

Proposal to Review Primary Education Provision in the Mynyddygarneg and Gwenllian Areas

Consultation Document

DRAFT

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Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the wellbeing of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able education leaders and teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans

Director of Education and Children's Services

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission Number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part-Time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh Medium

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Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of education in the Mynyddgarreg and Gwennllian areas.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

Schools subject to proposals

		Ysgol Gymraeg Gwennllian	Ysgol Gynradd Mynyddgarreg
School Location		SA17 4UT	SA17 4RL
Age Range		3-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community
Language Category		Welsh Medium	Welsh Medium
Number of registered Pupils (January 2020)	Nursery Age	19	1
	Reception – Y.6	100	35
	Total	119	35
Number of pupils previously on the register	January 2019	117	35
	January 2018	120	32
	January 2017	129	29
	January 2016	136	33
Pupil Projections	January 2021	125	38
	January 2022	130	42
	January 2023	131	40
	January 2024	133	37
	January 2025	135	39
Capacity (including nursery age)		140	55
Cost per pupil (2020/21)		£3,611	£4,768
School Budget (2020/21)		£412k	£172k
Estyn Inspection Result		Estyn	Estyn
Building Condition Category		B	C

Background

Ysgol Gynradd Mynyddygarreg

Ysgol Gynradd Mynyddygarreg is situated in the village of Mynyddygarreg near Kidwelly in Carmarthenshire. It serves the village and the surrounding rural area. The school provides education to pupils between the ages of 4-11 years old.

In recent years, pupil numbers have remained fairly consistent but have been below the school's capacity. Pupils are taught in two mixed age classes each spanning four year groups. January 2020 PLASC showed that there were 36 pupils at the school and 19 surplus places.

Whilst there are 113 pupils living within Ysgol Gynradd Mynyddygarreg's catchment area **only 22 of those pupils attend the school**, meaning that 91 pupils living within the school's catchment area attend other schools.

Based on current pupil projections it is estimated that the pupil figures will remain well below capacity for the foreseeable future.

Ysgol Gynradd Mynyddygarreg's building condition is poor. To modernise the building and provide the facilities which the Council would wish to provide, would be considerable and could not be justified having regard to the low and declining pupil numbers.

The school's most recent Estyn inspection completed in June 2014 judged the school's current performance to be 'adequate' and prospects for improvement as 'good'.

Additionally, having such low pupil numbers at a school impacts on school budget allocation. The school has been in deficit since the end of the 2016/17 financial year and has carried a deficit of £48,265 into the 2020/21 financial year.

Ysgol Gymraeg Gwenllian

Ysgol Gymraeg Gwenllian is situated in the historical town of Kidwelly in Carmarthenshire. The school serves the town itself and the surrounding rural area. The school provides education to pupils between the ages of 3-11 years old.

In recent years, pupil numbers have remained fairly consistent but have been below the school's capacity. Pupils are currently taught in five classes – Nursery/Reception class, Year 1/ 2 class, Year 3 class, Year 4 class and a Year 5/6 class. January 2020 PLASC showed that there were 119 pupils at the school and 21 surplus places.

Whilst there are 262 pupils living within Ysgol Gymraeg Gwenllian's catchment area **only 70 of those pupils attend the school**, meaning that 192 pupils living within the school's catchment area attend other schools.

The school's most recent Estyn inspection completed in April 2014 judged the school's current performance and prospects for improvement to be 'adequate'.

Despite the pupil numbers at the school declining slightly over the past three years, the school has a surplus budget of -£1,908 for the 2020/21 financial year.

Ysgol Gymraeg Gwenllian's current building condition is poor. To modernise the building and provide the facilities which the Council would wish to provide, would be considerable and could not be justified.

Based on current pupil projections it is estimated that the pupil figures will increase over the next few years and are expected to be close to capacity by 2025. This trend is likely to continue for the foreseeable future and as a result the Local Authority are developing a scheme to increase the capacity of Ysgol Gymraeg Gwenllian to 240 (210 + 30 nursery places) by providing a new school with facilities fit for the 21st Century on a new site.

The project will re-locate Ysgol Gymraeg Gwenllian from its current site to a new site which is within the current catchment area of Ysgol Gymraeg Gwenllian. The new school will provide a Welsh Government standard primary school building with capacity to accommodate 240 (210 + 30 nursery pupils) between the ages of 3-11 years old and ensure that the school is able to deliver the full curriculum in modern, safe and inspiring learning environments with enhanced outside areas.

This proposed investment will address poor building condition and lack of adequate space and provision in the existing school by providing a category **A** school with sufficient places for current and projected demand.

The last Estyn inspection completed in April 2014 noted that the school currently utilised local facilities for their sporting activities. The new school building will have its own MUGA (Multi Use Games Area) as well as a sport pitch built into the new school design.

Rationale for Change

Ysgol Gynradd Mynyddygarreg

Ysgol Gynradd Mynyddygarreg has experienced fairly consistent pupil numbers over the last five years. Pupil numbers have gradually increased from 33 in January 2016 to 36 in January 2020. However, current surplus at the school (January 2020) is 35% or 19 places.

As stated in the School Organisation Code (2018) document published by Welsh Government;

*Where there are more than 10% surplus places in an area overall, local authorities **should** review their provision and **should** consider whether to make proposals for their removal if this will improve the effectiveness and efficiency of provision. A significant level of surplus provision is defined as 25% or more of a school's capacity (as defined in circular 21/2011) and at least 30 unfilled places.*

If this proposal is implemented it will have a significant positive impact on surplus places in the area.

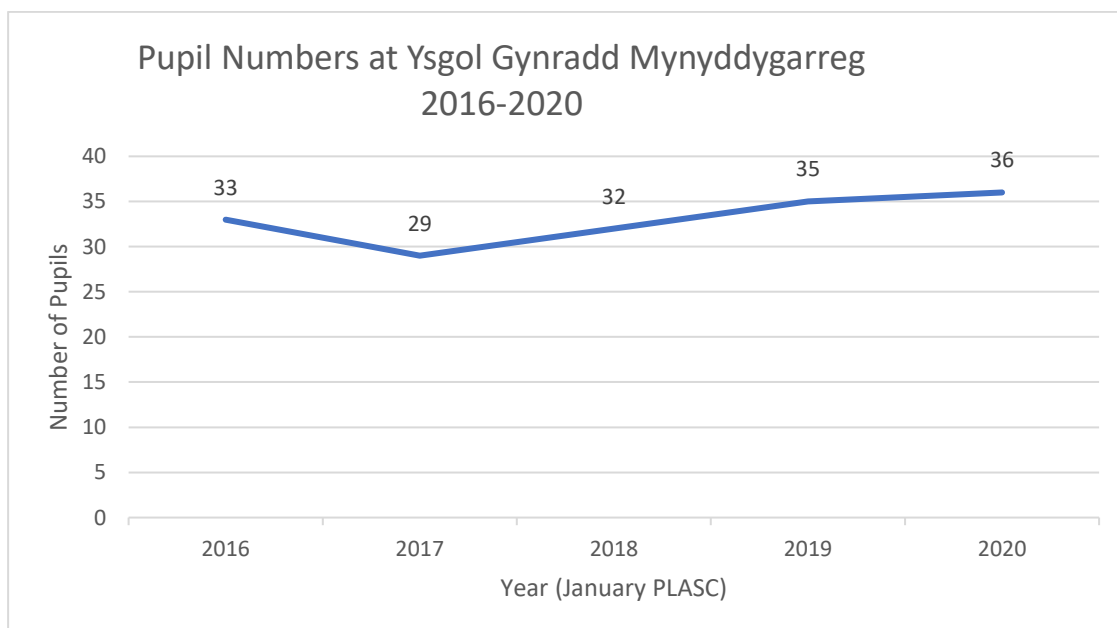
Having such low pupil numbers at a school impacts on school budget allocation. Ysgol Gynradd Mynyddygarreg is funded in accordance with the County Council's funding formula. Under the School Funding (Wales) Regulations 2010, the Individual Schools Budget must be allocated amongst schools maintained by the authority in the form of budget shares, using a locally determined funding formula. The regulations require that 70% of the funding is to be distributed on the basis of pupil numbers. The current funding formula supports such schools (pupils of less than 40) in providing additional funding through the small school supplement. The school also receives additional weighted grant support due to the low pupil numbers.

