

DYDD MERCHER, 23AIN RHAGFYR, 2020

AT: HOLL AELODAU'R PWYLLGOR CRAFFU ADDYSG A PHLANT

YR WYF DRWY HYN YN EICH GALW I FYNYCHU RHITH-GYFARFOD O'R **PWYLLGOR CRAFFU ADDYSG A PHLANT** SYDD I'W GYNNAL AM **10.00 YB AR DDYDD MERCHER, 6ED IONAWR, 2021** ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

Wendy Walters

PRIF WEITHREDWR



AILGYLCHWCH OS GWELWCH YN DDA

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County Hall, Carmarthen. SA31 1JP

PWYLLGOR CRAFFU ADDYSG A PHLANT

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

GRŴP PLAID CYMRU – 7 AELOD

- | | | |
|----|------------|--------------------------|
| 1. | Cynghorydd | Liam Bowen |
| 2. | Cynghorydd | Kim Broom |
| 3. | Cynghorydd | Betsan Jones |
| 4. | Cynghorydd | Jean Lewis |
| 5. | Cynghorydd | Darren Price (Cadeirydd) |
| 6. | Cynghorydd | Emlyn Schiavone |
| 7. | Cynghorydd | Dorian Williams |

GRŴP LLAFUR – 3 AELOD

- | | | |
|----|------------|-------------|
| 1. | Cynghorydd | Dot Jones |
| 2. | Cynghorydd | Gary Jones |
| 3. | Cynghorydd | Bill Thomas |

GRŴP ANNIBYNNOL – 2 AELOD

- | | | |
|----|------------|------------------------------|
| 1. | Cynghorydd | Arwel Davies |
| 2. | Cynghorydd | Edward Thomas (Is-Gadeirydd) |

GRŴP ANNIBYNNOL NEWYDD – 1 AELOD

- | | | |
|----|------------|---------------|
| 1. | Cynghorydd | Shahana Najmi |
|----|------------|---------------|

HEB GYSYLLTIAD PLEIDIOL – 1 AELOD

- | | | |
|----|------------|--------------|
| 1. | Cynghorydd | John Jenkins |
|----|------------|--------------|

AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

- | | | |
|----|---------------------|-----------------------------|
| 1. | Mrs V. Kenny | Yr Eglwys Gatholig Rufeinig |
| 2. | Y Parch D. Richards | Yr Eglwys yng Nghymru |

RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

Cyfnod yn y swydd yn dod i ben ar y 31/03/2022

- | | | |
|----|-------------|-----------------------|
| 1. | Lle Gwag | Ardal 1 – Dinefwr |
| 2. | Mr A. Enoch | Ardal 2 – Caerfyrddin |
| 3. | Lle Gwag | Ardal 3 – Llanelli |

AGENDA

1. YMDDIHEURIADAU AM ABSENOLDEB.
2. DATGANIADAU O FUDDIANNAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA.
3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW).
4. LLESIANT A IECHYD MEDDWL STAFF A DISGYBLION - DIWEDDARIAD IONAWR 2021. 5 - 24
5. HERIAU ARIANNOL SY'N WYNEBU YSGOLION. 25 - 52
6. ADRODDIAD TERFYNOL Y GRWP GORCHWYL A GORFFEN - FFORMIWLA ARIANNU ADY. 53 - 58
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8. EITEMAU AR GYFER Y DYFODOL. 61 - 66
9. LLOFNODI YN GOFNOD CYWIR COFNODION CYFARFOD Y PWYLLGOR A GYNHALIWDYD AR 23AIN TACHWEDD, 2020. 67 - 82

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT

6ED IONAWR 2021

Pwnc: Llesiant a Iechyd Meddwl staff a disgyblion – Diweddariad Ionawr 2021

Diben:

I gynnig diweddariad yn y maes dan sylw ar gais y Pwyllgor Addysg a Phlant

I ystyried a chynnig sylwadau ar y materion canlynol:

- Nodi cynnwys yr adroddiad a chynnig sylwadau ac awgrymiadau pellach

Rhesymau: Mae iechyd a lles disgyblion a staff ein hysgolion, a phobl ifanc ac oedolion sy'n glientiaid i'r Adran Addysg a Phlant yn faes o ddiddordeb yn Sir Gaerfyrddin. Mae'r pandemig Covid-19 wedi dwysáu'r diddordeb, gyda chynnydd mewn consyrn cyffredinol a mesurau cefnogol ac ataliol ychwanegol ar waith

Angen penderfyniad Bwrdd Gweithredol – Na

DEILYDD PORTFFOLIO BWRDD GWEITHREDOL: Cyngh. Glynog Davies

Cyfarwyddiaeth Addysg a Phlant

Enwau Pennaeth Gwasanaeth
J. Aeron Rees

Awdur yr Adroddiad
Aeron Rees

Swyddogaethau:

Pennaeth Cwricwlwm a Lles

Pennaeth Cwricwlwm a Lles

Rhifau ffôn:

Cyfeiriadau Ebyst:

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EXECUTIVE SUMMARY
EDUCATION AND CHILDREN SCRUTINY COMMITTEE
6TH JANURAY 2021

Staff and pupil wellbeing and mental health – January 2021 Update

BRIEF SUMMARY OF PURPOSE OF REPORT:

The paper will:

- 1. Provide Background and reference the Pre-Covid Situation**
 - a. Outline established strategy and give a brief policy context
 - b. List provision already in existence for young people and staff

- 2. Describe changes when the pandemic intervened**
 - a. Give an appraisal of the situation from a range of services
 - b. Highlight the proactive response in respect of:
 - i. Pupils and students
 - ii. Other young people within the service's remit
 - iii. Staff

- 3. Suggest next steps**
 - a. With appraisal of progress so far
 - b. How we can capitalise upon opportunities

Whilst focussing on the wellbeing of pupils and school staff, there will also be reference to the wellbeing of other young people, who may not be in school , but still under the remit of the Department for Education and Children (e.g. young adults in the Youth Support Service).

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: **J. Aeron Rees**

Head of Curriculum and Wellbeing

Policy, Crime & Disorder and Equalities YES	Legal NO	Finance YES	ICT YES	Risk Management Issues YES	Staffing Implications YES	Physical Assets NO
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1. Policy and Crime & Disorder

The Department of Education and Children has a pre-existing Wellbeing and Equity Strategy. This has stood services in good stead in navigating through the pandemic. That said, the lockdown, firebreak and intervening periods have thrown up new challenges and created new opportunities which will merit a review of our strategy.

Welsh Government's '*Education in Wales: Our national mission*' brought a new focus to wellbeing, ensuring equity and excellence for all. Taking forward that work, and recommendations by the Senedd Children, Young People and Education (CYPE) Committee, we are now close in Wales to securing an all-Wales framework for a whole-school approach to mental health and emotional wellbeing. This development will be looked at with interest to further inform Carmarthenshire's policy direction.

The legalities around this issue is primarily enshrined in Welsh Government guidance, which has been updated and newly issued in direct response to the pandemic.

3.Finance

There has been increased demand for staff training since the March lockdown. Costs have been met departmentally to fund external providers. This appears an adequate situation currently but is not a determinant of future demand. We have also commissioned some specialist input from key educationalists to inform our approach to pupil wellbeing and may need to continue to broker the expertise from within our budget.

4. ICT

Digital Platforms have provided a very effective way of conducting online professional development during the pandemic. Continued refinement of our platforms and increased staff confidence and competence will be an asset going forward, so that remote learning becomes more sophisticated.

5. Risk Management Issues

New risks have been identified such as the traumas experienced by young people, especially the vulnerable. Support services and pastoral arrangements in schools have themselves been pressurised by additional demand and staffing challenges. There has been a growth in acute concern for some young people, such as an increase in suicide ideation.

6. Staffing Implications

There is no fundamental additional staffing demand, albeit there will continue to be a strong focus on upskilling and developing existing staff i.e. officers, school and special setting leaders and practitioners. Staff in the Department of Education and Children have worked closely with Health and Wellbeing staff in the Chief Executive's Department. It would be desirable if these links, galvanised during lockdown, can be perpetuated and further developed.

CONSULTATIONS

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

Signed: J.A. Rees, Head of Curriculum and Wellbeing

(Please specify the outcomes of consultations undertaken where they arise against the following headings)



1. **Scrutiny Committee – pending**
2. **Local Member(s) - n/a**
3. **Community / Town Council – n/a**
4. **Relevant Partners – Approaches have been shared with Local Authority Link Inspectors**
5. **Staff Side Representatives and other Organisations – Updates in regular ERF meetings**

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE	Yes - Paper forwarded 21.12.21
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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
EVERY LEARNER MATTERS: Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities (2019 – 2030)		  Equity Strategy.final.4.19.d

Staff and pupil wellbeing and mental health – January 2021 Update to ECS Scrutiny

Report Structure

- 1. Background and Pre-Covid Situation**
 - a. Strategy and brief policy context
 - b. provision already in existence for young people and staff
- 2. The Pandemic Intervenes**
 - a. Appraisal of Situation from a range of services
 - b. Proactive Response
 - i. Pupils and students
 - ii. Other Young People
 - iii. Staff
- 3. Next Steps**
 - a. Appraisal of progress so far
 - b. Capitalising upon Opportunities

1. Background and Pre-Covid Situation

- a. Strategy and brief policy context

Prior to the March 2020 lockdown, the Department for Education and Children (DEC) was actively involved with implementing its Wellbeing and Equity Strategy, which had progressed through the corporate process in 2017.

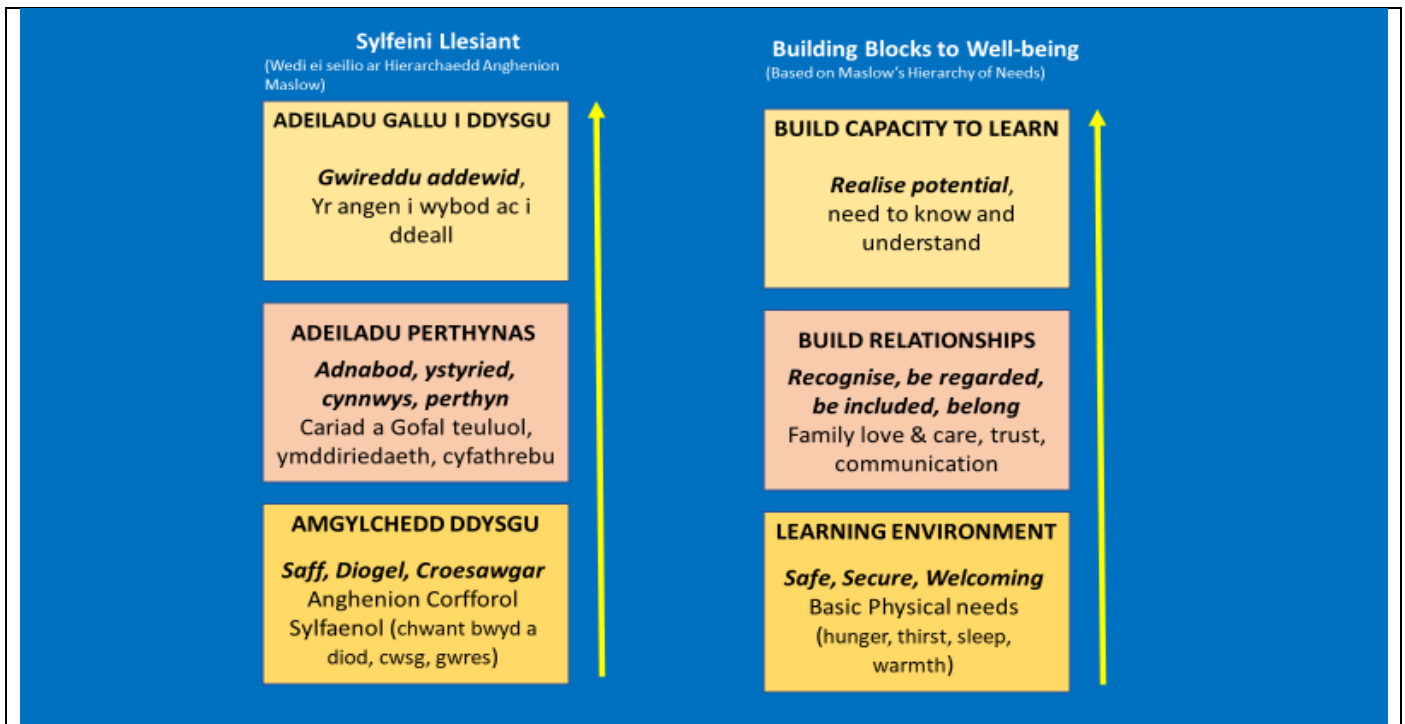
The strapline for our strategy informs us that:

The wellbeing of our young people and staff is integral to our thinking and takes centre-stage

Subsumed within that ideal we contend that:

- **When the basic needs and wellbeing of staff and pupils are catered for, learners are more predisposed to learn**
- **Positive attitudes to learning make it more likely that learners will realise their potential and be as good as they can be**

This approach can be modelled as follows:



At time of authoring, and subsequently, the strategy was informed by a number of key national policy reports, such as:

- *The Wellbeing of Future Generations Act (2015)*¹
- *Education in Wales: our National mission (action plan 2017-21)*²
- Mind over Matter Report (2018)³ and The Missing Middle
- ADEW (2019)⁵

These reports were developed at a time when the discussion around the health and wellbeing of pupils and staff in schools was developing momentum and becoming a live national debate.

The imperative was to harness the salient recommendations offered in literature and to combine those with:

- qualitative and quantitative data drawn from a wide variety of sources in Carmarthenshire
- a wide array of existing service provision at time of writing

... in order to arrive at our strategy.

- provision already in existence for young people and staff

There was a lot in place already, as exemplified by the following:

Support Services in Carmarthenshire pre-Covid.

- Carmarthenshire County Council
 - Carmarthenshire's Wellbeing plan
 - Department for Education and Children
 - *Equity and Wellbeing Strategy*
 - *Behaviour and Engagement Strategy*
 - *Local Curriculum*

- *Healthy Schools*
- *Youth Support Service*
- The ECS Corporate Parenting Team
- The Education and Wellbeing Team
- **Multi-agency & Fora**
- Wellbeing and Young People Group
 - Behaviour and Wellbeing Strategic Implementation Group
 - Supporting Vulnerable Learners' Group
 - Vulnerability Assessment Panel (VAP)
 - Wellbeing, Health and Emotional Support Team (WHEST)
- **Support Services for Schools**
 - *Education Support Advisers & Healthy Schools*
 - *Education and Child Psychology Service*
 - *School Counselling Service*
 - *Child and Adolescent Mental Health Services*
 - *Behaviour Support Community Team*
 - *Pupil Referral Units*
 - *Alternative Curriculum*
 - *Families First / Team around the Family*
 - *Health and Wellbeing LAC*
 - *Carmarthenshire Carers Service*
 - **Wider Support Services**
 - Community Crisis Assessment and Treatment Team
 - Regional suicide and self-harm prevention strategy
 - Young People with Autism
 - *Choices – Substance Misuse Services*

Different approaches operative in our schools....

- Person Centred Planning; Restorative Practices; ACE Awareness; Emotion Coaching; Trauma Informed Practice; Attachment; Neuroscience; Relationship based; PACE (Playfulness, Acceptance, Curiosity and Empathy); Relational play and Theraplay; Mindfulness; Growth mindset

In addition to services referenced, positive strides were being made in pursuit of our strategy, and were manifested by a number of key teacher and head teacher conferences arranged by DEC:

- Health and Wellbeing Area of Learning in the new curriculum for Wales (1.5.19)
- The Missing Middle (7.11.19) – *e.g. those young people in need of specialist support, but falling below the CAMHS (Child and Adult Mental Health Service) thresholds for assistance*

- School Staff Wellbeing Conference (17.1.20)

Therefore, it was on a positive footing of evolving provision that we entered into the pandemic.

2. The Pandemic Intervenes

a. Appraisal of Situation from a range of sources

Evidence from Educational Support Advisers re potential traumas and losses to children during the first lockdown (September 2020):

PUPIL WELLBEING

- Although pupils' return to school was mainly positive in September, and most pupils have been resilient this term, schools are increasingly reporting that pupils are feeling the losses of interactions with other groups/close contact with staff/ experiences and rites of passage they would normally have.
- A few pupils were presenting as tired, lethargic and hungry
- Lockdown has impacted on physical fitness
- Sleeping and eating habits of some have changed
- Vulnerable pupils and/or bordering eFSM (free school meals), affected most.
- Many Head teachers (HTs) are concerned with the capacity to support the emotional and mental wellbeing of pupils and the current limitation on face to face support, especially for the younger pupils from professionals such as counsellors.
- Many HTs have also noted that the virtual contact and support for "latecomers" is providing challenging to support, with new demands on school staff having to be present with individuals or very small groups in virtual sessions by the AGGaD team (Welsh Language and Bilingualism Improvement Teachers)
- More challenging pupil behaviour is on the increase and is being compounded by pandemic circumstances. Schools are keen for additional support from the LA in this area.
- The pre-school provision and communication with professionals vary across the county – thus impacting on transition and the ability for schools to ensure that the correct/suitable provision is in place. (Early Years' strategic group looking into this currently)
- The increase in cases this term has seen a few families choosing to home educate, though more have returned to school, supported by the re-engagement plans which are being developed.

Evidence from Children's Services

- ECPS (Educational and Child Psychology Service) report that, for pupils with higher functioning Autism, some families are struggling to support their child's engagement in remote learning.

Evidence from School Based Counselling

For quarter 2 reporting (June to September):

- 206 children and young people were counselled (with a waiting list of 118), primarily in secondary schools, but:
 - 11 year 6 referrals; 17 year 5 referrals and 8 referrals younger than year 5
- Counselling was a combination of face to face and remote

For time period **17/09/2020 – 01/12/2020**

- Counsellors have made more than a three-fold increase in CAMHS referrals than this time last year (and flagged an additional 13 young people as safeguarding concerns with the Safeguarding Lead at the relevant schools). Of these, there was an eight-fold increase in suicide identification or

actual suicide attempts and 7 young people were referred via MARF (Multi-Agency Referral Forum)/direct contact with Social Services for child protection.

During the same period last year

Counsellors made 12 referrals to CAMHS and 15 to Safeguarding, of these 3 were relating to suicidal ideation.

The trend is within the context of a national increase in suicide ideation.

- Other high-risk concerns are disordered eating and auditory/visual hallucinations and a concern of neglect.
- The main issues experienced since the beginning of this term to date are predominantly related to family, anxiety, stress, behaviour and relationships. It's difficult to say whether the instances of these issues are higher than usual as this data will be fully collated for comparison after the end of the current school term.
- There is an additional challenge to carrying out assessments as many young people are absent or self-isolating and for primary schools there is limited access to school sites/safeguarding concerns from the schools in relation to remote sessions.
- The pastoral support in some schools has been affected by staff having to self-isolate, which has also added pressure to the counselling service

Information from Education Welfare Service

- **Increase in domestic abuse notifications.** During the first lockdown in March, the number of domestic abuse reports rose steeply. On average, there were approximately 28 Operation Encompass notifications shared by police each week. This is approximately twice the number of notifications we would normally get. Numbers of notifications remained high through the summer.
- **Impact on attendance.** Many children have struggled to cope with the impact of the pandemic. Alongside, the period of school closures (March to June), many children have also had one or more periods of self-isolation and remote learning since September. This has impacted on progress in learning and general feelings of anxiety about returning to school. Many pupils report feeling more worried about schoolwork, more anxious about friendship groups and more worried about the future. The uncertainty about exams/ teacher assessment has also had an impact on levels of motivation for pupils in key stage 4.
- **Rise in electively home educated children.** Just before the lockdown in March, we saw numbers of electively home educated children increase. A further increase was noted at the end of August/ start of September where, on average 25 children were becoming EHE each week. The main reason given for de-registering children was anxiety around Covid 19.

Evidence from Youth Support Services

- During lockdown mental health or wellbeing concerns and vulnerability have risen.
- Homeless cases have increased significantly with increased risk of mental health issues, substance misuse and sexual/criminal exploitation
- A number of referrals were also made to other agencies such as Women's aid, GP etc.
- Since March 2020 there are a cohort of young people who've experienced a dip in their emotional wellbeing and, in some cases, this has included self-harming behaviours or attempts at suicide
- Some young people who historically experienced anxiety relating to attendance, the lockdown led to a reduction in symptoms as there was no longer the pressure to attend school. However, where a pupil has

a history of being concerned and anxious to attend school, C-19 appears to have exacerbated the situation in some cases.

- For some other pupils, after an extended period away from school they have returned with a renewed energy to learn
- There are children who cannot attend school and feel isolated at home.
- Work placements are not available, and these have kept many disengaged pupils in school.
- Increase in mental health, anxiety, anger-management, self-harm & Area 43/ CAMHS referrals
- Some vulnerable pupils have not engaged via virtual support
- Harder to reach to reach families; some families have ignored many attempts by colleagues to get in touch.

As the Autumn term has progressed, additional insights have come to the fore, and a number of colleagues have reported that the time leading up to and through the Welsh firebreak has been more challenging than the first lockdown.

b. Proactive Response

i. Pupils and students

School Curriculum

The national curriculum was disappplied on July 13th, with interim learning guidance suggested for schools. The prime focus of the interim learning guidance was to ensure the Health and Wellbeing of pupils; to check in on their needs as evidenced by experiences encountered over lockdown; to concentrate on basic skills (literacy, numeracy and digital) and begin to offer a broad and balanced curriculum around the 4 purposes of the new curriculum (with 'Healthy, confident individuals' being foremost).

Departmental Continuity of Learning Groups

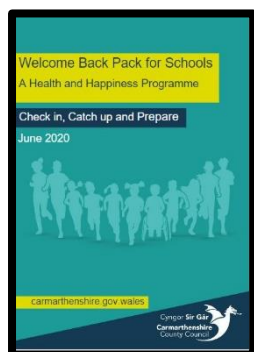
As part of the Departmental 9-point plan for learning continuity, a wellbeing and equity sub-group was set up on a task and finish basis. Comprised of officers drawn from across 3 departmental divisions, the group have met frequently to address and surmount emerging challenges. This group's remit will continue under new arrangements formulated for our departmental meetings structure going forward.

Educational Support Adviser (ESA) Strategy

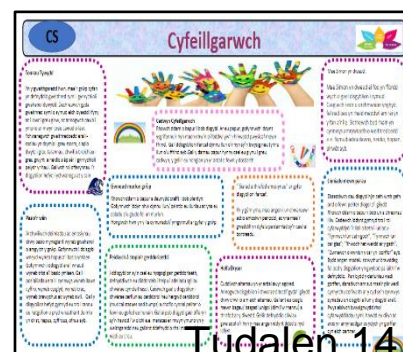
The ESA team are, by their very nature, close to the ground in terms of school operations, Information gleaned from school interactions and other relevant sources have enabled the team to formulate strategies which will proactively address issues emerging at school level. The wellbeing strategy is a comprehensive approach to ensuring that staff and pupils are supported in direct bearing to their need, and also steered to enhance their provision by virtue of prevailing trends and issues which are informed by stakeholder collaboration and our interpretation of the research and emerging good practice landscape.

Furthermore, an exemplar school health and wellbeing development plan has been shared with schools.

Health and Happiness Programme

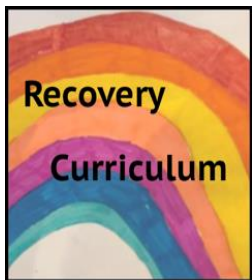


By the time schools re-opened on June 29th, the CCC ECS Health and Happiness programme was ready for deployment. The programme, based on the five ways to wellbeing, provided rich structured opportunities for pupils from Foundation Phase to Key Stage 4 to explore and build on their wellbeing. The pack was developed by a range of officers



drawn mainly from our Education Support Adviser (ESA) team working with our Education and Child Psychology Services (ECPS).

Recovery Curriculum



As part of our 'Autumn Series' of virtual Professional Development programme, a leading academic was enlisted to assist us with our support to schools. Prof. Barry Carpenter holds the Chair of Mental Health in Education at Oxford Brookes University. His son, Matthew, is a Secondary School Head teacher and, together, they delivered a webinar to a sizeable audience on September 22nd entitled, 'A *Recovery Curriculum: reconnection, recovery and resilience*'. The session explored:

• ***The Five Losses children could have experienced during lockdown:*** Routine;

Structure;

Friendship; Opportunity; Freedom

- ***The Four consequences:*** Bereavement; Attachment; Anxiety; Trauma
- ***and, critically, the Five levers to recovery:*** Relationships; Community; Transparent Curriculum; Metacognition; Space

Other Sessions from the Autumn Series

Relevant webinars and resources which impinge on supporting the wellbeing of learners include:

- Parental Engagement (with Lotte Van der Goot, CPS, Netherlands). Parental Involvement 3.0 is an augmented approach to improving home-school arrangements. Many of our schools have been interested in this approach and many parental relationships have been galvanised during the pandemic
- 'Disadvantaged Learners – what works?' (with Prof. Lee Elliot-Major, Professor of Social Mobility, University of Exeter) explored key strategies for supporting learners in poverty to make progress. This was deemed especially relevant at this time as achievement gaps appear to have been opening. The Raising Attainment of Disadvantaged Youngsters (RADY) programme, in conjunction with Erw, has also proved beneficial for many schools
- Accelerated Learning – key pedagogies from the Sutton Trust to assist learners to catch up have been shared with schools. A number of pupils, particularly examination groups, have been concerned about regressing and anxious around the 2021 exam series. Helping them to understand how to catch up have been helpful
- Outdoor Learning has enjoyed some prominence during the early stages of the Autumn term as a safe and proactive way of nurturing wellbeing and learning safely. This has been delivered by an organisation called Learning through Landscapes and also via the SOUL project. There is also a section on outdoor learning in the Health and Happiness Programme, following some prior work on the Great Outdoors at the onset of the lockdown period.

Healthy Schools

The Healthy Schools Team have been very active as per usual. Some of the highlights this term include:

- 4 courses on 'Strategies to Support an Anxious Young Person' delivered to 84 professionals
- 2 Youth Mental Health First Aid Training courses to 28 delegates (smaller cohorts due to C-19 – 56 trained in total so far in this rolling programme)
- The PSE-PLC was held on the 20.11.20. (10 secondary schools)

- Healthy Schools Network promoted:
 - World Suicide Prevention Day
 - World Mental Health Day
 - Sustrans 'Active Journeys' – to promote active travel to school and home
 - The following resources have been shared during the Autumn term:
 - Strategies to Support and Anxious Young Person booklet from Elemental Health
 - The 'Powerful Positive Quotes' resource
 - Exemplar Bereavement Policy
 - Stop It Now! Resources – Sexual Exploitation
 - Panorama – Is TikTok Safe?
 - Directory of educational books and poems regarding Hygiene issues for both Foundation Phase and KS2 pupils
 - Personal Development and Relationships Books
- Activities linked to National Anti-Bullying Week
- Healthy Schools Termly Cluster meetings
 - Mental and Emotional Health,
 - Physical Activity Participation Levels linking with Outdoor Learning
 - Infection Prevention & Control.

