

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 Sharon Hughes
(Rhif Ffôn: 01443 864281 E-bost: hughesj@caerphilly.gov.uk)

Dyddiad: Dydd Mawrth, 4 Ionawr 2022

Annwyl Syr/Fadam,

Bydd cyfarfod o'r **Pwyllgor Craffu Addysg** yn cael ei gynnal trwy Microsoft Teams ar **Dydd Llun, 10fed Ionawr, 2022** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi ddefnyddio'r iaith Gymraeg yn y cyfarfod, a dylid rhoi cyfnod rhybudd o 3 diwrnod gwaith os ydych yn dymuno gwneud hynny.

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR

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.

A greener place Man gwyrddach



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|--|--------|
| 3 | Pwyllgor Craffu Addysg a gynhaliwyd ar 2il Tachwedd 2021. | 1 - 6 |
| 4 | Pwyllgor Craffu Addysg a gynhaliwyd ar 2il Rhagfyr 2021. | 7 - 8 |
| 5 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 6 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg. | 9 - 18 |
| 7 | I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:-
1. Strategaeth Tai Leol 2021-26 (Cyd-bwyllgor Craffu) – 27ain Hydref 2021;
2. Cynllun Prosiect Digartrefedd (Cyd-bwyllgor Craffu) – 10fed Tachwedd 2021;
3. Cynllun Strategol Cymraeg mewn Addysg 2022-2032 – 8fed Rhagfyr 2021. | |

** Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Sharon Hughes, 01443 864281, erbyn 10.00 a.m. ar Dydd Gwener, 7fed Ionawr 2022.*

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

- | | | |
|----|--|-----------|
| 8 | Rhaglen Band B Ysgolion a Cholegau'r 21ain Ganrif - Adroddiad ar yr Ymgynghoriad: Ysgol Iau Llancaeath/Ysgol Fabanod Llanfabon. | 19 - 50 |
| 9 | Rhaglen Band B Ysgolion a Cholegau'r 21ain Ganrif - Adroddiad Ymgysylltu â'r Gymuned: Ysgol Gynradd Plasyfelin. | 51 - 80 |
| 10 | Rhaglen Band B Ysgolion a Cholegau'r 21ain Ganrif - Adroddiad Ymgysylltu â'r Gymuned: Canolfan i Ddysgwyr Agored i Niwed (Uned Atgyfeirio Disgyblion). | 81 - 106 |
| 11 | Hunanwerthuso | 107 - 130 |

Cylchrediad:

Cynghorwyr Mrs E.M. Aldworth, C. Andrews (Is Gadeirydd), P.J. Bevan, A. Collis, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, Mrs B. A. Jones, B. Miles, Mrs G.D. Oliver, Mrs T. Parry (Cadeirydd), J.E. Roberts, J. Simmonds a Mrs J. Stone

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) G. James (Parent Governor Representative) a Tracy Millington (Parent Governor Representative)

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mrs J. Havard (NEU) a Mrs P. Ireland (NEU)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar www.caerffili.gov.uk. ac eithrio am drafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu.

Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r [Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn](#) ar ein gwefan neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.

Gadewir y dudalen hon yn wag yn fwriadol



PWYLLGOR CRAFFU ADDYSG

COFNODION Y CYFARFOD O BELL A GYNHALIWDYD DRWY MICROSOFT TEAMS NOS MAWRTH 2 TACHWEDD 2021 AM 5.30PM

YN BRESENNOL:

Y Cynghorydd T. Parry - Cadeirydd
Y Cynghorydd C. Andrews - Is-gadeirydd

Y Cynghorwyr:

Mrs E.M. Aldworth, C. Andrews (Is-gadeirydd), P. J. Bevan, A. Collis, A. Farina-Childs, Ms J. Gale, D. Havard, M. P. James, B. Miles, Mrs T. Parry (Cadeirydd) a J. E. Roberts.

Y Cynghorydd R. Whiting, (Aelod Cabinet dros Ddysgu a Hamdden)

Ynghyd â:

Swyddogion: R. Edmunds (Cyfarwyddwr Corfforaethol Addysg a Gwasanaethau Corfforaethol), S. Richards (Pennaeth Cynllunio a Strategaeth Addysg), K. Cole (Prif Swyddog Addysg), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), A. West (Rheolwr Ysgolion yr 21ain Ganrif), L. Thomas (Ysgolion yr 21ain Ganrif - Prif Swyddog), P. O'Neill (Uwch Reolwr Gwasanaeth Ieuencid), S. Mutch (Rheolwr Blynyddoedd Cynnar), M. Jacques (Swyddog Craffu), S. Hughes (Swyddog Gwasanaethau'r Pwyllgorau) a J. Lloyd (Swyddog Gwasanaethau'r Pwyllgorau).

Hefyd yn bresennol: -

Aelodau Cyfetholedig: Mr M. Western (Cynrychiolydd Comisiwn Addysg Archesgobaeth Gatholig Caerdydd) a Mrs T. Millington (Cynrychiolydd Rhiant-Lywodraethwyr).

Hefyd yn bresennol:

Cynrychiolwyr y Gwasanaeth Ieuencid.

TREFNIADAU RECORDIO

Atgoffodd y Cadeirydd bawb a oedd yn bresennol fod y cyfarfod yn cael ei recordio ac y byddai ar gael i'w weld drwy wefan y Cyngor, ac eithrio trafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig. [Cliciwch yma i'w wyllo.](#)

1. YMDDIHEURIADAU AM ABSENOLDEB

Cafwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr W. David, D. T. Hardacre, Mrs B. A. Jones, Mrs G. D. Oliver a J. Simmonds.

2. DATGAN BUDDIANNAU

Ni dderbyniwyd unrhyw ddatganiadau o fuddiant ar ddechrau'r cyfarfod nac yn ystod y cyfarfod.

3. COFNODION – 21 MEDI 2021

PENDERFYNWYD y dylid cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg a gynhaliwyd ar 21 Medi 2021 (rhifau 1-10 yn y cofnodion) fel cofnod cywir a'u llofnodi gan y Cadeirydd.

4. YSTYRIED UNRHYW FATER A GYFEIRIR AT Y PWYLLGOR CRAFFU YN UNOL Â'R WEITHDREFN GALW I MEWN

Ni chyfeiriwyd unrhyw faterion at y Pwyllgor Craffu yn unol â'r weithdrefn galw i mewn.

5. BLAENRAGLEN WAITH Y PWYLLGOR CRAFFU AR ADDYSG

Cyflwynodd y Swyddog Craffu yr adroddiad a oedd yn amlinellu manylion Blaenraglen Waith y Pwyllgor Craffu Addysg ar gyfer y cyfnod rhwng mis Tachwedd 2021 a mis Mawrth 2022 ac roedd yn cynnwys yr holl adroddiadau a nodwyd yng nghyfarfod y Pwyllgor Craffu Addysg a gynhaliwyd ar 21 Medi 2021. Gofynnwyd i'r Aelodau ystyried y Flaenraglen Waith, ochr yn ochr â Blaenraglen Waith y Cabinet, cyn ei chyhoeddi ar wefan y Cyngor.

Amlinellodd y Cyfarwyddwr Corfforaethol dros Addysg a Gwasanaethau Corfforaethol adroddiad y Cynnig Galwedigaethol, a drefnwyd ar gyfer cyfarfod arbennig y Pwyllgor Craffu Addysg a gynhelir ar 2 Rhagfyr 2021.

Yn ystod y drafodaeth, cynigiwyd y dylid ychwanegu adroddiad ar ddarpariaeth athrawon Cyfrwng Cymraeg at Flaenraglen Waith y Pwyllgor Craffu Addysg. Gofynnodd yr Aelodau hefyd am adroddiad ar les disgyblion ar ôl y cyfyngiadau symud, gan gynnwys iechyd meddwl a lles.

Ar ôl ystyried yr adroddiad, ac yn amodol ar yr adroddiadau ychwanegol a gynigiwyd, cynigiwyd ac eiliwyd y dylid cymeradwyo'r argymhellion. Drwy bleidlais ar Microsoft Forms, cytunwyd yn unfrydol ar hyn.

PENDERFYNWYD cyhoeddi Blaenraglen Waith y Pwyllgor Craffu Addysg ar wefan y Cyngor.

6. ADRODDIADAU'R CABINET

Nid oedd yr un o adroddiadau'r Cabinet a restrwyd ar yr agenda wedi'u galw ymlaen i'w trafod yn y cyfarfod.

ADRODDIADAU SWYDDOGION

Ystyriwyd yr adroddiadau canlynol.

7. DIWEDDARIAD PEILOT Y GWASANAETH IEUENCTID - CYFLWYNIAD

Cafodd y Pwyllgor Craffu gyflwyniad ar sut y gwnaeth Gwasanaeth Ieuencid Caerffili gefnogi pobl ifanc yn ystod pandemig Covid. Rhoddodd yr Uwch Reolwr Gwasanaeth Ieuencid gyflwyniad i'r Gwasanaeth Ieuencid, gan amlinellu eu hymateb i Covid ac effaith eu gwaith, a thynnodd sylw at ble y gwnaed y gwahaniaethau. Tynnwyd sylw hefyd at y ffaith bod y Gwasanaeth Ieuencid wedi canolbwyntio ar y bobl ifanc agored i niwed a oedd eisoes yn cael eu cefnogi. Dangoswyd ffilm i'r aelodau a gynhyrchwyd gan y bobl ifanc a'u gweithwyr ieuencid a oedd yn tynnu sylw at brofiadau'r bobl ifanc yn ystod Covid, o ddetholiad o brosiectau'r gwasanaeth ieuencid.

Cyflwynodd yr Uwch Reolwr Gwasanaeth Ieuencid ddau berson ifanc i'r Pwyllgor Craffu, a rannodd eu profiadau o sut beth oedd cael eu cefnogi gan y Gwasanaeth Ieuencid yn ystod y cyfnod clo. Diolchodd yr Aelodau i'r bobl ifanc am fynychu'r cyfarfod a rhannu eu profiadau.

Mewn ymateb i ymholiad ynghylch cyfleoedd galwedigaethol, dywedodd yr Uwch Reolwr Gwasanaeth Ieuencid wrth y Pwyllgor Craffu fod cynlluniau i ganoli gwybodaeth am ddatblygiad galwedigaethol i bobl ifanc a hefyd wedi cadarnhau bod cyfleoedd, megis hyfforddeiaethau a phrentisiaethau, yn cynyddu.

Mewn ymateb i ymholiad gan Aelod, rhoddodd yr Uwch Reolwr Gwasanaeth Ieuencid y wybodaeth ddiweddaraf am adeilad newydd Gwasanaeth Ieuencid Caerffili ym Mharc Virginia yng Nghaerffili. Hysbyswyd yr Aelodau y bydd yr adeilad yn arwyddocaol iawn i'r Gwasanaeth Ieuencid gan mai dyma fydd canolbwynt gwaith ieuencid ardal Basn Caerffili, gan wasanaethu tua 5,000 o bobl ifanc. Mewn ymateb i gwestiwn gan Aelod, hysbyswyd y Pwyllgor Craffu fod gan y Gwasanaeth Ieuencid bartneriaeth sefydlog gyda'r Urdd a'r Fenter Iaith. Nodwyd bod cyllid wedi'i sicrhau gan Lywodraeth Cymru i fwrw ymlaen â Strategaeth Gwaith Ieuencid y Gymraeg a bydd Clwb Ieuencid Cymraeg pwrpasol yn cael ei agor ym Mharc Virginia.

Nododd aelodau'r Pwyllgor Craffu y cyflwyniad a diolchwyd i'r Uwch Reolwr Gwasanaeth Ieuencid a'i dîm am eu holl waith caled yn cefnogi pobl ifanc, ac yn enwedig pobl ifanc sy'n agored i niwed, yn ystod Covid.

