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For all enquiries relating to this agenda please contact Sharon Hughes  
(Tel: 01443 864281 Email: [hughesj@caerphilly.gov.uk](mailto:hughesj@caerphilly.gov.uk))

**Date: 27th October 2021**

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held via Microsoft Teams on **Tuesday, 2nd November, 2021 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.

This meeting will be recorded and made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals speaking will be publicly available to all via the recording on the Council website at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

Yours faithfully,

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

**Christina Harrhy**  
CHIEF EXECUTIVE

## A G E N D A

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 21st September 2021. 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 - 18
- 6 To receive and consider the following Cabinet Reports\*: -
1. 21<sup>st</sup> Century Schools Band B Programme – Update on Phase 2 – 13th October 2021.

*\*If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Sharon Hughes, 01443 864281, by 10.00 a.m. on Monday 1st November 2021.*

To receive and consider the following Scrutiny reports: -

- 7 21st Century Schools and Colleges Band B Programme - Consultation in Respect of Proposals for Llancaeach Junior School/Llanfabon Infants School, Plasyfelin Primary School and a Centre for Vulnerable Learners. 19 - 118
- 8 Youth Service Pilot Update - Presentation.
- 9 Welsh in Education Strategic Plan 2022-2032. 119 - 176

#### **Circulation:**

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

#### **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) G. James (Parent Governor Representative) and Tracy Millington (Parent Governor Representative)

**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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# Agenda Item 3



## EDUCATION SCRUTINY COMMITTEE

### MINUTES OF THE REMOTE MEETING HELD VIA MICROSOFT TEAMS ON TUESDAY, 21ST SEPTEMBER 2021 AT 5.30PM

#### PRESENT:

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

#### Councillors:

Mrs E. M. Aldworth, P. J. Bevan, A. Collis, A. Farina-Childs, B. Miles and J. E. Roberts.

Cabinet Member: Councillor R. Whiting (Learning and Leisure).

#### Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), J. Southcombe (Finance Manager), A. West (21st Century Schools Manager), S. Ellis (Lead for Inclusion and ALN), L. Thomas (21st Century Schools - Principal Officer), C. Forbes-Thompson (Scrutiny Manager), S. Hughes (Committee Services Officer) and J. Lloyd (Committee Services Officer).

#### Also present:

Co-opted Members: Mr G. James (Parent Governor Representative) and Mr D. Davies (Caerphilly Governors Association).

#### Also in Attendance:

R. Owen (Head Teacher, Idris Davies 3-18 School) and N. Davies (Head Teacher, Nant y Parc Primary School and Tynewydd Primary School).

## RECORDING ARRANGEMENTS

The Chairperson reminded those present that the meeting was being recorded and would be made available to view via the Council's website, except for discussions involving confidential or exempt items. [Click here to view.](#)

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors W. David, Ms J. Gale, D. T. Hardacre, D. Havard, M. P. James, Mrs B. A. Jones, Mrs G. D. Oliver and J. Simmonds. Apologies for absence were also received from Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative) and Mrs P. Ireland (NEU).

**2. DECLARATIONS OF INTEREST**

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

**3. MINUTES – 29TH JUNE 2021**

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on Tuesday the 29th June 2021 (minute nos 1- 10) be approved as a correct record and signed by the Chair.

**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 SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Scrutiny Manager presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period September 2021 to March 2022 and included all reports that were identified at the Education Scrutiny Committee meeting held on 29th June 2021. Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

Following consideration of the report, and subject to the changes proposed, it was moved and seconded that the recommendations be approved. By way of Microsoft Forms voting this was agreed by the majority.

RESOLVED that the Education Scrutiny Committee Forward Work Programme be published on the Councils' website.

**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. RETURN TO SCHOOL SEPTEMBER 2021 – PRESENTATION**

The Chairperson welcomed R. Owen (Head Teacher, Idris Davies 3-18 School) and N. Davies (Head Teacher, Nant y Parc Primary School and Tynwydd Primary School) to the Education Scrutiny Committee meeting and offered congratulations to N. Davies who was awarded an MBE earlier this year for services to Education.

The Chief Education Officer delivered a presentation on returning to school in September

2021. How schools responded to the Covid-19 pandemic was outlined, which put into context the constant challenges that schools have faced over that period. The Chief Education Officer highlighted the most challenging aspects and successes of 2020-2021 and explained what is going to be different from September 2021 onwards.

The Head Teacher of Idris Davies 3-18 School and the Head Teacher of Nant y Parc Primary School and Tynewydd Primary School addressed the Scrutiny Committee and gave their opinions on what has been the most challenging aspects for schools during the Covid-19 pandemic. The Head Teacher of Idris Davies 3-18 School highlighted a number of challenging areas and advised the Scrutiny Committee that one of the big challenges from a secondary school point of view was the impact on key stage 4 and key stage 5 learners and in providing some clarity to pupils and parents as to what was needed. The Head Teacher of Nant y Parc Primary School and Tynewydd Primary School also highlighted a number of challenging areas including managing the anxieties of not only members of the school community but also the wider school community.

A Member commented on the recent rise in the number of cases of coronavirus and questioned whether there are any plans to re-impose some of the restrictions. In response, the Chief Education Officer provided an explanation on the decision-making framework and risk assessment level. The Head Teacher of Idris Davies 3-18 School also provided the Scrutiny Committee with an overview of the control measures in place at Idris Davies 3-18 School.

In response to a Members question regarding accelerated learning funding, the Finance Manager informed the Scrutiny Committee that all schools have received a notification of their allocation from Welsh Government for the current academic year. Reference was made to the Headteachers Helpline and in response to a Members query the Head Teacher of Idris Davies 3-18 School and the Head Teacher of Nant y Parc Primary School and Tynewydd Primary School highlighted the excellent support and guidance they have received from the Chief Education Officer and other officers in the authority during the Covid-19 pandemic.

## **8. 21ST CENTURY SCHOOLS AND COLLEGES BAND B PROGRAMME – UPDATE ON PHASE 2**

The Corporate Director for Education and Corporate Services presented the report to update Members on the 21st Century Schools and Colleges Band B Phase 2 programme and to seek Members' endorsement of a recommendation to Cabinet to proceed to consultation in respect of the phase 2 projects which includes the amalgamation of Llancaeath Junior and Llanfabon Infants School, a new replacement Plas-y-felin Primary School and the establishment of a new Centre for Vulnerable Learners (Pupil Referral Unit).

Members received an overview on the progression of the Band B Phase 2 proposals from the 21<sup>st</sup> Century Schools Manager which included the proposal to amalgamate Llancaeath Junior School and Llanfabon Infants School, a new replacement Plas-y-felin Primary School and the creation of a Centre for Vulnerable Learners in Pontllanfraith. The Outline Business Cases submitted to Welsh Government have gained Ministerial Approval and it was explained that endorsement is now being sought on the recommendation to proceed all 3 schemes concurrently to consultation, in addition to the funding outlined in the report. It was also explained that only 1 of the 3 proposals was subject to the requirements to consult under the Welsh Government's School Organisation Code 2018, however, to enable open and transparent decision making, the same consultation process will be carried out for all 3 proposals, with a view to undertaking the consultation period towards the end of October, subject to Cabinet approval.

Members sought information on future 21<sup>st</sup> Century Schools proposals in relation to plans for Welsh Medium Schools. Officers reminded Members that Phase 1 of the Band B proposals included Ysgol Gyfun Cwm Gwyddon, which had been agreed by Scrutiny and Cabinet

previously and was currently progressing through the planning application process. Subject to planning approval a full business case would be submitted to Welsh Government, with an anticipated completion date and site occupation by September 2023. The Officer highlighted that the Band B Programme was being progressed in 'bite-sized' chunks, and that future phases would consider both Welsh and English Medium provision within the agreed funding envelope.

Members sought clarification as to whether the placement of pupils at the Centre for Vulnerable Learners (CVL) at Pontllanfraith would be a full-time provision and if additional staff would be employed. Members were advised that the site would look to accommodate between 80 - 120 pupils and that additional staff would need to be employed as this is an expansion to the current provision for learners requiring this type of provision within the Authority. It is envisaged that places will be based on the individual needs of pupils. It is anticipated that the majority of pupils would attend on a full-time basis, however, the aim will be to provide support to enable pupils to reintegrate back into mainstream schools. Members were also advised that the aspiration for the facilities on the CVL site should be seen as a 'Centre of Excellence' and they will be available for community use outside of school hours as this is a pre-requisite embedded into all Band B schemes.

Following consideration of the report it was moved and seconded that the recommendations be approved. By way of Microsoft Forms voting this was unanimously agreed.

The Education Scrutiny Committee noted the contents of the report. Prior to a report being presented to Cabinet it was resolved that the Education Scrutiny Committee:

- (i) Endorsed the recommendation to proceed to consultation on the proposal for the amalgamation of Llancaeath Junior School and Llanfabon Infants School in line with the requirements of the Welsh Government's School Organisation Code 2018.
- (ii) Endorsed the recommendation to proceed to consultation via the process outlined in 5.4.3 and 5.5.4 in respect of Plasyfelin Primary School and the Centre for Vulnerable Learners that are not subject to the Statutory requirements of the Welsh Government School Organisation Code 2018.
- (iii) Endorsed a recommendation that £4.716m is set aside from the Authority's Place-Shaping Reserve in respect of the Authority's financial contribution to Phase 2 of the 21st Century Schools and Colleges Band B programme.

## **9. ADDITIONAL LEARNING NEEDS**

The Cabinet Member for Learning and Leisure presented the report to update the Scrutiny Committee on the progress of the Local Authority (LA) in relation to the implementation of the Additional Learning Needs (ALN) and Tribunal (Wales) Act (2018). Members were informed the purpose of the Act is to create the legislative framework to improve the planning and delivery of additional learning provision for children and young people. It focuses on identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes. The Cabinet Member for Learning and Leisure thanked the Lead for Inclusion and ALN, her team and all partners for the huge amount of work that has gone into this so far and all in the interest of many of our most vulnerable learners.

The Lead for Inclusion and ALN responded to a query regarding funding for the additional learning centre at Ysgol Gyfun Cwm Rhymni and advised the Member that further discussions can be held with the Governing Body and the teacher regarding how that provision develops across the school.



Clarification was sought on a number of issues including the introduction of one page profiles for children with additional learning needs and it was confirmed that all staff are clear about the expectation of one page profiles and that they are in place for children. In response to a Member's query, the Lead for Inclusion and ALN provided further information in relation to developing and delivering the early year's training package for all childminders. The Officer also highlighted the importance in that all adults who support children are aware of their responsibilities in relation to the ALN Act.

Members noted the contents of the report and supported the LA's practice in embedding the ALN Act.

## **10. DIRECTORATE PERFORMANCE ASSESSMENT YEAR END REPORT 2020/21**

The Cabinet Member for Learning and Leisure introduced the report to present the Scrutiny Committee with the year-end Education Services Directorate Performance Assessment (DPA) which is part of the Council's Performance Management Framework. Members were informed that the DPA forms part of the Council's overall self-assessment activity and provides information and analysis for the year ending 2020/21. The Corporate Director for Education and Corporate Services provided Members with a summary of the Directorates progress and priorities.

Members reviewed the Education Services Directorate Performance Assessment and discussed, challenged, and scrutinised the information contained within.

The meeting closed at 6.51 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 2nd November 2021 they were signed by the Chair.

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CHAIR

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## **EDUCATION SCRUTINY COMMITTEE – 2ND NOVEMBER 2021**

**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 stakeholder.

### **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 meeting on Tuesday 21<sup>st</sup> September 2021. The work programme outlines the reports planned for the period November 2021 to March 2022.

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, which presents the current status as at 11<sup>th</sup> October 2021. 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. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 As this report is for information only an Integrated Impact Assessment is not necessary.

### 8. **FINANCIAL IMPLICATIONS**

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

### 9. **PERSONNEL IMPLICATIONS**

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

### 10. **CONSULTATIONS**

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

### 11. **STATUTORY POWER**

- 11.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer jacqu@carphilly.gov.uk

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Robert Tranter, Head of Legal Services/ Monitoring Officer

Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer,  
Legal Services  
Councillor Teresa Parry Chair Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

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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Forward Work Programme - Education

Appendix 1

Date	Title	Key Issues	Author	Cabinet Member
02/11/21 17:30	21st Century Schools – Band B Update - Phase 2: Consultation	For Members to give their views on any proposals subject to consultation as statutory consultees prescribed by the School Organisation Code 2018	West, Andrea;	Cllr. Whiting, Ross;
02/11/21 17:30	Youth Service Pilot Update		Warren, Paul;	Cllr. Whiting, Ross;
02/11/21 17:30	Welsh Education Strategic Plan 2022-2032	For Cabinet to consider and approve the new 10 year plan	Cole, Keri;	Cllr. Whiting, Ross;
02/11/21 17:30	Information Item - Budget Monitoring 2021-22 Period 5		Southcombe, Jane;	Cllr. Whiting, Ross;
02/12/21 17:30	Vocational Offer		Richards, Sue;	Cllr. Whiting, Ross;
10/01/22 17:30	Self Evaluation Update		Warren, Paul;	Cllr. Whiting, Ross;
10/01/22 17:30	21st Century Schools – Band B - Phase 2: Consultation Report / Statutory Notice	For Members to consider the contents of 21st Century Schools consultation report prior to determination to proceed to Statutory Notice by Cabinet.	West, Andrea;	Cllr. Whiting, Ross;
10/01/22 17:30	Information Item - Budget Monitoring 2021-22 Period 7		Southcombe, Jane;	Cllr. Whiting, Ross;
15/02/22 17:30	Directorate Performance Assessment (incl KS4/5)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
15/02/22 17:30	EAS Business Plan 2022-2023		Cole, Keri;	Cllr. Whiting, Ross;
15/02/22 17:30	Information - WESP Annual report		Mutch, Sarah;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B - Phase 2: Objection Report	For Members to consider the contents of 21st Century Schools objection report prior to determination by Cabinet in April 2022.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Education Capital Programme 2022/2023	To ensure Members are updated in relation to proposed spend.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Proposed Admission Arrangements 2023/24	Scrutiny members are asked to consider the proposed arrangements and provide any relevant comments as part of the consultation process.	Strathdee, Emma J.;	Cllr. Whiting, Ross;
29/03/22 17:30	Information Item - Budget Monitoring 2021-22 Period 9		Southcombe, Jane;	Cllr. Whiting, Ross;

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**Cabinet Forward Work Programme as at 26th October 2021**

**Appendix 2**

<p>27/10/2021 10:30</p>	<p>Corporate Performance Assessments (CPA's)</p>	<p>To provide Cabinet with information and detailed analysis of performance for the period 01/04/20 to 31/03/21 and forms part of the Council's self-assessment activity.</p>	<p>Richards, Sue;</p>	<p>Cllr. Stenner, Eluned;</p>
<p>27/10/2021 10:30</p>	<p>Local Housing Strategy</p>	<p>To seek Cabinet approval for the acquisition of the former Oakdale School site from the General Fund to the HRA and the development of the site by Willmott Dixon on behalf of Caerphilly Homes.</p>	<p>Roberts-Waite, Jane;</p>	<p>Cllr. Phipps, Lisa;</p>
<p>27/10/2021 10:30</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 13</p>	<p>Annual Performance Report and Corporate Plan 2018-2023</p>	<p>For Cabinet to consider the Council's Annual Performance Report which provides information and analysis of performance against the six well-being objectives for the period 01/04/20 to 31/03/21.</p>	<p>Roberts, Ros; Richards, Sue;</p>	<p>Cllr. Stenner, Eluned;</p>
<p>27/10/2021 10:30</p>	<p>Urgent Item – Land at Groveside Road, Oakdale – Alternative Allotment Provisions – Exempt Item</p>	<p>To seek Cabinet approval to purchase land in Oakdale for alternative allotment provision.</p>	<p>Roberts-Waite, Jane;</p>	<p>Cllr. Phipps, Lisa;</p>
<p>10/11/2021 10:30</p>	<p>Commercial &amp; Investment Strategy</p>	<p>For Cabinet to note the progress made against the actions and success measures within the strategy during the first 12 months. To seek an extension of an additional 12 months for the refresh of the Commercial &amp; Investment Strategy to November 2022.</p>	<p>Camp, Victoria;</p>	<p>Cllr. Stenner, Eluned;</p>

**Cabinet Forward Work Programme as at 26th October 2021**

**Appendix 2**

<p>10/11/2021 10:30</p>	<p>Homeless Project Plan</p>	<p>To provide Cabinet with the Rapid Rehousing and transitional plan which needs to be submitted to WG by June 2022.</p>	<p>Denman, Kerry;</p>	<p>Cllr. Phipps, Lisa;</p>
<p>10/11/2021 10:30</p>	<p>Dog Control PSPO Proposals</p>	<p>To consider the outcome of a public consultation, together with any recommendations from Scrutiny Committee, on proposals to amend and extend the Public Spaces Protection Order (PSPO) relating to dog control to include the exclusion of dogs from marked sports pitches/areas.</p>	<p>Hartshorn, Robert;</p>	<p>Cllr. George, Nigel;</p>
<p>10/11/2021 10:30</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 14</p>	<p>ASB/street drinking PSPO</p>	<p>To consider the outcome of a public consultation together, with any recommendations from Scrutiny Committee, on proposals to vary and extend the Public Spaces Protection Orders relating to anti-social behaviour and drinking alcohol in a public place.</p>	<p>Hartshorn, Robert;</p>	<p>Cllr. George, Nigel;</p>
<p>10/11/2021 10:30</p>	<p>Town Centre Management Groups</p>	<p>Report on the revised format for the Town Centre Management Group meetings.</p>	<p>Wilcox, Steve;</p>	<p>Cllr. Whitcombe, Andrew;</p>
<p>10/11/2021 10:30</p>	<p>George Street Walls, Cwmcarn</p>	<p>To seek approval to deploy Private Sector Housing Capital monies to assist private sector homeowners at George Street, Cwmcarn.</p>	<p>Wilkins, Fiona;</p>	<p>Cllr. Phipps, Lisa;</p>

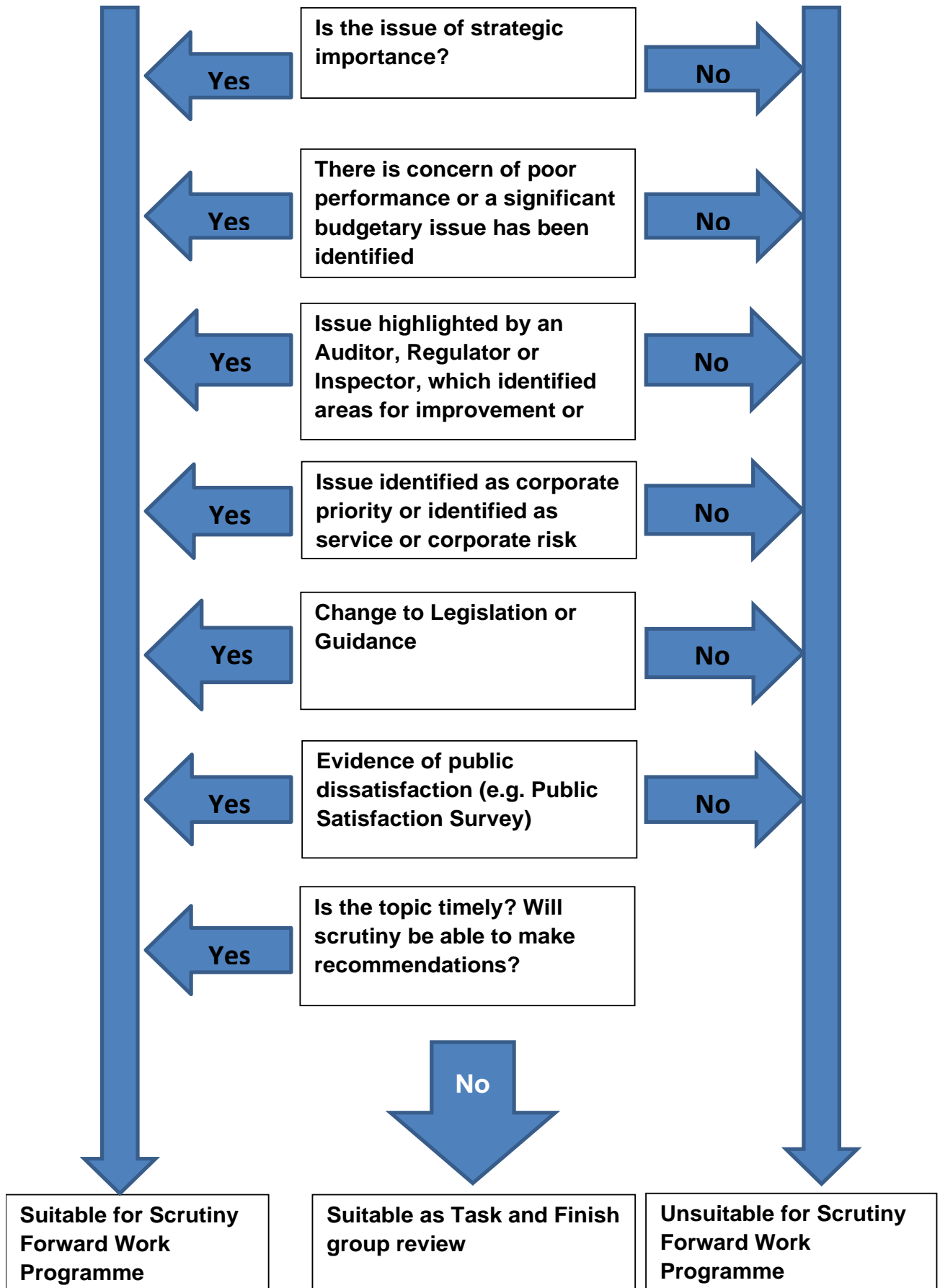
**Cabinet Forward Work Programme as at 26th October 2021**

**Appendix 2**

24/11/2021 10:30	Team Caerphilly Transformation Programme – 6 monthly update	To provide Cabinet with an update on progress against the Team Caerphilly Transformation Strategy	Richards, Sue;	Cllr. Stenner, Eluned;
24/11/2021 10:30	Grass Cutting Regime	To seek the views of Cabinet in relation to grass cutting regimes across the county borough and proposals to enhance and promote bio-diversity following consultation with local members and presentation to Scrutiny Committee.	Hartshorn, Robert;	Cllr. George, Nigel;
24/11/2021 10:30	The principles of a regional approach to employability programme	To consider a regional approach to the provision of employment support programmes within the Cardiff Capital Region.	Kyte, Rhian;	Cllr. Marsden, Philippa;
24/11/2021 10:30	Business Rate Relief - WG Funding'	To seek Cabinet approval of a proposal for the distribution of targeted rated relief.	Carpenter, John;	Cllr. Stenner, Eluned;
08/12/2021 10:30	Economic Recovery Framework Report	To update Cabinet on our strategic approach in relation to assisting businesses across the county borough to recover from the pandemic and to provide information on progress to date.	Hudson, Paul;	Cllr. Stenner, Eluned;
08/12/2021 10:30	Welsh Education Strategic Plan 2022-2032	For Cabinet to consider and approve the new 10 year plan.	Cole, Keri; Mutch, Sarah;	Cllr. Whiting, Ross;

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**Scrutiny Committee Forward Work Programme Prioritisation**



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## **EDUCATION SCRUTINY COMMITTEE – 2ND NOVEMBER 2021**

**SUBJECT: 21<sup>ST</sup> CENTURY SCHOOLS AND COLLEGES BAND B  
PROGRAMME - CONSULTATION IN RESPECT OF PROPOSALS  
FOR LLANCAEACH JUNIOR SCHOOL/LLANFABON INFANTS  
SCHOOL, PLASYFELIN PRIMARY SCHOOL AND A CENTRE  
FOR VULNERABLE LEARNERS**

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

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

1.1 The purpose of the report is to officially consult with Members in respect of the 21<sup>st</sup> Century Schools and Colleges Band B Programme proposals for Llancaeath Junior School / Llanfabon Infants School, Plasyfelin Primary School and a Centre for Vulnerable Learners (Pupil Referral Unit).

### **2. SUMMARY**

2.1 The purpose of the report is to consult with members and obtain views on each individual proposal outlined below:

- The amalgamation of Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision
- A new replacement Plasyfelin Primary School on the existing site
- The establishment of a Centre for Vulnerable Pupils (Pupil Referral Unit) on the former Pontllanfraith Comprehensive site

2.2 The Statutory consultation process for the Llancaeath Junior School and Llanfabon Infants School proposal is proceeding in line with the requirements of Welsh Government Statutory Code document no 011/2018 - School Organisation Code 2<sup>nd</sup> Edition 2018.

2.3 The proposals for Plasyfelin Primary School and the Centre for Vulnerable Learners (Pupil Referral Unit) are exempt from the statutory requirements to consult under the

School Organisation Code 2018. However, for the purposes of progressing each proposal and to enable transparent, balanced and open decision making, utilisation of the Council's Consultation and Engagement Framework's "Spectrum of Engagement" approach, is being utilised to enable an appropriate level of engagement in informing and consulting stakeholders, mirroring the equivalent processes outlined in Section 3 of the School Organisation Code 2018 only.

- 2.4 The consultation period for all 3 proposals commenced on the 20<sup>th</sup> October 2021 and concludes at midnight on the 1<sup>st</sup> December 2021.

### **3. RECOMMENDATIONS**

3.1 Members are asked to:

- a) Note the information contained in the report and the attached consultation packs.
- b) Provide views in their capacity as 'consultees' as part of the consultation processes being followed for all 3 proposals.
- c) Vote on each proposal separately, which will be noted as part of the minutes of this meeting and included in the relevant reports for each proposal which will be presented to Cabinet as part of the decision making process.

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

- 4.1 To ensure Members are consulted with regards to the outlined proposals
- 4.2 To assist the Council in discharging its duty in consulting stakeholders in line with the Statutory requirements of the Welsh Government's School Organisation Code 2018 in relation to the Llancaeath Junior School and Llanfabon Infants School proposal.

### **5. THE REPORT**

5.1 Consultation in respect of the Band B Phase 2 proposals.

5.1.1 The key aims of the 21st Century Schools and Colleges Band B investment programme, outlined by Welsh Government, 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.

5.1.2 The schemes identified as part of Phase 2 of the Band B programme include the adaption and refurbishment of the old grammar school building on the former Pontllanfraith High School site to accommodate 80 - 120 pupils in a Centre for Vulnerable Learners (Pupil Referral Unit), the amalgamation of Llancaeath Junior and Llanfabon Infants school via the expansion of the existing Llanfabon Infants site to accommodate 275 pupils plus nursery, and a new build replacement Plas-y-felin



Primary school in the grounds of the existing school site to accommodate 420 pupils plus nursery.

- 5.1.3 As part of the requirements of the Welsh Government's School Organisation Code 2018 and Section 42/44 of the School Standards and Organisation (Wales) Act 2013, proposals must be published when we make a 'regulated alteration' to a maintained school and consultation must be undertaken with Members and wider Stakeholders as outlined in the attached documentation.
- 5.1.4 Each scheme will be considered separately and has its own associated documentation.
- 5.1.5 The consultation period for all 3 proposals commenced on the 20<sup>th</sup> October 2021 and will close midnight on the 1<sup>st</sup> December 2021.
- 5.1.6 Following consultation, all the comments received during the consultation period will be compiled into a Consultation Report as prescribed by Welsh Government in respect of the Llancaeath Junior School and Llanfabon Infants School proposal. Separate Community Engagement Reports will be produced for the proposals in respect of Plasfelin Primary and the Centre for Vulnerable Learners.
- 5.1.7 All 3 reports will be taken to Cabinet who will then decide as to whether to proceed, make changes or not to proceed with each individual proposal.
- 5.1.8 Should Cabinet decide to proceed, the proposals for Plasfelin Primary School and the Centre for Vulnerable Learners would progress to Planning Application Process.
- 5.1.9 Should Cabinet decide to proceed, in the case of the proposal for Llancaeath Junior School and Llanfabon Infants School, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the notice period. Formal Responses can only be registered following the publication of a statutory notice.
- 5.1.10 Full details of the Consultation Processes for each individual proposal can be found in the main Consultation Document for each respective proposal as part of the attached consultation packs.

## 5.2 **Conclusion**

- 5.2.1 Members are asked to note the information contained in this report and the supporting consultation pack documentation with a view to providing views on each proposal in their capacity as a 'consultee'.
- 5.2.2 Members views will be included in the Consultation and Community Engagement Reports for each proposal which will be taken to Cabinet who will then decide on how each proposal will progress as outlined in 5.1.7, 5.1.8 and 5.1.9.

## 6. ASSUMPTIONS

- 6.1 No assumptions have been made in relation to this report. The process outlined by Welsh Government is being adhered to ensure transparency, balanced and open decision making.

## 7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 A full Integrated Impact Assessment (IIA) has been completed in relation to each proposal to ensure compliance with the socio-economic duty, Sections 1 to 3 of Equality Act 2010 that came into force on the 1<sup>st</sup> April 2021.

[Link to Integrated Impact Assessment \(Centre for Vulnerable Learners\)](#)

[Link to Integrated Impact Assessment \(Llancaeath Junior School/Llanfabon Infants School\)](#)

[Link to Integrated Impact Assessment \(Plasyfelin Primary School\)](#)

## 8. FINANCIAL IMPLICATIONS

- 8.1 Phase 2 of the 21<sup>st</sup> Century Schools and Colleges Band B programme, currently totals £18,500,000. The Authority's contribution within this sum is £5,925,000 as detailed below.

Project Name:	LA Contribution	WG contribution	Total Funding
Centre for Vulnerable Learners	£1,375,000 (25%)	£4,125,000	£5,500,000
Llancaeath/Llanfabon	£1,400,000 (35%)	£2,600,000	£4,000,000
Plasyfelin Primary	£3,150,000 (35%)	£5,850,000	£9,000,000

- 8.2 The Authority's contribution will be met from the remaining funding of £1.209m already earmarked for 21<sup>st</sup> Century Schools and through the proposed earmarking of a further sum of £4.716m from the Authority's Place-Shaping Reserve.
- 8.3 The Welsh Government Grant allocation for individual projects within the 21<sup>st</sup> Century Schools Band B programme is calculated consistently across Wales using the Building Bulletin regulations BB98 - Secondary, BB99 – Primary and BB104 – Special/Pupil Referral Units. There are a number different elements which have been included in the calculations provided for each of the Phase 2 proposals, which include:
- Proposed standard price per square metre
  - Furniture fitting and equipment per pupil
  - ICT per pupil
- 8.4 Largely due to a combination of the impact of Covid-19 and Brexit there are currently significant inflationary increases within the construction sector. This is being kept under close review but the current projected costs for the 21<sup>st</sup> Century Schools Programme will be subject to change. Members will be updated further as matters progress.

## **9. PERSONNEL IMPLICATIONS**

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

## **10. CONSULTATIONS**

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

## **11. STATUTORY POWER**

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

Author: Andrea West, 21<sup>st</sup> Century Schools Manager

Consultees:

Dave Street, Acting Chief Executive  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Mark S Williams, Corporate Director for Economy and Environment  
Councillor Ross Whiting, Cabinet Member for Learning and Leisure  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Financial Services and S151 Officer  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning and Strategy / Head of Transformation  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Jane Southcombe, Financial Services Manager  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Ros Roberts, Business Improvement Officer  
Mark Williams, Interim Head of Property Services  
Steve Pugh, Corporate Communications Manager

Appendices:

Appendix 1 - Consultation Document - Llancaeath Junior School / Llanfabon Infants School  
Appendix 2 - Consultation Document - Plasyfelin Primary School  
Appendix 3 - Consultation Document - Centre for Vulnerable Learners (Pupil Referral Unit)

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# 21st Century Schools Consultation Document

## Proposal to establish a Primary School

Amalgamation of Llancaeach Junior School and Llanfabon Infants School

20<sup>th</sup> October 2021 - 1<sup>st</sup> December 2021



This document is available electronically at

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Information can also be made available in other formats, languages and in hard copy on request. Please contact us on 01443 864817 to arrange this.



Ysgolion a Cholegau yr 21ain Ganrif  
21st Century Schools and Colleges



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# INTRODUCTION

## **What is this booklet about?**

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21<sup>st</sup> century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or expecting to attend the current Llancaeach Junior School and Llanfabon Infants School sites.

This booklet sets out the changes we are suggesting to these educational facilities in the Borough and the reasons for these proposed changes.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.


## **What is the 21<sup>st</sup> Century Schools and Colleges Programme?**

The 21<sup>st</sup> Century Schools and Colleges programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21<sup>st</sup> century schools in Wales.

The first part of the programme (Band A) ran from 2014 to March 2019.

Caerphilly has benefited greatly from investments in the initial "Band A" 21<sup>st</sup> Century Schools programme with approximately £56.5 million invested in schools for both educational and community use.

