

# Proposal to review Primary Education Provision in the Blaenau and Llandybie areas

## Consultation Document

**DRAFT**

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

Cyngor Sir Gâr  
Carmarthenshire  
County Council



## **School Modernisation Section**

**Sara Griffiths**, Modernisation Team Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

**Email:** [DECMEP@carmarthenshire.gov.uk](mailto:DECMEP@carmarthenshire.gov.uk)

**Telephone:** 01267 246618

## 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

## Glossary of Abbreviations

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

# Contents

Introduction ..... 6

Schools subject to proposals ..... 6

Background ..... 7

Rationale for Change ..... 8

The Proposal ..... 13

The Consultation Process ..... 30

Appendix A – Community Impact Assessment ..... 34

Appendix B – Welsh Language Impact Assessment ..... 36

Appendix C – Equalities Impact Assessment ..... 38

Appendix D - Bilingualism ..... 45

## 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 Blaenau and Llandybie.

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

## Schools subject to proposals

		Ysgol Gynradd Blaenau	Ysgol Gynradd Llandybie
<b>School Location</b>		SA18 3BQ	SA18 3JB
<b>Age Range</b>		4-11	3-11
<b>School Category</b> (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community
<b>Language Category</b>		Welsh Medium	Transitional
<b>Number of registered Pupils (January 2020)</b>	<b>Nursery Age</b>	5	28
	<b>Reception – Y.6</b>	29	201
	<b>Total</b>	34	229
<b>Number of pupils previously on the register</b>	<b>January 2019</b>	36	238
	<b>January 2018</b>	38	235
	<b>January 2017</b>	50	230
	<b>January 2016</b>	55	223
<b>Pupil Projections</b>	<b>January 2021</b>	31	237
	<b>January 2022</b>	33	236
	<b>January 2023</b>	32	236
	<b>January 2024</b>	34	219
	<b>January 2025</b>	35	228
<b>Capacity (including nursery age)</b>		99	238
<b>Cost per pupil (2020/21)</b>		£4,379	£3,732
<b>School Budget (2020/21)</b>		£149k	£823k
<b>Estyn Inspection Result</b>		<a href="#">Estyn</a>	<a href="#">Estyn</a>
<b>Building Condition Category</b>		C	C

## Background

### Ysgol Gynradd Blaenau

Ysgol Gynradd Blaenau is a Welsh medium, community primary school located in the village of Blaenau. The school provides education to pupils between the ages of 4-11 years old.

In recent years, pupil numbers have declined which has resulted in pupils being taught in mixed age classes with up to four year groups. January 2020 PLASC showed that there were 34 pupils at the school and 65 surplus places.

Whilst there are 44 pupils living within Ysgol Gynradd Blaenau's catchment area **only 8 of those pupils attend the school**, meaning that 36 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 low in the foreseeable future.

Ysgol Gynradd Blaenau'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 January 2016 judged the school's current performance and prospects for improvement to be 'adequate'.

Additionally, having such low pupil numbers at a school impacts on school budget allocation. The school has been in deficit since 2011/12 and remains with a deficit of £83,895 for 2019/20. Their original funding allocation for 2020/21 was £149k and their forecast position for the year is an increase to the deficit balance.

### Ysgol Gynradd Llandybie

Ysgol Gynradd Llandybie is a transitional (working towards Welsh medium) 3-11 primary school located in the rural village of Llandybie approximately two miles north of the town of Ammanford in Carmarthenshire.

Ysgol Gynradd Llandybie is a successful school which had reached its capacity by 2019 and although there was a slight decrease in pupils at January 2020 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 Gynradd Llandybie to 315 places with 45 nursery places by providing a new school with facilities fit for the 21<sup>st</sup> Century with enhanced outside areas on a new site within the current catchment area to replace the current condition C building.

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.

A more recent Estyn inspection completed in September 2013 noted that the school currently utilised facilities at the local village playing fields 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.

Over the last 5 years there has been a sustained increase in the number of pupils choosing to enter the Welsh medium stream and a fall in the number of pupils choosing to enter the English stream.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020's objective of **ensuring "that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development."** The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language and as a result the Local Authority is looking to change the nature of provision.

## Rationale for Change

### Ysgol Gynradd Blaenau

Ysgol Gynradd Blaenau has experienced a significant decline in pupil numbers over the last five years. Pupil numbers declined from 55 in January 2016 to 34 in January 2020.

As a result of declining pupil numbers, surplus capacity at the school has increased. Current surplus at the school (January 2020) is 66% or 65 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.

Ysgol Gynradd Blaenau 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



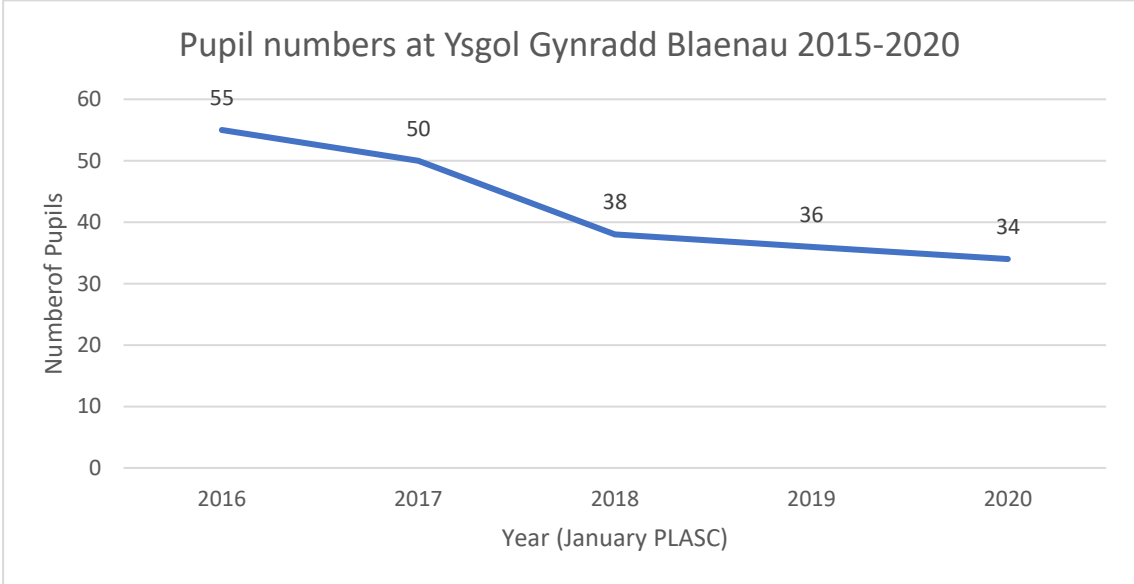
budget shares, using a locally determined funding formula. The regulations require that at least 70% of the funding is to be distributed on the basis of pupil numbers. The current funding formula provides support for smaller school via a lump sum supplement and a federation supplement for schools that are in a formal or informal federation. The school also receives additional grant support due to the low pupil numbers.

