrooms and how many are needing unit support.	To provide the Committee with information pertaining to the progress and areas of best practice with pupils with ALN.
Update on recommendations from the School Organisation Consultation Process Task and Finish Group	This report provides information of interest to the Committee: <ul style="list-style-type: none"> • <i>Assurances on the provision of a comprehensive and timely consultation process with key stakeholders</i> • <i>Update on the school building programme, including school refurbishment schedule.</i> • <i>Admission ages for small schools</i> 	To provide Scrutiny committee members with an update of the consultation process.
Update on recommendations from the Early Years Task and Finish Group	The Task and Finish review undertaken in 2018/19 set out to review the current provision for early years education, childcare and play opportunities. Recommendations were made	To appraise Scrutiny members of the progress of the recommendations made in the report.
An Evaluation Of Estyn Inspections Across Carmarthenshire Schools,	This report provides an evaluation of Estyn inspections over the last five years, outlining the strengths of our schools, PRUs and specialist settings, as well as	To give members an opportunity to consider and comment on the outcomes of Estyn school

Pupil Referral Units And Specialist Settings.	providing an overview of recommendations for improvement. In addition, the report outlines how the ECS department supports schools both pre and post Estyn inspections to ensure that all of our learners' progress and thrive.	inspections and the Departments support for schools.
Welsh Language Promotion Strategy 2023-28	To approve the Welsh Language Promotion Strategy for 2023-28, as a part of our statutory responsibilities under the Welsh Language Measure (Wales) 2011. Carmarthenshire County Council leads on the preparation of the Promotion Strategy; however, we work closely with partners across the county to co-design our work to support the Language in our communities. This is the second promotion strategy and there will be an opportunity to reflect on the results of the 2021 Census as part of our work.	To give members an opportunity to consider and comment on the recommendations within the report prior to approval at Cabinet.
Grants Award Policy	In line with the requirement of the Welsh Language Standards the Council must produce and publish a policy on awarding grants (or, where appropriate, amend an existing policy) which requires you to consider positive or negative effects the awarding and implementing of the grant could have on: (i) opportunities for persons to use the Welsh language, and (ii) treating the Welsh language no less favourably than the English language.	To give members an opportunity to consider and comment on the recommendations within the report prior to approval at Cabinet.
Actions and Referrals Update	This item will provide details on the progress made in relation to actions and requests arising from previous meetings.	To enable members to exercise their scrutiny role in relation to monitoring performance.

CABINET/COUNCIL – FORWARD PLAN

FOR THE PERIOD 2 MARCH 2023 TO 2 MARCH 2024

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director Report Author
PUBLIC SPACE PROTECTION ORDER - ENHANCEMENT ON DOG RELATED CONTROLS	The report sets out the results of an engagement exercise undertaken on the potential options of enhanced Public Space Protection Orders for the control of dogs within Carmarthenshire.	Cabinet 12 Dec 2022	No	Cabinet Member for Transport, Waste and Infrastructure Services	Director of Place & Infrastructure Daniel John, Interim Head of Waste DWJohn@carmarthenshire.gov.uk
Covid 19 impact on Contractors – Major works	A report will be produced to explore the financial impact on Contractors as a consequence of the Covid-19 pandemic. The report will establish the current contract provisions being enforced by the Authority compared against various government advice and relief procedures. To further inform stakeholders, the report will capture the potential implications for adopting and seek a decision on implementing contractor support mechanisms to mitigate the financial impact of Covid-19.	Cabinet 27 Mar 2023	No	Cabinet Member for Transport, Waste and Infrastructure Services	Director of Place & Infrastructure Jason G. Jones, Property Maintenance Manager JGJones@carmarthenshire.gov.uk

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
COUNCIL TAX PREMIUMS ON LONG TERM VOIDS AND SECOND HOMES	To consider the options open to the Council with regard to introducing Council Tax Premiums on Long term empty properties and second homes.	County Council 8 Mar 2023	No	Cllr. Alun Lenny, Cabinet Member	Director of Corporate Services Helen Pugh, Head of Revenues and Financial Compliance HLPugh@carmarthenshire.gov.uk
Conservation Area Appraisals	This report sets out the work being undertaken to review ten designated Conservation Areas across the County. It identifies the outcome of the review and the subsequent consultation exercise including on the: •A character appraisal; •A boundary review and •A management plan. The report in setting out the above identifies the outcome of the public consultation exercise and the next steps including the processes required to amend any of the Conservation Area designations.	Cabinet 13 Mar 2023	No	Cabinet Member for Rural Affairs and Planning Policy	Director of Place & Infrastructure Rhodri Griffiths, Head of Place and Sustainability RDGriffiths@carmarthenshire.gov.uk
LAND PURCHASE REQUIRED FOR SUSTAINABLE	Proposal to consider the purchase of land and virement in the capital programme to proceed with a new replacement Welsh	Cabinet 13 Mar 2023	No	Cabinet Member for Education and Welsh Language	Director of Education & Children

