

# Document Pack



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**MONDAY, 2 OCTOBER 2023**

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

I HEREBY SUMMON YOU TO ATTEND A MULTI-LOCATION 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 MONDAY, 9TH OCTOBER, 2023** FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON THE ATTACHED AGENDA

*Wendy Walters*

**CHIEF EXECUTIVE**

|  |                                       |
|--|---------------------------------------|
| <b>Democratic Officer:</b>   | <b>Julie Owens</b>                    |
| <b>Telephone (direct line):</b>  | <b>01267 224088</b>                   |
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| <b>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.</b>                                      |                                       |
| <b>The meeting can be viewed on the Authority's website via the following link:- <a href="https://carmarthenshire.public-i.tv/core/portal/home">https://carmarthenshire.public-i.tv/core/portal/home</a></b> |                                       |

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. Peter Hughes Griffiths  
Cllr. Betsan Jones  
Cllr. Hefin Jones  
Cllr. Jean Lewis

**LABOUR GROUP -**

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

**INDEPENDENT GROUP -**

Cllr. Sue Allen

**UNAFFILIATED -**

Cllr. Sean Rees

**NON ELECTED VOTING MEMBERS –**

Vera Kenny  
Rev. Delyth Richards

Roman Catholic Church Representative  
Church in Wales Representative

**ELECTED VOTING PARENT GOVERNOR MEMBERS -**

Anthony Enoch

Parent Governor Representative - Area 2 -  
Carmarthen

Vacancy x 2

Area 1 and Area 3 – Dinefwr & Llanelli

# **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. ESTYN INSPECTION OF CARMARTHENSHIRE'S LOCAL GOVERNMENT EDUCATION SERVICES** 5 - 28
- 5. PRIMARY SCHOOL ADMISSIONS REVIEW (RISING 4S)** 29 - 46
- 6. SCHOOL BUDGETS** 47 - 52
- 7. STRATEGIC FOCUS GROUPS** 53 - 66
- 8. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT** 67 - 70
- 9. FORTHCOMING ITEMS** 71 - 108
- 10. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 23RD JUNE 2023** 109 - 116

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## EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE

09/10/2023

**Subject: Estyn Inspection of Carmarthenshire's Local  
Government Education Services**

**Purpose: To enable the Scrutiny Committee to consider the  
report and areas for development.**

### **The Scrutiny Committee is asked to:-**

- To review the current position.
- To be assured that arrangements are in place to address the recommendations and minor areas for improvement.

### **Reason(s)**

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

### **The Scrutiny Committee is asked to:-**

Cllr. Glynog Davies, Education and Welsh Language

It's an exceptional report. I would like to thank all the officers for their robust work that has led to this. My personal thanks to the Director for his clear leadership.

**Directorate: Education and  
Children's Services**

**Name of Director:**

Gareth Morgans

**Report Author:**

ESTYN

**Designations:**

Director of Education and  
Children's Services

**E Mail Addresses:**

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# EXECUTIVE SUMMARY

## Estyn Inspection of Carmarthenshire's Local Government Education Services

### **Background to Local Government Education Services Inspection (LGES)**

Inspections of LGES are carried out under Section 38 of the Education Act 1997 which provides that His Majesty's Chief Inspector of Education and Training in Wales (HMCI) '**may, and, if requested to do so by the Secretary of State, shall, arrange for any local authority to be inspected**'.

Such an inspection '*shall consist of a review of the way in which the authority are performing any function which relates to the provision of education for (a) persons of compulsory school age (whether at school or otherwise) or (b) for persons of any age above or below that age who are registered as pupils at schools maintained by the authority.*'

Estyn's inspection of local authorities is informed by the Guidance handbook for the inspection of LGES 2022 (gov.wales). The handbook sets out the way in which Estyn conducts inspections of local government education services (LGES), which has changed significantly since our last core inspection in 2012.

Between the 10<sup>th</sup> and 14<sup>th</sup> of July 2023, Estyn inspected Carmarthenshire Council under its Local Government Education Services (LGES) framework.

### **The Local Government Education Services Inspection Framework**

|   |   |
|---|---|
| <b>Inspection area 1– Outcomes</b>                  | 1.1 Standards and progress overall<br>1.2 Standards and progress of specific groups<br>1.3 Well-being and attitudes to learning.  |
| <b>Inspection area 2– Education Services</b>        | 2.1 Support for school improvement<br>2.2 Support for vulnerable learners<br>2.3 Other education support services   |
| <b>Inspection area 3- Leadership and management</b> | 3.1 Quality and effectiveness of leaders and managers<br>3.2 Self-evaluation and improvement planning<br>3.3 Professional learning<br>3.4 Safeguarding arrangements<br>3.5 Use of resources |

Inspectors evaluate and report on **all aspects of inspection areas 1 and 3** of the framework. **Inspection area 2** of the framework sets out the scope of education services that could be inspected during an inspection. As part of each inspection process, Estyn will form **a set of local inspection questions about education services**. Inspectors will evaluate services covered by these questions and report on each question separately within the report.

Under Inspection area 2, four local inspection questions were identified for Carmarthenshire, which were:

1. *How effective are school improvement processes in improving the quality of teaching and school leadership?*

2. *How well do the authority's arrangements for school modernisation and reorganisation ensure appropriate education provision for all children and young people, including pre-school and post-16 education?*
3. *How well do the local authority's education services promote positive behaviour and good attendance in its schools?*
4. *How successful is the local authority in ensuring that pupils' additional learning needs are identified early, and that suitable provision is in place to meet those needs.*

A preliminary visit took place on the 22<sup>nd</sup> and 23<sup>rd</sup> of June 2023, to conduct interviews with a range of stakeholders including headteacher representatives for primary, secondary and special schools; representatives of Chairs of Governors across primary, secondary and special schools; the regional education partnership, Partneriaeth; trade union representatives; diocese; the local health board, parents and officers from other Directorates of the Local Authority.

The core inspection consisted of data analysis from learner outcomes, school inspections and stakeholder questionnaires; scrutiny of evidence provided by the local authority including our self-evaluation report; and interviews with a range of Members and officers. Audit Wales inspected the Local Authority's use of resources under the inspection area of Leadership and Management.

During all core inspections, Estyn consider whether local government education services are **causing significant concern** and require follow-up activity. **Estyn judged that education services in Carmarthenshire do not fall into this category.**

The report was published on 27<sup>th</sup> of September 2023 and identified many strengths and notable features.

Three recommendations were made-

- R1 Improve pupils' attendance in the authority's schools.
- R2 Strengthen school improvement processes, particularly for secondary schools.
- R3 Refine approaches to self-evaluation and improvement planning.

Work had already begun to address aspects of the recommendation prior to the inspection as they were already identified via self-evaluation and improvement planning processes.

The outcome of the inspection is detailed within the Estyn Inspection report appended to this document. It is Estyn's expectation that the inspection report is scrutinised in full by the Scrutiny Committee, so that the necessary support and challenge can be provided about the Directorate's plans for improvement.

|                           |     |
|---------------------------|-----|
| DETAILED REPORT ATTACHED? | YES |
|---------------------------|-----|

# IMPLICATIONS

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

Signed: 

Director of Education and Children's Services

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

### Legal

Inspections of LGES are carried out under Section 38 of the Education Act 1997 which provides that His Majesty's Chief Inspector of Education and Training in Wales (HMCI) '**may, and, if requested to do so by the Secretary of State, shall, arrange for any local authority to be inspected**'. The Local Authority must respond to the report and address the recommendations.

### Finance

Addressing some of the recommendations and minor area for improvement may require additional resource e.g. Recommendation 1: to improve school attendance. Resource requirements will be reviewed by officer as part of our Action Plan and will be considered as part of the budget discussions for 2024/25 budget setting.

### Risk Management Issues

With the current financial forecasts for 2024/25 and subsequent years there is a risk that reduced resources could hamper our ability to address the recommendations and sustain the high quality and sustainable service we have developed.

### Staffing Implications

Implementing the recommendations may require us to expand Local Authority Teams in order to secure the required improvements.

### Physical Assets

One of the local questions was in relation to- **How well do the authority's school modernisation and re-organisation arrangements ensure appropriate education provision for all children and young people, including pre-school and post-16 education?** Addressing current challenges within the sector will require significant capital investment to further develop and improve school assets.



|   |  |   |
|---|--|---|
| <b>CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED</b><br>YES  | Cllr Glynog Davies is aware of Estyn's report and recommendations. |   |
| <b>Section 100D Local Government Act, 1972 – Access to Information</b><br><b>List of Background Papers used in the preparation of this report:</b><br><b>THESE ARE DETAILED BELOW</b> |  |   |
| <b>Title of Document</b>  | <b>File Ref No.</b>  | <b>Locations that the papers are available for public inspection</b>  |
| A report on education services in Carmarthenshire County Council- Estyn   | <b>ESTYN REPORT</b>  | <a href="#">Adroddiad arolygiad - Cyngor Sir Gaerfyrddin 2023 (llyw.cymru)</a><br><br><a href="#">Inspection report - Carmarthenshire County Council 2023 (gov.wales)</a>   |
| Guidance handbook for the inspection of LGES 2022 (gov.wales)   | <b>ESTYN GUIDANCE</b>  | <a href="https://www.estyn.gov.wales/system/files/2022-08/Guidance%20handbook%20for%20the%20inspection%20of%20LGES%202022.pdf">https://www.estyn.gov.wales/system/files/2022-08/Guidance%20handbook%20for%20the%20inspection%20of%20LGES%202022.pdf</a> |

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Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales



**A report on education services in  
Carmarthenshire County Council**

**County Hall  
Carmarthen  
SA31 1JP**

**Date of inspection: July 2023**

**by**

**Estyn, His Majesty's Inspectorate for Education and  
Training in Wales**

**This report is also available in Welsh.**

## About Carmarthenshire County Council

Carmarthenshire County Council has a total population of around 187,900. The local authority maintains one nursery school, 94 primary schools, 12 secondary schools and one special school. The authority also maintains three pupil referral units. The Chief Executive began in post in June 2019 and the Director of Education and Children's Services was appointed in December 2016. The Leader of the Council has been in post since May 2022 and the Cabinet Member for Education and Children's Services began in post in May 2017.

The local authority's last inspection was conducted in 2012. Carmarthenshire County Council is one of three local authorities that formed a new partnership, namely 'Partneriaeth', which supports schools, for example with the curriculum, after the ERW consortium came to an end.

In 2022-2023, the local authority's net education budget is around £184,708,000. The delegated school budget per pupil in 2022-23 is £4,958, which is below the Welsh average of £5,032.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Carmarthenshire is noted below:

- Twenty-three point six per cent (23.6%) of pupils aged 5 to 15 are eligible for free school meals, which is similar to the Welsh average of 23.3%.
- Thirty-nine point five per cent (39.5%) of pupils aged 5 to 15 are fluent Welsh speakers, which is above the national average of 16%.
- Seven point five per cent (7.5%) of pupils aged 5 to 15 are from ethnic minority backgrounds, which is below the Welsh average of 12.6%
- A total of 165 children are looked after by the local authority
- Twenty-four point nine per cent (24.9%) of pupils aged 5 to 15 have additional learning needs
- Two point four per cent (2.4%) of pupils have English as an additional language

## Summary

Carmarthenshire's education services are led robustly by senior leaders and elected members, who share a clear vision for education within the authority. This is supported by an open and positive culture and self-evaluation and improvement planning processes that are rigorous, on the whole. Through this, leaders have a positive effect on improving education provision and learners' outcomes in most of their areas of responsibility and are able to set a clear direction for further improvement in the future. In a very few areas, procedures for monitoring, evaluation and planning for improvement have not succeeded in addressing minor shortcomings, as identified in this report.

The authority has productive working relationships with schools and other providers. This contributes beneficially towards ensuring that new initiatives, changes in provision and sharing of ideas happen jointly, in partnership. The recent work to strengthen support in terms of supporting behaviour in schools, providing an additional ALN resource and establishing immersion resources for the Welsh language are good examples of how the authority is acting strategically to improve provision.

The authority has valuable and purposeful school improvement processes. These are based on a close working relationship between the authority and its schools, which has a positive effect in terms of providing suitable intervention for schools. Despite this, the impact of support for secondary schools varies and there is not a strong enough focus on ensuring the quality of the support and challenge provided for primary and secondary schools to reduce the variation in school improvement processes.

On the whole, arrangements for modernising and re-organising the authority's schools are robust. A strong element of this work is the close cooperation with a good range of external partners, which has a positive effect on the provision available to learners, for example when establishing a 'Vocational Village' in Llanelli. There are also purposeful arrangements in place to ensure that pupils with additional learning needs are identified at an early stage and that suitable provision is in place to meet those needs, in most cases.

During the last year, the authority has taken rapid steps to refine provision to support and improve behaviour within schools. There is a strong strategic direction for this work, with these recent changes beginning to have a positive effect on behaviour in schools. The authority shows a clear commitment to improving attendance and there has been strong progress in a minority of schools. However, the authority's attendance rates remain low and improvements across schools have been varied.

Over time, the inspection outcomes of schools in Carmarthenshire vary, although more recently, since 2022, the proportion requiring follow-up activity by Estyn has decreased. Two secondary schools and five primary schools have also been asked to present a good practice case study. Overall, evaluations of well-being have been consistently good in most inspections, with most pupils showing positive attitudes to learning.

## **Recommendations**

- R1 Improve pupils' attendance in the authority's schools
- R2 Strengthen school improvement processes, particularly for secondary schools
- R3 Refine approaches to self-evaluation and improvement planning

## What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should update its plans within three months of publication of the inspection report.

## Main findings

### Outcomes

We were unable to provide a full evaluation of outcomes. This is as a result of the effect of the COVID-19 pandemic, which caused the inspections of schools and most other education providers to be suspended since March 2020. It is also a result of the lack of data on outcomes that can be compared over time because the pandemic caused changes to the way that qualifications were awarded. This also affected most of the other data that we consider when making evaluations, such as school attendance, school exclusions and post-16 learner destinations, but we have recently begun to receive this type of data again.

Any evaluations that follow provide a context by reporting pre-pandemic outcomes or relate to more recent outcomes where the evidence base is valid and reliable.

On the whole and over time, the inspection outcomes of schools in Carmarthenshire vary. Between September 2017 and March 2020, we inspected 44 settings. This includes 38 primary schools, four secondary schools, one special school and one pupil referral unit. Of the primary schools, 16 were judged to be in need of follow-up activity, including statutory follow-up activity in three of those schools. One secondary school and one special school were judged to be in need of Estyn follow-up. One pupil referral unit was also judged to be in need of statutory follow-up. Following improvements, none of these providers is in need of follow-up.

Since February 2022, when we resumed school inspections following the pandemic, 38 settings have been inspected. This includes 27 primary schools, four secondary schools and 7 non-maintained nurseries. Overall, outcomes are positive and two secondary schools and five primary schools were asked to submit a good practice case study. However, one secondary school and two primary schools were judged to be in need of statutory follow-up. Three primary schools were judged to be in need of Estyn review.

Between 2017 and 2019, the performance of most secondary schools in Carmarthenshire was in line with, or better than, what is expected in key stage 4. The performance of a very few secondary schools was lower than expected. Pupils who are eligible for free school meals performed in line with the Welsh average.

Ensuring high levels of pupil and staff well-being is a priority for the authority. The judgment on well-being and attitudes to learning was good or better in many of the inspections in Carmarthenshire during the inspection cycle from September 2017 to

March 2020. Of the 44 schools inspected during this period, well-being and attitudes to learning were good or better in 35 of them, with the judgement being adequate in the remainder. In the inspections that have been conducted since Estyn resumed school inspections in 2022, judgements for well-being have been consistently good. In these inspections, most pupils felt safe at school and knew how to stay safe online. Pupil behaviour was a strong overall feature in these schools, with most pupils demonstrating positive attitudes to learning. This is also reflected in the pupil exclusion data. Over the three years up to 2021, the rate of exclusions for five days or fewer was consistently below the national rate, in addition to the rate of exclusions for more than five days. Over the same period, the rate of permanent exclusions was significantly lower than the national rate. However, the authority's attendance rates, including those of pupils who are eligible for free school meals, are below the national averages.

Schools, youth services, authority staff and external agencies work closely together to provide strong support to vulnerable pupils. This contributes well to reducing the number of pupils who are not educated in mainstream schools and ensures that nearly all pupils continue in education, training or employment after they leave school.

There are regular opportunities for pupils to contribute to corporate decisions. For example, a forum of secondary school pupils recently reviewed plans for cuts to the Council's expenditure. Pupils have also been influential as the authority reviews its post-16 provision. Opportunities for pupils to develop their leadership skills and influence decisions within the authority's schools is a strength.

## Education services

### **How effective are school improvement processes in terms of improving the quality of teaching and school leadership?**

Carmarthenshire local authority has a close working relationship with its schools. The school improvement service's education support advisers (ESAs) foster a positive and supportive relationship with the authority's schools. Following the COVID-19 pandemic and during the subsequent recovery period, the authority recognised the need to renew its understanding of the context of individual schools and help schools to re-establish their quality assurance processes. As a result, it conducts beneficial visits to support schools to collect evidence of teaching and learning as part of its school improvement programme. Valuable activities such as learning walks, scrutiny of work and seeking the pupil's voice are part of these processes. This information enables advisers to identify key issues and provide suitable intervention, as necessary.

Overall, the authority differentiates the help and support provided to schools appropriately, including for schools that cause concern. Over the past two years, officers have identified that a few primary schools need more intensive support. The authority uses appropriate processes and structures to discuss and broker beneficial support for these schools. Case management meetings are held regularly to discuss the issues that are causing concerns in schools. When appropriate and as part of this

process, the authority uses methods such as pre-warning notices to address urgent issues in schools. Currently, one secondary school and two primary schools are in need of statutory follow-up after an Estyn inspection.

School staff have access to a wide range of relevant professional learning through the local authority and the 'Partneriaeth' service. 'Partneriaeth' provides national leadership programmes, support for newly qualified teachers and professional learning for the Curriculum for Wales. Recently, the school improvement service adapted its professional learning offer in response to feedback from schools and the scrutiny committee's discussion about professional learning needs within the authority's schools. This led to a revised professional learning offer to respond more robustly to the practical needs of schools as they prepare for, and implement, the Curriculum for Wales. The School Improvement Team and the Education and Children's Services meets the professional learning needs of primary schools well. 'Partneriaeth' provides beneficial support to secondary schools through networking opportunities, for example through the subject networks for middle leaders where qualifications and the needs of specific subjects are discussed.

The authority provides beneficial opportunities for schools to share effective practice through networks, practice-sharing events and a valuable digital platform. Following the pandemic, the authority has prioritised re-establishing opportunities for schools to work together through peer work. This co-operation within clusters of schools is developing appropriately.

The authority identifies strengths and areas for improvement appropriately within primary schools. Overall, it provides good support to help them plan for improvement, including tailored support. Valuable co-operation and beneficial use of expertise within the ESA team helps the service to respond constructively to the needs of primary schools. Education support advisers also engage appropriately with secondary school leaders as part of their school improvement role. Information is collected about the priorities of school development plans, arrangements and processes. However, when considering secondary schools, officers do not evaluate or challenge information about strengths and areas for development incisively enough. Often, they do not consider specifically enough how improvement plans and support that they have designed jointly with these schools have an effect on improving teaching, learning and leadership. This means that the authority does not know its secondary schools as well. Throughout, there is not a strong enough focus on quality assuring the support and challenge provided to primary and secondary schools to reduce the variation in the services' school improvement processes.

The local authority provides a valuable range of help and support to governors, including a suitable professional learning programme and support through providing useful resources. In a few schools, this includes opportunities for governors to develop their understanding of self-evaluation processes by shadowing the visits of education support advisers.



## **How well do the authority's school modernisation and re-organisation arrangements ensure appropriate education provision for all children and young people, including pre-school and post-16 education?**

The authority has a clear strategy for modernising and re-organising its schools, which is based on sound principles and objectives. The strategy reflects the authority's desire to create a range of high-quality schools, which meet the needs of their current and future learners. There is an appropriate link between the objectives of the school modernisation strategy, the council's well-being objectives and the education service's ten-year plan. This includes the vision to ensure that children and young people have the best possible start in life, as well as making their communities safe and prosperous. The authority has specific plans for providing community facilities to reduce the effects of poverty on the achievement of pupils and young people. For example, facilities have been provided as part of the scheme at Ysgol Rhys Pritchard, Llandovery, to promote good engagement with pupils, their families and the community.

The commitment of the authority's senior leaders, the Leader of the Council and the Cabinet Members with responsibility for Education and Children's Services to realising the strategy is a positive feature. They work effectively with the school modernisation team and other stakeholders to review the strategy and ensure that it ties into, and responds to, the authority's current requirements. For example, they have adapted the strategy to support the Curriculum for Wales, the Welsh in Education Strategic Plan (WESP) 2022-32, and have responded to challenges, such as recruiting school leaders in rural areas of the county.

The head of the school modernisation team, together with this colleagues, provides very beneficial leadership and support to officers and elected members on matters relating to the strategy. They hold a suitable range of workshops to update elected members on progress against the priorities in the modernisation strategy and inform them about current and future challenges. This prepares them well to make important decisions in relation to the strategy. The team makes good use of sources of information and data to identify priorities for the school modernisation programme and plan ahead as necessary. For example, they use the findings of building condition and capacity surveys, school population forecasts and area birth rates when drawing up plans. This ensures that they consider the demand for provision for three-year-olds and before- and after-school care when planning new buildings.