The school has been in deficit since 2011/12 and remains with a deficit of £83,895 for 2019/20. Their original funding allocation for 2020/21 was £149k and their forecast position for the year is an increase to the deficit balance.

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

Declining pupil numbers and increasing surplus places has been a challenge for Ysgol Gynradd Blaenau in the last five years.

The graph below highlights the decline in pupil numbers at the school over the last five years.



Having such a small number of pupils makes it extremely difficult for the school to deliver the breadth and depth of curricular and social experiences which pupils require to fully develop.

**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
<b>Ysgol Gynradd Blaenau</b>	99	99	99	99	99
<b>Total Capacity</b>					
<b>Pupil Numbers</b>	55	50	38	36	34
<b>Surplus</b>	44	49	61	63	65
<b>% Surplus</b>	44%	49%	62%	64%	66%

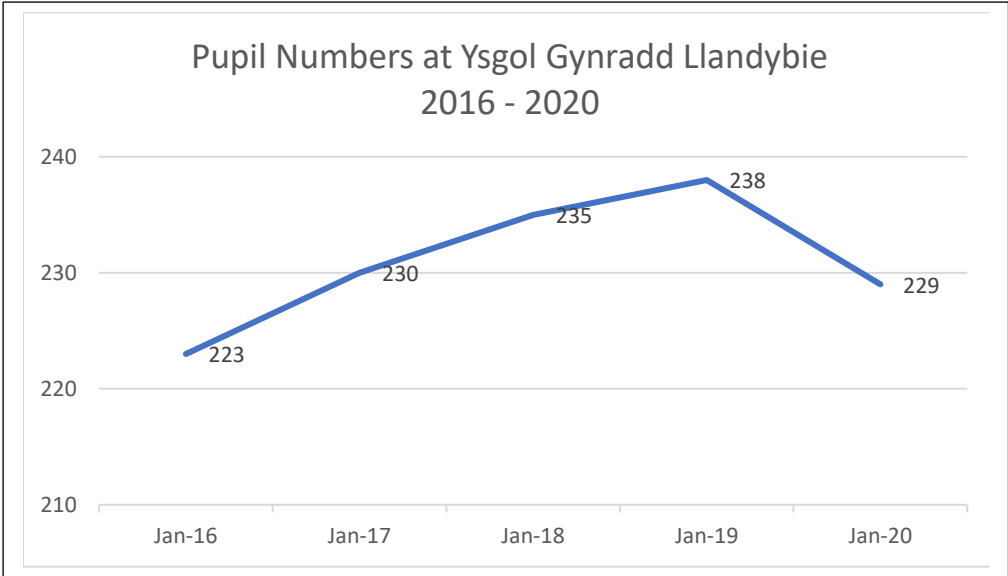
As can be seen from the table, Ysgol Gynradd Blaenau has experienced a significant % surplus in the last five years. Ysgol Gynradd Blaenau's % surplus in the last five years has exceeded 25% surplus places which the Welsh Government considers to be 'significant'. Welsh Government advises local authorities to review their provision where there are more than 10% surplus places in an area overall.

### Ysgol Gynradd Llandybie

This proposal has been prepared in response to the increase in pupils attending Ysgol Gynradd Llandybie, Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). 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 21<sup>st</sup> Century.

Ysgol Gynradd Llandybie had reached its capacity by 2019 and although there was a slight decrease in pupils at January 2020 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 Gynradd Llandybie to 315 places with 45 nursery places by providing a new school with facilities fit for the 21<sup>st</sup> Century on a new site as the current school building to replace the current condition C building. The proposed investment will address poor building condition and lack of adequate space in the current school by providing a new school on a new site with 21<sup>st</sup> Century facilities.

### Pupil Numbers (January PLASC figures)



As can be seen from the graph above, there has been a steady increase in pupils attending Ysgol Gynradd Llandybie over the last five years. By January 2019 the school had reached its capacity of 238 pupils and although pupil numbers have declined slightly by January 2020 to 229 pupils the school only has 4% surplus places.

## Capacity Information

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

	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20
<b>Ysgol Gynradd Llandybie</b>	302	246	238	238	238
Total Capacity					
Pupil Numbers	223	230	235	238	229
Surplus	79	16	3	0	9
% Surplus	26%	7%	1%	0%	4%

As can be seen from the table above, there is only 4% surplus capacity at Ysgol Gynradd Llandybie by January 2020.

## Whole School English / Welsh Split – Ysgol Gynradd Llandybie

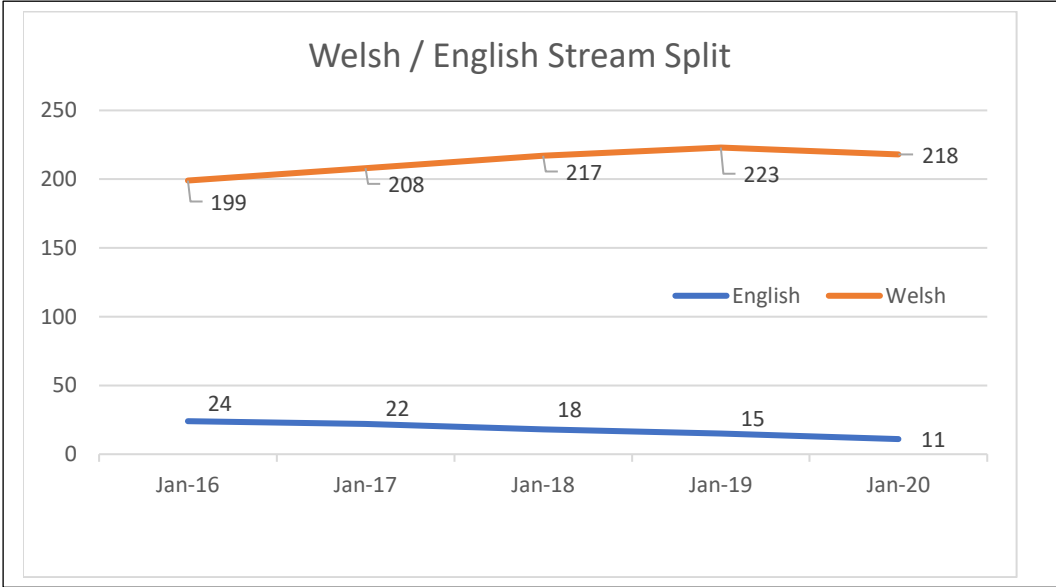
		Foundation Phase Part Time	Foundation Phase Full Time	Key Stage 2	Total
<b>2020</b>	English medium	0	0	11	11
	Welsh Medium	17	85	116	218
	<b>Total</b>	<b>17</b>	<b>85</b>	<b>127</b>	<b>229</b>
<b>2019</b>	English Medium	0	0	15	15
	Welsh Medium	17	107	99	223
	<b>Total</b>	<b>17</b>	<b>107</b>	<b>114</b>	<b>238</b>
<b>2018</b>	English Medium	0	0	18	18
	Welsh Medium	11	120	86	217
	<b>Total</b>	<b>11</b>	<b>120</b>	<b>104</b>	<b>235</b>
<b>2017</b>	English Medium	0	0	22	22
	Welsh Medium	0	132	76	208
	<b>Total</b>	<b>0</b>	<b>132</b>	<b>98</b>	<b>230</b>
<b>2016</b>	English Medium	0	4	20	24
	Welsh Medium	0	126	73	199
	<b>Total</b>	<b>0</b>	<b>130</b>	<b>93</b>	<b>223</b>