8. RHAGLEN BAND B YSGOLION A CHOLEGAU'R 21AIN GANRIF - YMGYNGHORIAD MEWN PERTHYNAS Â CHYNIGION AR GYFER YSGOL IAU LLANCAEACH/YSGOL FABANOD LLANFABON, YSGOL GYNRADD PLASYFELIN A CHANOLFAN I DDYSGWYR SY'N AGORED I NIWED

Cyflwynodd yr Aelod Cabinet dros Ddysgu a Hamdden yr adroddiad i ymgynghori'n swyddogol ag Aelodau mewn perthynas â chynigion Rhaglen Band B Ysgolion a Cholegau'r 21ain Ganrif ar gyfer Ysgol Iau Llancaeath / Ysgol Fabanod Llanfabon, Ysgol Gynradd Plasyfelin a Chanolfan Dysgwyr Agored i Niwed (Uned Cyfeirio Disgyblion). Dywedwyd wrth yr Aelodau fod mwy o fanylion am bob un o'r cynigion wedi'u cynnwys yn y dogfennau ymgynghori llawn sydd wedi'u hatodi i'r adroddiad.

Mewn ymateb i bryderon Aelod ynghylch cynlluniau ar gyfer adeilad 2 lawr fel rhan o gynigion uno Ysgol Iau Llancaeath/Ysgol Fabanod Llanfabon, rhoddodd Rheolwr Ysgolion yr 21ain Ganrif sicrwydd y byddai'r adeilad 2 lawr ar gyfer yr Adran Iau a dywedodd wrth yr Aelodau fod y cynlluniau ar gyfer yr adeilad newydd wedi'u gwneud er mwyn diogelu faint o fannau awyr agored sydd ar y safle i ddiwallu anghenion y plant a'r cwricwlwm. Cyfeiriwyd at yr effaith ar ysgolion eraill mewn perthynas â darpariaeth Cyfrwng Ffydd a dywedwyd wrth y Pwyllgor Craffu fod digon o alw am Ysgolion Ffydd a Chyfrwng Cymraeg yng Nghaerffili ac ni ragwelir y byddai'r cynnig yn cael effaith bellach ar yr ysgolion hyn gan eu bod yn arbenigo yn eu maes darpariaeth.

Yn ystod y ddadl, gofynnodd y Cadeirydd am eglurhad a rhagor o wybodaeth am nifer o faterion ac ymatebodd Swyddogion i'r pwyntiau a godwyd. Rhoddodd Rheolwr Ysgolion yr

21ain Ganrif eglurhad mewn perthynas â datgomisiynu Ysgol Iau Llancaeath a'r effaith ar y ddarpariaeth cyfrwng Cymraeg.

Mewn ymateb i ymholiad, cadarnhawyd nad oedd arolwg cyflwr wedi'i gynnal ar hen safle Ysgol Pontllan-fraith (safle arfaethedig ar gyfer y Ganolfan i Ddysgwyr sy'n agored i niwed) oherwydd bod yr ysgol wedi'i datgan yn warged ar y pryd, ond dywedwyd wrth yr Aelodau y byddai arolwg cyflwr yn cael ei gynnal pan fydd y ddarpariaeth ar waith. Cynhaliwyd arolwg o'r safle arfaethedig er mwyn canfod cost y cynnig.

Gofynnwyd am ragor o wybodaeth mewn perthynas â'r garfan bresennol o fyfyrwyr sy'n derbyn hyfforddiant cartref ar hyn o bryd. Mewn ymateb, dywedodd y Prif Swyddog Addysg wrth yr Aelodau fod y wybodaeth yn ymwneud â hyfforddiant yn y gymuned yn hytrach na hyfforddiant dewisol a rhoddwyd rhesymau dros gael mynediad i'r gwasanaeth. Clywodd yr Aelodau sut y byddai'r Ganolfan Dysgwyr sy'n Agored i Niwed yn darparu cyfleuster i ailintreiddio disgyblion o'r fath yn grwpiau bach a mwy gyda'r bwriad o alluogi rhai disgyblion i ddychwelyd i'r ysgol.

Gofynnodd Aelod a fyddai'r Ganolfan Dysgwyr Sy'n Agored i Niwed yn y dyfodol yn golygu na fyddai angen darpariaeth gan unedau cyfeirio y tu allan i'r Sir mwyach. Dywedodd y Prif Swyddog Addysg ei bod yn anodd rhagweld ond y byddai'r dull a fabwysiadwyd yn sicr yn helpu i sicrhau bod y ddarpariaeth yn ddigonol.

Nododd y Pwyllgor Craffu Addysg y wybodaeth a gynhwyswyd yn yr adroddiad a'r pecynnau ymgynghori. Rhoddodd yr Aelodau eu barn yn rhinwedd eu swydd fel 'ymgyngoreion' fel rhan o'r prosesau ymgynghori a ddilyniar ar gyfer pob un o'r 3 chynnig.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd y dylai'r argymhellion yn yr adroddiad gael eu cymeradwyo. Pleidleisiodd y Pwyllgor Craffu Addysg ar bob cynnig ar wahân, a fydd yn cael ei gynnwys yn yr adroddiadau perthnasol ar gyfer cyflwyno pob cynnig i'r Cabinet fel rhan o'r broses o wneud penderfyniadau. Drwy bleidlais ar Microsoft Forms, cytunwyd yn unfrydol ar bob cynnig.

PENDERFYNWYD bod y Pwyllgor Craffu Addysg yn cefnogi'r cynigion unigol a amlinellir isod:

- (i) Uno Ysgol Iau Llancaeath ac Ysgol Fabanod Llanfabon i greu darpariaeth Ysgol Gynradd newydd ar safle presennol Ysgol Fabanod Llanfabon.
- (ii) Ysgol Gynradd Plas-y-felin newydd ar y safle presennol.
- (iii) Sefydlu Canolfan ar gyfer Disgyblion Sy'n Agored i Niwed (Uned Cyfeirio Disgyblion) ar hen safle Ysgol Gyfun Pontllan-fraith.

9. CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG 2022-2032

Cyflwynodd yr Aelod Cabinet dros Ddysgu a Hamdden yr adroddiad yn cyflwyno Cynllun Strategol arfaethedig y Gymraeg mewn Addysg (CSCA) 2022-2032 a gofynnodd am sylwadau ynghylch digonolrwydd gwybodaeth a thargedau er mwyn argymhell yr adroddiad i'r Cabinet. Hysbyswyd yr Aelodau bod y CSCA yn ofyniad statudol a'r nod oedd cyfrannu at dargedau gofynnol Llywodraeth Cymru o 26% ar gyfer dysgwyr ym mlwyddyn 1 erbyn 2032 er mwyn cyrraedd y targed o filiwn o siaradwyr Cymraeg erbyn 2050. Er mwyn cyrraedd y targed uchelgeisiol hwn, bydd angen i ni adeiladu Ysgol Gynradd newydd ac ehangu eraill i greu'r lleoedd. Hysbyswyd y Pwyllgor Craffu hefyd y bydd angen cynllun cyfathrebu i gynyddu'r nifer sy'n manteisio ar y lleoedd hynny gan ddechrau gyda chyfleoedd ychwanegol a darpariaeth ychwanegol yn y blynyddoedd cynnar. Dywedwyd wrth yr Aelodau fod Llywodraeth Cymru wedi creu cyllid cyfalaf ychwanegol ochr yn ochr â Rhaglen Band B Ysgolion yr 21ain Ganrif a fydd yn cael ei chynllunio'n ofalus i sicrhau bod unrhyw effaith ar ysgolion cyfrwng Saesneg yn

cael ei lleihau. Cofnododd yr Aelod Cabinet dros Ddysgu a Hamdden ei ddiolch i'r Rheolwr Blynyddoedd Cynnar a'i thîm a hefyd i Aelodau'r Fforwm Addysg Gymraeg.

Cyfeiriwyd at Ganlyniad 2 Cynllun Strategol Cymraeg mewn Addysg Caerffili a chodwyd ymholiad mewn perthynas â chategoriâu'r ysgol. Nododd Rheolwr y Blynyddoedd Cynnar fod camgymeriad yn y ddogfen a chadarnhaodd fod 2 brif gategori o ysgol ar hyn o bryd, naill ai ysgol Saesneg Categori 1 neu ysgol Gymraeg Categori 3. Nid oes unrhyw ysgolion Cymraeg / Saesneg Categori 2 sy'n darparu 50% Cymraeg a 50% Cymraeg.

Gofynnodd Aelod am y wybodaeth ddiweddaraf am y gwaith sy'n cael ei wneud gyda'r Gwasanaeth Cyflawni Addysg a'r Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol i hyrwyddo Addysg fel gyrfa i bobl ifanc sy'n gadael yr ysgol Uwchradd a datblygu digon o staff sy'n siarad Cymraeg i ymuno â'r gweithlu. Mewn ymateb, tynnodd y Rheolwr Blynyddoedd Cynnar sylw at y gwaith sy'n cael ei wneud yn y maes hwn gan sefydliadau addysgu a gychwynnwyd gan Lywodraeth Cymru. Clywodd yr Aelodau am anawsterau wrth fynd i'r afael â'r mater hwn ar lefel leol ond cafodd sicrwydd y byddai Caerffili yn bwydo i mewn i'r gwaith sy'n cael ei wneud ar lefel genedlaethol.

Rhoddodd y Pwyllgor Craffu sylwadau am ddigonolrwydd gwybodaeth a thargedau i gyflawni'r meysydd canlyniadau a chyrraedd y targed isaf o 26% yng ngharfan blwyddyn 1 erbyn 2032.

10. U.F.A.

Rhoddwyd gwybod i'r Aelodau am lyfr a ysgrifennwyd gan Dr Elin Jones o Ystrad Mynach, sy'n mynd â darllenwyr ar daith weledol drwy dros 5,000 o flynyddoedd o hanes ledled Cymru gyfan. Tynnwyd sylw at y ffaith y bydd y llyfr yn cael ei gyhoeddi yn Gymraeg ac yn Saesneg.

Daeth y cyfarfod i ben am 7.00 pm.

Wedi'i gymeradwyo fel cofnod cywir ac yn amodol ar unrhyw ddiwygiadau neu gywiriadau y cytunir arnynt ac a gofnodir yng nghofnodion y cyfarfod a gynhelir ar 10 Ionawr 2022, fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE SPECIAL REMOTE MEETING HELD VIA MICROSOFT TEAMS ON THURSDAY 2ND DECEMBER 2021 AT 5.30PM

PRESENT:

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

Councillors:

P. J. Bevan, A. Collis, W. David, A. Farina-Childs, D. Havard, B. Miles and J. E. Roberts.

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

Together with:

Officers: K. Cole (Chief Education Officer), P. Warren (Strategic Lead for School Improvement), J. Fabes (6th Form Review Lead), C. Parry (Head Teacher, Lewis School Pengam), P. O'Neill (Senior Youth Service Manager), S. Richards (Head of Education Planning and Strategy), A. West (21st Century Schools Manager), S. Ellis (Lead for Inclusion and ALN), M. Jacques (Scrutiny Officer), S. Hughes (Committee Services Officer) and J. Thomas (Committee Services Officer).

Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative) and Mr G. James (Parent Governor Representative).

Also in Attendance:

Becky Rosser and Sam Morgan (former pupils of Lewis School Pengam).

RECORDING ARRANGEMENTS

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

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors: Mrs E. M. Aldworth, D. T. Hardacre, M. P. James, Mrs B. A. Jones, Mrs G. D. Oliver, J. Simmonds and Mrs J. Stone.

