

Proposal to Change the Nature of Provision at Model VA Primary School

Consultation Document

DRAFT

carmarthenshire.gov.uk

Cyngor **Sir Gâr**
Carmarthenshire
County Council



School Modernisation Section

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

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Foreward

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will 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.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phase at **Model VA Primary School**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans
Director of Education and Children

Glossary of Abbreviations

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

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Introduction

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

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

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

Background

Model Church in Wales VA Primary School is an English medium primary school. The school provides education to pupils between the ages of 3-11 years old.

Over recent years, pupil numbers have been declining gradually.

Based on current pupil projections, this trend is set to continue for the next five years.

Model VA Primary School building condition is **Grade B** – Satisfactory (Performing as intended but exhibiting minor deterioration).

The school's most recent Estyn inspection completed in October 2019 judged the school as **Good** in all five inspection areas.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 which aims to move schools along the Welsh language continuum. In light of this, the best way to create confident, bilingual individuals is through immersing pupils in the Welsh language from a very early age.

Rationale for Change

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

“Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to 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.”

As a result, it is the Local Authority’s proposal:

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the school will receive their Foundation Phase education primarily through the medium of Welsh.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire’s Welsh in Education Strategic Plan.

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future;
- Successful Futures;
- Well-being of Future Generations (Wales) Act 2015;
- Welsh Government’s Draft Strategy; and
- 21st Century Schools and Education Programme.

Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also, international evidence confirms that ‘the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.’ Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child’s life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

Bilingualism

The advantages of being bilingual

What does being bilingual mean?

The ability to live your everyday life using two languages.

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

Education

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

Evidence:

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

Career

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

Evidence:

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

Nigel Owens

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

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



Alex Jones

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



Health

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

Evidence:

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

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

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.
- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence:

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

Common parental concerns

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

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

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

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

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

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

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

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

‘The children will be confused and their English will suffer.’

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get an A* to C grade in both Welsh and English.

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

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

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

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

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

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

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

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

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

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

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

Carmarthenshire Language Learning Centres

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

Bilingualism in Carmarthenshire

Further information can be found using the following links:

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

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

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

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

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

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

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

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

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

The Consultation Process

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

Who will be consulted?

This document will be sent to the following interested parties:

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

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

Consultation Period

The consultation period for the proposals starts on 22 February 2021 and ends on 4 April 2021.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 16.

Considering your views

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

[Insert Link](#)

Letters should be sent to the following address by no later than noon on 4 April 2021:

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

Drop-in Sessions

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

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process.

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

Consultation Report

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

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

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

Statutory Notice

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

Statutory Objection Period

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

Determination of Proposal

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

Decision Notification

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

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

| | |
|------------------|--|
| 22 February 2021 | Issue of this consultation document to identified and other interested parties. |
| 4 April 2021 | Closing date for views on the proposal to be received by the Department for Education and Children. |
| 27 April 2021 | <p>A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p> |
| 8 June 2021 | End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received. |
| July 2021 | <p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p> |

School subject to proposals

| | | Model Church in Wales VA Primary School |
|---|------------------------|--|
| School Location | | College Road Carmarthen SA31 3EQ |
| Age Range | | 3-11 |
| School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC]) | | Voluntary Aided |
| Language Category | | English Medium |
| Number of registered Pupils (January 2020) | Nursery Age | 67 |
| | Reception – Y.6 | 362 |
| | Total | 429 |
| Number of pupils previously on the register | January 2019 | 438 |
| | January 2018 | 443 |
| | January 2017 | 454 |
| | January 2016 | 478 |
| Pupil Projections | January 2021 | 421 |
| | January 2022 | 405 |
| | January 2023 | 400 |
| | January 2024 | 395 |
| | January 2025 | 396 |
| Capacity (including nursery age) | | 485 |
| Cost per pupil (2020/21) | | £3,412 |
| School Budget (2020/21) | | £1,406k |
| Estyn Inspection Result | | Estyn |
| Building Condition Category | | B |