A strong element of the modernisation team's work is its close co-operation with a good range of external partners, school leaders and officers across the authority. Co-operation between the team and stakeholders enables them to respond promptly to new requests and priorities. For example, they have recently established temporary centres for pupils with additional learning needs to meet the growing demand for specialist services in primary schools. They have also worked successfully with secondary school leaders to improve the range of courses available for their pupils. A good example of this is the 'Vocational Village' that has been established in Llanelli.

### **Cameo: Vocational Village**

The 'Vocational Village' was established in Llanelli to increase the number and range of vocational courses available to pupils in the area, including a dedicated construction skills centre. The alliance of Llanelli secondary schools includes the four current 11-16 learning settings, namely Bryngwyn, Coedcae, Glan y Môr and St John Lloyd, the 11-19 bilingual learning setting at Strade and Heol Goffa special school, along with post-16 provision at Coleg Sir Gâr. The concept of the 'Vocational Village' was developed in each of the learning institutions to enable pupils to further develop specialised vocational skills. The development provides the following facilities in particular:

- Bryngwyn – Construction Skills Education Centre
- St John Lloyd – a specialist catering training facility and small training restaurant
- Y Strade – a music technology facility
- Coedcae – a performing arts and media facility
- Glan y Môr – a caring and childcare facility

The local authority has used capital grants to invest significantly in a range of capital projects since they began the strategy around twenty years ago. During this period, the numbers of schools and pupil referral units has decreased from 150 to 111. This contributes towards one of the main objectives of the school modernisation and re-organisation strategy, namely to develop an efficient and sustainable school network. The strategy also places a firm emphasis on improving post-16 provision by investing in extensions or new schools. For example, a large-scale re-organisation project was undertaken in terms of secondary and post-16 education in the Dinefwr, Gwendraeth and Amman Valley areas by re-organising the learning settings of five secondary schools into three bilingual 11-19 learning centres.

Although the delivery of this programme has been delayed slightly due to the COVID-19 pandemic, the school modernisation team has ensured that consultations and key decision-making processes have continued, as well as construction. Overall, many of the authority's projects over the past five years have focused appropriately on renewing its complement of schools by erecting new buildings, with a very few proposals to consider re-organising education by area. However, delays in decision-making, including following formal consultations, have meant that the authority has not addressed its plans to re-organise and modernise education in full.

The school modernisation team is leading the way in beginning to respond to the ambitious priorities of the Welsh in Education Strategic Plan (WESP) 2022-32. Beneficial co-operation between the members of the Sustainable Communities strategic focus group and the Welsh language strategic focus group ensures that the authority identifies opportunities to improve provision for the Welsh language across their schools. For example, they have built a new Welsh language immersion centre in the Gwendraeth Valley area to support pupils who are new to the Welsh language, as well as producing statutory consultations to respond to requests from schools that wish to move along the language continuum by changing the language of provision. One of the strongest features of the school re-organisation strategy is its work to expand Welsh-medium provision in urban areas of the county. A notable example of this is the establishment of the dual stream provision at Ysgol Pen Rhos, Llanelli, to

provide opportunities for primary age pupils to access Welsh-medium education in their local area.

### **How well do the local authority's education services promote positive behaviour and good attendance in its schools?**

The authority has a clear vision for providing behavioural support to schools, pupils and their families. This is based on ensuring equity for pupils, building positive relationships between staff and pupils, and understanding the reasons behind any challenging behaviour. This work has a strong strategic direction. A clear 'four stage' plan is used, which includes definite structures to scale the response to support pupils' behaviour. However, not all schools implement the vision in line with the authority's expectations.

During the last year, the authority has taken swift steps to refine provision to support and improve behaviour within schools. This includes appointing a well-being and support officer for each secondary school and ensuring that there is a specialist teacher and link assistant for each cluster of schools. These staff offer training to school staff and timely support when concerns arise. Overall, these steps to improve behaviour support have been well received by school leaders and have led to improving the schools' ability to respond to some of the challenges they have faced following the pandemic.

The authority evaluates the impact of its work in this area regularly and refines provision as required. This includes regular multi-agency strategy meetings where there is an opportunity to discuss any behavioural themes within schools or individuals that cause concern, and to decide on the most suitable intervention to use in each case.

The authority ensures the appropriate use of its resources to support pupils with profound emotional and behavioural needs. For example, it has modified provision to enable pupils to attend specialist centres to promote their emotional and behavioural skills on a part-time basis, while continuing to attend the home school for a time. This arrangement also facilitates the ability for pupils to return to their mainstream school successfully in due course. A quarter of pupils in key stage 3 who attend the specialist centres now do so under this arrangement.

Improving attendance is one of the new Cabinet's priorities. Although the authority has identified attendance as an important area that is in need of attention, improvements across schools have been varied. There has been strong progress in a minority of schools, although the authority's overall school attendance rates remain stubbornly low following the pandemic.

The authority has a clear procedure to support school leaders to analyse attendance rates. This helps them identify trends and areas for improvement in their schools. It has also developed a school attendance self-evaluation toolkit to support schools to reflect on their arrangements.

Education support advisers discuss attendance concerns during their regular meetings with senior school leaders. However, steps to address the issues are not always detailed enough and these steps are not always monitored closely enough.

Concerns about attendance and the improvement rates of specific schools are discussed at case management meetings. The authority continues to refine its processes and has introduced new arrangements recently to strengthen its work in this area. However, work to improve attendance is not always co-ordinated and procedures for raising concerns about attendance are not always clear. Although the authority has identified good practice within this area, to date, it has not shared these practices across its schools effectively enough.

**How successful is the local authority in ensuring that pupils' additional learning needs are identified at an early stage and that suitable provision is in place to meet those needs?**

Officers have a sound understanding of the specific needs of the children and young people of Carmarthenshire who have additional learning needs (ALN). They organise a range of suitable provision for them.

Officers are fully committed to the principles of the new legislation and are leading the process of transforming provision for ALN robustly. They have a clear vision that is based on exercises that place appropriate emphasis on the views of individuals. This ensures that provision gives suitable consideration to the aspirations and needs of pupils.

The authority places a suitable emphasis on ensuring that universal learning provision of a high standard is available to all of the authority's learners as a starting point. Officers work effectively with providers to identify pupils' needs at an early stage. This includes an effective strategy for the early years, where officers co-operate with other providers and services, such as health visitors, to respond to the needs that arise. The authority provides appropriate training for the early years workforce to empower them to support children to thrive in their own settings.

The authority provides a range of useful training for school staff, which contributes effectively to identifying pupils' needs at an early stage. This includes a range of remote training and screencasts on a wide range of ALN issues. These are supported by useful guidance documents, for example to assist school ALN co-ordinators to meet the requirements of the new legislation. The authority promotes co-operation among schools to help them implement the guidelines. They also hold a conference for ALN co-ordinators, which is a beneficial opportunity to share effective practices to support pupils. It also provides useful training for governors, which helps them to understand the school's role in supporting pupils with ALN.

The authority ensures that practitioners in settings and schools have the skills necessary to identify needs and receives referrals from specialists such as health service staff. It also provides a useful direct referral line through the authority's website to enable parents to express concern or seek support. Inclusion panels consider referrals and reviews appropriately and effective use is made of Family Liaison Officers to share findings with parents and explain what happens next. The authority offers provision for learners, together with information for their families, equally in Welsh and English.

Officers provide beneficial support for practitioners to ensure that appropriate pupils have a suitable one-page profile, which identifies the most effective methods to

support them. A digital platform is used increasingly effectively and consistently to create and maintain individual development plans (IDPs) for schools and the authority.

The authority maintains a suitable range of specialist provision in special units or schools, which meet the needs of pupils well. This includes special classes that are an integral part of the inclusive provision of the authority's schools. For example, pupils who attend Canolfan Elfed are integral members of the Queen Elizabeth High School family and share experiences alongside their peers in mainstream provision, where appropriate. Suitable arrangements are made for the very few pupils who need specialist provision outside the local authority. The authority provides beneficial support for pupils with ALN who also have English as an additional language, for example by investing in learning assistants who speak Ukrainian and Arabic. The authority provides beneficial opportunities for pupils with ALN to continue their post-16 education in schools and they co-operate increasingly effectively with further education institutions to respond to the aspirations of young people.

At a strategic level, senior officers plan the specialist provision appropriately. For example, recently, the authority has invested significantly in additional provision to support learners with ALN following an increase in the number of pupils with autistic spectrum disorders. Over a twelve-month period, they have increased the number of places available in specialist locations across a number of sites. However, over time, a very few pupils have had to wait for extended periods to gain full access to the specialist provision they need.

The authority has a robust dispute resolution process in place. This includes suitable roles for school staff, authority staff such as Family Liaison Officers and input from appropriate external bodies. As a result, very few appeals or requests for reconsideration arise within this area.

## **Leadership and management**

Senior leaders have established and communicated a clear vision, together with sensible and appropriate strategic aims and objectives for its education services. The authority has competent leaders and there are robust procedures in place that enable them to realise their priorities appropriately. The Leader of the Council, the Cabinet Members for Education, the Chief Executive and the Director of Education and Children's Services have high expectations of officers, schools, other providers and partners. They gain the trust of these stakeholders and others through transparent communication, and provide a robust sense of direction for the authority.

The Chief Executive has been instrumental in establishing a very positive culture that permeates the authority's leadership and management structures. She encourages the entire workforce to act in an open and transparent manner, engendering a culture that creates opportunities for officers and members to hold discussions about difficult and complex issues in a positive, mature and professional manner.

The Leader of the Council has a clear understanding of the objectives and priorities needed to respond to local, regional and national challenges. The Cabinet Member

for Education and the Welsh Language also has a strong knowledge of his areas of responsibility. He provides a clear direction for education services and is passionate about improving education within the county. By working with elected members and the Council's Cabinet, they act purposefully to strengthen education provision, such as increasing the availability of ALN resources. However, in a very few cases, some of the authority's objectives, such as school modernisation, have not been achieved in a timely enough manner.

The Director of Education and Children's Services conveys his vision and intentions clearly and transparently to relevant groups and consults with them appropriately. He succeeds in expressing his vision for education services effectively and has created a culture of meaningful leadership amongst his team. He is a prominent strategic leader who drives the vision with energy and determination. For example, he recognises sensibly that it takes time to establish sustainable education services and has developed an action plan for the next decade, giving very robust consideration to the principles set out in the Well-being of Future Generations (Wales) Act 2015. These are also given good consideration in the Council's strategic plans. Over time, the comprehensive review of the work of the education services and children's services has led to a balanced sharing of roles and responsibilities across the service to respond to the needs of residents, providers and the need to deliver appropriate services.

The authority has effective oversight and scrutiny processes. The chair and members of the Education, Young People and Welsh Language Scrutiny Committee have a clear and mature understanding of the role of the committee and are supported effectively by the authority's officers and senior leaders. The chair of the scrutiny committee has a good overview of the service's priorities and appropriate knowledge of relevant education issues. Elected members play a leading role in monitoring the progress of the education service's strategic plan. A good training programme supports the scrutiny arrangements to promote committee members' understanding of their responsibilities and the issues that are in need of their attention. The scrutiny programme is organised purposefully, with flexible opportunities to add items for scrutiny as necessary, which enables them to make timely and informed decisions. Leaders and officers of the education service provide appropriate information which allows elected members to make informed decisions on complex issues. The quality and usefulness of the scrutiny reports have improved over time and they are now more concise, relevant and purposeful.

Leaders have a good understanding of the main strengths and areas for improvement in terms of their education services. This is as a result of self-evaluation processes that are, on the whole, rigorous and include a useful analysis of a wide range of information, alongside fairly robust progress-monitoring processes. The authority welcomes the views of stakeholders, such as headteachers, parents, children and young people and residents on a fairly regular basis to reinforce its understanding of people's views about the quality of its work and to tailor services for the future. There are obvious strengths in the way in which the authority welcomes the views of pupils and includes them in decisions.

The authority has clear and robust procedures for planning for improvement. Leaders develop improvement plans that use the information obtained from the self-evaluation arrangements and are based on sensible first-hand evidence. It includes prudent

consideration of relevant external reports and national aspirations, such as the aim to increase the number of Welsh speakers within the authority.

Leaders act meaningfully to ensure a clear alignment between corporate level improvement plans, such as the Corporate Strategic Plan (2022-2027), the Education Department Plan (2022-2032) to faculty plans, such as plans to develop the school curriculum and pupils' well-being. This is helping to promote a strong understanding among leaders and officers of their main aims and objectives for improvement. Officers, schools and other stakeholders are also clear about the authority's and the education service's key priorities.

Planning for this methodical improvement ensures clear successes in terms of strengthening provision and improving pupils' outcomes and well-being in several aspects. For example, the authority's work has recently been to strengthen its support in terms of supporting behaviour in schools, providing an additional ALN resource and establishing immersion resources for the Welsh language effectively. On the whole, plans focus relevantly on the main areas for improvement, but in some areas, such as improving attendance, the authority does not succeed in realising its plans in a timely enough manner. In a few areas, opportunities to set sufficiently incisive success criteria within plans are also missed, at times.

The authority has demonstrated its ability to respond quickly to challenging situations, such as its response to the challenges involved in providing services and support during the COVID-19 pandemic and during the subsequent recovery period. The decision to tailor and build on the work of the strategic groups established at that time is a robust example of how the authority has implemented its learning from that difficult experience.

**Cameo: A collaborative method of discussing, challenging, monitoring and leading the work to meet the priorities of the Education Service**

In order to respond to challenges during the pandemic, the authority established a number of groups to communicate and come to joint decisions with schools and other partners. This was a useful method for reaching agreed decisions and to ensure a clear flow of communication. The authority builds on these experiences by tailoring the groups and establishing a range of strategic groups. The strategic groups, which include members from the authority's leaders and officers, headteachers and other multi-agency representatives, are now a core part of discussing, challenging, monitoring and leading the work of meeting the education service's 8 main priorities. The groups are as follows:

| <b>Focus Group</b>       | <b>Priority area / aim</b>  |
|--------------------------|---|
| Inclusion and Engagement | Ensure a proactive, inclusive education system  |
| Teaching and Learning    | Ensure excellent progress for all learners  |
| Child Safeguarding       | Ensure that all children and young people are happy, safe and thriving and overcome poverty |
| Well-being               | Foster very good mental and physical health for all   |

|                         |   |
|-------------------------|---|
| Leadership              | Ensure that ambitious leadership leads to excellent progress for all learners   |
| Sustainable Communities | Deliver high standards of bilingual education in environments that focus on the increasingly modern and sustainable community |
| The Welsh Language      | Ensure successful bilingual and multilingual development for all  |
| Departmental Operations | Provide high quality support services that affect the efficiency of the education system                                      |

The authority is alert to the growing challenge that exists in terms of reducing the inequalities faced by children and young people from disadvantaged backgrounds. Over recent years, the rate of pupils that are eligible for free school meals has increased significantly within the authority from 16.5% in 2019 to 23.9% in 2023, which is closer to the national rate. Leaders have recently established a corporate strategic plan to set their vision and plan across the authority's departments in terms of how to mitigate the effects of poverty. This includes identifying the contributions that the education service can make to this work. There are a number of beneficial activities that contribute towards reducing the effects of poverty, such as the toy appeal at Christmas. The strategic plan relating to poverty also includes a number of beneficial actions for the future, but it is currently too early to see the effect of this work.

There are robust arrangements in place to evaluate the effect of improvement plans that identify the extent to which the authority is meeting its objectives and how close it is to achieving its agreed aims. A good example of this is the quarterly performance reporting processes that use transparent information about performance. This is reported regularly to the scrutiny committee and, as a result, senior leaders and elected members are familiar with the rate of progress against priorities, and challenge and support as necessary. Senior leaders of the education service also meet regularly to discuss progress, taking into account information and evaluations from the strategic groups that are linked to the education department's main priorities. On a more practical level, leaders usually take appropriate remedial action when slippage is seen against improvement aims.

Leaders and managers have developed an effective and conscientious team of staff. They model and promote professional values and behaviours that contribute positively to effective co-operation between staff, schools and partners. The corporate learning development team has promoted valuable motivation and mentoring opportunities for education services officers.

The authority uses reasonable and sensible arrangements to manage staff performance and identify and develop their professional learning needs. These arrangements, namely 'Recognising and Growing Together', ensure a supportive atmosphere for staff to develop and learn professionally. Officers appreciate the support and challenge that the process offers, including the beneficial professional learning opportunities from which they can benefit. Development objectives for individuals focus appropriately on addressing the needs of the service, in addition to respecting the professional aspirations of officers. Together, the performance management approach and the appropriateness and effect of professional learning,



have a good influence on the ability of staff to perform appropriately in their role, motivate them and improve their performance.

There is a comprehensive corporate programme of beneficial online training for staff, which includes important and up-to-date issues, such as safeguarding. There are appropriate examples of officers taking advantage of useful professional learning to improve aspects of their work, such as managing staff and supporting change.

Safeguarding children and young people is a corporate priority. It is seen as everyone's responsibility. All centrally employed staff and elected members complete relevant safeguarding training. The corporate safeguarding policy sets out the local authority's arrangements for safeguarding children and the business plan addresses key priorities for improvement. The corporate safeguarding group includes representatives from different service areas and provides strong leadership. Elected members receive safeguarding reports and data and challenge them appropriately.

The school safeguarding and attendance team provides useful timely advice and high-quality training to schools. Officers are experienced and support schools exceptionally well with all safeguarding issues. They also provide beneficial pastoral support to designated safeguarding persons, when necessary. All schools have access to a social worker and a direct family engagement worker to receive additional advice and support on safeguarding issues. This is a strength in terms of the authority's arrangements. Officers monitor each school's safeguarding practices effectively through an annual audit. They respond comprehensively to each school's audit and challenge areas of concern. From this analysis, they also revise their support for schools and forward plan and tailor subsequent workforce training. However, the local authority does not currently collate data from its schools on issues such as allegations of bullying and, as a result, officers cannot analyse or address trends. Safeguarding officers work productively with different teams, for example the behaviour support team, to provide beneficial support to vulnerable pupils and their families. They also refer schools to other organisations when appropriate, including voluntary ones.

Funding for education is prioritised by the authority. Leaders have a good understanding of their financial situation within the education service and are aware of the financial challenges. The authority has funded situations that are beyond the control of schools, such as pay awards in full. The school budgets have been protected over the last four years, although they are required to make savings during the 2023/24 financial year. The prioritisation of education funding is reflected in the obvious capital investment made through the school modernisation strategy.

There is a structured approach to monitoring school budgets, including their use of grants. The authority encourages schools to plan financially in the medium term and they are given valuable support in terms of their management and financial planning. The authority uses its data to compare the operating costs of its schools and shares this information with headteachers. There is effective communication between schools and the authority through the School Budget Forum and the meetings are well attended. The Forum considers relevant issues, including setting the authority's annual budget and ongoing reviews of school finances and funding formulae. The authority has a range of service level agreements and most schools take advantage of these. Service level agreements and contracts are reviewed regularly.

Overall, school balances were in deficit by £2 million in 2019-20. School balances, as in other authorities, have increased significantly to £15.2 million at the end of 2021-22. However, there was a deficit in the financial balances of 21 of the authority's schools at the end of 2021-22. Although the authority has arrangements to accept plans from schools to recover the deficits, in many cases, there are no plans in place to respond to the deficit. Consequently, there are implications for the sustainability of school budgets.

## Evidence base of the report

Before the inspection, inspectors:

- consulted the local authority on the local inspection questions to be used during the inspection, based on the authority's self-evaluation, strategic plans and relevant data held by Estyn
- analysed the outcomes from open questionnaires, including the views of learners, parents, school staff and governors, local authority staff, regional consortium staff, elected members and general public
- carried out a preliminary visit to the local authority to meet with a range of relevant partners to education services, such as learner representatives, headteachers and governors, and leaders from statutory and third sector agencies working with children and young people

During the inspection, inspectors:

- met with the leader of the council, elected members responsible for education services, elected members responsible for the scrutiny of education services, the chief executive, the director of education, other leaders and managers in education services, other relevant staff in the local authority, the managing director of the regional consortium for school improvement and other relevant staff from the regional consortium
- looked closely at the local authority's self-evaluation processes
- considered the local authority's strategic and operational plans for improvement
- scrutinised a variety of documents, including information on learner outcomes, information on the performance of schools and other education settings, including information from the regional consortium for school improvement, minutes from a range of meetings, reports presented to council or scrutiny, information relating to the safeguarding of learners and other information relevant to the local authority's education services held by Estyn

After the on-site inspection and before the publication of the report, Estyn:

- reviewed the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, standardise and ensure the quality of the inspection
- provided a draft copy of the report for the local authority to note any concerns with factual accuracy, and made amendments where necessary

## Copies of the report

Copies of this report are available from the local authority and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 27/09/2023

**Agenda Item 5**

**Education, Young people and the Welsh Language Scrutiny  
Committee  
09/10/2023**

**Subject:**

**Primary School Admissions Review (Rising 4s)**

**Purpose: To provide information on a review into primary admission arrangements.**

**The Scrutiny Committee is asked to:-**

Review and assess the information contained in the Report and provide any recommendations, comments, or advice.

