

Pecyn Dogfennau Cyhoeddus

Penallta House,
Tredomen Park,
Ystrad Mynach,
Hengoed CF82 7PG

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
Hengoed CF82 7PG



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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge
(Rhif Ffôn: 01443 863100 E-bost: dredga@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 29 Mehefin 2016

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 5ed Gorffennaf, 2016** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol.

Yr eiddoch yn gywir,

Chris Burns
PRIF WEITHREDWR DROS DRO

A G E N D A

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb
- 2 Datganiadau o Ddiddordeb.

Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

- 3 Pwyllgor Craffu Addysg Gydol Oes a gynhaliwyd ar 24 Mai 2016.

1 - 6

A greener place Man gwyrddach



4 Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn.

5 I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet.

6 Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes.

7 - 24

7 I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:-

Cau Canolfan Adnoddau Arbenigol Cyfnod Allweddol 2 Ar Gyfer Plant Sydd Â Nam Ar Y Clwy Yn Ysgol Iau Hendre Ac Ail-Ddynodi Dosbarth Cynhwysiad Cymdeithasol Yn Ysgol Gynradd Cefn Fforest: Canlyniad Y Broses Ymgynghoriffurfiol.

Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00 a.m. ar **ddydd Llun**, 4ydd Gorffennaf 2

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

8 Ysgolion yr 21ain ganrif - Diweddariad a Chyflwyniad.

25 - 76

9 Strategaeth Cynllunio Lleoedd Ysgol.

77 - 84

10 Ffederasiwn Ysgolion.

85 - 120

11 Ysgolion Cydol Oed.

121 - 124

Cylchrediad:

Cynghorwyr J. Bevan, P.J. Bevan, W. David (Cadeirydd), H.R. Davies, C.J. Gordon, M.P. James, G. Johnston, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Is Gadeirydd), D. Rees, J.E. Roberts, R. Saralis, Mrs M.E. Sargent a J. Simmonds

Aelodau Cyfetholedig:

Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg (gyda hawliau pleidleisio ar faterion addysgol)

Mr M. Western

Cynrychiolwyr Rhiant Lywodraethwyr (gyda hawliau pleidleisio ar faterion addysgol) Mr A. Farina-Childs a Mrs A. Goss

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)

Mr P. Jones (NAHT), Mrs J. Havard (NUT), Mrs P. Ireland (NUT) a Mr J. Short (NASUWT)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)

Delwyn Davies (Caerphilly Governors Association) a Mrs S. Evans (Caerphilly Governors Association)

A Swyddogion Priodol

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 24TH MAY 2016 AT 5.30 P.M.

PRESENT:

Councillor W. David - Chair
Councillor J. Pritchard - Vice-Chair

Councillors:

J. Bevan, P.J. Bevan, H. Davies, C. Gordon, D.W.R. Preece, D. Rees, J.E. Roberts,
R. Saralis, Mrs M.E. Sargent, J. Simmonds

Cabinet Member for Education and Lifelong Learning: D. Havard

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director for Education),
J. Elias (Service Manager - ALN), J. Garland (Service Manager - Social Inclusion),
S. Mutch (Early Years Manager), P. O'Neil (Community Education Manager),
S. Richards (Principal Finance Officer), J. Southcombe (Financial Services Manager),
L. Travis (Senior Community Education Manager), J. Morgan (Solicitor),
A. Dredge (Committee Services Officer)

Also Present:

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr A. Farina-Childs
(Parent Governor), Mrs A. Gross (Parent Governor) and Mrs P.J. Ireland (NUT)

1. WELCOME

The Chair welcomed Councillor Derek Havard (Cabinet Member for Education and Lifelong Learning), Councillor Dave Rees and Mr. Delwyn Davies (Caerphilly Governors Association) to their first Scrutiny Committee.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors M.P. James, G. Johnston and Mrs G.D. Oliver, C. Burns (Interim Chief Executive), Mrs J. Havard (NUT) and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education).

3. DECLARATIONS OF INTEREST

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

4. MINUTES – 23RD FEBRUARY 2016

RESOLVED that the minutes of the Education for Life Scrutiny Committee Meeting held on 23rd February 2016 (minute nos. 1 - 15) be approved as a correct record and signed by the Chair.

5. CONSIDERATION OF ANY MATTER REFERRED TO THIS 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.

6. REPORT OF THE CABINET MEMBER FOR EDUCATION AND LIFELONG LEARNING

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning) provided details in respect of 21st Century Schools, including Phase 4 of Y Gwyndy and Islwyn High School. He confirmed that a final decision is awaited from the Education Minister in relation to the proposed establishment of Abertysswg/Pontlottyn Primary School.

Members were informed of 3 possible federation options involving primary schools across the borough and it is hoped that a consultation process will take place during the Autumn term.

The Cabinet Member was pleased to advise that the Department has received final approval of the Welsh in Education Strategic Plan (WESP) 2014-17 and that Estyn's inspection of the EAS will be completed on Friday, 27th May, 2016.

It was explained that the authority's engagement and progression function, which aims to identify, engage and track the progress of NEET (not in Education, Employment, or Training) has resulted in significant progress over the past year that builds on the success of the Youth Service, who host this function.

The Youth Forum has been invited to attend the Royal Opening of the Senedd on Tuesday 7th June where 5 young people will attend from across the authority.

The Committee were informed that a Corporate Safeguarding Policy has been developed as all staff within Education are required to attend basic safeguarding training on an annual basis. The policy has been approved by full Council and was subsequently issued to all staff during a training event delivered by Helen West, Safeguarding Manager, on 17th May 2016.

In concluding, the Cabinet Member confirmed the prestigious Achievement Awards for Looked After Children will be held on 4th and 6th July 2016. This is an opportunity to celebrate the hard work and courage of children and young people who have demonstrated significant progress in various areas of academic and social achievement. In many instances, these learners have had to overcome very challenging circumstances in order to maximise their life chances.

The Chair thanked the Cabinet Member for his informative report.

REPORTS OF OFFICERS

Consideration was given to the following reports.

7. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

Mrs Catherine Forbes-Thompson (Interim Head of Democratic Services) introduced the report that informed the Committee of its draft forward work programme including all reports that were identified at the work programme workshop on 23rd February 2016, planned for the period June 2016 to April 2017.

Members were asked to consider the work programme and to make any amendments or propose any additional agenda items to be included for future meetings.

Following consideration and discussion, it was moved and seconded that subject to Mr Tim Williams (Head Teacher of Islwyn High School) being invited to the meeting on the 5th July to provide an update in relation to the school's progress and the Budget Monitoring Report listed for 8th November 2016 and Childcare Sufficiency Assessment listed for the 10th January 2017 being placed on the Members Portal, the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that subject to

- i) Mr Tim Williams (Head Teacher of Islwyn High School) being invited to the meeting on the 5th July to provide an update in relation to the school's progress and the Budget Monitoring Report for the 8th November 2016 and Childcare Sufficiency Assessment listed for the 10th January 2017 being placed on the Members' Portal;

the work programme appended to the report be approved.

8. CABINET REPORTS

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

9. THE DIRECTORATE OF EDUCATION AND LIFELONG LEARNING PERFORMANCE REVIEW 2015/16 AND THE PRIORITIES FOR 2016/17

Mr Bleddyn Hopkins (Assistant Director for Education) introduced the report that updated Members on the Directorate's performance for the financial year 2015/16 and set out the Directorate's priorities for the financial year 2016/17.

An overview was provided in relation to the Council's 6 Improvement Objectives for 2016/17, with particular reference to "Improving outcomes for all learners, particularly those vulnerable to underachievement". A review of the Directorate's performance for 2015/16 has been undertaken as part of the Council's corporate planning process. Through the Self Evaluation process and taking account of Council priorities, introduced by the Council in 2014, the Directorate has identified 8 key priority themes for 2016/17, details of which were set out in the report.

Mrs Keri Cole (Chief Education Officer) delivered the presentation in relation to Performance Management in conjunction with her Officers who provided an overview on the priorities that were agreed for 2015/16:

- Improve standards of attainment in Key Stage 4 at the Level 2+ threshold
- Progress the Implementation of Behaviour Strategy
- Complete the ALN Review and Implement Recommendations
- Working in partnership, to promote the uptake of Free School Meals
- Deliver an effective and accessible Youth Service that supports the personal and social development of young people
- Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal)
- Deliver high quality Library Services across the Authority
- Ensure compliance with Health and Safety Policy
- Continue to implement the 21st Century Schools Programme
- Meet the requirements of the Medium Term Financial Plan

The Chair thanked the Officers for the report and presentation and full discussion ensued.

Clarification was sought regarding local Member meetings in relation to 21st Century Schools and Officers confirmed that although the last 3 meetings convened by the Cabinet Member had been cancelled, they will continue in future. This is in addition to the monthly user group meetings where Local Authority staff, the Cabinet Member, the Contractor and the client agent (AECOM) attend.

It was explained that Improvement Objective 1 will continue for another year and the Local Authority judge this objective as partially met. Details of how the target is set and what was achieved were set out.

In terms of the implementation of the behaviour strategy, an update was provided in relation to fixed term and permanent exclusions in the last year and the training available to schools and governors. A member queried the impact the training is having on schools. It was explained that at this stage it is difficult to make a judgement as although the training has been rolled out, some schools will not be assessed until June and the outcome of the evaluation should be concluded in the autumn term.

Members discussed the Annual Learning Needs (ALN) Review and solutions in moving forward. Reference was made to upcoming Welsh Government (WG) Training Programmes namely Capacity Building Solutions, that offers good basic training at the foundation stage for assessing needs and the refreshed Autistic Spectrum Disorder Strategic Action Plan that focuses on raising awareness of autistic spectrum disorder (ASD). The committee was informed that Education Psychologists are not always required as some needs can be assessed and dealt with within the school and it is hoped that this strategy will be supported following the training sessions.

Clarification was sought in relation to the strategies used to encourage free school meal claimants to engage as the numbers dropped in January 2016. Officers confirmed that the team are working with partners such as governors and parent groups to increase the numbers and to move away from the stigma that has been associated previously. Cashless catering has also been introduced across schools and all efforts are made not to identify the children who are entitled to free school meals. Youth workers have reported that in many cases it is simply that children want to leave the school grounds with friends during the lunchtime period.

Reference was made to the Youth Service and details were provided in terms of the plan for restructure and grant funding. Members were informed that the Youth Service Curriculum is available at every centre and Wi-Fi is available in many centres. Although there are some black spots across the borough the youth service are currently working with I.T. to consider other options.

In terms of Adult Community Learning, Members congratulated Mrs Lyn Travis and her team for their work undertaken with changing priorities where funding streams have been reduced.

Consideration was given to the Service Improvement Plan themes for 2016/17, including:

- Improving standards of attainment particularly at key stage 4 at the level 2+ threshold
- Raising standards of attendance
- Reducing the impact of poverty on children and young people
- A complete review of EOTAS
- To complete the final phase of the ALN review
- Deliver 21st Century Schools Strategy and Development
- To meet the requirements of the CCBC Medium Term Financial Plan and
- To maintain and further deliver good practice in Safeguarding

Having fully considered its content, it was moved and seconded that the recommendations contained in the Officer's report be approved. By a show of hands this was unanimously agreed.

RESOLVED that:

- i) the progress and performance against agreed outcomes for future priorities and recommendations be noted;
- ii) in noting the report Members supported the partial success at the full year stage in respect of the Improvement Objective Assessment.

The meeting closed at 8.27 p.m.

Approved as a correct record, and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 5th July 2016, they were signed by the Chair.

CHAIR

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 5TH JULY 2016

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES & SECTION 151 OFFICER

1. PURPOSE OF REPORT

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme

2. SUMMARY

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

3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation.

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee work meeting on xxxxxx 2016. The work programme outlines the reports planned for the period xxxx 2016 to April 2017.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. 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.

4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2.

5. EQUALITIES IMPLICATIONS

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

6. FINANCIAL IMPLICATIONS

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

7. PERSONNEL IMPLICATIONS

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

8. CONSULTATIONS

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

9. RECOMMENDATIONS

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

10. REASONS FOR THE RECOMMENDATIONS

10.1 To improve the operation of scrutiny.

11. STATUTORY POWER

11.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services
Consultees: Gail Williams, Interim Head of Legal Services and Monitoring Officer

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme
Appendix 2 Cabinet Work Programme

Education for Life Scrutiny Committee Forward Work Programme May 2016 to April 2017			
Meeting Date: 24 May 2016 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
Performance Management	Review of 2015/16 and agreeing 2016/17 SIPs and priorities		

Education for Life Scrutiny Committee Forward Work Programme May 2016 to April 2017			
Meeting Date: 5 July 2016 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
School Place Planning Strategy	21 st century schools update and headteacher presentation, plus federation of schools and all through schools pilot schemes	To include Islwyn High School and its fitness for purpose	Owain ap Dafydd and Lynn Griffiths due to attend (Y Gwyndy). Tim Williams Headteacher Islwyn High School.

Education for Life Scrutiny Committee Forward Work Programme May 2016 to April 2017			
Meeting Date: 27 September 2016			
Subject	Purpose	Key Issues	Witnesses
School Performance Foundation Phase to KS3 (Provisional) – (P1)	This data will be presented in a comparative format and will demonstrate the distance travelled this year.		Suggestion: Headteacher of a Primary school where good progress has been made (Rhydri)
ESTYN Inspection Outcomes - (P1)	This report will give an overview of inspections in the academic year 2015-16 and will compare the profile to previous years.		

Appendix 1

Meeting Date: 8 November 2016			
Subject	Purpose	Key Issues	Witnesses
Library Standards – (P2)	An update on performance assessed against the Welsh Government Library Standards and comparison on an All Wales basis.		
SIP (Mid-Year Review) – (P2)	To review performance against the 8 identified priority themes for 2016/17.		
Flying Start programme plan	The report will give a summary of the analysis of the data and action plan 2017-20, prior to submission to Welsh Government and subsequent publication.		

Appendix 1

Meeting Date: 10 January 2017			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Presentation – (P2)	The Youth Forum will present their priorities following their conference. They will explain how they think Members can give support.		
Attendance & Exclusions – (P2)	To update Members on the most recent statistical releases and outline the current position in comparative terms.		Invite Headteacher from a school who has developed a successful strategy here.
Welsh in Education Strategic Plan	The report will give a summary of the analysis of the data and action plan 2017-20 to allow Scrutiny Committee to review the submission made to Welsh Government.		

Appendix 1

Meeting Date: 27 February 2017			
Subject	Purpose	Key Issues	Witnesses
Education Capital - (P1)	Consider recommendations for the allocation of resources for the 2017/18 financial year. To be considered by Cabinet.		
Pupil Attainment (KS4 & 5) - (P1)	To outline the LA's performance in all key indicators at KS4 and 5 from 2016.		Invite Secondary phase Head teacher.
Proposed Admission Arrangements - (P2)	Committee to consider proposed changes to the Council's admission arrangements for the 2018/19 academic year. To be agreed by Cabinet.		
Budget Monitoring – (Information P3)	An update on financial performance 2016/17 to reflect spend to end December 2016.		