(January PLASC Data)

As can be seen from the table above, the number of pupils attending the English stream has declined from 24 in 2016 to 11 in 2020.

Over the last 5 years there has been a sustained increase in the number of pupils choosing to enter the Welsh medium stream and a fall in the number of pupils choosing to enter the English stream.

The following chart shows the number of pupils within the language streams at Ysgol Gynradd Llandybie between January 2016 and 2020 (PLASC).



As can be seen from the chart there was only 11 pupils attending the English stream in January 2020.

## The Proposal

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

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

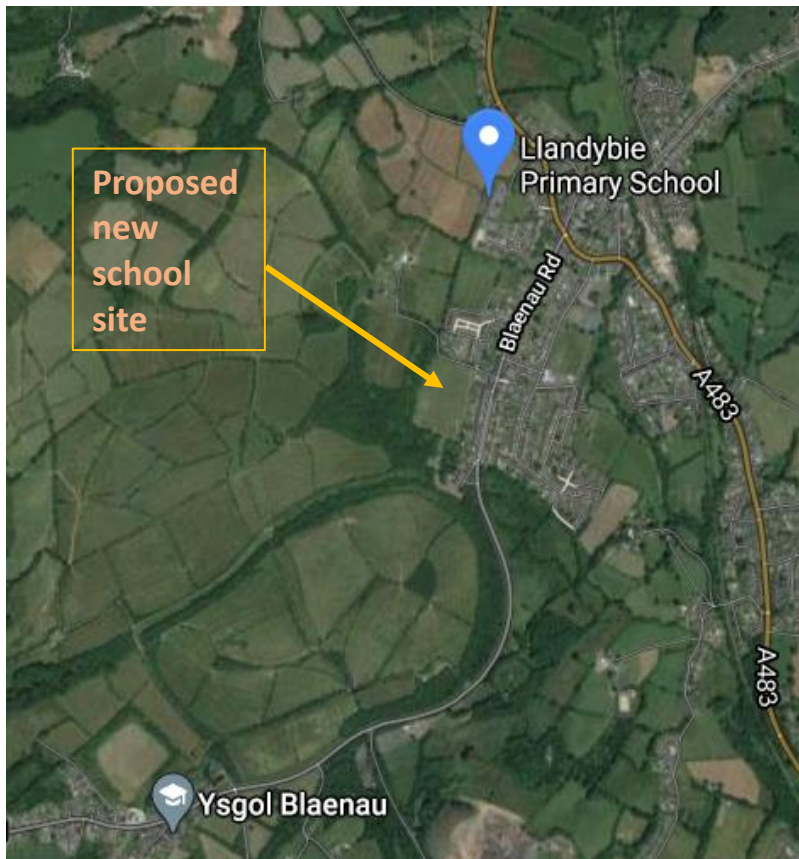
### Location of new school building

As part of the 21<sup>st</sup> 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 Gynradd Llandybie but is over a mile in distance from Ysgol Gynradd Blaenau. Whilst the proposals noted within this document are subject to County Council approval and the future capital investment subject to business case approval by Welsh Government, consultation on relocating Ysgol Gynradd Llandybie is required in order to satisfy the School Organisation Code (2018).

The aerial map shown on page 14 illustrates the proposed\* preferred location of the new school building.

\*subject to gaining all relevant approvals

## Proposed preferred location of the new school building



## Advantages and Disadvantages of the proposal

### Advantages

- Sufficient Welsh medium places to meet current and projected demand.
- Improved 21<sup>st</sup> 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 21<sup>st</sup> 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 Blaenau 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 <sup>st</sup> 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 Gynradd Llandybie will be extended to accommodate the current catchment area of Ysgol Gynradd Blaenau (should the proposal to discontinue Ysgol Gynradd Blaenau 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.

Additionally, it will provide linguistic support for teaching and support staff at an appropriate level and according to individual need to ensure that all staff have the skills needed to deliver the curriculum in Welsh.

## **WESP**

This proposal seeks to increase Welsh language provision in the Llandybie area by formalising the schools' progress along the Welsh language continuum. If the proposal is implemented the school will move from being transitional to Welsh medium. This supports the targets as outlined in the LA's approved Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 and support's 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 as well as aligning with the future new School Designations.

## **Financial Implications - Revenue**

Both Ysgol Gynradd Blaenau and Ysgol Gynradd Llandybie 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 Blaenau. 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 Llandybie until the new build is ready for occupation to accommodate all pupils from Ysgol Blaenau and Ysgol Llandybie.

It is the Local Authority's intention that all current pupils remain at the school and continue to receive their education through the current language. It is important to note that there will be no change for current pupils attending Ysgol Llandybie.

## **Admissions Arrangements**

The County Council is the Admissions Authority for Ysgol Blaenau and Ysgol Gynradd Llandybie.

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](mailto:admissions@carmarthenshire.gov.uk)

## **Transport Impact Assessment**

Transport will be provided in accordance with the Council's School Transport Policy. If the proposal is implemented. The distance from Ysgol Blaenau to the new Llandybie school is approximately 1.3 miles.

Llandybie'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.