2. DECLARATIONS OF INTEREST

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

3. VOCATIONAL OFFER – PRESENTATION

The Cabinet Member introduced an in-depth presentation on Post 16 Opportunities with the schools of Caerphilly Borough.

The Chief Education Officer stated the ethos of the Education Department within Caerphilly Borough is that all children matter equally, and it is important that all young people have opportunities to identify and be supported on whatever pathway they choose.

Strategic Lead for School Improvement shared the presentation, which outlined the Local Authorities journey towards meeting the ambitions of the learners. Explaining the purpose of this presentation was to have a suitable destination for post 16 opportunities which meets the needs of the learners, to set them up for a happy, successful future where they are financially secure. Members were advised that the Education Strategy is currently being revised and is under review. It was explained that the Education Scrutiny Committee will have further opportunity next year to engage on the strategy. The 6th Form Review Lead also spoke on the presentation in depth.

Members sought further information on the presentation and were able to ask questions in relation to the content.

The Head Teacher, Lewis School Pengam, spoke on the work that they do around the post 16 offer and the vocational education in general.

Two former pupils of Lewis School Pengam provided an overview of their post 16 experience and the pathway they have taken since leaving school. Members were able to ask the former pupils questions in relation to opportunities that exist for young people and different learning options available.

Following the discussions, The Head of Lewis School Pengam and Members of the Education Scrutiny Committee thanked the former pupils from Lewis School Pengam for sharing their positive experiences since leaving school.

The Education Scrutiny Committee noted the presentation.

The meeting closed at 7.00pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 10th January 2022 they were signed by the Chair.

CHAIR



EDUCATION SCRUTINY COMMITTEE – 10TH JANUARY 2022

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

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

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1. PURPOSE OF REPORT

1.1 To report the Education Scrutiny Committee Forward Work Programme.

2. SUMMARY

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

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on Tuesday 2nd November 2021. The work programme outlines the reports planned for the period January 2022 to March 2022.

5.2 The forward Work Programme is made up of reports identified by officers and members. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the

council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1, which presents the current status as at 20th December 2021. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

5.4 **Conclusion**

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

6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

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

8. **FINANCIAL IMPLICATIONS**

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

9. **PERSONNEL IMPLICATIONS**

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

10. **CONSULTATIONS**

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

11. **STATUTORY POWER**

11.1 The Local Government Act 2000.

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

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

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

Appendices:

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

Gadewir y dudalen hon yn wag yn fwriadol

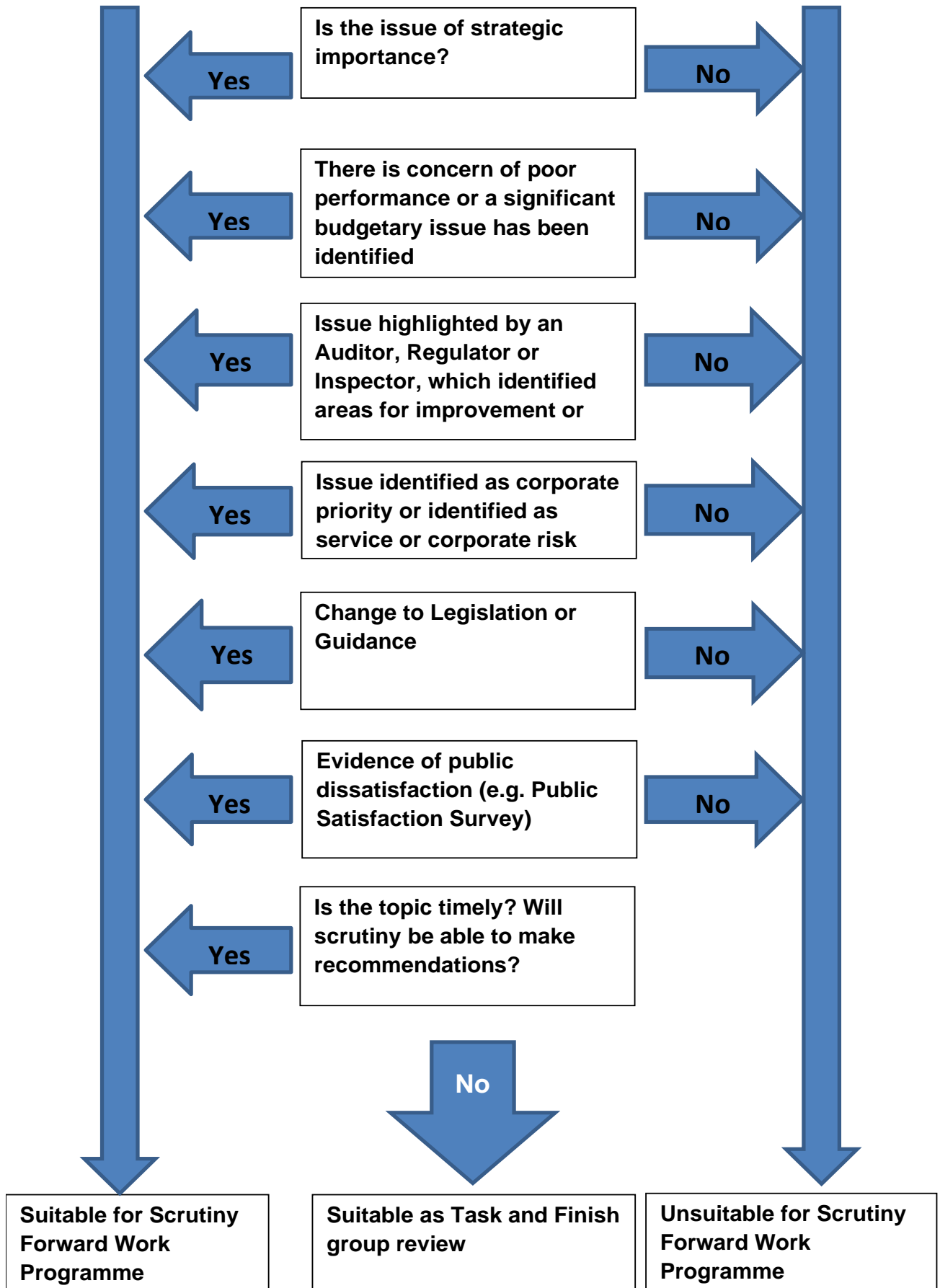
Forward Work Programme - Education				APPENDIX 1
Date	Title	Key Issues	Author	Cabinet Member
10/01/22 17:30	21st Century Schools – Band B - Phase 2: Consultation Report / Statutory Notice	For Members to consider the contents of 21st Century Schools consultation report prior to determination to proceed to Statutory Notice by Cabinet in December 2021.	West, Andrea;	Cllr. Whiting, Ross;
10/01/22 17:30	Self Evaluation Update		Warren, Paul;	Cllr. Whiting, Ross;
10/01/22 17:30	Information Item - Budget Monitoring 2021-22 Period 7		Southcombe, Jane;	Cllr. Whiting, Ross;
15/02/22 17:30	Directorate Performance Assessment (incl KS4/5)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
15/02/22 17:30	EAS Business Plan 2022-2023		Cole, Keri;	Cllr. Whiting, Ross;
15/02/22 17:30	Information - WESP Annual report		Mutch, Sarah;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B - Phase 2: Objection Report	For Members to consider the contents of 21st Century Schools objection report prior to determination by Cabinet in April 2022.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Education Capital Programme 2022/2023	To ensure Members are updated in relation to proposed spend.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Proposed Admission Arrangements 2023/24	Scrutiny members are asked to consider the proposed arrangements and provide any relevant comments as part of the consultation process.	Strathdee, Emma J.;	Cllr. Whiting, Ross;
29/03/22 17:30	Information Item - Budget Monitoring 2021-22 Period 9		Southcombe, Jane;	Cllr. Whiting, Ross;

Gadewir y dudalen hon yn wag yn fwriadol

12/01/2022 10:30	Active Travel Network Map Review and Consultation	Review of the statutory consultation process/responses and approval of the ATNM prior to submission to WG by the 31st December 2021.	Lloyd, Marcus; Campbell, Clive;	Cllr. Pritchard, James;
12/01/2022 10:30	Newbridge to Risca Regeneration Masterplan	To obtain approval to consult on the Draft Newbridge to Risca Corridor Masterplan, the 4th of the Masterplans aligned under the regeneration Strategy "A Foundation for Success", which sets out the regeneration aspiration for the area for the next five years and beyond.	Kyte, Rhian;	Cllr. Whitcombe, Andrew;
Special Cabinet 19/01/2022 10:30	Draft Budget Proposals for 2022/23	To present Cabinet with details of draft budget proposals for the 2022/23 financial year to allow for a period of consultation prior to final decision by Council on the 24th February 2022.	Harris, Stephen R;	Cllr. Stenner, Eluned;
26/01/2022 10:30	21st Century Schools – Band B - Phase 2: Consultation Report / Statutory Notice	For Members to consider the contents of 21st Century Schools consultation report prior to determination to proceed to Statutory Notice by Cabinet in December 2021.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
26/01/2022 10:30	21st Century Schools and Colleges Band B programme – Ysgol Gymraeg Cwm Gwyddon	To consider an allocation of additional funding in respect of the 21st Century Schools and Colleges Band B new build Ysgol Gymraeg Cwm Gwyddon.	Richards, Sue; West, Andrea;	Cllr. Whiting, Ross;
26/01/2022 10:30	Approved Mental Health Professional market supplement	To seek approval to pay the market supplement for Approved Mental Health Social Workers in the Emergency Duty Team (EDT), this has been supported by the Partnership Board of the 5 Local authorities and is an extension to the previously agreed market supplement for social workers in the day time.	Williams, Jo;	Cllr. Cook, Shayne;

26/01/2022 10:30	Animal Welfare (Licensing of activities involving animals) (Wales) Regulations 2021	To seek cabinet approval to establish delegated authority for officers under the new Animal Welfare (Licensing of activities involving animals) (Wales) Regulations 2021	Morgan, Jacqui;	Cllr. George, Nigel;
09/02/2022 10:30	HRA Charges (rent increase) report	For Cabinet to consider and agree the level of rent increase for council tenants effective from April 2022.	Street, Dave;	Cllr. Cook, Shayne;
09/02/2022 10:30	Report from Task and Finish Group on Non-Residential Care Charges	This report outlines the findings and recommendations of the task and finish group established to review charges for non-residential care set by Caerphilly County Borough Council.	Jacques, Mark;	Cllr. Cook, Shayne;
09/02/2022 10:30	Pedestrian and Cycle Zones (School Streets)	To update Cabinet on the effectiveness and outcomes of the experimental pedestrian and cycle zone traffic regulation orders implemented outside three primary schools within the borough.	Lloyd, Marcus; Smith, Dean;	Cllr. Pritchard, James;

Scrutiny Committee Forward Work Programme Prioritisation



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EDUCATION SCRUTINY COMMITTEE – 10TH JANUARY 2022

**SUBJECT: 21ST CENTURY SCHOOLS AND COLLEGES BAND B
PROGRAMME - CONSULTATION REPORT: LLANCAEACH
JUNIOR SCHOOL/LLANFABON INFANTS SCHOOL**

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

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to update Scrutiny Members in relation to the 21st Century Schools Band B proposal in respect of the amalgamation of Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision.
- 1.2 Members are asked to consider the information contained in the Consultation Report and endorse the recommendations to Cabinet to proceed to Statutory Notice.