Appendix 1

Meeting Date: 4 April 2017			
Subject	Purpose	Key Issues	Witnesses
School Categorisation – (P1)	To outline the rationale of School Categorisation and will give a confirmed analysis of the profile for January 2017.		
EAS Business Plan (Information P3)	To update Members on the progress within the EAS Business Plan.		
WESP (Welsh in Education Strategic Plan) – (Information P3)	To receive updated WESP, as agreed by Welsh Government.		

Appendix 1

Meeting Date: 7 June 2017 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
SIP Review and New Year Priorities & Improvement Objectives – (P2)	To review 2016/17 and agree 2017/18 main SIP themes/priorities.		

Appendix 1

Meeting Date: 11th July 2017			
Subject	Purpose	Key Issues	Witnesses
Education Safeguarding Update – (P2)	To update Members on the most recent developments and to report relevant data.		
Budget Monitoring – (Info P3)	To consider 1 st budget monitoring report for 2017/18 and consider likely outturn for 2016/17.		

Appendix 1

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Medium Term Financial Plan (MTFP) – (P1)	To consider proposals for 2017/18 budget strategy.		
MTFP (Service Issues) Requiring Policy Changes – (P1)	2017/18 budget strategy proposals requiring changes to Council policy. To be agreed by Cabinet or Council as appropriate.		
Outcomes of School Organisation Proposals – (P2)	To consider outcomes of specific school organisation proposals and/or comment on consultation documents, as appropriate.		
Service Strategies & Policy Developments - (P2)	To advise on new strategies and consult upon proposed new or amended policies which would be determined in due course by Cabinet or Council, as appropriate.		
21 st Century Schools - Updates – (P3)	Receive periodic updates, as appropriate to consider key milestones.		

(Key P1,2,3 – Priority 1,2 or 3)

Cabinet Forward Programme

Appendix 2

29TH JUNE 2016	Key Issues	Service Area
Cabinet Forward Work Programme Blaenraglen Waith y Cabinet	To seek Cabinet endorsement of the Forward Work Programme for the period April 2016 to June 2016.	Legal and Democratic Services
Governance Arrangements – SEW Education Achievement Service Trefniadau Llywodraethu Gwasanaeth cyflawni addysg y ddwyrain cymru	Update to current governance arrangements to reflect the new National Model of Regional Working for Education Consortia.	EAS/ Education
Amendments to Authorisation of Officers within the Public Protection Division Diwygiadau i Awdurdodi swyddogion o fewn Is-adran Diogelu'r Cyhoedd	To inform Cabinet of required changes to the legal powers for officers of the Public Protection Division and to seek approval for additional authorisation under a number of Acts of Parliament in order to enforce the legislation and carry out their duties.	Public Protection
Closure of the Key Stage 2 Specialist Resource Based for children with Hearing impairment at Hendre Junior School, and Redesignation of the Social Inclusion Class of Cefn Fforest Primary School: Outcome of the Formal Consultation Process. Cau Canolfan Adnoddau Arbenigol Cyfnod Allweddol 2 Ar Gyfer Plant Sydd Â Nam Ar	To update Cabinet on the formal consultation process and to seek a decision on the proposal to close the Specialist Resource Base at Hendre Junior School, and Re-designation of the Social Inclusion Class of Cefn Fforest Primary School	Additional Learning Needs, Education

Cabinet Forward Programme

<p>Y Clwy Yn Ysgol Iau Hendre Ac Ail-Ddynodi Dosbarth Cynhwysiad Cymdeithasol Yn Ysgol Gynradd Cefn Fforest: Canlyniad Y Broses Ymgynghoriffurfiol.</p>		
<p>Welsh Language Standards Annual Report 2015-2016.</p> <p>Adroddiad Blynyddol Y Safonau Iaith Gymraeg 2015-2016.</p>	<p>The purpose of this report is to consider the Welsh Language Annual Report on Monitoring and Improvement. The Welsh Language report must be published before the end of June each year.</p>	<p>Public Protection</p>
<p>Notice of Motion - Remedial action to improve air quality on Plafodyrynys Road.</p> <p>Rhybudd o Gynnig - Camau adferol i wella ansawdd yr awyr ar Heol Hafodyrynys.</p>	<p>Notice of Motion</p>	<p>Public Protection</p>

13TH JULY 2016	Key Issues	Service Area
<p>Proposed New Fee Structure for Additional Services.</p> <p>Strwythur Ffioedd Newydd Arfaethedig ar gyfer Gwasanaethau Ychwanegol.</p>	<p>The report outlines a number of service areas where there are either new services to be offered that require fees to be set or where fee increases have not been implemented for a number of years such that the fee structure is no longer sustainable and/or is not recovering the full cost of the service. The report therefore seeks cabinet approval to introduce certain new fees and to increase or change the fee structure of others.</p>	<p>Community and Leisure Services</p>
<p>Winter Service Plan Endorsement</p> <p>Cymeradwyaeth Cynllun</p>	<p>To seek endorsement of the council's annual approach to Winter Maintenance</p>	<p>Engineering Services</p>

Cabinet Forward Programme

Gwasanaeth y Gaeaf.		
Federation of Schools Ffederasiwn Ysgolion	This report outlines proposal to agree to support, in principle, the federation of schools. The specific recommendation is to proceed with proposals in the autumn term to include Bedwas Junior/Rhydri Primary, Fleur-de-Lys Primary/Pengam Primary and Cwmfelinfach Primary/Ynysddu Primary schools.	Education
Property Services - State of the Estate Report 31st March 2016. Gwasanaethau Eiddo - Adroddiad Cyflwr yr Ystâd 31ain Mawrth 2016.	For some time now the Welsh Government (WG) has produced an annual report on the "State of the Estate" relating to property in their ownership. The report is very useful and has been widely circulated by WG. The report has prompted Property Services to prepare a similar report for the council. The main driver for that being introduced now is to reflect on the significant changes that have been made to the council's property portfolio and the way that portfolio is now managed.	Property and Asset Management
Land at Mill Street, Risca	To seek approval to the principle of disposing of land at Mill Street, Risca to the Seren Group for a pound.	Property and Asset Management
27TH JULY 2016	Key Issues	Service Area
Provisional Outturn for 2015/16 Alldro Dros Dr oar gyfer 2015/16	This report will provide Cabinet with details of the provisional revenue budget outturn for the 2015/16 financial year prior to the annual audit by the Authority's External Auditors, Grant Thornton. The report will provide an overview of the Council's financial performance and will set out the reasons for any significant variations against budget.	Corporate Finance
Reserves Strategy Strategaeth Cronfeydd wrth Gefn	Following a review of the Reserves Protocol this report will seek Cabinet endorsement of a reserves strategy setting out details of the types of reserves held by the Authority, their purpose and the processes for authorising use of the reserves.	Corporate Finance
Financial Resilience Report. Adroddiad Gwydnwch Ariannol.	Cabinet will be presented with the Wales Audit Office (WAO) financial resilience assessment report for Caerphilly CBC. The review work on which the report is based focusses on the delivery of agreed savings for the 2014/15 financial year and budget planning arrangements for 2015/16. All Local Authorities in Wales have been subject to review and individual reports have been produced by the WAO. The report being presented to Cabinet will include details of the key findings of the review, a risk assessment and proposals for improvement.	Corporate Finance

Cabinet Forward Programme

Wales Audit Office Review of the Development of a Sport and Leisure Strategy Adolygiad Swyddfa Archwilio Cymru o Ddatblygiad o Strategaeth Hamdden a Chwaraeon.	To update Cabinet on the outcome of a recent Wales Audit Office (WAO) review of the development of a Sport & Leisure Strategy and the next steps to be taken by the Council in addressing the recommendations made by the WAO.	Corporate Services
Islwyn High School - Instrument of Government	To seek Cabinet's agreement on an Instrument of Government to establish the Governing Body for Islwyn High School which will be established from September 2016.	Education

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14TH SEPTEMBER 2016	Key Issues	Service Area
Land at Upper Cefn Road, Deri Tir ar Heol Cefn Uchaf, Deri	To seek approval to dispose of Land at Upper Cefn Road, Deri.	Property and Asset Management
Land at Lewis Street, Aberbargoed	To seek approval to dispose of land at Lewis Street, Aberbargoed	Property and Asset Management

21ST SEPTEMBER 2016	Key Issues	Service Area

5TH OCTOBER 2016	Key Issues	Service Area
Highway Maintenance Plan Cynllun Cynnal a Chadw'r Priffyrdd.	To seek endorsement of the Council's approach to maintaining its highway network	Engineering Services

Cabinet Forward Programme

19TH OCTOBER 2016	Key Issues	Service Area
2ND NOVEMBER 2016	Key Issues	Service Area
16TH NOVEMBER 2016	Key Issues	Service Area
<p>Highway Asset Management Plan Cynllun Cynnal a Chadw'r Priffyrdd.</p>	<p>To update on the current All Wales approach to Asset Management and seek endorsement for CCBC's development of its Highways Asset Management Plan</p>	<p>Engineering Services</p>
<p>Treasury Management –Review of MRP Policy Rheolaeth Y Trysorlys – Adolygiad o'r Polisi Isafswm y Ddarpariaeth Refeniw</p>	<p>This report will set out options for revising the Minimum Revenue Provision (MRP) Policy to identify potential savings to support the Medium Term Financial Plan (MTFP).</p>	<p>Corporate Finance</p>
<p>Mid-Year Budget Monitoring (Whole Authority) Monitro Cabol Blwyddyn Cyllideb 2015/16</p>	<p>This report will provide details of projected whole-Authority revenue expenditure for 2016/17 along with details of any significant issues arising. The report will also update Cabinet on progress in delivering approved savings for the 2016/17 financial year.</p>	<p>Corporate Finance</p>

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 5TH JULY 2016

SUBJECT: 21ST CENTURY SCHOOLS - UPDATE

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 To update Members on the three 21st Century Schools (Band A) Schemes.

2. SUMMARY

2.1 The report provides an update in respect of the three schemes supported by Welsh Government in relation to Band A (2014-2019).

2.2 The total Band A approved sum is £53.5m, as follows:

- Y Gwyndy £20m
- Islwyn High School £24m & £1.5m extension *
- Abertysswg/Pontlloftyn Primary £8m

* The full business case (FBC) made provision for £2m to also be spent on Blackwood Comprehensive.

2.3 The funding is on a 50/50 basis with Welsh Government. CCBC has already identified and set aside its 50% share of the £53.5m sum.

3. LINKS TO STRATEGY

3.1 The report considers the use of resources within Education to ensure the Council's key strategies are best achieved.

3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.

4. THE REPORT

4.1 The three schemes progressing at the current time in relation to Band A (2014-2019) are as follows:

- Y Gwyndy (Welsh Medium development)
- Islwyn High School
- Abertysswg/Pontlloftyn Primary

Y Gwyndy

- 4.2 Phase 1 (200 place Secondary) was completed for September 2013 to allow 2 years of intake.
- 4.3 Phase 2 (relocation of YGG Caerffili) was completed by August 2015 and the new school opened at the commencement of the 2015/16 academic year as planned.
- 4.4 Phase 3 (remaining 700 place Secondary) was completed late Autumn term 2015.
- 4.5 The First Minister officially opened phases 2 and 3 on 9 December 2015.
- 4.6 Phase 4, comprising a 3G pitch, junior sized grass pitch and hard play areas. Phase 4 works commenced in May and completion expected mid/late October 2016..
- 4.7 The overall allocation for Y Gwyndy scheme was £20m, based on a bid at 2011 prices. It is anticipated that the overall project sum will be contained within the £20m.

Islwyn High School

- 4.8 An update report was considered by Scrutiny on 22 September 2015. Since that date the costs of the permanent extension were confirmed, resulting in an updated anticipated project target cost of £24.822m.
- 4.9 The build contract is progressing well and generally ahead of schedule. The BREEAM design stage assessment has been awarded as excellent.
- 4.10 The planned completion date remains as end April 2017.
- 4.11 Scrutiny, at its meeting on 24 May, agreed to invite the Headteacher to this Scrutiny meeting to discuss concerns re the school's playing field provision.

Abertysswg/Pontlottyn Primary

- 4.12 Welsh Government approved the full business case (FBC) in January 2016. A total sum of £6.884m was anticipated at that stage.
- 4.13 The tender process was completed and the costs were higher than anticipated. A revised total scheme cost has now been estimated at £8.035m. The Welsh Government has given its approval on 13 June to a 50% contribution to a maximum of £4m.
- 4.14 This has resulted in a project delay. The build programme is anticipated to take 12 months and is now programmed to be completed for opening for January 2018.

Presentation & Displays

- 4.15 Details of all 3 projects are on display. These incorporate designs and sketch layouts.
- 4.16 The report is also supplemented by a presentation in respect of the Y Gwyndy development.

5. EQUALITIES IMPLICATIONS

- 5.1 Equality impact assessments were produced as part of the statutory processes for each of the three schemes.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take

advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

5.3 The three schemes have been developed in accordance with the strategy.

6. FINANCIAL IMPLICATIONS

6.1 These have been outlined in the report.

7. PERSONNEL IMPLICATIONS

7.1 These are being developed for each scheme as they progress to school opening.

8. CONSULTATIONS

8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

9. RECOMMENDATIONS

9.1 Members are requested to note the update in respect of the three 21st Century Schools (Band A) schemes.

10. REASON FOR THE RECOMMENDATION

10.1 To apprise Members of developments in respect of the three schemes.

11. STATUTORY POWER

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

Author: Bleddyn Hopkins, Assistant Director, Our Schools Our Future
E-mail: hopkib@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive
Nicole Scammell, Acting Director of Corporate Services & S151 Officer
Keri Cole, Chief Education Officer
Debbie Hartevelde, Managing Director (Interim), Education Achievement Service for South East Wales
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Gail Williams, Interim Head of Legal Services & Monitoring Officer
Lynne Donovan, Head of People Management and Development
Jane Southcombe, Financial Services Manager
Mark Williams, Manager, Building Consultancy Services
David A Thomas, Senior Policy Officer (Equalities and Welsh Language)
Mike Lewis, Principal Accountant – Education Central

Background Papers:
Strategic Outline Programmes 2010 and 2011
3 schemes business cases and associated correspondence.