<b>Status Quo no change to Ysgol Gynradd Blaenau</b>	
<b>Advantages</b>	<b>Disadvantages</b>
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
Blaenau Community retain the presence of a school	Pupils continue to be taught in multi-age classes
	Pupils taught in classes which span the key stages
	Lack of sustainable leadership
	Declining pupil numbers and high surplus places
	Inadequate facilities with little or no outdoor teaching facilities
	Inadequate modern facilities to support the new curriculum and digital learning

<b>Status Quo no change to Ysgol Gynradd Llandybie</b>	
<b>Advantages</b>	<b>Disadvantages</b>
No change to stakeholders	Pupils continue to be taught in a condition C school building
No statutory process required	Inadequate outdoor areas
No Business Case approval required	School has reached its capacity
	Inadequate modern facilities to support the new curriculum and digital learning
	Inadequate facilities to share with the local community
	Limited space/opportunities to develop existing site without land acquisition

<b>Federation- Formal federation between Ysgol Gynradd Llandybie and Ysgol Gynradd Blaenau</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Opportunity to share management, governing body responsibility and curriculum expertise	Requires a legal process
Deliver greater value for money	Will not address deficit budget at Ysgol Gynradd Blaenau
Allows schools to pool resources and staff	Does not address falling pupil numbers and surplus places at Ysgol Gynradd Blaenau
Extend the breadth and quality of education provision	Pupils continue to be taught in condition C buildings
Respond to pupils' wider needs	Does not provide pupils with modern 21 <sup>st</sup> century facilities
Widen opportunities for staff professional development	Managing headteacher time across two schools
	Requires the rationalisation of both governing bodies
	More work for governors in the first year of Federation

<b>Status Quo remains for Ysgol Gynradd Blaenau/New School building for Ysgol Gynradd Llandybie</b>	
<b>Advantages</b>	<b>Disadvantages</b>
No change Ysgol Gynradd Blaenau stakeholders	Ysgol Gynradd Blaenau pupils continue to be taught in a condition C school building
No increased travelling times for Ysgol Gynradd Blaenau	Does not address falling pupil numbers and surplus places at Ysgol Gynradd Blaenau
Blaenau Community retain the presence of a school	Does not address deficit budget at Ysgol Gynradd Blaenau
Ysgol Gynradd Llandybie pupils are provided with new 21 <sup>st</sup> Century School building and facilities	Business Case approval required to secure funding for new school building for Ysgol Gynradd Llandybie
Addresses the capacity pressure at Ysgol Gynradd Llandybie	Statutory processes required to increase the capacity and change nature of provision at Ysgol Gynradd Llandybie
Ysgol Gynradd Llandybie are provided with modern facilities to support the new curriculum and digital learning	
Enhanced community facilities provided through investment for community of Llandybie	
Ysgol Gynradd Llandybie pupils are provided with high quality learning	

environment to support the wellbeing of pupils and to enhance learner progress	
--	--

<b>Preferred Option</b>	
<b>Discontinue Ysgol Gynradd Blaenau and include its catchment area within the current catchment area of Ysgol Gynradd Llandybie</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Ysgol Gynradd Blaenau Pupils will remain in their current school building until occupation of the new school*	Blaenau community lose the presence of a school in their community when pupils occupy the new school building*
Addresses the surplus spaces at Ysgol Gynradd Blaenau and capacity pressures at Ysgol Gynradd Llandybie	Statutory Process required
Ensures all pupils are educated in condition A schools	Business Case approval required
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 Blaenau	
Delivers greater value for money	
Provides enhanced community facilities for use by both Blaenau and Llandybie communities	

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

### School(s) affected by this proposal

School Name	Ysgol Gynradd Blaenau	Ysgol Gynradd Llandybie	Ysgol Gymraeg Rhydaman	Ysgol Bro Banw	Ysgol Ffairfach	Ammanford Nursery	Ysgol Parcyrhun	Ysgol Gynradd Saron	Ysgol Gynradd Penygroes	
School Location	SA18 3BQ	SA18 3JB	SA18 2NS	SA18 2NF (Infant pupils) SA18 2NS (Junior pupils)	SA19 6SY	SA18 2NS	SA18 3HB	SA18 3LH	SA14 7NT	
County	Carmarthenshire									
Age Range	4-11	3-11	4-11	4-11	4-11	3-5	4-11	4-11	4-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	C	C	C	C	C	C	C	C	C	
Language Medium Category (PLASC)	WM	TR	WM	DS	WM	DS	DS	WM	WM	
Number of registered Pupils (January 2020 )	Nursery	5	28	18	13	3	12	16	17	6
	Reception – Y.6	28	201	270	402	95	93	195	240	165
	<b>Total</b>	<b>34</b>	<b>229</b>	<b>288</b>	<b>415 (ex SEN Unit)</b>	<b>98</b>	<b>105</b>	<b>211</b>	<b>257</b>	<b>171</b>
Number of pupils previously on the register	January 2019	36	238	296	409 (ex SEN Unit)	106	99	223	252	183
	January 2018	38	235	294	406 (ex SEN Unit)	98	95	216	175	182

School Name		Ysgol Gynradd Blaenau	Ysgol Gynradd Llandybie	Ysgol Gymraeg Rhydaman	Ysgol Bro Banw	Ysgol Ffairfach	Ammanford Nursery	Ysgol Parcyrhun	Ysgol Gynradd Saron	Ysgol Gynradd Penygroes
	January 2017	50	230	277	399(ex SEN Unit)	102	78	214	229	181
	January 2016	55	223	276	413 (ex SEN Unit)	99	80	196	237	184
Pupil Projections	January 2021	31	237	304	415	98	-	214	249	175
	January 2022	33	236	306	409	99	-	214	251	172
	January 2023	32	236	303	412	96	-	217	254	165
	January 2024	34	219	313	402	96	-	212	256	168
	January 2025	35	228	324	401	95	-	206	246	170
Capacity (including nursery)		99	238	232	523	102	95	221	240	186
Cost per pupil (2020/21)		£4,379	£3,732	£3,294	£5,650	£4,139	-	£4,636	£3,448	£3,468
School Budget (2020/21)		£149k	£823k	£949k	£2,740k	£406k	-	£978k	£886k	£593k
Estyn Inspection Result		<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>
Building Condition Category		C	C	A	B	B	B	B	B	B

## **Evaluation of Present Arrangements**

### **Ysgol Gynradd Blaenau**

Estyn inspected Ysgol Gynradd Blaenau in January 2016, judging its performance to be 'Adequate' and its capacity to improve also to be 'Adequate.' The school's progress against the recommendations then witnessed its removal from the 'Estyn Monitoring' category in May 2017.

Since this time, pupil numbers have decreased resulting in the pupils being taught within two classrooms: one foundation phase class and one key stage 2 class.