2. SUMMARY

- 2.1 The 21st Century Schools Band B proposals for went to formal consultation between the 20th October 2021 and the 1st December 2021
- 2.2 To discharge the Council's duty under the School Organisation Code 2018, there is now a requirement for Cabinet members to give due regard to the content of the Consultation Report and determine whether or not it is appropriate to move to the next stage in the process.
- 2.3 A Consultation Report has been compiled and attached as an annex to this report. The Consultation Report summarises each of the issues raised by consultees. Any emerging themes that have been raised through gathering the views of consultees during the consultation process have been responded to by means of clarification with supporting reasons.

3. RECOMMENDATIONS

- 3.1 Prior to a report being presented to Cabinet, Scrutiny Members are asked to: -
- a) Consider the information contained in the Consultation Report.
 - b) Endorse the recommendation to Cabinet to proceed to Statutory Notice in relation to the to the proposal to create a new Primary School provision through the amalgamation of Llancaeath Junior School and Llanfabon Infants School.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure Members are updated on the progress of Phase 2 of the 21st Century Schools and Colleges Capital Band B programme
- 4.2 To seek Members endorsement on the recommendations to Cabinet to proceed to the publication of Statutory Notice in respect of the proposal
- 4.3 Assist the Council in discharging its duties in line with the requirements of the Welsh Government's School Organisation Code 2018.

5. THE REPORT

5.1 Band B

- 5.1.1 The key aims of the 21st Century Schools and Colleges Band B investment programme, outlined by Welsh Government, is to:
- Reduce the number of poor condition schools.
 - Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education.
 - Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community.

5.2 Band B Phase 2

- 5.2.1 The schemes identified as part of Phase 2 of the Band B programme include the adaption and refurbishment of the old grammar school building on the former Pontllanfraith High School site to accommodate a Centre for Vulnerable Learners (Pupil Referral Unit), the amalgamation of Llancaeath Junior and Llanfabon Infants school via the expansion of the existing Llanfabon Infants site to accommodate 275 pupils plus nursery, and a new build replacement Plas-y-felin Primary school in the grounds of the existing school site to accomodate 420 pupils plus nursery.

5.3 Phase 2 - Llancaeath Junior School and Llanfabon Infants School

- 5.3.1 The proposal relates to the amalgamation of Llancaeath Junior School and Llanfabon Infants School via the expansion and refurbishment of the existing Llanfabon Infants site to accomodate the new 3-11 Primary School provision with places for 275 pupils plus nursery.

- 5.3.2 Further to Cabinet approval gained on the 13th October 2021, formal consultation for the proposal was carried out between 20th October 2021 and 1st December 2021.
- 5.3.3 A prescribed list of recipients as outlined in the School Organisation Code 2018 were written to and a consultation document was published in both hardcopy and electronically via the Authority's website based. Reasonable access to information was promoted from an Equalities perspective and other formats were available on request, including a child friendly version and video.
- 5.3.4 Members of the Education Scrutiny Committee who met on the 2nd November 2021 in their capacity as a consultee under the School Organisation Code 2018, endorsed the proposal, voting 12 For, 0 Against and 0 Abstentions.
- 5.3.5 The consultation period ran for 42 days (with at least 20 of these being school days) to provide adequate time for response and conscientious consideration has been given to any responses received.
- 5.3.6 There were 11 responses received in respect of the proposal to create a new Primary School provision through the amalgamation of Llancaeath Junior School and Llanfabon Infants School. In addition, a number of pupils at both schools engaged in the consultation process through 'learner voice' sessions which have been reported on separately. These are broken down into more detail in the Consultation Report.
- 5.3.7 A Consultation Report has been compiled and has been attached as an annex to this report. The Consultation Report summarises each of the issues raised by consultees. Any emerging themes that have been raised through gathering the views of consultees during the consultation process have been responded to by means of clarification with supporting reasons. In addition, Estyn has provided a formal response in consideration of the educational aspects of the proposal which is included in the Consultation Report.
- 5.3.8 The Consultation Report will be published electronically on the 21st Century Schools pages on the Council's website. Consultees who have indicated in their consultation response that they wish to be notified will be advised by letter or email of the availability of the Consultation Report along with the key stakeholders identified in the School Organisation Code 2018.

5.4 **Conclusion**

Pursuant to the requirements of the School Organisation Code 2018, formal consultation has now concluded in relation to this proposal and this report has been compiled along with the Consultation Report to provide members with the necessary information to make an informed decision as to whether to progress the proposal to the next statutory stage which would entail permission to publish of a Statutory Notice. The School Standards & Organisation (Wales) Act 2013, provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so at this stage.

6. **ASSUMPTIONS**

- 6.1 No assumptions have been made in relation to this report as it merely updates on the progress of individual projects.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 An initial Integrated Impact Assessment (IIA) for this proposal was undertaken alongside the original Consultation Document forming part of the outline consultation pack which is published on the Council's website.
- 7.2 The Integrated Impact Assessment has been reviewed to include any additional elements highlighted through the statutory consultation process. The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.

Original

<https://www.caerphilly.gov.uk/CaerphillyDocs/IIA/llancaeach-junior-llanfagon-infants-schools-sep202>

Updated

<http://www.caerphilly.gov.uk/CaerphillyDocs/IIA/CCBC-Integrated-Impact-Assessment-Llancaeach-and-L>

8. FINANCIAL IMPLICATIONS

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

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

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

Programme will be subject to change. Members will be updated further as matters progress.

9. PERSONNEL IMPLICATIONS

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

10. CONSULTATIONS

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

11. STATUTORY POWER

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

Author: Andrea West, 21st Century Schools Manager

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

Background Papers:

Appendix 1 Consultation Report - Llancaeach Junior School / Llanfabon Infants School

Gadewir y dudalen hon yn wag yn fwriadol

21st Century Schools Consultation Report

APPENDIX 1

LLANCAEACH JUNIOR SCHOOL / LLANFABON INFANTS SCHOOL



Proposal : **Amalgamate Llancaeach Junior School and Llanfabon Infants School to create a new Primary School provision on the existing infants school site for those aged 3-11 years**

Formal Consultation Period : 20th October 2021 – 1st December 2021

This report is published in line with the requirements of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018.



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



caerphilly.gov.uk/21centuryschools



Richard Edmunds

Corporate Director for
Education and Corporate
Services

FOREWORD

“Working together to deliver the best outcomes for all our children”

Caerphilly County Borough Council has embarked upon an exciting but challenging journey of improvement and change. We have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high quality teaching, learning and leadership across our school settings as part of our ‘Shared Ambitions’ Strategy.

We have focused on improving young people’s outcomes and this is still a priority area moving forward incorporating a holistic view of education. The Council has adopted ‘Improving education opportunities for all’ as the first of its Wellbeing Objectives and has committed to an ambitious 21st Century Schools investment programme.

In collaboration with Welsh Government, the 21st Century Schools and Colleges Band B Programme is supporting investment in education within the County Borough. Our aspiration is the improvement of the condition of school buildings and maximising community usage.

Our current proposals support our commitment to increase school effectiveness and to narrow inequalities in achievement across groups; to understand the needs of more vulnerable children; promote the Welsh Language, and support those unable to access traditional learning pathways to ensure that all will benefit from the richness of learning and cultural opportunities. These principles help steer our decision making and prioritise projects.

As part of this proposal a consultation exercise has been carried out in line with the requirements of the School Organisation Code 2018. All stakeholders have had the opportunity to participate and make comments.

This Consultation Report has been produced to summarise the emerging themes raised by consultees during the consultation period including Estyn’s feedback. It aims to provide a balanced, transparent document to support Cabinet in deciding whether to progress with the proposal, make changes or not to progress.

I hope you find this document informative as a reflection of the activities undertaken to date and an insight into the journey we are on, shaping delivery and placing learning provision at the heart of our communities.

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INTRODUCTION

Executive Summary

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

Caerphilly County Borough Council aspires to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life.

The proposal to establish a Primary School in the Nelson area has been identified as one of the phase 2 projects in the 21st Century Schools Band B programme.

For proposals relating to schools, the School Organisation Code 2018, provides clear statutory guidance as to the processes that need to be adhered to. Undertaking a consultation exercise is one of the initial stages of progressing any proposal and is subject to Welsh Government scrutiny and Cabinet approval. From the 20th October 2021 to the 1st December 2021, a consultation exercise was undertaken. The purpose of the consultation was to gain views on the proposal to support and invest in the establishment of a new Primary School through the amalgamation of Llancaeath Junior School and Llanfabon Infants School.

This Consultation Report is the prescribed method as outlined by the School Organisation Code 2018 for reflection, review and assessment to provide Cabinet with the information to make an informed decision as to whether to proceed with the proposal to the next stage, amend the proposal taking into account further information that has come forward through the consultation process or to close this proposal with no further actions taken.

The Report is divided into several sections with the aim to:

- Outline the consultation processes undertaken
- Provide clarification in relation to the information provided and consultee engagement
- Summarise each of the issues raised by consultees
- Set out Estyn's response to the consultation in full
- Respond to issues raised by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons

Statutory Obligations

This report is published in line with the requirements of the [School Standards and Organisation \(Wales\) Act 2013](#) and the [School Organisation Code 2018](#).

The Consultation report will be published on the Caerphilly 21st Century School website with hardcopies available on request. All information is published in Welsh and English. In addition, a child friendly summary has also been produced to ensure information is provided in an accessible format for any children and young people affected by the proposals.

Purpose of the Consultation Report

The publication of this Consultation Report discharges the Council of its duty under the School Organisation Code 2018.

The consultation period represented an opportunity for people to learn about the proposal, ask questions and make comments. Any negative responses made during the consultation period were not counted as objections to the proposal but as adverse comments.

Objections to a proposal can only be registered after the publication of a statutory notice.

The Consultation Report outlines the processes followed, provides clarity on the issues and comments received from consultees, ensures that the views of children and young people affected by the proposal are expressed and ultimately, provides Cabinet with the necessary information to take one of the following decisions:

- Proceed with the proposal
- Make changes to the proposal
- Not to proceed with the proposal


Full details of the decision making process and the stages of the proposal as outlined in the School Organisation Code 2018 have been published as part of the initial Consultation Document and is publicly available via the Council’s website with hardcopies made available on request.

What is the 21st Century Schools and Colleges Programme?

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

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

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

Table 1: Band A funding in Caerphilly was used to deliver		
	Project Name	Band A Investment
 <p>Image of Islwyn High School</p>	✓ Islwyn High School	£22.6m
	✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus	£19.2m
	✓ Idris Davies School 3-18	£8m
	✓ Newbridge School extension	£2.6m
	✓ Blackwood Comprehensive improvements	£2m
	✓ Blackwood Comprehensive 3G pitch	£865k
	✓ Trinity Fields School improvements	£1.3m

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

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

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

PROPOSAL

What are we proposing to do?

We are proposing to:

- **Amalgamate Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision on the existing infants school site for those aged 3-11 years with an anticipated completion date of September 2024.**
- It is proposed that the current Llanfabon Infants School site will be reconfigured to host the new Primary School provision. A new building will be built to accommodate Key Stage 2 pupils (Junior age) and a partial refurbishment of the existing Infants School building on site with the whole Primary School provision providing accommodation for 275 pupils plus 40 nursery places, ensuring the development and delivery of an inclusive all-through primary school provision delivering the full curriculum to pupils in a modern, safe and inspiring learning environment.
- The new primary school site will have improved outside learning space and facilities that will provide a stimulating teaching and learning environment with 21st Century facilities centered on the learning, self-esteem and well-being of all pupils.
- The proposed project will take into account the desire to encourage and facilitate community use of the asset. The design will seek to include measures to enable safe 'zoning' which can be utilised by the wider community.

What is driving this proposal?

Proposals have been prioritised based on a number of factors including building condition, pupil projection and local and national drivers, however, the delivery of the curriculum and the Educational agenda remains at the core.

