

# Pecyn Dogfennau



Mark James LLM, DPA, DCA  
Prif Weithredwr,  
Chief Executive,  
Neuadd y Sir, Caerfyrddin. SA31 1JP  
County Hall, Carmarthen. SA31 1JP

DYDD MAWRTH 1<sup>AF</sup> O FAWRTH 2016

**AT: HOLL AELODAU'R PWYLLGOR CRAFFU ADDYSG A PHLANT**

YR WYF DRWY HYN YN EICH GALW I FYNYCHU CYFARFOD O'R PWYLLGOR CRAFFU ADDYSG A PHLANT SYDD I'W GYNNAL YN Y SIAMBR, NEUADD Y SIR, CAERFYRDDIN AM 10:00YB AR DDYDD MERCHER 9<sup>FED</sup> O FAWRTH 2016, ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

*Mark James*

**PRIF WEITHREDWR**



**AILGYLCHWCH OS GWELWCH YN DDA**

Swyddog Democrataidd:	Matthew Hughes
Ffôn (Llinell Uniongyrchol):	01267 224029
Ffacs:	01267 224911
E-bost:	<a href="mailto:mahughes@sirgar.gov.uk">mahughes@sirgar.gov.uk</a>
Cyf:	AD016-001

# PWYLLGOR CRAFFU ADDYSG A PHLANT

13 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS  
A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS

## GRŴP PLAID CYMRU – 6 AELOD

- |    |            |                           |
|----|------------|---------------------------|
| 1. | Cynghorydd | C.A. Campbell             |
| 2. | Cynghorydd | J.M. Charles              |
| 3. | Cynghorydd | W.G. Hopkins              |
| 4. | Cynghorydd | P. Hughes Griffiths       |
| 5. | Cynghorydd | M.J.A. Lewis              |
| 6. | Cynghorydd | J.E. Williams (Cadeirydd) |

## GRŴP ANNIBYNNOL – 3 AELOD

- |    |            |                 |
|----|------------|-----------------|
| 1. | Cynghorydd | I.W. Davies     |
| 2. | Cynghorydd | D.W.H. Richards |
| 3. | Cynghorydd | T. Theophilus   |

## GRŴP LLAFUR – 4 AELOD

- |    |            |                                |
|----|------------|--------------------------------|
| 1. | Cynghorydd | D.J.R. Bartlett (Is-Gadeirydd) |
| 2. | Cynghorydd | J.D. James                     |
| 3. | Cynghorydd | P.E.M. Jones                   |
| 4. | Cynghorydd | J. Williams                    |

## AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

- |    |               |   |
|----|---------------|---|
| 1. | Mrs. V. Kenny | Cynrychiolydd yr Eglwys Gatholig Rufeinig |
| 2. | Canon B. Witt | Cynrychiolydd yr Eglwys yng Nghymru       |

## RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

*Cyfnod yn y swydd yn dod i ben ar y 31/03/2016*

- |    |                 |
|----|-----------------|
| 1. | Mr. S. Pearson  |
| 2. | <i>Lle Gwag</i> |
| 3. | <i>Lle Gwag</i> |

# AGENDA

1. YMDDIHEURIADAU AM ABSENOLDEB
  2. DATGANIADAU O FUDDIANNAU PERSONOL
  3. DATGAN CHWIPIAID PLAID SYDD WEDI EU GWAHARDD
  4. CWESTIYNAU GAN Y CYHOEDD
- 4.1 CWESTIWN GAN CHARLOTTE JONES, FFRINDIAU YSGOL LLANEDI

Pa dystiolaeth sydd gan y Cyngor i gefnogi'r honiad "o safbwynt addysgiadol, bod cael cyn lleied o ddisgyblion yn ei gwneud yn anodd dros ben i Ysgol Llanedi gyflwyno'r ystod eang o brofiadau cwricwlaidd a chymdeithasol sydd angen ar blant yr oedran yma er mwyn datblygu'n llawn?"

4.2 CWESTIWN GAN ELINOR WILLIAMS, FFRINDIAU YSGOL LLANEDI

Pan yn cyfeirio at y capasiti yn ysgol yr Hendy, mae cynigion y Cyngor yn anwybyddu at y cynlluniau i adeiladu 91 o gartrefi newydd yn yr Hendy sydd wedi ei gymeradwyo gan adran gynllunio'r Cyngor Sir ei hun ar 15 Rhagfyr 2015 a bydd wedi ei gwblhau cyn y dyddiad mae'r cyngor yn cynnig cau Ysgol Llanedi yn Awst 2017. Mae'r datblygwyr yn dweud: "*Cwrt Y Bedw has much to offer to families with Hendy County Primary School within walking distance*". Mae datblygiad ychwanegol o 40 o dai yn cael eu cynllunio ar gyfer y Fforest, sydd rhwng Llanedi a'r Hendy a datblygiad o 800 o dai wedi ei gymeradwyo ar gyfer Pontarddulais gerllaw. Yn ogystal, mae cynlluniau Cyngor Sir Caerfyrddin i ail-ddynodi ysgol Llangennech i cyfrwng Cymraeg yn cynnig bod y rhieni hynny sy'n dymuno addysg cyfrwng Saesneg i'w plant yn danfon eu plant i'r Hendy. Ym marn y cyngor, mae'r holl lwybrau'n arwain i ysgol yr Hendy. Rhagwelir y niferoedd yn yr Hendy ym mis Medi 2016 yn 173 gyda chapasiti o 197. Ody'r cyngor wir yn meddwl y bydd lle digonol i blant ysgol Llanedi ym mis Medi 2017?

#### **4.3 CWESTWIN GAN ANTHONY MATTHEWS, FFRINDIAU YSGOL LLANEDI**

Mae dogfen y Cyngor yn datgan mae 19 o ddisgyblion sy' yn Llanedi ac "amcangyfrifir y bydd nifer y disgyblion yn aros yn gyson gyda dim gobaith gwirdroi'r duedd". Nid dyna'r gwir. Disgwylir y bydd lleiafswm o 26 o ddisgyblion yn yr Ysgol yn y flwyddyn academaidd 2016/17 a 29 yn y flwyddyn academaidd 2017/18. Gan mai dyna yw'r sefyllfa, ody'r Cyngor yn dal o'r farn y dylai'r ysgol gau?

#### **4.4 CWESTIWN GAN DAWN RICHARDS, FFRINDIADU YSGOL LLANEDI**

Os bydd digsyblion ysgol Llanedi'n cael eu symud i'r Hendy, yn syml iawn, byddai gan ein plant llai o ofod a chymhareb uwch o ddisgyblion i staff wedi eu cartrefu mewn adeilad hŷn. Sut mae'r cyngor yn meddwl bod y newid hwn yn mynd i elwa plant ysgol Llanedi a fel ym marn y cyngor bydd y newid yn cyfoethogi trefniant bugeiliol plant ysgol Llanedi. Gall y cyngor brofi i ni fel rhieni bydd ein plant yn well eu byd o'r herwydd?

#### **4.5 CWESTIWN GAN Y CYNG. GARETH THOMAS, FFRINDIAU YSGOL LLANEDI**

Mae deuddeg o ddisgyblion yn Ysgol Llanedi'n teithio i'r ysgol o tu allan i'r dalgylch. A yw'r cyngor yn cytuno bod hyn yn awgrymu bod gan Ysgol Llanedi nodweddion arbennig ac unigryw i'w gynnig, nad yw ysgolion eraill yr ardal yn gallu gynnig?

#### **4.6 CWESTIWN GAN DYLAN JONES, FFRINDIAU YSGOL LLANEDI**

O fod wedi symud i Lanedi yn ddiweddar rydym wedi ein siomi o'r ochr ore gyda'r cynnydd a wnaeth eim merch mewn cyfnod byr o'i gymharu a'i hysgol blaenorol lle roedd yn un o 34 ac yn ymlwybro gyda chyrhaeddiadau canolog, ond heb geal ei herio mewn unrhyw ffordd. Sut mae'r Cyngor Sir yn bwriadu monitro cynydd ein plant – nid yn unig yn erbyn y fframwaith o gyfnode allweddol ond hefyd i gymharu cynydd a chyrhaeddiad cyn ac ar ol y cau arfaethedig er mwyn sicrhau bod datblygiad ein plant heb ddioddef neu gael ei lesteirio?

#### **4.7 CWESTIWN GAN ELINOR WILLIAMS, FFRINDIAU YSGOL LLANEDI**

Mae'r cyfleusterau yn yr Hendy yn cael eu hystyried o'r un safon â'r rhai yn ysgol Llanedi. Byddem yn dadlau bod yr amodau yn yr Hendy yn waeth a felly mae cynnig i symud plant o Llanedi i'r Hendy ddim yn golygu bydd ein plant yn elwa o gyfleusterau gwell. Pa gynlluniau sydd gan y Cyngor i neud gwelliannau i'r adeiladau a chyfleusterau yn ysgol yr Hendy er

mwyn cyfoethogi'r cyfleon addysgiadol? Beth yw'r amserlen ar gyfer y gwelliannau a faint o gyllid sydd wedi ei neilltuo ar gyfer y pwrpas hwn yng nghyllideb y flywddyn nesaf?

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***Oherwydd y nifer o eitemau ar yr agenda, gofynnir yn garedig i aelodau'r Pwyllgor nodi'r posibilrwydd y bydd y cyfarfod yn parhau i'r prynhawn, a gofynnir felly i aelodau gadw'r diwrnod gyfan yn glir.***

*Mae adroddiadau yn cael eu hargraffu mewn du a gwyn yn unig er mwyn arbed costau. Fodd bynnag mae pob adroddiad ar gael ar-lein fel y gall aelodau o'r Pwyllgor / Cyngor Sir a'r cyhoedd weld tablau, graffiau a lluniau mewn lliw.*

# EDUCATION & CHILDREN SCRUTINY COMMITTEE

## 9<sup>th</sup> MARCH 2016

**Forthcoming items for next meeting –  
Thursday 14th April 2016**

<b>Discussion Topic</b>	<b>Background</b>
School Attendance and Education Welfare Update	A key area for improvement in the 2012 ESTYN inspection of the Local Authority's education services for children and young people, was improving attendance and decreasing exclusions. Subsequently the Education Welfare Service was re-modelled. This report, deferred from September 2015, will provide an opportunity for the Committee to monitor the impact of the re-modelled Service and consider the latest attendance and exclusion figures.
Corporate Parenting & Safeguarding Panel Annual Report	In 2014, the remit of the Corporate Parenting Panel was extended to include Safeguarding. Part of the Panel's Terms of Reference is to produce an annual report on the Panel's activity for consideration by the Executive Board and Education & Children's Scrutiny Committee, to include any proposals or recommendations that the Panel considers could improve provision or performance.
Fostering and Adoption Update	This item will enable the Committee to the consider progress being made in the provision of fostering and adoption following the Welsh Government's decision to create a National Adoption service and five regional services (which became operational on the 1st April 2014).
Play Sufficiency	This item will provide the Committee with an opportunity to comment as part of the consultation in relation to the Council's second Play Sufficiency Assessment.

Discussion Topic	Background
Modernising Education Programme (MEP) proposal to formally unify Llangennech Schools	This item will provide the Committee with an opportunity to consider and comment on the responses received to the consultation undertaken in relation to the proposal to formally unify the Llangennech Infant and Junior Schools. The Committee considered the original proposal and proposal to consult at its meeting in November 2015.
Youth Services Update	<p>The report will provide progress in relation to:</p> <ul style="list-style-type: none"> <li>• Youth Progression and Engagement Framework</li> <li>• Youth Clubs 2014 scrutiny task and finish review action plan</li> <li>• Efficiency savings impact on the service and progress made with re-structuring of the Service.</li> </ul>



## Education & Children Scrutiny Committee – Forward Work Programme 2015/16 (as at 29th February 2016)

18 May 15	06 Jul 15	18 Sept 15	24 Sept 15	23 Nov 15	17 Dec 15	21 Jan 16	09 March 16	14 April 16
Annual Report of Director of Social Services 2014/15 ( <i>Jointly with SC&amp;H</i> )	EOY Performance Monitoring Report 2014/15	Post-16 Transport ( <i>Jointly with E&amp;PP</i> )	C&YP Participation Strategy and Children's Rights Charter	CSSIW Inspection, Evaluation and Review of LA Social Services 2014/15 ( <i>Joint with SC&amp;H</i> )	3-year Revenue Budget Consultation 2016/17 - 2018/19	MEP proposal (Stage 3) for Copperworks Infants and Lakefield CP Schools	Proposal (Stage 2) to extend the age range of Betws CP, Bynea CP, Pembrey CP and Pwll CP Schools from 4-11 to 3-11	School Attendance and Education Welfare Update
Review of the School Organisation Decision Making Process	Bro Myrddin – Language Category Change		Unverified Results 2015 Teacher Assessments and External Examinations	Welsh in Education Strategic Plan (WESP)	ACL Update	3-19 Curriculum & Assessment Review (inc. 11-19 Strategic Review)	MEP proposal (Stage 1) to discontinue Tremolet & Llanmiloe & Laugharne	Corporate Parenting & Safeguarding Panel Annual Report
MEP proposal for new Seaside School	EOY Budget Monitoring 2014/15		Regional Safeguarding Children Board Annual Report 2014/15	Half Yearly Performance Monitoring Report 2015/16		Bro Myrddin – Proposal (Stage 2) Language Category Change	MEP proposal (Stage 1) to discontinue Llanedi	Fostering and Adoption
Draft CCC Annual Report 14/15 and Imp. Plan 15/16	ERW Business Plan 2015/16 & Review of 2014/15		NEET Report	Performance Management Referral (P&R)		Sickness Absence Management in Schools	MEP proposal for Bancffosfelen CP School	MEP (Stage 2) proposal to formally unify Llangennech Schools

## Education & Children Scrutiny Committee – Forward Work Programme 2015/16 (as at 29th February 2016)

18 May 15	06 Jul 15	18 Sept 15	24 Sept 15	23 Nov 15	17 Dec 15	21 Jan 16	09 March 16	14 April 16
E&C Scrutiny Annual Report 2014/15	ACL Options Report		Budget Monitoring 2015/16	MEP (Stage 1) proposal to formally unify Llangennech Schools		Scrutiny Visits Activity Report 2014/15	School Categorisation	Play Sufficiency
E&C Forward Work Programme 2015/16	Actions & Referrals Update		Corporate Safeguarding Policy	Budget Monitoring 2015/16		School Performance and Achievements 2014/15	Budget Monitoring 2015/16	Youth Services Update
				Actions & Referrals Update			Actions & Referrals Update	

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg – Cynnig i gau Ysgol Gynradd Llanedi

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Y cynnig a amlinellir isod;
2. Bod swyddogion yn cychwyn yr ymgynghori ffurfiol yn ystod tymor yr Haf 2016;
3. Bod adroddiad yn cael ei gyflwyno i'r Pwyllgor Craffu Addysg a Phlant a'r Bwrdd Gweithredol ar ddiwedd y cyfnod ymgynghori statudol.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES (21ain o Fawrth 2016)**

**Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:**  
Cyng. Gareth Jones (Addysg a Phlant)

<p><b>Y Gyfarwyddiaeth:</b> Addysg a Phlant</p> <p><b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans</p> <p><b>Awdur yr adroddiad:</b> Simon Davies</p>	<p><b>Swyddi:</b></p> <p>Prif Swyddog Addysg</p> <p>Y Rheolwr Moderneiddio Ysgolion</p>	<p><b>Rhifau Ffôn / Cyfeiriadau E-bost:</b></p> <p>01267 246450 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a></p> <p>01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a></p>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Modernising Education Programme (MEP) proposal to discontinue Llanedi Primary School

### Background

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

In recent years Llanedi Primary School has seen a steady decline in pupil numbers from 33 pupils on roll in January 2010 to 18 pupils on roll in January 2015 (PLASC) resulting in 51% surplus places at the school. Following the departure of the last permanent head teacher in December 2013 the school has faced challenges and uncertainty with regard to fulfilling the senior leadership position. The school has implemented a range of senior leadership models including serving teachers 'acting up' and a part time acting head teacher model (used in partnership with another primary school) between September 2014 and August 2015. Current arrangements since September 2015 are utilising the skills of a current member of staff in the role of 'acting deputy head teacher for an interim period of the current academic year.

The culmination of these unavoidable facts presents a school model which does not represent a sound, stable educational model or best use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future and the ongoing challenges the school faces to secure permanent senior leadership, it is not possible to sustain current arrangements.

In addition, the Authority feels that from an educational perspective 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 of this age require to fully develop.

### Proposal

The Authority's proposal is as follows:

- To close Llanedi Primary School on the 31<sup>st</sup> August 2017;
- It is proposed from 1<sup>st</sup> September 2017 that the catchment area of Llanedi be re-designated and included within the existing catchment area of Hendy Primary School.

The details of the proposal are outlined in the attached Draft Consultation document. The Consultation Document is currently in draft format and updated where appropriate during the informal consultation exercise.

### **Conclusion**

In light of the present pupil numbers and uncertainty with regard to fulfilling the senior leadership position at the school it is recommended that the Authority moves to close Llanedi Primary School through the instigation of formal statutory procedures. The closure of the school will be planned for the end of the summer term in 2017.

From 1<sup>st</sup> September 2017, the catchment area of Llanedi Primary School should be included within the existing catchment area of Hendy Primary School.

Transfer to Secondary School will change to Bryngwyn School and Ysgol Y Strade (Welsh stream). It must be noted that it is the home address which is taken into account when considering admission to secondary school and not the primary school attended.

Transport will be provided in accordance with Carmarthenshire County Council's School Transport Policy.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>
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## IMPLICATIONS

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

Signed: **Gareth Morgans** Chief Education Officer

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

**1. Policy and Crime & Disorder** – Developments are consistent with the Authority’s Corporate Strategy, Children and Young People’s Plan and the Modernising Education Strategic Outline Programme.

**2. Legal** – Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

**3. Finance** – Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

**4. ICT** – Resources will follow pupils to alternative school within the locality including ICT.

**5. Risk Management Issues** – Continuing with current inadequate provision would see current problems being perpetuated and the County Council failing to meet its obligations for the education of children in the area served by the present school.

**6. Staffing Implications** – Staffing implications will be addressed in accordance with the County Council’s Redeployment Policy and Procedures.

**7. Physical Assets** – One redundant school building which would be addressed in accordance with the Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme policy and procedures.

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed:      **Gareth Morgans**                      **Chief Education Officer**

- 1. Local Member(s)** – The Local Member (Hendy Ward) has been advised of the proposal.
- 2. Community / Town Council** – Not applicable at this stage in the process. The Community Council will be consulted formally during the formal consultation stage.
- 3. Relevant Partners** – Not at this time but will be consulted during the formal consultation stage.
- 4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions will be consulted during the formal consultation stage.

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

**THESE ARE DETAILED BELOW :**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Planning School Places – Primary Schools – The Way Forward	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – The County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Education and Learning – Useful Links
Modernising Education Provision Timeline / Rollout:	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Executive Board Agenda – 31/05/2005

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Modernising Education Provision Update / Revised Draft Timetable	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> Executive Board 31/05/05
MEP Annual Report 2013/14 and Programme 2014/15	<a href="#">MEP Annual Report 2013/14 and Programme 2104/15</a>
Strategic Outline Programme 21 <sup>st</sup> Century Schools	<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017	<a href="#">WESP 2014-2017</a>



# DRAFT

## DEPARTMENT FOR EDUCATION & CHILDREN

*Our Vision .....Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential*

### Future Primary Education Provision for Children Residing in the Llanedi Area

## CONSULTATION DOCUMENT

Robert Sully  
Director of Education & Children's Services



Safeguarding Children and  
Improving Education Standards for All

**School Modernisation Section**

**Simon Davies, School Modernisation Manager (tel. 01267 246471)**

**Status of Document : Draft**

If you require this information in large print,  
Braille or on audiotape please contact the  
Department for Education & Children  
01267 246476

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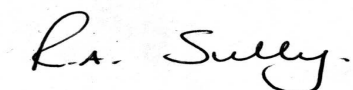
## Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well being 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.



**Robert A Sully**  
**Director of Education & Children's Services**

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## 1. Introduction

The County Council has its 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 the Llanedi area. The proposals for change included in this document are in line with that long-term objective.

As reported in the MEP (Modernising Education Programme) Annual Report 2013/14 and Programme 2014/15 the intention of the Authority is to review the future provision of education in the area served by the school in the Llanedi area.

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 Llanedi Primary School. The document also highlights why other options considered are not the preferred option as well as offering 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 as stated in the School Organisation Code (2013) and will involve identified interested parties, including school governors, school staff, parents and pupils.

It is intended that the formal changes be implemented as from the end of the summer term 2017.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response pro-forma included in **Appendix F** on page 49 of this document for any response.

## 2. Context – Present Arrangements (Status Quo)

### 2.1 Background

In recent years Llanedi Primary School has seen a decline in pupil numbers and based on January 2015 PLASC pupil numbers there are currently 18 pupils on roll. Based on current pupil projections it is estimated that the pupil figures will remain constant with no apparent prospect of reversing the trend.

Following the departure of the last permanent Headteacher in December 2013 the school has faced challenges and uncertainty with regard to fulfilling the senior leadership position. Whilst Headteacher recruitment is a national challenge, it is undoubtedly the case for such small schools as Llanedi. The school has implemented a range of senior leadership models including serving teachers ‘acting up’ and a part-time acting Headteacher model (used in partnership with another primary school) between September 2014 and August 2015. Current arrangements (since September 2015) are utilising the skills of a current member of staff in the role of ‘acting deputy Headteacher; for an interim period of the current academic year.

The culmination of these unavoidable facts presents a school model which does not represent a sound, stable educational model or best use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future and the ongoing challenges the school faces to secure permanent senior leadership, it is not possible to sustain current arrangements.

In addition, the Authority is of the view that from an educational perspective, 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 of this age require to fully develop.

## 2.2 School / Schools which may be affected by this proposal

The catchment area of Llanedi Primary school is surrounded by the following Community Primary schools:

Tycroes Primary School – Pontarddulais Road, Tycroes, Ammanford, SA18 3QD

Hendy Primary School – Hendy, Pontarddulais, SA4 0XD

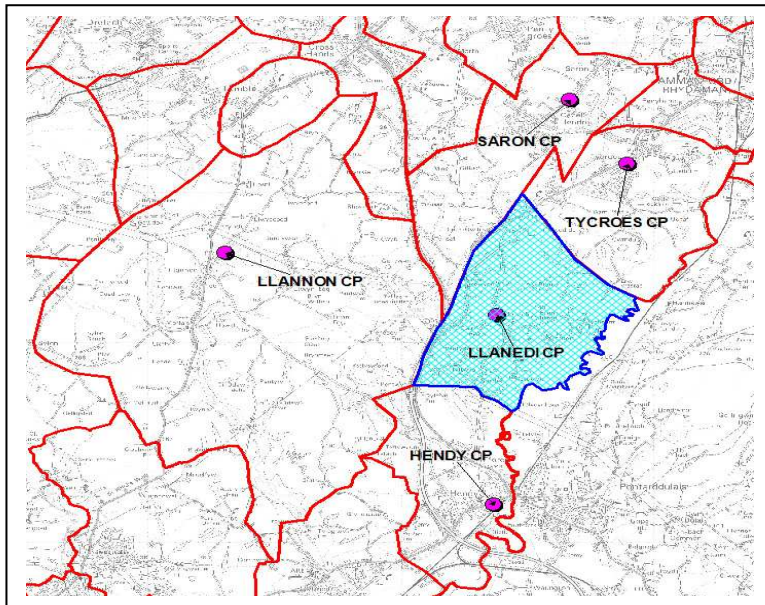
Llannon Primary School – Llannon, Llanelli, SA14 6AE

Saron Primary School – Ammanford, SA18 3LH

## 2.3 General School Information

School	School Type	Language Category	Admission Number	Capacity Jan 15 MCSW	Jan 2015 NOR PLASC	Total Nursery Age Pupils	Age Range
Llanedi	Community Primary	EW	5	35	17	1	4-11
Tycroes	Community Primary	EM	29	206	191	13	4-11
Hendy	Community Primary	DS	30	230	146	13	4-11
Llannon	Community Primary	WM	13	96	102	4	4-11
Saron	Community Primary	TR	30	230	216	13	4-11

**The following diagram outlines the catchment areas of schools surrounding Llanedi Primary School.**



In arriving at a preferred option for the pupils of Llanedi Primary School the Authority considered the schools named above but discounted them for the reasons given in section 5 of this consultation document therefore the preferred option for the Authority is to discontinue provision at Llanedi Primary School and provide for pupils at Hendy Primary School.

## 2.4 Pupil Numbers

The tables below show pupil numbers for Llanedi and Hendy Primary Schools for January 2015 and the previous four years.

Llanedi CP School	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Jan-15	0	1	0	2	3	2	3	1	2	4	17	1
Jan-14	0	1	0	3	2	3	1	2	3	2	16	1
Jan-13	0	1	0	3	4	1	2	4	2	5	21	1
Jan-12	0	3	0	4	2	2	3	3	5	5	24	3
Jan-11	0	1	0	2	3	4	2	5	4	7	27	1

Hendy CP School	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Jan-15	1	12	0	20	21	21	19	28	14	23	146	13
Jan-14	0	11	0	21	23	20	29	16	25	25	159	11
Jan-13	0	12	0	23	19	30	17	27	23	17	155	13
Jan-12	0	17	0	20	29	17	28	23	17	22	156	17
Jan-11	0	14	0	27	16	28	23	17	21	20	152	14

PLASC 2015 Data (Ages as at 31/08/14)

FTE – Full Time Equivalent (part time pupils counted as 0.5)



## PLASC 2016 Data (Census Count Day, Tuesday 12<sup>th</sup> January 2016)

The official verified data for the January 2016 PLASC census point will not be available until later in the year however please find below the unofficial data for January 2016 for both schools. This data is not expected to change.

As can be seen there is no significant change from the January 2015 PLASC data therefore for the purpose of this report, January 2015 published PLASC data has been used.

Jan - 16	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Llanedi	0	1	0	6	0	3	2	2	2	1	16	1
Hendy	0	13	0	19	21	20	22	18	29	15	144	13

## 2.5 Pupil Projections

The following tables show the pupil projections for Llanedi and Hendy Primary Schools for the next five years net of nursery pupils.

	NOR	Projections (Net of Nursery Pupils)				
	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020
Llanedi	17	15	16	18	18	19
Hendy	146	145	152	145	147	147
<b>Total</b>	<b>163</b>	<b>160</b>	<b>168</b>	<b>163</b>	<b>165</b>	<b>166</b>

	NOR Jan 2015	Projections – Net of Nursery Pupils				
		Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020
Llanedi	17	15	16	18	18	19
Hendy	146	145	152	145	147	147
<b>Total projected numbers</b>	<b>163</b>	<b>160</b>	<b>168</b>	<b>163</b>	<b>165</b>	<b>166</b>
Current Capacity at Hendy	230	197**	197**	197**	197**	197**
Surplus	67	37	29	34	32	31

**\*\* All 4-11 primary schools capacities revised from September 2015 as directed by WG to reflect nursery age pupils attending the school.**

As can be seen from the above table there is sufficient capacity at Hendy for current and projected pupils including the current and projected Llanedi pupils.

## 2.6 Pupil Capacity Information

The methodology for the calculation of school capacities was changed in 2006 following the implementation of new Welsh Government guidelines “Measuring the Capacity of Schools in Wales” (MSCW) which was implemented by the Authority in 2008. Prior to 2008, the More Open Enrolment methodology was used. Spare places numbers for Llanedi and Hendy Primary Schools are shown in the following table.

	MSCW Capacity				
	Jan-11	Jan-12	Jan-13	Jan-14	Jan-15
<b>Capacity Llanedi CP</b>	35	35	35	35	35
Pupil Numbers (NOR)	27	24	21	16	17
Surplus	8	11	14	19	18
% Surplus	23%	31%	40%	54%	51%
<b>Capacity Hendy CP</b>					
	230	230	230	230	230
Pupil Numbers (NOR)	152	156	155	159	146
Surplus	78	74	75	71	84
% Surplus	34%	32%	33%	31%	37%

As can be seen in the table above there is a significant level of surplus places in Llanedi Primary School (51%).

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

*Where there is more than 10% surplus in an area, local authorities should review their provision and should make proposals for school reorganisation if it will improve the effectiveness and efficiency of provision. This is especially important where individual schools have ‘significant’ levels of surplus places of 25% or more (as defined in the Welsh Government Circular 21/2011).*

If this proposal is implemented it will have a significant positive impact on surplus places in the area as can be seen from the % surplus data shown in the previous table.

## 2.7 School Attendance Data

Improving attendance is a national priority, if children are not in school, they cannot learn.

The Authority analyses and shares data for every primary school on a half-termly basis to help schools to maintain a focus on attendance. The analysis uses data for pupils in years 1 to 6 and follows the same approach as the

statutory attendance return each September. The most recent attendance data for Llanedi and Hendy schools are shown in the following table:

School	Attendance Data 2013/14	Attendance Data 2014/15 (Autumn Term)	Above / Below Target	Target 2014/15	Target 2015/16
Llanedi CP	95.8	90.3	-6.2 ↓	96.5	97.5
Hendy CP	94.6	94.5	-0.7 ↓	95.2	95.5

## 2.8 Building Facilities

The following information was taken from the most recent property building survey carried out at the school in 2010 by EC Harris as part of the National 21<sup>st</sup> Century School Programme assessment of all schools in Wales on behalf of the Authority:

The schools were banded from A to D according to building condition and ranked in priority from 1 to 3 depending on when the work was recommended to be carried out.

Condition	
A	Good (No Deterioration)
B	Satisfactory (Minor Deterioration)
C	Poor (Major Deterioration)
D	Bad (Life Expired)

Priority	
1	Urgent ( Year 1)
2	Essential (Year 2)
3	Desirable (Years 3 to 5)

The suitability of the buildings as an education resource was also banded from A to D as shown in the following table:

Suitability	
A	Good – Suitable levels for teaching, learning and well being in schools
B	Reasonable – Behaviour / morale and management adversely affected
C	Poor – Teaching methods inhibited
D	Bad – Severe situation and / or unable to teach the curriculum

The findings from the surveys in relation to each school is as follows:

### 2.8.1 Llanedi Primary School

Llanedi Primary School was built in the early 1920's and is a traditional rendered building with a pitched slate roof.

As part of the National 21<sup>st</sup> Century School Programme of all schools in Wales on behalf of the Authority Llanedi Primary school scored the following ratings;

Condition **C** – Poor (Major deterioration) – it was noted that the school was in poor condition reporting rotten timber windows and missing lead flashing key issues.

Priority - **3** Desirable (Years 3 to 5)

Suitability **C** – Poor (Teaching methods inhibited). The lack of a main hall and dining area was reported with one of the classrooms being used for this purpose.



### 2.8.2 Hendy Primary School

Hendy Primary School is situated in the village of Hendy near Llanelli, Carmarthenshire and serves the village and the immediate area. The school is situated on a level site set back from the main road in a residential area of Pontardulais. The principal school building, Block 1 is a traditional Victorian style school of dressed stone walling under a slate roof and with two small brick flat roofed annexes at the front. A stone built and slate roofed covered play area, Block 4 is located on the rear boundary and a further brick built and slate roofed covered play area is to be found on the south west boundary. Access for the wheelchair disabled and partially sighted could be achieved with some modifications at entrances.

As part of the national 21<sup>st</sup> Century School Programme of all schools in Wales on behalf of the Authority Hendy Primary School scored the following ratings:

Condition **C** – Poor (Major deterioration)

Priority - **3** Desirable (Years 3 to 5)

Suitability **B** – Reasonable (Behaviour/ morale and management affected)



## 2.9 National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government.
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning.
- Assessment of the school's self evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The new categorisation system will give a clear and fair picture of a school's progress. There is a three step process in generating a category for a school, firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

### What does each support category mean?

There are four support categories

Green Support Category	A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better.
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Yellow Support Category	An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.
Amber Support Category	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.
Red Support Category	A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

The following table summarises the data for Llanedi and Hendy Primary Schools;

### National School Categorisation System – Data 2015

School	Standards Group	Improvement Capacity	Support Category
Llanedi CP	2	C	Yellow
Hendy CP	2	B	Yellow

As can be seen from the table above both Llanedi Primary School and Hendy Primary School have been categorised in the same Standards Group (2) and Yellow support category (thus entitling them to ten of days of support) however, Llanedi is categorised as 'C' in terms of its improvement capacity (this focuses on Leadership and Provision) and Hendy as 'B'. 'Improvement Capacity' as defined within the categorisation process and noted on 'My Local School' demonstrates a further evaluation of a school's capacity to improve, taking account of evidence about the standards and the quality of leadership, teaching and learning. All schools are placed in one of four groups (improvement capacity A to D), with schools in improvement capacity A showing the most capacity to improve themselves and those in improvement capacity D showing the least capacity.

## 2.10 Estyn Reports

### 2.10.1 Llanedi Primary School

As part of a national programme of school inspection, Estyn commissions reviews of all schools. The latest was undertaken in January 2011 and consultees may access the findings either via the Estyn website at [www.estyn.gov.uk](http://www.estyn.gov.uk) or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

### The main findings of the report

The Estyn Inspection report undertaken in January 2011 stated that the school's current performance was good with many pupils achieving good standards with teaching standards being reported as good across the school. Pupils felt safe and secure in a caring and supportive environment with the school having strong links with the local community giving pupils a sense of belonging. The overall prospects for improvement were judged as adequate due to a number of issues at the school including the uncertainty regarding the acting Headteacher's position and also the report highlighted that subject co-ordination was not fully effective with more able and talented pupils not being consistently challenged in lessons.

The inspection judgements awarded are shown in the following table:

Key Question	Inspection Judgements
How good are the outcomes?	Good – Many strengths and no important areas requiring significant improvement
How good is provision?	Good – Many strengths and no important areas requiring significant improvement
How good are leadership and management?	Adequate – Strengths outweigh areas for improvement

**NB:** The four-point scale used to represent the main judgements in this report is as follows:

- 1. Excellent** – Many strengths, including significant examples of sector-leading practice.
- 2. Good** – Many strengths and no important areas requiring significant improvement.
- 3. Adequate** – Strengths outweigh areas for improvement.
- 4. Unsatisfactory** – Important areas for improvement outweigh strengths.

### **2.10.2 Hendy Primary School**

Hendy was last inspected as part of the Estyn School Inspection Programme in February 2012. The inspection judgements awarded are shown in the following table:

### The main findings of the report

The Estyn Inspection undertaken in February 2012 reported that the school's current performance was good due to pupils across the school making good progress with the overall quality of teaching noted as good throughout the school.

Since the inspection undertaken in February 2012 the judgement of unsatisfactory for key question 3 on how good are leadership and management has been comprehensively addressed with a new leadership team in place which included the appointment of a new Headteacher from September 2014. During a follow up visit by Estyn in January 2014 Hendy Primary School was judged to

have made good progress in relation to the recommendations following the core inspection in February 2012.

### Hendy Primary School – Estyn Inspection gradings:

Key Question	Inspection Judgements
How good are the outcomes?	Good – Many strengths and no important areas requiring significant improvement
How good is provision?	Adequate – Strengths outweigh areas for improvement
How good are leadership and management?	Unsatisfactory – Important areas for improvement outweigh strengths.

**NB:** The four-point scale used to represent the main judgements in this report is as follows:

1. **Excellent** – Many strengths, including significant examples of sector-leading practice.
2. **Good** – Many strengths and no important areas requiring significant improvement.
3. **Adequate** – Strengths outweigh areas for improvement.
4. **Unsatisfactory** – Important areas for improvement outweigh strengths.

## 3. Evaluation of Present Arrangements

### 3.1 Quality and standards in education

The consultation document has previously noted the current findings of the National Categorisation process for both schools. A further overview of each school’s most recent Estyn inspection is now provided in line with the content of the Estyn Inspection Framework’s ‘Key Questions’ and more recent Local Authority and ERW Consortium monitoring.

#### 3.1.1 Outcomes (standards and wellbeing)

##### **Hendy Primary School:**

Hendy School was last inspected (Core Inspection) in February 2012. Standards and Wellbeing were judged ‘good’ with scrutiny of books and lesson observations demonstrating that most pupils achieve good standards across the school in Welsh as a first and second language, English, mathematics and science. The previous two rounds of National Categorisation (2014 and 2015) have demonstrated that standards (within the context of the school’s larger cohorts than Llanedi School) have been maintained and improved with the school achieving Yellow Support Category status on both occasions.

##### **Llanedi Primary School:**

Llanedi School was last inspected (Core Inspection) in January 2011. Standards and Wellbeing were judged ‘good’ despite very few children entering the school with Welsh language skills, the majority make sound progress as they move through the school. Most pupils’ use of numeracy skills was judged good as was



their increasing use of a variety of information and communications technology (ICT) skills. The previous two rounds of National Categorisation (2014 and 2015) have demonstrated that standards have improved (within the context of the school's small cohorts than Hendy School) and the school's support category status has recently moved from Amber to Yellow.

### **3.1.2 Provision**

#### **Hendy Primary School:**

Hendy is a dual-stream school which offers both Welsh and English medium education. Estyn judged this Key Question as 'adequate' but the quality of teaching as 'good.' More recent Local Authority and ERW Consortium monitoring shows that the quality of teaching has been further improved as the school has responded successfully to the recommendation relating to 'assessment for learning' and achieved numerous levels of 'excellence' across their provision. The school has recently invested heavily in new technology and is now amongst the best equipped primary schools in Carmarthenshire. The newly appointed Headteacher introduced intervention and target groups for pupils that are under-attaining and these have impacted positively on outcomes. The school has also rapidly expanded the extra-curricular experiences it offers to pupils.

#### **Llanedi Primary School:**

Llanedi is an EW (English with significant Welsh) school where Foundation Phase teaching is in both languages but with greater emphasis on English. Estyn judged this Key Question as 'good' with the quality of teaching also 'good.' More recent Local Authority and ERW Consortium monitoring has identified the need to further develop the key areas of Assessment for Learning and increasing the level of challenge within pupils' work. These elements were also identified during the 2011 Estyn inspection and confirm the need to ensure a consistent approach with the implementation of school improvement strategies.

### **3.1.3 Leadership and Management**

#### **Hendy Primary School:**

Leadership and management for Hendy School were judged 'unsatisfactory' in 2012. Since then the school has witnessed several staff changes (the deputy Headteacher and Headteacher at that time have retired) and a most positive improvement trajectory. Two newly appointed assistant Headteachers from within the school successfully led Hendy out of the 'significant improvement' category in January 2014. They were joined by a newly appointed Headteacher in September 2014. Together, they form a very strong leadership team with a clear vision for moving the school forward. An extremely effective and able Governing Body is in place and they have played an integral part in the school's improvement journey (the recommendation relating to their strategic role was judged to have been fully met in January 2014). Recent Local Authority and ERW Consortium monitoring reports continued levels of very good progress and performance in leadership and management.

### **Llanedi Primary School:**

Leadership and management for Llanedi School were judged 'adequate' in the Estyn inspection, January 2011. Since then, the permanent Headteacher in post at that time has left (December 2013) and the school has continued to face ongoing uncertainty and challenges with regard to implementing the senior leadership position. The Estyn report of 2011 referred to the uncertainty of leadership arrangements and need to ensure long-term strategic stability to ensure that key areas of school improvement are implemented and embedded effectively (self-evaluation processes). This judgement, in conjunction with the 'adequate' judgement for 'provision' placed the school in 'Estyn Monitoring' in 2011. The school was removed from this category in 2012 with a recommendation to continue to work towards fulfilment of the previous recommendations. Recent Local Authority and ERW Consortium monitoring reports the need to continue to develop school improvement and self-evaluation strategies.

In conclusion, this proposal will provide comprehensive stability to the strategic leadership agenda through inheritance of the successful and effective systems in place within Hendy Primary School. The proposal will also facilitate a larger team of teachers and support staff working in focused partnership for the benefit of all pupils. An increased team of teachers and support staff will underpin current pastoral arrangements and reinforce targeted support for particular groups of pupils. This in turn will enable the school to deliver a wider range of specific programmes to support individual learning needs. In particular, provision for pupils with ALN (Additional Learning Needs) and More Able and Talented pupils (MAT) will be strengthened through a wider range of specialism, expertise and resource.

In addition, this model will also offer greater opportunities for enhanced learning experiences for pupils, increased staff development opportunities (to develop their skills over a broader range of classes and teaching and learning activities) and the certainty of an educational environment equipped and to face the numerous challenges ahead at both curriculum and financial resource levels.

## **3.2 Need for places and the impact on accessibility of schools**

The County Council has considered the sufficiency of places and the likely demand for places in the future.

## **3.3 Resourcing of education and other financial implications**

### **3.3.1 Surplus Places**

As can be seen from the table in section 2.6 there is a significant level of surplus places in Llanedi Primary School (51%). As stated in the School Organisation Code (2013) document published by Welsh Government where there is more than 10% surplus in an area, local authorities should review their provision and should make proposals for school reorganisation if it will improve the effectiveness and efficiency of provision. This is especially important where

individual schools have 'significant' levels of surplus places of 25% or more (as defined in the Welsh Government Circular 21/2011). If this proposal is implemented it will have a significant positive impact on surplus places in the area as can be seen from the % surplus data shown in the table.

### **3.3.2 Transport costs**

If the proposal was implemented there would be an additional cost of £15.00 per pupil to transport pupils to Hendy Primary School.

### **3.3.3 Capital costs / Capital Receipts**

In the short term there is sufficient capacity in Hendy Primary School to accommodate additional pupils from Llanedi Primary School. In the longer term it is planned to invest in Hendy Primary School as part of the Council's 21<sup>st</sup> Century Schools Programme to improve the condition and suitability of the building.

#### **Llanedi Primary School**

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12<sup>th</sup> April 2006, in relation to buildings not being required for educational purposes will apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource. If there is no viable community interest the premises will be offered to the market.

### **3.3.4 School Budgets**

#### **Llanedi Primary School**

Based on 2015/16 data the budget cost per pupil is £8,172 which is £4,433 above the county average of £3,739.

#### **Hendy Primary School**

Based on 2015/16 data the budget cost per pupil is £3,679 which is £60 below the county average of £3,739.

## **4. Objectives**

Our vision in Carmarthenshire is to provide viable, sustainable and efficient schools which are fit for purpose for the 21<sup>st</sup> Century with the right school in the right place for current and future pupils ensuring access to high quality learning opportunities for all children. Our long term aim as part of our 21<sup>st</sup> Century Schools Programme is to create school learning environments that meet the needs of the communities and provide the best learning provision for the area.

The mission of our Modernising Education Programme is to:

*“transform the network of nursery, primary and secondary schools serving the county into a strategically and operationally effective resource that meets current and future need for school based and associated community focused education, where appropriate investing in the development and improvement of buildings, infrastructure and spaces, so that schools are appropriately located, designed, constructed or adopted to foster the sustainable development of the people and communities of Carmarthenshire.”*

The strategic aims of our Modernising Education Programme are to:

- Develop a schools network that is educationally sustainable and resource efficient for the long term.
- Develop a structure of provision so that every learning setting is capable of providing a high quality education to all of its registered learners, either as an individual institution or as part of a formal federation or collaboration with other settings or providers.
- Develop infrastructure at all schools that is equipped for learning in the 21<sup>st</sup> century and supports the achievement of core objectives for raising educational standards and maintaining them at high levels of performance.
- Deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools network to effectively match supply with demand.
- Rebuild, remodel, refurbish or modernise all school settings that are to be retained for the long-term, so that they conform as closely as practicable with adopted design standards.
- Contribute to the achievement of wider policy objectives, for example, community regeneration and renewal, healthy lifestyles, etc, through the development of appropriate enabling infrastructure.
- Improve the efficiency and educational viability of the schools sector by reducing the number of empty places to a reasonable level, whilst facilitating wherever practicable the expression of parental preference, responding effectively to demographic change.
- Configure schools and invest in modern school premises so that the whole school system in Carmarthenshire is equipped to support the effective implementation of the Schools Effectiveness Framework and secure improving outcomes for children and young people.

The strategic objectives of the MEP align neatly with the national objectives;

- Improved learning environments for children with better educational outcomes.
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate.
- A more sustainable education system reducing the recurrent cost and carbon footprint.

## 5. Options for Change

In developing a preferred option the Authority considered a range of alternative options. In considering the options they were evaluated against key objectives and criteria to determine which option best suited the aspirations of Carmarthenshire to provide a viable and sustainable school fit for learning in the 21<sup>st</sup> Century.

### 5.1 Main Options Considered

Option 1	Status Quo – Maintain school in present format
Option 2	Federation
Option 3	Discontinue provision at Llanedi Primary School and provide for pupils at Tycroes Primary School.
<b>Option 4 (Preferred)</b>	<b>Discontinue provision at Llanedi Primary School and provide for pupils at Hendy Primary school.</b>
Option 5	Discontinue provision at Llanedi Primary School and provide for pupils at Llannon Primary School.
Option 6	Discontinue provision at Llanedi Primary School and provide for pupils at Saron Primary School.

### 5.2 Advantages / Disadvantages of Each Option

Option 1 – Status Quo	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• No change for stakeholders.</li> <li>• No statutory procedures necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Would not address Headteacher recruitment issues at Llanedi Primary School.</li> <li>• Continues present arrangements with lack of coherence in provision.</li> <li>• Would not address the surplus places in the schools.</li> <li>• Higher cost option.</li> <li>• Opportunities for synergies will be lost.</li> </ul>

### Option 2 – Federation

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Opportunities to share resources.</li> <li>• Schools would retain their individual identities.</li> <li>• No increased travelling times for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for synergies will be lost.</li> <li>• Would not address the surplus places in the schools.</li> <li>• Does not address the building condition of Llanedi Primary School (C Rated – Major deterioration).</li> <li>• Significant investment required.</li> </ul>

### Option 3

#### Discontinue provision at Llanedi Primary School and provide for pupils at Tycroes Primary School.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• All pupils would be located on one site under the leadership of one Headteacher.</li> <li>• Improved facilities at Tycroes Primary School, new extension added in 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased travel times for some pupils.</li> <li>• Job security for staff. Redeployment or redundancies.</li> <li>• No Welsh medium provision – Tycroes Primary English medium language category.</li> <li>• Community of Llanedi would lose the presence of a school in their community.</li> </ul>

<b>Option 4 (Preferred Option)</b> <b>Discontinue provision at Llanedi Primary School and provide for pupils at Hendy Primary School.</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Hendy Primary School is a dual stream school offering a Welsh and English stream.</li> <li>• Hendy Primary School is an IT enriched school being amongst the best quipped primary schools in Carmarthenshire.</li> <li>• All pupils would be located on one site under the leadership of one permanent Headteacher.</li> <li>• Increased team of teachers will provide improved and enhanced pastoral arrangements.</li> <li>• Provision for pupils with ALN (Additional Learning Needs) will be strengthened to provide a wide range of specialism in areas where it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Community of Llanedi would lose the presence of a school in their community.</li> <li>• Increased travel times for some pupils.</li> <li>• Job security for staff. Redeployment or redundancies.</li> </ul>

<b>Option 5</b> <b>Discontinue provision at Llanedi Primary School and provide for pupils at Llannon Primary School.</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• All pupils would be located on one site under the leadership of one Headteacher.</li> <li>• Choice of Welsh medium education only – Llannon a Welsh medium school.</li> </ul>	<ul style="list-style-type: none"> <li>• Community of Llanedi would lose the presence of a school in their community.</li> <li>• Llannon Primary School does not have the capacity to accommodate pupils from Llanedi Primary School.</li> <li>• Increased travel times for some pupils. Llannon Primary School being 6.8miles away from Llanedi.</li> <li>• Job security for staff. Redeployment or redundancies.</li> </ul>

<b>Option 6</b> <b>Discontinue provision at Llanedi Primary School and provide for pupils at Saron Primary School.</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• All pupils would be located on one site under the leadership of one Headteacher.</li> <li>• Choice of Welsh medium education</li> </ul>	<ul style="list-style-type: none"> <li>• Community of Llanedi would lose the presence of a school in their community.</li> <li>• Saron Primary School does not have the capacity to accommodate pupils from Llanedi Primary School.</li> <li>• Increased travel times for some pupils. Saron Primary School being 3.6 miles away from Llanedi.</li> <li>• Job security for staff. Redeployment or redundancies.</li> </ul>

As can be seen from the tables above the preferred option for the Authority is to discontinue Llanedi Primary School and provide alternative education at Hendy Primary School as it is a dual stream school which will provide a Welsh and English stream and will also provide an increased team of teachers to provide improved and enhanced pastoral arrangements. Hendy Primary School has sufficient capacity to accommodate the additional pupils from Llanedi Primary School.

## **6. The Proposal**

### **6.1 Rationale for Change**

In spite of its best endeavours, in recent years Llanedi Primary School has seen a steady decline in pupil numbers and based on January 2015 PLASC pupil numbers there are currently only 18 pupils on roll (including nursery pupils). Based on current pupil projections it is estimated that the pupil figures will remain constant with no apparent prospect of reversing the trend.

For the reasons outlined above and in section 2.1 of this consultation document status quo is not considered a viable option for the future provision of pupils in the Llanedi area and it is the Authority's preferred option to discontinue



provision at Llanedi Primary School and provide alternative provision at Hendy Primary School from 1<sup>st</sup> September 2017.

The main difficulties which the school faces emanate from low pupil numbers showing no sign of any recovery with projections over the next five years indicating a fairly constant average pupil number between 16 and 19.

When there are low pupil numbers it is difficult for a school to provide the resources and breadth of curricular educational, social and life experiences which pupils need and deserve. When there are low pupil numbers it is difficult to provide and deliver a broad curriculum within a multi age class structure.

It is felt that retaining the situation is unfair to pupils wishing to attend the school and staff and does not represent the best use of resources.

With only 18 pupils on roll in January 2015 the cost per pupil was double the county average. Based on 2015/16 data the budget cost per pupil is £8,172 which is £4,433 above the county average of £3,739.

With no prospect of there being a significant increase in pupil numbers for the foreseeable future it is not possible to sustain the current arrangements.

## **6.2 The Proposal**

In arriving at a preferred option other options were considered as highlighted in section 5 of this document. It is the Authority's proposal to discontinue Llanedi Primary School and provide alternative education at Hendy Primary School.