Following the recent promotion of the previous headteacher, the foundation phase teacher has acted up as the headteacher since September 2019. As a result, the current staffing has been reduced significantly to 2 FT teachers and one FT teaching assistant. The acting HT has 0.2 non-contact time for leading and managing the school.

### **Standards**

Literacy standards vary across the school which reflect the pupils' range of abilities. Towards the top of key stage 2 (KS2), the more able and talented are beginning write comprehensively, in both languages. These pupils are able to punctuate their work well using brackets, quotation and exclamation marks for effect, spell most words correctly and use a range of vocabulary to enrich their descriptive work. An example of quality writing is evident within their narrative work on Llyn y Fan. However, many KS2 pupils depend heavily on adult support especially with their writing tasks and their independent writing skills are poor on the whole. The opportunities to write at length, the quantity of writing and quality of presentation does not always reflect their age and ability. Writing work at foundation phase demonstrates that the majority of pupils spell well in line with their age with the very few showing good phonetic understanding. Upper FP pupils are beginning to use instructive writing well, for example, whilst writing instructions for an experiment – 'Y Crochan Hud' (the magic cauldron). The more able and talented at FP are beginning to vary their sentence openers and good examples are seen within their factual work on the squirrel. Welsh oracy standards have generally improved across the school with end of KS2 teacher assessment demonstrating that all pupils achieved the expected oracy level. However, around half did not achieve the expected level with their Welsh and English reading and Welsh writing. Standardised score results for both English and Welsh reading demonstrate that the daily reading sessions have not impacted on reading standards, especially across KS2.

The majority of pupils demonstrate appropriate understanding of mathematical concepts which are in line with their age and ability. However, the opportunities to use and apply their numeracy skills across the curriculum is insufficient at KS2 and do not correlate with the level of work evident within their mathematical work. The very few more able and talented pupils at upper foundation phase are successfully working on higher outcomes. For example, by partitioning 4 digit numbers, recording money using

the digital point to demonstrate pounds and pence and by measuring to the nearest half centimetre.

Many pupils are developing suitable independent research skills. For example, whilst gathering information on hedgehogs. They can use a range of ICT resources and software to present their findings. For example, book creator, popplet, JiT, J2e and powerpoint. The majority of pupils demonstrate appropriate ICT skills and these are developing well at the foundation phase. However, at KS2, there are missed opportunities to develop pupils' ICT skills. For example, pupils did not use the school's green screen equipment to record their Fireworks rules. Last year, the school had recognised the need to develop the use of spreadsheets and the interacting and collaborating strand of the DCF. However, the impact to date is very limited.

Teacher assessments demonstrate that nearly all foundation phase pupils make at least the expected progress from their starting points at school with their Welsh language and mathematical development. By the end of KS2, nearly all pupils make the expected progress or better with their maths and science development. However, the majority do not make the expected progress with their Welsh and English language.

The FPI has decreased this year from 100% to 66.7%. This demonstrates how the very small cohort of 3 can impact adversely on percentages. The CSI shows a decreasing trend and is the lowest it has been for 5 years. Performance at higher levels have remained similarly to last year's results in English and Science, however, performance at L5+ has decreased in maths and Welsh.

KS2 boys tend to underperform in both language and mathematics in comparison to the girls.

Teacher assessments demonstrate that the majority of eFSM pupils make the expected progress with their reading skills in both languages. However, the standardised scores of the national reading tests do not reflect the same progress.

By the end of KS2 nearly all ALN pupils achieved the expected level or better in maths and science. However, half of the ALN pupils did not achieve the expected level in English and Welsh. Progress of ALN pupils across the school vary according to teacher assessment.

### **Wellbeing Standards:**

Appropriate safeguarding procedures are in place and as a result, nearly all pupils feel safe and valued at school. Pupils are generally happy and feel comfortable to talk to any teacher if needed. Relationships between adults and most pupils are positive, with many pupils interacting appropriately during lessons. The majority of pupils are engaged with their learning and contribute positively during lessons. However, many pupils depend heavily on adult support to complete tasks successfully. Most pupils' behaviour is routinely good across the school.



Most pupils are beginning to develop an understanding of the importance of healthy living and personal, social and wellbeing. However, pupils' physical skills are not being fully developed in line with the curriculum and the lack of facilities such as lack of adequate green area and the small tarmac area are partly responsible for this. Many pupils do not demonstrate good age related independency skills and they are not equipped with purposeful strategies to support their learning.

### **Teaching and learning experiences**

Half of the teaching across the school is currently unsatisfactory and these pupils are exposed to poor teaching for 4 consecutive years across their education journey. Around half of the planning does not always meet the needs of all pupils, including pupils on the additional learning needs register. The school hasn't currently got the capacity to address and provide effective intervention to support the needs of all group of learners.

The school worked collaboratively with other schools last year to improve the outdoor learning provision, however, this has not developed effectively and as expected to date. This is beginning to impact on the foundation phase provision. The cluster's science project has improved science provision and expectations at key stage 2.

### **Care support and guidance**

The ALNCo is fully trained in PCP and is aware of the new arrangements for ALN provision. One page profiles are in place for all pupils and the school has undergone IDP meetings. The school has an appropriate procedure in place to track pupil progress and analyse the wellbeing of a very few of its pupils. Provision for ALN pupils is limited due to current staffing levels. Attendance, behaviour and any other concerns are monitored suitably by the acting headteacher. Attendance has decreased slightly from last year from 95.5% to 94.29%. The attendance of eFSM pupils has also declined to 93.84%. The school collaborates relevantly with outside agencies.

### **Leadership and Management**

The school has no headteacher in place and therefore the foundation phase teacher has acted up as the headteacher for the autumn term only. The acting Headteacher is currently partaking in the new and acting headteachers' training and as a result, her knowledge and understanding of the role is gradually developing. The acting headteacher has identified some areas for development, however, a few other significant areas need addressing.

Leaders across the school currently contribute insufficiently to the self-evaluation processes and the impact on standards and outcomes is limited. As a result, many areas for development during the year have made satisfactory progress and continue to be areas for development.

The school collaborates appropriately with the cluster of schools, however, no other collaborative partnerships with other schools have been established for this year with a focus on sharing good practice and improving standards for all learners.

Improved use is made of relevant assessments and data in order to recognise the progress and the needs of all of learners. However, specific and purposeful planning

to ensure that all pupils' needs are met and that all pupils move along the skills continuum remains an area for further discussion. Leaders have adapted and managed staff restructure well under the circumstances, however, the provision for all groups of learners is ineffective.