Options Appraisal

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

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

An options appraisal provides the opportunity to help councils make an informed and evidence based decision on how to deliver services. It does this by considering the relative advantages and disadvantages of a number of different delivery model options (including the current way in which the service is delivered).

The methodology helps decision makers to consider the:

- Desirability - the degree to which each option meets the strategic objectives and priorities of stakeholders
- Viability - the degree to which each option is financially viable and sustainable
- Feasibility - the degree to which each option can be implemented

As part of outlining the current proposal, an options appraisal was undertaken.

The options appraisal stage allowed for a number of different delivery model options to be explored and evaluated against a set of agreed criteria, leading to the selection of the preferred option.

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

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

Each option was evaluated against the investment objectives outlined in the Consultation Document and the extent to which it met the Critical Success Factors. This stage was an important part of the process, to raise important questions at an early stage and assist in developing proposals.

This resulted in options either being discounted, carried forward for further consideration in the short list with an eventual option identified as a preferred way forward. It is the option identified as the preferred way forward upon which the consultation exercise was based as all other options have been discounted at this point.

The process utilised was outlined in detail in the Consultation Document and resulted in

Option 4 being identified as the preferred option, namely, **expansion of the existing Llanfabon site via a permanent building and internal reconfiguration to become a new primary school to accommodate 275 pupil and 40 nursery provision**

Benefits and Disbenefits

There are common challenges faced by all Local Authorities when adopting new proposals. The vast majority of Council policies are delivered through projects and programmes of various forms. It is therefore vital that projects are delivered successfully in order to realise their intended benefits for citizens.

Evidence shows that the best way to ensure successful delivery is by setting up projects correctly in the first place. The most common causes of failure, among others are a lack of clear objectives, insufficient resources and over-ambitious cost and schedule that impact on the level and amount of benefit that can be realised and can be avoided if tackled in a project's early stages.

As part of the development of the proposal, a number of benefits and disbenefits were identified as outlined in the Consultation Document. The consultation process was an opportunity to consult with relevant stakeholders to understand what they see as positive outcomes and what negative consequences may be delivered.

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities. An Integrated Impact Assessment was carried out to initiate discussion and invite comments as to whether the principles for the proposal are supported.

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

CONSULTATION PROCESS

Consultation Process

The consultation process has followed the Welsh Government guidelines as set out in the School Organisation Code 2018.

As the proposal relates to a 'regulated alteration' to a Maintained school under Section 42 of the School Standards and Organisation (Wales) Act 2013, the proposals have been published on the Council's website.

Implications of COVID19

Due to the implications of COVID-19 place and after taking advice from Welsh Government, this consultation process refrained from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

It should be noted that there is no obligation to consult face-to-face and therefore a written paper consultation exercise was undertaken to discharge the Council of its duty under the School Organisation Code 2018. However, a number of alternative methods were utilised for engagement including use of social media, face-time technology and the creation of a 'Frequently Asked Questions' Document.

Stakeholder Engagement

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

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

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

The following consultees were advised of our proposals on the 20th October 2021 by letter or email:

Table 3: Consultee List	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn

Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)
Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers

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

In addition to advising those we were obliged to under the stakeholder criteria, the following were also contacted and advised of our proposals in writing:

- All Headteachers in the Borough

Consultation Information

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

The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days as defined by Section 579 of the Education Act 1996. The consultation period opened on Wednesday 20th October 2021 (a school day) and concluded at midnight on Wednesday 1st December 2021.

As part of this proposal, the following documentation was produced:

- Consultation Notification Letter
- Consultation Document
- Consultation Response Form (Online)
- Consultation Response Form (Printable PDF)
- Integrated Impact Assessment

All documentation was published in Welsh and English, complying with the requirements of the Welsh Language Standards. Information was also available in other languages and formats on request, however, no such requests were received as part of this process.

Hardcopies of the documentation were issued to the schools directly affected by the proposal including the child friendly summary for discussion with the pupils.

In addition to notifying the consultees in writing of the proposal, distribution of information was supported via the school text messaging service direct to parents and staff.

A child friendly consultation summary and advocacy video was also produced to support the consultation process with pupils of the affected schools to present information in a manner relevant to their likely understanding, allowing them to participate in the consultation process and reach an informed opinion. In addition to this documentation, the 21st Century Schools Team and local teaching staff provided assistance to children and young people who wished to submit a consultation response in their preferred format and language.

The Council's Social media channels were also utilised. Messages relating to the consultation were released in phases throughout the consultation period to maintain public awareness and provide as far a 'social media reach' as possible.

Response Methods

As outlined in the Consultation Document, anyone wishing to comment in relation to the proposal could do so in writing by:

- Completing the online response form on the Council's website
- Completing a response pro forma and posting it to the 21st Century School Team at Caerphilly
- Emailing comments to the 21st Century Schools Team at Caerphilly

Pupils of the schools directly affected by the proposal were also give the opportunity to engage in the process through focused 'Pupil Voice' sessions.

The response forms were designed in such a way as to capture the relevant information required to discharge the Council's obligations required under the School Organisation Code for undertaking a consultation linked to the regulated alteration of a maintained school.

This consultation was undertaken to capture the views of consultees in relation to the proposal. These views have been incorporated into this document, which will be published and considered by Cabinet when determining whether to proceed to Statutory notice stage. A separate Planning Application Process will be undertaken in respect of this proposal. The separate statutory processes were outlined in the consultation document and any adverse comments received as part of this process have been recorded as such.



CONSULTATION RESPONSES

Consultation Responses

Overall a total of 11 responses were received during the consultation process.

Please note: The figure above and the data reported on for Questions 1 to 7 does not include the responses received by Estyn or captured as part of any pupil engagement sessions. These are outlined in more detail later in this document.

Of the prescribed methods for providing a response during the consultation period:

- 11 responses received via Online Survey
- 0 responses received via email
- 0 responses received via post
- Pupil Voice Sessions at both schools open to entire combined pupil cohort (247 pupils excluding nursery)

0 responses (0%) were returned in the medium of Welsh.

The 21st Century Schools Team received no requests for the documentation to be provided in any other format or language.

QUESTION 1

The consultees were asked to identify a category that best described them in relation to the proposal for the school affected. The options provided were selected to demonstrate that the key consultee groups as outlined in the School Organisation Code had been engaged with. These included, Pupil, Parent, Staff Member, School Governor, Elected Member, Local Resident, Group and Other.

Of those who responded, the following categories were selected:



18.18%	18.18%	9.09%	9.09%	36.36%	9.09%
Parents	Staff Members	School Governors	Elected Members	Local Resident	Other

For those selecting 'other', the opportunity was given to elaborate further as they felt appropriate and the respondent in this case indicated they were a past employee.

QUESTION 2

As part of the consultation process, consultees were asked to provide basic contact information, including their name, address and email. This psychographic data was collected in order to help paint a picture of the consultee and enable the 21st Century Schools team to understand trends in response data and response groupings that would assist in compiling this Consultation Report.

As information can be collected for many purposes, the Caerphilly County Borough Council's privacy notice for consultations/surveys was referenced, which outlined the purpose and legal basis for collecting the information, data usage and data retention periods.

For the purposes of this Consultation Report, Cabinet will be provided with a separate digest of the consultation comments received. Please note that comments that are considered to be offensive or compromise anonymity have been edited or removed.

QUESTION 3

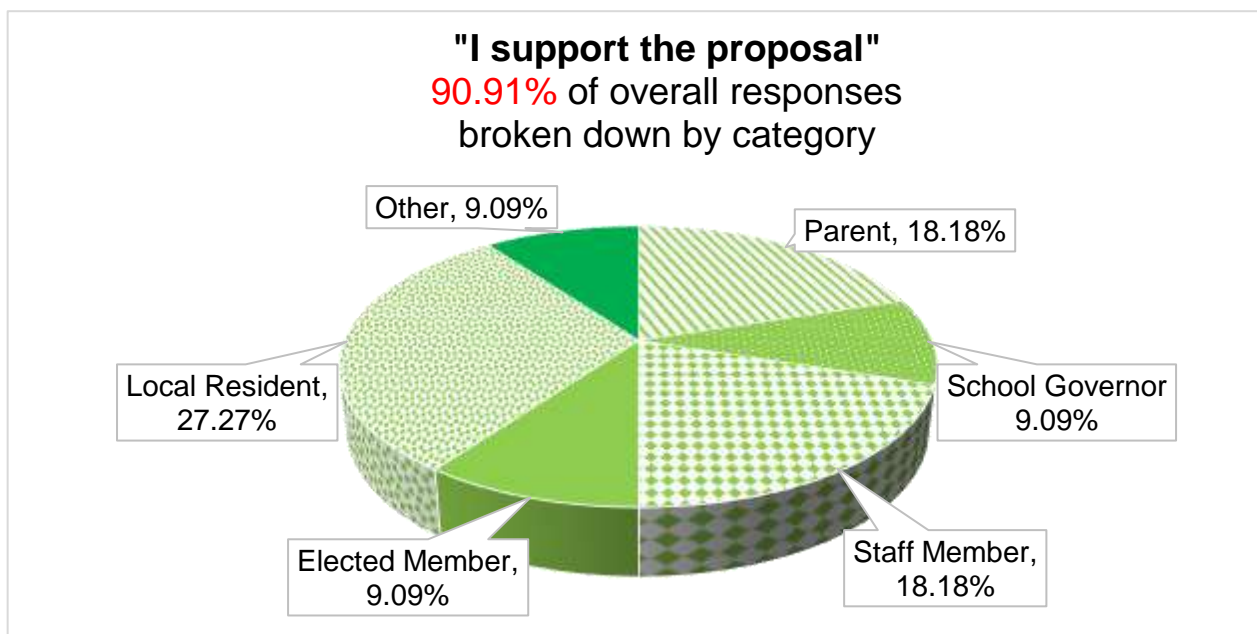
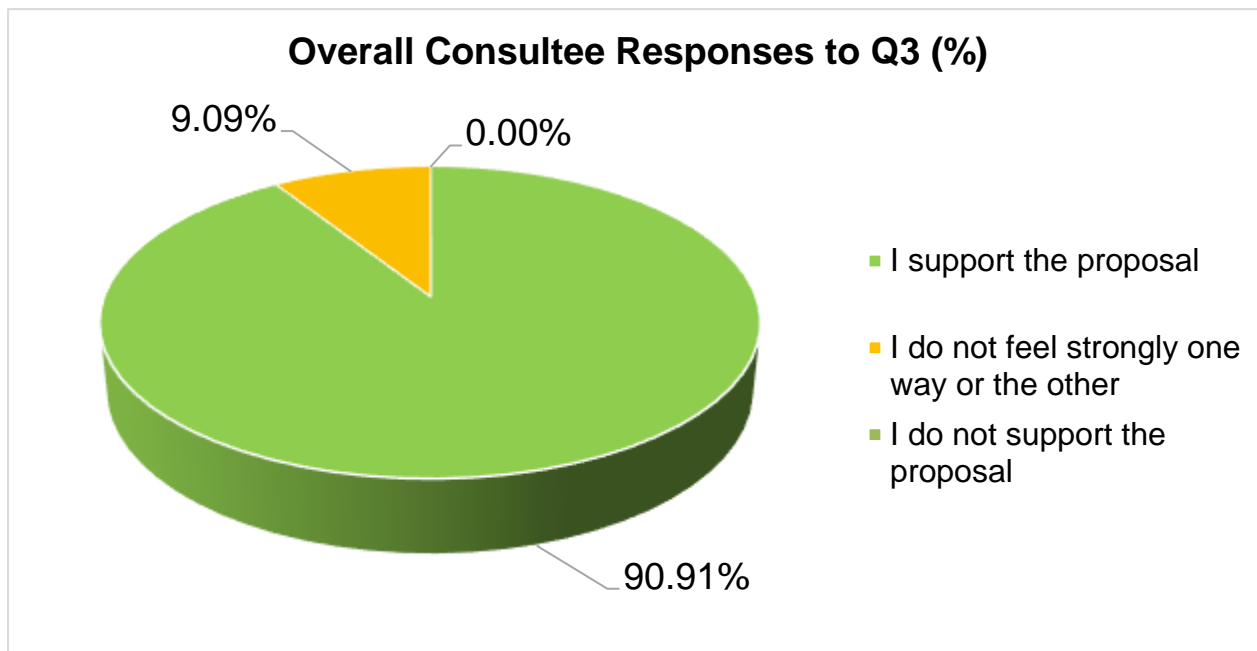
Consultees can submit their views either in favour of or against the proposals.