Band A funding in Caerphilly was used to deliver :

	Project Name	Band A Investment
Image of Islwyn High School	✓ Islwyn High School	£22.6m
	✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus	£19.2m
	✓ Idris Davies School 3-18	£8m
	✓ Newbridge School extension	£2.6m
	✓ Blackwood Comprehensive improvements	£2m
	✓ Blackwood Comprehensive 3G pitch	£865k
	✓ Trinity Fields School improvements	£1.3m

Educational transformation remains a vital outcome of our investment in Band B of the Programme. The second part of this funding (Band B) started in April 2019, with the priority areas being:

- Reduce the number of poor condition schools
- Ensure that we have the right size schools in the right location
- Provide enough places to deliver Welsh and English medium education
- Ensure the effective and efficient use of the educational estate

Caerphilly County Borough Council submitted a Strategic Outline Programme (SOP) and received Welsh government approval in principle for an identified investment of £78 million, subject to individual project consultation and approval. The SOP set the strategic vision for the Band B programme within the context of the priorities and wellbeing goals of the Council.

We identified a need to invest in improving our school buildings, meeting the demand for education in both Welsh and English, reducing surplus places and developing shared and co-located facilities. Our aspiration is to provide efficient and effective educational infrastructure that will meet current and future demand for places and for all facilities that receive investment committed to optimising the use of the infrastructure and resources, making assets available for community use.

## What are we proposing to do?

We are proposing to:

- **Amalgamate Llancaeach Junior School and Llanfabon Infants School to create a new Primary School provision on the existing infants school site for those aged 3-11 years with an anticipated completion date of September 2024.**
- It is proposed that the current Llanfabon Infants School site will be reconfigured to host the new Primary School provision. A new building will be built to accommodate Key Stage 2 pupils (Junior age) and a partial refurbishment of the existing Infants School building on site with the whole Primary School provision providing accommodation for 275 pupils plus 40 nursery places, ensuring the development and delivery of an inclusive all-through primary school provision delivering the full curriculum to pupils in a modern, safe and inspiring learning environment.



- The new primary school site will have improved outside learning space and facilities that will provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities centered on the learning, self-esteem and well-being of all pupils.
- The proposed project will take into account the desire to encourage and facilitate community use of the asset. The design will seek to include measures to enable safe 'zoning' which can be utilised by the wider community.



## CONSULTATION PROCESS

### Who are we consulting with?

Through [TeamCaerphilly - Better Together](#), the Council is committed to ensuring high quality, citizen focused services for the communities that comprise our county borough. In future-proofing public services, we recognise the need to ensure effective engagement which is central to our decision making - [Read more about our approach to Consultation and Engagement here](#)

For this proposal, our consultation process must follow the Welsh Government Statutory guidance as set out in the School Organisation Code 2018.

Proposals must be published when we make a 'regulated alteration' to a maintained school under Section 42 of the School Standards and Organisation (Wales) Act 2013.

We are obligated to advise the following of our proposals by letter or email:

<b>Table 1: Consultee List</b>	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn
Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)
Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers

*\*of schools directly or likely to be affected by the proposal only*

**Please note:**

- All responses received during the consultation period will be recorded and summarised in a Consultation Report.
- The Consultation Report will be presented for initial review and endorsement at Education Scrutiny Committee, with final approval to proceed to the next stage sitting with Cabinet.
- Cabinet members will be provided with copies of all the responses received within the consultation period and in their original format as part of the decision making process.
- Any negative responses made during the consultation period will not be counted as objections to the proposal but as adverse comments.
- Objections to a proposal can only be registered after the publication of a statutory notice which is the second stage in the proposal, subject to approval by Cabinet.

**How can you find out more?**

The planning and development of effective school organisation proposals is crucial to the Welsh Government’s goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

The School Organisation Code 2018 states that when undertaking a consultation process in connection with a school proposal, the Council must publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People's Summary
- An Integrated Impact Assessment

Information is made available on the Council's website and all documentation is published in Welsh and English and available in other languages or formats on request.

Further details in relation to the processes and timelines can be found later in this document in the **'Next Steps'** Section.

A separate Planning Application Process will be carried out by the Authority's Property Services Department subject to the final determination being made and Cabinet approval to progress this proposal. Details of all applications can be found on the Council's Website when the process is live.

## **Views of children on the proposal**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management and improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The 21<sup>st</sup> Century Schools Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy. A child friendly version of the Consultation Document will be produced and any feedback from pupils and School Council's will be included in the documentation forwarded to Cabinet for consideration once the consultation period has ended.

## **WHY ARE WE PROPOSING THESE CHANGES?**

### **Background Information**

Schools play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made,

however there is still work to be done to improve outcomes and wellbeing for all children and young people.

Llancaeath Junior School (Key Stage 2 : 7-11 years) and Llanfabon Infants School (Foundation Phase & Key Stage 1 : 3-7 years) are currently operating over two separate sites within 0.5 miles distance of each other within the Caerphilly West, Nelson area.



Llancaeath Junior School



Llanfabon Infants School

Every school must provide a curriculum which is broad and balanced in content and relevant to all learners' needs. The child's learning journey should be seamless throughout their time in school, building on experiences, skills, knowledge and understanding as they progress. There is a clear link between new and improved school buildings and improved performance as highlighted by ESTYN.

The most recent Estyn inspection reports for Llancaeath Junior School (2018) and Llanfabon Infants School (2019), acknowledge that pupils make good progress and see themselves as confident and capable learners. The reports reflect that both schools create a caring environment where the pupils feel valued, safe and happy, these being notable features that encourage pupils to develop positive attitudes to learning.

Developing an all-through primary school provision in the Nelson area will build upon the strengths of each separate infant and junior school to ensure that experiences are further enhanced, enabling even higher standards of education to be provided. It will enable a whole school view of and consistent approach to learning and teaching, curriculum delivery and achievement, through a single vision with consistent ethos to benefit pupils, staff and parents/carers.

Within a primary school, all children - younger and older - have opportunities to share the outcomes of their learning and develop an enhanced understanding of the range of personal achievement across the key stages.

A primary school provides an environment where children can work and play together over a longer period of time developing a greater understanding and appreciation of one another's diverse strengths, skills and personalities. This has been shown to have a positive impact on social skills, problem solving and relationship development between all members of the community.

**Table 2: Benefits of Primary School Provision**

Curriculum	<ul style="list-style-type: none"><li>• A single vision and consistent ethos to benefit pupils, staff and parents/carers</li><li>• Continuity and progression of learning</li><li>• Continuity of experience and provision</li><li>• One staff and management team giving unified leadership and management of curriculum, teaching and learning and social development and guided by a single School Improvement Plan</li><li>• Access to a greater range of staff talent and expertise with a larger staff, wider enrichment opportunities are inherent across the wider curriculum</li><li>• Efficient use of resources, both human and educational</li></ul>
Pedagogical	<ul style="list-style-type: none"><li>• A suitable organisation (with single sets of learning and teaching policies and procedures) for delivering the national curriculum</li><li>• Opportunities for increased educational contact with younger and older children and the chance to share the outcomes of learning across the key stages</li><li>• Opportunities for increased social development, for example, with older pupils having some appropriate pastoral responsibility for younger children</li><li>• A greater knowledge of staff, organisation and curriculum</li></ul>
Accommodation	<ul style="list-style-type: none"><li>• Ease of site maintenance</li><li>• Greater possibilities for the effective, efficient and flexible use of accommodation and more efficient site maintenance</li></ul>
Community	<ul style="list-style-type: none"><li>• More capacity to support the extended school agenda and the development of “dawn to dusk schools with breakfast childcare and after school clubs” in a more cohesive manner for parents/carers</li><li>• A focal point for the community</li></ul>
Professional	<ul style="list-style-type: none"><li>• Opportunities to gain broader professional experience from working with a wider range of ages</li><li>• The opportunity for staff to build partnerships with pupils, parents &amp; families over a longer period of time</li><li>• More effective and efficient deployment of resources which would not be possible in smaller establishments and a better alignment of resources to local priorities</li><li>• A streamlined and stronger administrative infrastructure, avoiding duplication of resources</li><li>• The capacity to meet the personalised learning agenda at the heart of the Primary Strategy and Workforce Reform</li></ul>

Staff will play an integral part in the benefits outlined above. Amalgamation can provide specific benefits for staff, both individually and as a team. Fundamental to this is the chance to gain a broader and deeper understanding of how to support and challenge children’s levels of understanding, skills and knowledge across key stages. In addition, a larger staffing structure helps to build in succession planning and therefore helps in retaining good teachers so that they can further their careers within the school and gives more opportunities to offer specialist teaching.

## Planning of school places

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or Faith medium and must be suitable for any additional learning needs.

### Llanfabon Infants School

- The site currently has a capacity for 120 pupils plus nursery
- The published admission number is 40
- There are currently 10.83% surplus places
- Current pupils on roll equate to 107 children, excluding nursery of which 85.45% are from within catchment.

### Llancaeath Junior School

- The site currently has a capacity for 188 pupils
- The published admission number is 46
- There are currently 26.60% surplus places
- Current pupils on roll equate to 138 children of which 84.17% are from within catchment.
- Llancaeath Junior School is a feeder school for Lewis Girls School / Lewis Pengam.

<b>Table 3: Actual and Projected Numbers in attendance</b>			
	<b>Llanfabon Infants School</b>		<b>Llancaeath Junior School</b>
<b>Year</b>	<b>Number on Roll</b>	<b>Excluding Nursery</b>	<b>Number on Roll</b>
2020	130	107	138
2021	123	90	147
2022	122	90	142
2023	121	89	148
2024	130	99	138
2025	131	98	132
2026	129	98	127
2027	149	120	146
2028	155	124	154
2029	155	125	156
2030	155	125	155

\*Figures take into account projected pupils from new building developments identified within the catchment area

Through pupil projections and taking into account significant new housing planning applications received (circa 380 units agreed up until 2030 with a further 90 units proposed to be built after that period), it is clear that the current configuration would be unable to accommodate demand assuming there is no loss of pupils between age groups.

## Condition and Suitability of school buildings

Educational provision for 3-11 year old's (Foundation Phase and Key Stages 1 and 2) in the Nelson area is currently delivered at two separate locations.

### Llancaeach Junior School

The site of Llancaeach Junior school opened in 1909 and occupies a total area of approximately 0.67 Hectares which accommodates 4 structures and limited outdoor play areas. The school building has a gross internal area of 1479 square metres and has a condition rating of C+ under the Faithful and Gould methodology.



Table 4: Llancaeach Junior School Site Information	
CAD Plan Designation	Facilities Provided
Main Building 95 & 1562	Assembly hall, Staff Room, 2 Offices, 4 Classrooms, pupil cloakrooms
Building 96	Library, 3 classrooms, Staff Room, pupil cloakrooms
Building 97	Dining Block and school kitchens
Out building 1825	Utilised for storage

The site is enclosed on all sides with current access to the school from a side street leading from the main B4255 which runs through the village. This provides access and parking issues as many parents utilise a local car park for pick up and drop off which means crossing the road. The school also has residential/business properties adjacent to the curtilage of the school which limits the site from further expansion.

## Llanfabon Infants School

The site of Llanfabon Infant School was formally opened in July 1992 and occupies a total area of approximately 1.0 Hectare which accommodates 4 structures and limited outdoor play areas. The school building has a gross internal area of 1189 square metres and has a condition rating of C+ under the Faithful and Gould methodology.



Table 5: Llanfabon Infant School Site Information	
CAD Plan Designation	Facilities Provided
Main building 329	6 classrooms, 1 reception, 2 offices, assembly hall, staff room, school kitchens
Double single story pre-fabricated modular building 1381 & 1382	2 classrooms
Out Building 1793	Utilised for storage

The existing site configuration lends itself to development, with good access roads and space to build, with minimal disruption, to accommodate the full cohort and projected primary provision.

As well as having the right number of school places the council must ensure that school facilities are fit for purpose. Schools must support the delivery of high quality learning. All existing Caerphilly schools have recently been subject to a Building Condition survey. Condition surveys are evidence-based auditable records and undertaken by suitably qualified and experienced personnel.

The Council's condition surveys, undertaken in 2018 have classified both schools identified as part of this amalgamation as category C+ for the condition of the educational estate and category C for suitability.





Whilst both locations have initially been considered as host sites for the new primary provision, due to the age, building type, limited access and reconfiguration options available for the existing Llancaeath Junior School location, as well as the limited outdoor play space and proximity to a busy road through the village of Nelson with no parking or drop-off options that can be developed within the curtilage of the school has been discounted. Therefore, Llanfabon Infants School site has been identified as the preferred development location.

Llanfabon Infants School is located within Nelson village, less than 0.5 miles of the Junior school. It is a newer style building and has a number of options available for internal and external reconfiguration and expansion, including the removal of the nursery and modular building as part of current plans to improve childcare provision on site and the potential to increase the curtilage of the school site. It is envisaged that the existing Llanfabon Infants School building would receive investment as part of this proposal for internal reconfiguration to create size-compliant classrooms and ensure smooth transition into the proposed new building which would accommodate 2 infant classes as well as the Junior cohort.

<b>Table 6: School Site Comparison Information</b>		
	<b>Llanfabon Infants School</b>	<b>Llancaeath Junior School</b>
Build Year / Year Opened	1992	1909
Number of Buildings on site	3	5
Number of classrooms	8	7
% of size-compliant classrooms	86%	86%
Pre-fabricated buildings	2	0
Overall Condition Rating	C+	C+
Overall Suitability	B	B
Site area	10,564 square metres 1 hectare	6,749 square meters 0.67 hectares
Access	Access via road leading off Bryncelyn	Access via narrow side road off B4255
Parking / Egress Points	Parking on site including turning bay with options to further improve.	No parking on site.
Options to expand	Yes, potential to expand school curtilage and create a community campus	Limited area to within existing curtilage with poor access for vehicles

The local community centre and a piece of redundant land in ownership of the Local Authority borders the North of the school perimeter and it is the intention of the Authority as part of this proposal to investigate utilising the land as part of a wider campus to encompass improved parking and drop off facilities and potentially shared use of the community hall. Initial discussions are being undertaken to determine the viability of this element subject to Welsh Government approval to progress.

In addition, consideration of the adjacent waste ground owned by the Council could be developed to alleviate drop off and parking congestion on the adjacent road. This suggestion will be investigated as part of the proposal going forward.

## **Illustrative Master Plan**

'A Foundation for Success' provides a framework for the future regeneration of the County Borough up to 2023. The document sets out strategic priorities for regeneration under four key themes:

- Supporting People (reducing inequality, building capacity and resilience to create healthier, prosperous, cohesive communities)
- Supporting Business (creating employment opportunities, increasing entrepreneurial activities, encouraging innovation and improving access to employment)
- Supporting Quality of Life (providing the right physical environment for our communities that encourages them to prosper)
- Connecting People and Places (improving connectivity locally, regionally and globally)

The Regeneration Strategy is supported by a suite of targeted action plans and strategies aimed at capturing regeneration opportunities and developing key sites and premises throughout the County Borough.

The Masterplan identifies a number of projects in the area that could deliver substantial economic and community benefit, and it will provide a framework for the delivery of those projects.

In addition, the number of school aged children is expected to increase within the Masterplan Area as a result of new development and it is important that there are opportunities for schools to expand to accommodate additional pupils. The Council has recently agreed in principle the provision of additional school places within the wider area subject to funding being confirmed for individual projects, business cases being approved by Welsh Government and the outcome of individual consultations will be considered as part of the 21st Century Schools programme.

This proposal forms part of that Strategy moving forward.

## **HOW WOULD OTHER SCHOOLS BE AFFECTED?**

Changes in one part of the Education sector in the County has a wider 'ripple' effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

## **Early Years Provision and Projected Demand**

Caerphilly County Borough Council recognises the value and importance of childcare as a vital element of the anti-poverty agenda as well as providing an enriched, safe and nurturing environment in which the children and young people of the county borough can flourish and have fun. As such the Council has an Early Years' Service area that is dedicated to managing all aspects of the childcare market in a coordinated manner.

The Welsh Government awarded Caerphilly CBC £403,374 under the Childcare Offer Capital Grant to develop a 24 place bespoke childcare unit on the school site at Llanfabon Infants School, Nelson. Working with the local sessional provider we could expand the number of places offered per session enabling up to 52 potential places for Childcare Offer through a range of wraparound, after school and holiday care provision as well as offering playgroup places for 2year olds and older children. The creation of this new building bespoke for childcare would enable the local provider to have ownership of the space and develop quality provision serving the local community.

This development would continue existing provision as well as enable the creation of childcare places through longer days and greater autonomy:

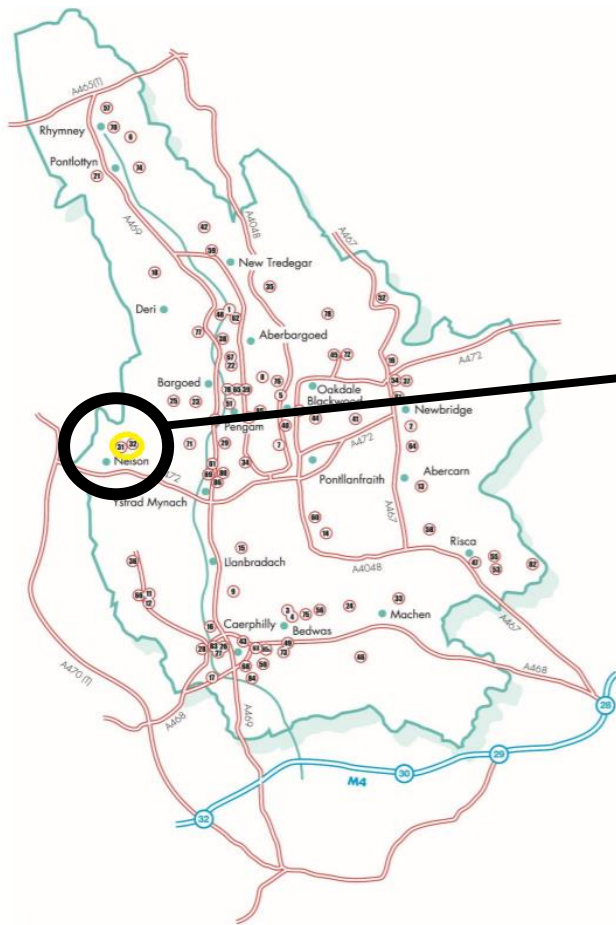
- 24 playgroup / wraparound morning and afternoon places (potential 24 childcare offer places)
- 24 after school places (potential 12 childcare offer places)
- 24 holiday places (potential 16 childcare offer places)

Our strategic development of childcare provision on the school site and adjacent to the Nursery provision will enable a smooth transition from the school nursery provision to the childcare unit. This maximises the benefits of co-location and enables the best transition for children who could be on site from 2 years old upwards.

## **Catchment Area Arrangements**

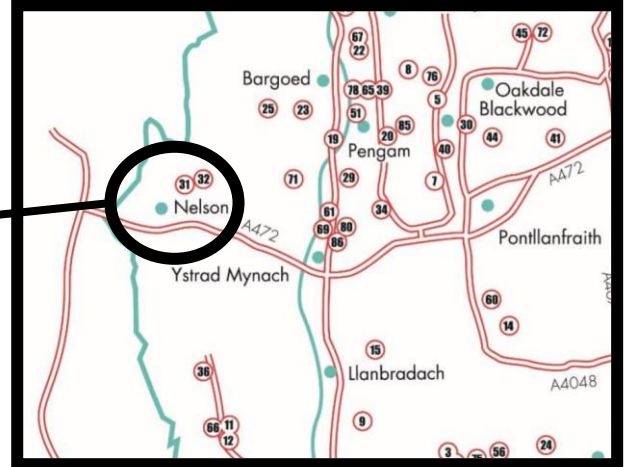
The Authority believes that this proposal represents the best opportunity to further safeguard and sustain educational standards for the future and provides a platform for improvement through significant investment in new permanent primary phase facilities at a single location. This will provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities including improved ICT facilities, outdoor play and extended access provision for community use, centred on the learning, self-esteem and wellbeing of all.

**Table 7: Catchment Area for current schools**



*Caerphilly County Borough Map*

The existing Llancaeach Junior school and Llanfabon Infants School are both located within the Nelson ward.



Llanfabon Infants is the feeder school for Llancaeach Junior school.

The ward profile based on the 2011 census information indicates that 13.9% of the ward population is between 5-15 years.

It is proposed that the catchment area would remain unchanged as part of this development.

### **Impact on other schools**

Geographically there are 2 community English medium primary schools and 2 community Welsh medium schools are within close proximity (within 3.5 miles radius) to the existing site which are:

- Greenhill Primary
- Ystrad Mynach Primary
- Ysgol Gynradd Bro Allta
- Ysgol Gymraeg Penalltau

**Table 8: Actual and Projected Numbers in attendance (Neighbouring Schools)**

	<b>Greenhill Primary</b>	<b>Ystrad Mynach Primary</b>	<b>YG Bro Allta</b>	<b>YG Penalltau</b>
<b>Capacity</b>	167	420	308	240
<b>Admissions</b>	23	59	44	34
<b>Year</b>	<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>
2020	152	380	266	198
2021	162	381	274	202
2022	162	383	274	206
2023	165	383	287	210
2024	162	381	292	214
2025	156	380	293	217
2026	157	383	303	221

In addition to the consideration of schools within geographical close proximity, an analysis of catchment attendance of pupils for both schools has also been undertaken to further understand the potential impact of pupil movement.

**Table 9: Llanfabon Infants - September 2020 Attendance Information**

Year Group	Catchment pupils living in area	Catchment attending school	Out of Catchment attending school	Out of County attending school	Catchment attending elsewhere	Catchment Attending Faith School	Catchment attending Welsh School
Reception	47	32	2	3	3	0	12
Year 1	35	28	3	3	4	0	3
Year 2	48	34	1	4	3	0	11
Total	130	94	6	10	10	0	26

Catchment Pupils for this schools attending elsewhere include : Coedybrain (1 pupil), Cwm Ifor (1 pupil), Glyngaer (1 pupil), Greenhill (4 pupils), Hengoed (2 pupils), Maesycwmmmer (1 pupil), Pengam (1 pupil), Pontllanfraith (1 pupil), St Gwladys (1 pupil), Ystrad Mynach (3 pupils).

**Table 10: Llancaeath Junior School - September 2020 Attendance Information**

Year Group	Catchment pupils living in area	Catchment attending school	Out of Catchment attending school	Out of County attending school	Catchment attending elsewhere	Catchment Attending Faith School	Catchment attending Welsh School
Year 3	43	31	1	4	1	0	11
Year 4	42	28	1	4	8	0	6
Year 5	51	37	1	4	4	0	10
Year 6	40	24	1	6	4	0	12
Total	176	120	17	0	17	0	39

Catchment Pupils for this school attending elsewhere include: Cefn Fforest (1 pupil), Cwmaber Junior (1 pupil), Derwendeg (1 pupil), Glyngaer (2 pupils), Greenhill (6 pupils), Maesycwmmmer (1 pupil), St James (1 pupil), Ystrad Mynach (4 pupils).

Based on the information outlined above and the projected figures, the new primary school will be established and open at full capacity of 275. This will ensure all catchment pupils can be accommodated while not destabilising other already established educational provisions within the area.

## **Disruption to pupils**

The proposal seeks to expand the existing Llanfabon School facility. The site is in ownership of the Council and is already designated for Educational use as part of the deed package and within the designation for the purposes of the adopted Local Development Plan.

Through utilising an existing site, during the build phase, the council will work with the contractor to ensure there would be minimal disruption to the daily operations of the existing school cohort, on the Llanfabon School site. The development would have no impact on the Junior school until the site is ready to be accommodated at which time learners would be supported through the transplantation process.

## **Secondary Provision**

Llancaeath Junior School is a feeder school for Lewis Girls School and Lewis School Pengam. Whilst secondary education is being reviewed within the authority at present which includes single sex provision, until such time that a determination has been made, it is the assumption of this proposal that the current feeder configuration would remain the same. Based on current projections and available data, this proposal would have minimal impact on secondary provision.

# **WHAT WILL BE THE IMPACT OF THE PROPOSAL?**

## **Education Standards, Quality and Leadership**

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Authority (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Table 11: Estyn Judgement Scale</b>	
Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The most recent inspection results for the current Junior and Infants schools are outlined below. Copies of the full reports for each individual school are available from the [Estyn website](#)

### **Llancaeath Junior School Estyn Summary**

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

In their 2018 Report, Estyn commented that the headteacher and senior leaders have a clear vision for school improvement and share this well with all staff. There is a clear sense of teamwork and all work successfully together to ensure good quality education for pupils.

A range of qualitative comments also noted strengths in the report. This included:

- The high standard of behaviour of nearly all pupils in lessons and around the school.
- Good progress made by nearly all pupils in mathematics and the effective application of numeracy skills across the curriculum.
- Polite, well behaved pupils who demonstrate respect to others.
- Pupils who work effectively in pairs or in larger groups.
- Pupils who have a very good understanding of the need to eat healthily and to take part in regular physical exercise.

### **Llanfabon Infant School Estyn Summary**

1. Standards: **adequate and needs improvement**
2. Wellbeing and attitudes to learning: **adequate and needs improvement**
3. Teaching and learning experiences: **adequate and needs improvement**
4. Care, support and guidance: **adequate and needs improvement**
5. Leadership and management: **unsatisfactory and needs urgent improvement.**

As a consequence of the above judgements summarised in the 2017 Report, the school was identified by Estyn as requiring significant improvement. Additional support was provided for the school which accelerated progress across all recommendations, resulting in the school being removed from the monitoring process in April 2019.

Improvements against the recommendations were noted in Estyn's follow-up report. These included:

- Staff, governors and parents who know and understand the school's strategic priorities. Senior leaders work alongside all staff to assess progress against the strategic actions regularly. This has improved staff wellbeing and helped to create an appropriate climate for change
- An effective focus on supporting pupils to develop as independent learners.
- A robust annual monitoring and self-evaluation cycle. This provides staff with accurate and focused evidence to feed into the school's self-evaluation. Senior and middle leaders, carry out focused monitoring that includes book scrutiny, learning walks and listening to learners. Estyn commented that since the core inspection, the quality of strategic planning and school improvement has improved considerably.
- Effective opportunities, planned by senior leaders, for staff to engage in professional learning. All staff participate in well planned, suitable development activities linked to foundation phase pedagogy, practice and pupil wellbeing.
- Careful monitoring and tracking of pupils' attendance. This allows staff to identify any pupils whose attendance is a cause for concern and to follow this up appropriately.

Following removal from the Estyn monitoring category, school improvement reports indicated that the school continued to make good progress. This resulted in the school requiring lower levels of support from the Local Authority.

### **Covid-19 pandemic**

Both schools have provided good support for learners during the Covid-19 pandemic, demonstrating commitment, perseverance and resilience. Wellbeing has continued to be a priority during this period, with particular support for vulnerable families living in the community.

Both schools have also provided a programme of training for staff. This has enabled teachers to successfully utilise emerging technologies to deliver remote lessons and blended learning strategies.

### **Governance Arrangements**

The proposed changes would be planned carefully so that the schools leadership and governance are disrupted to a minimum, to minimise any negative impact on educational outcomes.

During (and after) the proposal, the newly formed Primary School will continue to receive ongoing advice and support from the local authority, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.

### **Staff Matters**

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.



By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises that retaining the experience and support of the existing staff cohort at the school will support pupils through a period of transition although this will be at the discretion of the governing body. This proposal supports the potential to expand provision, breadth of knowledge accessible to the pupils and encourage workforce development through the sharing of best practice.

## **Financial Matters**

Funding has already been set aside for the Council's share of the capital costs of the project. The recurrent (revenue) costs will be considered as part of budget planning moving forward. Any additional costs or savings will be factored into the Council's Medium-Term Financial Plan.

Caerphilly CBC Members have already agreed to set aside an earmarked reserve for the Council's contribution to capital costs associated with the Authority's 21<sup>st</sup> Century Band B proposals. The value of this reserve is currently £6.975m.

The Authority's contribution to Phase 1 of the programme is currently estimated at £6.413m. This figure includes a contribution of £647k from a Social Services Capital earmarked reserve to support additional spend on the Trinity Fields Project, subject to full planning application approval. Consequently the balance remaining as uncommitted from the £6.975m is currently £1.209m.

The Authority's contribution towards phase 2 of the programme is estimated at £5,925,000, as detailed above. This cost will be met from the remaining funding of £1.209m already earmarked for 21<sup>st</sup> Century Schools, plus a figure of £4.716m from the Authority's Place-Shaping Reserve.

The proposal to amalgamate Llancaeach Junior School and Llanfabon Infants School is one of 3 projects identified in Phase 2 of the programme. Whilst there is an initial increased cost identified as part of the initial amalgamation of the provision it is envisaged that better strategic management of a single school estate and reduced backlog maintenance across 2 sites will support the sustainable schools agenda. In addition, subject to Cabinet approval, should the preferred option be adopted, the existing school premises in relation to Llancaeach Junior School site will be declared surplus to requirements by the Local Education Authority and in turn could produce a Capital Receipt that would help support future strategic plans or be offered for residential development within the Authority's Housing portfolio.

## **Impact on Welsh Language Provision**

The First Minister's programme for Government 2016-2021 Taking Wales Forward, is working towards one million people speaking the Welsh language by 2050.

The Welsh Language (Wales) Measure 2011, the School Standards and Organisation (Wales) Act 2013 and the Legislation (Wales) Act 2019, provides a series of standards and places a statutory duty on the Council to assess the demand for Welsh medium education in the area. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

As set out in its Welsh in Education Strategic Plan where Caerphilly County Borough Council's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities is evident. The Council is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible.

The proposed new primary school will be English medium but through its curriculum, will encourage pupils to develop basic Welsh language skills which is demonstrated through the work the existing Llancaeath Junior School and Llanfabon Infants School produce. This proposal would seek to further support and promote the development of Welsh language by the pupils, supporting the recommendations of the Estyn inspection produced for Llancaeath Junior in increasing the opportunities for pupils to use their Welsh language. In addition, the internal design of the new facilities will ensure that signage is dual language as well as ensuring that as part of the recruitment process the ability to speak Welsh is desirable.

## Learner Travel Arrangements

The proposal seeks to create a new and enhanced primary facility through a new building located on the existing Llanfabon Infants school site.

The distance between Llancaeath Junior school and Llanfabon Infants school is within a 0.5 mile radius, it is anticipated that the likely effect of different travelling arrangements as a result of the proposal will be minimal, although it is acknowledged that some pupils may find themselves living closer to the new school site and conversely others finding themselves further away although the difference between the two sites is minimal.

It is also anticipated that the amalgamation to form the new primary provision will have a positive impact on traffic and travel within the area, removing high volumes of traffic and parking congestion from the main thoroughway through Nelson village and also decreasing journeys where siblings will now be attending the same location.

Caerphilly complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport for pupils of statutory school age in accordance with our individual transport policy. Caerphilly's transport policy is more generous than the legislative requirement by providing transport to the 'relevant' school (i.e. catchment or nearest school) of more than a distance of 1.5 miles primary and 2 miles secondary.

The table below details the nearest available alternatives:

<b>Table 12: Geographically Nearest Alternative schools</b>			
<b>School Name, Postcode</b>	<b>Medium</b>	<b>Condition</b>	<b>Distance / Travel</b>
Greenhill Primary, CF82 9EU	English	C+	2.4 miles
Ysgol Penallta, CF82 6AP	Welsh	C+	3.2 miles
Ystrad Mynach Primary , CF82 7AQ	English	C+	3.3 miles
YG Bro Allta, CF82 7XQ	Welsh	C+	3.3 miles

It is always the intention of the Council to provide a system of transport that seeks to ensure pupils can safely and comfortably access their education. As the proposed location for the new primary provision is within the curtilage of the existing Llanfabon Infants School site, a number of 'Safe Travel' routes, as far as reasonably practicable, are already established such as lighting and designated footpaths. During an initial site visit by the 21<sup>st</sup> Century Schools team, it has been identified that the access road, parking and designated bus/taxi turning points could

potentially be improved as part of the site design process to alleviate any local traffic concerns and this will be taken into consideration at the relevant stages as the proposal progresses.

## **Equalities**

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact – for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

A new socio-economic duty set out in section 1 of the Equality Act 2010, came into force on 31st March 2021. The Caerphilly Council's Integrated Impact Assessment (IIA) template will be utilised to undertake an initial Equality Impact and Welsh Language Impact Assessment which will be further reviewed in the light of any additional elements highlighted through the statutory consultation processes as the proposal progresses.

The utilisation of the new IIA design will shape the Council's work in ensuring equal access to all services and further help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

A full Integrated Impact Assessment has been undertaken. This document is available to view a part of the consultation pack on the website.

## **Specialist Facilities / Additional Learning Needs**

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e. increases and decreases in the pupil population). The Council is also required to identify an authority-wide strategy for community provision in schools, as well as specialist provision for pupils with Special Educational Needs (SEN) or disabilities.

