

# Proposal to Change the Age Range of Ysgol Swiss Valley from 4-11 to 3-11

## Consultation Document

**DRAFT**

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



## 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

<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>PT</b>	Part-Time
<b>WESP</b>	Welsh in Education Strategic Plan
<b>WG</b>	Welsh Government
<b>WM</b>	Welsh Medium

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## Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it has 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 schools in the County and this includes consulting on the future shape of education in Ysgol Swiss Valley. The proposals for change included in this document are in line with that long-term objective.

This document seeks to stimulate the process of consultation by explaining the Authority's preferred option for the future provision of primary education for the pupils of **Ysgol Swiss Valley**. The document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered.

Consultation on this proposal will follow the guidelines established by the Welsh Government and will involve identified interested parties.

The main purpose of this document is to provide information and to gather the views of identified interested parties.

## School Subject to Proposal

School Name		Ysgol Gynradd Swiss Valley
School Location		SA14 8DS
County		Carmarthenshire
Age Range		4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community
Language Medium Category (PLASC)		English with Significant Welsh
Number of registered Pupils (January 2020)	Nursery	14
	Reception – Y.6	222
	Total	236
Number of pupils previously on the register	January 2019	20 + 212 = 232
	January 2018	19 + 217 = 236
	January 2017	16 + 223 = 239
	January 2016	22 + 216 = 238
Pupil Projections	January 2021	240
	January 2022	246
	January 2023	241
	January 2024	238
	January 2025	242
Capacity (including nursery)		243
Cost per pupil (2020/21)		£3,573
School Budget		£870K
Estyn Inspection Result		<a href="#">Estyn</a>
Building Condition Category		B

## Background

Carmarthenshire County Council is committed to providing each child with the best possible start in life and meeting the aspirations of Welsh Government as set out in their strategic documents e.g. *Building a Brighter Future: The Early Years and Childcare Plan*, *Qualified for life: An education improvement plan*.

The provision of high-quality early years education is key to realising this ambition. Childhood experiences play a significant role in shaping our futures and are critical to the chances of leading a healthy, prosperous and fulfilling life. Carmarthenshire County Council aims to ensure that every child has access to the same, high quality support within schools.

The Welsh Government's launch of Early Childhood Education and Care Approach recognises that by the age of three, children from disadvantaged backgrounds can be as much as a year behind their peers. This attainment gap widens by the time children enter school. Therefore, it is the responsibility of local authorities to redress this imbalance and close the gap by providing access to quality early childhood provision.

Ysgol Swiss Valley is categorised as an English with Significant Welsh medium primary school for 4-11year olds within the Llanelli area. Ysgol Swiss Valley has been undertaking a pilot scheme to become a 3-11 school since 2013 which was initiated as part of a Welsh Government scheme to give parents flexibility and choice regarding nursery provision. However, as the school is currently advertised officially as a 4-11 school, parents are unaware or confused in regard to what nursery provision the school offers.

## Current position within Carmarthenshire

Designated early years provision is offered in **40 schools** across the County. Carmarthenshire currently has a total of 96 primary schools.

Ysgol	Age Range
Betws	3-11 years
Bigyn	3-11 years
Bro Brynach	3-11 years
Bryn	3-11 years
Bryn Teg	3-11 years
Brynaman	3-11 years
Brynsierfel	3-11 years
Burry Port	3-11 years
Bynea	3-11 years
Cross Hands	3-11 years
Dafen	3-11 years
Dewi Sant	3-11 years
Gymraeg Ffwrnes	3-11 years
Griffith Jones	3-11 years

Gwenllian	3-11 years
Halfway	3-11 years
Johnstown	3-11 years
Llandeilo	3-11 years
Llandybie	3-11 years
Llangain	3-11 years
Llangennech	3-11 years
Llangynnwyr	3-11 years
Maes y Morfa	3-11 years
Model	3-11 years
Myrddin	3-11 years
Nantgaredig	3-11 years
Parc y Tywyn	3-11 years
Pembrey	3-11 years
Pen Rhos	3-11 years
Penygaer	3-11 years
Pwll	3-11 years
Richmond Park	3-11 years
St Mary's Llanelli	3-11 years
St Mary's Carmarthen	3-11 years
Stebonheath	3-11 years
Teilo Sant	3-11 years
Trimsaran	3-11 years
Ysgol y Bedol	3-11 years
Y Castell	3-11 years
Y Dderwen	3-11 years

This document sets out the proposal to formally change the age range of Ysgol Swiss Valley from 4-11 to 3-11, to enable the incorporation of nursery provision into the school.

