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**Date: 26th June 2019**

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held in the **Sirhowy Room - Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 2nd July, 2019** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meetings and you may be escorted from the premises.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy', enclosed in a large, loopy oval shape.

**Christina Harrhy**  
INTERIM CHIEF EXECUTIVE

## AGENDA

Pages

- 1 To receive apologies for absence.
- 2 Declarations of Interest.

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

A greener place Man gwyrddach



To approve and sign the following minutes: -

- |   |  |        |
|---|--|--------|
| 3 | Education Scrutiny Committee held on the 21st May 2019.  | 1 - 6  |
| 4 | Consideration of any matter referred to this Committee in accordance with the call-in procedure. |        |
| 5 | Education Scrutiny Committee Forward Work Programme.   | 7 - 36 |

To receive and consider the following Scrutiny reports: -

- |   |   |         |
|---|---|---------|
| 6 | Federation of Schools - Consultation Response Report.                 | 37 - 52 |
| 7 | Formula Funding Arrangements for Ysgol Gyfun Cwm Rhymni (Split Site). | 53 - 64 |
| 8 | 21st Century Schools and Education Band B Programme.                  | 65 - 72 |
| 9 | Specialist Resource Base (SRB) Funding Review.                        | 73 - 86 |

#### **Circulation:**

**Councillors** C. Andrews (Vice Chair), P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry (Chair), J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting

#### **Co-opted Members:**

**Cardiff ROC Archdiocesan Commission for Education Representative** (with voting rights on educational matters)  
Mr M. Western

**Parent Governor Representatives** (with voting rights on educational matters) Mr M Barry and Mr R Morgan

**Outside Body Representatives** (without voting rights)  
Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

**Caerphilly Governors Association** (without voting rights)  
Mr D Davies

And Appropriate Officers

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## EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 21ST MAY 2019 AT 5.30PM.

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PRESENT:

Councillor T. Parry - Chair  
Councillor C. Andrews – Vice Chair

Councillors:

P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting.

P. Marsden (Cabinet Member for Education and Achievement).

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), S. Ellis (Lead for Inclusion and ALN), C. Jones (Youth Forum Co-Ordinator), S. Mutch (Early Years Manager), R. Roberts (Performance Manager), J. Southcombe (Finance Manager), P. Warren (Strategic Lead for School Improvement), A. West (21st Century Schools, Admissions and Exclusions Manager), M. Jacques (Scrutiny Officer) and C. Evans (Committee Services Officer)

Also Present:

Co-opted Members: M. Barry (Parent Governor), Mr R. Morgan (Parent Governor), Mrs P.J. Ireland and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative).

Youth Forum Representatives: Imogen Jones (Chair), Luke Parker (Vice-Chair), Ewan Kinsman (Learning Representative), Councillor M. Evans (Youth Champion).

### 1. ANNOUNCEMENT OF THE CHAIR

The Chair opened the meeting and thanked Councillor D. Havard for his work as Chair of Education for Life Scrutiny Committee for the previous year. The Chair welcomed those in attendance to the meeting of the Education Scrutiny Committee.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors W. David, J. Simmonds, Mr D. Davies (Caerphilly Governors Association) and S. Richards (Head of Education, Planning &

Strategy).

## **2. DECLARATIONS OF INTEREST**

There were no declarations of interest received at the commencement or during the course of the meeting.

## **3. MINUTES – 2ND APRIL 2019**

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday the 2nd April 2019 (minute nos. 1- 10) be approved as a correct record and signed by the Chair.

The Chair wished it noted that under Agenda Item 8 – Terms of Reference of Post 16/ Single Sex and Surplus Places, the second representative nominated for the Plaid Cymru Group is Councillor T. Parry.

## **4. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

## **5. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Scrutiny Officer presented the report which outlined the draft Education Scrutiny Committee Forward Work Programme from May 2019 to May 2020.

The Committee were asked to note that since the last meeting Officers have requested that the Schools Capital Report and Library Standards Report be moved from 31st March 2020 to 24th February 2020. In addition, it was noted that the Purpose and Key Issues for each of the reports have now been updated.

A Member sought further information on the Additional Learning Support Review Report, which has been scheduled for May 2020, and the reason for the report being presented so late in the programme. Officers explained that a review is being undertaken of the Additional Support Provision, which has started with a consultation with Teaching Assistants. Due to the nature of some staff deployment, it has been agreed, in consultation with Trade Unions and Head Teachers that a smaller review will be undertaken with Teaching Assistants from Special Resource Bases (SRB's). Following this the outcome would be reported through Scrutiny and Cabinet, and, should the process be effective and successful, the same method be applied to the larger group of Teaching Assistants. It was noted however that work is underway to build on Education Other Than At School (EOTAS), with a post being advertised with the hope to appoint shortly.

Following consideration, it was moved and seconded that the recommendation in the report and the changes proposed by the Officer be approved.

RESOLVED that subject to the aforementioned changes, the Forward Work Programme appended to the report be approved.

## **6. CABINET REPORTS**

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

## **REPORTS OF OFFICERS**

Consideration was given to the following reports.

### **7. 2018-19 ANNUAL REPORT ON WELL-BEING OBJECTIVE 1 OF THE CORPORATE PLAN 2018-23**

The report provided Members with an update on the progress towards achieving Well-being Objective 1 Improve Education Opportunities for everyone in the Corporate Plan 2018-23.

It was noted that Well-being Objective 1 aims to improve education opportunities for everyone. The report and appendix highlighted the progress in the first year of implementation.

During 2018-19 progress has been made towards meeting the Well-being objective to improve education opportunities for everyone. A number of actions have been completed and there are a number of action areas in this first year of implementation, where substantial preparatory work has been undertaken involving stakeholders, to ensure collaborative models are developed to improve education opportunities for everyone.

The measurable impact has been limited to date, although an example of the collaborative approach involving stakeholders in developing long-term delivery models has enabled significant success in securing capital funding for infrastructure, for example, £5,458,495 for the development places in Welsh medium schools plus £850,000 for expanding places in Welsh Medium childcare settings; £5,110,989 for childcare setting development across the borough; and £194,750 Flying Start capital maintenance work for several sites.

It was noted that this significant Welsh Government investment over the coming years will enable an increase in both Welsh and English medium provision, improving accessibility for families and children as well as providing purpose built provision to meet the needs for all children and young people supporting an improvement in education opportunities for all. The progress to date demonstrates that services are on track to deliver the action steps towards delivering the Well-being objective. The overall objective continues to be fit for purpose, although there are changes required in steps or actions completed.

The Scrutiny Committee thanked the Officer for the report and discussion ensued.

A Member thanked the Officer for the report and the work of Flying Start and sought further information on additional plans to expand the service. Officers explained that the additional funding received has been allocated for Capital works to improve and develop current Flying Start sites across the borough in need of repairs and investment.

Discussions took place around the additional capital funding for the development of places in Welsh medium schools and expanding Welsh medium childcare settings. Officers explained that there are 2 funding pots available, 1 specifically to expand services to offer more places to Welsh speakers and meet Welsh Government targets and another to improve the facilities in which provision is provided.

The Scrutiny Committee discussed the Appendix to the report and raised a number of concerns around the correlation between the covering report and appendix in relation to targets and performance, wording, abbreviations, acronyms and layout, and felt that the

document was difficult to read and understand. Officers took the points on board and agreed to re-send the Acronym Glossary and use fewer acronyms where possible in future documents.

Finally, the Scrutiny Committee, in noting the success of the Live Vacancy Events, wished to extend their gratitude to the Lead Officer and colleagues for such an impressive and well attended event.

Following consideration and discussion, it was moved and seconded that the recommendation be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report the content of the report be noted and the progress made in the first year in respect of Well-being Objective 1 Improve Education Opportunities for everyone be approved.

## **8. YOUTH FORUM – UPDATE ON PREVIOUS PRIORITIES**

The report, which was presented to Cabinet on 24th April 2019 and previously presented to Education for Life Scrutiny Committee on 2nd April 2019, informed Members of the issues raised by Children and Young People via the Youth Service's Junior and Youth Forums. The Scrutiny Committee noted that the Youth Forum Representatives were unable to attend and present at the last meeting, however have been invited back to present the report on previous priorities and future priorities.

The Chair welcomed representatives from the Youth Forum who informed Members of the issues raised by Children and Young People via the Youth Services Junior and Youth Forums.

Scrutiny were provided with a video and presentation, which outlined the progress made in the last 12 months by the Junior and Youth Forum's against priorities identified last year. In addition, the report noted the priorities voted on that were set out in paragraph 5.2 and 5.3 in the report. It was confirmed that the overall priority issue for the Youth Forum is 'Mental Health' – Services should be improved with young people's help and young people should receive mental health first aid education. The Junior Forum's overall priority issue is 'more awareness of support for drugs and alcohol support'. The process that follows the identification of issues was set out in paragraph 2.2 of the report.

The Scrutiny Committee thanked the Youth Forum for attending the meeting and delivering their informative and professional presentation.

Members discussed the priorities and were saddened to note that Mental Health has been chosen as priority for another year for the Youth Forum and more work is required in this area. However, it was noted that there has been extensive improvements made for support provisions for adults and young people struggling with mental health issues, but there is a lot of pressure on support services and sought suggestions on how this can be remedied. It was noted that service improvements can be made simply by updating young people on their place on a waiting list for services, which is something the Youth Forum will be looking into.

Discussions took place around the work being undertaken to tackle Period Poverty and the Committee were asked to note that a Task and Finish Group has been set up to tackle this issue, and as a result have launched a campaign within schools and youth groups to provide products in Primary Schools, Secondary Schools, Youth Settings and Libraries and a film has also been produced for use in schools and youth groups to educate around period dignity.

Members discussed the holistic approach and work undertaken around tackling bullying and raising awareness and support for the bully as well as the victim. A Member sought further information on resources and strategies to reduce bullying. It was noted that Cyber Bullying is



an increasing issue for young people and a recommended strategy is a “Digital Detox” in which a person does not use Social media for a specified period of time, which can also improve wellbeing. In addition, the Junior and Youth Forums have launched a campaign to “Don’t be a Bystander, be an Up stander” to encourage more people to report bullying.

The Scrutiny Committee commended the work of the Junior and Youth Forums and requested some of the resources developed to be sent to Members for use in groups in their wards. Officers agreed to send the information available and also asked Members to note that a lot of the resources are available on their social media pages.

It was moved and seconded that the report be noted. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

The meeting closed at 18:58pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 2nd July 2019 they were signed by the Chair.

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CHAIR

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## EDUCATION SCRUTINY COMMITTEE – 2ND JULY 2019

**SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

1.1 To report the Education Scrutiny Committee Forward Work Programme

### 2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

### 3. RECOMMENDATIONS

3.1 That Members consider any changes and agree the final forward work programme prior to publication.

### 4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

### 5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee work meeting on 21st May 2019. The work programme outlines the reports planned for the period July 2019 to May 2020.

5.2 The forward work programme is made up of reports identified by officers and members. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

## 5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

## 6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

## 7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The operation of scrutiny is required by the Local Government Act 2000. The Local Government Wales Measure 2011 and subsequent Statutory Guidance include requirements to publicise the work of scrutiny committees. The operation of scrutiny committee forward work programmes was agreed following decisions by Council in October 2013 and October 2015.

### 7.2 **Corporate Plan 2018-2023.**

Scrutiny Committee forward work programmes contributes towards and impacts upon the Corporate Well-being Objectives by ensuring that the Executive is held to account for its Corporate Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being

## 8. **WELL-BEING OF FUTURE GENERATIONS**

8.1 The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh Language
- A globally responsible Wales

## **9. EQUALITIES IMPLICATIONS**

9.1 There are no specific equalities implications arising as a result of this report.

## **10. FINANCIAL IMPLICATIONS**

10.1 There are no specific financial implications arising as a result of this report.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no specific personnel implications arising as a result of this report.