**Reason(s)**

- To formulate views for submission to the Cabinet / Council for consideration on the Rising 4s Policy
- In 2018/19 the Education & Children Scrutiny Committee completed a Task & Finish Review of the current provision for early years education, childcare and play opportunities. One of the conclusions identified in the report was that that the Authority's 'Rising 4s' policy is markedly different to other neighbouring local authorities' and that the 'Council undertake a formal review of its current admissions policy for full time education for 4-year-olds (the rising 4s policy).

**The Scrutiny Committee is asked to:-**

Cllr. Glynog Davies (Education and Welsh Language)

|  |   |   |
|--|---|---|
| <p><b>Directorate:</b><br/>Education &amp; Children's Services</p> <p><b>Name of Head of Service:</b><br/>Simon Davies</p> <p><b>Report Author:</b><br/>Simon Davies</p> | <p><b>Designations:</b></p> <p>Head of Access to Education</p> <p>Head of Access to Education</p> | <p><b>Tel Nos.</b><br/><b>E Mail Address:</b></p> <p><b>01267 246471</b><br/><a href="mailto:sidavies@carmarthenshire.gov.uk">sidavies@carmarthenshire.gov.uk</a></p> |
|--|---|---|

# EXECUTIVE SUMMARY

## Primary School Admissions Review (Rising 4s)

### 1. BRIEF SUMMARY OF PURPOSE OF REPORT.

The attached document outlines a review into the Authority's primary school admission arrangements. The report considers the following:

- Background to the current primary school arrangements and the 'rising 4s' policy in particular.
- Detail on the current full time and part time admission arrangements for primary schools.
- Provides a research-based comparison of full time and part time admission arrangements with all other Local Authorities in Wales
- Information on the importance of Admission Numbers and how they affect admission arrangements.
- Outlines the challenges being faced in relation to accommodation and school capacity, inconsistency with other Authorities, nursery and early years provision, funding and the admissions process itself.

The report also considers the potential implications of any changes to current arrangements in terms of parental perception, equity of provision, redistribution of funding and consultation requirements.

Detailed work is currently ongoing to:

- Prepare to consult on a change to the full-time admission arrangements of learners from the term of their 4th birthday to the term after their 4th birthday and report back on the results.
- Complete a detailed assessment on the impact of the change in policy on each school and bring forward a recommendation for each setting.
- Engage with Voluntary Aided and Roman Catholic primary schools on the consultation and proposed change of policy.

**DETAILED REPORT ATTACHED ?**

**YES - Primary School Admissions Review (Rising 4s)  
November 2022**

# 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:

Head of Access to Education

|   |            |            |           |                        |                       |                 |
|---|------------|------------|-----------|------------------------|-----------------------|-----------------|
| Policy, Crime & Disorder and Equalities | Legal      | Finance    | ICT       | Risk Management Issues | Staffing Implications | Physical Assets |
| <b>YES</b>                              | <b>YES</b> | <b>YES</b> | <b>NO</b> | <b>NO</b>              | <b>YES</b>            | <b>NO</b>       |

## 1. Policy, Crime & Disorder and Equalities

Any changes to primary school admission arrangements will affect Carmarthenshire's School Admissions Policy and require the appropriate consultations as laid out in the Welsh Governments School Admissions Code.

## 2. Legal

Section 84 of the School Standards and Framework Act 1998 and amended by Section 40 of the Education and Inspections Act 2006 introduced the requirement for the Welsh Ministers to issue a Code in respect of the discharge of admissions functions. In particular, the Code also sought to safeguard the interests of parents, children and young people by ensuring that school admissions are administered in the fairest and most equitable way possible.

The most recent School Admissions Code was issued in 2013 and is intended to clarify the process for everyone with an interest in school admissions and school admission appeals, help admission authorities to fulfil their duties correctly and improve working practices.

## 3 Finance

There is an opportunity to explore altering the full-time admission of pupils, creating more 3-11 schools to offer part time nursery provision in their locality, provide more business opportunities to the non-maintained sector to provide early years provision/wrap around care and make budget efficiencies. This would require detailed financial modelling as recommended by the task and finish report.

## 6. Staffing Implications

A change to the primary school's admissions policy and a more detailed review into the impact on each school may have staffing implications which will be addressed in accordance with the County Council's Policy and Procedures.

| <b>CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED</b>   |                     | <b>Include any observations here</b>  |
|---|---------------------|---|
| YES   |                     |   |
| <b>Section 100D Local Government Act, 1972 – Access to Information</b><br><b>List of Background Papers used in the preparation of this report:</b><br><br><b>THESE ARE DETAILED BELOW.</b>      |                     |   |
| <b>Title of Document</b>  | <b>File Ref No.</b> | <b>Locations that the papers are available for public inspection</b>  |
| Cabinet 12th December 2022  | N/A                 | <a href="https://democracy.carmarthenshire.gov.wales/documents/s67215/Summary.pdf">https://democracy.carmarthenshire.gov.wales/documents/s67215/Summary.pdf</a>                                 |
| Carmarthenshire County Council School Admissions Policy 2021-22   | N/A                 | <a href="https://www.carmarthenshire.gov.wales/media/1225137/school-admissions-policy-2021-22.pdf">https://www.carmarthenshire.gov.wales/media/1225137/school-admissions-policy-2021-22.pdf</a> |
| <a href="https://www.carmarthenshire.gov.wales/media/1225137/school-admissions-policy-2021-22.pdf">https://www.carmarthenshire.gov.wales/media/1225137/school-admissions-policy-2021-22.pdf</a> | N/A                 | <a href="https://gov.wales/sites/default/files/publications/2018-03/school-admissions-code.pdf">https://gov.wales/sites/default/files/publications/2018-03/school-admissions-code.pdf</a>       |



# Primary School Admissions Review (Rising 4s) November 2022

## School Organisation and Admissions



[carmarthenshire.gov.wales](http://carmarthenshire.gov.wales)

Cyngor **Sir Gâr**  
**Carmarthenshire**  
County Council



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## 1 Introduction

- 1.1 In 2018/19 the Education & Children Scrutiny Committee completed a Task & Finish Review of the current provision for early years education, childcare and play opportunities.
- 1.2 One of the conclusions identified in the report was that that the Authority's *'Rising 4s' policy is markedly different to other neighbouring local authorities'* and that the *'Council undertake a formal review of its current admissions policy for full time education for 4-year-olds (the rising 4s policy).'*
- 1.3 The Education and Children Department's response to the Coronavirus Pandemic has significantly delayed Officers ability to further explore the conclusion and recommendation identified in the task and finish review.
- 1.4 However, the recovery of services now means that a focus can be brought to exploring the conclusion and recommendation in detail.

## 2 Purpose

- 2.1 This document:
  - Describes the current arrangements for nursery and full-time admissions to primary schools in Carmarthenshire.
  - Considers these arrangements in relation to other Authorities in Wales.
  - Identifies current challenges of the existing primary school admission arrangements.
  - Makes recommendations to take the issue forward.

## 3 Background

- 3.1 In 1997 the Director of Education in the newly formed Carmarthenshire County Council introduced what has become known as the 'Rising 4's Policy' as a way of reducing the number surplus places in Carmarthenshire's Primary Schools.
- 3.2 The policy change allowed learners full time admission to primary schools a term early in the school term of their 4<sup>th</sup> birthday rather than the term after their 4<sup>th</sup> birthday as was previously.
- 3.3 This arrangement applied to primary schools with age ranges 3-11 years and 4-11 years. This policy also applied to the infant schools that were in existence at that time with the 3-7 years age range.
- 3.4 Education is compulsory in Wales from the school term following the child's 5<sup>th</sup> birthday.
- 3.5 *Section 84 of the School Standards and Framework Act 1998* and amended by *Section 40 of the Education and Inspections Act 2006* introduced the requirement for the Welsh Ministers to issue a Code in respect of the discharge of admissions functions. In particular, the Code also sought to safeguard the interests of parents, children and young people by ensuring that school admissions are administered in the fairest and most equitable way possible.
- 3.6 The most recent *School Admissions Code* was issued in 2013 and is intended to clarify the process for everyone with an interest in school admissions and school admission appeals, help admission authorities to fulfil their duties correctly and improve working practices.
- 3.7 Following the introduction of the School Admissions Code, Carmarthenshire has retained the policy introduced in 1997 of admitting pupils on a full-time basis the term of their fourth birthday.

## 4 Current Full-Time Primary Admission Arrangements (3-11 and 4-11 Schools)

- 4.1 Carmarthenshire is the Admissions Authority for Community and Voluntary Controlled schools and the schools themselves are the Admissions Authority for Voluntary Aided and Roman Catholic schools.
- 4.2 Carmarthenshire's policy for the admission of children to 3-11 and 4-11 primary schools is that children are admitted on a full-time basis as follows:
- In September for those who have their 4<sup>th</sup> birthday during 1st September to 31st December;
  - In January for those who have their 4<sup>th</sup> birthday during 1st January to 31st March;
  - In April for those who have their 4<sup>th</sup> birthday during 1st April to 31st August.
- 4.3 Under this policy the number of full-time children attending a school at the reception stage is likely to be higher than would otherwise be the case for a normal reception year group. In any academic year, a school will have on its roll at the start of the year in September a cohort of children who have already achieved their fourth birthday– the reception year pupils– and additional children who are admitted to the school at the start of the term in which they achieve their fourth birthday (in September, January or April)– these are the children referred to as the “rising 4s”.
- 4.4 The practical effect of this policy is to create a “bubble” in the form of a comparatively large year group of four-year-olds at the “bottom” of the school. The position becomes regularised as children progress to Year 1 as only children who have achieved their 5<sup>th</sup> birthday can leave the reception year and enter Year 1. Young children, upon full time admission to school, will spend between four and six terms in the reception year.
- 4.5 Further detail on the form and implications of the “rising 4s” policy in the context of the Council's formal Admissions Policy is given in Appendix 1.

## 5 Early Years Admission Arrangements

- 5.1 Early Years education is non-statutory provision available to 3-year-olds and an application for admission to provision within a school, i.e. for categories (i) and (ii) below, will have to be made to the Admissions Authority.
- 5.2 The Admissions Authority is Carmarthenshire for Community and Voluntary Controlled schools and the schools themselves for Voluntary Aided and Roman Catholic schools.
- 5.3 All 3-year-olds are entitled to 10 hours per week free placement, at a registered setting, from the term following their third birthday.
- 5.4 Carmarthenshire currently operates a mixed economy for early years/nursery education whereby there are various forms of provision:-
- i. Nursery School- Ammanford Nursery School is the only nursery school in the County.
  - ii. Nursery classes in 3-11 Primary Schools
  - iii. Provision by the non-maintained sector such as Wales Pre-school Providers Association (WPPA), Mudiad Meithrin (MM) and private providers. Wherever practical the Authority allows non-maintained providers to use school premises.

5.5 Children will normally be admitted to Early Years/nursery provision in schools where it is available on a part-time basis at the beginning of the term following their 3<sup>rd</sup> birthday as follows:

| <b>Child's 3rd Birthday</b> | <b>Admission Term</b> |
|-----------------------------|-----------------------|
| 1 September - 31 December   | Spring Term           |
| 1 January - 31 March        | Summer Term           |
| 1 April - 31 August         | Autumn Term           |

5.6 It is important to note that a child admitted to a nursery at a school is not guaranteed a full-time place at that school.

5.7 The mixed economy arrangement for early years/nursery education in Carmarthenshire is as a result of there being only 41 schools in the Authority that have the age range 3-11 and therefore have nursery provision.

## **6 Comparison with other Local Authorities in Wales**

6.1 In order to gain a better understanding of the conclusion identified in the Task and Finish report that Carmarthenshire's *'Rising 4s' policy is markedly different to other neighbouring local authorities'*, research was undertaken on the admissions policies of all other Authorities in Wales. The results of the research are shown in Appendix 2.

6.2 The results of the research can be summarised as follows:

- Carmarthenshire is the only Authority in Wales that admits pupils full time in the term of their 4<sup>th</sup> birthday.
- 18 of the 22 Authorities in Wales admit pupils full time the September after their 4<sup>th</sup> birthday. This is also described as the start of the academic year in which the pupil turns 5 years of age.
- 18 of the 22 Authorities in Wales admit pupils to nursery classes in 3-11 schools the term after their 3<sup>rd</sup> birthday.
- 4 of the 22 Authorities in Wales admit pupils to nursery classes in the September after the pupil has turned 3 years of age.

## **7 Admission Numbers**

7.1 Every school has an Admission Number (AN) which specifies and limits the number of pupils who can be admitted to each year group in the school.

7.2 The AN for each school has been set by using the capacity formula determined by the Welsh Government. The calculation is based on national guidelines (*Measuring the Capacity of Schools in Wales Circular 021/2011*) and relates to the physical area of the school buildings, the type of facilities at the school, the age range and number of year groups in the school. As the AN is based on the school's capacity to provide appropriate accommodation and facilities for pupils it should not be exceeded.

7.3 The AN applies to the age group into which the pupils are admitted into the school and places a limit on the number of pupils that can be admitted. In the normal year of entry, the Admissions Authority must admit pupils until the AN is reached.

- 7.4 Should the number of applications received for admission to a school exceed the AN then the Authority will prioritise the applications it has received in accordance with an over subscription criterion.
- 7.5 In such circumstances, parents may not be successful in gaining a place for their child at their preferred school. School governors and the LA must always keep the AN under review.

## 8 Current Challenges

### **Accommodation and School Capacity**

- 8.1 In the schools in Carmarthenshire that have significant numbers of spare places the 'rising 4s' policy can be managed without difficulty but in some schools where there is not a significant numbers of spare places it can give rise to space pressures.
- 8.2 The effect of the "rising 4s" policy is that in the third term of each academic year primary schools will have the equivalent of two year groups of four year old children at the reception stage.
- 8.3 An increased pressure on space is already being experienced at many schools and the position is being monitored closely. Where schools have a nursery, the pressures can often be significantly reduced as Headteachers have greater flexibility in structuring classes.
- 8.4 The termly admission or part time pupils and 'rising 4s' can increase pressure on limited space particularly in schools where the Admission Number is achieved or exceeded. It is possible that additional accommodation will need to be provided at several schools.
- 8.5 The maximum number of pupils permitted in an infant class in Wales is 30. The 'rising 4s' (N2 cohort of pupils) take up full time Infant class size spaces.
- 8.6 Under the Sustainable Communities for Learning Programme (SCfL) (Formerly 21<sup>st</sup> Century Schools and Colleges Programme) space and cost standards for 4-11 Schools provides for 7-year groups. The 'rising 4s' policy in Carmarthenshire means that there are 8 year groups in a 4-11 school. This means that the Authority is required either to fund the additional space in new schools or that the overall capacity of the school is reduced.
- 8.7 Under the 21<sup>st</sup> SCfL Programme space and cost standards for 3-11 Schools are built for 7-year groups plus part time nursery pupils. The 'rising 4s' policy in Carmarthenshire means that there are 8 year groups plus nursery in a 3-11 school. Again, this means that the Authority is required either to fund the additional space in new schools or that the overall capacity of the school is reduced.
- 8.8 The impact of the coronavirus pandemic has highlighted the importance of space in all schools. This is placing further pressure on existing accommodation in schools.

### **Inconsistency with other Authorities**

- 8.9 Carmarthenshire are offering full time places for pupils a term earlier than all neighbouring Authorities and up to a whole year earlier than 18 other authorities in Wales.
- 8.10 This provides inconsistency across the region and does not align with the Admissions Code that seeks to ensure that *'admissions are administered in the fairest and most equitable way possible'*.
- 8.11 In addition, pupils are currently admitted full time places over 3 termly intakes September, January and April). This arrangement is also different to many other Authorities in Wales.

### **Nursery / Early years**

- 8.12 There is evidence to suggest that Governing Bodies and communities believe the mixed economy arrangement in Carmarthenshire, whereby some schools have the age range 3-11 whilst others are 4-11, is unfair.
- 8.13 In some areas, even where there are 4-11 schools and provision is available by the non-maintained sector either on the school premises or in the locality, this is not seen as equitable to the provision offered by 3-11 schools.
- 8.14 To extend the age range of a primary school from 4-11 to 3-11 is a significant change to the status of a school and under the School Organisation Code 2018 would require a full statutory consultation process.
- 8.15 The Authority has received numerous requests from 4-11 schools to become 3-11 and these requests have been noted but not actioned pending the conclusion of the early years review.

### **Funding**

- 8.16 In Carmarthenshire non-statutory age pupils receive a full-time education in a school when funding is available to provide this provision in alternative settings.
- 8.17 At a time when Education revenue expenditure is under extreme pressure, the funding of non-statutory full-time pupils at such an early age could be reprioritised to other statutory functions.
- 8.18 At present, many registered childcare providers lose full time 3-year-old children and potential funding to 3-11 schools, who offer part time Foundation Phase early years education.
- 8.19 Funding for schools is based on January pupil figures each year. This means that not all of the three termly intakes of pupils are funded at that time. One intake in September for Reception and Nursery pupils would make it easier for schools to manage a full cohort throughout the year providing more funding certainty.
- 8.20 There is an opportunity to explore altering the full-time admission of pupils, creating more 3-11 schools to offer part time nursery provision in their locality, provide more business opportunities to the non-maintained sector to provide early years provision/wrap around care and make budget efficiencies. This would require detailed financial modelling as recommended by the task and finish report.

### **Admissions Process**

- 8.21 Accommodation pressures currently being experienced by some schools as a result of the 'rising 4s' policy reduces the flexibility of the availability of places at the entry to school stage, with the consequence that expressions of parental preference are becoming more difficult to accommodate.
- 8.22 The Authority is already experiencing an increasing number of appeals from parents whose expressions of preference for a school has not been able to be accommodated.

## **9 Conclusion**

- 9.1 Current full time admission arrangements (rising 4s policy) can place significant accommodation pressures in primary schools.
- 9.2 The impact of the coronavirus pandemic has highlighted the importance of space in all schools and places more pressure on accommodation.
- 9.3 The 'rising 4s' policy presents a significant challenge for the development, design and funding of new primary school buildings.

- 9.4 Carmarthenshire is the only Authority in Wales with a 'rising 4s' policy which is inconsistent with neighbouring Authorities.
- 9.5 The mixed economy early years/nursery arrangements are perceived as unfair by Governing Bodies and communities.
- 9.6 There is an opportunity to review the current early years, nursery and admission arrangements in detail and develop options that benefit schools and parents.
- 9.7 The development of options and modelling of alternative primary admission arrangements may present opportunities for efficiency savings.
- 9.8 There is an opportunity to streamline the admissions process to make primary admission arrangements easier to administer and provide more equity across the Authority.

## 10 Implications of Change

- 10.1 It is important to highlight that there are significant implications to consider should any substantial changes be made to the current primary school admissions arrangements:

### **Parental Perception**

It is likely that the removal of the rising 4s policy would be unpopular with parents. Taking away the ability for pupils to start a full time a term earlier even if it is replaced by increased wrap around care may be seen as a reduction in provision.

### **Equity of Provision**

Should a detailed review conclude that there is an opportunity to change primary admission arrangements and make all Carmarthenshire primary schools 3-11, this would provide equity of provision across the Authority. A detailed and robust Equality Impact Assessment would be required so as not to inadvertently disadvantage communities.

### **Redistribution of Funding**

Removing the 'rising 4s' policy would mean a redistribution of funding allocated to schools based on the number of full time and part time pupils gaining admission. Significant changes to primary school budgets as a result could have significant impact on employment in individual schools.

### **Consultation**

Any changes to admission arrangements must be consulted upon in the annual admissions consultation round which takes place January to April every year for the academic year following the next one. e.g., Consultation for September 2024 will take place in January to April 2023.

To make all Carmarthenshire schools 3-11 would require undertaking a full statutory consultation process (under the School Organisation Code) for 54 schools. This would have significant resource implications to implement.

### **Accommodation**

Without knowing the actual shift in pupils as a result of a removal of the 'rising 4s' policy there may be areas or schools where the numbers of surplus places increase significantly as more space is freed up. However, it would make the design of new schools more straightforward and cost effective.

## 11 Recommendation

- 11.1 It is recommended that Carmarthenshire as the Admissions Authority for Community and Voluntary Controlled primary schools:



- Consults on a change to the full-time admission arrangements of learners from the term of their 4<sup>th</sup> birthday to the term after their 4<sup>th</sup> birthday during the annual admissions consultation exercise in January 2023, for potential implementation in September 2024.
- Undertakes a detailed assessment on the impact of the change in policy on each school and bring forward a recommendation for each setting.
- Reports back on the results of the consultation.
- Engages with Voluntary Aided and Roman Catholic primary schools on the consultation and proposed change of policy.

## Appendix 1 - FRAMEWORK FOR ADMISSIONS TO PRIMARY SCHOOLS

|             | PRE - RECEPTION |        |        | RECEPTION YEAR |                  |                           | YEAR 1 |        |        |
|-------------|-----------------|--------|--------|----------------|------------------|---------------------------|--------|--------|--------|
|             | Term 1          | Term 2 | Term 3 | Term 1         | Term 2           | Term 3                    | Term 1 | Term 2 | Term 3 |
| Autumn Term | N2A             |        |        | R + N2A        |                  |                           | Yr 1   |        |        |
| Spring Term |                 | N2B    |        |                | R + N2A<br>+ N2B |                           |        | Yr 1   |        |
| Summer Term |                 |        | N2C    |                |                  | R + N2A<br>+ N2B +<br>N2C |        |        | Yr 1   |

Only children who have achieved the age of 5 years before 1<sup>st</sup> September proceed to Year 1



### Key:

- Pre – Reception (known as N2) pupils are those to be admitted to full-time school education at the start of the term during which they achieve their 4<sup>th</sup> birthday – the “Rising 4s”. Entry, therefore, takes place at the start of each term and is designated as **N2A**, **N2B** and **N2C** to acknowledge that the number entering each term is likely to be different.
- **R**eception Year pupils are those who have achieved their 4<sup>th</sup> birthday before the 1<sup>st</sup> September.
- **Year 1** pupils are those who have achieved their 5<sup>th</sup> birthday before the 1<sup>st</sup> September.