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
COMMUNITIES FOR LEARNING SCHEME	medium school for Ysgol Gwennllian, Kidwelly.				Simon Davies, Head of Access to Education sidavies@car-mar-thenshire.gov.uk
WEST WALES ADULT ADVOCACY STRATEGY 2023 - 2027	THE ADULT ADVOCACY STRATEGY SEEKS TO SHAPE THE COMMISSIONING ARRANGEMENTS OF HDUHB, CARMARTHENSHIRE CC, CEREDIGION CC AND PEMBROKESHIRE CC IN ORDER TO MEET THEIR STATUTORY DUTIES. IT SEEKS TO ENSURE THAT GOOD QUALITY ADVOCACY IS READILY AND EQUITABLY AVAILABLE, IN THE WEST WALES REGION.	Cabinet 27 Mar 2023	No	Cabinet Member for Health & Social Services	Director of Communities Christine Harrison, Head of Strategic Joint Commissioning Chris.harrison@pe-mb-rokeshire.gov.uk
COUNCIL'S REVENUE BUDGET MONITORING REPORT	To provide the Cabinet with an update on the latest budgetary position as at 31st December 2022, in respect of 2022/23.	Cabinet 27 Mar 2023	No	Cabinet Member for Resources	Director of Corporate Services Randal Hemingway, Head of Financial Services RHemingway@car-mar-thenshire.gov.uk
Business Rates – Retail, Leisure and	To consider the adoption of a rate relief scheme being made available to billing	Cabinet 27 Mar 2023	No	Cabinet Member for Resources	Director of Corporate Services

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
Hospitality Rates Relief Scheme 2023/24	authorities by Welsh Government for 2023/24				Ann Thomas, Revenue Services Manager AnThomas@carmarthenshire.gov.uk
EMPTY PROPERTY POLICY	TO INTRODUCE THE EMPTY PROPERTY POLICY THAT WILL SET THE VISION AND THE WORK PROGRAMME FOR THE COUNCIL IN TACKLING EMPTY RESIDENTIAL HOMES WITHIN THE COUNTY FOR THE NEXT 4 YEARS. THE POLICY ALSO SETS OUT THE LOCAL CONTEXT AND THE IMPORTANCE OF BRINGING EMPTY HOMES BACK INTO USE TO HELP MEET THE HOUSING NEED IN THE COUNTY PARTICULARLY FOR LOCAL PEOPLE.	Cabinet 27 Mar 2023	No	Deputy Leader and Cabinet Member for Homes	Director of Communities Gareth Williams, Team Leader GajWilliams@carmarthenshire.gov.uk
CAPITAL PROGRAMME 2022/23 UPDATE	To provide an update of the latest budgetary position for the 2022/23 capital programme, as at the 31st December 2022.	Cabinet 27 Mar 2023	No	Cabinet Member for Resources	Director of Corporate Services Randal Hemingway, Head of Financial Services RHemingway@carmarthenshire.gov.uk

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
CARMARTHENSHIRE'S SUSTAINABLE COMMUNITIES FOR LEARNING (CSCfL)	To provide Cabinet with an updated CSCfL (formerly known as Modernising Education Programme (MEP)) as the long-term strategy and investment plan for schools. The plan will be brought forward following extensive consultation with stakeholders.	Cabinet 27 Mar 2023	No	Cabinet Member for Education and Welsh Language	Director of Education & Children Simon Davies, Head of Access to Education sidavies@carmarthenshire.gov.uk
Roundabout Sponsorship Scheme	A Roundabout Sponsorship Scheme will involve businesses being able to sponsor a roundabout in the County and see their company promoted in potentially highly visible locations. It is envisaged that sponsorship funds will go towards maintaining both roundabouts and essential Highways	Cabinet 27 Mar 2023	No	Cabinet Member for Transport, Waste and Infrastructure Services	Director of Place & Infrastructure Jonathan Willis, Housing Services Manager (Advice & Options) jnwillis@carmarthenshire.gov.uk
THE EDUCATION AND CHILDREN'S SERVICES STRATEGY FOR SUPPORTING OUR SCHOOLS AND SPECIALIST SETTINGS, INCLUDING THOSE THAT ARE MOST CHALLENGED.	This report outlines the range of differentiated support provided to our schools, PRUs and specialist settings ensuring that leaders, teachers and teaching assistants access the necessary support to ensure that all pupils progress and thrive.	Cabinet 27 Mar 2023	No	Cabinet Member for Education and Welsh Language	Director of Education & Children Elin Forsyth, Strategic Lead for School Effectiveness EMForsyth@carmarthenshire.gov.uk