The Authority recognises the impact of the Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the need to future proof provision. Through the Band B programme, consideration of the correct types, quantity and quality of provision to meet the future needs of the population has been considered.

This proposal will support the newly formed primary school in accommodating and supporting children with additional learning needs. The design and layout of the new building will enable improved accessibility, flexibility and multi-functional areas that can be adapted subject to demand. In addition, there will be reconfiguration and investment into the existing main building on site to create size-compliant classrooms.

## **Community Impact and Community Benefit**

The proposed project will take into account the desire to encourage and facilitate community use of the asset. Our aspiration and a pre-requisite for Welsh Government investment, is to commit to making assets available to support educational need, community use, promote community resilience and contribute to meeting several Local Authority Strategies. To optimise the use of the new infrastructure and resources, as part of the proposal, flexibility will be built into the school suited to local demand.

## **Community Provision and Community Use**

Both Llancaeath Junior school and Llanfabon Infants school currently accommodate a number of groups. These extra-curricular activities will continue to be supported moving forward and will not be interrupted as part of any build process.

The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use as well as access to outdoor recreational facilities accessible outside of school hours. Additionally, the childcare facility will be available for community use both during and outside of school hours.

The usage of sporting facilities will also be considered for the community at suitable times in keeping with the curriculum timetable. It will also strengthen and safeguard the promotion of the Welsh language, Culture and Heritage within the Community.

It is envisaged that a number of the current activities that the school supports the community in undertaking will continue at the new venue. For groups unable to travel the additional distance, the Council will mitigate lost usage of school by providing facilities at the local library based in the community or look at supporting alternative venues where appropriate.

## **Digital Inclusion**

Caerphilly Council has clear aspirations for all schools to become community learning centres as part of their Hwb Programme. As such, community use and the appropriate infrastructure required to achieve this is now one of the key elements of the project and planning process moving forward and representatives from the Local Council's Digital Services and Building Consultancy departments advise as part of the project team.

Over the next 5 year period, resources have been allocated to ensure that all schools within the borough will meet the Education Digital Standard and any new developments will have the required infrastructure built into the specifications in advance to ensure compliance which will include community wifi.

In addition to providing the physical infrastructure, the Adult Education team within the Council has developed robust operational plans to deliver the Digital 2030 Strategic Framework and

widen access to learning activities at a time and place flexible to the needs of the community, implemented in accordance with the Wellbeing of Future Generations (Wales) Act 2015 and the five principles of working.

### **Sport and Outdoor Play Facilities**

The Curriculum for Wales identifies 6 areas of learning and places a great emphasis on Health and Wellbeing above all others.

The Council recognises that children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills across all Areas of Learning, indoors and outdoors.

Children should be encouraged to enjoy physical activity. The provision of physical education through sporting and outdoor facilities plays a vital role in encouraging pupils to explore and develop the physical and mental skills essential to taking part in a variety of different activities.

*'Our vision for sport and active recreation is to encourage healthy lifestyles and support our pupils and residents to be more active, more often'* as reflected in Caerphilly's Sports and Active Recreation Strategy 2019-2029 and the health and wellbeing priorities set in the Corporate Plan 2018-2023.

As part of the design process, this proposal will enhance the outdoor play facilities with soft/hard play areas, suitable equipment area which will be accessible to the pupils and the wider community.

### **Community Benefit**

Projects include Community Benefits as a Core Requirement and will therefore be scored as part of the Quality evaluation. It sets out a number of targets around local targeted recruitment & training, supply chains, community & education initiatives and environmental matters such as minimising waste and reducing energy consumption. Protecting habitats, biodiversity and reducing pollution is a matter of course throughout the contract period and relevant surveys will be undertaken and included within the procurement documentation.



## **WHAT ARE THE BENEFITS OF THE PROPOSAL?**

### **Benefits**

The principal benefits of the scheme are as follows:

- Provides an 'all-new' primary school for 275 pupils plus an additional 40 nursery places
- New school building to accommodate mainly key stage 2 pupils to replace an existing 112 year old premises with substantive restraints
- Provision of energy efficient facility
- Modern state of the art classrooms
- New outdoor activity and softplay areas
- Modern flagship primary facility in the Caerphilly West area
- Space maximisation through reconfiguration of existing Infants building and overall site
- A stimulating environment to deliver high quality learner outcomes

- Community Use subject to the requirements of the curriculum during school sessions times being met

## Disbenefits

The principal disbenefits of the scheme are as follows:

- Travel times may change for a minority of pupils dependent on their proximity to the new school location
- Community usage and accessibility of alternative provision for groups using the existing site needs to be supported and new site will offer enhanced facilities
- Removing an embedded school from a community into a different area albeit within less than 1 mile of the existing school site
- There will be a period of transition for the pupils and appropriate support for ‘Settling in’ will require consideration
- The current piece of land will need to be decommissioned and disposed of in line with appropriate guidelines
- It is anticipated there will be minimal impact on other schools through a managed and phased capacity increase

## Risks

Risks will be managed pro-actively in accordance with our risk management procedures. The programme makes an allowance for a risk contingency to cover unforeseen events, having regard to the results of the optimism bias assessments.

The Council also recognises the risks associated with construction procurement especially in light of current Covid implications on the industry.

The principal risks of the delivery of the scheme are identified as follows:

<b>Table 13: Risks and Mitigation</b>	
<b>Principal Risks</b>	<b>Mitigating Factors</b>
Planning process (this is separate to this consultation document)	The planning process will be managed by Property Services in line with legislative requirements
Impact of any planning conditions on cost	Full Tender process will be undertaken
Sufficiency of funding to deliver scope including abnormals	Contingency planning will form part of the tender process
Availability of resources/ contractors	The South East & Mid Wales Collaborative Construction Framework (SEWSCAP) framework will be accessed
Rising costs due to regional supply/demand dynamic	Will be managed through contingency planning
Design development	In house architect service will be accessed
Adverse weather conditions	Factored into project management timelines
Sufficiency of Utilities services	Factored into project management timelines
Project Governance and decision making	Full Project Board will be established

Benefits realisation (meeting end user requirements)	<p>The consultation process prescribed by the School Organisation Code 2018 applies in relation to this proposal. The identified consultees and decision making process along with the relevant publication of documentation at the appropriate stage will be utilised to ensure the appropriate level of engagement in informing and consulting stakeholders</p> <p>The principles of the Council's Consultation and Engagement Framework 2020-2025 and "Spectrum of Engagement" is synergistic with those contained within the Code. However, the code as stipulated by Welsh Government is the Statutory process that must be followed.</p>
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## Options framework

The Welsh Government's Business Case Guidance in relation to utilisation of the Options Framework approach has been followed to identify the widest possible number of feasible options, focusing on the following key dimensions: scope, service solution, service delivery, implementation and funding.

As such, in development of this proposal, an options appraisal has been undertaken to consider the relative desirability, viability and feasibility of a proposal.

A cross-departmental working group consisting of representatives from the 21<sup>st</sup> Century Schools Team, Education Directorate, Sport and Leisure, Inclusion Services, Property Services, Finance and Health and Safety was established to:

- Prepare and appraise a longlist of options
- Evaluate and score each option as to the extent to which each option meets the investment objectives and critical success factors identified and weighted as priority areas by the Council.
- Discount or carry forward options for further consideration in the shortlist based on the preliminary analysis and scoring to identify viable options.
- Recommend a preferred way forward which will form the basis for the consultation exercise

## Options Longlist

The following options were considered and scored: -

<b>Table 14: Options Appraisal Longlist</b>	
<b>Option</b>	<b>Longlist Options: Description</b>
<b>Option 1 *</b>	<b>Do Nothing :</b> No change to existing schools
<b>Option 2</b>	<b>Do Minimum:</b> Internal refurbishments of both school sites
<b>Option 3</b>	<b>Do Intermediate:</b> Expansion of the existing Llanfabon site via modular buildings to become a new primary school to accommodate 275 pupil and 40 nursery provision
<b>Option 4</b>	<b>Do Major:</b> Expansion of the existing Llanfabon site via a permanent building and internal reconfiguration to become a new primary school to accommodate 275 pupil and 40 nursery provision
<b>Option 5</b>	<b>Do Maximum</b> New primary school building to accommodate 275 pupils and 40 nursery provision on a different site yet to be identified

\*Please note, Option 1 is considered the status quo option and is always included in the shortlist as a benchmark for value for money.

Each option was initially discussed between a selection of Council Officers from across multiple-department. Each option was evaluated against the investment objectives and the extent to which it met the Critical Success Factors. This results in options either being discounted, carried forward for further consideration in the short list or identified as a preferred way forward.

### **Critical Success Factors:**

- Building Bulletin compliant school
- Low carbon, low energy eco-friendly environment
- Building suited to local environment and acceptable to planning Authority
- Education facility that is acceptable to stakeholders
- Delivered within budget and within required timescales
- Agreement of the proposal by Welsh Government

As well as considering the Critical Success Factors, the Officers also considered the Strategic Fit, Educational Fit, Accessibility, Financial Fit and Environmental Impact as key Investment Objectives.

### **Investment Objectives:**

The Investment Objectives were weighted based on the current priority areas for the Council. Priority Investment areas were given a 5 (High) to 1 (Low).

Each option was then scored against the criteria outlined above



- 5 exceeds the criteria
- 4 meets the criteria
- 3 neither meets/does not meet the criteria
- 2 partially meets the criteria, and,
- 1 does not meet the criteria

The score was then multiplied by the weighting for each section and an overall total for each option.

**Table 15: Weighted Decision Matrix**

Investment Objectives		Options										
		1		2		3		4		5		
	Weight	Score	Total	Score	Total	Score	Total	Score	Total	Score	Total	
1	Strategic Fit	5	0	0	3	15	4	20	5	25	5	25
2	Educational	5	0	0	4	20	4	20	5	25	5	25
3	Accessibility	4	0	0	2	8	4	16	5	20	5	20
4	Financial	4	0	0	3	12	3	12	5	20	4	16
5	Environmental	4	0	0	3	12	3	12	5	20	4	16
			<b>0</b>		<b>67</b>		<b>80</b>		<b>110</b>		<b>102</b>	

Decision Matrix Key:

Weight: 5 is a high priority investment objective – 0 is low

(Weighting reflects current Council Priorities)

Score: 5 fully meet the investment objective criteria - 0 does not meet the needs

Total: Score x Weighting

**Table 16: Options Appraisal - Longlist scoring and ranking**

Option	Description	Appraisal Score	Appraisal Ranking
Option 1	<b>Do Nothing :</b> No change to existing schools	0	5
Option 2	<b>Do Minimum:</b> Internal refurbishments of both school sites	67	4
Option 3	<b>Do Intermediate:</b> Expansion of the existing Llanfabon site via modular buildings to become a new primary school to accommodate 275 pupil and 40 nursery provision	80	3
Option 4	<b>Do Major:</b> Expansion of the existing Llanfabon site via a permanent building and internal reconfiguration to become a new primary school to accommodate 275 pupil and 40 nursery provision	110	1

<b>Option 5</b>	<b>Do Maximum:</b> New primary school building to accommodate 275 pupils and 40 nursery provision on a different site yet to be identified	<b>102</b>	<b>2</b>
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### Options Shortlist

The outcome of the options analysis resulted in the highest 2 scoring options being taken forward to a shortlist, where the benefits if the options were considered.

For this proposal, Options 4 and 5 are outlined in more detail below:

<b>Table 17: Options Appraisal Shortlist</b>	
<b>Option</b>	<b>Description</b>
<b>Option 4</b>	<b>Do Major:</b> Expansion of the existing Llanfabon site via a permanent building and internal reconfiguration to become a new primary school to accommodate 275 pupil and 40 nursery provision
<b>Option 5</b>	<b>Do Maximum</b> New primary school building to accommodate 275 pupils and 40 nursery provision on a different site yet to be identified

The tables below illustrate this based on comparative analysis:

<b>Table 18: Option 4 Overview - Critical Issues, Benefits and Disbenefits</b>	
Option Overview: Expansion of the existing Llanfabon site via a permanent building and internal reconfiguration to become a new primary school to accommodate 275 pupil and 40 nursery provision	
Critical issues: <ul style="list-style-type: none"> <li>➤ A new extension onto the existing school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century</li> <li>➤ New build would be able to accommodate additional pupils</li> <li>➤ Delivery a primary provision to replace the existing split site Junior and Infant delivery</li> <li>➤ A better use of resources and economy of scale by improving the existing estate of the school and its operational cost effectiveness</li> <li>➤ Minimises any geographical displacement of existing cohorts</li> <li>➤ Maximises investment already made to a site of no more than 20 years old</li> <li>➤ Provides continuity of provision on one site for Primary provision</li> <li>➤ Increased and enhanced community use and income generation opportunities</li> </ul>	
<b>BENEFITS</b>	<b>DISBENEFITS</b>
<ul style="list-style-type: none"> <li>• New extension building</li> <li>• Provides an adequate and equitable teaching environment to meet Building Bulletin requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Extension proposal only, existing Llanfabon building would remain in place</li> <li>• Investment would need to be factored into reconfiguration of an element of</li> </ul>

<ul style="list-style-type: none"> <li>• Facility with an ability to meet projected demand and community need</li> <li>• Complies with all National and Local policies</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Increases capacity within strategic allowance</li> <li>• A school building that will be more energy efficient, eliminate the backlog maintenance from 1 school site and ensure compliance with Equality Act 2010</li> <li>• Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation</li> <li>• New build to be located on the existing school site</li> <li>• No additional costs linked to land purchase and minimising any delay for development</li> <li>• Current location is geographically central to the existing catchment area and within 0.5 miles of the Junior school location</li> <li>• Delivery of project within identified investment envelope</li> </ul>	<p>the existing Llanfabon School building to accommodate extension</p> <ul style="list-style-type: none"> <li>• Additional abnormal costs associated with the demolition / reutilisation of the Llancaeath Junior School site</li> <li>• Need to minimise any disruption to site whilst existing build is still in operation</li> <li>• Compromising access routes into the existing site would also need to be monitored and minimised</li> </ul>
--	--

<p><b>Table 19: Option 5 Overview - Critical Issues, Benefits and Disbenefits</b></p>
<p>Option Overview: Build a new primary school building to accommodate 275 pupils and 40 nursery provision on a different site yet to be identified</p>
<p><b>Critical Issues</b></p> <ul style="list-style-type: none"> <li>➤ A new school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century</li> <li>➤ Meeting the recommendations of BB 99</li> <li>➤ Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment</li> <li>➤ Improved access to outdoor learning facilities</li> <li>➤ A school building that will be more energy efficient, eliminate the backlog maintenance from 2 school sites and ensure compliance with Equality Act 2010</li> <li>➤ Facility with an ability to meet projected demand and community need</li> </ul>

BENEFITS	DISBENEFITS
<ul style="list-style-type: none"> <li>• Brand new fit for purpose building</li> <li>• Provides an adequate and equitable teaching environment to meet Building Bulletin requirements</li> <li>• Complies with all National and Local policies</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation</li> <li>• A school building that will be more energy efficient, eliminates the backlog maintenance from 2 school sites and ensures compliance with Equality Act 2010</li> <li>• Meets projected future demand</li> <li>• Minimal impact or disruption to daily school operations</li> </ul>	<ul style="list-style-type: none"> <li>• New build to be located on site away from existing school site</li> <li>• Disruption to existing cohort identified as vulnerable learners through transplantation process</li> <li>• Identifying viable land in the Authority and costs and time associated with purchasing this</li> <li>• No suitable site has been identified</li> <li>• Increased capacity would be outside of strategic allowance</li> <li>• Development would require significant spend profile reconfiguration at the detriment of mainstream provision</li> <li>• Additional abnormal costs associated with the demolition / reutilisation of the Llancaeath and Llanfabon Schools</li> </ul>

### Preferred Option and Alternative options that have been discounted

On the basis of the above analysis, the preferred way forward is the Do Major Option, as this meets all the investment objectives and Critical Success Factors, strongly in most cases.

Taking the appraisals together delivers the conclusion that a new build scheme provides the best balance of costs, benefits and risks, with the limited rebuild options offering poor value for money and high risk. Option 4 is confirmed as the preferred option following the full economic appraisal.

Table 20: Recommended Preferred Option	
Option	Description
Option 4	<p><b>Do Major:</b> Expansion of the existing Llanfabon site via a permanent building and internal reconfiguration to become a new primary school to accommodate 275 pupil and 40 nursery provision</p>

The remaining options do not fully meet the spending objectives and are therefore discounted.



## NEXT STEPS

### Consultation Period and key dates

#### **The formal consultation process begins on Wednesday 20<sup>th</sup> October 2021**

This consultation document and response form are available electronically on the Council website.

Further information is available on the [21<sup>st</sup> Century Schools webpages](#)

A Children and Young People's Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 so that the necessary arrangements can be made to provide this service.

#### **The closing date for responses to this consultation is midnight on Wednesday 1<sup>st</sup> December 2021**

Unfortunately, we will not be able to consider any responses received after this date.

### Statutory Notices, Reporting and Decision Making

Following consultation, Caerphilly's Cabinet will receive a Consultation Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the 28-day period.

Cabinet will then consider the outcome of the Statutory Notice at a future meeting and determine whether to implement the proposal having given due consideration to all the information provided.

In the event of objections, the Council will publish an objection report providing a summary of the objections and Cabinet's response to those objections within 7 days or the day of the determination of the proposal. This report will be available for all persons to view on the Council website and paper copies will be available on request.

Should Cabinet approve the proposal, a full Business Case will be submitted to the Welsh Minister for final approval and the works will commence.

## Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

For this proposal, we will be undertaking a paper consultation exercise. Due to the current implications of COVID-19 we will refrain from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
- Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly

## Your views matter

Please complete the questionnaire and return via post or email to:

### Consultation Response 'Llancaeath/Llanfabon'

c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG



[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.



## SUPPORTING INFORMATION

### Frequently Asked Questions

The Council and the 21<sup>st</sup> Century Schools Team have a history of delivering innovative and transformational projects as part of the Band A 21<sup>st</sup> Century Schools Programme and beyond.

The 21<sup>st</sup> Century Schools Team will be collating a list of potential queries based on experience from leading on prior proposals in the form of an 'Frequently Asked Questions' document that will be posted on the website along with this consultation documentation.

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# 21st Century Schools Consultation Document

## Proposal for a replacement school

Plasyfelin Primary School

20<sup>th</sup> October 2021 - 1<sup>st</sup> December 2021



This document is available electronically at [www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)  
Information can also be made available in other formats, languages and in hard copy on request. Please contact us on 01443 864817 to arrange this.



Ysgolion a Cholegau yr 21ain Ganrif  
21st Century Schools and Colleges



Llywodraeth Cymru  
Welsh Government

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# INTRODUCTION

## **What is this booklet about?**

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21<sup>st</sup> century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or expecting to attend Plasyfelin Primary School.

This booklet sets out the changes we are suggesting to this educational facility and the reasons for the proposed changes.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.


## **What is the 21<sup>st</sup> Century Schools and Colleges Programme?**

The 21<sup>st</sup> Century Schools and Colleges programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21<sup>st</sup> century schools in Wales.

The first part of the programme (Band A) ran from 2014 to March 2019.

Caerphilly has benefited greatly from investments in the initial "Band A" 21<sup>st</sup> Century Schools programme with approximately £56.5 million invested in schools for both educational and community use.

Band A funding in Caerphilly was used to deliver :

 <p>Image of Islwyn High School</p>	Project Name	Band A Investment
	✓ Islwyn High School	£22.6m
	✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus	£19.2m
	✓ Idris Davies School 3-18	£8m
	✓ Newbridge School extension	£2.6m
	✓ Blackwood Comprehensive improvements	£2m
	✓ Blackwood Comprehensive 3G pitch	£865k
	✓ Trinity Fields School improvements	£1.3m

Educational transformation remains a vital outcome of our investment in Band B of the Programme. The second part of this funding (Band B) started in April 2019, with the priority areas being:

- Reduce the number of poor condition schools
- Ensure that we have the right size schools in the right location
- Provide enough places to deliver Welsh and English medium education
- Ensure the effective and efficient use of the educational estate

Caerphilly County Borough Council submitted a Strategic Outline Programme (SOP) and received Welsh government approval in principle for an identified investment of £78 million, subject to individual project consultation and approval. The SOP set the strategic vision for the Band B programme within the context of the priorities and wellbeing goals of the Council.

We identified a need to invest in improving our school buildings, meeting the demand for education in both Welsh and English, reducing surplus places and developing shared and co-located facilities. Our aspiration is to provide efficient and effective educational infrastructure that will meet current and future demand for places and for all facilities that receive investment committed to optimising the use of the infrastructure and resources, making assets available for community use.

## What are we proposing to do?

We are proposing to:

- **Creation of a new and enlarged replacement Plasyfelin Primary School in the grounds of the existing school site, to accommodate future projected demand within the area. The new school will provide 420 pupil places plus 60 nursery, with an anticipated completion date of September 2024.**
- It is proposed that the new building will provide a new fit for purpose, state of the art replacement Plasyfelin primary school on the grounds of the existing site to include multi-

functional, size compliant main classrooms, main assembly hall, food technology space, library and IT space as part of a market street style configuration.

- The new primary school site will have improved learning spaces and facilities that will provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities centered on the learning, self-esteem and well-being of all pupils.
- The proposed project will take into account the desire to encourage and facilitate community use of the asset. The design will seek to include measures to enable safe 'zoning' which can be utilised by the wider community.



## CONSULTATION PROCESS

### Who are we consulting with?

Through [TeamCaerphilly - Better Together](#), the Council is committed to ensuring high quality, citizen focused services for the communities that comprise our county borough. In future-proofing public services, we recognise the need to ensure effective engagement which is central to our decision making - [Read more about our approach to Consultation and Engagement here](#)

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code. The Code imposes requirements in accordance with which relevant bodies including local authorities must act when bringing forward proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school.

Plasfelin Primary School is classified as a community school under the code, however the requirement to consult under the code does not apply to proposals where a main entrance of the school on its new site would be under 1 mile from the current site and the enlargement is less than 25% of the current capacity, both of which apply in this case.

However, for the purposes of progressing this proposal and to enable transparent, balanced and open decision making, a consultation process will be undertaken and reflect the principles of the Council's Consultation and Engagement Framework 2020-2025. Utilising the "Spectrum of Engagement" approach, an appropriate level of engagement in informing and consulting stakeholders will be undertaken, mirroring the equivalent processes outlined in Section 3 of the School Organisation Code 2018 only.

We will therefore advise the following of our proposals by letter or email:

<b>Table 1: Consultee List</b>	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn
Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)
Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers

*\*of schools directly or likely to be affected by the proposal only*

**Please note:**

- All responses received during the consultation period will be recorded and summarised in a Community Engagement Report.
- Any negative responses made during the consultation period will not be counted as objections and there is no requirement to issue a Statutory Notice as part of this process, however, they will be recorded as adverse comments.
- The Community Engagement Report will be presented for initial review and endorsement at Education Scrutiny Committee, with final approval to proceed to the planning application and full business case stage sitting with Cabinet.

- Cabinet members will be provided with copies of all the responses received within the consultation period and in their original format as part of the decision making process.

## **How can you find out more?**

The planning and development of effective school organisation proposals is crucial to the Welsh Government's goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

When undertaking a consultation process in connection with a school proposal, the Council will publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People's Summary
- An Integrated Impact Assessment

Information is made available on the Council's website and all documentation is published in Welsh and English and available in other languages or formats on request.

Further details in relation to the processes and timelines can be found later in this document in the ['Next Steps'](#) Section.

A separate Planning Application Process will be carried out by the Authority's Property Services Department subject to the final determination being made and Cabinet approval to progress this proposal. Details of all applications can be found on the Council's Website when the process is live.

## **Views of children on the proposal**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management and improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The 21<sup>st</sup> Century Schools Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy. A child friendly version of the Consultation Document will be produced and any feedback from pupils and the School Council will be included in the documentation forwarded to Cabinet for consideration once the consultation period has ended.



# WHY ARE WE PROPOSING THESE CHANGES?

## Background Information

Schools play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.

Plasfelin Primary school at present is located in close proximity to Caerphilly town centre and was originally designed as 2 separate schools, with the Infants and Junior accommodation located on the same site in 1969. The schools then amalgamated in September 2005 to form the current Primary school.

Only 29% of classrooms are size-compliant and when the school estate was surveyed in 2018, Plasfelin Primary School, was identified as a CLASP building. A 'Consortium of Local Authorities Special Programme' building is identified as being part of the scheme developed by local authorities in the 1950s through to the 1980s, to devise a method of designing and assembling prefabricated buildings. These buildings contain asbestos which is safely contained within the fabric of the building, however to such an extent that it can no longer be developed further from an educational perspective.

There is a clear link between new and improved school buildings and improved performance as highlighted by ESTYN. In the May 2016 Estyn inspection report, the school's current performance and prospects for improvement were both rated as good. Whilst it was acknowledged in the report that the school provides 'a suitably balanced curriculum that engages pupils' interest' it also indicated that improvements could be achieved if resources were balanced well and pupils would 'benefit from a learning environment of high quality'.

The Council believes that this proposal represents the best opportunity for significant investment in new permanent facilities to provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities.

## Planning of school places

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or Faith medium and must be suitable for any additional learning needs.



The site currently has a capacity for 394 pupils split over the 5 buildings within the boundary of the school.

### Condition and Suitability of school buildings

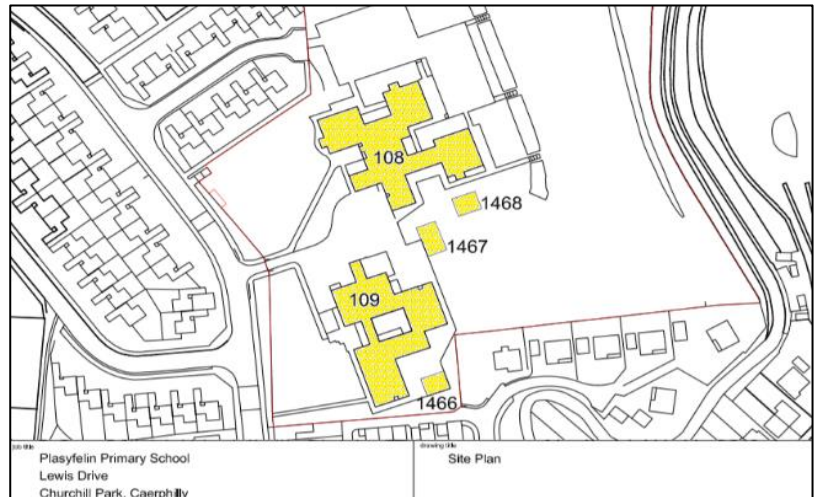
In April 2021, the existing Plasyfelin Primary school will have occupied its current site for 52 years. There are 271 pupils on role at time of writing.

The site the school occupies has a total area of approximately 2.64 Hectares which accommodates 5 structures. 2 main buildings forming the infants and junior blocks which are connected via a partially exposed/covered walkway. The site also hosts 3 demountable buildings currently utilised for STEM, music sessions and a staff room plus a number of containers used for storage and outdoor play areas.

Current Site



Site plan



The 2 main existing buildings were built in 1969 and operate over 1 floor. The Junior Building (Block 108 on the CAD plan), has a gross internal area of 1442.2sqm. This building houses 8 classrooms, 1 ICT classroom, pupil cloakrooms, 1 office and a reception area, staff room, assembly hall and the school kitchens.

There is also 1 demountable for use by the Juniors (Block 1468) .





The Infant Building (Block 109), has a gross internal area of 1185sqm. This building houses 5 classrooms, pupil cloakrooms, Nursery Classroom, Community Room, Assembly Hall, staff room and breakout room.

There are 2 demountables for use by the infants (Blocks 1466 & 1467)



Whilst the outside space consists of playground surfaces, and grassed area (the identified site for the new building), direct access to areas suitable for outside curriculum activities which are directly adjacent to the classrooms are limited and cordoned off with trellis work.



The Council's condition surveys, undertaken in 2018 have classified the school as category C+ for the condition of the educational estate and category C for suitability. Whilst the site is not identified as being on a flood plain, the location runs adjacent to the Nant y Aber River.

It is located along Lewis Drive with limited drop off facilities and bus parking zones which has raised safety concerns regarding egress to and from the site as it is located on the only access road into a busy estate. The school was originally designed as 2 separate buildings, later

amalgamating to create the primary school. As such the layout of buildings is disjointed, with an exposed access route linking the 2 main buildings.

The internal layout of both main buildings is based on a spoke model, both accommodating a central hall which then link via long corridors to a cluster of classrooms with small breakout areas. Lighting throughout operates with older style fluorescent lighting strips. The buildings have been identified as having asbestos throughout which has been made safe for the school to operate but limits any additional physical works on them.

## **Illustrative Master Plan**

'A Foundation for Success' provides a framework for the future regeneration of the County Borough up to 2023. The document sets out strategic priorities for regeneration under four key themes:

- Supporting People (reducing inequality, building capacity and resilience to create healthier, prosperous, cohesive communities)
- Supporting Business (creating employment opportunities, increasing entrepreneurial activities, encouraging innovation and improving access to employment)
- Supporting Quality of Life (providing the right physical environment for our communities that encourages them to prosper)
- Connecting People and Places (improving connectivity locally, regionally and globally)

The Regeneration Strategy is supported by a suite of targeted action plans and strategies aimed at capturing regeneration opportunities and developing key sites and premises throughout the County Borough.

The Masterplan identifies a number of projects in the area that could deliver substantial economic and community benefit, and it will provide a framework for the delivery of those projects.

In addition, the number of school aged children is expected to increase within the Masterplan Area as a result of new development and it is important that there are opportunities for schools to expand to accommodate additional pupils. The Council has recently agreed in principle the provision of additional school places within the wider area subject to funding being confirmed for individual projects, business cases being approved by Welsh Government and the outcome of individual consultations will be considered as part of the 21st Century Schools programme.

This proposal forms part of that Strategy moving forward.

## **HOW WOULD OTHER SCHOOLS BE AFFECTED?**

Changes in one part of the Education sector in the County has a wider 'ripple' effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

## Early Years Provision and Projected Demand

Caerphilly County Borough Council recognises the value and importance of childcare as a vital element of the anti-poverty agenda as well as providing an enriched, safe and nurturing environment in which the children and young people of the county borough can flourish and have fun. As such the Council has an Early Years' Service area that is dedicated to managing all aspects of the childcare market in a coordinated manner.

The proposal supports the Local Council and Welsh Government's Childcare Offer for Wales and Flying Start Programme. There is currently a childcare wrap provision catered for onsite and it is not anticipated that this will change as a result of this proposal and therefore existing provision will continue to operate as part of the site campus ensuring nurturing provision at a young age.

## Primary Years Provision, Growing school model and Admissions

Current pupils on roll equate to 271 children plus 35 nursery of which 73.31% are from within catchment.

<b>Table 2: Actual and Projected Numbers in attendance</b>		
<b>Year</b>	<b>Number on Roll</b>	<b>Excluding Nursery</b>
2020	306	271
2021	301	266
2022	282	245
2023	287	250
2024	299	263
2025	322	286
2026	346	310
2027	375	339
2028	404	368
2029	427	391
2030	441	405

\*Figures take into account projected pupils from new building developments identified within the catchment area

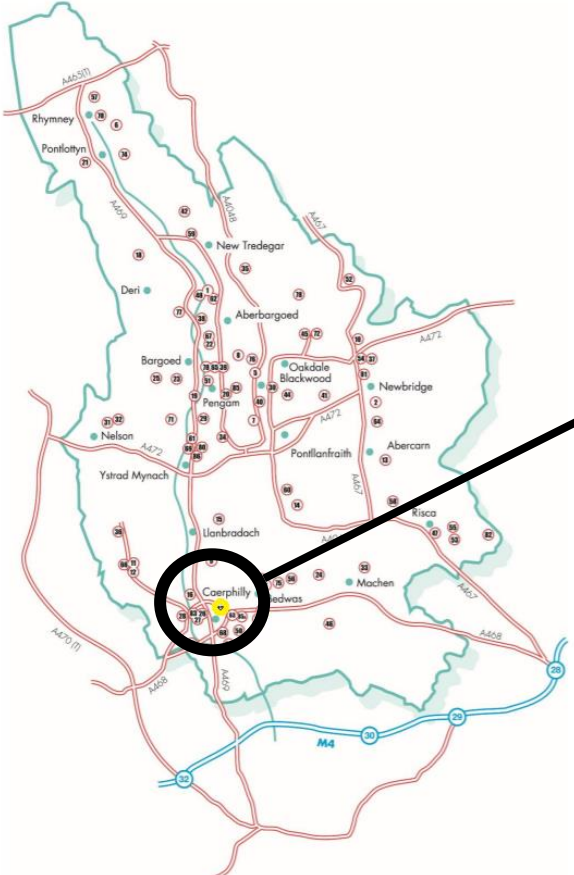
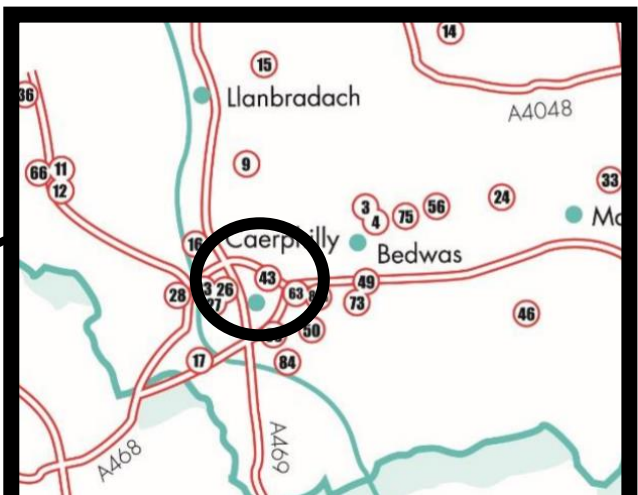
Through pupil projections and taking into account significant new housing planning applications received (circa 602 units agreed up until 2030 with a further 35 units proposed to be built after that period), Plasyfelin has been identified as a 'growing school'. It is anticipated that the admission number for the new school will be 60. However, consideration will be given when the school initially opens to a lower admission number that will be increased incrementally until it reaches its full capacity of 420 pupils plus nursery to cater for growing demand and minimise the impact on neighbouring schools.