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

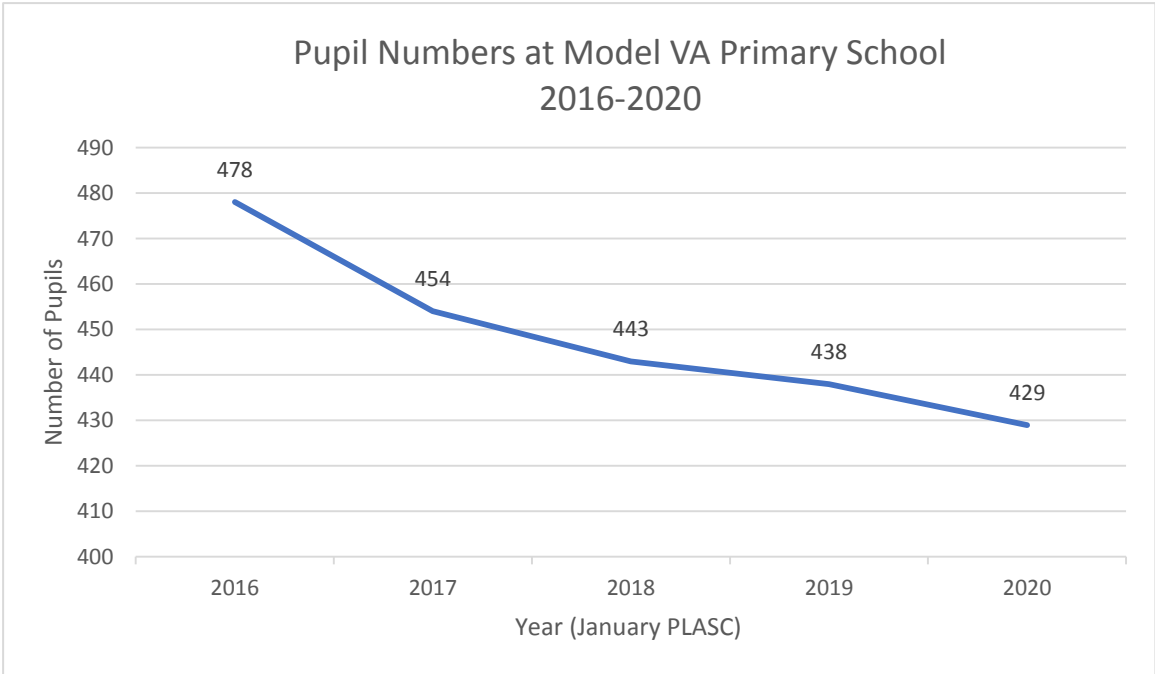
Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire’s Welsh in Education Strategic Plan.

Background

Model Church in Wales VA Primary School is situated on College Road, Carmarthen in Carmarthenshire. It serves the historic parish boundaries of St David’s and St Peter’s Carmarthen although some pupils attending the school live outside these parishes. The school currently provides English medium education to pupils between the ages of 3-11 years old.

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



In recent years, pupil numbers have gradually declined and have been below the school's capacity. Pupils are taught in single year group classes. January 2020 PLASC showed that there were 429 pupils at the school and 56 surplus places.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language.
- Provides additional Welsh medium places to meet current and projected demand.

Disadvantages

- Potential local community resistance to the proposal.
- Statutory process required to implement the proposal.

Risks and Counter Measures

| Risk | | Counter Measure |
|------|---|---|
| 1. | Failure to obtain statutory approval to implement the proposal. | - Follow guidelines as set out in the School Organisation Code 2018 |
| 2. | An unsatisfactory consultation with the community | - Develop communication strategy and consult on a regular basis to address concerns |

Financial Implications - Revenue

Model Church in Wales VA Primary School is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on pupil numbers and facilities.

Admissions Arrangements

The Governing Body is the Admissions Authority for Model Church in Wales VA Primary School.