The school has been in deficit since the end of the 2016/17 financial year and remains with a deficit of £48,265 for 2020/21.

The deficit budget, low pupil numbers and budget cuts has placed the school in an extremely difficult financial position.

Low pupil numbers and a high percentage of surplus places has been a challenge for Ysgol Gynradd Mynyddygarreg in the last five years.

The graph below shows pupil numbers at the school over the last five years.

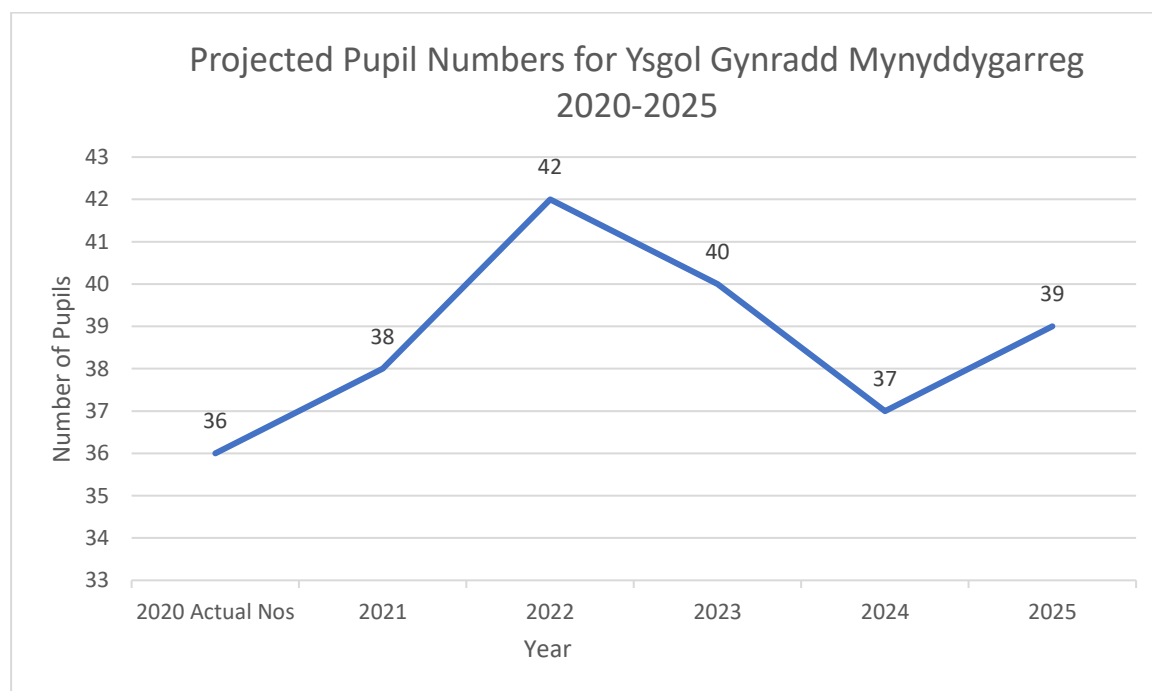


Capacity Information

Historical surplus places for Ysgol Gynradd Blaenau are shown in the following table:

	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20
Ysgol Gynradd Mynyddygarreg	55	55	55	55	55
Total Capacity					
Pupil Numbers	33	29	32	35	36
Surplus	22	26	23	20	19
% Surplus	40%	47%	42%	36%	35%

As can be seen from the table, Ysgol Gynradd Mynyddygarreg has experienced a significant % surplus in the last five years. Ysgol Gynradd Mynyddygarreg's % surplus in the last five years has exceeded 25% surplus places which the Welsh Government considers to be 'significant'. Welsh Government advises local authorities to review their provision where there are more than 10% surplus places in an area overall. Projections do show that numbers are expected to increase gradually. However, even at a projected peak of 42 pupils in 2022 the school will still have 13 surplus places (23% surplus).

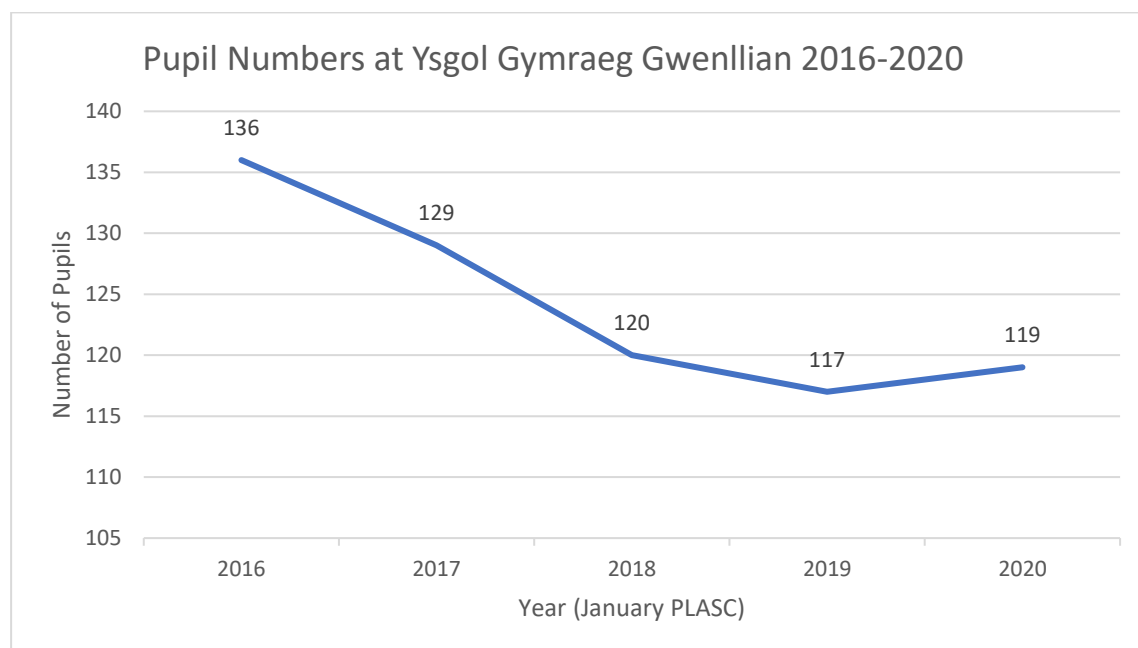


Ysgol Gymraeg Gwennllian

The Local Authority has a vision for a bilingual Carmarthenshire and a commitment in providing category A schools with sufficient places for current and projected demand with facilities fit for the 21st Century.