The County Council has a legal duty to look at the number and type of schools it has in Carmarthenshire and is required to make sure that they are located in the right place, have the right facilities for the future and have the right resources to deliver education and learning for pupils. We think that both our pupils and staff deserve nothing less.

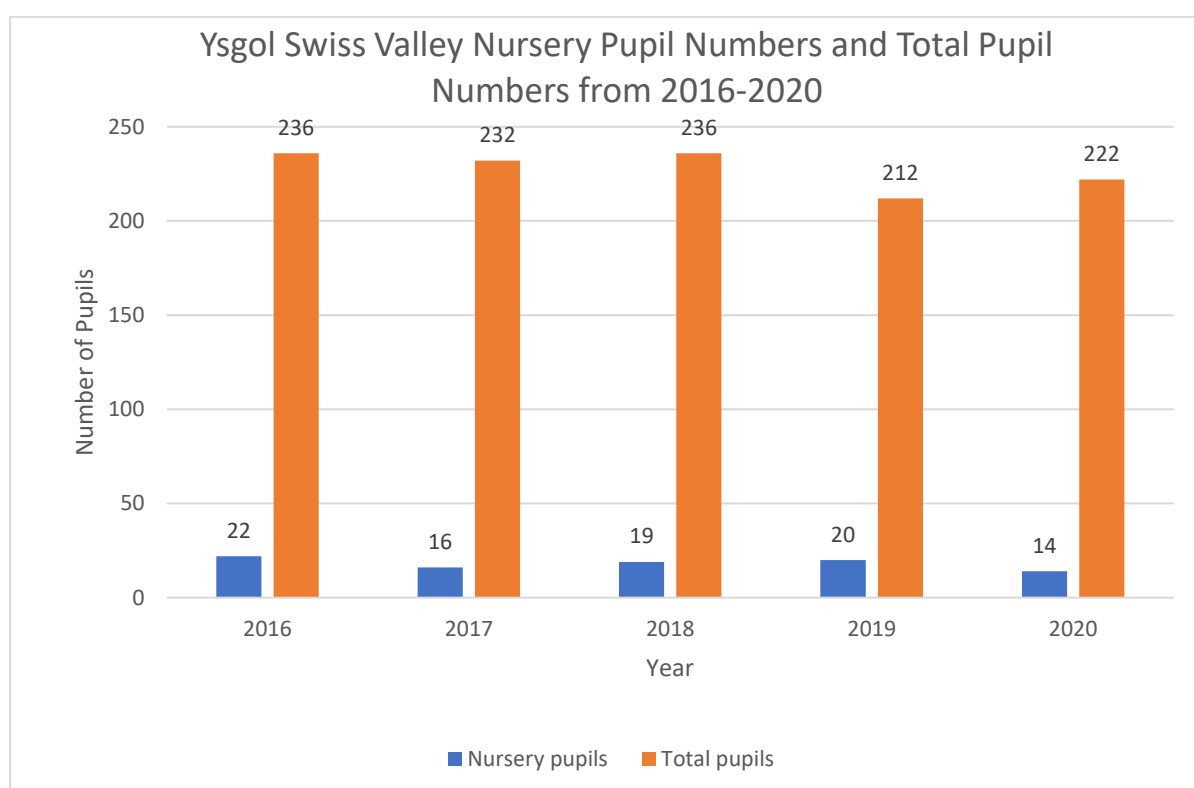
Changes in the curriculum and the way in which children will be taught in the future also means that we have to look at whether or not, it is possible to review the age range of its schools to meet the future needs of the pupils.



## Rationale for Change

The proposal to change the age range of Ysgol Swiss Valley from 4-11 to 3-11 has been prepared in response to feedback received from the school and parents of pupils within the school, regarding the current pilot scheme of becoming a 3-11 school. Parents are currently unaware and confused in regard to what provision the school is offering for nursery pupils, due to the school being officially advertised as a 4-11 school. The proposal aims to provide equal provision within the Llanelli area, aligning Ysgol Swiss Valley with neighbouring schools that are already 3-11 schools. The outcomes of the pilot scheme have been positive and the Local Authority now wish to proceed with a proposal to change the age range of the school to 3-11 through formal consultation.