Consultees were asked to indicate which of the following statements most accurately reflected their views about the proposal. Consultees were reminded to read the consultation documentation prior to providing any responses during this consultation exercise and that unfavourable comments made during the consultation period will not be treated as objections at this stage.

The options available were:

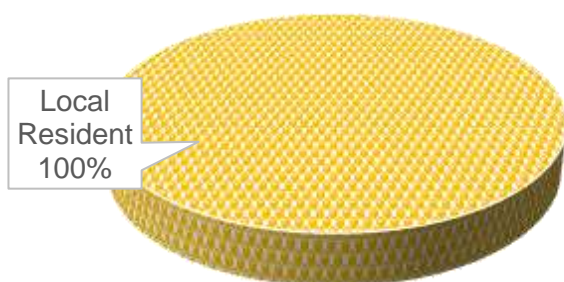
- I do not feel strongly one way or the other
- I support the proposal
- I do not support the proposal

Of the responses returned, 10 support the proposal, 0 do not support it, 1 either didn't feel strongly either way or failed to select an option. That equates to 90.91% in support, 0% opposed with the remaining 9.09% either providing a neutral response or no comment.



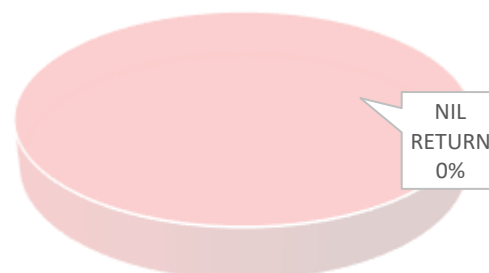
"I do not feel strongly one way or the other"

9.09% of overall responses broken down by category



"I do not support the proposal"

0% of overall responses broken down by category



It is prudent to bring to the attention of readers that the commentary provided as part of Question 4 may offer additional insight into the views of the consultees and that the response provided to Question 3 should not be considered in isolation.

QUESTION 4

This was a free text box, enabling consultees to provide additional comments on the proposal. All comments received have been read and analysed.

General themes that emerged from the consultation:

- Advantages of a single combined Primary school
- Community and Intergenerational facilities
- Traffic Management
- Construction process and potential impact

These themes are outlined in more detail in the section on 'Consultation Clarification'.

QUESTION 5

As part of our duty under the School Organisation Code 2018, consultees must be given the option to request notification as to the publication of this Consultation Report. Contact information has been collected to this end and the preferred method for communication will be notification via email if this information has been made available by the respondent.



9 out of the 11 respondents have requested notification (9 via email, 0 via post). These individuals have been added to the notification list and will be contacted concurrently with stakeholders when this document is made publicly available through the Council's website. Hardcopies of the documentation will be made available on request.

QUESTION 6

In line with the Caerphilly County Borough Council's Strategic Equality Plan 2016-2020 and the Consultation and Monitoring Guidance 2016 document, a reduced version of the Equalities and Monitoring questionnaire was included as part of the consultation response to support effective planning and to ensure that a representative sample was achieved to identify any equality issues.

The option to include information relating to the consultees Gender, Age, Disability Status, Welsh Language Skills and any influencing factors relating to their response were included but not mandatory.

From the responses received, of those that completed the Equalities monitoring section:

Are you ...			
Male	4	Other	0
Female	7	Prefer not to say	0

Age			
Under 16	0	40-65	5
16-25	0	Over 65	2
26-39	3	Prefer not to say	1

Disability			
I am not Disabled	10	Learning Difficulties	0
Physical / Mobility Impaired	0	Visually Impaired	0
Hearing Impaired	0	Speech Impaired	0
Prefer not to say	1		
Other	0		

Welsh Language Skills				
	A Little	Moderately	Quite Well	Fluently
Speak	4	3	0	2
Understand	2	2	0	2
Read	1	2	0	2
Write	1	2	0	2
No Welsh Language Skills	1		Prefer not to say	1

QUESTION 7

In relation to equalities implications that respondents highlighted, responses indicated that their decision was influenced as per the list outlined in the consultation response form. 0 responses were provided for this question.

Education Scrutiny Response

The Council's Education Scrutiny Committee is a consultee for any policy or service developments in relation to Education within the Borough.

A digital meeting via Microsoft teams took place on Tuesday 2nd November 2021 at 5.30pm.

As part of this meeting, the 21st Century Schools and Colleges Band B Programme and consultation in respect of the proposal to create a new Primary School through the amalgamation of Llancaeath Junior School and Llanfabon Infants School was discussed. All consultation documentation was made available to members as part of the agenda reports pack and officers linked to the proposal were available to take questions.

It was agreed that a vote in respect of the proposal would be taken and be officially recorded for inclusion in this Consultation Report. The Committee members voted 12 For, 0 Against, 0 Abstentions in relation to the proposal.



A recording of the session is available on YouTube:

[Education Scrutiny Committee Meeting](#)

The agenda item linked to this proposal starts 53 minutes and 45 seconds in to the recording.

The [Notice of the Decisions](#) document is also available to view on the Council's website.

Estyn's Response

Under the terms of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018, the Council, as the proposers, is required to send a notification with regards to the consultation to Estyn.

Estyn is the education and training inspectorate for Wales and their vision is to improve the quality of education and training and outcomes for all learners in Wales. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal. The full response from Estyn is included as Annex 2 at the end of this document. However, in summary:

"The proposals are likely to at least maintain the standard of education provision in the area."

The Council acknowledges Estyn's response.



Images from Consultation Sessions undertaken with pupils at Llanfabon Infants School (Red Uniform) and Llancaech Junior School (Blue Uniform). Schools provided images on the understanding that parental permission was obtained.

Other Schools identified as being affected

The 4 other schools identified as 'affected' in relation to this proposal were, Greenhill Primary, Ystrad Mynach Primary, Ysgol Gynradd Bro Allta and Ysgol Gymraeg Penalltau

Table 4: The schools identified as being affected by the proposal are:	
School	Reason
Greenhill Primary CF82 9EU	Nearest alternative community English Language Primary school in Borough. Proximity of 2.4 miles from Llanfabon site Impact on projected numbers, demand and learner travel as a result of the proposal requires consideration.
Ysgol Penallta CF82 6AP	Welsh Language Primary School Proximity of 3.2 miles from current site Impact on projected numbers and demand as a result of the proposal requires consideration.

Ystrad Mynach Primary CF82 7AQ	English Language Primary School Proximity of 3.3 miles from current site Impact on projected numbers and demand as a result of the proposal requires consideration.
YG Bro Allta CF82 7XQ	Welsh Language Primary School Proximity of 3.3 miles from current site Impact on projected numbers and demand as a result of the proposal requires consideration.

The Head Teachers of these schools were contacted during the consultation period whereby the consultation proposal was discussed and the pupils, governing body and staff at the school invited to provide their responses as part of the consultation process. Where information has been submitted, responses are included as part of the separate annex available to Cabinet.

OTHER CONSIDERATIONS

	<p><i>"Priorities for the coming year are to renew and reform, putting learners' progression and wellbeing at the heart of everything we do."</i></p> <p><i>Jeremy Miles MS Minister for Education and Welsh Language</i></p>
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There are a number of local and national strategies that drive Educational reform and underline the rationale for the proposals being considered as part of the 21st Century Schools and Colleges Band B programme in Caerphilly.

- [Welsh Language Act 1993 / Welsh Language \(Wales\) measure 2011](#)
- [Additional Learning Needs and Educational Tribunal \(Wales\) Act 2017](#)
- [The Childcare Act 2006 \(Local Authority Assessment\) \(Wales\) Regulations 2016](#)
- [Well-being of Future Generations \(Wales\) Act 2015](#)
- [Welsh Government - Education in Wales: Our National Mission](#)
- [Welsh Government - Cymraeg 2050: Welsh Language Strategy Action Plan 2019- 2021](#)
- [Welsh Government - 21st Century Schools and Colleges Programme](#)
- [Caerphilly - 'Shared Ambitions' Education Attainment Strategy 2019 - 2022](#)
- [Caerphilly - #Team Caerphilly: Better Together Transformation Strategy](#)
- [Caerphilly - Welsh Education Strategic Plan](#)
- [Caerphilly - Welsh Language Strategy 2017-2022](#)

- [Caerphilly - Corporate Plan \(including Wellbeing Objectives 2018-2023\)](#)
- [Caerphilly – Education Other Than At School \(EOTAS\) Strategy 2020](#)
- [Caerphilly - Strategic Equality Plan 2020-2024](#)
- [Caerphilly - Communication and Engagement Strategy 2019-2022](#)

As Wales embarks on a renewed vision of success for all learners, we can reflect on our rich heritage and proud history for promoting access to education in Caerphilly. Our transformational reforms are taking place within a challenging environment. This includes the uncertainties associated with Brexit, the technological transformation and the divergence in the qualification systems across the home nations. These are all challenges and opportunities for the Council.

NEXT STEPS

Consultation Clarification

When analysing all consultation response comments received as part of the consultation period, a number of emerging themes became evident.

Table 5: Summary of Response Themes		
Theme	Overview	Number of Mentions
Advantages of a single combined Primary school	One point of contact for parents	2
	Bringing inset days, start and finish times into line	1
	Improved Pupil wellbeing linked to attending one school for longer period	3
	More opportunities for staff	1
	Building and Location related issues linked to Llancaeath Junior School	1
	Enhanced Outdoor Space	2
Community and Intergenerational facilities	Use of wider site facilities for community groups	2
	Wraparound Childcare Provision on site	1
Traffic Management	Parking concerns at Llanfabon Infants School site and call for better drop off zone	2
	Increased traffic flow at proposed site	2
Construction process and potential impact	Impact of new building on neighbouring properties	1

To assist Cabinet in the decision making process, the following information is provided by Council Officers involved in the formulation of the proposal by means of response for clarification with supporting reasons.