## Catchment Area Arrangements

The Council believes that this proposal represents the best opportunity to safeguard and sustain educational standards for the future and provides a platform for improvement at Plasyfelin

Primary school by providing an integrated building which aspires to stimulate the teaching and learning environment with 21<sup>st</sup> Century facilities including improved ICT facilities, outdoor play, sporting pitch and extended access provision for community use, centred on the learning, self-esteem and the wellbeing of all.

**Table 3: Catchment Area for current schools**

 <p style="text-align: center;"><i>Caerphilly County Borough Map</i></p>	<p>The existing Plasyfelin Primary school is located within the Caerphilly basin area and falls within the Morgan Jones ward.</p>  <p>The ward profile based on the 2011 census information indicates that 5.1% of the ward population is between 5-9 years</p> <p>It is proposed that the catchment area would remain unchanged as part of this development.</p>
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## Impact on other schools

Considering the current data available, 844 children are identified living within the catchment area that are eligible to attend Plasyfelin, 27.01% are in attendance, with 33.5% attending other English medium provision and the remaining 39.45% attending Faith and Welsh medium provision.

6 community English medium primary schools and 2 community Welsh medium schools are within close proximity to the existing site which include, Cwrt Rawlin Primary, Hendredenny Primary, Hendre Infants School, Hendre Junior School, St. James Primary, The Twyn Primary, YGG Caerffili and YGG Y Castell.

**Table 4a: Actual and Projected Numbers in attendance (Neighbouring Schools)**

	<b>Cwrt Primary</b>	<b>Rawlin</b>	<b>Hendredenny Primary</b>	<b>Hendre School</b>	<b>Infants</b>	<b>Hendre Junior School</b>
<b>Capacity</b>	325		236	186		240
<b>Admissions</b>	46		33	47		52
<b>Year</b>	<b>No. on Roll (excluding Nursery)</b>		<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>		<b>No. on Roll (excluding Nursery)</b>
2020	314		218	112		184
2021	317		219	96		160
2022	316		220	83		159
2023	317		228	84		145
2024	317		234	95		130
2025	320		231	91		129
2026	321		231	89		116

**Table 4b: Actual and Projected Numbers in attendance (Neighbouring Schools)**

	<b>St. James Primary</b>	<b>The Twyn Primary</b>	<b>YGG Caerffili</b>	<b>YGG Y Castell</b>
<b>Capacity</b>	330	442	389	486
<b>Admissions</b>	47	56	55	70
<b>Year</b>	<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>	<b>No. on Roll (excluding Nursery)</b>
2020	263	419	382	410
2021	259	411	382	419
2022	256	409	389	437
2023	257	405	390	452
2024	258	400	392	456
2025	266	399	388	469
2026	258	405	385	461

Increasing the admission number by a manageable amount will allow for the growth of Plasyfelin while not over developing the provision to destabilise other already established educational provisions within the area.

## Disruption to pupils

The proposal seeks to build a new Primary School on the lower plateau of the existing Plasyfelin School facility. The site is in ownership of the Council and is already designated for Educational use as part of the deed package and within the designation for the purposes of the adopted Local Development Plan.

Through utilising an existing site, during the build phase, the council will work with the contractor to ensure there would be minimal disruption to the daily operations of the existing school cohort, on the Plasyfelin School site until the site is ready to be accommodated at which time learners would be supported through the transplantation process.

## Secondary Provision

Plasyfelin Primary school is a feeder school for Bedwas High School which has a published capacity of 929. Whilst secondary education is being reviewed within the authority at present,

until such time that a determination has been made, it is the assumption of this proposal that the current feeder configuration would remain the same. Based on September 2020 actuals, the school has 24.52% surplus places and 86.82% of its current pupil roll is from within catchment. Future pupil plotting indicates that Bedwas High School has sufficient capacity to accommodate any influx of Plasyfelin pupils as a result of the projected building developments in the area moving forward.

## WHAT WILL BE THE IMPACT OF THE PROPOSAL?

### Education Standards, Quality and Leadership

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Authority (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Table 5: Estyn Judgement Scale	
Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The most recent inspection results for the current school is outlined below. Copies of the full report is available from the [Estyn website](#)

### Plasyfelin Primary School Estyn Summary

1. Standards: **good**
2. Wellbeing: **good**
3. Learning experiences: **good**
4. Teaching: **good**
5. Care, support and guidance: **good**
6. Learning environment: **excellent**
7. Leadership: **good**
8. Improving quality: **good**
9. Partnership working: **good**
10. Resource management: **good**

Estyn provided the following qualitative judgements about the school:

- Most pupils make strong progress in relation to their starting points
- Most pupils' speaking and listening skills develop well
- Nearly all pupils are very well behaved and strongly motivated to learn
- Most pupils have a high awareness of how to stay healthy
- Most pupils with additional learning needs make good progress in meeting their targets
- The quality of care, support and guidance enhances pupils' learning well
- The quality of teaching is effective in most classes
- There is a suitably balanced curriculum that engages pupils' interest.

The school's prospects for improvement were also identified as good because:

- The headteacher provides clear, strong leadership there is effective teamwork in the school at all levels
- The governing body supports and challenges the school well
- The school's self-evaluation processes are rigorous and well established
- Leaders and managers put improvement plans into action successfully
- Staff manage resources well and pupils benefit from a learning environment of high quality
- There are effective links with partner schools, which have supported improvements in teaching and learning well.

### **Covid-19 pandemic**

The school has continued to provide good support for learners during the Covid-19 pandemic, demonstrating commitment, perseverance and resilience. Wellbeing has continued to be a priority during this period, with particular support for vulnerable families living in the community.

The schools has also provided a programme of training for staff. This has enabled teachers to successfully utilise emerging technologies to deliver remote lessons and blended learning strategies.

### **Governance Arrangements**

There are no proposed changes to the existing governance arrangements in order to minimise any negative impact on educational outcomes.

During (and after) the proposal, the school will continue to receive ongoing advice and support from the local authority, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.

### **Staff Matters**

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.



By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises that retaining the experience and support of the existing staff cohort at the school will support pupils through a period of transition although this will be at the discretion of the governing body. This proposal supports the potential to expand provision, breadth of knowledge accessible to the pupils and encourage workforce development through the sharing of best practice.

## **Financial Matters**

Funding has already been set aside for the Council's share of the capital costs of the project. The recurrent (revenue) costs will be considered as part of budget planning moving forward. Any additional costs or savings will be factored into the Council's Medium-Term Financial Plan.

Caerphilly CBC Members have already agreed to set aside an earmarked reserve for the Council's contribution to capital costs associated with the Authority's 21<sup>st</sup> Century Band B proposals. The value of this reserve is currently £6.975m.

The Authority's contribution to Phase 1 of the programme is currently estimated at £6.413m. This figure includes a contribution of £647k from a Social Services Capital earmarked reserve to support additional spend on the Trinity Fields Project, subject to full planning application approval. Consequently the balance remaining as uncommitted from the £6.975m is currently £1.209m.

The Authority's contribution towards phase 2 of the programme is estimated at £5,925,000, as detailed above. This cost will be met from the remaining funding of £1.209m already earmarked for 21<sup>st</sup> Century Schools, plus a figure of £4.716m from the Authority's Place-Shaping Reserve.

The proposal to build a new school for Plasyfelin Primary is 1 of the 3 projects identified in Phase 2 of the programme.

## **Impact on Welsh Language Provision**

The First Minister's programme for Government 2016-2021 Taking Wales Forward, is working towards one million people speaking the Welsh language by 2050.

The Welsh Language (Wales) Measure 2011, the School Standards and Organisation (Wales) Act 2013 and the Legislation (Wales) Act 2019, provides a series of standards and places a statutory duty on the Council to assess the demand for Welsh medium education in the area. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

As set out in its Welsh in Education Strategic Plan where Caerphilly County Borough Council's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities is evident. The Council is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible.

33.41% of children within the Plasyfelin Primary School catchment attend Welsh Medium provision and demand is continuously monitored. This has been catered for through growth in Welsh Medium provision as identified in the WESP.

Plasyfelin Primary School provides English medium provision but through its curriculum, encourages pupils to develop basic Welsh language skills which is demonstrated through the work they produce and colourful displays throughout the existing school. This proposal would seek to further support and promote the development of Welsh language by the pupils and ensure that signage is dual language as well as ensuring that as part of the recruitment process the ability to speak Welsh would be desirable.

## Learner Travel Arrangements

The proposal seeks to create a new and enhanced facility through a new building located on the existing Plasyfelin site. Therefore the likely effect of different travelling arrangements as a result of the proposal is negligible.

The table below details the nearest available alternatives:

<b>Table 6: Geographically Nearest Alternative schools</b>			
<b>School Name, Postcode</b>	<b>Medium</b>	<b>Condition</b>	<b>Distance / Travel</b>
YGG Caerffili, CF83 3AH	Welsh	A	0.3 miles
Ysgol Y Castel, CF83 1WH	Welsh	B	0.6 miles
The Twyn, CF83 1UT	English	C+	0.9 miles
Hendre Infants, CF83 2RP	English	C+	1.2 miles
Hendre Juniors, CF83 2RP	English	B	1.2 miles
Hendredenny Primary, CF83 2BL	English	C+	1.4 miles
Cwrt Rawlin, CF83 1SN	English	C+	1.6 miles
St James Primary, CF83 3GT	English	C+	1.7 miles

It is always the intention of the Council to provide a system of transport that seeks to ensure pupils can safely and comfortably access their education. As the proposed location for the new building is within the curtilage of the existing Plasyfelin Primary School site, a number of 'Safe Travel' routes, as far as reasonably practicable, are already established such as lighting and designated footpaths. During an initial site visit by the 21<sup>st</sup> Century Schools team, it has been identified that the access road and designated bus/taxi turning points could potentially be improved as part of the site design process to alleviate any local traffic concerns and this will be taken into consideration at the relevant stages as the proposal progresses.

## Equalities

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact – for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

A new socio-economic duty set out in section 1 of the Equality Act 2010, came into force on 31st March 2021. The Caerphilly Council's Integrated Impact Assessment (IIA) template will be utilised to undertake an initial Equality Impact and Welsh Language Impact Assessment which will be further reviewed in the light of any additional elements highlighted through the statutory consultation processes as the proposal progresses.

The utilisation of the new IIA design will shape the Council's work in ensuring equal access to all services and further help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

A full Integrated Impact Assessment has been undertaken. This document is available to view a part of the consultation pack on the website.

## **Specialist Facilities / Additional Learning Needs**

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e increases and decreases in the pupil population). The Council is also required to identify an authority-wide strategy for community provision in schools, as well as specialist provision for pupils with Special Educational Needs (SEN) or disabilities.

The Authority recognises the impact of the Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the need to future proof provision. Through the Band B programme, consideration of the correct types, quantity and quality of provision to meet the future needs of the population has been considered.

This proposal will support Plasylfelin Primary School in accommodating and supporting children with additional learning needs. The design and layout of the new building will enable improved accessibility, flexibility and multi-functional areas that can be adapted subject to demand.

## **Community Impact and Community Benefit**

The proposed project will take into account the desire to encourage and facilitate community use of the asset. Our aspiration and a pre-requisite for Welsh Government investment, is to commit to making assets available to support educational need, community use, promote community resilience and contribute to meeting several Local Authority Strategies. To optimise the use of

the new infrastructure and resources, as part of the proposal, flexibility will be built into the school suited to local demand.

### **Community Provision and Community Use**

Plasyfelin Primary school currently accommodates a number of groups. Groups range in age and usage, for example Family groups, Amateur Dramatics, Adult education courses to support upskilling, an outreach programme with Ystrad Mynach College, a summer school and usage of their outdoor space by the local football team as well as the aforementioned community childcare facility. These extra-curricular activities will continue to be supported moving forward and will not be interrupted as part of any build process.

The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use as well as access to outdoor recreational facilities accessible outside of school hours.

### **Digital Inclusion**

Caerphilly Council has clear aspirations for all schools to become community learning centres as part of their Hwb Programme. As such, community use and the appropriate infrastructure required to achieve this is now one of the key elements of the project and planning process moving forward and representatives from the Local Council's Digital Services and Building Consultancy departments advise as part of the project team.

Over the next 5 year period, resources have been allocated to ensure that all schools within the borough will meet the Education Digital Standard and any new developments will have the required infrastructure built into the specifications in advance to ensure compliance which will include community wifi.

In addition to providing the physical infrastructure, the Adult Education team within the Council has developed robust operational plans to deliver the Digital 2030 Strategic Framework and widen access to learning activities at a time and place flexible to the needs of the community, implemented in accordance with the Wellbeing of Future Generations (Wales) Act 2015 and the five principles of working.

### **Sport and Outdoor Play Facilities**

The Curriculum for Wales identifies 6 areas of learning and places a great emphasis on Health and Wellbeing above all others.

The Council recognises that children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills across all Areas of Learning, indoors and outdoors.

Children should be encouraged to enjoy physical activity. The provision of physical education through sporting and outdoor facilities plays a vital role in encouraging pupils to explore and develop the physical and mental skills essential to taking part in a variety of different activities.

*'Our vision for sport and active recreation is to encourage healthy lifestyles and support our pupils and residents to be more active, more often'* as reflected in Caerphilly's Sports and Active

Recreation Strategy 2019-2029 and the health and wellbeing priorities set in the Corporate Plan 2018-2023.

As part of the design process, this proposal will enhance the outdoor play facilities with soft/hard play areas, suitable equipment and provision for a multi-use games area with 3G surface and adaptable hall which will be accessible to the pupils and the wider community.

### **Community Benefit**

Projects include Community Benefits as a Core Requirement and will therefore be scored as part of the Quality evaluation. It sets out a number of targets around local targeted recruitment & training, supply chains, community & education initiatives and environmental matters such as minimising waste and reducing energy consumption. Protecting habitats, biodiversity and reducing pollution is a matter of course throughout the contract period and relevant surveys will be undertaken and included within the procurement documentation.

## **WHAT ARE THE BENEFITS OF THE PROPOSAL?**

### **Benefits**

The principal benefits of the scheme are as follows:

- Provides an 'all-new' primary school for 420 pupils plus an additional 60 nursery places
- A new school to replace an existing 52 year old premises with substantive restraints
- Provision of energy efficient facility
- Modern state of the art classrooms
- New catering facility and flexible hall
- New outdoor activity facility
- Modern flagship primary facility in Caerphilly basin
- Space maximisation through reconfiguration of site
- A stimulating environment to deliver high quality learner outcomes
- Community Use

### **Disbenefits**

The principal disbenefits of the scheme are as follows:

- The site will be cordoned into zones during the build phase, however the Council will work with contractors to minimise any disruption on the site and to the daily operation of the school
- There will be a period of transition for the pupils and appropriate support for 'Settling in' will require consideration
- The current buildings will need to be decommissioned, demolished and disposed of in line with appropriate guidelines when the new facility is complete
- It is anticipated there will be minimal impact on other schools through a managed and phased capacity increase

## Risks

Risks will be managed pro-actively in accordance with our risk management procedures. The programme makes an allowance for a risk contingency to cover unforeseen events, having regard to the results of the optimism bias assessments.

The Council also recognises the risks associated with construction procurement especially in light of current Covid implications on the industry.

The principal risks of the delivery of the scheme are identified as follows:

<b>Table 7: Risks and Mitigation</b>	
<b>Principal Risks</b>	<b>Mitigating Factors</b>
Planning process (this is separate to this consultation document)	The planning process will be managed by Property Services in line with legislative requirements
Impact of any planning conditions on cost	Full Tender process will be undertaken
Sufficiency of funding to deliver scope including abnormals	Contingency planning will form part of the tender process
Availability of resources/ contractors	The South East & Mid Wales Collaborative Construction Framework (SEWSCAP) framework will be accessed
Rising costs due to regional supply/demand dynamic	Will be managed through contingency planning
Design development	In house architect service will be accessed
Adverse weather conditions	Factored into project management timelines
Sufficiency of Utilities services	Factored into project management timelines
Project Governance and decision making	Full Project Board will be established
Benefits realisation (meeting end user requirements)	<p>The consultation process prescribed by the School Organisation Code 2018 does not apply in this instance where a main entrance of the school on its new site would be under 1 mile from the current site and the enlargement is less than 25% of the current capacity, both of which apply in this case.</p> <p>The Council's Consultation and Engagement Framework 2020-2025 and "Spectrum of Engagement" will be utilised to ensure the appropriate level of engagement in informing and consulting stakeholders and will mirror the processes outlined in Section 3 of the School Organisation Code 2018.</p>

## Options framework

The Welsh Government's Business Case Guidance in relation to utilisation of the Options Framework approach has been followed to identify the widest possible number of feasible options, focusing on the following key dimensions: scope, service solution, service delivery, implementation and funding.

As such, in development of this proposal, an options appraisal has been undertaken to consider the relative desirability, viability and feasibility of a proposal.

A cross-departmental working group consisting of representatives from the 21<sup>st</sup> Century Schools Team, Education Directorate, Sport and Leisure, Inclusion Services, Property Services, Finance and Health and Safety was established to:

- Prepare and appraise a longlist of options
- Evaluate and score each option as to the extent to which each option meets the investment objectives and critical success factors identified and weighted as priority areas by the Council.
- Discount or carry forward options for further consideration in the shortlist based on the preliminary analysis and scoring to identify viable options.
- Recommend a preferred way forward which will form the basis for the consultation exercise

## Options Longlist

The following options were considered and scored: -

<b>Table 8: Options Appraisal Longlist</b>	
<b>Option</b>	<b>Longlist Options: Description</b>
<b>Option 1 *</b>	<b>Do Nothing :</b> No change to existing school
<b>Option 2</b>	<b>Do Minimum:</b> Removal of 3 ageing demountables
<b>Option 3</b>	<b>Do Intermediate:</b> Removal of 3 ageing demountables and demolition of one of the existing main buildings to enable an extension onto the other main building, increasing overall capacity
<b>Option 4</b>	<b>Do Major:</b> New same size replacement primary school building on the existing Plasyfelin School site
<b>Option 5</b>	<b>Do Maximum</b> New enlarged replacement primary school building on the existing Plasyfelin School site to accommodate 420 pupils plus 60 nursery with community usage

\*Please note, Option 1 is considered the status quo option and is always included in the shortlist as a benchmark for value for money.

Each option was initially discussed between a selection of Council Officers from across multiple-department. Each option was evaluated against the investment objectives and the extent to which it met the Critical Success Factors. This results in options either being discounted, carried forward for further consideration in the short list or identified as a preferred way forward.

### Critical Success Factors:

- Building Bulletin compliant school
- Low carbon, low energy eco-friendly environment
- Building suited to local environment and acceptable to planning Authority
- Education facility that is acceptable to stakeholders
- Delivered within budget and within required timescales
- Agreement of the proposal by Welsh Government

As well as considering the Critical Success Factors, the Officers also considered the Strategic Fit, Educational Fit, Accessibility, Financial Fit and Environmental Impact as key Investment Objectives.

### Investment Objectives:

The Investment Objectives were weighted based on the current priority areas for the Council. Priority Investment areas were given a 5 (High) to 1 (Low).

Each option was then scored against the criteria outlined above

**5** exceeds the criteria

**4** meets the criteria

**3** neither meets/does not meet the criteria

**2** partially meets the criteria, and,

**1** does not meet the criteria

The score was then multiplied by the weighting for each section and an overall total for each option.

**Table 9: Weighted Decision Matrix**

Investment Objectives			Options									
			1		2		3		4		5	
		Weight	Score	Total	Score	Total	Score	Total	Score	Total	Score	Total
1	Strategic Fit	5	0	0	1	5	4	20	3	15	5	25
2	Educational	5	0	0	0	0	3	15	3	15	5	25
3	Accessibility	4	0	0	1	4	4	16	5	20	5	20
4	Financial	4	0	0	0	0	4	16	4	16	5	20
5	Environmental	4	0	0	2	8	2	8	4	16	5	20
			<b>0</b>		<b>17</b>		<b>75</b>		<b>82</b>		<b>110</b>	



Decision Matrix Key:

Weight: 5 is a high priority investment objective – 0 is low

(Weighting reflects current Council Priorities)

Score: 5 fully meet the investment objective criteria - 0 does not meet the needs

Total: Score x Weighting

<b>Table 10: Options Appraisal - Longlist scoring and ranking</b>			
<b>Option</b>	<b>Description</b>	<b>Appraisal Score</b>	<b>Appraisal Ranking</b>
<b>Option 1</b>	<b>Do Nothing :</b> No change to existing school	<b>0</b>	<b>5</b>
<b>Option 2</b>	<b>Do Minimum:</b> Removal of 3 ageing demountables	<b>17</b>	<b>4</b>
<b>Option 3</b>	<b>Do Intermediate:</b> Removal of 3 ageing demountables and demolition of one of the existing main buildings to enable an extension onto the other main building, increasing overall capacity	<b>75</b>	<b>3</b>
<b>Option 4</b>	<b>Do Major:</b> New same size replacement primary school building on the existing Plasyfelin School site	<b>82</b>	<b>2</b>
<b>Option 5</b>	<b>Do Maximum</b> New enlarged replacement primary school building on the existing Plasyfelin School site to accommodate 420 pupils plus 60 nursery with community usage	<b>110</b>	<b>1</b>

### Options Shortlist

The outcome of the options analysis resulted in the highest 2 scoring options being taken forward to a shortlist, where the benefits if the options were considered.

For this proposal, Options 4 and 5 are outlined in more detail below:

<b>Table 11: Options Appraisal Shortlist</b>	
<b>Option</b>	<b>Description</b>
<b>Option 4</b>	<b>Do Major:</b> New same size replacement primary school building on the existing Plasyfelin School site
<b>Option 5</b>	<b>Do Maximum</b> New enlarged replacement primary school building on the existing Plasyfelin School site to accommodate 420 pupils plus 60 nursery with community usage

The tables below illustrate this based on comparative analysis:

**Table 12 : Option 4 Overview - Critical Issues, Benefits and Disbenefits**

<p>Option Overview: New same size replacement primary school building on the existing Plasyfelin School site</p>	
<p>Critical issues:</p> <ul style="list-style-type: none"> <li>➤ A new school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century.</li> <li>➤ Meeting the recommendations of BB 99</li> <li>➤ Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment.</li> <li>➤ Improved access to outdoor learning facilities</li> <li>➤ Improved school building and facilities. The project will deliver a school building that will be more energy efficient, reduce the backlog maintenance and ensure compliance with Equality Act 2010</li> </ul>	
BENEFITS	DISBENEFITS
<ul style="list-style-type: none"> <li>• Addresses long term issues of pupils being taught in modular accommodation that are graded C/D for suitability and providing a long term solution</li> <li>• Removal of 2 CLASP buildings</li> <li>• Reduction in maintenance and on-going running costs</li> <li>• Provides adequate and equitable teaching and childcare environment to meet Building Bulletin requirements.</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Provides a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities including improved ICT facilities, centred on the learning, self-esteem and well-being of all pupils and improve lifelong learning opportunities for members of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to accommodate future demand for pupil numbers</li> <li>• Need to minimise any disruption to site whilst existing build is still in operation</li> <li>• Compromising access routes into the existing site would also need to be monitored and minimised</li> <li>• Additional demolition costs associated with removal of CLASP buildings</li> </ul>

**Table 13 : Option 5 Overview - Critical Issues, Benefits and Disbenefits**

<p>Option Overview: New enlarged replacement primary school building on the existing Plasyfelin School site to accommodate 420 pupils plus 60 nursery with community usage</p>
<p><b>Critical Issues</b></p> <ul style="list-style-type: none"> <li>➤ A new school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century</li> <li>➤ Meeting the recommendations of BB 99</li> </ul>

<ul style="list-style-type: none"> <li>➤ Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment</li> <li>➤ Improved access to outdoor learning facilities</li> <li>➤ A school building that will be more energy efficient, reduce the backlog maintenance and ensure compliance with Equality Act 2010</li> <li>➤ Facility with an ability to meet projected demand and community need</li> </ul>	
BENEFITS	DISBENEFITS
<ul style="list-style-type: none"> <li>• Brand new fit for purpose building</li> <li>• Provides an adequate and equitable teaching environment to meet Building Bulletin requirements</li> <li>• Complies with all National and Local policies</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation</li> <li>• Meets projected future demand</li> <li>• Minimal impact or disruption to daily school operations</li> <li>• New build to be located on the existing school site</li> <li>• No additional costs linked to land purchase</li> <li>• Removal of 2 CLASP buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Need to minimise any disruption to site whilst existing build is still in operation</li> <li>• Compromising access routes into the existing site would also need to be monitored and minimised</li> <li>• Additional demolition costs associated with removal of CLASP buildings</li> </ul>

### Preferred Option and Alternative options that have been discounted

On the basis of the above analysis, the preferred way forward is the Do Maximum Option, as this meets all the investment objectives and Critical Success Factors, strongly in most cases.

Taking the appraisals together delivers the conclusion that a new build scheme provides the best balance of costs, benefits and risks, with the limited rebuild options offering poor value for money and high risk. Option 5 is confirmed as the preferred option following the full economic appraisal.

Table 14: Recommended Preferred Option	
Option	Description
<b>Option 5</b>	<b>Do Maximum</b> New enlarged replacement primary school building on the existing Plasyfelin School site to accommodate 420 pupils plus 60 nursery with community usage

The remaining options do not fully meet the spending objectives and are therefore discounted.



## NEXT STEPS

### Consultation Period and key dates

#### **The formal consultation process begins on Wednesday 20<sup>th</sup> October 2021**

This consultation document and response form are available electronically on the Council website.

Further information is available on the [21<sup>st</sup> Century Schools webpages](#)

A Children and Young People's Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 so that the necessary arrangements can be made to provide this service.

In keeping in line with mirroring the processes for maintained school proposals, a 42 day consultation period will be undertaken to give sufficient time for feedback to be gained.

#### **The closing date for responses to this consultation is midnight on Wednesday 1<sup>st</sup> December 2021**

Unfortunately, we will not be able to consider any responses received after this date.

### Reporting and Decision Making

Following consultation, Caerphilly's Cabinet will receive a Community Engagement Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, there is no requirement to publish a Statutory Notice as this proposal is not subject to the requirements under the School Organisation Code 2018. Subject to approval, the proposal would progress to Full Business Case submission to Welsh Government and a full planning application process.

### Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

For this proposal, we will be undertaking a paper consultation exercise. Due to the current implications of COVID-19 we will refrain from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
- Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly

## Your views matter

Please complete the questionnaire and return via post or email to:

### Consultation Response 'Plasyfelin'

c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG  
[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)



Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.

## SUPPORTING INFORMATION

### Frequently Asked Questions

The Council and the 21<sup>st</sup> Century Schools Team have a history of delivering innovative and transformational projects as part of the Band A 21<sup>st</sup> Century Schools Programme and beyond.

The 21<sup>st</sup> Century Schools Team will be collating a list of potential queries based on experience from leading on prior proposals in the form of an 'Frequently Asked Questions' document that will be posted on the website along with this consultation documentation.

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# 21st Century Schools Consultation Document



## Proposal to create a Pupil Referral Unit

Centre for Vulnerable Learners, Pontllanfraith

20<sup>th</sup> October 2021 - 1<sup>st</sup> December 2021



This document is available electronically at

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Information can also be made available in other formats, languages and in hard copy on request. Please contact us on 01443 864817 to arrange this.



Ysgolion a Cholegau yr 21ain Ganrif  
21st Century Schools and Colleges



Llywodraeth Cymru  
Welsh Government

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# INTRODUCTION

## What is this booklet about?

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21<sup>st</sup> century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or likely to attend a pupil referral unit. It sets out the changes we are suggesting and the rationale, linked to this type of educational facility which is accessible by all pupils referred to the Education Other Than At School (EOTAS) programme.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.


## What is the 21<sup>st</sup> Century Schools and Colleges Programme?

The 21<sup>st</sup> Century Schools and Colleges programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21<sup>st</sup> century schools in Wales.

The first part of the programme (Band A) ran from 2014 to March 2019.

Caerphilly has benefited greatly from investments in the initial "Band A" 21<sup>st</sup> Century Schools programme with approximately £56.5 million invested in schools for both educational and community use.

Band A funding in Caerphilly was used to deliver :

	Project Name	Band A Investment
	✓ Islwyn High School	£22.6m
	✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus	£19.2m
	✓ Idris Davies School 3-18	£8m
	✓ Newbridge School extension	£2.6m
Image of Islwyn High School	✓ Blackwood Comprehensive improvements	£2m

	✓ Blackwood Comprehensive 3G pitch	£865k
	✓ Trinity Fields School improvements	£1.3m

Educational transformation remains a vital outcome of our investment in Band B of the Programme. The second part of this funding (Band B) started in April 2019, with the priority areas being:

- Reduce the number of poor condition schools
- Ensure that we have the right size schools in the right location
- Provide enough places to deliver Welsh and English medium education
- Ensure the effective and efficient use of the educational estate

Caerphilly County Borough Council submitted a Strategic Outline Programme (SOP) and received Welsh government approval in principle for an identified investment of £78 million, subject to individual project consultation and approval. The SOP set the strategic vision for the Band B programme within the context of the priorities and wellbeing goals of the Council.

We identified a need to invest in improving our school buildings, meeting the demand for education in both Welsh and English, reducing surplus places and developing shared and co-located facilities. Our aspiration is to provide efficient and effective educational infrastructure that will meet current and future demand for places and for all facilities that receive investment committed to optimising the use of the infrastructure and resources, making assets available for community use.

## What are we proposing to do?

We are proposing to:

- **Create a Pupil Referral Unit for vulnerable pupils on the former Pontllanfraith Comprehensive site (NP12 2DA) with an anticipated completion date of September 2023.**
- The proposed centre of excellence will support vulnerable learners from across Caerphilly at Key Stage 3/4, sitting at the center of the Council's Education Other Than At School (EOTAS) Strategy and the [Cwmpawd hub and spoke model](#)
- The new facility will accommodate between 80 - 120 pupils and be equipped with high quality learning opportunities, indoor and outdoor sporting provision as well as access to first class support and will enable community use of the facilities outside of school hours

Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili**  
**Caerphilly Council's 21st Century Schools Programme**

Angwyl Arbisi o:  
 Artist's Impression of Pupil Referral Unit, Pontllanfraith.

Page 94  
 Ysgolion yr 21ain Ganrif  
 21st Century Schools

# CONSULTATION PROCESS

## Who are we consulting with?

Through [TeamCaerphilly - Better Together](#), the Council is committed to ensuring high quality, citizen focused services for the communities that comprise our county borough. In future-proofing public services, we recognise the need to ensure effective engagement which is central to our decision making - [Read more about our approach to Consultation and Engagement here](#)

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code. The Code imposes requirements in accordance with which relevant bodies including local authorities must act when bringing forward proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school.

Unlike other 21<sup>st</sup> Century Schools proposals which have been undertaken to date, this legislation does not apply to pupil referral units and as such the consultation process prescribed by the School Organisation Code 2018 does not apply in this instance

However, for the purposes of progressing this proposal and to enable transparent, balanced and open decision making, a consultation process will be undertaken and reflect the principles of the Council's Consultation and Engagement Framework 2020-2025. Utilising the "Spectrum of Engagement" approach, an appropriate level of engagement in informing and consulting stakeholders will be undertaken, mirroring the equivalent processes outlined in Section 3 of the School Organisation Code 2018 only.