Nursery Pupil Numbers have been remaining fairly consistent since 2016:



## Pupil Capacity Information

	Jan 2020 (Actual Number)	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Projected Pupil Numbers	14 + 222 = <b>236</b>	240	246	241	238	242
Capacity (Nursery + Primary)	30 + 213 = <b>243</b>	30 + 213	30 + 213	30 + 213	30 + 213	30 + 213
Surplus	7	3	-3	2	5	1

# The Proposal

To change the age range of Ysgol Swiss Valley from a 4-11 school to a 3-11 school from 1<sup>st</sup> September, 2021.

## Advantages and Disadvantages of the proposal

### Advantages

- Seamless transition from nursery into primary school.
- Parental confusion on what provision the school offers will be removed, as the school will be officially advertised as a 3-11 school.
- Gradual and supported transition for 3-year olds entering school, starting with half days and progressing to full school days.
- Opportunity for employment at Ysgol Swiss Valley.
- Standardisation of nursery provision in Llanelli area as Bryn, Dafen, Llangennech and Dewi Sant are already offering 3-11 provision.
- Reducing the attainment gap of 3-year olds from disadvantaged backgrounds.

### Disadvantages

- Reduction in the demand for places at the privately-run nurseries and childminders who currently provide provision.
- Unemployment due to the lack of demand at the private run nurseries and childminders.

## Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal	Follow guidelines set out in the School Organisation Code 2018
2.	Integration of pupils into the school	The authority will work with the pupils to ensure smooth transition and integration into the school.
3.	Effect on local economy through loss of numbers from private nursery providers resulting in possible job losses.	Consult with private providers openly and honestly in regard to the proposal.

## Alternate Options considered

Status Quo no change to Ysgol Swiss Valley	
Advantages	Disadvantages
No change to stakeholders	Pilot scheme can't continue indefinitely, therefore School will remain as a 4-11 school with no provision for 3-year olds.
No statutory process required	Parental confusion into what provision the school offers will continue

Provide Nursery Provision at Neighbouring Schools	
Advantages	Disadvantages
No change to stakeholders at Ysgol Swiss Valley	Statutory process required for neighbouring school.
3-year old provision will be offered at neighbouring schools.	Pilot scheme can't continue indefinitely, therefore School will remain as a 4-11 school with no provision for 3-year olds.
	Parental confusion into what provision the school offers will continue

Provide Provision at Private Nurseries	
Advantages	Disadvantages
Increased employment for private childcare workers.	Expensive for parents in paying for private nursery provision and therefore not tackling the attainment gap between 3-year olds from disadvantaged backgrounds.
No change to stakeholders	Parental confusion into what provision the school offers will continue
No statutory process required	Pilot scheme can't continue indefinitely, therefore School will remain as a 4-11 school with no provision for 3-year olds

## Staffing

Staffing arrangements will remain the same due to the current pilot scheme being in place, to support 3-year-old provision at the school.

## WESP

This proposal will support the school to improve the provision of Welsh medium education for pupils from 3 years old. The proposal will also support 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 Plan.

## **Financial Implications - Revenue**

Ysgol Swiss Valley is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school in the County Council, based on the new school's pupil numbers and facilities.

## **Admissions Arrangements**

The County Council is the Admissions Authority for Ysgol Swiss Valley:

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)

## **School Catchment Area**

Ysgol Swiss Valley will remain located on the current school site therefore the designated catchment area will be based on that of the existing Ysgol Swiss Valley.

## **Secondary School Transfers**

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

## School(s) affected by this proposal School(s) affected by this proposal

School Name		Ysgol Gynradd Swiss Valley	Ysgol Gynradd Llannon	Ysgol Gynradd Pum Heol	Ysgol Y Felin	Ysgol Gynradd Dafen	Ysgol Gynradd Gymunedol Bryn	Ysgol Gymraeg Llangennech	Ysgol Gymraeg Dewi Sant
School Location		SA14 8DS	SA14 6AE	SA15 5EX	SA14 8BE	SA14 8LL	SA14 9TT	SA14 8YB	SA14 8RS
County		Carmarthenshire							
Age Range		4-11	4-11	4-11	4-11	3-11	3-11	3-11	3-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community	Community	Community	Community	Community
Language Medium Category (PLASC)		English with Significant Welsh	Welsh Medium	Welsh Medium	Dual Stream	English Medium	English Medium	Welsh Medium	Welsh Medium
Number of registered Pupils (January 2020)	Nursery	14	3	7	17	24	25	57	79
	Reception – Y.6	222	96	80	205	130	189	371	392
	Total	236	99	87	222	154	214	428	471