Chair of the Governing Body
Model Church in Wales School
College Road
Carmarthen
SA31 3EQ
Tel No: 01267 234386

E-mail: admin@model.ysgolccc.cymru

Alternative Options Considered

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

| Status Quo – No change to the nature of provision | |
|--|---|
| Advantages | Disadvantages |
| No change to stakeholders | Does not support Welsh Government's aim of 1 million Welsh speakers by 2050 |
| No Statutory Process required | Does not meet the aims of the County's WESP. |

| Change the nature of Foundation Phase provision at Model VA Primary School to Dual Stream education with English medium provision remaining from Key Stage 2 (KS2) | |
|---|---|
| Advantages | Disadvantages |
| Provides parents with a choice of language medium in the Foundation Phase | Statutory Process required. |
| Supports the aims of the County's WESP. | Potential local community resistance to the proposal. |
| Increases pupils' early linguistic skills. | Possible change for stakeholders. |

| Preferred Option | |
|---|---|
| Change the nature of Foundation Phase provision at Model VA Primary School change to Welsh medium education with English medium provision remaining from Key Stage 2 (KS2) | |
| Advantages | Disadvantages |
| Opportunity for pupils to gain early immersion in the Welsh language from a young age. | Statutory Process required. |
| Allows pupils to gain a firm foundation in the Welsh language. | Potential local community resistance to the proposal. |
| Provides additional Welsh medium places to meet current and projected demand. | Change for stakeholders. |
| The proposal will help address the issue of a shortage of Welsh medium places within Carmarthen Town. | No job security for some members of staff. |

School Catchment Area

The current catchment area of Model Church in Wales VA Primary School will remain as is.

Secondary School Transfers

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

School(s) affected by this proposal

| School Name | Johnstown Primary | Richmond Park Primary | Myrddin Primary | Ysgol y Dderwen | St Mary's School | Peniel Community School | Abergwili VC Primary | Llangunnor Primary | Bancyfelin School | Cynwyl Elfed Community Primary | Llangain Primary | |
|--|--------------------|-----------------------|-----------------|-----------------|------------------|-------------------------|----------------------|--------------------|-------------------|--------------------------------|------------------|-----------|
| School Location | SA31 3HS | SA31 1NN | SA31 1TE | SA31 1TG | SA31 3DE | SA32 7AB | SA31 2JD | SA31 2NN | SA33 5ND | SA33 6TR | SA33 5AE | |
| County | Carmarthenshire | | | | | | | | | | | |
| Age Range | 3-11 | 3-11 | 3-11 | 3-11 | 3-11 | 4-11 | 4-11 | 3-11 | 4-11 | 4-11 | 3-11 | |
| School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC]) | C | C | C | C | VA | C | VC | C | C | C | C | |
| Language Medium Category (PLASC) | EM | EM | EM | WM | EW | WM | WM | DS | WM | WM | WM | |
| Number of registered Pupils (January 2020) | Nursery | 72 | 35 | 19 | 63 | 14 | 13 | 3 | 55 | 1 | 2 | 5 |
| | Reception – Y.6 | 409 | 177 | 79 | 308 | 59 | 103 | 48 | 264 | 38 | 61 | 36 |
| | Total | 481 | 212 | 98 | 371 | 73 | 116 | 51 | 319 | 39 | 63 | 41 |
| Number of pupils previously on the register | January 2019 | 484 | 213 | 98 | 373 | 68 | 109 | 53 | 314 | 43 | 67 | 36 |
| | January 2018 | 474 | 197 | 101 | 358 | 63 | 109 | 55 | 310 | 35 | 73 | 31 |
| | January 2017 | 468 | 200 | 104 | 360 | 73 | 113 | 60 | 322 | 40 | 71 | 32 |
| | January 2016 | 464 | 197 | 85 | 347 | 82 | 119 | 66 | 319 | 41 | 78 | 25 |