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
CARMARTHENSHIRE PUBLIC SERVICE BOARD WELL BEING PLAN 2023-2028	Each board must carry out a well-being assessment and publish a well-being plan. The plan sets out how the Board will meet its responsibilities under the Well being of Future Generations (Wales) Act.	County Council 19 Apr 2023	No	Cllr. Darren Price, Leader of the Council	Chief Executive Gwyneth Ayers, Corporate Policy and Partnership Manager GAyers@carmarthenshire.gov.uk
ALTERNATIVE OUTDOOR EDUCATION OFFER	The purpose of this report is to review Carmarthenshire County Council's current Outdoor Education offer and to explore options for a re-modelled service within existing resources.	Cabinet 24 Apr 2023	No	Cabinet Member for Regeneration, Leisure, Culture & Tourism	Director of Communities Ian Jones, Head of Leisure IJones@carmarthenshire.gov.uk
ELECTRIC VEHICLE CHARGING INFRASTRUCTURE STRATEGY, TWELVE MONTH REVIEW	The report provides an update on progress with the Electric Vehicle Charging Infrastructure Strategy.	Cabinet 24 Apr 2023	No	Cabinet Member for Transport, Waste and Infrastructure Services	Director of Place & Infrastructure Steve Pilliner, Head of Transportation & Highways SGPilliner@carmarthenshire.gov.uk
TENANT RECHARGE POLICY	Occasionally it may be necessary to recharge a tenant for work that we have carried out to the property which was the tenant responsibility under the tenancy agreement. The policy will guide officers when dealing	Cabinet 24 Apr 2023	No	Deputy Leader and Cabinet Member for Homes	Director of Communities Jonathan Morgan, Head of Housing and Public Protection

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
	with council tenant recharges, ensuring a consistent approach.				JMorgan@carmarthenshire.gov.uk
TENANT COMPENSATION POLICY	The report sets out our approach to when it may be appropriate to compensate a tenant who has suffered loss or inconvenience due to service failure. The policy will guide officers when dealing with council tenants ensuring a consistent approach.	Cabinet 24 Apr 2023	No	Deputy Leader and Cabinet Member for Homes	Director of Communities Jonathan Morgan, Head of Housing and Public Protection JMorgan@carmarthenshire.gov.uk
AN EVALUATION OF ESTYN INSPECTIONS ACROSS CARMARTHENSHIRE SCHOOLS, PUPIL REFERRAL UNITS AND SPECIALIST SETTINGS.	This report provides an evaluation of Estyn inspections over the last five years, outlining the strengths of our schools, PRUs and specialist settings, as well as providing an overview of recommendations for improvement. In addition, the report outlines how the ECS department supports schools both pre and post Estyn inspections to ensure that all of our learners' progress and thrive.	Cabinet 24 Apr 2023	No	Cabinet Member for Education and Welsh Language	Director of Education & Children Elin Forsyth, Strategic Lead for School Effectiveness EMForsyth@carmarthenshire.gov.uk
Street Naming and Numbering Policy	The report seeks to update on the preparation of the Street Naming and Numbering Policy. It sets out the responses received as part of the formal consultation on the policy and officer recommendations ahead of its formal	Cabinet 24 Apr 2023	No	Cabinet Member for Rural Affairs and Planning Policy	Director of Place & Infrastructure Ian R Llewelyn, Forward Planning Manager IRLlewelyn@carma

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
	adoption.				rthenshire.gov.uk
Carmarthenshire Public Services Board (PSB) Well-being Plan 2023-28	<p>The Well-being of Future Generations (Wales) Act 2015 places a duty on each PSB to develop and publish a county Well-being Plan. As part of the preparation of this Plan, Carmarthenshire PSB has undertaken a detailed Well-being Assessment.</p> <p>The objectives and actions identified as part of this plan will focus on areas of collective action that the PSB can influence by working together and does not therefore replicate what is considered to be the core business of the individual member bodies of the PSB, unless there is added value to be gained by the PSB working together.</p>	Cabinet 24 Apr 2023	No	Leader of the Council	Chief Executive Noelwyn Daniel, Head of ICT and Corporate Policy ndaniel@carmarthenshire.gov.uk
Cleansing Service Strategic Management Plan	To present the outcomes of the review into the Council's street cleaning service and make recommendations for future service delivery.	Cabinet 24 Apr 2023	No	Cabinet Member for Transport, Waste and Infrastructure Services	Director of Place & Infrastructure Daniel John, Interim Head of Waste DWJohn@carmarthenshire.gov.uk
Grants Awards Policy	In line with the requirement of the Welsh Language Standards the Council must produce and publish a policy on awarding grants (or, where appropriate,	Cabinet 24 Apr 2023	No	Cabinet Member for Education and Welsh Language	Chief Executive Noelwyn Daniel, Head of ICT and Corporate Policy