Ysgol Gymraeg Gwenllian pupil numbers have declined during 4 of the last five years but there has been an increase in demand for Welsh language education and this trend is likely to continue for the foreseeable future. As a result, the Local Authority are developing a scheme to increase the capacity of Ysgol Gymraeg Gwenllian to 240 (210 + 30 nursery places) by providing a new school with facilities fit for the 21st Century on a new site to replace the current condition B building. The proposed investment will address poor building condition and the lack of adequate space in the current school by providing a new school on a new site with 21st Century facilities.

The graph below shows pupil numbers at the school over the last five years.



As can be seen from the graph above, there has been a steady drop in the number of pupils attending Ysgol Gymraeg Gwenllian over the last five years. However, numbers are now starting to increase and this trend is expected to continue.

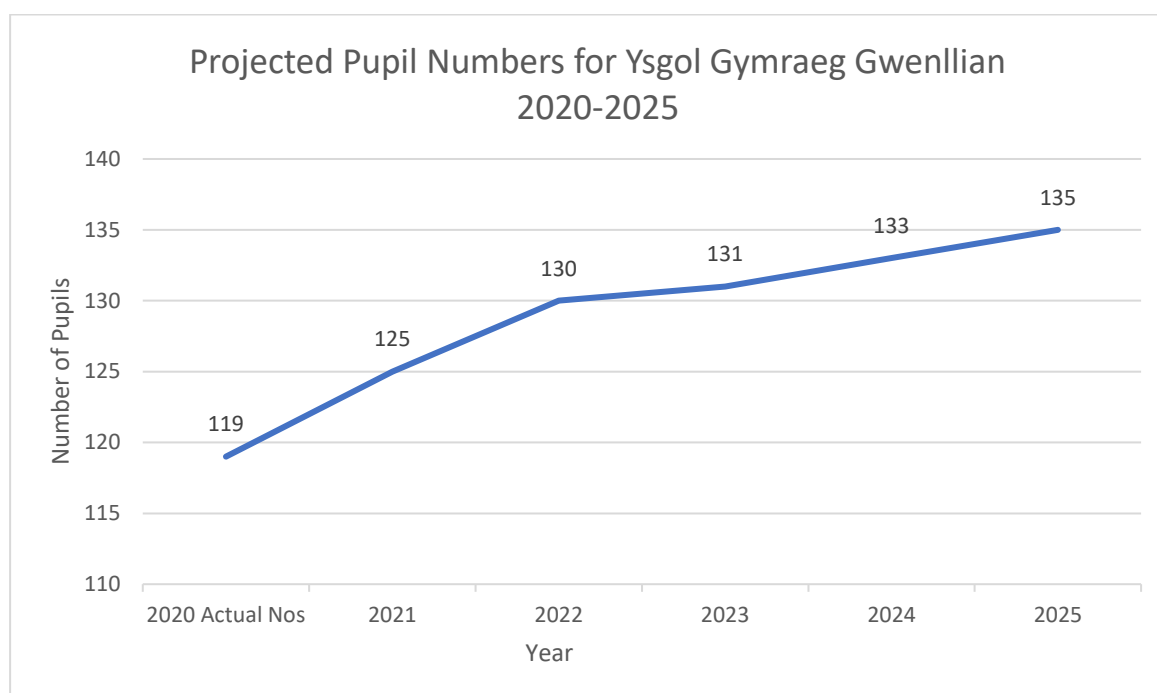
Capacity Information

Historical surplus places for Ysgol Gymraeg Gwenllian are shown in the following table:

	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20
Ysgol Gymraeg Gwenllian					
Total Capacity	140	140	140	140	140
Pupil Numbers	136	129	120	117	119
Surplus	4	11	20	23	21
% Surplus	3%	8%	14%	16%	15%

As can be seen from the table, Ysgol Gymraeg Gwenllian's % surplus has increased during 4 of the last 5 years. However, projections do show that numbers are expected

to continue increasing gradually and by 2025 they are projected to have a small % surplus of only 3%.



The Proposal

- Discontinue Ysgol Gynradd Mynyddygarreg from 31st August, 2021.
- From 1st September, 2021 all pupils will be registered at Ysgol Gymraeg Gwenllian operating on both sites (Ysgol Gymraeg Gwenllian and the former Ysgol Gynradd Mynyddygarreg) increasing its capacity to 178 + 17 nursery places.
- Re-designate Ysgol Gymraeg Gwenllian's catchment area to include that of the former Ysgol Gynradd Mynyddygarreg's catchment area as of 1st September, 2021.
- Relocate Ysgol Gymraeg Gwenllian to a new site and increase its capacity to 210 + 30 nursery places as of September 2023, when occupation of the new school is proposed.

Location of new school building

As part of the 21st Century Schools Modernising Education Programme, a proposed preferred site for the location of the new school building has been identified. The location of the proposed preferred site is within a mile of the current Ysgol Gymraeg Gwenllian but is over a mile in distance from Ysgol Gynradd Mynyddygarreg. Whilst the proposals noted within this document are subject to County Council approval and the future capital investment is subject to business case approval by Welsh Government, consultation on relocating Ysgol Gymraeg Gwenllian is required in order to satisfy the School Organisation Code (2018).

Advantages and Disadvantages of the proposal

Advantages

- Sufficient Welsh medium places to meet current and projected demand.
- Improved 21st century facilities to allow for a full delivery of the modern curriculum.
- Increased access to learning, sporting and cultural opportunities.
- Deliver primary education in buildings that meet the aspirations of the Local Authority's 21st Century Schools strategic outline programme.
- To ensure more efficient use of financial resources.
- Improved energy efficiencies of the estate.
- Reduces surplus places in an area to ensure the Local Authority makes best use of its resources and facilities.

- More fulfilling teaching environment improves morale.
- More effective staffing structures management and support.
- More opportunity for teachers professional and personal development.
- Learners will have an environment that will motivate their learning.
- Enhance community use of school facilities
- Enhanced external areas with purposeful outdoor play areas
- Fit for purpose nursery facilities in accordance with the Foundation Phase requirements,

Disadvantages

- Requires a statutory process to instigate change.
- Dependent on business case approval to secure funding for investment.
- Increased travelling time for some pupils.
- Community of Mynyddgarreg lose presence of school within their immediate community/area.

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement process.	- Follow guidelines as set out in the School Organisation Code 2018
2.	Failure to gain approval of business cases	- Follow guidelines as set out in the 21 st Century Schools and Education Funding Programme business case guidance 2018
3.	An unsatisfactory consultation with the community	- Develop communication strategy and consult on a regular basis to address concerns

School Catchment Area

The current catchment area of Ysgol Gymraeg Gwenllian will be extended to accommodate the current catchment area of Ysgol Gynradd Mynyddgarreg (should the proposal to discontinue Ysgol Gynradd Mynyddgarreg be implemented).