## Appendix 2 – Local Authority School Admission Arrangements in Wales 2021

1. Wording taken directly from Local Authority websites/Parent information documents:

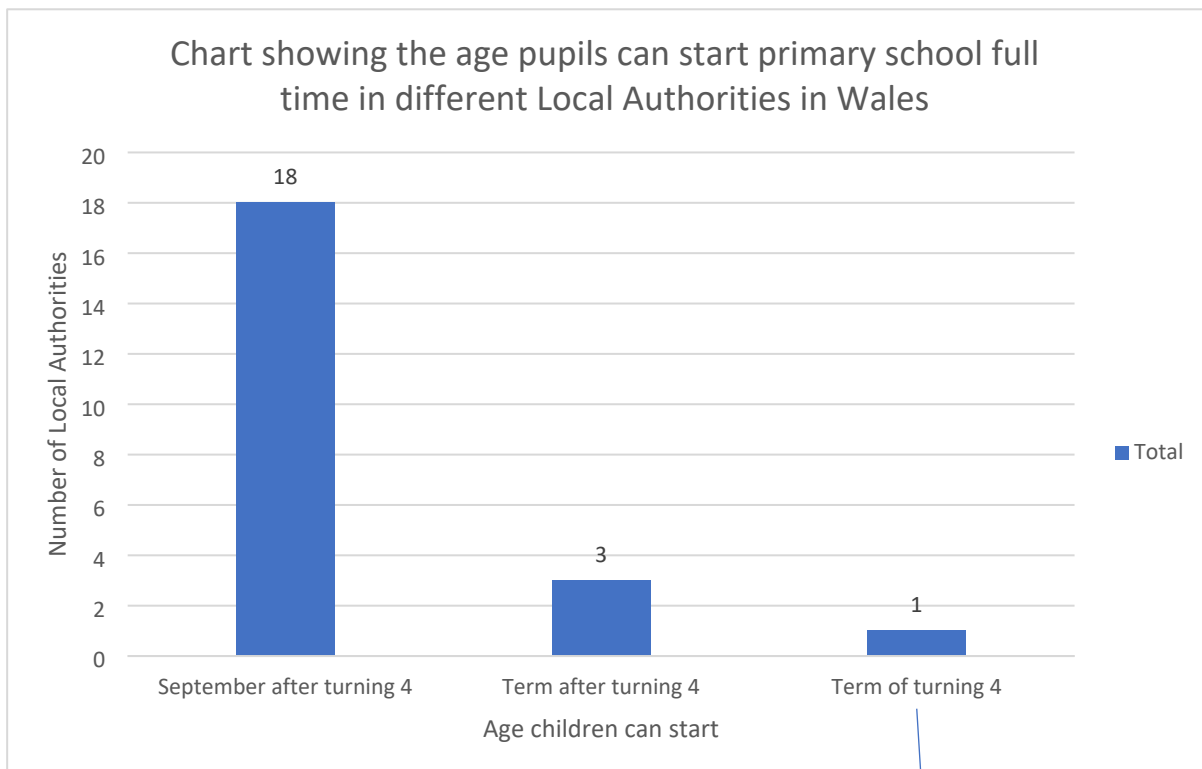
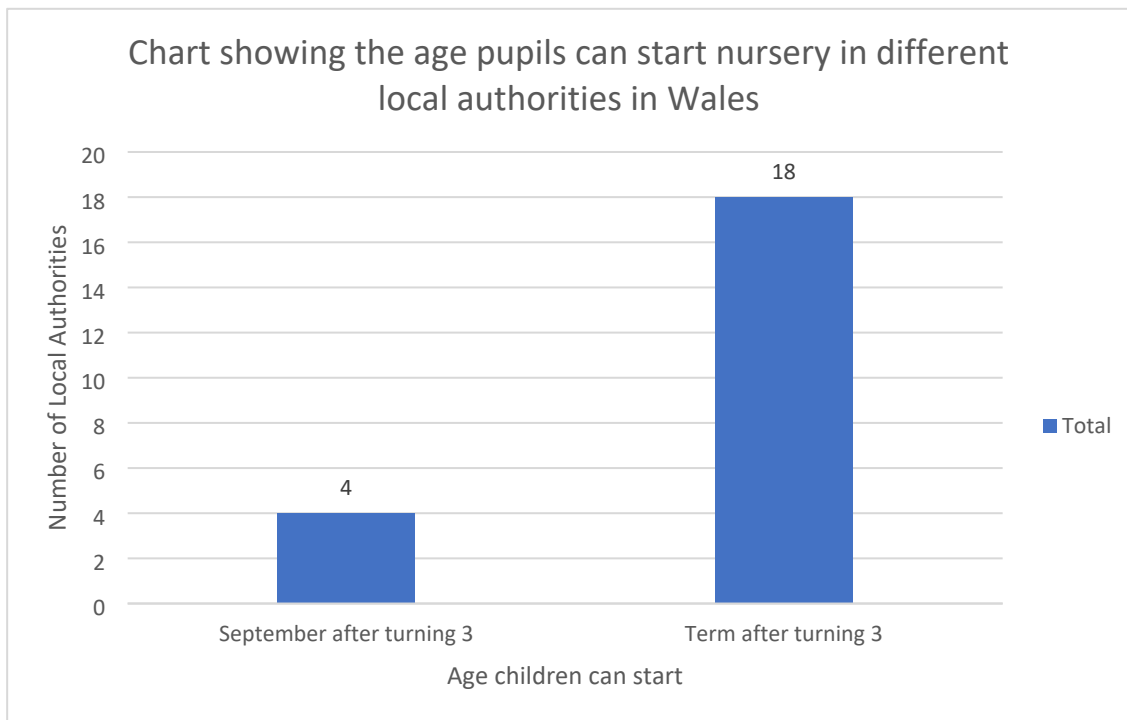
| <b>Authority</b>  | <b>Nursery – Part Time</b>  | <b>Primary - Full Time</b>  |
|-------------------|---|---|
| Carmarthenshire   | Where it is available at the beginning of the term following their third birthday | The term of their fourth birthday.  |
| Neath Port Talbot | Depending on places being available, after his/her third birthday.                | Beginning of the school year in which they are 5 years of age.  |
| Pembrokeshire     | First term after their third birthday   | First term after their fourth birthday.   |
| Ceredigion        | Where it is available at the beginning of the term following their third birthday | At the beginning of the term following his/her 4th birthday.  |
| Blaenau Gwent     | Start of the term following their 3rd birthday                                    | Start of the school year in which their 5th birthday falls  |
| Bridgend          | Three-year-olds from the term following their third birthday                      | Children eligible for a full-time nursery place are those who will attain the age of four in the academic year. Children are normally admitted to Reception classes in the September following their fourth birthday. |
| Caerphilly        | September following their third birthday.   | To start school full time at the beginning of the school year (September) in which they become five.  |
| Cardiff           | Start of the term following their third (3rd) birthday                            | Children are admitted into Reception in the September following their fourth (4th) birthday.  |
| Conwy             | Beginning of the term following a child's 3rd birthday                            | A full-time school place will be available for children from the beginning of the school year when the child has achieved his/her 4th birthday.   |
| Denbighshire      | September following their 3rd birthday  | September following the child's 4th birthday  |

|                   |  |  |
|-------------------|--|--|
| Flintshire        | The term after his/her third birthday  | The beginning of the school year if the child has achieved his/her 4th birthday            |
| Gwynedd           | Children who are 3 years old before 1 September  | Children who are 4 years old before 1 September  |
| Isle of Anglesey  | Beginning of the term following the 3rd birthday   | September following their 4th birthday   |
| Merthyr Tydfil    | Term after their third birthday  | Beginning of the school year (September) in which they become five                         |
| Monmouthshire     | Term following their third birthday  | Start of the academic year in which he/she will turn 5 years old                           |
| Newport           | September of the academic year in which they turn 4 years old. Once a September place has been allocated, children born between 1 September and 31 March may be offered part time nursery in the term following their third birthday if available. | September following their fourth birthday.   |
| Powys             | Term following the child's third birthday  | Beginning of the Autumn Term following the fourth birthday                                 |
| Rhondda Cynon Taf | The term following a child's third birthday  | Term following a child's fourth birthday   |
| Swansea           | Term following their third birthday  | Beginning of the school year in which they become five                                     |
| Torfaen           | Your child can start nursery at the start of the school year in which he/she will be 4 years old. Sometimes it is possible to start the term following their 3rd birthday if there is a place available.   | Start Reception Class at the start of the school year, in which he/she will be 5 years old |
| Vale of Glamorgan | Term after third birthday  | September following a child's fourth birthday  |
| Wrexham           | September following their 3rd birthday   | September following their 4th birthday   |

## 2. Simplified Table

| <b>LA</b>         | <b>Nursery starting age</b> | <b>Primary starting age</b> |
|-------------------|-----------------------------|-----------------------------|
| Carmarthenshire   | Term after turning 3        | Term of turning 4           |
| Neath Port Talbot | Term after turning 3        | September after turning 4   |
| Pembrokeshire     | Term after turning 3        | Term after turning 4        |
| Ceredigion        | Term after turning 3        | Term after turning 4        |
| Blaenau Gwent     | Term after turning 3        | September after turning 4   |
| Bridgend          | Term after turning 3        | September after turning 4   |
| Caerphilly        | September after turning 3   | September after turning 4   |
| Cardiff           | Term after turning 3        | September after turning 4   |
| Conwy             | Term after turning 3        | September after turning 4   |
| Denbighshire      | September after turning 3   | September after turning 4   |
| Flintshire        | Term after turning 3        | September after turning 4   |
| Gwynedd           | September after turning 3   | September after turning 4   |
| Isle of Anglesey  | Term after turning 3        | September after turning 4   |
| Merthyr Tydfil    | Term after turning 3        | September after turning 4   |
| Monmouthshire     | Term after turning 3        | September after turning 4   |
| Newport           | Term after turning 3        | September after turning 4   |
| Powys             | Term after turning 3        | September after turning 4   |
| Rhondda Cynon Taf | Term after turning 3        | Term after turning 4        |
| Swansea           | Term after turning 3        | September after turning 4   |
| Torfaen           | Term after turning 3        | September after turning 4   |
| Vale of Glamorgan | Term after turning 3        | September after turning 4   |
| Wrexham           | September after turning 3   | September after turning 4   |

3. Comparison charts:



Carmarthenshire is the only Authority to do this. Page 46<sup>14</sup>

Agenda Item 6

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

**09/10/2023**

**Subject: School Budgets**

**Purpose: Review of the position regarding school budgets in primary, secondary and special schools**

**The Scrutiny Committee Is Asked To:-**

Review and assess the information contained in 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)**

Update to be provided following initial consideration by the Governance and Audit Committee in July 2022, who requested that a further update report be considered by the Scrutiny Committee.

**Cabinet Member Portfolio Holder:-**

**Cllr. Glynog Davies, Education and Welsh Language**

**Directorate: Education and Children's Services**

**Name of Head of Service:**

Aneirin Thomas

**Report Author:**

Susannah Nolan

Aneirin Thomas

**Designations:**

Head of Education and Inclusion

Group Accountant - Education & Children  
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# EXECUTIVE SUMMARY

## School Budgets

### SUMMARY OF PURPOSE OF REPORT.

This report provides an update on school budgets following initial consideration by the Governance and Audit Committee in July 2022, who requested that a further update report be considered by the Scrutiny Committee.

The detailed analysis is based on year-end figures for the 2022-23 financial year.

|                                       |            |
|---------------------------------------|------------|
| <b>DETAILED REPORT<br/>ATTACHED ?</b> | <b>YES</b> |
|---------------------------------------|------------|



# IMPLICATIONS

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

Signed: Aneirin Thomas

Head of Education and Inclusion

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

### FINANCE

The challenges facing school budgets have escalated since Covid with schools utilising reserves to meet essential core costs. Schools have to spend grants on the specified objectives of the funding and the future of these grants are uncertain which could lead to further financial challenges.

### STAFFING IMPLICATIONS

With challenging budgetary positions Governing Bodies have to prioritise expenditure. As a high percentage of a school's budget is spent on staffing, a reduced/challenged budget position can lead to staff redundancies.

### PHYSICAL ASSETS

With challenging budgetary positions Governing Bodies have to prioritise expenditure. On occasions, required repairs and maintenance are not completed leading to impact an adverse impact on the condition of school buildings.

|   |     |
|---|-----|
| <b>CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED</b> | 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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## School Delegated Budgets – Year End Balances Summary

|   | March<br>2021 | March<br>2022 | March<br>2023 |
|---|---------------|---------------|---------------|
| <b>TOTAL (DEFICIT)/ SURPLUS £'000s</b>        | <b>7,266</b>  | <b>15,205</b> | <b>11,124</b> |
| <b>Number of Primary schools in deficit</b>   | <b>23</b>     | <b>17</b>     | <b>24</b>     |
| <b>Number of Secondary schools in deficit</b> | <b>4</b>      | <b>2</b>      | <b>2</b>      |
| <b>Number of Special schools in deficit</b>   | <b>1</b>      | <b>1</b>      | <b>1</b>      |

### Financial Position 2020-21

- Overall schools' **Surplus** / Deficit 31.3.21 = **-£11,023,393** / £3,757,762  
**-£7,265,631 net surplus**
- Total **Surplus** / Deficit for Primary 31.3.21 = **-£5,717,515** / £1,396,196  
**-£4,321,319 net surplus**
- Number of primary schools in **surplus** / deficit at 31.3.21  
**73 Surplus** / 23 Deficit
- Number of secondary / special schools in **surplus** / deficit at 31.3.21  
**9 Surplus** / 5 Deficit

### Financial Position 2021-22

- Overall schools' **Surplus** / Deficit 31.3.22 = **-£18,306,818** / £3,101,861  
**-£15,204,957 net surplus**
- Total **Surplus** / Deficit for Primary 31.3.22 = **-£8,832,774** / £1,258,465  
**-£7,574,309 net surplus**
- Number of primary schools in **surplus** / deficit at 31.3.22  
**78 Surplus** / 17 Deficit
- Number of secondary / special schools in **surplus** / deficit at 31.3.22  
**11 Surplus** / 3 Deficit

### Financial Position 2022-23

- Overall schools' **Surplus** / Deficit 31.3.23 = **-£14,609,572** / £3,485,252  
**-£11,124,320 net surplus**
- Total **Surplus** / Deficit for Primary 31.3.23 = **-£6,413,355** / £1,597,199  
**-£4,816,156 net surplus**
- Number of primary schools in **surplus** / deficit at 31.3.23  
**71 Surplus** / 24 Deficit
- Number of secondary / special schools in **surplus** / deficit at 31.3.23  
**10 Surplus** / 3 Deficit

### Impact of balance carried forward into 2023-24

Many school balances include significant additional grant funding released during the pandemic and which will continue to support them into 2023-24.

### **School budgets have significantly benefitted from the following factors:**

- RRRS funding has continued in 2023-24 at the same level as 2022-23.

### **Increasing pressures on school budgets:**

- Costs increasing in excess of inflation applied to budgets (school resources, equipment, supply cover etc)
- Impact of pandemic on pupil behaviour
- Impact of Pandemic on supporting pupils with Additional Learning Needs
- Staff absence has resulted in significant expenditure on Agency Staff

Cumulative deficit balances in future years remain a concern and a significant risk to the authority. Work continues on reducing the cumulative deficits. However, it is recognised that some schools' deficits can no longer be recovered, implications of such situations will be considered as part of wider strategic planning of schools.

The receipt of grants received by schools during 2020-21 and 2021-22 has resulted in surpluses for many schools, however, during 2023-24 it is expected that the impact of these grant will have been eroded.

The impact of rising costs, particularly energy costs and pay awards should be monitored carefully by Governing Bodies and factored into their budget plans. It is important that all schools focus on their in-year budget position to limit any increase in deficits.

It is essential that all Governing Bodies work with Schools Service, HR and Finance officers to take action to provide an appropriate curriculum that can be delivered within the funding provided.

Further action will be considered where Governing Bodies do not proactively work with the Authority to address their budget position.

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

**09/10/2023**

**Subject: Strategic Focus Groups**

**Purpose: to provide information to the Committee regarding the Department for Education's Strategic Focus Groups**

**THE SCRUTINY COMMITTEE IS ASKED TO:-**

Review and assess the information contained in 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)**

At the request of the Scrutiny Committee, this report provides information to the Committee, on how the Education Service is making use of Strategic Focus Groups to drive Business Plan priorities.

**Cabinet Member Portfolio Holder:-**

Cllr. Glynog Davies, Education and Welsh Language

**Directorate: Education and Children's Services**

**Name of Head of Service:**

Aneirin Thomas

**Report Author:**

Aneirin Thomas

**Designations:**

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# EXECUTIVE SUMMARY

## Strategic Focus Groups

### SUMMARY OF PURPOSE OF REPORT

- This report provides a summary of how the Education Department effectively delivers its business objectives through Strategic Focus Groups (SFG).
- These SFGs meet monthly and are attended by Officers and representative headteachers.
- The SFGs were highlighted as strong practice during the recent Estyn inspection.

**DETAILED REPORT ATTACHED**

**YES**

# IMPLICATIONS

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

Signed: Aneirin Thomas

Head of Education and Inclusion

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

### RISK MANAGEMENT

The Strategic Focus Groups are one of the mitigations used to ensure that we deliver on the Cabinet's vision and the Department's key priorities. SFG members monitor progress and discuss and resolve challenges and issues. Without this focused work we could be at risk of not delivering on our priorities and ensuring that our service is of a high quality and having an impact.

### STAFFING IMPLICATIONS

Specific Strategic Focus Groups focus on key issues such as leadership development, delivering high quality teaching and learning and learner and staff wellbeing. They work to ensure staff are able to access appropriate professional development and support for their wellbeing.

### CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED

YES

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

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

**THERE ARE NONE**

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# Grwpiau Ffocws Strategol Strategic Focus Groups



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Cyngor Sir Gâr  
Carmarthenshire  
County Council



# Strategic Focus Groups

## Background

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.

There will be one focus group to encompass each of our eight Departmental priority areas:

| Focus Group              | Priority Area  | Chair (HOS)    |
|--------------------------|--|----------------|
| Inclusion and Engagement | Ensure a proactive, inclusive education system,  | Aneirin Thomas |
| Teaching and Learning    | Ensure excellent progress for all learners   | Elin Forsyth   |
| Safeguarding Children    | Ensure all children and young people are happy, safe and thrive, overcoming poverty                                  | Jan Coles      |
| Wellbeing                | Foster very good mental and physical health for all  | Aeron Rees     |
| Leadership               | Ensure that aspirational Leadership leads to excellent progress for all learners                                     | Elin Forsyth   |
| Sustainable Communities  | Deliver high standards of bilingual education in increasingly modern and sustainable community focussed environments | Simon Davies   |
| Y Gymraeg                | Ensure successful bilingual & multilingual development for all   | Aeron Rees     |
| 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.*

### **The Strategic Focus groups will provide opportunities for members to:**

- Act as system leaders, fostering high level thinking at a Local Authority level
- Consider the county wide perspective, thus avoiding partisan and parochial mindsets
- Declare openly if there are any conflicts of interest
- Co-construct the SFG action plan in line with the main priorities
- Individual members be assigned to lead and report back on priority area to develop, which will include activity outside the meeting in sub-groups.
- Support each other's wellbeing, through partnership working, sharing inspiring and innovative practice.
- Share current challenges pertinent to settings and schools within the current context, collectively sharing potential solutions and constructive experiences.
- Share knowledge, research, and practical expertise.
- Combine expertise in the development of strategy to address the changing needs of our children and young people.
- Provide time for reflection and evaluation, establishing a culture of enquiry, innovation and exploration.
- Request further support and guidance from colleagues across the department, strengthening divisional links and building trusted relationships.
- Ensure the professional development of all enabling officers to become the best they can be when supporting our schools and settings.
- Work alongside a broad range of professionals and external agencies to the benefit of all within the wider school community of Carmarthenshire.
- Members to work between meetings in pursuit of the group's objectives, with a focus on impact

### **Membership**

- Chairs are to oversee nominations and invitations to each group. This will be conditional on prevailing workstreams and priorities and will vary and be refreshed from year to year, drawing from:
  - Departmental Managers at 3<sup>rd</sup> tier
  - Two headteachers (preferably one primary, one secondary/special)
  - Nominated representative from Partneriaeth

- HoS to determine the most effective and efficient staffing levels for individual focus areas in line with business plan priorities, but can be nominally 8-12 persons as optimum

**Reporting and escalation:**

The focus groups will report to and contribute towards development within each of the following, each half term:

- DMT – Highlight report for each focus group
- Departmental Full Team
- Headteacher Networks.

**The focus groups will respond to and be informed by:**

- Divisional SLT
- Divisional Team Meetings
- Departmental Full Team
- Headteacher Networks

**Meeting Schedule:**

Monthly meetings will resume from November 2022 onwards.