## **12. CONSULTATIONS**

12.1 There are no consultation responses that have not been included in this report.

## **13. STATUTORY POWER**

13.1 The Local Government Act 2000.

Author: Amy Dredge, Committee Services Officer, [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk)  
Consultees: Catherine Forbes-Thompson, Interim Head of Democratic Services  
Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Robert Tranter, Head of Legal Services/ Monitoring Officer

Appendices:  
Appendix 1 Education Scrutiny Committee Forward Work Programme  
Appendix 2 Cabinet Forward Work Programme  
Appendix 3 Forward Work Programme Prioritisation Flowchart

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Appendix 1

<b>Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 2<sup>nd</sup> July 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Schools' Federation	To provide members with details of the responses to the formal consultation process to formally federate 4 groups of schools.	Scrutiny members to consider the responses received as part of the formal consultation process prior to determination by Cabinet	Sue Richards Head of Education Planning and Strategy  Andrea West 21 <sup>st</sup> Century Schools Manager
Formula Funding Changes for Ysgol Gyfun Cwm Rhymni	To provide Members with details of the current split site funding arrangements for YG Cwm Rhymni. To advise Members of consultation to date.	Scrutiny Members to consider the issues with the current funding arrangement, options for change and feedback from consultation prior to determination by Cabinet.	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
Progress Report on 21 <sup>st</sup> Century Schools	To provide members with an update on the 21 <sup>st</sup> Century Schools Programme	<ul style="list-style-type: none"> <li>• Band A                             <ul style="list-style-type: none"> <li>○ Project Delivery Update</li> <li>○ Financial Update</li> </ul> </li> <li>• Band B                             <ul style="list-style-type: none"> <li>○ Changes to Intervention rates</li> <li>○ Financial update</li> <li>○ Business Cases</li> <li>○ School Organisation Code</li> <li>○ Consultation requirements.</li> </ul> </li> </ul>	Sue Richards, Head of Education Planning & Strategy  Andrea West 21 <sup>st</sup> century Schools Manager
SRB Review Funding	To provide Members with the outcome of the comprehensive consultation regarding the review of the funding of Specialist Resource Bases hosted by schools.	<ul style="list-style-type: none"> <li>• Current position</li> <li>• Proposed review</li> <li>• Outcome of consultation</li> </ul>	Sarah Ellis, Lead for Inclusion and ALN

<b>Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 24<sup>th</sup> September 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Foundation Phase to KS3 Performance	Identify attainment and achievement of pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3	<ul style="list-style-type: none"> <li>• Identify attainment and achievement of FSM pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3</li> <li>• Identify attainment and achievement of boys at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3</li> </ul>	Keri Cole, Chief Education Officer  +EAS
21 <sup>st</sup> Century Schools Update	To provide members with an update on the 21 <sup>st</sup> Century Schools Programme	<ul style="list-style-type: none"> <li>• Band A and Band B 21<sup>st</sup> Century Schools and Education update to include                             <ul style="list-style-type: none"> <li>○ Project Delivery</li> <li>○ Financial Update</li> </ul> </li> </ul>	Sue Richards, Head of Education, Planning & Strategy  Andrea West, 21 <sup>st</sup> Century Schools Manager
Self-Evaluation	Provide an update on the LA self evaluation process.	<ul style="list-style-type: none"> <li>• Identify strengths across the education directorate and specify the areas for improvement</li> </ul>	Keri Cole, Chief Education Officer
Safeguarding	To provide an annual report to update members regarding developments	<ul style="list-style-type: none"> <li>• Key national and local developments</li> </ul>	Sarah Ellis, Lead for Inclusion and ALN



Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 5 <sup>th</sup> November 2019			
Subject	Purpose	Key Issues	Witnesses
Youth Service Pilot	To report on the outcomes of the Youth Service's pilot work in the Caerphilly East area. Cabinet has determined that this work will be fully evaluated in the Autumn term.	The pilot seeks to demonstrate the worth of conducting general youth work in a more flexible and inclusive way. If successfully demonstrated, a determination will be made as to whether this approach can be rolled out to all sections of the Borough.	Paul O'Neill, Senior Youth Service Manager
Period Dignity Update	Identify progress against the period dignity action plan.	<ul style="list-style-type: none"> <li>Identify how the period dignity grant has been utilised and consider the impact on pupils' wellbeing across Caerphilly.</li> <li>Identify how the grant funding has been spent in support of the action plan</li> </ul>	Keri Cole, Chief Education Officer
Schools Causing Concern	To report on the progress of schools currently listed on the Schools Causing Concern register.	<ul style="list-style-type: none"> <li>Ascertain the number of schools currently listed on the SCC register.</li> <li>Consider the number of schools removed from the SCC register over the last twelve months</li> <li>Consider additional schools placed on the SCC register over the last twelve months.</li> <li>Consider the range of evidence to determine inclusion on the SCC register.</li> </ul> <p>Identify the strategies to support schools that are listed on the SCC register</p>	Keri Cole, Chief Education Officer

<b>Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>MTFP Special. Meeting Date: 9<sup>th</sup> December 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Medium-Term Financial Plan. Draft Savings Proposals	To update Members with regards to the Directorates draft budget savings proposals for 2020-21	To consult with Members as part of the Authority's budget process.	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 13 <sup>th</sup> January 2020			
Subject	Purpose	Key Issues	Witnesses
Performance Management			Richard Edmunds, Corporate Director for Education & Corporate Services  Steve Harris, Interim Head of Business Improvement Services
EAS Business Plan			Ed Pryce, Interim Strategic Service and Policy Lead at EAS
'Shared Ambitions' Update	This could be training?		Keri Cole, Chief Education Officer  Sue Richards, Head of Education, Planning & Strategy
Key Stage 4 & 5 Performance	Identify attainment and achievement of pupils at end of Key Stage 4 and end of Key Stage 5	<ul style="list-style-type: none"> <li>Identify attainment and achievement of FSM pupils at end of Key Stage 4 and end of Key Stage 5</li> <li>Identify attainment and achievement of boys at end of Key Stage 4 and end of Key Stage 5</li> </ul>	Keri Cole, Chief Education Officer + EAS

<b>Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 24<sup>th</sup> February 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Schools Capital Programme	To consider recommendations for the allocation of resources for 2020/21 financial year prior to being presented to Cabinet	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2020/21 Education Capital Programme.	Sue Richards, Head of Education Planning & Strategy  Andrea West 21 <sup>st</sup> Century Schools Manager
Library Standards	To provide Scrutiny members with details of the Welsh Governments annual standards assessment of Caerphilly Library Service 2018/19	The Welsh Government Public Library Standards 2017/2020 includes a range of 12 core entitlements, 16 quality indicators, 10 of which have targets assigned to them. This includes qualitative data in addition to traditional input and output information, and a number of case studies	Sue Richards, Head of Education Planning & Strategy

<b>Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 31<sup>st</sup> March 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Youth Forum Priorities	To advise Scrutiny on the outcomes of the Youth Forum conference in determining young people's key priority issues to be worked against in the coming year.	To seek acceptance and approval from Scrutiny to support the youth Service's/young people's efforts in relation to addressing the priority issues and support the elevation of this request to Cabinet.	Paul O'Neill, Senior Youth Service Manager
Faith Schools	To update Members on the current Faith provision available for CCBC pupils.	<ul style="list-style-type: none"> <li>• Capacity</li> <li>• Demand</li> <li>• Admission Numbers</li> <li>• Transport</li> </ul>	Sue Richards, Head of Education, Planning & Strategy  Andrea West 21 <sup>st</sup> Century Schools Manager

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 18 <sup>th</sup> May 2020			
Subject	Purpose	Key Issues	Witnesses
Additional Support Review	To provide members with information regarding the outcome of the review	<ul style="list-style-type: none"> <li>• Delegation of additional support</li> <li>• Responsibilities of schools and LAS in relation to meeting ALN</li> </ul>	Sarah Ellis, Lead for Inclusion and ALN

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Date to be Confirmed			
Subject	Purpose	Key Issues	Witnesses
EAS VFM			Richard Edmunds, Corporate Director for Education & Corporate Services

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Appendix 1a

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 2<sup>nd</sup> July 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Healthy Schools	Identify how schools are engaging in the Healthy Schools Programme. Consider indicators to measure the effectiveness of the initiative.	Identify how the Healthy Schools team provide support to members What are the current indicators that health and well being provision and outcomes across the Caerphilly region is good? What are the current indicators that health and well being provision and outcomes across the Caerphilly region compare favourably against other authorities in Wales?	Keri Cole, Chief Education Officer
Grants Report 2019-20	To provide Members with an overview of the value and purpose of grant funding anticipated to be received into the Directorate in 2019-20.	For information	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
Financial Plan Report 2019-20	To provide Members with details of the Directorates budget / spending plan for 2019-20.	For information	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
Attendance / Exclusions	To update Members with the most recent information regarding the provision and outcomes in these indicators.	<ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Education Welfare Service restructure</li> <li>• Exclusion rates</li> <li>• Recent development in managing exclusions.</li> </ul>	Paul Warren, Strategic Lead for Schools Improvement  Sarah Ellis, Lead for Inclusion and ALN

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 24th September 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Budget Monitoring	First budget monitoring report of the year, to provide Members with an update on the forecast outturn position for 2019-20.	To ensure Members are updated with regards to any projected variances to the 2019-20 budget plan	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
Elective Home Education Update	To provide information for members regarding the situation in CCBC	<ul style="list-style-type: none"> <li>• National and local developments</li> <li>• Numbers of pupils</li> <li>• Processes</li> </ul>	Sarah Ellis, Lead for Inclusion and ALN

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 5<sup>th</sup> November 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 9<sup>th</sup> December 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 13 <sup>th</sup> January 2020			
Subject	Purpose	Key Issues	Witnesses
Budget Monitoring	Second budget monitoring report of the year, to provide Members with an update on the forecast outturn position for 2019-20.	To ensure Members are updated with regards to any projected variances to the 2019-20 budget plan.	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
ALN Act Update. <b>(Or covered by training workshops for Members instead)?</b>	To provide members with an update regarding readiness for the Act and new Code	<ul style="list-style-type: none"> <li>• Requirements of the Act and Code</li> <li>• Readiness</li> <li>• Developments to date</li> <li>• Next steps</li> </ul>	Sarah Ellis, Lead for Inclusion and ALN
School Admission Arrangements 2021-22	To consult scrutiny members on the proposed Council's admission arrangements for the 2021/22 prior to consideration by Cabinet.	Members invited to offer comments on the proposed admission arrangements for the 2021/22 academic year as part of the annual consultative process.	Sue Richards, Head of Education Planning and Strategy

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 24 <sup>th</sup> February 2020			
Subject	Purpose	Key Issues	Witnesses

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 31<sup>st</sup> March 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
WESP Update on new guidelines	To provide members with an update of the changes to regulations and requirements in the new plan and update on progress to date	Report to include: <ul style="list-style-type: none"> <li>• Highlight changes in requirements for the WESP</li> <li>• Highlight achievements of the current plan during 2019</li> </ul>	Sarah Mutch,, Early Years Manager
Categorisation	Inform Scrutiny Members of the national school categorisation system and Caerphilly school categorisations.	<ul style="list-style-type: none"> <li>• Process of categorisation</li> <li>• Schools in inspection follow-up or in an Estyn category</li> <li>• Self evaluation and the capacity to improve</li> <li>• Regional standardisation and moderation processes</li> <li>• National verification processes</li> </ul>	Sue Richards, Head of Education, Planning & Strategy
Inspections Profile	Inform members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2018-2019 and 2019-20 to date (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2017.	<ul style="list-style-type: none"> <li>• Overview of the Estyn Inspection Framework</li> <li>• Evaluation of judgements</li> </ul>	Sue Richards, Head of Education, Planning & Strategy

Education Scrutiny Committee Forward Work Programme

<p>21<sup>st</sup> Century Schools Update</p>	<p>To provide members with an update on the 21<sup>st</sup> Century Schools Programme</p>	<ul style="list-style-type: none"><li>• Band A and Band B 21<sup>st</sup> Century Schools and Education update to include<ul style="list-style-type: none"><li>○ Project Delivery</li><li>○ Financial Update</li></ul></li></ul>	<p>Sue Richards, Head of Education, Planning &amp; Strategy</p> <p>Andrea West, 21<sup>st</sup> Century School Manager</p>
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Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 18 <sup>th</sup> May 2020			
Subject	Purpose	Key Issues	Witnesses
Childcare Offer Update	To provide members with an update on the Childcare Offer to date	Report to include: <ul style="list-style-type: none"> <li>• Take up of places / applications</li> <li>• Any demographic data available</li> <li>• Any changes to future implementation / delivery proposed by Welsh Government</li> </ul>	Sarah Mutch Manager, Early Years.

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: TBC			
Subject	Purpose	Key Issues	Witnesses
EOTAS Update (Keri asked if we could re-schedule in light of waiting for new information?) <b>New date TBC</b>			Keri Cole, Chief Education Officer

Appendix 2

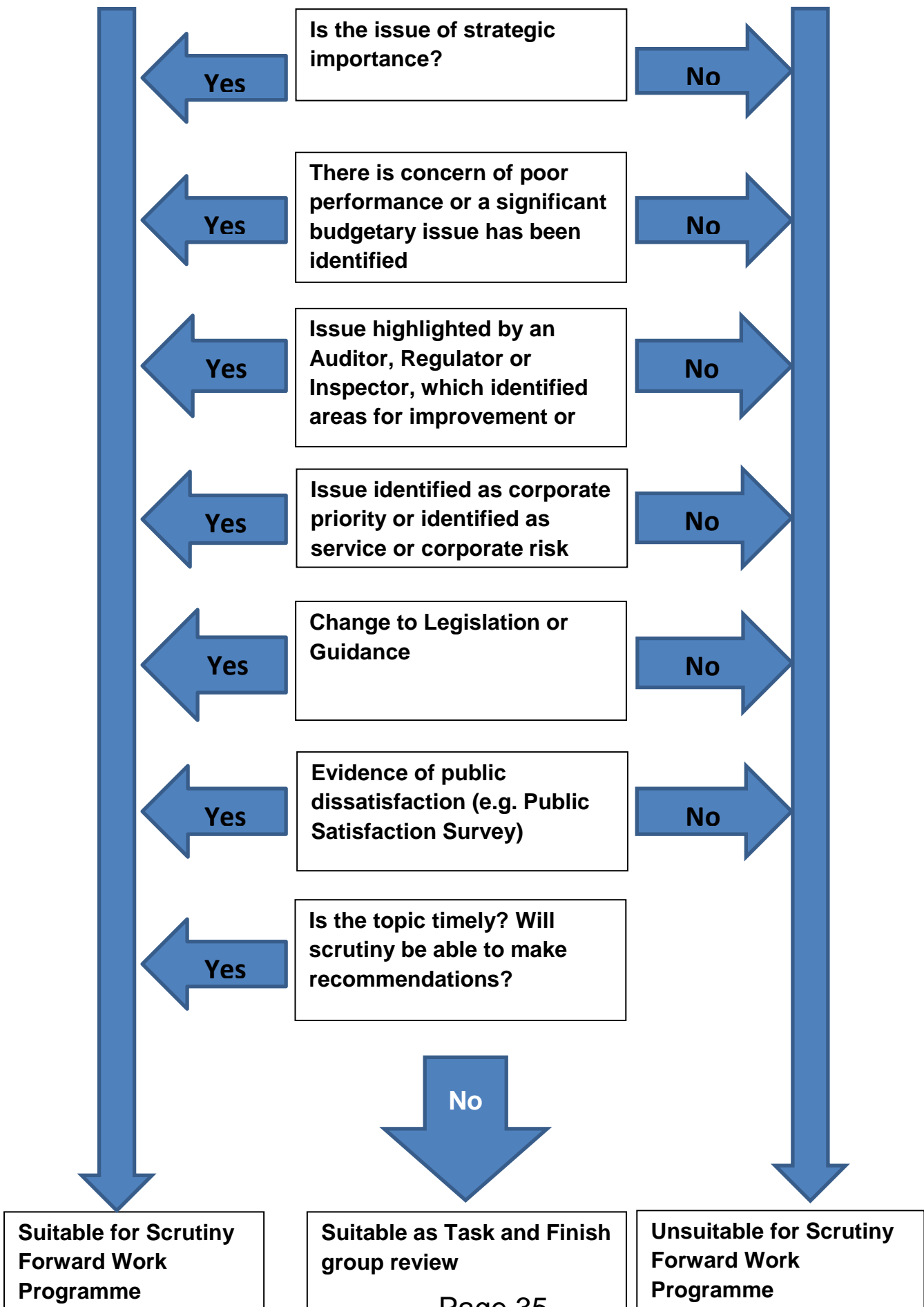
<b>Cabinet - Forward Work Programme</b>			
Title	Key Issues	Author	Cabinet Member
<b>Wednesday - 26/06/2019 Cabinet &amp; PDM</b>			
Hafodyrynys Air Quality Feasibility Study	To present for approval for public consultation the draft Final Plan prepared in response to the Air Quality Direction issued by Welsh Government in respect of compliance with the EU Air Quality Directive at Hafodyrynys	Rob Hartshorn	Cllr. Eluned Stenner
<span style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 31</span> Review of CCBC Regeneration Grants	To make recommendations to Cabinet following a review undertaken on the revenue and capital grant schemes currently administered by the Council's Regeneration Division. The report outlines proposals to amalgamate the grants into a combined "Caerphilly Enterprise Fund" and to focus their delivery to areas where they will have the biggest impact.	R. Kyte	Cllr. Sean Morgan
Annual Welsh Language Standards Report 2018-19	To present to Cabinet the report which include a progress update on the Welsh Language Strategy	Anwen Cullinane	
Energy Generation and Savings Options	To outline work undertaken by the authority on energy conservation and carbon reduction, and to outline further opportunities resulting from energy Management / Generation.	Allan Dalimore	Cllr. Sean Morgan
<b>Wednesday - 10/07/2019 Cabinet &amp; PDM</b>			