The following proposal has been identified as the Authority's preferred option for the future provision of primary education in the area;

## **6.3 Catchment Area**

### **6.3.1 Primary**

That as from 1 September 2017, the catchment area of Llanedi Primary School be re-designated and included within the existing catchment area of Hendy Primary School.

### **6.3.2 Secondary**

For pupils residing within the existing catchment area of Llanedi Primary School the arrangements in respect of secondary education will be Bryngwyn and Ysgol y Strade (Welsh Stream). It is however the home address which is taken into account when considering admission to a Secondary School and not the primary school attended. It must be noted that it is the home address which is taken into account when considering admission to a Secondary School and not the Primary School attended.

Most parents send their child / children to their local catchment area school however parents have a right to state a preference for different schools. When you choose a school which is not your designated catchment school or the nearest school to your home there are some issues you will need to consider prior to making a decision;

- If a child does not attend the catchment area school or the nearest school to the home address and this decision is based on parental preference, then the responsibility, as well as the cost, of transporting the pupil to and from school, rests entirely with the parents / carer.
- The LA and school governors will lawfully comply with any preference for a particular school which is expressed. As with all applications a preference for a particular school will need to be considered and assessed as part of the admission process to ensure that the Authority does not exceed the limit for admission of pupils to that school for the relevant year group.

## **6.4 Advantages and Disadvantages of the proposal**

### **Advantages**

- Access to a school that has good standards and provision under the leadership of a strong Management Team.
- Dual Stream school offering a Welsh and English medium education.
- An increased team of teachers which will provide improved and enhanced pastoral arrangements and targeted support for particular groups of pupils.
- An ICT rich school which has recently invested heavily in new technology and is now amongst the best equipped primary schools in Carmarthenshire.

### **Disadvantages**

- Increased travel distances for some pupils.
- Local community resistance to the proposals.
- Loss of primary school presence in community of Llanedi.
- Statutory process required to implement proposal.

## 6.5 Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2013.
2.	Staffing issues in relation to securing suitable alternative employment.	- The Authority has staffing policies which will be recommended for implementation in respect of school reorganisation.
3.	Increased travelling times for some pupils.	- Transport will be provided in accordance with the statutory requirements of the Learner Travel (Wales) Measure 2008.
4.	Integration of pupils into the new school building.	- The Authority will work with the pupils to ensure smooth transition and integration into the new school.

## 6.6 Management and Organisation

The table below highlights the impact on the management and organisation of Hendy primary school to accommodate the additional pupils from Llanedi Primary School.

January 2015 PLASC Data (FTE) (Ages as at 31/08/14)			
Class	Llanedi	Hendy	Total
N2	1	13 (1 P/T)	13.5
Reception	2	20	22
Year 1	3	21	24
Year 2	2	21	23
Year 3	3	19	22
Year 4	1	28	29
Year 5	2	14	16
Year 6	4	23	27
<b>Total</b>	<b>18</b>	<b>158.5</b>	<b>176.5</b>

As can be seen from the table there would be enough capacity at Hendy primary school to accommodate the additional pupils from Llanedi Primary School.

## 6.7 Revenue Savings

Should this proposal be implemented there is potential revenue savings in the region of £71,333 per annum, this figure does not take into account any

upcoming budget constraints on the fair funding allocation or additional transport costs.

These savings would be re-invested within the education service.

## **6.8 Admission Arrangements**

The County Council is the Admissions Authority for Hendy Primary School. If you have any queries in relation to admission to the school the contact details for Carmarthenshire LA are as follows:

The School Governance and 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

Fax : 01267 246746

E-mail : [rjonesevans@carmarthenshire.gov.uk](mailto:rjonesevans@carmarthenshire.gov.uk)

## **6.9 Transport Impact Assessment**

Based on January 2015 pupil PLASC address data of the 18 pupils attending Llanedi Primary School (including nursery pupils) 6 lived within the catchment area of the school whilst 12 lived outside the catchment area.

An initial assessment of the travel times and distances which would apply if the Authorities proposal was implemented indicated that the additional travelling time for pupils on average would be 2 minutes (based on January 2015 PLASC individual pupil address data). Journey times for 22% of the pupils would decrease should the proposal be implemented as their home addresses are closer to Hendy primary school than their current school.

For those pupils living within the current catchment area of Llanedi Primary School the Authority will meet the cost of conveying those pupils for the period of time they remain and continue to reside within the catchment area.

The distance between Llanedi Primary School and Hendy Primary School is approximately 3.1 miles.

An initial assessment of the home to school transport arrangements which would apply if the Authorities proposal was implemented does not indicate an unreasonable journey length for pupils.

## **Safe Routes to School**

Works were undertaken in 2007 in Hendy as part of the safe routes to school grant. The works undertaken included a raised plateau on the B4306 and an upgrade to the path through Hendy park, the pedestrian entrance to the school was also upgraded. Various traffic calming features have also been provided along the A4138 through Hendy.

### **6.10 Community Impact Assessment**

Please refer to **Appendix A** of this consultation document for full details of a Community Impact Assessment undertaken on Llanedi Primary School.

### **6.11 Welsh Language Impact Assessment**

Please refer to **Appendix B** of this consultation document for full details of a Welsh Language Impact Assessment undertaken on Llanedi Primary School.

### **6.12 Equality Impact Assessment**

Please refer to **Appendix C** of this consultation document for details on the Equality Impact Assessment undertaken for Llanedi Primary School.

### **6.13 Impact of proposal on staff**

#### **6.13.1 Llanedi Primary School Staff**

There is currently one Acting Deputy Headteacher and one teacher at the school. The Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

#### **6.13.2 Hendy Primary School Staff**

There is currently one Headteacher one Deputy Headteachers and six teachers at Hendy Primary School.

## 7. Consultation and Statutory Process

### 7.1 The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2013).

### 7.2 Who will be consulted?

This document has been sent to the following interested parties:

Staff (Teaching and Ancillary) Llanedi CP School	Governors and Parents / Guardians, Llanedi CP School
Children and Young People's Partnership	Community Councillors / Llanedi Community Council
Child Care / Early Years	Community First Partnership
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Members/ Member of parliament (MPs)	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	Diocesan Director of Education Church in Wales & RC

\* Consultation document sent to Headteacher and Chair of Governors (Tycroes CP, Hendy CP, Llannon CP, Saron CP, Secondary Schools Ysgol Dyffryn Aman, Ysgol Maes Y Gwendreath, Ysgol Y Strade and Bryngwyn School).

### 7.3 The Consultation Period

There will be a period from 23<sup>rd</sup> May 2016 to 8<sup>th</sup> July 2016 when you can express your views.

During this period you can ask questions and express your views by writing a letter or alternatively completing the attached response form in **Appendix F** which should be received by the Director of Education and Children's Services (Mr. R. A. Sully) by no later than noon on 8<sup>th</sup> July 2016, at the following address:

Mr R A Sully, 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)

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 below.

### 7.4 Consultation with pupils

There will be an opportunity for the pupils of Llanedi Primary School to participate in the consultation process during a session which will be conducted at the school with an Associate System Leader. The session will take place at Llanedi Primary School.

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.

### 7.5 Considering Your Views

Within 13 weeks of 8<sup>th</sup> July 2016 a consultation report will be published on Carmarthenshire County Council's website. 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 of Llanedi CP School.

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.

## **7.6 Statutory Notice**

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

The 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.

## **7.7 Determination of Proposal**

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.

## **7.8 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.

## **7.9 The Statutory Process Time-Table**

The statutory process and timetable will be as follows:-

May 2016	Issue of this consultation document to identified and other interested parties.
July 2016	Closing date for views on the proposal to be received by the Department for Education & Children.



November 2016	<p>Within 13 weeks of 8<sup>th</sup> July 2016 a Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice. OR alternatively proposal ends.</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>
November 2016	<p>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 that it received.</p>
May/June 2017	<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>
September 2017	Implement Proposal

## **8. Appendix A – Community Impact Assessment**

### **Community Impact Assessment**

#### **General Information**

Llanedi Primary School is a rural, community school built in the early 1920's situated in the village of Llanedi, approximately five miles south of Ammanford and three miles north of Pontarddulais, in a predominantly Welsh speaking area. It is a small two teacher school one of which is 'acting up' as Deputy Headteacher and caters for pupils ages 4-11 years of age. Under the new arrangements for categorisation of schools according to linguistic provision, Llanedi Primary School categorised itself in category EW (English medium with significant use of Welsh).

Llanedi is within the ward of Hendy where the population is 3,149. The ward is ranked 110 out of 112 within Carmarthenshire for deprivation (1 being most deprived) and of that population 52% come from homes where Welsh is spoken as a first language.

The village school has contributed greatly over the years to support and nurture the pupils and sense of community for the area.

Llanedi Primary School does have a breakfast club and also offers after school clubs such as Urdd and Dragon's Sports.

#### **Catchment Area Analysis**

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.

#### **Children attending the school from inside catchment**

Based on January 2015 PLASC pupil address data, the geographical data in relation to the pupil distribution for the Llanedi school catchment area indicated that of the 18 pupils on roll, 6 pupils lived within the catchment, whilst the remaining 12 were from outside the catchment area.

#### **Children attending the school from outside catchment**

Based on January 2015 PLASC pupil address data, 12 pupils lived outside the catchment area of Llanedi school attended the school of which 2 lived in the Hendy catchment area.

## **Other School Facilities / Activities**

Llanedi Primary School has a close relationship with parents and works well with the community through such bodies as the Friends of the School. Parents and visitors from the community make a positive contribution to enriching pupils' experiences.

Llanedi Primary School offers pupils a breakfast club during term time between 8am and 8:20am. The school also offers various activities for pupils such as The Urdd club for Urdd members for the whole school. Other after school activities that are offered are based on the 'Dragon Sport' programme which includes cricket, hockey, netball and rugby.

Extra curricular opportunities are many and varied at the school including recorders, swimming lessons, cycling proficiency test, Llangrannog Urdd School Camp and Pendine School Camp.

If the proposal to discontinue Llanedi Primary School is approved, the Authority's preferred option would be to provide alternative provision for pupils at Hendy primary school which offers similar provision to that being offered at Llanedi Primary School.

Hendy primary school operates a breakfast club for all pupils between 8:15am and 8:40am.

Hendy primary school also offer numerous after school clubs including activities such as cooking, football, fun club, netball club etc.

As can be seen from the information above the alternative provision being offered at Hendy school is comparable to the provision currently being offered at Llanedi Primary School.

## **Community use of school building**

There is no designated hall in Llanedi school. Due to low pupil numbers a former classroom is being used as a multipurpose room. Llanedi Community Council utilise the neighbouring Tycroes Hall for their meetings. Should the proposal to close Llanedi Primary School be approved the community of Llanedi can make a case to Carmarthenshire Council Council for the retention of the building as a community resource. The community of Llanedi use the school building to facilitate the following groups;

- TBC

## **9. Appendix B – Welsh Language Impact Assessment**

**9.1** 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) 2014 – 2017. The proposal will offer the pupils of Llanedi Primary School the opportunity of a Welsh or English stream at Hendy Primary School.

### **9.2 Language Category**

#### **Llanedi Primary School**

Under the new arrangements for categorisation of schools according to linguistic provision, Llanedi primary school categorised itself in Category EW (English medium with significant use of Welsh).

#### **Hendy Primary School**

Under the new arrangements for categorisation of schools according to linguistic provision, Hendy primary school categorised itself in category DS (Dual Stream) offering Welsh and English medium education.

### **9.3 Standards – Welsh Language**

#### **Llanedi Primary School**

As reported in section 2.10 of this consultation document Llanedi Primary school was last inspected by Estyn in January 2011.

The report noted that most of the pupils came from English speaking homes and Welsh was taught as a second language in the school. Recommendations in the Estyn inspection noted that in order to improve, the school needed to raise standards in Welsh as a second language for KS2 pupils.

It was reported that very few children entered the school with Welsh language skills but the majority of pupils made good progress as they moved through the school.

Estyn commented how the school made appropriate provision for Welsh language development and the Welsh dimension reporting that most adults used Welsh effectively around the school which enhanced the progress made by the pupils. Staff provided appropriate opportunities for pupils to learn about their locality and the history and culture of Wales.

### **Hendy Primary School**

As reported in section 2.10 of this consultation document Hendy primary school was last inspected by Estyn in February 2012. The report noted that the percentage of pupils performing at a higher level in Welsh was slightly higher than the family average.

The performance in Welsh at level 2 is reported as being higher than the family of schools average for the last four years and higher than the all- Wales average until 2011 with no significant differences in the performances of boys and girls at level 2.

The percentage of pupils performing at level 3 in Welsh has compared favourably with family averages for the past four years.

At level 4 the performance in Welsh was higher than the family average and has been higher than the all-Wales average for the last four years up to 2012.

It was noted that there was suitable provision for the Cwricwlwm Cymreig and global citizenship within the school.

### **9.4 Welsh school activities**

Llanedi and Hendy Primary Schools offer pupils the opportunity to become members of the Urdd offering members the opportunity to participate in various activities. Older pupils are offered the chance to attend the Urdd camp in Llangrannog.

## 10. Appendix C – Equality 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**

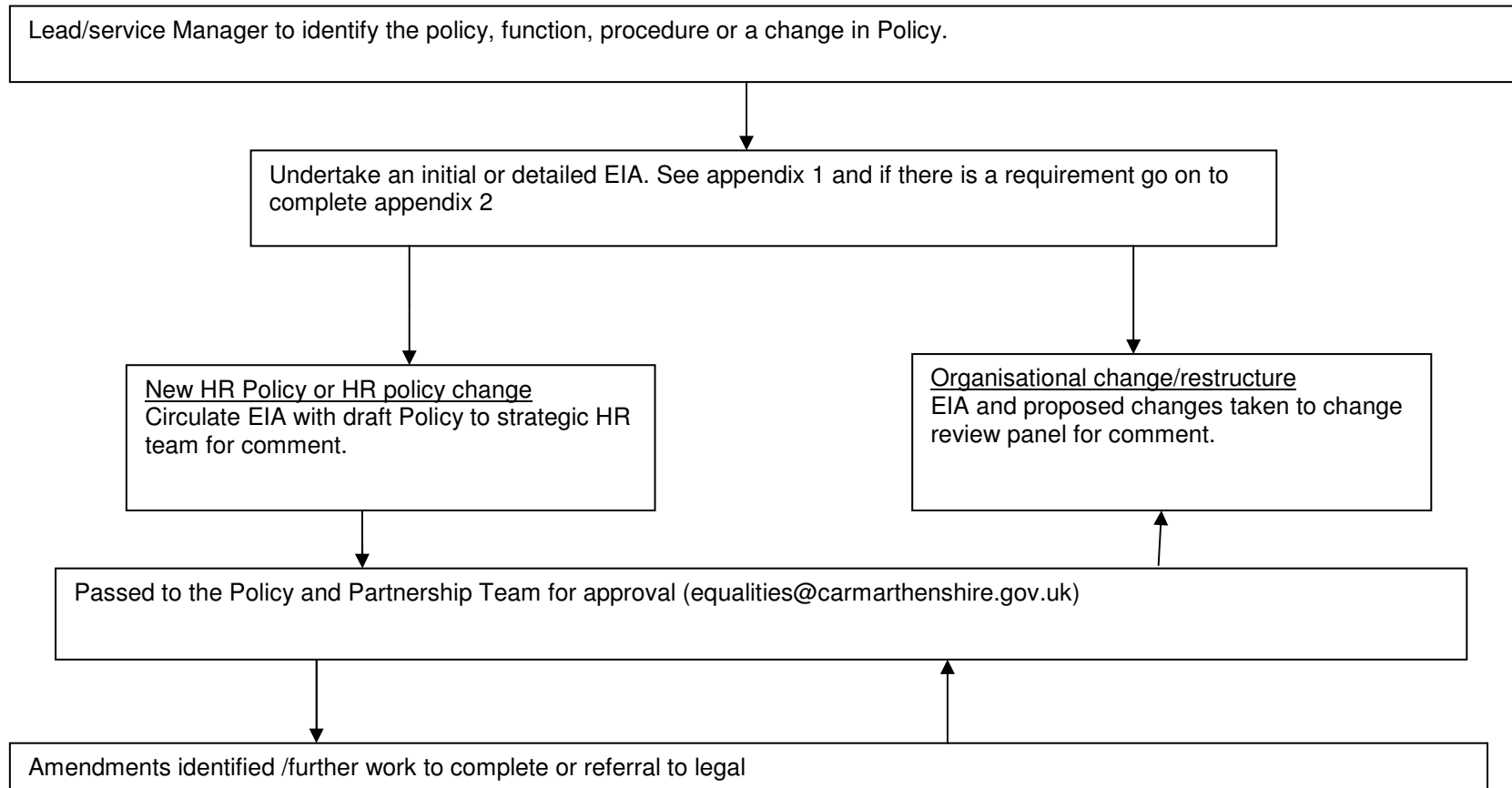
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

### **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> Sharon James	<b>Date of initial assessment:</b> March 2015  <b>Revision Dates:</b> N/A
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	To discontinue Llanedi Primary School.	
<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>• Welsh Government Guidance – School Organisation Code 2013</li> <li>• PLASC Data 2015</li> <li>• POSP Data 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>	It is the County Council’s proposal to discontinue Llanedi primary school and provide alternative provision at Hendy primary school or nearest suitable school as agreed by the Authority.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b> (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b> <b>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> N/A

different groups; and foster good relations between different groups (see guidance notes)			<b>Risks</b>	<b>Positive effects</b>	
<b>Protected characteristics</b>	<b>Age</b>	N	Risk Neutral		
	<b>Disability</b>	L	Risk Neutral	Suitability of Hendy primary school rated B by EC Harris who completed a building survey as part of the national 21 <sup>st</sup> Century School Programme on behalf of the Authority in 2010.	
	<b>Gender reassignment</b>	N	Risk Neutral		
	<b>Race</b>	N	Risk Neutral		
	<b>Religion/Belief</b>	N	Risk Neutral		
	<b>Pregnancy and maternity</b>	N	Risk Neutral		
	<b>Sexual Orientation</b>	N	Risk Neutral		
	<b>Sex</b>	N	Risk Neutral		
	<b>Welsh language</b>	N	Risk Neutral	Hendy is a Dual Stream school offering a Welsh and English stream.	
	<b>Any other area</b>	L	Risk Neutral	Suitability of Hendy primary school rated B by EC Harris who completed	

				a building survey as part of the national 21 <sup>st</sup> Century School Programme on behalf of the Authority in 2010.	
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**5. Has there been any consultation/engagement with the appropriate protected characteristics?** YES  Informal and formal consultation will be undertaken as stated in Welsh Government guidance. We will consult informally with the Headteacher and Chair of Governors. As part of the Formal Consultation period key stakeholders will be consulted with as detailed on page 29 of this consultation document.  
NO

**6. What action(s) will you take to reduce any disproportionately negative impact, if any?** Ensure that parents, staff and governors are fully informed at each stage of the consultation.

**7. Procurement**  
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.  
Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A

**8. Human resources**  
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? The Authority has staffing policies and procedures in respect of school reorganisation and these will be recommended for implementation. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

**9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)** YES  NO

Approved by: Head of Service Gareth Morgans Date: February 2016

## Detailed Equalities Impact Assessment Template

Appendix 2

Department:	Please see initial impact assessment
Completed by (lead):	
Date of Detailed assessment:	
Area to be assessed: ( <i>Policy, function, procedure, practice or a financial decision</i> )	Please see initial impact assessment
Is this existing or new function/policy/Procedure/ practice	Please see initial impact assessment

1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit.	Please see initial impact assessment
2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment. (This must include relevant data used in this assessment)	
3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment? (please provide details, who and how consulted)	

4. What is the actual/likely impact?				
5. What actions are proposed to address the impact? <i>(The actions needs to be specific, measurable and outcome based)</i>	What are we going to do	Who will be responsible	When will it be completed	How will we know we have achieved our objective
6. How will actions be monitored?				
Approved by: Head of Service			Date:	

Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -  
 Policy & Partnership Team  
 Chief Executive's Department  
 01267 22(4914) / (4676)  
[equalities@carmarthenshire.gov.uk](mailto:equalities@carmarthenshire.gov.uk)

**Please send a copy of the assessment to the above e-mail address upon completion.**

## 11. Appendix D – Area Profile Llanedi / Hendy

### Area Profile for Llanedi, Postcode: SA4 0FB: (Hendy 1 LSOA Code: W10000665)

Population:	1,788
Welsh Language:	People with knowledge of Welsh: 56.4% Can speak Welsh: 43.2% Can speak, Read and Write Welsh: 32.4% Can speak Welsh (Age 3-15):8.5% No skills in Welsh:43.5%
Number of Children & Young People:	16.1% (Aged 0-15) 9.7% (Aged 16-24)
Population Mitigation:	Overall population churn in area: rate per 1,000 Data no longer available
Ethnicity:	White (British): 97.5% White (Irish): 0.3% White (Other): 0.7% Mixed (White/Black Caribbean): 0.1% Asian British (Indian) 0.2% Asian British (Other Asian): 0.2% Other Ethnic Group: 0.9%
Religion:	Christian: 67.1% Buddhist: 0.1% Hindu: 0.2% Jewish: 0% Muslim: 0.1% Sikh: 0% Other Religion: 0.1% No Religion: 25.9% Religion Not Stated: 6.5%
Deprivation Ranking:	Total number of Households: 727 Total households not deprived in any dimensions: 384 No of households Deprived of between 1-4 dimensions: 343

## WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Hendy 1** ranks 112 out of 112 LSOAs in Carmarthenshire (the least deprived LSOA in Carmarthenshire) and is ranked 1772 in Wales from 1909 LSOAs.

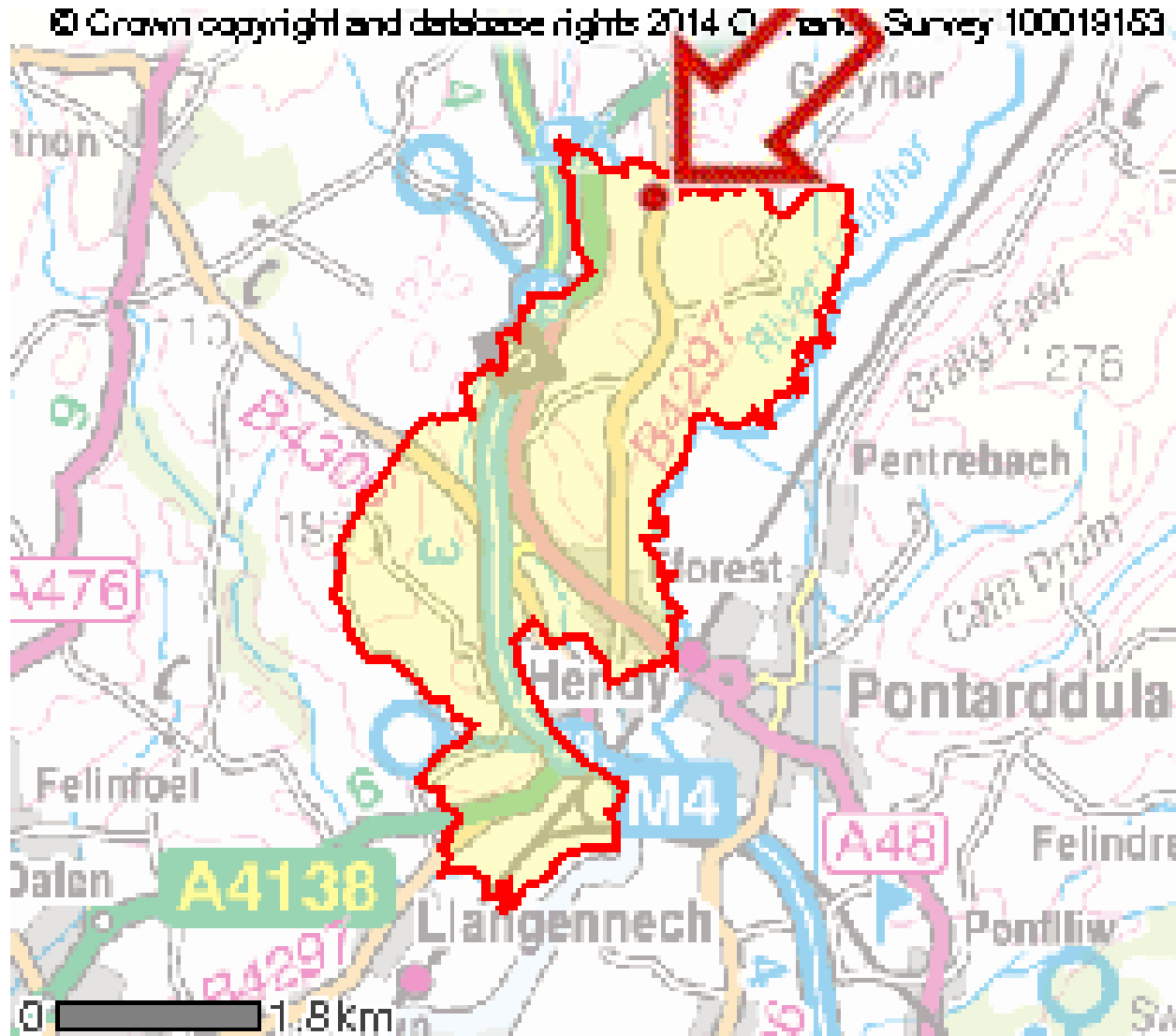
The highest level of deprivation attributed to **Hendy 1** is the Access to Services domain, being ranked 89<sup>th</sup> in Carmarthenshire and 1135<sup>th</sup> in Wales for this domain.

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked **1-112** (Carmarthenshire), **1-1909** (Wales).

### Hendy 1 – Fforest

LSOA	Overall Index		Domains: Income		Employment		Health		Education		Housing		Access to Services		Physical Environment		Community Safety	
	112	1772	105	1611	106	1548	110	1730	103	1565	91	1475	89	1135	102	1625	93	1723
Hendy 1	112	1772	105	1611	106	1548	110	1730	103	1565	91	1475	89	1135	102	1625	93	1723
Hendy 2	69	1067	42	869	61	957	43	740	57	1017	64	1160	96	1401	48	783	53	1275





## 12. Appendix E – 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>EM</b>	English medium
<b>Estyn</b>	Her Majesty's Inspectorate for Education and Training in Wales
<b>EW</b>	English medium with significant use of Welsh
<b>FTE</b>	Full Time Equivalent
<b>LA</b>	Local Authority
<b>LSOA</b>	Lower Super Output Area
<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>TR</b>	Transitional
<b>VA</b>	Voluntary Aided
<b>VC</b>	Voluntary Controlled
<b>WESP</b>	Welsh in Education Strategic Plan
<b>WG</b>	Welsh Government
<b>WM</b>	Welsh medium

## 13. Appendix F – Response Pro-forma

Please provide us with your comments on the proposals regarding future provision for primary pupils residing in the Llanedi Primary School catchment area.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick box if you wish to be notified of the publication of a consultation report.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Position /

Category of

Respondent

(E.g. parent)

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Date \_\_\_\_\_

**Please note that unless you indicate otherwise your comments will be open to the public as part of the formal records of the consultation.**

Please detach this form and return to: Mr. R. A. Sully, Director – Department for Education and Children, 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) no later than **8<sup>th</sup> July 2016**.

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg – Cynnig i gau Ysgol Gynradd Bancffosfelen

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Y cynnig a amlinellir isod; yn cynnwys 2 adroddiad (un adroddiad gan Gorff Llywodraethol Bancffosfelen).
2. Bod swyddogion yn cychwyn yr ymgynghori ffurfiol yn ystod tymor yr Haf 2016;
3. Bod adroddiad yn cael ei gyflwyno i'r Pwyllgor Craffu Addysg a Phlant a'r Bwrdd Gweithredol ar ddiwedd y cyfnod ymgynghori statudol.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES (21ain o Fawrth 2016)**

### Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Gareth Jones (Addysg a Phlant)

<b>Y Gyfarwyddiaeth:</b> Addysg a Phlant  <b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans  <b>Awdur yr adroddiad:</b> Simon Davies	<b>Swyddi:</b>  Prif Swyddog Addysg  Y Rheolwr Moderneiddio Ysgolion	<b>Rhifau Ffôn / Cyfeiriadau E-bost:</b>  01267 246450 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a>  01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Modernising Education Programme (MEP) proposal to discontinue Bancffosfelen Primary School

### Background

The Authority has a legal responsibility to review the number and type of schools it has and whether or not it is making the best use of resources and facilities to deliver the opportunities that children deserve.

In recent years Bancffosfelen Primary School has seen a steady decline in pupil numbers. For example, from 48 pupils on roll in January 2011 to 35 pupils on roll in January 2016. This has resulted in there being 64% surplus places at the school. Welsh Government defines any schools with greater than 25% surplus places as 'significant' and advises local authorities to review any schools with greater than 10%.

Following the departure of the Headteacher in Easter 2014, there has not been a permanent Headteacher employed at the school. However, there is an informal arrangement between the Governing Body of Pontyberem and Bancffosfelen for part time cover (0.2) to be provided by the Headteacher of Pontyberem.

The culmination of these unavoidable facts presents a school model which does not represent a sound, stable educational model or best use of resources.

In addition, the Authority feels that from an educational perspective 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 of this age require to fully develop.

### Proposal

The Authority's proposal is as follows:

- To close Bancffosfelen Primary School on the 31 August 2017;
- It is proposed from 1 September 2017 that the catchment area of Bancffosfelen re-designated and included within the existing catchment area of Pontyberem Primary School.

The details of the proposal are outlined in the attached Draft Consultation document. The Consultation Document is currently in draft format and is updated where appropriate during the informal consultation exercise.

A copy of the Draft Consultation document has been shared with the Local Member, the Chair of Governing Body of both of Bancffosfelen/Pontyberem Schools and the Headteacher of Bancffosfelen on 11 February 2016. Comments were invited by 26 February 2016.

In response to the proposal the Governing Body of Bancffosfelen has produced a detailed bilingual report with an additional option for consideration. This option is detailed in the attached report.

Observations have been received from the Chair of Governors and Headteacher of Pontyberem school.

The Director of Education & Children's Services has received 5 letters opposing this proposal.

### **Conclusion**

In light of the low and declining pupil numbers at the school with no evidence to support the prospect of reversing this trend, it is recommended that the Authority moves to close Bancffosfelen Primary School through the instigation of formal statutory procedures. The closure of the school will be planned for the end of the summer term in 2017.

From 1 September 2017, the catchment area of Bancffosfelen Primary School to be included within the existing catchment area of Pontyberem Primary School.

Transfer to Secondary School will remain the same, Ysgol Maes y Gwendraeth and Ysgol Dyffryn Aman. It must be noted that it is the home address which is taken into account when considering admission to secondary school and not the primary school attended.

Transport will be provided in accordance with Carmarthenshire County Council's School Transport Policy.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES (2 Reports)</b>
----------------------------------	------------------------

## IMPLICATIONS

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

Signed:            **Gareth Morgans**            **Chief Education Officer**

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

**1. Policy and Crime & Disorder** – Developments are consistent with the Authority’s Corporate Strategy, Children and Young People’s Plan and the Modernising Education Strategic Outline Programme.

**2. Legal** – Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

**3. Finance** – Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

**4. ICT** – Resources will follow pupils to alternative school within the locality including ICT.

**5. Risk Management Issues** – Continuing with current inadequate provision would see current problems being perpetuated and the County Council failing to meet its obligations for the education of children in the area served by the present school.

**6. Staffing Implications** – Staffing implications will be addressed in accordance with the County Council’s Redeployment Policy and Procedures.

**7. Physical Assets** – One redundant school building which would be addressed in accordance with the Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme policy and procedures.

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed:      **Gareth Morgans**                      **Chief Education Officer**

- 1. Local Member(s)** – The Local Member, Cllr. Joy Williams, (Pontyberem Ward), has been advised of the proposal and provided with a copy of the draft consultation document.
- 2. Community / Town Council** – Not applicable at this stage in the process. The Community Council will be consulted formally during the formal consultation stage.
- 3. Relevant Partners** – Not at this time but will be consulted during the formal consultation stage.
- 4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions will be consulted during the formal consultation stage.

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

**THESE ARE DETAILED BELOW :**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Planning School Places – Primary Schools – The Way Forward	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – The County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Education and Learning – Useful Links
Modernising Education Provision Timeline / Rollout:	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Executive Board Agenda – 31/05/2005

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Modernising Education Provision Update / Revised Draft Timetable	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> Executive Board 31/05/05
MEP Annual Report 2013/14 and Programme 2014/15	<a href="#">MEP Annual Report 2013/14 and Programme 2104/15</a>
Strategic Outline Programme 21 <sup>st</sup> Century Schools	<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017	<a href="#">WESP 2014-2017</a>



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**DEPARTMENT FOR EDUCATION & CHILDREN**

*Our Vision .....Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential*

**Future Primary Education Provision for Children Residing in the Bancffosfelen Area**

**CONSULTATION DOCUMENT**

**Robert Sully  
Director of Education & Children’s Services**



**DRAFT**

**School Modernisation Section**

**Simon Davies, School Modernisation Manager (tel. 01267 246471)**

**Status of Document : DRAFT**

If you require this information in large print,  
Braille or on audiotape please contact the  
Department for Education & Children  
01267 246476

## Version History

Version	Comments	Date
0.1	Initial draft for consideration by Local Members, School Governors and Headteacher	11/02/16
0.2	Initial draft for consideration by Education Scrutiny Committee	29/02/16

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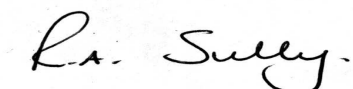
## Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well being 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.



**Robert A Sully**  
**Director of Education & Children's Services**

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## 1. Introduction

The County Council has its legal responsibility to review the number and type of schools it has in its area and whether or not it is making the best use of 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 the Bancffosfelen area. The proposals for change included in this document are in line with that long-term objective.

As reported in the latest MEP (Modernising Education Programme) Annual Report 2013/14 and Programme 2014/15, the intention of the Authority is to review the future provision of education in the Bancffosfelen area.

This document seeks to stimulate the process of consultation by explaining the Authority's preferred option for the future provision of primary education for area. The document also highlights why other options considered are not the preferred option as well as offering 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 as stated in the School Organisation Code (2013) and will involve identified interested parties, including school governors, school staff, parents and pupils.

It is intended that the formal changes be implemented as from September 2017.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response Pro-forma included in **Appendix F** which is on the last page of this document.

## **2. Context – Present Arrangements (Status Quo)**

### **2.1 Background**

In recent years Bancffosfelen primary school has seen a decline in pupil numbers as can be seen in section 2.4 of this document. Based on current pupil data and projections, no significant change in this trend is anticipated. Declining pupil numbers at Bancffosfelen will cause further educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios and teaching groups to provide an effective curriculum for all learners.

The need for a more formalised approach and sustainable resolution is therefore required. Maintaining the status quo is not an option. When there are low pupil numbers in a school, it is increasingly difficult to provide the resources and wide breadth of educational, social and life experiences pupils need and deserve. When there are low pupil numbers, it is also difficult to provide and deliver a sufficiently challenging curriculum within a multi-age class structure.

It is felt that retaining the present situation is unfair to current pupils and those wishing to attend in the future. The present model does not represent the best educational model or use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future, it is not possible to sustain current arrangements.

### **2.2 Surrounding Primary Schools**

The catchment area of Bancffosfelen Primary school is surrounded by the following Community Primary schools:

**Gwynfryn Primary School**, Pontiets, Llanelli SA15 5SN

**Llanddarog V C Primary School**, Llanddarog, Carmarthen SA32 8BJ

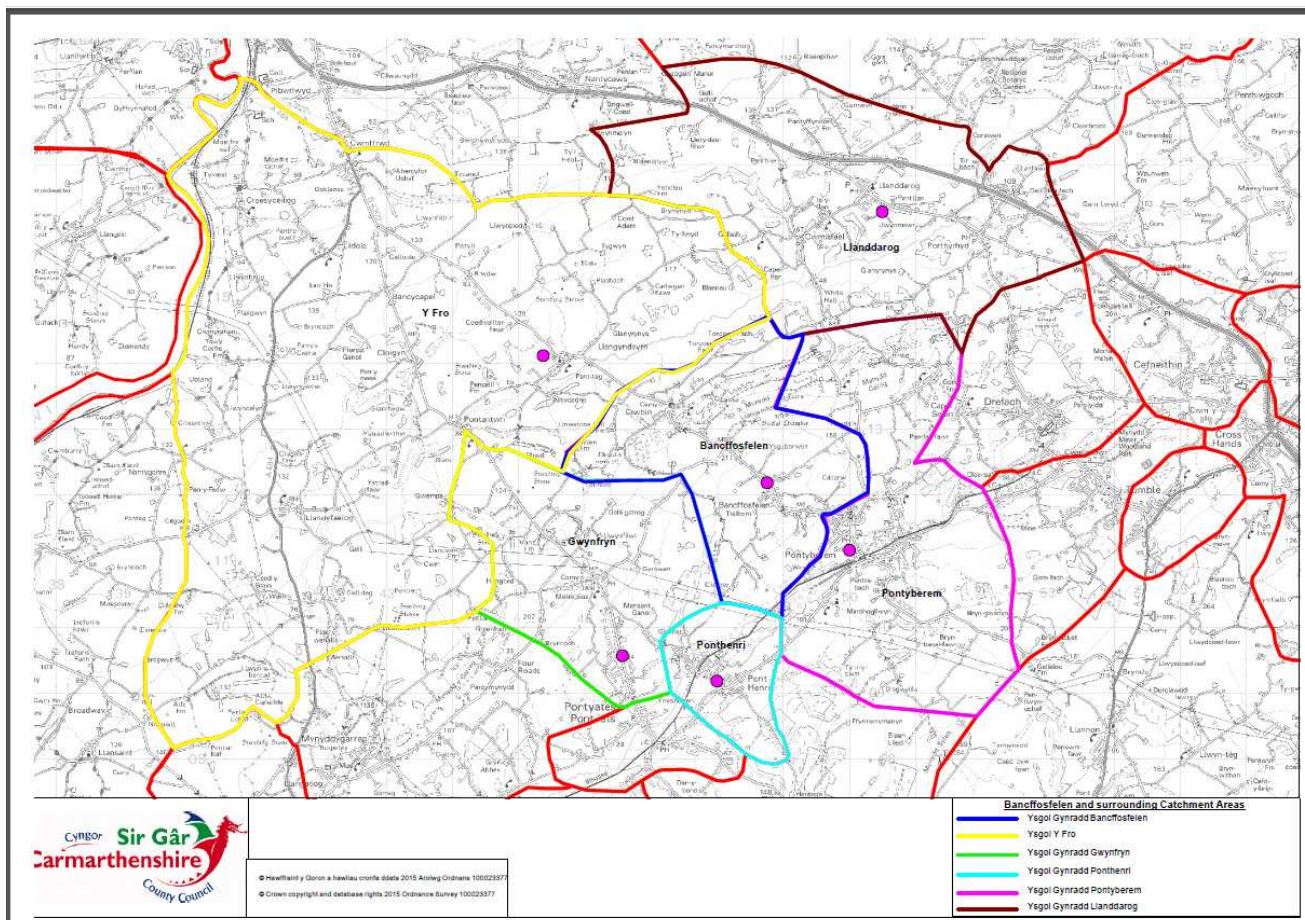
**Pontyberem Primary School**, Pontyberem, Llanelli SA15 5EB

**Pont-henri Primary School**, Pont Henri, Llanelli, Carmarthenshire SA15 5NS

**Ysgol Y Fro**, Llangyndeyrn, Kidwelly, Llanelli SA17 5BW

## 2.3 Catchment Areas

The following map outlines the catchment areas of the schools surrounding Bancffosfelen:





## 2.4 General School Information

School	Pupil Numbers January 2015	Feeder School for	School Category	Net Capacity (MSCW) January 15	% Surplus Capacity January 15	Cost Per Pupil 2015/16 (Average £3,739)
Bancffosfelen	35	Maes y Gwendraeth / Dyffryn Aman	Welsh Medium	*155	77%	£4,647
Gwynfryn	64	Maes y Gwendraeth / Dyffryn Aman	Welsh Medium	124	48%	£3,750
Llanddarog	89	Maes y Gwendraeth / Dyffryn Aman	Welsh Medium	94	5%	£3,517
Pont Henri	62	Maes y Gwendraeth / Dyffryn Aman	Welsh Medium	96	35%	£3,688
Pontyberem	202	Maes y Gwendraeth / Dyffryn Aman	Welsh Medium	235	14%	£3,583
Y Fro	35	Ysgol G G Bro Myrddin/Q E High	Welsh Medium	41	15%	£4,136

\* As from January 2016 the capacity of the school has reduced to 98.

The official data for the January 2016 census point will not be available until March/April 2016. However please find below for the unofficial pupil count for January 2016, which is not expected to change.

As can be seen there is no significant change from January 2015 data. Therefore for the purpose of this report, January 2015 official data has been used.

Bancffosfelen	Gwynfryn	Llanddarog	Pont Henri	Pontyberem	Y Fro
35	70	89	68	206	33

### 3. Objectives

Our vision in Carmarthenshire is to provide viable, sustainable and efficient schools which are fit for purpose for the 21<sup>st</sup> Century, with the right school in the right place for current and future pupils ensuring access to high quality learning opportunities for all children. Our long term aim as part of our 21<sup>st</sup> Century Schools Programme is to create school learning environments that meet the needs of the communities and provide the best learning provision for the area.

The mission of the Modernising Education Programme is to:

*“transform the network of nursery, primary and secondary schools serving the county into a strategically and operationally effective resource that meets current and future need for school based and associated community focused education, where appropriate investing in the development and improvement of buildings, infrastructure and spaces, so that schools are appropriately located, designed, constructed or adopted to foster the sustainable development of the people and communities of Carmarthenshire.”*

The strategic aims of the Modernising Education Programme are to:

- Develop a schools network that is educationally sustainable and resource efficient for the long term.
- Develop a structure of provision so that every learning setting is capable of providing a high quality education to all of its registered learners, either as an individual institution or as part of a formal federation or collaboration with other settings or providers.
- Develop infrastructure at all schools that is equipped for learning in the 21<sup>st</sup> century and supports the achievement of core objectives for raising educational standards and maintaining them at high levels of performance.
- Deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools network to effectively match supply with demand.
- Rebuild, remodel, refurbish or modernise all school settings that are to be retained for the long-term, so that they conform as closely as practicable with adopted design standards.
- Contribute to the achievement of wider policy objectives, for example, community regeneration and renewal, healthy lifestyles, etc, through the development of appropriate enabling infrastructure.
- Improve the efficiency and educational viability of the schools sector by reducing the number of empty places to a reasonable level, whilst facilitating wherever practicable the expression of parental preference, responding effectively to demographic change.

- Configure schools and invest in modern school premises so that the whole school system in Carmarthenshire is equipped to support the effective implementation of the Schools Effectiveness Framework and secure improving outcomes for children and young people.

The strategic objectives of the MEP align neatly with the national objectives;

- Improved learning environments for children with better educational outcomes.
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate.
- A more sustainable education system reducing the recurrent cost and carbon footprint.

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## 4. Options for Change

In developing a preferred option the County Council considered a range of alternative options. In considering the options they were evaluated against key objectives and criteria to determine which option best suited the aspirations of Carmarthenshire to provide a viable and sustainable school fit for learning in the 21<sup>st</sup> Century.

### 4.1 Main Options Considered

Option 1	Status Quo – Maintain the schools in its present format
Option 2	Discontinue Bancffosfelen and move the pupils/catchment to Llanddarog
Option 3	Discontinue Bancffosfelen and move the pupils/catchment to Pontyberem
Option 4	Discontinue Bancffosfelen and move the pupils/catchment to Pont Henri
Option 5	Discontinue Bancffosfelen and move the pupils/catchment to Gwynfryn
Option 6	Discontinue Bancffosfelen and move the pupils/catchment to Y Fro
Option 7	Discontinue Bancffosfelen and Pontyberem and move the pupils/catchments to Bancffosfelen
Option 8	Federation
Option 9	Amalgamation

## 4.2 Advantages / Disadvantages of Each Option

<b>Option 1</b> Status Quo	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Continuity of provision at Bancffosfelen</li> <li>• Pupils educated in a school close to their home</li> <li>• No change for pupils, staff, governors and parents</li> <li>• No statutory procedures necessary</li> </ul>	<ul style="list-style-type: none"> <li>• All issues outlined in the individual schools assessment</li> <li>• Very low pupil numbers</li> <li>• High surplus places</li> <li>• Multi age classes</li> <li>• Lack of facilities to ensure the effective delivery of the Foundation Phase</li> <li>• High backlog maintenance investment costs required</li> <li>• High cost per pupil</li> <li>• Small numbers of staff have to co-ordinate work in all areas</li> <li>• Not sustainable long term with falling pupil numbers</li> </ul>

### Option 2

Discontinue Bancffosfelen and move the pupils/catchment to Gwynfryn

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Reduced maintenance requirements</li><li>• Reduced costs per pupil</li><li>• Reduction in surplus places</li><li>• Safeguarding the future of primary school education for the Gwynfryn catchment area</li></ul>	<ul style="list-style-type: none"><li>• Insufficient capacity to accommodate Bancffosfelen pupils</li><li>• Capital investment required to accommodate pupils</li><li>• Increased travel time for pupils</li><li>• High building investment cost requirement</li><li>• The community of Bancffosfelen would lose the presence of a school in their communities.</li><li>• Job security for staff. Redeployment or redundancies</li></ul>

### Option 3

Discontinue Bancffosfelen and move the pupils/catchment to Llanddarog

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Reduced maintenance requirements</li><li>• Reduced costs per pupil</li><li>• Safeguarding the future of primary school education for the Llanddarog catchment area</li></ul>	<ul style="list-style-type: none"><li>• Insufficient capacity to accommodate Bancffosfelen pupils</li><li>• Capital investment required to accommodate pupils</li><li>• Increased travel time for pupils</li><li>• The community of Bancffosfelen would lose the presence of a school in their communities</li><li>• Capital investment required to provide additional pupil places</li><li>• Job security for staff. Redeployment or redundancies</li></ul>

### Option 4

Discontinue Bancffosfelen and move the pupils/catchment to Pont Henri

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Surplus places removed</li><li>• Reduced maintenance requirements</li><li>• Reduced costs per pupil</li><li>• Safeguarding the future of primary school education for the Pont Henri catchment area</li></ul>	<ul style="list-style-type: none"><li>• Insufficient capacity to accommodate Bancffosfelen pupils</li><li>• Capital investment required to accommodate pupils</li><li>• Increased travel time for pupils</li><li>• The community of Bancffosfelen would lose the presence of a school in their communities</li><li>• Job security for staff. Redeployment or redundancies</li><li>• Capital investment required to provide additional pupil places</li></ul>

### Option 5

Discontinue Bancffosfelen and move the pupils/catchment to Pontyberem

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Minor change in travel time and distance for pupils in comparison to other options</li><li>• Minor capital investment required in comparison to other options</li><li>• Reduced maintenance requirements</li><li>• Reduced costs per pupil</li><li>• Reduction in surplus places</li><li>• Safeguarding the future of primary school education for the Pontyberem catchment area</li><li>• Nearest school to Bancffosfelen</li></ul>	<ul style="list-style-type: none"><li>• Capital investment costs required</li><li>• The community of Bancffosfelen would lose the presence of a school in their communities.</li><li>• Job security for staff. Redeployment or redundancies</li></ul>

### Option 6

Discontinue Bancffosfelen and move pupils/catchment to Y Fro

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Surplus places removed</li><li>• Reduced maintenance requirements</li><li>• Reduced costs per pupil</li><li>• Safeguarding the future of primary school education for the y Fro catchment area</li></ul>	<ul style="list-style-type: none"><li>• Insufficient capacity to accommodate Bancffosfelen pupils</li><li>• Capital investment required to accommodate pupils</li><li>• Increased travel time for pupils</li><li>• Implications for Y Fro to accommodate pupils from Bancffosfelen</li><li>• The community of Bancffosfelen would lose the presence of a school in their communities</li><li>• Job security for staff. Redeployment or redundancies</li><li>• Capital investment required to provide additional pupil places</li></ul>



### Option 7

Discontinue Bancffosfelen and Pontyberem and move pupils/catchment to Bancffosfelen

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Reduced maintenance requirements</li><li>• Reduced costs per pupil</li><li>• Reduction in surplus places</li><li>• Safeguarding the future of primary school education for the Bancffosfelen catchment area</li><li>• Nearest school to Pontyberem</li></ul>	<ul style="list-style-type: none"><li>• Increased travel time for Pontyberem pupils</li><li>• High building investment cost requirement</li><li>• The community of Pontyberem would lose the presence of a school in their communities</li><li>• Job security for staff. Redeployment or redundancies</li><li>• Higher investment costs than Option 5</li></ul>

### Option 8

Federation

Federation would not address the underlying issues in the case of Bancffosfelen Primary schools. i.e. Low pupil numbers and mix aged classes.

Although there is an Executive Headteacher being employed at Bancffosfelen, this is short term measure, until a long term solution was agreed for the area.

### Option 9

Amalgamation

This option would see the creation of a newly named school operating on more than one site with a newly formed Governing Body. This option would not address the concerns regarding the building and facilities available for pupils. Equally the arrangement is not seen as being able to provide an arrangement which is sustainable in terms of educational provision, resources or finance. Such an arrangement is considered to be most successful when the total pupil population is at least 90 and takes place between two establishments which are equal in terms of pupil numbers and resources.

## **5. The Proposal**

### **5.1 Rationale for Change**

In recent years, many of our rural primary schools have witnessed a decrease in pupil numbers. Bancffosfelen bears witness to this trend. Based on current pupil projections, it is estimated that pupil figures at the schools will essentially remain at the same less level no apparent prospect of reversing the trend. The declining in pupil numbers over the years has caused educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios to provide an effective curriculum for all learners.

Due to the low pupil numbers at Bancffosfelen the school has been under review for some time, as the Authority is obliged to do so. In recent years the total number of pupils at has reduced significantly. For example in January 2005, there were 63 registered at the school, but by January 2015, they had fallen to 35 pupils, which is a decline of 44% in just 10 years. Maintaining status quo is therefore not an option. When there are low pupil numbers in a school, it is increasingly difficult to provide the resources and wide breadth of educational, social and life experiences pupils need and deserve. It is also difficult to provide and deliver a sufficiently challenging curriculum within a multi-age class structure. It is felt that retaining the present situation is unfair to current pupils and those wishing to attend in the future. The present model does not represent the best educational model or use of resources. With no prospect of there being a significant increase in pupil numbers for the foreseeable future, it is not possible to sustain current arrangements.