Length of meeting: 1 to 1.5 hours

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## ESTYN

During Estyn's recent inspection it was noted:

The authority has demonstrated its ability to respond quickly to challenging situations, such as its response to the challenges involved in providing services and support during the COVID-19 pandemic and during the subsequent recovery period. The decision to tailor and build on the work of the strategic groups established at that time is a robust example of how the authority has implemented its learning from that difficult experience.

### **Cameo: A collaborative method of discussing, challenging, monitoring and leading the work to meet the priorities of the Education Service**

In order to respond to challenges during the pandemic, the authority established a number of groups to communicate and come to joint decisions with schools and other partners. This was a useful method for reaching agreed decisions and to ensure a clear flow of communication. The authority builds on these experiences by tailoring the groups and establishing a range of strategic groups. The strategic groups, which include members from the authority's leaders and officers, headteachers and other multi-agency representatives, are now a core part of discussing, challenging, monitoring and leading the work of meeting the education service's 8 main priorities. The groups are as follows:

| <b>Focus Group</b>       | <b>Priority area / aim</b>  |
|--------------------------|---|
| Inclusion and Engagement | Ensure a proactive, inclusive education system  |
| Teaching and Learning    | Ensure excellent progress for all learners  |
| Child Safeguarding       | Ensure that all children and young people are happy, safe and thriving and overcome poverty |
| Well-being               | Foster very good mental and physical health for all   |

|                         |   |
|-------------------------|---|
| Leadership              | Ensure that ambitious leadership leads to excellent progress for all learners   |
| Sustainable Communities | Deliver high standards of bilingual education in environments that focus on the increasingly modern and sustainable community |
| The Welsh Language      | Ensure successful bilingual and multilingual development for all  |
| Departmental Operations | Provide high quality support services that affect the efficiency of the education system                                      |

## Key Priorities

Leaders act meaningfully to ensure a clear alignment between corporate level improvement plans, such as the Corporate Strategic Plan (2022-2027), the Education Department Plan (2022-2032) to faculty plans, such as plans to develop the school curriculum and pupils' well-being. This is helping to promote a strong understanding among leaders and officers of their main aims and objectives for improvement. Officers, schools and other stakeholders are also clear about the authority's and the education service's key priorities.

Estyn 2023

The education Department make effective use of the SFG to deliver Business Plan objectives at all levels.

The key objectives for 2023/34 are as follows:

## Inclusion and Engagement

### Additional Learning Needs

- Consult and develop new EOTAS Strategy and policy
- finalising of the ALN Strategy
- Development of an ALN Quality Assurance Framework
- develop an effective digital platform which will support schools, settings and the LA to create, store and monitor provision mapping, decision making processes and IDPs and IDP reviews
- Continue to develop strategic planning and raising capacity across the early years sector
- Support for early identification of emerging needs.
- Continue to develop effective early years integrated pathways
- input to the Flying Start (FS) Service in order to help optimise the local offer for preschool children with Additional Learning Needs
- Specialist Setting Entry and Exit Criteria document

### Education Psychology Service

- Continue to clarify and plan ECPS delivery to implement the post 16 guidance from WG
- Embed Emotionally Based School Avoidance (EBSA) Toolkit, Mindfulness Toolkit, Emotional Literacy Support Assistance (ELSA), trauma informed practice, and attachment awareness training into core training in schools
- Continue to provide guidance, advice and training to ensure quality set up and maintenance of Nurture Group
- PECP to continue to Lead Independent School and Community-Based Counselling Service commissioned delivery for Carmarthenshire

### Gypsy Traveller Service

- Monitor and support GRT learners/families with attendance issues.
- Update 'Traveller Achievement Service' Handbook for schools.
- Develop a robust system to track GRT pupils attainment

### Multi Ethnic Achievement Service

- To improve accuracy of identification and recording of EAL data
- Revise MEAS Handbook

- To develop resources to support WAL
- For schools to gain an accurate overall picture of provision for EAL/WAL and areas for improvement
- To raise awareness of trauma informed practice to better support refugee/as new arrivals

#### Elective Home Education

- Embed the core offer for EHE learners, in line with WG expectations which includes
- Review LA processes and documentation in light of new EHE guidance due to be released by WG

#### School Attendance

- Continue to fulfil statutory duties around persistent absentees and children missing from education.
- Continue to provide advice support and guidance to schools

#### Behaviour Service

- PHASE 1 - Deliver key training to enhance whole school approaches and ethos
- Finalise Bullying Policy
- Review Exclusion Policy and reporting process
- Positive Handling reporting Process
- PHASE 1 and PHASE 2 - To create a needs led proactive and reactive service for schools through the Behaviour Support Community Team
- To develop systems for data collection, monitoring and evaluation of service delivery

## Teaching and Learning

### Implementation of the Curriculum For Wales:

- Secure Strategy and professional learning in relation to Curriculum Design; translating the theory into practice
- Welsh government and cross regional meetings; sharing key focus areas and expectations in a timely manner
- Ensure effective use financial resources
- Further strengthen transition. (Early Years onwards)
- Further develop the cluster strategy.
- Develop sharing strategies, strengthening the self-improving school culture.
- Estyn - Provide support for schools to evaluate their current curriculum and provision for local and Welsh history and culture and Black, Asian and Minority Ethnic history and culture and how to plan for improvement
- Non-Maintained

### Ensure high standards of Teaching and Learning in all schools and settings, in line with the 12 pedagogical principles.

- 2.1 Planning for raising the level of challenge and independence of thinking skills, solving problems

- 2.2 Develop strategies for developing a shared understanding of assessment and progression across clusters.

### **Ensure (Promote /develop) skills progression in all schools**

- 3.1 Ensure T&L effectively Welsh, Bilingual and multilingual language skills, include BSL.
- 3.2 Ensure progression in cross curricular skills – literacy, numeracy and digital. ( AI)
- 3.3 Ensure progression in the Integral skills
- 3.4 Ensure progression in the cross-cutting themes

### **Ensure equitable YSS support across schools**

- 4.1 Strive for Youth Work Quality Mark- Gold Award in 2022
- 4.2 Implement recommendations from the Families First review of School Based Youth Work (2022) pertaining to the school-based youth work offer
- 4.3 Plan to develop community impact of YSS provision

### **Develop Learning pathways and response to RLSP**

- 5.1 Extend Post 16 collaborative working
- 5.2 Career and work-related experiences.
- 5.3 Estyn - Quality assure remote and blended learning provision to ensure that all courses or programmes meet a minimum quality standard to reduce the variability in provision
- 5.4 Estyn - Share emerging and innovative remote and blended learning practice within and across post-16 sectors in Wales and beyond

## **Leadership**

### **Promote Professional Learning opportunities for all:**

- 1.1 Strengthen the regional and CCC professional learning offer
- 1.2 Further support Leadership development at all levels, including national and local support programmes

### **Address the recruitment crisis**

### **Support schools with Financial management**

- 3.1 Consider the influence of the School Budget forum

### **Strengthen Monitoring and Improvement planning at all levels of leadership**

- 4.1 Ensure that all schools causing concern achieve an effective rate of progress
- 4.2 Estyn - Support schools to evaluate the effectiveness of their A level provision and develop targeted improvement plan

### **Communication with schools and across the ECS department to ensure consistency of message.**

- 5.1 Ensure effective communication between the SFGs
- 5.2 Ensure school leaders inform the Strategic planning through the SFG groups and that they are informed of progress in general.
- 5.3 Address communication in general



### **Further strengthen governance:**

- 6.1 Strengthen the role of the clerks
- 6.2 School Policies - Are all school policies relevant and in line with current procedures?

**Support schools to develop a culture in line with the SLO principles - cross cutting theme**

### **Wellbeing**

- Staff Wellbeing including training and recruitment of Health and Wellbeing
- Promoting the whole-school mental and emotional health dynasty
- Promoting the wellbeing and emotional resilience of young people and staff
- Ensuring the grounding of the Health and Wellbeing Learning and Experience Area and Gender Education
- Promoting the conscious awareness of trauma in our schools
- Develop publicity initiatives on:
  - Young people's use of social media
  - Young people's use of Vapes
- Review the well-being of young nursery and reception children
- Developing the Food and Fun initiative (Food and Fun)
- CCIE Advocacy (Emotional Literacy Support Assistants / ELSA (Emotional Literacy Support Assistants))

### **SFG y Gymraeg**

- Drive forward with the implementation of the Welsh Language in Education Strategic Plan (CSGA) 2022-32
  - Developing the CPD proposal around the CSGA
  - Further explain the strategy to very few stakeholders
- Linguistic categorisation of schools
- Promoting the work of the Welsh Language Development Teacher Team
- Developing the Use of Welsh in the Department for Education and Children
- Attracting recruitment and retention of Welsh language cyfrwng staff
- Manage and lead the Welsh for Adults service
- Companion and second language standards in schools

### **Sustainable Communities**

- Community Use of Schools - Produce Governor guidance
- External Providers on School Premises - Consider Draft Process to be rolled out to Schools
- Ensure further clarity on admissions process - Mid-Year Transfer data to be considered / Draft Fair Access Protocol to be produced
- Waste Regulations - Understand implications and changes to waste recycling rules for schools

- School Catering and breakfast clubs - Undertake rapid review of Catering and Breakfast Club Service
- Schools Suitability Grades - Initiate programme of Suitability assessments for schools
- Update Modernisation programme to improve school buildings - Ensure that the MEP impacts positively on the effective distribution of resources in schools, leadership, provision, wellbeing, sustainability etc
- CEIC - Consider initiatives from CEIC experiences - Provide regular updates to the group
- Lettings - Produce Draft Lettings Policy for Schools
- UPFSM and Catering - Understand the impact of the project
- Explore funding for school repairs under pressure. - Understand the issue for schools
- School Kitchens and energy consumption. - Understand the additional cost being placed on schools
- FSM and Tackling Poverty – Understand Impact
- Breakfast supervisors - Revisit responsibility for Breakfast Club staff.
- Pentre Awel - Links with development scheme

### **Safeguarding Children**

- Continue to ensure schools and the LA meet their responsibilities and best practice as outlined in Keeping Learners Safe guidance

### **Departmental Operations**

- Communication and Consultation (in response to staff survey)
- Staff Induction and development
- MIS, Data and Support Systems
- Net Zero Carbon agenda
- SER support and actions

## EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE

09/10/2023

### Explanation for 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 (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

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## EXECUTIVE SUMMARY

### EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE

#### Explanation for 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

# EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE SCRUTINY COMMITTEE 09/10/2023

## EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

| ITEM  | RESPONSIBLE OFFICER         | EXPLANATION   | REVISED SUBMISSION DATE   |
|---|-----------------------------|---|---|
| <b>Update on Estyn's review of the Welsh for Adults provision</b> | Aeron Rees                  | There are discussions currently ongoing with the National Centre for Learning Welsh regarding Welsh for Adults provision in Carmarthenshire which will influence the contents of the paper to Scrutiny. This is coupled with some flux regarding internal team capacity. Taken together, postponement of the paper will assist in ensuring a fuller picture when it is subsequently presented in the near future. | As soon as possible following requisite discussions with National Centre. |
| <b>10 Year Social Services Strategy</b>                           | Jake Morgan / Silvana Sauro | The report is still being developed and due to staffing commitments won't be ready until the December meeting.  | 1 <sup>st</sup> December 2023   |

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## EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE 09/10/2023

### 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:**

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 01 December 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)

|   |  |  |
|---|--|--|
| <p><b>Directorate:</b><br/>Chief Executive's</p> <p><b>Name of Head of Service:</b><br/>Linda Rees-Jones</p> <p><b>Report Author:</b><br/>Julie Owens</p> | <p><b>Designations:</b></p> <p>Head of Administration &amp; Law</p> <p>Democratic Services Officer</p> | <p><b>Tel Nos. / E-Mail Addresses:</b></p> <p>01267 224010<br/><a href="mailto:lrjones@carmarthenshire.gov.uk">lrjones@carmarthenshire.gov.uk</a></p> <p>01267 224088<br/><a href="mailto:juowens@carmarthenshire.gov.uk">juowens@carmarthenshire.gov.uk</a></p> |
|---|--|--|

# EXECUTIVE SUMMARY

## EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE

09/10/2023

### 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 2023/24 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,<br>Crime &<br>Disorder<br>and<br>Equalities | Legal       | Finance     | ICT         | Risk<br>Management<br>Issues | Staffing<br>Implications | Physical<br>Assets |
| <b>NONE</b>   | <b>NONE</b> | <b>NONE</b> | <b>NONE</b> | <b>NONE</b>                  | <b>NONE</b>              | <b>NONE</b>        |

**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 01 DECEMBER 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   |
|---|--|---|
| School recruitment and staffing update  | Report to provide an update on the current position of recruitment in schools. Report to include recruitment and retention figures; statistics on Welsh language medium teachers; statistics on the number of students applying for and completing Post Graduate Certificates and how many students are completing Post Graduate Certificates through the medium of Welsh. | To enable the Committee to keep abreast of the current position on school recruitment.                        |
| Music Service provision for schools   | The report will provide an update on the delivery of the music service and an update on the transition from the in-house service to the external provision. To include update on the efficiency savings made.  | To enable Committee to keep abreast of and review the work of the Carmarthenshire Music Service.              |
| Review of Supply Staff arrangements in Carmarthenshire  | Report to provide a review of whether current external provision is cost effective and whether there is scope for an in-house service provision. Welsh Government to be invited to contribute to this National agenda.   | To allow the committee to review the current provision and alternatives to take provision forward.            |
| Update on the Eight Priority Areas within the Education and Children's Services division: (one priority to be | Update on the Eight Priority Areas Priorities within the Education and Children's Services division: The Scrutiny Committee to consider one priority in each quarter of the year, reviewing the objectives and   | To enable Committee to keep abreast of and review the work of the Education and Children's Services division. |

|   |   |   |
|---|---|---|
| considered in each quarter of the year)   | proposing updates/changes as required. (December 2023)  |   |
| Actions and Referrals Update  | This report 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.  |
| Budget Monitoring 2023/24 for the period April to August 2023 (circulated by email) | To provide the Committee with an update on the latest budgetary position as at 31 August 2023, in respect of 2023/24            | To allow members to exercise their scrutiny role in relation to the report.   |
| 10 year social services strategy  | To provide members with a vision on how the /council will provide the statutory social services functions over the next decade. | To allow members to exercise their scrutiny role in relation to the report.   |
| Update on Estyn Report publications   | To ensure that the Committee are kept abreast of the latest Estyn report publications.  | To enable Committee to kept abreast of the latest Estyn report publications and raise items to be added to the Committee's Forward Work Plan. |

## BLAENGYNLLUN Y CABINET/CYNGOR

AM Y CYFNOD 18 MEDI 2023 I 31 AWST 2024

| Pwnc  | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|---|---|------------------------------|-----------------|--|--|
| ADRODDIAD BLYNYDDOL YNGHYLCH RHEOLI'R TRYSORLYS A DANGOSYDDION DARBODAETH 2022/2023 | Darparu'r wybodaeth ddiweddaraf i'r aelodau ar weithgareddau rheoli'r Trysorlys ar gyfer 2022-2023  | Cabinet<br>18 Medi 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Anthony Parnell, Rheolwr Pensiwn a Buddsodiadau Gyllidol<br>AParnell@carmarthenshire.gov.uk |
| CAIS I'R GRONFA DDATBLYGU   | To provide Cabinet with an update on the latest position of the Development Fund, and to seek Cabinet approval of a recent application to the Fund. | Cabinet<br>18 Medi 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol<br>RHemingway@carmarthenshire.gov.uk       |
| RHAGOLWNG   | To provide the Cabinet with an overview of  | Cabinet                      | Nac ydy         | Adnoddau   | Cyfarwyddwr  |

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| Pwnc  | Crynodeb o'r adroddiad   | Corff Penderfynu a Dyddiadau | Yn eithriadig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|---|--|------------------------------|-----------------|--|---|
| CYLLIDEB REFENIW  | the budget issues and outlook for the forthcoming year.  | 18 Medi 2023                 |                 |  | Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol RHemingway@car-marthenshire.gov.uk                  |
| AIL GARTREFI A LLETY GWYLIAU YN SIR GAERFYRDDIN   | Cyflwyno adroddiad sy'n tynnu sylw at y newidiadau cefndir a deddfwriaethol a pholisi ar yr ail gartrefi a llety gwyliau ac amlygu'r ystyriaeth, gofynion tystiolaeth a'r camau nesaf wrth nodi a mynd i'r afael â'r heriau i gymunedau Sir Gaerfyrddin. | Cabinet<br>18 Medi 2023      | Nac ydy         | Materion Gwledig, Cydlyniant Cymunedol a Pholisi Cynllunio         | Cyfarwyddwr Lle a Seilwaith Ian R Llewelyn, Rheolwr Blaen-gynllunio IRLlewelyn@sirgar.gov.uk                                    |
| ADRODDIAD CHWARTEROL YNGYLCH RHEOLI'R TRYSORLYS A DANGOSYDD DARBODAETH EBRILL 1AF 2023 MEHEFIN 30AIN 2023 | I ddarparu y gwybodaeth diweddaraf i aelodau, ynglyn a gweithgareddau'r adran Rheoli'r Trysorlys yn ystod y cyfnod Ebrill 1af 2023 i Mehefin 30ain 2023  | Cabinet<br>18 Medi 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Anthony Parnell, Rheolwr Pensiwn a Buddsodiadau Gyllidol AParnell@carmarthenshire.gov.uk |

| Pwnc  | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|---|---|------------------------------|-----------------|--|---|
| DIWEDDARU RHAGLEN GYFALAF 2023/24             | I ddarparu'r newyddion ynglyn a sefyllfa gyllideb ddiweddaraf y rhaglen gyfalaf 2023/24, ar 30 Mehefin 2023   | Cabinet<br>2 Hyd 2023        | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol<br>RHemingway@car-marthenshire.gov.uk |
| ADRODDIAD MONITRO CYLLIDEB REFENIW Y CYNGOR   | I ddarparu'r newyddion i'r Cabinet ynglyn a sefyllfa diweddaraf cyllideb 2023/24, ar 30 Mehefin 2023  | Cabinet<br>2 Hyd 2023        | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol<br>RHemingway@car-marthenshire.gov.uk |
| EFFAITH COVID 19 AR GONTRACTWYR - GWAITH MAWR | Bydd adroddiad yn cael ei lunio i archwilio'r effaith ariannol ar gontractwyr o ganlyniad i bandemig Covid-19. Bydd yr adroddiad yn cadarnhau'r darpariaethau contract presennol sy'n cael eu gorfodi gan yr Awdurdod o'u cymharu ag amrywiol weithdrefnau cyngor a rhyddhad y llywodraeth. Er mwyn rhoi rhagor o | Cabinet<br>2 Hyd 2023        | Nac ydy         | Gwasanaethau Trafnidiaeth, Gwastraff a Seilwaith                   | Cyfarwyddwr Lle a Seilwaith<br>Jason G. Jones<br>JGJones@car-marthenshire.gov.uk  |

| Pwnc   | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|--|---|------------------------------|-----------------|--|---|
|  | wybodaeth i randdeiliaid, bydd yr adroddiad yn nodi'r goblygiadau posibl ar gyfer mabwysiadu dulliau cymorth contractwyr i liniaru effaith ariannol Covid-19 a cheisio penderfyniad ynghylch gweithredu'r dulliau hyn.  |                              |                 |  |   |
| ADRODDIAD MONITRO BLYNYDDOL LDP MABWYSIEDIG 202/23                   | Cyflwyno Adroddiad Monitro Blynyddol ar gyfer LDP mabwysiedig Sir Gaerfyrddin fel rhan o'r gofyniad i Lywodraeth Cymru fonitro ac asesu gweithrediad parhaus y Cynllun.   | Cabinet<br>16 Hyd 2023       | Nac ydy         | Materion Gwledig, Cydlyniant Cymunedol a Pholisi Cynllunio         | Cyfarwyddwr Lle a Seilwaith<br>Ian R Llewelyn,<br>Rheolwr Blaen-gynllunio<br>IRLlewelyn@sirgar.gov.uk           |
| CYMHWYSO BWRIADOLDEB I ANGEN BLAENORIAETHOL (GORCHYMYN DIGARTREFEDD) | ADRODDIAD I OFYN AM GANIATÂD I GYMHWYSO'R PRAWF BWRIADOLDEB O DAN DDEDDF TAI (CYMRU) 2014 I BOB CATEGORI O ANGEN BLAENORIAETHOL. TRWY GYMHWYSO'R PRAWF HWN, NID OES GAN YR AWDURDOD DDYLETSWYDD STATUDOL I SICRHAU LLETY PARHAOL I'R UNIGOLION HYNNY YR ASESIR EU BOD YN FWRIADOL DDIGARTREF. | Cabinet<br>16 Hyd 2023       | Nac ydy         | Dirprwy Arweinydd ac Aelod Cabinet dros Gartrefi                   | Cyfarwyddwr Cymunedau<br>Jonathan Morgan,<br>Pennaeth Tai a Diogelu'r Cyhoedd<br>JMorgan@carmarthenshire.gov.uk |
| CYNYRYCHIOLAETH ARDAL GWELLA BUSNES                                  | Ystyried cynrychiolaeth y Cyngor yng nghyfarfodydd Bwrdd Dosbarth Gwella Busnes Caerfyrddin a Llanelli  | Cabinet<br>16 Hyd 2023       | Nac ydy         | Adfywio, Hamdden, Diwylliant a Thwristiaeth                        | Prif Weithredwr<br>Nicola Evans,<br>Rheolwr Cymorth Busnes  |