Gadewir y dudalen hon yn wag yn fwriadol

EDUCATION FOR LIFE SCRUTINY COMMITTEE 5 JULY 2016

Y GWYNDY DEVELOPMENT

Presentation by :

Bleddyn Hopkins, Assistant Director

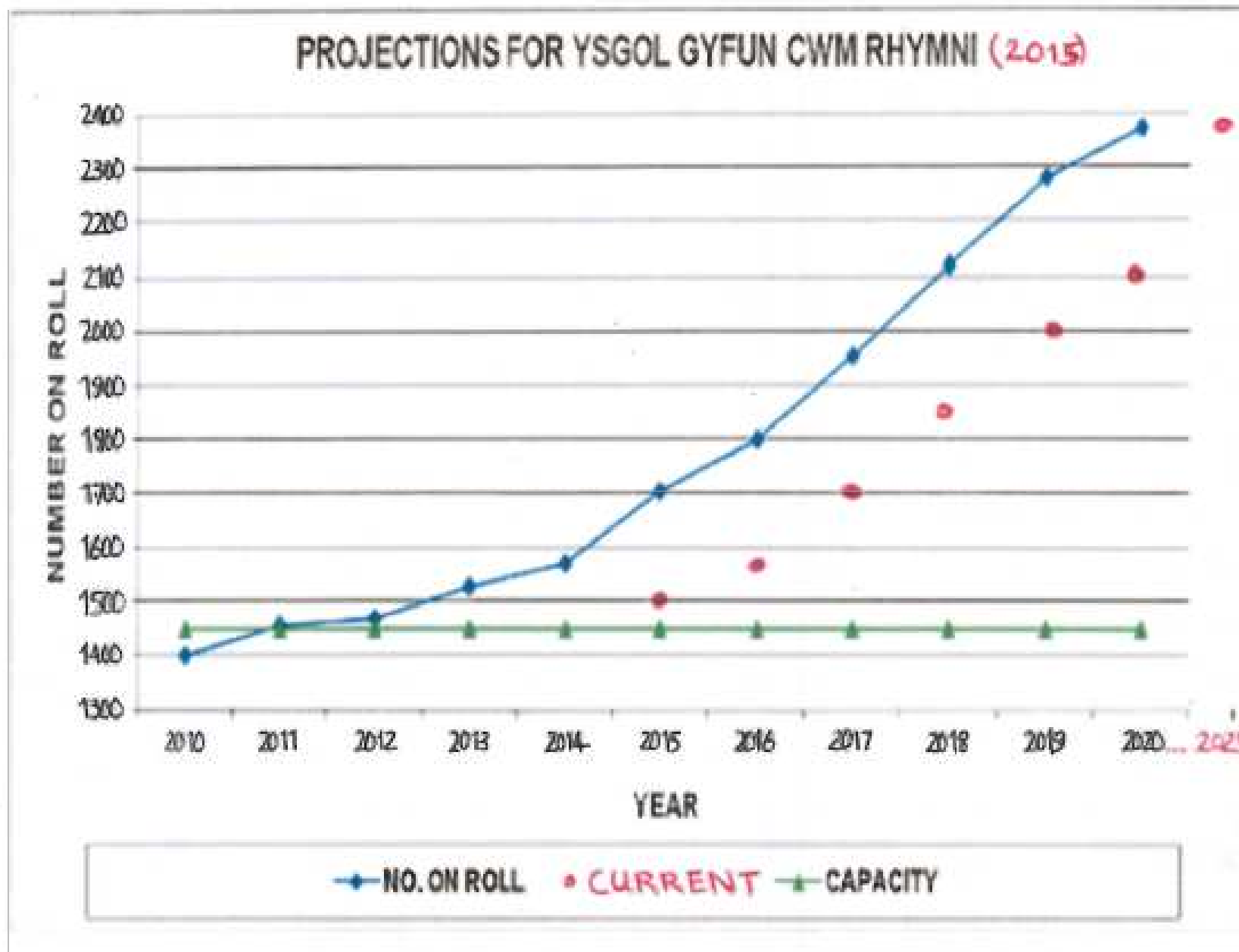
Lynn Griffiths, Headteacher, Ysgol Gynradd Gymraeg Caerffili

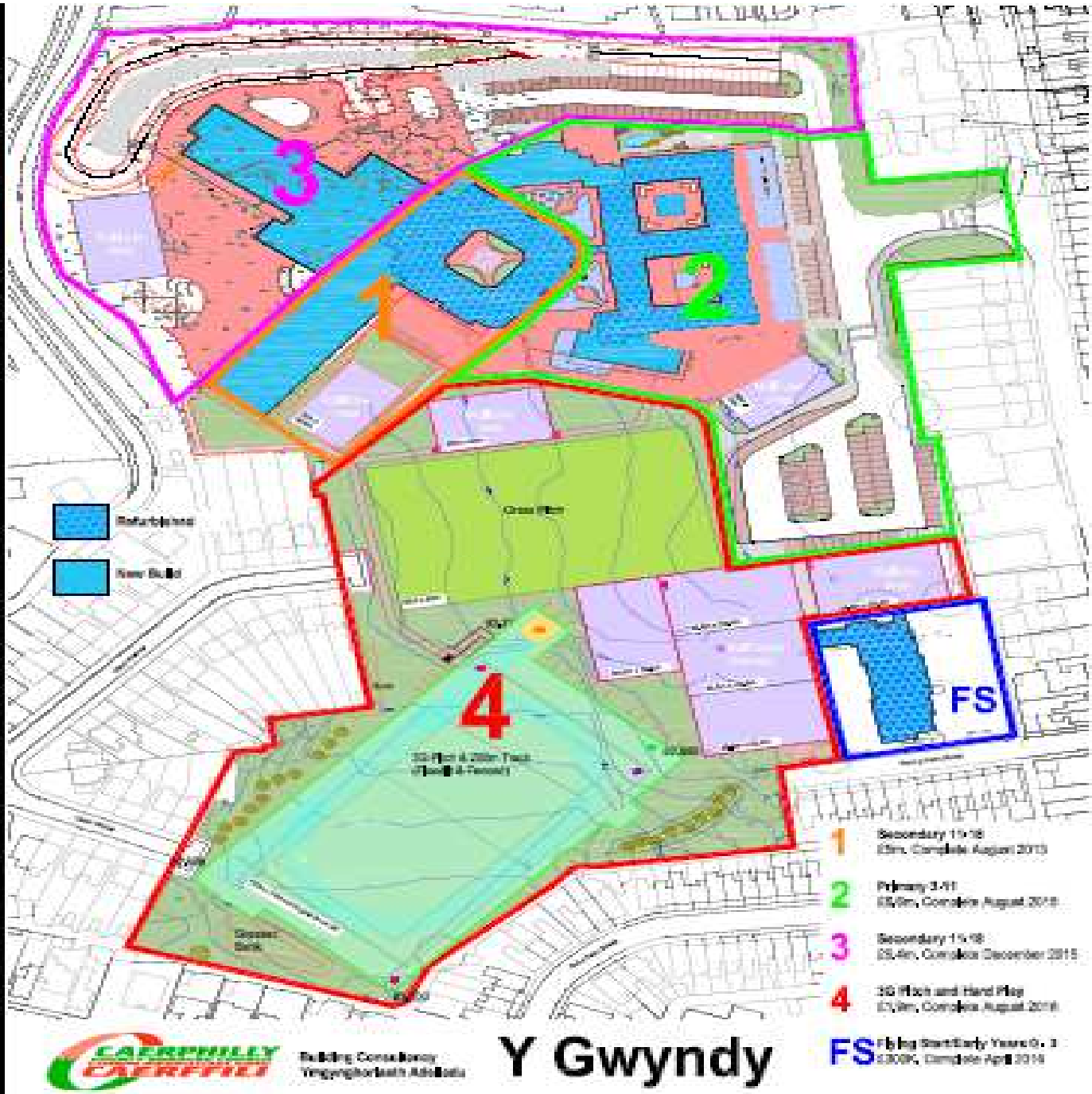
Owain ap Dafydd, Headteacher, Ysgol Gyfun Cwm Rhymni

WHY ?

To provide for:

- Increased demand for Welsh Medium Education in CCBC,
and
- Fit for Purpose Accommodation for YGG Caerffili
(3-11 school)





PROJECT MILESTONES

November 2011 – SOP2 Bid

December 2011 – Approval (£20m project, funded 50/50 by WG & CCBC)

2012 – Project commencement

September 2013 – Phase 1 (Refurbishment of Phoenix Block) 200 secondary places

September 2015 – New replacement YGG Caerffili

January 2016 – New secondary build 700 places

May – October 2016 – Phase 4 (3G pitch & hard/soft play areas)

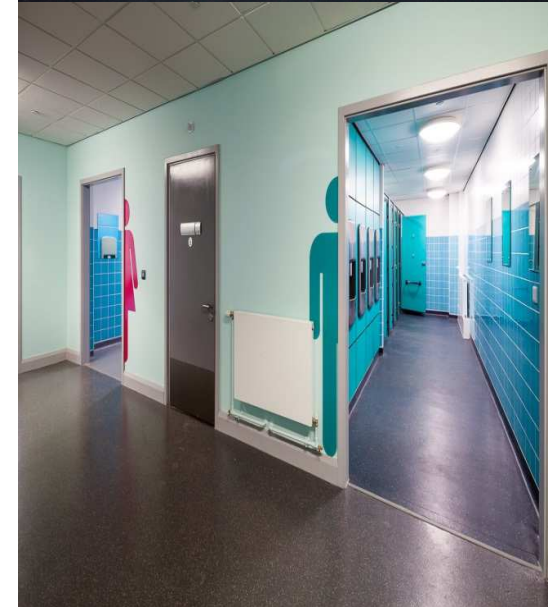
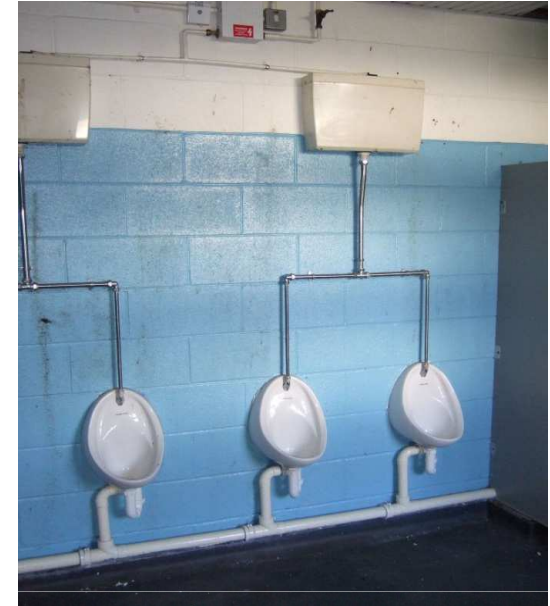
End 2016 – Welsh Medium 0-18 campus, 1350 pupils (3-18) plus Flying Start)



Before and After (1)



Before and After (2)



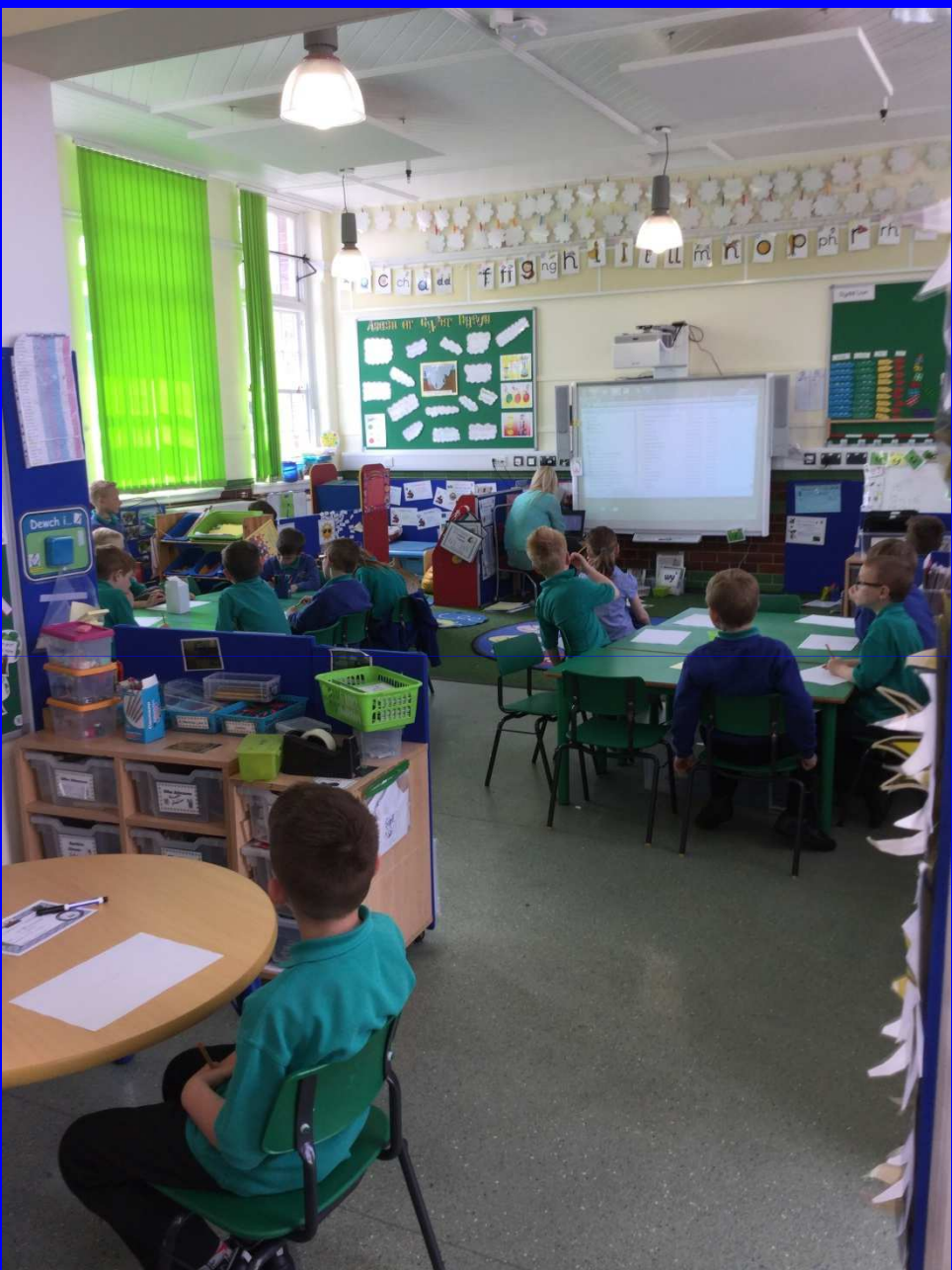


Ysgol Gymraeg Caerffili
Report for the Local
Education's Scrutiny
Committee
Lynn Griffiths
Head teacher



Teaching and Learning

- All classes are now 30% larger in terms of floor space.
- All classes have better ventilation are lighter and have better acoustics.
- All classes have lockers within the class to ensure that pupils take responsibility for their own equipment, school books, PE kit and clothes.







Nursery Area



- Spacious class room to enable pupils to settle well in our school.
- Plenty of room within and outside the class to deliver the Foundation Phase principles effectively.
- Plenty of space for parents to visit and meet with staff to develop strong partnerships and links with the community.
- Nursery area situated on the Southern elevation and therefore closer to the Flying Start site which will further enhance opportunities for joint activities/planning.