### **5.2 The Proposal**

The Authority's proposal is as follows:

- To close Bancffosfelen primary school and transfer its catchment to Pontyberem primary school at the beginning of the 2017 autumn term.

### **5.3 Advantages of nursery provision**

With this proposal pupils from the existing catchment of Bancffosfelen will have access to nursery provision which is located in Pontyberem Memorial Hall. Both the current nursery at Bancffosfelen and Pontyberem are Welsh Mudiad Nurseries and are registered with the CSSIW (Care and Social Services Inspectorate Wales).

There are many advantages to attending a school which offers nursery provision, these include;

- Children that attend a nursery setting within the school find the transition to primary education from nursery easier and often 'settle' quicker than children who have not had access to nursery provision.
- Issues in relation to additional learning needs can be identified at an earlier stage before the child attends full time primary education.

- Studies have shown that children attending pre-school nursery enhance their cognitive and social / behavioural development compared to children not attending nursery.

Having a nursery within a village setting also benefits the school as parents tend to send their children on to the school that provides Early Years Education which improves the numbers attending the school.

All children in Wales are entitled to free, part time Early Years Foundation Phase learning provision from the beginning of the term after their third birthday and prior to gaining full time entry into school. Part time is defined as a minimum of ten hours per week. The Local Authority has a duty to ensure that enough places are available for all three year old whose parents want them to attend.

If this proposal is approved it will ensure that the children from Bancffosfelen will have access to the same level of Foundation Phase Early Years learning.

## **5.4 Catchment Area**

### **5.4.1 Secondary**

It is not proposed to change the arrangements in respect of secondary education.

Most parents send their child / children to their local catchment area school however parents have a right to state a preference for different schools. When you choose a school which is not your designated catchment school or the nearest school to your home there are some issues you will need to consider prior to making a decision;

- If a child does not attend the catchment area school or the nearest school to the home address and this decision is based on parental preference, then the responsibility, as well as the cost, of transporting the pupil to and from school, rests entirely with the parents / carer.
- The LA and school governors will lawfully comply with any preference for a particular school which is expressed. As with all applications a preference for a particular school will need to be considered and assessed as part of the admission process to ensure that the Authority does not exceed the limit for admission of pupils to that school for the relevant year group.

## 5.5 Advantages and Disadvantages of the proposal

### Advantages

- Long term and sustainable primary education provision for the area
- Capital investment at Pontyberem
- Strong Leadership Team
- An increased team of teachers which will provide improved pastoral arrangements and targeted support for particular groups of pupils
- Based on PLASC 2015, a reduction of 120 surplus places
- Based on 2016 unofficial data , a reduction of 63 surplus places

### Disadvantages

- Job security for staff. Redeployment or redundancies.
- Loss of primary school presence in the community of Bancffosfelen
- Local community resistance to the proposals
- Statutory process required to implement proposal

## 5.6 Risks and Counter Measures

	<b>Risk</b>	<b>Counter Measure</b>
1.	Failure to obtain statutory approval to implement the proposal.	Follow guidelines as set out in the School Organisation Code 2013.
2.	Staffing issues in relation to securing suitable alternative employment.	The Authority has staffing policies which will be recommended for implementation in respect of school reorganisation.
3.	Increased travel distance for some pupils.	Transport will be provided in accordance with the statutory requirements of the Learner Travel (Wales) Measure 2008.
4.	Integration of pupils into the new school.	The Authority will work with the pupils to ensure smooth transition and integration into the new school.

## 5.7 Management and Organisation

The following tables highlight the impact on the management and organisation of the new area school to accommodate pupils:

### Bancffosfelen to Pontyberem

January 2015 PLASC Data (FTE) (Ages as at 31/08/14)			
Class	Bancffosfelen	Pontyberem	Total
N2	1	19	20
Reception	5	21	26
Year 1	2	30	32
Year 2	7	28	35
Year 3	6	27	33
Year 4	7	25	32
Year 5	0	27	27
Year 6	7	25	32
<b>Total</b>	<b>35</b>	<b>202</b>	<b>237</b>

## 5.8 Revenue Savings

Should this proposal be implemented there is potential revenue savings in the region of £63,752 per annum, this figure does not take into account any upcoming budget constraints on the fair funding allocation or additional transport costs.

Savings would be re-invested within the education service.

## 5.9 Pupil Costs

### **Bancffosfelen**

Based on 2015/16 data the budget cost per pupil is £4,647 which is 24% **above** the county average of £3,739.

### **Pontyberem**

Based on 2015/16 data the budget cost per pupil is £3,583 which is 4% **less** than the county average of £3,739.

## 5.10 Admission Arrangements

The County Council will be the Admissions Authority for the new area school. If you have any queries in relation to admission to the school the contact details for Carmarthenshire LA are as follows:

The School Governance and Admissions Unit  
Department for Education and Children  
Building 2  
Parc Dewi Sant  
Carmarthen  
SA31 3HB

Tel No: 01267 246449

Fax : 01267 246746

E-mail : [admissions@carmarthenshire.gov.uk](mailto:admissions@carmarthenshire.gov.uk)

## 5.11 Transport Impact Assessment

### **Bancffosfelen Primary School**

Based on January 2015 pupil PLASC address data, of the 17 pupils attending Bancffosfelen primary school, 18 lived within the catchment area of the school whilst 17 lived outside the catchment area.

An initial assessment of the travel times and distances of pupils indicates that on average pupils travel 1.31 miles or 3.6 minutes to attend Bancffosfelen. For pupils to travel to Pontyberem it would mean that on average pupils would have to travel 1.35 miles or 3.57 minutes.

Overall this proposal would increase the average travel distance by 0.26 miles but on average decrease the time of travel by 0.3 minutes.

### **Safe Routes to school**

Currently there are no works identified under the safe routes in schools scheme within the areas of Bancffosfelen and Pontyberem.

## 5.12 Community Impact Assessment

Please refer to **Appendix A** of this consultation document for full details of a Community Impact Assessment undertaken on Bancffosfelen and Pontyberem.

## 5.13 Welsh Language Impact Assessment

Please refer to **Appendix B** of this consultation document for full details of a Welsh Language Impact Assessment undertaken on the four primary schools.

## 5.14 Equality Impact Assessment

Please refer to **Appendix C** of this consultation document for details on the Equality Impact Assessment undertaken for both primary schools.

## 5.15 Impact of proposal on staff

Please find below a list of the posts at the schools:

	Bancffosfelen	Pontyberem
<b>Teaching</b>		
Headteacher	0.2 (Temporary)	0.8 (Permanent)
Deputy Headteacher	0	1
Teachers	2	9
<b>Non Teaching</b>		
Administrator	1	1
Breakfast Asst	1	1
Breakfast Supervisor	1	5
Caretaker	1	3
Catering Asst	0	1
Cleaner	2	4
Cook in Charge	1	1
Lunchtime Super	2	6
School Crossing Patrol	1	1
School Meals Clerical	1	1
Teaching Assts	1	12

For those affected by this proposal the Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

## 6. Evaluation of Present Arrangements & The Proposal

### 6.1 Pupil Numbers

The tables below show pupil numbers for Bancffosfelen and Pontyberem January 2015 and the previous six years.

Bancffosfelen	3yr (PT)	3yr	4yrs (PT)	4yr	5yr	6yr	7yr	8yr	9yr	10yr	Total (FTE)	Total
Jan 15	0	1	0	5	2	7	6	7	0	7	35	35
Jan-14		1		3	8	6	8		7	4	37	37
Jan-13	0	0	0	8	7	9	1	8	6	6	45	45
Jan-12	0	4	0	8	8	1	9	5	6	5	46	46
Jan-11	0	7	0	8	1	10	5	7	5	5	48	48
Jan-10	0	7	0	1	9	5	7	5	3	9	46	46
Jan-09	0	1	0	8	5	5	4	1	7	8	39	39

Pontyberem	3yr (PT)	3yr	4yr (PT)	4yrs	5yr	6yr	7yr	8yr	9yr	10yr	Total (FTE)	Total
Jan-15	0	19	1	20	30	28	27	25	27	25	201.5	202
Jan-14		16		32	28	27	25	29	25	19	201	201
Jan-13	0	13	0	29	24	25	28	25	19	24	187	187
Jan-12	0	19	0	23	26	26	24	20	23	24	185	185
Jan-11	0	11	0	24	27	19	20	19	25	29	174	174
Jan-10	0	15	0	24	20	20	20	24	30	21	174	174
Jan-09	0	11	0	18	19	19	23	33	21	21	165	165

PLASC 2015 Data (Ages as at 31/08/14)

FTE – Full Time Equivalent - Part Time (PT) pupils counted as 0.5

### 6.2 Pupil Projections (FTE)

The following table shows the pupil projections for Bancffosfelen and Pontyberem for the next five years.

#### Bancffosfelen and Pontyberem

	Actual	Projected Pupil Total					
	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021
Bancffosfelen	35	34	39	37	36	34	37
Pontyberem	202	205	206	210	212	213	212
<b>Total</b>	<b>237</b>	<b>239</b>	<b>245</b>	<b>247</b>	<b>248</b>	<b>247</b>	<b>249</b>

Pontyberem has a capacity of 235.



The above shows that there would not be sufficient capacity at Pontyberem to accommodate the pupils of Bancffosfelen. However, initial assessment of the Pontyberem school has shown that there is sufficient space available within the building to create additional capacity to accommodate all the pupils. The building modification to Pontyberem would need to take place prior to any pupils moving from Bancffosfelen.

## 6.3 Pupil Capacity Information

The current methodology for the calculation of school capacities was implemented by Welsh Government in 2008.

	MSCW Capacity							
	Jan-09	Jan-10	Jan-11	Jan-12	Jan-13	Jan-14	Jan-15	
<b>Capacity Bancffosfelen</b>	155*	155*	155*	155*	155*	155*	155*	
Pupil Numbers	39	46	48	46	45	37	35	
Surplus	116	109	107	107	110	118	120	
% Surplus	74%	70%	69%	69%	71%	76%	78%	
<b>Capacity Pontyberem</b>	235	235	235	235	235	235	235	
Pupil Numbers	165	174	174	185	187	201	202	
Surplus	70	61	61	50	48	34	33	
% Surplus	30%	26%	26%	21%	20%	14%	14%	

\* As from January 2016 the capacity of the school has reduced to 98.

### MCSW - Measuring the Capacity of Schools in Wales

As can be seen in the table above there has been a significant level of surplus places at Bancffosfelen over the years. This will reduce when the revised January 2016 capacity figure of 98 is used. However, the school will continue to carry a surplus of well above 50%.

The **School Organisation Code** document published by Welsh Government, which is available on their website, provides the following information to all authorities in Wales in respect to surplus places:

*'Where there are **more than 10% surplus places** in an area, local authorities should review their provision and should make proposals for school reorganisation if this will improve the effectiveness and efficiency of provision. This is especially important where individual schools, have "**significant**" levels of surplus places. A significant level of surplus provision is defined as **25% or more** of a school's capacity'*

## 6.4 School Attendance Data

Improving attendance is a national priority, if children are not in school, they cannot learn.

The Authority analyses and shares data for every primary school on a half-termly basis to help schools to maintain a focus on attendance. The analysis uses data for pupils in years 1 to 6 and follows the same approach as the statutory attendance return each September.

School	Attendance Data 2013/14	Attendance Data 2014/15 (Autumn Term)	Above / Below Target	Target 2015/16	Target 2016/17
Bancffosfelen	96.2	95.4	-1.1 ↓	97.0	97.2
Pontyberem	95.7	95.3	-0.7 ↓	96.5	96.7

## 6.5 Building Facilities

The Welsh Government commissioned independent building surveys on behalf of all local authorities in 2009 and 2010 to evaluate the **Suitability** and **Condition** of all schools in Wales.

The schools were banded from **A** to **D** according to building condition and ranked in priority from **1** to **3**, depending on when it was recommended that the work should be carried out:

**A Good** – No Deterioration

**B Reasonable** – Minor Deterioration

**C Poor** – Major Deterioration

**D Bad** – Life Expired

**1 Urgent** – Issues to be addressed in Year 1

**2 Essential** – Issues to be addressed in Year 2

**3 Desirable** – Issues to be addressed in Years 3 to 5

The suitability of the buildings as an education resource was also banded from **A** to **D**:

**A Good** - Suitable levels for teaching, learning and well being in schools

**B Reasonable** - But behaviour / morale adversely and management affected

**C Poor** - Teaching methods inhibited

**D Bad** - Severe situation and / or Unable to teach the curriculum

The findings from the surveys are as follows:

### 6.5.1 Bancffosfelen



The school is situated in the village of Bancffosfelen, which is located in the Gwendraeth Valley, which is approximately 2 miles from the village of Pontyberem.

The site is located on a fairly flat site on the edge of the village. The main building is a traditional Victorian school structure with stone walls and slate roof. In the rear of the site there are interlinked extensions erected over the years comprising of a felt flat roofed link with masonry walls leading to a later timber-framed modular extension having UPVC cladding and windows and timber cladding under a felt flat roof.

To the south-east side boundary there is a small masonry construction with low-pitch metal-clad roofing.

Bancffosfelen was categorised as **C2** for the condition of its building.

**C Poor** – Major Deterioration

**2 Essential** – Issues to be addressed in Year 2

The suitability survey carried out by Welsh Government categorised the school as a Band **C** building.

**C Poor** - Teaching methods inhibited

### 6.5.2 Pontyberem



The school is situated in the village of Pontyberem, in the Gwendraeth Valley. The vast majority of pupils come from the village or nearby area.

The building is located on a level site and situated off a short cul-de-sac away from the main road. The main building is a late 1950s part two storey traditional brick structure with tiled roof. The building was extended in the 1970s with a single storey extension with a similar traditional brick structure with tiled roof.

Pontyberem was categorised as **C2** for the condition of its building.

**C Poor** – Major Deterioration

**2 Essential** – Issues to be addressed in Year 2

The suitability survey carried out by Welsh Government categorised the school as a Band **B** building.

**B Reasonable** - But behaviour / morale adversely and management affected

## 6.6 Estyn Reports

### 6.6.1 Bancffosfelen

As part of a national programme of school inspection, Estyn commissions reviews of all schools. The latest was undertaken in February 2011 and consultees may access the findings either via the Estyn website at [www.estyn.gov.uk](http://www.estyn.gov.uk) or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

#### The main findings of the report

The Estyn Inspection report undertaken in November 2011 stated that ***'A friendly, productive and inclusive ethos, which is based on positive support and good relationships, is one of the strengths of the school. Issues relating to equal opportunities, diversity and equality are dealt with appropriately, and the strong arrangements that exist ensure very good behaviour across the school'***.

The inspection judgements awarded are shown in the table on the following page:

Key Question	Inspection Grade
How good are the outcomes?	Adequate
How good is the provision?	Good
How good are leadership and management?	Good
<b>Summary</b>	
The school's current performance?	Adequate
The school's prospect for improvement?	Good

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

## 6.6.2 Pontyberem

Pontyberem was last inspected as part of the Estyn School Inspection Programme in November 2014. The inspection judgements awarded are shown in the table below:

### The main findings of the report

The Estyn Inspection undertaken in November 2014 reported that ***'The school has a very caring and supportive ethos in which pupils feel safe. All pupils have full access to the curriculum and the school promotes positive attitudes towards equality and diversity. The school also promotes positive behaviour. This is reflected in pupils' behaviour and the way in which they identify with each other and their teachers. The school succeeds in engendering pupils' pride in their work, their community and their successes'***.

### Pontyberem – Estyn Inspection Judgements

Key Question	Inspection Grade
How good are the outcomes?	Adequate
How good is the provision?	Good
How good are leadership and management?	Adequate
<b>Summary</b>	
The school's current performance?	Adequate
The school's prospect for improvement?	Adequate

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

## 6.7 National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government.
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning.
- Assessment of the school's self evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The new categorisation system will give a clear and fair picture of a school's progress. There is a three step process in generating a category for a school, firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

### What does each support category mean?

There are four support categories

Green Support Category	A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better.
Yellow Support category	An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.
Amber Support Category	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.
Red Support Category	A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

The table below summarises the data for Bancffosfelen and Pontyberem.

### National School Categorisation System – Data 2015

School	*Standards Group	*Improvement Capacity	Support Category
Bancffosfelen	2	B	Yellow
Pontyberem	2	B	Yellow

\* Framework and criteria for self-evaluation and ability to self-improve in relation to leadership, teaching and learning (standards group 1–4, with 1 being the highest group and 4 the lowest), and the capacity to improve (A–D, schools with an improvement capacity of A showing the greatest capacity to improve and those with an improvement capacity of D showing the least capacity to improve).

## 6.8 Quality and standards in education

### 6.8.1 Outcomes (standards and wellbeing)

Pupils' standards and wellbeing outcomes will benefit directly from the proposal's preferred option as the capacity and ability to focus on improved provision will be implemented with greater consistency across one common site. The demands of the revised primary curriculum made it increasingly challenging for small numbers of staff working with small cohorts, to provide a broader range of learning experiences and opportunities. Effective and consistent provision is the key driver in ensuring children's achievement and success at all ages.

### 6.8.2 Provision

The proposal's content will provide an increased team of staff members and facilitate higher levels of collaboration and self-improvement. This larger team of teachers and support staff will impact most positively on learning provision and therefore standards and wellbeing through –

- enhanced pastoral support for all children
- enhanced targeted support for children with additional learning needs (including More Able and Talented children)
- enhanced collaboration and professional learning development amongst staff
- enhanced focus on planning and implementation of the curriculum
- greater opportunities for the development of social and curriculum specific skills
- greater opportunities for children to benefit from an increased range of resources and learning environments



### 6.8.3 Leadership and Management

Bancffosfelen does not have a permanent Headteacher employed at the school. But there is an informal arrangement between Bancffosfelen and Pontyberem Governing Bodies for part time cover to be provided. There is a permanent a Headteacher employed at Pontyberem.

Effective and sustainable leadership is crucial to all children's success as schools face new challenges and opportunities in pursuit of the best standards and provision for all.

## 6.9 Need for places and the impact on accessibility of schools

The County Council has considered the sufficiency of places and the likely demand for places in the future.

### 7 9.1 Age range of the schools

The age range of both schools is 4 to 11.

The nursery provision provided at each school is as follows:

School Catchment	Nursery Provision
Bancffosfelen	Welsh Cylch on premises
Pontyberem	Welsh Cylch in area

All children in Wales are entitled to free, part time Early Years Foundation Phase learning provision from the beginning of the term after their third birthday and prior to gaining full time entry into school. Part time is defined as a minimum of ten hours per week. The Local Authority has a duty to ensure that enough places are available for all three year old whose parents want them to attend.

There are many advantages to attending a school which offers nursery provision, these include;

- Children that attend a nursery setting within the school find the transition to primary education from nursery easier and often 'settle' quicker than children who have not had access to nursery provision.
- Issues in relation to additional learning needs can be identified at an earlier stage before the child attends full time primary education.
- Studies have shown that children attending pre-school nursery enhance their cognitive and social / behavioural development compared to children not attending nursery.

## 6.9.2 Language Category

The language category at the schools is as follows:

School Catchment	Language Category
Banccfosfelen	Welsh Medium
Pontyberem	Welsh Medium

## 6.10 Resourcing of education and other financial implications

### 6.10.1 Surplus Places

As can be seen in the table in section 2 there is a significant level of surplus places in Banccfosfelen, 77% as at January 2015 and reducing to 65% using the revised capacity calculation for the school. As stated in the School Organisation Code document published by Welsh Government where there is more than 10% surplus in an area, local authorities should review their provision and should make proposals for school reorganisation if it will improve the effectiveness and efficiency of provision. This is especially important where individual schools have 'significant' levels of surplus places of 25% or more (as defined in the Welsh Government Circular 21/2011). If this proposal is implemented it will have a significant positive impact on surplus places in the area as can be seen from the % surplus data shown in the table.

### 6.10.2 Transport costs

The travel cost is not significant as many pupils attending Banccfosfelen reside within the catchment of Pontyberem.

The estimated cost is expected to be £13.50 per eligible pupil per day.

### 6.10.3 Capital costs / Capital Receipts

If this proposal was implemented a negligible amount of capital would be required to change the use of rooms currently used as 'Intervention Areas' into classrooms. The changes would not be subject to planning approval.

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12<sup>th</sup> April 2006, in relation to buildings not being required for educational purposes will apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource. If there is no viable community interest the premises will be offered on the market.

#### 6.10.4 School Budgets

##### **Bancffosfelen**

Based on 2015/16 data the budget cost per pupil is £4,647 which is 24% **above** the county average of £3,739.

##### **Pontyberem**

Based on 2015/16 data the budget cost per pupil is £3,583 which is 4% **less** than the county average of £3,739.

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## 10.11 Analysis of Options against Objectives

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7
<b>Objectives</b>	Status Quo	Discontinue Bancffosfelen and move the pupils/catchment to Llanddarog	Discontinue Bancffosfelen and move the pupils/catchment to Pontyberem	Discontinue Bancffosfelen and move the pupils/catchment to Pont Henri	Discontinue Bancffosfelen and move the pupils/catchment to Gwynfryn	Discontinue Bancffosfelen and move the pupils/catchment to Y Fro	Discontinue Bancffosfelen and Pontyberem and move the pupils/catchments to Bancffosfelen
1. Educationally viable and sustainable school.	x	✓	✓	x	x	x	✓
2. High quality education.	✓	✓	✓	✓	✓	✓	✓
3. 21 <sup>st</sup> Century facilities.	x	x	x	x	x	x	x
4. Sufficient Capacity	✓	x	✓	x	✓	x	x
5. Strong Leadership and Management.	x	✓	✓	✓	✓	✓	✓
<b>Critical Success Factors</b>							
1. Reduction in surplus places	x	✓	✓	✓	✓	✓	✓
2. Improved school condition and suitability.	x	x	✓	✓	✓	x	x
3. Support the increased demand for Welsh medium education.	✓	✓	✓	✓	✓	✓	✓
<b>Summary</b>	<b>Discounted</b>	<b>Discounted</b>	<b>Preferred</b>	<b>Discounted</b>	<b>Discounted</b>	<b>Discounted</b>	<b>Discounted</b>

## Analysis of Options against Objectives...continued

	<b>Option 8</b>	<b>Option 9</b>
<b>Objectives</b>	Federation	Amalgamation
1. Educationally viable and sustainable school.	x	x
2. High quality education.	✓	✓
3. 21 <sup>st</sup> Century facilities.	x	x
4. Sufficient Capacity	✓	✓
5. Strong Leadership and Management.	✓	✓
<b>Critical Success</b>		
1. Reduction in surplus places.	x	x
2. Improved school condition and suitability.	x	x
3. Support the increased demand for Welsh medium education.	✓	✓
<b>Summary</b>	<b>Discounted</b>	<b>Discounted</b>

## 7. Consultation and Statutory Process

### 7.1 The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2013).

### 7.2 Who else will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary) Bancffosfelen Pontyberem	Governors and Parents / Guardians, Bancffosfelen Pontyberem
Carmarthenshire Children's Partnership	Community Councillors / Community Councils
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Members	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Local Service Board	Regional Transport Consortium
Local Police and Crime	Welsh Ministers

Commissioner	
Estyn	Diocesan Director of Education & RC

A consultation document will also be sent to the Chair of Governors and Headteachers of the neighbouring Primary School and Secondary feeder schools.

### **Primary**

Pontyberem, Llanddarog, Pont Henri, Gwynfryn and Y Fro.

### **Secondary**

Ysgol Dyffryn Aman and Ysgol Maes y Gwendraeth secondary schools.

## **7.3 The Consultation Period**

There will be a period from 23 May 2016 to 8 July 2016 when you can express your views.

During this period you can ask questions and express your views by writing a letter or alternatively completing the attached response form in **Appendix F** which should be received by the Director of Education and Children's Services (Mr. R. A. Sully) by no later than noon on 8 July 2016, at the following address:

Mr R A Sully  
 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)

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 below.

## **7.4 Consultation with pupils**

There will be an opportunity for the pupils of Bancffosfelen Primary School to participate in the consultation process during a session which will be conducted at the school with one of the Department's Challenge Adviser. The session will take place at Bancffosfelen Primary School.

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.

## **7.5 Considering Your Views**

Within 13 weeks of 8 July 2016 a consultation report will be published on Carmarthenshire County Council's website. 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 of Bancffosfelen.

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.

## **7.6 Statutory Notice**

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

The 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.

## **7.7 Determination of Proposal**

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.

## **7.8 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.



## 7.9 The Statutory Process Time-Table

The statutory process and timetable will be as follows:-

<b>May 2016</b>	Issue of this consultation document to identified and other interested parties.
<b>July 2016</b>	Closing date for views on the proposal to be received by the Department for Education & Children.
<b>November 2016</b>	<p>Within 13 weeks of 8<sup>th</sup> July 2016 a Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice. OR alternatively proposal ends.</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>
<b>November 2016</b>	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 that it received.
<b>May/June 2017</b>	<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>
<b>September 2017</b>	Implementation.

## **8. Appendix A – Community Impact Assessment**

### **Community Impact Assessment**

#### **8.1 Bancffosfelen**

##### **General Information**

The school is situated in the village of Bancffosfelen, which is located in the Gwendraeth Valley and approximately 1 mile from the village of Pontyberem.

The site is located on a fairly flat site on the edge of the village. The main building is a traditional Victorian school structure with stone walls and slate roof with rear interlinked extensions erected over the years comprising of a felt flat roofed link with masonry walls leading to a later timber-framed modular extension having UPVC cladding and windows and timber cladding under a felt flat roof.

There are only two mixed year classes at the school. Infant and Junior. The school does not employ a permanent Headteacher, but there is a temporary arrangement between the Governing Body of Bancffosfelen and Pontyberem for temporary cover to be provided. . There are 2 teachers employed at the school. The school caters for pupils aged 4-11 years of age. The schools has categorised itself as Welsh Medium.

Bancffosfelen is within the ward of Pontyberem 2. The ward is ranked 45 out of 112 within Carmarthenshire for deprivation (1 being most deprived).

Due to the school's proximity to the Pontyberem 1 ward, the data for both wards has been used. The number of white British ethnic origin is 98.8%. Over half of the population (67%) can speak Welsh.

##### **Catchment Area Analysis**

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.

##### **Children attending the school from inside catchment**

Based on January 2015 PLASC pupil address data, (the geographical data in relation to the pupil distribution), there were in total 51 pupils living within the catchment. 18 pupils attend Bancffosfelen, whilst 33 pupils attend other schools. The majority of pupils from the catchment area, 21, attend Pontyberem.

##### **Children attending the school from outside catchments**

Based on January 2015 PLASC pupil address data, of the 35 pupils attending the school, 17 pupils attended the school from 4 other catchment areas.

## **Other School Facilities / Activities**

Bancffosfelen school has a nursery located on its site, it is a valuable resource and is a feeder for the school.

Community members of all generations attend public events held at the school. The Christmas Fair, Christmas Concert and Sports School Summer Fun are examples of the events held annually. The events attract representation from the community and the school.

The children, through the School Council, conduct activities on different occasions and invites parents into the school for fundraising events or to share the fruits of their work performed on projects, e.g. talent shows / performances on various occasions for Comic Relief, Children in Need and have staged the children and music service presentation at the recent World War II on the basis of pupils project work.

A Clwb Joio is held at the school every Tuesday with around 10 pupils attending.

Members of the Banc Organics come into the school during the spring and summer to help the children to grow vegetables and flowers.

School staff and the Music Service help children prepare for competition in the village Eisteddfod and Urdd Eisteddfod annually. The children attend instrumental lessons at the school and have the opportunity to join the annual Schools Proms Carmarthenshire.

## **Community use of school building**

The school has an active Friends organisation that supports a number of social events and fundraising. The Friends are responsible for the arrangements of the annual Christmas Fair, which is a momentous occasion in the social calendar of the village, and they run a number of various social events, such as a treasure hunt, quiz, disco night curry and Halloween. The Friends work closely with a committee of the Nursery to co-host some events. Through the efforts of the Friends, parents have held days to decorate the school externally including the school yard. Over half of the school families regularly contribute to the work of the Friends.

The school has strong links with the Pontyberem Church - the Vicar attends the school to give presentations on a regular basis. The school has staged presentations in the Chapel at Bancffosfelen (Pisgah).

There are also strong links with Menter Cwm Gwendraeth, who host the Clwb Joio at the school, and a number of the children attend the Youth Theatre and several other events held by it.

There is a valuable link between the school and Seindof Arian Crwbin. Wind and brass instrument lessons are held in the school and many of the children join the Full and Youth band. The band performs regularly with children at the school, including the school's Christmas concert.

The school has regular contact with the Bancffosfelen Hall and Crwbin Hall, and children perform with the Seindof Arian Crwbin at Christmas in the concert hall.

There is also a strong link between the school and Bancffosfelen Eisteddfod. School children compete in local schools sections and through this connection, parents are encouraged to assist in the organisation of the Eisteddfod and the former pupils school (secondary school age) also provide their assistance at the Eisteddfod annually.

Similarly there is a strong association with Bancffosfelen Show. School children compete in the annual show's art section. With these connections, it engages links between the school and parents who help with show's arrangements.

School children attended the annual Coffee Morning held at the village hall to raise money for Macmillan Cancer fund. They have also held performances for Leisure Club members to Senior Citizens groups that are held in the Hall.

As mentioned above, there is also a strong connection with the Banc Organics, a co-operative for grown food that is located at Bancffosfelen. Representatives of Banc Organics help children by providing gardening sessions. They also provide resources to create growing beds as well as providing seeds.

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12<sup>th</sup> April 2006, would apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource.

## **8.2 Pontyberem**

The school is located on the edge of the village. The principal building is a traditional Victorian single storey school under a pitched slate roof. A rear extension was added in the 1960's/70's which consists of a single storey with brick walls and a slate roof added together with a single storey flat roofed wing containing the toilet block.

There are no mixed aged classrooms at the school. There is a Headteacher, Deputy Headteacher and nine teachers employed by the school. The school caters for pupils aged 4-11 years of age. The schools has categorised itself as Welsh Medium.

Pontyberem is on the borderline of wards Pontyberem 1 and Pontyberem 2. Pontyberem 1 is ranked 81 out of 112 and Pontyberem 2 is ranked 45 out of 112 within Carmarthenshire for deprivation (1 being most deprived).

Due to the school's proximity to wards Pontyberem 1 and Pontyberem 2, the data for both wards has been used. The number of white British ethnic origin is 98.8%. Over half of the population (67%) can speak Welsh.

## **Catchment Area Analysis**

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.

### **Children attending the school from inside catchment**

Based on January 2015 PLASC pupil address data, (the geographical data in relation to the pupil distribution), there were in total 210 pupils living within the catchment. 141 pupils attend Pontyberem, whilst 69 pupils attend other schools.

### **Children attending the school from outside catchment**

Based on January 2015 PLASC pupil address data, of the 202 pupils attending the school, 61 pupils attended the school outside the catchment area.

### **Other School Facilities / Activities**

The school has an active Friends Association which hosts a number of fundraising and social events. The school has a strong connection and a regular Nantyglo Residential Home, where pupils visit and perform musical items. The school has strong links with Soar Chapel and Jerusalem Chapel. The Reverend Roberts of Soar Chapel attends School Assembly on a monthly basis.

The school also has strong links with the Pontyberem Church - the Vicar visits the school to give presentations on a regular basis. In addition there are strong links with Menter Cwm Gwendraeth, which host the daily afterschool club at the school – Clwb Hwyl. The school works closely with Pontyberem Hall, where pupils perform in school Christmas concerts.

The Urdd is held every Thursday evening for school pupils. A Sports Club is also held on a weekly basis.

### **Community use of school building**

The school's hall is used on a weekly basis by Pontyberem Rugby Club, Bancffosfelen Football Club, the school's Urdd, the Dreigiau Bach also use the school's facilities. The school hall is used by Carmarthenshire County Council's Music Service for termly musical courses which is attended by pupils from all over the County.

The school field is used by Bancffosfelen Football Club, the Urdd, Gwendraeth Schools and Menter Cwm Gwendraeth to hold annual sports activities. Community members of all generations attend public events held at the school. The Christmas Fair, the school Christmas Concert and the School's Summer Sports are held annually at the school.

## **9. Appendix B – Welsh Language Impact Assessment**

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) 2014 – 2017. The proposal will offer the pupils of Bancffosfelen the opportunity of attending a Welsh medium school at Pontyberem.

### **9.1 Language Category**

#### **Bancffosfelen**

Under the new arrangements for categorisation of schools according to linguistic provision, Bancffosfelen categorised itself in Category WM (Welsh medium). In a Welsh medium school all foundation phase pupils experience areas of learning through the medium of Welsh. In Key stage 2 at least 70% of teaching is made through medium of Welsh, which is the language of communication with pupils and the language of day to day business of the school.

The school communicates with parents in both languages. Pupils, regardless of home language, will be able to transfer to Welsh medium secondary provision and by the end of Key Stage 2 will have reached equivalent standard in English to that reached by pupils in predominantly English medium schools.

#### **Pontyberem**

Under the new arrangements for categorisation of schools according to linguistic provision, Pontyberem categorised itself in Category WM (Welsh medium). In a Welsh medium school all foundation phase pupils experience areas of learning through the medium of Welsh. In Key stage 2 at least 70% of teaching is made through medium of Welsh, which is the language of communication with pupils and the language of day to day business of the school.

The school communicates with parents in both languages. Pupils, regardless of home language will be able to transfer to Welsh medium secondary provision and by the end of Key Stage 2 will have reached equivalent standard in English to that reached by pupils in predominantly English medium schools.

### **9.2 Standards – Welsh Language**

#### **Bancffosfelen**

As reported previously in this consultation document Bancffosfelen was last inspected by Estyn in November 2011. The report noted that Welsh is the main language spoken at home by approximately 50% of pupils, but it is

expected that every pupil will be fluent in Welsh and English by the end of key stage 2.

The Welsh dimension is a strong feature of the life and work of the school. The provision effectively promotes pupils' knowledge and understanding of their local area and Wales as a country

The school has a range of beneficial partnerships with the community, theatre groups, employers, charitable groups and other establishments in the local area and beyond. The wide range of experiences that emanates from these, which are increasingly through the medium of Welsh, enriches the provision for pupils. The school is aware of the importance of its relationship with relevant local authority services and it collaborates with them effectively.

### **Pontyberem**

As reported previously in this consultation document, Pontyberem was last inspected by Estyn in November 2014. The report noted that 61% of pupils come from Welsh-speaking homes.

Most pupils use the Welsh language naturally when talking to each other, and pupils from non-Welsh speaking homes become fluent in Welsh quickly. They express themselves clearly and accurately, on the whole.

Most pupils make appropriate progress in their reading skills. Most of them are able to read aloud clearly and meaningfully in Welsh, by using appropriate intonation and showing an understanding of the text. Pupils who receive additional support to improve on their reading skills make consistent progress. Pupils develop an interest in books and become keen readers. Pupils in the Foundation Phase and key stage 2 are able to discuss enthusiastically the characters and events in the stories that they read. In key stage 2, pupils use their investigative skills well in science experiments. They are able to discover information on the internet and apply it in order to present it in Welsh in electronic presentations.

Pupils' performance in Welsh, apart from in 2013, has placed the school in the upper 50% or the top 25%.

The Welsh dimension and awareness of belonging to the community is core to the school's ethos and permeates all activities. Educational visits and the use that the school makes of the local community and visitors, such as Aneurin Karadog, Alun Wyn Bevan and Nigel Owens, enrich pupils' learning experiences. These experiences motivate pupils across the areas of learning and have a very positive effect on their work.

## 9.3 Welsh school activities

### **Bancffosfelen**

Pupils at the school have the opportunity to take part in the local, county and national Eisteddfod annually. Older pupils attend Llangrannog camp annually, for a week's residential course. There is a Clwb Hwyl which is conducted in Welsh and held by Menter Cwm Gwendraeth.

All activities carried out by the Friends of the School and public events are conducted in Welsh or bilingually. The school is the heart of the community and draws families from the area as well as those who have moved into the area.

### **Pontyberem**

Pupils at the school have the opportunity of taking part in the local Eisteddfod as well as at County and National levels on an annual basis. Older pupils at the school have the opportunity of attending the Llangrannog Urdd camp annually for a week's residential course. There is a Welsh after school club, Clwb Hwyl, which is held at the school by Cwm Gwendraeth, on a daily basis.

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## 10. Appendix C – Equality 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.

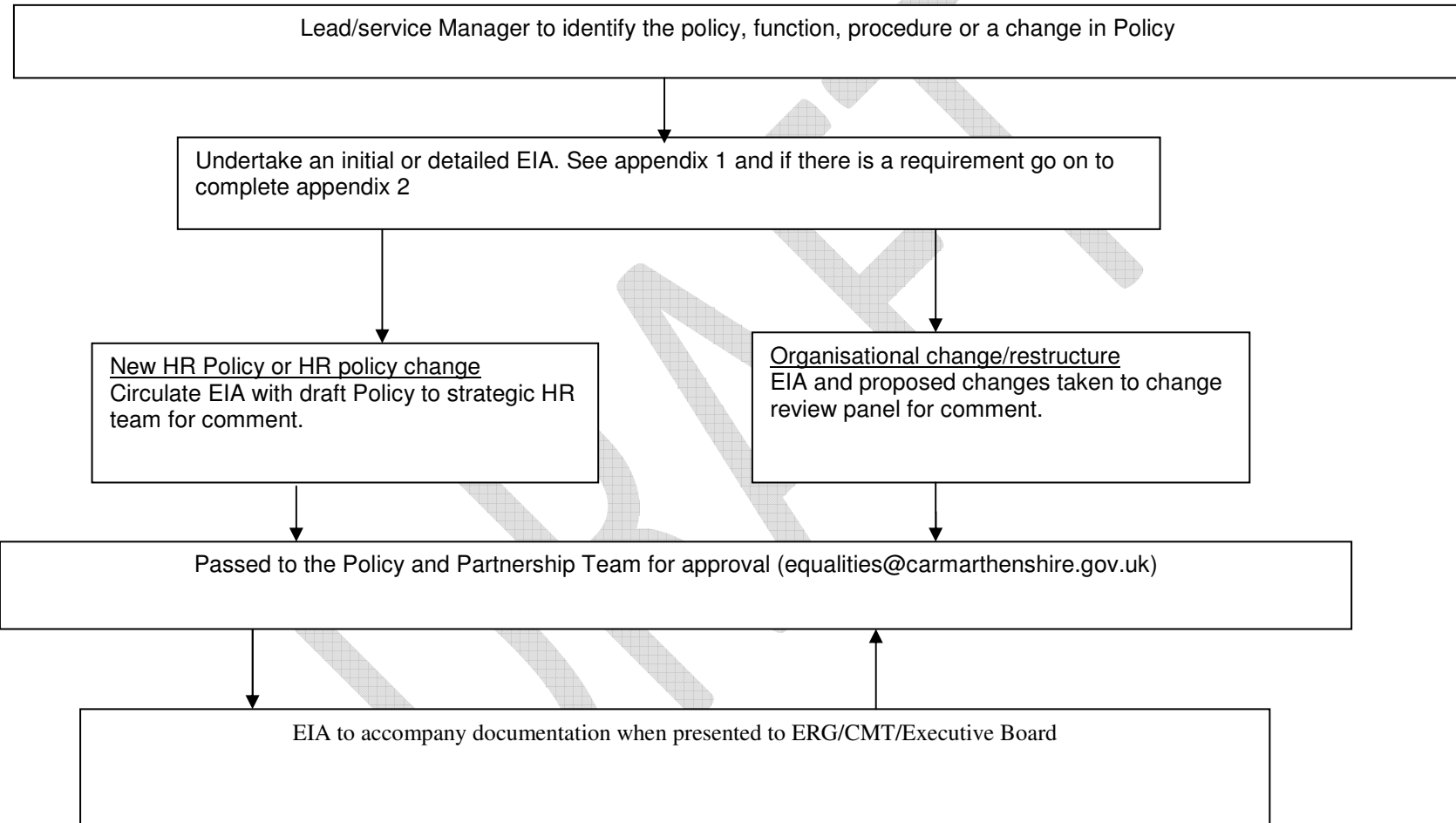
### **Initial and Detailed Equality Impact Assessments**

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 .

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**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> Martin Jones	<b>Date of initial assessment:</b> March 2015  <b>Revision Dates:</b> N/A
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	To discontinue Bancffosfelen primary school and provide provision for the pupils at the existing Pontyberem primary school	
<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>• Welsh Government Guidance – School Organisation Code 2013</li> <li>• PLASC Data 2015</li> <li>• POSP Data 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>	It is the County Council's proposal to discontinue Bancffosfelen primary school and provide provision for the pupils at the existing Pontyberem primary school.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b> (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b> <b>Please indicate high (H) medium (M), low (L), noS 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> N/A

different groups; and (3) foster good relations between different groups (see guidance notes)			<b>Risks</b>	<b>Positive effects</b>	
<b>Protected characteristics</b>	<b>Age</b>	N	Risk Neutral		
	<b>Disability</b>	N	Risk Neutral	Suitability of Bancffosfelen school was rated as C by a Welsh Government who commissioned a building survey as part of the national 21 <sup>st</sup> Century School Programme in 2010. Pontyberem was also rated as B.	
	<b>Gender reassignment</b>	N	Risk Neutral		
	<b>Race</b>	N	Risk Neutral		
	<b>Religion/Belief</b>	N	Risk Neutral		
	<b>Pregnancy and maternity</b>	N	Risk Neutral		
	<b>Sexual Orientation</b>	N	Risk Neutral		
	<b>Sex</b>	N	Risk Neutral		
	<b>Welsh language</b>	M	Risk Neutral	Welsh medium provision is offered at both schools.	
<b>Any other area</b>	N	Risk Neutral			

**5. Has there been any consultation/engagement with the appropriate protected characteristics?** YES  Informal consultation has already been undertaken with the schools. Further formal consultation will be undertaken with the schools' stakeholders, as stated in Welsh Government School Organisation Code 2013. As outlined in document.  
NO

**6. What action(s) will you take to reduce any disproportionately negative impact, if any?** Ensure that parents, staff and governors are fully informed at each stage of the consultation.

<b>7. Procurement</b> Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A		
<b>8. Human resources</b> Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? The Authority has staffing policies and procedures in respect of school reorganisation and these will be recommended for implementation. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.		
<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	Gareth Morgans	Date: January 2016

DRAFT

# Detailed Equalities Impact Assessment Template

## Appendix 2

<b>Department:</b>	Please see initial impact assessment
<b>Completed by (lead):</b>	Please see initial impact assessment
<b>Date of Detailed assessment:</b>	Please see initial impact assessment
<b>Area to be assessed: (<i>Policy, function, procedure, practice or a financial decision</i>)</b>	Please see initial impact assessment
<b>Is this existing or new function/policy/Procedure/ practice</b>	Please see initial impact assessment

<b>1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit.</b>	Please see initial impact assessment
<b>2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment.</b> (This must include relevant data used in this assessment)	Please see initial impact assessment
<b>3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment?</b> (please provide details, who and how consulted)	Please see initial impact assessment

What is the actual/likely impact?	Please see initial impact assessment			
What actions are proposed to address the impact? <i>(The actions needs to be specific, measurable and outcome based)</i>	What are we going to do	Who will be responsible	When will it be completed	How will we know we have achieved our objective
6. How will actions be monitored?	Please see initial impact assessment			
Approved by: Head of Service	Please see initial impact assessment		Date: Please see initial impact assessment	

Thank you for completing this assessment.

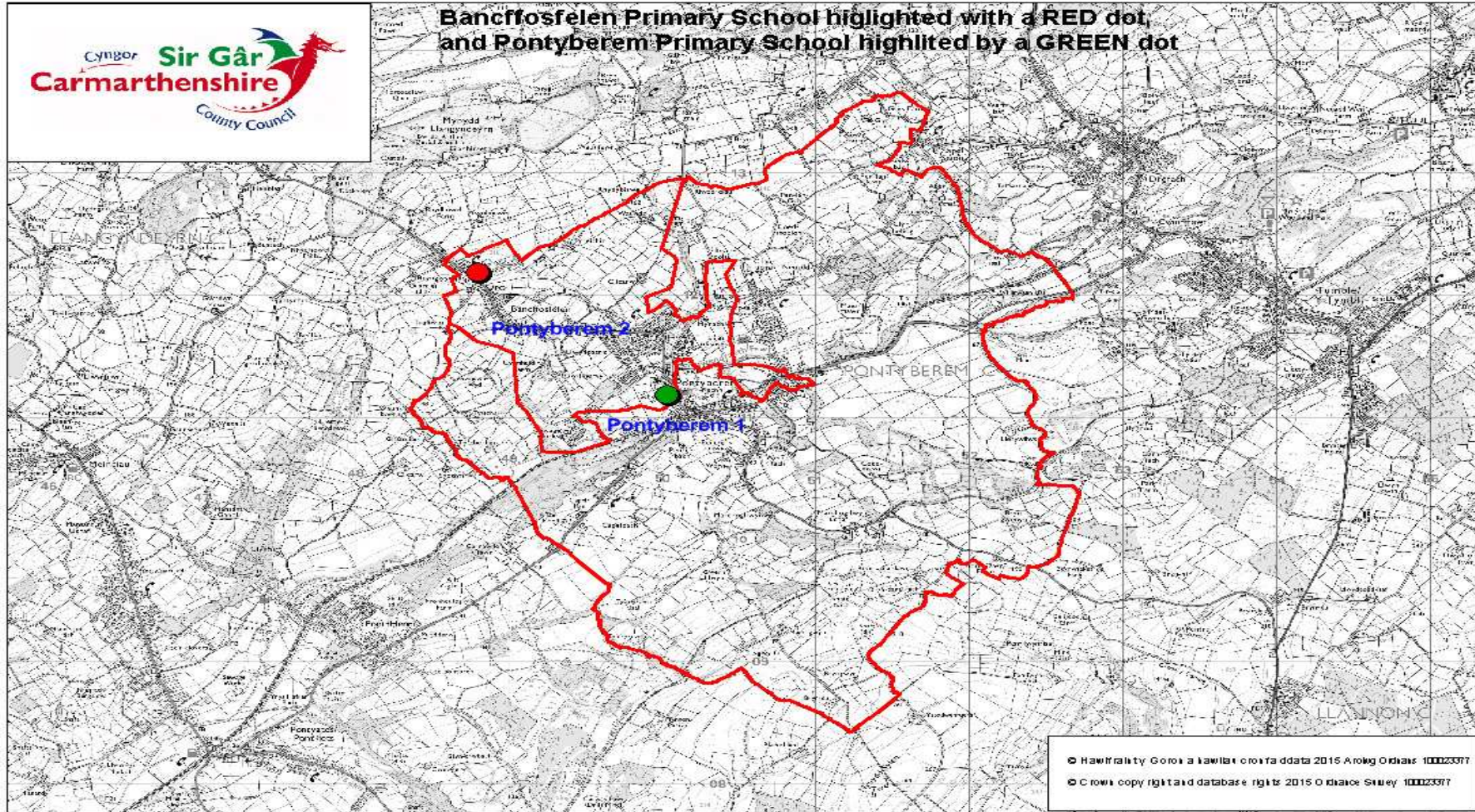
For further information regarding Assessing Impact, please contact the -  
 Policy & Partnership Team  
 Chief Executive's Department  
 01267 22(4914) / (4676)  
[equalities@carmarthenshire.gov.uk](mailto:equalities@carmarthenshire.gov.uk)

**Please send a copy of the assessment to the above e-mail address upon completion.**



# 11. Appendix D – Area Profile for Bancffosfelen / Pontyberem

Postcodes SA15 5DR (Bancffosfelen) and SA15 5EB (Pontyberem)



### Area Profile for Pontyberem 1 and Pontyberem 2 which include postcode: SA15 5DR band SA15 5EB for Bancffosfelen and Pontyberem Schools

Population: (2014 Mid Year Estimates)	2,772
Welsh Language:	<p>People with knowledge of Welsh: 77.9%</p> <p>Can speak Welsh: 67.4%</p> <p>Can speak, Read and Write Welsh: 53.5%</p> <p>Can speak Welsh (Age 3-15): 12%</p> <p>No skills in Welsh: 24.3%</p>
Number of Children & Young People: (2014 Mid Year Estimates)	<p>17.3% (Aged 0-15)</p> <p>10.5% (Aged 16-24)</p>
Population Mitigation:	Overall population churn in area: rate per 1,000 Data no longer available
Ethnicity:	<p>White (British): 98.8%</p> <p>White (Irish): 0.3%</p> <p>White (Gypsy or Irish Traveller): 0.1%</p> <p>White (Other): 0.4%</p> <p>Mixed (White/Black Caribbean): 0.1%</p> <p>Mixed (White &amp; Asian): 0%</p> <p>Mixed (Other): 0%</p> <p>Asian British (Chinese): 0%</p> <p>Asian British (Other Asian): 0%</p> <p>Black/African/Caribbean/Black British/Other: 0%</p> <p>Other Ethnic Group: 0%</p>
Religion:	<p>Christian: 61.8%</p> <p>Buddhist: 0%</p> <p>Hindu: 0.1%</p> <p>Muslim: 0.1%</p> <p>Other Religion: 0.3%</p> <p>No Religion: 29.9%</p> <p>Religion Not Stated: 7.8%</p>
Deprivation Ranking:	<p>Total number of Households: 645</p> <p>Total households not deprived in any dimensions: 205</p> <p>No of households Deprived of between 1-4 dimensions: 440</p>

## WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Pontyberem 1** ranks as the 81<sup>st</sup> most deprived area in Carmarthenshire from 112 LSOAs and is ranked 1147 in Wales from 1909 LSOAs. **Pontyberem 2** ranks as the 45<sup>th</sup> most deprived area in Carmarthenshire and is ranked 796 in Wales.

The highest level of deprivation attributed to **Pontyberem 1** is the Housing domain, being ranked 43<sup>rd</sup> in Carmarthenshire and 832<sup>nd</sup> in Wales for this domain. In **Pontyberem 2** the Education domain is the most prominent ranking 19<sup>th</sup> in Carmarthenshire and 449<sup>th</sup> in Wales.