<p>Consultation Response Report - Federation of Schools</p>	<p>Cabinet to consider the responses received as part of the formal consultation process and determine whether to proceed to formal federation for the 4 groups of schools included within the report.</p>	<p>Sue Richards</p>	<p>Cllr. Philippa Marsden</p>
<p>Corporate Plan 2018 - 2023</p>	<p>To provide an update on progress</p>	<p>Ros Roberts</p>	<p>Cllr. Barbara Jones</p>
<p>Page 32 Fees and Charges</p>		<p>Stephen Harris</p>	<p>Cllr. Barbara Jones</p>
<p>Page 32 Infrastructure Development - Commuted Sums</p>	<p>To develop a consistent approach to commuted sums for Highways, drainage, Leisure and Green Space Infrastructure and to develop some consistency in accounting processes.</p>	<p>Marcus Lloyd</p>	<p>Cllr. Sean Morgan</p>
<p>Armed Forces: Guaranteed Interview Scheme</p>	<p>To consider a guaranteed interview scheme for former Armed Forces service leavers, reservists, veterans and spouses if they meet the vacancy essential criteria.</p>	<p>Lisa Rawlings</p>	<p>Cllr. Barbara Jones</p>

Regeneration Board Projects - Tranche 3 Projects		Allan Dallimore	Cllr. Sean Morgan
21st Century Schools Band B Update	To consider the current and future position in relation to Band B of the 21st Century Schools Programme		Cllr. Philippa Marsden
Specialist Resource Base (SRB)		Keri Cole	Cllr. Philippa Marsden
Cabinet Forward Work Programme	For discussion and update		
<b>Wednesday - 24/07/2019 Cabinet &amp; PDM</b>			
Page 8 Cabinet - Cancelled			
<b>Wednesday - 04/09/2019 Cabinet &amp; PDM</b>			
Harold Finch Memorial Park	To provide an update	Mike Headington	Cllr. Nigel George
<b>Wednesday - 18/09/2019 Cabinet &amp; PDM</b>			
Annual Performance Report 2018	To discuss and present the Annual performance Report	Ros Roberts	Cllr. Barbara Jones

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### Scrutiny Committee Forward Work Programme Prioritisation



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## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

**SUBJECT: FEDERATION OF SCHOOLS – CONSULTATION RESPONSE REPORT**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To provide details to Scrutiny Members of the outcome of the formal consultation process for the federation of the following schools.

Gilfach Fargoed Primary School and Park Primary School  
Fleur de Lys Primary School and Pengam Primary School  
Bedwas Junior School and Rhydri Primary School  
Cwmfelinfach Primary School and Ynysddu Primary School.

- 1.2 To seek Scrutiny Members views on the responses prior to a decision being considered by Cabinet on 10th July 2019 on whether to move to formal federation for all four groups of schools from 1st September 2019.

### 2. SUMMARY

- 2.1 The Governing Bodies of the above schools have already been working on a collaborative basis for a number of years and requested that the Authority support them in the process to move to formal federation.
- 2.2 Cabinet, at its meeting of 11th July 2018, agreed to the request to proceed to formal consultation in partnership with the Governing Body of each school.
- 2.3 The formal consultation period for each school ran between 22nd October 2018 and 10th December 2018.
- 2.4 On 6th November 2018 Scrutiny Members were consulted on the proposal to formally federate the 4 groups of schools and were unanimously in support.
- 2.5 A summary of the responses, which are detailed in the main body of this report, have been discussed in detail with each Governing Body who have all unanimously confirmed their agreement to proceed with the proposal to federate.
- 2.6 If Cabinet approve the proposal on 10th July 2019 the new Instrument of Governance for each federated Governing body will be drafted and the separate Governing Bodies will be dissolved and the new Governing Bodies will be established in readiness for the start of the new school year.

### 3. RECOMMENDATIONS

- 3.1 To consider and comment on the consultation responses in relation to the Federation proposals.
- 3.2 To support a recommendation to Cabinet to proceed to formally federate the groups of schools identified in 1.1 above.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To work in partnership and support the groups of schools identified in 1.1 in federating which will formalise the successful collaborations that have been in place for a number of years.

### 5. THE REPORT

- 5.1 The term “Federation” describes a formal and legal agreement by which a number of schools share Governance arrangements.
- 5.2 The Welsh Government's Federation policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principle initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.
- 5.3 The Governing Bodies of each of the 4 groups of schools are already working collaboratively and have done so for a number of years.
- 5.4 Composition of the Federated Governing Body:

	<b>Recommended</b>
LA appointed	4
Headteacher	1
Teacher	2
Staff	2
Parent Governor	4
Community Governor	4
If Schools are situated within a Community Council area the Governing Body must include one additional Community Governor in addition to this listed above. This would then increase the Governing Body numbers to 18.	1
<b>TOTAL</b>	<b><u>17</u></b>

If once all the categories in the above composition are filled, any remaining Governors can become Observer Governors. This will allow the Governing Body to maintain the knowledge and expertise those Governors can bring.

- 5.5 Cabinet, at its meeting on 11th July 2018, agreed to the request to proceed to formal consultation in partnership with the Governing Body of each school.

- 5.6 The formal consultation period for each school ran between 22nd October 2018 and 10th December 2018.
- 5.7 A full list of consultees is outlined below:
- Pupils, staff, governors and parents/guardians of both schools
  - Teaching and support staff associations
  - Local ward members for each school
  - School Councils
  - ESTYN
  - Catholic Diocesan Board of Education
  - Education for Life Scrutiny Committee
  - Education Achievement Service.
- 5.8 The responses received from Gilfach Fargoed Primary School and Park Primary School consultation are:
- Parent Governor – Fully in support of the proposal and feels “it will benefit the children of the Community immensely.”
  - Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Gilfach Fargoed and Park Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 1.
- 5.9 The responses received from Fleur De Lys Primary School and Pengam Primary School consultation are:
- Parent Governor – Fully in support of the proposal and feels “it will cement the successful partnership and assist in providing a more formal framework for the long term benefit of pupils and staff.”
  - Governor – Fully in support of the proposal and feels “it will formalise a successful and proven structure that has been established for over 20 years.”
  - Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Fleur De Lys and Pengam Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 2.
- 5.10 The responses received from Bedwas Junior School and Rhydri Primary School consultation are:
- Parent Governor – Fully in support of the proposal and feels that “the collaborative arrangements seem to be working well and I feel positive about the future. It would be good to ensure appropriate representation from Bedwas Juniors and Rhydri Primary Governing Body.”
  - Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Bedwas Junior and Rhydri Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 3.
- 5.11 The response from Cwmfelinfach Primary School and Ynysddu Primary School consultation is:
- Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Cwmfelinfach Primary and Ynysddu Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 4.

- 5.12 The above responses have been presented to each Governing Body who have all unanimously confirmed their agreement to proceed with the proposal to federate.
- 5.13 If Cabinet approve the proposal on 10th July 2019 the new Instrument of Governance for each federated Governing Body will be drafted and the separate Governing Bodies will be dissolved and the new Governing Bodies will be established in readiness for the start of the new school year.

## 6. ASSUMPTIONS

- 6.1 There are no assumptions made in this report.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 Caerphilly's Attainment Strategy: To raise standards and ensure our learners are healthy, confident, proud and ambitious and can access high quality educational opportunities, settings and experience.
- 7.2 Caerphilly's Wellbeing Objectives 2018 to 2023. This proposal will assist the Authority in meeting these objectives in particular the following:

Well-being Objective 1 – Improve Education Opportunities For All  
Well-being Objective 2 – Enabling Employment.

## 8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The Well-being of Future Generation (Wales) Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. It requires public bodies to think more about the long-term, working with people and communities, looking to prevent problems and take a more joined up approach. This will create a Wales that we all want to live in, now and in the future. The Act puts in place seven well-being goals:

- A Prosperous Wales
- A Resilient Wales
- A Healthier Wales
- A More Equal Wales
- A Wales of Cohesive Communities
- A Wales of Vibrant Culture and Thriving Welsh Language
- A Globally Responsible Wales.

The Act sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. In using the sustainable development principle it is incumbent that the authority considers the whole of the population it serves and considers the effect of its actions on future generations. The principle, also known as the five ways of working, is assessed below:

- **Long Term** - The Federation principle will allow schools to formally work together effectively to raise standards, improve service and increase opportunities. This will allow for the sharing of expertise, resources and facilities.
- **Prevention** - Improving the use of Education resources across the schools will support pupils in their long term education and skills outcome in that they are more likely to succeed if their educational experience is positive.

- **Integration** - An aligned and coherent curriculum increasing the opportunities to fulfil individual pupil needs, extending curriculum entitlement and giving the potential to share resources. This will allow for better continuity of provision from early years to the end of Primary schooling.
- **Collaboration** - A single development plan, single school policies, reducing duplication and also providing the opportunity to share resources but at the same time allowing each school to retain its own individual character within a strong overarching partnership where each school will be able to learn from each other.
- **Involvement** - Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders, e.g. parents, pupils and the local community.

## 9. EQUALITIES IMPLICATIONS

- 9.1 The Equality Impact Assessment is not needed because the report is formalising a partnership that is already in existence, therefore the Council's full EIA process does not need to be applied.

## 10. FINANCIAL IMPLICATIONS

- 10.1 The Federation process does not bring any savings to the Local Authority as each schools formula funding allocation remains the same. However it may ease financial pressures within schools by sharing resources which can be deployed across the federation.

## 11. PERSONNEL IMPLICATIONS

- 11.1 Due to collaboration arrangements already being in place, in all 4 groups of schools, for a number of years there are no personnel implications anticipated directly resulting from this proposal.
- 11.2 Governing Bodies have the responsibility for the management of staffing within schools.

## 12. CONSULTATIONS

- 12.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

## 13. STATUTORY POWER

- 13.1 Federation of Maintained Schools (Wales) Regulations 2014  
School Organisation Code 2018 (Welsh Government)  
School Standards & Organisation (Wales) Act 2013.

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Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee

Steve Harris, Interim Head of Business Improvement and Acting Section 151 Officer  
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Ros Roberts, Performance Manager  
Jane Southcombe, Education Finance Manager  
Cath Rees, Headteacher, Gilfach and Park Primary Schools  
Sue Witchell, Headteacher, Fleur De Lys and Pengam Primary Schools  
Richard Cook, Headteacher, Bedwas Junior and Rhydri Primary Schools  
Dave Witchell, Headteacher, Cwmfelinfach and Ynysddu Primary Schools  
Clare Coff, Head of Governor Support, Education Achievement Service

Background Papers:

Welsh Government Federation Process of Maintained Schools in Wales May 2014

Cabinet report – Federation of Schools 11/07/18

Scrutiny report – Consultation – Proposal to Federate 06/11/18.

Appendices:

Appendix 1 – Estyn response Gilfach and Park Primary Schools

Appendix 2 – Estyn response Fleur De Lys and Pengam Primary Schools

Appendix 3 – Estyn response Bedwas Junior and Rhydri Primary Schools

Appendix 4 – Estyn response Cwmfelinfach and Ynysddu Primary Schools.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

## **Estyn's response to the proposal to establish a School Federation incorporating Gilfach Fargoed and Park Primary schools**

### **Introduction**

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Summary/ Conclusion**

Estyn believes that the proposal to establish a school federation incorporating Gilfach Fargoed and Park Primary schools is likely to at least maintain the standard of educational provision and outcomes for pupils and leadership and management.

### **Description and benefits**

In the September 2018 'Consultation Document: Proposal to establish a school federation incorporating Gilfach Fargoed and Park Primary schools', the proposer has identified the underlying principles and rationale for federating schools in a well laid out and accessible format. This includes useful details about the principles of federation such as key facts, a timeline, explanation of the process, the general benefits and keys to successful federation arrangements, and 'frequently asked questions'. The proposal also sets out basic information about each school's most recent attainment data and pupil teacher ratio.