| School Name | | Johnstown Primary | Richmond Park Primary | Myrddin Primary | Ysgol y Dderwen | St Mary's School | Peniel Community School | Abergwili VC Primary | Llangunnor Primary | Bancyfelin School | Cynwyl Elfed Community Primary | Llangain Primary |
|------------------------------|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|-----------------------|--------------------------------|-----------------------|
| Pupil Projections | January 2021 | 480 | 210 | 101 | 368 | 66 | 118 | 56 | 319 | 41 | 65 | 44 |
| | January 2022 | 477 | 211 | 102 | 383 | 61 | 116 | 51 | 314 | 42 | 63 | 43 |
| | January 2023 | 475 | 205 | 97 | 385 | 65 | 118 | 45 | 306 | 39 | 62 | 49 |
| | January 2024 | 478 | 205 | 96 | 385 | 61 | 119 | 46 | 298 | 39 | 56 | 53 |
| | January 2025 | 477 | 204 | 96 | 383 | 62 | 119 | 46 | 300 | 42 | 60 | 55 |
| Capacity (including nursery) | | 459 | 214 | 123 | 361 | 167 | 120 | 68 | 301 | 64 | 94 | 61 |
| Cost per pupil (2020/21) | | £3,403 | £4,421 | £7,819 | £3,564 | £3,893 | £3,900 | £3,862 | £3,660 | £4,520 | £3,975 | £4,547 |
| School Budget | | £1574k | £924k | £942k | £1269k | £269k | £452k | £197k | £1114k | £176k | £250k | £182k |
| Estyn Inspection Result | | Estyn | Estyn | Estyn | Estyn | Estyn | Estyn | Estyn | Estyn | Estyn | Estyn | Estyn |
| Building Condition Category | | B | B | C | A | C | A | B | B | C | B | A |

Building Condition:

| | |
|---------|--|
| Grade A | Good. Performing as intended and operating efficiently. |
| Grade B | Satisfactory. Performing as intended but exhibiting minor deterioration. |
| Grade C | Poor. Exhibiting major defects and/ or not operating as intended. |
| Grade D | Bad. Life expired and/or serious risk of imminent failure. |

Evaluation of Present Arrangements

The school was last inspected in October 2019 and was judged as 'good' in the five inspection areas.

The school is a two-form entry school with pupils currently being taught in single year group classes. There is currently a Headteacher, 2 Assistant Headteachers and 12 teachers employed at the school along with 16 teaching assistants.

During each inspection five inspection areas are looked at:

- 1: Standards**
- 2: Wellbeing and attitudes to learning**
- 3: Teaching and learning experiences**
- 4. Care, support and guidance**
- 5. Leadership and management**

Standards

When they start at the school, most pupils' skills are at the expected level for their age and they make strong progress over time. Most recall prior learning confidently and apply themselves diligently to their tasks and challenges.

Most pupils listen attentively. They speak confidently and politely with their peers and respect other pupils' opinions, such as when discussing which fruit and vegetables they would like to buy from the class shop. Across key stage 2, most pupils appreciate other people's views and share ideas confidently together.

Most pupils read confidently. The nursery and reception pupils develop early reading skills quickly and become aware of the link between sounds and letters. Many Year 2 pupils use phonic skills successfully to discover meaning in different texts. They understand the importance of punctuation and direct speech when reading. The more able pupils read with lively expression and discuss their likes and dislikes maturely. Most pupils maintain strong progress with their reading across key stage 2. They discuss their favoured genres confidently and make sensible decisions about what they want to read. In upper key stage 2, many pupils have good research skills and show a good understanding of the importance of inference in text to read for subtle meaning.

Many reception pupils have well developed early writing skills. They use their understanding of letters to start mark-making from an early stage. Many Year 2 pupils write to a good standard in a variety of genres. Most show a sound understanding of when to use basic punctuation. Many more able pupils develop their ideas effectively when producing a range of engaging writing, both in factual and creative contexts. Most pupils maintain good progress with their writing across key stage 2. For example, when writing a high-quality recount of their recent visit to Green Castle woods, using effective opening paragraphs, time connectives and direct speech. Many Year 6 pupils write to a high standard in different contexts.

Most pupils across the foundation phase have good mathematical skills. Many reception pupils have an early understanding of how to use different coins in the class shop. Many more able Year 2 pupils apply their numeracy skills confidently, adding and subtracting two-digit numbers successfully. Most have a sound understanding of the properties of two and three-dimensional shapes.

Most Year 3 and 4 pupils' numeracy skills are good and they apply them successfully when taking part in challenges within their 'Ditectif Dysgu' activities. Most Year 6 pupils use data to create graphs accurately, for example when drawing a line graph to show the varying weight of chocolate bars over the decades. This is particularly detailed work, and the more able pupils' interpretation of the change in weight is highly effective.