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
	amend an existing policy) which requires you to consider positive or negative effects the awarding and implementing of the grant could have on: (i) opportunities for persons to use the Welsh language, and (ii) treating the Welsh language no less favourably than the English language.				ndaniel@carmarthenshire.gov.uk
Tackling Poverty Action Plan	The Council has prepared a tackling poverty action plan which incorporates its response to the cost of living crisis. The plan outlines actions to be taken by a range of Council services and steps to further our involvement with a range of external stakeholders.	Cabinet 24 Apr 2023	No	Deputy Leader and Cabinet Member for Homes	Chief Executive Noelwyn Daniel, Head of ICT and Corporate Policy ndaniel@carmarthenshire.gov.uk
Defence Employee Recognition Scheme	To approve progression within the Defence Employee Recognition Scheme (DERS) to Silver Award and to strengthen our ongoing commitment to the Armed Forces Covenant. In October 2021, Cabinet approved the re-signing of the Armed Forces Covenant, which pledged a commitment to apply for the DERS. The DERS encourages employers to support those serving (reservists) or who have served in the armed forces (veterans) and their dependants. It aligns with the Armed Forces Covenant which is a pledge to the Armed Forces Community and their	Cabinet 24 Apr 2023	No	Cabinet Member for Organisation & Workforce	Chief Executive Noelwyn Daniel, Head of ICT and Corporate Policy ndaniel@carmarthenshire.gov.uk

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
	families that they will be given respect and fairness in the United Kingdom that they serve. The DERS encompasses Bronze, Silver, and Gold Awards for employers that pledge, demonstrate or advocate support to the Armed Forces Community.				
Welsh Language Promotion Strategy 2023-28	To approve the Welsh Language Promotion Strategy for 2023-28, as a part of our statutory responsibilities under the Welsh Language Measure (Wales) 2011. Carmarthenshire County Council leads on the preparation of the Promotion Strategy; however, we work closely with partners across the county to co-design our work to support the Language in our communities. This is the second promotion strategy and there will be an opportunity to reflect on the results of the 2021 Census as part of our work.	Cabinet 24 Apr 2023	No	Cabinet Member for Education and Welsh Language	Chief Executive Noelwyn Daniel, Head of ICT and Corporate Policy ndaniel@carmarthen.gov.uk
LEISURE, CULTURE AND OUTDOOR RECREATION STRATEGY – POST CONSULTATION	The document provides a framework for the service to work with key stakeholders to deliver a strategically aligned Leisure, Culture and Outdoor Recreation Strategy for the next 10 years.	Cabinet 5 Jun 2023	No	Cabinet Member for Regeneration, Leisure, Culture & Tourism	Director of Communities Ian Jones, Head of Leisure IJones@carmarthen.gov.uk
10-YEAR SOCIAL	To provide members with a vision on how	Cabinet	No	Cabinet Member for	Director of

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
SERVICES STRATEGY (PRE-CONSULTATION)	we will provide the statutory social services functions over the next decade. The document will detail the following areas; Introduction, Vision Statement, The services people receive, Social Work Models of care, Safeguarding, Integration and Partnerships , Workforce and an Action Plan	5 Jun 2023		Health & Social Services	Communities Silvana Sauro, Performance, Analysis & Systems Manager ssauro@carmarthenshire.gov.uk
ANNUAL REPORT FOR THE WELSH IN EDUCATION STRATEGIC PLAN (WESP)	The Carmarthenshire 2022-32 WESP became operative on 1.9.22. The Local Authority is required to submit an annual progress report to Welsh Government. It's deemed pertinent to present this report to the Scrutiny process prior to WG submission.	Cabinet 17 Jul 2023	No	Cabinet Member for Education and Welsh Language	Director of Education & Children Aeron Rees, Head of Strategy and Learner Support jarees@carmarthenshire.gov.uk
Annual Treasury Management and Prudential Indicator Report 2022-2023	To provide members with an update on the treasury management activities for 2022-2023	Cabinet 4 Sep 2023	No	Cabinet Member for Resources	Director of Corporate Services Anthony Parnell, Treasury & Pension Investments Manager aparnell@carmarthenshire.gov.uk
STATUTORY DIRECTOR OF	The Report examines each Service area within Social Care and shows how service	Cabinet 4 Sep 2023	No	Cabinet Member for Health & Social Services	Director of Communities

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
SOCIAL CARE SERVICES' ANNUAL REPORT 2022/23	strategies, actions, targets and service risks will be addressed and delivered operationally. It comprises an overview on how we have performed in 2022/23 and an assessment on the future, together with our strategic priorities for 2023/24.				Silvana Sauro, Performance, Analysis & Systems Manager ssauro@carmarthenshire.gov.uk
Equestrian Strategy	<p>The Carmarthenshire Rights of Way Improvement Plan (ROWIP) 2019-2029 has been produced and published in accordance with section 60 of the Countryside and Rights of Way (CROW) Act (2000).</p> <p>The ROWIP details Carmarthenshire's plan for the strategic management, development, and improvement of the County's Public Rights of Way network up until 2029.</p> <p>During consultation with the Local Access Forum, The Forum identified a need for the local authority to commit to producing a Carmarthenshire Equestrian Strategy to recognise the access opportunities and challenges for horse riding and carriage driving across the County.</p> <p>An Equestrian Strategy to 'promote and develop an accessible network for equestrian use' has therefore been published in the Carmarthenshire Rights of Way Improvement Plan 2019-2029.</p> <p>The report sets out the proposal to adopt an Equestrian Strategy for</p>	Cabinet 30 Oct 2023	No	Cabinet Member for Transport, Waste and Infrastructure Services	Director of Place & Infrastructure Steve Pilliner, Head of Transportation & Highways SGPilliner@carmarthenshire.gov.uk