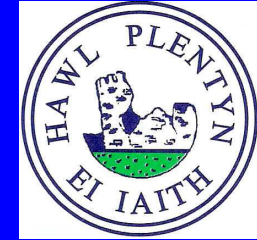
Break out areas



- These areas enable teachers to plan more effectively together.
- Pupils from different classes but the same age can complete work together to ensure consistency of provision.
- The needs of pupils with specific needs can be met far more sensitively.
- Pupils can carry out independent work/complete online assessments without being interrupted.



Foundation Phase Area



- Plenty of space.
- Access at all times in all weather conditions.
- Developing pupil's fine and gross motor skills.









Break out class

- Opportunities for Key Stage 2 pupils to undertake specialist work in this class or to further develop their research skills and become increasingly independent learners.
- Pupils can complete TASC activities which encourages the development of key skills - collaboration, communication, delegation, presentation to peers, evaluating performance and reflecting on their own learning.
- Specialist work includes music lessons with staff from Caerphilly Music Service.





Complex Spelling sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	se	c	se	ci		nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

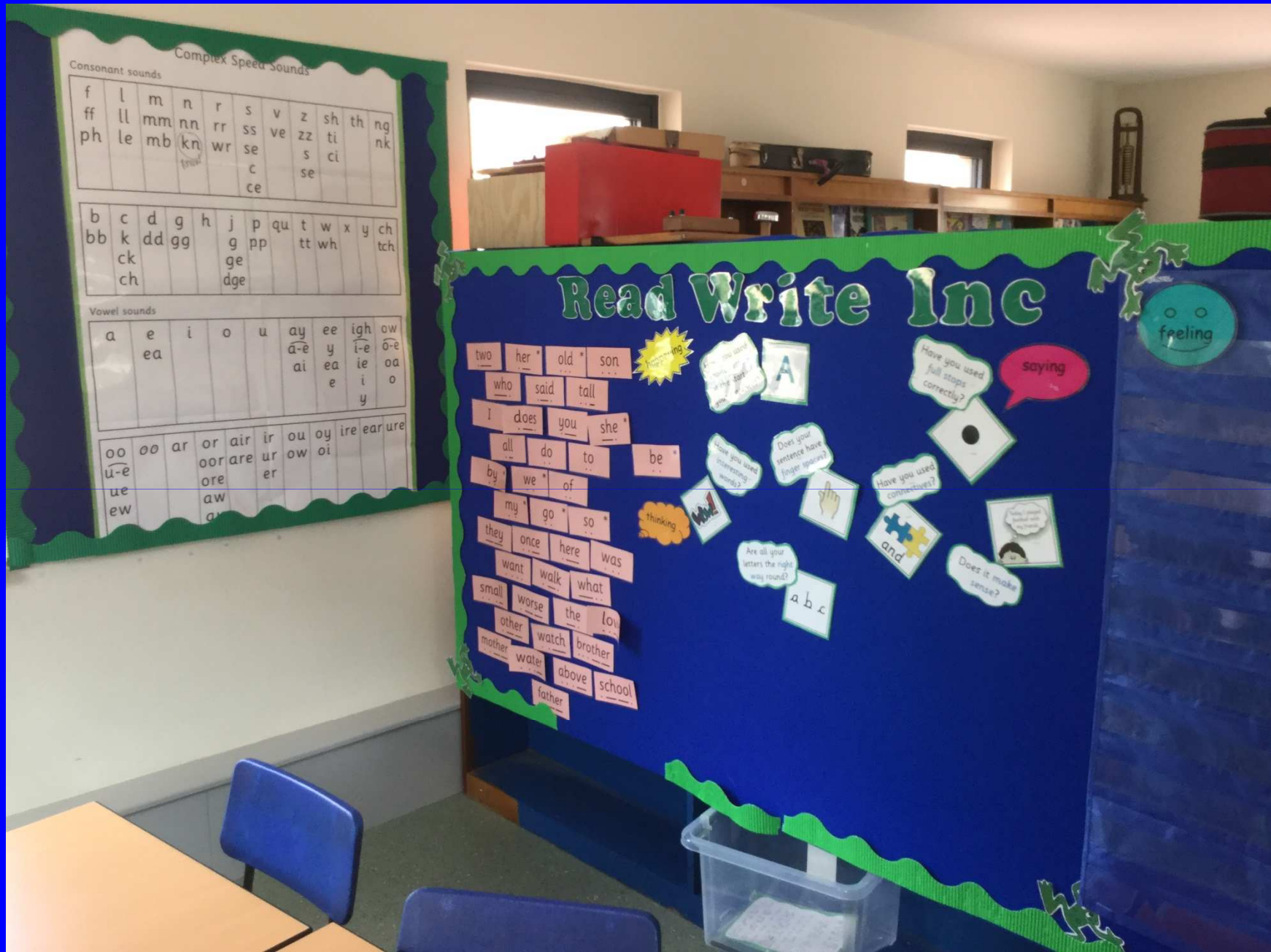
a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore	er						
ew			aw							

Read Write Inc

two her * old * son
who said tall
I does you she *
all do to be *
by * we * of
my * go * so *
they once here was
want walk what
small worse the low
other watch brother
mother water above school
father

Have you used full stops correctly?
saying
Have you used interesting words?
Does your sentence have finger spacing?
Have you used connectors?
and
Are all your letters the right way round?
a b c
Does it make sense?
feeling



Specialist rooms



- We have a number of rooms within the site that enable specific targeted work to take place. Pupils can be withdrawn from classes to complete "Catch up" programmes.
- Specialist teams of teaching assistants now have a base to complete their work as opposed to sharing an area with other specialist teams.

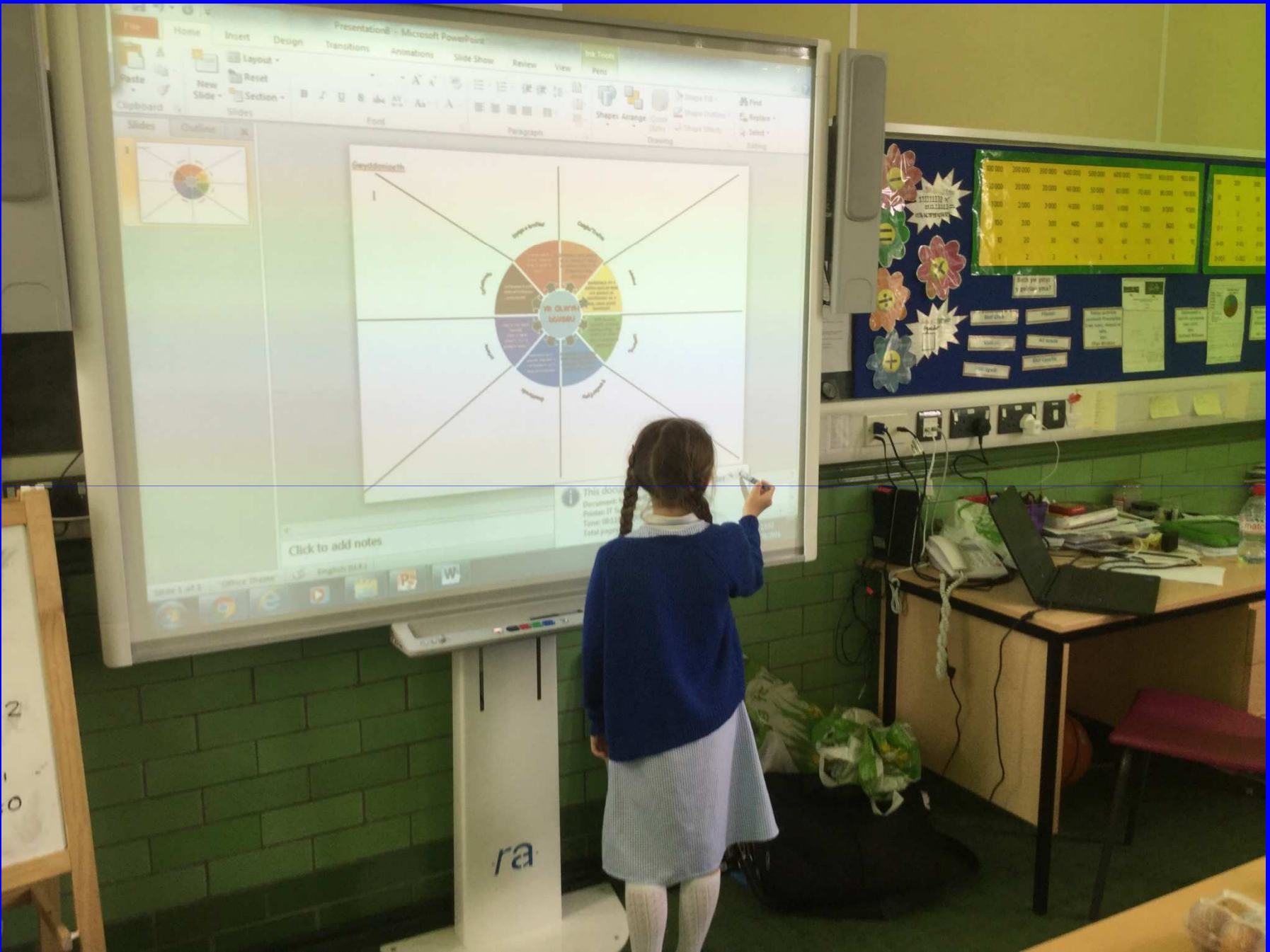


ICT Provision



- Designated class to develop as an ICT suite.
- Interactive white boards in every class.
- PC's within every class.
- This ensures that our pupils can access the new ICT Framework and develop the skills and knowledge required to succeed in the 21st Century.







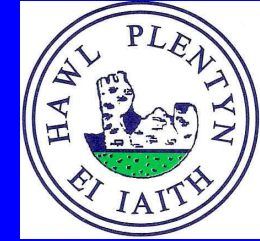
Areas outside the building

- These areas enrich the curriculum for our pupils e.g Science/Wildlife garden.
- Pupils have led on the development of these areas.
- These areas also enable our pupils to socialise together outside the class during play time and dinner hour.





School Hall



- The hall enables us to have whole school assemblies where pupils can develop their presentation skills in front of their peers and parents.
- We are now able to ensure that our pupils have plenty of space for PE lessons in the winter months.
- We have been able to use our hall for all Christmas concerts for the first time. Specialist lighting and projector ensures that the quality of our productions are enhanced which further boosts our pupil's self esteem.



Transition to KS3



Transition between KS2 and KS3 is now far more effective as pupils share the same site. Pupils from each school however do not interact during the school day.





YSGOL GYFUN CWM RHYMNI



**CALON Y CYFAN YW
CYNNYDD Y DISGYBLION**

**PUPIL PROGRESS IS CENTRAL
TO EVERYTHING WE DO**



**2002
Gellihaf**





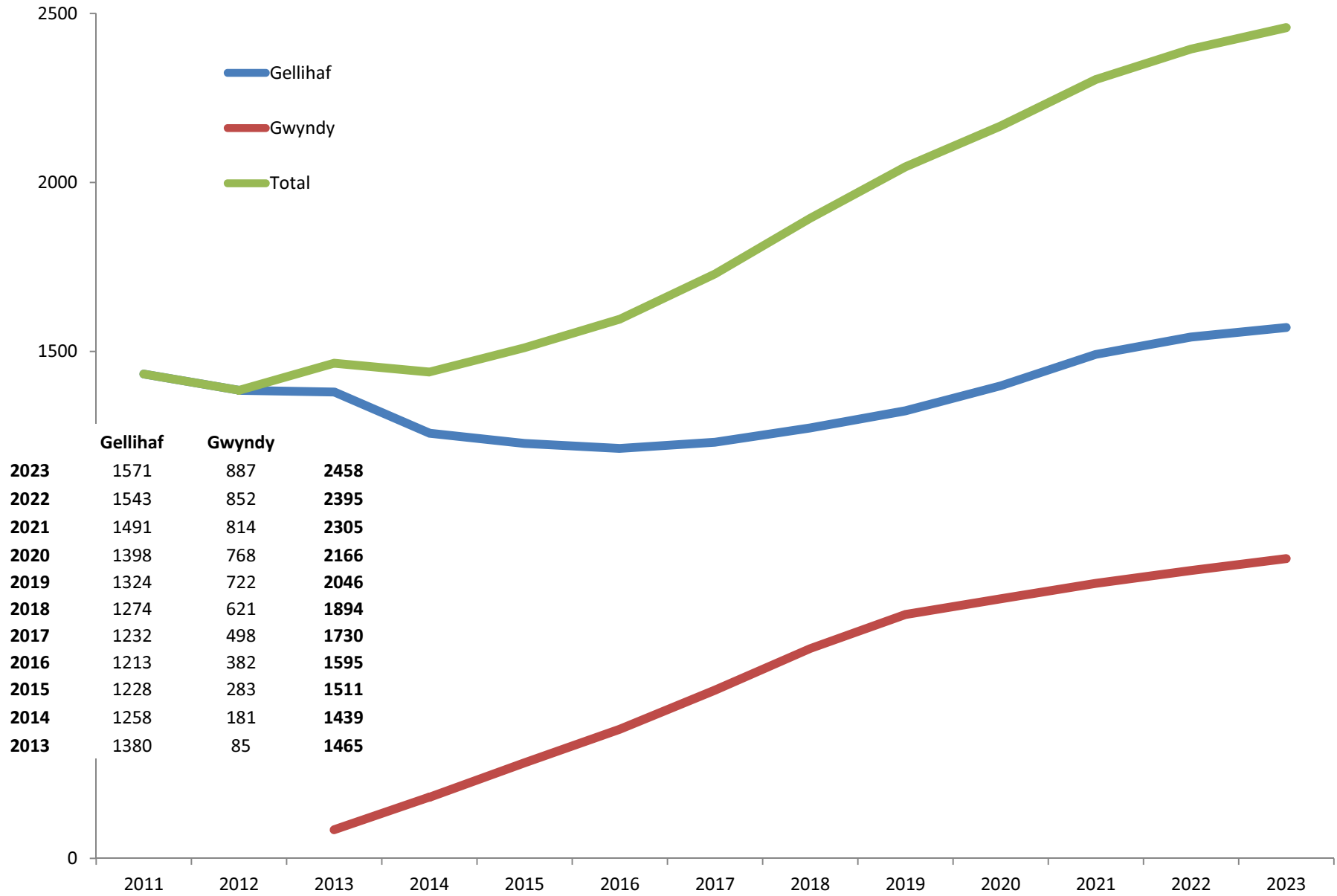
September 2013
85 Pupils

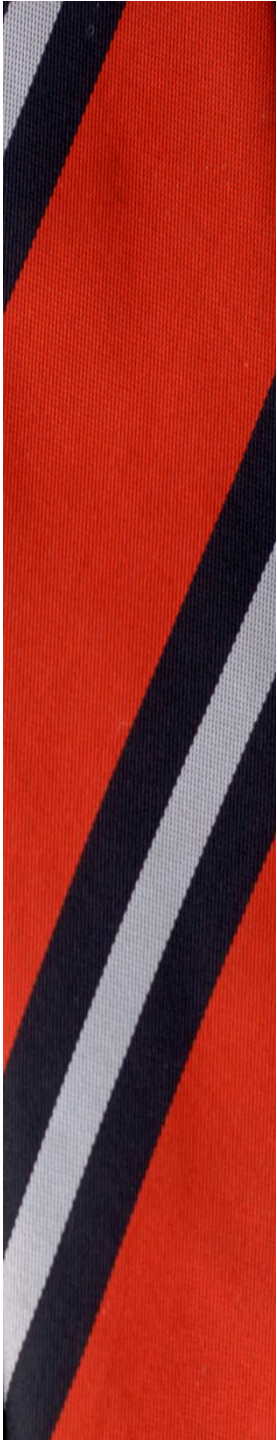


There are several phases to the Challenges we face:

- Significant growth in the size of the school
- Development of the 11-19 Gwyndy Site in Caerphilly
- Growth in the numbers of students and 14-19 curriculum and, specifically 16-19
- Curricular changes
- Budgetary challenges







We have a vision which the Senior Management team and all of the staff have adopted and are committed to in terms of basic principles;

- Excellent Education
- Each pupil to reach his/her potential
- Effective partnership across all educational stakeholders
- Lead educational strategies (Pioneering)
- Each member of staff to achieve their potential



SUSTAIN STANDARDS

PIONEERING SCHOOL

SUCCESSFUL FUTURES



THE NEW DEAL

GLOBAL LEARNING

CREATIVE ARTS



- ✚ 2 sites 7 miles apart
 - ❖ 1 site PFI
 - ❖ 1 site LEA

2013-14

- ✚ 90 teachers
 - ❖ 8 based at the Gwyndy site
 - ❖ 8 traveling between sites

2016-17

- ✚ 110 teachers
 - ❖ 19 based at the Gwyndy site
 - ❖ 7 traveling between sites



Development

- Key Stage Four curriculum will be presented in September 2016
- Post 16 curriculum will be presented in September 2018
- Each Key Stage will have been presented by September 2020

Key Stage Four curriculum will be presented in September 2016

- Pupils on both sites will receive the same curriculum and the same option choices at KS4
- The KS4 curriculum will be offered to the Gwyndy pupils predominantly at the Gwyndy site
 - We estimate that offering the full non core options curriculum will cost an additional 1.5 teachers
 - Some very specialist subjects and minority subjects might be taught at the Gellihaf site



Key Milestones

August 2016 – GCSE Results

2016-17 Financial Year

August 2017 – GCSE Results

2017-18 Financial Year

August 2018 – GCSE Results

September 2018 – Successful Futures Curriculum

September 2018 – Sixth form – Y Gwyndy?

PIONEERING SCHOOL

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 5TH JULY 2016

SUBJECT: SCHOOL PLACE PLANNING STRATEGY

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 To seek the views of Members on a future School Place Planning Strategy.

2. SUMMARY

2.1 The report identifies some key issues associated with school place planning and identifies proposals to be considered for a future strategy.

3. LINKS TO STRATEGY

3.1 The report considers provision of school places to ensure the Council's key strategies are best achieved.

3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.

4. THE REPORT

Background

4.1 Local Authorities have a statutory duty to supply sufficient school places, subject to parental preference, and in so doing requires determining the number, size, composition and location of its schools.

4.2 CCBC inherited 92 primary sector schools (infant, junior, primary) and 5 nursery schools in 1996. Following a period of school rationalisation, the current number comprises the following:

- 65 Primary schools (of which 11 are Welsh Medium)
- 6 Infant schools
- 4 Junior schools.

4.3 Council has previously adopted four principal criteria in considering rationalisation of primary school places, namely:

- i. Viability to deliver the national curriculum
- ii. Financial viability
- iii. Surplus capacity
- iv. Building maintenance needs of school.

4.4 When schools are considered in the context of the above, they will often meet 2 or more criteria for review. In every instance to date the national curriculum viability (criterion(i)) has been relevant together with some or all of the remainder.

4.5 CCBC inherited 16 secondary schools in 1996. There have been 2 closures (Bedwellty and St. Ilan) resulting in 14 at present, comprising 9 11-18 schools and 5 11-16 schools.

4.6 The planning and provision of school places can often be a complex task. A number of challenges are encountered, namely:

- Statutory processes
- Parental preferences
- Pupil forecasting
- In/out county/catchment demand
- Capacity of schools
- Suitability of school buildings
- School sizes.

4.7 The size distribution of Primary schools (number of pupils including nursery) as at September 2015 is as follows:

Under 100 pupils	4 schools
100-150 pupils	14 schools
151-200 pupils	24 schools
201-250 pupils	13 schools
251-300 pupils	6 schools
301-400 pupils	8 schools
401+ pupils	6 schools

4.8 The size of Secondary schools as at September 2015 is as follows:

	11-16	11-18
Under 500 pupils	2	-
501-600 pupils	-	1
601-750 pupils	1	3
751-900 pupils	-	2
901+ pupils	2	3

NB.

- Oakdale & Pontllanfraith included
- Ysgol Gyfun Cwm Rhymni included as 1 school (includes Fleur-de-Lis & Y Gwyndy sites)

School Places Plan

4.9 Members have considered a school places plan previously on a number of occasions, the most recent of which was at Scrutiny on 4 November 2014 (School Places Plan 2013/14-2023/24).

4.10 This plan can assist with the formulation of future key strategic decisions, to include:

- Size and viability of schools
- Future pupil projections
- Current and future levels of surplus school places
- School type, including age ranges.

4.11 The development of the Council's LDP will also be critical with the assessment of future school place planning strategies. Decisions on strategies to 2031 will have very significant

impact across the County borough and these will require detailed consideration and will form the basis of regular reporting to Members.

21st Century Schools

- 4.12 CCBC agreed a strategic outline programme (SOP) in 2010. The overall aim of CCBC's programme is to transform the educational opportunities for learners through the provision of improved learning environments. The benefits to be realised from the programme will be improvements in outcomes and in the condition, suitability, sufficiency and sustainability of school buildings. These will complement the key objectives within the Welsh Government's (WG) wider strategic agenda, as set out in 'Wales: A Better Country' and Iaith Pawb. The Strategic Outline Programme (SOP) is also underpinned by other key policy and strategy themes of WG.

Surplus Places

- 4.13 The following is a summary of the projected surplus places at the commencement of the current academic year:

Year	PRIMARY		SECONDARY	
	Surplus Places	%	Surplus Places	%
2015	2363	14.0	3654	24.7
2016	2365	13.9	3206	22.5
2017	2343	13.7	3048	21.4
2018	2279	13.3	3008	20.9
2019	2333	13.6	3041	20.9
2020	2400	14.0	2927	20.1
2021	2554	14.9	2742	18.8
2022	-	-	2566	17.6
2023	-	-	2521	17.3
2024	-	-	2726	18.7
2025	-	-	2973	20.4

- 4.14 As at 2015, 10 of the Primary schools had in excess of 25% surplus places and 8 of the secondary schools had in excess of 25% surplus places, including Pontllanfraith. These details need to be considered in the context of the Council's LDP as referred to above.

School Condition Surveys/25 Year Maintenance

- 4.15 Members have previously received updated school asset management plans (SAMP).
- 4.16 School Condition Surveys were most recently updated in 2014. A summary of the condition factors at that date are as follows:

PRIMARY		SECONDARY		SPECIAL	
No. of Schools	Condition	No. of Schools	Condition	No. of Schools	Condition
2	A				
29	B	1	B	1	B
44	C	11	C		

NB. The 2 PFI secondary schools are excluded from this analysis.

- 4.17 The relative condition factors are described as:

- A Good (no deterioration)
- B Satisfactory (minor deterioration)
- C Poor (major deterioration).

4.18 A summary of the 25 year maintenance costs is as follows:

	P1 £m	P2 £m	P3 £m	P4 £m	Total £m
PRIMARY	0.9	6.4	11.1	85.4	103.8
SECONDARY	0.5	8.2	13.9	59.8	82.4

4.19 The 25 year maintenance costs vary by school from £463k to £2.662m in the Primary sector and £4m to £9.1m in the secondary sector.

School Catchment Areas

4.20 These are a combination of those inherited by CCBC in 1996 (and following formal review in 1999), those determined by the Welsh Government in respect of the Lower Islwyn area (English medium secondary) and those determined locally following provision of additional Primary schools since 2004 (Welsh Medium). A small number of catchment area boundaries have also changed either by local agreement or following a formal consultative process and determination by Cabinet.

4.21 3 of the English medium secondary schools in the 'Islwyn' area have shared catchment areas, being the only examples in CCBC apart from Welsh Medium and the 1 aided primary school.

4.22 With the need to reduce surplus schools places, catchment areas will inevitably require review.

Governance and Federation

4.23 There will be a need to consider governance arrangements, e.g. linkages between infant and junior/primary and primary and secondary schools in the future.

4.24 Federation of schools will need to be considered, particularly in the context of viability (both educationally and financially) of schools.

4.25 Initial views have been sought from 6 governing bodies which presently have collaborative arrangements (Fleur de Lis, Pengam, Cwmfelinfach, Ynysddu, Bedwas Junior and Rhydri). These developments are being reported separately to this meeting of Scrutiny Committee.

All Through Schools

4.26 There can be advantages in bringing schools together into larger groups or units. Essentially, the potential gains are:

- Continuity of provision for children and links with parents.
- Flexibility of resource allocation and use (especially staffing), and
- Economic efficiency (as resources can be rationalised and duplication reduced).

4.27 As the managerial demands of running schools increase, bigger units or groupings can enable head teachers to focus more on teaching and learning, while other senior support staff are employed to manage matters such as premises and administration. Staff development opportunities are significantly improved in bigger units.

4.28 There is potential to develop all through schools and this is being explored initially with the Abertyswg/Pontlottyn Primary and Rhymney Comprehensive Schools as a possible 3-18 school.

Proposed Way Forward

4.29 To review the future composition and mix of schools, having regard to such factors as:

- Size and viability of schools
- Future pupil projections
- Current and future levels of surplus school places
- School type, including age ranges.

4.30 In this context:

- Need to consider federation and all through schools as ways of organising schools to increase their future viability, both from a curriculum and financial perspective.
- Plan for the reduction in English Medium secondary school surplus places by developing phases 2 and 3 of secondary rationalisation when funding permits.
- Review post 16 provision and assess the merits of school 6th forms vis a vis tertiary education. This has been agreed by Council in July 2013 to be considered in conjunction with phase 2 of secondary rationalisation.
- Review Welsh Medium and Faith provision in the context of increased demand.
- Need to continually review sizes of schools, and
- Review and (if deemed appropriate) reduce surplus capacity in schools with more than 25% surplus places and consider proposals in schools with overfilled places in excess of 10%.

4.31 The forward pupil projections will result in increased demand for school places in some localities whilst in others there will be a need to consider the removal of increased numbers of surplus places.

4.32 The 21st Century Schools Stakeholder Group determined that the minimum sizes of schools should be 120 pupils in the Primary sector and 750 (11-16) and 900 (11-18) in the Secondary sector.

Key Issues

4.33 These may be summarised as follows:

	Description
Primary	<ul style="list-style-type: none"> • 6 Infant and 4 Junior schools. Do we maintain or integrate into Primary schools? • Small Primary Schools. 7 presently below 120 pupils, including nursery. Should we have a minimum size before proposing amalgamation/closure or federation? • Should there be an optimum (or minimum) size/range for Primary schools? • Seek to meet increased demand in areas such as Welsh Medium and Faith provision.
Secondary	<ul style="list-style-type: none"> • Should we continue with a mix of 11-16 and 11-18 schools? Council agreed in 2013 to review 6th form provision alongside consideration of Secondary rationalisation phase 2. • Should we continue to maintain Lewis Girls and Lewis Pengam as single sex schools? This would also be considered as part of Secondary rationalisation phase 2. • Should there be an optimum (or minimum) size for Secondary schools (11-16 and 11-18)?
General	<ul style="list-style-type: none"> • Federation – Should we have a policy on federation or develop ‘as and when’ situations arise as largely at present?
All Through Schools	<ul style="list-style-type: none"> • Should these be encouraged and developed for the future?
Catchment Areas	<ul style="list-style-type: none"> • Do we formally review school catchment areas, having regard to factors such as surplus places, excess pupils and LDP preferred strategy implications?

- 4.34 Members views are sought on the proposed way forward and key issues identified in order to develop a report for Cabinet to determine a future school place planning strategy.

5. EQUALITIES IMPLICATIONS

- 5.1 Specific school organisation proposals will be implemented in accordance with the Welsh Government's School Organisation Code 2013. As part of this process, detailed equality impact assessments will be developed.

6. FINANCIAL IMPLICATIONS

- 6.1 These will be dependent upon specific proposals, the detail of which will form part of the School Organisation Statutory Processes.

7. PERSONNEL IMPLICATIONS

- 7.1 These will be dependent upon specific proposals.

8. CONSULTATIONS

- 8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

9. RECOMMENDATIONS

- 9.1 Members views are sought on the proposals for a future School Place Planning Strategy which will be reported to Cabinet in the future.

10. REASON FOR THE RECOMMENDATION

- 10.1 To apprise Members of proposals for a future School Place Planning Strategy.

11. STATUTORY POWER

- 11.1 School Organisation Code 2013 (Welsh Government)
School Standards & Organisation (Wales) Act 2013
School Admissions Code 2013 (Welsh Government)
School Admissions Appeal Code 2013 (Welsh Government)
School Standards & Framework Act 1998
Welsh Government Circular 21/2011 Measuring the Capacity of Schools in Wales
Education and Inspections Act 1996
Education Act 1996
Education Act 2002
Equality Act 2010

Author: Bleddyn Hopkins, Assistant Director, Our Schools Our Future
E-mail: hopkib@caerphilly.gov.uk
Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer

Debbie Hartevelde, Managing Director (Interim), Education Achievement Service for South East Wales
Nicole Scammell, Acting Director of Corporate Services & S151
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Gail Williams, Interim Head of Legal Services & Monitoring Officer
Colin Jones, Head of Performance and Property Services
Lynne Donovan, Head of People Management and Development
Jane Southcombe, Financial Services Manager
David A Thomas, Senior Policy Officer (Equalities and Welsh Language)

Background Papers:

School Places Plan 2013/14-2023/24

Starting School 2016/17

21st Century Schools Strategic Outline Programme

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 5TH JULY 2016

SUBJECT: FEDERATION OF SCHOOLS

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 To seek the views of Members prior to its consideration by Cabinet on 13 July 2016.