<b>Number of pupils previously on the register</b>	<b>January 2019</b>	20 + 212 = <b>232</b>	101	91	219	164	216	439	482
	<b>January 2018</b>	19 + 217 = <b>236</b>	117	92	222	161	188	474	467
	<b>January 2017</b>	16 + 223 = <b>239</b>	116	95	226	163	206	211/238	440
	<b>January 2016</b>	22 + 216 = <b>238</b>	115	90	224	141	201	2213/236	434
<b>Pupil Projections</b>	<b>January 2021</b>	240	95	88	218	156	222	421	465
	<b>January 2022</b>	246	92	95	220	160	226	414	458
	<b>January 2023</b>	241	95	96	217	158	215	408	458
	<b>January 2024</b>	238	96	94	217	162	220	400	467
	<b>January 2025</b>	242	94	93	215	160	223	404	464
<b>Capacity (including nursery)</b>		243	112	101	240	163	255	480	419

<b>Cost per pupil (2020/21)</b>	£3573	£3730	£3688	£5125	£3707	£3792	£3680	£3357
<b>School Budget</b>	£870K	£369K	£321K	£1,338K	£550K	£781K	£1,524K	£1,504K
<b>Estyn Inspection Result</b>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	<a href="#">Estyn</a>	(No Report)	<a href="#">Estyn</a>
<b>Building Condition Category</b>	B	B	C	B	C	A	C	C

### Private Nursery Providers (within 1 mile)

<b>Name of Nursery</b>	<b>Type of Provision</b>
Camau Tirion	Full Day Care
Brambly Hill Day Nursery	Full Day Care
Sarah Steadman	Childminder
Inky Pinky	Childminder
Swiss Valley Childminding	Childminder

# Evaluation of Present Arrangements

## Standards

On entry to the school, most pupils' skills are at the expected level for their age. Throughout the school, most pupils develop good oracy skills and listen well. In the foundation phase, most read a broad range of texts with good understanding. They pronounce unfamiliar words well, using phonic strategies and identify sounds and words that relate to different characters in stories. They are able to talk about and describe their favourite characters in their books confidently. By the end of key stage 2, most pupils read a range of books successfully, with older pupils using their higher-order reading skills effectively.

Across the school, most pupils write well for different purposes and in a range of contexts. In the foundation phase, many write stories and poems well and these writing skills develop well for most pupils. However, occasionally the overuse of worksheets impedes the development of pupils' extended writing. Throughout the school, most pupils have positive attitudes to Welsh. In the foundation phase, pupils respond appropriately to instructions and reply to simple greetings confidently. By year 2, most use simple phrases and vocabulary successfully. By the end of key stage 2, many pupils ask and answer simple questions about their likes and dislikes and give a simple reason for their opinions. Many hold simple conversations with one another, using sentence patterns that they have rehearsed in Welsh lessons.

In the foundation phase, most pupils make good progress in developing their numeracy skills across the areas of learning. By the end of key stage 2, most pupils develop effective calculation strategies when tackling problems and confidently apply measuring, data and shape skills well. Many pupils use their reasoning skills skilfully. Many pupils develop their information and communication technology skills (ICT) well and their application of these skills develop well throughout the school. Most pupils understand how to search safely. Older pupils use databases confidently. Digital leaders (Tim Tec) have been instrumental in raising standards. These pupils use 'flipped' strategies to teach younger pupils a range of DCF friendly activities involving data handling and coding. New and developing technologies, such as drones, are being used to develop skills such as coding; and virtual reality headsets are used to give pupils experiences of environments that they would not otherwise be able to access. Google Classroom has been fully embedded in upper key stage 2 and this has developed improved skills in collaboration and independence. Most pupils develop their creative, problem solving and physical skills effectively during their time at Swiss Valley. They take an active part in a range of opportunities such as concerts, drama clubs, swimming, art competitions and girls' football.