Many pupils' Welsh oracy is developing appropriately across the school. Pupils speak confidently in familiar contexts and enjoy speaking in class with their peers. The younger pupils develop an increasingly wide vocabulary and respond well to the language model and encouragement provided by staff. However, many older pupils lack confidence when using the language in less structured contexts.

Most pupils in the foundation phase develop a good range of ICT skills and apply them well across the areas of learning. Many pupils in Year 2 can search the internet safely for 2D shapes and then use these to classify them in a simple branching database. In key stage 2, many pupils build appropriately on their previous ICT skills. Older pupils locate and use information on the first open heart surgery and use the information to create an informative presentation.

Wellbeing Standards

The school is a very caring and happy community in which nearly all pupils feel valued. They feel safe and secure in school, and appreciate the care shown to them by staff. There is a strong family ethos across the school. Pupils show a high level of respect towards their peers. They value others' contributions during activities and class discussions. The older pupils show concern and empathy for their younger peers and enjoy taking care of them. This supports pupils' wellbeing successfully. Most pupils adhere to the school's high expectations in relation to behaviour.

Nearly all pupils have a clear and detailed understanding of how to keep themselves safe on the internet, and in the wider community. They understand the importance of strong passwords and ensuring that their parents and carers are aware of their online activity.

Most pupils have a sound understanding of the significance of maintaining a healthy lifestyle through eating healthy lunches and snacks. They understand the importance of drinking water regularly. Pupils have a positive attitude towards keeping themselves healthy, through a varied programme of physical activity, including opportunities to participate in the daily mile run. Many pupils enjoy taking part in an effective range of after school activities and clubs. They develop a mature understanding of the human body through their work in science.

Most pupils demonstrate a positive attitude to learning. They respond very well to opportunities to work independently, selecting graded activities that provide them with individual challenges. During these activities, most demonstrate very good resilience, and persevere confidently in order to succeed in completing their tasks. Many pupils develop real ownership of their learning, and explain the impact of different activities on their skill development. Most pupils understand that making mistakes is an essential part of learning.

Many pupils represent their peers diligently on whole school groups such as the school council, eco council, 'cŵr Cymraeg', and as digital leaders. These groups meet regularly and discuss issues that relate to the provision at the school.

Most pupils make an active contribution to what and how they learn. They make mature suggestions about the direction that their learning will follow next and feel fully included in the planning process. They know that their teachers will listen to their ideas. Most pupils participate confidently and many maintain excellent concentration during teacher-led and independent activities. This positive attitude to their learning is a consistently strong feature across the school. Pupils' attendance does not compare well with that in similar schools and persistent absenteeism is relatively high.

Teaching and learning experiences

Nearly all teachers have high expectations of pupils in all areas of learning. Most learning activities are engaging and creative and most pupils participate with enthusiasm and interest. Teachers provide meaningful opportunities for pupils to have a say in what they learn. As a result, pupils remain on task for extended periods and speak enthusiastically about what they are learning and why. Most teachers plan activities that provide effective challenge for pupils. As a result, most pupils make good progress and develop their skills successfully.

Teachers plan an enriching range of 'Ditectif Dysgu' enhanced provision activities. They provide a rotation of engaging, independent learning activities for the pupils to select and complete throughout the week. This is particularly evident in key stage 2, where pupils have the opportunity to enhance their skills in focused tasks. As a result, nearly all pupils collaborate successfully with peers and show high levels of perseverance. Teachers plan valuable opportunities for pupils to reflect on their learning, and most pupils speak confidently about the impact this method of working has on their understanding.

Nearly all teachers foster a positive and supportive working environment. They deploy staff well to support groups of pupils in both the indoor and outdoor learning areas. Nearly all staff use effective and consistent strategies to encourage good behaviour and engagement in learning is managed effectively.

Most teachers provide clear guidance for pupils on how to succeed in a task and encourage them to lead their own learning. Most teachers provide useful feedback for pupils, in both written and verbal form. As a result, most pupils understand how to

develop their work further. Most know how to ensure they are making progress and how to improve their work.

Teachers plan and deliver purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum. However, teachers do not always provide sufficient progression and continuity in developing pupils' ICT skills.