2. SUMMARY

2.1 The report provides a background to the Welsh Government's regulations introduced in 2014.

3. LINKS TO STRATEGY

3.1 The report considers provision of school places to ensure the Council's key strategies are best achieved.

3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.

4. THE REPORT

Background

4.1 The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principal initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.

Summary of Regulations

4.2 The federation of schools is a legal process which enables schools to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

4.3 The term federation describes a formal and legal agreement by which a number of schools (between two and six) share governance arrangements and have a single governing body.

4.4 The most important reason for considering federation must be the benefits such an arrangement would bring for children and young people in the federating schools by enhancing educational provision.

- 4.5 A federation can provide a foundation for sustainable long term development and improvement.
- 4.6 To be successful, federation needs to be based on a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements.
- 4.7 One of the advantages of federation is that schools that federate remain in their communities and keep their individual identity. However the existing governing bodies will be dissolved and replaced by a new, single governing body which will have oversight of, and equal responsibility for, the work of all schools within the federation.
- 4.8 The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 15 governors and no more than a maximum of 27 governors and adhere to the minimum and maximum numbers of governors set out in the regulations.
- 4.9 Schools in a federation will also be able to maintain their own delegated budget, name, character, school uniform and ethos, but will be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings etc.
- 4.10 A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.

Key facts :

- 4.11 There will be a single governing body with strategic oversight of all schools within the federation.
- 4.12 Each school retains its name, category, budget, staff and remains in its community.
- 4.13 Each school can retain its headteacher if it wishes although if a single headteacher and deputy headteacher post is created to manage all of the schools in the federation, those posts do not have to be advertised nationally if one of the headteachers or deputy headteachers expresses an interest in the post.
- 4.14 Each school has its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.
- 4.15 The governing body of a federation can use budget, resources and staff across the federation to improve the educational outcomes for all pupils.
- 4.16 An audit trail must be kept and separate accounts produced for each school in the federation.
- 4.17 The governing body of a federation cannot require existing staff to work across all schools within the federation, but they can negotiate with the school staff unions over whether flexible contracts can be introduced.
- 4.18 New staff can be appointed to work across schools in the federation.
- 4.19 It is a statutory requirement to seek the views of stakeholders on federation proposals, whether the federation has been proposed by the respective school governing bodies or the LA.

- 4.20 Local authorities must allow the governing bodies and school councils of small schools, 20 school days (excluding inset days) to respond to proposals and cannot establish a federation until a period of at least 100 days has expired from the date they publish proposals.

Appendices

- 4.21 3 appendices have been attached to the report, namely:
- Appendix 1 – Benefits of federation, keys to a successful federation and disadvantages of federation.
 - Appendix 2 – Step-by-step guide to establishing federations.
 - Appendix 3 – Frequently asked Questions (extracted from regulations).
 - Appendix 4 – Draft Consultation document – Proposed Federation of Bedwas Junior and Rhydri Primary Schools.

Proposed Pilot Arrangements

- 4.22 The present position with all 6 governing bodies is as follows:

Bedwas Junior/Rhydri Primary

Agreed to proceed with formal federation proposal and a draft consultation document has been produced. This is attached as Appendix 4.

Pengam/Fleur De Lis Primary Schools

Both schools have agreed to explore moving to the next stage, i.e. consultation process. However they would like it noted that the following three caveats are included:

1. The schools retain their individual and financial identity.
2. We are not forced to federate with other schools without prior approval of the governing body.
3. The Local Authority will take full responsibility for managing the introduction and integration of the proposed federated governing body.

Cwmfelinfach/Ynysddu Primary Schools

A joint governing body meeting was convened for 24 March.

- The Director's offer to trial Federation is accepted.
- Both existing governing bodies agree that the process of Federation will be conducted in an open and transparent way to all parties that may be affected by the process (i.e. parents/carers, staff and governors).
- Parents/carers of both schools are to be provided with an information letter/leaflet explaining the process and benefits of Federation.
- The Director of Education be informed of the schools decision.

- 4.23 The categorisation of the schools is very positive with 4 categorised as green, 1 as yellow with an improving situation at Rhydri from red to amber category.
- 4.24 The proposed next stage is to commence consultation processes for all 3 groups of schools to include a consultation document in each case.

5. EQUALITIES IMPLICATIONS

- 5.1 Equality impact assessments will be developed as part of the consultative processes.

6. FINANCIAL IMPLICATIONS

6.1 These will be dependant upon specific proposals.

7. PERSONNEL IMPLICATIONS

7.1 These will be dependent upon specific proposals.

8. CONSULTATIONS

8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

9. RECOMMENDATIONS

9.1 Members views are sought on the proposals for future federation of schools to inform Cabinet in due course.

10. REASON FOR THE RECOMMENDATION

10.1 To apprise Members of proposals for future federation of schools.

11. STATUTORY POWER

11.1 Federation of Maintained Schools (Wales) Regulations 2014
School Organisation Code 2013 (Welsh Government)
School Standards & Organisation (Wales) Act 2013

Author: Bleddyn Hopkins, Assistant Director, Our Schools Our Future
E-mail: hopkib@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Debbie Hartevelde, Managing Director (Interim), Education Achievement Service for South East Wales
Nicole Scammell, Acting Director of Corporate Services & S151
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Gail Williams, Interim Head of Legal Services & Monitoring Officer
Lynne Donovan, Head of People Management and Development
Jane Southcombe, Financial Services Manager
David A Thomas, Senior Policy Officer (Equalities and Welsh Language)

Background Papers:
School Places Plan 2013/14-2023/24
Starting School 2016/17
21st Century Schools Strategic Outline Programme.

Appendices:

Appendix 1 - The Benefits of Federation
Appendix 2 - Step-by-Step Guide to Establishing Federations
Appendix 3 - Frequently Asked Questions
Appendix 4 - Draft proposal re Federation of Bedwas Junior and Rhydri Primary Schools.

The benefits of federation :

Consistency of teaching and learning methodology, especially cross-phase.

Reduced transitional dips in pupil performance.

Streamlining of policies and structures.

Sharing of good practice, preparation materials and resources.

Enhanced opportunities for pupil activities.

Enhanced opportunities for staff professional development.

Increased opportunity for middle management development.

Schools have options to choose a senior leadership structure to suit their circumstances leading to easier recruitment of staff and headteachers particularly if there have been difficulties.

Opportunities for school leadership beyond a single school.

Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale.

Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs.

Support for schools in difficulty. Schools with strengths can contribute to the learning of others.

Supports school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.

Possible easier recruitment of governors with fewer governor vacancies.

Small schools in particular can additionally benefit by: Developing networks for personal support. Sharing expertise and resources. Organising professional development. Arranging joint pupil activities.

Keys to a successful federation

Building of trust between LAs, governors and school communities which is fundamental to the success of federations and must be fostered at every level of management.

Commitment of time and resources from all schools involved.

Shared vision and a common purpose of what needs to be done and how for improving attainment and achievement at all level.

Shared identity between schools e.g. geographical proximity and having common aims on curricular and non-curricular activities

Clear leadership and management structures.

Sufficient time for all parties to be at ease with the proposed changes.

All to feel like equal partners.

Sense of ownership of process by the schools.

Good communication with parents and staff over the changes brought by federation.

Disadvantages of federation

Increased workload for governors during inception and first year.

Potential loss of experienced governors.

Initial mistrust amongst governors, parents and staff – time needed for federation to bed down.

Single headteacher not sharing time fairly amongst schools.

Step-by-step guide to establishing federations

Step 1: Exploration

Step 2: Preparation

Step 3: The report and seeking views

Step 4: Defining

Step 5: Action after seeking the views of stakeholders

Step 6: Implementation

Step 7: Evolution

Step 8: Embedding

Step 9: Strategic Development

Gadewir y dudalen hon yn wag yn fwriadol

Frequently Asked Questions

Q1. What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

Q2. Why should schools federate?

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities and sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

Q3. What are the benefits of federation?

Federation will allow schools to more easily :

- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
- widen opportunities for staff professional development
- deliver greater value for money.

Q4. Why might small schools benefit from federation?

Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primary it would allow them to deliver an enriched primary education by for example, sharing a specialist language teacher or drama teacher.

Q5. Can different categories/types join the same Federation or form a Federation?

No. Community schools may not federate with VA, VC or foundation schools. As set out on pages 35 and 36 of the guidance, the governing bodies of VA, VC and foundation schools are considered charitable trusts which must only give consideration to their charity. VA, VC and foundation may federate together, provided that they meet the legal requirements set out for charity mergers. LAs can only propose a federation of VA, VC and foundation schools if they have firstly sought the consent of the relevant diocese (Church in Wales or Roman Catholic) or the person(s) who appoint foundation governors and sought advice from the Charities Commission.

Q6. Could there be a Federation between two faith schools of different faiths?

In principle yes if they have similar charitable trusts and ethos. If any schools are considering this they should discuss their ideas with the relevant LA and diocesan authority. They should also consult the Charities Commission.

Q7. Could schools in different LAs in Wales federate?

In principle yes. Any schools or LAs considering this would wish to discuss their plans with the LAs involved to avoid burdening themselves with two sets of reporting arrangements. Where governing bodies decide to federate with schools in another LA area they will need to know which LA will 'take the lead' for responsibility of the federation and what the funding and budgetary arrangements will be.

Q8 Could two schools federate just to address a single issue, for example, two secondary schools wanting to work together only on 14-19 issues?

No, this is not the purpose of federation which is schools coming together under a single governing body for the benefit of all the pupils in the schools and to improve school performance of all the schools not just a select group or for a single focus. Schools wanting to work closely with another school or schools on specific issues should consider doing so formally by collaborating under the Collaboration Between Education Bodies (Wales) Regulations 2012.

Q9. Can independent schools join a Federation?

No, these schools may work collaboratively with maintained schools but they cannot join a federation.

Q10. Can FEIs join a Federation?

No, but they can work together under formal collaborative arrangements particularly to deliver the 14-19 curriculum to give pupils more opportunity to access a broader curriculum.

Q11. What are the benefits and risks of Federation?

There are a number of benefits for schools from being within a federation including broader learning and social experiences for children leading to improvement in pupil performance. Schools will be able to share resources, best practice, facilities and expertise. There can be further emphasis on strategic leadership and management structures, and staff will have new opportunities to work together and reduce isolation. Duplication of effort can be avoided and there is an opportunity to promote better economies of scale.

Some of the risks include the potential organisational difficulties in providing a curriculum across a number of schools. Communication with parents and staff at different schools may present a challenge. Travel costs may be higher if staff and pupils move between schools to meet curriculum needs. There may also be relationship and trust issues for governors, headteachers and staff working across schools. The federated governing body should be aware of the potential risks and have strategies and actions to mitigate them.

Q12. Will my school lose its identity within a Federation?

Schools within a federation will not lose their individual identity though they will share a single governing body. The schools retain their separate legal status and have their own budget allocations and will be subject to their own Estyn Inspection. The schools will also remain in their community and retain their own character, name, ethos and school uniform. Whilst each school receives and must account for its own separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources.

Q13. What are the Inspection arrangements for Federated Schools?

Estyn's document 'When will the next school inspection take place?' sets out guidance on inspecting federated schools. The Education (School Inspection) (Wales) Regulations 2006 require Estyn to inspect maintained schools every six years and produce an individual report for each school. This would also apply to schools in the federation. Estyn cannot move a school inspection to later than six years but may carry out inspections in a way that the schools in a federation are inspected in the same term, especially where the schools have the same headteacher. Estyn would also consider requests from a governing body or LA to inspect schools in the same term. Estyn would also try to ensure that the inspection teams for the schools in a federation have overlapping membership.

Q14. What happens to staff within a federation? Will their Conditions of Service change?

In a federation, all staff would be employed on the same conditions of service as now and by the same employer. Whoever is the employer of staff will continue to be the employer under the contract of employment. For community, voluntary controlled, community special schools and maintained nursery schools, the LA is the employer under the contract of employment although the governing body of the federation retains responsibility for certain staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body is the employer under the contract of employment for staff in voluntary aided and foundation schools.

Combined strategic and financial planning should mean that jobs can be better protected in any combined period of contraction and that specialist staff can be used to best effect, recognising that all support and teaching staff have specialist skills and knowledge. Staff would be able to learn from each other within a coherent approach to deliver professional learning communities that use data and the National Model to focus on school improvements that link to national priorities and their school development plans.

The governing body of a federation would also be able to appoint new staff to work within all schools in the federation. This could include the appointment of a single headteacher with responsibility for all the schools in the federation, or the appointment of a Bursar or person with financial management skills and/or business management skills to oversee the non teaching aspects of the federation business.

Q15. Can a federation have a single headteacher with responsibility for all the schools in that federation?

Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, ie a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single headteacher.

Another option governing bodies and local authorities may consider is for the federating schools to retain headteachers in each of the schools instead of appointing a single headteacher.

From a day to day operational perspective schools may wish to adopt a third option which would be to appoint a head of the federation and retain a headteacher in each of the schools. If this arrangement was agreed, from a governance perspective only, the overarching headteacher in charge of the federation, if such an appointment is made, would be a member of the governing body. If no such appointment is made the headteachers of all the schools may be governors.

Q16. Would the 'headteacher' with overall responsibility for the federation be responsible for managing headteachers of each school in the federation if that is the agreed structure? .

The governing body may choose to appoint a single head of the federation with full responsibility for all of the schools in the federation and have only a senior teacher or deputy headteacher in charge of each school. If the teacher in charge is not a qualified headteacher carrying out the full range of statutory duties of a headteacher, then the head of the federation would be responsible for the performance management of those staff. The governing body would be responsible for the performance management of the head of the federation.

Q17. How should heads of federations be paid?

Following a recommendation from the School Teachers' Review Body (STRB) the Department for Education in England is currently updating the Teachers' Pay and Condition document to reflect interim payments for head teachers who take responsibility for more than one school.

Q18. Are parent governors elected by the parents from their school only or from parents across all schools in the federation?

The proposal for federation should state the number of parent governors from each school which in law is that every school must have at least one parent governor elected by the parents (or appointed by the governing body if no parent stands for election), at that school but no more than two parent governors per school. It is reasonable therefore that once a decision has been made as to how many parent governors each school would have, the parents of only that school should vote in the parent governor elections. If the decision is that a school should have two parent governors each, and no parents in a particular school stand for election or only one parent stands for election, the federated governing body may appoint parent governors in accordance with Schedule 2 of the 2014 Federation Regulations. This means that the governing body could appoint a parent of a registered pupil at the school; or the parent of a registered pupil from another school in the federation; or the parent of a child of compulsory school age (or under compulsory school age for a nursery school).

Q19. Can a Federation be time-limited?

A federation should be seen as a long term commitment and not as a quick fix. The LA or respective governing bodies will have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. A federation would put in place strategic and operational plans to insure the sustainability and development of the schools. That will require medium to long term planning. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

Q20. What are the differences between school federation and school mergers?