Subject	Report Summary	Decision Making Body and Dates	Is Exempt?	Cabinet Member Portfolio Holder (if applicable)	Responsible Director / Report Author
	Carmarthenshire.				
10-YEAR SOCIAL SERVICES STRATEGY (POST-CONSULTATION)	To provide members with a vision on how we will provide the statutory social services functions over the next decade. The document will detail the following areas; Introduction, Vision Statement, The services people receive, Social Work Models of care, Safeguarding, Integration and Partnerships , Workforce and an Action Plan	Cabinet 18 Sep 2023	No	Cabinet Member for Health & Social Services	Director of Communities Silvana Sauro, Performance, Analysis & Systems Manager ssauro@carmarthenshire.gov.uk
CAPITAL PROGRAMME 2022/23 UPDATE	To provide an update of the latest budgetary position for the 2022/23 capital programme	Cabinet 27 Nov 2023	No		

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Education, Young People and the Welsh Language Scrutiny Committee – Forward Work Plan 2022/23

6 th October 2022	1 st December 2022	22 December 2022 (meeting cancelled)	23 January 2023	24 March 2023	05 May 2023
School Engagement Session (update - Brynteg Primary School now participating in place of Swiss Valley)	Carmarthenshire Youth Justice Plan	Actions and Referrals Update (moved to 23/01/23)	Revenue Budget Consultation 2023/24 - 2025/26	Post 16 Review - including Vocational Qualifications and those Not in Education, Employment and Training (NEETs)	Additional Learning Needs (ALN)
Education and Children Scrutiny Committee Annual Report 2021/22	County Council Annual Report	Revenue Budget Consultation 2023/24 - 2025/26 – (moved to 23/01/23)	Education and Children's Services Draft Departmental Plan 2023/24 (moved to 16.03.23)	Transformation, Innovation Change (TIC), including school budgets.	Update on recommendations from the School Organisation Consultation Process Task and Finish Group
County Council Annual Report (rescheduled to 01.12.22)	Support for Curriculum Development across the schools in Carmarthenshire – Partneriaeth and the Education and Children's Services Department (moved to 23.01.23)	Alternative Outdoor Education Offer (to be considered under the terms and reference of the Communities, Homes and Regeneration Scrutiny Committee)	Support for Curriculum Development across the schools in Carmarthenshire – Partneriaeth and the Education and Children's Services Department	Corporate Strategy (Consultation session held with members on 27.01.23 a and the strategy has since been approved by the Council on 01.03.23).	Update on recommendations from the Early Years Task and Finish Group
Forward Work Plan 2022/23	Corporate Strategy (moved to 23.01.23)	Forthcoming items	Corporate Strategy (moved to 16.03.23)	Education and Children's Services Draft Departmental Plan 2023/24 (moved from 23.01.23)	An Evaluation Of Estyn Inspections Across Carmarthenshire Schools, Pupil Referral Units And Specialist Settings.
Forthcoming Items	Forthcoming items		Actions and Referrals Update (moved from 22.12.22)	Forward Work Plan 2022/23	Welsh Language Promotion Strategy 2023-28
Page 167			Forthcoming items	Forthcoming items	Grants Award Policy
					Actions and Referrals Update
					Forthcoming items

					Sustainable Communities for Learning Programme To be delivered as a workshop
Scrutiny Committee Members to scrutinise the following reports via e-mail					
Performance Management Report (Quarter 1) (moved to 01.12.22)	Budget Monitoring April 22 to August 2022		Budget Monitoring April 22 to October 2022		Budget Monitoring April 22 to December 2022
Revenue and Capital Budget Monitoring (outturn 2021/22)	Performance Management Report (Quarter 1) (moved from 06.10.22)		10 Year Social Services Strategy (report delayed - to be moved to 2023/24 Forward Work Plan)		Performance Management Report (Quarter 3)
Budget Monitoring April 22 to June 2022			Performance Management Report (Quarter 2)		
Director of Social Services Annual Report					

Additional reports / information requested by the Committee during 2022/23 (to be circulated via email):

- Previously reports submitted to the Committee pertaining to Elective Home Education (EHE) – information circulated on 13.12.2022.
- **Post COVID Education Review** – Estyn report to be circulated to the Committee, following which Members can request further information if required.
- Eligibility for Free School Meals (EFSM) - Information note to be circulated to all County Councillors to provide an update on the progress made with the roll-out of the provision of free school meals. Furthermore, an update report to be circulated to the Committee setting out how the EFSM categorisation issue has been addressed and will be measured going forward.