Educational and Child Psychology Service (ECPS)

Some of the numerous actions the ECPS has taken action to support the health and wellbeing of pupils, young people and staff this term include:

- repackaged training and guidance materials re emotional literacy, nurturing principles, emotion coaching, bereavement and loss amongst others and made accessible for staff self-led remote learning. These materials can be applied to support both staff and pupil wellbeing
- continued to support ELSAs (Emotional Literacy Support Assistants) in training and supervision through regular Bulletins on Hwb reminding them of key approaches to apply including how to look after their own emotional wellbeing, signposting to key resources to use and by providing remote supervision sessions
- facilitated the fast tracking of the new Emotional Wellbeing TaPPaS model with secondary schools bringing core support services together to support schools in planning to enhance their provision for emotional wellbeing and support complex case management in an integrated way
- produced new and comprehensive guidance on Emotionally Based School Avoidance for schools to use when planning support for pupils who are experiencing difficulty in attending school.
- Area 43 (School Counselling) have continued to provide remote and face to face counselling working in close partnership with schools re effective and safe delivery. We have determined that the safest and most accessible remote platform for delivery of counselling for pupils in and out of schools is Google Meet and Area 43 are in the process of moving over to use of this platform.

Education Welfare Service

- **Increase in domestic abuse referrals** We responded to this trend by increasing awareness in schools of the impact of domestic abuse and promoting support services. The Domestic Abuse Toolkit for schools was updated to reflect Operation Encompass and included new information on VAWDASV (violence against women, domestic avuse and sexual violence). Schools were also sent a list of domestic abuse support services and were asked to place this on their websites under "information for families" so that it was easily accessible. A child protection policy specific to Covid 19 was developed and also included information on domestic abuse and provided prompts for staff who were engaging with pupils remotely. Families open to the team were also RA

where needed, daily contact was provided. A screening tool for telephone calls was also implemented so that families were routinely asked if they were safe to talk and if they were worried about anything.

- **Impact on attendance.** In line with Welsh Government advice, the focus of the team has been on child welfare and support rather than attendance targets. During lockdown, schools were provided with guidance on maintaining regular contact with families. Where they were unable to get a response, they could refer to services on a child welfare basis. We provided a graduated response and, in a small minority of cases only, progressed to welfare checks by police. Support was provided to families around FSM entitlement, wellbeing hampers, debt and financial hardship support, TAF (Team around the Family) and direct work/ emotional support. In addition, we assisted with the delivery and collection of hard copies of schoolwork where families had no access to online working. Guidance was also issued to schools on re-engagement plans and this complemented the recovery curriculum. Where schools failed to engage families in the plan, we continued to accept referrals for these children. Family engagement workers also provided remote “back to school” workshops for primary age pupils.
- **Rise in electively home educated children.** Following the use of engagement plans, the numbers of children becoming EHE dropped significantly to approximately 7 per week and have continued to decrease. When the reason for EHE has been linked to Covid-19, wherever possible the team has assisted pupils to remain on roll at school with relevant support in place

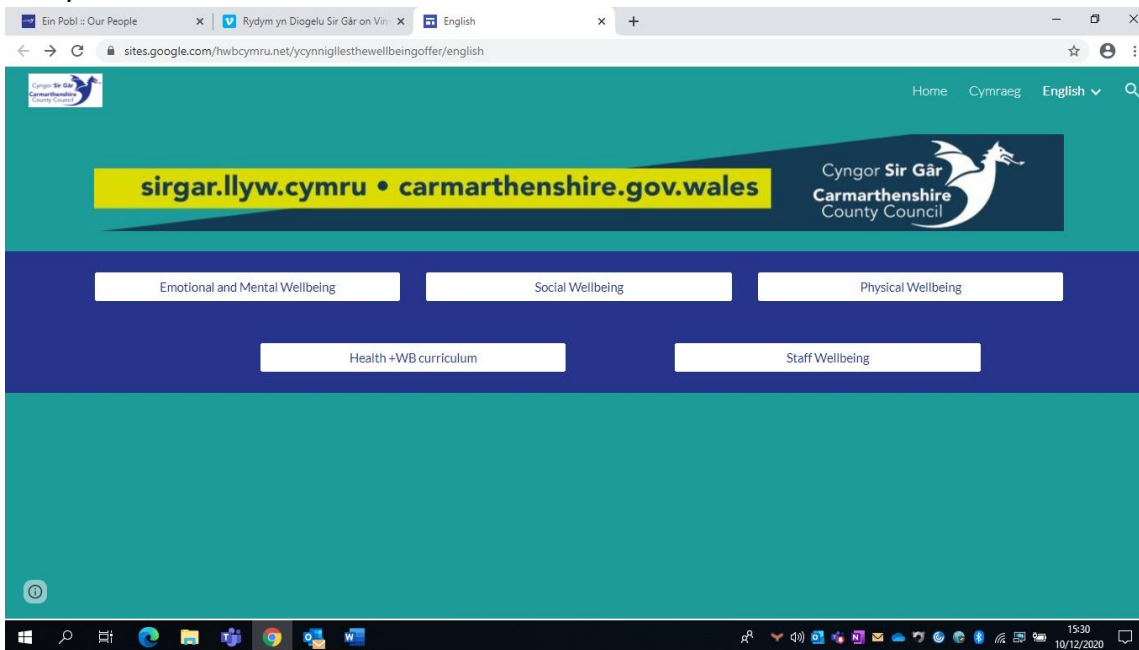
Suicide Ideation and attempts.

The normal protocols and referral pathways have been observed and can come from several sources (e.g. Counselling, Youth Justice etc). We now have quite a few multiagency groups attending to the mental health and wellbeing of young people and adults, including the Suicide and Self Harm Delivery Group.

Regional Training Menu – Professional Learning Opportunities provided by ERW recently and into the new year include:

- **Thinking Differently for Disadvantaged Learners**
- **Wellbeing Matters** - 6 bilingual training videos which use research and evidence-based insights into positive psychology in the context of promoting personal and social awareness throughout the school day
- **Introduction to Adverse Childhood Experiences (ACEs)**
- **Biophilia:** The Science of Nature and Animals - Why being outside makes us happier, healthier and better able to learn
- **Emotion Coaching - Training for New Practitioners**
- **Empathy Lab: Enabling Schools to Take Their First Empathy Step**
- **Trauma Informed Schools: Understanding Attachment and Trauma in the Early Years**
- **Trauma Informed Schools: Understanding Attachment Across the Whole School**
- **Supporting Adopted Learners**
- **Supporting Pupils Vulnerable to Unsuccessful Transition**
- **Professional Learning Programme for Designated LAC (Looked after Children) / Vulnerable Learner Leads -**
 - Introduction to the Designated LAC Lead Role
 - Understanding Attachment Difficulties
 - Using the Observational Checklist
 - Using Relationship Based Play
 - Exploring Protective Behaviours

Department for Education and Children Intranet site (Porth) – Resources relating to all wellbeing matters have been arranged centrally in one repository. Navigating the site is easy and very many resources can be easily accessed.



Nurture - a daily wellbeing plan around nurture principles has been in use. The resource is full of ideas and activities that can/should be used as part of a recovery curriculum for young learners. We also have an Early Years Strategy where there are 4 objectives – is it intended to improve the provision, collaboration and adaptation/development of systems starting from nursery to the age of 5 to make the best start in life. It is a Regional Strategy and suits the approach we have to wellbeing

ii. Other Young People

Youth Support Service

- The priority during this time has been to keep young people safe and reduce the risk of harm to their emotional wellbeing by keeping regular telephone and social media contact to deliver interventions.
- Offering harm reduction advice and supporting them to develop resilience and personal capacity and encouraging them to develop coping strategies and problem-solving skills, working specifically with the most vulnerable young people in their communities. Furthermore, staff took a prominent role in the delivery of hubs for vulnerable children during the school summer holidays
- Comprehensive programme of detached youth work was undertaken to ensure that young people were engaged with in a meaningful manner
- A large focus of the work has been mental health and wellbeing, plus family liaison
- Social media account - A weekly curriculum has been developed covering areas such as mindfulness and wellbeing, healthy eating, mental and emotional health, health and fitness, weekly challenges etc
- Timetable offering themed days e.g. - Scroll free September, period poverty, plastic free July, national biscuit day, friend's day, National Youth Work Week, Pride month, sun safety, volunteering week, deaf awareness, oral health, quarantine tips, Cam Nesa' and Choices (substance misuse service)

- Other focus has included- G.C.S.E and A level results support. Post 16 week – youth workers, careers, housing and training providers all available for live chat. Macmillan coffee afternoon was also included in a live chat
- Across the service, 1-1 support has also been provided to children and young people focussing on issues such as offending, substance misuse, healthy relationships, domestic abuse, safeguarding and risk-taking behaviours and safety online. Health education sessions have been provided for other organisations covering areas such as first aid and CPR training, LGBTQ + support, STAR (Safety, Trust & Respect) courses.
- Prioritised young people at risk/close to being at risk, often being in daily contact with the most vulnerable - facilitated online drop ins with young people who wish to access the service. Offering practical advice, support and guidance through face time or messenger
- Some aspects of programme delivery on a one to one basis such as the STAR programme. This programme encourages young people to develop healthy relationships in their own lives and aims to prevent abuse in future relationships.
- A wellbeing garden is in the process of being developed
- The creation and development of wellbeing activity packs. The packs were developed following feedback from young people struggling with lockdown and the affects it had on their mental, emotional health and wellbeing.
- Focus on water safety education and messages due to a need linked to reports that there were large groups of young people jumping into sea/reservoirs/rivers/harbours etc
- ii. Staff

Issues Identified by ESA team

- Discussion with HTs in the Autumn term, particularly of late, show concern of the impact of managing the additional stress of Covid on Leaders and staff. Staff are on duty with managing their bubbles and it's a more heightened/ responsive day. Leaders feel they are on duty 24/7 and, in some instances, are not delegating things they may previously have delegated because they are concerned by staff workload.
- The word 'exhaustion' has been mentioned several times
- Nearly all HTs note that workload and managing operational guidance is great and overwhelming
- Managing class and providing for pupils SI (self-isolating) is challenging and an extra burden on teachers. Also, there's the issue of teachers and school staff having to increasingly cover for each other (as more staff have to SI)
- One school in particular has noted that the staggered starts to the beginning and end of the day, and introducing an early closure to the school day (although children receive the same learning/contact time) is very advantageous e.g. a school finishing at 2.40 allows teachers and school staff to stay on until 4pm to complete marking/preparing etc allowing them time with their families in the evenings.
- Nearly all HTs have noted their appreciation of the LA support received during the Covid period to date.
- Cumulative impact of stress as other stressors not offloaded
- More anxiety with parents and parents turning to head teachers for additional help and support
- Ever changing developments
- Time-management; 80%+ of time has been related to Covid operational issues
- Information Overload
- Fear of getting something wrong
- Enormity of keeping everyone safe with a largely unknown foe

- Grieving for loss of school and education as it was

Issues Identified by corporate Health and Safety

- Many School leaders are interested in developing small group peer networks
- Welcome LA acting on feedback to improve courses even further

What works well

- School to school plans
- Someone who listens
- Support from Chair and Vice Chair of Governors
- Regular Virtual meetings – short, sharp bursts,
- Support from fellow heads, staff and LA
- Making time to switch off
- Part of fortnight working from home
- Spending time with pupils and staff gives perspective

Additional Support Requested

- Clarity around what needs not to be done in the academic year
- Informal group of school leaders; share good practice, no reinvention of wheels
- Working as Learning Organisations (SLOs)
- Prioritising tasks effectively
- Confidential coaching, supervision
- Exemplar & generic documents
- Wellbeing training for HTs
- Time away from school, such as working from home

Support to Staff and School Leaders

A comprehensive suite of support and training has been available to staff. This has been developed under the leadership and close cooperation of corporate Health and Wellbeing coordinator colleagues from The Chief Executive's Department. A summary of the support and training on offer is summarised in the table below.





Support	Aim
Head Teachers' Wellbeing Focus Group	Focus group of Headteachers and the LA's Health and Wellbeing team. The purpose of the group is to identify key areas of wellbeing support that HTs would benefit from, and to discuss actions that will support these.
Headteachers' Wellbeing Drop-in Sessions	Virtual drop-in sessions open to all Headteachers, where they are invited to discuss their wellbeing and areas concerning their wellbeing. The sessions are also used to share and demonstrate resources.
Peer Support Network	Developed from the Managing Mental Health in the Workplace training course, this will enable Headteachers to utilise a peer support network, which will encourage positive mental health and provide support to one another where needed.
Staff Health and Wellbeing Champion/Lead	Nominate a member of staff as a staff wellbeing lead. To assist with coordinating staff wellbeing within the school. Be a link between the LA's Health and Wellbeing team and the school.
EWASC (Employee Wellbeing Advice and Support Centre)	The Employee Wellbeing Advice and Support Centre has been set up during this uncertain period in order to support employees of Carmarthenshire County Council with the worries or concerns that they may have at this time.
Local Authority's Intranet	Dedicated section for Head Teacher support, as well as an extensive Health and Wellbeing section containing advice, support and resources
Training	
Personal Resilience e-Learning module	Provides information and advice that enables the learning and enhancing of personal resilience
Mental Health at work e-Learning module	An informative module that covers mental health at work, and the support available to employees of Carmarthenshire County Council
Managing Mental Health in the Workplace	An in-depth training course which provides Head Teachers/Managers with the knowledge and skills to recognise the signs and symptoms of common mental health conditions, as well as build your confidence to have open conversations within the workplace.
Governor Training – Supporting Headteacher Wellbeing	Training session for Chairs of Governors on the theme of 'Supporting Headteacher Wellbeing'. Raising awareness of their responsibility to this topic, whilst sharing resources to assist them to successfully support the Headteacher

The latest update re these sessions indicate that good progress is being made:

- Continuation of pilot project with 4 schools (recommenced Sept 2020) - Results of which will be analysed to inform wider schools wellbeing support
- Co-production of 'Welcome Back-Pack' to support school staff in June 2020 following the closure of schools.
- More targeted approach on supporting Head Teachers' wellbeing
 - 3 drop-in sessions delivered to promote resources and support available
 - Half termly drop-in sessions for HTs on the theme of their Wellbeing
 - Wellbeing focus group set up to input into the support developed for HTs Wellbeing
 - Chair of Governors received training specifically on supporting HT's wellbeing
 - ACAS Managing Mental Health training available for all school leaders (4 sessions to date with 4 more planned for the Spring Term)
- Health and Wellbeing Champions scheme has been introduced in schools – 60 Champions have been nominated so far, who will lead on staff wellbeing in their respective schools
- 3x 5-minute Mindfulness drop-in sessions open to all school staff to initiate calm and focus at the beginning of the school day, were delivered in November

County Council Intranet Site

The site is a rich repository of advice and guidance, which is updated regularly and signposts staff to specialist support. We promote the site when opportunities arise in our ongoing dialogue with schools (see screenshot below):

HR	Wellbeing has been defined as 'the state of being comfortable, healthy, or happy', but wellbeing is much wider than this and is a broad experience which encompasses all aspects of life. Given that we spend a large proportion of our lives at work, looking after our workplace wellbeing is of great importance. Workplace wellbeing relates to all areas of working life, such as the safety and comfort of our physical environment, the satisfaction and enjoyment we get out of our job role and how supported we feel within our organisation.
Learning and Development	A happy and healthy workforce is vital to any thriving organisation which is why we continue to prioritise the wellbeing of all our staff, whether you work in front line services, office based or working remotely.
Health and Wellbeing	This section outlines our approach to supporting both your physical and mental wellbeing as well as offering focused and practical solutions for managers. In doing so, we aim to help protect both our workforce and the Authority in the immediate and longer-term future.
Health and Wellbeing	
Stress, mental health and emotional wellbeing	 <p>Stress, Mental Health and Emotional Wellbeing</p> <p>Take a look at our resources and information that we have put together to support you with Stress, Mental Health and Emotional Wellbeing</p>
Back and joint pain	 <p>Lifestyle Advice</p> <p>Visit our Lifestyle Advice Section for information on leading a healthy lifestyle. Find advice, guidance, resources and support to help you do so.</p>
Lifestyle advice	 <p>Health and Wellbeing Champions</p> <p>Find out more about our Health and Wellbeing Champion scheme; Who the champions are, what they do and even become a champion yourself</p>
Guidance for managers and teachers	 <p>Guidance for Managers and Headteachers</p> <p>Information and guidance for Managers and Headteachers on providing positive wellbeing support for your staff and yourselves.</p>
Help and support	
Events and activities	
Strategies and action plans	
Occupational Health	
Health & Safety	

Webinar (Education Support)

Education Support are a charity dedicated to improving the health and wellbeing of the entire education workforce. They are supported by Welsh Government funding to offer their services in Wales, which includes a confidential helpline. CCC ECS was invited on 15.10.20 to showcase the work of the county council in relation to the health and wellbeing agenda for schools in a national webinar (one in English and the first one of its kind in Welsh). On the back of this input, further links with Education Support are anticipated.

Cross-regional Group

ECS CCC represent Erw on the Wellbeing Partnership Programme (consortia, Local Authorities and the Welsh Leadership Academy). Though early stages, it's foreseen that this programme will add value to existing and planned provision. The **Core identified wellbeing needs are as follows:**

- Headteachers need emotional support and a space to reflect upon how well they are doing both personally and professionally
- In these difficult times it can prove challenging for educational staff to find the time to conduct searches for wellbeing support and resources.
- Support and resources tailored to improving the health and wellbeing in the current prevailing climate are required.

In response to evident need, this plan sets the six main elements of the proposed consortia wellbeing support programme:

- Ensuring all Headteachers and staff are aware of and able to easily access existing support and resources
- Develop and deliver programme to provide at least one mental health first aider in every school
- Create capacity to provide every Headteacher with a coach
- Procure and deliver series of bespoke wellbeing webinars
- Develop compassionate principles for leaders in partnership with the Leadership Academy
- Programme of recognition for educational staff at all levels

National Academy for Educational Leadership Wales

Recently, the National Academy has been running weekly small group drop-in sessions for Headteachers, entitled 'Head to Head / Pen i Ben'. Members of the Carmarthenshire Head Teacher group attend these sessions and are feeding back as to the efficacy of the sessions so that we can work to promote this initiative further if it proves fruitful.

3. Next Steps

a. Appraisal of progress so far:

Merits

- Comprehensive package of support for pupils and school staff
- Integrated working has certainly been of benefit for the staff support menu
- Recent initiatives being part of an existing Strategy
- Focus has been maintained irrespective of the pandemic

Challenges

- No magic wand, nor single all-embracing measure to address all personal needs and challenges
- Sustainability of support needs to be monitored
- Early days with some initiatives
- Some messages slow in coming leading to further uncertainty
- Some duplication of provision, though not overly problematic
- May require a further around priorities

b. Capitalising upon Opportunities

For Pupils and young people:

- Further develop the ESA Wellbeing Strategy
- More work on the Health and Wellbeing Area of development
- Investigate the currency of the Recovery Curriculum, with potential for a follow-up session with Prof. Barry Carpenter in the Spring Series of Webinars
- Further develop service-specific strategies
- Further linkages with the consortium Health and Wellbeing Team
- Explore further avenues with Actif Sir Gâr – potential pilot project involving physical literacy

For staff

- Develop a programme incorporating the voice of Head teachers
- Evaluate the impact of the exemplar Health & Wellbeing School Development Plan (SDP) so that all schools have established an all-school approach to manage health and mental well being
- Further development of support to SLTs and Staff
- Continue to develop multiagency working with internal and external partners

In conclusion, supporting the health and wellbeing of staff and pupils has been a key strategic priority and this has been accentuated and magnified by the pandemic. Navigating the pandemic has been a challenge but we feel that challenges are there to be addressed positively and nothing has been insurmountable. We've discovered new ways of working and fresh perspectives, which are unanticipated opportunities that can be built upon for the future.

Annex 1

Literature:

The Wellbeing of Future Generations Act (2015)¹

Education in Wales: our National mission (action plan 2017-21)²

National Assembly for Wales (2018)³: Mind over Matter – a report on the step change needed in emotional and mental health support for children and young people in Wales

Welsh Government and the Association of Directors of Education in Wales⁴ (2019): Well-being conference - 'Developing a partnership approach for mental health and wellbeing'

General Reference:

Department for Education and Children, Carmarthenshire County Council (2019):

EVERY LEARNER MATTERS:

Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities

(2019 – 2030)

Eitem Rhif 5

Y Pwyllgor Craffu Addysg a Phlant
6ed Ionawr 2021

Y Pwnc: Heriau Ariannol Sy'n Wynebu Ysgolion

Y Pwrpas: Amlinellu modelau a heriau ariannu cyfredol o fewn ysgolion cynradd.

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- **Model Ariannu cyfredol Llywodraeth Cymru**
- **Ôl troed ysgolion ac effaith ar gyllid i ysgolion**
- **Balansau Ysgolion**
- **Cyllid Grant**

Y Rhesymau:

- **Mae cyllidebau ysgolion o dan bwysau sylweddol; mae darparu darpariaeth sefydlog a theg ar draws y system yn dod yn fwyfwy anodd.**
- **Bydd yr adroddiad yn tynnu sylw at y model ariannu presennol yn ogystal â thynnu sylw at ddylanwadau cyd-destunol sy'n rhoi pwysau ar y system.**

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: OES

YR AELOD O'R BWRDD GWEITHREDOL SY'N GYFRIFOL AM Y PORTFFOLIO

Cynghorydd Glynog Davies

Y Gyfarwyddiaeth: Addysg a Phlant

Enw Pennaeth y Gwasanaeth: Aneirin Thomas

Awdur yr Adroddiad: Aneirin Thomas

Swyddi:

Pennaeth Gwasanaethau Addysg & Chynhwysiant

Rhifau ffôn:

Cyfeiriadau E-bost: arthomas@sirgar.gov.uk

Executive Summary
Education & Children Scrutiny Committee
6th January 2021

Current funding models and challenges within primary schools.

Access to high quality education is a fundamental right for all our children and young people. It should not depend on where you live, on your social background or the language in which you learn. A good education is one of the most important building blocks a child can receive. It is essential that there is sufficient, equitable funding available to ensure that the education that our children and young people deserve can be delivered effectively, and consistently

This paper outlines the current Fair Funding Budget Allocation to schools and efforts to distribute equitably to the range of primary schools to meet the educational needs of all learners in Carmarthenshire. It also outlines some key contextual influences that currently impact on the funding model in schools.

DETAILED REPORT ATTACHED ?

YES

IMPLICATIONS

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

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

Policy, Crime & Disorder & 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: **Aneirin Thomas** **Head of Education and Inclusion**

(Please specify the outcomes of consultations undertaken where they arise against the following headings)

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

**EXECUTIVE BOARD PORTFOLIO HOLDER AWARE/
CONSULTED**

YES

Include any observations here

N/A

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

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

THERE ARE NONE

Title of Document	File Ref No.	Locations that the papers are available for public inspection

Mae'r dudalen hon yn wag yn fwriadol

Cyllid Ysgolion School Finance

Addysg a Phlant

18.12.20



carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



Tudalen 29

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Summary

Access to high quality education is a fundamental right for all our children and young people. It should not depend on where they live, on their social background or the language in which they learn.

A good education is one of the most important building blocks a child can receive. It is therefore essential that there is sufficient, equitable funding available to ensure that the education that our children and young people deserve can be delivered effectively and consistently

This paper outlines the current Fair Funding Budget Allocation to schools and efforts to distribute equitably to the range of primary schools to meet the educational needs of all learners in Carmarthenshire.

The Welsh Government provides Local Authorities with the Revenue Support Grant (RSG) based on an agreed formula. For education funding it is based on-

- **learner numbers** and
- measures of **deprivation** and
- **sparsity**.

There has been a significant drop in financial reserves within most schools in recent years, and many have accrued deficits which will be very challenging to recoup.

The average budget settlement per primary school pupil for 2019-20 in schools in Wales was **£4033.21**.

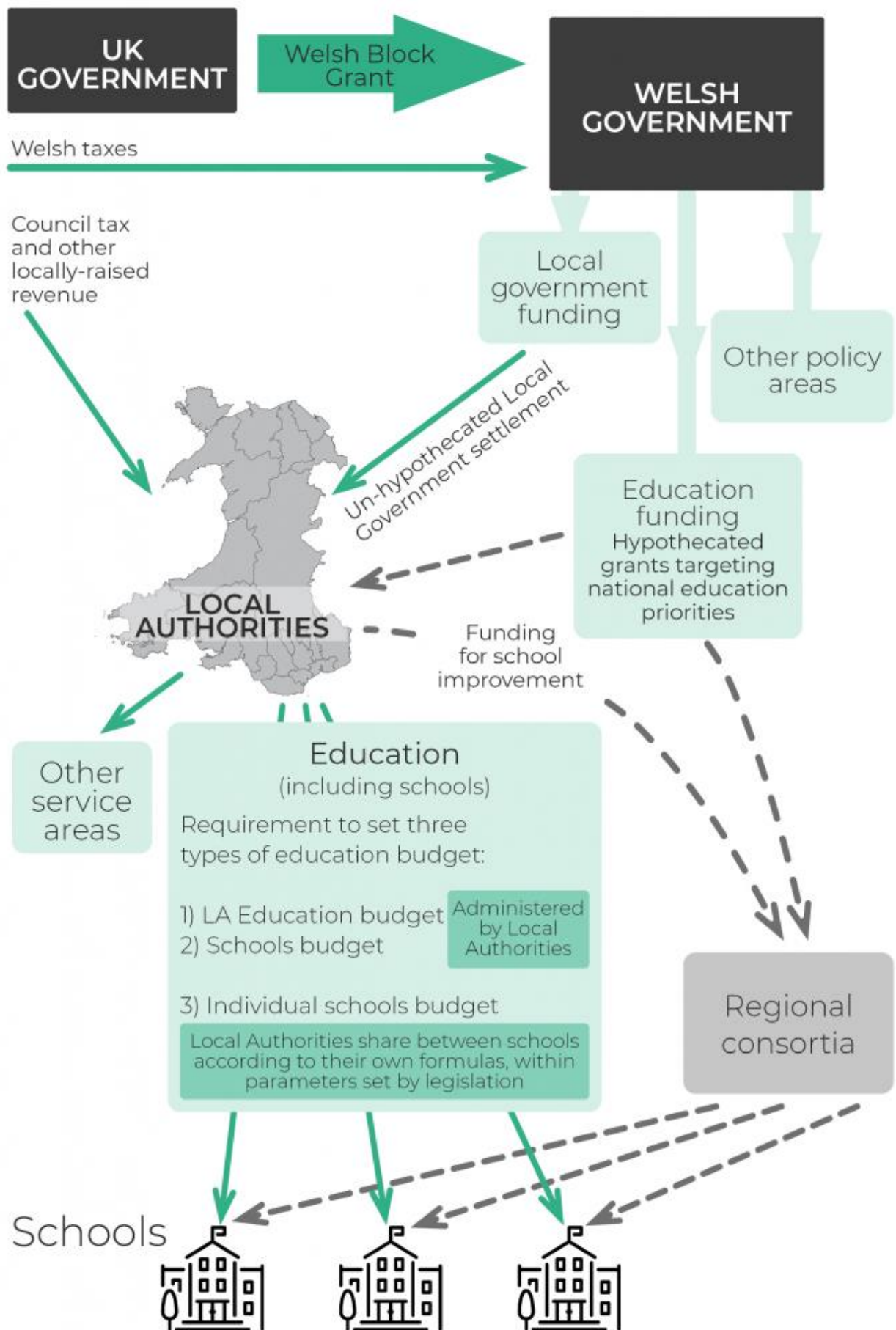
The average for schools in Carmarthenshire was **£3758.16**.

This is in the lowest quartile of settlements in Wales therefore the school system is under greater pressure to provide an equitable standard of delivery within its provision.

Senior officers meet regularly with Headteachers and Chairs of Governing Bodies to scrutinize and offer support in relation to budgets.