### Pontyberem 1 – Pontyberem South      Pontyberem 2- Pontyberem North

LSOA	Overall Index		Domains: Income		Employment		Health		Education		Housing		Access to Services		Physical Environment		Community Safety	
Pontyberem 1	81	1147	70	1129	73	1088	65	971	51	921	43	832	58	569	93	1471	84	1633
Pontyberem 2	45	796	40	842	34	631	49	813	19	449	51	935	73	853	85	1344	80	1611

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked 1-112 (Carmarthenshire), 1-1909 (Wales).

## 12. Appendix E – 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>EM</b>	English medium
<b>Estyn</b>	Her Majesty's Inspectorate for Education and Training in Wales
<b>EW</b>	English medium with significant use of Welsh
<b>FTE</b>	Full Time Equivalent
<b>LA</b>	Local Authority
<b>LSOA</b>	Lower Super Output Area
<b>MCSW</b>	Measuring the Capacity of Schools in Wales
<b>MEP</b>	Modernising Education Programme
<b>PLASC</b>	Pupil Level Annual School Census Data
<b>PT</b>	Part time
<b>TR</b>	Transitional
<b>VA</b>	Voluntary Aided
<b>VC</b>	Voluntary Controlled
<b>WESP</b>	Welsh in Education Strategic Plan
<b>WG</b>	Welsh Government
<b>WM</b>	Welsh medium

## 13. Appendix F – Response Pro-forma

Please provide us with your comments on the proposals regarding future provision for primary pupils residing in the Bancffosfelen and Pontyberem primary school catchment areas.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick box if you wish to be notified of the publication of a consultation report.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Position /  
Category of  
Respondent  
(e.g. parent)

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Date \_\_\_\_\_

**Please note that unless you indicate otherwise your comments will be open to the public as part of the formal records of the consultation.**

Please detach this form and return to: Mr. R. A. Sully, Director – Department for Education and Children, Building 2, Parc Dewi Sant, Jobs Well Road, Carmarthen. SA31 3HB or E-mail to [DECMEP@carmarthenshire.gov.uk](mailto:DECMEP@carmarthenshire.gov.uk) no later than **8 July 2016**.

Mae'r dudalen hon yn wag yn fwriadol

# Dyfodol gydag Ysgol Gynradd Bancffosfelen



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## Cyflwyniad

Mae Ysgol Bancffosfelen yn ysgol gynradd bentrefol sy'n cynnal safonau da. Mae'r plant sy'n mynychu'r ysgol yn elwa o ddarpariaeth addysgol dda ac yn cael budd yn sgîl pwysigrwydd yr ysgol yng nghalon y gymuned a'r gwerth ychwanegol a geir trwy gefnogaeth ac ymgysylltiad cryf rhieni a'r gymuned ehangach gyda'r ysgol. Mae'r ysgol yn wynebu heriau sylweddol, yn bennaf yn sgîl cyflwr rhannau o'r adeilad. Mae'r Corff Llywodraethol ynghyd â rhieni a chyfeillion yr ysgol yn awyddus i symud ymlaen, gyda chydweithrediad yr Awdurdod Addysg Lleol, â chynlluniau arloesol i ddatrys yr heriau ac i ddatblygu model newydd i gynnal a datblygu'r ysgol.

Mae swyddogion Adran Addysg Cyngor Sir Gâr wedi hysbysu Llywodraethwyr Ysgol Bancffosfelen o'u bwriad i geisio cymeradwyaeth y Cyngor Sir i gynnal ymgynghoriad ar ddyfodol yr Ysgol, gan ddatgan mai'r opsiwn a ffefrir ganddynt yw cau ysgol Bancffosfelen a throsglwyddo'r disgyblion a'r dalgylch i Ysgol Pontyberem. Yn ogystal ag amddifadu'r plant a'r pentref o fanteision addysg gynradd safonol yng nghalon y gymuned, mae nifer o anawsterau ymarferol yn gysylltiedig â'r cynnig hwnnw.

Mae'r ddogfen hon yn cyflwyno cynnig gwahanol ar gyfer dyfodol Bancffosfelen i'w ystyried gan Gyngor Sir Gâr. Mae'n cynnwys cynllun gweithredu y mae Llywodraethwyr Ysgol Gynradd Bancffosfelen yn dymuno ei ddilyn fel cynllun busnes er mwyn sicrhau dyfodol cynaliadwy i'r ysgol. Gyda chydweithrediad yr Awdurdod Addysg Lleol, gall y datblygiad hwn fod yn gynllun peilot all gynnig opsiwn newydd sy'n ateb cadarnhaol i'r heriau sy'n wynebu ysgolion, eu cymunedau a'r awdurdod addysg mewn rhannau eraill o Sir Gâr a thu hwnt.



## 1. Y Cynnig – Ffordd Newydd o Weithio Gyda'r Gymuned

Cyflwynir y cynnig hwn ar ran grŵp sy'n cynnwys Llywodraethwyr Ysgol Bancffosfelen ynghyd â chynrychiolaeth ehangach o blith rhieni a'r gymuned. Sylweddolwn nad yw Cyngorwyr na swyddogion yr Awdurdod Lleol yn dymuno gweld ysgolion yn cau, ond deallwn hefyd bod angen canfod atebion i'r heriau o geisio cynnal ystâd eang o adeiladau ysgolion â'u gofynion cynnal a chadw gan sicrhau amgylchedd addas ar gyfer y gofynion addysgol diweddaraf o fewn sefyllfa o brinder adnoddau/cyllid. Mae'r cynnig hwn yn rhoi cyfle i Gyngor Sir Gâr gydweithio gyda rhieni, llywodraethwyr a'r gymuned ehangach yng nghylch Bancffosfelen ar ddatblygu model gwirioneddol arloesol - cynllun fydd yn torri cwys newydd ac a allai fod o ddiddordeb i gymunedau ac awdurdodau addysg ar hyd a lled Cymru a thu hwnt.

Pan fydd ysgol yn cau, mae gan y Cyngor Sir bolisi o gynnig yr asedau at ddefnydd y gymuned leol os yw'r gymuned yn awyddus ac yn abl i gynnal y lleoliad. O weithredu'r cynnig hwn, byddai'r cam o drosglwyddo adeilad a champws Ysgol Bancffosfelen i ofal sefydliad elusennol cymunedol yn digwydd heb gau'r ysgol, a hynny gyda'r nod o gynnal yr ysgol yn gwbl ganolog i'r trefniant. Byddai'r corff cymunedol yn cymryd cyfrifoldeb dros ddatblygu'r safle mewn modd fyddai'n sicrhau gofod addas i gynnal ysgol yn yr 21ainG ochr yn ochr â defnydd cymunedol ehangach.

Nid yw'r opsiwn hwn yn un i'w gynnig yn ysgafn - sylweddolwn bod cyfrifoldeb mawr ynghlwm â'r cynllun. Sylweddolwn hefyd bod gwaith manwl pellach i'w gwblhau i gadarnhau trefniadau llywodraethu a chyllido ac i brofi dichonoldeb y cynllun. Fodd bynnag, gyda Llywodraeth Cymru yn annog datblygu modelau o ysgolion sy'n arloesi a'r awydd yng nghymuned ysgol Bancffosfelen i ymroi i gefnogi'r dull newydd arfaethedig o weithio, mae cyfle gwirioneddol i Sir Gâr lwyddo i ganfod datrysiad newydd arloesol yma.

Gofynnwn felly i'r Cyngor Sir gefnogi'r ymdrechion hyn ac i roi unrhyw ymgynghoriad ar gynlluniau i gau'r ysgol o'r neilltu er mwyn rhoi cyfle i'r Corff Llywodraethol weithio gyda swyddogion yr Awdurdod Addysg Lleol i fireinio'r cynllun hwn a chynnal yr ymgynghoriadau priodol ynghylch y cynigion a gyflwynir yma dros y flwyddyn nesaf.

## 2. Cynllun Gweithredu ar gyfer y Cynnig

### 2.1 Blwyddyn 1 – Blwyddyn Ariannol 2016/17

#### Rhoi'r Gorau i Ddefnyddio Ystafelloedd Dosbarth Anffit

Wedi ymgynghori gyda'r Awdurdod Lleol, adleolwyd dosbarth y Cyfnod Sylfaen i ran arall o'r adeilad. Mae'r Cylch Meithrin (fu'n rhannu'r rhan hon o'r adeilad) hefyd wedi ei symud i neuadd yr ysgol. Dim ond toiledau sy'n parhau i gael eu defnyddio yn y rhan hon o'r adeilad ar hyn o bryd.

Er mwyn rhoi'r gorau yn llwyr i bob defnydd ar yr ardaloedd anffit, gwneir mân addasiadau i gyfleusterau toiled mewn rhan arall o'r ysgol ar gyfer defnydd plant y Cylch Meithrin. Bydd strwythur mwy parhaol yn cael ei godi yn neuadd yr ysgol hefyd i gymryd lle'r cypyrddau sy'n cael eu defnyddio i fel muriau dros dro i'r Cylch. Fel mesur dros dro wedyn, bydd y drysau i'r ardal na fydd yn cael eu defnyddio yn cael eu selio fel nad oes modd i unrhyw un gael mynediad heb fod wedi eu goruchwyllo a/neu â chaniatâd.

#### Datblygu Gofod ac Adnoddau'r Cyfnod Sylfaen

Bydd adnoddau'n cael eu caffael a gwaith ailgyflunio'n cael ei gwblhau er mwyn cryfhau'r lleoliad ar gyfer darparu addysg y Cyfnod Sylfaen, yn cynnwys darpariaeth yn yr awyr agored.

#### Ail-gyfrif Capasiti'r Ysgol

Yn nogfen Mesur capasiti ysgolion yng Nghymru 2011<sup>1</sup>, cyfeirir yn adran 1.25, rhan (a) at y gallu i ail-gyfrif capasiti ysgol ble bydd "amgylchiadau wedi newid yn sylweddol". Ymhellach, mae adran 4.5 yn amlinellu amgylchiadau ble gallai hyn fod yn berthnasol. Un enghraifft yw:

*"Angen cael gwared ar ystafelloedd anfoddhaol na fyddai'n gost-ffeithiol i'w hatgyweirio neu eu disodli, a bod digon o leoedd ysgol addas eraill yn yr ardal. (Fel arfer, bydd hyn yn berthnasol i ystafelloedd dosbarth dros dro ond gallai fod yn berthnasol yn achos blociau annibynnol anfoddhaol y byddai'n ymarferol cael gwared arnynt)."*

O ystyried cyflwr presennol yr ystafelloedd dosbarth yn yr ysgol nad ydynt yn cael eu defnyddio, nid yw capasiti cyfredol yr ysgol yn adlewyrchu'r defnydd o ofod dysgu. Mae'r adrannau uchod yn amlinellu amgylchiadau sy'n sail i gais rhesymol y gallai'r Awdurdod Addysg weithredu ar yr ail-gyfrif hwn y tu allan i'r amserlen arferol.

#### Ail-Gategoreiddio yn Ysgol Wirfoddol a Gynorthwyir

Yn wyneb y cyfyngiadau cyllidol, mae'r Corff Llywodraethol am gynnig ymgynghori ynghylch ail-gategoreiddio Ysgol Bancffosfelen yn Ysgol Wirfoddol a Gynorthwyir. Gyda chefnogaeth yr Awdurdod Lleol, byddai hyn

1 Mesur Capasiti Ysgolion yng Ngymru 2011 -

<http://gov.wales/docs/dcells/publications/111104measuringcapacitycy.pdf>

yn arwain at sefydlu ymddiriedolaeth elusennol gymunedol ac yn galluogi'r gymuned i godi arian er mwyn cynnal a datblygu campws yr ysgol, gan sicrhau dyfodol i'r ysgol yn ogystal ag adnoddau at ddefnydd cymunedol.

Mae'r Llywodraethwyr eisoes wedi bod mewn cyswllt â nifer o noddwyr posibl a ffynonellau cyllid grant blynyddol. Credwn fod y model hwn yn un fyddai'n bodloni gofynion adran 1.10 Cod Trefniadaeth Ysgolion 2013<sup>2</sup>.

### Archwilio Darpariaeth Lleoedd Meithrin

O weithredu'r opsiwn a ffefrir ar hyn o bryd gan swyddogion yr Awdurdod, byddai Cylch Meithrin Bancffosfelen yn cau yn ogystal â'r ysgol. Byddai hynny'n cyfyngu ar y ddarpariaeth i blant 3 oed yn yr ardal ac yn creu sefyllfa ble na byddai cyflenwad digonol o leoedd i gwrdd â'r galw. Mae'r Corff Llywodraethol yn awyddus i ddiogelu'r ddarpariaeth feithrin a'i ddatblygu ymhellach.

I'r perwyl hwn, cynigir dechrau ymgynghori ynghylch ychwanegu darpariaeth feithrin i ddisgyblion 3 oed yn Ysgol Bancffosfelen. Byddai'r galw am ddarpariaeth i blant o dan 3 oed yn y Cylch Meithrin a hyfywedd y ddarpariaeth honno yn ystyriaeth bwysig yn yr ymgynghoriad hwn. Petai'r cynnig yn cael ei dderbyn, byddai cymuned Bancffosfelen yn cadw ei hysgol gyda darpariaeth i blant 3 oed yno wedi ei hychwanegu. Prin yw'r cyfleoedd i blant 3 oed dderbyn addysg brif ffrwd yng Nghwm Gwendraeth. Dim ond dwy ysgol yn y cylch (Cross Hands a Trimsaran) sydd â darpariaeth o'r fath, ac mae pellter o 7 ac 8 milltir yn eu tro i'r ysgolion hynny.

Yng ngeiriau'r Awdurdod Lleol:

*“Mae nifer o fanteision i fynychu ysgol sy'n cynnig darpariaeth feithrin, yn cynnwys;*

- I blant sy'n mynychu lleoliad meithrin o fewn yr ysgol, mae'r trosglwyddiad i addysg gynradd yn haws ac yn aml maent yn 'setlo' yn gynt na phlant nad ydynt wedi cael mynediad i ddarpariaeth feithrin.*
- Gellir adnabod materion yn ymwneud ag anghenion dysgu ychwanegol ynghynt a chyn i'r plentyn fynychu addysg gynradd lawn amser.*
- Mae astudiaethau wedi dangos bod plant sy'n mynychu darpariaeth feithrin cyn-ysgol yn cryfhau eu datblygiad wybyddol a chymdeithasol / ymddygiadol o'u cymharu â phlant nad ydynt yn mynychu addysg feithrin.*

*Mae darpariaeth feithrin o fewn lleoliad pentref hefyd o fudd i'r ysgol gan bod rhieni yn tueddu i anfon eu plant ymlaen i'r ysgol sy'n darparu'r Addysg Blynyddoedd Cynnar gan wella'r niferoedd sy'n mynychu'r ysgol.”*

<sup>2</sup> Cod Trefniadaeth Ysgolion 2013 - <http://gov.wales/docs/dcells/publications/130719-school-organisation-codes-cy.pdf>

### **Datblygu a Gweithredu Rhaglen Fuddsoddi Cyfalaf**

Bydd amserlen ar gyfer delio â gofynion cynnal a chadw a datblygu adeilad yr ysgol yn cael ei datblygu a'i gweithredu gan y corff ym Mancffosfelen, gyda golwg ar gyfyngiadau cyllidol cyfredol ac i'r dyfodol.

## **2.2 Blwyddyn 2 – Blwyddyn Ariannol 2017/18 (neu ynghynt lle bo'n ymarferol)**

### **Cyflwyno Statws Newydd yr Ysgol**

Bancffosfelen yn dechrau gweithredu fel Ysgol Wirfoddol a Gynorthwyr.

### **Dechrau Derbyn Plant 3 oed**

Gall Bancffosfelen ddechrau derbyn plant 3 oed o newid i fod yn ysgol 3-11 oed (yn ddibynnol ar ganlyniad yr ymgynghoriad).

### **Tynnu'r Gofod Dosbarth Anffit i Lawr neu ei Ailddatblygu**

Gydag ystyriaeth i ragamcanion diwygiedig ar gyfer niferoedd disgyblion a'r angen i sicrhau gofod digonol, bydd y Corff Llywodraethu yn gwaredu'r adeilad ble lleolir y gofod dosbarth anffit wedi cadarnhau nad oes mo'i angen.

### **Symud Ymlaen o Sefyllfa Pennaeth Dros Dro**

Bydd y Corff Llywodraethol yn gweithredu i sicrhau trefniant parhaol ar gyfer swyddogaeth Pennaeth yr ysgol - rhywbeth sy'n hanfodol i sefydlogrwydd yr ysgol wrth gynllunio ar gyfer y dyfodol. Gwerthfawrogrir bod y trefniant presennol o rannu pennaeth gydag ysgol Pontyberem yn un sydd wedi gweithio'n dda dros y ddwy flynedd diwethaf ac fe ymchwilir i'r opsiwn o sicrhau trefniant parhaol ar y sail honno yn ogystal ag opsiynau eraill. Mae rhannu prifathrawiaeth rhwng ysgolion yn drefniant cyffredin iawn yn y dyddiau sydd ohoni ac fe welir bod gan Ysgol Bancffosfelen lawer i'w gynnig ac i'w ennill o rannu prifathrawiaeth gydag ysgol arall. Felly, er y bydd pob opsiwn yn cael ei ymchwilio, rhagwelir y bydd rhannu Pennaeth yn nodwedd debygol yn y datrysiad.

### **Datblygu Defnydd Cymunedol yn yr Ysgol**

Yn unol â'r cymathu pellach rhwng yr ysgol a'r gymuned ehangach, bydd y Corff Llywodraethol yn awyddus i ddatblygu amrywiaeth o ddarpariaethau cymunedol yn y safle. Ymhlith y posibiladau sy'n cael eu hystyried y mae: adnoddau chwaraeon bob tywydd, cyrsiau a gweithgareddau i oedolion, Ti a Fi, gofal plant, darpariaeth cinio i'r henoed, a chyfleusterau cyfarfod a chynadledda. Bydd cynlluniau yn cael eu gweithredu i ddatblygu fesul cam a sicrhau ffynonellau cyllid cyfalaf a referniw lle bo angen.

## 3. Heriau i Gynnig Arfaethedig yr Awdurdod

### 3.1 Lleihad yn Niferoedd y Disgyblion

Er bod y Corff Llywodraethol yn derbyn bod niferoedd disgyblion yr ysgol wedi lleihau yn y blynyddoedd diweddar, gellir dadlau bod datganiad cyhoeddus yr Awdurdod Lleol o'u bwriad i gau'r ysgol yn ffactor allweddol yn creu stigma ac ansicrwydd ymhlith rhieni a darpar-rieni.

Yn wir, roedd 63 o ddisgyblion wedi eu cofrestru gyda'r ysgol ym mis Ionawr 2005. Fodd bynnag, wedi i Ysgol Bancffosfelen gael ei chynnwys ar restr o ysgolion fyddai'n cau o dan gynllun moderneiddio ysgolion 10-mllynedd Cyngor Sir Gâr a gyhoeddwyd yn 2006, gwelwyd gostyngiad yn y niferoedd i 35 erbyn cyfrifiad mis Ionawr 2007.

Nid yw'r cynnig yn cyfeirio at y cynnydd a welwyd yn niferoedd y disgyblion rhwng 2008 a 2013<sup>3</sup>. Roedd peth o'r cynnydd hwn o ganlyniad i benderfyniad yr Awdurdod Lleol i gau Ysgol Gynradd Mynyddcerrig. Mae'r canlyniad hwn yn un diddorol, o ystyried bod dalgylch Mynyddcerrig wedi ei drosglwyddo gan fwyaf i fod yn rhan o ddalgylch Pontyberem (a dim ychwanegiad at ddalgylch Bancffosfelen er gwaethaf yr agosrwydd daearyddol).

Er bod y niferoedd ym Mancffosfelen wedi gostwng ers hynny, mae'r patrwm o lanw a thrai yn awgrymu bod cynnydd yn debygol yn niferoedd yr ysgol dros y ddwy flynedd nesaf. Yr ydym yn argyhoeddedig y byddai sicrwydd ynghylch dyfodol yr ysgol yn lliniaru amheuan rhieni i ddarpar-ddisgyblion ynghylch dewis anfon eu plant i Ysgol Bancffosfelen.

### 3.2 Darparu Cwricwlwm i Ddosbarthiadau Oedran Cymysg

Ni cheir unrhyw dystiolaeth bod yr ysgol yn cael anhawster i ddarparu cwricwlwm sy'n ddigon heriol. A dweud y gwir, mae cyflawniad yn y Cyfnod Sylfaen a Chyfnod Allweddol 2 wedi gwella neu wedi aros uwchben cymaryddion gyda Theulu Set Ddata Craidd Cymru Gyfan yr ysgol; yr Awdurdod Lleol; a Chymru.

Gyda niferoedd bach, derbynnir bod Dangosydd Cyfnod Sylfaen neu Ddangosydd Pynciau Craidd yr ysgol yn agored i amrywiadau eithafol o ganlyniad i safonau cyflawniad un neu ddau o ddisgyblion o flwyddyn i flwyddyn (yn cynnwys disgyblion ag anghenion dysgu ychwanegol). Fodd bynnag, mae'r ffaith bod y safonau hyn wedi parhau i wella neu aros ar lefelau uchel yn adlewyrchu ansawdd y ddarpariaeth gwricwlaidd o dan ofal y staff addysgu.

Cred y Corff Llywodraethol hefyd bod manteision i'r disgyblion o gael eu dysgu mewn grwpiau oedran cymysg. Mae'n sefyllfa sy'n esgor ar fwy o gyfleoedd i herio disgyblion Mwy Abl a Thalentog yn ogystal â darparu mwy o ddyfnder yn y dosbarth i ddisgyblion sydd angen cymorth dysgu ychwanegol.

<sup>3</sup> Gweler Atodiad A - Hanes Niferoedd Disgyblion Bancffosfelen

Ymhellach, mae dosbarthiadau oedran cymysg yn rhoi cyfleoedd ychwanegol i ddisgyblion Bancffosfelen ddysgu empathi a dealltwriaeth tuag at blant ar draws ystod o oedrannau, gallu a chefnidir. Byddai llawer o'r manteision hyn yn cael eu colli mewn ysgol fwy ble mae dosbarthiadau yn cynnwys un grŵp oedran a gellir dadlau y byddai'n culhau canfyddiadau'r disgyblion.

### **3.3 Darpariaeth Feithrin**

Yn unol â'r hyn a amlinellwyd uchod, byddai'r Corff Llywodraethol am ymchwilio ymhellach i ddyfodol darpariaeth i blant 3 oed ym Mancffosfelen. Mae'n bwysig nodi yma fodd bynnag, bod y Corff Llywodraethol wedi canfod yn sgil ymholiadau nad oes digon o leoedd i blant Cylch Meithrin Bancffosfelen yn y Cylch a gynhelir yn Neuadd Goffa Pontyberem, sef y lleoliad y byddai disgwyl iddynt ei fynychu o dan gynnig arfaethedig yr Awdurdod Lleol.

## Atodiad A – Hanes Niferoedd Disgyblion Bancffosfelen

Blwyddyn	Oedran								Cyfanswm
	4	5	6	7	8	9	10	11	
2003	4	6	4	8	12	8	7	5	54
2004	3	8	6	5	8	13	10	7	60
2005	4	7	10	6	5	8	13	10	63
2006	3	4	5	6	6	4	5	12	45
2007	2	5	4	3	6	6	4	5	35
2008	5	4	5	5	1	8	8	4	40
2009	1	8	5	5	4	1	7	8	39
2010	7	1	9	5	7	5	3	9	46
2011	7	8	1	10	5	7	5	5	48
2012	4	8	8	1	9	5	6	5	46
2013	0	8	7	9	1	8	6	6	45
2014	1	3	8	6	8	0	7	4	37
2015	1	5	2	7	6	7	0	7	35
2016	2	4	5	3	8	6	7	0	35





Mae'r dudalen hon yn wag yn fwriadol

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg –

**Cynnig i gau Ysgol Gynradd Llanmiloe, Ysgol Gynradd Wirfoddol Rheoledig Tremoilet ac Ysgol Wirfoddol Rheoledig Talacharn, a chreu ysgol ardal newydd**

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Y cynnig a amlinellir isod;
2. Bod swyddogion yn cychwyn yr ymgynghori ffurfiol yn ystod tymor yr Haf 2016;
3. Bod adroddiad yn cael ei gyflwyno i'r Pwyllgor Craffu Addysg a Phlant a'r Bwrdd Gweithredol ar ddiwedd y cyfnod ymgynghori statudol.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES (21ain Mawrth 2016)**

**Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:**  
Cyng. Gareth Jones (Addysg a Phlant)

<p><b>Y Gyfarwyddiaeth:</b> Addysg a Phlant</p>	<p><b>Swyddi:</b></p>	<p><b>Rhifau Ffôn / Cyfeiriadau E-bost:</b></p>
<p><b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans</p>	<p>Prif Swyddog Addysg</p>	<p>01267 246450 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a></p>
<p><b>Awdur yr adroddiad:</b> Simon Davies</p>	<p>Y Rheolwr Moderneiddio Ysgolion</p>	<p>01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a></p>

**EXECUTIVE SUMMARY**

**EDUCATION & CHILDREN  
SCRUTINY COMMITTEE**

**9<sup>th</sup> MARCH 2016**

**Modernising Education Programme (MEP) –  
Proposal to discontinue Llanmiloe Primary, Tremoilet  
Voluntary Controlled and Laugharne Voluntary  
Controlled Primary Schools and create a new area  
school**

**Background**

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

In recent years, many of our rural primary schools have witnessed a decrease in pupil numbers, Tremoilet VC, Llanmiloe CP and Laugharne VC primary schools all bear witness to this trend and based on current data available no significant change in this trend is anticipated. Declining pupil numbers across the schools will cause further educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios to provide an effective curriculum for all learners.

A range of 'soft federation' arrangements have existed between the three schools over a period of time. Llanmiloe CP School and Tremoilet VC School have experienced a 'shared leadership' model (under the previous and last permanent head teacher of Llanmiloe CP School). A similar model between Laugharne VC School and Tremoilet VC School was established in 2014, with the newly appointed head teacher at Laugharne VC School (September 2015) currently developing this work.

Each model has explored and highlighted the benefits of greater levels of collaboration between schools. However, they have also recognised the challenges and fragility of such models. These findings have reinforced the need for a more formalised approach and sustainable resolution to serve the longer term educational needs of this area. Whilst head teacher recruitment is a national challenge, it is undoubtedly the case for such small schools as Llanmiloe CP and Tremoilet VC Schools.

Llanmiloe CP School is currently under the leadership of an acting head teacher for an interim period while the Governing Body attempts to put in place more secure and strategic arrangements.

The culmination of these unavoidable facts presents a current model of provision in the area which does not represent a platform for educational stability and enhancement or the best use of resources. With no prospect of there being a significant increase in pupil numbers in the area for the foreseeable future, coupled with ongoing challenges two of the schools face to secure permanent senior leadership, it is not viable to sustain current arrangements.

## **Proposal**

The Authority's proposal is as follows:

- To close the existing Tremoilet VC, Llanmiloe CP and Laugharne VC Schools on the 31<sup>st</sup> August 2017;
- To open a new 3-11 Voluntary Controlled area school on the 1<sup>st</sup> September 2017 using the site and buildings of the current Laugharne VC school to accommodate pupils from Tremoilet VC, Llanmiloe CP and Laugharne VC Schools. The language category of the new area school will be dual stream offering a Welsh and English stream;
- It is proposed from the 1<sup>st</sup> September 2017 that the catchment area of Tremoilet VC, Llanmiloe CP and Laugharne VC primary schools be combined to create the new catchment of the new area school.

It has been identified in a review of Carmarthenshire's Early Years Provision that the Tremoilet VC / Llanmiloe and Laugharne VC geographical area is currently unable to offer the Foundation Phase Early Years Learning Entitlement. If this proposal is approved it will ensure that the children in the Tremoilet VC / Llanmiloe CP and Laugharne areas will have access to Foundation Phase Early Years Learning.

The details of the proposal are outlined in the attached Draft consultation document. The consultation document is currently in draft format and updated where appropriate during the informal consultation exercise.

As stated in the School Organisation Code (2013) the Diocesan Authority has been consulted prior to the consultation document being published. No comments were received.

## **Conclusion**

In light of the present pupil numbers and uncertainty with regard to fulfilling the senior leadership position at two of the schools it is recommended that the Authority moves to close Tremoilet VC, Llanmiloe CP and Laugharne VC primary schools through the instigation of formal statutory procedures.

From 1<sup>st</sup> September, 2017, the catchment area of Tremoilet VC and Llanmiloe primary schools to be included within the existing catchment area of Laugharne VC primary school.

Transfer to Secondary School will remain unchanged.

Transport will be provided in accordance with Carmarthenshire County Council's School Transport Policy.

**DETAILED REPORT ATTACHED?**

**YES**

## IMPLICATIONS

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

**Signed:            Gareth Morgans            Chief Education Officer**

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

- 1. Policy and Crime & Disorder** – Developments are consistent with the Authority’s Corporate Strategy, Children and Young People’s Plan and the Modernising Education Strategic Outline Programme.
- 2. Legal** – Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.
- 3. Finance** – Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.
- 4. ICT** – Resources will follow pupils to alternative school within the locality including ICT.
- 5. Risk Management Issues** – Continuing with current inadequate provision would see current problems being perpetuated and the County Council failing to meet its obligations for the education of children in the area served by the present school.
- 6. Organisational Development** – Staffing implications will be addressed in accordance with the County Council’s Redeployment Policy and Procedures.
- 7. Physical Assets** – Two redundant school buildings. Should the proposal be adopted the Tremolet VC school building would revert back under the ownership of the Church in Wales. Llanmiloe CP School building would be addressed in accordance with the Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme policy and procedures.



## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed:      **Gareth Morgans**      **Chief Education Officer**

**1. Local Member(s)** – The Local Member (Laugharne Township) has been advised of the proposal.

**2. Community / Town Council** – Not applicable at this stage in the process. The relevant Community Councils will be consulted formally in subsequent stages.

**3. Relevant Partners** – As stated in the School Organisation Code (2013) the Diocese Authority has been consulted prior to the consultation document being published. No comments were received.

**4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions will be consulted during the formal consultation stage.

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

THESE ARE DETAILED BELOW :

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Planning School Places – Primary Schools – The Way Forward	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – The County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Education and Learning – Useful Links
Modernising Education Provision Timeline / Rollout:	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Executive Board Agenda – 31/05/2005

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Modernising Education Provision Update / Revised Draft Timetable	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme	<a href="http://www.carmarthenshire.gov.wales">www.carmarthenshire.gov.wales</a> Executive Board 31/05/05
MEP Annual Report 2013/14 and Programme 2104/15	<a href="#">MEP Annual Report 2013/14 and Programme 2104/15</a>
Strategic Outline Programme 21 <sup>st</sup> Century Schools	<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017	<a href="#">WESP 2014-2017</a>

# DRAFT

## DEPARTMENT FOR EDUCATION & CHILDREN

*Our Vision .....Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential*

### Future Primary Education Provision for Children Residing in the Pendine & Laugharne Area

## CONSULTATION DOCUMENT

Robert Sully  
Director of Education & Children's Services



Safeguarding Children and  
Improving Education Standards for All

**School Modernisation Section**

**Simon Davies, School Modernisation Manager (tel. 01267 246471)**

**Status of Document : Draft**

If you require this information in large print,  
Braille or on audiotape please contact the  
Department for Education & Children  
01267 246476

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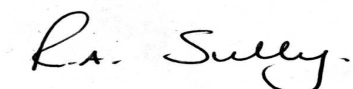
## Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well being 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.



**Robert A Sully**  
**Director of Education & Children's Services**

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## 1. Introduction

The County Council has its legal responsibility to review the number and type of schools it has in its area and whether or not it is making the best use of 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 the Pendine area. The proposals for change included in this document are in line with that long-term objective.

As reported in the MEP (Modernising Education Programme) Annual Report 2013/14 and Programme 2014/15 the intention of the Authority is to review the future provision of education in the area served by the schools in the Pendine area.

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 Tremoilet VC, Llanmiloe and Laugharne VC Primary Schools. The document also highlights why other options considered are not the preferred option as well as offering 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 as stated in the School Organisation Code (2013) and will involve identified interested parties, including school governors, school staff, parents and pupils.

It is intended that the formal changes be implemented as from the end of the summer term 2017.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response Pro-forma included in **Appendix F** on page 64 of this document for any response.

## 2. Context – Present Arrangements (Status Quo)

### 2.1 Background

In recent years Tremoilet VC, Llanmiloe and Laugharne VC Primary Schools have seen a decline in pupil numbers as can be seen in section 2.4 of this document. Based on current pupil data and projections no significant change in this trend is anticipated. Declining pupil numbers across the schools will cause further educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios and teaching groups to provide an effective curriculum for all learners.



A range of 'soft federation' arrangements have existed between the three schools over a period of time. Llanmiloe Primary School and Tremoilet VC School have experienced a 'shared leadership' model (under the previous and last permanent Head teacher of Llanmiloe Primary School). A similar model between Laugharne VC School and Tremoilet VC School was established in 2014, with the newly appointed Headteacher at Laugharne VC School (September 2015) currently developing this work.

Each model has explored and highlighted the benefits of greater levels of collaboration between schools. However, they have also recognised the challenges and fragility of such models. These findings have reinforced the need for a more formalised approach and sustainable resolution to serve the longer term educational needs of this area. Whilst Headteacher recruitment is a national challenge, it is undoubtedly the case for such small schools as Llanmiloe Primary and Tremoilet VC Schools.

Llanmiloe Primary School is currently under the leadership of an acting Headteacher for an interim period while the Governing Body attempts to put in place more secure and strategic arrangements.

The culmination of these unavoidable facts presents a current model of provision in the area which does not represent a platform for educational stability and enhancement or the best use of resources. With no prospect of there being a significant increase in pupil numbers in the area for the foreseeable future, coupled with ongoing challenges two of the schools face to secure permanent senior leadership, it is not viable to sustain current arrangements.

The Authority is therefore of the view that maintaining the status quo is not an option. When there are low pupil numbers in schools, it is increasingly difficult to provide the resources and wide breadth of educational, social and life experiences pupils need and deserve. It is also difficult to provide and deliver a sufficiently challenging curriculum within a multi-age class structure.

As stated in the School Organisation Code (2013) the Diocesan Authority has been consulted prior to the consultation document being published.

## **2.2 School / Schools which may be affected by this proposal**

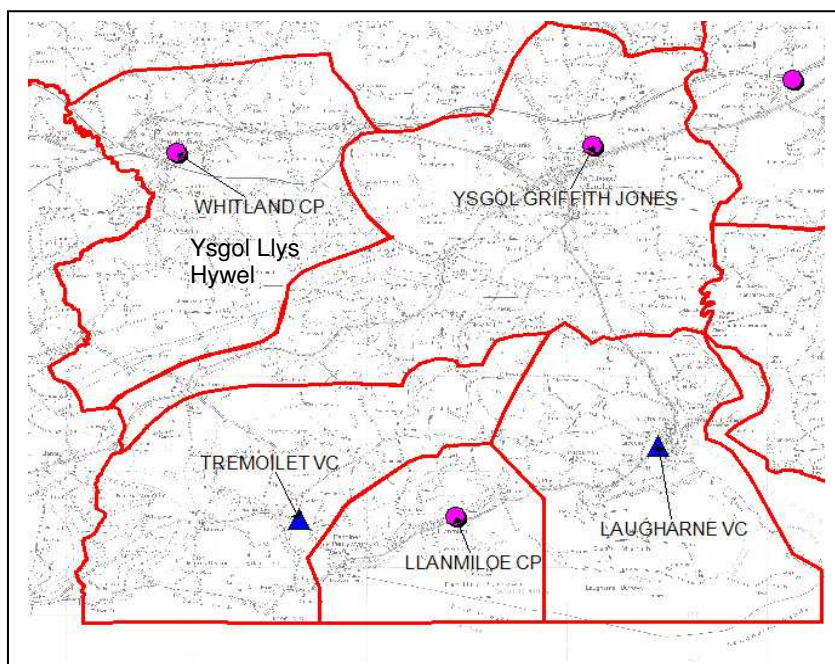
The catchment areas of Tremoilet VC, Llanmiloe and Laugharne VC Primary Schools are surrounded by the following Community Primary schools:

Ysgol Griffith Jones – Station Road, St. Clears, SA33 4BT  
Ysgol Llys Hywel (Whitland) , Whitland, SA34 0QB  
Stepaside, Carmarthen Road, Kilgetty, SA68 0UG  
Tavernspite, Tavernspite, Pembrokeshire, SA34 0NL

## 2.3 General School Information

School	School Type	Language Category	Admission Number	Capacity Jan 15 MCSW	Jan 2015 NOR PLASC	Total Nursery Age Places	Age Range
Tremoilet VC	Church in Wales Voluntary Controlled	EM	12	88	42	3	4-11
Llanmiloe	Community Primary	EM	14	103	26	7	4-11
Laugharne VC	Church in Wales Voluntary Controlled	EW	17	119	56	11	4-11
Ysgol Griffith Jones	Community Primary	DS	34	298	231	41	3-11
Ysgol Llys Hywel (Whitland)	Community Primary	DS	34	238	96	16	4-11
<b>Pembrokeshire County Council</b>							
					FT Pupils	PT Pupils	
Stepaside (Pembrokeshire CC)	Community Primary	EM	28	200	141	10	3-11
Tavernspite (Pembrokeshire CC)	Community Primary	EM	29	205	205	2	3-11

**The following diagram outlines the catchment areas of schools surrounding Tremoilet VC, Llanmiloe and Laugharne VC Primary Schools.**



In arriving at a preferred option for the pupils of Tremoilet VC, Llanmiloe and Laugharne VC schools the Authority considered the schools named above but

discounted them for the reasons given in section 5 of this consultation document therefore the preferred option for the Authority is to discontinue provision at Tremoilet VC Primary School, Llanmiloe Primary School and Laugharne VC Primary School and provide a new 3-11 dual stream area VC school based on the current Laugharne VC Primary School site and buildings.

Stepaside and Tavernspite Primary Schools in Pembrokeshire have not been evaluated further in this consultation document as there are proposals currently being undertaken by Pembrokeshire County Council to Federate Tavernspite with Templeton Primary School to be implemented in April 2016. Other factors considered in discounting this option is the distance between the schools which would significantly increase travel times for all pupils in addition to insufficient capacity at the school to accommodate further pupils. Housing developments are currently being planned for the area which will have an impact on the current surplus places at the school.

## 2.4 Pupil Numbers

The tables below show pupil numbers for Tremoilet VC Primary School, Llanmiloe Primary School and Laugharne VC Primary School for January 2015 and the previous four years.

Tremoilet VC Primary School	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Jan-15	0	3	0	5	5	7	5	8	8	4	42	3
Jan-14	0	1	0	5	7	6	6	10	4	1	39	1
Jan-13	0	5	1	5	7	6	8	5	1	10	43	5
Jan-12	0	4	0	8	5	9	5	1	9	6	43	4
Jan-11	0	7	0	5	11	4	1	10	6	7	44	7

Llanmiloe CP School	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Jan-15	4	3	0	5	3	2	1	4	7	4	26	7
Jan-14	0	4	0	3	2	2	2	4	4	1	20	4
Jan-13	0	2	0	3	1	3	7	4	1	2	21	2
Jan-12	0	1	0	0	3	6	4	1	1	4	19	1
Jan-11	0	0	0	6	5	5	1	2	4	3	26	26

Laugharne VC Primary School	2 yrs (PT)	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Jan-15	2	4	5	0	8	7	3	8	13	8	9	56	11
Jan-14	0	5	3	0	9	3	9	12	8	9	9	59	8
Jan-13	0	4	5	0	3	9	12	8	8	9	15	64	9
Jan-12	0	0	1	0	10	13	9	9	10	15	6	72	1
Jan-11	0	0	5	0	11	8	8	11	16	7	7	68	5

PLASC 2015 Data (Ages as at 31/08/14)

FTE – Full Time Equivalent (part time pupils counted as 0.5)

## PLASC 2016 Data (Census Count Day, Tuesday 12<sup>th</sup> January 2016)

The official verified data for the January 2016 PLASC census point will not be available until later in the year however please find below the unofficial data for January 2016 for the schools. This data is not expected to change.

As can be seen there is no significant change from the January 2015 PLASC data therefore for the purpose of this report, January 2015 published PLASC data has been used.

Jan - 16	3yrs (PT)	3yrs	4yrs (PT)	4yrs	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	Total NOR	Total Nursery Age Pupils
Tremoilet	0	2	0	5	4	6	7	5	7	9	43	2
Llanmiloe	0	3	0	10	4	3	3	2	4	7	33	3
Laugharne	0	2	0	8	10	8	4	7	13	9	59	2

## 2.5 Pupil Projections

The following table shows the pupil projections for Tremoilet VC, Llanmiloe and Laugharne VC Primary Schools for the next five years.

	NOR	Projections (Net of Nursery Pupils)				
	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020
Tremoilet	42	44	42	40	41	40
Llanmiloe	26	25	20	19	21	22
Laugharne	56	55	54	47	46	50
<b>Total</b>	<b>124</b>	<b>124</b>	<b>116</b>	<b>106</b>	<b>108</b>	<b>112</b>

	NOR Jan 2015	Projections – Net of Nursery Pupils				
		Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020
Tremoilet	42	44	42	40	41	40
Llanmiloe	26	25	20	19	21	22
Laugharne	56	55	54	47	46	50
<b>Total projected numbers</b>	<b>124</b>	<b>124</b>	<b>116</b>	<b>106</b>	<b>108</b>	<b>112</b>
Current Capacity at Laugharne VC	119	118**	118**	118**	118**	118**
Surplus	+5	+6	2	12	10	6

***\*\*All 4-11 primary schools capacities revised from September 2015 as directed by WG to reflect nursery age pupils attending the school.***

As can be seen from the above table there is a slight over capacity at Laugharne VC for current and projected pupils when the Tremolet and Llanmiloe current and projected pupils are added. This shortfall in capacity will be addressed by installing additional modular accommodation to make sure that there is sufficient capacity in for the new area VC school based on the current site of Laugharne VC school. It is planned to replace the modular accommodation with a permanent extension of the school's premises as part of the Band B (2019 onwards) element of the Council's 21<sup>st</sup> Century Schools Programme and address the condition of the current buildings of Laugharne VC school.

## 2.6 Pupil Capacity Information

The methodology for the calculation of school capacities was changed in 2006 following the implementation of new Welsh Government guidelines "Measuring the Capacity of Schools in Wales" (MCSW) which was implemented by the Authority in 2008. Prior to 2008, the More Open Enrolment methodology was used. Spare places numbers for Tremolet, Llanmiloe and Laugharne are shown in the table on the following page.

	MSCW Capacity				
	Jan-11	Jan-12	Jan-13	Jan-14	Jan-15
<b>Capacity Tremolet VC</b>	88	88	88	88	88
Pupil Numbers (NOR)	44	43	43	39	42
Surplus	44	45	45	49	46
% Surplus	50%	51%	51%	56%	52%
<b>Capacity Llanmiloe CP</b>					
<b>Capacity Llanmiloe CP</b>	103	103	103	103	103
Pupil Numbers (NOR)	26	19	21	20	26
Surplus	77	84	82	83	77
% Surplus	75%	82%	80%	81%	75%
<b>Capacity Laugharne VC</b>					
<b>Capacity Laugharne VC</b>	119	119	119	119	119
Pupil Numbers (NOR)	68	72	64	59	56
Surplus	51	47	55	60	63
% Surplus	43%	39%	46%	50%	53%

As can be seen in the table above there is a significant level of surplus places in Tremolet VC (52%) and Llanmiloe Primary School (75%).

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

*Where there is more than 10% surplus in an area, local authorities should review their provision and should make proposals for school reorganisation if it will improve the effectiveness and efficiency of provision. This is especially*

important where individual schools have 'significant' levels of surplus places of 25% or more (as defined in the Welsh Government Circular 21/2011).

If this proposal is implemented it will have a significant positive impact on surplus places in the area as can be seen from the % surplus data shown in the previous table.

## 2.7 School Attendance Data

Improving attendance is a national priority, if children are not in school, they cannot learn.

The Authority analyses and shares data for every Primary School on a half-termly basis to help schools to maintain a focus on attendance. The analysis uses data for pupils in years 1 to 6 and follows the same approach as the statutory attendance return each September. The most recent attendance data for Tremolet VC, Llanmiloe and Laugharne VC schools are shown in the following table:

School	Attendance Data 2013/14	Attendance Data 2014/15 (Autumn Term)	Above / Below Target	Target 2014/15	Target 2015/16
Tremoilet VC	94.5	92.8	-2.2 ↓	95.0	95.5
Llanmiloe CP	94.1	95.2	1.2 ↑	94.0	94.0
Laugharne VC	95.9	94.5	-1.5 ↓	96.0	96.3

## 2.8 Building Facilities

The following information was taken from the most recent property building survey carried out at the school in 2010 by EC Harris as part of the National 21<sup>st</sup> Century School Programme assessment of all schools in Wales on behalf of the Authority:

The schools were banded from A to D according to building condition and ranked in priority from 1 to 3 depending on when the work was recommended to be carried out.

Condition	
A	Good (No Deterioration)
B	Satisfactory (Minor Deterioration)
C	Poor (Major Deterioration)
D	Bad (Life Expired)

Priority	
1	Urgent ( Year 1)
2	Essential (Year 2)
3	Desirable (Years 3 to 5)

The suitability of the buildings as an education resource was also banded from A to D as shown in the following table:

<b>Suitability</b>	
A	Good – Suitable levels for teaching, learning and well being in schools
B	Reasonable – Behaviour / morale and management adversely affected
C	Poor – Teaching methods inhibited
D	Bad – Severe situation and / or unable to teach the curriculum

The findings from the surveys in relation to each school is as follows:

### 2.8.1 Tremoilet VC Primary School

The following information was taken from the most recent property building survey carried out at the school: -

The school is located on a sloping site on a quiet road above Pendine. The school comprises of three buildings. The principal school classroom, Block 1 comprises the original Victorian stone built school building with a tiled roof to which at varying times, single storey annexes have been added. A brick annexe to the rear containing the kitchen, a timber framed flat roofed classroom addition to the front, the west elevation and a further mobile classroom building to the south side.

As part of the National 21<sup>st</sup> Century School Programme assessment of all schools in Wales on behalf of the Authority Tremoilet VC Primary school scored the following ratings;

Condition **B** – Satisfactory (Miner deterioration) – it was noted that the school was well maintained school, with some bad defects to the mobile classroom to be rectified.

Priority - **3** Desirable (Years 3 to 5)

Suitability **B** -Reasonable – (Behaviour/ morale and management affected)

### Tremoilet VC Primary School



## 2.8.2 Llanmiloe Primary School

Llanmiloe is a small school situated on the outskirts of the village of Llanmiloe. The school, set back from the main Pendine road is located on a flat site on the edge of Llanmiloe. The two principle buildings Block 1 and 5 are single storey precast concrete portal framed structures circa 1950's with slated roofs and containing the classrooms, toilet and kitchen facilities.

As part of the national 21<sup>st</sup> Century School Programme assessment of all schools in Wales on behalf of the Authority Llanmiloe Primary School scored the following ratings:

Condition **C** – Poor (Major deterioration) – it was noted that the school had poor quality and tired blocks which required large quantities of work to bring up to standard.

Priority - **2** Essential (Year 2)

Suitability **B** – Reasonable (Behaviour/ morale and management affected)  
The report noted that a lack of a fire alarm was a major health and safety concern.

## Llanmiloe Primary School



## 2.8.3 Laugharne VC Primary School

The main school building is a traditional 1960's style, single storey brick construction under a pitched slate roof. In 2005 a £849k extension was completed on Laugharne VC Primary School. A brand new block was built to replace old mobile classrooms and substandard buildings. The extension comprised of four state of the art classrooms with internet access, a library and a resource area for pupils. The new extension had a



huge impact on the school which also improved the pupil's work as a result of their new environment.

As part of the national 21<sup>st</sup> Century School Programme assessment of all schools in Wales on behalf of the Authority Laugharne VC Primary School scored the following ratings:

Condition **B** – Satisfactory (Minor deterioration) – it was noted that the large majority of the school was built in 2005 to replace mobile accommodation and was in good condition however the original 1960's structure was in poor condition externally.

Priority - **3** Desirable (Years 3 to 5)

Suitability **A** – Good - Suitable levels for Teaching, Learning and well being in schools.

### Laugharne VC Primary School



## 2.9 National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government.
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning.
- Assessment of the school's self evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The new categorisation system will give a clear and fair picture of a school's progress. There is a three step process in generating a category for a school, firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

### What does each support category mean?

There are four support categories

Green Support Category	A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better.
Yellow Support Category	An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.
Amber Support Category	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.
Red Support Category	A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

The table below summarises the data for Tremoilet VC, Llanmiloe Primary School and Laugharne VC Primary Schools;

### National School Categorisation System – Data 2015

School	Standards Group	Improvement Capacity	Support Category
Tremoilet VC	1	B	Yellow
Llanmiloe CP	1	D	Amber
Laugharne VC	2	B	Yellow

The data demonstrates that Tremoilet VC and Laugharne VC share the same 'Yellow Category of Support' (entitling them to ten days of support) whilst Llanmiloe Primary School is categorised within the 'Amber Category of Support' (entitling the school to fifteen days of support).

Schools will be in one of four 'Standards Groups' (1 to 4), with Group 1 demonstrating very good overall performance and those in Standards Group 4 demonstrating the greatest need for improved performance.

'Improvement Capacity' as defined within the categorisation process and noted on 'My Local School' represents a further evaluation of a school's capacity to improve, taking account of evidence about the standards and the quality of leadership, teaching and learning. All schools are placed in one of four groups (improvement capacity A to D), with schools in improvement capacity A showing the most capacity to improve themselves and those in improvement capacity D showing the least capacity.