Workshops:

- Self Evaluation and School Data - held on 18.10.2022.
- Post 16 Review - including Vocational Qualifications and those Not in Education, Employment and Training (NEETs) :- held on 10.02.23
- Carmarthenshire's Sustainable Communities for Learning Programme - Director of Education and Children's Services to confirm date with Democratic Services (Spring 2023).

Development Sessions

- Overview of the remit of the ECS Committee following confirmation of its revised Terms of Reference and clarity on the role/expectations of Members of Scrutiny Committees - **held on 01.12.2022.**

Site Visits

School visit to Ysgol Gorslas to be arranged.

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Agenda Item 9

**EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE
SCRUTINY COMMITTEE**

MONDAY, 23 JANUARY 2023

PRESENT: Councillor A.C. Jones (Chair) (In Person)

Councillors (In Person):

S.M. Allen	L. Davies	P. Hughes-Griffiths	S.L. Rees
E. Skinner			

Councillors (Virtually):

K.V. Broom	L.M. Davies	B.W. Jones	D. Jones
M.J.A. Lewis	M. Thomas	J.M. Charles (substitute)	

Co-opted Members (In Person):

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

Co-opted Members (Virtually):

F. Healey-Benson. Parent Governor

The following Cabinet Members were in attendance (In Person):

G. Davies
A. Lenny

Also Present (In Person):

G. Morgans, Director of Education & Children's Services
C. Moore, Director of Corporate Services
E. Forsyth, Strategic Lead for School Effectiveness
S. Nolan, Group Accountant
E. Evans, Principal Democratic Services Officer
J. Owens, Democratic Services Officer [Minute Taker]

Also Present (Virtually):

S. Davies, Head of Access to Education
A. Rees, Head of Strategy and Learner Support
A Thomas, Head of Education Services and Inclusion
E. Bryer, Democratic Services Officer
S. Hendy, Member Support Officer
I. Altman, Partneriaeth Representative
C. Morgan, Partneriaeth Representative
G. Schiavone, Partneriaeth Representative

Chamber - County Hall, Carmarthen. SA31 1JP and remotely - 10.00 - 11.55 am

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from co-opted member D. Elias and Councillor L. Bowen.

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

Member	Minute Item(s)	Nature of Interest
Cllr. Llinos Davies	5. Revenue Budget Strategy Consultation 2023/24 to 2025/26	Husband teaches music in a secondary school.
Carys Jones	5. Revenue Budget Strategy Consultation 2023/24 to 2025/26	Daughter in Law works under the Council's Education and Children's Services Department in a school within the County.
Betsan Jones	5. Revenue Budget Strategy Consultation 2023/24 to 2025/26	Son is a Headteacher in a school within the County.

There were no declarations of party whips.

3. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

4. THE CURRICULUM FOR WALES AND SUPPORT PROVIDED FOR SCHOOLS

The Committee considered a report which provided an overview of the support available to Carmarthenshire's schools, specialist settings and Pupil Referral Units from the County Council and from the regional consortium, Partneriaeth, to facilitate the implementation of the Curriculum for Wales. In accordance with the Curriculum and Assessment (Wales) Act 2021, primary schools had implemented the new curriculum in September 2022, whereas Carmarthenshire secondary schools would introduce the new curriculum from September 2023.

The Committee thereupon received a presentation on the development of the new Curriculum for Wales which sought to ensure robust and effective pedagogy to meet the needs of individual pupils at all levels to enable schools to effectively progress in line with the aims of the National Mission. Accordingly, the new Curriculum for Wales had been organised around 6 Areas of Learning and Experience (AoLE) underpinned by the Cross Curricular Responsibilities of Literacy, Numeracy, Digital Competence and the Wider Skills.

The presentation detailed the nature of support provided to address the challenges faced by schools in adhering to the range of complex and mandatory elements required in the development and provision of the new curriculum. In this regard, an overview of the Partneriaeth Business Plan was provided to the Committee which had embedded the new curriculum into its strategic objectives

and Professional Learning Offer, in addition to the provision of bespoke, localised support for schools.

The Committee received a synopsis of the Authority's Education and Children's Services department Improvement Strategy which was aligned to the Welsh Government Guidance for School Improvement and aimed to work alongside schools to reflect upon the progress achieved by pupils as a result of the curriculum provision. Consideration was also given to the Carmarthenshire Professional Learning offer for schools. The presentation concluded that the priority areas for 2022 2023 focussed upon the following areas:

- Welsh government and cross regional meetings; sharing key focus areas and expectations in a timely manner
- Strategy and professional learning in relation to Curriculum Design; translating the theory into practice
- Effective use financial resources
- Skill progression
- Cluster working
- Transition
- Assessment and progression (within each AOLE)
- Sharing effective practice across schools

The Committee welcomed the positive work being developed across the schools within Carmarthenshire, however it was acknowledged that the level of progress varied across schools.