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Staffing

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

The Local Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented if required. The Authority will support school staff in securing suitable alternative employment if at all possible, through redeployment processes should this be necessary.

WESP

This proposal seeks to increase Welsh language provision in the Mynyddgarreg and Gwernllan areas. This supports the targets outlined in the LA's approved Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 and supports Welsh Government's 'Cymraeg 2050: A Million Welsh Speakers' aim. It also supports the new county Welsh Language Targets set by WG for the 10-year Welsh in Education Strategic Plans.

Financial Implications - Revenue

Both Ysgol Gynradd Mynyddgarreg and Ysgol Gymraeg Gwernllan are funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on pupil numbers and facilities.

Capital Receipts

Any capital receipts received as a result of this proposal will be re-invested into the Modernising Education Programme.

Land and Buildings

One redundant school site – Ysgol Gynradd Mynyddgarreg. Should the proposal be adopted the property will be transferred to Corporate Property Division of the Regeneration and Policy Department for the procedures outlined in the 'Future Use/Disposal of Redundant Land and Buildings arising from the Modernising Education Programme policy to be actioned. This policy has been developed to allow

the community to be offered the asset in the first instance before placing the site on the open market.

Transitional Arrangements

During the transitional period pupils will remain on their existing school sites under the management of Ysgol Gymraeg Gwenllian until the new build is ready for occupation to accommodate all pupils from Ysgol Gynradd Mynyddgarreg and Ysgol Gymraeg Gwenllian.

Admissions Arrangements

The County Council is the Admissions Authority for Ysgol Gynradd Mynyddgarreg and Ysgol Gymraeg Gwenllian.

The School Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB
Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Transport Impact Assessment

Transport will be provided in accordance with the statutory requirements of the Learner Travel (Wales) Measure 2008. The distance from Ysgol Gynradd Mynyddgarreg to the new proposed site of Ysgol Gymraeg Gwenllian is over 1 mile.

Ysgol Gymraeg Gwenllian's new school building will be designed to incorporate safe areas for the drop-off and collection of pupils. If the proposal is approved, safe routes to school will be looked at as part of the Transport Impact Assessment for the new school building.

Community Impact Assessment

Please refer to Appendix A of this consultation document for full details of the Community Impact Assessment undertaken.

Welsh Language Impact Assessment

Please refer to Appendix B of this consultation document for full detail of the Welsh Language Impact Assessment undertaken.

Equality Impact Assessment

Please refer to Appendix C of this consultation document for full details of the Equality Impact Assessment undertaken.

Alternative Options Considered

In developing a preferred option, the Authority considered a range of alternative options.

Status Quo no change to Ysgol Gynradd Mynyddygarreg	
Advantages	Disadvantages
No change to stakeholders	Pupils continue to be taught in a condition C building
No statutory process required	Not financially viable for the long term
Mynyddygarreg Community retain the presence of a school	Pupils continue to be taught in multi-age classes
	Lack of sustainable leadership
	Low pupil numbers and high surplus places
	Inadequate modern facilities to support the new curriculum and digital learning
	Opportunities for synergies will be lost.
	Higher cost option.

Federation- Formal federation between Ysgol Gynradd Mynyddygarreg and Ysgol Gymraeg Gwenllian	
Advantages	Disadvantages
Opportunity to share management, governing body responsibility and curriculum expertise	Requires a legal process
Widen opportunities for staff professional development	Will not address deficit budget at Ysgol Gynradd Mynyddygarreg
Allows schools to pool resources and staff	Does not address low pupil numbers and surplus places at Ysgol Gynradd Mynyddygarreg
Extend the breadth and quality of education provision	Pupils continue to be taught in condition B/C buildings

Respond to pupils' wider needs	Does not provide pupils with modern 21 st century facilities
	Managing headteacher time across two schools
	Requires the rationalisation of both governing bodies
	More work for governors in the first year of Federation

Status Quo remains for Ysgol Gynradd Mynyddygarreg/New School building for Ysgol Gymraeg Gwenllian

Advantages	Disadvantages
No change Ysgol Gynradd Mynyddygarreg stakeholders	Ysgol Gynradd Mynyddygarreg pupils continue to be taught in a condition C school building
No increased travelling times for Ysgol Gynradd Mynyddygarreg	Does not address low pupil numbers and surplus places at Ysgol Gynradd Mynyddygarreg
Mynyddygarreg Community retain the presence of a school	Does not address deficit budget at Ysgol Gynradd Mynyddygarreg
Ysgol Gymraeg Gwenllian pupils are provided with new 21 st Century School building and facilities	Business Case approval required to secure funding for new school building for Ysgol Gymraeg Gwenllian
Addresses the expected capacity pressure at Ysgol Gymraeg Gwenllian	
Ysgol Gymraeg Gwenllian are provided with modern facilities to support the new curriculum and digital learning	
Enhanced community facilities provided through investment for community of Kidwelly	
Ysgol Gymraeg Gwenllian pupils are provided with high quality learning environment to support the wellbeing of pupils and to enhance learner progress	

Discontinue Ysgol Gynradd Mynyddygarreg and Ysgol Gymraeg Gwenllian and create a new area school

Advantages	Disadvantages
Ysgol Gynradd Mynyddygarreg pupils will remain in their current school building until occupation of the new school*	Mynyddygarreg community lose the presence of a school in their community when pupils occupy the new school building*

Addresses the surplus spaces and capacity pressures at Ysgol Gymraeg Gwenllian	Statutory Processes required which would involve discontinuing both existing schools and the proposal of a new Welsh medium primary school.
Ensures all pupils are educated in condition A schools	Business Case approval required to secure WG grant.
All pupils are provided with modern facilities to support the new curriculum and digital learning	Change for stakeholders
Addresses the deficit budget at Ysgol Gynradd Mynyddygarreg	Statutory Processes required to discontinue both governing bodies and create a new governing body.
Provides enhanced community facilities for use by both Mynyddygarreg and Kidwelly communities	A lack of support from the community of Ysgol Gwenllian as they will lose their school identity.
All pupils would be located on one site under the leadership of one Headteacher.	Additional travelling time for some pupils from Ysgol Mynyddygarreg.
Increased age range offering early years provision.	

Preferred Option	
Discontinue Ysgol Gynradd Mynyddygarreg and include its catchment area within the current catchment area of Ysgol Gymraeg Gwenllian	
Advantages	Disadvantages
Ysgol Gynradd Mynyddygarreg pupils will remain in their current school building until occupation of the new school*	Mynyddygarreg community lose the presence of a school in their community when pupils occupy the new school building*
Addresses the surplus spaces and capacity pressures at Ysgol Gymraeg Gwenllian	Statutory Process required
Ensures all pupils are educated in condition A schools	Business Case approval required to secure WG grant.
All pupils are provided with modern facilities to support the new curriculum and digital learning	Change for stakeholders
Addresses the deficit budget at Ysgol Gynradd Mynyddygarreg	Additional travelling time for some pupils from Ysgol Mynyddygarreg.
Ysgol Gwenllian will maintain its identity within the community.	No job security for some members of staff.
Provides enhanced community facilities for use by both Mynyddygarreg and Kidwelly communities	

All pupils would be located on one site under the leadership of one Headteacher.	
Increased age range offering early years provision.	