## 2.10 Estyn Reports

### 2.10.1 Tremoilet VC Primary School

As part of a national programme of school inspection, Estyn commissions reviews of all schools. The latest was undertaken in October 2013 and consultees may access the findings either via the Estyn website at [www.estyn.gov.uk](http://www.estyn.gov.uk) or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

#### The main findings of the report

The Estyn Inspection report undertaken in October 2013 stated that the school's current performance was adequate reporting that most pupils developed good speaking and listening skills however many pupils' skills across the curriculum in literacy, numeracy and information technology were not well developed and that learning activities were not always matched well enough to pupils' abilities. Attendance was also reported as being low when compared with similar schools. The school was reported as a caring community with a welcoming ethos treating all pupils equally, regardless of their gender, background or ability. Pupils developed respect, tolerance and understanding well by following the good examples set by others.

The inspection judgements awarded are shown in the table on the following page:

Key Question	Inspection Judgements
How good are the outcomes?	Adequate – Strengths outweigh areas for improvement
How good is provision?	Adequate – Strengths outweigh areas for improvement
How good are leadership and management?	Adequate – Strengths outweigh areas for improvement

**NB:** The four-point scale used to represent the main judgements in this report is as follows:

1. **Excellent** – Many strengths, including significant examples of sector-leading practice.
2. **Good** – Many strengths and no important areas requiring significant improvement.
3. **Adequate** – Strengths outweigh areas for improvement.
4. **Unsatisfactory** – Important areas for improvement outweigh strengths.

## 2.10.2 Llanmiloe Primary School

Llanmiloe was last inspected as part of the Estyn School Inspection Programme in September 2014. The inspection judgements awarded are shown in the table below:

### The main findings of the report

The Estyn Inspection undertaken in September 2014 reported that the school provided a safe and caring environment where pupils felt valued and part of the community. The main findings of the report noted that most pupils made good progress and attained at least the expected standard by the foundation phase and key stage 2 with the inspection team judging the schools current performance as good.

Provision was judged to be good with the school providing a wide range of interesting learning experiences that form part of a broad and balanced curriculum. It was noted that provision for pupils' Welsh language development was good with reading skills in Welsh well developed by the end of key stage 2.

Leadership and management was reported as good with the Headteacher leading the school very effectively providing a clear strategic direction. All staff were reported to have a clear understanding of their roles and responsibilities and participated fully in decision making. Since the Estyn inspection the Head teacher has left to commence a new headship. The lack of stability with a senior leadership model continues to challenge the school and whilst interim arrangements are in place, a permanent solution is swiftly required to ensure a consistent focus on future provision and standards.

### **Llanmiloe Primary School – Estyn Inspection Judgements**

<b>Key Question</b>	<b>Inspection Judgements</b>
How good are the outcomes?	Good – Many strengths and no important areas requiring significant improvement
How good is provision?	Good – Many strengths and no important areas requiring significant improvement
How good are leadership and management?	Good – Many strengths and no important areas requiring significant improvement

**NB:** The four-point scale used to represent the main judgements in this report is as follows:

1. **Excellent** – Many strengths, including significant examples of sector-leading practice.
2. **Good** – Many strengths and no important areas requiring significant improvement.
3. **Adequate** – Strengths outweigh areas for improvement.
4. **Unsatisfactory** – Important areas for improvement outweigh strengths.

### 2.10.3 Laugharne VC Primary School

The Estyn Inspection undertaken in October 2013 reported that the schools current performance was good as most pupils make appropriate progress in their learning during their time at the school. The school provides a wide range of interesting experiences and there are rich opportunities to promote pupils' personal development as well rounded individuals. The teaching was reported as being of good quality with the school offering an inclusive and caring community.

Provision was judged to be good with the school planning stimulating experiences and activities to gain pupils' interest across the school. Teachers planned tasks in detail to cater for the learning needs of the age and ability range in their classes and planned their lessons carefully with clear learning objectives. It was reported that the good relationship between all staff and pupils promoted learning.

Leadership and management was reported as good with the Headteacher and governing body giving clear and effective strategic direction to the school and its pupils. It was reported that the Headteacher's strong leadership was a key factor in ensuring improvements in provision and standards.

Key Question	Inspection Judgements
How good are the outcomes?	Good - Many strengths and no important areas requiring significant improvement
How good is provision?	Good - Many strengths and no important areas requiring significant improvement
How good are leadership and management?	Good - Many strengths and no important areas requiring significant improvement

**NB:** The four-point scale used to represent the main judgements in this report is as follows:

1. **Excellent** – Many strengths, including significant examples of sector-leading practice.
2. **Good** – Many strengths and no important areas requiring significant improvement.
3. **Adequate** – Strengths outweigh areas for improvement.
4. **Unsatisfactory** – Important areas for improvement outweigh strengths.

## **3. Evaluation of Present Arrangements**

### **3.1 Quality and standards in education**

#### **3.1.1 Outcomes (standards and wellbeing)**

##### **Tremoilet VC Primary School**

As previously noted within the report, Tremoilet VC School was last inspected in October 2013. Standards and Wellbeing were judged 'adequate' with recommendations for improvement citing the need to improve literacy, numeracy, ICT and attendance. This judgement was the main trigger for placing the school in an Estyn Monitoring Category. The school was revisited by Estyn in November 2014 and removed from the category but continues to work towards the initial recommendations. The two rounds of National Categorisation to date (2014 and 2015) have placed standards in the 2<sup>nd</sup> (2014) and 1<sup>st</sup> (2015) 'Standards Group' within the context of the school's small cohorts at the end of each Key Stage. The school has received Yellow Support Category status on both occasions. Recent Local Authority and ERW Consortium monitoring visits note limited progress against attendance and ICT with satisfactory progress in improving literacy and numeracy.

##### **Llanmiloe Primary School**

As previously noted within the report, Llanmiloe School was last inspected in September 2014. Under the leadership of the previous Headteacher, Standards were judged 'good' and Wellbeing 'excellent.' The two rounds of National Categorisation to date (2014 and 2015) have placed standards in the 3<sup>rd</sup> (2014) and 1<sup>st</sup> (2015) 'Standards Group' within the context of the school's small cohorts at the end of each Key Stage. The school received Yellow Support Category status in 2014-15 and Amber in 2015-16. Recent Local Authority and ERW Consortium monitoring visits have noted well embedded arrangements for monitoring quality however, the current temporary leadership model requires additional support which potentially challenges the school's capacity to maintain sufficient focus on raising standards.

##### **Laugharne VC Primary School**

As previously noted in the report, Laugharne School was last inspected in October 2013. Standards and Wellbeing were judged 'good.' The two rounds of National Categorisation to date (2014 and 2015) have placed standards in the 2<sup>nd</sup> 'Standards Group.' The school has received Yellow Support Category status in 2014-15 and 2015-16. Recent Local Authority and ERW Consortium monitoring visits have noted good arrangements and progress with strategic improvement across a range of school priorities focused on raising standards. The school is continuing to develop its distributed leadership model under the newly appointed Headteacher (September 2015) in partnership with the Governing Body.

## **Impact of proposal on outcomes (standards and wellbeing)**

Standards and wellbeing outcomes for all pupils will benefit directly from the proposal's preferred option through increased capacity to secure an enhanced leadership model facilitating a direct focus on raising standards. This model, in partnership with improved provision will be implemented with greater consistency across one common site. The ongoing demands of the primary curriculum, its revisions and aspirations, make it increasingly challenging for small numbers of staff working with small cohorts to provide the range of learning experiences and opportunities we should provide for all our learners.

### **3.1.2 Provision**

#### **Tremoilet VC Primary School**

Tremoilet School is an English medium school which offers English medium provision with Welsh taught as a second language in Key Stage 2. Estyn judged this Key Question as 'adequate' with the quality of teaching also judged as 'adequate.' The key area for improvement was cited as a need to 'ensure that all pupils are challenged appropriately in line with their ability.' Estyn's revisit in November 2014 noted very good progress against this recommendation. However, recent Local Authority and ERW Consortium monitoring confirms satisfactory progress against this recommendation with the need to continue to strengthen practice. Monitoring visits have also highlighted a positive impact on teaching and learning via Triad working, good practice in Assessment for Learning in the Foundation Phase and the need to improve marking and feedback processes along with greater opportunities for extended writing.

#### **Llanmiloe Primary School**

Llanmiloe School is an English medium school which offers English medium provision with Welsh taught as a second language in Key Stage 2. In September 2014, Estyn judged this Key Question as 'good' with the quality of teaching also judged as 'good.' The key areas for improvement were cited as the need to provide more opportunities for pupils to write at length independently across the curriculum, more opportunities for developing pupils' skills in the application of number in other curriculum areas and ensure that marking procedures indicate clearly how pupils can improve their work.

Recent Local Authority and ERW Consortium monitoring confirms strong progress against opportunities for pupils to write at length and developing pupils' skills in the application of number in other curriculum areas, however, limited progress is noted against ensuring marking procedures indicate clearly how pupils can improve their work. Monitoring visits have also highlighted that teachers work hard to provide a broad and balanced curriculum with Assessment for Learning strategies e.g formative marking and feedback, the use of success criteria and self and peer assessment are developing well. The need to improve the consistency and quality of marking, feedback and development of tracking

systems for individual pupils (to support planning for achievement of at least 'expected progress') are key priority areas.

### **Laugharne VC Primary School**

Laugharne School is an EW school which offers English medium provision with significant use of Welsh. In October 2013, Estyn judged this Key Question as 'good' with the quality of teaching also judged as 'good.' The key areas for improvement were cited as the need to extend pupils' skills in Welsh as a second language, strengthen the organisation of the Foundation Phase in order to ensure a consistent challenge for pupils and further disseminate the good practice in marking across the school.

Recent Local Authority and ERW Consortium monitoring confirms strong progress against extending pupils skills in Welsh and the organisation of the Foundation Phase, with very good progress noted against the dissemination of good practice across the workforce. Monitoring visits have also highlighted strengths in teachers' planning, pace, challenge, use of Assessment for Learning, formative marking and feedback and opportunities for the development of literacy, numeracy and ICT skills.

### **Impact of proposal on provision**

The proposal's preferred option will provide an increased team of staff and facilitate higher levels of collaboration and self-improvement across the teaching and learning team. This enhanced team of teachers and support staff will impact most positively on learning provision through –

- enhanced pastoral support for all children
- enhanced targeted support for children with additional learning needs (including More Able and Talented children)
- enhanced collaboration and professional learning development amongst staff
- enhanced focus on planning and implementation of the curriculum
- greater opportunities for the development of social and curriculum specific skills
- greater opportunities for children to benefit from an increased range of resources and learning environments

### **3.1.3 Leadership and Management**

#### **Tremoilet VC Primary School**

Leadership and management for Tremoilet School were judged 'adequate' in 2013. The key area for improvement cited was the need to 'ensure that school development planning is based securely on effective self-evaluation.' The school was judged as making strong progress during the Estyn revisit (November 2014). Recent Local Authority and ERW Consortium monitoring states that



planning for improvement is well focused and the School Development Plan sets out clear actions to address the priorities of self-evaluation.

### **Llanmiloe Primary School**

Under the leadership of the previous Headteacher, Leadership and management for Llanmiloe School were judged 'good' during the inspection of 2014. However, recent Local Authority and ERW Consortium monitoring states that current interim leadership arrangements require considerable support. The Key Stage 2 teacher is currently undertaking the role of acting Headteacher with the permanent Foundation Phase on maternity leave. The Governing Body and Local Authority are working in partnership to support this model. However, a permanent and sustainable solution to this senior leadership agenda is challenging for a school of this size.

### **Laugharne VC Primary School**

Leadership and management for Laugharne School were judged 'good' in 2013. No specific areas for improvement were noted. Recent Local Authority and ERW Consortium monitoring notes the school has a clear strategic vision. This vision focuses well on raising standards with staff aware of strengths and areas for improvement. Self-evaluation draws on a range of evidence and feeds school development planning which focuses on specific priorities to enhance pupils' learning experiences and achievement.

### **Impact of proposal on Leadership and Management**

The proposal's preferred option will respond the leadership needs of all schools. It will ensure a secure and robust leadership model for the benefit of all learners. Provision and therefore standards will greatly benefit from a cohesive leadership team (including governors and stakeholders) with sufficient capacity to focus effectively on the demands of the local, regional and national school improvement agenda.

In conclusion, implementation of the Local Authority's preferred option will secure the effective leadership, provision and the raising of standards for all pupils under one permanent Headteacher, Senior Leadership Team and Governing Body. Such enhanced arrangements will increase the ability of Governors and the Senior Leadership Team to drive up standards through regular and robust self-evaluation strategies. These activities will focus wholly on supporting learners and staff at an individual level. School governors will benefit from increased opportunities to implement their strategic role as critical friends in a more varied and broadened learning environment. Effective and sustainable leadership and provision is crucial to our children's success and achievement as all schools face new challenges and opportunities in pursuit of the best standards and provision for all.

## **3.2 Need for places and the impact on accessibility of schools**

The County Council has considered the sufficiency of places and the likely demand for places in the future.

### **3.2.1 Increasing the age range of the proposed new school**

The proposed age range of the new school will be 3-11. It has been identified in a review of Carmarthenshire's Early Years Provision that the Tremolet / Llanmiloe and Laugharne geographical area is currently unable to offer the Foundation Phase Early Years Learning Entitlement.

There are many advantages to attending a school which offers nursery provision, these include;

- Children that attend a nursery setting within the school find the transition to primary education from nursery easier and often 'settle' quicker than children who have not had access to nursery provision.
- Issues in relation to additional learning needs can be identified at an earlier stage before the child attends full time primary education.
- Studies have shown that children attending pre-school nursery enhance their cognitive and social / behavioural development compared to children not attending nursery.

All children in Wales are entitled to free, part time Early Years Foundation Phase learning provision from the beginning of the term after their third birthday and prior to gaining full time entry into school. Part time is defined as a minimum of ten hours per week. The Local Authority has a duty to ensure that enough places are available for all three year old whose parents want them to attend.

If this proposal is approved it will ensure that the children in the Tremolet / Llanmiloe and Laugharne areas will have access to Foundation Phase Early Years Learning. Although there may be settings offering the Early Years Learning Provision within a few miles of each of these areas, many families from disadvantaged backgrounds are unable to travel to access the provision as the provision that is provided is beyond their immediate community.

### **3.2.2 Language Category**

The proposed new area VC school will be a dual stream school offering a Welsh and English stream. Currently there is no Welsh medium provision available in the Pendine or Laugharne area with the nearest school offering this provision being in Ysgol Griffith Jones in St. Clears.

Current information from our transport section highlights the demand for Welsh medium education in the Pendine and Laugharne area. Currently there are 21 pupils being transported to Ysgol Griffith Jones at a cost of £7.70 per pupil per day to receive Welsh medium education.

### **3.2.3 The impact on availability and access to places at a school with the same designated religious character**

The new area 3-11 Primary School will be a voluntary controlled school offering the same religious character as the current Tremoilet and Laugharne VC Primary Schools.

## **3.3 Resourcing of education and other financial implications**

### **3.3.1 Surplus Places**

As can be seen in the table in section 2.6 there is a significant level of surplus places in Tremoilet VC (52%) and Llanmiloe Primary School (75%) schools. As stated in the School Organisation Code document published by Welsh Government where there is more than 10% surplus in an area, local authorities should review their provision and should make proposals for school reorganisation if it will improve the effectiveness and efficiency of provision. This is especially important where individual schools have 'significant' levels of surplus places of 25% or more (as defined in the Welsh Government Circular 21/2011). If this proposal is implemented it will have a significant positive impact on surplus places in the area as can be seen from the % surplus data shown in the table.

### **3.3.2 Transport costs**

If the proposal was implemented there would be an additional cost of £4.35 per pupil to transport to the new area VC school based on the existing site and buildings of Laugharne VC Primary School. Figures based on Tremoilet VC and Llanmiloe Primary Schools pupils living within the existing catchment areas.

### **3.3.3 Capital costs / Capital Receipts**

If this proposal was implemented in the short term additional modular accommodation will be provided to ensure sufficient capacity for existing and projected pupil numbers. In the medium to long term it is planned to replace the modular accommodation with a permanent extension as part of the Band B (2019 onwards) element of the Council's 21<sup>st</sup> Century Schools Programme. This investment will be equally funded (50% Welsh Government, 50% Local Authority) subject to business case approval by Welsh Government.

### **Tremoilet VC Primary School**

Should the proposal be adopted which would lead to the school building no longer being used then the building and associated land around the school would revert back under the ownership of the Church in Wales. The playing field alongside the school is leased from Tremoilet Farm and will revert back to the farm following the closure of the school.

For further information regarding The Church in Wales School Redundant School Buildings Policy please contact: Reverend Brian Witt, Diocesan Director of Education, The Vicarage, Bridge Street, St. Clears, SA33 4EE. Telephone (01994) 230266 E-mail: [heather.witt@virgin.net](mailto:heather.witt@virgin.net)

### **Llanmiloe Community Primary School**

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12<sup>th</sup> April 2006, in relation to buildings not being required for educational purposes will apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource. If there is no viable community interest the premises will be offered to the market.

#### **3.3.4 School Budgets**

##### **Tremoilet VC Primary School**

Based on 2015/16 data the budget cost per pupil is £3,636 at Tremoilet VC Primary School which is £103 above the county average of £3,739.

##### **Llanmiloe Primary School**

Cost per pupil at Llanmiloe Primary School in comparison based on 2015/16 data is £4,967 which is £1,228 above the county average of £3,739.

##### **Laugharne VC Primary School**

Cost per pupil at Laugharne VC Primary School based on 2015/16 data is £3,868 which is £129 above the county average of £3,739.

## **4. Objectives**

Our vision in Carmarthenshire is to provide viable, sustainable and efficient schools which are fit for purpose for the 21<sup>st</sup> Century with the right school in the right place for current and future pupils ensuring access to high quality learning opportunities for all children. Our long term aim as part of our 21<sup>st</sup> Century Schools Programme is to create school learning environments that meet the needs of the communities and provide the best learning provision for the area.

The mission of our Modernising Education Programme is to:

*“transform the network of nursery, primary and secondary schools serving the county into a strategically and operationally effective resource that meets current and future need for school based and associated community focused education, where appropriate investing in the development and improvement of buildings, infrastructure and spaces, so that schools are appropriately located, designed, constructed or adopted to foster the sustainable development of the people and communities of Carmarthenshire.”*

The strategic aims of our Modernising Education Programme are to:

- Develop a schools network that is educationally sustainable and resource efficient for the long term.
- Develop a structure of provision so that every learning setting is capable of providing a high quality education to all of its registered learners, either as an individual institution or as part of a formal federation or collaboration with other settings or providers.
- Develop infrastructure at all schools that is equipped for learning in the 21<sup>st</sup> century and supports the achievement of core objectives for raising educational standards and maintaining them at high levels of performance.
- Deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools network to effectively match supply with demand.
- Rebuild, remodel, refurbish or modernise all school settings that are to be retained for the long-term, so that they conform as closely as practicable with adopted design standards.
- Contribute to the achievement of wider policy objectives, for example, community regeneration and renewal, healthy lifestyles, etc, through the development of appropriate enabling infrastructure.
- Improve the efficiency and educational viability of the schools sector by reducing the number of empty places to a reasonable level, whilst facilitating wherever practicable the expression of parental preference, responding effectively to demographic change.
- Configure schools and invest in modern school premises so that the whole school system in Carmarthenshire is equipped to support the effective implementation of the Schools Effectiveness Framework and secure improving outcomes for children and young people.

The strategic objectives of the MEP align neatly with the national objectives;

- Improved learning environments for children with better educational outcomes.
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate.
- A more sustainable education system reducing the recurrent cost and carbon footprint.

## 5. Options for Change

In developing a preferred option the Authority considered a range of alternative options. In considering the options they were evaluated against key objectives and criteria to determine which option best suited the aspirations of Carmarthenshire to provide a viable and sustainable school fit for learning in the 21<sup>st</sup> Century.

### 5.1 Main Options Considered

Option 1	Status Quo – Maintain all three schools in present format.
Option 2	Federation.
Option 3	Discontinue provision at Laugharne VC, Tremoilet VC and provide provision at Llanmiloe Primary School.
Option 4	Discontinue provision at Llanmiloe Primary School and Laugharne VC schools and provide for pupils at Tremoilet VC School.
Option 5	Discontinue provision at Llanmiloe Primary School, Tremoilet VC and Laugharne VC and provide for pupils at Ysgol Griffith Jones Primary School.
<b>Option 6 (Preferred)</b>	<b>Discontinue provision at Laugharne VC, Tremoilet VC and Llanmiloe Primary School and create a new 3-11 area VC school using the site and buildings of the current Laugharne VC school.</b>
Option 7	Discontinue provision at Laugharne VC, Tremoilet VC and Llanmiloe Primary School and provide for pupils in the neighbouring Pembrokeshire Primary School (Stepaside Primary School).

## 5.2 Advantages / Disadvantages of Each Option

<b>Option 1 – Status Quo</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• No change for stakeholders.</li> <li>• No statutory procedures necessary.</li> <li>• No increased travelling times for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Would not address Headteacher recruitment issues at Llanmiloe Primary School and Tremolet VC.</li> <li>• Continues present arrangements with lack of coherence in provision.</li> <li>• Would not address the surplus places in the schools.</li> <li>• Higher cost option.</li> <li>• Opportunities for synergies will be lost.</li> </ul>

<b>Option 2 – Federation</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Opportunities to share resources.</li> <li>• Schools would retain their individual identities.</li> <li>• No increased travelling times for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for synergies will be lost.</li> <li>• Welsh Government guidance (circular no 011/2014) states that neither Local Authorities nor governing bodies have powers to federate voluntary (VA and VC) and foundation schools with community schools.</li> <li>• Would not address the surplus places in the schools.</li> <li>• Does not address the building condition of Llanmiloe Primary School (C Rated).</li> <li>• Significant investment required.</li> <li>• No Welsh medium provision.</li> </ul>

<b>Option 3</b> <b>Discontinue provision at Laugharne VC, Tremoilet VC and provide provision at Llanmiloe Primary School.</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• No change for the pupils currently attending Llanmiloe Primary School.</li> <li>• Community of Llanmiloe would retain their school.</li> <li>• All pupils would be located on one site under the leadership of one Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• This option does not offer the same Church in Wales character as Laugharne VC and Tremoilet VC.</li> <li>• Llanmiloe Primary School does not have the capacity to accommodate pupils from all three schools.</li> <li>• Does not address the building condition of Llanmiloe Primary School (C Rated).</li> <li>• Significant capital investment required.</li> <li>• Increased travel times for some pupils.</li> <li>• Job security for staff. Redeployment or redundancies.</li> <li>• No Welsh medium provision.</li> </ul>

<b>Option 4</b> <b>Discontinue provision at Llanmiloe Primary School and Laugharne VC schools and provide for pupils at Tremoilet VC School.</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• No change for the pupils currently attending Tremoilet VC school.</li> <li>• Community of Tremoilet would retain their school.</li> <li>• All pupils would be located on one site under the leadership of one Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Tremoilet VC does not have the capacity to accommodate pupils from all three schools.</li> <li>• Increased travel times for some pupils.</li> <li>• Job security for staff. Redeployment or redundancies.</li> <li>• The Communities of Laugharne and Llanmiloe would lose the presence of a school in their</li> </ul>



	<p>communities.</p> <ul style="list-style-type: none"> <li>• Capital investment required.</li> </ul>
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<b>Option 5</b>	
<b>Discontinue provision at Llanmiloe Primary School, Tremolet VC and Laugharne VC and provide for pupils at Ysgol Griffith Jones Primary School</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• All pupils would be located on one site under the leadership of one Headteacher.</li> <li>• Choice of Welsh medium stream to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• This option does not offer the same Church in Wales character as Laugharne VC and Tremolet VC.</li> <li>• Ysgol Griffith Jones does not have the capacity to accommodate pupils from all three schools.</li> <li>• Increased travel times for some pupils.</li> <li>• Job security for staff. Redeployment or redundancies.</li> <li>• Capital investment required.</li> </ul>

<b>Option 6 (Preferred)</b>	
<b>Discontinue provision at Laugharne VC, Tremolet VC and Llanmiloe Primary School and create a new 3-11 area VC school using the site and buildings of the current Laugharne VC school.</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• All pupils would be located on one site under the leadership of one permanent Headteacher.</li> <li>• Strong Leadership Team.</li> <li>• Choice of Welsh medium stream to pupils.</li> <li>• Increased age range offering early years education provision.</li> <li>• Revenue savings in the region of</li> </ul>	<ul style="list-style-type: none"> <li>• Increased travel times for some pupils.</li> <li>• Job security for staff. Redeployment or redundancies.</li> <li>• Capital investment required in the short and long term to address shortfall in accommodation.</li> </ul>

<p>£117,649 would be re-invested within the education service.</p> <ul style="list-style-type: none"> <li>Improved building condition and suitability.</li> </ul>	
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<b>Option 7</b> <b>Discontinue provision at Laugharne VC, Tremoilet VC and Llanmiloe Primary School and provide for pupils in the neighbouring Pembrokeshire Primary School (Stepaside Primary School).</b>	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>All pupils would be located on one site under the leadership of one permanent Headteacher.</li> <li>Increased age range offering early years education provision.</li> </ul>	<ul style="list-style-type: none"> <li>Pembrokeshire County Council are currently undertaking a review of the Templeton area which includes Stepaside Primary School. Uncertainties currently as to the outcome of the review</li> <li>Significantly increased travel times for pupils.</li> <li>Job security for staff. Redeployment or redundancies.</li> <li>Capital investment required in the short and long term to address shortfall in accommodation.</li> <li>English medium school no Welsh stream.</li> <li>Stepaside does not have the capacity to accommodate pupils from all three schools.</li> <li>Loss of three primary schools in the Pendine and Laugharne areas.</li> <li>Housing developments in the Kilgetty area. Pupil yield will feed Stepaside school.</li> </ul>

As can be seen from the tables above the preferred option for the Authority is to discontinue Tremoilet VC, Llanmiloe Primary School and Laugharne VC Schools and create a new 3-11 area VC school using the site and buildings of the current Laugharne VC school.

## **6. The Proposal**

### **6.1 Rationale for Change**

In recent years, many of our rural primary schools have witnessed a decrease in pupil numbers. Tremoilet, Llanmiloe and Laugharne Primary Schools all bear witness to this trend. Based on current pupil projections, it is estimated that pupil figures for all three schools will remain the same with no apparent prospect of reversing the trend. Declining pupil numbers across the schools will cause further educational and financial challenges, in particular, maintaining appropriate pupil teacher staffing ratios to provide an effective curriculum for all learners.

For the reasons outlined above and in section 2.1 of this consultation document status quo is not considered a viable option for the future provision of pupils in the Tremoilet VC, Llanmiloe Primary School and Laugharne VC Primary Schools.

### **6.2 The Proposal**

The Authority's proposal is as follows:

- To close the existing Tremoilet VC, Llanmiloe Primary School and Laugharne VC schools on the 31<sup>st</sup> August 2017;
- To open a new 3-11 area VC school from the 1<sup>st</sup> September 2017 on the site of the current Laugharne VC school to accommodate pupils from Tremoilet VC, Llanmiloe Primary School and Laugharne VC schools. The language category of the new area VC school will be Dual Stream offering a Welsh and English stream.
- It is proposed from 1<sup>st</sup> September 2017 that the catchment areas of Tremoilet VC, Llanmiloe and Laugharne VC Primary Schools be combined to create the new catchment of the new area VC school.

In arriving at a preferred option other options were considered as highlighted in section 5 of this document.

### **6.3 Advantages of nursery provision**

There are many advantages to attending a school which offers nursery provision, these include;

- Children that attend a nursery setting within the school find the transition to primary education from nursery easier and often 'settle' quicker than children who have not had access to nursery provision.
- Issues in relation to additional learning needs can be identified at an earlier stage before the child attends full time primary education.

- Studies have shown that children attending pre-school nursery enhance their cognitive and social / behavioural development compared to children not attending nursery.

Having a nursery within a school setting also benefits the school as parents tend to send their children on to the school that provides Early Years Education which improves the numbers attending the school.

It has been identified in a review of Carmarthenshire's Early Years Provision that the Tremolet / Llanmiloe and Laugharne geographical area is currently unable to offer the Foundation Phase Early Years Learning Entitlement.

All children in Wales are entitled to free, part time Early Years Foundation Phase learning provision from the beginning of the term after their third birthday and prior to gaining full time entry into school. Part time is defined as a minimum of ten hours per week. The Local Authority has a duty to ensure that enough places are available for all three year old whose parents want them to attend.

If this proposal is approved it will ensure that the children in the Tremolet / Llanmiloe and Laugharne areas will have access to Foundation Phase Early Years Learning. Although there may be settings offering the Early Years Learning Provision within a few miles of each of these areas, many families from disadvantaged backgrounds are unable to travel to access the provision as the provision that is provided is beyond their immediate community.

## **6.4 Catchment Area**

### **6.4.1 Secondary**

It is not proposed to change the arrangements in respect of secondary education.

Most parents send their child / children to their local catchment area school however parents have a right to state a preference for different schools. When you choose a school which is not your designated catchment school or the nearest school to your home there are some issues you will need to consider prior to making a decision;

- If a child does not attend the catchment area school or the nearest school to the home address and this decision is based on parental preference, then the responsibility, as well as the cost, of transporting the pupil to and from school, rests entirely with the parents / carer.
- The LA and school governors will lawfully comply with any preference for a particular school which is expressed. As with all applications a preference for a particular school will need to be considered and assessed as part of the admission process to ensure that the Authority does not exceed the limit for admission of pupils to that school for the relevant year group.

## 6.5 Advantages and Disadvantages of the proposal

### Advantages

- Incorporation of nursery education at the new area VC school.
- Dual Stream school offering a Welsh and English stream of education. Pupils in the Pendine and Laugharne areas are currently unable to access Welsh medium education.
- Strong Leadership Team.
- An increased team of teachers which will provide improved pastoral arrangements and targeted support for particular groups of pupils.
- Improved facilities and suitability of new area VC school.

### Disadvantages

- Increased travel distances for some pupils.
- Loss of primary school presence in the communities of Llanmiloe and Tremoilet.
- Local community resistance to the proposals.
- Statutory process required to implement proposal.

## 6.6 Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2013.
2.	Staffing issues in relation to securing suitable alternative employment.	- The Authority has staffing policies which will be recommended for implementation in respect of school reorganisation.
3.	Increased travelling times for some pupils.	- Transport will be provided in accordance with the statutory requirements of the Learner Travel (Wales) Measure 2008.
4.	Integration of pupils into the new school.	- The Authority will work with the pupils to ensure smooth transition and integration into the new school.

## 6.7 Management and Organisation

The following table highlights the impact on the management and organisation of the new area VC school to accommodate pupils from Tremolet VC, Llanmiloe Primary and Laugharne VC schools.

<b>January 2015 PLASC Data (FTE)</b> (Ages as at 31/08/14)				
<b>Class</b>	<b>Tremoilet VC</b>	<b>Llanmiloe</b>	<b>Laugharne VC</b>	<b>Total</b>
N2	3	7 (4P/T)	11 (6 P/T)	<b>16</b>
Reception	5	5	8	<b>18</b>
Year 1	5	3	7	<b>15</b>
Year 2	7	2	3	<b>12</b>
Year 3	5	1	8	<b>14</b>
Year 4	8	4	13	<b>25</b>
Year 5	8	7	8	<b>23</b>
Year 6	4	4	9	<b>17</b>
<b>Total</b>	<b>45</b>	<b>31</b>	<b>64</b>	<b>140</b>

## 6.8 Revenue Savings

Should this proposal be implemented there is potential revenue savings in the region of £117,649 per annum, this figure does not take into account any upcoming budget constraints on the fair funding allocation or additional transport costs.

Savings would be re-invested within the education service.

## 6.9 Admission Arrangements

The County Council will be the Admissions Authority for the new area VC school. If you have any queries in relation to admission to the school the contact details for Carmarthenshire LA are as follows:

The School Governance and 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

Fax : 01267 246746

E-mail : [rjonesevans@carmarthenshire.gov.uk](mailto:rjonesevans@carmarthenshire.gov.uk)

## 6.10 Transport Impact Assessment

### Tremoilet VC School

Based on January 2015 pupil PLASC address data of the 45 pupils attending Tremoilet VC Primary School 22 lived within the catchment area of the school whilst 23 lived outside the catchment area. An initial assessment of the travel times and distances which would apply if the Authorities proposal was implemented indicated that the additional travelling time for the pupils on average would be 7 minutes (based on January 2015 PLASC pupil address data) with the longest journey being 12 minutes.

An initial assessment of the home to school transport arrangements which would apply if the Authorities proposal was to be implemented does not indicate an unreasonable journey length for any pupils.

### Llanmiloe Primary School

Based on January 2015 pupil PLASC address data of the 33 pupils attending Llanmiloe Primary School 24 lived within the catchment area of the school whilst 9 lived outside the catchment area. An initial assessment of the travel times and distances which would apply if the Authorities proposal was implemented indicated that the additional travelling time for the pupils on average would be 3 minutes (based on January 2015 PLASC pupil address data) with the longest journey being six minutes. Journey times for 21% of the pupils would decrease should this proposal be implemented as their home addresses are closer to Laugharne VC Primary School than their current school.

An initial assessment of the home to school transport arrangements which would apply if the Authorities proposal was to be implemented does not indicate an unreasonable journey length for any pupils.

### Safe Routes to school

Currently there are no works identified under the safe routes in schools scheme within the Laugharne area. Transport will however be provided in accordance with the statutory requirements of the Learner Travel (Wales) Measure 2008.

## 6.11 Community Impact Assessment

Please refer to **Appendix A** of this consultation document for full details of a Community Impact Assessment undertaken on Tremoilet VC, Llanmiloe Primary and Laugharne VC Primary Schools.

## 6.12 Welsh Language Impact Assessment

Please refer to **Appendix B** of this consultation document for full details of a Welsh Language Impact Assessment undertaken on the three primary schools.

## **6.13 Equality Impact Assessment**

Please refer to **Appendix C** of this consultation document for details on the Equality Impact Assessment undertaken for the three primary schools.

## **6.14 Impact of proposal on staff**

### **6.14.1 Tremoilet VC Primary School Staff**

There is currently no permanent Headteacher at the school (currently leadership being shared with Laugharne VC School) and two full time teachers at the school. The Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

### **6.14.2 Llanmiloe Primary School Staff**

The Headteacher of Llanmiloe left her post at the end of February 2015. The 2 remaining full time teachers have since shared the post of acting Headteacher. The Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

### **6.14.3 Laugharne VC Primary School Staff**

There is currently one Headteacher (currently being shared with Tremoilet VC School) and three full time teachers at the school. The Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.

The Local Authority has considered the impact of dual stream provision within this proposal and will be providing additional support for pupils and staff throughout the process. This will include specific linguistic support for teaching staff at an appropriate level and according to individual need.



## 7. Consultation and Statutory Process

### 7.1 The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2013).

### 7.2 Who will be consulted?

This document has been sent to the following interested parties:

Staff (Teaching and Ancillary) Tremoilet VC Primary School Llanmiloe Primary School Laugharne VC Primary School	Governors and Parents / Guardians, Tremoilet VC Primary School Llanmiloe Primary School Laugharne VC Primary School
Children and Young People's Partnership	Community Councillors / Laugharne Town Community Council Pendine Community Council Llanmiloe Community Council
Child Care / Early Years	Communities First Partnership
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Members	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	Diocesan Director of Education & RC

\* Consultation document sent to Headteacher and Chair of Governors of Ysgol Llys Hywel, Ysgol Griffith Jones, Ysgol Dyffryn Taf and Ysgol Gyfun Gymraeg Bro Myrddin, Stepaside Primary School, Tavernspite Primary School.

### 7.3 The Consultation Period

There will be a period from 23<sup>rd</sup> May 2016 to 8<sup>th</sup> July 2016 when you can express your views.

During this period you can ask questions and express your views by writing a letter or alternatively completing the attached response form in **Appendix F** which should be received by the Director of Education and Children's Services (Mr. R. A. Sully) by no later than noon on 8<sup>th</sup> July 2016, at the following address:

Mr R A Sully, 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)

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 below.

### 7.4 Consultation with pupils

There will be an opportunity for the pupils of Tremolet VC, Llanmiloe and Laugharne VC to participate in the consultation process during sessions which will be conducted at the individual schools with an Associate System Leader.

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.

### 7.5 Considering Your Views

Within 13 weeks of 8<sup>th</sup> July 2016 a consultation report will be published on Carmarthenshire County Council's website. 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 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.

## 7.6 Statutory Notice

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

The 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.

## 7.7 Determination of Proposal

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.

## 7.8 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.

## 7.9 The Statutory Process Time-Table

The statutory process and timetable will be as follows:-

May 2016	Issue of this consultation document to identified and other interested parties.
July 2016	Closing date for views on the proposal to be received by the Department for Education & Children.
November 2016	<p>Within 13 weeks of 8<sup>th</sup> July 2016 a Consultation Report will be taken to the County Council and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice. OR alternatively proposal ends.</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>

	The statutory notice will give details on how you may record your objections to the proposal.
November 2016	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 that it received.
May/June 2017	Deadline to notify parents of intention to implement proposal.  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.
September 2017	Implement Proposal

## **8. Appendix A – Community Impact Assessment**

### **Community Impact Assessment**

#### **8.1 Tremoilet VC Primary School**

##### **General Information**

Tremoilet Church in Wales Voluntary Controlled Primary School is on the outskirts of the village of Pendine in Carmarthenshire. The school is located on a sloping site on a quiet road above Pendine with the principal school classroom, Block 1 being the original Victorian stone built building with a tiled roof to which at various times, single storey annexes have been added.

Tremoilet is a small school with two mixed age classes. It employs two full time teachers and has a part time acting Headteacher currently being shared equally with Laugharne VC Primary School. The school caters for pupils aged 4-11 years of age. Under the new arrangements for categorisation of school according to linguistic provision, Tremoilet VC Primary School categorised itself in category EM (English medium).

Tremoilet is within the ward of Laugharne Township 1 where the population is 1,629. The ward is ranked 51 out of 112 within Carmarthenshire for deprivation (1 being most deprived) with nearly all pupils of white British ethnic origin with no pupils having English as an additional language. Very few pupils speak Welsh as their first language.

Tremoilet school does offer a breakfast club but does not currently offer any after school clubs.

##### **Catchment Area Analysis**

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.

##### **Children attending the school from inside catchment**

Based on January 2015 PLASC pupil address data, the geographical data in relation to the pupil distribution for the Tremoilet VC Primary School catchment area indicated that of the 45 pupils on roll, 22 pupils lived within the catchment, whilst the remaining 23 were from outside the catchment area.

## **Children attending the school from outside catchment**

Based on January 2015 PLASC pupil address data 23 pupils lived outside the catchment area of Tremoilet Primary School attended the school.

## **Other School Facilities / Activities**

The school benefits from a range of effective partnerships. Strong partnerships with parents contribute significantly to the school's family like ethos where parents feel welcome. They appreciate the ease with which they can approach the school and how it keeps them informed about their children's progress and welfare.

The school occupies an important place in the community and there is a strong link with the local church. It works closely with other primary schools in the area and with the secondary schools which the pupils transfer. The Headteacher is also the head of Llanmiloe school and the partnership between both schools has developed very effectively. These arrangements enable the schools to share resources and staff to support each other's professional development.

Strong links with a local pre-school setting and the local secondary school ensure smooth transition from primary to secondary school. The school has beneficial partnerships with a local teacher training institution through providing placements for students.

## **Community use of school building**

Tremoilet VC School is not currently used by the wider community.

Should the proposal be adopted which would lead to the school building no longer being used then the building and associated land around the school would revert back under the ownership of The Church in Wales. The community of Tremoilet would not therefore be adversely affected by the closure of the school as the building would be owned by the Church in Wales.

## **8.2 Llanmiloe Community Primary School**

### **General Information**

Llanmiloe community Primary School is a small school situated on the outskirts of the village of Llanmiloe, serving a coastal area between Laugharne and Pendine. The school is set back from the main Pendine road located on a flat site on the edge of Llanmiloe.

Llanmiloe is a small school where pupils are taught in two classes by two full time teachers one of which has been employed as an acting Headteacher since September 2015. The school caters for pupils aged 4-11 years of age. Under the new arrangements for categorisation of school according to linguistic provision, Llanmiloe Primary School categorised itself in category EM (English medium).

Llanmiloe is within the ward of Laugharne Township 1 where the population is 1,629. The ward is ranked 51 out of 112 within Carmarthenshire for deprivation (1 being

most deprived). The local community is mainly English speaking and most pupils do not speak Welsh on entry to the school.

Llanmiloe Primary School does offer a breakfast club and many after school club activities such as Dragon Sports during the summer, arts and crafts, cooking and an ICT club.

### **Catchment Area Analysis**

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.

### **Children attending the school from inside catchment**

Based on January 2015 PLASC pupil address data, the geographical data in relation to the pupil distribution for the Llanmiloe Primary School catchment area indicated that of the 33 pupils on roll, 24 pupils lived within the catchment, whilst the remaining 9 were from outside the catchment area.

### **Children attending the school from outside catchment**

Based on January 2015 PLASC pupil address data, 9 pupils lived outside the catchment area of Llanmiloe Primary School attended the school.

### **Other School Facilities / Activities**

Llanmiloe Community Primary School provides a happy and caring environment where pupils work and play happily together.

The quality of the school's links with the local community is strong. Concerts and religious services are held in the community and many pupils have been involved in the local drama club. The community has a very positive and supportive attitude towards the school.

The school's provision of extra-curricular activities includes many clubs such as a cooking club, tennis club, dragon sports multi skills club as well as associated activities with the Urdd movement. Pupils are given the opportunity to be involved in appropriate visits to enhance their curricular experiences. Older pupils have opportunities to be involved in a residential experience at a local outdoor pursuits centre.

Visitors to the school enrich the curriculum and include a Welsh author, a theatre group, members of the caring services, local clergy and members of a Christian Centre who visit the school and contribute to collective worship.

## **Community use of school building**

The community of Llanmiloe use the school building to facilitate the following groups;

- Llanmiloe community playgroup utilise a spare classroom every morning accommodating up to 35 children.
- Pendine Juniors AFC use the school playing field for training and games.
- Adult workshops are run in the school building during school time to teach literacy and numeracy skills by an external provider.

Should the proposal be adopted which would lead to the school building no longer being used then the County Council Policy, approved on the 12<sup>th</sup> April 2006, in relation to buildings not being required for educational purposes will apply.

In essence this allows the community to make a case to the council for the retention of the building as a community resource.

### **8.3 Laugharne VC Primary School**

Laugharne Voluntary Controlled Primary School is situated in the village of Laugharne which serves the village and surrounding areas. The school is located in a quiet side road on the south side of Laugharne on a level site. The main school building is a traditional 1960's style, single storey brick construction under a pitched slate roof. In 2005 a £849k extension was completed providing a new block built to replace old mobile accommodation and substandard buildings. The extension comprised of four state of the art classrooms with internet access, a library and a resource area for pupils. The new extension had a huge impact on the school which improved the pupil's work as a result of their new environment.

Pupils are taught in three mixed age classes by three full time teachers with most pupils coming from English speaking homes. The Headteacher is currently being shared with Tremolet VC Primary School. The school caters for pupils aged 4-11 years of age. Under the new arrangements for categorisation of school according to linguistic provision, Laugharne VC Primary School categorised itself in category EW (English medium with significant use of Welsh).

Laugharne is within the ward of Laugharne Township 2 where the population is 1,224 with most pupils coming from English speaking homes. The ward is ranked 83 out of 112 within Carmarthenshire for deprivation (1 being most deprived).

### **Catchment Area Analysis**

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.



### **Children attending the school from inside catchment**

Based on January 2015 PLASC pupil address data, the geographical data in relation to the pupil distribution for the Laugharne VC Primary School catchment area indicated that of the 67 pupils on roll, 60 pupils lived within the catchment, whilst the remaining 7 were from outside the catchment area.

### **Children attending the school from outside catchment**

Based on January 2015 PLASC pupil address data, 7 pupils lived outside the catchment area of Laugharne VC Primary School attended the school.

### **Other School Facilities / Activities**

The school is a warm and caring community that gives good attention to addressing pupils' personal and educational needs. The school has appropriate arrangements for promoting healthy eating and drinking. It promotes physical education and fitness through a range of purposeful activities.

The school has a very good partnership with parents. There are valuable links with the local church, the community and voluntary organisations. Pupils benefit greatly from visits away from the school site, in addition to welcoming visitors to speak about their work.

There are effective transition links between the local nursery group and the school such as a handbook the school has created on the Literacy and Numeracy Framework for staff. Transition plans between the school and secondary school enable older pupils to be prepared appropriately for the next stage in their education.

The school has established effective networks of professional practice at the school and with other schools and partners. The staff take advantage of every opportunity to develop their expertise by being involved with professional learning communities in aspects of developing literacy and using data. Staff are very keen to take part in activities to improve their effectiveness for example attending courses to learn Welsh.

The school offers a breakfast club as well as a broad range of extra curricular activities to develop the children's skills and opportunities. Clubs are timetabled throughout the year and include: -

- Urdd Club
- Reading Club
- Team Sports
- Dragon Sports
- Tennis Club
- Gardening Club
- Magazine Club
- Essential Skills Maths Club, and
- Cooking Club

## **Community use of school building**

The community of Laugharne use the school building to facilitate the following groups;

- The Baptist Church Minister uses the school building to facilitate an after school club called Jesus and Me with the support of school teachers.
- The Corran Singers use the school hall for practice on Monday and Thursday evenings.
- Proposed playgroup is to be provided by the school by the Wales Pre-School Providers Association utilising a room within the school building.

## **9. Appendix B – Welsh Language Impact Assessment**

**9.1** 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) 2014 – 2017. The proposal will offer the pupils of Tremoilet VC, Llanmiloe Primary School and Laugharne VC Primary Schools the opportunity of attending a new area school based on the site of the current Laugharne VC Primary School offering a dual stream language category with a Welsh and English stream. Currently there is no Welsh medium education available to the pupils within the area of Pendine and Laugharne.

### **Demand for Welsh Medium Education**

Current information from our transport section highlights the demand for Welsh medium education in the Pendine and Laugharne area. Currently 21 pupils are being transported to Ysgol Griffith Jones at a cost of £7.70 per pupil per day to receive Welsh medium education.

### **9.2 Language Category**

#### **Tremoilet VC Primary School**

Under the new arrangements for categorisation of schools according to linguistic provision, Tremoilet VC primary school categorised itself in Category EM (English medium). In an English medium school all foundation phase pupils experience areas of learning through the medium of English. In Key stage 2 Welsh is taught as a second language. Less than 20% of the teaching is through the medium of Welsh. Normal expectation is that pupils will transfer to English medium secondary provision and continue to learn predominantly through the medium of English, learning Welsh as a second language.

#### **Llanmiloe Primary School**

Under the new arrangements for categorisation of schools according to linguistic provision, Llanmiloe Community Primary School categorised itself in category EM (English medium). In an English medium school all foundation phase pupils experience areas of learning through the medium of English. In key stage 2 Welsh is taught as a second language. Less than 20% of the teaching is through the medium of Welsh. Normal expectation is that pupils will transfer to English medium secondary provision and continue to learn predominantly through the medium of English, learning Welsh as a second language.

#### **Laugharne VC Primary School**

Under the new arrangements for categorisation of schools according to linguistic provision, Laugharne VC Primary School categorised itself in category EW (English medium with significant use of Welsh). In an EW school all

foundation phase pupils experience the areas of learning in both languages but with greater emphasis on English. In key stage 2 both languages are used in teaching but greater emphasis on English. Welsh as a medium of teaching or learning – between 20% and 50% of the primary curriculum overall. Normal expectation is that pupils will transfer to English medium secondary provision, but will have enhanced Welsh second language skills. Some pupils are able to pursue limited number of subjects through the medium of Welsh. This adheres to Carmarthenshire’s vision and aim for Welsh medium Education as part of the authority’s Welsh Education Strategic Plan (WESP) 2014 – 2017.

### **9.3 Standards – Welsh Language**

#### **Tremoilet VC Primary School**

As reported in section 2.10 of this consultation document Tremoilet VC school was last inspected by Estyn in October 2013.

The report noted that very few pupils spoke Welsh as their first language. Standards in Welsh language was reported as good in the Foundation phase with most pupils oracy skills developing appropriately with pupils using Welsh as part of their daily routines well.

It was however reported that most pupils in key stage 2 do not use Welsh confidently in lessons or around the school, and writing skills are not developed well enough. By the end of key stage 2 standards were reported as adequate.

#### **Llanmiloe Primary School**

As reported in section 2.10 of this consultation document Llanmiloe Primary School was last inspected by Estyn in April 2008. The report noted that the local community was mainly English speaking and not one of the pupils spoke Welsh on entry to the school.

The Cwricwlwm Cymreig features prominently across the curriculum and in the general life of the school. There are positive attitudes towards the Welsh language although planning to promote progression in bilingual skills across the school is insufficiently developed.

It was noted that pupils’ attitudes in speaking Welsh was good with pupils confidently greeting each other, singing songs and discussing weather patterns in daily oral Welsh however they did not speak regularly and extensively across the curriculum.

In both key stages, pupils demonstrate positive attitudes towards Welsh and respond appropriately when given opportunities to use the language. As they move through the school, pupils develop an increasing confidence in their use of Welsh and make good progress in their pronunciation and intonation.

## **Laugharne VC Primary School**

As reported in section 2.10 of this consultation document Laugharne VC Primary School was last inspected by Estyn in October 2013. The report noted that most pupils come from English speaking homes and that in line with the local authority's policy English is the main medium of teaching and learning with Welsh being taught as a second language.

It was reported that many pupils begin to develop their oral, reading and writing skills in Welsh and use basic sentence patterns increasingly as they go through the school. They understand and respond confidently to simple greetings and instructions.

Developments in planning have improved the provision for promoting pupils' Welsh language skills. Visits to places of interest, taking part in eisteddfodau and being involved in community activities extend pupils' knowledge of Welsh history and culture.

It was noted that the school had made good progress in acting on most of the recommendations of the previous inspection. Developing the provision to raise standards in Welsh continues to be an appropriate priority in the school's current development plan.

## **9.4 Welsh school activities**

### **Tremoilet VC Primary School**

Tremoilet VC Primary School offer pupils the opportunity to become members of the Urdd offering members the opportunity to participate in various activities. Older pupils are offered the chance to attend the Urdd camp in Llangrannog.