Across the school, many staff use incidental Welsh well to instruct and praise pupils. In many classes, especially in the foundation phase, teachers provide effective opportunities for pupils to develop their speaking in meaningful contexts. However, opportunities to develop pupils' Welsh oracy are not consistent enough across the school and this has a detrimental effect on pupils' standards.

Care support and guidance

The school has effective processes for monitoring pupils' progress. Leaders and staff analyse a wide range of data to set challenging targets for pupils and use this information to measure progress to identify pupils who may need additional support. This enables pupils of all abilities to make good progress.

There is effective provision for pupils with special educational needs (SEN). The SEN co-ordinator and staff collaborate effectively to identify pupils who may require specific support or intervention. The school involves parents in identifying a suitable person-centred plan in partnership with specialist agencies where appropriate. Staff make purposeful use of a range of intervention programmes, such as to support pupils' speech and phonic development. The SEN co-ordinator has developed an effective timetable of assessment activities, which include regular pupil progress meetings. As a result, staff have detailed information about pupil progress against agreed targets.

The school communicates well with parents through social media, email and text messaging service. There is a suitable range of opportunities for parents to engage with the school, for example through the parent council and the parent-teachers and friends association. This enables parents and the community to be part of the life of the school and to support specific projects such as the eco garden.

The school sets regular homework for pupils and provides appropriate advice to parents about how to support their children's learning. For example, teachers arrange a useful numeracy workshop to raise parents' awareness of how to support their children with their numeracy development at home.

The school works closely with parents and the local authority's attendance officer to implement a range of strategies to promote good attendance and punctuality. However, this has not had a strong enough impact on whole school attendance.

The school makes appropriate arrangements to help pupils make healthy lifestyle choices. Staff provide a range of effective opportunities for physical exercise. For example, nearly all pupils participate the daily mile. They receive worthwhile lessons on healthy eating, substance misuse, sex and relationships education and online safety.

Staff provide pupils with opportunities to have a meaningful voice within the school. There are many opportunities for pupils to play an active part in decision-making and to undertake leadership roles.

The school ensures that pupils have opportunities to contribute to events in the local area. For example, the school choir regularly sings at venues in the community including at the local care home. The school provides meaningful opportunities for pupils to reflect on the human consequences of war, for example through making poppies for the annual remembrance service, where they regularly attend and perform.

There are worthwhile opportunities for pupils to reflect on their learning and wellbeing. For example, a mindfulness programme helps pupils to develop resilience when facing challenging situations. Staff and pupils discuss the school's 'value of the half term' and relate it to pupils' friendships and the best use of the 'playtime peacemakers'. There is effective use of restorative practices across the school, ensuring pupils' positive attitudes towards learning and behaviour.

The school provides many opportunities for pupils to engage in worthwhile activities such as visits to Llangrannog and theatre trips, which enrich their out of school experiences successfully.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Leadership and Management

The headteacher and governors have a clear vision based on establishing high expectations for the academic, social, emotional and wellbeing of all pupils. Recently, they have used the restructuring of the leadership team purposefully to develop an enthusiastic team who have a clear understanding of the roles and challenges they face. The new senior leadership team focus well on the strategic management of the school and work cohesively to monitor and raise standards, and to establish consistency in provision and assessment across the school.

Leaders ensure that the school responds meaningfully to national priorities with a clear focus on developing Welsh language skills within the school. The school is beginning to respond positively to the new curriculum for Wales and many classes are creating an innovative curriculum that successfully engages the enthusiasm and imagination of pupils and staff.

The governors know the school well and provide effective support and challenge in equal measure. They understand and fulfil their roles and responsibilities well, and promote the school's values successfully. Governors undertake visits to the school that equip them with a valuable first-hand understanding of recent developments. This enables them to ask relevant questions to evaluate the impact of changes. As a result, they know the school's strengths and areas for development thoroughly and play a robust role in agreeing school policies and priorities.

Leaders use a range of self-evaluation processes purposefully in order to identify the strengths of the school and the areas that need further development. Their views on standards, provision and leadership are generally accurate and the school's priorities reflect the identified priorities well in nearly all instances. The school has a strong

track-record of making improvements and has responded purposefully to the recommendations of the previous Estyn inspection.