The proposal clearly states the two schools have worked collaborative over the previous two years to improve outcomes for pupils. Under the proposal this will

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continue, and should strengthen through the shared leadership from a single governing body. Each school will retain its own identity and staff, however new staff may be appointed to work across the schools.

The proposal highlights the expected benefits arising from school federations in general, for example the potential for greater cross site collaboration, leadership models and deployment of resources to utilise current strengths and the strategic use of a single governing body. The potential challenges to federating schools are also clearly communicated. However, the proposal does not provide sufficient detail to illustrate clearly the expected benefits for each of the named schools arising from the formalisation of these current working arrangements.

Both schools' governing bodies have begun working collaboratively over the last two years, which has impacted positively on both schools. The proposal states a benefit of federating the schools would be a transition to one governing body. This has the potential to develop further a climate of trust, openness and a willingness to work strategically together to enhance pupil standards and use of resources between the schools.

It is likely there will be little impact on travel arrangement of pupils in accessing provision with the two schools being 0.5 miles in distance from each other.

The proposal provides clear information regarding the pupil numbers in terms of capacity in each school for 2017, the admission number and the pupils on roll at both Gilfach Fargoed and Park Primary schools. A clear statement is provided relating to current and future admission arrangements.

### **Educational aspects of the proposal**

The Governing Bodies for Gilfach Fargoed and Park Primary schools in partnership with Caerphilly County Borough Council (Education and Lifelong Learning) have not provided enough evidence for the current quality of outcomes, provision and leadership and management at the two schools to properly support the proposal.

The proposal includes some evidence such as the concise information about the school data from 2017. However, performance data for the previous two years would help provide some indication of the degree of progress made by each school. Without this more in depth analysis it is difficult to evaluate whether this arrangement is likely to lead to improvement.

The proposal also makes reference to the National Categorisation School Reports 2016/17 where Gilfach Fargoed School is categorised as requiring a 'green' level of support, and Park Primary school requiring 'amber'. However, the proposal does not make reference to Estyn's inspection reports for the two schools.

In 2015 Estyn inspected Park Primary and the school was placed into the category 'requires significant improvement', as the school's performance was judged to be adequate, and its prospects for improvement to also be adequate. Estyn subsequently monitored the school until 2017, when it judged that the school had made sufficient progress to be removed from the list of schools requiring significant improvement.



In 2016 Estyn inspected Gilfach Fargoed School, and judged the school's performance to be good, and its prospects for improvement to be excellent.

It is likely minimal disruption will be experienced by learners in both Gilfach Fargoed and Park Primary schools as outlined in the proposal's 'keys to a successful federation' with evidence of planning and understanding from both schools and the local authority in implementing potential changes. Some additional workload for governors and sufficient time to allay feelings of concern for governors, parents and staff are noted and acknowledged.



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Her Majesty's Inspectorate for Education and Training in Wales

## **Estyn's response to the proposal to establish a School Federation incorporating Fleur-De-Lis and Pengam Primary Schools**

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Summary/ Conclusion**

Estyn believes that the proposal to establish a School Federation incorporating Fleur-De-Lis and Pengam Primary Schools is likely to at least maintain the standard of educational provision and outcomes for pupils and leadership and management.

### **Description and benefits**

In the September 2018 'Consultation Document: Proposal to establish a school federation incorporating Fleur-De-Lis and Pengam Primary Schools', the proposer has identified a clear rationale in a well laid out and accessible format. Inclusions such as key facts, a timeline, explanation of the process, benefits and keys to successful federation arrangements, the useful presentation of school attainment data and 'frequently asked questions' are beneficial facets of the proposal.

The proposal clearly states the long standing history the two schools have of working together in a collaborative nature to maximise outcomes for pupils including a shared Senior Management Team, monitoring procedure, professional development structure and INSET programme.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. | Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Compared to the status quo, the proposal highlights the benefits of greater cross site collaboration, leadership models and deployment of resources to utilise current strengths and the strategic use of potentially one governing body. Potential challenges are also clearly communicated.

Both schools' governing bodies have begun working collaboratively over the last few years which has impacted positively on both schools. The proposal states a benefit of federating the schools would be a transition to one governing body. This has potential to develop further a climate of trust, openness and a willingness to work strategically together to enhance pupil standards and use of resources between the schools.

The shared senior management team have begun working closely together since the appointment of the 'shared' head teacher in 2013. The proposal states reasonably that a federation of the schools will help bring into line both school structures to share good practice and increase professional learning opportunities for pupils and staff. Additional likely benefits to the leadership practices are further developments of common goals and standardising reflective approaches to teaching and learning in order to positively impact on pupil outcomes.

It is likely there will be little impact on travel arrangement of pupils in accessing provision with the two schools being 0.9 miles in distance from each other. The proposal takes consideration of other off site and extra-curricular transport such as swimming and other trips with the suggestion that further financial benefits of a joint approach can be potentially passed onto parents and carers.

The proposal further provides clear information regarding the pupil numbers in terms of capacity in each school for 2017, the admission number and the pupils on roll at both Pengam Primary School and Fleur-De-Lis Primary School. A clear statement is provided relating to admission arrangements.

### **Educational aspects of the proposal**

The Governing Body, Fleur-De-Lis Primary School together with the Governing Body, Pengam Primary School in partnership with Caerphilly County Borough Council (Education and Lifelong Learning) has given reasonable consideration to the current quality of outcomes, provision and leadership and management at the two schools. They have included concise and fair school data from 2017, reference to the National Categorisation School Reports 2016/17 with both schools being categorised as requiring a 'green' level of support, and outcomes of 2013 Estyn Inspections reports returning 'good' judgements.

The proposal concludes that there will be no likely negative impact on the quality of outcomes, provision and leadership and management as result of the proposal to establish a federation of the two schools.

It is likely minimal disruption will be experienced by learners in both Pengam Primary School and Fleur-De-Lis Primary school as outlined in the proposal's 'keys to a successful federation' with evidence of planning and understanding from both schools and the local authority in implementing potential changes. Some additional workload for governors and sufficient time to allay feelings of concern for governors, parents and staff are noted and acknowledged.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

## **Estyn's response to the proposal to establish a School Federation incorporating Bedwas Junior and Rhydri Primary Schools**

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Summary/ Conclusion**

It is Estyn's view that the proposal to establish a School Federation incorporating Bedwas Junior and Rhydri Primary Schools is likely to at least maintain the standard of educational provision and outcomes for pupils.

### **Description and benefits**

The governing bodies of Bedwas Junior and Rhydri Primary schools, together with Caerphilly County Borough Council propose to establish the Federation of Bedwas Junior and Rhydri Primary schools. Both schools have worked on a collaborative basis since February 2014. The Federation of Bedwas Junior and Rhydri Primary Schools will come into being on 1 September 2019.

The aim of the Federation is for the schools to work in partnership to:

- develop excellent shared practice and outstanding experiences for pupils and staff
- develop common goals and approaches to teaching and learning to ensure significant positive outcomes and standards for all.

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<p>Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.</p>	<p>Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.</p>
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The proposer has clearly identified the rationale in a well laid out and accessible format document. The proposer has taken appropriate account of the consultation process and consulted with a wide range of stakeholders. The proposal includes key facts, timelines, reference to a successful federation, characteristics of both schools, including capacity, admission numbers, and pupils on roll, free school meals and useful frequently asked questions.

The proposal clearly states that both schools have successfully worked together for a number of years. The collaborative approach will continue and appears to impact positively on both schools. The proposal makes suitable reference to the importance of the benefits the federation would bring to the children and young people including enhancing the education provision.

The proposal clearly states the advantages of the Federation and that the schools that federate will remain in their communities and keep their individual identity. It states how important it is to remain committed to working as a group of schools and be willing to do things differently to meet the needs of pupils' well-being and achievements.

The proposal states that the existing governing bodies will be dissolved and a new, single governing body established. The membership of the new governing body will include a number of stakeholders (minimum of 15 maximum of 27). The governing body of the federation can use budget, resources and staff across the federation to improve the outcomes for pupils.

The proposer clearly states the benefits of the federation. These include, consistency in teaching and learning, streamline policies and procedures, sharing good practice and resources, enhanced opportunities for staff professional development and support for schools in difficulty.

The proposer clearly states the challenges the federation may face. These include, increased workload for governors in the first year and concerns from parents and staff as the federation settles down.

### **Educational aspects of the proposal**

The proposer has given a reasonable, albeit brief reference to the current quality of outcomes, provision and leadership and management and concludes there will be no likely impact as a result of the proposal to establish a federation of the two schools.



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Her Majesty's Inspectorate for Education and Training in Wales

## **Estyn's response to the proposal to establish a School Federation incorporating Cwmfelinfach and Ynysddu Primary schools**

### **Introduction**

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Summary/ Conclusion**

It is Estyn's view that the proposal to establish a School Federation incorporating Cwmfelinfach and Ynysddu Primary Schools is likely to at least maintain the standard of educational provision and outcomes for pupils and leadership and management.

### **Description and benefits**

In the September 2018 'Consultation Document: Proposal to establish a school federation incorporating Cwmfelinfach and Ynysddu Primary Schools', the proposer has identified a clear rationale in a well laid out and accessible format. Inclusions such as key facts, a timeline, explanation of the process, benefits and keys to successful federation arrangements, the useful presentation of school attainment data and 'frequently asked questions' are beneficial facets of the proposal.

The proposal clearly states the long standing history of over 5 years the two schools have of working together in a collaborative nature to maximise outcomes for pupils

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. | Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

including a shared Senior Management Team, monitoring procedure, professional development structure and INSET programme.

Compared to the status quo, the proposal highlights the benefits of greater cross site collaboration, leadership models and deployment of resources to utilise current strengths and the strategic use of potentially one governing body. Potential challenges to federating schools are also clearly communicated.

Both schools' governing bodies have begun working collaboratively over the last few years which has impacted positively on both schools. The proposal states a benefit of federating the schools would be a transition to one governing body. This has the potential to develop further a climate of trust, openness and a willingness to work strategically together to enhance pupil standards and use of resources between the schools.

The shared senior management team have begun working closely together under the 'joint' head teacher. The proposal states reasonably that a federation of the schools will help bring into line both school structures to share good practice and increase professional learning opportunities for pupils and staff. Additional likely benefits to the leadership practices are further developments of common goals and standardising reflective approaches to teaching and learning in order to positively impact on pupil outcomes.

It is likely there will be little impact on travel arrangement of pupils in accessing provision with the two schools being 0.5 miles in distance from each other. The proposal takes consideration of other off site and extra-curricular transport such as swimming and other trips with the suggestion that further financial benefits of a joint approach can be potentially passed onto parents and carers.

The proposal further provides clear information regarding the pupil numbers in terms of capacity in each school for 2017, the admission number and the pupils on roll at both Cwmfelinfach Primary School and Ynysddu Primary School. A clear statement is provided relating to current and future admission arrangements.

### **Educational aspects of the proposal**

The Governing Body, Cwmfelinfach Primary School together with the Governing Body, Ynysddu Primary School in partnership with Caerphilly County Borough Council (Education and Lifelong Learning) has given reasonable consideration to the current quality of outcomes, provision and leadership and management at the two schools. They have included concise and fair school data from 2017, reference to the National Categorisation School Reports 2016/17 with both schools being categorised as requiring a 'green' level of support, and outcomes of respective 2016 and 2015 Estyn Inspections reports returning 'excellent' and 'good' judgements.

The proposal concludes that there will be no likely negative impact on the quality of outcomes, provision and leadership and management as result of the proposal to establish a federation of the two schools.

It is likely minimal disruption will be experienced by learners in both Cwmfelinfach Primary School and Ynysddu Primary school as outlined in the proposal's 'keys to a successful federation' with evidence of planning and understanding from both schools and the local authority in implementing potential changes. Some additional workload for governors and sufficient time to allay feelings of concern for governors, parents and staff are noted and acknowledged.





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 2ND JULY 2019

**SUBJECT: FORMULA FUNDING ARRANGEMENTS FOR YSGOL GYFUN CWM RHYMNI (SPLIT SITE)**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION & CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To outline and consider the formula funding arrangements for Ysgol Gyfun Cwm Rhymni, linked directly to the current split site arrangement of the School (7 mile distance between the 2 sites).
- 1.2 Since September 2017 all age groups from year 7 through to year 11 have been taught on both sites. Academic year 2017-18 was the first academic year that this arrangement had been in place. There are 2 distinct catchment areas, with associated feeder schools for the Gelli Haf (Blackwood) and Y Gwyndy (Caerphilly) sites.
- 1.3 This report to Scrutiny follows a report to the School Budget Forum (27<sup>th</sup> September 2018) and subsequent circulation to All Headteachers (Appendix 1). The report was circulated on 30<sup>th</sup> November 2018 with a request for any feedback by 11<sup>th</sup> January 2019.
- 1.4 Scrutiny Members views are requested with regards to the split site funding arrangements for YG Cwm Rhymni, in the context of the size of the two sites.

### 2. SUMMARY

- 2.1 In summary the report reviews the current funding position for YG Cwm Rhymni and considers this in relation to the position with regards to schools currently collaborating or those proposing a more formal federation with a shared Headteacher in the Borough.
- 2.2 YG Cwm Rhymni is the only Welsh medium secondary school within the Borough. In May 2018 the School Strategy Board agreed that there should be a consultation with regards to the current split site funding arrangement for the school.

### 3. RECOMMENDATIONS

- 3.1 Members are requested to consider the following:
  - Whether the split site funding arrangements for YG Cwm Rhymni should be updated following consideration of the issues presented in the body of this report.
  - If Members support a change in the split site funding arrangement, consider how this should be funded from 2020/21.
  - If Members support a change in funding arrangements going forwards, should the current financial year and previous financial year be considered for retrospective funding ?. If so how should this cost be funded.
  - Subject to feedback from Scrutiny Members, a further Report is presented to Cabinet for a decision on the funding methodology and sources of funding.

#### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 The recommendations are based on recognition of the capacity of each site, 2 distinct catchment areas, with all year groups from year 7 to year 11 currently delivered on both sites. YG Cwm Rhymini is by far the largest Secondary School in the Borough and continues to grow.

#### **5. THE REPORT**

- 5.1 This background to this report follows discussions with YG Cwm Rhymini with regards to the current formula funding arrangements as a split site school. To date the school has been funded as one school with an additional split site lump sum. The split site formula funding allocation recognises the additional financial burden that arises for a school as a direct result of delivery across 2 sites. The timing of this report links directly to the fact that in September 2017, there were 2 clear catchment areas, with year groups 7 through to 11 on both sites. This has impacted on arrangements and costs for day to day operations (Technician / Office & Reception) and site management, together with teaching arrangements and managerial responsibilities (Deputy / Assistant Headteacher arrangements).
- 5.2 A review of pupil numbers across the Authority's secondary schools (including 3 to 18, 11 to 16 and 11 to 19) supports the need for further discussion on this matter. The details of capacity numbers across our secondary schools and the admission numbers (Appendix 2), illustrates the size of the school (including details for each site) in relation to other secondary schools in the Borough.
- 5.3 Within Caerphilly we currently have a number of primary schools that are successfully collaborating with a shared Headteacher. From purely a financial perspective this approach has generated efficiencies with regards to Senior Management costs, essential to the financial sustainability of some of our smaller schools. In the scenario where 2 schools are collaborating with a shared Headteacher, each school is funded separately through the formula funding allocation and consequently receiving any lump sums specific to each identified school.
- 5.4 In the scenario with regards to YG Cwm Rhymini, which is by far our largest Secondary School in the Borough, the benefits of a Headteacher across the "whole" school are already in place. However, the capacity of each individual site, 2 catchment areas and all year groups from years 7 through to year 11 being delivered on both sites, supports the need to review the funding methodology linked to the lump sum allowances.
- 5.5 In financial year 2019/20, all Schools receive a number of lump sum allocations in their formula. Specifically linked to the site there are 3 lump sum allocations (there are also small lump sum allocations linked to a few of the SLA allocations):
1. Funding linked to cover part of the Headteachers salary to allow for non contact time for managerial tasks and leadership costs within the school.
  2. Building maintenance related (low value).
  3. Additional funding – linked primarily to workload, leadership and management.
- 5.6 At the moment YG Cwm Rhymini receives one lump sum allocation for each of the 3 areas identified in para 5.5, in addition the School receives an additional 50% of the funding linked to just 1 of the lump sums. It is proposed that consideration is given to withdrawing the split site allocation and providing the 3 lump sum allocations for each of the sites, linked to the reasons identified in the body of this report.
- 5.7 Based on the 2019/20 formula funding position the implications of this change in funding arrangements for YG Cwm Rhymini would be circa £114k additional funding.

## **6. ASSUMPTIONS**

- 6.1 The projected impact on funding for Ysgol Gyfun Cwm Rhymni is based on the 2019/20 funding allocations for “lump sums” to Schools.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.

- 7.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular as follows:

A prosperous Wales, aims to improve the educational attainment of children & young people that will enable them to access skills or further education and employment.

A healthier Wales, supporting vulnerable learners can improve their well-being and educational achievement.

A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and

A Wales of cohesive communities, improving quality of life with attractive, viable, safe and well connected communities.

## **8. WELL-BEING OF FUTURE GENERATIONS**

- 8.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 Whilst there are no specific equality issues linked to this report, a change in funding arrangements could assist with regards to the schools ability to sustain the wider curriculum across the 2 sites. Funding is obviously just one of the factors that the School would review and consider in its decision making.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 The financial implications will be dependant on the view supported.
- No change in the split site funding arrangements, would mean that there are no financial consequences for the Authority, although this could impact the Schools ability to deliver the wider curriculum across the 2 sites.
  - Support to update the split site funding arrangements would equate to circa £114k. In 2020/21 this could be funded from within the individual schools budget (ISB) in which case there would be a small impact across all schools as this would be a “pressure” to fund; or this could be funded as a growth item, subject to the Authority’s budget proposal and priorities in 2020/21.
  - If a decision was taken to support this cost retrospectively, it is proposed that consideration is given to utilising Local Management of Schools (LMS) contingency balances as a one off.

## 11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications directly linked to this proposal. .

## 12. CONSULTATIONS

12.1 The following extract is from the minutes of the School Budget Forum meeting on 27<sup>th</sup> September 2018.

### **Report to consult on current split site formula funding arrangement for YGCR**

“JS presented a report to consider the formula funding arrangements for YGCR linked to the current split site arrangement of the school. The timing of the report links to the fact that from September 2017 all age groups from year 7-11 were taught on both sites. This has impacted on the arrangements and costs for day to day operations and site management, together with teaching arrangements and managerial responsibilities. The report considers it in relation to schools currently collaborating with a shared Head teacher in the Borough. To date the school has been funded as one school with an additional split site lump sum. In recognition of delivery across two sites and a review of pupil numbers it is proposed that consideration is given to withdrawing the split site allocation and providing the lump sum allocations for each site. This would be approximately £120k additional funding. The forum questioned if there would be additional funding for this but there would be no additional monies, it would come from the formula pot spread over both sectors. The forum recommended alternate scenarios should be considered along with the proposal and issues would be raised in consultations with head teachers at Secondary and Primary Head teacher forums”.

12.2 One response received in relation to the e-mail circulated to All Headteachers (Headteachers are represented on the School Budget Forum), advised “no concerns with the report at this time” (query raised was on a separate issue linked to remuneration where a Head is responsible for more than one school). .

## 13. STATUTORY POWER

13.1 School Standards and Organisation (Wales) Act 2013.

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Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Service – Education, Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Councillor Philippa Marsden, Cabinet Member for Education and Achievement  
Steve Harris, Interim Head of Business Improvement Services & Section 151  
Rob Tranter, Head of Legal Services  
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Finance, Performance and Governance  
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)  
Julie Baker, Principal Finance Officer (Schools)  
Lynne Donovan, Head of People Services

Appendix 1: Report to School Budget Forum 27<sup>th</sup> September 2018 & circulated to All Headteachers on 30<sup>th</sup> November 2018.

Appendices 2A and 2B: Summary of Pupil Numbers – as per Starting Schools Booklet 2018/19 and 2019 20.

## **BUDGET FORUM – 27TH SEPTEMBER 2018**

**SUBJECT: TO CONSULT ON THE CURRENT SPLIT SITE FORMULA FUNDING ARRANGEMENTS FOR YSGOL GYFUN CWM RHYMNI**

**REPORT BY: JANE SOUTHCOMBE**

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### **1. PURPOSE OF REPORT**

- 1.1 To outline and consider the formula funding arrangements for Ysgol Gyfun Cwm Rhymni, linked directly to the current split site arrangement of the School (7 mile distance between the 2 sites).
- 1.2 The timing of this report links directly to the fact that from September 2017 all age groups from year 7 through to year 11 were taught on both sites. This was the first academic year that this arrangement had been in place. There are 2 distinct catchment areas, with associated feeder schools for the Gelli Haf and the Y Gwyndy sites.

### **2. SUMMARY**

- 2.1 In summary the report reviews the current funding position for YG Cwm Rhymni and considers this in relation to the position with regards to schools currently collaborating with a shared Headteacher in the Borough.
- 2.2 YG Cwm Rhymni is the only Welsh medium secondary school within the Borough. In May 2018 the School Strategy Board agreed that there should be a consultation with regards to the current split site funding arrangement for the school.

### **3. LINKS TO STRATEGY**

- 3.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.
- 3.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular as follows:

A prosperous Wales, aims to improve the educational attainment of children & young people which will enable them to access skills or further education and employment.

A healthier Wales, supporting vulnerable learners can improve their well-being and educational achievement.

A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and

A Wales of cohesive communities, improving quality of life with attractive, viable, safe and well connected communities.

#### 4. THE REPORT

- 4.1 This background to this report follows discussions with YG Cwm Rhymni with regards to the current formula funding arrangements as a split site school. To date the school has been funded as one school with an additional split site lump sum. The split site formula funding allocation recognises the additional financial burden that arises for a school as a direct result of delivery across 2 sites. The timing of this report links directly to the fact that in September 2017, there were 2 clear catchment areas, with year groups 7 through to 11 on both sites. This has impacted on arrangements and costs for day to day operations (Technician / Office & Reception) and site management, together with teaching arrangements and managerial responsibilities (Deputy / Assistant Headteacher arrangements).
- 4.2 A review of pupil numbers across the Authority's secondary schools (including 3 to 18, 11 to 16 and 11 to 19) supports the need for further discussion on this matter. The details of capacity numbers across our secondary schools and the admission numbers (Appendix 1), illustrates the size of the school (including details for each site) in relation to other secondary schools in the Borough.
- 4.3 Within Caerphilly we currently have a number of primary schools that are successfully collaborating with a shared Headteacher. From purely a financial perspective this approach has generated efficiencies with regards to Senior Management costs, essential to the financial sustainability of some of our smaller schools. In the scenario where 2 schools are collaborating with a shared Headteacher, each school is funded separately through the formula funding allocation and consequently receiving any lump sums specific to each identified school.
- 4.4 In the scenario with regards to YG Cwm Rhymni, which is by far our largest Secondary School in the Borough, the benefits of a Headteacher across the "whole" school are already in place. However, the capacity of each individual site, 2 catchment areas and all year groups from years 7 through to year 11 being delivered on both sites, supports the need to review the funding methodology linked to the lump sum allowances.
- 4.5 In financial year 2018/19, all Schools receive a number of lump sum allocations in their formula. Specifically linked to the site there are 3 lump sum allocations (there are also small lump sum allocations linked to a few of the SLA allocations):
1. Funding linked to cover part of the Headteachers salary to allow for non contact time for managerial tasks and leadership costs within the school.
  2. Building maintenance related (low value).
  3. Additional funding – linked primarily to workload, leadership and management.
- 4.6 In the 2018/19 formula YG Cwm Rhymni continued to receive 1 lump sum for each of these elements and then a split site allowance for the lump sum linked to Headteacher / managerial time (50%). In view of the capacity of the school as a whole and the capacity of the individual sites, costs have increased significantly as the school has worked to implement the curriculum over 2 sites 7 miles apart. The financial sustainability of this arrangement is an issue that needs to be considered. Due to the commitment to ensure provision for pupils on the Gwyndy site is equivalent to the Gelli Haf site, some small classes have been maintained on both sites and additional classes have been offered for some subjects even though the total pupil numbers would not in normal circumstances have suggested an additional class was needed. The alternative would be regular travel between sites which comes at a cost and it is not felt would benefit the pupil.
- 4.7 At the moment YG Cwm Rhymni receives one lump sum allocation for each of the 3 areas identified in para 4.5, in addition the School receives an additional 50% of the funding linked to the just 1 of the lump sums. It is proposed that consideration is given to withdrawing the split site allocation and providing the 3 lump sum allocations for each of the sites, linked to the reasons identified in the body of this report.

4.8 Based on the 2018/19 formula funding position the implications of this change in funding arrangements for YG Cwm Rhymni would be circa £120k additional funding.

## **5. WELL-BEING OF FUTURE GENERATIONS**

5.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

## **6. EQUALITIES IMPLICATIONS**

6.1 No specific equality issues linked to this discussion document. However, a change in funding arrangements could assist with regards to the ability of the School to sustain wider curriculum access across the 2 sites. Funding is obviously just one of the factors that the School would review and consider in its decision making.

## **7. FINANCIAL IMPLICATIONS**

7.1 At this point in time if this proposal were to be supported the additional lump sum costs would need to be met from within the existing Schools formula allocation pot. There would be no additional funding for schools as a consequence.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no personnel implications directly linked to this proposal.

## **9. CONSULTATIONS**

9.1 Initial consultation with School Budget Forum.

## **10. RECOMMENDATIONS**

10.1 That School Budget Forum supports the proposal to change the split site funding arrangement for YG Cwm Rhymni from financial year 2018/19 and move to consultation with all Schools, with an agreed timeline.