### **Llanmiloe Community Primary School**

Llanmiloe VC Primary School offer pupils the opportunity to become members of the Urdd offering members the opportunity to participate in various activities. Older pupils are offered the chance to attend the Urdd camp in Llangrannog.

### **Laugharne VC Primary School**

Laugharne VC Primary School offer pupils the opportunity to become members of the Urdd offering members the opportunity to participate in various activities. Older pupils are offered the chance to attend the Urdd camp in Llangrannog

## 10. Appendix C – Equality 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**

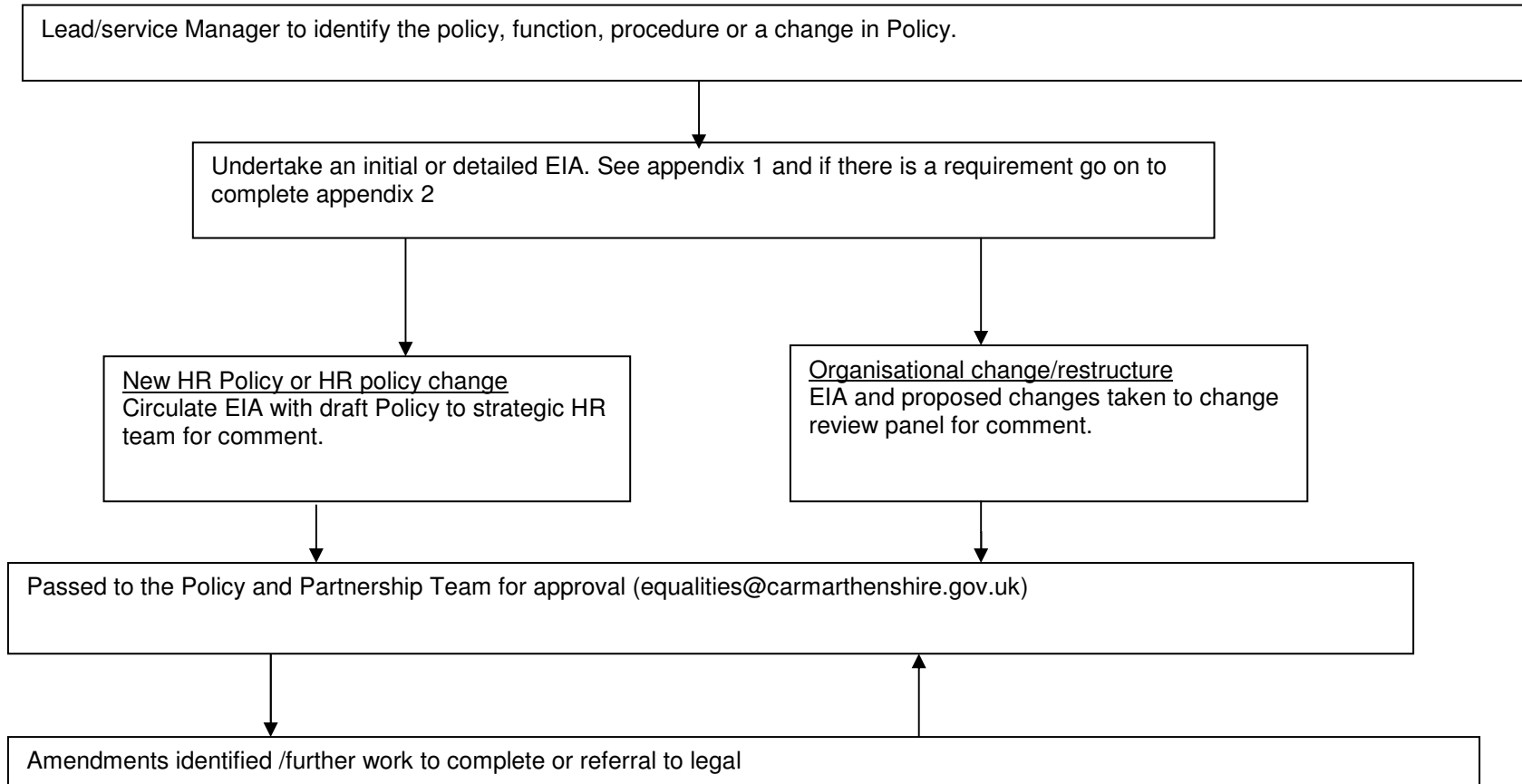
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

### **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> Sharon James	<b>Date of initial assessment:</b> March 2015  <b>Revision Dates:</b> N/A
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	To discontinue Tremoilet VC, Llanmiloe Primary and Laugharne VC Schools and open a new 3-11 VC dual stream school on the site of the current Laugharne VC Primary School.	
<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>• Welsh Government Guidance – School Organisation Code 2013</li> <li>• PLASC Data 2015</li> <li>• POSP Data 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>	It is the County Council’s proposal to discontinue Tremoilet VC, Llanmiloe primary and Laugharne VC schools and provide a new area school on the site of the current Laugharne VC school.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b> (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b> <b>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> N/A

Different groups; and foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	M	Risk Neutral	As part of this proposal it is proposed to provide a new 3-11 area school.	
	Disability	M	Risk Neutral	Suitability of Laugharne VC school rated A by EC Harris who completed a building survey as part of the national 21 <sup>st</sup> Century School Programme on behalf of the Authority in 2010. Laugharne VC school has also benefited from an investment of £849k in 2005 providing a new extension.	
	Gender reassignment	N	Risk Neutral		
	Race	N	Risk Neutral		
	Religion/Belief	N	Risk Neutral		
	Pregnancy and maternity	N	Risk Neutral		
	Sexual Orientation	N	Risk Neutral		
	Sex	N	Risk Neutral		
	Welsh language	M	Risk Neutral	As part of the proposal the language category of the new area school will be Dual Stream providing a Welsh and English Stream. Pupils are currently unable to access Welsh medium education.	

Any other area	N	Risk Neutral			
<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>		<b>YES</b> <input checked="" type="checkbox"/>	Informal and formal consultation will be undertaken as stated in Welsh Government guidance. We will consult informally with the Headteacher and Chair of Governors. As part of the Formal Consultation period key stakeholders will be consulted with as detailed on page 38 of this consultation document.		
<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b>		Ensure that parents, staff and governors are fully informed at each stage of the consultation.			
<b>7. Procurement</b> Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A					
<b>8. Human resources</b> Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? The Authority has staffing policies and procedures in respect of school reorganisation and these will be recommended for implementation. The Authority will support school staff in securing suitable alternative employment if at all possible through redeployment processes.					
<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)		<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input checked="" type="checkbox"/>		
<b>Approved by:</b> Head of Service	<b>Gareth Morgans</b>		<b>Date: February 2016</b>		

## Detailed Equalities Impact Assessment Template

Appendix 2

<b>Department:</b>	Please see initial impact assessment
<b>Completed by (lead):</b>	
<b>Date of Detailed assessment:</b>	
<b>Area to be assessed: (<i>Policy, function, procedure, practice or a financial decision</i>)</b>	Please see initial impact assessment
<b>Is this existing or new function/policy/Procedure/ practice</b>	Please see initial impact assessment

<b>1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit.</b>	Please see initial impact assessment
<b>2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment.</b> (This must include relevant data used in this assessment)	
<b>3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment?</b> (please provide details, who and how consulted)	

4. What is the actual/likely impact?				
5. What actions are proposed to address the impact? <i>(The actions needs to be specific, measurable and outcome based)</i>	What are we going to do	Who will be responsible	When will it be completed	How will we know we have achieved our objective
6. How will actions be monitored?				
Approved by: Head of Service			Date:	

Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -  
 Policy & Partnership Team  
 Chief Executive's Department  
 01267 22(4914) / (4676)  
[equalities@carmarthenshire.gov.uk](mailto:equalities@carmarthenshire.gov.uk)

**Please send a copy of the assessment to the above e-mail address upon completion.**

## 11. Appendix D – Area Profile for Tremoilet / Llanmiloe / Laugharne

### Area Profile for Tremoilet and Llanmiloe, Postcodes: SA33 4PJ/SA33 4TU: (Laugharne Township 1 LSOA Code: W1000672)

Population:	1,629
Welsh Language:	People with knowledge of Welsh: 38.3% Can speak Welsh: 24.2% Can speak, Read and Write Welsh: 17.7% Can speak Welsh (Age 3-15):6.6% No skills in Welsh:61.6%
Number of Children & Young People:	263 (16%) (Aged 0-15) 177 (11%) (Aged 16-24)
Population Mitigation:	Overall population churn in area: rate per 1,000 Data no longer available
Ethnicity:	White (British): 97.9% White (Irish): 0.3% White (Other): 1.0% Mixed (White/Black Caribbean): 0.2% Asian British (Indian) 0.2% Asian British (Other Asian): 0.4% Other Ethnic Group: 0.5%
Religion:	Christian: 64.9% Buddhist: 0.2% Hindu: 0% Jewish: 0.1% Muslim: 0.1% Sikh: 0.2% Other Religion: 1.0% No Religion: 25.7% Religion Not Stated: 7.9%
Deprivation Ranking:	Total number of Households: 681 Total households not deprived in any dimensions: 269 No of households Deprived of between 1-4 dimensions: 412

**WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)**

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Laugharne 1** ranks 39 in Carmarthenshire from 112 LSOAs and is ranked 746 in Wales from 1909 LSOAs.

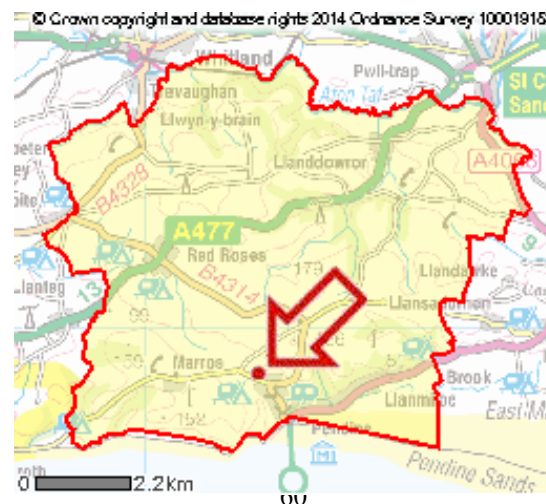
The highest level of deprivation attributed to **Laugharne 1** is the Access to Services domain, being ranked 8<sup>th</sup> in Carmarthenshire and 40<sup>th</sup> in Wales for this domain.

**Laugharne Township1 – Pendine, Llanddowror Laugharne Township 2 – Laugharne**

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked 1-112 (Carmarthenshire), 1-1909 (Wales).

LSOA	Overall Index	Income		Employment		Health		Education		Housing		Access to Services		Physical Environment		Community Safety		
Laugharne Township 1	39	746	60	1063	62	964	85	1213	36	730	26	549	8	40	66	1083	61	1371



### Area Profile for Laugharne, Postcode: SA33 4TE: (Laugharne Township 2 LSOA Code: W10000673)

Population:	1,224
Welsh Language:	People with knowledge of Welsh: 36.3% Can speak Welsh: 20.1% Can speak, Read and Write Welsh: 13.7% Can speak Welsh (Age 3-15):5.8% No skills in Welsh:63.6%
Number of Children & Young People:	8.8% (Aged 0-15) 17.1% (Aged 16-24)
Population Mitigation:	Overall population churn in area: rate per 1,000 Data no longer available
Ethnicity:	White (British): 97.5% White (Irish): 0.2% White (Other): 0.6% Mixed (White/Black Caribbean): 0.2% Asian British (Indian) 0.2% Asian British (Other Asian): 0.1% Other Ethnic Group: 0.6%
Religion:	Christian: 62.1% Buddhist: 0.4% Hindu: 0.7% Jewish: 0.1% Muslim: 0 % Sikh: 0% Other Religion: 0.2% No Religion: 27.3% Religion Not Stated: 9.2%
Deprivation Ranking:	Total number of Households: 544 Total households not deprived in any dimensions: 218 No of households Deprived of between 1-4 dimensions: 326



**WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD)**

WIMD 2014 based on fine-grained geography of lower Super Output Areas (LSOAs). The WIMD 2014 is compiled from eight domains, Income, Employment, Health, Education, Housing, Access to Services, Physical Environment and Community Safety and is published at Lower Super Output Area of which there are 112 in Carmarthenshire.

Under WIMD, where Rank 1 is the most deprived, **Laugharne 1** ranks 39 in Carmarthenshire from 112 LSOAs and is ranked 746 in Wales from 1909 LSOAs.

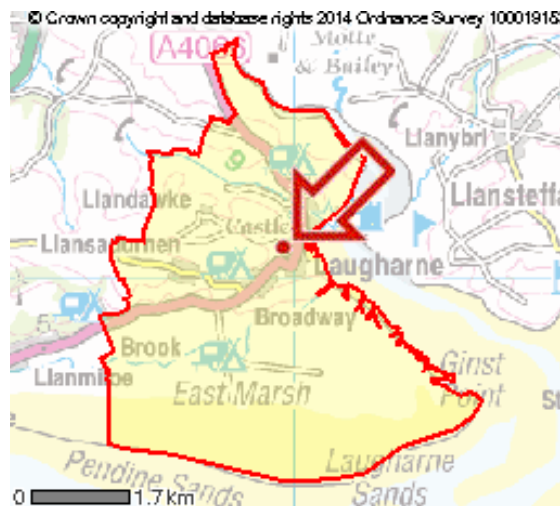
In **Laugharne 2** the Access to Services domain is the most prominent, ranking 31<sup>st</sup> in Carmarthenshire and 257<sup>th</sup> in Wales.

**Laugharne Township 2 – Laugharne**

Source: Welsh Index of Multiple Deprivation 2014 (released November 2014), Welsh Assembly Government.

Note: LSOAs ranked **1-112** (Carmarthenshire), **1-1909** (Wales).

LSOA	Overall Index		Income		Employment		Health		Education		Housing		Access to Services		Physical Environment		Community Safety	
Laugharne Township 2	75	1084	75	1192	79	1169	99	1415	43	870	62	1085	31	257	36	643	64	1407



## 12. Appendix E – 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>EM</b>	English medium
<b>Estyn</b>	Her Majesty's Inspectorate for Education and Training in Wales
<b>EW</b>	English medium with significant use of Welsh
<b>FTE</b>	Full Time Equivalent
<b>LA</b>	Local Authority
<b>LSOA</b>	Lower Super Output Area
<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>TR</b>	Transitional
<b>VA</b>	Voluntary Aided
<b>VC</b>	Voluntary Controlled
<b>WESP</b>	Welsh in Education Strategic Plan
<b>WG</b>	Welsh Government
<b>WM</b>	Welsh medium

### 13. Appendix F – Response Pro-forma

Please provide us with your comments on the proposals regarding future provision for primary pupils residing in the Tremolet VC / Llanmiloe Primary and Laugharne VC Primary Schools catchment area.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick box if you wish to be notified of the publication of a consultation report.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Position /  
Category of  
Respondent  
(E.g. parent)

Address \_\_\_\_\_

\_\_\_\_\_

Postcode \_\_\_\_\_

Date \_\_\_\_\_

**Please note that unless you indicate otherwise your comments will be open to the public as part of the formal records of the consultation.**

Please detach this form and return to: Mr. R. A. Sully, Director – Department for Education and Children, 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) no later than **8<sup>th</sup> July 2016.**

Mae'r dudalen hon yn wag yn fwriadol

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Adroddiad Monitro Cyllideb Cyfalaf a Refeniw 2015/16

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor Craffu yn derbyn yr Adroddiad Monitro Cyllideb ar gyfer yr Adran Addysg a Phlant, ac yn ystyried y sefyllfa cyllidebol.

### Rhesymau:

- I ddatgan sefyllfa bresennol y gyllideb i'r Pwyllgor ar y 31ain o Rhagfyr 2015, ynghylch blwyddyn ariannol 2015/16.

### Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NAC OES

### Aelodau'r Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

- Cyng. David Jenkins (Adnoddau)
- Cyng. Gareth Jones (Addysg a Phlant)

<b>Y Gyfarwyddiaeth:</b> Gwasanaethau Corfforaethol	<b>Swydd:</b>	<b>Rhif Ffôn / Cyfeiriad E-bost:</b>
<b>Enw Pennaeth y Gwasanaeth:</b> Owen Bowen	Pennaeth Dros-Dro Gwasanaethau Cyllidol	01267 224886 <a href="mailto:obowen@sirgar.gov.uk">obowen@sirgar.gov.uk</a>
<b>Awdur yr adroddiad:</b> Owen Bowen		

## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Revenue & Capital Budget Monitoring Report 2015/16

The monitoring exercise for the period to the 31st December 2015 is attached and indicates that:

### **Revenue Budgets (Appendix A)**

The Education & Children's Services Department is forecasting an overspend of £1,269k for the year.

The main adverse budget variations relate to school based EVR and redundancy costs (+£1,072k); EOTAS (Education other than at School) (+£426k); Fostering services & support (+£169k); Adult & Community learning (+£154k); Respite Units (+£137k); Legal fees (+£108k); Out of Hours Service (+£94k); Music Service (+£70k); Garreglwyd Residential Accommodation (+£34k); Other Family Services incl Young Carers and ASD (+£34k) and Youth Service (+£20k).

These are partially offset by under-spends across the department in: Out of County educational placements (-£514k); Staff vacancies, secondments and maximising use of grant funding (-£345k); Centrally managed schools budget (-£66k); Children's Services management & support (-£66k); Governor Support (-£32k); Payments to private early years providers (-£22k) and Adoption Services (-£24k).

There is £967k available in departmental reserves leaving a forecasted shortfall of £302k at year end.

### **Capital Budgets (Appendix B)**

The main variances are on the following projects:

**Education DDA Act Works +£296k.** Higher demand for adaptations than anticipated.

**MEP external funding -£1,947k .** Re-profiling required of 21<sup>st</sup> Century Schools grant from the Welsh Government,

**Ysgol Ffwrnes +£29k.** Owing to retention to be paid early due to works completed ahead of schedule

**Ysgol Maes Y Gwendraeth £455k.** Re-profile required owing to delays in 14/15 works carried forward to 15/16.

**Seaside CP School -£1,954k.** Delay in approving outline business case by Welsh Government. The full business case has now been approved.

**Cwm Tywi new area primary -£50k.** Options still being considered.

**Ysgol Trimsaran new building -£664k.** Delays awaiting confirmation on statutory process for dual stream.

**Ysgol Y Strade Ph1 +£120k.** More expenditure than anticipated during 2015-16, however, this does not affect the overall expenditure on the scheme which is due for completion in January 2019.

**Ammanford Primary -£50k.** Lower development costs than expected.

**Ysgol Parc y Tywyn +£700k.** Re-profile required because of significantly more design development undertaken than originally intended during the year. Additional funding has been used to progress this project to detailed design stage and submit a planning application for a number of corporately owned sites in the Burry Port area.

**Band B schemes +£72k.** Site selections and designs ahead of scheduled.

**Other projects +£201k.** Need to be re-profiled.

**Completed schemes +£43k.** Retentions held and paid to contractors on various schemes in order to ensure they are completed as per contract.

**DETAILED REPORT ATTACHED?**

**YES – A list of the main variances is attached to this report**

## IMPLICATIONS

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

**Signed: Owen Bowen Interim Head of Financial Services**

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

**3. Finance**

Revenue – The Education & Children Department is currently forecasting an overspend of £1,269k for the year.

Capital – The capital programme is forecasting an underspend at year end against the 2015/16 approved budget of £2,745k.

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

**Signed: Owen Bowen Interim Head of Financial Services**

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

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

**THESE ARE DETAILED BELOW:**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
2015/16 Budget	Resources Department, County Hall, Carmarthen



**Education and Children Scrutiny Report**

**Appendix A**

**Revenue Budget Monitoring 2015-16 as at 31<sup>st</sup> December 2016**

Forecasted for year to 31 March 2016

Service	Working Budget				Forecasted				Variance For Year	Note
	Controllable Expenditure	Controllable Income	Net Non-Controllable	Total Net	Controllable Expenditure	Controllable Income	Net Non-Controllable	Total Net		
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
<b><u>Director &amp; Strategic Management</u></b>										
Director & Management Team	760	0	-151	609	654	0	-151	503	-106	1
<b>Director &amp; Strategic Management</b>	<b>760</b>	<b>0</b>	<b>-151</b>	<b>609</b>	<b>654</b>	<b>0</b>	<b>-151</b>	<b>503</b>	<b>-106</b>	
<b><u>Education Services Division</u></b>										
Schools Delegated Budget	109,708	0	0	109,708	109,708	0	0	109,708	0	
School Expenditure not currently delegated	472	0	16,809	17,281	401	5	16,809	17,215	-66	2
School Redundancy & EVR	1,602	0	-714	888	2,674	0	-714	1,959	1,072	3
School Modernisation	29	-5	62	86	23	2	62	87	0	
Governor Support & Admissions	211	0	64	275	179	0	64	243	-32	4
Early Years Non-Maintained Provision	500	0	21	521	477	0	21	498	-22	5
Special Educational Needs	3,416	-1,433	174	2,157	3,056	-1,588	174	1,643	-514	6
EOTAS & Behaviour Services	1,113	-304	28	837	1,476	-241	28	1,264	426	7
Rhydygors Day Centre	707	-52	21	676	693	-81	21	633	-43	8
Sensory Impairment	321	-12	11	321	342	-16	11	337	16	
Educational Psychology	948	-65	62	945	1,033	-151	62	944	-1	
<b>Education Services Division</b>	<b>119,027</b>	<b>-1,871</b>	<b>16,537</b>	<b>133,693</b>	<b>120,063</b>	<b>-2,070</b>	<b>16,537</b>	<b>134,529</b>	<b>837</b>	
<b><u>Strategic Development</u></b>										
School Milk & Uniform Grants	280	-279	12	13	278	-277	12	13	-0	
Information & Improvement	340	-35	101	405	422	-140	101	383	-22	9
Business Support	520	0	206	726	510	0	206	716	-10	
Participation	85	0	0	85	83	-4	0	79	-6	
School Meals & Primary Free Breakfast Services	7,744	-6,712	745	1,777	7,693	-6,669	745	1,770	-7	
<b>Strategic Development</b>	<b>8,969</b>	<b>-7,027</b>	<b>1,065</b>	<b>3,007</b>	<b>8,986</b>	<b>-7,089</b>	<b>1,065</b>	<b>2,961</b>	<b>-45</b>	

**Education and Children Scrutiny Report**

**Appendix A**

**Revenue Budget Monitoring 2015-16 as at 31<sup>st</sup> December 2016**

Forecasted for year to 31 March 2016

Service	Working Budget				Forecasted				Variance For Year	Note
	Controllable Expenditure	Controllable Income	Net Non-Controllable	Total Net	Controllable Expenditure	Controllable Income	Net Non-Controllable	Total Net		
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
<b>School Improvement</b>										
School Effectiveness Support Services	246	-57	277	466	257	-71	277	464	-2	
National Model for School Improvement	1,383	-271	79	1,192	1,520	-416	79	1,183	-8	
Welsh Language Support	882	-901	0	-19	857	-867	0	-10	8	
Education Improvement Grant	8,864	-8,159	0	705	8,872	-8,167	0	705	-0	
Other School Grants incl PDG	4,259	-4,254	133	138	4,260	-4,255	133	138	0	
<b>School Improvement</b>	<b>15,634</b>	<b>-13,642</b>	<b>490</b>	<b>2,482</b>	<b>15,765</b>	<b>-13,775</b>	<b>490</b>	<b>2,480</b>	<b>-2</b>	
<b>Learner Programmes</b>										
Post 16 Funding	6,192	-6,192	0	0	6,192	-6,192	0	-0	-0	
Music Services for Schools	1,457	-1,556	9	-90	1,395	-1,425	9	-20	70	10
Youth Service	488	-60	149	576	540	-92	149	597	20	11
Youth Service short term grants	225	-225	10	11	226	-226	10	11	-0	
Families First Grant (Youth)	795	-795	58	59	786	-785	58	59	0	
Youth Offending & Prevention Service	880	-482	112	510	875	-467	112	520	10	
Adult & Community Learning	525	-522	265	268	648	-491	265	422	154	12
<b>Learner Programmes</b>	<b>10,562</b>	<b>-9,832</b>	<b>603</b>	<b>1,333</b>	<b>10,661</b>	<b>-9,677</b>	<b>603</b>	<b>1,587</b>	<b>254</b>	

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**Education and Children Scrutiny Report**

**Appendix A**

**Revenue Budget Monitoring 2015-16 as at 31<sup>st</sup> December 2016**

Forecasted for year to 31 March 2016

Service	Working Budget				Forecasted				Variance For Year	Note
	Controllable Expenditure	Controllable Income	Net Non-Controllable	Total Net	Controllable Expenditure	Controllable Income	Net Non-Controllable	Total Net		
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
<b>Children's Services</b>										
Commissioning and Social Work	5,660	-19	567	6,209	5,618	-63	567	6,123	-86	13
Corporate Parenting & Leaving Care	1,004	-280	103	827	1,034	-310	103	827	0	
Fostering Services & Support	3,506	0	95	3,601	3,690	-15	95	3,770	169	14
Adoption Services	489	-55	33	467	527	-116	33	443	-24	15
Out of County Placements (CS)	718	-52	3	669	776	-113	3	666	-2	
Residential and Respite Units	882	-150	90	822	869	0	90	960	137	16
Garreglwyd Residential Accomodation	504	-155	20	370	574	-191	20	403	34	17
Short Breaks and Domiciliary Care	498	-110	7	395	448	-118	7	337	-58	18
Childcare	387	-118	36	306	373	-124	36	285	-20	19
Direct Payments	184	0	1	185	188	-2	1	188	3	
Children's/Family Centres and Playgroups	654	-432	90	312	646	-428	90	308	-4	
Flying Start Grant	3,927	-3,926	112	113	3,848	-3,847	112	113	-0	
Families First Grant	1,461	-1,342	54	174	1,441	-1,322	54	173	-0	
Preventative incl Section 17 payments	222	0	36	258	226	0	36	262	4	
Aids & Adaptions	12	0	1	13	5	0	1	6	-7	
Family Aide Services	198	0	34	231	211	0	34	244	13	
Other Family Services incl Young Carers and ASD	315	-129	7	193	339	-119	7	227	34	20
Out of Hours Service	250	-64	6	192	344	-64	6	287	94	21
Children's Services Mgt & Support (incl Care First)	1,057	-108	1,116	2,065	991	-108	1,116	1,999	-66	22
Legal Fees	430	0	0	430	539	0	0	539	108	23
Education Welfare	407	0	54	461	449	-40	54	463	2	
<b>Children's Services</b>	<b>22,765</b>	<b>-6,940</b>	<b>2,467</b>	<b>18,292</b>	<b>23,137</b>	<b>-6,980</b>	<b>2,467</b>	<b>18,623</b>	<b>332</b>	
<b>SERVICE TOTAL</b>	<b>177,714</b>	<b>-39,311</b>	<b>21,011</b>	<b>159,415</b>	<b>179,266</b>	<b>-39,592</b>	<b>21,011</b>	<b>160,684</b>	<b>1,269</b>	
Contribution to/from Departmental Reserves									-967	
Net Forecasted End of Year Variance									302	

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**Education and Children Scrutiny Report**

**Appendix A**

**Revenue Budget Monitoring 2015-16 as at 31<sup>st</sup> December 2016**

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<b>Main Variance Summary</b>		<b>£'000</b>
<b>1</b>	Director & Management Team - Utilisation of grant income which ends March 2016 -£70k and a forecasted underspend in supplies and services -£36k	-106
<b>2</b>	Education Services - School Expenditure not currently delegated - WJEC reviewed and reduced fees for 2015-16 -£39k ,further savings identified due to fewer occasions arising where legal advice was required -£17k and a reduction in supplies and services -£10k. Efficiency saving of -£30k is planned for 2016-17	-66
<b>3</b>	Education Services - School Redundancy & EVR - Additional cost of School related EVR and redundancies	1,072
<b>4</b>	Education Services - Governor Support & Admissions - Expenditure relating to the updating of school plans less than estimated	-32
<b>5</b>	Education Services - Early Years Non-Maintained Provision - Reduction in demand for 10 hours free education for 3 year olds in non maintained settings. This forecasted underspend has reduced significantly (-£96k in the October 2015 report) due to more up to date information being used when calculating the forecasted spend	-22
<b>6</b>	Education Services - Special Educational Needs - Projected underspend due to fewer out of county placements. The underspend is being managed in conjunction with the current pressures within EOTAS (Education Other Than At School) below, although budget reduction is planned in next year's efficiency savings	-514
<b>7</b>	Education Services - EOTAS (Education Other Than At School) & Behaviour Services - Projected overspend in the cost of EOTAS. Additional staff employed in PRU(Pupil Referral Unit) in response to a need highlighted by ESTYN for additional capacity to intervene in volatile situations	426
<b>8</b>	Education Services - Rhydygors Day Centre - Vacant posts within the day centre are being considered within the review of provision	-43
<b>9</b>	Strategic Development - Information & Improvement - Underspend due to part time secondment not being back filled	-22
<b>10</b>	Learner Programmes - Music Services for Schools - Forecasted overspend relates to a reduction of SLA income from schools £18k and redundancy costs £52k	70
<b>11</b>	Learner Programmes - Youth Service - Forecasted overspend relating to staffing £40k, partially offset by a contribution from schools -£20k	20
<b>12</b>	Learner Programmes - Adult & Community Learning - Forecast overspend due to the cost of course tuition exceeding the franchise income. This situation is being addressed for 2016-17 following a comprehensive review of the service	154
<b>13</b>	Children's Services - Commissioning and Social Work - In year vacancies across the Social Care Teams. This forecasted underspend has reduced significantly (£-203k in the October 2015 report) due to an under-commitment of salary costs in previous returns	-86
<b>14</b>	Children's Services - Fostering Services & Support - Overspends forecasted in staffing £85k, the taxi's budget £77k which in previous reports was forecasting an underspend, and a further commitment made to families for extension work to be done on their homes in order to keep children in a home environment £26k. These are offset by a reduction in general supplies and services -£19k	169
<b>15</b>	Children's Services - Adoption Services - Forecasted underspend relating to adoption allowances as less placements	-24
<b>16</b>	Children's Services - Residential & Respite Units - Planned additional contribution from the LHB is unlikely to be achieved in 2015-16 £150k netted off with salary savings -£13k	137
<b>17</b>	Children's Services - Garreglwyd Residential Accommodation - Additional staffing costs £70k offset by additional income recharge to Hywel Dda -£36k	34
<b>18</b>	Children's Services - Short Breaks and Domiciliary Care -Maximsation of grant income	-58
<b>19</b>	Children's Services - Childcare - Maximsation of grant income	-20
<b>20</b>	Children's Services - Other Family Services incl Young Carers and ASD - Additional costs incurred as a result of contract decommissioning	34
<b>21</b>	Children's Services - Out of Hours Service - Increased number of referrals being handled.	94
<b>22</b>	Children's Services - Children's Services Management and Support Service (incl Care First) - Part year vacant posts in Policy -£45k, staff travelling & other efficiencies in management team -£33k and an increase in SLA costs for Carefirst £12k	-66
<b>23</b>	Children's Services - Legal Fees - Additional costs incurred from long standing adoption arrangements and out of county fees.The service is planning a budget reduction as an efficiency saving proposal in 2016-17	108
	Other	10
<b>Forecasted end of year Service variance:</b>		<b>1,269</b>
<b>Contribution to/from Departmental Reserves</b>		<b>-967</b>
<b>Education and Children Net Variance</b>		<b>302</b>

# Education & Children Services

## Capital Budget Monitoring - Scrutiny Report for December 2015

### Appendix B

			Working Budget			Forecasted		
Net Exp to December 2015 £'000	Scheme	Target Date for Completion	Expenditure £'000	Income £'000	Net £'000	Expenditure £'000	Income £'000	Net £'000
100	Education DDA Act Works	Ongoing	0	0	0	296	0	296
23	Catering	Mar-16	23	0	23	23	0	23
-9,603	MEP External Funding Income	Ongoing	0	-12,062	-12,062	0	-14,009	-14,009
16,467	MEP - Tranche 2 & 3		22,048	0	22,048	22,521	0	22,521
112	Ffwrnes - New Two Form Entry School	completed	1,295	0	1,295	1,324	0	1,324
670	Dinefwr Project - Dyfryn Aman	Sep-16	1,301	0	1,301	1,301	0	1,301
6,012	Dinefwr Project - Maes Y Gwendraeth	Sep-16	7,819	0	7,819	8,274	0	8,274
9,673	Dinefwr Project - Ysgol Bro Dinefwr	Mar-17	11,633	0	11,633	11,622	0	11,622
9,085	MEP - Band A Projects		15,204	0	15,204	13,311	0	13,311
191	Seaside CP School - New Two Form Entry	Sep-19	2,000	0	2,000	46	0	46
3,375	Ysgol Carreg Hirfaen - Mobile & New School	Sep-17	3,829	0	3,829	3,839	0	3,839
0	Cwm Tywi - New Area Primary School	Apr-18	100	0	100	50	0	50
1,694	Burry Port Schools Development	Ongoing	1,826	0	1,826	1,821	0	1,821
838	Ysgol Trimsaran - New School Building	Jan-19	950	0	950	286	0	286
1,371	Ysgol Y Strade - Phase 1	Ongoing	1,380	0	1,380	1,500	0	1,500
28	Llandeilo Primary - Band A	Ongoing	100	0	100	100	0	100
13	Ammanford Primary Band A	Ongoing	100	0	100	50	0	50
355	Parc Y Tywyn Band A	Ongoing	100	0	100	800	0	800
80	Llanelli Vocational Village	Ongoing	1,169	0	1,169	1,169	0	1,169
1,136	Ysgol Coedcae - Phase 1	Ongoing	3,300	0	3,300	3,300	0	3,300
4	St John Lloyd	Ongoing	350	0	350	350	0	350
40	MEP - Band B Projects	Ongoing	0	0	0	72	0	72

Variance for Year	Comment
296	No budget identified for DDA works, higher demand for pupil led adaptations than anticipated. DDA adaptations are a legal requirement.
0	
-1,947	Re-profiling required of 21st Century Schools grant from the Welsh Government.
473	
29	Retention paid early owing to early completion of works
0	
455	Re-profile required due to delays in 2014/15 works carried forward to 15/16.
-11	
-1,893	
-1,954	Delay in approving outline business case by Welsh Government. The full business case has now been approved.
10	
-50	Options still being considered.
-5	
-664	Awaiting confirmation on statutory process on dual stream.
120	Higher level of spend than anticipated within the year, no impact to overall scheme
0	
-50	Lower development costs than anticipated.
700	Re-profile required owing to more design development than originally intended. Additional funding used to progress scheme to detailed design and submit planning application with a number of corporate sites in the Burry Port area.
0	
0	
0	
72	Site selections and designs ahead of scheduled.

## Education &amp; Children Services

## Capital Budget Monitoring - Scrutiny Report for December 2015

## Appendix B

			Working Budget			Forecasted		
Net Exp to December 2015 £'000	Scheme	Target Date for Completion	Expenditure £'000	Income £'000	Net £'000	Expenditure £'000	Income £'000	Net £'000
209	MEP - Other Projects	Ongoing	300	0	300	501	0	501
13	MEP - Completed / Practically Completed	completed	0	0	0	43	0	43
124	Misc Education Projects (School Funded)	completed	152	-28	124	154	-30	124
5	Childrens Services	completed	0	0	0	5	0	5
55	Flying Start Capital Expansion Programme	ongoing	1,316	-1,309	7	1,322	-1,310	12
13	Fostering Services Projects	Mar-16	13	0	13	13	0	13
16,531	<b>NET BUDGET</b>		<b>39,056</b>	<b>-13,399</b>	<b>25,657</b>	<b>38,261</b>	<b>-15,349</b>	<b>22,912</b>

Variance for Year	Comment
201	Re-profiled required
43	Retentions held and paid to contractors on various schemes in order to ensure they are completed as per contract.
0	
5	Retention for refurbishment of Old Morfa Infants Offices
5	
0	adaptation to house used by foster family
-2,745	

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Canlyniadau Categoriadau Cenedlaethol Ysgolion Sir Gaerfyrddin 2016

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor Craffu Addysg a Phlant yn derbyn yr Adroddiad Categoriadau Cenedlaethol ar gyfer Ysgolion Sir Gaerfyrddin 2016.
- Bod aelodau'r Pwyllgor Craffu Addysg a Phlant yn ystyried y wybodaeth a gynhwysir yn yr adroddiad gan gynnwys sefyllfa bresennol ein hysgolion a meysydd i'w gwella.
- Bod aelodau'r Pwyllgor Craffu Addysg a Phlant yn defnyddio'r adroddiad hwn i graffu ar berfformiad ysgolion Sir Gaerfyrddin ac effaith ERW a herio unrhyw danberfformio.

### Rhesymau:

- I alluogi aelodau'r Pwyllgor Craffu i ymgymryd â'u rôl allweddol o ran monitro safonau addysg yn ysgolion y Sir.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NAC OES**

**Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:**  
Cyng. Gareth Jones (Addysg a Phlant)

<p><b>Y Gyfarwyddiaeth:</b> Addysg a Phlant</p> <p><b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans</p> <p><b>Awdur yr adroddiad:</b> Andi Morgan</p>	<p><b>Swyddi:</b></p> <p>Prif Swyddog Addysg</p> <p>Prif Ymgynghorydd Her</p>	<p><b>Rhifau Ffôn / Cyfeiriadau E-bost:</b></p> <p>01267 246450 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a></p> <p>01267 246645 <a href="mailto:andimorgan@sirgar.gov.uk">andimorgan@sirgar.gov.uk</a></p>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Carmarthenshire's School Categorisation Outcomes 2016

This report outlines-

- The National Categorisation of Carmarthenshire's Schools in 2016.
- Comparison with the 2015 categorisation

As part of the agreed National Model for Regional Working, Welsh Government, local government, regional education consortia and the Welsh Local Government Association (WLGA) have worked together to ensure a national and consistent approach to the categorisation of schools.

***The National School Categorisation system's main purpose is to identify which schools are in most need of support.***

The system ensures that Welsh Government, local authorities and consortia, direct support and resources to improve the school system and as a result, raise standards and performance.

The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development. It is not about labelling or creating league tables.

The system is a three step model that is not purely data-driven but also takes into account the quality of leadership and teaching and learning in schools.

**Step one** is a data-driven judgement using an agreed set of performance measures provided by the Welsh Government.

**Step two** begins with the school's own self-evaluation of their capacity to improve in relation to leadership, teaching and learning.

**Step three** is the combination of the two judgements that will lead to a colour-coded support category for the school which will trigger a tailored programme of support, challenge and intervention. This is agreed between the local authority and regional consortium.

The coloured support category for each primary, middle and secondary school are available on the [My Local School](#) website.

DETAILED REPORT ATTACHED?

YES



## IMPLICATIONS

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

**Signed: Gareth Morgans Chief Education Officer**

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

**3. Finance** – It is imperative that the County Council retains the funding allocated to provide school improvement s services in order to ensure that schools are supported in order to improve outcomes for all learners.

**6. Staffing Implications** – It is essential that the County Council provides the agreed ERW staffing complement to provide school improvement s services in order to ensure that schools are supported in order to improve outcomes for all learners.

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

**Signed: Gareth Morgans Chief Education Officer**

- 1. Local Member(s) – N/A
- 2. Community / Town Council – N/A
- 3. Relevant Partners – N/A
- 4. Staff Side Representatives and other Organisations – N/A

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

**THESE ARE DETAILED BELOW:**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
National model for regional working	<a href="http://gov.wales/docs/dcells/publications/140217-national-model-for-regional-working-en-v2.pdf">http://gov.wales/docs/dcells/publications/140217-national-model-for-regional-working-en-v2.pdf</a>
National School Categorisation System	<a href="http://gov.wales/topics/educationandskills/schoolshome/raisingstandards/schoolcategorisation/?lang=en">http://gov.wales/topics/educationandskills/schoolshome/raisingstandards/schoolcategorisation/?lang=en</a>

Mae'r dudalen hon yn wag yn fwriadol

# National School Categorisation 2015-2016

In September 2014, the Welsh Government implemented a national categorisation model for all schools in Wales. The purpose of the national categorisation system is to identify schools that are most in need of support and to ensure support and resources are directed most effectively to secure the improvements necessary in our school system. Support categories for all schools in Wales are reported using the following colours Green, Yellow, Amber and Red. (A brief summary can be found in Appendix A)

Following publication of outcomes in January 2015, the Welsh Government have worked with schools, local authorities, consortia and trades unions to further strengthen the categorisation model and as a result a number of revisions have been made to Step 1 in the 2015-2016 cycle. There have also been some revisions to Steps 2 and 3 to ensure consistency across Wales along with the establishment of a robust national verification process and a refinement of the colour category definitions to reflect the generic level and type of support a school can expect.

## Step 1

### Performance and Standards

This step is a data driven element that is provided by Welsh Government based on an agreed set of criteria for both primary and secondary schools.

#### Revisions to Step 1 for 2015-2016

- The weighting of indicators that underpin the generation of Step 1 for secondary schools has been amended to place a greater focus on the eFSM residual element and a marginally lower focus on the performance of eFSM pupils. This is a minor adjustment and is mitigated by the point detailed below;
- The eFSM target has been set for a 3-year period at school level. This will continue to be a 3-year weighted average but schools will know the target in advance. The target was 30% for 2015 and will be 32% (2016) and 34% (2017).
- The assessment of achievement of the eFSM target has been moved from Step 2 to Step 1. This means that any school performing below the eFSM target will automatically be placed in standards Group 3. If the other indicators are poor it goes into Group 4. If other indicators are good, along with the consortia assessment at Step 2, then a school can be awarded a yellow category at best. Therefore there will be no green schools in Wales who have not met the eFSM target.

## Step 2

### Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning

This is led by Consortia and takes into account schools' self-evaluation and capacity to self-improve in relation to leadership and teaching and learning.

## Step 3

### Categorisation and level of support, challenge and intervention

This is led by Consortia and generates two grades- a letter 'A-D' based on a schools' ability to improve and a coloured support category. The coloured support category for each school triggers a bespoke programme of support, challenge and intervention. The support category is also used to plan and deploy additional resources.

## National School Categorisation- Moderation

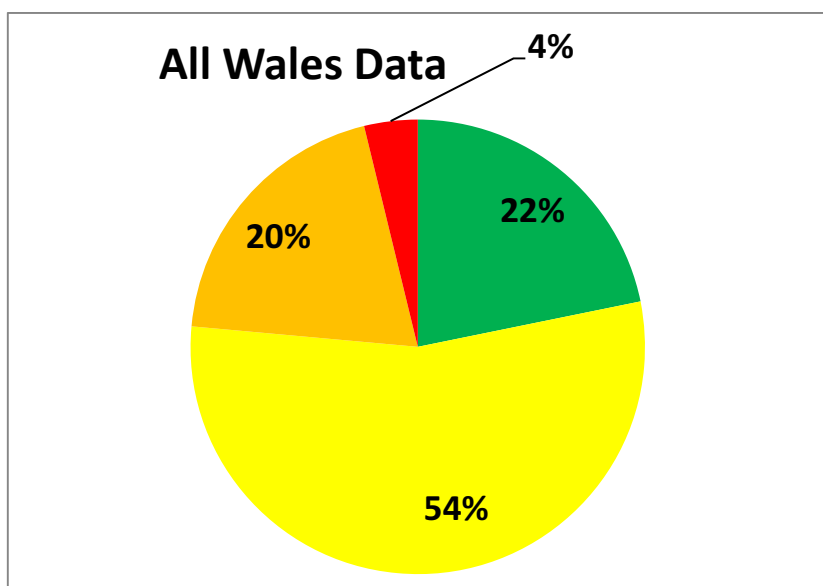
### Regional Categorisation:

ERW has carried out a rigorous process of national categorisation with all schools in the region. All Carmarthenshire schools agreed with the overall categorisation discussed with their Challenge Adviser. The category for every school has been scrutinised, considered and confirmed with the key emphasis on achieving the appropriate level of support for each individual school.

### National Moderation:

ERW has been part of a robust national moderation process. The provisional categorisations for all Carmarthenshire schools have been confirmed as accurate as a result of these processes. The categories for all Carmarthenshire schools were agreed without change and are included in Appendix B.

### National Categorisation Outcomes 2015-2016

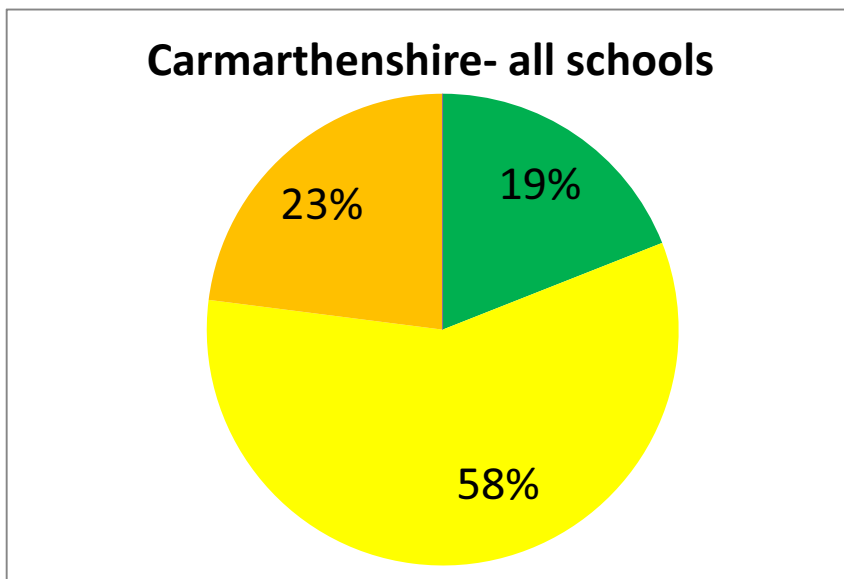


#### All Schools in Wales

- In 2015-2016, 76% of schools are categorised as Green or Yellow across Wales.
- For the second year in succession the greatest proportion of schools are Yellow.
- The proportion of schools categorised as Red has fallen by 1% as compared to 2014-2015.
- Less than a quarter of schools in Wales are Amber or Red, a reduction of 12%.
- The proportion of schools categorised as Green schools has increased by 8%.

Support Category	Number of Schools- 2015-2016	% of schools
Green	333	22
Yellow	835	55
Amber	302	20
Red	58	4
Total	<b>1528</b>	

## All Schools in CARMARTHENSHIRE

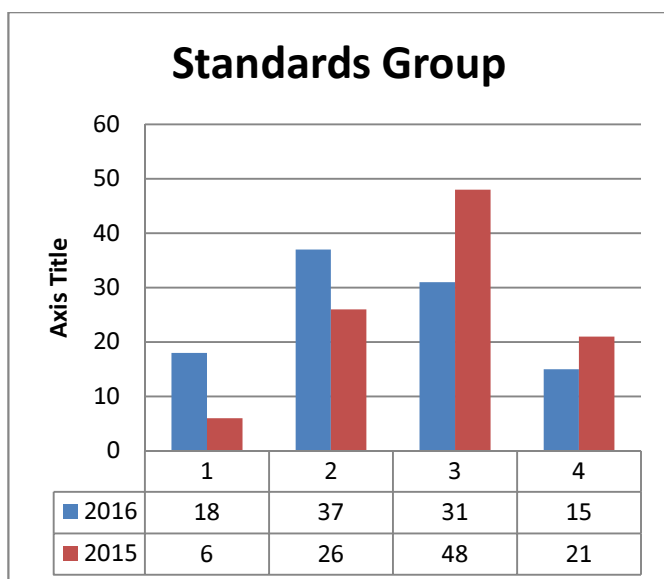


- Overall, the proportion of schools placed in a Green or Yellow category across Carmarthenshire is 8% higher as compared to 2014-2015.
- At 77%, well over three quarters of our schools are now in a Green or Yellow category.
- The proportion of Green schools in Carmarthenshire has increased by 2% as compared to 2014-2015.
- 26 (23%) of our schools are categorised as Amber with 0 schools categorised as Red.
- The proportion of Red category schools has declined as compared to the previous year.
- The greatest improvement in 2015-2016 has been in the number of schools moving from Amber to Yellow.
- The data suggests that Carmarthenshire will continue to increase the proportion of schools in Green and Yellow in 2017.

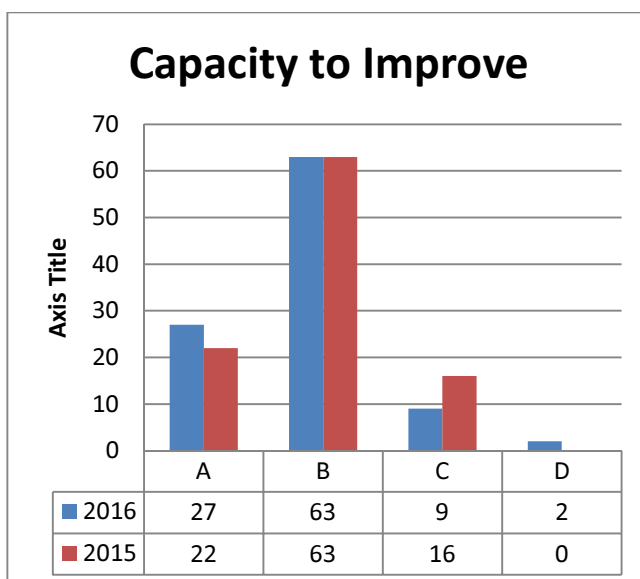
Support Category	Number of schools- 2014-2015	%	Number of schools- 2015-2016	%
Green	19	17	22	19
Yellow	59	52	65	58
Amber	33	29	26	23
Red	2	2	0	0
<b>Total</b>	<b>113</b>		<b>113</b>	

# Carmarthenshire Primary Schools 2015-2016

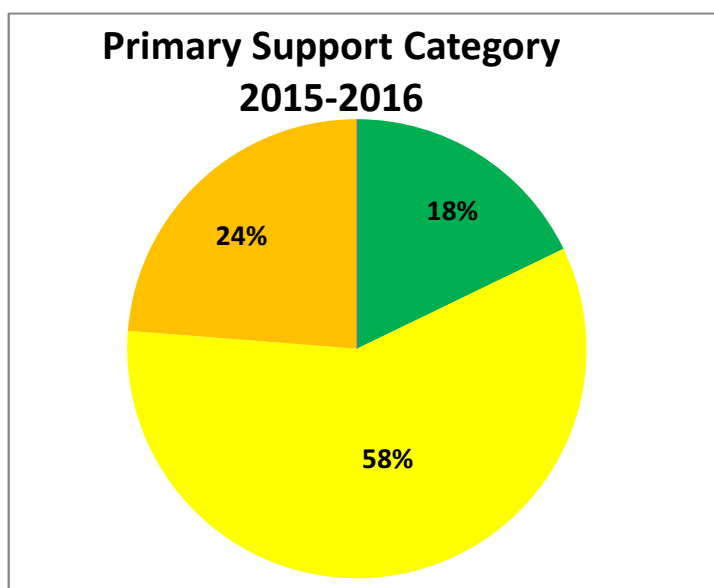
## Step 1 Performance and Standards



## Step 2 Self-evaluation and capacity to improve



In 2015-2016, Carmarthenshire's primary school outcomes for Steps 1 and 2 shows an improving and upward trend.