The school addresses some national priorities appropriately within the School Development Plan (SDP) and the previous headteacher introduced the new teaching and leadership standards to all teaching staff through performance management targets. However, this has not impacted effectively on provision and standards especially across KS2.

The acting headteacher, supported by the chair of Governors, continue to manage aspects of underperformance to ensure that all teaching and learning experiences are at least satisfactory. However, the pace of progress is restricted. The school is aware that the need to address the level of challenge across the school remains an area for development.

### **Impact of the proposal**

Standards are decreasing rapidly at Blaenau therefore this proposal will have a positive impact on the standard of teaching and learning pupils receive.

Llandybie has a newly appointed head teacher who has ensured that a strong collaborative vision is developing across the school, focusing on raising standards and meeting pupils' specific needs well.

Additionally, teaching is good in many lessons. The process of sharing ideas and good practice has had a positive impact on ensuring a consistent approach to teaching across the school, thus reducing in school variation appropriately.

## Ysgol Gynradd Llandybie

Ysgol Gynradd Llandybie was last inspected by Estyn in September 2013 where all three key questions were reported as Good.

Progress since this time is reported below:

### Standards

During a recent learning walk, most pupils are able to speak confidently and can express opinions clearly. For example, in the foundation phase many pupils are able to explain their work with enthusiasm, as they develop their creative skills when creating a collage about castles. Many are able to recall the story, using Pie Corbett strategies and are confidently developing their independent writing skills, as they write a diary about Beti Bwt's day. A few are able to self-assess effectively as they read over their work to correct any errors.

Many pupils in key stage 2 are successful in planning to write a recount of their experiences following a trip to Parc Dinefwr. Many are able to confidently work on number patterns as they use the learning walls effectively to simplify fractions. However, nearly all pupils are able to explain what they are learning and show great pride in their work.

The school has improved its performance in the foundation phase compared with 2018. All foundation phase indicators have performed better than the Local Authority average apart from in language have made expected or better progress when considering their baseline. All eFSM pupils receive beneficial intervention support through effective use of the PDG grant and results indicate that many eFSM pupils perform as well as non-FSM pupils in the foundation phase, making good progress. In the foundation phase all pupils have made expected progress in all indicators including those with additional learning needs and those receiving free school meals.

Outcomes at key stage 2 have varied over the last 3 years. For example, performance at level 4 in English has improved over the last 3 years and Welsh has improved on last year's results, matching the previous year's data. Whilst L4 maths and science data has dipped this year, they remain above 2017 data. Performance at the higher levels has shown an improving trend over 3 years and is higher than the LA average in most indicators, apart from Welsh. Most pupils make the expected progress in most indicators apart from Welsh, where many make expected or better progress.

In all areas the gap between boys and girls attainment has been narrowed and at key stage 2 the boys outperformed the girls in the core subject indicator and science. In all areas the gap between boys and girls attainment has been narrowed and at key stage 2 the boys outperformed the girls in the core subject indicator and science.

Attendance percentage for 2018-19 was 94.78% which is an increase of 0.77% from last year. The school continues to implement robust processes to track monitor and improve pupils' attendance.

## **Teaching and Learning Experiences**

Most pupils have a positive attitude towards learning and feel safe in the school. Pupils demonstrate good behaviour due to the high expectations set by the school. Nearly all pupils are engaged in lessons, as they experience exciting and interesting thematic work to support and develop their numeracy, literacy and ICT skills. In general, many pupils have more confidence when speaking English. However, many pupils' Welsh speaking skills are developing appropriately.

Nearly all teachers model effective language patterns and ensure pupils are actively involved in their learning, contributing their ideas on what and how they wish to learn. Teaching is good in many lessons and there is a clear focus to share good practice to ensure that all staff, including support staff, have opportunities to observe each other teach. The process of sharing ideas and good practice has had a positive impact on ensuring a consistent approach to teaching across the school, thus reducing within school variation appropriately. The head teacher manages underperformance in a robust and supportive manner.

## **Care, Support and Guidance**

The school has formed strong and positive working relationships with parents, carers and the community as partners in the education process. For example, as they work closely on a regular basis with a care home, strengthening and further developing community links. This has contributed positively to pupils' wellbeing as well as the residents of the home. Also, the school has forged strong links with the local church this year and many pupils have contributed in a variety of different ways to church work, such as creating a flower display for the harvest festival, planting bulbs in the church grounds and a school choir has participated in a harvest service.

The school is making good progress with the ALN transformation Bill, as they focus on becoming a PCP school. As a result, nearly all pupils' emotional needs are addressed well, so that they develop in to becoming resilient confident learners.

## **Leadership and Management**

The newly appointed head teacher has taken up post this autumn following a year as acting head teacher. She has ensured that a strong collaborative vision is developing across the school, focussing on raising standards and meeting pupils' specific needs well. Two senior teachers recently appointed as assistant head teachers are effectively building leadership capacity across the school.

Most staff reflect together on how to make their own learning more powerful. Many staff feel comfortable seeking advice from each other. Trust and mutual respect are core values within the school. The distributed model of leadership has provided good professional development opportunities for all staff across the school, who have a designated responsibility in line with the new areas of learning and experience. The

school is beginning to engage in forms of enquiry to investigate and extend their practice. For example, as they pilot the language to literacy project across the foundation phase and at key stage 2.

Structures for regular dialogue and knowledge exchange are working effectively. For example, afterschool meetings include sharing good practice and groups of staff work as a team moderating pupils' work. All staff regularly discuss and evaluate whether actions have the desired impact and change course if necessary. Whilst the staff have set up robust monitoring processes, further work is ongoing to ensure individual pupil skills' development are being more closely tracked and identified.

A few staff have begun to collaborate, learn and exchange knowledge with peers in other schools through networks and school to school work. For example, the foundation phase coordinator has shared good practice with other schools and there is ongoing informal collaborative networking across schools at key stage 2. The school is making sound progress as they develop as a learning organisation.

The school's self-evaluation processes show an accurate knowledge of the school and there is a clear link between self-evaluation processes and the school development plan. This in turn has led to improved pupil progress in most areas of learning.

Robust performance management systems are in place. Targets are linked to the SDP and the new professional teaching standards. Teaching is good in many lessons and there is a clear focus to share good practice to ensure that all staff, including support staff, have opportunities to observe each other teach. The process of sharing ideas and good practice has had a positive impact on ensuring a consistent approach to teaching across the school, thus reducing within school variation appropriately. The head teacher manages underperformance in a robust and supportive manner.

The head teacher provides the governors with regular updates on progress and a minority of governors skilfully challenge the school effectively. The school uses governor expertise successfully to inform others. This in turn is improving the capacity of all governors to challenge the school consistently.