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Consultees: Sue Richards, Head of Service – Education, Planning & Strategy

Julie Baker, Principal Finance Officer (Schools)

Cheryl Adams, Senior Finance Officer (Schools)

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## Summary of Pupil Numbers - as per Starting Schools Booklet 2018-19

Appendix 2A

	High School	Capacity	Age Range	Admission Number	Number of Applications received for Year 7 2017	Number of Places Offered	Percentage of Capacity	Percentage Share of Admission Nos.
1	Bedwas	1,038	11 to 19	173	136	136	7.19%	6.76%
2	Blackwood	1,002	11 to 16	200	204	200	6.94%	7.81%
3	Heolddu	934	11 to 19	148	84	84	6.47%	5.78%
4	Lewis Pengam	1,140	11 to 19	191	119	119	7.90%	7.46%
5	Lewis Girls	1,104	11 to 19	180	115	115	7.65%	7.03%
6	Newbridge	1,017	11 to 16	203	269	203	7.05%	7.93%
7	Islwyn High	1,000	3 to 18	200	235	220	6.93%	7.81%
8	Idris Davies 3 to 18	1,185	3 to 18	243	120	129	8.21%	9.49%
9	Risca	692	11 to 16	130	117	117	4.79%	5.08%
10	St Cenydd	1,163	11 to 19	195	196	195	8.06%	7.61%
11	St Martins	1,060	11 to 19	182	170	170	7.34%	7.11%
<b>12</b>	<b>YG Cwm Rhymni</b>	<b>2,148</b>	<b>11 to 19</b>	<b>358</b>	<b>323</b>	<b>323</b>	<b>14.88%</b>	<b>13.98%</b>
13	Cwmcarn	949	11 to 19	158	N/A	N/A	6.58%	6.17%
		14,432		2,561			100.00%	100.00%

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YG Cwm Rhymni	Gelli Haf	1,293
	Y Gwyndy	855
		<b>2,148</b>

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## Summary of Pupil Numbers - as per Starting Schools Booklet 2019-20

Appendix 2B

	High School	Capacity	Age Range	Admission Number	Number of Applications received for Year 7 2018	Number of Places Offered	Percentage of Capacity	Percentage Share of Admission Nos.
1	Bedwas	929	11 to 19	157	108	108	7.01%	6.58%
2	Blackwood	1,002	11 to 16	200	206	200	7.56%	8.38%
3	Heolddu	934	11 to 19	148	116	116	7.05%	6.20%
4	Lewis Pengam	1,140	11 to 19	191	131	131	8.60%	8.00%
5	Lewis Girls	1,103	11 to 19	180	109	109	8.32%	7.54%
6	Newbridge	1,017	11 to 16	203	200	200	7.67%	8.50%
7	Islwyn High	1,000	3 to 18	200	211	200	7.55%	8.38%
8	Idris Davies 3 to 18	1,185	3 to 18	243	135	135	8.94%	10.18%
9	Risca	650	11 to 16	130	134	133	4.90%	5.45%
10	St Cenydd	1,085	11 to 19	195	179	179	8.19%	8.17%
11	St Martins	1,060	11 to 19	182	191	182	8.00%	7.62%
12	<b>YG Cwm Rhymni</b>	<b>2,148</b>	<b>11 to 19</b>	<b>358</b>	<b>352</b>	<b>352</b>	<b>16.21%</b>	<b>15.00%</b>
		13,253		2,387			100.00%	100.00%

YG Cwm Rhymni	Gelli Haf	1,293
	Y Gwyndy	855
		<b>2,148</b>

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

**SUBJECT: 21ST CENTURY SCHOOLS AND EDUCATION BAND B PROGRAMME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

1.1 The purpose of the report is to update Members on the 21st Century Schools and Education Band B programme which runs between 2019 and 2026.

### 2. SUMMARY

2.1 The 21st Century Schools and Education Band B proposals were agreed by Cabinet on 25th April 2018.

2.2 Council agreed on 21st February 2019 to allocate £5.475 million to the 21st Century Schools and Education programme match funding.

2.3 The priority schemes identified for Phase 1 of the programme are an expansion of provision at Trinity Fields School and relocation and expansion of Ysgol Gymraeg Cwm Gwyddon on the former Cwmcarn High site.

2.4 The intervention rates for the programme have changed, as outlined in the body of the report. This has resulted in a reduction in the Council's contribution to the overall programme from £39.15 to £26.8 million.

2.5 Initial specification of the expansion proposed for Trinity Fields has led to a recommendation to increase the allocation for this project from £5 million to £10 million. This money would be transferred from the refurbishment programme and is in line with WG's expectation for projects to be innovative and to be seen as a "once in a lifetime opportunity". In order to achieve this and "future proof" the school the increase in investment to £10 million is essential.

2.6 Both projects outlined in 2.3 above are in early developmental stage and officers will ensure that Members are updated on a regular basis in relation to all aspects of the proposal e.g. financial, business case, consultation process etc.

2.7 The Council's current projected match funding contribution to deliver both schemes is currently estimated at £5.1 million. If the increase for Trinity Fields is agreed this would reduce the Council's overall contribution from £26.8 million to £26.3 million.

2.8 A Board has been established to undertake a review of Sixth Form/Single Sex/Surplus places provision.

### **3. RECOMMENDATIONS**

- 3.1 Scrutiny Members are asked to note the information contained in the report and to give views on the recommendation to increase the contribution for Trinity Fields School from £5 million to £10 million before consideration by Cabinet.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 To ensure Scrutiny Members are updated on the 21st Century Schools and Education programme.

### **5. THE REPORT**

- 5.1 The 21st Century Schools and Education Programme is regarded as a major, long term and strategic capital investment programme supporting large scale capital building projects across Wales with the aim of enhancing school buildings to meet 21st Century Educational and Community needs.
- 5.2 The Programme focuses resources on the right school, in the right place, from early years through to post-16, with funding jointly provided by WG and Local Authorities.
- 5.3 The key aims of the 21st Century Schools and Education Band B investment programme, outlined by WG, is to:
- Reduce the number of poor condition schools.
  - Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education.
  - Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community.
- 5.4 The recommendations of the Cross Party Working Group, with regard to the proposals included within the programme, was agreed by Cabinet on 25th April 2018 subject to funding being confirmed for individual projects, business cases being approved by WG and the outcome of individual consultations.
- 5.5 Cabinet considered on the 30th January 2019 the Use of Reserves report presented by the Head of Finance and S151 Officer. Following consideration of that report Cabinet proposed that unallocated reserves of £16 million could be released and used for capital expenditure. Of the £16 million it was proposed by Cabinet that £5 million be allocated towards the Band B 21st Century Schools and Education programme.
- 5.6 The proposal was considered and agreed by Council on 21st February 2019 to allocate £5 million to the 21st Century Schools and Education programme match funding.
- 5.7 Council also agreed the proposal to allocate £475,000 savings in advance to the programme.
- 5.8 Therefore the total sum of £5,475,000 has been allocated to the 21st Century Schools and Education Band B programme.
- 5.9 In December 2018 the Cabinet Secretary for Education announced that the Welsh Government's (WG) grant intervention rate for Band B capital schemes would increase to 65% with delivery partners meeting the remaining 35% of the costs. In addition, the intervention rate for capital funded special schools and pupil referral units will be 75%, with delivery partners meeting the remaining 25% of the costs.

The intervention rate for voluntary aided schemes remains at 85%.

- 5.10 The total Capital envelope (excluding Municipal Investment Model - MIM) agreed in principle by WG is £78.3 million. The changes to the intervention rates in 5.9 (based on the original proposals submitted to WG) have reduced the Council's contribution from £39.15 million to £26.8 million.
- 5.11 In order to ensure timely and effective delivery of the programme it has been essential to identify the schemes to be delivered from the 1st allocation of £5.475 million to be those with the highest priority of Educational need, i.e. insufficient places if expansion is not achieved.
- 5.12 The first two schemes identified as priority for Phase 1 of the programme are the expansion of Trinity Fields Special School and the relocation and expansion of Ysgol Gymraeg Cwm Gwyddon.
- 5.13 Trinity Fields Special School is the only special school in the Authority which provides Education and Specialist Facilities for our pupils. It caters for pupils from the ages of 3–19 years. At present the school has 158 pupils on roll. This is increasing to 173 from September 2019, with more admissions anticipated. It is the Council's aim, wherever possible, to try and educate all pupils within the Borough. This prevents the need for out of county provision which is not only costly but can also have a significant impact on individual families.
- 5.14 The current site was purpose built in 1998 and offers our pupils many unique and innovative features in order to develop their skills. It caters for pupils with a wide range of Special Education Needs and requirements. Ranging from Physical and Medical Difficulties, Profound Multiple Learning Difficulties and Severe Learning Difficulties.
- 5.15 The Authority has already invested £1.3 million, during the past 6 years, into capital projects at the schools, which has included large maintenance schemes and change of use of areas in order to increase capacity. In addition the Council is currently undertaking improvement works at the School using an underspend in the 21st Century Schools and Education programme Band A. This programme was reported in detail to Cabinet on 10th April 2019.
- 5.16 The Council recognises that Trinity Fields School and Resource Centre has a pivotal role in the current and future development of ALN provision across the Authority. This role has been set against a backdrop of on-going local and national developments in terms of extending and enhancing the current role and functions of special schools across Wales and beyond so that they offer a broader range of support and services on behalf of the LA to other schools, specialist bases as well as to staff within the Council's Education Service. This is reflected in the Donaldson Report *Successful Futures* (February 2015) which observes that '**Much of what is proposed in terms of continuity and progress is already a feature of teaching and learning in schools serving children and young people with special educational needs**' (p.107).
- 5.17 As evidenced above the Council has already significantly invested in the School both from an expansion and improvement perspective. However, it is apparent that the demand for the school from the projected pupil numbers, the more complex and changing needs of the pupils together with the requirements of the ALN Reform Bill has led to the **urgency** to expand the provision further at this School.
- 5.18 The original Strategic Outline Plan (SOP) for the 21st Century Schools and Education Band B investment was submitted to WG in July 2017. This plan included an estimated allocation of £5 million for Trinity Fields. However since this submission the Council has carried out a more detailed analysis, in partnership with the School, which has resulted in a likely budget requirement of £10 million for the project. The drawing up of the specification is at a very early stage and a board has been established including colleagues from Social Services, Education and Aneurin Bevan Health Board to ensure that all parties are able to embrace this opportunity to develop the School to cater for our most vulnerable families and the wider Community.

- 5.19 Following agreement of the specification of works a detailed business case will then need to be submitted to WG for approval. WG have indicated that the expectation is for projects to be innovative and to be seen as a “once in a lifetime opportunity”. In order to achieve this and “future proof” the school the increase in investment to £10 million is essential.
- 5.20 In order to achieve the increase of £5 million it is proposed that this sum is transferred from the £33 million refurbishment programme within the SOP. The schools are yet to be identified from this investment sum but would likely to have included Trinity Fields. As indicated in 5.9 above the intervention rate for Special Schools has reduced from 50% to 25% Council contribution. Hence this increase to £10 million still retains the Councils contribution at £2.5 million for Trinity Fields and reduces the overall contribution to £26.3 million from £26.8 million.
- 5.21 The demand for Welsh Medium Education has been on the increase since the formation of CCBC and particularly so in recent years. The percentage of pupils in Welsh Medium Schools is as follows: Primary Sector: 1997 (8.9%), 2007 (12.1%), 2010 (14.4%), 2016 (16.8%). Secondary Sector: 1997 (6.9%), 2007 (9.0%), 2010 (10.6%), 2016 (12.3%).
- 5.22 The Band B programme is a key aspect of the corporate Welsh Education Strategic Plan (WESP) in ensuring there are sufficient Welsh Medium school places to support the challenging target of 1 million Welsh speakers in Wales by 2050. The WESP regulations are currently out for consultation, if approved will require us to meet challenging targets for school places over the next 5 to 10 years.
- 5.23 It will continue to support a thriving Welsh Language provision within Caerphilly by ensuring the development of sufficient Welsh medium places in areas where they are coming under pressure, as identified in the Authorities 2017 - 2020 WESP, Caerphilly East and Bedwas/Tredomen/Machen.
- 5.24 Ysgol Gymraeg Cwm Gwyddon currently covers the catchment area of Caerphilly East area of the Borough. The School is at capacity with no opportunity to expand on the current site. This area has the Councils lowest progression rates from Welsh Medium childcare into Welsh medium schools.
- 5.25 In order to ensure the Council meets the challenging targets for increased Welsh Medium provision it is essential to create additional Welsh Medium places in this area of the Borough as a matter of urgency.
- 5.26 The proposal, agreed by members, and included within the SOP is to build a new school and childcare provision (funded from the Childcare expansion grant) on the Cwmcarn High site increasing capacity to 420 pupils at a projected cost of £7.4 million. The Council’s contribution to this sum is £2.6 million.
- 5.27 The 21st Century Schools and Education Band B funding for individual projects is now calculated by WG using the recommended size of a school, contained within the BB98/99 Building Bulletin, and an agreed rate per square metre/pupil at the 2019 predicted costs. The calculation does not give consideration to any “abnormal” costs, i.e. contamination, gradient and flood risk. Any additional costs would need to be evidenced and considered separately at the WG Business Case stage.
- 5.28 Demolition work is currently underway at the former Cwmcarn High site and progression of the proposal would still be dependent on business case approval by WG and a full consultation exercise.
- 5.29 Work is currently being undertaken to ensure all relevant information and detailed specification of works will be available to support the submission of business cases to Welsh Government for the above projects.



- 5.30 If WG approve the business cases for the project a full consultation exercise will then be undertaken in line with the School Organisation Code 2018.
- 5.31 A Board has been established to undertake a review of Sixth Form/Single Sex/Surplus places provision consisting of Scrutiny Members, Unions, Governor Representatives, Colleges, Headteachers, EAS, Education officers and Cabinet member. The first two meetings are scheduled for 10th June 2019 and 15th July 2019.
- 5.32 All of the projects outlined above are in early developmental stage and officers will ensure that Members are updated on a regular basis in relation to all aspects of the proposal e.g. financial, business case, consultation process etc.

## **6. ASSUMPTIONS**

- 6.1 The figures calculated for each individual project are based on 2019 predicted costs, which are stipulated in the BB98/99 Building Bulletin regulations. This will be consistently applied by WG across Wales. They do allow for inflation or any factors that may arise through Brexit.
- 6.2 The calculations do not give any consideration to any “abnormal” costs that may arise e.g. contamination etc.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 Caerphilly’s Attainment Strategy: To raise standards and ensure our learners are healthy, confident, proud and ambitious and can access high quality educational opportunities, settings and experience.
- 7.2 Caerphilly’s Wellbeing Objectives 2018 to 2023. This proposal will assist the Authority in meeting these objectives in particular the following:

Well-being Objective 1 – Improve Education opportunities for all  
Well-being Objective 2 – Enabling Employment

## **8. WELL-BEING OF FUTURE GENERATIONS**

- 8.1 The Well-Being of Future Generation (Wales) Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. It requires public bodies to think more about the long-term, working with people and communities, looking to prevent problems and take a more joined up approach. This will create a Wales that we all want to live in, now and in the future. The Act puts in place seven well-being goals:

- A prosperous Wales.
- A resilient Wales.
- A healthier Wales.
- A more equal Wales.
- A Wales of cohesive communities.
- A Wales of vibrant culture and thriving Welsh Language.
- A globally responsible Wales.