****Business case approval/WG funding***

School(s) affected by this proposal

School Name		Ysgol Gynradd Mynydd-y-garreg	Ysgol Gymraeg Gwenllian	Ysgol y Castell	Ysgol y Fro	Ysgol Gynradd Gwynfryn	Ysgol Gynradd Pontiets	Ysgol Gynradd Yr Eglwys yng Nghymru Glanyfferi	Ysgol Gynradd Carwe	Ysgol Gymunedol Trimsaran	Ysgol Penbre	Ysgol Gymraeg Parc y Tywyn
School Location		SA17 4RL	SA17 4UT	SA17 4TR	SA17 5BW	SA15 5SN	SA15 5UB	SA17 5TB	SA17 4HE	SA17 4BE	SA16 0TP	SA16 0NL
County		Carmarthenshire										
Age Range		4-11	3-11	3-11	4-11	4-11	4-11	4-11	4-11	3-11	3-11	3-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		C	C	C	C	C	C	VC	C	C	C	C
Language Medium Category (PLASC)		WM	WM	EM	WM	WM	WM	WM	WM	WM	EM	WM
Number of registered Pupils (January 2020)	Nursery	1	19	25	2	1	0	2	4	39	37	39
	Reception – Y.6	35	100	208	26	60	37	37	54	151	194	223
	Total	36	119	233	28	61	37	39	58	190	231	262
Number of pupils previously	January 2019	35	117	257	28	62	41	40	55	184	241	270
	January 2018	32	120	263	33	64	44	44	48	171	235	270

on the register	January 2017	29	129	267	32	67	52	62	40	172	235	262
	January 2016	33	136	264	33	70	53	74	52	185	238	252
Pupil Projections	January 2021	38	125	235	27	58	35	36	60	203	229	257
	January 2022	42	130	232	29	55	33	36	63	209	225	263
	January 2023	40	131	229	28	53	27	36	59	208	229	268
	January 2024	37	133	233	28	49	28	33	59	205	221	260
	January 2025	39	135	233	24	50	27	34	57	214	223	256
Capacity (including nursery)		55	140	244	41	96	85	122	124	240	240	360
Cost per pupil (2020/21)		£4,768	£3,611	£3,998	£4,478	£4,297	£5,491	£4,423	£4,738	£3,871	£3,724	£3,627
School Budget		£172k	£412k	£906k	£125k	£262k	£209k	£173k	£275k	£705k	£827k	£908k
Estyn Inspection Result		Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn
Building Category	Condition	C	B	B	B	B	C	C	B	A	B	A

Evaluation of Present Arrangements

Ysgol Gynradd Mynyddygarreg

Estyn inspected Ysgol Gynradd Mynyddygarreg in June 2014. The school's standards were judged to be 'Adequate'. As a result of this, the school was deemed as requiring monitoring. It's capacity to improve was judged to be 'good' and the school's good progress against Estyn's recommendations, following intensive support from the school improvement service, witnessed the school's removal from Estyn monitoring in December 2015.

The current Headteacher was appointed to his post in January 2020 in an informal federation with Ysgol Gwenllian. The previous Headteacher had been in post from September 2018 until December 2019.

Pupils are being taught within two classrooms: one Foundation Phase class and one Key Stage 2 class each spanning four year groups. There is currently a Headteacher (0.2) employed at the school along with 2 full time teachers and 2 full time Teaching Assistants.

Standards

- School baseline data confirms that most children start school at a level lower than expected when compared to the age appropriate behaviours. Nearly all the pupils at the school make the expected progress given their starting at the school. A few pupils make better than expected progress in terms of their age and ability.
- Most pupils listen attentively to adults and each other and speak confidently in a range of situations. Nearly all children progress in line with their age and ability in their oral, reading and writing skills and taking into account their starting points at the school.
- Many children develop number skills in line with their age and ability and use the correct methods to solve problems effectively. Many are able to use data effectively and use their number skills purposefully across the curriculum.
- Most pupils are confident in using information technology and successfully use HWB to enrich learning across the curriculum
- There is a variable trend in the results of assessments at the end of the foundation stage at the expected outcome over the past three years. At the higher levels, there is again a variable pattern. The effect of pupils with additional learning needs within all cohorts has a dramatic effect on the FPI and the CSI.
- At the end of key stage 2, there has been an upward trend in results across the subjects over the past two years. Tracking data showed that the boys are making good progress in line with age and ability and when considering their low starting point. This variability is also true of the eFSM cohort. However, nearly all pupils who are eligible for free school meals continue to make good progress from their starting points and this is reflected in the tracking data held by the school.

Wellbeing Standards

- School Attendance has improved over the past year as a result of effective interventions by the school. Statutory School Age attendance has increased by 2.88% points from 90.93% in 2017-18 to 93.81% in 2018-19. Whole school attendance has increased by 2.38% points from 91.84% in 2017-18 to 94.22% in 2018-19.
- Most pupils enjoy their learning. They have good attitudes to learning and benefit from the regular links with other schools.
- Most pupils' behaviour is good. They co-operate constructively in their groups and respond appropriately to the tasks that are set.

Teaching and learning experiences

- The effective use of Tric a Chlic in foundation phase is having a positive effect on raising standards as pupils progress from group to group at the expected rate. Pupils in Key Stage 2 have been grouped according to ability for Welsh and English reading sessions and the effective differentiated provision ensures that nearly all pupils are making purposeful progress. These sessions are delivered daily for 30 minutes. Pupils are assessed every ½ term and the school tracking procedures show that most pupils are making good progress from their starting points and in line with age and ability. Reading homework has been introduced to all children from nursery to year six. Parents meetings include the sharing of school strategies to improve reading and purposeful Individual target sheets were introduced at parents evening this year.
- Beneficial learning areas have been introduced to Key Stage 2 and this has resulted in pupils being able to choose their own learning activities during the challenges sessions. Tasks are effectively differentiated to cater for the broad range of ability within the class. School monitoring has shown that pupils are becoming more independent and selecting challenges that put them in the stretch zone. However, more work needs to be done in order to improve the learning environment to further facilitate independence.
- An effective new school planning system has been introduced using SharePoint and Excel. Teachers plan in collaboration with others in the federation to ensure effective skills development. Teachers have attended courses on effective planning for challenges / missions in Key Stage 2. And the impact of this professional learning activity is evident in the classroom practice. Staff responsibilities have been re-distributed in line with the new areas of learning. Staff have been involved in the observation of learning and scrutiny of pupils work and have created evaluative reports which have been shared with the governing body. Monitoring by staff is purposeful and in line with the school development plan.
- The school have successfully implemented strategies to increase the profile of the Welsh language. They have gained the bronze award and in order to move forward to work on the silver award, it was decided to keep the 'Cryw Cymraeg' in order to maintain consistency, before thinking about changing members in September. The Welsh crew were of the opinion that they did not want to be rewarded for speaking Welsh during the first year, but we have now decided to start rewarding effort, fluency and accuracy from September onward. Ynni Da

provided a session about Welsh music with everyone, followed by a disco of pedal power on the yard in the sunshine. As a result, the school has decided to choose a different Welsh band / artist for every fortnight. Their music will often be played, and the Cymraeg Criw Cymraeg 'will listen to FM Wales to conduct research. To succeed in the silver award, the school need to work with the community. and think it might be an idea to work as a cluster to promote the Welsh language in the Mynydd y Garreg and Kidwelly area.