### **Impact of the proposal**

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

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

Currently, staff room space is limited, and a new build will ensure effective collaborative work between staff and external partnerships.

The school is currently making good progress and a new build will certainly aid in sustaining and raising standards further.

## 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
Members of the Senedd (MSs) / 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 11<sup>th</sup> January 2021 and ends on 21<sup>st</sup> 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 30.

### 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:

**INSERT LINK**

Letters should be sent to the following address by no later than noon on 21<sup>st</sup> 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](mailto: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 Miss Isabelle Mariani or Mrs Sharon James by sending an e-mail to [DECMEP@carmarthenshire.gov.uk](mailto: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 <sup>th</sup> January 2021	Issue of this consultation document to identified and other interested parties.
21 <sup>st</sup> February 2021	Closing date for views on the proposal to be received by the Department for Education and Children.
27 <sup>th</sup> 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.</p> <p>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 <sup>th</sup> 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 Blaenau**

#### **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 Blaenau catchment area indicated that of the 34 pupils on roll, 8 lived within the catchment area, whilst the remaining 26 were from outside the catchment area.

##### **Pupils living in the catchment area attending other schools.**

Based on January PLASC 2020 data, 36 pupils lived within the Ysgol Gynradd Blaenau catchment area attended other schools.

Taking into consideration the 8 pupils living within the catchment area attending Ysgol Gynradd Blaenau, and the 36 pupils living within the catchment area but attending other schools, a total of 44 pupils are living within the catchment area of Ysgol Gynradd Blaenau.

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

The school currently hold a breakfast club for pupils, between 8:10am and 8:50am. Pupils also benefit from an after-school club, which is held between 3:30pm and 5:30pm on Thursday and Friday.

Mudiad Meithrin currently operates from the school between 9am and 3pm on weekdays. The Meithrin provides Welsh medium provision for pupils from the age of two years.

#### **Community Impact**

If approved, the proposal will enhance the community of Blaenau's access to 21<sup>st</sup> Century teaching and learning and community facilities.

## **Ysgol Gynradd Llandybie**

### **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 Llandybie catchment area indicated that of the 229 pupils on roll, 180 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, 140 pupils lived within the Ysgol Gynradd Llandybie catchment area attended other schools.

#### **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 8:10am - 8.40am.

Llandybie pupils also have access to 'Clwb Carco' which offers wrap around care Monday to Friday between 9am and 12pm.

The pupils also benefit from an after-school care club, which are held Monday to Friday between 3:15pm and 5:30pm.

#### **Community Impact**

If approved, the proposal will allow increased opportunities for access to Welsh medium education pupil places within the Llandybie area, in line with national and local policies.

## 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 Llandybie 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 Blaenau

#### **Standards\***

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2019 data, 66.67% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 33.33% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 57.14% of pupils achieved at least Level 4 in Welsh first language whilst 14.29% achieved at least Level 5.

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

The school have previously provided pupils with the opportunity to participate in Urdd club and 'friends club' which were aimed at supporting the Welsh language.

In addition, Mudiad Meithrin operates from the school, providing Welsh medium provision for pupils from the age of two years.

### Ysgol Gynradd Llandybie

#### **Standards\***

School standards have improved in the foundation phase compared with previous years in Welsh language. Outcomes at KS2 have been varied however progress in Welsh have improved with many making expected or better progress.

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

School pupils are offered the opportunity to attend the Urdd Llangrannog summer camp which offers a range of activities.

Ysgol Gynradd Llandybie operates a 'Siarter iaith' initiative to encourage the use of Welsh language socially in school. The school is working towards a bronze, silver or gold award encouraging participation from every member of the school community – pupils, parents, school governors and the wider community.

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

## **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**

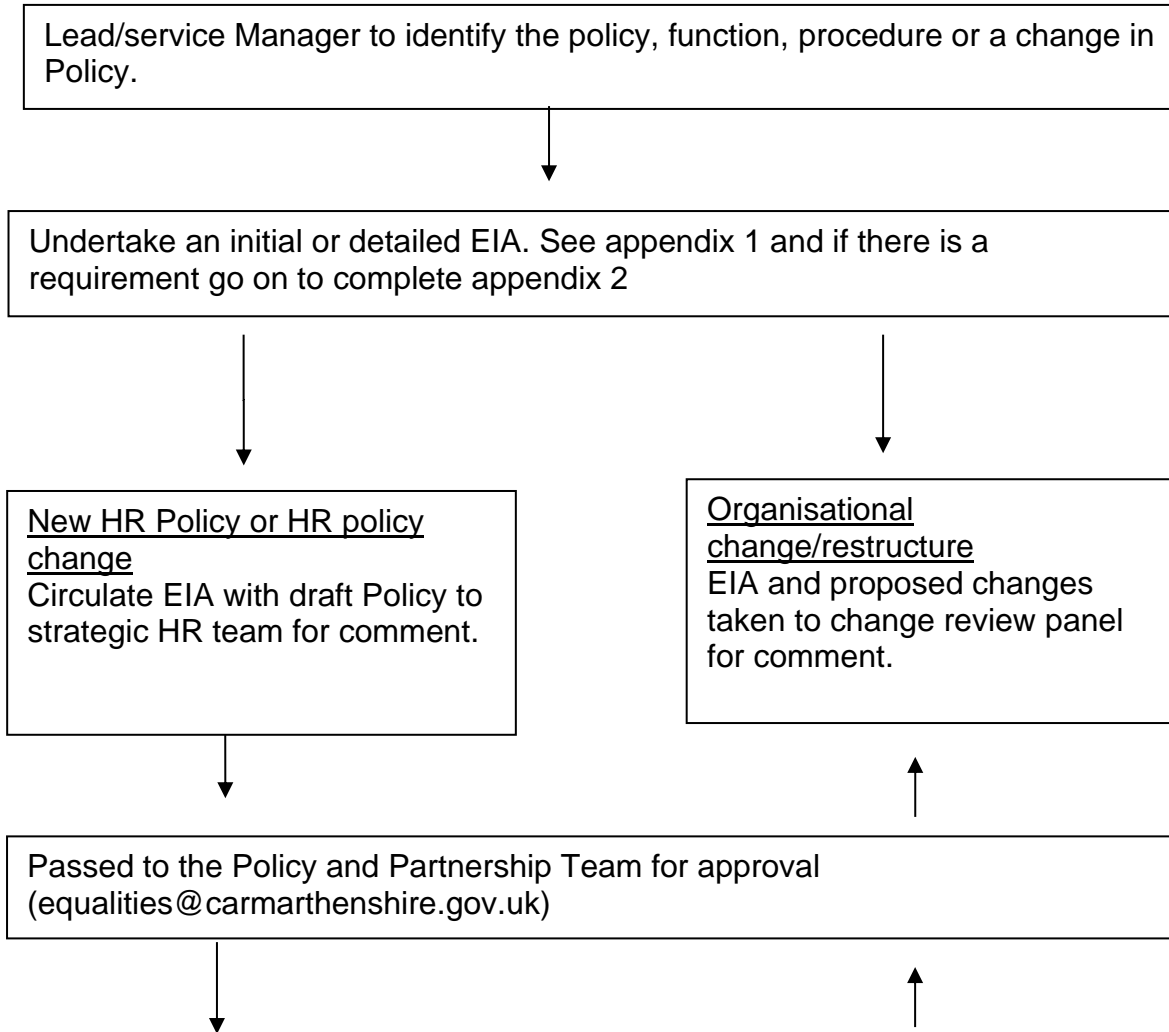
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