| Pwnc                                     | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|--|---|------------------------------|-----------------|--|---|
|  |   |                              |                 |  | njevans@carmarthenshire.gov.uk  |
| ARFARNIADAU O ARDALOEDD CADWRAETH        | <p>Mae'r adroddiad hwn yn nodi'r gwaith sy'n cael ei wneud i adolygu deg Ardal Gadwraeth ddynodedig ar draws y Sir. Mae'n nodi canlyniad yr adolygiad a'r ymarfer ymgynghori dilynol gan gynnwys y canlynol:</p> <ul style="list-style-type: none"> <li>• Arfarniad cymeriad;</li> <li>• Adolygiad o ffiniau a</li> <li>• Chynllun Rheoli.</li> </ul> <p>Mae'r adroddiad wrth nodi'r uchod yn nodi canlyniad yr ymarfer ymgynghori cyhoeddus a'r camau nesaf gan gynnwys y prosesau sydd eu hangen i ddiwygio unrhyw un o ddynodiadau'r Ardal Gadwraeth</p> | Cabinet<br>16 Hyd 2023       | Nac ydy         | Materion Gwledig, Cydlyniant Cymunedol a Pholisi Cynllunio         | Cyfarwyddwr Lle a Seilwaith<br>Rhodri Griffiths,<br>Pennaeth Lle a Chynaliadwyedd<br>RDGriffiths@carmarthenshire.gov.uk |
| ADRODDIAD BLYNYDDOL Y CYNGOR SIR 2022-23 | <p>Mae'r Adroddiad Blynyddol yn rhoi trosolwg o berfformiad y Cyngor yn ystod 2022-23. Dan Ddeddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 mae'n ofynnol i ni gyhoeddi Adroddiad Blynyddol ar ein Amcanion Llesiant. Yn ogystal, dan Ddeddf Llywodraeth Leol ac Etholiadau (Cymru) 2021 mae'n ofynnol i ni adrodd ar berfformiad ar sail arddull hunan-asesu.</p> <p>Mae'r adroddiad hyn yn anelu i gwrdd â'r gofynion hyn o fewn un ddogfen.</p>   | Cabinet<br>16 Hyd 2023       | Nac ydy         | Trefniadaeth a'r Gweithlu  | Prif Weithredwr<br>Gwyneth Ayers,<br>Rheolwr Polisi Corfforaethol a Phartneriaeth<br>GAyers@carmarthenshire.gov.uk      |

| Pwnc   | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol)                                 | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|--|---|------------------------------|-----------------|--|---|
| CYNLLUN RHEOLI TRAETHLIN-2; DIWEDDARIAD AR EI GYFLWYNO.                      | Fel aelod o Grŵp Peirianeg Arfordirol Abertawe a Bae Caerfyrddin ac awdurdod rheoli risg arfordirol, mae gan Sir Gaerfyrddin ddyletswydd i gyflawni camau gweithredu o fewn y CRhT2. Mae'r adroddiad hwn yn tynnu sylw at gamau gweithredu CCC, y perchnogion gweithredu a'n cynnydd a'n dull gweithredu sy'n cael eu cymryd i reoli ein harfordir.                   | Cabinet<br>16 Hyd 2023       | Nac ydy         | Dirprwy Arweinydd ac Aelod Cabinet dros Gartrefi, Newid Hinsawdd, Datgarboneiddio a Chynaliadwyedd | Cyfarwyddwr Lle a Seilwaith<br>Ben Kathrens,<br>Rheolwr Amddiffyn Rhag Llifogydd Ac Amddiffyn yr Arfordir<br>BKathrens@carmarthenshire.gov.uk |
| ADRODDIAD BLYNYDDOL CYFARWYDDWR STATUDOL Y GWASANAETHAU CYMDEITHASOL 2022/23 | Mae'r adroddiad yn archwilio pob maes gwasanaeth o fewn Gofal Cymdeithasol ac yn dangos sut yr ymdrinnir â strategaethau, gweithredoedd, targedau a risgiau'r gwasanaeth a sut y byddant yn cael eu rhoi ar waith. Mae'n cynnwys trosolwg o sut rydym wedi perfformio yn 2022/23, ynghyd ag asesiad ynghylch y dyfodol a'n blaenoriaethau strategol ar gyfer 2023/24. | Cabinet<br>16 Hyd 2023       | Nac ydy         | Iechyd a Gwasanaethau Cymdeithasol   | Cyfarwyddwr Cymunedau<br>Silvana Sauro,<br>Rhelowr Perfformiad, Dadansoddi a Systemau<br>ssauro@carmarthenshire.gov.uk                        |
| STRATEGAETH HAMDDEN, DIWYLLIANT A HAMDDEN AWYR AGORED – ERS 10 MLYNEDD NESAF | Mae'r ddogfen yn darparu fframwaith i'r gwasanaeth weithio gyda rhanddeiliaid allweddol i gyflwyno Strategaeth Hamdden, Diwylliant a Hamdden Awyr Agored wedi'i halinio'n strategol ar gyfer y 10 mlynedd nesaf.  | Cabinet<br>30 Hyd 2023       | Nac ydy         | Adfywio, Hamdden, Diwylliant a Thwristiaeth  | Cyfarwyddwr Cymunedau<br>Ian Jones,<br>Pennaeth Hamdden<br>IJones@carmarthenshire.gov.uk  |

| Pwnc                              | Crynodeb o'r adroddiad   | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|-----------------------------------|--|------------------------------|-----------------|--|---|
| LLAIN 3 PARC ADWERTHU TROSTRE     | Adroddiad sy'n amlinellu cynnig datblygu diwygiedig ar gyfer llain 3 Parc Adwerthu Trostre a thelerau gwerthu i'w hystyried.   | Cabinet<br>30 Hyd 2023       | Nac ydy         | Adfywio, Hamdden, Diwylliant a Thwristiaeth                        | Prif Weithredwr<br>Jason Jones<br>(Pennaeth Adfywio), Pennaeth Adfywio<br>JaJones@carmarthenshire.gov.uk                              |
| GORCHYMYN DIOGELU GOFOD CYHOEDDUS | <p>Mae'r Gorchymyn, sy'n rhoi pwerau i'r heddlu fynd i'r afael ag ymddygiad gwrthgymdeithasol a throseddau sy'n ymwneud ag alcohol yng nghanol tref Llanelli, yn dod i ben 30 Medi 2023.</p> <p>Cynigir ymestyn y Gorchymyn. Bydd ei effaith yn cael ei werthuso a bydd ystyriaeth o'r ffin daearyddol bresennol yn dilyn ymgynghoriad â rhanddeiliaid allweddol rhwng nawr a Medi 2023.</p> | Cabinet<br>30 Hyd 2023       | Nac ydy         | Trefniadaeth a'r Gweithlu  | Prif Weithredwr<br>Gwyneth Ayers,<br>Rheolwr Polisi Corfforaethol a Phartneriaeth<br>GAyers@carmarthenshire.gov.uk                    |
| DIWEDDARU RHAGLEN GYFALAF 2023/24 | I ddarparu'r newyddion ynglyn a sefyllfa gyllideb ddiweddaraf y rhaglen gyfalaf 2023/24, ar 31ain Awst 2023  | Cabinet<br>13 Tach 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr<br>Gwasanaethau Corfforaethol<br>Randal Hemingway,<br>Pennaeth Gwasanaethau Ariannol<br>RHemingway@carmarthenshire.gov.uk |

| Pwnc   | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol)                                 | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|--|---|------------------------------|-----------------|--|--|
| ADRODDIAD MONITRO CYLLIDEB REFENIW Y CYNGOR  | I ddarparu'r newyddion i'r Cabinet ynglyn a sefyllfa diweddaraf cyllideb 2023/24, ar Awst 312023  | Cabinet<br>13 Tach 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol RHemingway@car-marthenshire.gov.uk |
| POLISI YNGHYLCH TALIADAU AM WASANAETHAU  | Pwrpas yr adroddiad hwn yw cyflwyno Polisi newydd ynghylch Taliadau am Wasanaethau. Mae'r Polisi yn nodi'r dull o osod a chasglu'r taliadau am wasanaethau. Y nod yw sicrhau bod y Taliadau am Wasanaethau yn glir, yn rhesymol, yn atebol ac yn adlewyrchu costau gwirioneddol.  | Cabinet<br>13 Tach 2023      | Nac ydy         | Dirprwy Arweinydd ac Aelod Cabinet dros Gartrefi   | Cyfarwyddwr Cymunedau Jonathan Morgan, Pennaeth Tai a Diogelu'r Cyhoedd JMorgan@car-marthenshire.gov.uk                    |
| CANLLAWIAU CYNLLUNIO ATODOL - CYNLLUN DATBLYGU LEOL DIWYGIEDIG SIR GAERFYRDDIN 2018 - 2033 | Cyflwyno cyfres o Ganllawiau Cynllunio Atodol drafft (CCA) i ymhelaethu ar gynnwys y CDLI Diwygiedig a'i gefnogi ar gyfer ymgynghoriad cyhoeddus ffurfiol. CCA drafft i gynnwys (yn amodol ar amseru), ond heb fod yn gyfyngedig i: Yr Iaith Gymraeg, Aseidiadau Cymeriad Tirwedd, Safleoedd o Bwys ar gyfer Cadwraeth Natur. | Cabinet<br>13 Tach 2023      | Nac ydy         | Dirprwy Arweinydd ac Aelod Cabinet dros Gartrefi, Newid Hinsawdd, Datgarboneiddio a Chynaliadwyedd | Cyfarwyddwr Lle a Seilwaith Ian R Llewelyn, Rheolwr Blaen-gynllunio IRLlewelyn@sirgar.gov.uk                               |

| Pwnc  | Crynodeb o'r adroddiad   | Corff Penderfynu a Dyddiadau | Yn eithriadig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|---|--|------------------------------|-----------------|--|--|
| STRATEGAETH GWASANAETHAU CYMDEITHASOL 10 MLYNEDD (CYN-YMGYNGHORI) | Rhoi gweledigaeth i'r aelodau ar sut y byddwn yn darparu swyddogaethau gwasanaethau cymdeithasol statudol yn ystod y degawd nesaf. Bydd y ddogfen yn rhoi manylion am y meysydd canlynol: Cyflwyniad, Datganiad Gweledigaeth, y gwasanaethau mae pobl yn eu derbyn, Modelau gofal Gwaith Cymdeithasol, Diogelu, Integreiddio a Phartneriaethau, Gweithlu a Chynllun Gweithredu | Cabinet<br>27 Tach 2023      | Nac ydy         | Iechyd a Gwasanaethau Cymdeithasol                                 | Cyfarwyddwr Cymunedau Silvana Sauro, Rhelowr Perfformiad, Dadansoddi a Systemau <a href="mailto:ssauro@carmarthenshire.gov.uk">ssauro@carmarthenshire.gov.uk</a> |
| CYNNIG AMGEN I ADDYSG AWYR AGORED                                 | Pwrpas yr adroddiad hwn yw adolygu'r hyn a gynigir ar hyn o bryd gan Gyngor Sir Caerfyrddin o ran Addysg Awyr Agored ac archwilio opsiynau ar gyfer gwasanaeth wedi'i ail-fodelu o fewn yr adnoddau presennol.   | Cabinet<br>27 Tach 2023      | Nac ydy         | Adfywio, Hamdden, Diwylliant a Thwristiaeth                        | Cyfarwyddwr Cymunedau Ian Jones, Pennaeth Hamdden <a href="mailto:IJones@carmarthenshire.gov.uk">IJones@carmarthenshire.gov.uk</a>                               |
| DEFNYDDIAU CANOL TREF AMGEN                                       | Ystyried defnyddiau amgen o fewn canol trefi cynradd   | Cabinet<br>27 Tach 2023      | Nac ydy         | Adfywio, Hamdden, Diwylliant a Thwristiaeth                        | Prif Weithredwr Jason Jones (Pennaeth Adfywio), Pennaeth Adfywio <a href="mailto:JaJones@carmarthenshire.gov.uk">JaJones@carmarthenshire.gov.uk</a>              |
| ADOLYGIAD GWASTRAFF SWMPUS  | Bydd yr adroddiad hwn yn cynnig gwasanaeth swmpus cost-effeithiol, effeithlon i breswylwyr a fydd yn   | Cabinet<br>27 Tach 2023      | Nac ydy         | Gwasanaethau Trafnidiaeth, Gwastraff a Seilwaith                   | Cyfarwyddwr Lle a Seilwaith Daniel John,   |

| Pwnc  | Crynodeb o'r adroddiad   | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|---|--|------------------------------|-----------------|--|--|
|   | ymgorffori'r hierarchaeth wastraff i sicrhau y gellir aildefnyddio gwastraff mwy swmpus cyn ei ailgylchu a'i waredu. Adolygiad o'r gost, nifer y swmpiau a gesglir fesul maint eitem, system rheoli apwyntiadau a gofynion cerbydau casglu ar gyfer gwasanaeth o'r fath.   |                              |                 |  | Pennaeth Seilwaith Amgylcheddol<br>DWJohn@carmarthenshire.gov.uk   |
| Y WYBODAETH DDIWEDDARAF AM RAGLEN GYFALAF 2022/23 | Darparu'r wybodaeth ddiweddaraf o ran sefyllfa y gyllideb ar gyfer rhaglen gyfalaf 2022/23   | Cabinet<br>27 Tach 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol<br>RHemingway@carmarthenshire.gov.uk |
| CYNLLUN CYMHELLIANT I DENANTIAID                  | <p>Mae'r defnydd o gynlluniau cymhelliant a gwobrwyo gan landlordiaid cymdeithasol yn sail i'r dull ehangach o reoli tenantiaeth. Gellir ystyried cymhellion i annog ymddygiad a ddymunir gyda gwobrau'n cydnabod ymddygiad o'r fath.</p> <p>Mae'r adroddiad yn nodi ein dull o sut y byddwn yn gwobrwyo tenantiaid ond hefyd yn cyflwyno cynllun cymhelliant.</p> | Cabinet<br>27 Tach 2023      | Nac ydy         | Dirprwy Arweinydd ac Aelod Cabinet dros Gartrefi                   | Cyfarwyddwr Cymunedau Les James, Rheolwr Contractau a Datblygu Gwasanaethau<br>LesJames@carmarthenshire.gov.uk               |

| Pwnc   | Crynodeb o'r adroddiad   | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|--|--|------------------------------|-----------------|--|---|
| ADRODDIAD CHWARTEROL YNGYLCH RHEOLI'R TRYSORLYS A DANGOSYDD DARBODAETH EBRILL 1AF 2023 I MEDI 30AIN 2023 | I ddarparu y gwybodaeth diweddaraf i aelodau, ynglyn a gweithgareddau'r adran Rheoli'r Trysorlys yn ystod y cyfnod Ebrill 1af 2023 i Medi 30ain 2023   | Cabinet<br>27 Tach 2023      | Nac ydy         | Adnoddau   | Cyfarwyddwr Gwasanaethau Corfforaethol Randal Hemingway, Pennaeth Gwasanaethau Ariannol<br>RHemingway@car-marthenshire.gov.uk |
| DIWEDDARIAD Y STRATEGAETH WASTRAFF   | Mae'r adroddiad yn rhoi trosolwg o'r cam cyntaf o weithredu Strategaeth Wastraff Sir Gar. 2021-2025, gan roi manylion am y newidiadau sydd wedi'u gweithredu, cynnydd mewn perfformiad a strategaeth ailgylchu hyd yn hyn.   | Cabinet<br>27 Tach 2023      | Nac ydy         | Gwasanaethau Trafnidiaeth, Gwastraff a Seilwaith                   | Cyfarwyddwr Lle a Seilwaith Daniel John, Pennaeth Seilwaith Amgylcheddol<br>DWJohn@car-marthenshire.gov.uk                    |
| CYNLLUN STRATEGOL YNGHYLCH RHEOLI EIN TIR AR GYFER PRYFED PEILLIO YN SIR GAERFYRDDIN                     | Mabwysiadu arferion rheoli tir sy'n denu pryfed peillio ar dir a reolir gan y Cyngor lle nad oes gwrthdaro rhwng y rhain a'r defnydd tir presennol, ac fel y cytunwyd â chleientiaid (e.e. Tai) a'r contractwr (Cynnal a Chadw Tiroedd).<br><br>Byddwn yn sicrhau bod y ffordd rydym yn rheoli ein glaswelltiroedd yn gyson â'r argyfyngau hinsawdd a natur. | Cabinet<br>11 Rhag 2023      | Nac ydy         | Gwasanaethau Trafnidiaeth, Gwastraff a Seilwaith                   | Cyfarwyddwr Lle a Seilwaith Rosie Carmichael, Rheolwr Cadwraeth Gwledig<br>racarmichael@car-marthenshire.gov.uk               |

| Pwnc                            | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriadig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|---------------------------------|---|------------------------------|-----------------|--|--|
| STRATEGAETH FARCHOGAETH         | <p>Mae Cynllun Gwella Hawliau Tramwy Sir Gaerfyrddin 2019-2029 wedi'i lunio a'i gyhoeddi yn unol ag adran 60 o Ddeddf Cefn Gwlad a Hawliau Tramwy (2000). Mae'r Cynllun Gwella Hawliau Tramwy yn cyflwyno cynllun Sir Gaerfyrddin ar gyfer rheoli, datblygu, a gwella rhwydwaith Hawliau Tramwy Cyhoeddus y Sir yn strategol hyd at 2029.</p> <p>Yn ystod yr ymgynghoriad â'r Fforwm Mynediad Lleol, nododd y Fforwm angen i'r awdurdod lleol ymrwmo i lunio Strategaeth Farchogaeth Sir Gaerfyrddin i gydnabod y cyfleoedd a'r heriau o ran mynediad ar gyfer marchogaeth a gyrru car a cheffyl ledled y Sir.</p> <p>Felly mae Strategaeth Farchogaeth i 'hyrwyddo a datblygu rhwydwaith hygyrch at ddefnydd marchogol' wedi cael ei chyhoeddi yng Nghynllun Gwella Hawliau Tramwy Sir Gaerfyrddin 2019-2029.</p> <p>Mae'r adroddiad yn nodi'r cynnig i fabwysiadu Strategaeth Farchogaeth ar gyfer Sir Gaerfyrddin.</p> | Cabinet<br>11 Rhag 2023      | Nac ydy         | Gwasanaethau Trafnidiaeth, Gwastraff a Seilwaith                   | Cyfarwyddwr Lle a Seilwaith<br>Steve Pilliner,<br>Pennaeth Prifffyrdd a Thrafnidiaeth<br>SGPilliner@carmarthenshire.gov.uk |
| CYNLLUN BUSNES Y CYFRIF REFENIW | Mae cynllun busnes y cyfrif refeniw tai yn nodi ein blaenoriaethau a'n gweithgareddau ar gyfer tai cyngor   | Cabinet<br>11 Rhag 2023      | Nac ydy         | Dirprwy Arweinydd ac Aelod Cabinet dros Gartrefi                   | Cyfarwyddwr Cymunedau<br>Jonathan Morgan,  |



| Pwnc  | Crynodeb o'r adroddiad   | Corff Penderfynu a Dyddiadau | Yn eithriadig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|---|--|------------------------------|-----------------|--|--|
| TAI 2024-2027   | newydd a thai cyngor sy'n bodoli eisoes yn ystod y tair blynedd nesaf. Mae hefyd yn pennu ein cyllidebau cyfalaf a referiw ac yn cadarnhau lefelau rhent i denantiaid.   |                              |                 |  | Pennaeth Tai a Diogelu'r Cyhoedd<br>JMorgan@carmarthenshire.gov.uk   |
| STRATEGAETH TOILEDAU LLEOL  | Ystyried y wybodaeth a gynhwysir yn yr adroddiad hwn ac i gymeradwyo Strategaeth Toiledau Lleol ddrafft Cyngor Sir Caerfyrddin. Ceisir cymeradwyaeth hefyd gynnal ymarfer ymgynghori cyhoeddus ffurfiol mewn perthynas â'r Strategaeth Toiledau Lleol ddrafft yn unol â gofynion statudol.             | Cabinet<br>11 Rhag 2023      | Nac ydy         | Gwasanaethau Trafnidiaeth, Gwastraff a Seilwaith                   | Cyfarwyddwr Lle a Seilwaith<br>Daniel John,<br>Pennaeth Seilwaith Amgylcheddol<br>DWJohn@carmarthenshire.gov.uk                  |
| STRATEGAETH GWEITHLU 2023 - 2026  | Mae ein Strategaeth Gweithlu yn disgrifio sut rydym yn bwriadu datblygu ein gweithlu presennol ac yn y dyfodol i sicrhau bod ganddynt y sgiliau, yr amgylchedd, a'r gwerthoedd craidd cywir i gyflawni ein Strategaeth Gorfforaethol.  | Cabinet<br>11 Rhag 2023      | Nac ydy         | Trefniadaeth a'r Gweithlu  | Prif Weithredwr<br>Paul R Thomas,<br>Prif Weithredwr Cynorthwyol (Rheoli Pobl a Pherfformiad)<br>prthomas@carmarthenshire.gov.uk |
| STRATEGAETH GWASANAETHAU CYMDEITHASOL<br>10 MLYNEDD (ÔL-<br>YMGYNGHORIAD<br>Page 89 | Rhoi gweledigaeth i'r aelodau ar sut y byddwn yn darparu swyddogaethau gwasanaethau cymdeithasol statudol yn ystod y degawd nesaf. Bydd y ddogfen yn rhoi manylion am y meysydd canlynol: Cyflwyniad, Datganiad Gweledigaeth, y gwasanaethau mae pobl yn eu derbyn, Modelau gofal Gwaith Cymdeithasol, | Cabinet<br>18 Rhag 2023      | Nac ydy         | Iechyd a Gwasanaethau Cymdeithasol                                 | Cyfarwyddwr Cymunedau<br>Silvana Sauro,<br>Rhelowr Perfformiad,<br>Dadansoddi a Systemau<br>ssauro@carmarthe                     |