Care support and guidance

- The school operates as a happy and caring community. High priority is given to pupils' wellbeing.
- The school tracks and monitors pupils' progress and wellbeing effectively, which includes attendance and behaviour data, as they move through the school. This information feeds purposefully into the self-evaluation processes.

Leadership and Management

- The current Headteacher was appointed to his post in January 2020 in an informal federation with Ysgol Gwenllian. The previous Headteacher had been in post from September 2018 until December 2019.
- The current and previous headteacher provides strong leadership and focuses successfully on raising pupils' standards. There is a clear vision for the school and this is communicated to all staff, pupils and parents. The whole school community works closely as a team for the benefit of all pupils and they ensure that pupils' wellbeing is at the heart of the school community.
- Governors have a good grasp of the school's standards. They are aware of the school's strengths and areas for improvement, they support the school effectively and challenge leaders purposefully.
- Self-evaluation procedures are effective and consider a wide range of first-hand evidence, such as data analysis, lesson observations and learning walks. Staff use the self-evaluation information well to identify the school's improvement priorities and to review progress against the priorities in the school development plan.
- The school development plan includes relevant and measurable actions for improvement, identifies clear milestones for monitoring and identifies the staff and governors that are responsible for each aspect.
- Procedures for managing staff performance are robust and link clearly with the school's development priorities and the staff's individual professional requirements. This helps ensure a consistency of approach and limits the effect of any in school variation in the standards of teaching and learning.
- The school has a specific focus on developing all of the staff's skills, and there is a valuable range of training opportunities and specific courses for them.
- The school tackles any instances of underperformance effectively through the Performance management system.
- Specific grants are used purposefully to ensure that specific groups of pupils make good progress. Good use is made of the pupil development grant to

improve provision to develop the literacy and numeracy skills of pupils who are eligible for free school meals further. As a result, most pupils who are eligible make good progress in their reading skills from their starting points.

Impact of the proposal

The proposal will ensure a consistent approach to teaching across the school, thus reducing in school variation appropriately. The opportunity to share ideas and good practice will also have a positive impact on pupils and staff.

Staff welfare will also improve as they will be able to share responsibilities.

Ysgol Gymraeg Gwenllian

Ysgol Gymraeg Gwenllian was last inspected by Estyn in April 2014 when the school's standards and capacity to improve were judged as 'adequate'.

Pupils are currently taught in five classes – Nursery/Reception class, Year 1/ 2 class, Year 3 class, Year 4 class and Year 5/6 class. There is a Headteacher (0.8) employed at the school. There is also an Assistant Headteacher, 5 full time teachers (one of which is currently on Maternity Leave), 4 full time Teaching Assistants and 1 x 0.8 Teaching Assistant.

Standards

- Most pupils listen attentively to each other and adults in the classroom. Many foundation phase pupils develop consistently good Welsh oral skills at the expected levels for their age and ability. However, a few pupils have some difficulty pronouncing correctly, and are receiving support from an intervention program. Most KS2 pupils are able and ready to discuss their work comprehensively and work effectively during oracy tasks giving thorough reasons for their opinions. However, a few pupils tend to turn to English when communicating with their peers.
- Many pupils read at a level that is expected for their age and ability. Many pupils read accurately and have a clear understanding of the text. Many foundation phase pupils can identify letters and sounds effectively. Most upper foundation phase pupils are able to decode unfamiliar words successfully giving them an understanding. Many pupils across the school can predict what might happen next in stories purposefully. However, only around half of pupils read with fluency and expression to an audience.
- Many of the pupils' written work is appropriate to their age and ability. Spelling and grammar is consistently good in the majority of pupils' work. Many pupils' handwriting and presentation is consistent in style. However, a few pupils do not present their work well enough. There is a comprehensive range of genres in the pupils' work and many use effective punctuation to organise their work. Many KS2 pupils plan and re-draft parts of their work successfully in most classes. Many pupils also transfer their writing skills well to online and cross curricular tasks. The majority of KS2 pupils skillfully use a comprehensive vocabulary to engage readers.
- Most pupils use their numeracy skills effectively in different contexts. Evidence from the National tests show that most pupils have strong reasoning skills whilst many have strong numeracy skills. Many pupils have a comprehensive understanding of place value and many pupils in upper KS2 order decimals correctly consistently. Many pupils apply their numeracy skills across the curriculum effectively. For example, decoding problems from the Second World War. The majority of pupils can solve problems skilfully involving money and measures that are appropriate to their age and ability. Many pupils can be seen to use their good numeracy skills well in maths lessons and across the curriculum. Nearly all upper KS2 pupils participate in Money Wise (Financial Literacy)

activities and most are developing a strong understanding about wages, payslips, budgeting and borrowing money.

- Most pupils have valuable ICT skills for their age and ability. Many pupils use a comprehensive range of applications to support their learning across the curriculum. Many pupils create effective multimedia presentations about their work/theme/investigations that include QR codes, images and videos. Most pupils use the internet safely to thoroughly research information online and share their findings via J2e and Padlet. However, the DCF needs to have a greater focus to develop staff and pupils' skills further.

Wellbeing Standards

- Most pupils can work independently and give thorough reasons for their opinions. Most pupils build on their previous knowledge effectively and adjust their skills in new situations in order to make effective progress.
- Evidence from KS2 pupil questionnaires (Autumn 2019) show that nearly all pupils have positive attitudes towards healthy living. Nearly all pupils feel safe in the school and nearly all pupils know the name of the Senior Child Protection Officer
- Most pupils are happy to take responsibility for leading school groups and play a full part in school life. The School Council, Eco Council, Sports Ambassadors and Super Ambassadors (Children's Rights) play an important role in school life and are effective in making decisions. The School Council were an integral part and have made valuable contributions to the design of the new school building. The School Council also has a Suggestion Box to ensure that all pupils play a part in decisions regarding the school.
- Most pupils show care, respect and concern for others and take responsibility for their own actions. Ysgol Gymraeg Gwenllian is a school with a strong Christian ethos where pupils are encouraged to respect and care for all members of the school community and building.
- Nearly all pupils feel valued and participate fully in the school and wider community.
- There was a downward trend in attendance from 95.8% to 94.3% from 2015 to 2017. However, there has been an upward trend for the last two years, increasing this year to 95.25%.

Teaching and Learning Experiences

- Many of the teaching, and its impact on most pupils' learning and progress is consistently good. The characteristics of good and excellent teaching are well defined. However, within a minority of classroom practice they are applied inconsistently.
- The school takes account of national and local priorities. Staff and pupils' understanding of the four core purposes are developing well, and there has been good progress in outdoor provision within the foundation phase. However, there is room to develop this across the school further.