If two schools merge they may remain open in their community but they become one multiple site school with a single name, governing body, headteacher, ethos, budget, character and school uniform. In a merger there would only be one headteacher and it is possible there would be redundancies or staff would have to re-apply for posts in the new single school. In a multi site schools the LA could also close one of the school sites and transfer the pupils to the other sites without the need to go through statutory proposals.

In a federation, the schools remain open in their communities but they also retain their own individuality, name, ethos, character budget and school uniform. Staff would also keep their jobs and may have wider opportunities for further professional development by working across the schools in the federation. Headteachers may also remain in post although some federations may only have a single headteacher. Schools in a federation can be closed as part of school organisation proposals but the LA would have to apply the statutory proposals process to do this.

Q21. What may influence schools in deciding whether to merge and become a single school or federate?

The LA may have long term plans for school organisation within their area and schools would need to consider these and discuss with their LA, which option is more beneficial for them and fits in with the LA's overall plans.

Q22. Should we be working collaboratively as a first step with schools we may be thinking of federating with?

If you work collaboratively with other schools it may help you to create trust between the schools and will enable you to foster a good working relationship which will make it easier for the schools to take the next step and federate. Federation will be successful where the staff and governors are committed to working together for the benefit of the school communities.

Q23. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q24. If two small rural primary schools federate could they be re-organised so that all the pupils in one key stage attend school X whilst the others attend school Y?

Depending on the category of schools it would be for the LA (in respect of community and voluntary controlled schools and the governing body (in respect of voluntary aided and foundation schools) to make proposals to change the age range of a school, following consultation with parents and other interested parties. This would entail the schools going through a statutory process in order to make such a change.

Q25 What happens if a pupil is excluded from one school in a federation? Could they be placed in another school in the same federation?

Yes – although schools are federated and share a governing body the schools remain as separate entities so a pupil could not be turned away by one school because he/she had been excluded from another school in the same federation.

If the pupil is subsequently permanently excluded from the second school within the federation it is recommended that the pupil discipline committee that meets to consider the exclusion consists of members of the governing body un-associated with the consideration of the first exclusion.

This recommendation is in order to avoid possible bias that could be considered with relation to the first exclusion. Whilst it may not always be possible to provide a complete discipline committee of new governing body members any such circumstances should be discussed with the LA in the first instance.

Q26. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

Proposal to Establish a School Federation

Incorporating Bedwas Junior and Rhydri Primary schools

Consultation Document



Caerphilly County Borough Council (Education and Lifelong Learning)

Governing Body, Bedwas Junior School

Governing Body, Rhydri Primary School

July 2016

FOREWORD

Both Bedwas Junior and Rhydri Primary schools have worked on a collaborative basis since February 2015 and have shared a headteacher.

This collaborative approach continues to impact positively on both schools.

This arrangement is fully supported by the Local Authority (Caerphilly County Borough Council).

In recent months the governors and LA have worked on seeking to establish a formal federated arrangement for both schools for the future.

Caerphilly County Borough Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in our schools is considered central to this and is a challenge facing councils across Wales.

This consultation document sets out the case for a change to the leadership and governance arrangements at Bedwas Junior and Rhydri Primary schools.

The main purpose of this document is to provide information and to gather the views of identified stakeholders.

We look forward to receiving your views on the proposal.

Nicholas Jones
Chair of Governors
Bedwas Junior School

Judith Rees
Chair of Governors
Rhydri Primary School

Keri Cole
Chief Education Officer
Caerphilly County Borough Council

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The governing bodies of Bedwas Junior and Rhydri Primary schools propose to use the powers granted to it by the Federation of Maintained Schools (Wales) Regulations 2014 to establish The Federation of Bedwas Junior and Rhydri Primary schools.

The governors of both Bedwas Junior and Rhydri Primary schools have consulted with the Local Authority (Caerphilly County Borough Council) and all parties are in support of the proposal.

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

- develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff
- develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education.

This will ensure significant positive outcomes and improved standards for all.

The term 'Federation' describes a formal and legal agreement by which the schools involved work together in formal partnership under a single governing body. The existing governing bodies will be dissolved and replaced by a new, single governing body with strategic oversight of both schools.

The proposed name of the Federation is 'The Federation of Bedwas Junior and Rhydri Primary Community Schools'.

If the proposal is accepted, the Federation will come into being on 1 April 2017.

Background

Attainment and achievement at Bedwas Junior School has steadily improved over the last four years. There is an established, effective leadership team and a committed staff with a shared vision for the school. This has impacted positively on standards in teaching and learning.

In September 2013, Rhydri Primary School was placed in special measures by Estyn following an unsatisfactory inspection. During this period, standards of learning and the quality of provision continued to decline. In addition, the school was faced with a number of challenges with regards to staffing which resulted in high absenteeism for teachers and the school leadership team. The school was also faced with an increasing deficit budget.

As a result of the above, both schools have worked on a collaborative since February 2015 and have shared a Headteacher. This resulted in a successful Estyn inspection in July 2015 where Rhydri Primary was considered to have made significant progress and therefore no longer needed to be identified as a school in special measures.

This collaborative approach remains in place and continues to impact positively on both schools.

Bedwas Junior School is an English Medium, 7-11, mixed, community school.

The school characteristics (2015) are as follows:

Capacity	173
Admission Number	43
Pupils on roll (September 2015)	168
School budget per pupil	£2720
Free School Meals (FSM) – 3 year average (2012-2015)	15.2%
Pupil Teacher ratio	24.4
Attendance during the year	95.7%
Pupils achieving the expected level in the core subjects at key stage 2	92.9%
Support Category (2015)	Green

Bedwas Junior School is a categorisation green support category. This means it is a highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. This school has a track record in delivering excellent outcomes for their pupils and have the capacity to support other schools to do better.

Rhydri Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2015) are as follows:

Capacity	91
Admission Number	13
Pupils on roll (September 2015)	73 (plus 7 nursery)
School budget per pupil	£2995
Free School Meals (FSM) – 3 year average (2012-2015)	4.4%
Pupil Teacher ratio	16.4
Attendance during the year	96%
Pupils achieving the expected level in the core subjects at key stage 2	90.9%
Support Category (2015)	Amber

Rhydri Primary School is in the amber category for requiring support. It is a school in need of improvement which needs help to identify the steps required to improve or to make change happen more quickly.

The two schools are located only 2.9 miles apart.

The two schools are moving towards a shared ethos, the leadership team has the support of the staff of both schools who are working to raise standards.

By entering into a federation, the two schools can work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement.

By federating under one governing body, the climate of trust, openness and willingness to work together that already exists can be further enhanced. The governing body will ensure there is fairness in the share of the budget allocated to each school.

Federation (Wales) : A Summary

Policy :

The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships.

Legislation :

The Federation of Maintained Schools (Wales) Regulations 2014.

Summary :

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The most important reason for considering federation must be the benefits such an arrangement would bring for children and young people in the federating schools by enhancing educational provision.

A federation can provide a foundation for sustainable long term development and improvement.

To be successful, federation needs to be based on a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements.

One of the advantages of federation is that schools that federate remain in their communities and keep their individual identity. However the existing governing bodies will be dissolved and replaced by a new, single governing body which will have oversight of, and equal responsibility for, the work of all schools within the federation.

The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 15 governors and no more than a maximum of 27 governors and adhere to the minimum and maximum numbers of governors set out in the regulations.

Schools in a federation will also be able to maintain their own delegated budget, name, character, school uniform and ethos, but will be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings etc.

A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.

Key facts :

There will be a single governing body with strategic oversight of all schools within the federation.

Each school retains its name, category, budget, staff and remains in its community.

Each school can retain its headteacher if it wishes although if a single headteacher and deputy headteacher post is created to manage all of the schools in the federation, those posts do not have to be advertised nationally if one of the headteachers or deputy headteachers expresses an interest in the post.

Each school has its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.

The governing body of a federation can use budget, resources and staff across the federation to improve the educational outcomes for all pupils.

An audit trail must be kept and separate accounts produced for each school in the federation.

The governing body of a federation cannot require existing staff to work across all schools within the federation, but they can negotiate with the school staff unions over whether flexible contracts can be introduced.

New staff can be appointed to work across schools in the federation.

Consultation Process

It is a statutory requirement to seek the views of stakeholders on federation proposals, whether the federation has been proposed by the respective school governing bodies or the LA.

This document represents the responsibility under The Federation of maintained Schools (Wales) Regulation 2014 to consult with appropriate stakeholders.

The main purpose of this document is to provide information and to gather the views of identified stakeholders.

The Governing Bodies will seek the views of the following stakeholders :

- Pupils, staff, governors and parents/guardians of both schools
- Parents/guardians of Bedwas Infants School
- Teaching and support staff associations

The consultation document will also be distributed to the following :

- Bedwas High and St Martins Comprehensives and their feeder Primary schools
- Local CCBC Members *
- Local Town and Community Councils *
- Local and Regional Assembly Members *
- Member of Parliament (Caerphilly constituency)
- Local CCBC Libraries *
- CCBC Youth Forum
- ESTYN
- Catholic Diocesan Board of Education
- Community groups using either school premises.

A copy of the proposal will also be published on the Council's website.

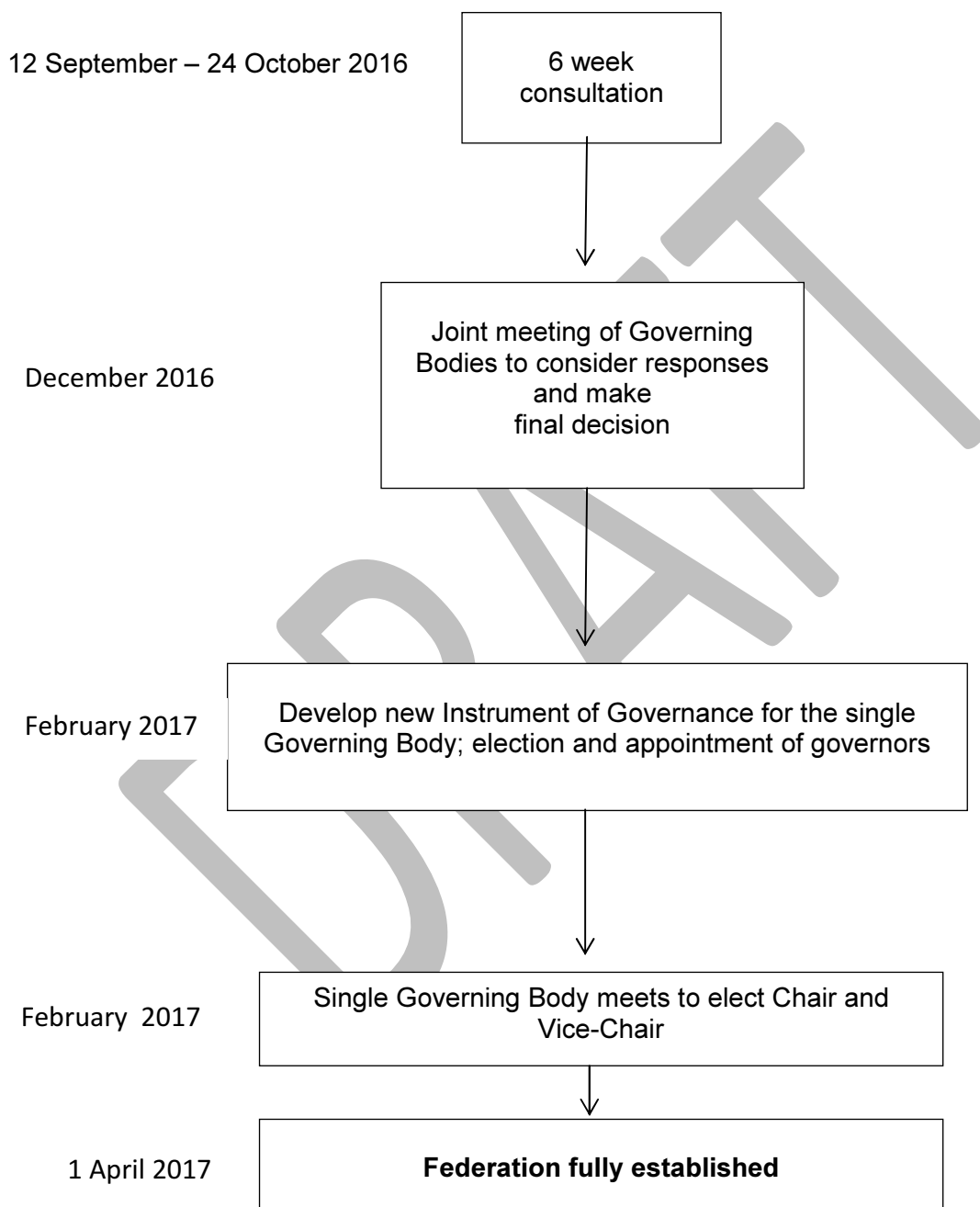
A copy of the proposal will also be available for inspection at all reasonable times at both schools in the proposed federation.

The comments received from the consultation process will be reported to Cabinet for determination.

The consultation period for this proposal will be 6 weeks from 12th September 2016 to 24th October 2016.

During this period, you may express your views in writing to Keri Cole, Chief Education Officer, Caerphilly County Borough Council, Ty Penallta, Ystrad Mynach, Hengoed, CF82 7PG, or by completing the response form on page 20 and returning to the above address or e-mail to COLEK@caerphilly.gov.uk

The timeline for the proposed Federation is shown in the following diagram:



Admission Arrangements

The admission arrangements for each school will remain unchanged. The Local Authority is the admissions authority for each school. Parents will apply for a place for their child at the school of their choice, not at the Federation, as each school in the federation is a separate school. If the child is not given a place in the school they choose, a separate application will have to be made to attend a different school. This is the case even if the second school applied for is the other school in the federation.

Composition of the Governing Body:

	<u>Bedwas Junior</u>	<u>Rhydri Primary</u>
LA appointed	2	2
Headteacher	← 1 →	
Teacher	1	1
Staff	1	1
Parent Governor	4	3
Community Governor		
- appointed by community	1	1
- appointed by governing body	3	2
TOTAL	12 *	10 *

* plus headteacher (joint).

Future School Place Planning

It is likely that there will be new housing developments within the vicinity, as evidenced by the proposals within the Council's Local Development Plan (LDP). In the event of these occurring there may be a need to review future school places and school catchment areas. Any future changes would be subject to consultation and, wherever applicable, statutory processes.

This Federation arrangement does not propose any change to the existing school catchment areas or feeder school arrangements.