However, increasingly, intelligence suggest that adjustments at school level will not be sufficient to address the global funding issue within schools in Carmarthenshire.

The following graphic outlines the funding process for schools-



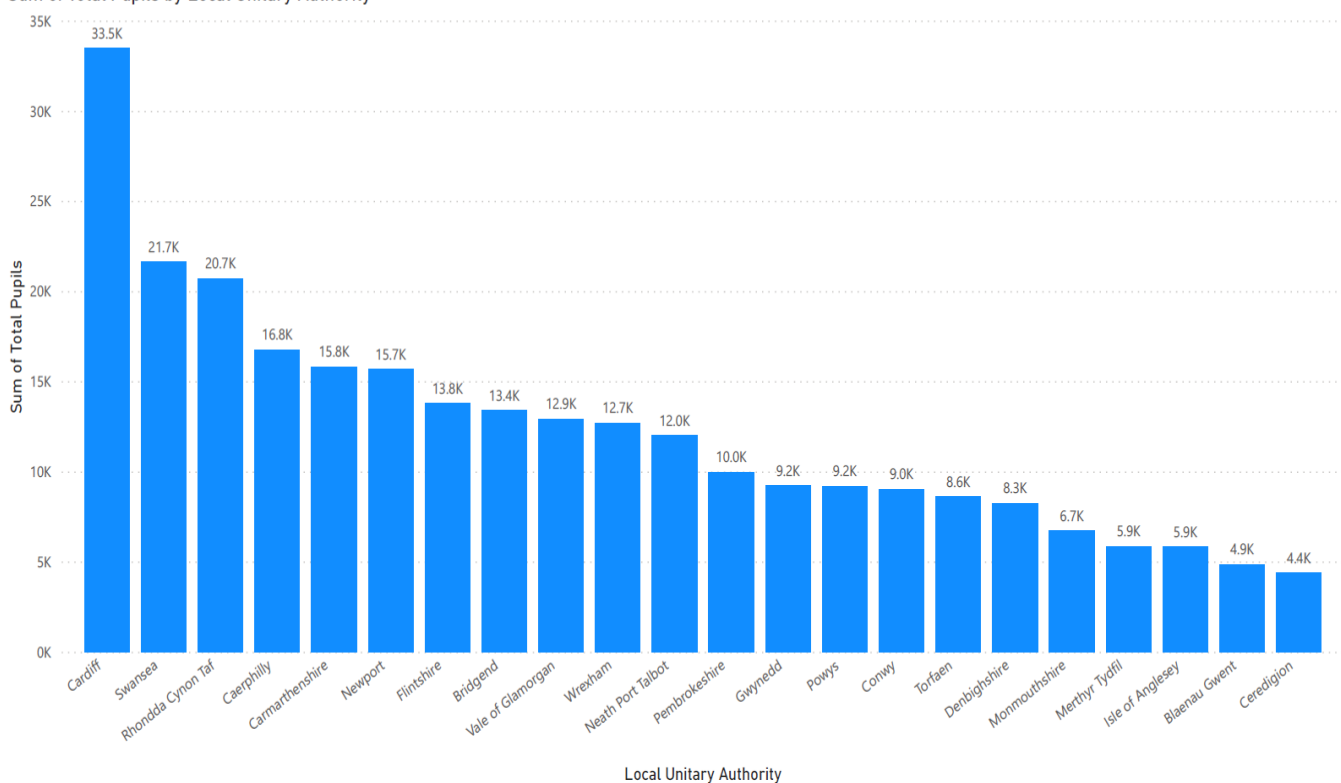
Comparing the number of Primary school pupils across Wales

The information offered in these comparisons have been taken from a range of data from across the Education Department.

- There are 498,500 pupils attending all Primary schools in Wales.
- From the information provided Carmarthenshire has the **5th highest population of Primary aged pupils** (15,800) in Wales after Cardiff, Swansea, Rhondda Cynon Taf and Caerphilly.
- It is evident that whilst many would define Carmarthenshire as a rural County, the densely populated towns of Llanelli, Ammanford and Carmarthen create a pupil population in excess of those attending primary school in traditional highly populated urban areas such as Newport, Bridgend, Vale of Glamorgan, Wrexham and Neath Port Talbot.
- Carmarthenshire’s primary school population is less than half (47.16%) of the primary population of Cardiff, and approximately three quarters of the primary school population of Swansea (72.81%) and Rhondda Cynon Taf (76.33%).
- The Carmarthenshire Primary population is significantly more than that of Ceredigion Primary (28%), Powys (58%), Pembrokeshire (63%) and Gwynedd (58%)

Total Primary School Pupils Per Local Education Authority in Wales

Sum of Total Pupils by Local Unitary Authority

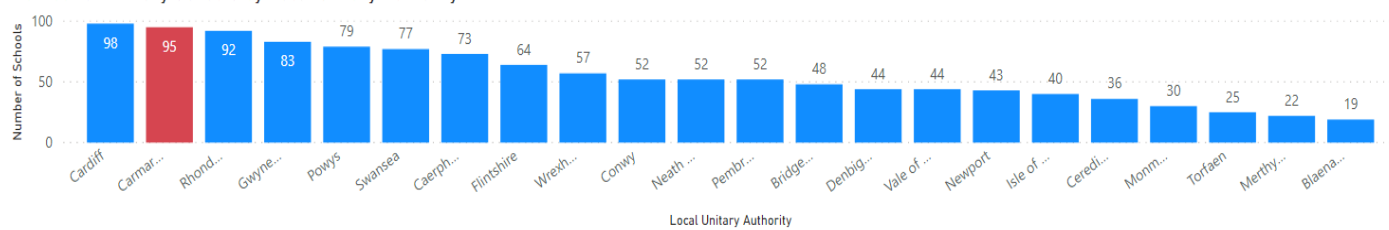


Comparing the number of Primary schools in each Local Authority

- Carmarthenshire has the **second highest number of Primary schools** of all 22 Unitary Authorities in Wales
- Carmarthenshire serves less than half the pupil population when compared to Cardiff and yet has 95 primary schools compared to 98 in Cardiff.
- Swansea has nearly 6000 more pupils yet has 18 fewer primary schools.
- In a rural context Pembrokeshire has rationalised its Primary provision. Pembrokeshire averages over 192 pupils per school, whereas Carmarthenshire only averages 166 pupils per school despite having more densely populated areas.
- One accepts that Powys has issues of rurality and that it averages 116 pupils per school.

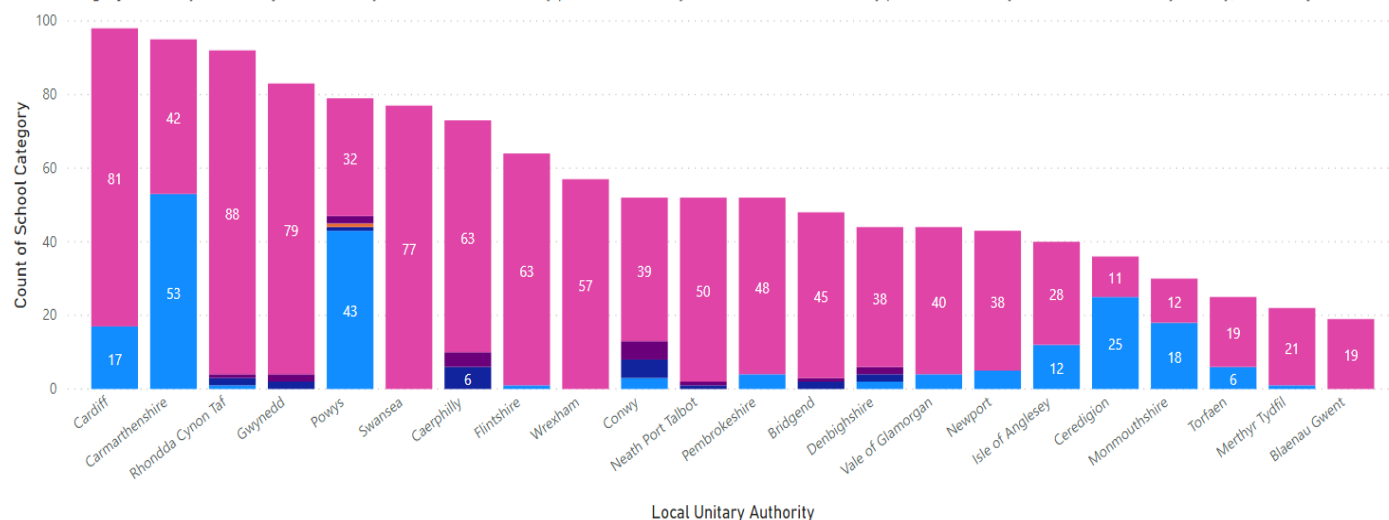
Distribution of Primary Schools In Wales

Number of Primary Schools by Local Unitary Authority



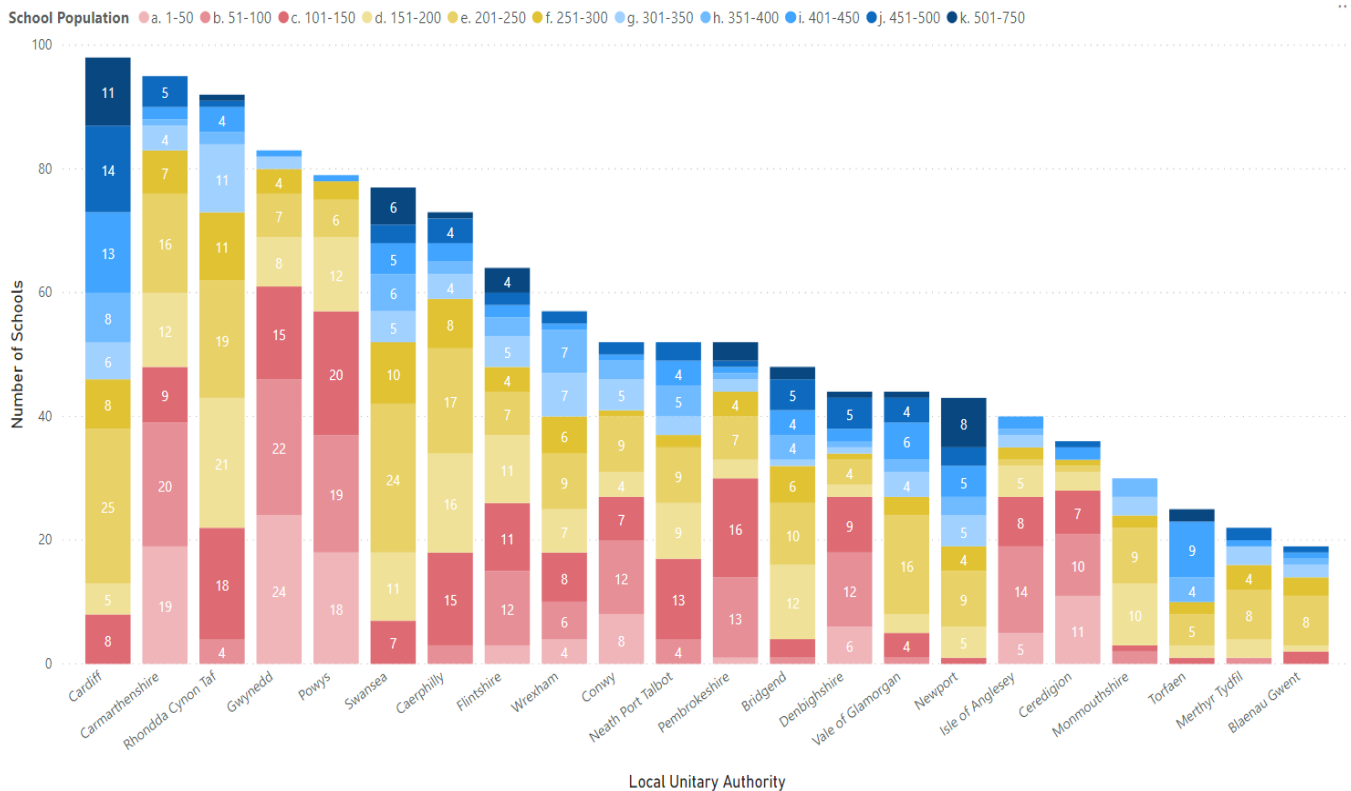
Number of Primary Schools by School Category in each Local Unitary Authority

School Category: Primary: infant and junior (Blue), Primary: Infant school with nursery provision (Dark Blue), Primary: Infant school without nursery provision (Orange), Primary: Junior school (Purple), Primary: nursery, infant and junior (Pink)



The above graph breaks down the number of Primary schools in each Local Authority. Of our 95 primary schools, 53 are a combination of infants and juniors whilst the remainder are a combination of Nursery, Infant and Junior (42).

Number of Primary Schools by School Pupil Population for Local Authority in Wales



The above graph denotes the size of schools in each of the Local Authorities.

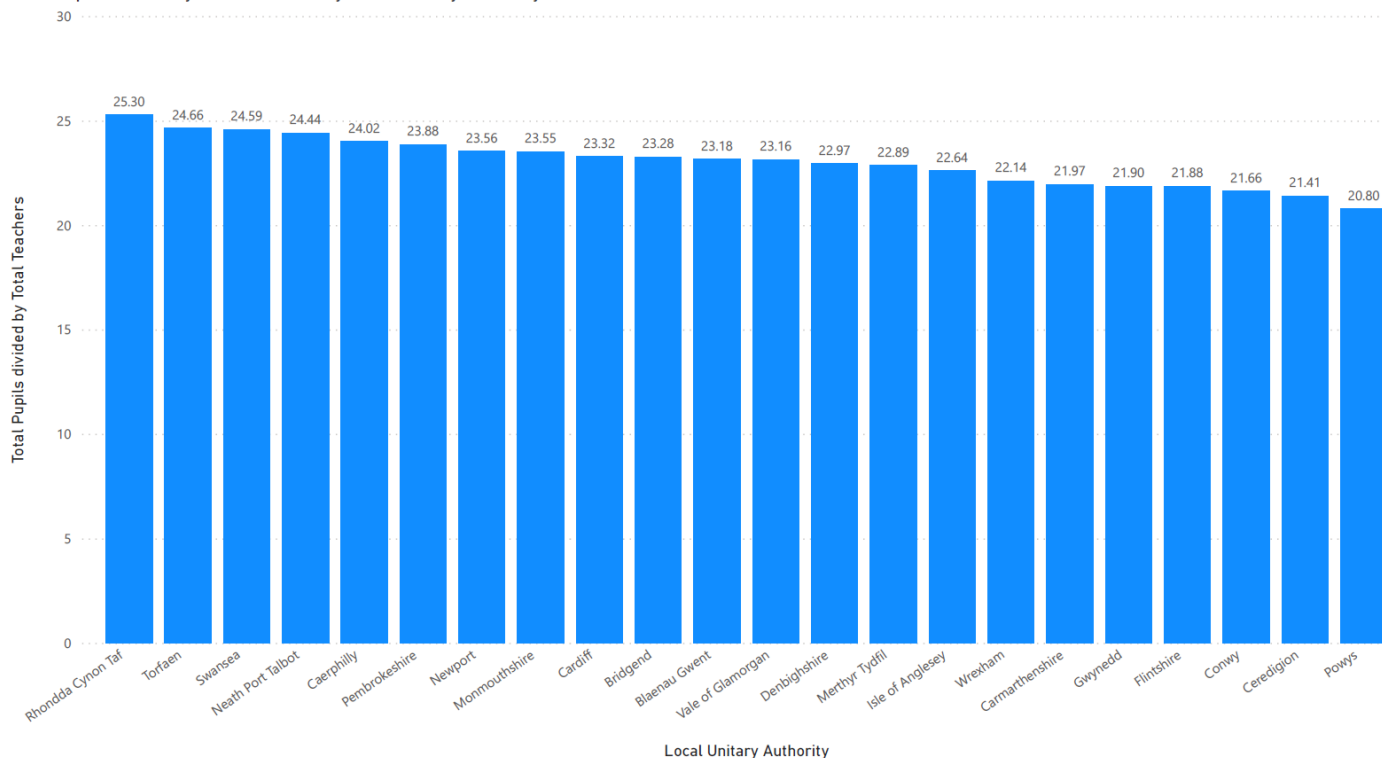
- Carmarthenshire has the 2nd largest number of schools in Wales with 50 or less pupils (19) (cf Gwynedd 24)
- Carmarthenshire has the 2nd largest number of schools in Wales with less than 100 pupils (39) (cf Gwynedd 46)
- Carmarthenshire has the 3rd largest number of schools in Wales with less than 150 pupils (48) (cf Gwynedd 61; Powys 57)
- 20% of Carmarthenshire schools have a population under 50 pupils (compared with 30% in Ceredigion / 5% in Flintshire)
- 42% of Carmarthenshire schools have a population under 100 pupils (compared with 37% in Ceredigion / 23% in Flintshire)
- 50.5% of Carmarthenshire schools have a population under 150 pupils (compared with 19% in Ceredigion / 41% in Flintshire)
- There is strong evidence to support the argument that schools of less than 200 pupils are in need of supplements to off-set the costs of equitable delivery within and across local authorities.

Proportion of Smaller Primary Schools by Local Authority in Wales

Local Unitary Authority	a. 1-50	b. 51-100	c. 101-150	d. 151-200	e. 201-250	f. 251-300	g. 301-350	h. 351-400	i. 401-450	j. 451-500	k. 501-750
Blaenau Gwent			10.53%	5.26%	42.11%	15.79%	10.53%	5.26%	5.26%	5.26%	
Bridgend		2.08%	6.25%	25.00%	20.83%	12.50%	2.08%	8.33%	8.33%	10.42%	4.17%
Caerphilly		4.11%	20.55%	21.92%	23.29%	10.96%	5.48%	2.74%	4.11%	5.48%	1.37%
Cardiff			8.16%	5.10%	25.51%	8.16%	6.12%	8.16%	13.27%	14.29%	11.22%
Carmarthenshire	20.00%	21.05%	9.47%	12.63%	16.84%	7.37%	4.21%	1.05%	2.11%	5.26%	
Ceredigion	30.56%	27.78%	19.44%	8.33%	2.78%	2.78%			5.56%	2.78%	
Conwy	15.38%	23.08%	13.46%	7.69%	17.31%	1.92%	9.62%	5.77%	1.92%	3.85%	
Denbighshire	13.64%	27.27%	20.45%	4.55%	9.09%	2.27%	2.27%	2.27%	4.55%	11.36%	2.27%
Flintshire	4.69%	18.75%	17.19%	17.19%	10.94%	6.25%	7.81%	4.69%	3.13%	3.13%	6.25%
Gwynedd	28.92%	26.51%	18.07%	9.64%	8.43%	4.82%	2.41%		1.20%		
Isle of Anglesey	12.50%	35.00%	20.00%	12.50%	2.50%	5.00%	5.00%	2.50%	5.00%		
Merthyr Tydfil		4.55%		13.64%	36.36%	18.18%	13.64%		4.55%	9.09%	
Monmouthshire		6.67%	3.33%	33.33%	30.00%	6.67%	10.00%	10.00%			
Neath Port Talbot		7.69%	25.00%	17.31%	17.31%	3.85%	5.77%	9.62%	7.69%	5.77%	
Newport			2.33%	11.63%	20.93%	9.30%	11.63%	6.98%	11.63%	6.98%	18.60%
Pembrokeshire	1.92%	25.00%	30.77%	5.77%	13.46%	7.69%	3.85%	1.92%	1.92%	1.92%	5.77%
Powys	22.78%	24.05%	25.32%	15.19%	7.59%	3.80%			1.27%		
Rhondda Cynon Taf		4.35%	19.57%	22.83%	20.65%	11.96%	11.96%	2.17%	4.35%	1.09%	1.09%
Swansea			9.09%	14.29%	31.17%	12.99%	6.49%	7.79%	6.49%	3.90%	7.79%
Torfaen			4.00%	8.00%	20.00%	8.00%		16.00%	36.00%		8.00%
Vale of Glamorgan		2.27%	9.09%	6.82%	36.36%	6.82%	9.09%	4.55%	13.64%	9.09%	2.27%
Wrexham	7.02%	10.53%	14.04%	12.28%	15.79%	10.53%	12.28%	12.28%	1.75%	3.51%	
Total	8.08%	12.73%	14.94%	13.47%	18.45%	7.84%	6.12%	4.65%	5.71%	4.73%	3.27%

Number of teachers uses by Local Authorities to deliver in schools

Total Pupils divided by Total Teachers by Local Unitary Authority



- The Welsh average number of Pupils per Teacher (FTE) is **23.22**

- The average number of pupils per teacher FTE in Carmarthenshire is **21.97**.

School	a. 1-50	School	b. 51-100
BRYNSARON	22.328	PENBOYR	27.990
FERRYSIDE	19.500	BRO BRYNACH	23.355
DREFACH	18.750	CAE'R FELIN	22.143
LLANGAIN	17.533	LAUGHARNE	21.213
BANCYFELIN	16.569	FFAIRFACH	20.287
BANCCFOSFELEN	16.441	BETWS	20.250
MYNYDDYGARREG	16.250	LLANYBYDDER	20.172
LLANLLWNI	16.250	LLANDDAROG	20.099
HAFODWENOG	16.146	PONTHENRI	19.651
LLANPUMSAINT	15.889	ST MARY'S (CARMARTHEN)	19.211
BLAENAU	15.786	CYNWYL ELFED	18.699
CWRT HENRI	15.220	BECA	18.655
LLANEDI	15.000	GWYNFRYN	17.860
LLANSTEFFAN	14.869	LLANNON	17.825
TALLEY	13.662	PUM HEOL	17.400
PONTIETS	12.930	CARWAY	17.373
Y FRO	12.552	ABERGWILLI	16.827
MEIDRIM	9.533	LLANGADOG	16.600
ABERNANT	8.667	LLANMILOE	16.314
		PWLL	12.971

School	c. 101-150	School	d. 151-200
CROSS HANDS	24.219	DAFEN	24.296
PENIEL	24.167	CARREG HIRFAEN	23.382
GORSLAS	23.593	TY-CROES	23.256
CEFNEITHIN	22.551	BYNEA	23.000
Y TYMBL	22.171	LLYS HYWEL	22.571
LLECHYFEDACH	21.006	BRYNSIERFEL	21.962
GWENLLIAN	19.783	HENDY	21.937
PENTIP	18.248	PENYGROES	21.458
MYRDDIN	13.083	ST MARY'S (LLANELLI)	21.429
		TRIMSARAN	21.367
		PENYGAER	20.346
		OLD ROAD	19.000

Ratio of Primary School Pupils to FTE Teachers in Carmarthenshire

Wales Average Number of Pupils Per Teacher (FTE)

23.22

Primary School Average

School	e. 201-250
BRYN	26.750
SWISS VALLEY	26.632
TEILO SANT	26.198
RHYS PRICHARD	25.125
HALFWAY	25.111
LLANDEILO	24.814
BURRY PORT	24.222
BIGYN	23.902
LLANDYBIE	23.222
PEMBREY	23.065
MAES Y MORFA	22.872
NANTGAREDIG	22.690
RICHMOND PARK	21.900
Y CASTELL	21.698
PARCYRHUN	21.100
PONTYBEREM	20.694

School	f. 251-300	g. 301-350	h. 351-400	i. 401-450	j. 451-500
BRO BANW					17.250
BRYN TEG	23.727				
BRYNAMAN	24.000				
DEWI SANT					28.036
FFWRNES					26.227
GRIFFITH JONES		22.808			
JOHNSTOWN					25.839
LLANGUNNOR		26.583			
MODEL				26.481	
PARC Y TYWYN	23.785				
PENRHOS					24.158
RHYDAMAN	24.000				
SARON	21.639				
STEBONHEATH	24.344				
Y BEDOL		26.364			
Y DDERWEN			24.733		
Y DDWYLAN			18.324		
Y FELIN	16.535				
YSGOL GYMRAEG LLANGENNECH					24.297

- Of the 19 schools with less than 50 pupils, 100% fall below the Welsh FTE average.
- Of the 20 schools with a pupil population of between 51 and 100, 90% fall below the Welsh FTE average.
- Of the 9 schools with a pupil population between 101-150, 66% fall below the Welsh FTE average.
- Of schools with a pupil population of up to 150, 89.6% of schools are staffed above the Welsh FTE average. This number of schools accounts for over 50% of Carmarthenshire schools.
- From the data, we can see that there are significant differing ratios when comparing our smaller schools with the larger schools.
- One might argue that Carmarthenshire can offer a more tailored individualised education for its learners with such high pupil/teacher ratios in some of its schools. However, consequential inequality is a key consideration.