Over time, by the end of the Foundation Phase, most pupils attain outcomes which are equal to or better than those predicted at their baseline assessment in language (LLCE), mathematical development (MDT) and personal development (PSD). However, in 2019, progress in MDT was not as strong and this is something the school is monitoring closely. Nearly all pupils made good progress in English, with most pupils making good progress in mathematics and science. Most more able pupils made very good progress in mathematics and science, with slightly fewer making similar progress



in English. The school has recognised this is a key priority for monitoring. Nearly all pupils made good progress in Welsh throughout their time at the school. Pupils engage well in the Siarter Iaith and make additional progress in upper key stage 2 through additional voluntary provision from a link governor. A few pupils use their Welsh skills around the school confidently.

The school has demonstrated over time that nearly all learners within specific groups make at least good progress as they move through the school. The end of key stage 2 data has demonstrated that all pupils eligible for FSM attain at least the expected level. There is little difference over time between the performance of boys and girls. The number of pupils with English as an additional language (EAL) is increasing, which is adding extra challenge to the school's context. More able pupils make very good progress and those pupils with sporting and creative talents excel within their fields.

## **Wellbeing**

Nearly all pupils feel safe in school and they know that they can speak to staff if they have any concerns or worries. Most pupils know how to keep themselves safe online. Most pupils have a thorough understanding of the importance of leading a healthy lifestyle. Nearly all pupils behave consistently well in lessons and at other times during the day. They move around the school in an orderly, calm manner. They are polite and considerate towards each other, staff and visitors. Most pupils show positive attitudes towards their work. They are enthusiastic learners who work harmoniously and stay on task over extended periods. Most pupils persevere well in lessons and show determination to learn new things. Most older pupils find appropriate ways to work through challenges. Pupils take their leadership roles very seriously and they talk enthusiastically about their work. Pupils take pride in the opportunities to support various charities and contribute to activities in the community. The attendance rate was 94.9% in 2018/19. The target for 2019-20 is 96% and the school is currently on track to achieve this. Most pupils respond well to the school's sustained focus on improving attendance and understand the importance of attending school regularly. Most are punctual at the start of the school day. However, term time holidays still provide a challenge to the school's overall attendance.

## **Teaching and Learning Experiences**

A range of learning experiences ensures that all pupils are challenged and fully engaged. Memorable experiences and rich opportunities promote high quality learning and wellbeing. The principles of the Foundation Phase are fully adhered to and curriculum planning involves access to focused tasks, enhanced and continuous provision including access to a wide range of outdoor and indoor experiences. Working relationships between staff and pupils are very positive. Teachers create a purposeful learning environment in which pupils feel confident to ask questions and share ideas. Teachers manage pupils' behaviour effectively in lessons and, as a result, nearly all pupils are very respectful and attentive, supporting each other well in their learning.

Most teachers share learning objectives well with pupils and provide clear instructions that enable pupils to undertake their tasks confidently. They plan tasks and activities to meet the needs of pupils successfully and make effective use of plenary sessions to evaluate pupils' learning. There are well-planned opportunities to develop pupils'

literacy, numeracy and ICT skills in a wide range of contexts across the curriculum, including local and national contexts. Involvement in the Siarter Cymraeg Campus has re-focused the whole school and has helped to ensure that the school has a continuing bilingual ethos and environment. Teaching assistants support pupils very well and display strong professional initiatives to enable those pupils with additional learning needs to work effectively.

Teachers use questioning techniques purposefully to help pupils understand new ideas and to develop their knowledge and skills. Oral and written feedback helps pupils to know what they need to do to address weaknesses in their work. Opportunities for pupils to assess and reflect on their own performance and that of others are developing appropriately. The school reflects on the effectiveness of the curriculum regularly and takes good account of developments towards the new curriculum for Wales. However, teachers do not always provide enough opportunities for pupils to take greater responsibilities for their learning. Where teaching is less effective, leaders take swift action to ensure that lesson objectives and differentiation are improved to maximise the progress for all learners.