Table 6: Council Response - Theme Clarification
Theme: Advantages of a single combined Primary school
Council's Response
<p>The Council appreciates the level of support shown from consultees in relation to this proposal and the general consensus that the amalgamation of Llancaeath Junior School and Llanfabon Infants School will benefit pupils, their families, and the wider community.</p> <p>As outlined in the Consultation Document, a single Primary School provision can bring many benefits from an academic, social and practical perspective, enabling a greater sense of community for all.</p> <p>The design of the new building adjacent to the existing Llanfabon Infants School building, will include a 2 story build, mirroring other Primary Schools within the Educational Estates across Caerphilly. It will be located away from neighbouring properties maximising the existing school site configuration and ensuring out door space can be accommodated.</p>
Theme: Community and Intergenerational facilities
Council's Response
<p>It is a pre-requisite of Welsh Government funding that Council's optimise the use of infrastructure and resources to enable flexibility for space and facilities to be made available as community assets. Whilst the internal design of the proposed extension is yet to be finalised, subject to Cabinet approval to progress, the Council will work closely with School Staff and local residents to understand need and how this may be accommodated on a booking basis.</p> <p>Childcare provision is being considered as part of a separate funding proposal through the Welsh Government's Childcare Grant.</p>
Theme: Traffic Management
Council's Response
<p>This proposal will be subject to a full planning application process and a wide range of consultees will be invited to comment, including the Highways Department.</p> <p>As part of any development, the Council is committed to providing safe, efficient and effective traffic management. As a highway authority, we have a duty to manage the road network to ensure, as far as possible, the safe and convenient movement of traffic, which includes pedestrians and other vulnerable road users. The planning and design of the facility will establish safer routes with designated pick up and drop off points, including car parking which should alleviate congestion.</p>
Theme: Construction process and potential impact
Council's Response
<p>The developments on site will be designed and orientated in such a way as to minimise impact to any neighbouring residential properties.</p>

The proposal will be subject to a full planning application process led by our experienced Building Consultancy Team and subject to building regulation requirements relating to a number of factors such as dust, noise etc.

Reasonable Alternatives Identified

As outlined in the Consultation Document, the proposal under consideration is to amalgamate Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision situated on the existing Llanfabon Infants School site. This was the preferred option as identified through the options appraisal process and scored against the critical success factors of Strategic fit, Educational fit, Accessibility, Financial fit and Environmental impact.

Through the consultation process and the comments returned, there has been an acknowledgement of the need to invest in a new Primary school.

Following the consultation period, the Council is required to carry out a further assessment for the proposal. The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.

No reasonable alternatives have been highlighted as a result of the Consultation Process.

Recommendation

In reviewing the proposal to take account of further information that has come forward through the consultation and in consideration of the likely impact on quality and standards in education, the community and travelling arrangements, it is the recommendation of this report that the proposal is progressed as outlined in the Consultation Document, namely:

Amalgamate Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision on the existing infants school site

Decision Making

To deliver our reforms across the entire system, we will need a bold commitment to effective collaboration along with integration of services where appropriate. This will include Welsh Government, the teaching profession and the wider education workforce, our key partners in local authorities, diocesan authorities, regional services, Estyn and others. Successful implementation of any proposal will require effective and honest engagement between all facets of the education system and our local communities and we are committed to providing the conditions to enable this to happen.

Cabinet Members are asked to:

- a) Consider the information contained in the Consultation Report.
- b) Approve the recommendation to proceed to Statutory Notice in relation to the proposal

Reporting, Notification and Publishing of Information

Should Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has

the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the 28-day period.

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

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

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

SUPPORTING INFORMATION

Annex 1 :

[Consultation Notification Letter](#)

[Consultation Document](#)

[Consultation Frequently Asked Questions](#)

[Original Integrated Impact Assessment](#)

Annex 2:

Estyn's response to the proposal to establish a new Primary School through the amalgamation of Llancaeath Junior School and Llanfabon Infants School, Caerphilly.

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

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

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

The proposals are likely to at least maintain the standard of education provision in the area.

DESCRIPTION AND BENEFITS

The proposer has given a clear rationale for the proposal, which includes a detailed description of the project and a projected timetable for completion. The proposal is that the council will work with the contractor to ensure there would be minimal disruption to the daily operations of the existing school cohort, on the Llanfabon Infant School site. There are no interim arrangements

proposed for the Llancaeath Junior School as the project will have no impact on the existing provision.

The proposer appears to have set out clearly and fairly the expected benefits and disadvantages when compared with the status quo. The two schools concerned currently work closely together. The proposer has identified suitable risks associated with the proposal, for example the impact on other neighbouring schools, and has identified possible ways to manage the risk, for example by phasing in an admission number of 40.

The proposer has considered using the Llancaeath Junior School site, in place of the Llanfabon Infant School site, but has discounted this alternative because of the likely limited vehicular access, and the apparent worthwhile opportunities for extended school provision (community use and wraparound childcare) at the larger of the two sites. Using the Llanfabon Infant School site appears to be a sensible solution.

The proposer has considered the impact of the changes on learner travel arrangements and on the accessibility of provision. The proposer has identified limited impact on travel as the two sites are within 0.5 miles of each other, and a likely reduction in traffic in the locality between the two sites as siblings will be on the same site. The new build is proposed to be DDA compliant, which will improve access for children and adults with a disability. In addition, the proposer has undertaken initial discussions to determine the viability of using adjacent redundant community land to provide increased drop off and parking provision, which is currently unavailable on the junior school site. This seems a pragmatic consideration.

The proposal appears to address suitably the need to reduce the current surplus places, especially in the junior school, while catering for enough headroom overall to provide for the predicted housing development and likely increased pupil numbers in the locality over the foreseeable future.

The proposal appears to take enough account of the likely impact on Welsh medium provision within the local authority. It is likely that the proposal would have minimal impact on the local authority's Welsh in Education Strategic Plan (WESP).

Llancaeath Junior School and Llanfabon Infants School have been identified as one of the priority projects in the 21st Century Schools Band B programme. However, the proposer has not identified the specific, likely financial costs of the proposal or any potential savings.

EDUCATIONAL ASPECTS OF THE PROPOSAL

The proposer has considered the impact of the proposals on the quality and standards in education, including the likely positive impact of a new building and amalgamated school on pupil wellbeing and the systems for care, support and guidance. The proposal takes account of the likely positive benefits of increased capacity for support and improvement due to a wider pool of staff in a bigger school. The proposal identifies the likely increased opportunities for staff to progress their careers in a larger school setting. The proposal also considers the likely benefits of wrap around childcare on site and the transition from an onsite nursery and childcare setting into the school. These proposals seem realistic and worthwhile.

The proposal takes suitable account of the most recent Estyn reports for each of the two schools, including recent improvements since the core inspection at Llanfabon Infants School. It identifies a likely positive impact to ensure delivery of the full curriculum provision at the foundation phase and key stage 2. However, the proposal does not appear to take account of the LA/consortium view on the quality of leadership and management at the schools.

It is not clear from the proposal whether the intention is for the governing body to become a single entity, or whether a federation arrangement would continue. It may be pragmatic to set out intentions to support a smooth transition and to ensure that everyone understands how the governance arrangement will work in practice, for example with reference to staffing decisions and potential communications with parents.

The proposal does not consider the impact of the proposals on children with Special Educational Needs, although it does broadly consider the likely positive impact of the new and improved provision on pupils' wellbeing, including for vulnerable pupils.

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE – 10TH JANUARY 2022

**SUBJECT: 21ST CENTURY SCHOOLS AND COLLEGES BAND B
PROGRAMME - COMMUNITY ENGAGEMENT REPORT:
PLASYFELIN PRIMARY SCHOOL**

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

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to update Scrutiny Members in relation to the 21st Century Schools Band B proposal in respect of a new replacement Plasyfelin Primary School on the existing site.
- 1.2 Members are asked to consider the information contained in the Community Engagement Report and endorse the recommendations to Cabinet to proceed to Planning Application stage and Full Business Case submission to Welsh Government.

2. SUMMARY

- 2.1 The proposal for Plasyfelin Primary School is exempt from the consultation processes outlined in line School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013. However, engagement with the school as well as the wider community was undertaken throughout the process in line with the Authority's Consultation and Engagement framework to enable transparent and open decision making.
- 2.2 The 21st Century Schools Band B proposal for Plasyfelin Primary School went to formal consultation between the 20th October 2021 and the 1st December 2021.
- 2.3 A Community Engagement Report has been compiled and attached as an annex to this report. The Community Engagement Report summarises each of the issues raised by consultees. Any emerging themes that have been raised through gathering the views of consultees during the consultation process have been responded to by means of clarification with supporting reasons.

3. RECOMMENDATIONS

3.1 Prior to a report being presented to Cabinet, Scrutiny Members are asked to: -

- a) Consider the information contained in the Community Engagement Report.
- b) Endorse the recommendation to Cabinet to proceed to Planning Application Stage
- c) Endorse the recommendation to proceed to Full Business Case

4. REASONS FOR THE RECOMMENDATIONS

4.1 To ensure Members are updated on the progress of Phase 2 of the 21st Century Schools and Colleges Capital Band B programme

4.2 To seek Members endorsement on the recommendations to Cabinet to proceed to Planning Application Stage.

4.3 To seek Members endorsement to proceed to Full Business Case submission to Welsh Government for final review and approval by Welsh Government's Business Case Scrutiny Group and Programme Investment Panel

5. THE REPORT

5.1 Band B

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

- Reduce the number of poor condition schools.
- Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education.
- Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community.

5.2 Band B Phase 2

5.2.1 The schemes identified as part of Phase 2 of the Band B programme include the adaption and refurbishment of the old grammar school building on the former Pontllanfraith High School site to accommodate a Centre for Vulnerable Learners (Pupil Referral Unit), the amalgamation of Llancaeath Junior and Llanfabon Infants school via the expansion of the existing Llanfabon Infants site to accommodate 275 pupils plus nursery, and a new build replacement Plas-y-felin Primary school in the grounds of the existing school site to accommodate 420 pupils plus nursery.

5.3 Phase 2 - Plasyfelin Primary School

5.3.1 The proposal relates to a new and enlarged replacement school for Plasyfelin Primary School to be situated within the current grounds of the existing school site to

include increased accommodation for up to 420 pupils plus nursery provision and also additional multi-use sporting and facilities available for use by the school and the wider community. This proposal will ensure future projected demand can be met within the area and to update a facility to provide a fit for purpose 21st Century facility.

- 5.3.2 The proposal for Plasfelin Primary School is exempt from the consultation processes outlined in line School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013. Plasfelin Primary School is classified as a community school under the code, however the requirement to consult under the code does not apply to proposals where a main entrance of the school on its new site would be under 1 mile from the current site and the enlargement is less than 25% of the current capacity, both of which apply in this case.
- 5.3.3 Further to Cabinet approval gained on the 13th October 2021, formal consultation for the proposal was carried out between 20th October 2021 and 1st December 2021.
- 5.3.4 A prescribed list of recipients, mirroring those outlined in the School Organisation Code 2018 were written to and a consultation document was published in both hardcopy and electronically via the Authority's website based. Reasonable access to information was promoted from an Equalities perspective and other formats were available on request, including a child friendly version and video.
- 5.3.5 Members of the Education Scrutiny Committee who met on the 2nd November 2021 in their capacity as a consultee under the School Organisation Code 2018, endorsed the proposal, voting 12 For, 0 Against and 0 Abstentions.
- 5.3.6 The consultation period ran for 42 days (with at least 20 of these being school days) to provide adequate time for response and conscientious consideration has been given to any responses received.
- 5.3.7 There were 15 responses received in respect of the proposal for a new replacement Plasfelin Primary School on the existing site. In addition, a number of pupils in the school engaged in the consultation process through 'learner voice' sessions which have been reported on separately. All responses are broken down into more detail in the Community Engagement Report.
- 5.3.8 A Community Engagement Report has been compiled and has been attached as an annex to this report. The Community Engagement Report summarises each of the issues raised by consultees. Any emerging themes that have been raised through gathering the views of consultees during the consultation process have been responded to by means of clarification with supporting reasons. Estyn has also provided a formal response in consideration of the educational aspects of the proposal which is included in the Community Engagement Report.
- 5.3.9 The Community Engagement Report will be published electronically on the 21st Century Schools pages on the Council's website. Consultees who have indicated in their consultation response that they wish to be notified will be advised by letter or email of the availability of the Community Engagement Report along with the key stakeholders as identified from the School Organisation Code 2018.