We will therefore advise the following of our proposals by letter or email:

<b>Table 1: Consultee List</b>	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn
Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)

Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers
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*\*of schools directly or likely to be affected by the proposal only*

**Please note:**

- All responses received during the consultation period will be recorded and summarised in a Community Engagement Report.
- Any negative responses made during the consultation period will not be counted as objections and there is no requirement to issue a Statutory Notice as part of this process, however, they will be recorded as adverse comments.
- The Community Engagement Report will be presented for initial review and endorsement at Education Scrutiny Committee, with final approval to proceed to the planning application and full business case stage sitting with Cabinet.
- Cabinet members will be provided with copies of all the responses received within the consultation period and in their original format as part of the decision making process.

**How can you find out more?**

The planning and development of effective school organisation proposals is crucial to the Welsh Government’s goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

When undertaking a consultation process in connection with a school proposal, the Council will publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People’s Summary
- An Integrated Impact Assessment

Information is made available on the Council’s website and all documentation is published in Welsh and English and available in other languages or formats on request.

Further details in relation to the processes and timelines can be found later in this document in the **‘Next Steps’** Section.

A separate Planning Application Process will be carried out by the Authority’s Property Services Department subject to the final determination being made and Cabinet approval to progress this proposal. Details of all applications can be found on the Council’s Website when the process is live.

**Views of children on the proposal**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management an improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The 21<sup>st</sup> Century Schools Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve children and young people throughout the process and post occupancy. A child friendly version of the Consultation Document will be produced and any feedback gained through the process or via alternative engagement with vulnerable children already receiving EOTAS provision will be included in the documentation forwarded to Cabinet for consideration once the consultation period has ended.

There has already been a degree of consultation with vulnerable learners whilst developing ideas around this provision. The key messages which came out of this process include:

- ❖ 96% of pupils stated that this type of provision allows them to make progress
- ❖ 88% of pupils indicated that a new PRU will provide them with the correct range of learning experiences to develop necessary skills and learn
- ❖ 66% of the pupils feel that they do not currently have enough opportunities for exercise. The development of sports facilities is integrated within this proposal.

This proposal will focus upon what is important for the individual, and what will work best for them. In this regard, responding to the pupil voice is vital. The pupil voice will be at the forefront of the design process and thus be highly influential in terms of the development of innovative, creative curriculum design that provides all learners with pathways which are secure, appropriate, coherent and aspirational. The final designs will take into consideration open-plan areas, individual/quiet learning areas and innovative spaces to learn and play. Recognition of the provision of flexible spaces to deliver Welsh Government education strategies including curriculum reform will also be given.

## WHY ARE WE PROPOSING THESE CHANGES?

### **Background Information**

Schools play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.

There is a direct link between socio-economic status, poverty and attainment in education. This is a national issue and one which Caerphilly places at the heart of its improvement plans. However, for comparison between authorities to be relevant, this must be factored in. Around half of all EOTAS pupils come from the more disadvantaged Lower Layer Super Output Areas (LSOAs) across Caerphilly; Caerphilly has 12.7% of its LSOAs in the 10% most deprived in Wales and 28.2% in the 20% most deprived in Wales (based on 2019 data).

Local Authorities can develop their own offer in terms of EOTAS provision. As a direct result of its commitment to inclusion, officers within the borough have developed an extensive offer which not only takes capacity into account but also the range of needs displayed by some of the most vulnerable students across the borough.

The Council has rigorous and robust established processes for identification and provision for those who require EOTAS. Both nationally and locally the number of pupils in need of this provision has increased. The current capacity within EOTAS facilities across CCBC stands at approximately 140. With current need at approximately 260 students, we are presently in the position of outsourcing provision for selected students. Through self-evaluation, we have concluded that current provision could be further developed and enhanced in order to improve pupils' outcomes and value for money.

The proposed PRU at Pontllanfraith will add to the existing portfolio, ensuring sufficient capacity and resources to support pupils through the most appropriate pathways and interventions as required.

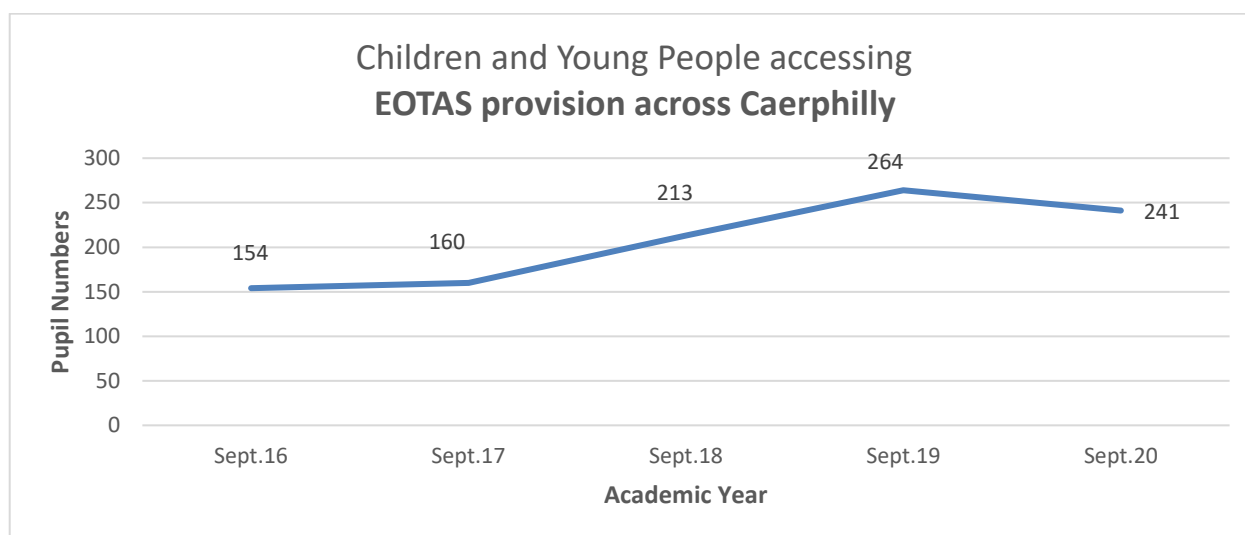
## **Planning of school places**

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or Faith medium and must be suitable for any additional learning needs.

There are approximately 27,000 school aged children in Caerphilly. Education is provided through 73 primary, 1 voluntary aided school, 1 special school, 1 x 3-18 school and 11 secondary schools. Caerphilly County Borough Council recognises that children and young people who may require provision outside of school at a given time via the EOTAS provision, are some of the borough's most vulnerable learners.

EOTAS numbers across Wales have risen in recent years. At the most recent census (18/19) they represent 3.8 per 1000 students.

Currently, there is provision within Caerphilly as well as access to procured external providers. This provision can vary considerably in terms of cost and quality.



## Condition and Suitability of school buildings

It is the Council's priority to provide the best possible education for all pupils, particularly those most vulnerable to under-achievement. There is a commitment and determination to lessen reliance on external provision and bring processes in house via the development of a centre of excellence through a portfolio Pupil Referral Unit (PRU) approach to ensure an enhanced offer which will meet the needs of all pupils and provide a bespoke pathway appropriate to their needs. The principles here are consistent with the Welsh Government approach to reshaping the Additional Learning Needs (ALN) agenda in terms of person-centered practice.

In Caerphilly we have developed a PRU at the Learning Centre, Glanynant which at present accommodates Key Stage 2 - 4 pupils. This centre is designed to support students experiencing social, emotional and behavioral difficulties.

However, alongside the provision at Glanynant, the Council has developed:

- The Innovate Project – a project run by the Local Authority's Youth Service where young people are encouraged to grow in confidence, self-esteem and independence. Though not exclusively, this does cater for students further into their educational journey and specializes in ensuring a successful transition into education post-16.
- Community Tuition at the HIVE – a small group setting with a high ratio of adult support for students with reported high levels of anxiety who may be supported by Caerphilly My Support Team (CMyST), Child and Adolescent Mental Health Services (CAMHS) or open to Social Services.
- Home Tuition – a team of tutors who deliver education to students who are currently unable to access their mainstream school for a range of reasons. This can take place in the home or also in some community settings.

Allied to the above, the increase in numbers evident from September 2018 is directly linked to a school led development in provision through the sector-leading development of Learning Progress Centres (LPC)

- LPC – there are currently 3 of these across the authority. Carefully designed and situated on mainstream school grounds, they focus on short-term intervention work with students

experiencing social and emotional difficulties. Provision is through small group tutoring with the overarching goal to re-integrate students back into mainstream education.

The proposed PRU at Pontllanfraith will form the central component of our provision and become our centre of excellence. Both PRU facilities will operate under the same umbrella, with the PRU at Glanynant reconfiguring to offer provision for Key Stages 2, and the PRU at Pontllanfraith catering for Key Stages 3 and 4, thereby ensuring sufficient capacity and resources to support pupils through the most appropriate pathways and interventions as required.

The proposed location of the new facility is situated on part of the former Pontllanfraith Comprehensive grounds (outlined in red). The proposal seeks to remodel the former grammar school building (shown in purple) for the PRU and provide additional outdoor facilities including a sports hall, multi-use games area with a 3G carpet on the lower level.

Current Site



Proposed site plan



A site investigation and topographic survey has been undertaken on the site and no issues have been identified. The current grammar school building has been vacant for a number of years and it is acknowledged that the current Condition Survey is now 2-3 years out of date and will need updating to identify any further issues with the fabric or structure of the existing building.

The site has a dedicated access route for vehicles and pedestrians and will accommodate specialist transportation vehicles as required as well as onsite parking facilities.

The land is already in ownership of the authority and the proposal to repurpose these premises would result in additional EOTAS places with a continuity of intervention support and the creation of a Centre of Excellence provision at a single location.

## Illustrative Master Plan

'A Foundation for Success' provides a framework for the future regeneration of the County Borough up to 2023. The document sets out strategic priorities for regeneration under four key themes:



- Supporting People (reducing inequality, building capacity and resilience to create healthier, prosperous, cohesive communities)
- Supporting Business (creating employment opportunities, increasing entrepreneurial activities, encouraging innovation and improving access to employment)
- Supporting Quality of Life (providing the right physical environment for our communities that encourages them to prosper)
- Connecting People and Places (improving connectivity locally, regionally and globally)

The Regeneration Strategy is supported by a suite of targeted action plans and strategies aimed at capturing regeneration opportunities and developing key sites and premises throughout the County Borough.

The Masterplan identifies a number of projects in the area that could deliver substantial economic and community benefit, and it will provide a framework for the delivery of those projects.

In addition, the number of school aged children is expected to increase within the Masterplan Area as a result of new development and it is important that there are opportunities for schools to expand to accommodate additional pupils. The Council has recently agreed in principle the provision of additional school places within the wider area subject to funding being confirmed for individual projects, business cases being approved by Welsh Government and the outcome of individual consultations will be considered as part of the 21st Century Schools programme.

This proposal forms part of that Strategy moving forward.

## HOW WOULD OTHER SCHOOLS BE AFFECTED?

Changes in one part of the Education sector in the County has a wider 'ripple' effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

### **Projected Demand**

Both nationally and locally the number of those pupils in need of this provision has increased, as evident from the volume of provision required to meet demand and the year on year trends.

- EOTAS numbers across Wales have risen in recent years. At the most recent census (18/19) they represent 3.8 per 1000 students.
- EOTAS figures in Caerphilly bear a similar trend.
- The current capacity within EOTAS facilities across the Caerphilly borough stands at approximately 140.

The current cohort of students are spread across the various types of provision.

<b>Table 2: Actual and Projected Numbers in attendance</b>								
	The Learning Centre	Innovate	HIVE	<b>PRU</b>	LPC	Home Tuition	External Agencies	Total
Current	28	32	30	<b>0</b>	60	80	50	280
2023	28	32	40	<b>40</b>	60	60	40	300
2024	28	32	50	<b>60</b>	60	40	30	300
2025	28	32	50	<b>80</b>	60	20	20	290

There is a degree of approximation with the figures above as they depend on the emerging needs of young people. Inherently difficult to accurately predict, this task will now have to face the unknown variable of how students will adapt when returning to classrooms following the removal of COVID restrictions. The investment must also consider the general growth in student numbers across all schools within the authority. At currently just over 1% of school aged children, as projected figures grow in Caerphilly, the EOTAS 1% will represent more students.

However, the figures are a realistic representation of the Council's EOTAS strategy.

Amongst many other benefits listed within this document, the development of a new PRU at Pontllanfraith will allow:

- A reduction in the need to use external agencies
- More pupils to transition from Home Tuition into Community Tuition

## **Catchment Area Arrangements**

The Council believes that this proposal represents the best opportunity to safeguard and sustain educational standards for the future and provides a platform for improvement in PRU provision through significant investment in permanent facilities. This will provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities including improved ICT facilities, outdoor play, sporting pitch and extended access provision for community use, centred on the learning, self-esteem and the wellbeing of all.

Due to the nature of the EOTAS provision, pupils may access the service from across the whole Borough. The demand on the service from day to day is often difficult to predict, due to the specific intervention requirements for that individual pupil as they could require long or short term support, however, despite a somewhat 'revolving door' scenario, it is the responsibility of the Council to ensure an adequate solution that will meet demand at all times. This proposal will help support this ethos and enable reliance on external providers to be reduced.

Presently the Council incurs costs of procured services and external agencies to meet the extra demand for places. Financially the annual cost of procuring external services to support EOTAS students for 19/20 was £1,128,754. In addition to this, £1,838,543 was spent on agency staff during the same period. Whilst it is acknowledged that developing in-house provision and a dedicated team of staff will require an approximately similar budget, the Council will be able to provide a lot more places which equates to value for money rather than savings in this instance.

## **Impact on other schools**

In relation to PRU specific facilities, there is only one other PRU facility in the borough which is at capacity, supporting up to 24 pupils at any one time across Key Stages 2 to 4 at present. Recently, we have had to increase this capacity to 28 to cope with demand. The Council is investing in the Glanynant facility through its Capital Programme, to increase capacity by a further 16 students (2 classrooms). There are however, restrictions on the site to enable any further expansion and future projected need has resulted in this proposal being put forward. It is envisaged that both premises will work in harmony, under the same umbrella, with the PRU at Glanynant reconfiguring to increase provision for Key Stages 2, and the PRU at Pontllanfraith catering for Key Stages 3 and 4, to provide enough capacity and support for these vulnerable pupils.

## **Disruption to pupils**

The proposal seeks to create a new Pupil Referral Unit facility. The site is in ownership of the Council and is already designated for Educational use as part of the deed package and within the designation for the purposes of the adopted Local Development Plan.

Through utilising an existing site, during the build phase, the development would have no impact on any existing pupil setting until the site is ready to be accommodated at which time learners would be supported through any transplantation process where relevant.

## **Secondary Provision**

The proposal will support the effective delivery of education within all secondary schools by ensuring the needs of their disaffected pupils are being met.

The service will be delivered to vulnerable young people regardless of race, gender, sexuality, language or religious belief and, in addition, the positive consequences for young people will be greater support to remain in education and training.

# **WHAT WILL BE THE IMPACT OF THE PROPOSAL?**

## **Education Standards, Quality and Leadership**

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Authority (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Welsh Government and Estyn have also historically reviewed practices in relation to pupil placement and EOTAS. The documents outlined below for information have also been used as the context for developing the LA strategy in terms of effective practice and legislation.

### **Estyn:**

Effective use of managed moves (2018)  
Healthy and Happy (2019)  
Pupil registration practices (2019)  
EOTAS (2016)

### **Welsh Government:**

Framework for action (2017)  
Statistical release (EOTAS)

This proposal will ensure that the Local Authority discharges its duty and is able to meet the recommendations contained within the Estyn remit report on EOTAS 2016, to which Caerphilly was a contributing authority, which includes:

- Recommendation 8 from Estyn states *“provide pupils with suitable education within 15 days of a decision being made that they should receive EOTAS”*.
- Recommendation 9 from Estyn states *“provide all pupils receiving EOTAS with a full-time curriculum”*.

## **Governance Arrangements**

As the proposal seeks to create a new Pupil referral Unit, there is not currently a management committee in place and this will be established moving forward. Consideration will be given to utilising existing frameworks in place within the EOTAS provision to maximise expertise in this area. The proposed changes would be planned carefully so that the schools leadership and governance supports educational outcomes.

## **Staff Matters**

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.

By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises this newly established facility will require a team of suitably trained staff to deliver curriculum content alongside specific therapy / interventions to support the wellbeing of all young people. The Council's recruitment processes will be followed as appropriate.

The Council is also committed to the principles underlying Schools as Learning Organisations. All staff are committed to professional growth and an extensive menu will be available to commit to action based research and aspire to be a better teacher, all underpinned by the Professional

Standards for Teaching and Leadership. The PRU will act as a centre of excellence in supporting staff development from within the borough and beyond.

## **Financial Matters**

Funding has already been set aside for the Council's share of the capital costs of the project. The recurrent (revenue) costs will be considered as part of budget planning moving forward. Any additional costs or savings will be factored into the Council's Medium-Term Financial Plan.

Caerphilly CBC Members have already agreed to set aside an earmarked reserve for the Council's contribution to capital costs associated with the Authority's 21<sup>st</sup> Century Band B proposals. The value of this reserve is currently £6.975m.

The Authority's contribution to Phase 1 of the programme is currently estimated at £6.413m. This figure includes a contribution of £647k from a Social Services Capital earmarked reserve to support additional spend on the Trinity Fields Project, subject to full planning application approval. Consequently the balance remaining as uncommitted from the £6.975m is currently £1.209m.

The Authority's contribution towards phase 2 of the programme is estimated at £5,925,000, as detailed above. This cost will be met from the remaining funding of £1.209m already earmarked for 21<sup>st</sup> Century Schools, plus a figure of £4.716m from the Authority's Place-Shaping Reserve.

The proposal to create a Pupil Referral Unit in Pontllanfraith is one of 3 projects identified in Phase 2 of the programme. At this time cost estimates have been developed based on published cost data for the known requirements of the project as defined in the preferred way forward option. A reasonable assessment has been made to establish likely cost of abnormalities in relation to the site. The project cost forecast currently indicates a budget requirement of £5,500,000. This project budget is supported by the Council, and Caerphilly County Borough Council's funding contribution at £1,375,000 (25%) has been included in the Council's capital programme as supported borrowing.

## **Impact on Welsh Language Provision**

The First Minister's programme for Government 2016-2021 Taking Wales Forward, is working towards one million people speaking the Welsh language by 2050.

The Welsh Language (Wales) Measure 2011, the School Standards and Organisation (Wales) Act 2013 and the Legislation (Wales) Act 2019, provides a series of standards and places a statutory duty on the Council to assess the demand for Welsh medium education in the area. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

The Council is fully aware of its obligations to support the provision of Welsh Language Education as set out in its Welsh in Education Strategic Plan where Caerphilly County Borough Council's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities is evident.

The Council is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible. Currently a 12<sup>th</sup> of students that access the EOTAS provision

could potentially come from Welsh Medium Schools across the county and it should be noted that external procured services do not offer any Welsh delivery. This proposal would address that imbalance by bringing provision back inhouse and would therefore have a positive effect on the opportunity for persons to use the Welsh language. In addition, as part of any recruitment process, the ability to speak Welsh would be desirable.

## Learner Travel Arrangements

There is a Statutory duty placed upon the Council to provide pupils with free transport to their nearest suitable school/education provider if they reside beyond 'walking distance' to that provision. All pupils are assessed in accordance with the Learner Travel (Wales) Measure 2008. Currently the Council has a Learner Travel policy that is more generous than the statutory requirements of the Measure.

The table below details the nearest available alternative in-house EOTAS provision:

<b>Table 3: Nearest Alternative in-house EOTAS provision</b>	
<b>Facility</b>	<b>Distance / Travel</b>
<b>Glanynant PRU, Learning Centre</b> NP12 3XP	3 miles
<b>Lewis Pengam, Learning Progress Centre</b> CF81 8LJ	3 miles
<b>Heolddu, Learning Progress Centre</b> CF81 8XL	5.1 miles
<b>HIVE</b> CF83 1FR	8.7 miles

It is the intention of the Council to provide a system of transport that will seek to ensure pupils can safely and comfortably access their education. The proposed new location was a former school site and as such a number of 'Safe Travel' routes, as far as reasonably practicable, are already established. These include designated bus/taxi points, lighting and designated footpaths.

Whilst the on-going cost implications have been considered and a contingency has been factored into the Council's Medium Term Financial Plan, it is not possible at present to determine the exact cost due to individual pupil needs determining the method of transport required.

## Equalities

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact – for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

A new socio-economic duty set out in section 1 of the Equality Act 2010, came into force on 31st March 2021. The Caerphilly Council's Integrated Impact Assessment (IIA) template will be utilised to undertake an initial Equality Impact and Welsh Language Impact Assessment which will be further reviewed in the light of any additional elements highlighted through the statutory consultation processes as the proposal progresses.

The utilisation of the new IIA design will shape the Council's work in ensuring equal access to all services and further help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

A full Integrated Impact Assessment has been undertaken. This document is available to view a part of the consultation pack on the website.

## **Specialist Facilities / Additional Learning Needs**

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e increases and decreases in the pupil population). The Council is also required to identify an authority-wide strategy for community provision in schools, as well as specialist provision for pupils with Special Educational Needs (SEN) or disabilities.

The Authority recognises the impact of the Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the need to future proof provision. Through the Band B programme, consideration of the correct types, quantity and quality of provision to meet the future needs of the population has been considered.

This proposal aims to provide a new model of working within the EOTAS provision, one capable of meeting the changing needs of vulnerable learners, through providing high quality support and learning environments and to ensure compliance with the Additional Learning Needs (ALN) Act. The aspiration is to secure excellence in pupil wellbeing, improve provision and outcomes for vulnerable groups through transforming the learning environment to the benefit of all through the creation of this additional PRU facility within the County, located on the former Pontllanfraith Comprehensive Site.

## **Community Impact and Community Benefit**

The proposed project will take into account the desire to encourage and facilitate community use of the asset. Our aspiration and a pre-requisite for Welsh Government investment, is to commit to making assets available to support educational need, community use, promote community resilience and contribute to meeting several Local Authority Strategies. To optimise the use of the new infrastructure and resources, as part of the proposal, flexibility will be built into the school suited to local demand.

## **Community Provision and Community Use**

The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable usage of the new facilities both internal and external, including sporting provision once the curriculum needs of the pupils have been met.

It is also the intention to develop a Community Café on site where, at dedicated times of the day, members of the community will be invited into a hospitality area to enjoy refreshments designed, developed, prepared and served by the young people who are part of the PRU. Consideration is also being given to other areas of skill and social development and how this could be incorporated as part of this proposal if given authorisation to proceed.

## **Digital Inclusion**

Caerphilly Council has clear aspirations for all schools to become community learning centres as part of their Hwb Programme. As such, community use and the appropriate infrastructure required to achieve this is now one of the key elements of the project and planning process moving forward and representatives from the Local Council's Digital Services and Building Consultancy departments advise as part of the project team.

Over the next 5 year period, resources have been allocated to ensure that all schools within the borough will meet the Education Digital Standard and any new developments will have the required infrastructure built into the specifications in advance to ensure compliance which will include community wifi.

In addition to providing the physical infrastructure, the Adult Education team within the Council has developed robust operational plans to deliver the Digital 2030 Strategic Framework and widen access to learning activities at a time and place flexible to the needs of the community, implemented in accordance with the Wellbeing of Future Generations (Wales) Act 2015 and the five principles of working.

## **Sport and Outdoor Play Facilities**

The Curriculum for Wales identifies 6 areas of learning and places a great emphasis on Health and Wellbeing above all others.

The Council recognises that children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills across all Areas of Learning, indoors and outdoors.

Children should be encouraged to enjoy physical activity. The provision of physical education through sporting and outdoor facilities plays a vital role in encouraging pupils to explore and develop the physical and mental skills essential to taking part in a variety of different activities.



*'Our vision for sport and active recreation is to encourage healthy lifestyles and support our pupils and residents to be more active, more often'* as reflected in Caerphilly's Sports and Active Recreation Strategy 2019-2029 and the health and wellbeing priorities set in the Corporate Plan 2018-2023.

As part of the design process, this proposal will provide bespoke sporting and outdoor facilities. Whilst these are yet to be finalised, discussions include a sports hall containing a climbing wall and boxing ring in addition to an outdoor multi-use games area with 3G surface.

### **Community Benefit**

Projects include Community Benefits as a Core Requirement and will therefore be scored as part of the Quality evaluation. It sets out a number of targets around local targeted recruitment & training, supply chains, community & education initiatives and environmental matters such as minimising waste and reducing energy consumption. Protecting habitats, biodiversity and reducing pollution is a matter of course throughout the contract period and relevant surveys will be undertaken and included within the procurement documentation.

## **WHAT ARE THE BENEFITS OF THE PROPOSAL?**

### **Benefits**

The principal benefits of the scheme are as follows:

- Provides an 'inhouse' facility with a minimum of 80 places to cater for the needs of disaffected pupils.
- Space maximisation through reconfiguration of site
- A stimulating environment to deliver learner outcomes specific to the needs of each individual pupil and support the delivery of the '4 purposes' that underpin the new Curriculum for Wales
- New outdoor activity facility to enhance curriculum need for pupils
- Centre of Excellence for professional development
- Facility that is central to the delivery of the CCBC EOTAS Strategy
- Innovative approach based on a hub and spoke model for the delivery of the 'Cwmpawd' programme
- Reutilisation of a former school site and grammar school building
- Community Use of the school facilities, after meeting the curriculum needs of pupils during school session times

### **Disbenefits**

The principal disbenefits of the scheme are as follows:

- The proposed location is within less than a 3 mile radius of the only other PRU facility for the Authority, however it should be noted that it has intentionally been identified for use as it is a central location and through reconfiguration of the existing provision, the PRU at Glanynant will accommodate Key Stages 1 to 2 and the PRU at Pontllanfraith Key Stages 3-4.

## Risks

Risks will be managed pro-actively in accordance with our risk management procedures. The programme makes an allowance for a risk contingency to cover unforeseen events, having regard to the results of the optimism bias assessments.

The Council also recognises the risks associated with construction procurement especially in light of current Covid implications on the industry.

The principal risks of the delivery of the scheme are identified as follows:

<b>Table 4: Risks and Mitigation</b>	
<b>Principal Risks</b>	<b>Mitigating Factors</b>
Planning process (this is separate to this consultation document)	The planning process will be managed by Property Services in line with legislative requirements
Impact of any planning conditions on cost	Full Tender process will be undertaken
Sufficiency of funding to deliver scope including abnormals	Contingency planning will form part of the tender process
Availability of resources/ contractors	The South East & Mid Wales Collaborative Construction Framework (SEWSCAP) framework will be accessed
Rising costs due to regional supply/demand dynamic	Will be managed through contingency planning
Design development	In house architect service will be accessed
Adverse weather conditions	Factored into project management timelines
Sufficiency of Utilities services	Factored into project management timelines
Project Governance and decision making	Full Project Board will be established
Benefits realisation (meeting end user requirements)	As the consultation process prescribed by the School Organisation Code 2018 does not apply to Pupil Referral Units in this instance, the Council's Consultation and Engagement Framework 2020-2025 and "Spectrum of Engagement" will be utilised to ensure the appropriate level of engagement in informing and consulting stakeholders and mirror the processes

	outlined in Section 3 of the School Organisation Code 2018.
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## Options framework

The Welsh Government's Business Case Guidance in relation to utilisation of the Options Framework approach has been followed to identify the widest possible number of feasible options, focusing on the following key dimensions: scope, service solution, service delivery, implementation and funding.

As such, in development of this proposal, an options appraisal has been undertaken to consider the relative desirability, viability and feasibility of a proposal.

A cross-departmental working group consisting of representatives from the 21<sup>st</sup> Century Schools Team, Education Directorate, Sport and Leisure, Inclusion Services, Property Services, Finance and Health and Safety was established to:

- Prepare and appraise a longlist of options
- Evaluate and score each option as to the extent to which each option meets the investment objectives and critical success factors identified and weighted as priority areas by the Council.
- Discount or carry forward options for further consideration in the shortlist based on the preliminary analysis and scoring to identify viable options.
- Recommend a preferred way forward which will form the basis for the consultation exercise

## Options Longlist

The following options were considered and scored: -

<b>Table 5: Options Appraisal Longlist</b>	
<b>Option</b>	<b>Longlist Options: Description</b>
<b>Option 1 *</b>	<b>Do Nothing :</b> No additional EOTAS provision.
<b>Option 2</b>	<b>Do Minimum:</b> Bring existing grammar school (former Pontllanfraith Comp site) building back into use with new heating system and internal decoration
<b>Option 3</b>	<b>Do Intermediate:</b> Full Remodelling of Grammar School and car parking
<b>Option 4</b>	<b>Do Major:</b> Full Remodelling of Grammar School including sports facilities on the lower level, car parking and community facilities
<b>Option 5</b>	<b>Do Maximum</b> Brand New building on Pontllanfraith site including sporting and community facilities

\*Please note, Option 1 is considered the status quo option and is always included in the shortlist as a benchmark for value for money.

Each option was initially discussed between a selection of Council Officers from across multiple-department. Each option was evaluated against the investment objectives and the extent to which it met the Critical Success Factors. This results in options either being discounted, carried forward for further consideration in the short list or identified as a preferred way forward.

### Critical Success Factors:

- Building Bulletin compliant school
- Low carbon, low energy eco-friendly environment
- Building suited to local environment and acceptable to planning Authority
- Education facility that is acceptable to stakeholders
- Delivered within budget and within required timescales
- Agreement of the proposal by Welsh Government

As well as considering the Critical Success Factors, the Officers also considered the Strategic Fit, Educational Fit, Accessibility, Financial Fit and Environmental Impact as key Investment Objectives.

### Investment Objectives:

The Investment Objectives were weighted based on the current priority areas for the Council. Priority Investment areas were given a 5 (High) to 1 (Low).

Each option was then scored against the criteria outlined above

**5** exceeds the criteria

**4** meets the criteria

**3** neither meets/does not meet the criteria

**2** partially meets the criteria, and,

**1** does not meet the criteria

The score was then multiplied by the weighting for each section and an overall total for each option.

**Table 6: Weighted Decision Matrix**

	Investment Objectives		Options									
			1		2		3		4		5	
		Weight	Score	Total	Score	Total	Score	Total	Score	Total	Score	Total
1	Strategic Fit	5	0	0	1	5	3	15	5	25	5	25
2	Educational	5	0	0	1	5	2	10	5	25	5	25
3	Accessibility	4	0	0	2	8	4	16	4	16	5	20
4	Financial	4	0	0	2	8	4	16	5	20	4	16
5	Environmental	4	0	0	3	12	3	12	5	20	4	16
			<b>0</b>		<b>38</b>		<b>69</b>		<b>106</b>		<b>102</b>	

Decision Matrix Key:

Weight: 5 is a high priority investment objective – 0 is low

(Weighting reflects current Council Priorities)

Score: 5 fully meet the investment objective criteria - 0 does not meet the needs

Total: Score x Weighting

<b>Table 7: Options Appraisal - Longlist scoring and ranking</b>			
<b>Option</b>	<b>Description</b>	<b>Appraisal Score</b>	<b>Appraisal Ranking</b>
<b>Option 1</b>	<b>Do Nothing :</b> No additional EOTAS provision.	<b>0</b>	<b>5</b>
<b>Option 2</b>	<b>Do Minimum:</b> Bring existing grammar school (former Pontllanfraith Comp site) building back into use with new heating system and internal decoration	<b>38</b>	<b>4</b>
<b>Option 3</b>	<b>Do Intermediate:</b> Full Remodelling of Grammar School and car parking	<b>69</b>	<b>3</b>
<b>Option 4</b>	<b>Do Major:</b> Full Remodelling of Grammar School including sports facilities on the lower level, car parking and community facilities	<b>106</b>	<b>1</b>
<b>Option 5</b>	<b>Do Maximum</b> Brand New building on Pontllanfraith site including sporting and community facilities	<b>102</b>	<b>2</b>

### Options Shortlist

The outcome of the options analysis resulted in the highest 2 scoring options being taken forward to a shortlist, where the benefits if the options were considered.