| Pwnc   | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriadig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad  |
|--|---|------------------------------|-----------------|--|---|
|  | Diogelu, Integreiddio a Phartneriaethau, Gweithlu a Chynllun Gweithredu   |                              |                 |  | nshire.gov.uk   |
| CYNLLUN RHEOLI PERYGL LLIFOGYDD-2                | <p>Mae Adran S10.7 Deddf Rheoli Llifogydd a Dŵr 2010 yn ei gwneud yn ofynnol i bob Awdurdod Lleol gyhoeddi eu strategaeth a'u cynllun rheoli perygl llifogydd lleol.</p> <p>Bydd y strategaeth a'r cynllun (y cyfeirir ato fel y cynllun rheoli perygl llifogydd, FRMP-2) yn egluro lle rydym bellach o ran rheoli perygl llifogydd ac erydu arfordirol (FCERM), lle rydym am fod yn 2030 a sut y byddwn yn cyrraedd yno.</p> | Cabinet<br>19 Chwe 2024      | Nac ydy         | Newid Hinsawdd, Datgarboneiddio a Chynaliadwyedd                   | Cyfarwyddwr Lle a Seilwaith<br>Ben Kathrens,<br>Rheolwr Amddiffyn Rhag Llifogydd Ac Amddiffyn yr Arfordir<br>BKathrens@carmarthenshire.gov.uk |
| RHAGLEN GYFALAF PUM MLYNEDD 2024/25 - 2028/29    | Ymgynghori â'r Pwyllgor Craffu Polisi ac Adnoddau ynghylch y Rhaglen Gyfalaf Pum Mlynedd.   | Cabinet<br>19 Chwe 2024      | Nac ydy         | Cyng. Alun Lenny, Cabinet Member                                   | Cyfarwyddwr Gwasanaethau Corfforaethol<br>Chris Moore,<br>Cyfarwyddwr Gwasanaethau Corfforaethol<br>cmoore@carmarthenshire.gov.uk             |
| STRATEGAETH GWASANAETHAU CYMDEITHASOL 10 MLYNEDD | Rhoi gweledigaeth i'r aelodau ar sut y byddwn yn darparu swyddogaethau gwasanaethau cymdeithasol statudol yn ystod y degawd nesaf. Bydd y ddogfen yn  | Cabinet<br>18 Maw 2024       | Nac ydy         | Cyng. Jane Tremlett, Aelod o'r Cabinet                             | Cyfarwyddwr Cymunedau<br>Jake Morgan,<br>Cyfarwyddwr y Gwasanaethau   |

| Pwnc  | Crynodeb o'r adroddiad  | Corff Penderfynu a Dyddiadau | Yn eithriedig ? | Aelod y Cabinet sydd yn gyfrifol am y portfolio (os yn berthnasol) | Cyfarwyddwr cyfrifol/ Awdur yr Adroddiad   |
|---|---|------------------------------|-----------------|--|--|
|   | rhoi manylion am y meysydd canlynol: Cyflwyniad, Datganiad Gweledigaeth, y gwasanaethau mae pobl yn eu derbyn, Modelau gofal Gwaith Cymdeithasol, Diogelu, Integreiddio a Phartneriaethau, Gweithlu a Chynllun Gweithredu |                              |                 |  | Cymunedau<br>jakemorgan@carmarthenshire.gov.uk   |
| POLISI RHEOLI'R TRYSORLYS A STRATEGAETH 2024/25 | Er mwyn cydymffurfio ag adolygiad Cod Darbodaeth CIPFA ac adolygiad Cod Ymarfer CIPFA o ran Rheoli'r Trysorlys 2021.  | Cabinet<br>15 Ebr 2024       | Nac ydy         | Cyng. Alun Lenny,<br>Cabinet Member                                | Cyfarwyddwr Gwasanaethau Corfforaethol Anthony Parnell, Rheolwr Pensiwn a Buddsodiadau Gyllidol<br>AParnell@carmarthenshire.gov.uk |

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# Education, Young People and the Welsh Language Scrutiny Committee Forward Plan 2023/24

**FOR THE PERIOD 24 MAY 2023 TO 23 MAY 2024**

| Subject / Decision   | Decision Maker   | Decision Due Date  | Lead Member                                | Lead Officer   |
|--|--|--------------------|--|--|
| <p>SCRUTINY COMMITTEE ANNUAL REPORT 2022/23</p> <p>The report provides an overview of the Scrutiny's activities during 2022/23 in accordance with the Committee's Terms of Reference.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cllr. Carys Jones</p>                   | <p><i>Julie Owens, Democratic Services Officer</i><br/>JuOwens@carmarthenshire.gov.uk</p>                  |
| <p>POST-COVID REVIEW OF PUPIL'S ATTENDANCE AND BEHAVIOUR (INCLUDING INPUT FROM COEDCAE SCHOOL)</p> <p>To establish current situation in respect of bullying and mental health issues experienced by young people. The report provides information about how the Authority is supporting improving behaviour and attendance across Carmarthenshire schools.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cllr. Glynog Davies, Cabinet Member</p> | <p><i>Aneirin Thomas, Head of Education Services and Inclusion</i><br/>ARThomas@carmarthenshire.gov.uk</p> |
| <p>APPROVAL OF THE FORWARD WORK PLAN 2023/24</p> <p>The County Council's Constitution requires Scrutiny Committees to develop and publish annual Forward Work Plans that identify issues and reports to be considered during the course of the</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cllr. Carys Jones</p>                   | <p><i>Julie Owens, Democratic Services Officer</i><br/>JuOwens@carmarthenshire.gov.uk</p>                  |

| Subject / Decision   | Decision Maker   | Decision Due Date  | Lead Member                             | Lead Officer  |
|--|--|--------------------|---|---|
| municipal year.  |  |                    |   |   |
| <p><b>SCRUTINY ACTIONS UPDATE</b></p> <p>The report will enable the Committee to review the progress made in relation to actions, requests or referrals recorded during previous meetings of the Committee.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cllr. Carys Jones</p>                | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>   |
| <p><b>FORTHCOMING ITEMS</b></p> <p>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.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cllr. Carys Jones</p>                | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>   |
| <p><b>REVENUE &amp; CAPITAL BUDGET MONITORING REPORT 2022/23</b></p> <p>To provide Scrutiny with an update on the latest budgetary position in respect of the Education and Children's Services division as at 28th February 2023, in respect of 2022/23. The report will be circulated to the Committee for consideration outside the meeting process by email.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cllr. Alun Lenny, Cabinet Member</p> | <p><i>Chris Moore, Director of Corporate Services</i><br/> <i>cmoore@carmarthenshire.gov.uk</i></p> |

| Subject / Decision   | Decision Maker   | Decision Due Date  | Lead Member  | Lead Officer   |
|--|--|--------------------|--|--|
| <p>UPDATE ON ESTYN REPORT PUBLICATIONS</p> <p>The report provides links to the latest Estyn report publications, which will enable the Committee to be appraised of developments/emerging issues. The report will be circulated to the Committee for consideration outside the meeting process by email.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>23 Jun 2023</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Director of Education &amp; Children</i></p>   |
| <p>OUTCOME OF ESTYN'S INSPECTION OF CARMARTHENSHIRE COUNTY COUNCIL</p> <p>To review the council's current position and be assured that arrangements are in place to address any identified recommendations / areas for improvement.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>9 Oct 2023</p>  | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> edgmorgans@carmarthenshire.gov.uk</p> |
| <p>UPDATE ON THE CURRENT POSITION REGARDING ADMISSIONS POLICY FOR FULL TIME EDUCATION FOR 4 YEAR OLDS (RISING 4'S POLICY)</p> <p>To review the provision of Carmarthenshire's early years education, childcare and play opportunities.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>9 Oct 2023</p>  | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Simon Davies, Head of Access to Education</i><br/> sidavies@carmarthenshire.gov.uk</p>                         |

| Subject / Decision   | Decision Maker   | Decision Due Date | Lead Member  | Lead Officer   |
|--|--|-------------------|--|--|
| <p>OVERVIEW OF THE 8 PRIORITY AREAS AND STRATEGIC FOCUS GROUPS WITHIN THE EDUCATION AND CHILDREN'S SERVICES DIVISION, TOGETHER WITH A TIMETABLE FOR REVIEW BY THE COMMITTEE</p> <p>To provide an overview of the 8 priority areas and strategic focus groups within the Education and Children's Services division, together with a timetable for review by the Committee.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>9 Oct 2023</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> edgmorgans@carmarthenshire.gov.uk</p> |
| <p>FORTHCOMING ITEMS</p> <p>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.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>9 Oct 2023</p> | <p>Cllr. Carys Jones</p>                               | <p><i>Julie Owens, Democratic Services Officer</i><br/> JuOwens@carmarthenshire.gov.uk</p>                           |
| <p>BUDGET OUTTURN POSITION FOR 2022/23 AT 31ST MARCH 2023</p> <p>To provide Scrutiny with an end of year financial position in respect of 2022/23. The report will be circulated to the Committee for consideration outside the meeting</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>9 Oct 2023</p> | <p>Cabinet Member for Resources</p>                    | <p><i>Chris Moore, Director of Corporate Services</i><br/> cmoore@carmarthenshire.gov.uk</p>                         |



| Subject / Decision  | Decision Maker  | Decision Due Date | Lead Member   | Lead Officer  |
|---|---|-------------------|---|---|
| process by email.   |   |                   |   |   |
| <p>REVENUE &amp; CAPITAL BUDGET MONITORING REPORT 2023/24</p> <p>To provide Scrutiny with an update on the latest budgetary position as at 30th June 2023, in respect of 2023/24. The report will be circulated to the Committee for consideration outside the meeting process by email.</p>  | Education, Young People & the Welsh Language Scrutiny Committee | 9 Oct 2023        | Cllr. Glynog Davies, Cabinet Member, Cllr. Alun Lenny, Cabinet Member | <i>Chris Moore, Director of Corporate Services</i><br>cmoore@carmarthenshire.gov.uk                         |
| <p>UPDATE ON ESTYN REPORT PUBLICATIONS</p> <p>The report provides links to the latest Estyn report publications, which will enable the Committee to be appraised of developments/emerging issues. The report will be circulated to the Committee for consideration outside the meeting process by email.</p>                        | Education, Young People & the Welsh Language Scrutiny Committee | 9 Oct 2023        | Cabinet Member for Education and Welsh Language                       | <i>Gareth Morgans, Director of Education &amp; Children's Services</i><br>edgmorgans@carmarthenshire.gov.uk |
| <p>REVIEW OF THE POSITION REGARDING SCHOOL BUDGETS IN PRIMARY, SECONDARY AND SPECIAL SCHOOLS</p> <p>This report provides an update on the local authority's strategy and position with maintained schools facing or predicting budget deficit. It follows a previous presentation made to the Governance &amp; Audit Committee.</p> | Education, Young People & the Welsh Language Scrutiny Committee | 9 Oct 2023        | Cabinet Member for Education and Welsh Language                       | <i>Aneirin Thomas, Head of Education Services and Inclusion</i><br>ARThomas@carmarthenshire.gov.uk          |

| Subject / Decision   | Decision Maker   | Decision Due Date           | Lead Member  | Lead Officer  |
|--|--|-----------------------------|--|---|
| <p>UPDATE ON ESTYN'S REVIEW OF THE WELSH FOR ADULTS PROVISION</p> <p>To review the council's current position and be assured that arrangements are in place to address any identified recommendations / areas for improvement.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>Date to be confirmed</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Aeron Rees, Head of Strategy and Learner Support</i><br/> jarees@carmarthenshire.gov.uk</p>         |
| <p>MUSIC SERVICE PROVISION FOR SCHOOLS</p> <p>The report will set out the delivery of the music service and an update on the transition from the in-house service to the external provision. An update on the efficiency savings will also be provided.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>1 Dec 2023</p>           | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Elin Forsyth, Strategic Lead for School Effectiveness</i><br/> EMForsyth@carmarthenshire.gov.uk</p> |
| <p>SCHOOL RECRUITMENT AND STAFFING UPDATE</p> <p>The report will provide an update on school recruitment and staffing figures, including:</p> <ul style="list-style-type: none"> <li>-statistics on the number of students applying for and completing Post Graduate Certificates</li> <li>-the number of students completing Post Graduate Certificates through the medium of Welsh</li> <li>-the number of Welsh language medium teachers</li> </ul> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>1 Dec 2023</p>           | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Aeron Rees, Head of Strategy and Learner Support</i><br/> jarees@carmarthenshire.gov.uk</p>         |

| Subject / Decision  | Decision Maker   | Decision Due Date | Lead Member  | Lead Officer  |
|---|--|-------------------|--|---|
| -recruitment and staffing figures   |  |                   |  |   |
| <p>REVIEW OF SUPPLY STAFF ARRANGEMENTS IN CARMARTHENSHIRE</p> <p>The report will enable the Committee to review the cost effectiveness of the current external and determine whether there is scope for an in-house service provision.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>1 Dec 2023</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Elin Forsyth, Strategic Lead for School Effectiveness</i><br/> <i>EMForsyth@carmarthenshire.gov.uk</i></p>  |
| <p>UPDATE ON THE EIGHT PRIORITY AREAS WITHIN THE EDUCATION AND CHILDREN'S SERVICES DIVISION</p> <p>To receive an update on the Eight Priority Areas within the Education and Children's Services division. The Committee will focus one priority in each quarter of the year, reviewing the objectives and proposing updates/changes as required.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>1 Dec 2023</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Aneirin Thomas, Head of Education Services and Inclusion</i><br/> <i>ARThomas@carmarthenshire.gov.uk, Aeron Rees, Head of Strategy and Learner Support</i><br/> <i>jarees@carmarthenshire.gov.uk, Simon Davies, Head of Access to Education</i><br/> <i>sidavies@carmarthenshire.gov.uk, Jan Coles, Head of Children and Families</i><br/> <i>jcoles@carmarthenshire.gov.uk</i></p> |

| Subject / Decision   | Decision Maker  | Decision Due Date | Lead Member  | Lead Officer  |
|--|---|-------------------|--|---|
| <p>SCRUTINY ACTIONS UPDATE</p> <p>The report will enable the Committee to review the progress made in relation to actions, requests or referrals recorded during previous meetings of the Committee.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p>                | <p>1 Dec 2023</p> | <p>Cllr. Carys Jones</p>   | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>       |
| <p>FORTHCOMING ITEMS</p> <p>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.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p>                | <p>1 Dec 2023</p> | <p>Cllr. Carys Jones</p>   | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>       |
| <p>REVENUE &amp; CAPITAL BUDGET MONITORING REPORT 2023/24</p> <p>To provide Scrutiny with an update on the latest budgetary position as at 31st August 2023, in respect of 2023/24. The report will be circulated to the Committee for consideration outside the meeting process by email.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p>                | <p>1 Dec 2023</p> | <p>Cabinet Member for Education &amp; Welsh Language, Cabinet Member for Resources</p> | <p><i>Chris Moore, Director of Corporate Services</i><br/> <i>cmoore@carmarthenshire.gov.uk</i></p>     |
| <p>10 YEAR SOCIAL SERVICES STRATEGY</p> <p>To provide members with a vision on how the Council 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,</p>       | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> <p>Cabinet</p> | <p>1 Dec 2023</p> | <p>Cllr. Jane Tremlett,<br/> Cabinet Member</p>  | <p><i>Jake Morgan, Director of Community Services</i><br/> <i>jakemorgan@carmarthenshire.gov.uk</i></p> |

| Subject / Decision   | Decision Maker  | Decision Due Date | Lead Member                                     | Lead Officer  |
|--|---|-------------------|---|---|
| Social Work Models of care, Safeguarding, Integration and Partnerships , Workforce and an Action Plan.   |   | 18 Mar 2024       |   |   |
| <p>UPDATE ON ESTYN REPORT PUBLICATIONS</p> <p>The report provides links to the latest Estyn report publications, which will enable the Committee to be appraised of developments/emerging issues. The report will be circulated to the Committee for consideration outside the meeting process by email.</p> | Education, Young People & the Welsh Language Scrutiny Committee | 1 Dec 2023        | Cabinet Member for Education and Welsh Language | <p><i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> edgmorgans@carmarthenshire.gov.uk</p>  |
| <p>DIVISIONAL SERVICE DELIVERY PLANS</p> <p>The Divisional Delivery Plans set the strategic actions and measures that the services within the Division will take forward in order for the Council to make progress against its Well-being Objectives, thematic priorities and service priorities.</p>        | Education, Young People & the Welsh Language Scrutiny Committee | 21 Feb 2024       | Cabinet Member for Education and Welsh Language | <p><i>Aneirin Thomas, Head of Education Services and Inclusion</i><br/> ARThomas@carmarthenshire.gov.uk, <i>Jan Coles, Head of Children and Families</i><br/> jcoles@carmarthenshire.gov.uk, <i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> edgmorgans@carmarthenshire.gov.uk, <i>Aeron Rees, Head of Strategy and Learner Support</i><br/> jarees@carmarthenshire.gov.uk, <i>Simon Davies, Head of Access to Education</i><br/> sidavies@carmarthenshire.gov.uk</p> |

| Subject / Decision   | Decision Maker   | Decision Due Date  | Lead Member  | Lead Officer   |
|--|--|--------------------|--|--|
| <p><b>CORPORATE STRATEGY (TO BE CONFIRMED)</b></p> <p>The Council's Corporate Strategy, which includes the Council's well-being objectives, sets the direction of travel and priorities for the organisation over the period of the current administration. The Strategy provides the framework for delivering on the Cabinet's vision and commitments during that period. The Scrutiny Committee will review the elements relevant to its Terms of Reference.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cllr. Glynog Davies,<br/>Cabinet Member</p>         | <p><i>Gwyneth Ayers, Corporate Policy and Partnership Manager</i><br/>GAyers@carmarthenshire.gov.uk</p>  |
| <p><b>REVENUE BUDGET STRATEGY CONSULTATION</b></p> <p>The objective of the report is to allow members to consider the corporate budget strategy and the associated service delivery impact and options for the forthcoming years.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cabinet Member for Resources</p>                    | <p><i>Chris Moore, Director of Corporate Services</i><br/>cmoore@carmarthenshire.gov.uk</p>  |
| <p><b>UPDATE ON THE CHILDCARE OFFER FOR WALES</b></p> <p>To receive an update on the Childcare Offer for Wales in accordance with its intended primary aims to:</p> <ul style="list-style-type: none"> <li>-enable more parents, particularly</li> </ul>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Noeline Thomas, Service Manager</i><br/>NoThomas@carmarthenshire.gov.uk, <i>Jan Coles, Head of Children and Families</i><br/>jcoles@carmarthenshire.gov.uk</p> |

| Subject / Decision  | Decision Maker   | Decision Due Date  | Lead Member  | Lead Officer   |
|---|--|--------------------|--|--|
| <p>mothers, to return to work<br/>           -increase the disposable income of those in work and help counteract poverty for those in low-paid jobs<br/>           -encourage child development and school readiness</p>   |  |                    |  |  |
| <p>UPDATE ON THE STRATEGIC FOCUS GROUPS WITHIN THE EDUCATION AND CHILDREN'S SERVICES DIVISION</p> <p>The report provides a biannual update on the work of the Strategic Focus Groups within the Education and Children's Services Division, with an opportunity for the Committee to input as the work develops departmentally.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cabinet Member for Education and Welsh Language</p>                       | <p><i>Simon Davies, Head of Access to Education<br/>           sidavies@carmarthenshire.gov.uk, Aeron Rees, Head of Strategy and Learner Support<br/>           jarees@carmarthenshire.gov.uk, Aneirin Thomas, Head of Education Services and Inclusion<br/>           ARThomas@carmarthenshire.gov.uk</i></p> |
| <p>FORTHCOMING ITEMS</p> <p>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.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cllr. Carys Jones</p>   | <p><i>Julie Owens, Democratic Services Officer<br/>           JuOwens@carmarthenshire.gov.uk</i></p>   |
| <p>REVENUE &amp; CAPITAL BUDGET MONITORING REPORT 2023/24</p> <p>To provide Scrutiny with an update on the latest budgetary position as at 31st October 2023, in respect of 2023/24.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cllr. Glynog Davies, Cabinet Member, Cllr. Alun Lenny, Cabinet Member</p> | <p><i>Chris Moore, Director of Corporate Services<br/>           cmoore@carmarthenshire.gov.uk</i></p>   |