### **Care, Support and Guidance**

The school has robust systems in place to assess and track pupil progress. Staff use the comprehensive range of assessment data competently in order to identify pupils who would benefit from various intervention programmes. Assessments are valid, accurate and reliable across the school. The additional learning needs coordinator monitors and supports pupils with additional needs effectively. There is a comprehensive provision map in place which ensures that all members of staff have a detailed awareness of the support that individual pupils and groups of learners require. Teachers produce useful individual education plans that include suitable targets for improvement. Pupils and teachers, together with parents, regularly review progress against the individual targets.

### **Leadership and Management**

Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the change process. Self-evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching.

All leaders and nearly all staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the future achievement of all pupils, and these are met consistently in nearly all cases. The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period. Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes

in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups.

The school gives good attention to national and local priorities and in general implements these effectively to improve standards and the quality of learning and teaching. Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement. Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong. However, a further increase in involvement in monitoring and planning across a greater number of governors would strengthen this important area. Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The school's leaders and governors give a high priority to developing the workforce: performance management and professional development are highly successful in improving pupils' progress and classroom practice. Governors and leaders deal with underperformance appropriately.

The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent. Most staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice. Processes to lead, identify, validate and share effective practice achieve continuous improvement in the quality of learning and teaching across the school as a whole. Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. Teacher assessment is consistent and accurate.

Overall, Swiss Valley is a well-led school that has a very good track record of improving learners' academic progress and wellbeing. Despite the reduction in the number of senior leaders, leadership across the school is strong. Leadership capacity at the school relies on the goodwill and significant experience of the staff. This needs to be addressed by governors and the local authority to secure the future direction and leadership of the school.

### **Impact of the Proposal**

The change from 4-11 to 3-11 at Swiss valley will help secure and possibly strengthen pupil numbers in years to come.

## 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/Private Providers
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 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 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 Mrs Rhianydd Evans 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. 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**

### **Ysgol Swiss Valley**

#### **Catchment Area Analysis – January PLASC 2020 Data**

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.

#### **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 Swiss Valley catchment area indicated that of the 236 pupils on roll, 108 lived within the catchment area, whilst the remaining 128 were from outside the catchment area.

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

Based on January PLASC 2020 data, 78 pupils lived within the Ysgol Swiss Valley catchment area and attended other schools.

Taking into consideration the 108 pupils living within the catchment area attending Ysgol Swiss Valley, and the 78 pupils living within the catchment area but attending other schools, a total of 186 pupils are living within the catchment area of Ysgol Swiss Valley.

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

Ysgol Swiss Valley currently offers private wrap around care on site for nursery pupils, as well as a breakfast club 7:30-8:45 and an after-school club 15:10-18:00. A holiday club is also provided during school holidays.

#### **Community Impact**

If approved, the proposal will increase educational provision for 3-year olds within the area of Ysgol Swiss Valley; contributing to the Welsh Government's Early years education and care approach in creating high-quality child-centred provision within the early years.



## Appendix B – Welsh Language Impact Assessment

### Ysgol Swiss Valley

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.

#### **Standards\***

Ysgol Swiss Valley is categorised as an English with significant use of Welsh school.

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 as a second language whilst 44.8% achieved at least Level 5.

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

There are currently no additional after school opportunities for learning Welsh.