For this proposal, Options 4 and 5 are outlined in more detail below:

<b>Table 8: Options Appraisal Shortlist</b>	
<b>Option</b>	<b>Description</b>
<b>Option 4</b>	<b>Do Major:</b> Full Remodelling of Grammar School including sports facilities on the lower level, car parking and community facilities
<b>Option 5</b>	<b>Do Maximum</b> Brand New building on Pontllanfraith site including sporting and community facilities

The tables below illustrate this based on comparative analysis:

<b>Table 9 : Option 4 Overview - Critical Issues, Benefits and Disbenefits</b>	
<p>Option Overview: Full Remodelling of Grammar School including sports facilities on the lower level, car parking and community facilities</p>	
<p>Critical issues:</p> <ul style="list-style-type: none"> <li>➤ A full remodelling of the existing Grammar School building on the former Pontllanfraith Comprehensive site to provide high quality, modern educational facilities fit for the 21<sup>st</sup> Century</li> <li>➤ It would meet the recommendations of BB 104</li> <li>➤ The new facility would be able to accommodate additional numbers of vulnerable pupils</li> <li>➤ This would be a better use of resources and economy of scale by improving the existing estate of a former school and its operational cost effectiveness</li> <li>➤ It would minimise the need for procurement of external providers for a cohort of pupils who are identified as vulnerable learners</li> <li>➤ It would maximise the significant investment already made into improving and developing EOTAS provision across the county borough</li> <li>➤ It will provide continuity of provision on one site and act as a centre of excellence to encompass all EOTAS provision and support the enhancement of workforce skills</li> <li>➤ It provides facilities to support both mental and physical health and wellbeing</li> <li>➤ It offers the possibility to increase and enhance community use and income generation opportunities</li> </ul>	
<b>BENEFITS</b>	<b>DISBENEFITS</b>
<ul style="list-style-type: none"> <li>• An additional physical building to support EOTAS strategy</li> <li>• Will provide an adequate and equitable teaching environment to meet Building Bulletin requirements</li> <li>• Involves the redevelopment of a Brown Field site and reutilisation of a former educational facility</li> <li>• It will comply with all National and Local policies including the new Curriculum for Wales</li> <li>• There will be improved accessibility</li> <li>• It will improve the outside learning space and provide access to sporting facilities which will support the Health and Wellbeing of the pupil cohort</li> <li>• It is expected to improve the learning outcomes for vulnerable pupils</li> <li>• There will be continuity of provision at one location meeting the needs of pupils who are EOTAS</li> <li>• It will increase capacity within strategic allowance</li> </ul>	<ul style="list-style-type: none"> <li>• The remodelled buildings will be located on a site away from the existing PRU provision at Glanynant</li> <li>• The facility will not be fully BREEAM compliant and carbon neutral as it is a remodelling of an existing building</li> </ul>

<ul style="list-style-type: none"> <li>• It will cater for the educational needs and preferences of the local community and will provide sufficient, permanent, fit for purpose and sustainable accommodation</li> <li>• The land is already in the ownership of the Council and this will minimise delay</li> <li>• The location is geographically central to the local authority boundary</li> <li>• The project can be delivered within the identified investment envelope</li> </ul>	
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**Table 10 : Option 5 Overview - Critical Issues, Benefits and Disbenefits**

<p>Option Overview: Brand New building on Pontllanfraith site including sporting and community facilities</p>	
<p><b>Critical Issues</b></p> <ul style="list-style-type: none"> <li>➤ A new EOTAS facility to provide high quality, modern educational facilities fit for the 21<sup>st</sup> Century</li> <li>➤ It will meet the recommendations of BB 104</li> <li>➤ There will be improved access to outdoor learning facilities</li> <li>➤ The new facility would be able to accommodate additional numbers of vulnerable pupils</li> <li>➤ This would be a better use of resources and economy of scale by improving the existing estate of a former school and its operational cost effectiveness</li> <li>➤ It would minimise the need for procurement of external providers for a cohort of pupils who are identified as vulnerable learners</li> <li>➤ A new school building that will be more energy efficient</li> <li>➤ A fully accessible facility ensuring compliance with Equality Act 2010</li> <li>➤ A new building with facilities to meet community needs</li> </ul>	
<p><b>BENEFITS</b></p>	<p><b>DISBENEFITS</b></p>
<ul style="list-style-type: none"> <li>• A brand new fit for purpose building</li> <li>• It will provide an adequate and equitable teaching environment to meet Building Bulletin 104 requirements</li> <li>• It will comply with all National and Local policies including the new Curriculum for Wales</li> <li>• There will be improved accessibility</li> <li>• It will improve the outside learning space</li> <li>• It will provide continuity of provision at one location meeting the needs of pupils who are EOTAS</li> <li>• It will cater for the educational needs and preferences of the local community and will provide sufficient, permanent, fit for purpose and sustainable accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• The increased capacity would be outside of strategic allowance and financial envelope</li> <li>• This development would require significant spend profile reconfiguration at the detriment of mainstream provision</li> <li>• Demolition costs will be relevant on site identified</li> <li>• A new build would take longer to achieve and given the projected demand for places for EOTAS pupils it would not assist the Council in meeting its Strategic Objectives.</li> </ul>

## Preferred Option and Alternative options that have been discounted

On the basis of the above analysis, the preferred way forward is the Do Major Option, as this meets all the investment objectives and Critical Success Factors, strongly in most cases.

Taking the appraisals together delivers the conclusion that a Remodelling scheme provides the best balance of costs, benefits and risks, with the new and limited rebuild options offering poor value for money and high risk. Option 4 is confirmed as the preferred option following the full economic appraisal.

**Table 11: Recommended Preferred Option**

Option	Description
Option 4	<b>Do Major:</b> Full Remodelling of Grammar School including sports facilities on the lower level, car parking and community facilities

The remaining options do not fully meet the spending objectives and are therefore discounted.

## NEXT STEPS

### Consultation Period and key dates

#### The formal consultation process begins on Wednesday 20<sup>th</sup> October 2021

This consultation document and response form are available electronically on the Council website.

Further information is available on the [21<sup>st</sup> Century Schools webpages](#)

A Children and Young People's Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 or [21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk) so that the necessary arrangements can be made to provide this service.

In keeping in line with mirroring the processes for maintained school proposals, a 42 day consultation period will be undertaken to give sufficient time for feedback to be gained.

#### The closing date for responses to this consultation is midnight on Wednesday 1<sup>st</sup> December 2021

Unfortunately, we will not be able to consider any responses received after this date.



## Reporting and Decision Making

Following consultation, Caerphilly's Cabinet will receive a Community Engagement Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, there is no requirement to publish a Statutory Notice as this proposal is not subject to the requirements under the School Organisation Code 2018. Subject to approval, the proposal would progress to Full Business Case submission to Welsh Government and a full planning application process.

## Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

For this proposal, we will be undertaking a paper consultation exercise. Due to the current implications of COVID-19 we will refrain from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
- Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly

## Your views matter

Please complete the questionnaire and return via post or email to:

### Consultation Response 'Pupil Referral Unit'

c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG



[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.

## **SUPPORTING INFORMATION**

### **Frequently Asked Questions**

The Council and the 21<sup>st</sup> Century Schools Team have a history of delivering innovative and transformational projects as part of the Band A 21<sup>st</sup> Century Schools Programme and beyond.

The 21<sup>st</sup> Century Schools Team will be collating a list of potential queries based on experience from leading on prior proposals in the form of an 'Frequently Asked Questions' document that will be posted on the website along with this consultation documentation.



## **EDUCATION SCRUTINY COMMITTEE – 2ND NOVEMBER 2021**

**SUBJECT: WELSH IN EDUCATION STRATEGIC PLAN 2022-2032**

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

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

- 1.1 This report for members, will present the proposed Welsh in Education Strategic Plan (WESP) 2022-2032 and ask for comments regarding the sufficiency of information and targets to be able to recommend the report to Cabinet.

### **2. SUMMARY**

- 2.1 This Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and complies with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.
- 2.2 The legal requirement with the new regulations is to draft the plan with consultation this term, submission in January 2022, publication in Summer 2022 following Welsh Government Ministerial approval of the plan, with the implementation from September 2022.
- 2.3 The minimum target of 26% for learners in year 1 by 2032 is set by Welsh Government in order to meet the 1 million Welsh speakers by 2050 target. In order to meet this ambitious target, we will need to build a new Primary School and expand other to create the places. In addition, we will need a communication plan to increase the take up of those places and our starting point will need additional provision in Ti a Fi and Cylchoedd in the early years.
- 2.4 When we expand our Welsh medium provision, we will also need to expand our Welsh speaking workforce along with a substantial number of other actions highlighted at the end of each outcome area of the plan.
- 2.5 The Welsh Government recognises the need for capital investment and has created additional capital funding alongside the 21<sup>st</sup> century school Band B programme, which

we have worked with the 21<sup>st</sup> century schools planning team to develop robust capital bids. We will need careful planning within Education teams to support the transition for children and families to enable incremental transition over the coming 10 years and prevent a detrimental sudden unmanaged impact on English medium schools.

- 2.6 The Welsh Education Forum meets termly to monitor progress towards actions and has identified the need for an ongoing task group under the forum to drive forward and coordinate activities around communication and promotional work linking to the Welsh Language Strategy and forum. Part of this work will also include how we develop and promote latecomer immersion provision as well as increased Welsh speaking workforce.
- 2.7 The consultation is currently open and will be live until 5<sup>th</sup> December 2021 when comments will be considered for the final Welsh in Education Strategic Plan to be taken to Cabinet on 8<sup>th</sup> December 2021 ready for submission to Welsh Government January 2022.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to receive the Welsh in Education Strategic Plan as part of the consultation process and comment regarding sufficiency of information and targets to achieve the outcome areas and meet our minimum 26% target in year 1 cohort by 2032.

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

- 4.1 Compliance with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020.

### **5. THE REPORT**

- 5.1 This Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and complies with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.
- 5.2 This plan outlines how we intend to work with the Welsh Government and a wide range of stakeholders to work towards delivering the Cymraeg 2050 ambition of 1 million Welsh speakers as well as the Programme for Government 2021-2026. The funding will support our aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language regardless of your socio demographic context. This plan is intrinsically linked to delivering our integrated targets, using the sustainable development principles, across the Caerphilly county borough including Childcare Sufficiency Assessment plan 2022-2027, the Welsh Language Strategy 2022-2027 and our Caerphilly Corporate Plan 2018-2023 especially Objective 1 Improve Education Opportunities for All and the Strategic Equality Plan 2020-2024 Objective 5 – Welsh Language. The plan demonstrates an importance of improving standards and enabling positive transition throughout education to positive education, training, and employment opportunities, as well as strong connections to A More

## Equal Caerphilly, A More Prosperous Caerphilly as well as A Caerphilly of Vibrant Culture and Thriving Welsh Language.

- 5.3 It is clearly understood that to increase the number of children accessing Welsh medium education provision we need to focus on increasing opportunities for children and their families in the early years. Increasing the number of places in childcare and nursery education with a follow through to allow 100% transition throughout Welsh medium education will increase the numbers of Welsh speakers leaving school and entering employment, education, and training opportunities. There is a high demand across all roles in the workforce for Welsh speakers, so it is critical to increase the number of young people leaving school who speak Welsh as well as increasing the opportunities for adult learners.
- 5.4 Our 10year target over the lifespan of this plan is to increase the places in year 1 to between 26% (520) and 30% (600) of children in Welsh medium education by 2030/31. The Welsh Government guidance document, outlines the methodology in calculating the target, shows that in 2019/20 our percentage was 17.9% (we are in group 3). The other local authorities in Gwent are in group 4. This is a challenging target and needs to be considered across all aspects of our Welsh in Education Strategic Plan.
- 5.5 Our current position is based on actual places in reception in 2020 and includes ongoing estimates for places available and being created through our current capital development programme. In 2020 there were 421 Welsh language places available which will increase to 466 places available in year 1 by 2031 through our current expansion capital programme. However, the current year 1 cohort actual take up is 366 Welsh language places, which is lower than those available. Based on current estimates for birth rate and applications the number in year 1 in 2031 the number is predicted to be 411. There is a clear need to develop a minimum additional 54 year 1 places which is likely to require a new Primary School and expansion of existing provision to achieve 26% (520) children in Welsh medium education in year 1 by 2032. Previously we have based our development on the parental demand survey which showed a demand of approx. 18% but we are moving towards setting a more stretching target of 26% by 2032 to direct future developments.
- 5.6 The analysis of the places in the borough show there are particular areas requiring development. The movement of Ysgol Cwm Gwyddon to Cwmcarn is anticipated to serve their catchment area more effectively from the more central location in the valley. The location should improve transition rates although it will possibly need development of Ti a Fi and Cylch in the north and south of the valley to serve the school's potential expansion. The site is also big enough to support the development of secondary provision in the future if needed. A pinch point for places in the Caerphilly basin area has been overcome initially by the expansion of Y Castell and YGG Caerffili but continues to necessitate the development of a Welsh medium primary in the Bedwas Machen area in line with the 21<sup>st</sup> century schools band B programme. Analysis of our school housing stock would show the need for development in Ysgol Trelyn and Ysgol y Lawnt to move towards 21<sup>st</sup> century schools in the areas alongside childcare provision. With all expansion or capital developments, we will consider how we can also develop childcare on site for 2-11year olds to improve transition and support our families who need the provision.
- 5.7 The actions within this Welsh in Education Strategic Plan fit with our strategic aims in the Caerphilly 5year Welsh Language Strategy:
1. Increase the number of families where the Welsh language is spoken with children

2. Increase the use of Welsh among children and young people, increase their awareness of the value of the Welsh language, and ensure better access to social activities and events through the medium of Welsh
3. Support community groups and help them to increase the use of Welsh within their localities.
4. Promote and improve availability of Welsh-medium services in the borough

5.8 There are seven outcome areas which each have specific requirements under the regulations and subsequent guidance met through the detailed information in each section and the high level 10year targets.

Outcome 1: More nursery children / 3year olds receive their education through the medium of Welsh

Outcome 2: More reception class children / 5year olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for their assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Outcome 6: An increase in Welsh medium education provision for learners with additional learning needs (in accordance with the duties determined by the ALN Act)

Outcome 7: Increase the number of teaching staff to be able to teach Welsh (as a subject) and teach through the medium of Welsh.

## 5.9 **Conclusion**

The Welsh in Education Strategic Plan 2022-2032 has updated information regarding the current position in each outcome area and has identified high level actions in order to meet the minimum 26% of the year 1 cohort taught through the medium of Welsh target by 2032.

The consultation period has opened and is being circulated to all required consultees as well as being available to the public via our council website.

## 6. **ASSUMPTIONS**

6.1 There are no specific assumptions.

## 7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

The Integrated Impact Assessment has been completed (Appendix 3). The Welsh in Education Strategic Plan stimulates demand for Welsh medium provision and Welsh language Education to enable positive engagement across all communities with the Welsh language. There are substantive positive impacts for the Welsh in Education Strategic Plan including promoting and supporting development of the Welsh language across communities through Welsh medium schools and Further Education as well wider community support for parents to develop their Welsh language skills. There are substantive links to the equalities, 21<sup>st</sup> Century Schools and CCBC Welsh Language strategies as well as the Welsh Governments strategy for 1 million Welsh speakers by 2050. The Welsh in Education Strategic Plan 2022-2032 has updated information regarding the current position in each outcome area and has identified

high level actions in order to meet the minimum 26% of the year 1 cohort taught through the medium of Welsh target by 2032. The consultation period has opened and is being circulated to all required consultees as well as being available to the public via our council website

## **8. FINANCIAL IMPLICATIONS**

- 8.1 There are no financial implications of this report as any resources required have been incorporated into existing resources, plans or future bids.

## **9. PERSONNEL IMPLICATIONS**

- 9.1 There are no personnel implications of this report.

## **10. CONSULTATIONS**

- 10.1 All views in the consultation are contained within this report.

## **11. STATUTORY POWER**

- 11.1 The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020.

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Consultees: Dave Street, Acting Chief Executive  
Richard Edmunds, Corporate Director Education and Corporate Services  
Councillor Ross Whiting, Cabinet Member for Learning and Leisure  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Corporate Services & Acting S151 Officer  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Paul Warren, Strategic Lead for School Improvement  
Jane Southcombe, Financial Services Manager  
Lynne Donovan, Head of People Services  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Anwen Cullinane, Senior Policy Officer Equalities, Welsh Language and Consultation  
Ros Roberts, Business Improvement Officer  
Welsh Education Forum

### Appendices:

Appendix 1 Welsh in Education Strategic Plan 2022-2032  
Appendix 2 Welsh in Education Strategic Plan 2022-2032 action plan  
Appendix 3 Integrated Impact Assessment

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**Caerphilly**  
**Welsh in Education**  
**Strategic Plan**  
**2022-2032**

**Planning for the future of Welsh**  
**Medium Education in Caerphilly**  
**County Borough**

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## **The Vision for Welsh language**

*The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society, and economy of Wales. Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all*

Cymraeg 2050 – A million Welsh speakers (Welsh Government, 2017)

## **Our vision for Education in our Shared Ambitions strategy for Caerphilly county borough is:**

Raise standards and ensure our learners are healthy, confident, proud, and ambitious and can benefit from high quality learning opportunities, settings, and experiences.

## **Introduction and aspirations**

Caerphilly County Borough Council has demonstrated its commitment to developing high quality inclusive Welsh medium education provision for children and young people over many years. The ongoing commitment to Welsh medium education development is evidenced through our ambitious 21<sup>st</sup> Century School Band B programme as well as our Welsh medium and Childcare capital programmes to provide quality infrastructure for children, young people, and their families.

This Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and complies with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.

This plan outlines how we intend to work with the Welsh Government and a wide range of stakeholders to work towards delivering the Cymraeg 2050 ambition of 1 million Welsh speakers as well as the Programme for Government 2021-2026. The funding will support our aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language regardless of your socio demographic context. This plan is intrinsically linked to delivering our integrated targets, using the sustainable development principles, across the Caerphilly county borough including Childcare Sufficiency Assessment plan 2022-2027, the Welsh Language Strategy 2022-2027 and our Caerphilly Corporate Plan 2018-2023 especially Objective 1 Improve Education Opportunities for All and the Strategic Equality Plan 2020-2024 Objective 5 – Welsh Language. The plan demonstrates an importance of improving standards and enabling positive transition throughout education to positive education, training, and employment opportunities, as well as strong connections to

A More Equal Caerphilly, A More Prosperous Caerphilly as well as A Caerphilly of Vibrant Culture and Thriving Welsh Language.

The plan will also reflect our Transformation Strategy #Team Caerphilly, Better Together, *“To create capacity and foresight to develop solutions to some of the County Borough’s biggest challenges, ensuring the Council understands and responds to the changing needs and priorities of our communities”*.

**Involvement** – there are many stakeholders critical to achieving our overarching targets of 26% Welsh medium education places in our year 1 by 2031. The Welsh Education Forum (WEF) involves various members from across Education teams, Policy, Senior Leadership Teams representing Schools, Councillors, Parent Network, Menter Iaith Caerffili, Mudiad Meithrin, Rhieni dros Addyg Gymraeg (RhAG), Cymraeg i Blant, Urdd Gobaith Cymru, Coleg y Cymoedd, South East Wales Education Achievement Service, and Welsh Government. The old saying *‘it takes a village to raise a child’* holds true and the Welsh Education Forum is ever evolving to include new members who have an interest in delivering towards our targets in the Welsh in Education Strategic Plan and supporting our communication plan to promote the benefits of developing a bilingual community. There are good links between the Welsh Language forum and the Welsh Education Forum to ensure a consistent coordinated approach to promotional work.

**Long term** – this Welsh in Education Strategic Plan is over a ten-year period but also part of an ambitious longer-term commitment in the Education and Corporate Services directorate to develop our Education system to be of the highest quality to meet the progressive needs of our learners. The system recognises the importance of developing our school environments, embedding early years in education as well as opportunities outside of schools for young people and families to embed Welsh language in our communities.

**Collaboration** – there are a wide range of committed partners to delivering our Welsh in Education Strategic Plan starting with our children, young people, and families in our communities. There are many targets in our plan that will require different evolving collaborations to achieve. We have a long history of positive collaborations across the region to develop our early years Additional Learning Needs resources for the childcare sector, sharing good practice and resources across our school communities, as well as promotional activity through our Welsh policy officer’s group.

**Integration** – many outcomes are cross cutting over different plans and strategies with common integrated outcomes and indicators. It is essential to link across the various plans including Welsh Language Strategy, Childcare Sufficiency Assessment, Corporate Wellbeing Objective, and the Welsh Government programme for government to ensure we are effectively delivering on integrated outcome areas.

**Prevention** – the outcomes reach across all demographic contexts and family circumstances and are essential in preventing detrimental impacts for children and young people. The plan includes giving all children a best start in life, through to those who may follow a less traditional academic path and those who may wish to learn Welsh later in life. Over recent plans we have developed appropriate specialist provisions in Ysgol Cwm Derwen and Ysgol Gyfun Cwm Rhymni to ensure a holistic inclusive approach for all children throughout Education. The specialist provision will

enable children regardless of their circumstances, developmental or medical needs to access Welsh language provision. Our communication plan will promote the provision we have available within the borough to families to support their Education choices and encourage children and young people to embrace opportunities offered in bilingual communities.

The 2011 Census results showed a decline in the number of Welsh speakers in Wales and the South East region since 2001, however, the percentage of Welsh speakers in the county borough has remained constant. While the Welsh Language Commissioner's Welsh Language Use in Wales Survey shows that people fluent in Welsh are more likely to speak Welsh in everyday life, and twice as likely to attend a social event in the medium of Welsh, the 2013-15 survey states that the number of people who say that they can speak Welsh in the Caerphilly county borough areas has fallen from 46% to 38%. This emphasises that the period when young people leave Welsh medium education as a crucial one, in terms of establishing patterns of language use.

Caerphilly Welsh Education Forum meets minimum termly with the main purpose to:

- Monitor the objectives and partner operational plans towards meeting the targets of the Welsh Education Strategic Plan
- Provide updates in relation to objectives within their organisational remit
- Progress collaborative and partnership opportunities as they arise to increase the Welsh medium provision and community opportunities available in Caerphilly
- Share best practice and innovation locally, regionally, and nationally

Local Authorities have a statutory duty under section 10 of the Learner Travel Measure (Wales) to promote access to education and training through the medium of Welsh. Currently Caerphilly Council provides transport to the relevant school (i.e. catchment or nearest school) of 1.5miles primary and 2miles secondary as well as post-16 transport to schools / colleges.

It is clearly understood that to increase the number of children accessing Welsh medium education provision we need to focus on increasing opportunities for children and their families in the early years. Increasing the number of places in childcare and nursery education with a follow through to allow 100% transition throughout Welsh medium education will increase the numbers of Welsh speakers leaving school and entering employment, education, and training opportunities. There is a high demand across all roles in the workforce for Welsh speakers, so it is critical to increase the number of young people leaving school who speak Welsh as well as increasing the opportunities for adult learners.

Our 10year target over the lifespan of this plan is to increase the places in year 1 to between 26% (520) and 30% (600) of children in Welsh medium education by 2030/31. The Welsh Government guidance document, outlines the methodology in calculating the target, shows that in 2019/20 our percentage was 17.9% (we are in group 3). The other local authorities in Gwent are in group 4. This is a challenging target and needs to be considered across all aspects of our Welsh in Education Strategic Plan.

Our current position is based on actual places in reception in 2020 and includes ongoing estimates for places available and being created through our current capital

development programme. In 2020 there were 421 Welsh language places available which will increase to 466 places available in year 1 by 2031 through our current expansion capital programme. However, the current year 1 cohort actual take up is 366 Welsh language places, which is lower than those available. Based on current estimates for birth rate and applications the number in year 1 in 2031 the number is predicted to be 411. There is a clear need to develop a minimum additional 54 year 1 places which is likely to require a new Primary School and expansion of existing provision to achieve 26% (520) children in Welsh medium education in year 1 by 2032. Previously we have based our development on the parental demand survey which showed a demand of approx. 18% but we are moving towards setting a more stretching target of 26% by 2032 to direct future developments.

The analysis of the places in the borough show there are particular areas requiring development. The movement of Ysgol Cwm Gwyddon to Cwmcarn is anticipated to serve their catchment area more effectively from the more central location in the valley. The location should improve transition rates although it will possibly need development of Ti a Fi and Cylch in the north and south of the valley to serve the school's potential expansion. The site is also big enough to support the development of secondary provision in the future if needed. A pinch point for places in the Caerphilly basin area has been overcome initially by the expansion of Y Castell and YGG Caerffili but continues to necessitate the development of a Welsh medium primary in the Bedwas Machen area in line with the 21<sup>st</sup> century schools band B programme. Analysis of our school housing stock would show the need for development in Ysgol Trelyn and Ysgol y Lawnt to move towards 21<sup>st</sup> century schools in the areas alongside childcare provision. With all expansion or capital developments, we will consider how we can also develop childcare on site for 2-11 year olds to improve transition and support our families who need the provision.

The actions within this Welsh in Education Strategic Plan fit with our strategic aims in the Caerphilly 5year Welsh Language Strategy:

1. Increase the number of families where the Welsh language is spoken with children
2. Increase the use of Welsh among children and young people, increase their awareness of the value of the Welsh language, and ensure better access to social activities and events through the medium of Welsh
3. Support community groups and help them to increase the use of Welsh within their localities.
4. Promote and improve availability of Welsh-medium services in the borough

## **Outcome 1: More nursery children / 3year olds receive their education through the medium of Welsh**

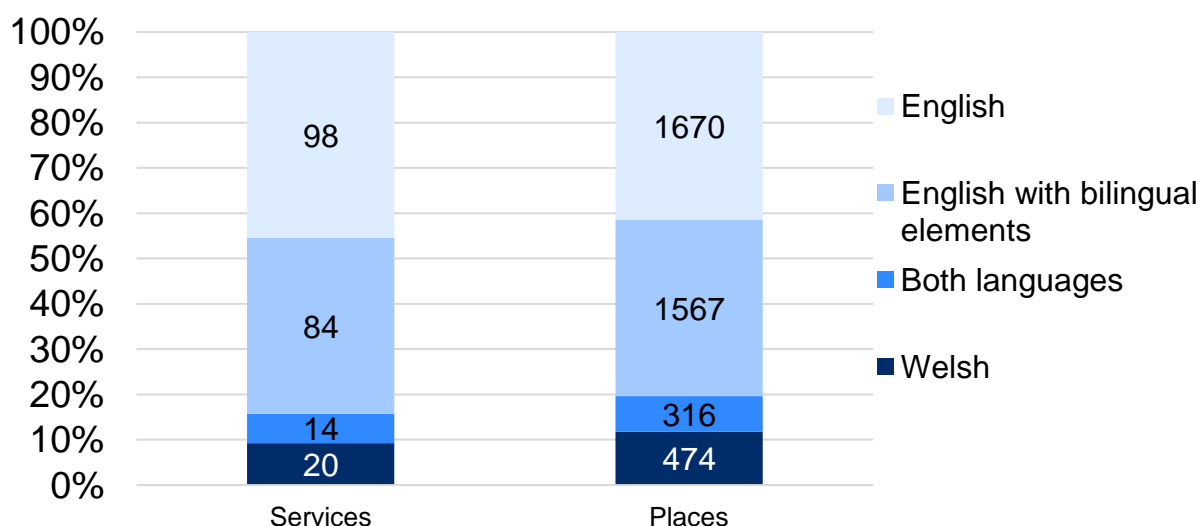
### **What is our current position?**

The Childcare Sufficiency Assessment data from the refresh 2020 has been analysed to understand our current position.

Childminder places fluctuate according to the age of children and registration number and so have been excluded from our calculation of percentage. However, the majority of our childminders state they are category 1 English language or English with some Welsh. There are 5 childminders who state they offer bilingual (category 2 English / Welsh language) places.

Group-based childcare provision includes a range of types of childcare including day nurseries, playgroup, wraparound, afterschool, breakfast, and holiday provision. All places have been counted based on their registered number and have only been counted once. The data shows in the 2019/20 data snapshot pre-covid, there were 4361 registered childcare places, of which 994 (22.8%) were category 3 Welsh language, and 128 (2.9%) were category 2 English / Welsh language based on the Caerphilly Childcare Sufficiency Assessment data refresh 2020. This is a positive position but still requires an increase in registered places by 2032. Analysis of the data shows areas where provision needs to be considered for development and which type of provision may be needed. Much of the current development has been on or near school sites to improve transition.

*The graph below shows the number of childcare and play services and places according to the main working language of the service (Care Inspectorate Wales Data 2019-20)*



Childcare continues to support more children to enter Welsh medium Primary as well as offer the wraparound services for working families.

Childcare Setting	Language Category	Registered places	Flying Start places	Childcare Offer	Early Years Education
Cylchoedd Meithrin	3 – Welsh	185	62	Yes	Yes
Clwb Meithrin, Carco a Gwyliau	3 – Welsh	233	0	Yes	No



Dechriau'n Deg Parc Y Felin	3 – Welsh	20	20	No	No
Broga Bach Day Nursery	2 – Welsh / English	12	0	Yes	No
Dewi Sant	2 – Welsh / English	24	40	Yes	Yes

The nursery cohort is primarily in Primary School in the September term and complemented by 14 contracted non-maintained settings who are registered to deliver Early Years Education in the Spring and Summer term each year. Of the 14 contracted settings, 7 are category 3 Welsh language and 1 is category 2 Welsh and English language. Based on our current capacity calculations there are 421 nursery places available in Category 3 Welsh language Primary Schools which will increase to 466 nursery places by 2032 with our current capital investment programme. However, the current numbers in Welsh language nursery in September 2020 were 344 which is below the capacity that could be available, although sometimes demand for places are not where there is surplus capacity. We understand the need to increase the number of children accessing Welsh language early years in Ti a Fi and Cylchoedd and good transition to Primary School in order to increase the number of children in Welsh language Nursery provision.

There is a long commitment to partnership working in the Caerphilly borough to develop early years provision. The Early Years Integration Transformation Programme is a pilot to bring services together for families removing the complexity of funding streams and enabling access to the right support at the right time by the right person. The Welsh in Education Strategic Plan will link closely with the Midwifery and Early Years Strategy which is being developed for Caerphilly borough as well as the regional Early Years Integration Transformation Programme plan, which sits under the Gwent Public Service Board, Best Start in Life. Developing a closer working relationship with midwifery will improve accessible information to families from the very beginning.

Our Family Information Service remains at the heart of early years providing information and support for families. This has gained increased importance as we move to an early years' hub (antenatal to 7years early intervention) model. The early years' website is currently under development to update all the information and make it easier for families and professionals to find the information they need. Our commitment to developing accessible Welsh language provision will show through our updated early years website, which will make information easy, attractive, social, and timely and have Welsh language information easily available without the need to search specifically for it. The website features strongly in our communication plan and will have the links to the variety of Welsh Government resources including [www.gov.wales/cymraeg-for-kids](http://www.gov.wales/cymraeg-for-kids), [www.youtube.com/cymraeg](http://www.youtube.com/cymraeg) as well as wider social media channels especially Facebook which is an established media channel for our families.

Parents need easily accessible information to be able to apply for nursery places. The 'Starting School' booklet and our school admission webpages are being updated to enable families to make informed choices regardless of their linguistic

background. The Bod yn Ddwyieithog Becoming Bilingual booklet is hosted on relevant webpages to show the benefits of bilingualism. However, research has shown that families are influenced more by social lived experience stories and so this is where we need to develop our information moving forwards. The stories will be used in our communication plan which will link all resources together and target them appropriately to our target audiences. Previous parental demand surveys have shown an appetite for Welsh medium education across the borough, which will be built upon in our communication plan to enable accessible information to parents at the earliest opportunity.

Our admissions team have moved to online applications and are updating the information provided to parents and carers online. There needs to be information strategically placed throughout the online application system to ensure families are able to make informed decisions about the language of provision they want or able to contact the team directly for information and support.

Many families learn about the benefits of bilingualism through experiences. Cymraeg for kids, is a Mudiad Meithrin managed project which supports prospective and new parents when opting for Welsh medium childcare and Education. The Welsh Government project was set up in 2016 and was preceded by the Twf project which ran from 2002-2016 which focused on the importance of early language transmission in the home. The Cymraeg i Blant officer runs the following weekly Parent and baby sessions in each area: Welsh rhyme time & Sign group, Baby massage and yoga group, Cuppa & Chat Cymraeg (online group), Me and my baby sessions explaining in detail the bilingual journey (online group). The groups are advertised as being open to all; parents don't need to be able to speak Welsh. The officer will introduce simple Welsh rhymes and phrases on a weekly basis to help them acquire a basic knowledge as well as helping them to increase their confidence in using Welsh at home.

As we move out of the restrictions of coronavirus, community groups will reignite, and we will work with Cymraeg I Blant and Mudiad Meithrin officers to develop Ti a Fi to offer early Welsh language opportunities for very young children and families.

Mudiad Meithrin officers continue to work with the early years team to develop and expand Cylchoedd Meithrin across the borough especially through their Set up And Succeed programme. We will continue to encourage all new and existing Cylchoedd to tender to deliver on our early years' contracts including Flying Start, Early Years Education, Assisted and Supported Places as well as the Childcare Offer. This will ensure we have a Welsh language offer for families across the borough and work towards our minimum 26% target.