- The school offers a broad and balanced curriculum that is enriched with stimulating and challenging experiences that meet the needs of nearly all pupils. Lesson observations highlighted that the pupils received valuable challenge in many lessons.
- The school has worked successfully with other schools to share good practice, for example on See-Saw, to collect evidence and observations to improve teacher assessments and in-turn pupil standards. The school also works effectively in collaboration as part of a triad to share good practice across schools and work together to develop for example key stage 2 independent learning.
- All members of staff have clearly defined roles and responsibilities, and professional standards are met successfully in most cases.
- There are successful strategies to identify and share effective practice. However, there is room for greater sharing of good practice internally within the school.
- Robust processes are in place to track pupils' progress and identify needs effectively in nearly all cases.
- Teacher assessment is consistent and accurate.

Care, Support and Guidance

- Nearly all pupils are tracked effectively with regards to their progress, wellbeing and attendance.
- The school tracks and monitors pupil progress effectively using an online tracking system, namely Incerts, and targets generated impact on pupils' needs or performance. Consequently, most pupils are effectively challenged and the needs of most pupils are met.
- Effective baseline assessments are made in the Nursery and Reception class to understand the true baseline of nearly all pupils starting at the school.
- Purposeful pupil voice is evidenced at the start and end of each term in the form of a spider diagram of ideas and an activity to evaluate strategies and content at the end of the term.
- Throughout the term pupils have valuable opportunities to plan, this is evidenced by activities noted in purple in the foundation phase continuous provision planning and 'meysydd mentro' in key stage 2.
- The use of Speakr and 'Saib a symud' are now fully embedded throughout the school.
- All ALN pupils have individual IDPs tailored to their needs and targets are set each term. One Page Profiles are designed to ensure that pupils have a voice, pupils contribute their views and needs to their IDPs.
- The school is developing as a Person Centred Planning School.
- The school has effective policies and procedures in place with regard to safeguarding pupils.
- Safer recruitment procedures are followed prior to and during new appointments as the Headteacher and Chair of Governors have received Safer Recruitment training. The school ensures that two references are received prior to the commencement of any new staff members.

Leadership and Management

- The head teacher is new to post from Autumn 2018. The head teacher and staff have a clear shared vision that has improved outcomes for most learners.
- The school has gone through a lot of change. The head teacher has planned and implemented change successfully in most respects. However, pace of engagement and participation in change in a very few aspects is slower than expected.
- The school has a purposeful self-evaluation timetable and strong self-evaluation processes in place. These processes effectively identify strengths and areas for development within teaching and learning. The wider SLT members are now becoming much more confident to lead these processes.
- Many leaders and staff analyse and use performance data well and have a clear understanding of strengths and improvement priorities. However, there needs to be less focus on end of key stage data.
- The school development plan has clear priorities. The school has a very good track record in raising the achievement of nearly all pupils including pupils eligible for free school meals and other vulnerable groups over a three-year period.
- The governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.

Impact of the proposal

The pupils and staff would benefit greatly from a Carmarthenshire standard new build school with 21st Century facilities as the current school building is condition B rated with inadequate facilities.

A new site with improved resources will enhance pupils' learning experiences as well as improving staff and pupils' wellbeing.

The proposal will ensure a consistent approach to teaching across the school, thus reducing in school variation appropriately. The opportunity to share ideas and good practice will also have a positive impact on pupils and staff.

Staff welfare will also improve as they will be able to share responsibilities.

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Assembly Member (AM) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

****Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area of schools subject to proposals.***

Consultation Period

The consultation period for the proposals starts on 11th January, 2021 and ends on 21st February, 2021.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 28.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

<https://www.snapsurveys.com/wh/s.asp?k=154832236066>

Letters should be sent to the following address by no later than noon on 21st February, 2021:

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Drop in sessions

Due to the ongoing implications of the Coronavirus issue we have been advised to postpone all events where there is interaction between staff, parents and the wider community and as a result there will not be a drop in session to discuss proposals. Should you feel strongly about discussing the proposals please contact Mr Martin Jones or Mrs Rhianydd Evans by sending an e-mail to DECMEP@carmarthenshire.gov.uk and a virtual meeting can be arranged.

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process during a session which will be conducted at the schools.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

Statutory Objection Period

The statutory notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

11 th January 2021	Issue of this consultation document to identified and other interested parties.
21 st February 2021	Closing date for views on the proposal to be received by the Department for Education and Children.
27 th April 2021	<p>A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>
8 th June 2021	End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.
July 2021	<p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p>

Appendix A – Community Impact Assessment

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Ysgol Gynradd Mynyddygarreg

Catchment Area Analysis – January PLASC 2020 Data

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2020 data, the geographical data in relation to the pupil distribution for Ysgol Gynradd Mynyddygarreg catchment area indicated that of the 36 pupils on roll, 22 lived within the catchment area, whilst the remaining 14 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2020 data, 91 pupils lived within the Ysgol Gynradd Mynyddygarreg catchment area attended other schools.

Taking into consideration the 22 pupils living within the catchment area attending Ysgol Gynradd Mynyddygarreg, and the 91 pupils living within the catchment area but attending other schools, a total of 113 pupils are living within the catchment area of Ysgol Gynradd Mynyddygarreg.

Other facilities or services provided by the school e.g. after school clubs/ community Library

The school currently hold a breakfast club for pupils during the weekdays between 8:00am - 8.45am.

Prior to the COVID-19 pandemic the pupils also benefitted from an after-school care club, which was held every Tuesday and Thursday from 3.00pm – 5.30pm.

Community Impact

The Mudiad Meithrin currently use the Hall at Ysgol Gynradd Mynyddygarreg.

Ysgol Gymraeg Gwenllian

Catchment Area Analysis – January PLASC 2020 Data

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2020 data, the geographical data in relation to the pupil distribution for Ysgol Gymraeg Gwenllian catchment area indicated that of the 119 pupils on roll, 70 lived within the catchment area, whilst the remaining 49 were from outside the catchment area.

Pupils living in the catchment area attending other schools

Based on January PLASC 2020 data, 192 pupils lived within the Ysgol Gymraeg Gwenllian catchment area attended other schools. However, of these pupils, 130 pupils were attending Ysgol y Castell to access English medium education. Both Ysgol y Castell and Ysgol Gwenllian share the same catchment area.

Taking into consideration the 70 pupils living within the catchment area attending Ysgol Gymraeg Gwenllian, and the 192 pupils living within the catchment area but attending other schools, a total of 262 pupils are living within the catchment area of Ysgol Gymraeg Gwenllian.

Other facilities or services the school provides e.g. after school clubs / community library

The school currently hold a breakfast club for pupils during the weekdays between 8:00am - 8.45am.

Prior to the COVID-19 pandemic the pupils also benefitted from an after-school care club, which were held Monday to Friday between 3:00pm and 5:30pm.

The school also arranges classes for parents to enable them to assist their children to improve their Numeracy and Literacy skills.

Community Impact

Due to the lack of space at the school, no other organisations make use of the school building or facilities.