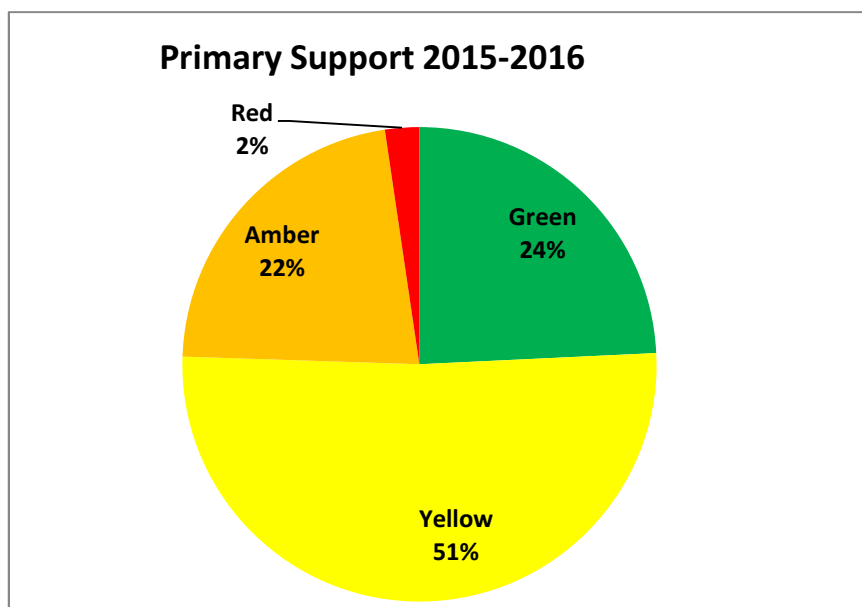
- In 2015-2016 there are 18 schools in Group 1 as compared to 6 in 2014-2015.
- The number of schools in standards Group 4 have reduced from 21 to 15.
- Overall, 55 of our primary schools (54.5%) are now in Groups 1 or 2 as compared to 32 (31.6%) in 2014-2015.
- There has been a 5% increase in the proportion of primary schools placed in group A and B for Step 2. This means that 89.1% are either in group A or B.
- There are 2 schools in group D in 2015-2016.

As a result of the upward trend at Steps 1 and 2, the overall support category picture shows an upward trend from 2014-2015.

- The greatest improvement has been in schools moving from Amber to Yellow over the last year with 7 additional schools.
- 76% of primary schools are now in a Green or Yellow category- slightly higher than ERW's total.
- In 2015-2016 there are no primary schools in the red support category.

Support Category	Number of schools- 2014-2015	%	Number of schools- 2015-2016	%
Green	17	17	18	18
Yellow	52	51	59	58
Amber	30	30	24	24
Red	2	0	0	0
<b>Total</b>	<b>101</b>		<b>101</b>	

## ERW Primary Schools 2015-2016

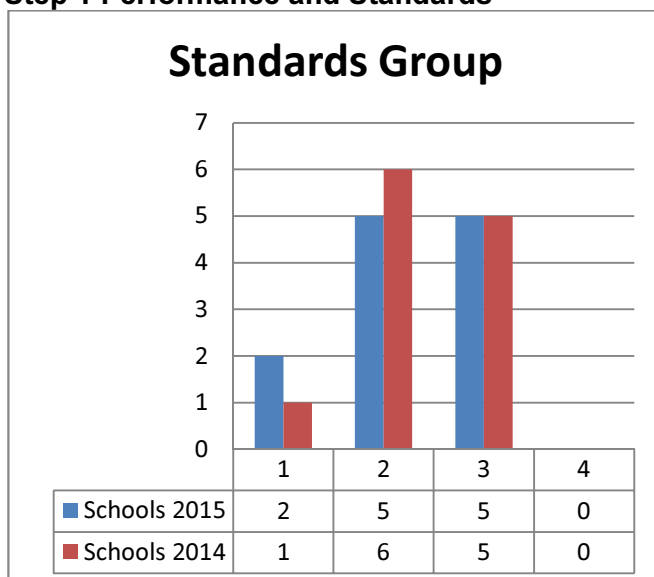


- 24% (104) of ERW's Primary Schools are in the Green support category- this is an increase of 7% from 2014-2015.
- 75% (324) of ERW's Primary Schools are in the Green or Yellow category.
- 3% (10) ERW Primary Schools are in the Red support category.
- The number of schools in the Red support category has reduced from 18 to 10.

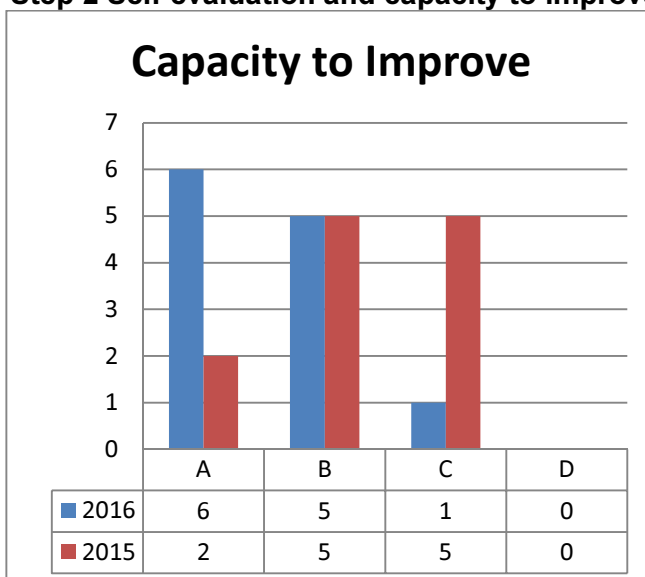
	Green	Yellow	Amber	Red	Total
<b>Schools 2015-2016</b>	104	220	93	10	427
<b>%</b>	<b>24%</b>	<b>52%</b>	<b>22%</b>	<b>2%</b>	
<b>Schools 2014-2015</b>	72	215	131	18	436
<b>%</b>	<b>17%</b>	<b>49%</b>	<b>30%</b>	<b>4%</b>	

## Carmarthenshire Secondary Schools 2015-2016

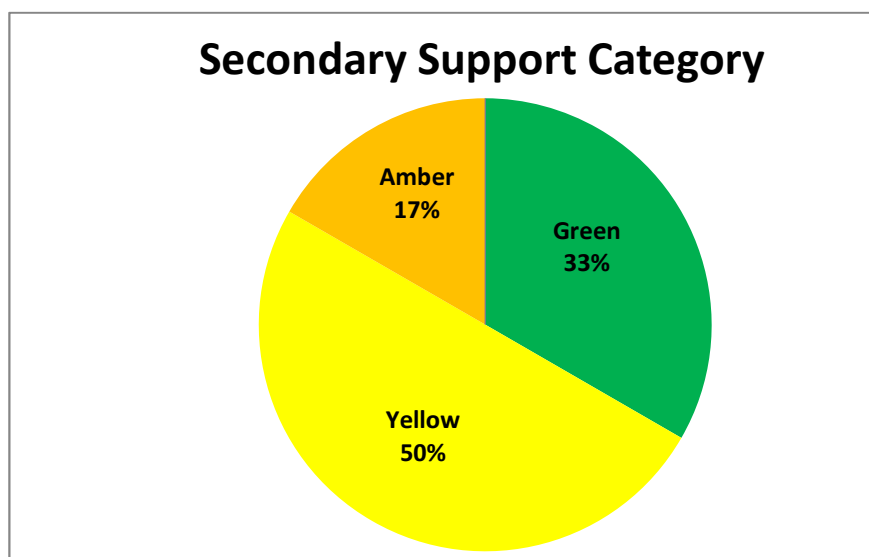
### Step 1 Performance and Standards



### Step 2 Self-evaluation and capacity to improve



In 2015-2016, Carmarthenshire's secondary school outcomes for Steps 1 and 2 show an improving and upward trend.



- 7 out of 12 of our secondary schools are in Group 1 or 2 at Step 1.
- There are no schools in the lowest Group 4.
- 1 school achieved Group 2 status but was then placed in Group 3 due to the national eFSM measure
- In 2015-2016 there are 2 schools in Group 1 for standards.
- For the second year in succession there are no schools at Step 2 with a Grade D. There is only 1 school with a Grade C.
- 91.6% of secondary schools are A or B for Step 2 an increase of 33.3% from 2014-2015.
- There are 6 (50%) schools with a grade A for 'Capacity to Improve'.

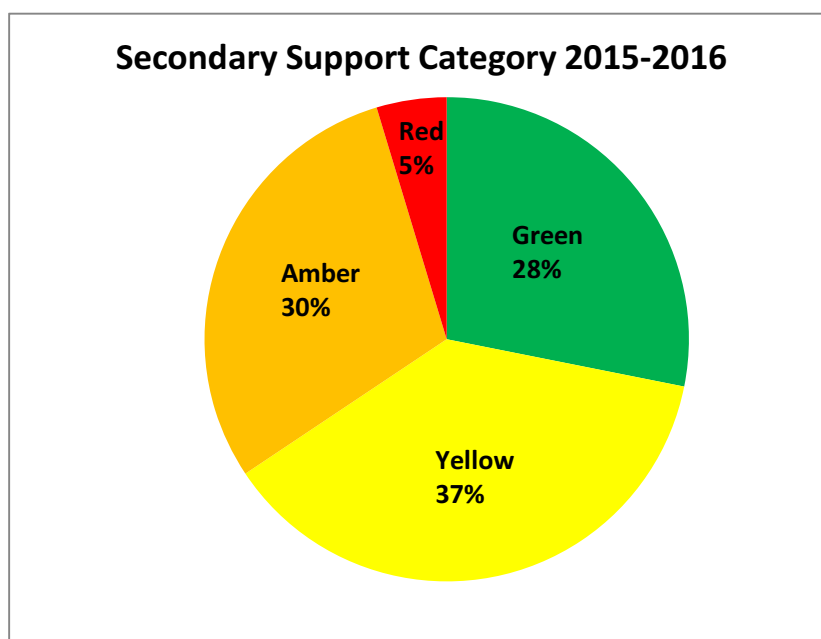


There has been a considerable positive change to the overall categorisation picture for Carmarthenshire secondary schools over the last year.

- 83% of schools are in the Green or Yellow support category as compared to 65% across the region.
- The proportion of Amber schools is lower than the region.
- 33% (4) of Carmarthenshire's secondary schools here are in the Green support category as compared to 28% in ERW.
- There are no Carmarthenshire secondary schools in the Red support category for the second year.

Support Category	Number of schools- 2014-2015	%	Number of schools- 2015-2016	%
Green	2	17	4	33
Yellow	7	58	6	50
Amber	3	25	2	17
Red	0	0	0	0
<b>Total</b>	<b>12</b>		<b>12</b>	

### ERW Secondary Schools 2015-2016



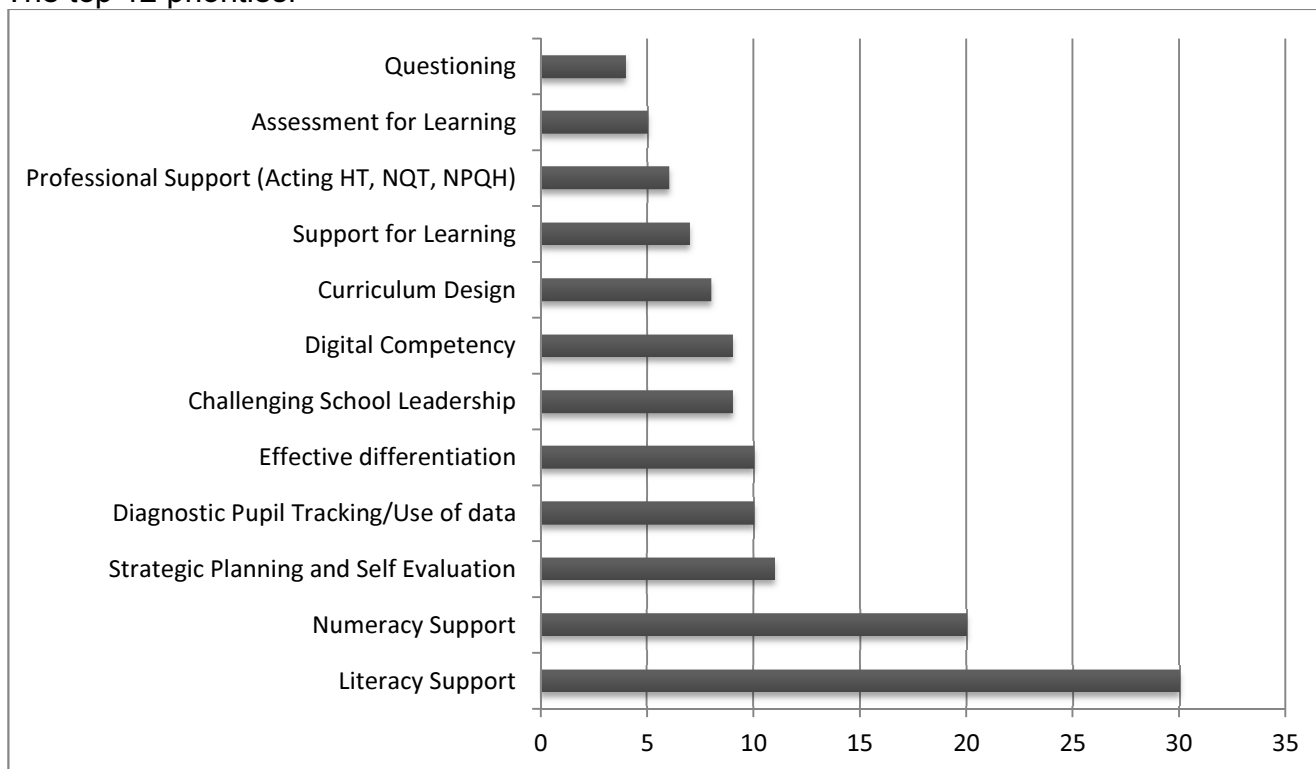
- 28% (18) of ERW Secondary Schools are in the Green support category. 4 of these are Carmarthenshire schools.
- 65% (42) of ERW Secondary Schools are in the Green or Yellow support categories. This is higher than all other regions.
- There are 3 (4.7%) schools in the red support category. This is well below other Consortia.

	Green	Yellow	Amber	Red	Total
<b>Schools 2015-2016</b>	18	24	19	3	64
<b>%</b>	<b>28%</b>	<b>37%</b>	<b>30%</b>	<b>5%</b>	
<b>Schools 2014-2015</b>	13	35	11	4	63
<b>%</b>	<b>21%</b>	<b>56%</b>	<b>17%</b>	<b>6%</b>	

## Emerging Priorities for schools with Support and Intervention Plans

There are some common priorities identified across the support and intervention plans in place in Carmarthenshire's schools. All schools have identified their key areas for development and noted detailed actions, levels of support, success criteria and timescales to address them within their School Development Plans.

The top 12 priorities:



The emerging priorities for 2016/2017 are:

### Literacy support

- Welsh 1<sup>st</sup> and 2<sup>nd</sup> language development
- Targeting higher levels
- Writing across the curriculum
- Higher order reading skills
- Oracy across the curriculum
- Improving quality of feedback
- Boys' writing

### Numeracy Support

- Targeting higher levels
- Improving teaching of Mathematics
- Developing reasoning skills

### Strategic Planning and Self-evaluation

- Improving School Development Plans

### Diagnostic Pupil Tracking

- Effectively using pupil data to support planning
- Effectively using pupil data to support and challenge learners

### **Effective Differentiation/ Curriculum design**

- Ensuring work is effectively planned and meets learner's needs
- Planning a relevant and interesting curriculum and responding to national direction- new GCSEs, Welsh Bac

### **Challenging School Leadership/Professional Support**

- Development of Governors
- Support for Acting School leaders/Leaders of more than one school
- NQT and NPQH support

### **Digital Competence**

- Whole school approach
- Use of ICT to support literacy and numeracy

### **Support for Learning**

- Effective use of PDG
- Developing good practice in ALN provision (behaviour management, Person-Centred Practice etc)

### **Assessment for learning/Effective questioning**

- Support for developing pedagogy
- Sharing effective practice within and across schools

In order to ensure schools access appropriate time and support, Challenge Advisors have allocated a proportionate time to schools to reflect the level of intervention and support required based on the overall categorisation.

These key areas will direct the work and time of Challenge Advisors, Associate Advisors, Leaders of Learning, Inclusion officers, effective school practitioners and bespoke school to school support over the next three terms.

In the majority of these schools, work is already underway to address the key areas for development. The expectation is that with bespoke support, the majority of Amber schools will build the capacity to secure a Yellow categorisation by January 2017. In a few of our schools, an extended period of support may be required to secure the necessary improvements.

### **Next Steps**

The Local Authority will monitor the progress of each school, at least once each term, in addressing the key areas for development.

Our evaluation of the progress made by each school will be a key part of our scrutiny of the commissioned service provided by ERW.

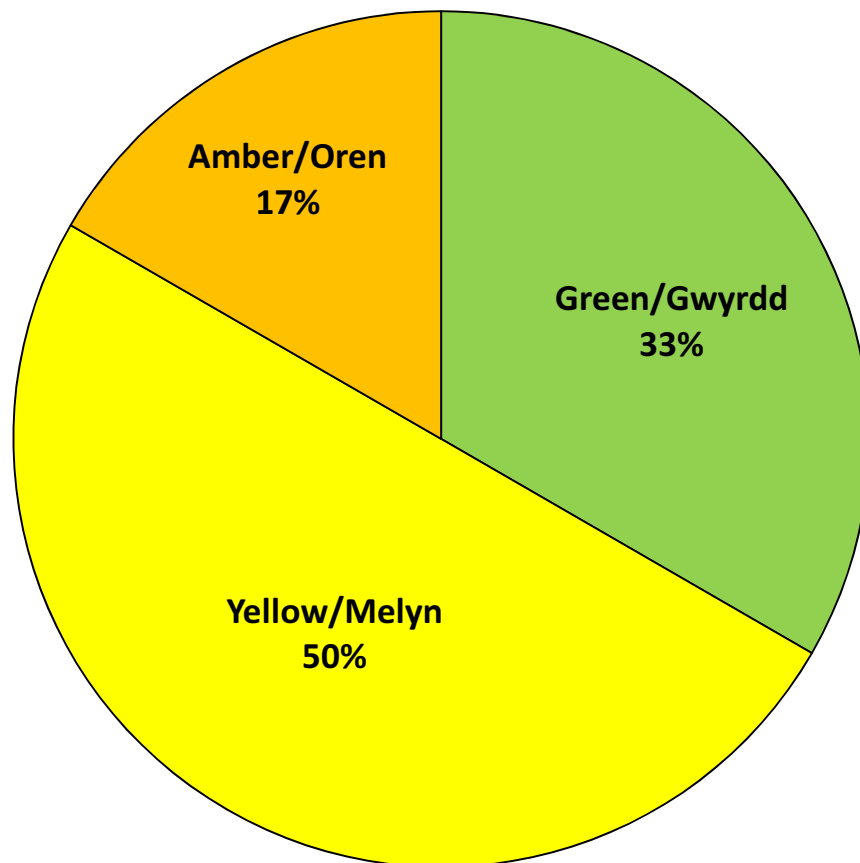
## Appendix A

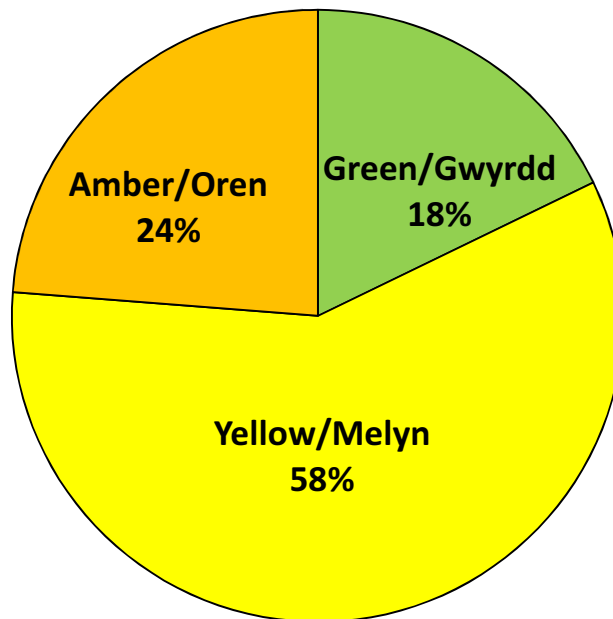
### School Categorisation Summary 2015-2016

<b>Green Schools</b>
<ul style="list-style-type: none"><li>➤ Track record in sustaining high level of learner outcomes</li><li>➤ Demonstrate excellence at all level</li><li>➤ Challenged to move towards or sustain excellence</li></ul>
<b>Yellow Support Schools</b>
<ul style="list-style-type: none"><li>➤ Good levels of learner outcomes in key performance indicators</li><li>➤ Understand and take action to address most areas needing improvement</li><li>➤ Many aspects of the performance are self-improving</li></ul>
<b>Amber Support Schools</b>
<ul style="list-style-type: none"><li>➤ Do not know and understand all of the areas in need of improvement</li><li>➤ Many aspects of performance are not improving quickly enough</li><li>➤ Will receive tailored challenge and intervention</li><li>➤ At risk of dropping into a red level of support if insufficient progress is made or sustained</li></ul>
<b>Red Support Schools</b>
<ul style="list-style-type: none"><li>➤ Experiencing a decline in key aspects of their performance</li><li>➤ Will receive intensive support</li><li>➤ Statutory powers may be used by the local authority</li><li>➤ Subject to intervention by the local authority and regional consortia</li></ul>

## Appendix B- Carmarthenshire School Categorisation 2015-2016

School name	Step One:	Step Two:	Step Three:
Ysgol Gyfun Y Strade	1	A	Green/Gwyrdd
Ysgol Bryngwyn	1	A	Green/Gwyrdd
Ysgol Bro Myrddin	2	A	Green/Gwyrdd
Ysgol St John Lloyd	2	A	Green/Gwyrdd
Ysgol Dyffryn Aman	3	B	Yellow/Melyn
Ysgol Coedcae	3	A	Yellow/Melyn
Ysgol Glan-y-Mor	2	A	Yellow/Melyn
Ysgol Gyfun Emlyn	2	B	Yellow/Melyn
Ysgol Maes Y Gwendraeth	3	B	Yellow/Melyn
Ysgol Bro Dinefwr	2	B	Yellow/Melyn
Ysgol Queen Elizabeth High School	3	C	Amber/Oren
Ysgol Dyffryn Taf	3	B	Amber/Oren





School name/ Enw'r ysgol	Step One:	Step Two:	Step Three:
Saron	2	A	Green/Gwyrdd
Parcyrhun	1	A	Green/Gwyrdd
Johnstown	1	A	Green/Gwyrdd
Y Dderwen	1	A	Green/Gwyrdd
Pum Heol	1	B	Green/Gwyrdd
Llangennech Infants	2	A	Green/Gwyrdd
Llangennech Juniors	1	A	Green/Gwyrdd
Brynaman	1	A	Green/Gwyrdd
Swiss Valley	1	A	Green/Gwyrdd
Parc Y Tywyn	2	A	Green/Gwyrdd
Pembrey School	1	A	Green/Gwyrdd
Rhydaman	1	A	Green/Gwyrdd
Teilo Sant	1	A	Green/Gwyrdd
Nantgaredig	4	A	Green/Gwyrdd
Dewi Sant	2	A	Green/Gwyrdd
Y Bedol	1	A	Green/Gwyrdd
Bro Banw	2	A	Green/Gwyrdd
Burry Port	1	A	Green/Gwyrdd

School name/ Enw'r ysgol	Step One:	Step Two:	Step Three:
Llechfyfedach	2	B	Yellow/Melyn
Y Tymbl	2	B	Yellow/Melyn
Gorlas	1	B	Yellow/Melyn
School	3	B	Yellow/Melyn
School	4	B	Yellow/Melyn
Peniel	2	A	Yellow/Melyn
Bancffosfelen	2	B	Yellow/Melyn
Bancyfelin	3	B	Yellow/Melyn

Meidrim	2	B	Yellow/Melyn
Betws	2	B	Yellow/Melyn
Tycroes	2	B	Yellow/Melyn
Llanedi	2	C	Yellow/Melyn
Cwrt Henri	2	B	Yellow/Melyn
Llangadog	1	B	Yellow/Melyn
Llansadwrn	2	B	Yellow/Melyn
Rhys Prichard	2	B	Yellow/Melyn
Llys Hywel	3	A	Yellow/Melyn
Brynsaron	3	B	Yellow/Melyn
Mynydd-Y-Garreg	2	A	Yellow/Melyn
Bynea	3	B	Yellow/Melyn
Dafen	2	B	Yellow/Melyn
Hendy	2	B	Yellow/Melyn
Ffwrnes	3	B	Yellow/Melyn
Copperworks	2	B	Yellow/Melyn
Old Road	2	C	Yellow/Melyn
Llansteffan	2	B	Yellow/Melyn
Llannon	3	B	Yellow/Melyn
Abernant	2	B	Yellow/Melyn
Myrddin	3	B	Yellow/Melyn
Llangunnor	3	B	Yellow/Melyn
Trimsaran	3	A	Yellow/Melyn
Ysgol	4	A	Yellow/Melyn
Llandybie	2	B	Yellow/Melyn
Hafodwenog	4	A	Yellow/Melyn
Llanybydder	3	B	Yellow/Melyn
Halfway	3	B	Yellow/Melyn
Pwll	3	B	Yellow/Melyn
Penygaer	2	B	Yellow/Melyn
Y Castell	2	B	Yellow/Melyn
Penygroes	2	A	Yellow/Melyn
Gwenllian	2	B	Yellow/Melyn
Pontyberem	2	B	Yellow/Melyn
Bigyn	3	B	Yellow/Melyn
Stebonheath	3	B	Yellow/Melyn
Y Ddwylan	2	B	Yellow/Melyn
Griffith Jones	3	A	Yellow/Melyn
Carreg Hirfaen	2	B	Yellow/Melyn
Bryn Teg	2	B	Yellow/Melyn
Y Felin	2	A	Yellow/Melyn
Maes Y Morfa	2	B	Yellow/Melyn
Abergwili	2	B	Yellow/Melyn
Tremoilet	1	B	Yellow/Melyn
Laugharne	2	B	Yellow/Melyn
Llanddarog	3	B	Yellow/Melyn
Ferryside	3	A	Yellow/Melyn
Llanllwni	4	B	Yellow/Melyn

St Mary's Llanelli	3	B	Yellow/Melyn
Penboyr	1	B	Yellow/Melyn
Model	3	A	Yellow/Melyn

School name/ Enw'r ysgol	Step One:	Step Two:	Step Three:
Cefneithin	3	B	Amber/Oren
Drefach	4	B	Amber/Oren
Maesybont	2	C	Amber/Oren
Gwynfryn	4	B	Amber/Oren
Carway	4	B	Amber/Oren
Pontyates	3	C	Amber/Oren
Ponthenri	3	B	Amber/Oren
Blaenau	3	B	Amber/Oren
Ffairfach	4	C	Amber/Oren
Talley	3	B	Amber/Oren
Llanwrda	4	C	Amber/Oren
Llanpumsaint	4	B	Amber/Oren
Llanmiloe	1	D	Amber/Oren
Bryn	3	B	Amber/Oren
Lakefield	3	C	Amber/Oren
Brynsierfel	3	C	Amber/Oren
Llandeilo	3	B	Amber/Oren
Cynwyl Elfed	3	B	Amber/Oren
Richmond Park	4	B	Amber/Oren
Y Fro	1	D	Amber/Oren
Cae'r Felin	4	B	Amber/Oren
Bro Brynach	4	B	Amber/Oren
St Mary's Carmarthen	4	C	Amber/Oren
Pentip	3	B	Amber/Oren



# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg – Bwriad i newid ystod oedran Ysgol Gynradd Betws o 4-11 i 3-11

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Ystyried y sylwadau a ddaeth i law o ganlyniad i'r ymgynghoriad (Amgaeir yr Adroddiad am yr Ymgynghoriad).
2. Cymeradwyo cyhoeddi hysbysiad statudol i weithredu'r cynllun.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES**

**Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:**  
Cyng. Gareth Jones (Addysg a Phlant)

<p><b>Y Gyfarwyddiaeth:</b> Addysg a Phlant</p> <p><b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans</p> <p><b>Awdur yr adroddiad:</b> Simon Davies</p>	<p><b>Swyddi:</b></p> <p>Prif Swyddog Addysg</p> <p>Rheolwr Moderneiddio Ysgolion</p>	<p><b>Rhifau Ffôn / Cyfeiriadau E-bost:</b></p> <p>01267 246649 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a></p> <p>01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a></p>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Modernising Education Programme (MEP) proposal to change the age range of Betws Primary School from 4-11 to 3-11

### Background

The Flying Start programme in Carmarthenshire is a Welsh Government prevention initiative, providing families with children aged 0-3 years with a range of targeted intensive prevention services, who live in geographic areas of deprivation within Carmarthenshire

The provision of good quality childcare for children from 2-3 years of age is the centre-piece of service delivered under the Flying Start initiative. The quality childcare provision focuses on children living in disadvantaged communities and aims to improve their outcomes in preparation for school and in the long term.

As a result of the original eight and more recently an additional nine geographic areas being identified to receive targeted services, Flying Start currently commission childcare based in a number of Carmarthenshire Primary Schools.

The age range of Betws CP School is currently age range 4-11. This has presented the Authority with a challenge whereby children can benefit from interventions through the Flying Start programme until they are three years of age but have no provision for nearly a year until admitted to school. One of the advantages of the Flying Start programme located on school sites is to facilitate entry into school at the age of three. Therefore, to ensure continuity of progression for these disadvantaged children into primary school, the Authority has arranged for nursery provision to commence at these schools. The children can now benefit from interventions through the Flying Start programme until they are admitted to school. The Head teachers and Governing Bodies of these schools have been consulted on the new arrangements and are fully supportive.

Under the 2013 School Organisation Statutory Code a regulated alteration such as a change in the age range of a school by a year or more requires a proposal to be published to formalise arrangements. The Authority is therefore required to complete a statutory consultation process which, if approved, will commence in the Summer Term 2016.

## Conclusion

In order to support the seamless transition of pupils through the Flying Start programme to school admission, it is considered essential that the County Council moves to extend the age range of Betws School from 4-11 to 3-11 as soon as possible, through the instigation of formal statutory procedures.

Should Executive Board grant permission to proceed to Statutory Notice, the intention is to publish week beginning 9th May 2016.

Following the end of the Statutory Notice period, an objection report which summarises any objections received by stakeholders, will be presented to the Education & Children Scrutiny Committee and Executive Board for their consideration.

## Recommendation

This provides the Education & Children Scrutiny Committee and the Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

The process outlined above would enable the proposal to be presented to County Council for determination in November 2016.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>
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## IMPLICATIONS

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

**Signed: Gareth Morgans                      Chief Education Officer**

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

### 1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

### 2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

### 3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

### 5. Risk Management Issues

Continuing with current age range of schools would not reflect the present position. The statutory consultation process needs to be completed to formalise arrangements.

# CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Gareth Morgans Chief Education Officer

**1. Local Member(s)** – Observations were received from Cllr. Ryan Bartlett (Betws Ward) during the formal consultation period.

**2. Community / Town Council** – The Community Council has been consulted formally during the formal consultation period. Observations were received from Betws Community Council during the formal consultation period.

**3. Relevant Partners** – Not applicable.

**4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions were consulted during the formal consultation stage. No observations were received during the formal consultation period.

Staff (Teaching and Ancillary) Ysgol Betws	Governors and Parents, Ysgol Betws
Carmarthenshire Children’s Partnership Child Care/Early Years** Communities First Partnership	Community Councillors Ammanford Town Council
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
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Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
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Estyn	Diocesan Director of Education & RC
Flying Start	

<b>Section 100D Local Government Act, 1972 – Access to Information</b>		
<b>List of Background Papers used in the preparation of this report:</b>		
These are detailed below.		
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Modernising Education Provision Timeline/ Rollout:		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> Executive Board – 31/05/05
School Organisation Code		<a href="http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en">http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en</a>
MEP Annual Report 2013/14 and Programme 2014/15		<a href="http://www.carmarthenshire.gov.uk/">http://www.carmarthenshire.gov.uk/</a> County Council Agenda 14 <sup>th</sup> January 2015
Strategic Outline Programme 21 <sup>st</sup> Century Schools		<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire’s Welsh in Education Strategic Plan 2014- 2017		<a href="http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx">http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx</a>
Consultation Document		<a href="http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/primary-schools/betws/">http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/primary-schools/betws/</a>

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# **CONSULTATION REPORT**

**Proposal to change the age range from 4-11 to 3-11 in  
Ysgol Gynradd Betws**

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# Appendix A

## List of Respondents to the Consultation Document





# Appendix B

**Summary of observations received following publication of the Consultation Document  
and Local Authority related responses**

CATEGORY	OBSERVATION	RESPONSE
<p data-bbox="125 177 203 204"><b>No. 1</b></p>	<p data-bbox="432 177 1211 204"><b>Proposal to change the age range from 4-11 to 3-11</b></p> <p data-bbox="432 248 797 276"><b>Agree with the proposal</b></p> <p data-bbox="432 288 1227 539">1. With regards to the change of age range at Betws C.P, I would support this change 100%. It would not only benefit the school, by putting it on a level playing field with other schools in the area who have this provision, but it would also help parents return to work earlier by providing full time education for their children from the age of 3.</p> <p data-bbox="432 584 1227 946">1.1 I strongly agree with the proposal to change Ysgol Y Betws to 3-11 educational school. It will give parity with other schools in the region that offer the same; smooth transition from flying start to the nursery at Ysgol y Betws; it gives parents the opportunity to return to work; learner outcomes will be enhanced as learners are integrated into an appropriate learning environment from an early age. It gives the children the opportunity to start learning welsh from an early age.</p> <p data-bbox="432 991 1227 1422">1.2 I strongly agree with the proposal to change the age range of Ysgol Betws to 3-11. It makes sense that pupils in Flying Start and Cylch y Felin start at school when they are 3 years old. It will be a smooth transition from one class to the next. There is enough room in the Nursery at the school to accommodate pupils aged 3 years old. It gives the pupils of Ysgol Y Betws equal opportunity as Ysgol Gymraeg Rhydaman as those pupils attend Ysgol Feithrin Rhydaman. Starting at the school at 3 years old will give pupils with additional needs a solid start. It will allow parents to return to work sooner. Starting</p>	<p data-bbox="1261 177 2040 204"><b>Proposal to change the age range from 4-11 to 3-11</b></p> <p data-bbox="1261 248 1626 276"><b>Agree with the proposal</b></p> <p data-bbox="1261 288 1653 316">1. The support was noted.</p> <p data-bbox="1261 584 1653 611">1.1 The support was noted.</p> <p data-bbox="1261 991 1653 1018">1.2 The support was noted.</p>

their education sooner will contribute to raising the pupils educational standards. Starting school at 3 years old will allow pupils to learn Welsh sooner.

1.3 Betws has a Flying Start nursery which caters for 2 to 3 year olds, and at the moment there is a gap between leaving the nursery and attending the Primary school. Catering for 3-11 year olds will fill this gap and ensure that Betws children remain in the education system. Members of Betws Community Council strongly recommend that the school be given the 3 to 11 year old designation.

1.4 I strongly agree with the proposal to change Ysgol Betws to a 3-11 education setting. I feel that it will be beneficial to children and parents. It would give parents an opportunity to return to work/education sooner. There would be a smooth transition from Flying Start to the nursery at Ysgol Betws. It will give learners from an English background an opportunity to start learning Welsh early. Learners are integrated in to an appropriate learning environment from an earlier age meaning better learning outcomes.

1.5 I strongly support the proposal to change the age range Ysgol Y Betws from 4-11 to 3-11. Between the age of 3-4 children are usually very ready to become part of a team both educationally and socially. This extra year would become a very good foundation for their future progress. In addition, possible learning problems and their causes could be identified in their early stages and appropriate help provided. There can also be benefits for the well being of family life.

1.3 The support was noted.

1.4 The support was noted.

1.5 The support was noted.

1.6 I strongly support the proposal. The provision for children at 3-11 primary school will allow young children in the Betws area to smoothly progress from Flying Start into nursery provision and then onto the Foundation Phase. It is important that the children of Betws have parity with other children in the area. During the pilot, parents have supported the arrangement, as many want to return to work and want their children to be in a stimulating school environment. I am totally confident that learner outcomes will be enhanced as learners are integrated into an appropriate learning environment from an earlier age. Introducing the pupils to the school at an earlier age will also enable the pupils to be immersed sooner in the Welsh language. I strongly believe that the children of Betws should have the same opportunities as the pupils of Ammanford and Camaman, and that provision for three year olds should be available for them at Ysgol Y Betws.

1.7 Please find this letter as a support information. My son attends nursery class and started full time when he was 4 years old. Looking at the past, it would be more beneficial for us as parents if he started school when he was 3 years old instead of attending for 2.5hours a day which resulted in us couldn't work full time because of this. You should also take into account that other nursery/primary schools in the area have got such facilities where children start school when they are 3 years old.

1.6 The support was noted.

1.7 The support was noted.

	<b>Additional Resources</b>	<b>Additional Resources – LA Response</b>
	<p>2. Concerns about the resource implications that need to be answered. How will the changes be monitored? The school has already a high level of children with special needs. What additional support will be given?</p>	<p>2 Staff resources will be allocated depending on the number of pupils. Staff, pupil ratio will be met. Changes will be monitored as part of the school self evaluation process, and any concerns monitored as part of the authority core visits. Support for pupils with additional learning needs will be discussed and monitored on an individual basis.</p>

# **Appendix C**

**ESTYN RESPONSE TO CONSULTATION DOCUMENT**

## **Estyn response to the proposal to increase the capacity and pupil age range of Ysgol Betws Primary School**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Introduction**

The proposal is by Carmarthenshire County Council.

The proposal is to change the age range at Ysgol Betws from 4-11 to 3-11 as soon as possible, to enable the incorporation of nursery provision.

### **Summary/ Conclusion**

It is likely that the current proposal will at least maintain education provision and outcomes for pupils in the area.

### **Description and benefits**

The proposer has set out a clear rationale for the proposal. This suitably focuses on the need to change the school's age-range to provide for pupils aged 3-4. This is to ensure pupils experience a seamless transition through Flying Start into Foundation Phase. This proposal is set appropriately in context of the council's wider strategy to provide maintained nursery places for children who currently benefit from the Flying Start programme.

The proposal describes its principal benefit is to ensure pupils experience continuity in provision as they make the transition from Flying Start into Foundation Phase at an early age. It suggests reasonably, that pupils in a nursery setting would benefit from interventions already provided through the school's Flying Start provision. The proposer does not identify any disadvantages with this proposal.



Appropriately, the proposer includes reference to the most recent buildings condition survey in 2001 and states that the council has modernised and extended the school.

It provides useful information about the accessibility of the site for disabled users and describes the overall condition and suitability as reasonable. The proposal confirms appropriately that the school will continue to serve its current catchment area so there will be no change to the travel arrangements for pupils.

The proposal provides a concise analysis of the school's projected pupil numbers for the next five years. It uses this information well to calculate the school's capacity for 16 full-time equivalent nursery pupils. However, the proposer does not provide enough information about where or how the school will accommodate these additional places. The council predicts surplus places in the school to decrease from its present position of 27% to below 20% by 2020.

The proposal does not provide enough information about how the council will manage any risks associated with the proposal or if any suitable alternative arrangements have been considered or discounted.

### **Educational aspects of the proposal**

The proposal suitably considers the positive impact of the proposal on pupil outcomes and wellbeing. It sensibly explains that the proposal will improve continuity and progression for pupils, after leaving Flying Start, in nursery provision, which delivers the full Foundation Phase curriculum. This includes facilitating the sharing of important information about pupils' needs and abilities to provide appropriate levels of care and support. However, the proposal provides limited information about the impact on leadership and management, particularly around developing mutually beneficial partnerships between the school and Flying Start provider.

The proposal includes a useful summary of the how the services currently provided by Flying Start benefit vulnerable families for children aged 2-3. It provides relevant contextual information about the school's community, which it describes as "underprivileged and socially deprived", and the relatively high percentage of pupils identified with additional learning needs. However, the proposer does not link this information clearly enough to how the proposal will benefit pupils aged 3-4 from these vulnerable groups.

The proposer has provided a satisfactory summary of the outcomes of the most recent Estyn inspection report and the current categorisation of the school. From this, information the proposer reasonably concludes that the school is effective and has a good understanding of its areas to improve.

## **The Local Government Response to Estyn**

**The proposal provides a concise analysis of the school's projected pupil numbers for the next five years. It uses this information well to calculate the school's capacity for 16 full-time equivalent nursery pupils. However, the proposer does not provide enough information about where or how the school will accommodate these additional places. The council predicts surplus places in the school to decrease from its present position of 27% to below 20% by 2020.**

The school's Capacity Calculation pre admitting nursery age pupils was 114 with an Admission Number of 16, with the introduction of nursery age children. The Capacity Calculation has been revised to accommodate these additional pupils and results in the reduction of the school's capacity to 104, establishing a capacity of nursery of 14 therefore consequently reducing the Admission Number for the school to 14 and thus creating the space required.

**The proposal does not provide enough information about how the council will manage any risks associated with the proposal or if any suitable alternative arrangements have been considered or discounted.**

Risks and Counter Measures were included in the Supplementary Information which was sent out to all Stakeholders via e-mail on 22/12/15.

**The proposal suitably considers the positive impact of the proposal on pupil outcomes and wellbeing. It sensibly explains that the proposal will improve continuity and progression for pupils, after leaving Flying Start, in nursery provision, which delivers the full Foundation Phase curriculum. This includes facilitating the sharing of important information about pupils' needs and abilities to provide appropriate levels of care and support. However, the proposal provides limited information about the impact on leadership and management, particularly around developing mutually beneficial partnerships between the school and Flying Start provider.**

The content of the proposal will both reinforce and enhance current partnership in an effective and practical manner. All partners will benefit from additional tiers of collaboration which will be in place to support individual learner needs from the age of three onwards. The beneficial impact and progress of such collaboration will be monitored and reviewed on a regular basis during link partnership meetings.

**The proposal includes a useful summary of the how the services currently provided by Flying Start benefit vulnerable families for children aged 2-3. It provides relevant contextual information about the school's community, which it describes as "underprivileged and socially deprived", and the relatively high percentage of pupils identified with additional learning needs. However, the proposer does not link this information clearly enough to how the proposal will benefit pupils aged 3-4 from these vulnerable groups.**

The proposal will ensure enhanced benefits for vulnerable learners aged 3-4 through a range of provision which is planned, monitored and reviewed by all partners - including pupils and parents. The proposer views provision for all learners, including those from vulnerable backgrounds, as one comprehensive continuum, wholly focused on individual needs and requirements.

# **Appendix D**

## **Consultation with the Pupils**

Consultation undertaken on the 3<sup>rd</sup> February 2016

By

Mrs Mari Owen

Associate Challenge Adviser

Garmarthenshire County Council

# Carmarthenshire County Council

## Listening to 'Learner Voice'

### School – Betws

Date: - 3<sup>rd</sup> February 2016

Session undertaken by Mari Owen

Interviewed School Council / Pupils

**1. Would you like to be part of a bigger school that has more pupils?**

#### Comments

- Everyone was in agreement that being a pupil in a growing school will be a good thing

**2. Do you think it's a good idea for the school to become 3-11?**

#### Comments

- It will be good idea to become a 3-11 school because the older children will be able to help the smaller children
- It is a good idea to start learning Welsh a year early for children in Betws
- 3 year old children will be able to learn how to behave properly in the school which will be a good thing

**3. What would be the advantages of a 3 - 11 school? What would you look forward to most?**

**Comments**

- Parents of 3 year old children will be able to work and earn money instead of having to look after the children
- Sending 3 year old children to school will mean less cost of looking after the children
- There will be more pupils at the school and the school will be able to teach more to the children
- All the pupils will have more friends
- During Assembly, Mr Morgan's after school Club and Breakfast Club will be a good opportunity to get to know the 3 year old pupils better
- There is enough room on the yard for everyone to play together

**4. Are there any disadvantages? Is there anything that you would be worried about?**

**Comments**

- None of the pupils felt there were any disadvantages in having a 3-11 school
- Maybe the smaller children will be bother the older children sometimes

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg – Bwriad i newid ystod oedran Ysgol Gynradd Pen-Bre o 4-11 i 3-11

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Ystyried y sylwadau a ddaeth i law o ganlyniad i'r ymgynghoriad (Amgaeir yr Adroddiad am yr Ymgynghoriad).
2. Cymeradwyo cyhoeddi hysbysiad statudol i weithredu'r cynllun.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES**

### Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Gareth Jones (Addysg a Phlant)

<p><b>Y Gyfarwyddiaeth:</b> Addysg a Phlant</p> <p><b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans</p> <p><b>Awdur yr adroddiad:</b> Simon Davies</p>	<p><b>Swyddi:</b></p> <p>Prif Swyddog Addysg</p> <p>Rheolwr Moderneiddio Ysgolion</p>	<p><b>Rhifau Ffôn / Cyfeiriadau E-bost:</b></p> <p>01267 246649 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a></p> <p>01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a></p>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Modernising Education Programme (MEP) proposal to change the age range of Pembrey Primary School from 4-11 to 3-11

### Background

The Flying Start programme in Carmarthenshire is a Welsh Government prevention initiative, providing families with children aged 0-3 years with a range of targeted intensive prevention services, who live in geographic areas of deprivation within Carmarthenshire. The provision of good quality childcare for children from 2-3 years of age is the centre-piece of service delivered under the Flying Start initiative. The quality childcare provision focuses on children living in disadvantaged communities and aims to improve their outcomes in preparation for school and in the long term.

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The age range of Pembrey CP School is currently age range 4-11. This has presented the Authority with a challenge whereby children can benefit from interventions through the Flying Start programme until they are three years of age but have no provision for nearly a year until admitted to school. One of the advantages of the Flying Start programme located on school sites is to facilitate entry into school at the age of three. Therefore, to ensure continuity of progression for these disadvantaged children into primary school, the Authority has arranged for nursery provision to commence at these schools. The children can now benefit from interventions through the Flying Start programme until they are admitted to school. The Head teachers and Governing Bodies of these schools have been consulted on the new arrangements and are fully supportive.

Under the 2013 School Organisation Statutory Code a regulated alteration such as a change in the age range of a school by a year or more requires a proposal to be published to formalise arrangements. The Authority is therefore required to complete a statutory consultation process which, if approved, will commence in the Summer Term 2016.



## Conclusion

In order to support the seamless transition of pupils through the Flying Start programme to school admission, it is considered essential that the County Council moves to extend the age range of Pembrey School from 4-11 to 3-11 as soon as possible, through the instigation of formal statutory procedures.

Should Executive Board grant permission to proceed to Statutory Notice, the intention is to publish week beginning 9th May 2016.

Following the end of the Statutory Notice period, an objection report which summarises any objections received by stakeholders, will be presented to the Education & Children Scrutiny Committee and Executive Board for their consideration.

## Recommendation

This provides the Education & Children Scrutiny Committee and the Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

The process outlined above would enable the proposal to be presented to County Council for determination in November 2016.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>
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## IMPLICATIONS

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Signed: **Gareth Morgans** **Chief Education Officer**

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

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

### 2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

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Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

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Continuing with current age range of schools would not reflect the present position. The statutory consultation process needs to be completed to formalise arrangements.

# CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Gareth Morgans

Chief Education Officer

**1. Local Member(s)** – Local Members Cllr. Shirley Matthews and Cllr. Hugh Shepardson (Pembrey Ward). No observations were received during the formal consultation period.

**2. Community / Town Council** – The Community Council has been consulted formally during the formal consultation period. No observations were received from Pembrey & Burry Port Town Council.

**3. Relevant Partners** – Not applicable.

**4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions were consulted during the formal consultation stage. No observations were received during the formal consultation period.

Staff (Teaching and Ancillary) Pembrey C.P.School	Governors and Parents, Pembrey C.P.School
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Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> Executive Board – 31/05/05
School Organisation Code		<a href="http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en">http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en</a>
MEP Annual Report 2013/14 and Programme 2014/15		<a href="http://www.carmarthenshire.gov.uk/">http://www.carmarthenshire.gov.uk/</a> County Council Agenda 14 <sup>th</sup> January 2015
Strategic Outline Programme 21 <sup>st</sup> Century Schools		<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire's Welsh in Education Strategic Plan 2014- 2017		<a href="http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx">http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx</a>
Consultation Document		<a href="http://www.carmarthenshire.gov.wales/home/resident/s/education-schools/modernising-education-programme/primary-schools/pembrey/">http://www.carmarthenshire.gov.wales/home/resident/s/education-schools/modernising-education-programme/primary-schools/pembrey/</a>

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# **CONSULTATION REPORT**

**Proposal to change the age range from 4-11 to 3-11 in  
Pembrey Primary School**

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# Appendix A

## List of Respondents to the Consultation Document

**Pembrey Primary School Observation Received List**

**No observations were received**

# **Appendix B**

**Summary of observations received following publication of the Consultation Document  
and Local Authority related responses**



# **Appendix C**

**ESTYN RESPONSE TO CONSULTATION DOCUMENT**

## **Estyn response to the proposal to change the age range of Pembrey Primary School from 4-11 to 3-11**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Introduction**

The proposal is from Carmarthenshire County Council.