The issues/observations raised by the Committee were addressed as follows:-

Committee considered the challenges within the context of the low uptake of professional learning offered by Partneriaeth and the perceived lack of support to schools for curriculum development. Capacity issues within schools had been identified as a key barrier to accessing training and the level of progress varied across schools. Accordingly, a bespoke Local Authority level approach had been implemented for Carmarthenshire to support the needs of schools and which focussed upon the provision of training to understand pupil progression (age 3-16years) in the Curriculum for Wales and to address the mandatory elements pertaining to the 'what matters' statements. It was reported that training and development sessions were available to schools by way of physical sessions provided at times convenient to schools, the recordings of which were also available online to ensure accessibility for all.

A concern was raised in respect of the pressures faced by schools in view of the significant workload on teachers and school staff. Committee was assured to note that the capacity issues had been acknowledged by both the Local Authority and Partneriaeth, with endeavours being made to address the issue. In this regard reference was made to the 'Porth' platform which provided central access to an array of resources for schools from Welsh Government, Partneriaeth and the Local Authority. The role of the Local Authority and Partneriaeth in information sharing and communication was emphasised to the Committee, in addition to the provision of bespoke, flexible and practical support for schools.

In response to a query from a Member, it was clarified that schools could utilise staff inset days for matters pertaining to their priorities along the curriculum, however an universal training provision was inappropriate as school clusters were at various stages of progress in the development and implementation of the new Curriculum for Wales and therefore schools required access to different training at different times, on a mixed economy approach. Furthermore, it was explained that the new Curriculum for Wales was based upon a core set of skills, ideas and the 'what matters' statements, but with significant emphasis on teaching within the localised context to enhance learning.

A query was raised regarding the impact on the proposed £75k efficiency saving for Partneriaeth within the 2023/24 budget. The Director of Education and Children's Services duly clarified that Carmarthenshire's contribution to Partneriaeth was reduced compared to others as the School Improvement Team was retained locally within the Local Authority. Furthermore, for 2023/24 the core contribution was not required as Partneriaeth would utilise reserves to meet core costs.

RESOLVED that the report be approved.

5. REVENUE BUDGET STRATEGY CONSULTATION 2023/24 TO 2025/26

[NOTE: Councillors L.M. Davies and A.C. Jones, having earlier declared an interest in this item remained in the meeting during its consideration. Furthermore, at this point, Councillor B.W Jones declared a personal interest on the basis that her son was employed as a Headteacher in a school within the County. Councillor B. Jones remained in the meeting during consideration of the item].

The Committee considered the Council's Revenue Budget Strategy 2023/24 to 2025/26 which provided a current view of the revenue budget for 2023/2024 together with indicative figures for the 2024/25 and 2025/26 financial years. The report was based on officers' projections of spending requirements and took account of the provisional settlement issued by Welsh Government (WG) on 14 December 2022.

It was emphasised that whilst significant work had already been undertaken in preparing the budget, the report represented an initial position statement which would be updated following the consultation process. Accordingly, Members were reminded that the report had been considered by the Cabinet at its meeting on 09 January 2023 and members of the Committee had attended recent consultation events which had provided an opportunity to analyse and seek clarification on various aspects of the budget.

The report indicated that, after adjustments for WG, identified transfers, the increase in the provisional settlement for Carmarthenshire was 8.5% (£26.432 million). The Aggregate External Finance (AEF) had therefore increased to £338.017 million in 2023/24. Whilst the settlement represented a significant increase to the indicative figure of 3.4%, the financial model forecasted a requirement for £20m savings over the three year Medium Term Financial Plan (MTFP) period.

Committee's attention was drawn to section 3.5 of the budget strategy whereby an overview of the schools' delegated budgets was provided to Members. It was noted that many service-specific grants would remain at a broadly similar level (cash value) to previous years which would, in reality reduce outputs given the impact of pay awards and general inflation. The Cabinet Member for Resources was however pleased to report that the Additional Learning Needs Transformation Grant and the Pupil Development Grant had been enhanced, and furthermore, WG funding had been provided to flatline the Recruit Recover Retain Standards (RRRS) grant, instead of the planned reduction, and this would enable schools to continue with their post-covid recovery activities.

Reference was made to the independent pay review body's recommendation of a 5% increase for all Teachers which had been accepted by WG; however, it was acknowledged that the National Education Union (NEU) members had voted in favour of industrial action in a bid for a 12% pay uplift. Committee noted that the draft budget included the 1% "catchup" to 5%, however any further increases would be unfunded and represent an additional financial pressure of approximately £1m for every 1% increase in pay.

The Committee thereupon considered the following detailed budget information appended to the Strategy, relevant to its remit:-

- **Appendix A(i)** – Efficiency summary for the Education & Children's Services Department.
- **Appendix A(ii)** – Growth Pressures summary for the Education & Children's Services Department.
- **Appendix B** – Budget monitoring report for the Education & Children's Services Department
- **Appendix C** – Charging Digest for the Education & Children's Services Department

The Committee was advised that the final budget proposals would be presented to the Cabinet mid/late February, which would enable a balanced budget to be presented to County Council on the 1st March 2023. It was however noted that due to the delays in the provisional settlement, and the consequential impact on Welsh Government's budget finalisation, the publication of the final settlement would not be published until the 7th March 2023.