*(\* 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**

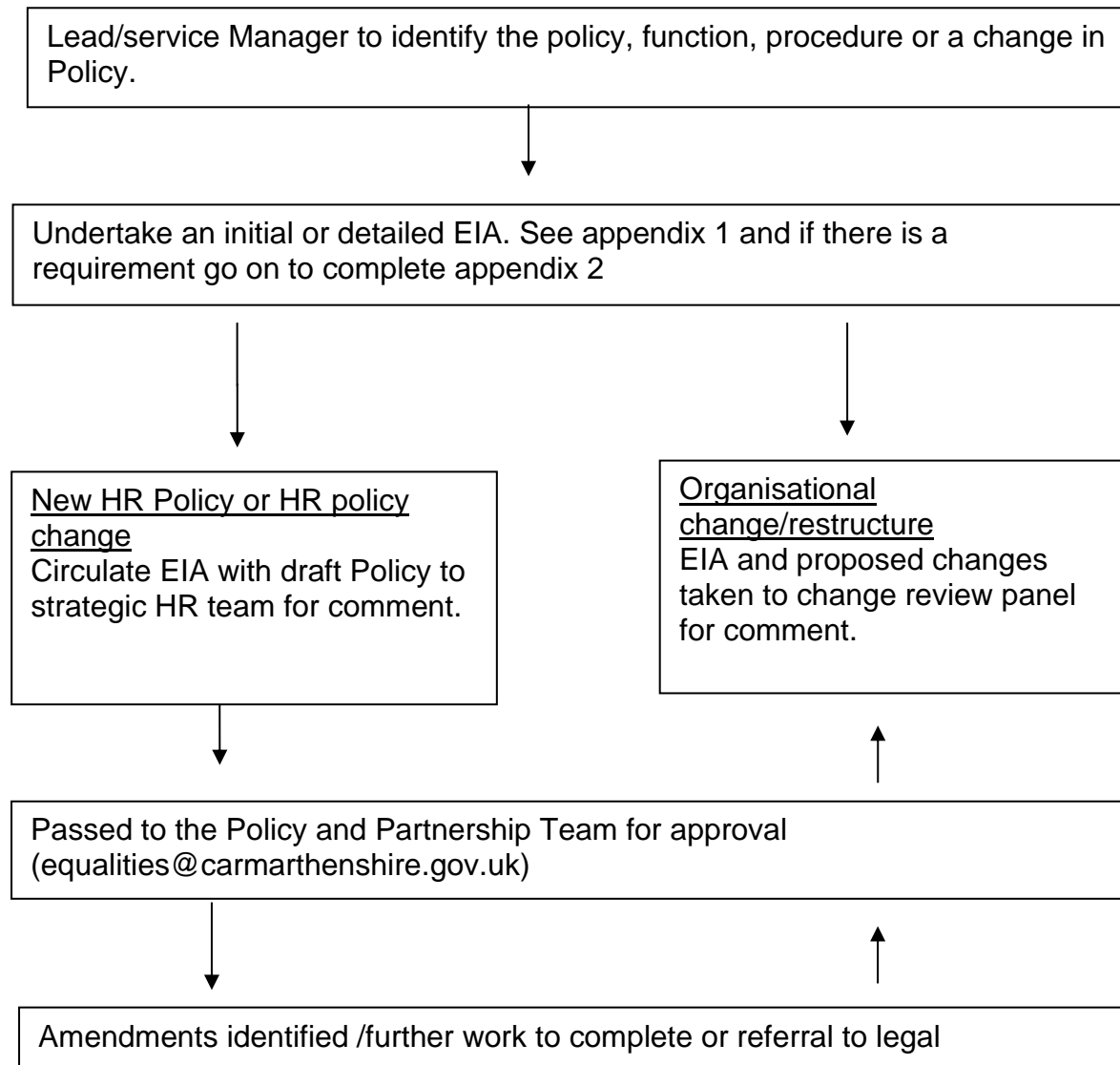
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

### **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

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Sara Griffiths	<b>Date of initial assessment:</b> February 2020 <b>Revision Dates:</b> February 2021
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	This proposal is to change the age range of Swiss Valley Primary School from 4-11 to 3-11 through statutory process.	
<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 2019</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 scheme is to provide the pupils and staff at Swiss Valley Primary School with part-time nursery provision by legally changing the age range that pupils are admitted from 4-11 to 3-11. The authority is seeking to standardise nursery provision within the Llanelli area. This will ensure a seamless transition of nursery pupils into primary school.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b>	<b>2. What is the level of impact on each group/protected characteristics in terms of the three aims of</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</b>

<p>(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)</p>		the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	Risks	Positive effects	factors have you considered?
Protected characteristics	Age	L		The proposal will provide nursery age pupils with access to nursery provision within the school building ensuring a seamless transition from part-time to full-time education.	
	Disability	L		Nursery pupils with ALN will be accommodated and supported accordingly as and when required.	
	Gender reassignment	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 language category of the school will remain the same (EW) with significant use of welsh being promoted throughout the school.		
<b>Any other area</b>	N	Neutral		

**5. Has there been any consultation/engagement with the appropriate protected characteristics?**

**YES**

☒

**NO** ☐

The Project Officer will liaise with the Headteacher, Staff, Parents of Ysgol Swiss Valley pupils as well as private nurseries and childminders within the Swiss Valley area, 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.

<b>7. Procurement</b> 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.		
<b>8. Human resources</b> 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.		
<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)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>Approved by:</b> Head of Service	Simon Davies	<b>Date:</b> October 2020