The proposal is to change the age range of Pembrey Primary School from 4-11 to 3-11 in order to enable the incorporation of nursery provision on the school site.

### **Summary/ Conclusion**

The proposer has clearly defined the benefits of changing the age range of Pembrey school from 4-11 to 3-11 and it is Estyn's view that this proposal is likely to at least maintain the current standards of education in the area.

### **Description and benefits**

The proposer has provided a clear rationale for the proposal. It appears to tie in with the proposer's 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 education and learning for pupils.

The proposer clearly describes the expected benefit of the proposal. This is to ensure continuity of progression for those pupils who access the Pembrey Flying Start programme on the school site until they are three years of age, but then have to go off site for nearly a year until they are admitted to the school. The proposer has not set out any disadvantages associated with the proposal.

The proposer has not identified any risks associated with the proposal. However it has not clearly defined how the nursery provision will be

incorporated on the Pembrey school site. It has also not considered the risk that parents may send their children to the other nursery providers in the area rather than to Pembrey primary school.

The proposer has now identified any alternatives to the proposal. It lists other nursery/school providers who may be affected by this proposal. However, the proposer does not make sufficient commentary as to how these providers will be affected. The proposer has suitably considered the impact of the proposal on learner travel arrangements. It states that transport arrangements will be made in accordance with the Council's home to school transport policy. There will be no change on travelling times for pupils living within the catchment area.

The provider has provided pupil capacity projections to January 2020. These show that there will be an increase in surplus places from 20 surplus places in January 2015 to 22 surplus places in January 2020 at the school. The proposer then makes the assertion that the school has the capacity for 30 FTE Nursery pupils and projected nursery pupils at the school. It is unclear as to how this figure has been determined.

The proposer does not appear to have sufficiently considered the impact of the proposal on Welsh medium provision within the local authority. It has listed three Welsh medium primary schools that may be affected by this proposal, but it has not provided enough commentary to demonstrate that it has taken account of the impact of the proposal on these schools. It has also listed nursery providers within a one mile radius of the school, but has not confirmed whether these are English medium or Welsh medium and what impact the proposal may have on these providers.

### **Educational aspects of the proposal**

The proposer has not provided details regarding the performance outcomes of pupils at Foundation Phase and key stage 2. The proposer has suitably considered the most recent Estyn inspection report which was good overall. The proposer then reasonably concludes that the most likely impact of the proposal would be to improve the learning environment and experience and provide a more coherent Foundation Phase. This would be by eliminating a stage of transition between nursery and reception thus ensuring continuity of learning for pupils.

The proposer has provided details of the school's categorisation under the national school categorisation system. It has been categorised in the green category for support from which the proposer deduces that it is a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

The proposer has undertaken a useful community impact assessment and an equality impact assessment. These appear to show that there will be very little impact on vulnerable groups. The proposer also states that there will be no

change to the current provision offered for pupils with special educational needs at the school.

The proposer has not commented in the proposal document on how any potential disruption to learners will be minimised.

### **The Local Government response to Estyn**

**The proposer has not identified any risks associated with the proposal. However it has not clearly defined how the nursery provision will be incorporated on the Pembrey school site. It has also not considered the risk that parents may send their children to the other nursery providers in the area rather than to Pembrey primary school.**

Risks and Counter Measures were included in the Supplementary Information which was sent out to all Stakeholders via e-mail on 22/12/15.

**The proposer has not commented in the proposal document on how any potential disruption to learners will be minimised.**

The authority will work with the pupils to ensure smooth transition and integration into the school.

# Appendix D

## Consultation with the Pupils

Consultation undertaken on the 3<sup>rd</sup> February 2016

By

Mrs Mari Owen

Associate Challenge Adviser

Carmarthenshire County Council

# Carmarthenshire County Council

## Listening to 'Learner Voice'

### School – Pembrey

Date: - 3<sup>rd</sup> February 2016

Session undertaken by Mari Owen

Interviewed School Council and senior pupils

**1. Would you like to be part of a bigger school that has more pupils?**

#### Comments

- Yes, because more people so more friends
- Yes because there would be more teachers

**2. Do you think it's a good idea for the school to become 3-11?**

#### Comments

- Yes because children develop more skills at an early age if they start school at 3
- Yes, because pupils would be more confident at earlier age

**3. What would be the advantages of a 3 - 11 school? What would you look forward to most?**

#### Comments

- We would look forward to being Buddies to work with 3 year olds; there would be more opportunities to be a buddy.

**4. Are there any disadvantages? Is there anything that you would be worried about?**

**Comments**

- Some children are too young or too immature to start school at 3 but there would be a choice for parents
- Flying Start cabin on the yard taking some of the yard space is a disadvantage but this is not where the nursery is located



# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg – Bwriad i newid ystod oedran Ysgol Gynradd Pwll o 4-11 i 3-11

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Ystyried y sylwadau a ddaeth i law o ganlyniad i'r ymgynghoriad (Amgaeir yr Adroddiad am yr Ymgynghoriad).
2. Cymeradwyo cyhoeddi hysbysiad statudol i weithredu'r cynllun.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES**

### Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Gareth Jones (Addysg a Phlant)

<p><b>Y Gyfarwyddiaeth:</b> Addysg a Phlant</p> <p><b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans</p> <p><b>Awdur yr adroddiad:</b> Simon Davies</p>	<p><b>Swyddi:</b></p> <p>Prif Swyddog Addysg</p> <p>Rheolwr Moderneiddio Ysgolion</p>	<p><b>Rhifau Ffôn / Cyfeiriadau E-bost:</b></p> <p>01267 246649 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a></p> <p>01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a></p>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Modernising Education Programme (MEP) proposal to change the age range of Pwll Primary School from 4-11 to 3-11

### Background

The Flying Start programme in Carmarthenshire is a Welsh Government prevention initiative, providing families with children aged 0-3 years with a range of targeted intensive prevention services, who live in geographic areas of deprivation within Carmarthenshire. The provision of good quality childcare for children from 2-3 years of age is the centre-piece of service delivered under the Flying Start initiative. The quality childcare provision focuses on children living in disadvantaged communities and aims to improve their outcomes in preparation for school and in the long term.

As a result of the original eight and more recently an additional nine geographic areas being identified to receive targeted services, Flying Start currently commission childcare based in a number of Carmarthenshire Primary Schools.

The age range of Pwll CP School is currently age range 4-11. This has presented the Authority with a challenge whereby children can benefit from interventions through the Flying Start programme until they are three years of age but have no provision for nearly a year until admitted to school. One of the advantages of the Flying Start programme located on school sites is to facilitate entry into school at the age of three. Therefore, to ensure continuity of progression for these disadvantaged children into primary school, the Authority has arranged for nursery provision to commence at these schools. The children can now benefit from interventions through the Flying Start programme until they are admitted to school. The Head teachers and Governing Bodies of these schools have been consulted on the new arrangements and are fully supportive.

Under the 2013 School Organisation Statutory Code a regulated alteration such as a change in the age range of a school by a year or more requires a proposal to be published to formalise arrangements. The Authority is therefore required to complete a statutory consultation process which, if approved, will commence in the Summer Term 2016.

## Conclusion

In order to support the seamless transition of pupils through the Flying Start programme to school admission, it is considered essential that the County Council moves to extend the age range of Pwll School from 4-11 to 3-11 as soon as possible, through the instigation of formal statutory procedures.

Should Executive Board grant permission to proceed to Statutory Notice, the intention is to publish week beginning 9th May 2016.

Following the end of the Statutory Notice period, an objection report which summarises any objections received by stakeholders, will be presented to the Education & Children Scrutiny Committee and Executive Board for their consideration.

## Recommendation

This provides the Education & Children Scrutiny Committee and the Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

The process outlined above would enable the proposal to be presented to County Council for determination in November 2016.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>
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## IMPLICATIONS

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

Signed: **Gareth Morgans**                      **Chief Education Officer**

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

### 1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

### 2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

### 3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

### 5. Risk Management Issues

Continuing with current age range of schools would not reflect the present position. The statutory consultation process needs to be completed to formalise arrangements.

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Gareth Morgans Chief Education Officer

- 1. Local Member(s)** – Local Members, Cllr. Siân Caiach, Cllr. Penny Edwards (Hengoed Ward). No observations were received during the formal consultation period.
- 2. Community / Town Council** – The Community Council has been consulted formally during the formal consultation period. Observations were received from Llanelli Rural Council during the formal consultation period.
- 3. Relevant Partners** – Not applicable.
- 4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions were consulted during the formal consultation stage. No observations were received during the formal consultation period.

Staff (Teaching and Ancillary) Ysgol Y Bynea	Governors and Parents, Ysgol Y Bynea
Carmarthenshire Children's Partnership Child Care / Early Years** Communities First Partnership	Community Councillors Llanelli Rural Council Llanelli Town Council
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	Diocesan Director of Education & RC
Flying Start	

<b>Section 100D Local Government Act, 1972 – Access to Information</b>		
<b>List of Background Papers used in the preparation of this report:</b>		
These are detailed below.		
<b>Title of Document</b>	<b>File Ref No.</b>	<b>Locations that the papers are available for public inspection</b>
Planning School Places - Primary Schools – The Way Forward		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – the County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Education and Learning – Useful Links
Modernising Education Provision Timeline/ Rollout:		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> Executive Board – 31/05/05
School Organisation Code		<a href="http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en">http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en</a>
MEP Annual Report 2013/14 and Programme 2014/15		<a href="http://www.carmarthenshire.gov.uk/">http://www.carmarthenshire.gov.uk/</a> County Council Agenda 14 <sup>th</sup> January 2015
Strategic Outline Programme 21 <sup>st</sup> Century Schools		<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire's Welsh in Education Strategic Plan 2014- 2017		<a href="http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx">http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx</a>
Consultation Document		<a href="http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/primary-schools/pwll/">http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/primary-schools/pwll/</a>

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# **CONSULTATION REPORT**

**Proposal to change the age range from 4-11 to 3-11 in  
Pwll Primary School**

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# Appendix A

## List of Respondents to the Consultation Document





# **Appendix B**

**Summary of observations received following publication of the Consultation Document  
and Local Authority related responses**

CATEGORY	OBSERVATION	RESPONSE
No. 1	<p><b>Proposal to change the age range from 4-11 to 3-11</b></p> <p><b>Agree with the proposal</b></p> <p>1. The council fully supports the proposal.</p>	<p><b>Proposal to change the age range from 4-11 to 3-11</b></p> <p><b>Agree with the proposal</b></p> <p>1. The support was noted.</p>

# **Appendix C**

**ESTYN RESPONSE TO CONSULTATION DOCUMENT**

## **Estyn response to the proposal by Carmarthenshire County Council to change the age range of Pwll C.P. School from 4 to 11 to 3 to 11 as soon as possible.**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Introduction**

The proposal is by Carmarthenshire County Council. The proposal is to change the age range of Pwll C.P. School from 4 to 11 to 3 to 11.

### **Summary/ Conclusion**

The proposal has been developed in line with the council's programme to change the age range of nursery school provision. It is likely that the current proposal will at least maintain education provision and outcomes for pupils in the area.

### **Description and benefits**

The proposer has given a clear rationale for the proposal. The proposer reasonably states that extending the age range is likely to provide more effective transition of pupils through the Flying Start programme into school at 3 years of age. It gives a clear rationale as to how the Flying Start provision focuses on children living in disadvantaged communities and how it aims to improve their outcomes in preparation for school.

The proposer clearly sets out what they expect to achieve and the benefits from the proposal and these appear to be reasonable.

The proposer has not considered the disadvantages or other alternatives of the proposal. The proposer has not documented that there are any specific risks associated with the proposal and has not, therefore, considered any measures to manage or mitigate such risks.

The proposer has suitably considered the impact of the proposal on pupil travel arrangements, which would not differ from the current arrangements. The proposer has provided information about neighbouring school capacities and tables of current and anticipated pupil numbers. The proposer suggests that there has not been any change in pupil numbers and trends over the past three years. However, the proposer has not documented the impact, if any, of this information.

The proposer has stated that there will be no change to the current provision offered to the pupils with special education needs.

The proposer has undertaken a suitable Community Impact Assessment.

The proposer explains that an accessibility audit was undertaken in 2009. It suitably includes information about the quality of the accommodation and references the condition category of the schools as identified in by the 21st Century Schools Survey.

### **Educational aspects of the proposal**

The proposer has considered suitably the impact of the proposal on the quality and standard of education using the Estyn inspection report and National School Categorisation System. The nursery school has made good progress following inspection in 2013 and no further monitoring is required. However, there is not enough detail in the proposal to assess the impact of provision or leadership and management. There are no summary tables of performance data.

## **The Local Authority response to Estyn**

**The proposer has not considered the disadvantages or other alternatives of the proposal. The proposer has not documented that there are any specific risks associated with the proposal and has not, therefore, considered any measures to manage or mitigate such risks.**

Risks and Counter Measures were included in the Supplementary Information which was sent out to all Stakeholders via e-mail on 22/12/15.

**The proposer has considered suitably the impact of the proposal on the quality and standard of education using the Estyn inspection report and National School Categorisation System. The nursery school has made good progress following inspection in 2013 and no further monitoring is required. However, there is not enough detail in the proposal to assess the impact of provision or leadership and management. There are no summary tables of performance data.**

The content of the proposal will both reinforce and enhance current partnership in an effective and practical manner. All partners will benefit from additional tiers of collaboration which will be in place to support individual learner needs from the age of three onwards. The beneficial impact and progress of such collaboration will be monitored and reviewed on a regular basis during link partnership meetings.

# **Appendix D**

## **Consultation with the Pupils**

Consultation undertaken on the 3<sup>rd</sup> February 2016

By

Mrs Mari Owen

Associate Challenge Adviser

Garmarthenshire County Council



# Carmarthenshire County Council

## Listening to 'Learner Voice'

### School – Pwll

Date: - 3<sup>rd</sup> February 2016

Session undertaken by Mari Owen

Interviewed School Council and KS2 Pupils (8)

**1. Would you like to be part of a bigger school that has more pupils?**

#### Comments

- Yes, more children would make the school more popular

**2. Do you think it's a good idea for the school to become 3-11?**

#### Comments

- Yes. The children of the people from the area would have more learning opportunities, and more time to learn in the extra year.
- The extra year would give teachers more time to teach pupils the things they need to learn.
- Developing from Flying Start (on site) to Pwll nursery class would ensure the school did and not losing pupils for two terms. That would be good.

**3. What would be the advantages of a 3 - 11 school? What would you look forward to most?**

**Sylwadau / Comments**

- We would enjoy looking after the 'little ones'
- We would make new friends
- We would meet new people
- We would like the 3year old pupils to wear uniform as well in order to feel they belong to Pwll school

**4. Are there any disadvantages? Is there anything that you would be worried about?**

**Comments**

- There could be a lot of noise if there were a lot of new people
- It would be upsetting to see the little ones cry
- We would be worried about the different play areas / yards – the slope needs to be made safer or get rid of slope because the pupils could fall and hurt themselves

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Y Rhaglen Moderneiddio Addysg – Bwriad i newid ystod oedran Ysgol Gynradd Y Bynea o 4-11 i 3-11

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Ystyried y sylwadau a ddaeth i law o ganlyniad i'r ymgynghoriad (Amgaeir yr Adroddiad am yr Ymgynghoriad).
2. Cymeradwyo cyhoeddi hysbysiad statudol i weithredu'r cynllun.

### Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES**

### Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Gareth Jones (Addysg a Phlant)

<b>Y Gyfarwyddiaeth:</b> Addysg a Phlant  <b>Enw Pennaeth y Gwasanaeth:</b> Gareth Morgans  <b>Awdur yr adroddiad:</b> Simon Davies	<b>Swyddi:</b>  Prif Swyddog Addysg  Rheolwr Moderneiddio Ysgolion	<b>Rhifau Ffôn / Cyfeiriadau E-bost:</b>  01267 246649 <a href="mailto:edgmorgans@sirgar.gov.uk">edgmorgans@sirgar.gov.uk</a>  01267 246471 <a href="mailto:sidavies@sirgar.gov.uk">sidavies@sirgar.gov.uk</a>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Modernising Education Programme (MEP) proposal to change the age range of Bynea Primary School from 4-11 to 3-11

### Background

The Flying Start programme in Carmarthenshire is a Welsh Government prevention initiative, providing families with children aged 0-3 years with a range of targeted intensive prevention services, who live in geographic areas of deprivation within Carmarthenshire. The provision of good quality childcare for children from 2-3 years of age is the centre-piece of service delivered under the Flying Start initiative. The quality childcare provision focuses on children living in disadvantaged communities and aims to improve their outcomes in preparation for school and in the long term.

As a result of the original eight and more recently an additional nine geographic areas being identified to receive targeted services, Flying Start currently commission childcare based in a number of Carmarthenshire Primary Schools.

The age range of Bynea CP School is currently age range 4-11. This has presented the Authority with a challenge whereby children can benefit from interventions through the Flying Start programme until they are three years of age but have no provision for nearly a year until admitted to school. One of the advantages of the Flying Start programme located on school sites is to facilitate entry into school at the age of three. Therefore, to ensure continuity of progression for these disadvantaged children into primary school, the Authority has arranged for nursery provision to commence at these schools. The children can now benefit from interventions through the Flying Start programme until they are admitted to school. The Head teachers and Governing Bodies of these schools have been consulted on the new arrangements and are fully supportive.

Under the 2013 School Organisation Statutory Code a regulated alteration such as a change in the age range of a school by a year or more requires a proposal to be published to formalise arrangements. The Authority is therefore required to complete a statutory consultation process which, if approved, will commence in the Summer Term 2016.

## Conclusion

In order to support the seamless transition of pupils through the Flying Start programme to school admission, it is considered essential that the County Council moves to extend the age range of Bynea School from 4-11 to 3-11 as soon as possible, through the instigation of formal statutory procedures.

Should Executive Board grant permission to proceed to Statutory Notice, the intention is to publish week beginning 9th May 2016.

Following the end of the Statutory Notice period, an objection report which summarises any objections received by stakeholders, will be presented to the Education & Children Scrutiny Committee and Executive Board for their consideration.

## Recommendation

This provides the Education & Children Scrutiny Committee and the Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

The process outlined above would enable the proposal to be presented to County Council for determination in November 2016.

<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>
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## IMPLICATIONS

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

Signed: **Gareth Morgans**

**Chief Education Officer**

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

### 1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

### 2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

### 3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

### 5. Risk Management Issues

Continuing with current age range of schools would not reflect the present position. The statutory consultation process needs to be completed to formalise arrangements.

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Gareth Morgans

Chief Education Officer

**1. Local Member(s)** – Local Members, Cllr. Deryk Cundy (Bynea Ward). No observations were received during the formal consultation period.

**2. Community / Town Council** – The Community Council has been consulted formally during the formal consultation period. No observations were received during the formal consultation period.

**3. Relevant Partners** – Not applicable.

**4. Staff Side Representatives and other Organisations** – Teaching and non-teaching staff unions were consulted during the formal consultation stage. No observations were received during the formal consultation period.

Staff (Teaching and Ancillary) Ysgol Y Bynea	Governors and Parents, Ysgol Y Bynea
Carmarthenshire Children's Partnership Child Care / Early Years** Communities First Partnership	Community Councillors Llanelli Rural Council Llanelli Town Council
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	Diocesan Director of Education & RC
Flying Start	

<b>Section 100D Local Government Act, 1972 – Access to Information</b>		
<b>List of Background Papers used in the preparation of this report:</b>		
These are detailed below.		
<b>Title of Document</b>	<b>File Ref No.</b>	<b>Locations that the papers are available for public inspection</b>
Planning School Places - Primary Schools – The Way Forward		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – the County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Education and Learning – Useful Links
Modernising Education Provision Timeline/ Rollout:		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme		<a href="http://www.carmarthenshire.gov.uk">www.carmarthenshire.gov.uk</a> Executive Board – 31/05/05
School Organisation Code		<a href="http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en">http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en</a>
MEP Annual Report 2013/14 and Programme 2014/15		<a href="http://www.carmarthenshire.gov.uk/">http://www.carmarthenshire.gov.uk/</a> County Council Agenda 14 <sup>th</sup> January 2015
Strategic Outline Programme 21 <sup>st</sup> Century Schools		<a href="#">Strategic Outline Programme 21st Century Schools</a>
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017		<a href="http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx">http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx</a>
Consultation Document		<a href="http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/primary-schools/betws/">http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/primary-schools/betws/</a>



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# **CONSULTATION REPORT**

**Proposal to change the age range from 4-11 to 3-11 in  
Bynea Primary School**

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# Appendix A

## List of Respondents to the Consultation Document

**Bynea Primary School Observation Received List**

**No observations were received**

# **Appendix B**

**Summary of observations received following publication of the Consultation Document  
and Local Authority related responses**

# **Appendix C**

**ESTYN RESPONSE TO CONSULTATION DOCUMENT**

## **Estyn response to the proposal to change the age range of Ysgol y Bynea from 4 – 11 to 3 - 11**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

### **Introduction**

The proposal is by Carmarthenshire County Council.

The proposal is to change the age range of Ysgol y Bynea from 4 – 11 to 3 - 11.

### **Summary / Conclusion**

The proposer has clearly outlined the benefits of the proposal in addressing the issue of facilitating effective transition into the school from Bynea Flying Start provision.

It is Estyn's opinion that the proposal is likely to at least maintain the current standards of education in the area.

### **Description and benefits**

The proposer has provided a clear rationale for the proposal. It is to ensure that pupils have a seamless transition from the Flying Start provision currently based at the school into nursery provision. Currently Flying Start provides for children ages 2-3 years and the current age range of the school is 4-11 years. Therefore, there is a gap in provision within the school for children between the ages of 3 and 4.

The proposer has appropriately considered the relative advantages of the proposal. However, the proposer has not identified any disadvantages or how it currently provides for these children at present and as such has not sufficiently considered effect on any other provision. For example, the proposer has not considered any possible risk to the Cylch Meithrin based at

Llwynhendy Integrated Children's Centre that is within 1-mile radius of Ysgol y Bynea. The proposer has considered the risk that other schools in the area may be affected by the proposals concerning the number of children attending nearby schools. The data shows that other schools in the surrounding area are currently above their capacity and that Ysgol y Bynea has sufficient surplus places. The proposer has suitably demonstrated that the proposal will slightly reduce the surplus places currently at the school.

The proposer has not shown that it has considered other alternatives to this current proposal.

The proposer has suitably considered the impact of the proposal on learner travel arrangements, which is likely to be limited. It intends to support home to school travel in line with the council's home to school transport policy.

The proposer has completed a suitable fairness and equalities impact assessment that clearly considers the impact of the proposals on pupils demonstrating the protected characteristics. The assessment appropriately considers the positive impact of this proposal to provide for the age of pupils between 3 and 4. This assessment also considers the impact of the proposals on the Welsh language and reasonably concludes that there is no impact on Welsh medium provision in the area.

### **Educational aspects of the proposal**

The proposer has not provided any data on the school's current performance apart from that the school is currently in standards group 3 considering national categorisation. The local consortium has placed the school in the yellow colour coded support category that indicates that the school knows what it is doing well and what it needs to improve. The proposer has also appropriately considered the most recent Estyn inspection outcomes for Ysgol y Bynea. The proposer has not suitably considered the impact on outcomes or leadership at the school.

The proposer believes that the proposal will have a positive impact on the learning experiences for pupils. The proposer has appropriately considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase. The proposer believes that the proposal would improve the learning environment and experience and would provide a more coherent Foundation Phase for learners by eliminating the stage of a transition between nursery and reception. It has also suitably considered the likelihood of more effective transition between Foundation Phase and key stage 2.

The proposer has suitably considered the condition of the building for the proposal but has not identified how the new provision will be accommodated within the school.

The proposer suitably considered that the proposal would not impact on the current provision offered for pupils with special educational needs.

### **The Local Authority's response to Estyn**

**The proposer has not provided any data on the school's current performance apart from that the school is currently in standards group 3 considering national categorisation. The local consortium has placed the school in the yellow colour coded support category that indicates that the school knows what it is doing well and what it needs to improve. The proposer has also appropriately considered the most recent Estyn inspection outcomes for Ysgol y Bynea. The proposer has not suitably considered the impact on outcomes or leadership at the school.**

The content of the proposal will both reinforce and enhance current partnership in an effective and practical manner. All partners will benefit from additional tiers of collaboration which will be in place to support individual learner needs from the age of three onwards. The beneficial impact and progress of such collaboration will be monitored and reviewed on a regular basis during link partnership meetings.



# **Appendix D**

## **Consultation with the Pupils**

Consultation undertaken on the 3<sup>rd</sup> February 2016

By

Mrs Mari Owen

Associate Challenge Adviser

Carmarthenshire County Council

# Carmarthenshire County Council

## Listening to 'Learner Voice'

### School – Bynea

Date: - 3<sup>rd</sup> February 2016

Session undertaken by Mari Owen

### Interviewed School Council

**1. Would you like to be part of a bigger school / that has more pupils?**

#### Comments

- Pupils thought it was a good idea to welcome new pupils of 3 years old to the school and make it a bigger school.

**2. Do you think it's a good idea for the school to become 3-11?**

#### Comments

- Making Bynea a 3 – 11 school would mean more learning time for pupils and so it would be a good idea.
- 'Flying start' is for 2-3 year olds on the school site already and so a nursery class for 3 year olds would make sense.

**3. What would be the advantages of a 3 - 11 school? What would you look forward to most?**

**Comments**

- Pupils would look forward to 'learning loads'!
- Allowing 3 year olds to come to Bynea School would allow parents to go shopping or go to work.
- Parents wouldn't have to worry about finding a place in a nursery for their children, they could come to Bynea School
- Being a 3 – 11 school would make sure that little children would not go to other schools instead of Bynea.

**4. Are there any disadvantages? Is there anything that you would be worried about?**

**Comments**

- There are no disadvantages
- Pupils are not worried about being in a 3 – 11 school

Mae'r dudalen hon yn wag yn fwriadol

# PWYLLGOR CRAFFU ADDYSG A PHLANT 9<sup>fed</sup> O FAWRTH 2016

## Diweddaraŵ am Weithrediadau ac Atgyfeiriadau'r Pwyllgor Craffu Addysg a Phlant

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Hoelio sylw ar y cynnydd sy'n cael ei wneud mewn perthynas â'r camau, y ceisiadau neu'r atgyfeiriadau a gofnodwyd yng nghyfarfodydd blaenorol y Pwyllgor.

### Rhesymau:

- Er mwyn i'r aelodau gyflawni eu dyletswyddau craffu mewn perthynas â monitro perfformiad.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: NAC OES**

**Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio: DDIM YN BERTHNASOL**

<b>Y Gyfarwyddiaeth:</b> Prif Weithredwr  <b>Enw Pennaeth y Gwasanaeth:</b> Linda Rees-Jones  <b>Awdur yr adroddiad:</b> Matthew Hughes	<b>Swyddi:</b>  Pennaeth Gweinyddiaeth a'r Gyfraith  Ymgynghorydd Cynorthwyol	<b>Rhifau Ffôn / Cyfeiriadau E-bost:</b>  01267 224010 <a href="mailto:lrjones@sirgar.gov.uk">lrjones@sirgar.gov.uk</a>  01267 224029 <a href="mailto:mahughes@sirgar.gov.uk">mahughes@sirgar.gov.uk</a>
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 9<sup>th</sup> MARCH 2016

## Education & Children Scrutiny Committee Actions and Referrals Update

During the course of a municipal year, several requests for additional information are made by the Committee in order to assist it in discharging its scrutiny role.

The attached report provides members of the Committee with an update on the progress made in relation to these requests.

DETAILED REPORT ATTACHED?	YES
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## IMPLICATIONS

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

Signed: Linda Rees-Jones                      Head of Administration & Law

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

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Linda Rees-Jones                      Head of Administration & Law

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

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

**THESE ARE DETAILED BELOW:**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
E&C Scrutiny Committee Reports and Minutes	<p><b>Meetings held up to July 2015:</b>  <a href="http://www.carmarthenshire.gov.wales/home/council-democracy/committees-meetings/agendas-minutes-(archive)/">http://www.carmarthenshire.gov.wales/home/council-democracy/committees-meetings/agendas-minutes-(archive)/</a></p> <p><b>Meetings from September 2015 onwards:</b>  <a href="http://democracy.carmarthenshire.gov.wales/ieListMeetings.aspx?Committeeld=153">http://democracy.carmarthenshire.gov.wales/ieListMeetings.aspx?Committeeld=153</a></p>

Mae'r dudalen hon yn wag yn fwriadol



**Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau  
Education and Children Scrutiny Committee - Actions and Referrals Update**

<b>Meeting Date</b>	<b>Minuted Action / Referral / Request</b>	<b>Progress Update</b>	<b>Officer</b>	<b>Target / Completion Date</b>	<b>Completed / On-going</b>
18th September 2015 (Joint meeting with E&PP Scrutiny Committee)	<b>Sustaining Post-Sixteen College/School Transport</b> - Unanimously resolved that the Executive Board ask the other Welsh local authorities for full details of how they implemented charges for post-sixteen transport and seek clarification as to whether these had affected post-sixteen education in the long term.	At its meeting on the 30th November 2015, the Executive Board unanimously resolved that the referral from the Joint Scrutiny Committee meeting be acted upon, and that the other Welsh local authorities be asked for statistics for a period of more than one year together with information on the level of charges, and how they were implemented i.e. on a term by term basis or one off annual payment. At its meeting on the 1st February 2016, the Executive Board proposed that the introduction of a charge for home to school transport be deferred for 2 years.	Eifion Bowen / Steve Pilliner / Jackie Edwards / Gaynor Morgan	1st February 2016	Completed
24th September 2015	<b>Provisional Examination and Teacher Assessment Results and Provisional School Attendance Data</b> - Unanimously resolved to establish a task and finish group to undertake a review into the attainment gap for eligible for free school meals learners.	The first meeting of the new group was held on the 8th December 2015. Since this time, the Group has also met in January and February 2016.	Matthew Hughes / Gareth Morgans	8th December 2015	Completed
	Unanimously resolved that the Chair be given delegated authority to accept nominations to serve on the politically balanced task and finish group from the leaders of the political groups (2 Independents, 2 Labour and 2 Plaid Cymru).	The leaders of the political groups were requested to nominate representatives from their respective groups on the 21st October 2015. The Group members are Councillors Eirwyn Williams, Ryan Bartlett, Hugh Richards and Tom Theophilus and Peter Hughes-Griffiths and John James. Co-opted members Simon Pearson and Vera Kenny are also part of the review group.	Matthew Hughes	8th December 2015	Completed
23rd November 2015	<b>MEP proposal to discontinue Llangennech Infant School and Llangennech Junior School and establish Llangennech Community Primary School</b> - Unanimously resolved to endorse the proposal.	At its meeting on the 4th January 2016, the proposal was considered and approved by the Executive Board and following this, a period of consultation commenced which will end on the 18th March 2016.	Rob Sully / Simon Davies	4th January 2016	Completed

**Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau**  
**Education and Children Scrutiny Committee - Actions and Referrals Update**

17th December 2015	<b>Revenue Budget Strategy Consultation 2016/17 to 2018/19</b> - Resolved to request that the Executive Board reconsiders the new policy proposal to reduce the scale of specialist provision for out of school hours Short Breaks/ Respite for Disabled Children & Young People.	At its meeting on the 1st February 2016, the Executive Board proposed that for the Education & Children Department, the saving for short breaks/respite for Disabled Children and young people be removed altogether, taking away a cut of £50,000. In addition it proposed that there be additional investment into the Youth Service (worth £50,000) to bolster professional capacity to strengthen expertise in safeguarding vulnerable young people, especially with respect to sexual exploitation and the risk of radicalisation, thereby supporting prevention and early intervention strategies to avoid disengagement, supporting pathway to employment or training opportunities and minimising the number of young people at risk of becoming NEET.	Owen Bowen / Rob Sully	1st February 2016	Completed
	Resolved to endorse the Charging Digest for the Education and Children Department.	<i>As above</i>	Owen Bowen / Rob Sully	1st February 2016	Completed
	<b>Future provision of Adult Community Learning by the Department for Education &amp; Children</b> - Resolved to endorse the recommendations relating to the Adult Community Learning Service to the Executive Board.	At its meeting on the 4th January 2016, the Executive Board unanimously resolved that (i) the report detailing the need to restructure and refocus the work of the Department for Education and Children's Adult Community Learning Service following significant Welsh Government funding costs be received; (ii) the recommendations for the future delivery of the Adult Community Learning Service within the identified budget for the 2016/17 year, as detailed above, be endorsed; (iii) information about courses offered by organisations and individuals in Carmarthenshire be listed on i-Local.	Aeron Rees / Matt Morden	4th January 2016	Completed

**Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau  
Education and Children Scrutiny Committee - Actions and Referrals Update**

21st January 2016	<b>MEP proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-Medium (WM)</b> - Unanimously resolved that the proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-medium (WM) be endorsed and that the Executive Board and County Council be urged to proceed with the publication of the statutory notice.	At its meeting on the 22nd February 2016, the Executive Board unanimously resolved to recommend to County Council that the proposal change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh Medium (WM), be proceeded with and a Statutory Notice be published to implement the proposal. The matter will be considered by the County Council at its meeting on the 10th March 2016.	Rob Sully / Simon Davies	10th March 2016	On-going
	<b>MEP proposed discontinuation of Copperworks Infant &amp; Nursery School and Lakefield Primary School and establish a new primary school</b> - Unanimously resolved that the Executive Board and County Council endorse the proposal to discontinue Copperworks Infant & Nursery School and Lakefield Primary School (and establish a new primary school) and to implement the proposal as detailed in the Statutory Notice of 3rd November 2015.	At its meeting on the 10th February 2016, County Council unanimously resolved that the Executive Board's recommendation to 'discontinue Copperworks Infant and Nursery School and Lakefield Primary School and to implement the proposal as detailed in the Statutory Notice dated 3rd November, 2015', be adopted.	Rob Sully / Simon Davies	10th February 2016	Completed

Mae'r dudalen hon yn wag yn fwriadol

**EDUCATION & CHILDREN SCRUTINY COMMITTEE**  
**21<sup>st</sup> JANUARY 2016**

*D.S. MAE'R COFNODION CYMRAEG YN CAEL EU CYFIEITHU AR HYN O BRYD*

**Present: Councillor J.E. Williams (Chair)**

**Councillors: D.J.R. Bartlett (Vice-Chair), C.A. Campbell, J.M. Charles, I.W. Davies, W.G. Hopkins, P. Hughes Griffiths, J.D. James, M.J.A. Lewis, D.W.H. Richards, T. Theophilus**

**Mrs. V. Kenny – Roman Catholic Church Representative**

**Also in attendance:**

**Councillor G.O. Jones – Executive Board Member for Education & Children**

**The following officers were in attendance:**

Mr. R. Sully – Director of Education & Children  
 Mr. G. Morgans – Chief Education Officer / Head of Education Services  
 Mr. A. Rees – Head of Learner Programmes  
 Mr. A. Walters – Head of School Effectiveness  
 Mr. S. Davies – School Modernisation Manager  
 Mrs. H. Font – Fitness for Work Manager  
 Mrs. L. Lawrence – Principal HR Officer  
 Mr. M. Hughes – Assistant Consultant

**Venue:** County Hall Chamber, Carmarthen (10:00am – 12:30pm)

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors P.E.M. Jones and J. Williams as well as Mr. S. Pearson (Parent Governor Member).

**2. DECLARATIONS OF PERSONAL INTEREST**

<b>Councillor</b>	<b>Minute Item(s)</b>	<b>Nature of Interest</b>
Councillor D.J.R. Bartlett	Items 6 – 8	He is President of the Carmarthenshire branch of the National Union of Teachers.

**3. DECLARATION OF PROHIBITED PARTY WHIPS**

There were no declarations of party whips.

#### 4. PUBLIC QUESTIONS

No public questions were received.

#### 5. FORTHCOMING ITEMS

The Committee was provided with a list of forthcoming items to be considered at its next meeting scheduled for 11th February 2016.

**RESOLVED** that the items to be considered at the next scheduled meeting on Thursday 11th February 2016, be noted.

#### 6. PROPOSALS FOR 3-19 CURRICULUM AND ASSESSMENT – REFORM IN CARMARTHENSHIRE SCHOOLS

*Councillor D.J.R. Bartlett declared an interest in that he is President of the Carmarthenshire branch of the National Union of Teachers.*

The Committee considered a report relating to 'Paving the Way: A Strategic Review of 3 – 19 Curriculum and Assessment Arrangements in Carmarthenshire'. The proposals had been developed in order to implement the Donaldson (Successful Futures) recommendations, the Furlong Review and the New Deal in all the County's schools and special settings. The purpose of the review was to:

- Outline the main themes and challenges in the present-day curriculum and assessment planning, in response to imminent and far reaching reforms at a national scale.
- Propose original responses to complicated problems posed by impending curriculum and assessment reform.
- Offer firm strategies for implementing meaningful curriculum reform and transformation, in order to benefit the education of all learners in Carmarthenshire.

The following issues were discussed during consideration of the report:

It was asked whether the imminent retirement of the Welsh Government's Education Minister would impact on these proposals and whether a new administration and education minister following the Assembly elections in May, would be likely to make further changes. The Head of Learner Programmes acknowledged that this was a pertinent question but it appeared that there was political consensus in support of the proposals. There was now significant momentum behind the proposed changes which led him to believe that regardless of the result of Assembly election, many of these changes would be implemented.

In response to a question about a curriculum tailored to Carmarthenshire, the Head of Learner Programmes acknowledged that as yet, there had been no specific guidance from the Welsh Government but it appeared that the minister wished to give local authorities flexibility as to what was taught in their schools. He suggested that whilst the core topics within the curriculum would be set across the whole of Wales, teachers in the County would be able to use local history and cultural traditions to give their lessons a local flavour.

It was noted that the 'pioneer schools' listed in the report were all larger primary schools and it was suggested that the curriculum requirements of such schools would be very different to those of a small rural school with two or three teachers. The Head of Learner Programmes acknowledged that those listed were the larger schools simply because they had the capacity to release staff to work on the new developments. However, officers were working to ensure that staff from smaller schools would be able to input into the various curriculum development groups.

It was asked whether Coleg Sir Gâr would have a different curriculum as it was not under the jurisdiction of the Local Authority. The Head of Learner Programmes informed the Committee that the review of the 11-19 curriculum in Carmarthenshire being undertaken by the Learning Transformation Manager, had been carried out in parallel with the development of the Paving the Way document and followed discussions between the Local Authority and the College regarding the development of a strategic vision for education in the County. The review would identify how the existing partnership structures would need to develop and adapt in order to deliver a curriculum that met the needs of all 11-19 learners in the County.

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

## **7. SICKNESS ABSENCE MANAGEMENT WITHIN SCHOOLS**

*Councillor D.J.R. Bartlett declared an interest in that he is President of the Carmarthenshire branch of the National Union of Teachers.*

The Committee considered a report outlining support provided by the Local Authority to schools in relation to sickness absence management. The Committee noted that the use of supply cover in schools to cover sickness absence had been discussed during a previous school visit and that members had subsequently requested this report as part of its forward work programme.

The Committee was informed that following the introduction of the Authority's new Sickness Absence Policy in April 2014, a model policy was sent to all schools for adoption during 2015. Members were also informed of the different initiatives provided by the People Management & Performance Division (within the Chief Executive's Department) to support schools in better absence management, including the Occupational Health Centre and Human Resources advice. The report outlined the following issues:

- Bespoke training for Head teachers on absence management
- Guidance on referrals to Occupational Health
- The introduction of a mutual funding scheme for school absence
- The introduction on an All-Wales Supply Teacher Agency provider

The following issues were discussed during consideration of the report:

Concern was expressed at the use of supply teacher agencies and it was asked whether the Local Authority could facilitate a pool of teachers for use by the County's schools. It was suggested that this would ensure that the teachers were qualified and competent and that they were paid a fair salary. The Principal HR Officer informed the Committee that the National Procurement Service had sought to address these concerns by appointing an all-Wales provider for agency

placements in schools. The provider was called New Directions and as part of its contract, it was required to ensure that all the relevant safeguarding checks had been completed as well as good references sought. The contract also required that the provider have a performance framework with regular supervision and training for those employed by it. However, she added that it was commonplace for head teachers to recommend qualified and competent supply staff to each other.

In response to a further question regarding the possibility of establishing a local arrangement within the County, the Chief Education Officer noted that this could be considered but that he advised that the Authority and schools implement the mutual funding scheme for school absence in the first instance. He reminded the Committee that administering a supply pool would require a team of officers at a time when budgetary pressures continued to increase. He also reminded members that schools were under no obligation to use the new all-Wales provider agency and were free to make local arrangements as had previously been mentioned. However, New Directions' supply teachers were qualified and had been checked and schools could negotiate in order to ensure fair salaries and conditions for the supply teachers.

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

## **8. SCHOOL PERFORMANCE AND ACHIEVEMENTS 2014/15**

*Councillor D.J.R. Bartlett declared an interest in that he is President of the Carmarthenshire branch of the National Union of Teachers.*

The Committee considered the report on school performance and achievement which summarised the key issues arising from an analysis of data in relation to the performance of schools during the academic year 2014/15. The report included the following sections:

- Standards: The County's achievements for 2014/15
- Inspection Outcomes
- Developing Values and Skills

The Committee was informed how performance and standards in the County's schools compared with best performing schools across the ERW region.

The following issues were discussed during consideration of the report:

It was asked how the department intended to implement the areas for improvement outlined in the report. The Chief Education Officer informed the Committee that the three key areas of improvement (Performance of eFSM learners, performance of more able and talented learners, performance at the Foundation Phase) would be included in the departmental business plan for 2016/17 as well as being included in the ERW business plan as the County's key priorities for 2016/17. The Head of School Effectiveness added that every school was categorised in relation to the type of support it required and that Carmarthenshire was the first authority in the ERW region to visit schools on a regular basis to drive improvements. Progress was evident, especially in the secondary sector which had received significant input from officers.



The number of Challenge Advisors working in the County was queried. The Head of School Effectiveness Officer confirmed that there were 12 advisors although aspects of the work were also supported by head teachers or other officers from the department, brought in when necessary.

Reference was made to the importance of leadership in schools but concern expressed that this had been deemed unsatisfactory in 10% of the schools inspected during 2014/15. The Head of School Effectiveness informed the Committee that this related to two schools, both of which had recently come out of ESTYN monitoring following their respective inspections. Officers from the Authority had worked successfully with the schools during this period and it was encouraging to note that Carmarthenshire had no schools in the lowest Welsh performance sector.

It was acknowledged that whilst the report itself was encouraging and that 75% of leadership was deemed to be either excellent or good by ESTYN, it was asked whether this should in turn impact on the teaching and standards, both only deemed to be adequate in 40% of schools. It was suggested that there should be a correlation between excellent leadership and the standards and teaching evident in schools. The Head of School Effectiveness agreed that in theory, strong and effective leadership should lead to improved standards and teaching within schools. However, whilst ESTYN did talk with pupils and survey workbooks in the primary sector, inspectors' decisions on the school standards or teaching were made based on teacher assessments. He added that Carmarthenshire' schools tended to produce quite conservative teacher assessments, often overly self-critical which in turn impacted on how schools were perceived by the inspectors.

Reference was made to the key questions posed by ESTYN during its inspections of schools and it was asked whether the County's schools struggled with any of these in particular. The Head of School Effectiveness noted that attendance had been a key issue for ESTYN in recent times and should a school's attendance figures be a cause for concern, this appeared to have a knock-on effect with inspectors looking for other faults. For example, if attendance was not at a desired level, the care and support provided or the leadership of the head teacher might be questioned, thus leading to lower grading in the final inspection report. The Director of Education & Children reminded the Committee that the Inspection Outcomes Profile for 2014-15 only referred to the 20 schools inspected and cautioned members from drawing too many conclusions from such a small number of cases. He added that in the past, the Authority had been criticised for having too many schools in various ESTYN monitoring categories but this had improved significantly in recent years. The department was now very adept at getting schools out of ESTYN monitoring, should that be required.

In response to a question on the County's performance in relation to other ERW partners, the Chief Education Officer noted that for most categories, Carmarthenshire was 3rd or 4th behind Powys and Ceredigion. The Director of Education & Children noted that it was important to consider the numbers of pupils in the County's schools, compared with some of its neighbours and that Ceredigion and Powys both had fewer numbers of learners who were eligible for free school meals.

Reference was made to the on-going gap between those pupils who were eligible for free school meals and those who were not. The Director of Education & Children

acknowledged that this was one of the County's main challenges and was a key improvement for 2016/17.

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

**9. MODERNISING EDUCATION PROGRAMME – PROPOSAL TO CHANGE THE LANGUAGE CATEGORY OF YSGOL BRO MYRDDIN FROM BILINGUAL (2A) TO WELSH MEDIUM (WM)**

The Committee received a report relating to the proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-medium. The report outlined the observations received following the consultation period and the proposal to publish a statutory notice to implement the changes in April 2016. The following issues were discussed during consideration of the report:

The proposed language category change was welcomed and it was suggested that the provision of a Welsh-medium secondary school in the County was long overdue. It was therefore proposed that the Committee endorse the proposal and urge the Executive Board and County Council to proceed with the publication of the statutory notice. The Committee agreed to the proposal.

Clarification was sought as to what options were available to parents opposed to the proposal. The School Modernisation Manager informed the Committee that Q.E. High School would be the option available to parents in the Carmarthen area who wished for their children to have subjects taught through the medium of English.

**UNANIMOUSLY RESOLVED** that:

9.1 The report be received.

9.2 The proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-medium (WM) be endorsed and that the Executive Board and County Council be urged to proceed with the publication of the statutory notice.

**10. MODERNISING EDUCATION PROGRAMME – PROPOSED DISCONTINUATION OF COPPERWORKS INFANT & NURSERY SCHOOL AND LAKEFIELD PRIMARY SCHOOL AND ESTABLISH A NEW PRIMARY SCHOOL**

The Committee considered the proposal to discontinue Copperworks Infant & Nursery School and Lakefield Primary School in Llanelli and to implement the proposal as detailed in the Statutory Notice dated 3rd November 2015. The following issues were discussed during consideration of the report:

Reference was made to the Committee's visit to Copperworks and Lakefield schools and the concerns voiced by local members regarding traffic issues in and around the proposed site of the new primary school. The School Modernisation Manager informed the Committee that there were plans in place to address these concerns and that these would be dealt with as part of the planning process.

It was asked whether the travellers who had recently occupied the site of the new school would hinder progress of the development. The Director of Education & Children reassured the Committee that officers from the Housing & Public

Protection Division as well as the Police were in dialogue with the travellers and it was envisaged that they would be moved on very soon.

Clarification was sought as to the head teacher for the new school. The Director of Education & Children stated that subject to the approval of the final stage of this process, the first step would be to establish a governing body for the new school and its first role will be to oversee the appointment of a new head teacher and their deputy. He added that the department was eager to commence this process as soon as possible.

The prospect of the establishment of a dual-stream school in this area was welcomed but concern was expressed that the secondary sector in Llanelli was not yet ready to accommodate the numbers of Welsh-speaking pupils who would be ready to move into secondary education in the future. The Director of Education & Children acknowledged that the instigation of a dual language stream was an innovative aspect of the proposal and no objections to this had been received. The Chief Education Officer reassured the Committee that work to prepare secondary schools for this eventuality was already underway. Positive discussions had already been held with Bryngwyn and St. John Lloyd schools whilst Coedcae School had specifically requested assistance from the Authority.

**UNANIMOUSLY RESOLVED** that:

9.1 The report be received.

9.2 The Executive Board and County Council endorse the proposal to discontinue Copperworks Infant & Nursery School and Lakefield Primary School (and establish a new primary school) and to implement the proposal as detailed in the Statutory Notice of 3rd November 2015.

## **11. EDUCATION & CHILDREN TASK AND FINISH GROUP 2015/16 PLANNING AND SCOPING DOCUMENT**

The Chair presented the planning and scoping document for the scrutiny task and finish review which had been established to investigate the attainment gap between learners eligible for free school meals and those who were not. The Committee was informed that the Group had already met on two occasions since December 2015. The following issues were discussed during consideration of the report:

It was suggested that the Welsh Government's definition of poverty was too simplistic and it was asked whether the Group would consider the impact of rural poverty on the performance of pupils in rural schools. The Chief Education Officer welcomed the comments and noted that very often, rural schools were offering far more opportunities for pupils outside the normal school day, than those in urban areas, simply because there were fewer opportunities and facilities in those rural communities. The Chair agreed that the Group would consider the request at a future meeting.

**RESOLVED** to endorse the Task & Finish Group's planning and scoping document.

## **12. EDUCATION & CHILDREN SCRUTINY COMMITTEE – SITE VISIT ACTIVITY REPORT 2014/15**

The Committee considered an activity report on its site visits undertaken during the 2014/15 academic year. A total of 20 schools had been visited between October 2014 and May 2015. The following issues were discussed during consideration of the report:

Clarification was sought as to the future plans for the former Pantycelyn and Gwendraeth Comprehensive Schools. The Director of Education & Children informed the Committee that there was no firm answer for either site at present. The Authority was considering a proposal from Llandovery Town Council that it should move Ysgol Rhys Prichard onto the Pantycelyn site whilst the Head of Corporate Property was leading an officer group which was also considering the options for both sites.

It was suggested that the visits were one of the most important activities undertaken by the Council's scrutiny committees and the Chair reiterated the importance of the visit programme, highlighting some of the key outcomes emerging from the visits held during the past year.

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

**13. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 17<sup>TH</sup> DECEMBER 2015**

Reference was made to the budget consultation and it was asked whether the position regarding protection for schools was now any clearer. The Director of Education & Children informed the Committee that discussions were still on-going between the WLGA and the Welsh Government as some local authorities did not want to pass on the Education Improvement Grant to their schools due to the potential impact on their own budgets. Unfortunately, whilst officers were keen for this to be resolved, he was unable to offer a definitive answer at present.

**RESOLVED** that the minutes of the meeting held on Thursday 17th December 2015, be signed as a correct record.

**SIGNED:** \_\_\_\_\_ (Chair)

**DATE:** \_\_\_\_\_