- 8.2 The Act sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. In using the sustainable development principle it is incumbent that the authority considers the whole of the population it serves and considers the effect of its actions on future generations. The principle, also known as the five ways of working is assessed below:

- **Long Term** - Forecasting of pupil numbers has been utilised to identify the demand for school places to ensure sufficient Educational places in our schools. This information has been used to prioritise schools within the SOP.
- **Prevention** - Improving the quality of the Education estate generally will support pupils in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.
- **Integration** - The 21st Century Schools Programme is subject to BREEAM and Community Benefits of individual proposals are assessed and monitored for their impact on the Welsh economy. The proposals are also part of a strategy to promote Welsh Language and Culture.
- **Collaboration** – The 21st Century Schools Programme is collaboration between the Council and Welsh Government to improve the quality of the Education estate.
- **Involvement** – Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders, e.g. parents, pupils and the local community. Collaborative partnership working between 21st Century Schools and the Early Years Division who work with the voluntary sector.

## 9. EQUALITIES IMPLICATIONS

- 9.1 All relevant Equality Impact Assessments for individual projects will be undertaken prior to moving to consultation stage and will be made available to any persons who wish to receive copies. These proposals link with the WESP and the five year Welsh Language Strategy 2017-2022 and will therefore have a positive impact on Welsh Medium Education. The proposal in relation to Trinity Fields School will also have a positive impact on the children and young people with additional learning needs who are and will be attending the School.

## 10. FINANCIAL IMPLICATIONS

- 10.1 Council agreed on 21st February 2019 to allocate £5.475 million to the 21st Century Schools and Education programme match funding.
- 10.2 The intervention rates changes, which are outlined in the main body of the report, has reduced the Council's contribution from £39.15 million to £26.8 million.
- 10.3 Phase 1 of the programme, Trinity Fields expansion and the relocation and expansion of YGG Cwm Gwyddon totals £5.1 million. This would result in an unallocated amount of £375K of the amount shown in 10.1 above.
- 10.4 If the Trinity Fields proposal is agreed, this will further reduce the contribution to £26.3 million.

## 11. PERSONNEL IMPLICATIONS

- 11.1 This will be dependent on specific proposals and will be considered as part of the consultation process.

## 12. CONSULTATIONS

- 12.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

### 13. STATUTORY POWER

- 13.1 School Organisation Code 2018 (Welsh Government).  
School Standards & Organisation (Wales) Act 2013.

Author: Sue Richards, Head of Education Planning and Strategy  
Consultees: Christina Harrhy, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Dave Street, Corporate Director, Social Services  
Mark S. Williams, Corporate Director Communities  
Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Interim Head of Business Improvement and Acting Section 151 Officer  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Ros Roberts, Performance Manager  
Jane Southcombe, Education Finance Manager  
Mark Williams, Interim Head of Property Services  
Steve Pugh, Corporate Communications Manager  
Ian Elliott, Headteacher, Trinity Fields School & Resource Centre  
Anita Tucknutt, Headteacher, Ysgol Gynradd Gymraeg Cwm Gwyddon

#### Background Papers:

Cabinet Report – 21st Century Schools and Education Band B proposals – 25/04/19  
Council Report – Budget Proposals for 2019/20 and the Medium Term Financial Plan 2019/20 to  
2023/2024 – 21/02/19

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

**SUBJECT: SPECIALIST RESOURCE BASE (SRB) FUNDING REVIEW**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek the views of Scrutiny Committee on proposals to adjust the way the Councils Specialist Resource Bases (SRBs) are resourced.
- 1.2 The report includes the outcome of the consultations undertaken with Head Teachers on the proposals along with identified implications and timeline for implementation.
- 1.3 The report will thereafter go to Cabinet in July for a decision.

### 2. SUMMARY

- 2.1 The majority of pupils have their needs met in mainstream education; however, there are a range of provisions for children with differing complex needs across the Local Authority (LA) (see Appendix 1).
- 2.2 Existing staffing levels in SRBs are such that the majority of classes have required a level of additional resourcing in order to meet the increasing complex needs of the children placed by the LA.
- 2.3 The needs of the children in SRBs have become more complex over time and therefore a robust analysis of those needs has been undertaken in order to identify a model that will ensure equity across the provisions or for provisions of similar designations.
- 2.4 Recommendations for a model of staffing and resourcing are contained in the report along with any associated implications.

### 3. RECOMMENDATIONS

- 3.1 It is recommended that the Scrutiny Committee provide views on the proposed staffing model, resourcing and timeline for implementation for the Council's SRBs.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The existing model of resourcing for the SRB's is not fit for purpose. The revised staffing model and associated resourcing takes into account the increasing complexity of the learners whose needs are met within SRBs and will build in a three year review to ensure equity across provisions.

## **5. THE REPORT**

### **5.1 Background Information**

- 5.2 Whilst the majority of pupils in Caerphilly are educated in their local mainstream school (in accordance with the ALN Act 2018), children and young people who have very significant needs may require more specialist placements (see Appendix 1).
- 5.3 Existing staffing arrangements within the SRBs have reflected historical need and existing staffing required enhancing to ensure that the increasingly complex needs of the learners were met appropriately. Therefore a review was undertaken in order to identify an appropriate model.
- 5.4 The report sets out the consultations undertaken with Head Teachers and Chairs of Governors to establish a set of proposals and agreement for these.
- 5.5 Proposals will ensure that staffing across provisions is equitable and based on a current analysis and future prediction regarding needs.
- 5.6 Staffing within SRBs will be reviewed every three years to ensure that the adjustment remains appropriate to meet needs. Implementing the new staffing model will have financial implications as outlined in section 10.
- 5.7 Staffing implications for schools, LA and for agency employed staff are also outlined in the report.
- 5.8 Changes to staffing in primary phase will be implemented from January 2020 or earlier (from September 2019) where consultation with staff allows. Secondary schools will implement changes from September 2020 or where this can be managed sooner in line with the timescale for primaries.
- ### **5.9 Consultation activity**
- 5.10 Head teachers were involved in the review process through a series of stakeholder group meetings and a set of proposals drafted regarding staffing.
- 5.11 Further consultation was then undertaken with individual head teachers of schools hosting SRBs. All head teachers were visited to discuss the proposals. All Head Teachers were in agreement with the proposals regarding the need for consistent staffing (teaching and teaching assistants) reflecting need, and equity across types of provision with similar need. There was also discussion in relation to the level / range of qualifications required.
- 5.12 Finally, meetings were held with the Head Teachers and Chairs of Governors and Human Resources from December 2018 to May 2019 in order to share the proposals and identify any outstanding issues.
- 5.13 Finally, meetings were held with the Head Teachers and Chairs of Governors and Human Resources from December 2018 to May 2019 in order to share the proposals and identify any outstanding issues.

#### 5.14 Model of staffing

5.15 Current staffing and level of additionality is outlined in the table below:

Name of school	Type of need	Current Number of classes	Historical level of staffing per class	Additional staffing
Cefn Forest	Complex	2	1 teacher 1L3 TA	55 hrs
Cwmcarn	Complex	1	1 teacher 1 L3 TA	35 hrs*
Deri	Complex	1	1 Teacher 1L3 TA	57.5 hrs
St James	Complex	2	1 teacher 1L3 TA	86.25 hr*
Ty Isaf	Complex	1	1 teacher 1L3 TA	0 hrs
Cwm Derwen	Complex	2	1 teacher 1L3 TA	25 hrs
Coed y Brain	Speech and Language	2	1 teacher 1L3 TA	10 hrs
Tir Y Berth	Speech and Language	2	1 teacher 1L3 TA	30 hrs
Greenhill	ASD / Social communication	2	1teacher 2 L3 TA	40 hrs*
Pantside	ASD / Social communication	2	teacher 1.5 L3 TA	137.5 hrs*
Pontllanfraith	ASD	2	Teacher 2 L3 TA	25 hrs
Ty Sign	Behaviour	1	Teacher TA	90 hrs*
Islwyn High (50)	Complex	5	1 non teaching Head of SRB, 5 L3	295 hrs*
Risca (16)	Autistic Spectrum Disorder (ASD)	1	2 teachers 4.75 L3 TA	100 hrs*
St Cenydd (50)	Complex (physical medical, sensory)	5	5 Teachers, 5 level 3 TAs	141.5 hrs

\*Indicates where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN).

5.16 Based on the consultation it is proposed that all SRB classes will be supported by a fully qualified teacher and teaching assistants (TA) with a range of roles and responsibilities as follows:

Primary phase:

- Complex needs (capacity 8 learners per class) – 1 teacher, 1 level 3 TA, 1 level 1 TA per class
- ASD (capacity 8 learners per class) - 1 teacher, 2 level 3 TAs, per class plus 1 level 1 TA between two classes

- Behaviour (capacity 8 – 10 learners ) – 1 teacher, 1 level 3 TA, 2 level 2 TA (with an additional level 2 TA if capacity increases to 10)
- Speech and Language (capacity 8 learners per class) – 1 teacher , 1.6 level 3 TA per class

Secondary phase:

- Complex needs (capacity 50) – 1 head of centre with 2 day teaching commitment, 1 teacher, 1 level 3 TA, 1 level 1 TA in 3 classes, 1 teacher 1 level 3 TA, 2 level 1TA in 2 classes (greater complexity and ASD) 1 level 1 TA shared across classes
- ASD (capacity 16-20 learners) – 1 teacher, 1 Higher Level TA, 3 level 3 TA, 4 level 1 TA
- Physical medical, sensory, complex(4 classes with capacity for 32 learners) – 1 teacher, 1 level 3 TA per class of 8 learners

- 5.17 There will be no additionality provided except where learners have additional support written into a Statement of Special Educational Needs (SEN). Going forward this will be linked to the delegation of additional support and future agreements regarding the thresholds for LA managed individual development plans (IDPs) in line with the regional work underway to prepare for the implementation of the Additional Learning Needs and Tribunal Act (2018).
- 5.18 The staffing implications linked to the above changes in staffing are outlined in Appendix 2 and 3.
- 5.19 **Timescale for implementation**
- 5.20 Primary schools will implement changes from January 2020 or as early as September 2019 where consultation with staff allows. Secondary schools will implement changes from September 2020 or sooner where possible.

## 6. ASSUMPTIONS

- 6.1 In considering the recommendations the following assumptions have been made:
- The majority of children will have their needs met in mainstream schools in accordance with the ALN Act 2018
  - The population of children and young people who will require access to SRBs will be those with the most complex needs
  - Current and future predictions indicate that the needs of children are increasingly complex
  - The needs can be met within the proposed staffing ratios
  - A review of staffing will be undertaken every three years
  - Funding is an accurate representation based on current and future predictions over a three year period.
  - In accordance with the ongoing consultation regarding the delegation of additional support, schools will have the flexibility to plan any additional staffing requirements across the schools
  - Where provision includes individual support for learners as identified in statutory documents this will continue to be provided until the outcome of the consultation regarding delegation of additional support.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

### 7.1 Corporate Plan 2018-2023

The report content contributes or impacts the Corporate Well-being Objectives as follows:



Objective 1 - Improve education opportunities for all through offering appropriate provision for the most complex learners.

Objective 2 - Enabling employment through the creation of positions within specialist provision.

Objective 6 – providing support at an early stage thus reducing the long term need for statutory services. Focusing on person centred approaches and partnership working.

The report also contributes to the Caerphilly Attainment Strategy as linked to Well Being Objective 1.

## **8. WELL-BEING OF FUTURE GENERATIONS**

8.1 This proposal contributes to the Well-being goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.

- **Collaboration** – Securing appropriate staffing levels can support collaborative practice within and between resources bases ensuring children’s needs are met.
- **Long-term** - The proposal recognises the importance of securing appropriately resourced and equitable provision to meet needs.

## **9. EQUALITIES IMPLICATIONS**

9.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times.

## **10. FINANCIAL IMPLICATIONS**

10.1 Funding for the Authority’s SRB’s is part of the Individual Schools Budget line (ISB). In 2019-20 the ISB includes £3.2m of funding to support the current but historic staffing structures. In addition to the £3.2m there is also funding of circa £350k held within the Central Education budget, this follows the closure of 2 bases in previous years. Recently the £350k has been utilised to support the increasing costs of the Directorates EOTAS (Education Other Than At School) provision, supporting pupils whose needs cannot be met in our mainstream schools and SRB’s.

10.2 Current funding through the formula for SRB’s, ensures that actual costs are funded for each staff member as per the currently agreed structure. However if there is a cost saving for whatever reason against the structure this money is clawed back into the Education budget. This clawback of funding is utilised towards offsetting any costs associated with sickness absence in the SRB’s. Host schools are currently not responsible for costs associated with sickness absences in the bases, this responsibility is with Education.

10.3 Current staffing structures in the SRB’s are inconsistent for similar needs and the level of additional support at class level (provided by support staff allocated by Central Education or funding to the school to engage staff), is also quite different between schools. From a financial perspective the proposed models of staffing as detailed in para 5.3, ensures a consistent and transparent method of funding to a school based on the needs of the class. In the new model it is also proposed that schools are fully responsible for the SRB staff within the bases, this includes coverage for sickness absence, as they would with their staff in the mainstream setting. The new funding model includes an allocation that can be used towards a sickness insurance scheme. At this point in time additional support linked to an individual pupils needs, as detailed in a Statement of SEN is excluded from this proposed model.