Financing of Primary schools in Carmarthenshire

Individual Schools Budget Per Pupil Across Wales

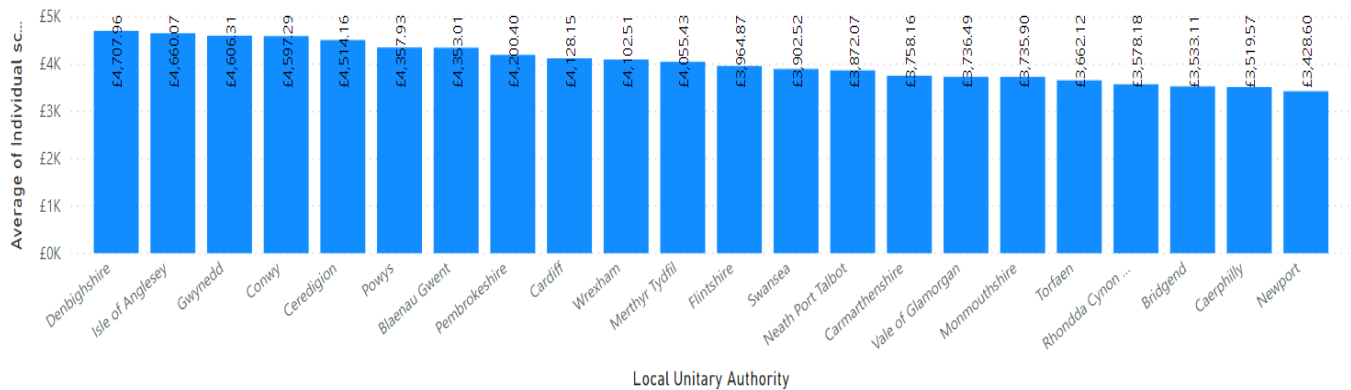
Primary Schools

£4,033.21

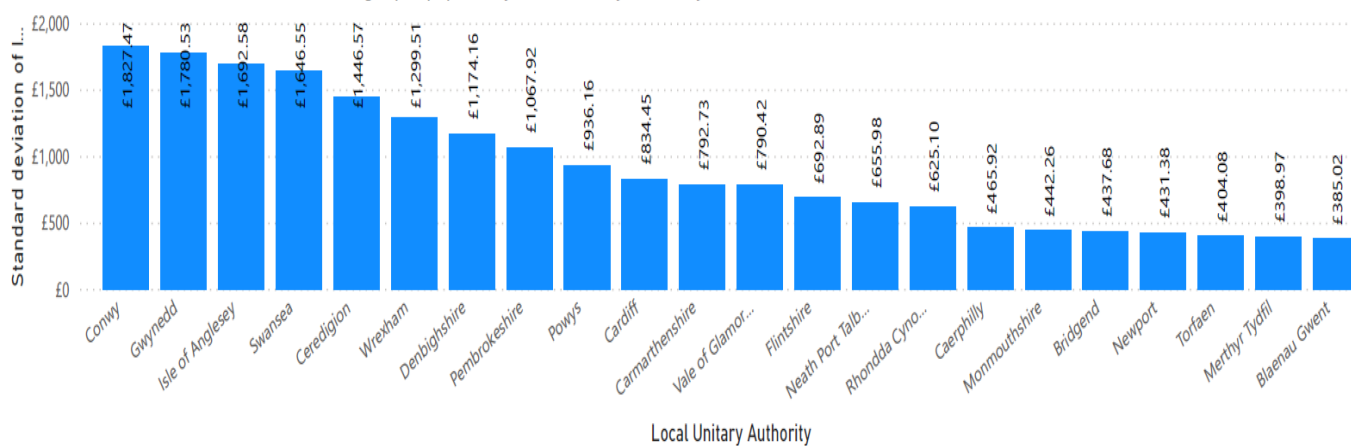
Delegated School Budgets by school 2019-2020

Average of Individual schools budget per pupil (£)

Average of Individual schools budget per pupil (£) by Local Unitary Authority



Standard deviation of Individual schools budget per pupil (£) by Local Unitary Authority

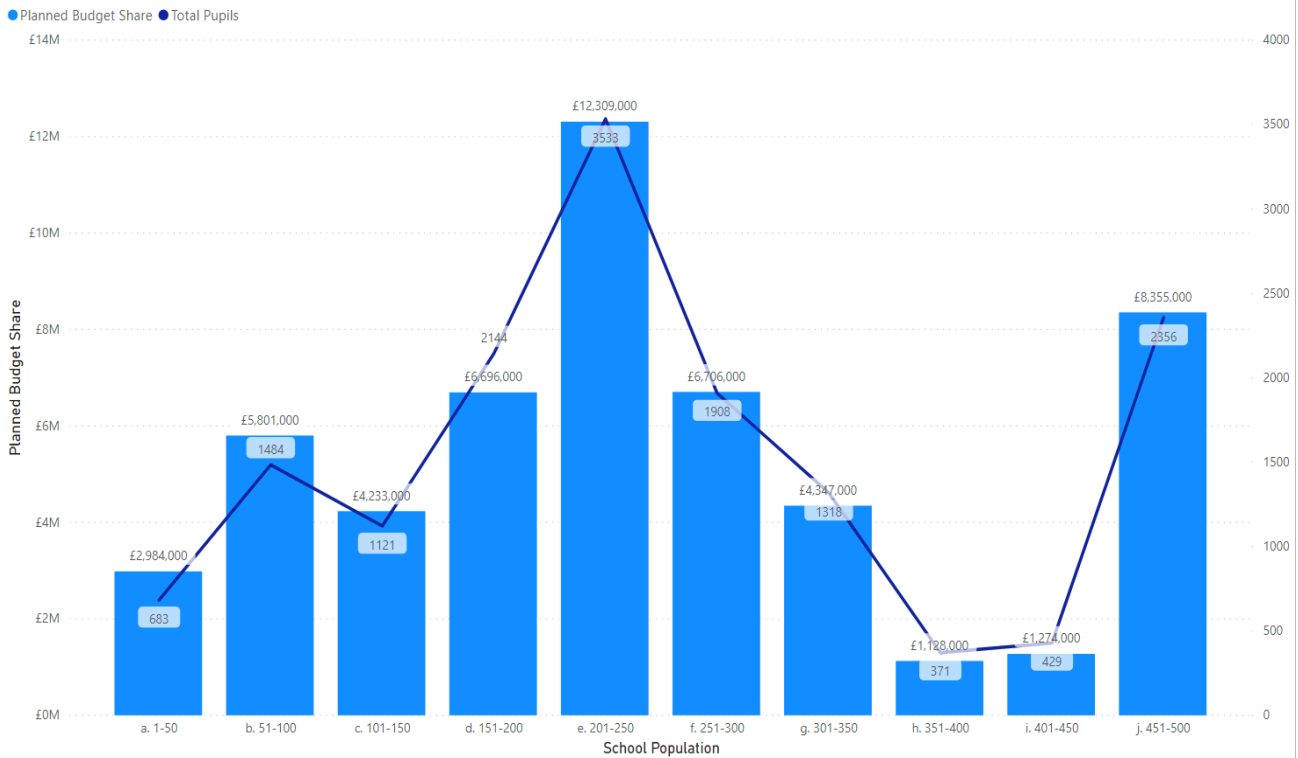


The budget settlement for Primary schools in Carmarthenshire is an average of £3,758 per pupil which places the County 15th out of 22 Local Authorities.

When comparing institutions within local authorities, the standard deviation from average settlement figures is indicative of the variance and proportional allocation across schools within the authority

The capital sum is shared amongst so many schools in Carmarthenshire with the additional costs of buildings, maintenance, utilities and rates all impact on reducing the way the formula funding is distributed.

Planned Budget Share 2019-2020 and Total Pupils by Number Grouping 2020 Primary Schools in Carmarthenshire

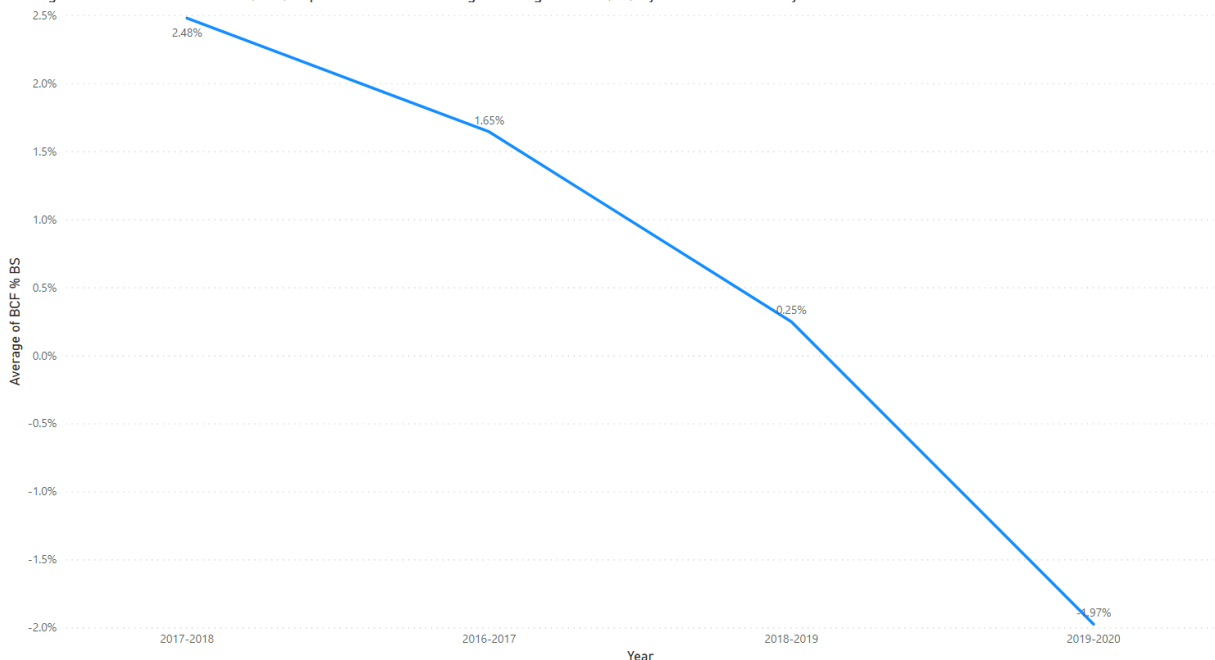


The graph above reveals the budget share against the numbers of pupils attending Carmarthenshire Primary Schools

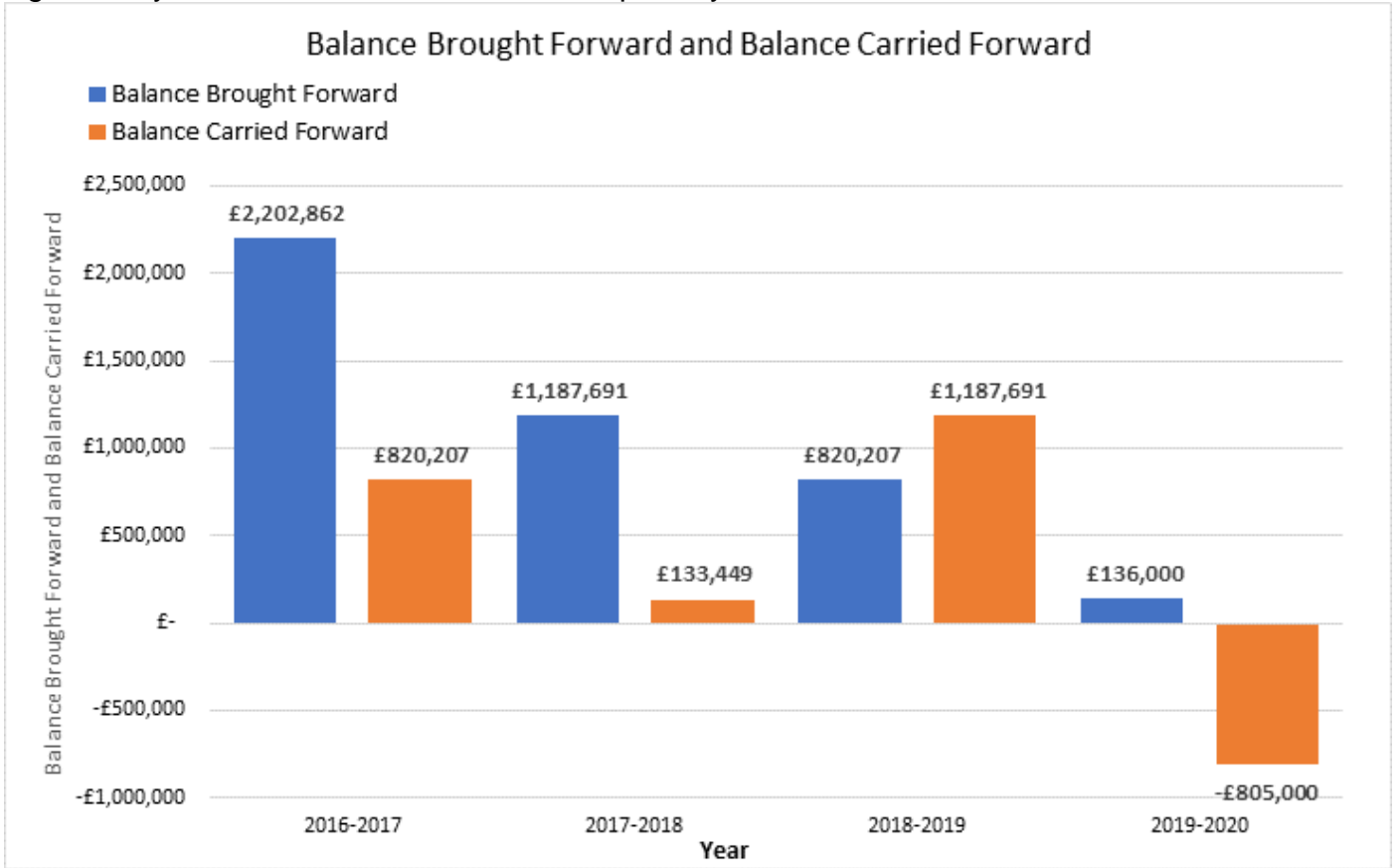
School Balances

The table below which highlights the trajectory of the collective reserves held in Carmarthenshire Primary schools over the last 5 years as a percentage of their budget share. The losses evidenced here are unsustainable and requires immediate attention as the direction of travel into further negative equity cannot be reversed without significant new investment in school revenue funding or significant remodelling of current Primary provision. The collective reserve/debt for Primary schools in April 2019 was -£811,000 (Debt)

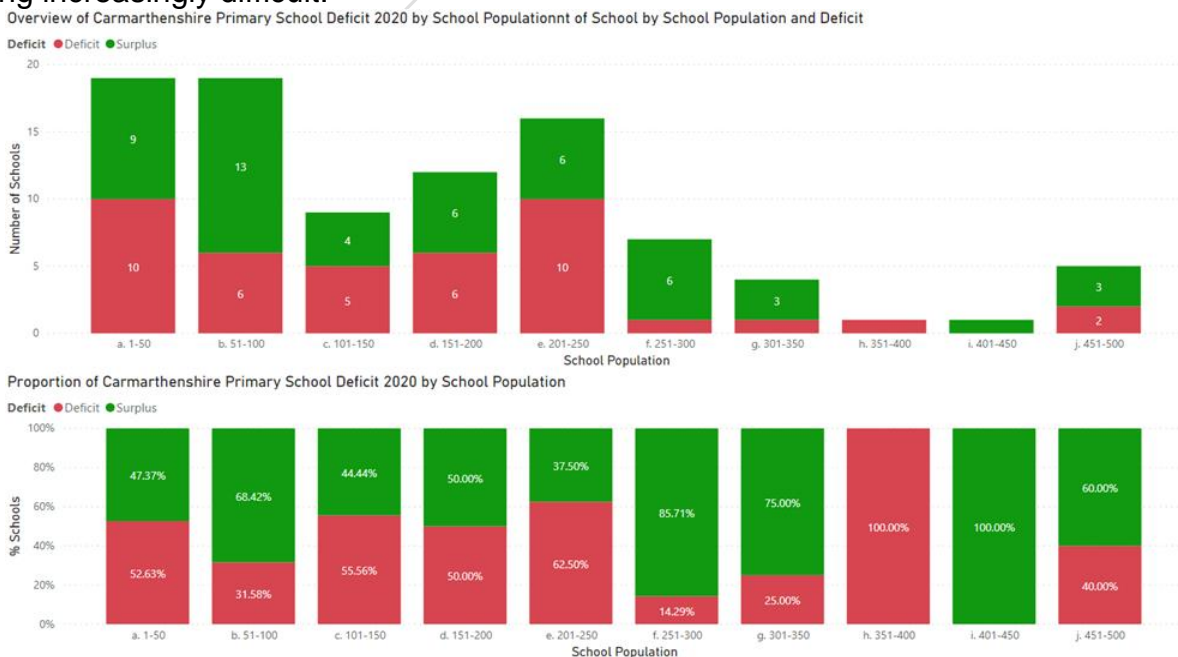
Average Balance Carried Forward (BCF) Expressed as a Percentage of Budget Share (BS) By Year for all Primary Schools in Carmarthenshire



Presented in a different format below one can see the school collective balance brought forward has diminished year on year since 2016. In 2019-20 the collective reserve has fallen to £136,000. It would lead one to suggest that in 2020-21 the collective debt will rise significantly as there are no reserves to temper any losses.

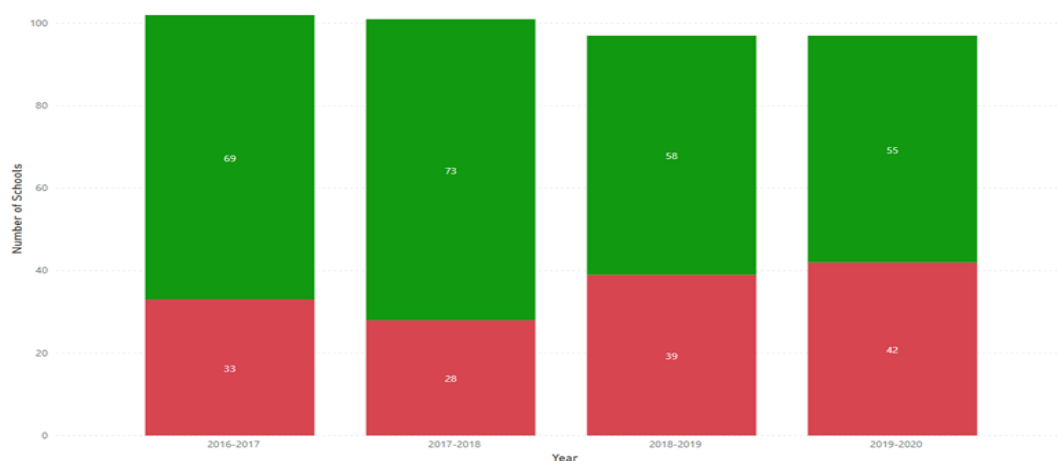


The chart below outlines the number of schools in deficit at the end of the 2019/20 financial year. Economy of scale in schools of 1-50 mean that a deficit budget is unlikely to be recovered due to the capacity in the budget itself, with maintaining a two classroom model being increasingly difficult.



Note – the deficit in the 351-400 schools is based on one recently amalgamated school. The number of schools falling into deficit across the board suggests a need to rationalise funding model.

Overview of Carmarthenshire Primary School Deficit by School By Year
 Deficit ● Surplus



The chart above highlights the four year increase in number of primary schools falling into deficit in Carmarthenshire. This modelling highlights a strong argument for immediate action in relation to funding/allocation of funds across the county.

On the following pages you will find a breakdown of all schools as highlighted in the annual outturn statement. The figures in column 'f' provide a breakdown of individual schools' surplus / deficit at the end of the 2019/20 financial year, yielding an overall deficit of 805k as highlighted above.

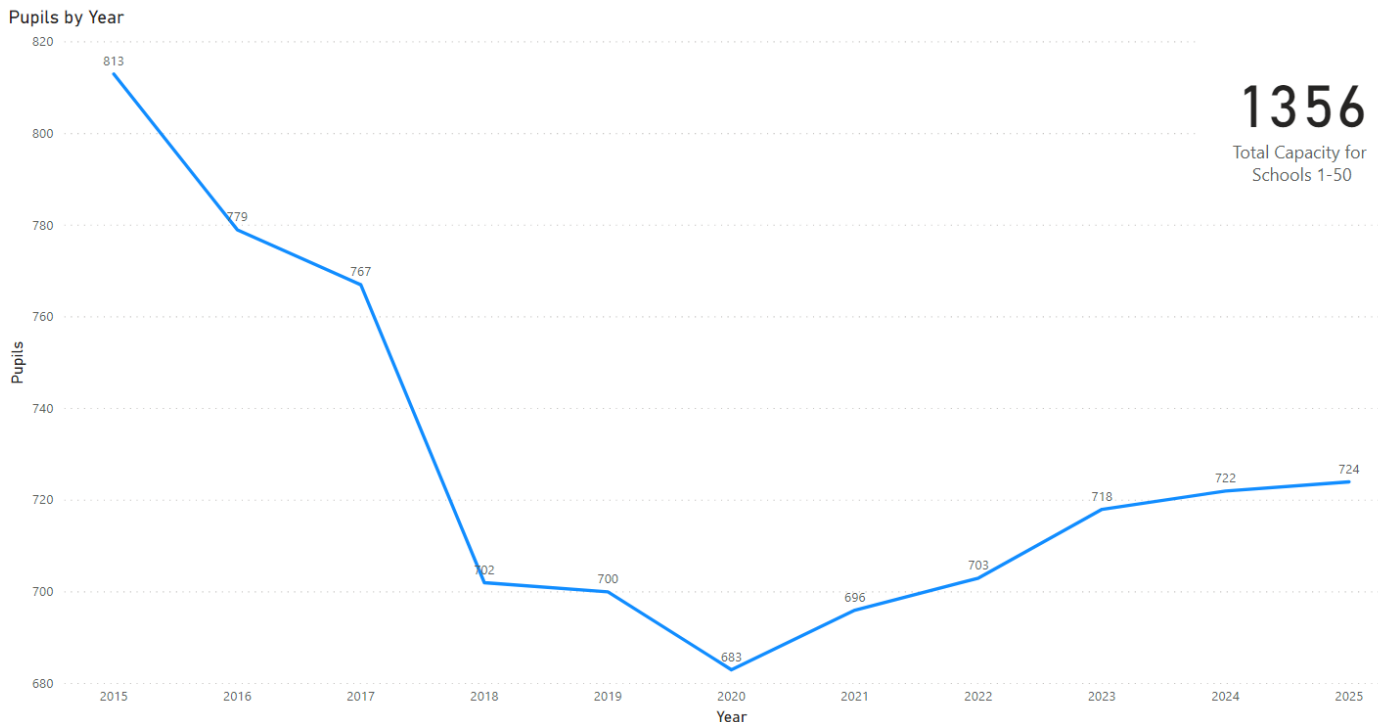
EDUCATION OUTTURN STATEMENT		Financial year:				LEA code:	
School name	Pupils	WG reference number	Planned budget share £k	Balance brought forward £k	Balance carried forward £k	Total school expenditure £k	
			a	e	f	g=d+(e-f)	
Abernant	0	2170	117	14	-10	158	
Y Fro	21	2385	109	27	-9	170	
Meidrim	24	2037	92	23	9	143	
Llanedi	25	2057	153	48	40	191	
W Rh Glanyferi / Ferryside VC	25	3013	161	-4	-24	220	
Mynyddygarreg	30	2112	161	-36	-48	211	
Blaenau	31	2052	203	-99	-84	225	
Llanpumsaint	31	2109	129	15	-0	185	
Llansteffan / Llanstephan	31	2166	159	4	-0	208	
Pontiets / Pontyates	34	2023	187	22	52	221	
W Rh Llanllwni VC	38	3026	145	-18	-36	216	
Banccfosfelen	39	2018	192	20	28	231	
Llangain	40	2009	132	-8	-19	195	
Talylychau / Talley	40	2065	128	35	8	191	
Bancyfelin	42	2034	165	-29	-45	220	
Hafodwenog	42	2182	181	18	20	227	
Drefach	45	2001	245	-1	26	260	
Carwe / Carway	51	2020	263	29	52	302	
W Rh Abergwili VC	51	3000	181	-33	-47	227	

Cwrt Henri	52	2067	158	9	-2	227
Brynsaron	52	2104	167	-39	-94	292
Gwynfryn	54	2019	248	31	28	314
C Rh Santes Fair / St Mary's R C (Carmarthen)	55	3301	246	-13	-52	369
Beca	56	2180	258	21	42	285
Llanmiloe	67	2119	218	30	25	300
Ponthenri	69	2024	246	34	41	315
Betws	71	2043	269	29	24	360
Cynwyl Elfed	71	2187	239	-15	-10	289
Pwll	71	2189	746	-39	7	872
Llanybydder	73	2184	283	-9	-34	373
Bro Brynach	75	2389	295	20	30	372
Llangadog	76	2080	301	29	28	440
W G Penboyr V A	78	3307	279	15	5	441
W Rh Lacharn / Laugharne V C	83	3003	302	19	49	339
W Rh Llanddarog V C	85	3004	312	-2	-33	427
Pum Heol / Five Roads	87	2128	299	25	-8	428
Cae'r Felin	91	2387	308	-69	-114	474
Llannon	92	2167	340	56	34	437
Ffairfach	93	2061	414	8	42	468
Cefneithin	94	2000	312	-61	-54	384
Llechyfedach	107	2003	371	-20	-11	451
Gwenllian	116	2370	347	32	2	481
Peniel	117	2014	396	31	19	502
Myrddin	126	2171	944	33	-43	1,158
W G Pentip V A	126	3321	547	16	-118	803
Y Tymbl / Tumble	130	2006	435	-1	9	542
Cross Hands	136	2008	423	33	23	536
Dafen	142	2123	508	-78	-75	664
Gorslas	145	2007	458	-33	-8	539
Llys Hywel	150	2098	520	17	28	630
Carreg Hirfaen	156	2386	542	11	9	653
Hen Heol / Old Road	157	2159	596	11	5	782
Penygroes	167	2193	562	42	29	701
Bynea	179	2121	565	68	84	744
C Rh Santes Fair / St Mary's R C (Llanelli)	184	3300	594	15	21	753
Brynsierfel	185	2168	652	-25	-35	828
Hendy	186	2131	641	-18	-16	789
Teilo Sant	186	2183	636	56	91	783
Penygaer	186	2190	631	-7	-73	892
Tycroes	190	2044	623	19	-32	832
Parc Waundew / Richmond Park	194	2380	842	-73	-107	1,104
Parcyrhun	200	2050	931	46	57	1,117
Rhys Pritchard	201	2084	643	19	-15	827
Trimsaran	202	2175	610	17	56	749
Nantgaredig	203	2194	843	-99	-115	1,053
Maes Y Morfa	203	2393	758	-13	-55	1,037
Porth Tywyn / Burry Port	207	2394	684	-4	-53	1,000
Bigyn	212	2374	743	-27	-34	992
Llandeilo	217	2185	731	64	31	935
Swiss Valley	221	2176	808	-70	-57	945
Llandybie	223	2181	766	68	71	956
Bryn	226	2120	727	-306	-389	965
Penbre / Pembrey	226	2178	744	18	30	939
Halfway	227	2188	776	58	106	908
Y Castell	228	2192	912	24	-17	1,222
Pontyberem	232	2373	765	-39	-67	950
Parc Y Tywyn	240	2177	853	63	40	1,080
Saron	241	2042	784	50	18	1,014
Bryn Teg	244	2390	998	-43	9	1,295
Y Felin	259	2391	1,298	51	52	1,569
Stebonheath	274	2375	959	46	1	1,265

Rhydaman	283	2179	868	-77	-52	1,085
Y Ddwylan	285	2379	1,146	119	68	1,475
Brynaman	288	2169	946	58	47	1,165
Llangynnwr / Llangunnor	299	2173	999	49	36	1,218
Griffith Jones	309	2384	1,005	39	23	1,271
Y Bedol	324	2388	1,197	-50	-144	1,622
Y Dderwen	358	2116	1,128	8	-24	1,470
Ysgol Gymraeg Llangennech	388	2396	1,355	-17	11	1,688
W G Model V A	394	3322	1,274	-36	-0	1,616
Dewi Sant	436	2371	1,363	-0	57	1,624
Ffwrnes / Furnace	440	2135	1,461	36	95	1,717
Ysgol Pen Rhos	455	2395	1,586	-117	-166	2,180
Tre Ioan / Johnstown	459	2114	1,425	5	4	1,790
Bro Banw	476	2392	2,520	6	-104	3,130
all primary schools			55,783	178	-805	71,241

Projected pupil figures

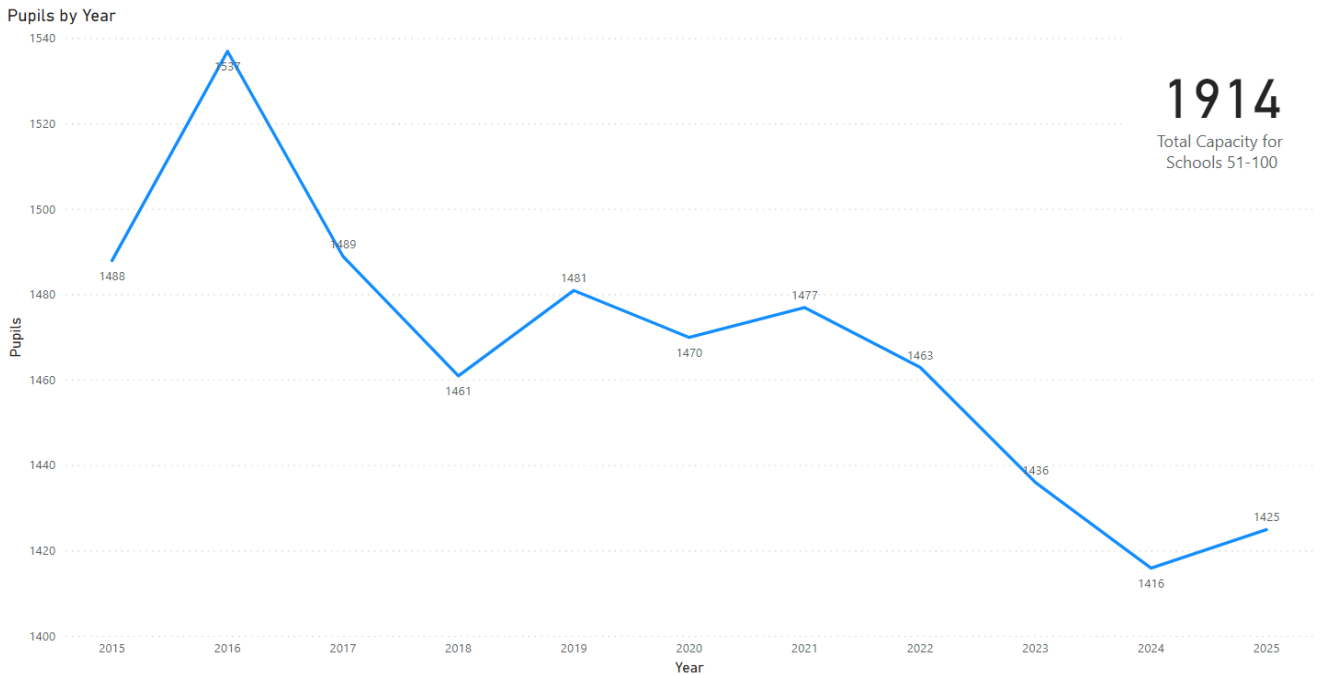
Total Primary School Pupils at Schools with Population of 1-50 in Carmarthenshire by Year



If we focus on pupil populations in schools with less than 50 pupils, we evidence a steep decline in pupils between 2015 and 2020.