Leaders ensure that professional learning supports school improvement effectively. They make good use of the expertise within the school, for example to improve the consistency and impact of classroom practice. Leaders successfully deliver worthwhile training opportunities to enhance staff understanding of how restorative practices build and maintain positive relationships. They then evaluate the impact of the various strategies and amend practices in response to teacher and pupil feedback. Teachers and leaders visit other schools in order to learn from good practice and have the confidence to evaluate which ideas are most likely to be successful for their pupils. Where appropriate, leaders invite experts to train staff in new initiatives and to support ongoing professional development.

Impact of the proposal

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Ysgol Y Model School catchment area.

Appendix A – Community Impact Assessment

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

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

Catchment Area Analysis – January PLASC 2020 Data

Model VA Primary School serves the historic parish boundaries of St David's and St Peter's Carmarthen although some pupils attending the school live outside these parishes. As it is categorised as a faith school, it does not have a designated catchment area. It is therefore not possible to obtain any data for the purpose of a catchment area analysis.

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

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

Pupils also benefit from an independently run after-school care club which is held every afternoon until 6pm.

Community Impact

Prior to COVID-19, the school was used outside school hours for various classes. These included Yoga & Pilates, Taekwando, Zumba and trumpet lessons.

Appendix B – Welsh Language Impact Assessment

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

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Carmarthen Town area.

Standards *

In the Foundation Phase, pupils are assessed in different areas of learning but not in Welsh as it is an English medium school. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 79.25% of pupils achieved at least Level 4 in Welsh second language.

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

Pupils are offered the opportunity to become members of the Urdd and take part in Urdd activities such as football tournaments and swimming galas. They also take part in Eisteddfod yr Urdd and have reached the national level in singing and recital competitions.

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

Appendix C – Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

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

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

What is the general duty?

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

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

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

Carmarthenshire's approach to Equality Impact

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

Reporting on assessments

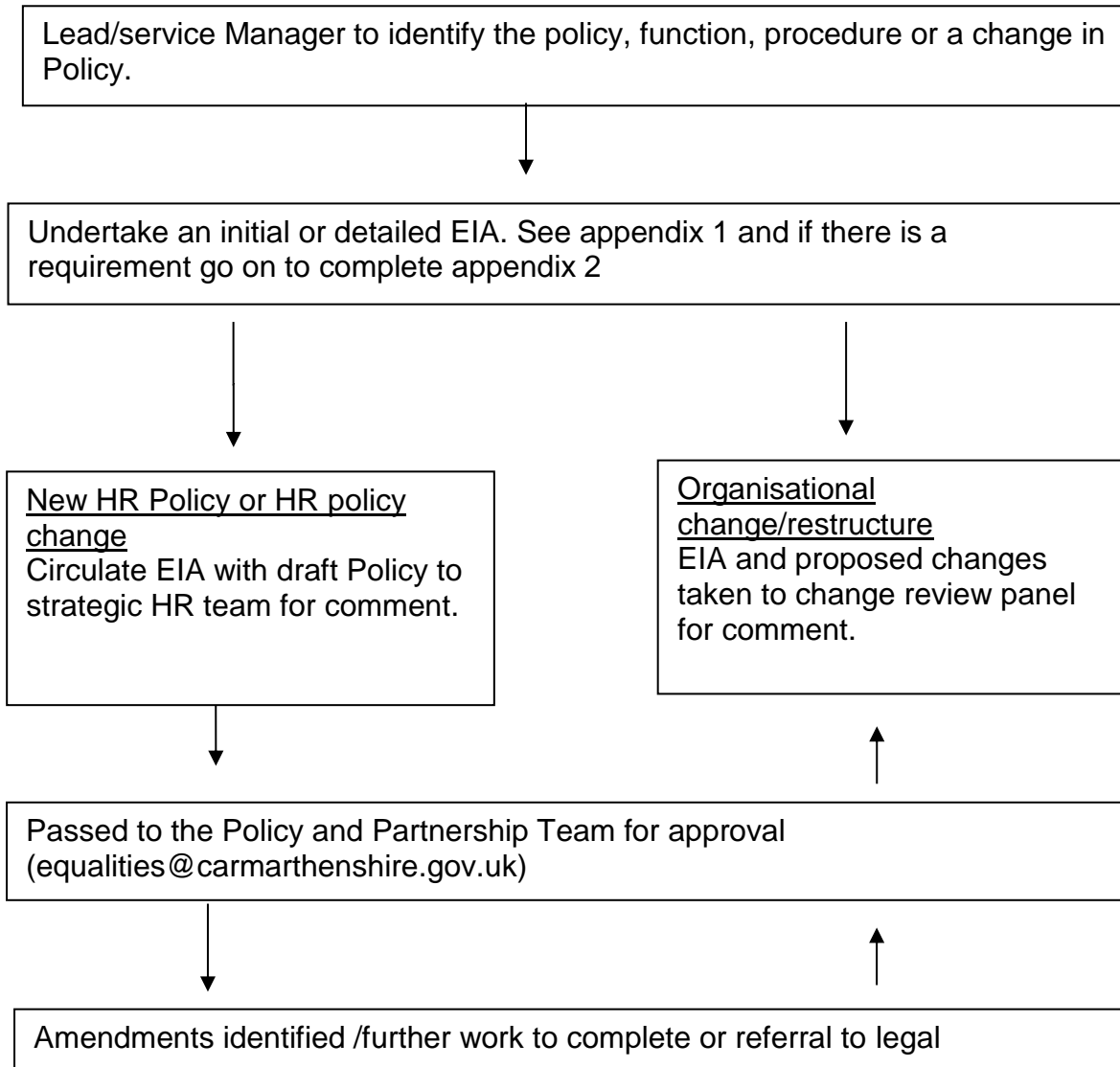
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