10.4 The financial implications of the proposal, as illustrated in Appendix 4 are as follows:

- The current level of formula funding to schools with an SRB will need to increase from £3.218m to £3.598m, an increase of £380k.
- To fund this gap it is proposed that the £355k currently held centrally, following the prior year closure of 2 SRB's is transferred back into the individual schools budget (ISB) line for the same purpose [The Directorate will need to be mindful of the potential impact on the EOTAS budget]. It is proposed that the balance of £25k is funded from the additional support budget, subject to the appropriate approval.
- Reviewing the variance in formula funding between the current and proposed models, it can be seen that all schools hosting an SRB, with the exception of St Cenydd Comprehensive, will receive additional formula funding. This funding will come with a much greater level of certainty and flexibility for schools. The reduction in funding to St Cenydd Comprehensive is linked to a reduced capacity requirement, evidenced by recent trends. In a financial year, formula funding for the SRB based at St Cenydd Comprehensive would reduce by circa £110k and since this reduction is funding an increase in costs in other SRB's, the timelines for change need to be carefully considered. A significant differential in the timelines for change could create an additional financial pressure for the Education Directorate.
- The increase in the formula funding requirement has also been reviewed against the current levels of additional support funding (either by staff allocated or funding for schools to recruit) into the SRB's. In total the proposed model would see an increase of £380k in formula funding, whilst class led additional support currently totals £366k. Whilst the differential is small a change in the formula provides greater certainty and hence opportunity for planning. In this analysis it is noticeable that 3 schools would see a reduction in support (financial and or staff), Deri Primary (£11k), Panside Primary (£7k) and St Cenydd Comprehensive (182k). However as stated previously the reduction in funding to St Cenydd Comprehensive is directly linked to a reduced capacity requirement (5 classes to 4). The model assumes that all "class" led additional support will cease when the new formula funded model is introduced. Again any delays will also impact on the additional support spend.

## 11. PERSONNEL IMPLICATIONS

- 11.1 Primary phase – current staffing complement in SRB's includes a mix of school employed staff, centrally employed staff and some agency staff.
- 11.2 The removal of additionality from these structures will have immediate implications for the centrally employed staff who have provided this additionality. These staff will be offered first refusal of any additional permanent posts that are created from this proposal. In all but one establishment where the staffing complement remains the same, the number of permanent post increases in primary phase will provide a ring-fenced opportunity for these staff. Staff that do not secure appointment to the Schools SRB structure will return to the LEI Service to be placed in an alternative school as per their terms and conditions of employment (see Appendix 2).
- 11.3 Secondary phase (as above) - the complement of permanent staff is also increasing across all secondary provisions with the exception of one, where this is linked to the restructuring of the provision (see Appendix 3).
- 11.4 Where vacancies remain in the proposed SRB staffing structures following the placement of school and centrally employed permanent staff, consideration for appointment will be given to agency staff where appropriate.
- 11.5 All staff affected will be fully consulted along with trade union representatives and supported through HR processes.

## 12. CONSULTATIONS

12.1 The report reflects the views of the consultees based on consultations undertaken to date.

## 13. STATUTORY POWER

13.1 Well-being of Future Generations (Wales) Act 2015  
Education (Wales) Act 2014  
Education Act 1996 - Equality Act 2010

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Consultees as part of the process:

Tim Williams (Head Teacher Islwyn High)  
Jane Watts (Teacher in charge SRB)  
John Kendall (Head Teacher Risca Comprehensive)  
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Rebecca Collins (Head Teacher St Cenydd)  
Julie Farmer (Head Teacher Cefn Fforest)  
Nick Saunders (Head Teacher Cwmcarn Primary)  
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Paul Hammer (Head Teacher Deri Primary)  
Nicky Dargie (Head Teacher St James Primary)  
Liz Bain (Head Teacher Ty Isaf)  
Kath Matthews (Head Teacher Cwm Derwen)  
Jo Smith (Head Teacher Coed Y Brain)  
Sian Clements (Head Teacher Tir Y Berth)  
Lisa Jones (Head Teacher Greenhill)  
Kate Bennett (Head Teacher Pantside)  
Angela Taylor (Head Teacher Pontllanfraith Primary)  
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Chairs of Governors / Vice chairs of the above-named schools  
Unions via JCC

Appendices:

Appendix 1 List of specialist provisions  
Appendix 2 Staffing implications at primary  
Appendix 3 Staffing implications at secondary  
Appendix 4 SRB funding

## Appendix 1 – LA SRBs

<b>Name of setting - PRIMARY</b>	<b>Type of Provision</b>	<b>Current Capacity</b>
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (Foundation Phase)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm lfor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary( KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Glan Y Nant (PRU)	Behavioural, Emotional & Social Difficulties	24
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	Autistic Spectrum Disorder (ASD)	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3 and 4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3 and 4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	6
<b>Name of Setting- SECONDARY</b>	<b>Type of Provision</b>	
Islwyn High (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder (ASD)	14
St Cenydd Community Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhymney	Resourced to meet the needs of children and young people with complex needs	

## Appendix 2 – staffing implication at the primary phase

School	Current staffing position per class	Total additional staffing currently in place (not continued in the new model)	Proposed permanent staffing position (total increase / decrease)	Numbers of staff affected (Permanent (p) or fixed term (ft))	Employment status of additional staffing
Cefn Fforest	1 teachers 1 level 3 TAs	2 additional TAs	Increase by 2 level 1 TAs	1 employed by school (p) (level3)  1 agency (ft) equivalent to level 2	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school (1)</li> <li>LA sourced Agency (1)</li> </ul>
*Cwmcarn	1 teacher 1 level 3 TA	2 additional TAs	Increase by 1 level 1 TA  (overall reduction by 0.8 TA agency)	2 agency (ft) - 0.2 is linked to a statement of SEN	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school (2)</li> <li>LA sourced Agency</li> </ul>
Deri	1 teacher 1 level 3 TA	2 additional TAs	Increase by 1 level 1 TA  (overall reduction by 1 TA agency)	2 agency (ft)	<ul style="list-style-type: none"> <li>Centrally employed</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (2)</li> </ul>
*St James	One teacher One level 3 TA	3 additional TAs (one linked to a statement of SEN)	Increase by 2 level 1 TA	1 employee of the school (p) linked to a child with a statement which remains (level 3)  1 linked to agency  1 centrally employed (level 3).	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school (2)</li> <li>LA sourced Agency</li> </ul>

Ty Isaf	One teacher One level 3 TA		Currently no staff employed these will be employed by Trinity Fields going forward		
Cwm Derwen	One teacher One level 3 TA	2 TAs	Increase by 2 level 1 TAs	1 centrally employed (p) level 3  1 agency level 2 equivalent (ft).	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school (1)</li> <li>LA sourced Agency</li> </ul>
Coed y Brain	One teacher One level 3 TA	Additional 0.4 TA to cease end of July	Increased by additional 0.6 level 3 TA per class to account for outreach service (already established)	No change in staffing compliment  0.4 post (ft) agency to cease end of July	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (0.4)</li> </ul>
Tir Y Berth	One teacher One level 3 TA	Additional 1 fte TA (2 staff)	Increased by additional 0.6 level 3 TA per class to account for outreach service (already established)	No change in staffing compliment  0.4 post (ft) agency to cease end of July  1 centrally employed (p) 0.6 fte level 3 to be relocated	<ul style="list-style-type: none"> <li>Centrally employed (0.6)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (0.4)</li> </ul>
*Greenhill	1 teacher 2 level 3 TA	2 TAs	Increase by 1 level 1 TA to be shared across 2 classes	1 TA equivalent to level 2 (ft) linked to a statement of SEN to remain in place  1 employed by school (p) level 1	<ul style="list-style-type: none"> <li>Centrally employed</li> <li>School employed</li> <li>LA devolved money to school (1)</li> <li>LA sourced Agency (1)</li> </ul>

*Pantside	1 teacher 1.5 L3 LSA	5 TAs	Increase by 0.5 level 3 TA per class and 1 level 1 TA to be shared across 2 classes	3 ft agency linked to statements of SEN to remain in place  1 centrally employed (p)  1 ft agency	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (4)</li> </ul>
Pontllanfraith	Teacher 2 L3 TA	1 TA	Increase by 1 level 1 TA to be shared across 2 classes	1 ft agency	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (1)</li> </ul>
*Ty Sign	Teacher 1 level 3TA	3 TAs (1 level 3 and 2 equivalent to level 2)	Increase by 3 level 2 TAs	1 agency (ft) ceasing end July linked to transition statement of SEN  1 centrally employed (p) level 3  1 agency (ft)	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (2)</li> </ul>

\* where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN) this remains in place pending the outcome of the delegation of additional support consultation.

### Appendix 3 - Staffing implications secondary phase

School	Current staffing position per class	Total additional staffing currently in place (not continued in the new model)	Proposed permanent staffing position (total increase)	Numbers of staff affected	Employment status of additional staffing
*Islwyn High	1 non teaching Head of SRB, 5 teachers, 5 L3 TAs	11 (8.6 fte)	Increase by 7 level 1 TAs	2 linked to statements of SEN (1 centrally employed (p) 1 agency (ft)) to remain 2 linked to agency (ft job share signer) to remain  4.6 centrally employed (p) ( 1 level 1, 1 level 2, 3 level 3)	<ul style="list-style-type: none"> <li>Centrally employed (5.6)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (3)</li> </ul>
*Risca	2 teachers 4.75 L3 TA	5 TAs	Increase by 1 HLTA, 4 level 1 TAs  Decrease by 1 teacher (post not filled)  Decrease by 1.75 TA level 3 (school employed)(p)	1 centrally employed (p) level 3  4 agency (ft) linked to statements of SEN – support to remain in place	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (4)</li> </ul>
St Cenydd	5 Teachers, 5 level 3 TAs	5 TAs	Decrease by 1 teacher and 1 TA (school)	1 teacher 1 TA (school) 4 centrally employed (p) 1 agency (ft)	<ul style="list-style-type: none"> <li>Centrally employed (3.8 fte)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (1)</li> </ul>

\* where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN) this remains in place pending the outcome of the delegation of additional support consultation.



School	Type of Class	A		B		C = B - A	D	E	F = D + E	G = C - D	
		Financial Implications of the Current Model		Financial Implications of the Proposed Model		Funding Variance between the 2 Models	Funding Ends in the Proposed Model	Retained Funding in the Proposed Model			
		Number of Classes	Formula Funding 2019-20 £	Number of Classes	Capacity	Proposed Formula Funding £	Variance in Formula Funding £	Current Additional Support £	Current Additional Support £	Total Current Additional Support £	Variance in Formula funding with no Addn Support Class Led Funding £
<b>PRIMARY SECTOR</b>											
Cefn Fforest Primary	Complex Learning Difficulties (FP & KS2)	2	154,211	2	16	196,725	42,514	25,253		25,253	17,261
Coed Y Brian Primary	Speech & Language (KS1 & KS2)	2	154,211	2	16	184,216	30,004		-	-	30,004
Cwmcarn Primary	Complex Learning Difficulties (KS2)	1	77,234	1	8	98,362	21,129	9,750	4,200	13,950	11,379
Deri Primary	Complex Learning Difficulties (KS1)	1	78,187	1	8	97,463	19,276	31,171		31,171	(11,895)
Greenhill Primary	ASD / Social & Communication (KS1 & KS2)	2	205,707	2	16	223,248	17,541	5,850	13,553	19,403	11,691
Pantside Primary	ASD / Social & Communication (KS1 & KS2)	2	182,894	2	16	223,248	40,354	47,392	27,106	74,498	(7,038)
Pontllanfraith Primary	Autistic Spectrum Disorder (KS1 & KS2)	2	206,214	2	16	223,248	17,035	13,553		13,553	3,482
St James Primary	Complex Learning Difficulties (KS1 & KS2)	2	155,165	2	16	196,725	41,560	27,538	15,612	43,150	14,022
Tir Y Berth Primary	Speech & Language (KS1 & KS2)	2	154,211	2	16	184,216	30,004	16,279		16,279	13,725
Ty Isaf Infants	Complex Learning Difficulties (KS1)	1	78,187	1	8	98,362	20,175			-	20,175
Ty Sign Primary	Behavioural, Emotional & Social Difficulties	1	82,625	1	8	104,912	22,287	16,275	32,526	48,801	6,012
Tyn Y Wern Primary	Nurture Class (Reception & Year 1) Social Inclusion (Years 3 & 4)	2	152,730	2	16	154,312	1,581		4,337	4,337	1,581
YGG Cwm Derwyn	Complex Learning Difficulties (KS1 & KS2)	2	156,119	2	16	195,046	38,927	8,927		8,927	30,000
Ynysddu Primary	Nurture Class (Reception & Year 1) Social Inclusion (Years 3 & 4)	2	152,730	2	16	154,312	1,581			-	1,581
<b>Total Primary</b>			<b>1,990,427</b>			<b>2,334,395</b>	<b>343,969</b>	<b>201,988</b>	<b>97,334</b>	<b>299,322</b>	<b>141,981</b>
<b>SECONDARY SECTOR</b>											
Islwyn High	Complex Learning Difficulties (KS3 & KS4)	5	470,722	5	50	612,141	141,419	92,352	54,364	146,716	49,067
Risca Comprehensive	Autistic Spectrum Disorder	2	238,380	2	14	242,066	3,686		54,212	54,212	3,686
St Cenydd Comprehensive	Speech & Language, Sensory & Physical Difficulties	5	435,873	4	32	326,069	(109,803)	71,786		71,786	(181,589)
YGG Cwm Rhymni	Complex Needs	1	82,473	1	8	82,970	496		5,838	5,838	496
<b>Total Secondary</b>			<b>1,227,448</b>			<b>1,263,246</b>	<b>35,798</b>	<b>164,138</b>	<b>114,414</b>	<b>278,552</b>	<b>(128,340)</b>
<b>TOTAL FORMULA FUNDING (with ISB)</b>			<b>3,217,875</b>			<b>3,597,641</b>	<b>379,766</b>	<b>366,126</b>	<b>211,748</b>	<b>577,874</b>	<b>13,640</b>
<b>CENTRALLY HELD FUNDING (2 x closures)</b>			<b>354,487</b>			<b>-</b>	<b>(354,487)</b>				
<b>TOTAL FUNDING SRB'S</b>			<b>3,572,362</b>			<b>3,597,641</b>	<b>25,279</b>	<b>366,126</b>	<b>211,748</b>	<b>577,874</b>	<b>13,640</b>

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