The issues/observations raised by the Committee were addressed as follows:-

In response to a query regarding the utilisation of school reserves for 2022/23, the Director of Corporate Services confirmed that it was possible for the end of year position to be more favourable than forecasted, due to the timings of the grant funding being confirmed by Welsh Government. In this regard, it was clarified that any school-specific grant funding received would be accommodated into the school reserves, should the grant's terms and conditions allow.

Concerns were raised regarding the potential reprofiling of smaller schools whereby it was expressed that further information was required before efficiency savings could be supported in this regard. The Director of Education and Children's Services clarified that the review of the Carmarthenshire's Sustainable

Communities for Learning Programme was underway and was expected to be concluded by the Summer 2023. It was noted that the results of the review would be considered by the Cabinet in due course.

The Director of Corporate Services, in response to a query, confirmed that any Industrial Action undertaken by the NEU members would result in a direct budgetary saving for the Local Authority. Furthermore, it was clarified that no further budget provision would be made in respect of Teacher Pay Awards until the settlement had been finalised.

Following a request for further information regarding the schools which showed a deficit budgetary position as at March 2022, the Director of Education and Children's Services highlighted that myriad of reasons could contribute to a school being in a budget deficit, though the main expenditure for schools related to staffing costs. Furthermore, it was explained that smaller schools would not have much flexibility within their budgets to meet unexpected costs. An assurance was provided to Committee that regular communication and support was provided to schools in an endeavour to address budgetary challenges.

Concerns were expressed in respect of the impact of the proposed elevation in the cost of school meals set out in the Charging Digest, which could lead to a lower uptake in the purchasing of school meals and result in a further deficit to the budgetary position. It was confirmed that the concerns raised by Committee would be fed back to the Cabinet as part of the consultation process prior to the final budget being set by Council on 7th March 2023. The Director of Corporate Services clarified to the Committee that the Cabinet Member for Education and Welsh Language was responsible for reconciling the fees and charges for the Education and Children's Services division.

In response to a query, the Director of Education and Children's Services explained that an element of the Council's budget would be delegated to schools to manage redundancies and discussions were ongoing to enable schools to better understand the impact of redundancies and become more cost effective. In this regard, Members highlighted that the Governor Training programme would need to be updated to reflect the additional requirement.

A discussion ensued on the current process in place regarding school redundancies and it was reported to Committee that there was no information to indicate a change to Welsh legislation to follow the Scottish model whereby teachers were employed centrally to facilitate the effective management of the workforce in terms of staff movements to meet the needs of schools.

A concern was expressed in relation to the proposed budget reduction for youth support related services. The Head of Strategy and Learner Support confirmed that the Shared Prosperity Fund would provide some financial support for youth support services. The Council was also exploring different ways of providing youth support services in an endeavour to minimise the impact of budgetary reductions on frontline services.

Reference was made to the proposed review of primary schools' footprint to derive efficiency savings of £200k for 2024/25. A Member enquired as to the methodology for selecting schools for closures, together with the potential

number of school closures that would be required to achieve the efficiency savings. The Director of Education and Children's Services clarified that the figure noted was indicative at this stage, pending the outcome of the review; it was however confirmed that savings in the region of £75k - £80k could be generated from each school closure as a result of the premises and running costs.

RESOLVED that:

- 5.1 The 2023/24 – 2025/26 Revenue Budget Strategy Consultation be received;**
- 5.2 The Charging Digest detailed in Appendix C to the report, be endorsed.**

6. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

The Committee received an explanation for the non-submission of the following scrutiny reports:

- Corporate Strategy and Education and Children's Services draft Business Plan
- 10 Year Social Services Strategy

RESOLVED that the explanation for the non-submissions be noted.

7. SCRUTINY ACTIONS UPDATE

The Committee received a report which detailed the progress achieved in relation to requests or referrals emerging from previous meetings during the 2022/23 municipal year.

RESOLVED that the report be received.

8. FORTHCOMING ITEMS

The Committee reviewed the list of forthcoming items to be considered at its next meeting to be held on 16 March 2023, which had been derived from the Committee's Forward Work Plan 2022/23. The Chair emphasised that the Forward Work Plan was a flexible document that could be updated as required throughout the year as new information emerges. Accordingly, a further Forward Work Planning session would be held on conclusion of the meeting to review the Committee's priorities for 2022/23 in accordance with the Cabinet Forward Work Plan.

RESOLVED that the list of forthcoming items to be considered at the next scheduled meeting on 16 March, 2023 be noted.

9. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 1ST DECEMBER, 2022

UNANIMOUSLY RESOLVED that the minutes of the meeting of the Committee held on 1st December, 2022 be signed as a correct record.

CHAIR

DATE