Appendix B – Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Kidwelly and Mynyddygarreg area and will ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

Ysgol Gynradd Mynyddygarreg

Standards *

In the Foundation Phase, pupils are assessed in different areas of learning. Based on 2019 data, 83.3% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)'. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 75% of pupils achieved at least Level 4 in Welsh first language.

After school activities which provide additional opportunities to use the Welsh language

The school currently run Clwb yr Urdd for pupils. Pupils also take part in Eisteddfod yr Urdd, Eisteddfod Mynyddygarreg and Urdd Swimming Competition.

Ysgol Gymraeg Gwenllian

Standards *

In the Foundation Phase, pupils are assessed in different areas of learning. Based on 2019 data, 92.9% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)'. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 100% of pupils achieved at least Level 4 in Welsh first language.

After school activities which provide additional opportunities to use the Welsh language

The school currently run Clwb yr Urdd for Pupils. Pupils also take part in Eisteddfod yr Urdd, Eisteddfod Mynyddygarreg and various Urdd Sports Competitions (Rugby, Football, Cricket, Netball, Swimming and Gymnastics).

** No National Teacher assessments were conducted in 2020 due to the ongoing impact of the Coronavirus outbreak. For this reason, 2019 has been used.*

Appendix C – Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

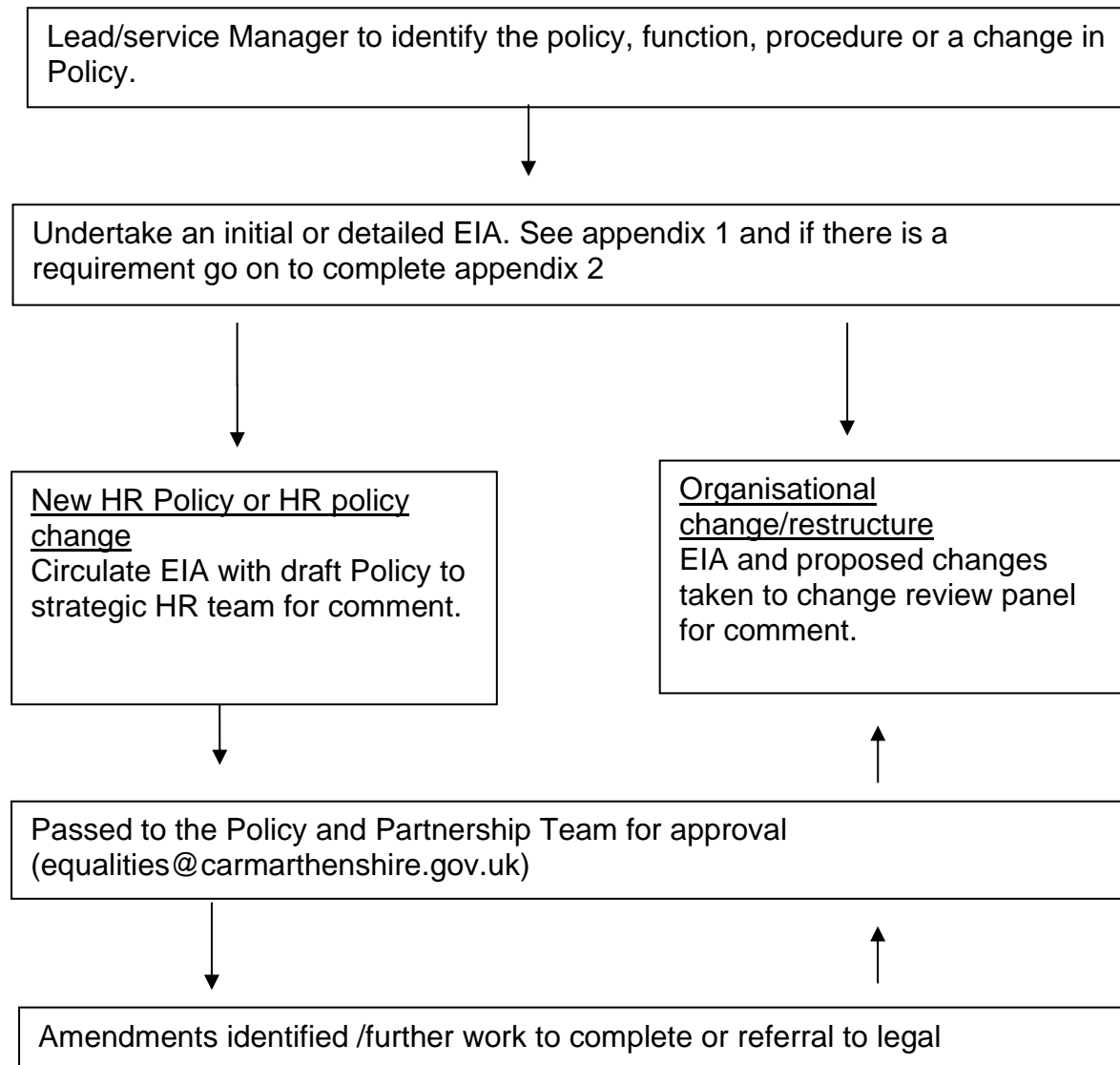
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: February 2020 Revision Dates: February 2021
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	This proposal is to review primary education provision in the Mynyddygarreg and Gwenllian areas. The scheme will re-locate Ysgol Gymraeg Gwenllian to a new site with investment to provide increased capacity in a new school building with 21 st Century facilities and excellent outdoor areas. As part of this scheme, the proposal is to increase the capacity of the school to 240 (210 + 30 nursery places).	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2019 • The Well-being of Future Generations (Wales) Act 2015 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The aim of the proposal is to discontinue Ysgol Gynradd Mynyddygarreg and include its catchment area within the current catchment area of Ysgol Gymraeg Gwenllian. This proposal will increase the capacity and number of Welsh medium places available at Ysgol Gymraeg Gwenllian and follow the objectives and actions as set out in Carmarthenshire's Welsh in Education Strategic Plan. The scheme will also provide the pupils and staff of Ysgol Gymraeg Gwenllian with a new school building and facilities which are suitable for teaching and learning in the 21 st Century with sufficient capacity for current and future pupils.
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The Public Sector Equality Duty requires the Council to have “due regard” to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)		2. What is the level of impact on each group/protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?		4. If there is a disproportionately negative impact what mitigating factors have you considered?
Protected characteristics			Risks	Positive effects	
	Age	L		The proposal will provide a new school building to accommodate pupils aged 3-11 within the school building.	
	Disability	L		The new school building will be fully DDA compliant ensuring full accessibility for all.	
	Gender reassignment	N	Neutral		
	Race	N	Neutral		

	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		
	Sex	N	Neutral		
	Welsh language	N	Neutral		
	Any other area	N	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?		YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> The Project Officer has liaised with the Headteacher, Staff and Parents of Ysgol Gynradd Mynyddgarreg with regards to the proposal. All stakeholders will be fully consulted during the formal consultation period.	
6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed throughout the statutory process.			
7. Procurement Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.			
8. Human resources Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be an increase in capacity, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.			
9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Approved by: Head of Service	Simon Davies		Date: October 2020