It must be noted that throughout this period numbers are consistently below capacity. In 2020 the figure for such schools was approximately 50% of possible capacity. There is evidence of a marginal rise in predicted figures until 2025. However, with such small numbers these predictions are open to volatile changes if predictions are incorrect.

Total Primary School Pupils at Schools with Population of 51-100 in Carmarthenshire by Year



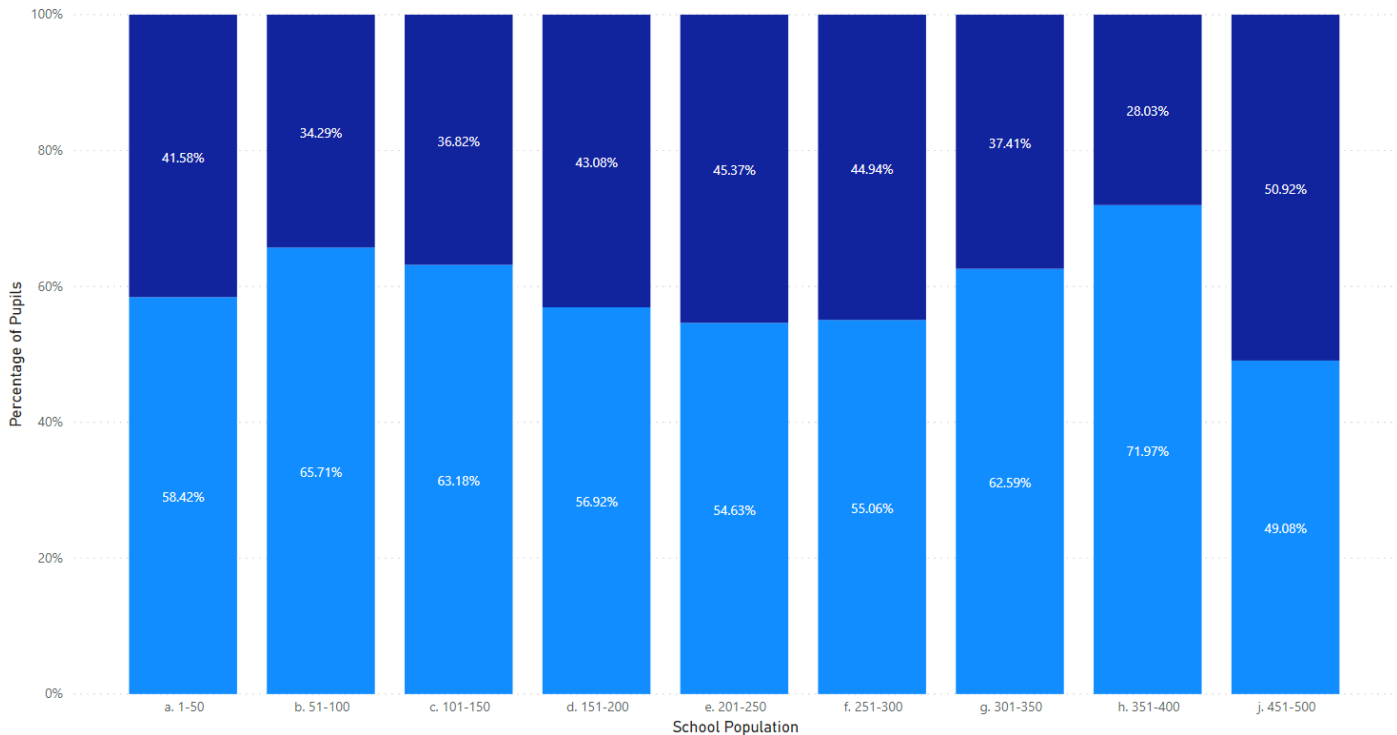
If we focus on primary schools of 51-100, we once again see a fall in numbers, although not as extreme as the under 50 primary schools. Despite a rise in population in 2016 each year falls well below the capacity figures.

Predicted populations between 2020-2025 show a sustained fall in numbers.

Catchment Detail

Pupils living inside catchment area attending the school and Pupils living outside catchment area attending the school by School Population

● Pupils living inside catchment area attending the school ● Pupils living outside catchment area attending the school



One accepts that parental choice often impacts upon whether learners chose a school within their own catchment and there are a number of factors that may influence this choice.

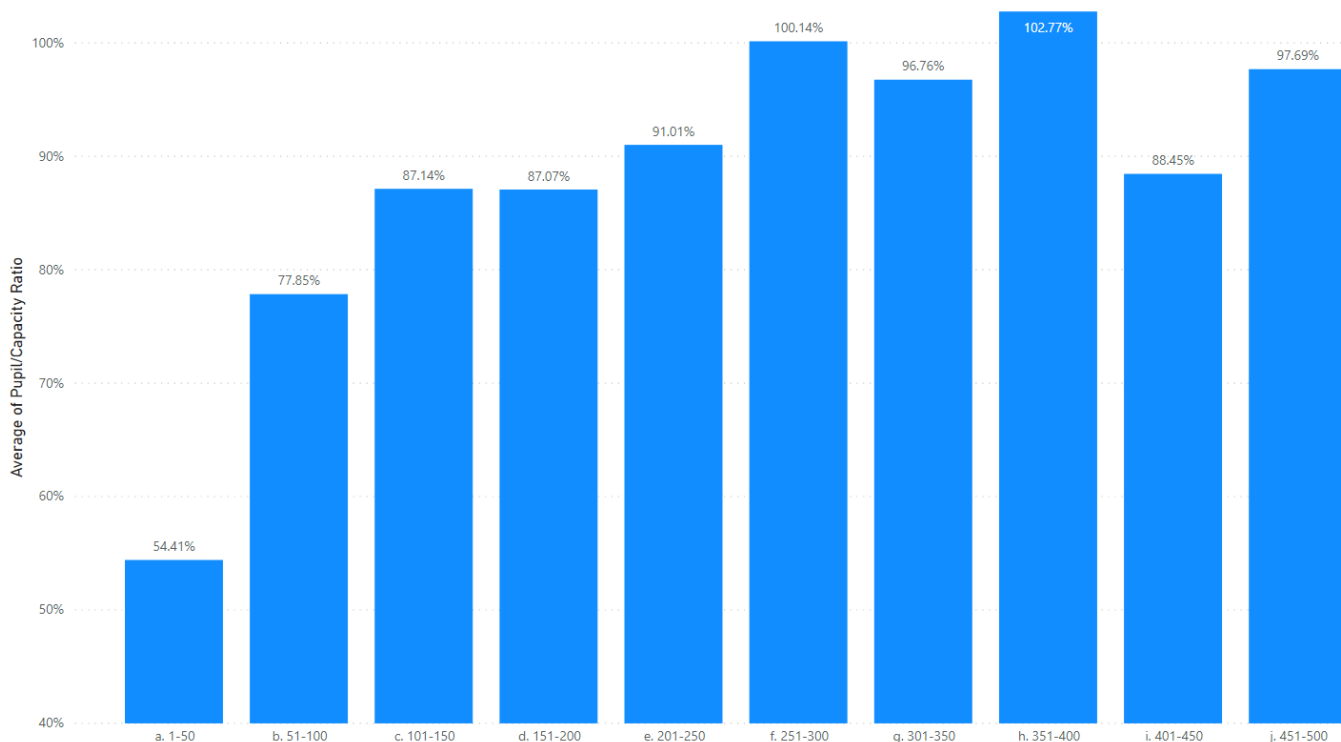
Calculating the sustainability of schools, particularly for smaller schools, creates financial vulnerabilities, when one cannot guarantee sustaining 40% of the out of catchment school population over time.

Of the smallest Primary schools in Carmarthenshire, on average they attract 41% of their population from outside their catchment.

Generally the largest schools have far fewer pupils from out of catchment, although this figure is somewhat distorted by pupils attending specialist provision in these larger settings. This may reflect the larger geographic area they serve; however, it does offer them greater stability in pupil numbers and associated funding streams.

School Capacity

Average of Pupil/Capacity Ratio by School Population

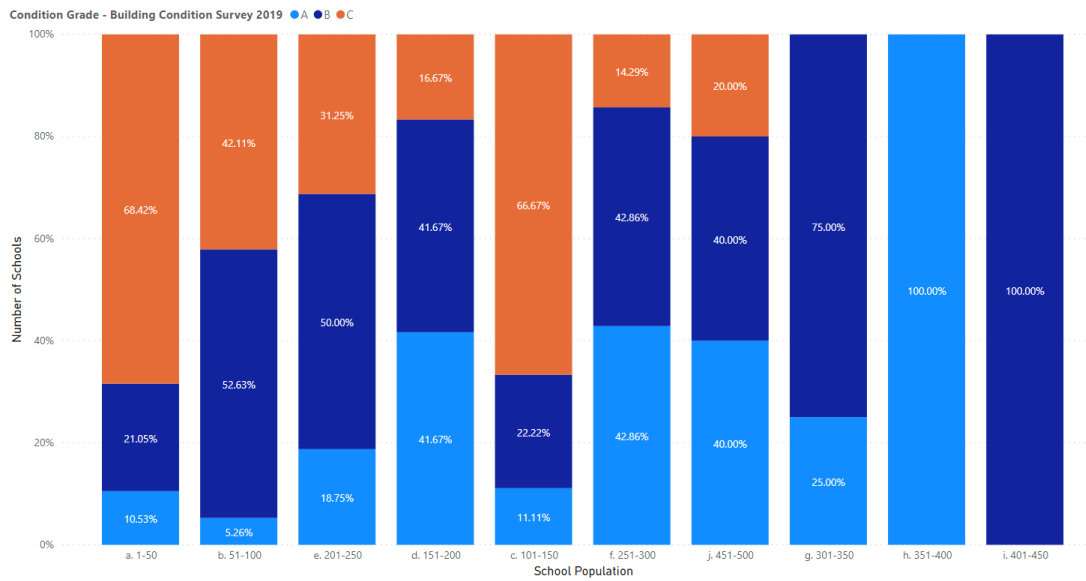


In January 2020 there was a primary school population of 15,701 in Carmarthenshire. The Primary school capacity in Carmarthenshire is 17,977. This suggests that the County's schools are running at an average of 87% occupancy and that there are 2276 surplus places. The projected figures for primary schools in Carmarthenshire in 2023 is 15,551. If the current capacity number is maintained the schools will have an occupancy of 86%.

When one analyses the size of school against the level of occupancy the data above highlights the significant inefficiency of small schools.

Accommodation review

School Condition Survey Result By Primary School Population



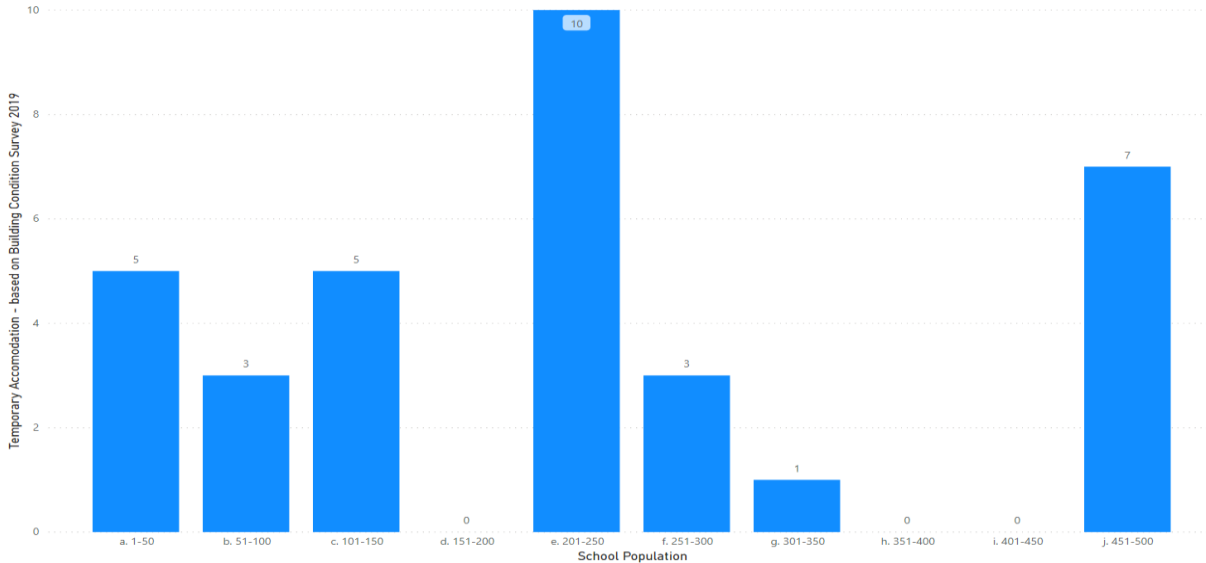
The accommodation survey undertaken in 2019 highlights the condition of its school buildings.

- Those defined as in 'A' condition are new build, renovated or need little investment to meet the needs of learners.
- Those in 'C' condition will require far greater investment to maintain the expected standards required to meet the needs of learners.

There seem to be significant issues with schools who have a capacity of 1-50, where, on average, 68% of such schools are in 'C' condition.

This leads one to conclude that if we are to maintain the status quo then significant capital investments is required to ensure these buildings meet the needs of 21st century learning institutions.

Temporary Accommodation by School Pupil Population



Carmarthenshire is committed to removing all temporary accommodation from its schools as soon as is practicable.

Additional Grant Funding

On top of the budget each school receives from their local authority, the Welsh Government uses several funding streams from its education budget to support the implementation of certain policies and priorities or target additional funding.

These are often in the form of specific grants, such as the Education Improvement Grant and the Pupil Development Grant.

Below you will find a breakdown of most of the grants across the school system. The key objective for each of the main grant can be found towards the end of this report.



Cost c	School Name	Education Improvement Grant		Pupil Development Grant (PDG)						Small & Rural Schools	Accelerating Learning Programme	Reducing Infant Class Sizes	Professional Learning	Teachers Pay Award	Post 16
		FIG - Foundation Phase	FIG - School Allocation	PDG	PRU'S	Schools with no PDG or EYDPG	PDG LAC	EYDPG							
		£	£	£	£	£	£	£							
1000	AMMANFORD NURSERY	94,500	4,557	0					16,100	6,000	3,009		1,468	979	
2000	CEFNETHIN C.P.	34,200	4,360	10,350					0	6,000	4,675		1,328	719	
2001	YSGol GYNRADD DREFACH	16,200	2,001	8,050					*	4,000	2,393		705	258	
2003	LLECHYFEDACH C.P. SCHOOL	31,050	4,592	17,250					*		5,721		1,482	492	
2006	YSGol GYNRADD Y TYMBL	40,500	5,675	28,750					*		8,811		1,748	767	
2007	YSGol GYNRADD GORSLAS	47,250	6,230	23,000					*		7,963		1,830	682	
2008	CROSS HANDS C.P. SCHOOL	46,800	5,911	16,100					6,900		6,583		1,649	1,068	
2009	LLANGAIN C.P. SCHOOL	17,550	1,879	*					*	4,000	2,063		687	449	
2014	YSGol GYNRADD PENIEL	39,150	4,899	*					0		3,706		1,410	538	
2018	YSGol GYNRADD BANCFFOSFELEN	13,050	1,970	13,800					*	4,000	2,714		768	199	
2019	GWYNFRYN CP SCHOOL	15,750	2,740	17,250					*	5,000	3,508		1,003	335	
2020	CARWAY C.P. SCHOOL	16,650	2,618	12,650					*	4,000	4,271		980	375	
2023	PONTIETS C.P. SCHOOL	6,300	1,819	16,100					0	4,000	3,013		840	351	
2024	YSGol GYNRADD PONTHENRI	21,600	2,859	10,350					*	5,000	3,581		971	301	
2034	BANCYFELIN C.P. SCHOOL	13,500	1,863	*					0	4,000	2,072		691	181	
2037	MEIDRIM	8,550	1,192	0			1,150		0	3,000	740		678	1,250	
2042	YSGol GYNRADD SARON	77,850	11,091	24,150					*		11,174	32,241	3,488	1,710	
2043	BETWS C.P. SCHOOL	24,750	3,611	9,200					8,050	5,000	5,617		1,175	629	
2044	YSGol GYNRADD TY-CROES	52,650	8,507	19,550					*		5,822		2,525	1,314	
2050	YSGol GYNRADD PARCYRHUN	71,285	9,149	46,000					8,050		9,965		2,937	1,516	
2052	YSGol GYNRADD BLAENAU	11,250	1,584	5,750					0	4,000	2,087		633	303	
2057	YSGol GYNRADD LLANEDI	9,000	1,409	*					*	3,000	836		587	366	
2061	YSGol GYNRADD FFAIRFACH	24,836	4,278	11,500					0	6,000	4,652		1,419	875	
2065	TALLEY C.P. SCHOOL	9,900	1,587	*					*	4,000	2,478		709	443	
2067	CWRT HENRI	15,300	2,255	*					0	4,000	1,527		926	223	
2080	LLANGADOG C.P. SCHOOL	23,400	3,799	12,650					*	5,000	4,631		1,468	1,256	
2084	YSGol RHY'S PRICHARD	65,285	8,429	14,950					*		10,548		2,349	1,713	
2098	YSGol LLYS HWYEL	43,200	6,759	21,850					8,050		7,399		2,056	1,478	
2104	YSGol GYNRADD BRYN SARON	15,300	1,926	*					0	4,000	2,291		592	209	
2109	LLANPUMSAINT SCHOOL	10,800	1,531	5,750					0	4,000	1,352		610	153	
2112	MVNYDD Y GARREG	9,900	1,653	*					0	4,000	1,408		651	167	
2114	JOHNSTOWN PRIMARY SCHOOL	152,569	20,742	50,600					20,700		15,623		5,466	2,879	
2116	YSGol Y DDERWEN	130,050	16,120	8,050					*		12,003		4,405	2,205	
2119	LLANMILOE C.P. SCHOOL	19,800	2,937	*					*	5,000	2,233		1,152	867	
2120	BRYN C.P. SCHOOL	63,450	9,153	44,850					10,350		7,258		2,349	3,484	
2121	YSGol Y BYNEA	62,550	8,136	19,550					*		4,861	38,395	2,349	1,949	
2123	DAFEN PRIMARY SCHOOL	50,850	6,714	39,100					11,500		6,148		1,861	689	
2128	YSGol GYNRADD PUM HEOL	23,400	3,937	10,350					*	5,000	4,858		1,468	614	
2131	HENDY C.P. SCHOOL	59,850	8,128	23,000					0		7,307		2,530	1,140	
2135	YSGol GYMRAEG FFWRNES	158,850	20,141	43,700					18,400		20,593		5,173	3,746	
2159	OLD ROAD C.P. SCHOOL	49,050	7,582	72,450					12,650		7,998		2,643	1,083	
2166	YSGol LLANSTEFFAN	11,250	1,656	*					0	4,000	1,952		691	452	
2167	YSGol GYNRADD LLANNON	23,850	4,463	5,750					0	6,000	4,773		1,631	949	
2168	YSGol GYMRAEG BRYSNIEFEL	69,750	8,824	35,650					13,800		11,567		2,647	1,371	
2169	BRYNAMMAN PRIMARY SCHOOL	91,350	12,506	48,300					*		12,873		3,524	2,454	
2170	ABERNANT	2,250	394	0					0	1,250			196	1,201.48	
2171	MYRDDIN C.P. SCHOOL	38,700	6,333	33,350					16,100		5,426		2,828	1,113	
2173	LLANGUNNOR C.P. SCHOOL	101,700	13,747	10,350					5,750		12,269		3,524	3,240	
2175	Trimsaran Community School	65,250	8,563	52,900					24,150		10,856		2,611	3,447	
2176	SWISS VALLEY C.P. SCHOOL	67,950	9,805	8,050					*		6,130		2,602	1,246	
2177	PARC Y TYWYN SCHOOL	82,897	11,491	27,600					9,200		13,671		3,235	1,425	
2178	PEMBREY C.P. SCHOOL	70,200	10,183	47,150					11,500		7,572		2,941	1,567	
2179	YSGol GYMRAEG RHYDAMAN	88,509	12,179	9,200					*	10,468			3,524	2,725	
2180	YSGol BECA	17,550	2,844	*					0	5,000	3,051		1,008	326	
2181	LLANDYBIE C.P. SCHOOL	76,897	10,044	41,400					12,650		10,707		2,896	1,482	
2182	YSGol GYNRADD HAFODWENOG	16,725	1,814	0			1,150		0	4,110	1,277		709	735	
2183	YSGol GYMRAEG TELLO SANT	67,500	9,189	6,900					8,050		7,067		2,376	2,767	
2184	LLANYBYDDER C.P. SCHOOL	16,650	3,542	6,900					*	5,000	4,952		1,179	492	
2185	YSGol GYNRADD LLANDEILO PRIMARY SCHOOL	55,800	9,704	40,250					5,750		7,684		2,675	3,176	
2187	CYNWYL ELFED SCHOOL	15,675	3,341	8,050					*	6,640	3,532		1,403	292.18	
2188	HALFWAY C.P. SCHOOL	68,850	9,720	20,700							6,149		2,643	1,262	
2189	PWLL C.P. SCHOOL	21,600	4,501	36,800					11,500	6,000	3,909		2,060	2,295	
2190	PENYGAER PRIMARY SCHOOL	55,350	8,466	54,050					11,500		7,274		2,742	858	
2192	YSGol Y CASTELL	68,300	10,263	64,400					17,250		8,070	43,478	3,153	1,261	
2193	PENYGROES C.P. SCHOOL	48,600	7,395	10,350					*		9,635		2,340	1,054	
2194	Y.G. NANTGAREDIG	58,050	9,101	5,750					0		7,026		2,679	925	
2370	YSGol GYMRAEG GWENILLAN	37,800	5,400	9,200					9,200		4,938		1,766	2,197	
2371	YSGol GYMRAEG DEWNI SANT	155,250	20,181	34,500					20,700		21,067		4,933	3,533	
2373	YSGol GYNRADD PONTYBEREM	72,000	10,185	23,000					*		9,674		3,321	1,396	
2374	BIGYN C.P. SCHOOL	70,200	9,585	71,300					19,550		8,822	38,761	2,715	1,219	
2375	STEBONHEATH C.P. SCHOOL	88,509	12,644	59,800					16,100		9,756		3,510	1,759	
2379	YSGol Y DDWYLAN	77,850	14,225	48,300					11,500		13,991	46,867	5,096	4,026	
2380	RICHMOND PARK PRIMARY SCHOOL	72,000	9,769	59,800					11,500		9,039		2,937	1,322	
2384	YSGol GRIFFITH JONES	107,550	14,786	26,450					0		13,296		4,287	1,963	
2385	YSGol Y FRO	7,650	1,378	0			1,150		0	3,000	1,209		655	602	
2386	YSGol CARREG HIRFAEN	51,300	6,756	10,350					0		7,111		1,997	983	
2387	CAE'R FELIN COMMUNITY SCHOOL	32,400	4,166	17,250					*	6,000	4,867		1,233	583	
2388	YSGol Y BEDOL	110,250	14,955	93,150					25,300		21,402		3,876	2,913	
2389	YSGol BRO BRYNACH	23,400	3,657	6,900					*	5,000	3,863		1,044	1,747	
2390	YSGol BRYN TEG	80,100	11,457	75,900					33,350		11,453	32,241	3,230	2,585	
2391	YSGol Y FELIN	85,500	11,959	59,800					18,400		13,090		4,635	2,628	
2392	YSGol BRO BANW	129,345	21,900	104,650					39,100		19,702	37,071	8,222	3,549	
2393	MAES YR MORFA COMMUNITY PRIMARY SCHOOL	63,900	9,467	66,700					28,750		8,965	46,076	2,760	1,194	
2394	BURRY PORT COMMUNITY PRIMARY SCHOOL	59,850	9,513	58,650					19,550		8,048		2,643	974	
2395	PEN RHOS	151,650	20,076	124,200					50,600		21,101	32,241	5,579	4,282	
2396	YSGol GYMRAEG LLANGENNECH	132,750	18,538	28,750					20,700		18,839		5,173	2,131	
3000	ABERGWILLI VOLUNTARY CONTROLLED PRIMARY SCHOOL	16,200	2,321	*					0	4,000	2,760		890	237	
3003	LAUGHARNE V.C.P. SCHOOL	23,850	3,383	10,350					*	5,000	2,236		1,080	2,257	
3004	YSGol GYNRADD WIRFODDOL LLANDDAROG	27,900	4,122	*					0	6,000	2,583		1,373	726	
3013	FERRYSIDE V.C.P. SCHOOL	10,350	1,719	*					0	4,000	2,077		587	181	
3026	YSGol GYNRADD WIRFODDOL LLANILLWNI	12,600	1,741	*					0	4,000	1,291		687	1,617	
3300	ST MARY'S CATHOLIC PRIMARY SCHOOL (LLANELLI)	42,300	7,970	20,700					5,750		6,680		2,467	1,467	
3301	ST MARY'S R.C. PRIMARY SCHOOL (CARMARTHEN)	19,350	3,367	10,350					*	5,000	3,269		1,116	1,682	
3307	YSGol WIRFODDOL PENBOYR	23,400	3,703	13,800					0	5,000	4,914		944	417	
3321	PENTIP V.A. C.I.W. PRIMARY SCHOOL	42,060	6,129	29,900					6,900		4,708		2,205	862	
3322	MODEL CHURCH IN WALES SCHOOL	123,345	18,413	50,600					16,100		13,843		4,757	1,911	
4029	Ysgol Dyffryn Aman	77,192	257,600					20,333	0		49,686		25,236	11,995	1,019,825
4050	Coedcae School	45,574	288,650					9,790	0		32,586		14,475	8,194	
4052	Ysgol Gyfun Y Strade	62,588	77,050					7,531	0		56,888		19,322	13,008	783,738
4053	Glan-y-Mor School														

Regional Consortia School Improvement Grant (RCSIG)

Education Improvement Grant

The Purpose of this Funding is to secure implementation of the new curriculum with a focus on leadership, professional learning, and excellence and equity within a self-improving system. The action plan focuses on raising standards for all, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence. The Funding must support delivery against the national priorities for education, at the centre of which is a transformational curriculum.