Flying Start offers an early intervention programme for children aged 0-3years living in disadvantaged communities. Within the programme there are funded part time childcare places for 2-3year olds prior to them starting school. The childcare supports child development and early identification of developmental delays. It is challenging to calculate a real term percentage of Flying Start places in Welsh or English language as many of our contracted non-maintained and maintained settings deliver a range of places and so using their registration number is not sufficient. Based on 2020/21 financial planning data based on trends of usage, there were 549 Flying Start childcare places per annum across our settings of which 82 (14.94%) were in category 3 Welsh language and 25 (4.55%) category 2 English/Welsh

language childcare settings equating to 19.49% for both categories. There are also other funded childcare places including Families First funded Assisted and Supported Places scheme which are not included in this number. The percentage for Flying Start childcare places is lower than the target percentage and so does need to be considered in the planning and development of places over the lifespan of this plan.

Menter Iaith Caerffili own and manage a number of category 3 Welsh language Clwb Meithrin, Clwb Carco, Clwb Gwyliau and a small number of Clwb Brecwast. They are based in or adjacent to the local Primary School to enable positive transition between provisions. Many of our Menter Iaith Caerffili registered childcare provisions also deliver on some of the contracts with Caerphilly Council allowing parents flexibility in their provision to meet their needs. Many of our Menter Iaith settings and Cylchoedd Meithrin deliver Childcare Offer places equating in July 2021 to 248 children in Welsh language provision out of 978 total children which is 25.36%.

While we are committed to the increase and development of Welsh language childcare provision, we also recognise that childcare providers are enthusiastic about offering more Welsh language opportunities in their setting which fits with our commitment to the linguistic continuum. We have contracted the voluntary sector organisation, Menter Iaith, to work with settings to improve the Welsh they offer through the Road to Bilingualism quality assurance scheme which includes access to training and drop-in Welsh language acquisition sessions. The change in categories may mean over time a move from category 1 English language settings to category 2 English / Welsh language settings.

We have had a significant commitment to Welsh language provision development in recent years with a number of ongoing capital projects in the 21<sup>st</sup> century schools' capital programme which includes the main scheme and subsidiary schemes under Welsh Language development and childcare development. The current capital programme will be completed during the life of this Welsh Education Strategic Plan and their contribution to the expansion of places has been factored in already to the projection of places by 2032. However, we still need increased development to meet our 26% (520 place) target.

<b>Capital project</b>	<b>Brief outline of works</b>	<b>Estimated completion date</b>
Ysgol Cwm Derwen	Increased classrooms and refurbish childcare	August 2022
Ysgol Penalltau	Increased nursery and reception unit	May 2022
Ysgol y Castell	New Nursery building, increased classrooms and increased childcare space	January 2022
Ysgol Bro Allta	Increased classrooms	June 2022
Ysgol Ifor Bach	Purpose built new childcare build increasing class space	January 2022
Ysgol Cwm Gwyddon	New Primary School and new childcare building	May 2023
New Welsh medium Primary School	Bedwas Trethomas Machen area	By the end of the Band B programme

Welsh medium day care provision	Purpose built extension to Pengam Library	February 2022
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Local Authorities have a statutory duty under section 10 of the Learner Travel Measure (Wales) to promote access to education and training through the medium of Welsh. Currently Caerphilly Council provides transport to the relevant school (i.e. catchment or nearest school) of 1.5miles primary and 2miles secondary as well as post-16 transport to schools / colleges.

### **What was the impact of Coronavirus?**

During 2020/21 we have seen a substantial impact of coronavirus on early years and families. During the Summer term 2020 many Cylchoedd Meithrin and Clwbs closed for periods of time. Although many re-opened by September 2020 there was still a significant impact for Clwb Brecwast and Clwb Carco until summer 2021, with the challenge of not mixing bubbles on school sites for test trace and protect and compliance with the protective measures. The impact on out of school provision on school site was felt in both English and Welsh language settings. While sustainability grants have been used to help the whole sector to survive and revive in September 2021, we are yet to understand the full impact on demand for places and parental confidence. We will need to keep this under review as we move forward, so we do not lose ground on Welsh language places already developed and registered.

### **Where do we want to be by the end of our plan and how will we get there?**

Our target in 2031/32 is to create 26% of childcare places in category 3 Welsh language childcare provision.

We will need to expand our Welsh language registered childcare places, including Flying Start childcare places, with a focus on any further school expansion to enable continuity for families as well as areas where there is currently no Welsh language childcare provision. Expansion of childcare provision will require a focus on capital developments submitted to Welsh Government, as well as workforce development to ensure sufficient staff to run high quality Welsh language childcare.

Increasing the places available is one aspect but we will also need to increase the take up of those places to make the provision sustainable and effective. Therefore, we will develop a promotional strategy that is innovative and relevant to our communities, building on the research around the use of effective language in publicity campaigns avoiding indirect negative messaging. In addition to promotional campaigns the admissions online application process and web presence will ensure there is sufficient information to support families to make informed decisions about the language of their child's education.

There has been a significant amount of collaborative work with Mentrau Iaith, Urdd, RhAG, Mudiad Meithrin and other WEF members previously in developing leaflets and booklets promoting the benefits of bilingualism, social media presence and campaigns as well as active involvement in consultations. The Grwp Deddf local authority officers are revising and updating their 5year Welsh Language Strategies and alongside the significant development and promotion for the Welsh in Education

Strategic Plan 2022-2032, there is an identified need for a regional Welsh medium promotion officer. The proposal has been developed and submitted by Grwp Deddf to Welsh Government to secure 3year initial funding for the post, to work across the 5 local authority's Welsh Education in Strategic Plan and Welsh Language Strategies in a coordinated approach to promotion of Welsh language education.

The Parent Network has been developing Parent Champions, who as volunteers undertake the required training to become accredited. The Parent Champions are linked to each other, Parent Network and early years to ensure consistency of messages and information to families across communities. Recently a number have undertaken Eiklan Lets Talk Under 5s training to become Language Champions and begin sharing and embedding the key speech and language messages in our communities. This concept will be expanded to develop Welsh language Champions who can embed the key messages around benefits of bilingualism and multilingualism in our communities. This is an area of work to explore and develop further during the life of this plan.

In the post recovery period following the pandemic, it has been noted that many previous community-based groups have stopped and there are challenges to restart volunteer led groups. We will work with Mudiad Meithrin, Parent Network, Gwent Association of Voluntary Organisations and Caerphilly Cares to support the rental of venues, while the volunteers are restarting and refinancing the community groups including Ti A Fi. We will work across grant funding streams to support the recovery of community groups.

### **What are the high-level actions required to improve the number of children entering Welsh language nursery?**

- Use the Childcare Sufficiency Assessment data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually. Work with Mudiad Meithrin officers to develop new provision under the Set up And Succeed scheme.
- Continue to work collaboratively across partners to maximise capital investment funding particularly focussed on category 3 Welsh language provision.
- Develop a 10year communication plan with annual promotional milestones/tasks, which will be supported by the regional publicity officer post. The plan will include capturing lived experiences to change the cultural conversation with communities, and development of Welsh language parent champions, children story books from Petra and learning materials, and timed to target the areas of the capital programme implementation. The promotional plan needs to look at how we use different tools or information for targeting different groups including late entry or transfers from English medium, children with emerging developmental needs or disabilities, and new births.
- Work with parents and carers to understand what information they need to inform their choices of language provision for education, including resources, web presence, activities, etc. building this into our communication plan.

- Work with Mudiad Meithrin, Cymraeg I Blant, Parent Network and Gwent Association of Voluntary Organisations to support community-based peer support groups to be developed and run by volunteers.
- Work with the admissions team to consider the parent journey when applying for school places, ensuring parents have information about Welsh language education throughout the online process including benefits of bilingualism / multilingualism and the latecomers' policy.
- Support the Road to Bilingualism for English language childcare settings to progress through the continuum towards category 3 Welsh language childcare provision.
- The above actions will link with the Welsh language 5year strategy targets.

## **Outcome 2: More reception class children / 5year olds receive their education through the medium of Welsh**

### **What is our current position?**

When calculating the data for our current position we have used the actual places in reception in 2020 and included ongoing estimates for places available and being created through our current capital development programme. In 2020 there were 421 Welsh language places available which will increase to 466 places available in year 1 by 2031. However, the current year 1 cohort actual take up is 366 Welsh language places, which is lower than those available and based on current estimates for birth rate and applications the number in year 1 in 2031 is predicted to be 411.

The data shows a need for promotion of category 3 Welsh language places available, which may need to be targeted specifically to areas where the places are available as they are not uniform across the borough. This work will be built into our communication plan with specific targeted promotional milestones.

The data also shows that if we are to reach our target of minimum 26% children in Welsh language education, we will need 520 places in year 1 which is an additional 54 places and equates to approximately 2 classes per year group. This could equate to a new category 3 Welsh language Primary School plus expansion of existing provision. The development of a new Welsh language Primary School in Bedwas Trethomas Machen area during the Band B 21<sup>st</sup> century schools programme is essential to moving towards reaching our minimum 26% target alongside expansion of places in our current schools. We will work collaboratively across stakeholders and seek to maximise funding made available by Welsh Government to develop the Welsh language places needed.

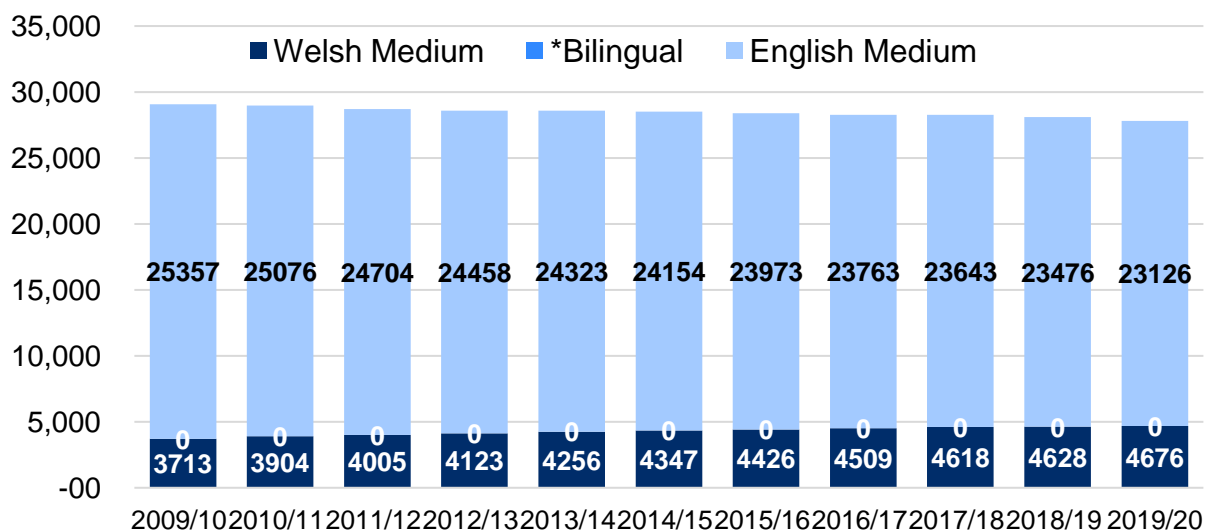
Currently our Primary Schools accept children into the Foundation Phase supporting their Welsh language acquisition through immersion techniques in the classroom. Children and young people are able to transfer to Welsh language at any point in their education, although there are few who do so, even though our Secondary School is well equipped to support transition. However, as promotion increases over

the life of this plan and attitudes positively seek Welsh language education, there is likely to be an increase in demand for Welsh language places and the need for a formal late comers policy as well as specific immersion provision to support this. This is a development need during the first five years of this plan.

In Caerphilly borough we currently have 2 main categories of school, either Category 1 English language school or Category 2 Welsh language school. We do not have any category 2 English / Welsh language schools delivering 50% English and 50% Welsh. During the review of school places and the requirement to increase the number of Welsh language school places there may be a need to consider a transition from category 1 to category 2 English / Welsh language school. However, this would need further development and integrated impact assessments to understand the implications for communities.

The latecomers' policy will need to be formalised to support transition of children and young people to Welsh language education. There will also be the need to develop specific provision to support Welsh language acquisition and immersion.

Number of learners by language medium of school, and by year. Source [Pupil Level Annual School Census, StatsWales](#)



## What was the impact of coronavirus?

Coronavirus left its impact on all our communities. Parents and carers were worried that they were not able to support their children to use their Welsh language skills and so considered moving children out of Welsh language school to English language school. Our Primary and Secondary Schools, Urdd and Menter Iaith reached out to families to offer them support and relevant online resources to support them to support their children and reduce anxiety. This helped to maintain the numbers in Welsh language Primary and Secondary school on their return and has built support mechanisms that need to be retained for families moving forwards.

## Where do we want to be and how will we get there?

According to the data in the PLASC returns and predicted estimates from the 21<sup>st</sup> schools planning team, there is a need to develop an additional 54 Welsh language

school places which equates to 2 classes or at least one new Welsh language Primary School and expansion of existing Primary School provision.

When we promote the benefits of bilingualism or multilingualism development there is an anticipation that children and young people may choose to move to Welsh language provision. We will need to ensure the children and young people who choose to transition to Welsh language are supported to do so through the latecomers' policy and the provision specific to support Welsh language acquisition.

We need to ensure there are sufficient places for children and young people entering Welsh language education to continue throughout their education lifetime. Data shows the need to have additional Welsh language Secondary school places by 2029.

### **What are the high-level actions required to increase the number of children entering Welsh medium education at 5years?**

- Meeting the minimum target 26% to 30% of children in Welsh medium education by 2032 is a challenging ambition. We will need to apply for funding to Welsh Government as it becomes available and maximise funding for school and childcare places in order to meet the target number required to be available. This will necessitate 2 classes per year group and will require a new Primary School to be developed.
- We will formalise the latecomers' policy and publish this online alongside information on Welsh medium education and the application for school places to admissions. There is also a need to explore and develop specific provision to support latecomer immersion to enable children and young people to enter the appropriate cohort at a suitable linguistic stage.
- Ensure the 466 places are taken up or admissions monitored towards the take up of 466 places. If showing concerns in take up, we need to use the communication plan to support specific promotional work.

### **Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another**

#### **What is our current position?**

Our transition rate between key stages in statutory education is good and has improved over recent years to close to 100% and we aim to continue this ability for all children starting their Category 3 Welsh language education journey. Therefore, our task is to increase the number of children entering Welsh language provision at nursery 3year old age range, in order to increase the number transitioning through the education stages and completing qualifications through the Welsh language.

Year	Year 6 number	Year 7 number	Percentage transition to year 7
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2017	352	334	94.89%
2018	355	337	94.93%
2019	336	331	98.51%
2020	329	320	97.26%
2021	356	352	98.88%

All of our category 3 Welsh language schools offer all provision and qualifications through the Welsh language due to research showing the need for Welsh immersion where many children are from English language family homes.

We are planning expansion of our Welsh language Primary provision, but with a nearly 100% transition rate between statutory education stages, there will soon be the need to plan for additional secondary education places. By 2027 the capacity in secondary education will outstrip demand and so we will need to plan for additional secondary school places.

Ysgol Gyfun Cwm Rymni organises a series of transition activities to ensure that they continue to be innovative in attracting pupils back to the sixth form. e.g. hosting two virtual open evenings for year 11 pupils and their parents; introducing a comprehensive options handbook and website for all pupils; arranging for all departments to present information about their courses as well as opportunities to answer any questions that arise on a virtual basis. Support is further enriched by offering bespoke appointments with the welfare team in order to receive further advice. In addition, the school arranges a coffee morning and registration for pupils, from both sites, where they have the opportunity to meet informally with the key stage 5 team and ensure that transition arrangements are as smooth as possible before September.

<u>YEAR</u>	<u>KS4</u>	<u>6th Form</u>	<u>Percentage transition</u>
2020	579	207	35.75
2021	640	270	42.19
2022	676	332	49.11
2023	660	369	55.91
2024	687	385	56.04
2025	715	376	53.00
2026	718	394	54.87
2027	744	407	54.70
2028	734	410	55.86
2029	729	425	58.30
2030	750	416	55.47
2031	744	417	56.05

Mudiad Meithrin officers measure the transition rates from Welsh language Cylchoedd Meithrin to Welsh language nursery school and this is an area of ongoing improvement needed. However, not all Welsh language provision in the borough are members of Mudiad Meithrin and so their transition rates, while a good indicator, are not reflective of the whole picture in the borough. There is a continued need to understand why parents may choose Welsh language childcare provision and not

continue to Welsh language nursery education. We anticipate that as more childcare provision is moved onto school sites this will improve transition rates. This will need to be monitored once these are operational.

Transition rates between the 11 Welsh language Primary schools remain high at 100% which is due to the close working relationships within the cluster. Ysgol Gyfun Cwm Rhymni teams work closely with the 11 Primary schools to ensure all pupils are ready to build on the progress already made. There are clear transition plans with joint activities and events (activity days, science projects and music days as well as transition days and evenings to include their families) alongside joint mentoring plans for children who are vulnerable.

Caerphilly has always worked closely with regional partners to enable all to share resources and improve quality, for example, schools working closely on development of resources including ALN resources with the development of the new Act. Another example is the early year partnership steering group to develop ALN, integrated working with Aneurin Bevan Health Boards for the most vulnerable families, etc. We will continue to work with others to improve transition rates and access for families to Welsh language provision.

### **What was the impact of coronavirus?**

Coronavirus had limited impact on transition rates between statutory education stages, but it did limit the transition and other activity events that happen throughout the school year.

Coronavirus impacted delivery of some childcare provisions in particular Clwb Carco and some Cylch Meithrin during lock down peaks. However, it is hoped that these provisions all remain sustainable to restart moving forwards.

We do not yet understand the impact coronavirus may have had on applications to Welsh language education nursery places as well as how it may impact those parents choosing to move children from Welsh language to English language education provision.

### **Where do we want to be and how will we get there?**

Mudiad Meithrin support many of the Welsh language Cylchoedd provisions although not all Welsh language childcare provision in Caerphilly borough. We will work with Mudiad Meithrin officers and our own early years team to increase the transition rate towards 100% from Welsh language childcare to Welsh language nursery at 3years by 2032.

Transition rates for childcare provisions on school sites will be monitored to understand if alternative choices are made by parents for language of school.

Ysgol Gyfun Cwm Rhymni will continue to work with the 11 cluster primary schools to continue to secure the 100% transition rate between stages of education.

We will work with families to understand the impact of coronavirus on transition rates and application rates and keep this under review over the coming years.

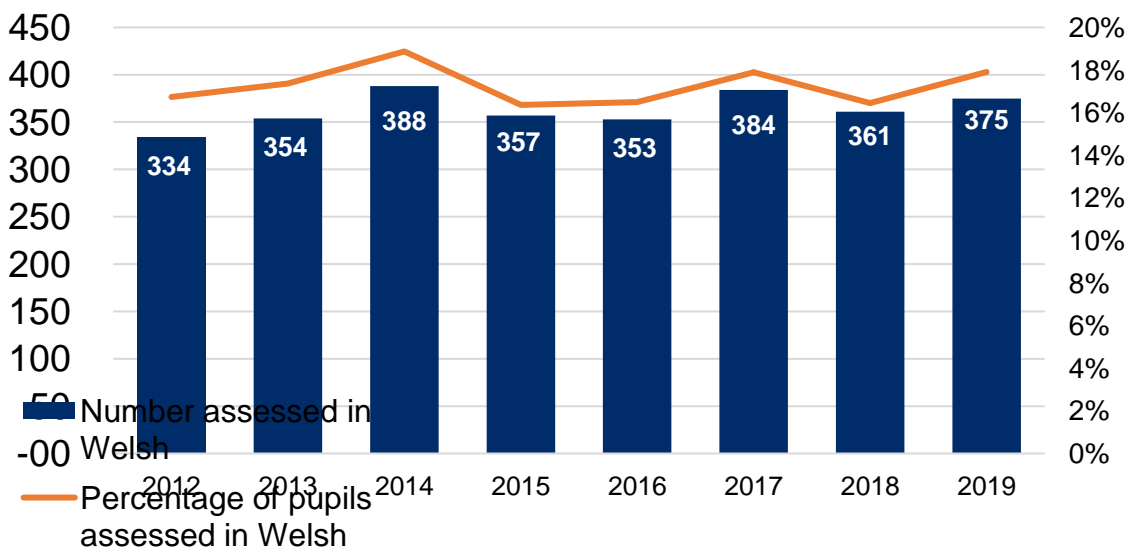
## What are the high-level actions required to enable children to improve their Welsh language skills?

- We will monitor transition rates for all Welsh language childcare provision on school site to understand where parents do not wish to continue Welsh language education for their child.
- We will monitor transition rates where possible for those settings who are not members of Mudiad Meithrin to complete the picture of transition to Welsh language education. We will work with colleagues in other local authority areas with better transition rates to develop possible Caerphilly solutions.
- We will work with families to understand the impact of coronavirus on transition rates and application rates and keep this under review over the coming years.
- We will work with Welsh Government and the 21<sup>st</sup> century schools' team to plan childcare provision alongside primary school development as well as plan for secondary school places expansion to continue the 100% transition rate through statutory education.
- Ysgol Gyfun Cwm Rhymni will continue to work with the 11 Primary schools in the cluster to continue its 100% transition rate.

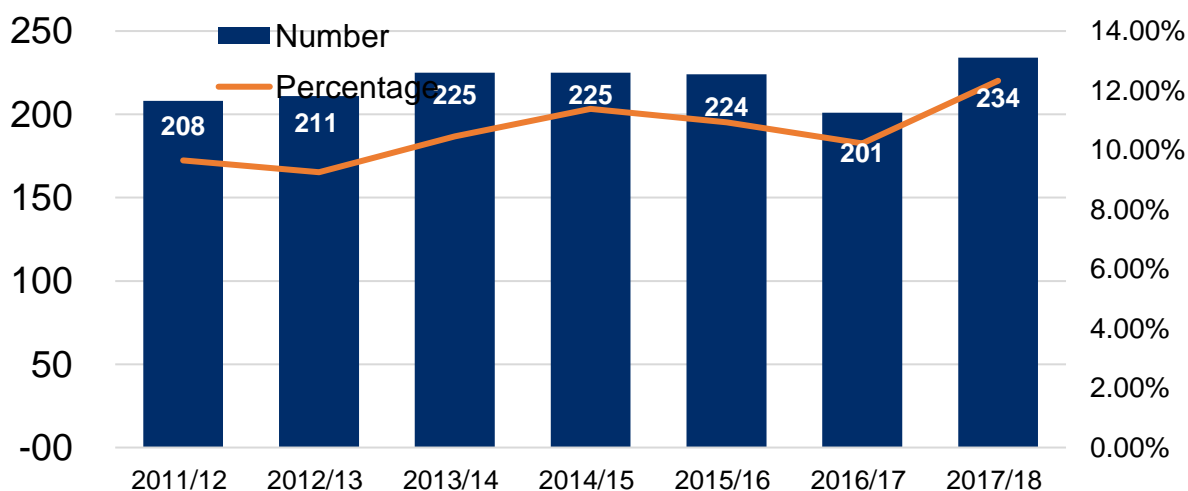
## Outcome 4: More learners study for their assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

### What is our current position?

Percentage of learners assessed in Welsh as a first language at the end of the Foundation Phase. Source [End of Key Stage 2 teacher assessments, StatsWales](#)



Number and percentage of Year 11 learners registered for GCSE in Welsh first language.  
 Source [Welsh Examinations Database, StatsWales](#)



Ysgol Gyfun Cwm Rhymni is split over two sites: Gellihaf and Y Gwindy. The capacity of the two sites combined is 2318. From the projected numbers the capacity will be reached by 2029, and if we continue to fill spaces within our current Welsh language Primary schools the potential demand will increase to 3280 as the children move through Primary and transition to Secondary over future years. This will require development of more secondary school provision, which will also increase the number of learners assessed for qualifications in Welsh in the future.

<u>YEAR</u>	<u>KS3</u>	<u>KS4</u>	<u>6th Form</u>	<u>Total</u>
2020	989	579	207	1775
2021	1006	640	270	1916
2022	1025	676	332	2032
2023	1065	660	369	2093
2024	1083	687	385	2155
2025	1083	715	376	2174
2026	1096	718	394	2208
2027	1094	744	407	2245
2028	1110	734	410	2254
2029	1144	729	425	2298
2030	1176	750	416	2342
2031	1219	744	417	2380

Pupils in key stage 4 and the sixth form at Ysgol Gyfun Cwm Rhymni are offered a wide range of subject options, academic and vocational courses and the number of Welsh medium courses is higher than expected at both key stages (36 courses at key stage 4 and 32 courses at key stage 5). In this way, the school curriculum meets the needs of all pupils. This is done imaginatively through very effective collaboration with a key partner, e.g. specific courses such as hairdressing and construction at Coleg Cymoedd in Ystrad Mynach. However, the sixth form is delivered on one site (Gelli Haf) and may impact learners returning to sixth form in Ysgol Gyfun Cwm Rhymni,

moving instead to Further Education colleges closer to home or easier travelling distance.

In 2020/21 Ysgol Gyfun Cwm Rhymni continued to teach an additional 'Pass' course with 52 pupils who did not succeed in some GCSE subjects. This enables the school to provide them with a tailored curriculum ensuring that they develop their skills and receive a recognized qualification that will help them in the future. However, it was not possible to offer a 'personal finance' qualification this year due to the lockdown period but firm plans are in place, including appropriate staffing, to deliver this along with Business and Technology Education Council (BTEC) level 1/2 cookery skills courses, National Vocational Qualification (NVQ) level 1 / 2 woodwork, a Wales, Europe and the World level 2 certificate, and a work-related education level 2 certificate, for target pupils. The key stage 4 curriculum is thoughtfully designed in order that effective use is made of expertise and resources on both sites for practical subjects e.g. textiles and design and technology. Provision for pupils at risk of becoming Not engaged in Education Employment or Training (NEET) is seen as important element of the school's provision.

Provision at key stage 5 is a very strong feature of Ysgol Gyfun Cwm Rhymni's work. The school succeeds in establishing a broad, rich and balanced curriculum that includes a wide range of AS, A Level and BTEC Level 3 courses. In addition, the school plans effective provision for the very few pupils who do not meet the entry threshold for level 3 courses of 5A\*-C via the level 2 courses in the sixth form. This course offers an extra year of transition to ensure that all pupils have the opportunity to fulfill their potential. Last year, half of these pupils took advantage of this transition route before moving on to study Level 3 subjects.

Ysgol Gyfun Cwm Rhymni collaborates creatively with local Welsh language secondary schools and a nearby college (e.g. Coleg y Cymoedd, Gartholwg, Llanhari and St Woolos) to offer a wide range of courses including a full-time vocational Child Care (CACHE) course for pupils year 13.

Coleg y Cymoedd supports Welsh language learners to continue their use of Welsh in some of the courses through customer service modules being delivered in Welsh language. In 2019-20, Iaith ar Waith (Welsh-medium Customer Care) units were delivered in Childcare, Health and Social Care, Catering, Business, Travel and Tourism, The Creative Industries, Engineering, Construction, Hairdressing, Beauty, Public Services and Sport courses. Coleg y Cymoedd have also recently appointed a Welsh speaking lecturer in health and social care who will be able to deliver the Childcare Play Learning and Development and Health and Social care courses bilingually as needed moving forwards.

English language Secondary schools are supported by the Education Achievement Service to deliver Welsh GCSE courses as well as the commitment to supporting the Siarter Iaith.

While there are good connections between Ysgol Gyfun Cwm Rhymni and Coleg y Cymoedd there is a need to improve connectivity with Coleg Gwent moving forward. There is also a concern that young people who may need to access Education Other Than At School may not be able to continue their education through Welsh language, although it is supported by Urdd to continue use of Welsh language while

they are not in school. This needs to be considered moving forward to ensure young people can continue their Welsh language while in alternate education provision.

### **What was the impact of coronavirus?**

During 2020 the teaching teams developed a wide range of curriculum resources for children and families to support the continuation of Welsh language education and support transition through the statutory stages of education.

Ysgol Gyfun Cwm Rhymni and the 11 Primary Schools have developed a project to support children and young people to improve their Welsh language skills in September 2021 through arts and musical performance. During coronavirus children and young people from English language homes who attend Welsh language school were impacted by not being immersed in the language despite the best efforts of teaching teams and parents to maintain the language skills. This project will encourage children and young people to use the Welsh language in creative activities.

### **Where do we want to be and how will we get there?**

We want all young people who access Welsh language education to study qualifications through the Welsh language in a broad range of subjects.

We want all children and young people who are accessing Education Other Than At School to continue to access subjects through the Welsh language if they have been in Welsh language education as well as offer opportunities to those who wish to transition from English language to Welsh language.

### **What are the high-level actions required to increase the number of learners studying qualifications in Welsh and through the medium of Welsh?**

- Ysgol Gyfun Cwm Rhymni will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
- Education Other Than At School teams will consider how the alternative education opportunities will continue to offer support for Welsh language to ensure young people can continue using Welsh language and access qualifications through Welsh language if they choose, for example, recruiting a Welsh speaking tutor or developing an innovative solution with the Welsh schools' cluster.
- School planning team will monitor take up of secondary places and plan for the expansion of secondary provision before the maximum capacity is reached in order to increase the number of pupils studying qualifications through Welsh language.
- Develop appropriate promotional materials in a range of media to encourage more young people to consider studying Welsh as a subject including taking Welsh at A level. This will link with the Welsh language 5year strategy targets.

## **Outcome 5: More opportunities for learners to use Welsh in different contexts in school**

### **What is our current position?**

In Caerphilly we have close working relationships with Urdd, Menter Iaith and the Youth Service. The partnership with Ysgol Gyfun Cwm Rhymni enables young people to use their Welsh language skills in social contexts within and outside of school.

Urdd offers a wide range of Welsh language experiences for children and young people across the borough including community arts clubs, a wide range of sports provisions including competitions at local to national level, digital resources and clubs as well as the residential Urdd camps which enable our children and young people to have immersive Welsh language social experiences. Urdd also deliver the Urdd Eisteddfod which is a wonderful Welsh language experience for the whole county and especially important in our borough where many homes are English speaking. Urdd have also developed Welsh language apprenticeships and encourage young people to take up volunteering opportunities within Caerphilly.

In Caerphilly we also have an Urdd Youth Officer linked to Ysgol Gyfun Cwm Rhymni who works very closely with Menter Iaith and the Youth Service to deliver extra-curricular activities in Welsh language, complementing the school provision. The Urdd and Menter Iaith also work closely with the Sports Caerphilly to ensure that all our school holiday activities also support children and young people in using Welsh language. The Urdd officer funded jointly by the Urdd, Menter Iaith and the Youth Service supports delivery of Welsh language activities outside school as well as within English language Secondary schools and at the Innovate project which is one of our Education Other Than At School provisions.

In Caerphilly our Menter Iaith work with a range of partners to deliver Welsh language activities after school and during school holidays. In addition, our Menter Iaith employ Welsh speaking qualified childcare and play staff to run registered after school and holiday childcare provision. This Welsh language childcare provision supports working families as well as enabling children and young people to have social experiences through the medium of Welsh.

Currently the Youth Service is working with Menter Iaith and Urdd to develop Welsh language youth provision in the newly developing Youth Hub in the Caerphilly basin. While this is planned to be one evening per week in the beginning, this may need to increase in the future. The need for any additional provision will be identified through the pilot project they are currently completing. The decision on introducing additional Welsh language sessions or integrating Welsh speakers into the existing sessions will need to be considered carefully. Current thoughts are Welsh speaking sessions encourage Welsh to be spoken during the sessions and not revert to substantive amounts of English as the home / peer friendship language which happens frequently in bilingual provisions locally.

The collaborative project between Menter Iaith, Urdd and Youth Service will include a mapping exercise completed with young people from September 2021 (including the percentage youth work delivered in Welsh language), assess the needs of young Welsh speakers across the borough, assess how these opportunities support the Welsh Language Charter, and use this information to develop Welsh language youth project moving forward. This project will identify what support or provision young people want to access and identify the gaps in this support or provision, which will need us to work collaboratively to address.

The Siarter Iaith or Language Charter (which is known as Cymraeg Campus in English language primary schools) is a framework for encouraging the use of the Welsh language. The Education Achievement Service has a primary role in supporting the Language Charter across all our schools, through facilitating professional learning for Charter Coordinators, sharing best practice and resources, offering bespoke support, as well as evaluating and validating progress towards the awards. 35 of 58 English language Primary Schools are working towards the awards in Cymraeg Campus, while all 11 Welsh language Primary Schools have achieved silver award in the Language Charter with Ysgol Gyfun Cwm Rhymni progressing to phase 3 (out of 5 phases).

### **What was the impact of coronavirus?**

During 2020/21 there was significant disruption to our children and young people accessing school and out of school activities. Much of the provision and support went online. This was a positive development and there are many more resources now available to children, young people and families which can be easily accessed. However, there was a detrimental impact on children using the Welsh language when they predominantly came from English speaking homes and where families were not confident to try the Welsh language with the children and young people. Schools supported families as far as possible to increase their confidence in using Welsh but as a response to this impact on children's use of Welsh, the schools have developed an arts and drama literacy project which starts in September 2021. This will result in videos to be developed to showcase the pupil's experiences and Welsh language development. The videos may support us in the development of our promotional work.