The benefits of federation :

- Consistency of teaching and learning methodology, especially cross-phase.
- Reduced transitional dips in pupil performance.
- Streamlining of policies and structures.
- Sharing of good practice, preparation materials and resources.
- Enhanced opportunities for pupil activities.
- Enhanced opportunities for staff professional development.
- Increased opportunity for middle management development.
- Schools have options to choose a senior leadership structure to suit their circumstances leading to easier recruitment of staff and headteachers particularly if there have been difficulties.
- Opportunities for school leadership beyond a single school.
- Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale.
- Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs.
- Support for schools in difficulty. Schools with strengths can contribute to the learning of others.
- Supports school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- Possible easier recruitment of governors with fewer governor vacancies.
- Small schools in particular can additionally benefit by: Developing networks for personal support. Sharing expertise and resources. Organising professional development. Arranging joint pupil activities

Keys to a successful federation

- Building of trust between LAs, governors and school communities which is fundamental to the success of federations and must be fostered at every level of management.
- Commitment of time and resources from all schools involved.
- Shared vision and a common purpose of what needs to be done and how for improving attainment and achievement at all level.
- Shared identity between schools e.g. geographical proximity and having common aims on curricular and non-curricular activities
- Clear leadership and management structures.
- Sufficient time for all parties to be at ease with the proposed changes.
- All to feel like equal partners.
- Sense of ownership of process by the schools.
- Good communication with parents and staff over the changes brought by federation.

Challenges of federation

- Increased workload for governors during inception and first year.
- Potential loss of experienced governors.
- Initial mistrust amongst governors, parents and staff – time needed for federation to bed down.
- Single headteacher not sharing time fairly amongst schools.

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Frequently Asked Questions

Q1. What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

Q2. Why should schools federate?

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities and sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

Q3. What are the benefits of federation?

Federation will allow schools to more easily :

- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
- widen opportunities for staff professional development
- deliver greater value for money.

Q4. Why might small schools benefit from federation?

Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primary it would allow them to deliver an enriched primary education by for example, sharing a specialist language teacher or drama teacher.

Q5. What are the benefits and risks of Federation?

There are a number of benefits for schools from being within a federation including broader learning and social experiences for children leading to improvement in pupil performance. Schools will be able to share resources, best practice, facilities and expertise. There can be further emphasis on strategic leadership and management structures, and staff will have new opportunities to work together and reduce isolation. Duplication of effort can be avoided and there is an opportunity to promote better economies of scale.

Some of the risks include the potential organisational difficulties in providing a curriculum across a number of schools. Communication with parents and staff at different schools may present a challenge. Travel costs may be higher if staff and pupils move between schools to meet curriculum needs. There may also be relationship and trust issues for governors, headteachers and staff working across schools. The federated governing body should be aware of the potential risks and have strategies and actions to mitigate them.

Q6. Will my school lose its identity within a Federation?

Schools within a federation will not lose their individual identity though they will share a single governing body. The schools retain their separate legal status and have their own budget allocations and will be subject to their own Estyn Inspection. The schools will also remain in their community and retain their own character, name, ethos and school uniform. Whilst each school receives and must account for its own separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources.

Q7. What are the Inspection arrangements for Federated Schools?

Estyn's document 'When will the next school inspection take place?' sets out guidance on inspecting federated schools. The Education (School Inspection) (Wales) Regulations 2006 require Estyn to inspect maintained schools every six years and produce an individual report for each school. This would also apply to schools in the federation. Estyn cannot move a school inspection to later than six years but may carry out inspections in a way that the schools in a federation are inspected in the same term, especially where the schools have the same headteacher. Estyn would also consider requests from a governing body or LA to inspect schools in the same term. Estyn would also try to ensure that the inspection teams for the schools in a federation have overlapping membership.

Q8. What happens to staff within a federation? Will their Conditions of Service change?

In a federation, all staff would be employed on the same conditions of service as now and by the same employer. Whoever is the employer of staff will continue to be the employer under the contract of employment. For community, voluntary controlled, community special schools and maintained nursery schools, the LA is the employer under the contract of employment although the governing body of the federation retains responsibility for certain staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body is the employer under the contract of employment for staff in voluntary aided and foundation schools.

Combined strategic and financial planning should mean that jobs can be better protected in any combined period of contraction and that specialist staff can be used to best effect, recognising that all support and teaching staff have specialist skills and knowledge. Staff would be able to learn from each other within a coherent approach to deliver professional learning communities that use data and the National Model to focus on school improvements that link to national priorities and their school development plans.

The governing body of a federation would also be able to appoint new staff to work within all schools in the federation. This could include the appointment of a single headteacher with responsibility for all the schools in the federation, or the appointment of a Bursar or person with financial management skills and/or business management skills to oversee the non teaching aspects of the federation business.

Q9. Can a federation have a single headteacher with responsibility for all the schools in that federation?

Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, i.e. a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single headteacher.

Another option governing bodies and local authorities may consider is for the federating schools to retain headteachers in each of the schools instead of appointing a single headteacher.

From a day to day operational perspective schools may wish to adopt a third option which would be to appoint a head of the federation and retain a headteacher in each of the schools. If this arrangement was agreed, from a governance perspective only, the overarching headteacher in charge of the federation, if such an appointment is made, would be a member of the governing body. If no such appointment is made the headteachers of all the schools may be governors.

Q10. Would the 'headteacher' with overall responsibility for the federation be responsible for managing headteachers of each school in the federation if that is the agreed structure? .

The governing body may choose to appoint a single head of the federation with full responsibility for all of the schools in the federation and have only a senior teacher or deputy headteacher in charge of each school. If the teacher in charge is not a qualified headteacher carrying out the full range of statutory duties of a headteacher, then the head of the federation would be responsible for the performance management of those staff. The governing body would be responsible for the performance management of the head of the federation.

Q11. How should heads of federations be paid?

Following a recommendation from the School Teachers' Review Body (STRB) the Department for Education in England is currently updating the Teachers' Pay and Condition document to reflect interim payments for head teachers who take responsibility for more than one school.

Q12. Are parent governors elected by the parents from their school only or from parents across all schools in the federation?

The proposal for federation should state the number of parent governors from each school which in law is that every school must have at least one parent governor elected by the parents (or appointed by the governing body if no parent stands for election), at that school but no more than two parent governors per school. It is reasonable therefore that once a decision has been made as to how many parent governors each school would have, the parents of only that school should vote in the parent governor elections. If the decision is that a school should have two parent governors each, and no parents in a particular school stand for election or only one parent stands for election, the federated governing body may appoint parent governors in accordance with Schedule 2 of the 2014 Federation Regulations. This means that the governing body could appoint a parent of a registered pupil at the school; or the parent of a registered pupil from another school in the federation; or the parent of a child of compulsory school age (or under compulsory school age for a nursery school).

Q13. Can a Federation be time-limited?

A federation should be seen as a long term commitment and not as a quick fix. The LA or respective governing bodies will have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. A federation would put in place strategic and operational plans to insure the sustainability and development of the schools. That will require medium to long term planning. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

Q14. What are the differences between school federation and school mergers?

If two schools merge they may remain open in their community but they become one multiple site school with a single name, governing body, headteacher, ethos, budget, character and school uniform. In a merger there would only be one headteacher and it is possible there would be redundancies or staff would have to re-apply for posts in the new single school. In a multi site schools the LA could also close one of the school sites and transfer the pupils to the other sites without the need to go through statutory proposals.

In a federation, the schools remain open in their communities but they also retain their own individuality, name, ethos, character budget and school uniform. Staff would also keep their jobs and may have wider opportunities for further professional development by working across the schools in the federation. Headteachers may also remain in post although some federations may only have a single headteacher. Schools in a federation can be closed as part of school organisation proposals but the LA would have to apply the statutory proposals process to do this.

Q15. What may influence schools in deciding whether to merge and become a single school or federate?

The LA may have long term plans for school organisation within their area and schools would need to consider these and discuss with their LA, which option is more beneficial for them and fits in with the LA's overall plans.

Q16. Should we be working collaboratively as a first step with schools we may be thinking of federating with?

If you work collaboratively with other schools it may help you to create trust between the schools and will enable you to foster a good working relationship which will make it easier for the schools to take the next step and federate. Federation will be successful where the staff and governors are committed to working together for the benefit of the school communities.

Q17. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q18. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

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Response Form

Proposal to Federate Bedwas Junior and Rhydri Primary Schools

Please note that we will make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the Data Protection Act 1998.

Please provide your comments on the proposal to federate Bedwas Junior and Rhydri Primary schools:

Alternatively, you may wish to indicate which of the following most accurately reflects your views:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Print Name: _____

Category of respondent (e.g. parent) _____

Address: _____

Postcode: _____

E-mail: _____

Telephone: _____

Once completed, please return to: Keri Cole, Chief Education Officer, Caerphilly County Borough Council, Ty Penallta, Ystrad Mynach, Hengoed, CF82 7PG.

The closing date for responses is Monday 24 October 2016.



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 5TH JULY 2016

SUBJECT: ALL THROUGH SCHOOLS

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To seek the views of Members on the benefits of all through schools and to consider a pilot proposed to establish a Rhymney 3-18 school.

2. SUMMARY

- 2.1 The report identifies the features of all through schools and the potential benefits and challenges to their provision.

3. LINKS TO STRATEGY

- 3.1 The report considers provision of school places to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies.

4. THE REPORT

Background

- 4.1 An all through school may be defined as:

'A school that comprises multiple phases of Education provision (usually primary and secondary) in a single institution'.

- 4.2 An all-through school can offer a positive environment for learning in which all staff work together to ensure that young people make successful transitions between the different stages in their education. Such schools are well placed to ensure that their young people experience challenge and progression through consistent, well-planned teaching which is flexible and responsive to their distinctive geographical, cultural and social contexts.

- 4.3 There is a growing body of evidence to support the benefits of all-through schools. Importantly, in England the Department for Education and Skills identifies that new school leadership/management arrangements, curriculum design and improved delivery that results from working within an all age institution leads to:

- Raised attainment in all Key Stages throughout the school, by reducing performance 'dips' that occur when pupils transfer from one school to another;

- Improved teaching and learning opportunities for personalised learning;
- Enhanced opportunities for the recruitment, retention and deployment of all staff;
- Improved pastoral care for pupils, in challenging circumstances through offering a 'joined-up' strategy for additional and behavioural needs;
- Improved continuity for multi-agency involvement across phases; and,
- Effective sharing of resources and economies of scale.

4.4 The all-through schools agenda is gathering momentum in Wales, driven by a need to raise standards across the board and to modernise the school estate. The Welsh Government's 'Successful Futures' report produced by Professor Donaldson lays the foundation for a 21st Century curriculum for Wales, based on a continuum of learning from the ages of 3-16/18. Donaldson identifies 4 'enablers' that underpin the new curriculum in Wales.

- Working in partnership and the development of 'Pioneer Schools';
- Strong school to school working across all ages and year groups to plan for progression;
- Inspiring leadership; and,
- Inclusivity.

4.5 In a similar context the UK's National College of School Leadership (NCSL) suggests that there are five main drivers for all-age schools:

- Personalisation (raising achievement)
- Pedagogical (sharing expertise – cross-phase)
- Care and support (Every Child Matters and shared ethos)
- Community (engagement in learning)
- Organisational (shared expertise and resources).

4.6 Blaenau Gwent has led on the creation of a 3-16 Peer Group of Local Authorities in Wales. The LAs currently involved include:

- Blaenau Gwent
- Caerphilly
- Ceredigion
- Newport
- Neath/Port Talbot
- RCT
- Bridgend
- Cardiff
- Powys

4.7 4 key issues have emerged from the discussions, namely:

- Standards – developing and sharing case studies to illustrate how 3-16 learning settings can contribute to raising standards.
- Finance – developing a model of finance for revenue budgets for all-through schools through the establishment of an ADEW Finance sub-group.
- Leadership – understanding current leadership models in existence, sharing those models and analysing their relative strengths and areas for further development.
- Admissions – options for incorporating arrangements for all schools on a fair and equitable basis.

4.8 The group's contributors recognised that a 'one size fits all' approach to leadership is not appropriate and felt that local context plays an important role in the adoption and development of new leadership patterns and structures.

The 3 leadership structure examples shared by the 3-16 Peer Group are detailed below:

- Blaenau Gwent-Ebbw Fawr Learning Community. This model is based on a 1,200 place secondary phase and 420 place primary phase. The leadership structure has a Director of Learning and 3 Phase Directors, covering secondary, primary and curriculum cross phase transition.
- Neath/Port Talbot-Afan Valley. This federation model relates to the Federated Schools of the Afan Valley. This model involves the strategic leadership of 5 schools and has a Headteacher and 2 Deputies covering provision, standards and quality and wellbeing and support.
- Powys-Ysgol Hyddgen 3-18. This is a Welsh medium 3-18 all-through model. The school involves a secondary and primary provision, with a Headteacher, and 2 Deputies covering secondary/primary and 2 Assistant Heads again with responsibilities for secondary and primary.

4.9 A summary of the potential benefits and challenges to all through school developments is enclosed as an Appendix.

4.10 In developing this proposal, a number of issues will need to be considered, namely:

- Quality and standards of education
- Leadership and management
- School admissions.

4.11 In the event that the proposal proceeds, then a statutory process will commence with the issuing of a consultation document.

5. EQUALITIES IMPLICATIONS

5.1 Specific school organisation proposals will be implemented in accordance with the Welsh Government's School Organisation Code 2013. As part of this process, detailed equality impact assessments will be developed.

6. FINANCIAL IMPLICATIONS

6.1 These will be dependent upon specific proposals, the detail of which will form part of the School Organisation Statutory Processes.

7. PERSONNEL IMPLICATIONS

7.1 These will be dependent upon specific proposals.

8. CONSULTATIONS

8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

9. RECOMMENDATIONS

9.1 Members views are sought on the benefits of all-through schools and to consider a pilot proposed to establish a Rhymney 3-18 school.

10. REASON FOR THE RECOMMENDATION

- 10.1 To apprise Members of the features of all-through schools in the context of a future School Place Planning Strategy.

11. STATUTORY POWER

- 11.1 School Organisation Code 2013 (Welsh Government)
School Standards & Organisation (Wales) Act 2013
School Admissions Code 2013 (Welsh Government)
School Admissions Appeal Code 2013 (Welsh Government)
School Standards & Framework Act 1998.

Author: Bleddyn Hopkins, Assistant Director, Our Schools Our Future

E-mail: hopkib@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive

Keri Cole, Chief Education Officer

Debbie Hartevelde, Managing Director (Interim), Education Achievement Service for South East Wales

Nicole Scammell, Acting Director of Corporate Services & S151

Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning

Councillor Wynne David, Chair of Education Scrutiny Committee

Councillor James Pritchard, Vice Chair of Education Scrutiny Committee

Gail Williams, Interim Head of Legal Services & Monitoring Officer

Lynne Donovan, Head of People Management and Development

Jane Southcombe, Financial Services Manager

David A Thomas, Senior Policy Officer (Equalities and Welsh Language)

Background Papers:

School Places Plan 2013/14-2023/24

21st Century Schools Strategic Outline Programme.