This transformational curriculum is supported by four key enabling objectives:

- Developing a high quality education profession;
- Inspirational leaders working collaboratively to raise standards;
- Strong and inclusive schools committed to excellence, equity and well-being; and
- Robust evaluation and accountability arrangements supporting a self-improving system.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£1,331,188
Number of pupils to potentially benefit from the funding:	28,045

Foundation Phase

The Purpose of the Funding is to support schools in accordance with the recommended ratios and non-maintained settings to deliver high quality Foundation Phase.

The Funding allocation must be used to support the Foundation Phase staff to learner ratios and can be used to facilitate COVID-19 social distancing requirements. As part of the delivery of a high quality and effective Foundation Phase curriculum (including payment for supply cover for absences other than for training purposes) settings must be working towards or to achieving the Foundation Phase ratios of 1:8 for Nursery and Reception and 1:15 for Year 1 and Year 2.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£4,957,637
Number of pupils to potentially benefit from the funding:	7,769

Pupil Development Grant (PDG)

The Purpose of this Funding is to reduce the attainment gap between Free School Meal pupils and their peers.

Eligible learners include:

- pupils who are eligible for free school meals and are educated in maintained schools
- pupils who are singly-registered in pupil referral units (PRUs) and education other than at school (EOTAS)
- pupils within early years settings where the Foundation Phase is delivered
- looked after children (LAC), and former LAC who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15

The PDG Funding should be used to:

- develop staff, both teaching and support, in the use of practice such as growth mind-set and quality feedback, that are currently viewed to be the most effective for learners from deprived backgrounds.
- intervene early to address weakness, particularly in literacy and numeracy. This applies to early years but is also relevant at the start of secondary school and at any point that a weakness is observed.

- ensure that increased resources are targeted at Key Stage 3, both in the classroom and in enrichment activities and raising aspirations, while recognising the importance of Year 11 for all learners. In support of the principles of early intervention and prevention, the Minister for Education expects secondary schools to deliver an aspiration of 60% of PDG invested in Key Stage 3 learners.
- identify where and when support is required using appropriate diagnostic and tracking systems and what this looks like.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£5,068,464
Number of pupils to potentially benefit from the funding:	4,462

Small and Rural Schools Grant

The Purpose of the Funding is to enable schools to support a national strategy by means of one or more of the following key purposes:

To encourage innovation – this purpose is intentionally wide to encourage the development of innovative practice to raise standards and contribute to the sustainability of small and rural schools.

To support greater school to school working – this purpose includes informal association, formal collaboration or federation to raise standards. Federation has been shown to be particularly beneficial in allowing rural school to remain open and viable in their communities

To provide additional administrative support in schools where the head teacher has a significant timetabled teaching commitment of at least 10% of the timetable. The intention of this key purpose is to improve the capacity of these head teachers to provide leadership and management and raise standards in their schools. Consideration should be given to innovative ways of working with other schools for example to share backroom functions and/or through the use of a shared business manager. The funding should not be used to fund general administrative support in the school.

To increase the community use of school buildings whether for education or non-education purposes - Where opportunities exist and there is local demand, school facilities might be used by pre-school groups; for after school activities; adult education; sport, ICT centres; libraries or for a wide range of non-educational community purposes. Funding may be used to assist with the associated costs of establishing such arrangements whether these are administrative or associated with equipment or adaptations of the facilities.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£187,000
Number of pupils to potentially benefit from the funding:	2,464

Accelerating Learning Programme

The expectation of the funding is to help schools meet the demands of the Recruit, Recover, Raise Standards: Accelerating Learning Programme as announced by the Minister for Education on the 9 July 2020.

This funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.

The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£1,086,261
Number of pupils to potentially benefit from the funding:	26,095

Reducing Infant Class Sizes Grant

The Purpose of the Funding is to reduce infant class sizes.

Currently, no infant class should contain more than 30 pupils where an ordinary teaching session is conducted by a single school teacher

The criteria for the funding is infant classes of 29 or more pupils, in schools that demonstrate at least one, or a combination, of the following:

- Significant levels of free school meals
- Below average outcomes and where a school is judged to be red or amber under the school categorisation system.
- Significant levels of additional learning needs
- Significant levels of where Welsh/English is not the first language

This funding aims to improve early years attainment, have a significant impact for poorer and disadvantaged pupils, and support teachers to be innovative and to increase pupil engagement.

Funding provided to Carmarthenshire Schools: **£347,370**

This funding has enabled nine of the County's Primary Schools to employ additional teachers to reduce the size of their infant classes.

*To note, this is the final year of a 3 year grant.

Professional Learning Grant

The Purpose of the Funding is to help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of the model. For example, it enables investment in practitioners' individual professional learning journeys and investment in collaboration.

The primary purpose of the funding is creating time in schools for practitioners to make the changes they need to make in advance of the realisation of the new curriculum.

The funding is to be targeted at the learning required by teachers and learners to prepare them for the new curriculum.

Funding provided to Carmarthenshire Schools, Nurseries and Pupil Referral Units:	£417,848.00
Number of pupils to potentially benefit from the funding:	28,045

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG & PHLANT 6ED IONAWR 2021

ADRODDIAD TERFYNOL Y GRŴP GORCHWYL A GORFFEN – FFORMIWLA ARIANNU ADY

Pwrpas:

Pwrpas yr adroddiad yw darparu'r Pwyllgor Addysg & Phlant gyda:

- Crynodeb terfynol o waith y Grŵp Gorchwyl a Gorffen yn ystod yr Hydref 2019.

I ystyried a chynnig sylwadau ar y materion canlynol:

- Cymeradwyo adroddiad y Grŵp Gorchwyl a Gorffen
- Argymhell y dylid dod â gwaith y Grŵp Gorchwyl a Gorffen i ben.

Rhesymau:

- Yn ei gyfarfod cytunodd y Pwyllgor Addysg a Phlant sefydlu Grŵp Gorchwyl a Gorffen i gynnal adolygiad o gyllid ar gyfer disgyblion ADY mewn ysgolion.
- Lluniwyd yr adroddiad i grynhoi'n fyr gwaith y Grŵp dros gyfres o gyfarfodydd a gynhaliwyd yn ystod yr Hydref 2019.

Angen penderfyniad Bwrdd Gweithredol / Cyngor – NA

DEILYDD PORTFFOLIO BWRDD GWEITHREDOL: Cyng. Glynog Davies

Cynghorydd Darren Price

(Cadeirydd y Grŵp Gorchwyl a Gorffen)

Awdur yr Adroddiad: Aneirin Thomas

Swyddogaethau:

Cadeirydd y Grŵp Gorchwyl a Gorffen

Pennaeth Gwasanaethau Addysg & Chynhwysiant

E-bost: arthomas@sirgar.gov.uk

EDUCATION SCRUTINY COMMITTEE

6th JANUARY 2021

SUBJECT:

ADDITIONAL LEARNING NEEDS FUNDING

The Education Scrutiny Committee at its meeting in September 2019 resolved to establish a Task and Finish Group to review the model for funding ALN in schools. The review was to examine the current funding formula and to consider possible alternative models to meet the requirements of the forthcoming ALN transformation bill.

The bill itself highlights the need for an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions. The underlying need for a more reactive model of funding was a key consideration.

At the meeting held in July 2019 it was agreed to establish a Task and Finish Group to review Additional Learning Needs Funding. The key aims and objectives for the review were detailed in a planning and scoping document endorsed at that meeting along with the membership of the Task and Finish Group, as follows:-

Councillor Darren Price (Chair)
Councillor Edward Thomas (Vice-Chair)
Councillor Kim Broom
Councillor Gary Jones
Councillor Shahana Najmi
Councillor Dorian Williams
Mr James Davies (Co-opted parent governor representative)

As part of its considerations the group considered a wide range of information in the form of written and verbal reports containing current funding models and possible new parameters for funding.

The consultation process consisted of the following

- Elected Members – 4 meetings
- ALN Workshop with headteachers
- Strategic Group including key officers and headteachers.

The task and finish group highlighted key principles to guide the work of the above consultation groups.

- Requirement for clear reasoning behind any proposed formula
- Tapering effect – that changes are gradual over time

- Headteachers and schools involved in the process
- With the number of statements falling how to make sure that this is going to affect the transition
- That there was sufficient consultation
- Comparisons – Identify good practice in other authorities

The group identified that there was a need for greater delegation of ALN resources to underpin:

- Strengthening universal and targeted provision for children with ALN.
- Supporting schools to set in place early intervention and staged approaches in a timely manner.
- Enabling schools to meet their statutory duties to make decisions relating to Additional Learning Provision.
- Building confidence of parents/carers that needs can be met promptly without unnecessary process or dispute.
- Promptly resourcing pupils at School Action Plus
- Reducing the requirement for statutory assessment and Statementing processes to direct funding for low incidence high need ALN pupils.
- Central pot for complex medical needs.
- Give schools financial flexibility, enabling schools to access timely external support for children, ensuring that schools have the flexibility to meet children's needs, and better involving schools in decisions relating to ALN.

The Group had regard to the Council's current delegated funding model. For most children in mainstream schools, including those with ALNs and disabilities money is allocated to them through the school budget and is known as the per pupil funding. This funding supports all learning and is used for staff salaries, including the ALNCO, facilities and ALN resources.

A percentage of the total amount of per pupil funding received by a school should be spent on providing for pupils with ALN. In Carmarthenshire, schools are expected to allocate at least 5% of their per pupil funding to their ALN budget.

A series of workshops with headteachers considered various funding models. It was agreed during these workshops that any new formula funding mechanism needed to support ALN Transformation that will reform the way in which children with ALN are identified, assessed and supported. Previous categories of ALN - school action, school action plus and statements will cease, and schools will be required to make statutory Additional Learning Provision through Individual Development Plans (IDPs).

The task and finish group concluded and agreed to the following principles of funding ALN – funding based on
 £1,000 per LAC pupil
 Remainder split 25% FSM, 25% school action, 50% school action +

With the intention that as statements reduce, funding will transfer to the ALN supplement to allow schools greater flexibility in meeting the needs of pupils with ALN.

In consultation with Head teachers the formula going forward considered a range of proxy indicators which reflected the contextual nature of schools.

Social deprivation
Pupil numbers
Free School Meals
Looked After Children

Detailed report attached

NO – shared previously.

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 and 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 and Law

1. Local Member(s)

Not applicable

2. Community / Town Council

Not applicable

3. Relevant Partners

Not applicable

4. Staff Side Representatives and other Organisations

Not applicable

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED

YES

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

There are none.

Title of Document	File Ref No.	Locations that the papers are available for public inspection

Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE

6th January 2021

EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
Education Support for Vulnerable Learners	Aneirin Thomas	A comprehensive external validation of the department's provision for vulnerable learners during the pandemic will be published mid-January. It is therefore considered worthwhile to defer the December report until this information is available.	January 28 th , 2021

Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE – 6TH JANUARY 2021

FORTHCOMING ITEMS FOR THE NEXT MEETING – 28TH JANUARY 2021

Agenda Item	Background	Reason for report
Revenue Budget Consultation 2021/22 – 2023/24 (GM)	The report provides an initial view of the Budget Strategy for 2021/22, together with indicative figures for the 2022/23 and 2023/24 financial years. The impact on departmental spending will be dependent upon the final settlement from Welsh Government and the resultant final Budget adopted by County Council.	The objective of the report is to allow members to consider the corporate budget strategy for the financial years 2021/22 to 2023/24 to consider the service delivery impact and options for the forthcoming years.
Corporate Strategy (JB)	It is good practice to ensure that our Corporate Strategy is kept up to date and it is a legal requirement that our Well-being Objectives are reviewed annually. Our Well-being Objectives largely remain the same but the experience of the Covid-19 pandemic and other priorities have been included.	To outline the relevant Corporate Strategy and Well-being Objectives for this Scrutiny Committee. To consider and comment on the Well-being Objectives and the steps to achieve them that are most relevant to this Scrutiny.
Estyn Report and Internal Review Report on Covid Response (AT)	A comprehensive external validation of the department's response to Covid will be published in January.	To consider and comment on the report.
Corporate/Departmental Business Plans (JB)	The Department Business Plan accompanies the Corporate Strategy to show how the Department is delivering the Corporate Strategy. The document also accompanies the Revenue Budget Consultation as an integration of financial and business planning (this was also a proposal for improvement by Audit Office).	To give members an opportunity to review the Department's draft business plan in support of the Corporate Strategy.
Education Support for Vulnerable Learners (AT)	A comprehensive external validation of the department's provision for vulnerable learners during the pandemic will be published mid-January.	To consider and comment on the report.

MEP Proposal – Model School (SD)	On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched Carmarthenshire’s Welsh in Education Strategic Plan and its vision for a bilingual Carmarthenshire. To achieve this, the authority would need to deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.	To support Carmarthenshire’s Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans To formulate views for submission to Executive Board for consideration.
MEP Proposal – Ysgol y Felin (SD)	On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched Carmarthenshire’s Welsh in Education Strategic Plan and its vision for a bilingual Carmarthenshire. To achieve this, the authority would need to deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.	To support Carmarthenshire’s Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans. To formulate views for submission to Executive Board for consideration.

Items circulated to the Committee under separate cover since the last meeting

None.

Items attached for information

1. The latest version of the Education & Children Scrutiny Committee Forward Work Programme 2020/21
2. The latest version of the Executive Board Forward Work Programme 2020/21

Education & Children Scrutiny Committee – Forward Work Programme 2020/21

23 rd November 2020	6 th January 2021	28 th January 2021	17 th March 2021	21 st April 2021
Covid-19 Position Statement including Support for Learning and Learners since March 2020	Education Support for Vulnerable Learners	Revenue Budget Consultation 2021/22 – 2023/2	WESP	E&CS Departmental Business Plan 2021/22 – 23-24
Education Strategy 2020-2030	Staff and Pupil Wellbeing and Mental Health	Proposal to relocate Ysgol Dewi Sant (tbc)	Department Self-evaluation (Link to Business Plan tabled for April 21 st)	Curriculum Development
Proposal to shorten the internal democratic process for approving statutory consultations	Task & Finish Group Final Report – ALN Funding	Corporate Strategy	Proposal to relocate Ysgol Heol Goffa and to increase its capacity (Stage 3)	Proposal to discontinue Ysgol Gynradd Blaenau and to increase the capacity and change the nature of provision at Ysgol Gynradd Llandybie (Stage 2)
Education & Children Scrutiny Committee Annual Report 2019/20	Financial Challenges Facing Schools – Including Analysis of Grants and ALN Funding	Estyn report and Internal Review report on Covid response	ALN Transformation Action Plan	Proposal to discontinue Ysgol Rhydygors (Stage 2)
Education & Children Scrutiny FWP 2020/21		Corporate/Departmental Business Plans		Proposal to change the age range at Ysgol Swiss Valley (Stage 2)
Proposal to relocate Ysgol Heol Goffa and to increase its capacity (Stage 2)		Education Support for Vulnerable Learners		Proposal to discontinue Ysgol Gynradd Mynydd y Garreg (Stage 2)
Proposal to discontinue Ysgol Gynradd Blaenau and to increase the capacity and change the nature of provision at Ysgol Gynradd Llandybie (Stage 1)		MEP Proposal – Model School		Scrutiny School Visits Framework
Proposal to discontinue Ysgol Rhydygors (Stage 1)		MEP Proposal – Ysgol y Felin		
Proposal to change the age range at Ysgol Swiss Valley (Stage 1)				

For information/update reports circulated to the Committee via e-mail throughout the year:-

- Budget Monitoring 2020/21
- Annual Performance Report (Half Yearly)

Additional reports requested by the Committee:-

- Staff health & wellbeing and mental health
- Financial challenges facing schools and ALN
- Estyn report and Internal Review report
- Effect on NEETS (European funding)
- Vulnerable learners

Reports to be allocated in the FWP:-

- Tackling NEETS (& impact of possible loss of European funding)

Workshops to be arranged during the year:-

- Review of the Modernising Education Programme

EXECUTIVE BOARD FORWARD WORK PROGRAMME 20/21
as at 18/11/2020 (For the period November 20 – Oct 21)

Introduction

This plan is published to encourage and enable greater understanding between the Executive, all Councillors, the public and other stakeholders. It assists the Scrutiny Committees in planning their contribution to policy development and holding the executive to account.

The plan gives the public and stakeholders a chance to see the forthcoming major decisions to be made by the Executive Board over the next 12 months. It is reviewed and published quarterly to take account of changes and additional key decisions.

WORKING DRAFT

EXECUTIVE BOARD FORWARD WORK PROGRAMME 20/21
as at 18/11/2020 (For the period November 20 – Oct 21)

EDUCATION & CHILDREN				
Subject area and brief description of nature of report	Responsible Officer	Executive Portfolio	Scrutiny Committee to be consulted	Date of expected decision by Executive Board
SCHOOL UPDATE REPORT- COVID 19, SCHOOLS CAUSING CONCERN AND FINANCE	Gareth Morgans – Director of Education and Children	Education & Children	N/A	
LA EDUCATION SERVICES SELF EVALUATION	Aneirin Thomas – Head of Education and Inclusion	Education & Children	tbc	To be confirmed
UPDATE ON NEW CURRICULUM DEVELOPMENTS	Aeron Rees – Head of Curriculum and Wellbeing	Education & Children	tbc	To be confirmed
POST 16 EDUCATION	Aeron Rees – Head of Curriculum and Wellbeing	Education & Children	tbc	TBC
RESULTS OF 2020 EXAMINATIONS	Aneirin Thomas – Head of Education and Inclusion	Education & Children	N/A	TBC
PROPOSAL TO DISCONTINUE YSGOL GYNRADD BLAENAU AND TO INCREASE THE CAPACITY AND CHANGE THE NATURE OF PROVISION AT YSGOL GYNRADD LLANDYBIE (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
ALN TRANSFORMATION ACTION PLAN	Aneirin Thomas – Head of Education and Inclusion	Education & Children	28/01/20	tbc
CHILDREN’S SERVICES PAPER- TBC	Stefan Smith - Head of Children’s Services	Education & Children	N/A	tbc
CARMARTHENSHIRE 10 YEAR STRATEGY FOR EDUCATION	Gareth Morgans – Director of Education and Children	Education & Children	23/11/20	October 2020
PROPOSAL TO RELOCATE YSGOL HEOL GOFFA AND TO INCREASE ITS CAPACITY (STAGE 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES)	21 st December
PROPOSAL TO DISCONTINUE YSGOL RHYDYGORS (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
PROPOSAL TO CHANGE THE AGE RANGE AT YSGOL SWISS VALLEY (TBC) (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
PROPOSAL TO DISCONTINUE YSGOL GYNRADD MYNYDD Y GARREG (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)

DYDD LLUN, 23AIN TACHWEDD, 2020

YN BRESENNOL: Y Cyngorydd D. Price [Cadeirydd]

Y Cyngorwyr:

L.R. Bowen, K.V. Broom, D.M. Cundy (yn lle B. Thomas), T.A.J. Davies, J.P. Jenkins, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, E.G. Thomas a D.T. Williams

Aelodau Cyfetholedig:

A. Enoch - Rhiant-lywodraethwr
V. Kenny - Cynrychiolydd yr Eglwys Gatholig Rufeinig

Hefyd yn bresennol:

Y Cyngorydd G. Davies - Aelod o'r Bwrdd Gweithredol dros Addysg & Phlant

Yr oedd y swyddogion canlynol yn gwasanaethu yn y cyfarfod:

G. Morgans - Cyfarwyddwr Gwasanaethau Addysg a Phlant
S. Davies - Pennaeth Mynediad i Addysg
A. Rees - Pennaeth Cwricwlwm a Llesiant
S. Smith - Pennaeth Gwasanaethau Plant
A. Thomas - Pennaeth Gwasanaethau Addysg a Chynhwysiad
S. Griffiths - Rheolwr Rhaglen Moderneiddio Addysg
N. Thomas - Rheolwr Gwasanaethau
M. Evans Thomas - Prif Swyddog Gwasanaethau Democrataidd
E. Bryer - Swyddog Gwasanaethau Democrataidd
R. Lloyd - Swyddog Gwasanaethau Democrataidd
S. Rees - Cyfieithydd Ar Y Pryd
J. Corner - Swyddog Technegol

Cyfarfod Rhithiol: 10.00 yb - 12.55 yp a 2.00 yp - 3.00 yp

1. YMDDIHEURIADAU AM ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb gan y Cyngorydd Bill Thomas.

2. DATGANIADAU O FUDDIANAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA

Ni chafwyd dim datganiadau ynghylch chwip waharddedig.

Gwnaed y datganiad o fuddiant personol canlynol:-

Y Cyngorydd	Rhif y Cofnod(ion)	Y Math o Fuddiant
M.J.A. Lewis	5 – Strategaeth Addysg a Gwasanaethau Plant	Llywydd Clybiau Ffermwyr Ifanc Sir Gaerfyrddin

3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)

Dywedodd y Cadeirydd nad oedd dim cwestiynau wedi dod i law gan y cyhoedd.

4. EFFAITH COVID-19 AR BLANT A PHOBL IFANC SIR GAERFYRDDIN

Bu'r Pwyllgor yn ystyried adroddiad yn manylu ar Asesiad o'r Effaith ar y Gymuned yn sgil y pandemig Covid-10, yr effaith ar ein plant a'n pobl ifanc ac ymateb yr Adran/Cyngor i'r heriau a wynebwyd dros y chwe mis diwethaf.

Er nad oedd yr adroddiad yn cwmpasu'r holl agweddau ar waith yr Adran ers mis Mawrth, roedd yn rhoi cipolwg ar rai o'r heriau a'r atebion a ddatblygwyd i fynd i'r afael â'r heriau hynny.

Nododd y Pwyllgor fod gwasanaethau ac ysgolion yr adran yn parhau i fod o dan bwysau o ganlyniad i Covid-19.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Mae llawer o sôn am Covid hir a gofynnwyd i swyddogion faint o ystyriaeth a roddir i hyn mewn perthynas â dyfodol y plant sydd mewn ysgolion cynradd ac uwchradd ar hyn o bryd ac effaith y pandemig ar lythrennedd a rhifedd. Dywedodd y Cyfarwyddwr wrth y Pwyllgor fod y mater hwn wedi'i ystyried ers dechrau mis Medi. Mae swyddogion yn gweithio'n galed gyda phenaethiaid i gadw ysgolion ar agor, ond mae llesiant plant yn parhau i fod yn flaenoriaeth. Cafwyd cyllid gan Lywodraeth Cymru i gefnogi plant a phobl ifanc sydd wedi arwain at cyflogi 28 o athrawon a 49 o gynorthwyrwr addysgu ychwanegol ar draws ein hysgolion. Cynhelir cyfarfodydd yn wythnosol â phenaethiaid i edrych ar y mater hwn ac i baratoi strategaethau. Bydd cymorth ar gael am gryn amser i gynorthwyo ysgolion a'u cefnogi drwy'r cyfnod heriol hwn. Dywedodd y Pennaeth Cwricwlwm a Llesiant fod yr adran wedi cyhoeddi Strategaeth Llesiant yn ddiweddar a oedd yn manylu ar y mesurau amrywiol sydd ar gael i gefnogi plant a staff. O ran llythrennedd a rhifedd, mae'r rhain yn rhan o'r cynlluniau addysgu. Ychwanegodd fod swyddogion yn edrych yn ofalus ar hyn a'u bod yn trafod dulliau amrywiol a allai helpu, er enghraifft dysgu carlam;
- Mynegwyd pryder ynghylch y ffaith bod llawer o feithrinfeydd yn mynd drwy gyfnod anodd iawn ar hyn o bryd ac efallai y bydd rhai yn cael eu gorfodi i gau, a'r effaith y bydd hynny'n ei chael ar bobl sy'n dychwelyd i'r gwaith. Dywedodd y Cyfarwyddwr wrth y Pwyllgor fod swyddogion wedi bod yn cefnogi darparwyr cyn-ysgol ers dechrau'r pandemig fel bod gweithwyr allweddol yn gallu mynd i'r gwaith. Rhoddwyd grantiau i rai ohonynt i sicrhau eu bod yn parhau i oroesi. Yn anffodus, dim ond canran fach o fusnesau a lwyddodd i gael y Grant Darparwyr Gofal Plant a gyhoeddwyd gan Lywodraeth Cymru oherwydd ei bod yn anodd bodloni'r meini prawf. Felly mae Llywodraeth Cymru yn bwriadu edrych ar hynny. Mae grantiau hefyd ar gael gan y Cyngor Sir ac mae 88 o grantiau wedi cael eu rhoi i fusnesau hyd yma;
- O ran y fenter lle darperir offer cyfrifiadurol i blant ysgol yn ystod y cyfyngiadau symud, gofynnwyd i swyddogion sut y gweithredir y cynllun

- hwn. Eglurodd yr Aelod Gweithredol o'r Bwrdd ei bod wedi dod i'r yn amlwg fod llawer o ddisgyblion o dan anfantais oherwydd nad oedd ganddynt fynediad at offer TG yn y cartref ac felly dechreuodd y fenter. Casglwyd pecyn TG o'r ysgolion amrywiol a'i ddarparu i blant oedd ei angen. Esboniodd y Cyfarwyddwr ei bod yn dasg enfawr gan fod yr amcangyfrif o ran yr angen wedi bod yn rhy isel. Ychwanegodd y Pennaeth Cwricwlwm a Llesiant fod pecyn TG wedi'i gyflwyno mewn tair cyfran, dwy yn ystod tymor yr haf a chan fod y galw'n uwch na'r disgwyl, ychwanegwyd trydedd gyfran ar ddechrau tymor yr hydref. Mae rhai ceisiadau'n dal i ddod i law ac mae'r system o ddarparu pecynnau TG wedi symud o fan canolog i system leol;
- O ran canlyniadau'r arolwg i rieni, mynegwyd pryder mai dim ond 6% a nododd mai effaith fwyaf Covid oedd meddwl am y brifysgol neu'r coleg, a mynegwyd pryder ei bod yn amlwg na dderbyniwyd digon o ymatebion gan rieni disgyblion mewn ysgolion uwchradd a gofynnwyd i swyddogion a ellid rhoi pwyslais ar yr ymatebwyr hyn y tro nesaf y bydd arolwg yn cael ei gynnal. Dywedodd y Cyfarwyddwr wrth y Pwyllgor y gofynnwyd i ymatebwyr a fyddent yn fodlon cyfrannu eto a dywedodd y rhan fwyaf y byddent yn fodlon gwneud hynny. Yn ogystal, mae rhai ysgolion yn cynnal eu harolygon eu hunain ac yn casglu'r wybodaeth yn lleol. Os bydd arolwg arall yn cael ei gynnal yna gallai swyddogion ddarparu'n benodol ar gyfer ysgolion uwchradd. Croesawodd y Cyfarwyddwr y penderfyniad a wnaed i beidio â chynnal arholiadau eleni, o gofio effaith y misoedd diwethaf. Yr her bellach fydd sicrhau bod tystiolaeth gadarn mewn perthynas â'r graddau a roddir;
 - Cyfeiriwyd at y cynnydd o 19.2% yn nifer y cysylltiadau gofal cymdeithasol newydd a'r cynnydd o 26.6% o ran diogelu o gymharu â'r un cyfnod y llynedd. Dywedodd y Cyfarwyddwr wrth y Pwyllgor mai'r Gwasanaethau Plant oedd un o'r unig adrannau nad oedd wedi cau dros y misoedd diwethaf. Bu gostyngiad yn nifer yr atgyfeiriadau ledled Cymru ond ni welwyd y gostyngiad hwnnw yn Sir Gaerfyrddin;
 - Nodwyd bod yr achosion mwyaf pryderus yn parhau i gael cymorth drwy gydol y cyfyngiadau symud a gofynnwyd i swyddogion a wnaed unrhyw gyswllt â'r teuluoedd eraill naill ai dros y ffôn neu drwy gyfarfod o bell. Eglurodd Pennaeth y Gwasanaethau Plant, o ystyried yr effaith anochel ar wasanaethau, fod teuluoedd yn cael eu graddio yn ôl y lliwiau coch, oren neu wyrdd, ac er gwaethaf y cyfyngiadau symud, roedd ymweliadau'n parhau i ddigwydd gyda'r teuluoedd hynny yn y categori uchaf. Roedd asesiadau risg yn cael eu cynnal a dilynwyd y rheolau cadw pellter cymdeithasol. I'r teuluoedd hynny yn y categorïau is, defnyddiwyd galwadau fideo a galwadau ffôn i gadw mewn cysylltiad a darparu'r cymorth angenrheidiol. Ychwanegodd y Cyfarwyddwr fod dysgwyr agored i niwed hefyd yn cael eu graddio yn ôl y lliwiau coch, oren neu wyrdd er mwyn sicrhau bod cymorth ar gael iddynt, megis gofal plant a phrydau ysgol am ddim;
 - Cyfeiriwyd at lesiant plant a'r ffaith bod mwy o bwysau ar rai plant oherwydd bod ganddynt broblemau gartref a gofynnwyd i swyddogion a yw'r gwasanaeth cwnsela'n cael ei ddarparu oherwydd bod yr ysgolion wedi'u cau. Esboniodd y Cyfarwyddwr fod cwnsela wedi bod ar gael bron drwy gydol y cyfnod a chafwyd cyllid i ehangu'r gwasanaeth cwnsela. Mae'r sefyllfa'n cael ei monitro'n ofalus gan seicolegwyr addysg. Mae llesiant yn uchel ar restr blaenoriaethau'r adran, nid yn unig ar gyfer y staff ond hefyd ar gyfer y dysgwyr;