### **Where do we want to be and how will we get there?**

In Caerphilly we want all our Welsh speaking children and young people to have opportunities to use their language informally outside of school. We need to understand the percentage of Welsh language youth opportunities of the whole youth service offer and work to increase the percentage in line with the target 26% by 2031 to ensure parity of offer to all our young people.

We want all our children and young people to be able to access play experiences in the school holidays through the language of their choice. We will work collaboratively to identify more consistent funding streams

We want all our children and young people to have positive experiences of using the Welsh language in their school and outside of school. Therefore, the Education Achievement Service will continue to work towards all Primary schools becoming involved in Cymraeg Campus and progressing through the award stages.



## **What are the high-level actions required to increase the opportunities for learners to use Welsh in different contexts?**

- Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.
- Continue to work with members of the Welsh language Strategy forum to ensure promotional work and targets are coordinated efficiently and effectively.
- Develop an action plan in response to the young people engagement project to ensure wider Welsh language opportunities for children and young people. There is likely to be a need to increase the Welsh language provision for young people aged 11years upwards. This will be taken forward in the partnership between Urdd, Menter Iaith and Youth Service.
- Work with Welsh Government and partners to identify ongoing funding streams for Welsh language opportunities outside of school moving from reactive or responsive grants to more strategically planned funded projects for consistency in delivery.
- Youth Service to work with Menter Iaith, Urdd and wider partners to map the percentage of youth provision delivered through Welsh language and work collaboratively to increase the offer to 26% target by 2032.
- The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.

## **Outcome 6: An increase in Welsh medium education provision for learners with additional learning needs (in accordance with the duties determined by the ALN Act)**

### **What is our current position?**

Our Caerphilly Corporate Objective is to improve Education opportunities for all. This has been a guiding principle and inclusion remains a top priority for our Education Strategy.

It is important to identify emerging developmental delays at the earliest opportunity. During the last few years, we have had a focus on ensuring all registered childcare providers have a suitable Additional Learning Needs (ALN) lead who has accessed the ALN modules to provide inclusive provision for children in their care. In early years we have worked with Aneurin Bevan University Health Board to build a robust pathway of support for families from early identification in health visiting to support from early intervention teams to more specialist health support. ISCAN (Integrated Service for Children with Additional Needs) remains our centralised coordination of professionals for children with complex needs.

There is a range of support for families to identify if the children can access mainstream learning provision with the right support / strategies in place or if there is a need for more specialist provision. The publicity of support for children, young people and their families is being developed currently and will be taken forward as an action to ensure support is available in Welsh and English.

The Education advisory teams have a range of professionals and a number of Welsh speaking staff to support children across our mainstream Welsh language Primary Schools. Ysgol Gymraeg Cwm Derwen have a specialist resource base for children with complex needs who need more specific support to access the learning environment.

In recent years we have formalised the specialist support at Ysgol Gyfun Cwm Rhymni to complement their Additional Learning Needs department with the Ganolfan and the Hafan. Y Ganolfan is a well-established complex needs unit at Ysgol Gyfun Cwm Rhymni offering differentiated and individualised support for pupils to access as much of the curriculum as possible. The Hafan is a specifically designed room staffed by trained experienced teachers and assistants to support young people with complex social emotional behavioural difficulties. In addition, the Additional Learning Needs Coordinator (ALNCo) in Ysgol Gyfun Cwm Rhymni leads our Welsh medium ALN cluster development, supporting Primary Schools' ALNCo ensuring inclusive provision as well as upskilling of staff across all our Welsh language schools in the borough to be fully prepared for the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

There are very experienced ALN professionals across the region including in our regional Sensory and Communication service (SENCOM). The regional development work is developed in our regional South East Wales Consortia ALN group led by the Leads for Inclusion in each local authority.

### **What was the impact of coronavirus?**

During 2020/21 there was significant disruption to our children and young people accessing school and out of school activities. Much of the provision and support went online. This was a positive development and there are many more resources now available to children, young people and families which can be easily accessed. However, for children with complex needs and their families, the impact of disruption in school was felt more acutely. While there was a range of support for our most vulnerable learners, the need for consistency in access to education moving forward is vital. Schools are focussed on innovative methods to catch up the time lost for all our children and young people.

### **Where do we want to be and how will we get there?**

In Caerphilly we want all children and young people to be able to access the learning environment appropriate to their needs. We want to ensure we offer interventions at the earliest opportunity to ensure children are given the best start in life and identify the most appropriate provision to meet the child's educational needs.

We want to ensure there are sufficient skilled Welsh speaking staff to meet the needs of learners and build succession within our workforce.

## What are the high-level actions required to improve Welsh medium education provision for learners with additional learning needs?

- Audit all early intervention to identify and address any gaps in support for Welsh speaking families.
- Develop appropriate accessible information for families to promote support available through Welsh language to remove concerns or perceived barriers.
- Work with the PETRA team to develop or use children’s books and learning materials to support parents in making choices for their child’s language of Education.
- Develop case studies and lived experiences of families with children with Additional learning needs who have thrived in Welsh language provision.
- Audit the capacity of the Welsh speaking workforce to identify and address any gaps in Additional Learning Needs support and develop sustainability within the model of support.
- Work across the region to share relevant resources that have been developed.

## Outcome 7: Increase the number of teaching staff to be able to teach Welsh (as a subject) and teach through the medium of Welsh

### What is our current position?

The below table shows our current workforce for our 10 Welsh medium Primary Schools and our Secondary school according to the November 2020 Schools Workforce Annual Census data on the StatsWales.gov.uk website and Welsh Government website [School Workforce Census results: as at November 2020 | GOV.WALES](https://gov.wales/school-workforce-census-results-as-at-november-2020)

*Full person equivalent figures are used in the table which would be lower than full time equivalent but reflect whole roles that are term time only for more comparative numbers.*

Staff types	Caerphilly borough	Welsh medium schools	Primary	Secondary
Total qualified teachers	1410	235	120	115
Executive head teachers	10	0	0	0
Head teachers	65	10	10	*
Deputy head teachers	80	10	10	*
Assistant head teachers	45	0	0	*
Qualified classroom teachers	1215	210	100	110
Total support staff	1310	180	140	40
Higher level teaching assistants	100	20	20	0
Teaching assistants	720	120	100	20

SEN support staff	150	*	*	0
School business manager	20	*	*	*
Pastoral support staff	40	*	0	*
ICT staff	20	*	0	*
Administration staff	175	20	15	10
Science and laboratory staff	20	*	0	*
Exam officer / invigilators	10	0	0	0
Other support staff	55	5	5	*

\* this number is above zero but less than five

We will use this data to plan for the future needs of the workforce for Welsh medium schools planning in line with the development of new or expanded school provision through the 21<sup>st</sup> Century Schools team.

As a matter of course, Caerphilly Council always evaluates the potential for collaboration with another school when recruitment occurs. This is particularly applicable to schools with small student roll, decreasing finance budgets and/or schools that are not considered to be achieving their potential. Collaboration has proved a useful tool for sharing best practice across Caerphilly Council and the retention of effective and ambitious headteachers. At present there are seven collaborations across Caerphilly borough; one of which involves Ysgol Bro Sannan with Ysgol Gymraeg Gilfach Fargoed. Following a period of collaboration previously an additional four schools have federated; all of whom are English language schools.

Currently Caerphilly Council does not have concerning issues with headteacher recruitment. Out of the 86 schools, at present, only one Welsh medium has an acting headteacher (DHT acting up into role). Where we perceive that there may be an issue, we actively seek collaboration with an experienced head. However, we understand concerns from schools and Welsh Education Forum members regarding developing sufficient Welsh speaking staff entering the workforce and we will need to work with the Education Achievement Service, National Academy of Educational Leadership and initial teacher education to promote Education as a career to our young people leaving Secondary school.

Ysgol Gyfun Cwm Rhymni has a proven track record of developing their own staff and leadership team through their vocational schemes and links with wider Education institutions supporting student placements. This needs to be expanded into our wider schools to encourage the ability to grow our education teams. Canolfan Dysgu Cymraeg Cenadlaethol has a play list to support professional learning. Similarly, Mudiad Meithrin and the early years team have supported vocational placements and qualifications to grow our childcare workforce. The Cam Wrth Gam scheme with Mudiad Meithrin has had some success in developing qualified childcare staff with placements in Cylchoedd Meithrin. The vocational qualification Children's Care Play Learning and Development has also been supported by Ysgol Gyfun Cwm Rhymni and Coleg y Cymoedd to encourage our Welsh speaking young people to enter the childcare and education workforce. There is a concern that in order to be eligible for the level 2 or 3 childcare qualification, students need to be employed a minimum 16 hours per week but as they are unqualified they are not included in the ratio unless they have been in placement for

more than 12 weeks. Some sessional providers find this a challenge if they operate less than the required 16 hours. This needs consideration at Welsh Government level if it becomes a blockage for new people to enter the childcare workforce.

Mudiad Meithrin in partnership with Urdd Gobaith Cymru are offering a new apprenticeship opportunity to qualify as a Level 3 Child Care, Play, Learning and Development practitioner. This apprenticeship is suitable for staff who are employed (or who will be employed from the start date of the apprenticeship) by settings who are members of Mudiad Meithrin, Welsh medium private Day Nurseries, and Welsh medium schools. The duration of the course is 18 months, and learners will have to be employed in the setting for at least 16 hours per week.

The Education Achievement Service forms part of the University of South Wales Partnership. There is a dedicated model of support for Welsh medium schools and for the development of Welsh in English medium schools running as part of the Initial Teacher Training at the University.

On entering the workforce there are many mechanisms to support further development in their professional career. The early years team works with Mudiad Meithrin to promote further childcare qualifications and continuing professional development to provide quality childcare environments. The Education Achievement Service supports professional learning along the pathway through the medium of Welsh, in partnership with the other regions and accredited by NAEL, as appropriate. The courses delivered include Welsh medium provision for Higher Level teaching Assistants and Middle Leaders at both primary and secondary level as well as the senior leadership programme supported by a bespoke Welsh medium coaching model.

Menter Iaith work with settings to increase the use of Welsh language by staff with the children through the Road to Bilingualism. Caerphilly Council's equality team facilitates Welsh language courses to increase the Welsh speaking workforce across wider sectors which complement the education workforce in schools.

The Education Achievement Service support a regional professional learning and networking programme for practitioners in Welsh and English medium schools. In English medium schools there is support for staff to teach language patterns relevant to their teaching phase and to improve their language and language teaching methodology. The Welsh sabbatical scheme continues to be supported but there are limited places regionally circa 10-14 per course and a limited number of courses per year, which equates to approximately 3 per year for Caerphilly borough. During 2017-18 there were 2 staff who completed the Welsh in a Year scheme, 2018-19 there were 3 and for the last two years this has increased to 4 staff per year.

### **What was the impact of coronavirus?**

During the coronavirus pandemic many courses went online in the virtual world and staff had some capacity to complete professional development. However, in many cases placements were static or paused which impacted vocational qualifications.

## **Where do we want to be and how will we get there?**

We want to proactively work with our workforce to develop sufficient Welsh speakers to support children and young people in using the Welsh language both within school and their wider communities.

## **What are the high-level actions required to increase the number of teaching staff able to teach Welsh and through the medium of Welsh?**

- We will use our school places planning alongside our school workforce census data to plan the need for staff in new or expanded Welsh medium schools.
- We will work with the Education Achievement Service, National Academy of Educational Leadership, and initial teacher education providers to support the development of the education workforce.
- We will continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
- We will work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.
- We will work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent to develop our childcare workforce.
- We will raise our concerns for new entrants to the childcare workforce of sessional providers not being able to employ unqualified staff on 16 hours to be able to access the qualification course.

### Welsh in Education Strategic Plan 2022-2032

#### Action plan

##### Outcome 1

1. Use the Childcare Sufficiency Assessment data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually. Work with Mudiad Meithrin officers to develop new provision under the Set up And Succeed scheme.
2. Continue to work collaboratively across partners to maximise capital investment funding particularly focussed on category 3 Welsh language provision.
3. Develop a 10year communication plan with annual promotional milestones/tasks, which will be supported by the regional publicity officer post. The plan will include capturing lived experiences to change the cultural conversation with communities, and development of Welsh language parent champions, children story books from Petra and learning materials, and timed to target the areas of the capital programme implementation. The promotional plan needs to look at how we use different tools or information for targeting different groups including late entry or transfers from English medium, children with emerging developmental needs or disabilities, and new births.
4. Work with parents and carers to understand what information they need to inform their choices of language provision for education, including resources, web presence, activities, etc. building this into our communication plan.
5. Work with Mudiad Meithrin, Cymraeg I Blant, Parent Network and Gwent Association of Voluntary Organisations to support community-based peer support groups to be developed and run by volunteers.
6. Work with the admissions team to consider the parent journey when applying for school places, ensuring parents have information about Welsh language education throughout the online process including benefits of bilingualism / multilingualism and the latecomers' policy.
7. Support the Road to Bilingualism for English language childcare settings to progress through the continuum towards category 3 Welsh language childcare provision.
8. The above actions will link with the Welsh language 5year strategy targets.

##### Outcome 2

9. Meeting the minimum target 26% to 30% of children in Welsh medium education by 2032 is a challenging ambition. We will need to apply for funding to Welsh Government as it becomes available and maximise funding for school and childcare places in order to meet the target number required to be available. This will necessitate 2 classes per year group and will require a new Primary School to be developed.

10. We will formalise the latecomers' policy and publish this online alongside information on Welsh medium education and the application for school places to admissions. There is also a need to explore and develop specific provision to support latecomer immersion to enable children and young people to enter the appropriate cohort at a suitable linguistic stage.
11. Ensure the 466 places are taken up or admissions monitored towards the take up of 466 places. If showing concerns in take up, we need to use the communication plan to support specific promotional work.

### Outcome 3

12. We will monitor transition rates for all Welsh language childcare provision on school site to understand where parents do not wish to continue Welsh language education for their child.
13. We will monitor transition rates where possible for those settings who are not members of Mudiad Meithrin to complete the picture of transition to Welsh language education. We will work with colleagues in other local authority areas with better transition rates to develop possible Caerphilly solutions.
14. We will work with families to understand the impact of coronavirus on transition rates and application rates and keep this under review over the coming years.
15. We will work with Welsh Government and the 21<sup>st</sup> century schools' team to plan childcare provision alongside primary school development as well as plan for secondary school places expansion to continue the 100% transition rate through statutory education.
16. Ysgol Gyfun Cwm Rhymni will continue to work with the 11 Primary schools in the cluster to continue its 100% transition rate.

### Outcome 4

17. Ysgol Gyfun Cwm Rhymni will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
18. Education Other Than At School teams will consider how the alternative education opportunities will continue to offer support for Welsh language to ensure young people can continue using Welsh language and access qualifications through Welsh language if they choose, for example, recruiting a Welsh speaking tutor or developing an innovative solution with the Welsh schools' cluster.
19. School planning team will monitor take up of secondary places and plan for the expansion of secondary provision before the maximum capacity is reached in order to increase the number of pupils studying qualifications through Welsh language.
20. Develop appropriate promotional materials in a range of media to encourage more young people to consider studying Welsh as a subject including taking Welsh at A level. This will link with the Welsh language 5year strategy targets.



## Outcome 5

21. Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.
22. Continue to work with members of the Welsh language Strategy forum to ensure promotional work and targets are coordinated efficiently and effectively.
23. Develop an action plan in response to the young people engagement project to ensure wider Welsh language opportunities for children and young people. There is likely to be a need to increase the Welsh language provision for young people aged 11years upwards. This will be taken forward in the partnership between Urdd, Menter Iaith and Youth Service.
24. Work with Welsh Government and partners to identify ongoing funding streams for Welsh language opportunities outside of school moving from reactive or responsive grants to more strategically planned funded projects for consistency in delivery.
25. Youth Service to work with Menter Iaith, Urdd and wider partners to map the percentage of youth provision delivered through Welsh language and work collaboratively to increase the offer to 26% target by 2032.
26. The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.

## Outcome 6

27. Audit all early intervention to identify and address any gaps in support for Welsh speaking families.
28. Develop appropriate accessible information for families to promote support available through Welsh language to remove concerns or perceived barriers.
29. Work with the PETRA team to develop or use children's books and learning materials to support parents in making choices for their child's language of Education.
30. Develop case studies and lived experiences of families with children with Additional learning needs who have thrived in Welsh language provision.
31. Audit the capacity of the Welsh speaking workforce to identify and address any gaps in Additional Learning Needs support and develop sustainability within the model of support.
32. Work across the region to share relevant resources that have been developed.

## Outcome 7

33. We will use our school places planning alongside our school workforce census data to plan the need for staff in new or expanded Welsh medium schools.

34. We will work with the Education Achievement Service, National Academy of Educational Leadership, and initial teacher education providers to support the development of the education workforce.
35. We will continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
36. We will work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.
37. We will work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent to develop our childcare workforce.
38. We will raise our concerns for new entrants to the childcare workforce of sessional providers not being able to employ unqualified staff on 16 hours to be able to access the qualification course.

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

**PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.**

<b>1. Proposal Details</b>			
<b>Lead Officer</b>	<b>Head of Service</b>	<b>Service Area &amp; Department</b>	<b>Date</b>
Sarah Mutch	Keri Cole	Education and Corporate Services	14/9/2021

**What is the proposal to be assessed?** *Provide brief details of the proposal and provide a link to any relevant report or documents.*

The Welsh in Education Strategic Plan (WESP) 2022-2032

We have an ambitious target to increase the number of pupils taught through the medium of Welsh by 2032 and have developed high level actions through all aspects of our Welsh in Education Strategic Plan to achieve this.

This plan outlines how we intend to work with the Welsh Government and a wide range of stakeholders to work towards delivering the Cymraeg 2050 ambition of 1 million Welsh speakers as well as the Programme for Government 2021-2026. The funding will support our aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language regardless of your socio demographic context. This plan is intrinsically linked to delivering our integrated targets, using the sustainable development principles, across the Caerphilly county borough including Childcare Sufficiency Assessment plan 2022-2027, the Welsh Language Strategy 2022-2027 and our Caerphilly Corporate Plan 2018-2023 especially Objective 1 Improve Education Opportunities for All and the Strategic Equality Plan 2020-2024 Objective 5 – Welsh Language.

Our 10year target over the lifespan of this plan is to increase the places in year 1 to between 26% (520) and 30% (600) of children in Welsh medium education by 2030/31.

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The minimum target of 26% for learners in year 1 by 2032 is set by Welsh Government in order to meet the 1 million Welsh speakers by 2050 target. In order to meet this ambitious target, we will need to build a new Primary School and expand others to create the places. In addition, we will need a communication plan to increase the take up of those places and our starting point will need additional provision in Ti a Fi and Cylchoedd in the early years.

When we expand our Welsh medium provision, we will also need to expand our Welsh speaking workforce along with a substantial number of other actions highlighted at the end of each outcome area of the plan.

## 2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.*

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Page 162 <b>Age</b> (people of all ages)	The WESP proposes to increase the number of Welsh medium Education places so will positively affect children and young people who wish to access Welsh medium Education. There is a focus on increasing the size of the Welsh speaking workforce and so there is a positive impact for the working age population.	There is a recognition in the WESP that increasing the numbers in Welsh medium Education needs planned incremental transition to manage the potential negative impact on English medium primary schools.	The Welsh Government target for us of a minimum 26% learners in Welsh medium Education in the year 1 cohort by 2032. This will require an additional primary school as well as expansion of existing schools to create the spaces.
<b>Disability</b> (people with disabilities/ long term conditions)	Outcome area 6 has a specific focus on provision for learners with Additional Learning Needs to ensure inclusive and specialist Welsh medium Education provision.		Over recent plans we have developed appropriate specialist provisions in Ysgol Cwm Derwen and Ysgol Gyfun Cwm Rhymni to ensure a holistic inclusive approach for all children throughout Education. The specialist provision will enable children regardless of their circumstances, developmental or medical needs to access Welsh language provision.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<b>Gender Reassignment</b> <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i>	Neutral impact		
<b>Marriage or Civil Partnership</b> <i>(people who are married or in a civil partnership)</i>	Neutral impact		
<b>Pregnancy and Maternity</b> <i>(women who are pregnant and/or on maternity leave)</i>	Neutral impact		
<b>Race</b> <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i>	Neutral impact		
<b>Religion or Belief</b> <i>(people with different religions and beliefs including people with no beliefs)</i>	Neutral impact		
<b>Sex</b> <i>(women and men, girls and boys and those who self-identify their gender)</i>	Neutral impact		
<b>Sexual Orientation</b> <i>(lesbian, gay, bisexual, heterosexual, other)</i>	Neutral impact		

### 3. Socio-economic Duty (Strategic Decisions Only)

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

**Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:**

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

<u>Socio-economic Disadvantage</u>	<b>Does the proposal have any positive, negative or neutral impacts on the following and how?</b>	<b>If there are negative impacts how will these be mitigated?</b>	<b>What evidence has been used to support this view?</b>
<p><b>Low Income / Income Poverty</b> <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Additional Welsh medium Primary School will potentially support improved transport times for children to their school. The transport policy will still support those from low income households who require transport to school to access it, so is likely to have slightly positive or a neutral impact.</p>		
<p><b>Low and/or No Wealth</b> <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i></p>	<p>Neutral impact</p>		
<p><b>Material Deprivation</b> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i></p>	<p>Neutral impact</p>		

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<b>Area Deprivation</b> (where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?)	Neutral impact		
<b>Socio-economic Background</b> (social class i.e. parents education, employment and income)	Neutral impact		
<b>Socio-economic Disadvantage</b> (What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)	Neutral impact		

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#### 4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

<b>Objective 1</b> - Improve education opportunities for all	The WESP addresses many aspects of Objective 1 improving education opportunities for all positively impacting learning in Welsh language provision including development of school buildings, childcare, and outcomes for learners.
<b>Objective 2</b> - Enabling employment	The WESP recognises the importance of and need for developing the Welsh speaking workforce and as such will deliver on some aspects within Objective 2.
<b>Objective 3</b> - 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	No impact





<b>Objective 4</b> - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment	No impact
<b>Objective 5</b> - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015	No impact
<b>Objective 6</b> - Support citizens to remain independent and improve their well-being	No impact

#### 4a. Links to any other relevant Council Policy

*(How does your proposal deliver against any other relevant Council Policy?)*





The WESP is linked closely with the Welsh Language Strategy and the Childcare Sufficiency Assessment, which are both currently being updated and reviewed for the next five-year plans.

In addition there are close links to:

- CCBC Strategic Equality Plan 2020-2024
- CCBC Welsh Language Strategy 2022-2027
- Welsh Government Cymraeg 2050 Strategy
- CCBC Corporate Wellbeing Plan
- Education Shared Ambitions Strategy
- 21<sup>st</sup> Century schools programme Band B
- Welsh medium capital programme
- Childcare capital programme
- ALN Act and ALN transformation regional plan

## 5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

*(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p><b>Long Term</b></p> 	<p><b>Long term</b> – this Welsh in Education Strategic Plan is over a ten-year period but also part of an ambitious longer-term commitment in the Education and Corporate Services directorate to develop our Education system to be of the highest quality to meet the progressive needs of our learners. The system recognises the importance of developing our school environments, embedding early years in education as well as opportunities outside of schools for young people and families to embed Welsh language in our communities.</p>
<p><b>Prevention</b></p> 	<p><b>Prevention</b> – the outcomes reach across all demographic contexts and family circumstances and are essential in preventing detrimental impacts for children and young people. The plan includes giving all children a best start in life, through to those who may follow a less traditional academic path and those who may wish to learn Welsh later in life. Over recent plans we have developed appropriate specialist provisions in Ysgol Cwm Derwen and Ysgol Gyfun Cwm Rhymni to ensure a holistic inclusive approach for all children throughout Education. The specialist provision will enable children regardless of their circumstances, developmental or medical needs to access Welsh language provision. Our communication plan will promote the provision we have available within the borough to families to support their Education choices and encourage children and young people to embrace opportunities offered in bilingual communities.</p>
<p><b>Integration</b></p> 	<p><b>Integration</b> – many outcomes are cross cutting over different plans and strategies with common integrated outcomes and indicators. It is essential to link across the various plans including Welsh Language Strategy, Childcare Sufficiency Assessment, Corporate Wellbeing Objective, and the Welsh Government programme for government to ensure we are effectively delivering on integrated outcome areas.</p>
<p><b>Collaboration</b></p> 	<p><b>Collaboration</b> – there are a wide range of committed partners to delivering our Welsh in Education Strategic Plan starting with our children, young people, and families in our communities. There are many targets in our plan that will require different evolving collaborations to achieve. We have a long history of positive collaborations across the region to develop our early years Additional Learning Needs resources for the childcare sector, sharing good practice and resources across our school communities, as well as promotional activity through our Welsh policy officer’s group.</p>

## Involvement



Consider the **Involvement** – there are many stakeholders critical to achieving our overarching targets of 26% Welsh medium education places in our year 1 by 2031. The Welsh Education Forum (WEF) involves various members from across Education teams, Policy, Senior Leadership Teams representing Schools, Councillors, Parent Network, Menter Iaith Caerffili, Mudiad Meithrin, Rhieni dros Addyg Gymraeg (RhAG), Cymraeg i Blant, Urdd Gobaith Cymru, Coleg y Cymoedd, South East Wales Education Achievement Service, and Welsh Government. The old saying ‘it takes a village to raise a child’ holds true and the Welsh Education Forum is ever evolving to include new members who have an interest in delivering towards our targets in the Welsh in Education Strategic Plan and supporting our communication plan to promote the benefits of developing a bilingual community. There are good links between the Welsh Language forum and the Welsh Education Forum to ensure a consistent coordinated approach to promotional work.

## 6. Well-being of Future Generations (Wales) Act 2015

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p><b>A Prosperous Wales</b>  <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>The WESP aims to develop appropriately skilled children, young people and adults for a bilingual workforce.</p>
<p><b>A Resilient Wales</b>  <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>Any Primary School development will include environmental impact surveys and build conditions on the build to ensure high quality capital schemes.</p>
<p><b>A Healthier Wales</b>  <i>A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>The WESP will support the development of appropriate learning environments to support the wellbeing of all learners</p>
<p><b>A More Equal Wales</b>  <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>The WESP will support the development of appropriate provision for all learners including those most able or more vulnerable</p>

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p><b>A Wales of Cohesive Communities</b>  <i>Attractive, viable, safe and well-connected communities</i></p>	<p>All Welsh medium capital projects will support the development of attractive, viable, safe and well-connected communities.</p>
<p><b>A Wales of Vibrant Culture and Thriving Welsh Language</b>  <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>The WESP shows our commitment to supporting the Welsh culture as well as increasing the places available in Welsh medium provision to support the Welsh Government's commitment to 1 million Welsh speakers by 2050.</p>
<p><b>A Globally Responsible Wales</b>  <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>All capital projects will consider the environmental impact of any proposals.</p>

## 7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [Policy Making Standards - Good Practice Advice Document](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? <i>e.g the WESP, TAN20, LDP, Pupil Level Annual School Census</i>
<p><b>Links with Welsh Government's <a href="#">Cymraeg 2050 Strategy</a> and CCBC's <a href="#">Five Year Welsh Language Strategy 2017-2022</a> and the <a href="#">Language Profile</a></b></p>	<p>Positive impacts as detailed in the WESP</p>		<p>The WESP describes many actions required to meet our minimum 26% target for year 1 cohort by 2032 which will support the Cymraeg 2050 strategy, develop a skilled workforce for the future.</p>
<p><b>Compliance with the <a href="#">Welsh Language Standards</a>.</b> <i>Specifically Standards 88 - 93</i></p>	<p>Positive impact.</p>		<p>The draft WESP has been developed in partnership with the Welsh Education Forum and the Fforwm Iaith, ensuring key stakeholders for delivering on the actions are responsible for its delivery and success. There is a bilingual consultation process and it remains interlinked with a number of key CCBC strategies including the Welsh Language Strategy 2022-2027</p>
<p><b>Opportunities to promote the Welsh language</b> <i>e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</i></p>	<p>The WESP will actively encourage and promote the use of our services in Welsh to see an increase in demand over time</p>		
<p><b>Opportunities for persons to use the Welsh language</b> <i>e.g. staff, residents and visitors</i></p>	<p>The WESP will support the rights of Welsh speakers to use Welsh when accessing Education and for staff to use Welsh at Work</p>		
<p><b>Treating the Welsh language no less favourably than the English language</b></p>	<p>Positive intended impact on increasing the use of Welsh</p>		

**7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.**

The WESP demonstrates our commitment to increasing the number of Welsh speakers throughout the borough by 2032 towards the national 1 million Welsh speakers by 2050. The WESP has sections focussed on Education provision as well as early years and community provision and the opportunities for Welsh speaking workforce moving forward.

**8. Data and Information**

*(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)*

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
Welsh Government guidance containing the 26% target calculation alongside current data sets within the body of the WESP with the data set hyperlinks.	The data shows where high level actions are required which are included in each of the 7 outcome areas	The data shows what actions were needed to meet the 26% target for year 1 learners taught through the medium of Welsh by 2032.

**Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?**

*Details of further consultation can be included in Section 9.*

The census data is 2011 and so may need consideration once 2021 data is released to understand language trends in the borough.

**9. Consultation**

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. Consider the [Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

**Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.**

Consultation will open from October to December for an 8 week period and has a mix of statutory required stakeholders via direct consultation email as well as members of the public via the Council consultation webpage. Statutory Stakeholders are: neighbouring local authorities, head teachers and governing bodies of schools maintained by the authority, further education sector institutions within the area, the Welsh Language Commissioner, Early Years Development Childcare Partnership, Her Majesty's Chief Inspector of Education and Training in Wales, providers of initial school teacher training, and appropriate organisations providing services to children and young people.

The Welsh in Education Strategic Plan contains all the information and targets to enable consultees to raise aspects needing more information or additional actions.

Yet to be known from wider stakeholders. However, all Welsh Education Forum members shaped the draft WESP for consultation.

Aiming to consider comments for amendments to the WESP prior to submission to Welsh Government in January 2022.

## 10. Monitoring and Review

<p>2309173  <b>How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?</b></p>	<p>Annual reports will be submitted to Welsh Government and uploaded to website. The Welsh Education Forum will monitor updates from members against action areas termly.</p>
<p><b>What are the practical arrangements for monitoring?</b></p>	<p>The WESP is required to start implementation from September 2022 and will be monitored termly with annual reports submitted to Welsh Government.</p>
<p><b>How will the results of the monitoring be used to develop future proposals?</b></p>	<p>At year five there is the opportunity to review the actions and targets and amend if progress and data shows it to be necessary.</p>
<p><b>When is the proposal due to be reviewed?</b></p>	<p>Reviewed annually and at year 5</p>
<p><b>Who is responsible for ensuring this happens?</b></p>	<p>Lead officer and Welsh Education Forum</p>

## 11. Recommendation and Reasoning

<input checked="" type="checkbox"/>	Implement proposal with no amendments
<input type="checkbox"/>	Implement proposal taking account of the mitigating actions outlined
<input type="checkbox"/>	Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

<b>Have you contacted relevant officers for advice and guidance?</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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## 12. Reason(s) for Recommendation

*(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).*

The Welsh in Education Strategic Plan stimulates demand for Welsh medium provision and Welsh language Education to enable positive engagement across all communities with the Welsh language. There are substantive positive impacts for the Welsh in Education Strategic Plan including promoting and supporting development of the Welsh language across communities through Welsh medium schools and Further Education as well wider community support for parents to develop their Welsh language skills. There are substantive links to the equalities, 21<sup>st</sup> Century Schools and CCBC Welsh Language strategies as well as the Welsh Governments strategy for 1 million Welsh speakers by 2050. The Welsh in Education Strategic Plan 2022-2032 has updated information regarding the current position in each outcome area and has identified high level actions in order to meet the minimum 26% of the year 1 cohort taught through the medium of Welsh target by 2032. The consultation period has opened and is being circulated to all required consultees as well as being available to the public via our council website.

## 13. Version Control

*(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)*

Version No.	Author	Brief description of the amendments/update	Revision Date
1.	Sarah Mutch	Final version to accompany the WESP and committee services report although does not yet include consultation comments which is live currently	15/10/2021
2.	Sarah Mutch	Updated version following feedback	19/10/2021

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### Integrated Impact Assessment Author

<b>Name:</b>	Sarah Mutch
<b>Job Title:</b>	Early Years and Partnerships Manager
<b>Date:</b>	14/9/2021

### Head of Service Approval

<b>Name:</b>	Keri Cole
<b>Job Title:</b>	Chief Education Officer

<b>Signature:</b>		<b>Date:</b>	
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