### **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**





Amendments identified /further work to complete or referral to legal

**Initial Equalities Impact Assessment Template**

**Appendix 1**

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Sara Griffiths	<b>Date of initial assessment:</b> October 2020 <b>Revision Dates:</b> July 2021
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	This proposal is to review primary education provision in the Blaenau and Llandybie areas. The scheme is to re-locate Ysgol Gynradd Llandybie to a new site with investment to provide increased capacity in a new school building with 21 <sup>st</sup> Century facilities and excellent outdoor areas. As part of this scheme, the proposal is to increase the capacity of the school to 315 with provision for 45 nursery places.	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	School Re-organisation Proposal – Modernising Education Programme	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Schools Programme</li> <li>• Modernising Education Programme</li> <li>• School Organisation Code 2018</li> <li>• PLASC Data 2020</li> <li>• The Well-being of Future Generations (Wales) Act 2015</li> </ul>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	The aim of the proposal is to create sustainable primary education for the long term in the Blaenau / Llandybie areas with facilities fit for the 21 <sup>st</sup> Century with sufficient capacity for current and future pupils. This proposal will increase the capacity and number of Welsh medium places available at Ysgol Gynradd Llandybie and follow the objectives and actions as set out in Carmarthenshire’s Welsh in Education Strategic Plan. The
---	---

		scheme will provide the pupils and staff of Ysgol Gynradd Llandybie with a new school building and facilities which are suitable for teaching and learning in the 21 <sup>st</sup> Century.			
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b> <b>(1)</b> eliminate unlawful discrimination, harassment and victimisation; <b>(2)</b> advance equality of opportunity between different groups; and <b>(3)</b> foster good relations between different groups (see guidance notes)		<b>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.</b>	<b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b>		<b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b>
			Risks	Positive effects	
Protected characteristics	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.	

<b>Gender reassignment</b>	N	Neutral		
<b>Race</b>	N	Neutral		
<b>Religion/Belief</b>	N	Neutral		
<b>Pregnancy and maternity</b>	N	Neutral		
<b>Sexual Orientation</b>	N	Neutral		
<b>Sex</b>	N	Neutral		
<b>Welsh language</b>	L		The increase in capacity will allow greater opportunities for access to Welsh medium education within the Llandybie area in line with national and local policies.	
<b>Any other area</b>	L		The increase in capacity of the school will not have an effect on schools surrounding the Ysgol Gynradd Llandybie catchment area.	

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

## Appendix D - Bilingualism

### Advantages of Bilingualism

#### What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

#### The advantages of being bilingual

##### Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence: [Estyn Thematic Report- Welsh in Key Stage 2 and Key Stage 3 in Welsh-medium or bilingual schools](#)

##### Career

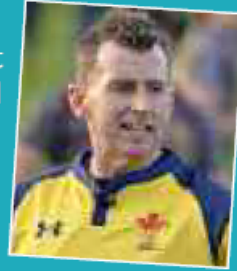
- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence: [Wales Online Article - Welsh Speakers 'more likely to get top qualifications and jobs'](#)

## Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



## Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place. ”



### Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence: [Article - Delaying the onset of Alzheimer's disease: Bilingualism as a form of cognitive reserve](#)

[The Telegraph Article- Bilingual people twice as likely to recover from a stroke](#)

### Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.

- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence: [The Advantages of Bilingualism in Welsh and English by Colin Baker](#)

## Common parental concerns

### **‘How can I help my child with homework if I don’t understand much Welsh myself?’**

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil’s age and ability level and therefore should be within your child’s reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

[Booklet - Welsh Homework? No problem](#) (English version)

[Booklet - Gwaith Cartref? Dim problem](#) (Welsh version)

### **‘Will pupils who struggle with Welsh medium education have to move to an English medium school?’**

It is the Local Authority’s desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. In Welsh medium schools, pupils will receive their education principally through the medium of Welsh, with English being taught as a subject in Key Stage 2 and used as a medium for instruction. Sufficient support will be provided to all pupils as required through a range of mechanisms and tailored to the individual’s needs.

### **‘Will my child’s thinking be affected by being bilingual?’**

‘The answer is “yes”, and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

### **‘Will my child be able to cope with learning through the medium of Welsh?’**

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework

provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

### **‘Should the Welsh language be forced?’**

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

### **‘Will learning through the medium of Welsh affect later life opportunities?’**

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals’ cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

### **‘Does learning through the medium of Welsh segregate English speaking pupils/families?’**

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

### **‘Will children with additional learning needs be able to learn through the medium of Welsh?’**

Carmarthenshire County Council’s policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.



## Carmarthenshire Language Learning Centres

Due to the nature of the county we need to provide a language service to all latecomers so that they can become fully assimilated into our bilingual communities and are steeped in Welsh language and culture. In order to achieve this, we need to address the importance of dedicated facilities to support latecomers to a level where they can easily integrate into the day to day timetable in Welsh medium schools. Thorough research shows that this can be more easily achieved through intensive language courses. Language centres are the vehicles needed to ensure that this becomes a reality. As alluded to above, the language centres will also provide language support for parents and pupils and will also have provision for professional learning and Welsh for Adults.

### Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

[Booklet - Cymraeg gyda'r plant/Welsh with your kids-give it a go!](#)

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwyieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

[Booklet- Bod yn Ddwyieithog...yn Sir Gar/Being Bilingual... in Carmarthenshire](#)

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales    Welcome to Carmarthenshire    Welcome to Welsh**

[Booklet- Welcome to Wales    Welcome to Carmarthenshire    Welcome to Welsh](#)

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language.