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

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

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



Initial Equalities Impact Assessment Template

Appendix 1

| | | |
|---|---|--|
| Department: Education & Children | Completed by (lead): Sara Griffiths | Date of initial assessment: November 2020 Revision Dates: July 2021 |
| Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision) | This proposal is to change the nature of provision at Model VA Primary School. | |
| Is this existing or new function/policy, procedure, practice or decision? | School Re-organisation Proposal – Modernising Education Programme | |
| What evidence has been used to inform the assessment and policy? (please list only) | | |
| <ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2020 • The Well-being of Future Generations (Wales) Act 2015 | | |
| 1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit. | The proposal aims to respond to WG ‘A Million Welsh Speakers by 2050’, Carmarthenshire County Council’s Welsh in Education Strategic Plan and the authority’s vision for creating a bilingual Carmarthenshire by changing the nature of Foundation Phase provision at Model VA Primary School change to Welsh medium. | |

| <p>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p> | | <p>2. What is the level of impact on each group/protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</p> | <p>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</p> | | <p>4. If there is a disproportionately negative impact what mitigating factors have you considered?</p> |
|--|--|--|--|--|--|
| <p>Protected characteristics</p> | | <p>Age</p> | <p>Risks</p> | <p>Positive effects</p> | |
| | | <p>L</p> | <p>Neutral</p> | <p>Foundation Phase pupils will be immersed in the Welsh language.</p> | |
| | | <p>L</p> | <p>ALN pupils will be supported appropriately as required.</p> | | |
| | | <p>N</p> | <p>Neutral</p> | | |
| | | <p>N</p> | <p>Neutral</p> | | |
| | | <p>N</p> | <p>Neutral</p> | | |
| | | <p>N</p> | <p>Neutral</p> | | |

| | | | |
|-----------------------|---|---------|--|
| Sex | N | Neutral | |
| Welsh language | L | Neutral | This proposal is to change the nature of provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020. |
| Any other area | N | Neutral | |

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

YES

NO

The Project Officer has liaised with the Headteacher, Staff and Parents of Model VA Primary School with regards to the proposal. All stakeholders will be fully consulted during the formal consultation period.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed throughout the statutory process.

| | | |
|---|------------------------------|--|
| 7. Procurement | | |
| Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. | | |
| 8. Human resources | | |
| Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be a change in the nature of provision, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted. | | |
| 9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2) | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| Approved by: Head of Service | Simon Davies | Date: November 2020 |