| Subject / Decision  | Decision Maker   | Decision Due Date  | Lead Member  | Lead Officer   |
|---|--|--------------------|--|--|
| <p>The report will be circulated to the Committee for consideration outside the meeting process by email.</p>   |  |                    |  |  |
| <p><b>UPDATE ON ESTYN REPORT PUBLICATIONS</b></p> <p>The report provides links to the latest Estyn report publications, which will enable the Committee to be appraised of developments/emerging issues. The report will be circulated to the Committee for consideration outside the meeting process by email.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>21 Feb 2024</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> edgmorgans@carmarthenshire.gov.uk</p> |
| <p><b>PROGRESS UPDATE ON THE ROLL-OUT OF FREE SCHOOL MEALS ACROSS CARMARTHENSHIRE</b></p> <p>The report will detail the progress made by the Council on the roll-out of Free School Meals across Carmarthenshire against Welsh Government timescales. An overview of the challenges in terms of capacity issues, including kitchen facilities and staffing resources will also be included.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>3 Apr 2024</p>  | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Simon Davies, Head of Access to Education</i><br/> sidavies@carmarthenshire.gov.uk</p>                         |



| Subject / Decision   | Decision Maker   | Decision Due Date | Lead Member  | Lead Officer  |
|--|--|-------------------|--|---|
| <p><b>ADDITIONAL LEARNING NEEDS UPDATE</b></p> <p>The report will provide information pertaining to the progress made regarding the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act and the areas of best practice with pupils with Additional Learning Needs.</p>  | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>3 Apr 2024</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Aneirin Thomas, Head of Education Services and Inclusion</i><br/> <i>ARThomas@carmarthenshire.gov.uk</i></p>  |
| <p><b>UPDATE ON THE EIGHT PRIORITY AREAS WITHIN THE EDUCATION AND CHILDREN'S SERVICES DIVISION</b></p> <p>To receive an update on the Eight Priority Areas within the Education and Children's Services division. The Committee will focus one priority in each quarter of the year, reviewing the objectives and proposing updates/changes as required.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>3 Apr 2024</p> | <p>Cabinet Member for Education and Welsh Language</p> | <p><i>Jan Coles, Head of Children and Families</i><br/> <i>jcoles@carmarthenshire.gov.uk, Simon Davies, Head of Access to Education</i><br/> <i>sidavies@carmarthenshire.gov.uk, Aeron Rees, Head of Strategy and Learner Support</i><br/> <i>jarees@carmarthenshire.gov.uk, Aneirin Thomas, Head of Education Services and Inclusion</i><br/> <i>ARThomas@carmarthenshire.gov.uk</i></p> |
| <p><b>FORTHCOMING ITEMS</b></p> <p>To provide background information on the forthcoming items to be considered by the Education, Young People and the Welsh Language Scrutiny Committee at</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>3 Apr 2024</p> | <p>Cllr. Carys Jones</p>                               | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>   |

| Subject / Decision   | Decision Maker   | Decision Due Date  | Lead Member  | Lead Officer  |
|--|--|--------------------|--|---|
| its next meeting.  |  |                    |  |   |
| <p>REVENUE &amp; CAPITAL BUDGET MONITORING REPORT 2023/24</p> <p>To provide Scrutiny with an update on the latest budgetary position as at 31st December 2023, in respect of 2023/24. The report will be circulated to the Committee for consideration outside the meeting process by email.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>3 Apr 2024</p>  | <p>Cllr. Glynog Davies, Cabinet Member, Cllr. Alun Lenny, Cabinet Member</p> | <p><i>Chris Moore, Director of Corporate Services</i><br/> <i>cmoore@cararthenshire.gov.uk</i></p>  |
| <p>UPDATE ON ESTYN REPORT PUBLICATIONS</p> <p>The report provides links to the latest Estyn report publications, which will enable the Committee to be appraised of developments/emerging issues. The report will be circulated to the Committee for consideration outside the meeting process by email.</p>   | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>3 Apr 2024</p>  | <p>Cabinet Member for Education and Welsh Language</p>                       | <p><i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> <i>edgmorgans@cararthenshire.gov.uk</i></p>  |
| <p>UPDATE ON THE WORK OF THE CARMARTHENSHIRE YOUTH COUNCIL</p> <p>To receive an update on the work of the Carmarthenshire Youth Council in accordance with the four main areas of representation pertaining to:</p> <ul style="list-style-type: none"> <li>-Education</li> <li>-Universal</li> <li>-Special Interest</li> <li>-Welsh Youth Parliament</li> </ul> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>17 May 2024</p> | <p>Cabinet Member for Education and Welsh Language</p>                       | <p><i>Sarah Powell, Young People's Participation Co-ordinator</i><br/> <i>SJPowell@cararthenshire.gov.uk, Gill Adams, Principal Manager - Youth Support Service</i><br/> <i>GMAadams@cararthenshire.gov.uk, Aeron Rees, Head of Strategy and Learner Support</i><br/> <i>jarees@cararthenshire.gov.uk</i></p> |

| Subject / Decision  | Decision Maker  | Decision Due Date | Lead Member                                     | Lead Officer  |
|---|---|-------------------|---|---|
|   |   |                   |   | v.uk  |
| <p>UPDATE ON THE STRATEGIC FOCUS GROUPS WITHIN THE EDUCATION AND CHILDREN'S SERVICES DIVISION</p> <p>The report provides a biannual update on the work of the Strategic Focus Groups within the Education and Children's Services Division, with an opportunity for the Committee to input as the work develops departmentally.</p> | Education, Young People & the Welsh Language Scrutiny Committee | 17 May 2024       | Cabinet Member for Education and Welsh Language | <p><i>Aneirin Thomas, Head of Education Services and Inclusion</i><br/> <i>ARThomas@carmarthenshire.gov.uk, Aeron Rees, Head of Strategy and Learner Support</i><br/> <i>jarees@carmarthenshire.gov.uk, Simon Davies, Head of Access to Education</i><br/> <i>sidavies@carmarthenshire.gov.uk, Jan Coles, Head of Children and Families</i><br/> <i>jcoles@carmarthenshire.gov.uk</i></p> |
| <p>SCRUTINY ACTIONS UPDATE</p> <p>The report will enable the Committee to review the progress made in relation to actions, requests or referrals recorded during previous meetings of the Committee.</p>  | Education, Young People & the Welsh Language Scrutiny Committee | 17 May 2024       | Cllr. Carys Jones                               | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>   |
| <p>FORTHCOMING ITEMS</p> <p>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.</p>   | Education, Young People & the Welsh Language Scrutiny Committee | 17 May 2024       | Cllr. Carys Jones                               | <p><i>Julie Owens, Democratic Services Officer</i><br/> <i>JuOwens@carmarthenshire.gov.uk</i></p>   |

| Subject / Decision   | Decision Maker   | Decision Due Date  | Lead Member  | Lead Officer  |
|--|--|--------------------|--|---|
| <p>REVENUE &amp; CAPITAL BUDGET MONITORING REPORT 2023/24</p> <p>To provide Scrutiny with an update on the latest budgetary position as at 28th February 2024, in respect of 2023/24. The report will be circulated to the Committee for consideration outside the meeting process by email.</p>             | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>17 May 2024</p> | <p>Cllr. Glynog Davies, Cabinet Member, Cllr. Alun Lenny, Cabinet Member</p> | <p><i>Chris Moore, Director of Corporate Services</i><br/> <i>cmoore@carmarthenshire.gov.uk</i></p>                         |
| <p>UPDATE ON ESTYN REPORT PUBLICATIONS</p> <p>The report provides links to the latest Estyn report publications, which will enable the Committee to be appraised of developments/emerging issues. The report will be circulated to the Committee for consideration outside the meeting process by email.</p> | <p>Education, Young People &amp; the Welsh Language Scrutiny Committee</p> | <p>17 May 2024</p> | <p>Cabinet Member for Education and Welsh Language</p>                       | <p><i>Gareth Morgans, Director of Education &amp; Children's Services</i><br/> <i>edgmorgans@carmarthenshire.gov.uk</i></p> |

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

FRIDAY, 23 JUNE 2023

**PRESENT:** Councillor A.C. Jones (Chair) (Virtual)

**Councillors (In Person):**

|            |                     |          |          |
|------------|---------------------|----------|----------|
| S.M. Allen | P. Hughes-Griffiths | D. Jones | H. Jones |
| E. Skinner |                     |          |          |

**Councillors (Virtually):**

|              |                             |                          |            |
|--------------|-----------------------------|--------------------------|------------|
| L.R. Bowen   | M. Donoghue<br>(substitute) | A. Evans<br>(substitute) | B.W. Jones |
| M.J.A. Lewis | M. Thomas                   |                          |            |

**Co-opted Members (In Person):**

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

**Co-opted Members (Virtually):**

Dr. F. Healey-Benson, Parent Governor

**Cabinet Members (In Person)**

G. Davies, Cabinet Member for Education and Welsh Language

**School Representative for Ysgol Coedcae (In Person):**

Ms T. Senchal, Headteacher

**Also Present (In Person):**

G. Morgans, Director of Education & Children's Services  
S. Davies, Head of Access to Education  
A. Rees, Head of Strategy and Learner Support  
A Thomas, Head of Education Services and Inclusion  
E. Forsyth, Strategic Lead for School Effectiveness  
A. Carter, Schools Transformation Manager  
J. Antoniazzi, Lead Officer for Behaviour Services & PRU  
A. Eynon, Principal Translator  
J. Owens, Democratic Services Officer

**Also Present (Virtually):**

R. Evans, Team Manager, School Safeguarding and Attendance  
C.S. Griffiths, Welsh Language Development Manager  
S. Hendy, Member Support Officer

**Chamber - County Hall, Carmarthen. SA31 1JP and remotely - 1.30 pm**

Note: These minutes are subject to confirmation at the next meeting.

## 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors K.V. Broom, L. Davies and S. Rees.

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

| Member               | Minute Item(s)          | Nature of Interest  |
|----------------------|-------------------------|---|
| Cllr. M. J. A. Lewis | 4. Supporting Behaviour | Close relation works as a Psychologist in the Education Department. |

There were no declarations of party whips.

## 3. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

## 4. SUPPORTING BEHAVIOUR

A report was presented to Committee which detailed the current situation in relation to supporting improved behaviour across the county's schools.

The Committee was informed that the review of behaviour undertaken across all schools had culminated in the development of a Four Phase Model of Behaviour and Emotional Wellbeing Support in order to provide equitable and consistent behaviour support services across the county. The Cabinet Member for Education and Welsh Language explained that the central team within the Local Authority had been strengthened and £500k funding had been provided to secondary schools to support implementation of the Four Phase Model which included upskilling schools and staff to meet the needs of learners, provision of 'in school' support for staff and learners, specialist Behavioural, Emotional and Social Difficulties (BESD) support within Educated Other Than At School (EOTAS) and the provision of bespoke support for some of the most vulnerable learners in the Local Authority.

The Committee thereupon received a detailed presentation from the Headteacher of Coedcae Comprehensive School which focussed on the way in which the school had created a culture of safeguarding which provided highly effective, bespoke support to ensure the well-being of pupils and to meet the needs of those with additional learning needs. A recent Estyn inspection concluded that the standard of care, support and guidance for pupils was deemed exemplary. The Committee was provided with an overview of the contextual data regarding the profile of pupils attending the school and acknowledged the correlation between the proxy for deprivation with absenteeism, standards of behaviour and educational outcomes. The interventions and initiatives undertaken by the school had resulted in positive added value whereby vulnerable pupils had exceeded the expected national levels of progress, standards, and educational outcomes.

Note: These minutes are subject to confirmation at the next meeting.

Notwithstanding the array of intervention measures implemented the school, the Committee acknowledged the impact of poverty disadvantage on pupils' access to the school. In this regard, a synopsis of the strategies to improve behaviour and attendance was provided to the Committee, together with an outline of the measures and Local Authority support that would assist the school with these endeavours.

A number of observations and queries were addressed, as follows:

- In response to a query, the Lead Officer for Behaviour Services & Pupil Referral Units provided an overview of the Behaviour Support and Community Team provision which had recently been redesigned to reflect the growing the demand from schools for the provision of reactive and proactive support.
- In respect to Coedcae School, reference was made to the significant increase in the number of requests made by teachers for on-call support for behaviour during lessons, particularly for year 11 pupils. It was explained to the Committee that behavioural and attendance issues had manifested in year 11 pupils who had the added pressures and anxieties associated with the requirement to perform for examinations, as well as the educational disruption caused by the pandemic; and this was reflective of the position nationally. It was further reported that the rate of fixed term exclusions did not appear to align with the number of on-call support for behavioural issues due to the utilisation of resources within the school, including the internal facility to re-engage pupils.
- Following a query regarding the support available to staff, the Headteacher of Coedcae School provided an assurance to the Committee that the impact of staff well-being was a key focus for the school's Senior Leadership Team, with effective, open channels of communication and implementation of strategies such as restorative conversations to build positive relationships between teachers and pupils.
- A member highlighted the importance of the need for improved structures for early intervention to improve standards of behaviour and associated expected educational outcomes of pupils prior to their commencement of secondary school education. The Lead Officer for Behaviour Services & Pupil Referral Units clarified that the Behaviour Support services worked across both the primary and secondary sector to deliver programmes of support for learners using the ethos of inclusive practices, with restorative approaches to encourage positive relationships between teachers and pupils and also between teachers, parents/guardians and communities. Furthermore, it was explained that Trauma Informed Practice around neurodivergent behaviour was utilised to ensure the appropriate approaches were utilised to meet the needs of individual learners.
- In response to a query regarding the roll out of the Four Phase Model across the county, the Lead Officer for Behaviour Services & Pupil Referral Units provided an overview of the work ongoing with schools to  
Note: These minutes are subject to confirmation at the next meeting.

upskill staff to deal with challenging pupil behaviour, provision of targeted approaches to areas of need and the use of specialist settings as an intervention method.

- The Headteacher of Coedcae comprehensive school and her staff were commended for the encouraging and positive work undertaken which provided the Committee with an insight into the prevalence of behavioural issues across schools.

**UNANIMOUSLY RESOLVED that the report be noted.**

## **5. SCHOOL ATTENDANCE LEVELS**

The Committee considered a report which detailed the levels of attendance across Carmarthenshire schools since 2012. The Cabinet Member for Education and Welsh Language referred to the significant adverse impact on school attendance brought about by the coronavirus pandemic, with schools experiencing difficulties in re-engaging with learners and families. It was reported that attendance across Carmarthenshire schools remained lower than pre-pandemic levels, with illness accounting for the majority of absences, though it was noted that the Welsh Government data publication and performance measurement had not yet fully resumed following the coronavirus pandemic.

The report set out the Local Authority support provided to schools to improve and maintain good pupil attendance by way of advisory and operational work and was supplemented by statistical data to demonstrate the impact of such interventions.

A number of observations and queries were addressed, as follows:

- In response to a query, the Team Manager for School Safeguarding and Attendance explained to the Committee that 'Operation Encompass' entailed a partnership initiative between the Local Authority and Police to inform schools of domestic violence incidents in cases where pupils were linked to that address; the aim of which was to ensure the provision of emotional and/or practical support in school to the pupils affected, as required. It was further clarified that 'Operation Endeavour' comprised a partnership initiative between the Local Authority and Police to safeguard children and young people at risk of harm from going missing.
- It was commented that some pupils thrived academically with the online learning provided during the coronavirus pandemic due to the flexibility offered; accordingly some pupils experienced difficulties in re-engaging with the daily routine expected in traditional school settings. The Lead Officer for Behaviour Services & Pupil Referral Units confirmed that the challenges of recent years had resulted in the development of a range of alternative offers to re-engage those who experienced such difficulties, including bespoke educational plans for those Educated Other Than At School (EOTAS) and interventions such as pastoral support services for those in mainstream education.

Note: These minutes are subject to confirmation at the next meeting.



- In response to a query regarding the longer-term projection for attendance levels, the Lead Officer for Behaviour Services & Pupil Referral Units referred to the newly piloted EBSA (emotionally based school avoidance) project with the aim of identifying reasons for disengagement in order to provide strategies and support to assist pupils in returning to the school environment or identify appropriate package of support for those unable to engage with mainstream education.
- In response to a query regarding the correlation between the level of parents/guardians home working and absenteeism, the Director of Education and Children's Services referred to anecdotal evidence of issues with school attendance in cases where parents/guardians worked from home. A Member highlighted the importance of research into this area.
- The importance of the role of Attendance and Wellbeing Officers was highlighted by a member in emphasising the impact of absenteeism to parents and guardians. The Head of Education Services and Inclusion referred to behaviour and attendance marketing campaigns by the Local Authority to convey the importance of regular school attendance to parents and guardians.
- The Schools Transformation Manager, in response to a query regarding the collation of absence figures, clarified that a set of 23 codes was utilised consistently amongst all schools to record absence reasons. The Director of Education and Children's Services confirmed that the profile of schools in terms of pupil numbers, their context and the consequential impact on attendance percentages would be taken into account when analysing such statistical information.

**UNANIMOUSLY RESOLVED that the report be noted.**

## **6. WELSH IN EDUCATION STRATEGIC PLAN - ANNUAL REPORT**

The Committee received for consideration the Welsh in Education Strategic Plan (WESP) Annual Report which detailed the progress made during the 2022/23 academic year in implementing the authority's 10-year Welsh in Education Strategic Plan (2022-2032).

The report had been prepared in accordance with the legislative provisions enshrined in Section 84 of the School Standards and Organisation (Wales) Act 2013 which required the authority to implement and monitor a WESP to increase bilingual education in schools across the county.

The Committee duly considered the action plan appended to the report which set out the progress made against the 7 outcomes detailed within the WESP to facilitate more nursery and reception children being taught through the medium of Welsh; more young people studying for qualifications in Welsh as a subject, and subjects through the medium of Welsh; increasing provision of Welsh medium

Note: These minutes are subject to confirmation at the next meeting.

education for learners with Additional Learning Needs; and increasing the number of teachers able to teach Welsh and through the medium of Welsh.

A synopsis of the ongoing work to transition schools to the Welsh Government's new linguistic categorisation system was also set out in the report, together with an overview of the current position in terms of the Welsh Language Development Team, Standards, Partnership Working, Grant funding and future developments.

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

- Reference was made to the 2021 census whereby concerns were raised regarding the low number of teachers able to deliver classes through the medium of Welsh. Accordingly, queries were raised regarding the initiatives implemented to meet the objective of increasing the number of teaching staff able to teach Welsh as a subject and through the medium of Welsh, and the role of external agencies in this regard. The Head of Strategy and Learner Support referred to the ongoing national difficulties in recruiting candidates to teaching positions in general and the need to promote teaching as a career of choice. Reference was also made to the National Centre which would explore improvements to the Welsh language provision for schools in accordance with the introduction of the forthcoming Welsh Language Education Bill. A programme of support was also in place for teachers to learn, improve or enhance their confidence in this area. The Welsh Language Development Manager also referred to the variety of training levels and flexibility of course provision to facilitate access to learning for teachers, which would be further enhanced going forward following the provision of Welsh Government grant funding.
- In response to a query, the recruitment challenges for the Welsh for Adults provision was acknowledged by the Head of Strategy and Learner Support and an assurance was provided that work was ongoing to promote and fill these roles to meet the demand for Welsh classes within the communities. In this regard it was confirmed that a report on the Welsh for Adults provision would be provided to the Committee in line with its Forward Work Plan for 2023/24.
- The Director of Education and Children's Services clarified to the Committee, in response to a query regarding the level of Welsh Language skills required by teachers, that the role specification would be bespoke to the role applied for. A programme of support was also offered by schools to ensure that the required skillset was attained.

**UNANIMOUSLY RESOLVED that the report be received.**

## **7. EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE ANNUAL REPORT 2022/23**

The Committee received for consideration the Education, Young People and Welsh Language Scrutiny Committee Annual Report which detailed the work undertaken by the Committee during the 2022/23 municipal year. The report had

Note: These minutes are subject to confirmation at the next meeting.

been prepared in accordance with Article 6.2 of the Council's Constitution and provided an overview of the work programme and key issues addressed, whilst also incorporating any issues referred to, or from, the Cabinet, Task and Finish reviews, development sessions and member attendance.

**UNANIMOUSLY RESOLVED that the report be endorsed.**

#### **8. SCRUTINY ACTIONS UPDATE**

The Committee received a report which detailed the progress achieved in relation to requests or referrals emerging from previous meetings of the Education, Young People and Welsh Language Scrutiny Committee during the 2022/23 municipal year.

**UNANIMOUSLY RESOLVED that the report be received.**

#### **9. EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE FORWARD WORK PLAN FOR 2023/24**

The Committee reviewed its draft Forward Work Plan for 2023/24 which had been compiled following the Committee's informal planning session held on the 11th May 2023. It was emphasised that the Forward Work Plan was a flexible document that could be updated throughout the year as and when required.

**UNANIMOUSLY RESOLVED that the Education, Young People and the Welsh Language Scrutiny Committee Forward Work Plan 2023/24 be approved.**

#### **10. FORTHCOMING ITEMS**

The Committee reviewed the list of forthcoming items scheduled to be considered at its next meeting to be held on the 9<sup>th</sup> October 2023, which had been derived from the Committee's Forward Work Plan 2023/24.

**UNANIMOUSLY RESOLVED that the list of forthcoming items to be considered at the next scheduled meeting of the Education, Young People and the Welsh Language Scrutiny Committee to be received.**

#### **11. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 5TH MAY 2023**

**Subject to a typographical amendment on the attendance list on the Welsh version of the minutes in respect of Councillor G. John, it was RESOLVED that the minutes of the meeting of the Committee held on the 5<sup>th</sup> May 2023 be signed as a correct record.**

Note: These minutes are subject to confirmation at the next meeting.

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**CHAIR**

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**DATE**

Note: These minutes are subject to confirmation at the next meeting.