- Mynegwyd pryder ei bod yn ymddangos bod anghysondeb ledled y sir o ran dysgu o bell a gofynnwyd i swyddogion a oedd arferion gorau'n cael eu rhannu fel bod pob ysgol yn ymwybodol o'r disgwyliadau. Pwysleisiodd yr Aelod o'r Bwrdd Gweithredol mai mater i benaethiaid unigol yw edrych ar hyn, a disgwylir i hyn ddigwydd. Mae'n rhaid i arweinwyr ysgolion roi cyfarwyddiadau clir a chadarn i'w staff ynghylch yr hyn a ddisgwylir. Esboniodd y Cyfarwyddwr fod enghreifftiau o arferion gorau a ddangoswyd yn ystod y cyfnod atal diweddaraf wedi'u casglu a'u rhannu â phob ysgol. Ychwanegodd nad yw rhai plant, yn anffodus, wedi cymryd rhan mewn dysgu o bell ac mae hynny'n her. Mae ERW hefyd wedi creu cronfa o adnoddau i gefnogi dysgu o bell;
- O ran dysgu o bell, pwysleisiwyd ei bod yn bwysig bod athrawon yn mewngofnodi i unrhyw fodiwlau y maent wedi'u paratoi er mwyn eu gweld o safbwynt y disgyblion a gweld sut olwg sydd arno, oherwydd yn aml iawn nid oes modd cyrchu'r modiwlau. Gofynnwyd i swyddogion sut y bydd dysgu o bell yn cael ei fonitro. Esboniodd y Cyfarwyddwr fod Penaethiaid wedi cael gwybod mai un o'u prif heriau yw bod angen iddynt fonitro dysgu o bell yn rheolaidd. Mewn rhai ysgolion darperir adroddiadau wythnosol yn amlinellu pa ddysgu sydd wedi digwydd yr wythnos honno. Mae'r adran hefyd wedi cynghori llywodraethwyr y dylent fod yn gwirio'r hyn sy'n digwydd yn eu hysgol o ran dysgu o bell/dysgu cyfunol. Ychwanegodd y byddai angen monitro hyn yn barhaus er mwyn sicrhau cysondeb;
- Mynegwyd pryder bod rhai plant yn dychwelyd i'r ysgol yn dilyn cyfnod yn hunanynysu a osodwyd gan yr ysgol ac yna'n cael gwybod na ddylent fod wedi dychwelyd ond nad oedd y broses Profi, Orlhain a Dysgu wedi cysylltu â'r teulu. Eglurodd y Cyfarwyddwr fod pethau'n anodd iawn oherwydd bod y feirws yn ymosod heb rybudd. Ein blaenoriaeth yw cadw disgyblion a staff yn ddiogel ac mae'n rhaid inni ymateb ar unwaith. Cytunodd y dylid cyfathrebu mewn achosion o'r fath ar nifer o lwyfannau a dylai ysgolion fod yn ymwybodol os oes gan ddisgybl broblemau o ran derbyn gohebiaeth, megis dim Wi-Fi neu signal ffôn symudol gwael;
- Pan ofynnwyd iddo am y sefyllfa bresennol o ran absenoldeb, dywedodd y Cyfarwyddwr wrth y Pwyllgor ei fod yn destun pryder ym mis Medi/dechrau mis Hydref, ond bod presenoldeb wedi gwella ers hynny a'i fod dros 90% ar hyn o bryd. Roedd swyddogion hefyd yn ymgymryd â phroses o ailgysylltu â theuluoedd sy'n dal i fod ychydig yn bryderus ynghylch anfon eu plant yn ôl i'r ysgol. Mae rhai rhieni wedi penderfynu peidio ag anfon eu plant yn ôl i'r ysgol ac er nad yw'r Awdurdod yn defnyddio ei bwerau statudol mewn achosion o'r fath, roedd ysgolion a swyddogion yr awdurdod lleol wrthi'n ymdrechu i ailgysylltu â'r teuluoedd hyn a gweithio gyda nhw;
- Mynegwyd pryder ynghylch y 563 o deuluoedd sydd yn gallu hawlio prydau ysgol am ddim ond nad ydynt wedi gwneud hynny. Dywedodd y Cyfarwyddwr wrth y Pwyllgor fod ysgolion yn gweithio gyda swyddogion er mwyn cynorthwyo'r teuluoedd hyn i gael mynediad at yr hyn y mae ganddynt hawl ei gael.

Manteisiodd y Cadeirydd ar y cyfle, ar ran y Pwyllgor, i ddiolch i'r holl benaethiaid, yr athrawon a'r staff mewn ysgolion ledled y sir, am bopeth y maent wedi'i wneud dros y misoedd diwethaf yn yr ymdrech i gadw ein hysgolion ar agor a'n plant yn ddiogel yn y frwydr yn erbyn y pandemig.

PENDERFYNWYD YN UNFRYDOL dderbyn yr adroddiad.

5. STRATEGAETH ADDYSG A GWASANAETHAU PLANT 2020-2025

[NODER: Roedd y Cynghorydd M.J.A. Lewis wedi datgan buddiant yn yr eitem hon yn gynharach.]

Bu'r Pwyllgor yn ystyried y Strategaeth Gwasanaethau Addysg. Mae gan Awdurdodau Lleol gyfrifoldebau diffiniedig i ddarparu gwasanaethau o ansawdd uchel i ddiwallu anghenion pob plentyn a pherson ifanc. Mae'r strategaeth hon yn nodi gweledigaeth glir ar y cyd ar gyfer y rôl y mae Gwasanaethau Addysg yn ei chwarae o ran datblygu cymunedau bywiog ac economi lewyrchus yn Sir Gaerfyrddin yn y dyfodol.

Hysbyswyd y Pwyllgor fod y strategaeth, yn dilyn adborth gan y Bwrdd Gweithredol, bellach yn cwmpasu cyfnod o 10 mlynedd rhwng 2020 a 2030.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Cyfeiriwyd at y datganiad yn y strategaeth na fyddai mwy na dau grŵp blwyddyn ym mhob dosbarth addysgu a mynegwyd pryder ynghylch goblygiadau hynny ar gyfer ysgolion gwledig bach. Eglurodd yr Aelod o'r Bwrdd Gweithredol mai'r strategaeth yw gweledigaeth yr adran ar gyfer y deng mlynedd nesaf, ac un o'r elfennau ynddi fyddai peidio â chael grwpiau cymysg ac mai llesiant y plentyn oedd y sylfaen ar gyfer hyn. Ychwanegodd y Cyfarwyddwr fod nifer o heriau'n wynebu ysgolion llai y gellir eu goresgyn drwy ffedereiddio a rhannu adnoddau. Mae 95 o ysgolion cynradd yn Sir Gaerfyrddin, sef y nifer uchaf mewn unrhyw sir yng Nghymru;
- Er y cytunir yn llwyr â'r datganiad yn yr adroddiad fod gan Sir Gaerfyrddin lawer o arweinwyr addysg ysbrydoledig, gofynnwyd i swyddogion beth sy'n digwydd i'r arweinwyr talentog hynny pan na allant wneud y gwaith mwyach am nad ydynt yn gallu ymdopi â'r straen. Cytunodd yr Aelod Gweithredol o'r Bwrdd fod y sefyllfa'n un heriol ac efallai mai dyma pam ei bod mor anodd penodi penaethiaid ar gyfer ysgolion bach. Mae'r adran yn cadw mewn cysylltiad â phob pennaeth ac yn cynnig cymorth lle bo angen. Tynnodd sylw at y ffaith bod Covid, yn anffodus, wedi ychwanegu at y straen. Cytunodd y Cyfarwyddwr fod y sefyllfa'n un heriol, ond bod penaethiaid mewn cyfnod pontio. Er nad oedd ateb hawdd, cynigiodd yr adran gymaint o gymorth a phosibl, a phan fo ysgol yn tanberfformio oherwydd bod y pennaeth o bosibl yn ei chael hi'n anodd, cynigir cymorth ychwanegol i sicrhau nad yw hyn yn cael unrhyw effaith ar y disgyblion;
- Pwysleisiwyd pwysigrwydd cydnabod y pwysau sydd ar dimau uwch-arweinwyr mewn ysgolion o ran Covid a'r cwricwlwm newydd, sy'n heriol iawn. Esboniodd y Cyfarwyddwr fod mesurau'n cael eu rhoi ar waith i leihau'r llwyth gwaith. Ychwanegodd na fydd Estyn yn arolygu ysgolion am beth amser, a bydd hyn yn gwaredu rhywfaint o bwysau. Ychwanegodd mai dim ond hyn a hyn y gall swyddogion ei wneud ac efallai fod angen i rywbeth yn yr ysgol newid;
- Cyfeiriwyd at y ffaith bod pob ysgol mewn clystyrau a'u bod yn gweithio ar y cwricwlwm. Awgrymwyd, pan fydd clystyrau ysgolion uwchradd yn cyfarfod â'i gilydd, y dylent wahodd yr ysgolion cynradd sy'n eu bwydo i'w cyngori er mwyn sicrhau parhad dysgu ac osgoi gweld y safon a gyflawnir yn

gostwng pan fydd disgyblion yn dechrau ym mlwyddyn 7. Cytunodd y Cyfarwyddwr fod llawer y gallai'r sector uwchradd ei ddysgu gan y sector cynradd, er enghraifft dysgu thematig, a byddai'n sicrhau bod yr awgrym hwn yn cael ei gyflwyno i'r clystyrau;

- O ran gwella safonau, gofynnwyd i swyddogion sut y bydd yr Awdurdod yn asesu ac yn cyfleu gwelliannau i'r cyhoedd. Dywedodd y Cyfarwyddwr ei fod yn fater o sut y gall Estyn brofi pa welliannau sydd wedi'u gwneud. Roedd olrhain cynnydd a meincnodi yn elfennau allweddol i alluogi ysgolion i ddangos tystiolaeth o unrhyw gynnydd a wnaed. Byddai angen i'r ysgol rannu'r wybodaeth honno â'r cyhoedd drwy adroddiad blynyddol y llywodraethwyr;
- Cyfeiriwyd at recriwtio arweinwyr ysbrydoledig a gofynnwyd i swyddogion a oeddent yn hyderus y byddant dal yn gallu recriwtio arweinwyr o'r fath os na allant siarad Cymraeg. Esboniodd y Cyfarwyddwr fod yr Awdurdod yn cyflwyno proses lawer mwy cadarn o ran recriwtio. Bydd y dull a ddefnyddir gan y Ganolfan Asesu i benodi Penaethiaid Gwasanaeth yn cael ei ddefnyddio i benodi penaethiaid oherwydd bod angen i unrhyw bennaeth fod yr un mor fedrus â Phennaeth Gwasanaeth. Ychwanegodd ei fod yn dymuno bod gan ymgeiswyr rywfaint o Gymraeg ond ei bod yn bwysicach eu bod yn gwerthfawrogi'r iaith a'u bod yn ymrwymo i ddysgu'r iaith;
- O ran y dibenion a nodir ar dudalen 70 teimlwyd y dylem fod yn cynnwys ein hanes, er mwyn bod yn gytbwys. Cytunodd y Cyfarwyddwr ei bod yn bwysig canolbwyntio ar yr hyn sydd ar garreg ein drws, hynny yw trefnadaeth Cymru. Ychwanegodd y Pennaeth Cwricwlwm a Llesiant fod y cwricwlwm lleol yn gyfle i ddatblygu rhaglen ddysgu a oedd yn berthnasol ac yn meithrin nid yn unig ddinasyddion Cymru ond hefyd ddinasyddion byd-eang.

PENDERFYNWYD bod yr adroddiad yn cael ei dderbyn.

6. RMA - CYNNIG I LEIHAU'R BROSES BENDERFYNU FEWNOL YNGHYLCH TREFNIADAETH YSGOLION

Rhodddwyd gwybod i'r Pwyllgor fod pob aelod o dîm y Rhaglen Moderneiddio Addysg (MEP), o ganlyniad i bandemig Covid-19, wedi'u hadleoli am gyfnod o tua 4 mis i weithio mewn meysydd hollbwysig eraill yn yr adran ac felly dim ond ychydig bach iawn o waith prosiect y gallent ei gwblhau. Cyn y pandemig, roedd y tîm wedi bwriadu cynnal nifer o ymgynghoriadau statudol (mewn perthynas ag ad-drefnu ysgolion neu faterion ffedereiddio) gan ddechrau ar unwaith, a bu'n rhaid gohirio pob un ohonynt, gyda dyddiadau newydd i'w cadarnhau. Nid oedd hyn yn cynnwys unrhyw waith ad-drefnu ysgolion statudol a fyddai wedi'u dwyn ymlaen o ganlyniad i gasgliad adolygiad y Rhaglen Moderneiddio Addysg.

Arweiniodd y gwaith o adleoli tîm y Rhaglen Moderneiddio Addysg at oedi o tua 6 mis o ran cynigion ad-drefnu ysgolion oherwydd yr angen i sefydlu amserlenni newydd ar gyfer pob cynnig a diweddarau'r holl ddogfennau gyda'r setiau data diweddaraf. O ran rhaglen fuddsoddi Cyngor Sir Caerfyrddin, caewyd pob prosiect gyda chontractwyr ar y safle ar adeg y cyfyngiadau symud cychwynnol, gyda dyddiadau ailgychwyn yn cael eu cymeradwyo'n barhaus i ganiatáu i waith barhaus. O ganlyniad, rhagwelwyd y bydd y pandemig yn cael effaith sylweddol ar y Rhaglen Moderneiddio Addysg o ran cyllid ac amserlenni.

Roedd tîm y Rhaglen Moderneiddio Addysg bellach wrthi ar hyn o bryd yn ymgymryd â'r holl waith a gynlluniwyd cyn y pandemig ac roeddent yn gweithio ar ddatblygu Adolygiad y Rhaglen Moderneiddio Addysg ac amserlenni newydd ar gyfer yr ymgynghoriadau statudol a ohiriwyd. Y gobaith oedd y gellid parhau i wneud yr holl faterion perthnasol oedd yn ymwneud â phrosiectau o fewn amserlen a oedd cyn agosed â phosibl at yr amserlen wreiddiol, ond disgwyliid y byddai rhywfaint o oedi cyn y gellir penderfynu ynghylch hyn a gweithredu.

Er mwyn gallu symud ymlaen ag unrhyw gynigion ynghylch ad-drefnu ysgolion (y gellid eu cysylltu â phrosiectau buddsoddi), rhoddwyd ystyriaeth i fyrhau'r Broses Benderfynu Ynghylch Trefniadaeth Ysgolion Mewnol unwaith eto. Er y derbyniwyd na fydd byrhau'r broses yn lleihau'r oedi a gafwyd oherwydd y pandemig, bydd yn helpu tîm y Rhaglen Moderneiddio Addysg rhywfaint i ail-flaenoriaethu ymgynghoriadau gofynnol mewn ffordd effeithiol ac amserol.

Nodwyd bod angen ymgynghori ar hyn o bryd â'r Pwyllgor Craffu a'r Bwrdd Gweithredol yng Nghamau 1 a 2 gan ychwanegu Cyngor llawn yng Ngham 3 er mwyn penderfynu ynghylch y cynnig. Cynigiwyd dileu'r broses ymgynghori â'r Pwyllgor Craffu yng Nghamau 2 a 3. Y rheswm am hyn yw bod y Bwrdd Gweithredol yn gallu cymeradwyo Cam 2 a bod y Cyngor Sir yn gallu cymeradwyo Cam 3. Byddai'r broses yn cymryd 2 fis yn llai drwy wneud hyn. Felly, byddai'r ymgynghoriad yn mynd rhagddo fel a ganlyn:-

Cam 1 – Bwrdd Gweithredol a Phwyllgor Craffu: Addysg a Phlant

Cam 2 – Y Bwrdd Gweithredol

Cam 3 – Y Bwrdd Gweithredol a'r Cyngor Sir

Roedd y cynnig yn dal i sicrhau bod y Pwyllgor Craffu yn gallu ystyried y cynnig yn ffurfiol cyn cytuno ar unrhyw ymgynghoriad cyhoeddus ac roedd hefyd yn caniatáu i aelodau'r Pwyllgor Craffu benderfynu ynghylch canlyniad y cynnig fel aelodau o'r Cyngor llawn. Ymgynghorir â hwy hefyd yn ystod y cyfnod ymgynghori ffurfiol o 6 wythnos (os yw'r Bwrdd Gweithredol yn rhoi caniatâd ynghylch ymgynghori).

Gofynnwyd y cwestiwn canlynol mewn perthynas â'r adroddiad:-

- Pan ofynnwyd pam y teimlwyd mai'r cam cyntaf oedd y cam gorau i ymgynghori â'r Pwyllgor Craffu, eglurodd y Pennaeth Mynediad i Addysg mai ar ddechrau'r broses y gall y Pwyllgor ddylanwadu ar y broses ac na fyddai'n bosibl llunio'r cynnig ar ôl bod yn destun ymgynghoriad.

PENDERFYNWYD YN UNFRYDOL

6.1 Bod y cynnig i fyrhau'r broses fewnol o benderfynu ynghylch trefniadaeth ysgolion yn cael ei gymeradwyo;

6.2 Argymhell bod y Bwrdd Gweithredol yn symud ymlaen â'r broses ddiwygiedig ar gyfer datblygu cynigion statudol ac ymgynghoriadau fel y nodir yn yr adroddiad, hynny yw dileu'r broses o ymgynghori â'r Pwyllgor Craffu Addysg a Phlant yng Nghamau 2 a 3.

7. ADRODDIAD BLYNYDDOL Y PWYLLGOR CRAFFU ADDYSG & PHLANT 2019/20

Bu'r Pwyllgor yn ystyried ei Adroddiad Blynyddol ar gyfer 2019/20 ynghylch ei waith yn ystod blwyddyn y cyngor 2019/20. Roedd yr adroddiad wedi'i baratoi'n unol ag Erthygl 6.2 o Gyfansoddiad y Cyngor sy'n ei gwneud yn ofynnol i Bwyllgorau Caffael baratoi adroddiad blynyddol sy'n egluro gweithgareddau'r Pwyllgor dros y flwyddyn flaenorol.

Roedd yr adroddiad yn bwrw golwg gyffredinol ar raglen waith y Pwyllgor a'r materion allweddol a ystyriwyd yn ystod y flwyddyn. Yn ogystal, roedd yr adroddiad yn rhoi manylion am sesiynau datblygu ac am ymweliadau safle a oedd wedi'u trefnu ar gyfer y Pwyllgor, yn ogystal â data am bresenoldeb.

PENDERFYNWYD YN UNFRYDOL gymeradwyo Adroddiad Blynyddol Pwyllgor Craffu Addysg a Phlant 2019/20.

8. BLAENRAGLEN WAITH Y PWYLLGOR CRAFFU ADDYSG & PHLANT AR GYFER 2020/21

Bu'r Pwyllgor yn ystyried ei Flaenraglen Waith ar gyfer gweddill blwyddyn y cyngor 2020/21, a baratowyd yn unol â Chyfansoddiad y Cyngor sy'n ei gwneud yn ofynnol i Bwyllgorau Craffu ddatblygu a chyhoeddi blaenraglen waith bob blwyddyn gan glustnodi materion ac adroddiadau sydd i'w hystyried mewn cyfarfodydd yn ystod blwyddyn y cyngor.

PENDERFYNWYD cadarnhau Blaenraglen Waith y Pwyllgor Craffu Addysg a Phlant ar gyfer 2017/18.

9. LLOFNODI YN GOFNOD CYWIR COFNODION Y CYFARFOD A GYNHALIWYD AR 11EG MAWRTH, 2020

Nodwyd y dylid diwygio enw Dr Caryl James, Ysgol Pen-boyr i Dr Carol James, Ysgol Pen-boyr a Hafodwenog yn y rhestr o'r rhai a oedd hefyd yn bresennol yn y cyfarfod.

PENDERFYNWYD llofnodi bod cofnodion cyfarfod y Pwyllgor oedd wedi ei gynnal ar 11 Mawrth 2020 yn gywir, yn amodol ar gynnwys y newid uchod.

10. GOHIRIO'R CYFARFOD

Dywedodd y Cadeirydd yn y rhan hon o'r cyfarfod y byddai'r cyfarfod yn cael ei ohirio tan 2.00 p.m.

Y CYFARFOD A AILYMGYNULLWYD

Ailymgynullodd aelodau'r Panel am 2.00pm.

YN BRESENNOL: Y Cynghorydd D. Price [Cadeirydd]

Y Cynghorwyr:

L.R. Bowen, K.V. Broom, D.M. Cundy (yn lle B. Thomas), T.A.J. Davies, J.P. Jenkins, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, E.G. Thomas a D.T. Williams

Aelodau Cyfetholedig:

A. Enoch - Rhiant-lywodraethwr
V. Kenny - Cynrychiolydd yr Eglwys Gatholig

Hefyd yn bresennol:

Y Cynghorydd G. Davies - Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant

Roedd y Swyddogion canlynol yn bresennol yn y cyfarfod:

G. Morgans - Cyfarwyddwr Gwasanaethau Addysg a Phlant
S. Davies - Pennaeth Mynediad i Addysg
A. Rees - Pennaeth Cwricwlwm a Llesiant
S. Smith - Pennaeth Gwasanaethau Plant
A Thomas - Pennaeth Gwasanaethau Addysg a Chynhwysiad
S. Griffiths - Rheolwr Rhaglen Moderneiddio Addysg
M. Evans Thomas - Prif Swyddog Gwasanaethau Democrataidd
E. Bryer - Swyddog Gwasanaethau Democrataidd
R. Lloyd - Swyddog Gwasanaethau Democrataidd
S. Rees – Cyfieithydd ar y Pryd
J. Corner – Swyddog Technegol

11. RMA - CYNNIG I AD-DREFNU YSGOL HEOL GOFFA I SAFLE NEWYDD A CYNYDDU CAPASITI O 75 I 120

Bu'r Pwyllgor yn ystyried adroddiad yn amlinellu cynnig i symud Ysgol Heol Goffa i safle newydd a chynyddu nifer y lleoedd o 75 i 120.

Mae Ysgol Heol Goffa yn ysgol arbennig yn Llanelli ac mae'n cael ei chynnal gan Gyngor Sir Caerfyrddin. Mae'r ysgol yn darparu ar gyfer 75 o ddisgyblion rhwng 3-19 oed sydd ag anawsterau dysgu difrifol neu anawsterau dysgu dwys a lluosog. Mae gan bob disgybl Ddatganiad Anghenion Addysgol Arbennig neu Gynllun Datblygu Unigol. Ar hyn o bryd roedd mwy o blant yn Ysgol Heol Goffa na'r lleoedd oedd ar gael ac roedd y duedd hon yn debygol o barhau hyd y gellir rhagweld gan fod galw cynyddol am leoedd a oedd yn rhoi pwysau sylweddol ar yr Awdurdod Lleol i leoli disgyblion. Y nifer presennol o leoedd yn Ysgol Heol Goffa yw 75 gyda 101 o ddisgyblion ar y gofrestr ar ôl Ionawr 2020. O ganlyniad, roedd yr Awdurdod wrthi'n datblygu cynllun i gynyddu'r lleoedd yn Ysgol Heol Goffa i 120 o leoedd drwy ddarparu ysgol newydd â chyfleusterau sy'n addas ar gyfer yr 21^{ain} Ganrif ar safle newydd. Roedd y safle newydd arfaethedig wedi'i leoli wrth ymyl Ysgol Pen Rhos a gwblhawyd yn ddiweddar.

Roedd ymgynghoriad ffurfiol wedi'i gynnal rhwng 21 Medi 2020 ac 1 Tachwedd 2020, ac roedd yr ymatebion wedi'u cynnwys yn yr adroddiad.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Mynegwyd pryder nad oedd y gwaith ehangu arfaethedig efallai yn ddigon mawr i ddiogelu'r ysgol at y dyfodol, o gofio'r angen amlwg am y ddarpariaeth yn yr ardal. Eglurodd y Pennaeth Mynediad i Addysg fod swyddogion yn ceisio cynllunio ymlaen o ran pob cynllun ar y Rhaglen Moderneiddio Addysg. Mae'r Awdurdod yn cael 75% o arian grant tuag at gost y cynllun, ond nid oedd yn bosibl defnyddio'r arian hwn i ddarparu lleoedd ychwanegol. Byddai'n anodd iawn cyfiawnhau cynnydd yn y

ddarpariaeth i Lywodraeth Cymru. Mae swyddogion yn hyderus bod y ffigur o 120 wedi'i bennu'n iawn;

- Tynnwyd sylw at y ffaith bod y ffigur presenoldeb yn yr ysgol eisoes yn 101 a gofynnwyd i swyddogion a fyddai'n bosibl ymestyn yr ysgol yn y dyfodol petai angen. Eglurodd y Pennaeth Mynediad i Addysg fod y posibilrwydd o ehangu yn y dyfodol wedi'i gynnwys wrth adeiladu ysgolion newydd dros y blynyddoedd diwethaf;
- Cyfeiriwyd at y diffyg manylion yn yr Asesiad o'r Effaith ar Ansawdd (QIA). Eglurodd y Pennaeth Mynediad i Addysg fod templed corfforaethol yn cael ei ddefnyddio ar gyfer yr Asesiad o'r Effaith ar Ansawdd. Byddai'n ystyried y sylwadau ac os oes angen cynnwys mwy o resymeg yn hytrach na gwneud "dim sylw" yna gwneir hynny;
- Cyfeiriwyd at y ffaith bod y ddarpariaeth hon wedi'i lleoli mewn ysgolion uwchradd yn Rhydaman a Chaerfyrddin er mwyn hwyluso'r broses o integreiddio'n haws i addysg brif ffrwd, ond yn Llanelli y ddarpariaeth oedd ysgol ar wahân a phwysleisiwyd pa mor bwysig oedd hi fod plant yn gallu cymysgu â'u cyfoedion a'u bod yn cael pob cyfle i fynd i addysg prif ffrwd.

PENDERFYNWYD YN UNFRYDOL

11.1 cymeradwyo'r adroddiad;

11.2 argymhell i'r Bwrdd Gweithredol fod Hysbysiad Statudol yn cael ei gyhoeddi

12. RMA - CYNNIG I ADOLYGU DARPARIAETH ADDYSG GYNRADD YN ARDALOEDD BLAENAU A LLANDYBIE

Bu'r Pwyllgor yn ystyried adroddiad a oedd yn manylu ar y cynnig i adolygu'r ddarpariaeth addysg gynradd yn ardaloedd Blaenau a Llandybïe.

Mae cyfrifoldeb cyfreithiol ar yr Awdurdod i adolygu nifer a math yr ysgolion sydd ganddo yn yr ardal ac a yw'n llwyddo ai peidio i wneud y defnydd gorau o'r adnoddau a'r cyfleusterau sydd ar gael i ddarparu'r cyfleoedd y mae plant yn eu haeddu.

Mae Ysgol Gynradd Blaenau yn ysgol gynradd gymunedol cyfrwng Cymraeg sydd wedi ei lleoli ym mhentref Blaenau ac mae lle i 99 o ddisgyblion rhwng 4 ac 11 mlwydd oed. Yn ystod y blynyddoedd diwethaf, mae nifer y disgyblion yn yr ysgol wedi gostwng. Ym mis Ionawr 2020 roedd 34 o ddisgyblion yn yr ysgol a oedd yn golygu bod 65 o leoedd gwag neu 66%. Mae Llywodraeth Cymru, drwy'r Côt Trefniadaeth Ysgolion, yn cynghori Awdurdodau Lleol i adolygu eu darpariaeth lle bo mwy na 10% o leoedd gwag mewn ardal. Yn seiliedig ar amcanestyniadau cyfredol ynghylch nifer y disgyblion, amcangyfrifwyd y bydd nifer y disgyblion yn parhau i fod yn isel yn y dyfodol rhagweladwy. Yn ogystal, roedd cyflwr adeilad yr ysgol yn wael ac mae'r ysgol wedi bod mewn diffyg ers 2011/12 ac yn parhau i fod â diffyg o £83,895 ar gyfer 2019/20. Y dyraniad cyllid gwreiddiol ar gyfer 2020/21 oedd £149,000 a'u rhagolwg am y flwyddyn yw y bydd y diffyg yn cynyddu.

O safbwynt addysgol mae cael cyn lleied o ddisgyblion ond â dosbarthiadau oedran cymysg yn ei gwneud yn anodd iawn i'r ysgol ddarparu ehangder a dyfnder o ran profiadau cwricwlaidd a chymdeithasol y mae ar ddisgyblion yr oedran hwn eu hangen i ddatblygu'n llawn. Mae'r ffeithiau anochel hyn wedi arwain yn y pen

draw at fodel ysgol nad yw'n fodel addysgol gadarn na sefydlog nac yn ddefnydd gorau o'r adnoddau. Gan na ddisgwyllir gweld cynnydd sylweddol yn nifer y disgyblion hyd y gellir rhagweld yn y dyfodol, roedd angen ystyried cynaliadwyedd yr ysgol.

Mae Ysgol Gynradd Llandybïe yn ysgol gynradd drawsnewidiol (gweithio tuag at fod yn gyfrwng Cymraeg) i blant 3-11 oed. Lleolir yr ysgol ym mhentref gwledig Llandybïe. Mae'n ysgol lwyddiannus a oedd yn llawn erbyn mis Ionawr 2019 ac er bod gostyngiad bach yn nifer y disgyblion ym mis Ionawr 2020 roedd y duedd hon yn debygol o barhau hyd y gellir rhagweld yn seiliedig ar amcanestyniadau cyfredol o ran y disgyblion. O ganlyniad, mae'r Awdurdod Lleol yn datblygu cynllun i gynyddu nifer y lleoedd yn Ysgol Gynradd Llandybïe i 315 a 45 o leoedd meithrin drwy ddarparu ysgol newydd ar safle newydd, gyda chyfleusterau sy'n addas ar gyfer y 21^{ain} ganrif. Bydd y prosiect yn adleoli Ysgol Gynradd Llandybïe o'i safle presennol i safle newydd sydd o fewn dalgylch presennol Ysgol Gynradd Llandybïe. Bydd yr ysgol newydd yn darparu adeilad ysgol gynradd o safon Llywodraeth Cymru gyda'r gallu i ddarparu ar gyfer 315 o ddisgyblion a 45 o ddisgyblion meithrin rhwng 3 a 11 oed, a sicrhau bod yr ysgol yn gallu cyflwyno'r cwricwlwm llawn mewn amgylcheddau dysgu modern, diogel ac ysbrydoledig gydag ardaloedd allanol helaeth.

Bydd y buddsoddiad arfaethedig hwn yn mynd i'r afael â chyflwr gwael yr adeilad a'r diffyg lle a darpariaeth yn yr ysgol bresennol trwy ddarparu lleoedd digonol ar gyfer y galw presennol a'r galw arfaethedig mewn ysgol categori A. Yn ystod y 5 mlynedd diwethaf bu cynnydd parhaus yn nifer y disgyblion sy'n dewis mynychu'r ffrwd cyfrwng Cymraeg a gostyngiad yn nifer y disgyblion sy'n dewis mynychu'r ffrwd Saesneg.

Mae'r Awdurdod Lleol yn gyfrifol am roi'r addysg orau posibl i bob disgybl ac mae'n credu bod darparu cyfleoedd dwyieithog yn chwarae rhan yn hyn. Mae hyn yn cyd-fynd ag amcan Cynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin o ran sicrhau bod pob disgybl yn gallu siarad, darllen ac ysgrifennu'r Gymraeg yn rhugl erbyn diwedd Cyfnod Allweddol 2 yn unol â'u cyfnod datblygiad disgwyliedig. Y ffordd orau o greu unigolion hyderus a dwyieithog yw trwy drochi disgyblion yn yr iaith Gymraeg ac o ganlyniad mae'r Awdurdod Lleol yn ceisio newid natur y ddarpariaeth. O ganlyniad i'r heriau parhaus y mae'r ddwy ysgol yn eu hwynebu, nid oedd yn bosibl cynnal y trefniadau presennol ac roedd angen adolygu'r ddarpariaeth addysg o fewn ardaloedd Blaenau a Llandybïe.

Felly cynigiwyd y canlynol:

- Cau Ysgol Gynradd Blaenau ar 31 Awst 2021;
- O 1 Medi 2021 bydd pob disgybl wedi'i gofrestru yn Ysgol Llandybïe gan ddefnyddio'r ddau safle (Ysgol Gynradd Llandybïe a'r hen Ysgol Gynradd Blaenau) gan gynyddu nifer y lleoedd i 287 + 50 o leoedd meithrin;
- Ailddynodi dalgylch Ysgol Gynradd Llandybïe er mwyn cynnwys dalgylch hen Ysgol Gynradd Blaenau o 1 Medi 2021;
- Newid natur y ddarpariaeth yn Ysgol Gynradd Llandybïe i gyfrwng Cymraeg o 1 Medi 2021;
- Adleoli Ysgol Gynradd Llandybïe i safle ysgol newydd a chynyddu nifer y lleoedd o 315 + 45 o leoedd meithrin ym mis Medi 2024, pan argymhellir agor yr ysgol newydd.

Mae nifer y lleoedd trawsnewidiol a nodir uchod (287 + 50 o leoedd meithrin) yn cyfuno nifer y lleoedd presennol yn y ddwy ysgol gan gynnwys y lleoedd meithrin. O ganlyniad, mae'r lleoedd meithrin yn nifer y lleoedd trawsnewidiol yn fwy na chapasiti'r ysgol yn derfynol. Mae ffigur terfynol nifer y lleoedd (315 + 45 o leoedd meithrin) yn diwallu angen a galw'r ardal yn y tymor hir. Bwriad yr Awdurdod yw bod yr holl ddisgyblion presennol yn aros yn yr ysgol ac yn parhau i gael eu haddysg drwy'r iaith bresennol. Mae'n bwysig nodi na fydd unrhyw newid yn achos y disgyblion presennol sy'n mynychu Ysgol Llandybie.

PENDERFYNWYD

12.1 cymeradwyo'r cynnig i adolygu'r ddarpariaeth addysg gynradd yn ardaloedd Blaenau a Llandybie, fel y nodir yn yr adroddiad;

12.2 argymhell i'r Bwrdd Gweithredol fod proses ymgynghori ffurfiol yn cael ei chynnal.

13. RMA - AD-DREFNU AC AILFODELU GWASANAETHAU CYMORTH YMDDYGIAD YN YSGOL RHYDYGORS I WELLA'R DDARPARIAETH AR GYFER PLANT A PHOBL IFANC

Bu'r Pwyllgor yn ystyried adroddiad yn manylu ar gynnig i ad-drefnu ac ailfodelu Gwasanaethau Cymorth Ymddygiad yn Ysgol Rhyd-y-gors er mwyn gwella'r ddarpariaeth ar gyfer plant a phobl ifanc.

Yn dilyn adolygiad strategol o Wasanaethau Ymddygiad yr Awdurdod, cynigiwyd rhoi'r gorau i ganolbwyntio'n unig ar ymddygiad a defnyddio dull mwy cyffredinol o gynnwys llesiant disgyblion ac ennyn eu diddordeb. Er mwyn cyflawni hyn, mae model pedwar cam o wasanaethau ymddygiad wedi cael ei ddatblygu a oedd yn cynnwys darparu cymorth o ran ymddygiad ac ymgysylltu ar bedair lefel. Mae'r cymorth yn amrywio o ymyrraeth a chymorth mewn ysgolion prif ffrwd i leoliadau seibiant neu breswyl arbenigol.

Ar hyn o bryd, mae gan yr Awdurdod ystod o leoliadau lle caiff disgyblion eu cefnogi. Mae hyn yn cynnwys Ysgol Rhyd-y-gors, Canolfan Addysgu a Dysgu Uwchradd Sir Gaerfyrddin (Uned Cyfeirio Disgyblion ar gyfer disgyblion uwchradd), Canolfan Bro Tywi (Uned Cyfeirio Disgyblion ar gyfer disgyblion cynradd) a Chanolfan y Gors (Uned Cyfeirio Disgyblion ar gyfer disgyblion uwchradd sydd â phroblemau sylweddol o ran gorbryder a/neu lesiant emosiynol a phroblemau iechyd meddwl sydd angen cefnogaeth gan Wasanaethau Iechyd Meddwl Plant a'r Glasoed (CAMHS). Mae gweledigaeth y model pedwar cam yn cynnwys annog pob un o'r lleoliadau hyn i gydweithio fel un Tîm y Gwasanaeth Cymorth ar gyfer Ymddygiad Arbenigol a Llesiant. Un o'r prif ffyrdd o gyflawni hyn yw creu cysondeb yn y math o ddarpariaeth a gynigir ym mhob un o'r lleoliadau a chreu system sy'n sicrhau bod cysylltiadau ag ysgolion prif ffrwd.

Ar hyn o bryd, unwaith y bydd plentyn yn cael ei roi yn Rhyd-y-gors, mae'r dystiolaeth hanesyddol yn awgrymu bod y person ifanc yn aros yno hyd nes ei fod yn 16 oed heb unrhyw brofiad pellach o fod mewn prif ffrwd. Mae'r Model Pedwar Cam newydd yn datblygu gwasanaethau cymorth ymddygiad i ganiatáu mynediad haws at ymyrraeth gynnar fel bod gan ysgolion fynediad uniongyrchol i aelod o dîm y Gwasanaeth Cynnal Ymddygiad a fydd yn cael ei hyfforddi mewn dulliau adferol, arferion sy'n ymwybodol o drama ac sy'n datblygu'n broffesiynol yn barhaus i gefnogi anghenion eu clwstwr o ysgolion.

Mae yna ddysgwyr bob amser sydd ag anghenion cymhleth ac sydd angen pecynnau cymorth cadarn y tu allan i ddarpariaeth brif ffrwd ond mae ethos yr Awdurdod yn cefnogi cynwysoldeb ac yn datblygu cymorth a gwasanaethau sy'n cael eu harwain gan anghenion. O fewn y model Pedwar Cam, pan argymhellir bod plentyn yn cael lle yng Nghramau 3 neu 4 dylai fod cyfle bob amser i ddychwelyd i'r brif ffrwd, neu hyd yn oed gael mynediad i'r brif ffrwd ar gyfer pynciau sydd yn ennyn eu diddordeb mewn modd cadarnhaol, ac nad yw hyn yn cael effaith negyddol ar ddysgu rhai eraill, pan all y person ifanc reoli emosiynau a chymryd rhan yn ei addysg mewn modd cadarnhaol a diogel. Gellir gwneud hyn drwy fonitro ac asesu parhaus a chyda pherthynas agos, dryloyw sy'n seiliedig ar ymddiriedaeth â'n hysgolion prif ffrwd.

Er mwyn cysondeb, mynediad at gymorth arbenigol iawn, mynediad i gwricwlwm eang a chytbwys gydag ystod o opsiynau achredu a'r cynnig o gynlluniau addysg unigol a phwrpasol a gynigir yn yr Unedau Cyfeirio Disgyblion presennol drwy'r dull 3 Haen, roedd yn ofynnol cau Ysgol Rhyd-y-gors fel ysgol arbennig a'i sefydlu fel Uned Cyfeirio Disgyblion a bydd y cynnig a gyflwynwyd i'r Pwyllgor heddiw yn cychwyn y newid hwn.

Er y cydnabuwyd bod Ysgol Rhyd-y-gors wedi bod yn darparu addysg i ddisgyblion ag anawsterau cymdeithasol, emosiynol ac ymddygiadol ar ffurf ysgol arbennig ers nifer o flynyddoedd, cydnabuwyd y bydd gwella model yr Uned Cyfeirio Disgyblion yn darparu'n fwy priodol ar gyfer diwallu anghenion cymdeithas a'i phobl ifanc, gan ddarparu cyfleoedd cyson ar draws y sir.

Felly cynigiwyd y canlynol:

- Cau Ysgol Arbennig Rhyd-y-gors ar 31 Awst 2021. Bydd holl gyn-ddisgyblion Ysgol Rhyd-y-gors yn parhau i gael eu haddysg ar safle hen Ysgol Rhyd-y-gors. Os caiff ei gymeradwyo, yn hytrach na chael darpariaeth mewn ysgol arbennig, bydd disgyblion yn cael eu haddysgu mewn Uned Cyfeirio Disgyblion. Er y dylid ystyried y cynnig yn ei gyfanrwydd, roedd y ddogfen ymgynghori yn ymwneud â phwynt 1 yn unig. Byddai pwyntiau 2 a 3 a nodir isod yn cael eu gweithredu drwy weithdrefnau ar wahân;
- Os caiff yr uchod (Pwynt 1) ei gymeradwyo, bydd yr Awdurdod Lleol yn sefydlu Uned Cyfeirio Disgyblion ar safle hen Ysgol Rhyd-y-gors ar 1 Medi 2021;
- Yn ogystal, os caiff Pwynt 1 ei gymeradwyo, bydd yr Awdurdod Lleol yn sefydlu Canolfan Gofal Seibiant/Cartref Plant ar safle hen Uned Breswyl/Ysgol Rhyd-y-gors ar 1 Medi 2021. Bydd pob un o gyn-ddisgyblion Ysgol Rhyd-y-gors sydd ag elfen o addysg breswyl yn rhan o'u Datganiad AAA yn parhau i dderbyn hyn ar safle hen Ysgol Rhyd-y-gors.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Gofynnwyd i swyddogion am y gost fesul disgybl mewn Uned Cyfeirio Disgyblion o gymharu ag ysgol gan fod cost yr uned yn Rhyd-y-gors yn ymddangos yn eithriadol o uchel. Esboniodd y Cyfarwyddwr fod y gost yn uwch oherwydd yr elfen breswyl a'r ddarpariaeth ddydd a ddarperir yn Rhyd-y-gors;

- Pan ofynnwyd am gadarnhad na fydd dysgwyr yn cael eu difreinio gan y newidiadau arfaethedig, cadarnhaodd y Cyfarwyddwr y bydd popeth posibl yn cael ei wneud i sicrhau nad yw dysgwyr ar eu colled o ran eu darpariaeth. Roedd o'r farn y bydd dysgwyr yn cael gwell darpariaeth drwy symud i'r dull newydd gan y bydd ganddynt fwy o fynediad at gymwysterau a fydd yn rhoi mwy o ddewisiadau iddynt pan fyddant yn gadael yr ysgol;
- Cyfeiriwyd at y ffaith bod disgyblion yn cael eu rhoi yn Rhyd-y-gors oherwydd bod ganddynt broblemau ymddygiadol a bod angen gofal a sylw arbenigol arnynt i fynd i'r afael â'u hanghenion. Mynegwyd pryder ynghylch integreiddio'n ôl i ysgolion prif ffrwd a sut y bydd y broses bontio honno'n digwydd. Eglurodd y Swyddog Arweiniol ar gyfer y Gwasanaethau Ymddygiad fod disgyblion yn cael eu hadolygu'n gyson o ran pontio a bod pob asesiad posibl yn cael ei gynnal. Ni fyddai disgybl ar unrhyw adeg yn cael mynd yn ôl i addysg brif ffrwd heb asesiad cadarn a chefnogaeth lawn. Nid oes byth bwriad i unrhyw ddisgybl fethu. Ychwanegodd y Pennaeth Cwricwlwm a Llesiant fod y model a ddefnyddir yn seiliedig ar ddull sy'n gwbl gynhwysol;
- Gofynnwyd i swyddogion beth yw'r sefyllfa o ran faint o amser y gall disgybl ei dreulio yn yr Uned Cyfeirio Disgyblion cyn symud ymlaen os oes ganddo anghenion arbennig iawn. Dywedodd y Cyfarwyddwr wrth y Pwyllgor fod rhaglen hyfforddi staff ynghylch addysg brif ffrwd ar gael ac na fydd disgyblion yn gadael nes eu bod yn barod i wneud hynny.

PENDERFYNWYD YN UNFRYDOL

- 13.1 gymeradwyo'r cynnig i ailfodelu gwasanaethau cymorth ymddygiad yn Ysgol Rhyd-y-gors, fel y nodir yn yr adroddiad;**
- 13.2 argymhell i'r Bwrdd Gweithredol fod proses ymgynghori ffurfiol yn cael ei chynnal**

14. RMA - CYNNIG I NEWID YSTOD OEDRAN YSGOL SWISS VALLEY O 4-11 I 3-11

Bu'r Pwyllgor yn ystyried adroddiad a oedd yn manylu ar y cynnig i newid yr ystod oedran yn Ysgol Gynradd Dyffryn y Swistir o 4-11 i 3-11 oed.

Mae Ysgol Dyffryn y Swistir wedi bod yn cynnal cynllun peilot i fod yn ysgol 3-11 ers 2013 a gychwynwyd yn rhan o gynllun gan Lywodraeth Cymru i roi hyblygrwydd a dewis i rieni o ran darpariaeth feithrin. Fodd bynnag, gan fod yr ysgol yn cael ei hysbysebu'n swyddogol ar hyn o bryd fel ysgol 4-11 oed, roedd rhieni'n gymysglyd ynghylch pa ddarpariaeth feithrin a gynigir gan yr ysgol neu nid oeddynt yn ymwybodol o'r ddarpariaeth.

Nod y cynnig oedd darparu darpariaeth gyfartal yn ardal Llanelli, gan alinio Ysgol Dyffryn y Swistir ag ysgolion cyfagos a oedd eisoes yn ysgolion 3-11 oed. Roedd y corff llywodraethu a'r pennaeth yn teimlo'n gadarnhaol yn dilyn canlyniad y cynllun peilot ac roeddent bellach am fwrw ymlaen â gwneud yr ysgol yn ysgol 3-11 oed yn swyddogol drwy broses statudol.

Felly cynigiwyd newid ystod oedran Ysgol Gynradd Dyffryn y Swistir o 4-11 i 3-11 o 1 Medi 2021.

PENDERFYNWYD YN UNFRYDOL

- 14.1 gymeradwyo'r cynnig i newid ystod oedran Ysgol Gynradd Dyffryn y Swistir o 4-11 i 3-11 o 1 Medi 2021, fel y nodir yn yr adroddiad;
- 14.2 argymhell i'r Bwrdd Gweithredol fod proses ymgynghori ffurfiol yn cael ei chynnal.

15. RMA - CYNNIG I ADOLYGU DARPARIAETH ADDYSG GYNRADD YN ARDALOEDD MYNYDDYGARREG A GWENLLIAN

Bu'r Pwyllgor yn ystyried adroddiad yn manylu ar gynnig i adolygu'r ddarpariaeth addysg gynradd yn ardaloedd Mynyddygarreg a Gwenllian.

Mae cyfrifoldeb cyfreithiol ar yr Awdurdod i adolygu nifer a math yr ysgolion sydd ganddo mewn ardal ac a yw'n llwyddo ai peidio i wneud y defnydd gorau o'r adnoddau a'r cyfleusterau sydd ar gael i ddarparu'r cyfleoedd y mae plant yn eu haeddu.

Mae Ysgol Gynradd Mynyddygarreg yn ysgol gynradd gymunedol cyfrwng Cymraeg sydd wedi ei lleoli ym mhentref Mynyddygarreg ac mae lle i 55 o ddisgyblion rhwng 4 ac 11 oed. Yn ystod y blynyddoedd diwethaf, mae nifer y disgyblion wedi aros yn gyson ond maent yn dal i fod tipyn yn is na nifer y lleoedd. Dangosodd ffigurau Ionawr 2020 fod 36 o ddisgyblion yn yr ysgol a bod 19 o leoedd gwag, neu 35%. Mae Llywodraeth Cymru yn cynghori Awdurdodau Lleol i adolygu eu darpariaeth lle bo mwy na 10% o leoedd gwag mewn ardal. Yn seiliedig ar amcanestyniadau cyfredol, amcangyfrifwyd y bydd nifer y disgyblion yn parhau tipyn yn is na nifer y lleoedd yn y dyfodol rhagweladwy. Yn ogystal, roedd cyflwr adeilad yr ysgol yn wael ac roedd yr ysgol wedi bod mewn diffyg ers 2016/17 ac mae'n parhau i fod â diffyg o £48,265 wrth gamu i flwyddyn ariannol 2020/21. Eu dyraniad cyllid gwreiddiol ar gyfer 2020/21 oedd £172,000.

O safbwynt addysgol mae bod â chyn lleied o ddisgyblion a dosbarthiadau oedran cymysg yn ei gwneud yn eithriadol o anodd i'r ysgol ddarparu ehangder a dyfnder o ran y profiadau cwricwlaid a chymdeithasol y mae ar ddisgyblion o'r oedran hwn eu hangen i ddatblygu'n llawn. Roedd y ffeithiau anochel hyn wedi arwain yn y pen draw at fodel ysgol nad yw'n fodel addysgol gadarn na sefydlog nac yn ddefnydd gorau o'r adnoddau. Gan na ddisgwylir gweld cynnydd sylweddol yn nifer y disgyblion hyd y gellir rhagweld yn y dyfodol, roedd angen ystyried cynaliadwyedd yr ysgol.

Ysgol gynradd gymunedol cyfrwng Cymraeg 3-11 oed yw Ysgol Gymraeg Gwenllian sydd wedi'i lleoli yng Nghydweli. Yn ystod y blynyddoedd diwethaf, mae nifer y disgyblion wedi aros yn gyson ac ychydig yn is na chapasiti'r ysgol o 140. Fodd bynnag, yn seiliedig ar amcanestyniadau cyfredol disgyblion, roedd disgwyl i nifer y disgyblion gynyddu ac roedd disgwyl i'r ysgol fod bron yn llawn erbyn 2025 ac roedd y duedd hon yn debygol o barhau hyd y gellir rhagweld. O ganlyniad, mae'r Awdurdod Lleol yn datblygu cynllun i ddarparu cyfleusterau i ysgol newydd sy'n addas ar gyfer yr 21^{ain} Ganrif ar safle newydd.

Byddai'r prosiect yn adleoli Ysgol Gymraeg Gwenllian o'i safle presennol i safle newydd sydd o fewn dalgylch presennol Ysgol Gymraeg Gwenllian. Bydd yr ysgol newydd yn darparu adeilad ysgol gynradd o safon Llywodraeth Cymru gyda'r gallu i ddarparu ar gyfer 240 o ddisgyblion (210 + 30 o leoedd ar gyfer oedran meithrin) rhwng 3 ac 11 oed, a sicheir bod yr ysgol yn gallu cyflwyno'r cwricwlwm llawn

mewn amgylcheddau dysgu modern, diogel ac ysbrydoledig gydag ardaloedd allanol helaeth. Bydd y buddsoddiad arfaethedig hwn yn mynd i'r afael â chyflwr gwael yr adeilad a'r diffyg lle a darpariaeth yn yr ysgol bresennol trwy ddarparu lleoedd digonol ar gyfer y galw presennol a'r galw arfaethedig mewn ysgol categori A. O ganlyniad i'r heriau parhaus y mae'r ddwy ysgol yn eu hwynebu, nid oedd yn bosibl cynnal y trefniadau presennol.

Felly cynigiwyd y canlynol:

- Cau Ysgol Gynradd Mynyddygarreg ar 31 Awst, 2021;
- O 1 Medi, 2021 bydd pob disgybl wedi'i gofrestru yn Ysgol Gymraeg Gwenllian, gan weithredu ar y ddau safle (Ysgol Gymraeg Gwenllian a hen Ysgol Gynradd Mynyddygarreg) gan gynyddu nifer y lleoedd i 178 + 17 o leoedd meithrin;
- Ailddynodi dalgylch Ysgol Gymraeg Gwenllian er mwyn cynnwys dalgylch hen Ysgol Gynradd Mynyddygarreg o 1 Medi 2021;
- Adleoli Ysgol Gymraeg Gwenllian i safle newydd a chynyddu nifer y lleoedd i 210 + 30 o leoedd meithrin o fis Medi 2023, sef y dyddiad Cyy cynigiwyd agor yr ysgol newydd.

Gofynnwyd y cwestiwn canlynol mewn perthynas â'r adroddiad:-

- Pan ofynnwyd a fydd unrhyw ddyled sy'n ddyledus gan ysgol yn cael ei dileu cyn gynted ag y bydd yr ysgol newydd yn cael ei hadeiladu, eglurodd yr Aelod Gweithredol dros Addysg a Phlant y bydd unrhyw ddiffyg gan y naill ysgol neu'r llall yn trosglwyddo i'r Awdurdod ar 31 Awst 2021.

PENDERFYNWYD

15.1 cymeradwyo'r cynnig i adolygu'r ddarpariaeth addysg gynradd yn ardaloedd Mynyddygarreg a Gwenllian, fel y nodir yn yr adroddiad;

15.2 argymhell i'r Bwrdd Gweithredol fod proses ymgynghori ffurfiol yn cael ei chynnal.

CADEIRYDD

DYDDIAD