5.4 **Conclusion**

Whilst this proposal is exempt from the requirements of the School Organisation Code 2018, a consultation exercise was undertaken and has now concluded in relation to this proposal. This report has been compiled along with the Community

Engagement Report to provide members with the necessary information to make an informed decision as to whether to progress the proposal to the next stage which would entail permission to progress to planning application stage and submission of a full business case to Welsh Government.

6. ASSUMPTIONS

- 6.1 No assumptions have been made in relation to this report as it merely updates on the progress of individual projects.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 An initial Integrated Impact Assessment (IIA) for this proposal was undertaken alongside the original Consultation Document forming part of the outline consultation pack which is published on the Council's website.
- 7.2 The Integrated Impact Assessment has been reviewed to include any additional elements highlighted through the statutory consultation process. The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.

Original

<https://www.caerphilly.gov.uk/CaerphillyDocs/IIA/plasyfelin-primary-school-sep2021>

Updated

[http://www.caerphilly.gov.uk/CaerphillyDocs/IIA/CCBC-Integrated-Impact-Assessment-\(Plasyfelin\)-Upd](http://www.caerphilly.gov.uk/CaerphillyDocs/IIA/CCBC-Integrated-Impact-Assessment-(Plasyfelin)-Upd)

8. FINANCIAL IMPLICATIONS

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

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

- 8.2 The Authority's contribution will be met from the remaining funding of £1.209m previously earmarked for 21st Century Schools and through the recently approved earmarking of a further sum of £4.716m from the Authority's Place-Shaping Reserve.
- 8.3 The Welsh Government Grant allocation for individual projects within the 21st Century Schools Band B programme is calculated consistently across Wales using the Building Bulletin regulations BB98 - Secondary, BB99 – Primary and BB104 – Special/Pupil Referral Units. There are a number different elements which have been included in the calculations provided for each of the Phase 2 proposals, which include:

- Proposed standard price per square metre
- Furniture fitting and equipment per pupil
- ICT per pupil

8.4 Largely due to a combination of the impact of Covid-19 and Brexit there are currently significant inflationary increases within the construction sector. This is being kept under close review but the current projected costs for the 21st Century Schools Programme will be subject to change. Members will be updated further as matters progress.

9. PERSONNEL IMPLICATIONS

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

10. CONSULTATIONS

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

11. STATUTORY POWER

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

Author: Andrea West, 21st Century Schools Manager

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

Background Papers:

Appendix 1 Community Engagement Report - Plasyfelin Primary School

21st Century Schools Community Engagement Report

PLASYFELIN PRIMARY SCHOOL

Consultation Summary

Proposal :

**Creation of a new and enlarged
replacement Plasyfelin Primary School
in the grounds of the existing school site**



This Community Engagement Report is published to support open and transparent decision making and provide a summary of the findings from the Consultation period: 20th October 2021 – 1st December 2021

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





Richard Edmunds

Corporate Director for
Education and Corporate
Services

FOREWORD

“Working together to deliver the best outcomes for all our children”

Caerphilly County Borough Council has embarked upon an exciting but challenging journey of improvement and change. We have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high quality teaching, learning and leadership across our school settings as part of our ‘Shared Ambitions’ Strategy.

We have focused on improving young people’s outcomes and this is still a priority area moving forward incorporating a holistic view of education. The Council has adopted ‘Improving education opportunities for all’ as the first of its Wellbeing Objectives and has committed to an ambitious 21st Century Schools investment programme.

In collaboration with Welsh Government, the 21st Century Schools and Colleges Band B Programme is supporting investment in education within the County Borough. Our aspiration is the improvement of the condition of school buildings and maximising community usage.

Our current proposals support our commitment to increase school effectiveness and to narrow inequalities in achievement across groups; to understand the needs of more vulnerable children; promote the Welsh Language, and support those unable to access traditional learning pathways to ensure that all will benefit from the richness of learning and cultural opportunities. These principles help steer our decision making and prioritise projects.

As part of this proposal a consultation exercise has been carried out.

This Community Engagement Report has been produced to summarise the emerging themes raised by consultees during the consultation period including Estyn’s feedback. It aims to provide a balanced, transparent document to support Cabinet in deciding whether to progress with the proposal, make changes or not to progress.

I hope you find this document informative as a reflection of the activities undertaken to date and an insight into the journey we are on, shaping delivery and placing learning provision at the heart of our communities.

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INTRODUCTION

Purpose of the Community Engagement Report

The consultation period represented an opportunity for people to learn about the proposal, ask questions and make comments. Any negative responses made during the consultation period were not counted as objections to the proposal but as adverse comments.

This Community Engagement Report outlines the processes followed and comments received during the consultation period, ultimately, providing Cabinet with the necessary information to take one of the following decisions:

- Proceed with the proposal
- Make changes to the proposal
- Not to proceed with the proposal

This document is publicly available via the Council’s website with hardcopies made available on request


What is the 21st Century Schools and Colleges Programme?

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

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

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

Table 1: Band A funding in Caerphilly was used to deliver

	Project Name	Band A Investment
 <p data-bbox="121 1727 363 1753">Image of Islwyn High School</p>	✓ Islwyn High School	£22.6m
	✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus	£19.2m
	✓ Idris Davies School 3-18	£8m
	✓ Newbridge School extension	£2.6m
	✓ Blackwood Comprehensive improvements	£2m
	✓ Blackwood Comprehensive 3G pitch	£865k
	✓ Trinity Fields School improvements	£1.3m

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

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

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

STATUTORY OBLIGATIONS

School Organisation Code 2018

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

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

For the purposes of progressing this proposal and to enable transparent, balanced and open decision making, a consultation process was undertaken to reflect the principles of the Council's Consultation and Engagement Framework 2020-2025. Utilising the "Spectrum of Engagement" approach, an appropriate level of engagement in informing and consulting stakeholders was undertaken between the 20th October 2021 – 1st December 2021, mirroring the equivalent 42 day processes outlined in Section 3 of the School Organisation Code 2018.

As such, there is no requirement to produce a Consultation Report as prescribed by the Code. This Community Engagement Report is designed to be a summary document only.

Local and National Strategies



"Priorities for the coming year are to renew and reform, putting learners' progression and wellbeing at the heart of everything we do."

*Jeremy Miles MS
Minister for Education and Welsh Language*

There are a number of local and national strategies that drive Educational reform and underline the rationale for the proposals being considered as part of the 21st Century Schools and Colleges Band B programme in Caerphilly.

- [Welsh Language Act 1993 / Welsh Language \(Wales\) measure 2011](#)
- [Additional Learning Needs and Educational Tribunal \(Wales\) Act 2017](#)
- [The Childcare Act 2006 \(Local Authority Assessment\) \(Wales\) Regulations 2016](#)
- [Well-being of Future Generations \(Wales\) Act 2015](#)
- [Welsh Government - Education in Wales: Our National Mission](#)
- [Welsh Government - Cymraeg 2050: Welsh Language Strategy Action Plan 2019- 2021](#)
- [Welsh Government - 21st Century Schools and Colleges Programme](#)
- [Caerphilly - 'Shared Ambitions' Education Attainment Strategy 2019 - 2022](#)
- [Caerphilly - #Team Caerphilly: Better Together Transformation Strategy](#)
- [Caerphilly - Welsh Education Strategic Plan](#)
- [Caerphilly - Welsh Language Strategy 2017-2022](#)
- [Caerphilly - Corporate Plan \(including Wellbeing Objectives 2018-2023\)](#)
- [Caerphilly – Education Other Than At School \(EOTAS\) Strategy 2020](#)
- [Caerphilly - Strategic Equality Plan 2020-2024](#)
- [Caerphilly - Communication and Engagement Strategy 2019-2022](#)

As Wales embarks on a renewed vision of success for all learners, we can reflect on our rich heritage and proud history for promoting access to education in Caerphilly. Our transformational reforms are taking place within a challenging environment. This includes the uncertainties associated with Brexit, the technological transformation and the divergence in the qualification systems across the home nations. These are all challenges and opportunities for the Council.



PROPOSAL

What are we proposing to do?

We are proposing to:

- **Create a new and enlarged replacement Plasyfelin Primary School in the grounds of the existing school site, to accommodate future projected demand within the area. The new school will provide 420 pupil places plus nursery, with an anticipated completion date of September 2024.**
- It is proposed that the new building will provide a new fit for purpose, state of the art replacement Plasyfelin primary school on the grounds of the existing site to include multi-functional, size compliant main classrooms, main assembly hall, food technology space, library and IT space as part of a market street style configuration.
- The new primary school site will have improved learning spaces and facilities that will provide a stimulating teaching and learning environment with 21st Century facilities centered on the learning, self-esteem and well-being of all pupils.
- The proposed project will take into account the desire to encourage and facilitate community use of the asset. The design will seek to include measures to enable safe 'zoning' which can be utilised by the wider community.

What is driving this proposal?

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

Caerphilly County Borough Council aspires to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life.

Options Appraisal

There are common challenges faced by all Local Authorities when adopting new proposals. The vast majority of Council policies are delivered through projects and programmes of various forms. It is therefore vital that projects are delivered successfully in order to realise their intended benefits for citizens.

An options appraisal provides the opportunity to help councils make an informed and evidence based decision on how to deliver services. It does this by considering the relative advantages and disadvantages of a number of different delivery model options (including the current way in which the service is delivered).

The methodology helps decision makers to consider the:

- Desirability - the degree to which each option meets the strategic objectives and priorities of stakeholders
- Viability - the degree to which each option is financially viable and sustainable
- Feasibility - the degree to which each option can be implemented

As part of outlining the current proposal, an options appraisal was undertaken.

The options appraisal stage allowed for a number of different delivery model options to be explored and evaluated against a set of agreed criteria, leading to the selection of the preferred option.

The following options were considered and scored: -

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

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

Each option was evaluated against the investment objectives outlined in the Consultation Document and the extent to which it met the Critical Success Factors. This stage was an important part of the process, to raise important questions at an early stage and assist in developing proposals.

This resulted in options either being discounted, carried forward for further consideration in the short list with an eventual option identified as a preferred way forward. It is the option identified as the preferred way forward upon which the consultation exercise was based as all other options have been discounted at this point.

The process utilised was outlined in detail in the Consultation Document and resulted in

Option 5 being identified as the preferred option, namely, a **new enlarged replacement primary school building on the existing Plasyfelin School site to accommodate 420 pupils plus 60 nursery with community usage**

Benefits and Disbenefits

There are common challenges faced by all Local Authorities when adopting new proposals. The vast majority of Council policies are delivered through projects and programmes of various forms. It is therefore vital that projects are delivered successfully in order to realise their intended benefits for citizens.

Evidence shows that the best way to ensure successful delivery is by setting up projects correctly in the first place. The most common causes of failure, among others are a lack of clear objectives, insufficient resources and over-ambitious cost and schedule that impact on the level and amount of benefit that can be realised and can be avoided if tackled in a project's early stages.

As part of the development of the proposal, a number of benefits and disbenefits were identified as outlined in the Consultation Document. The consultation process was an opportunity to consult with relevant stakeholders to understand what they see as positive outcomes and what negative consequences may be delivered.

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities. An Integrated Impact Assessment was carried out to initiate discussion and invite comments as to whether the principles for the proposal are supported.

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

THE CONSULTATION PROCESS

Consultation Process

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

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

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

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

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

Implications of COVID19

Due to the implications of COVID-19 place and after taking advice from Welsh Government, this consultation process refrained from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all. However, a number of alternative methods were utilised for engagement including use of social media, face-time technology and the creation of a ‘Frequently Asked Questions’ Document.

Stakeholder Engagement

We advised the following of our proposals by letter or email:

Table 2: Consultee List	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn
Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)
Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers

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

In addition to notifying the consultees in writing of the proposal, distribution of information was supported via the school text messaging service direct to parents and staff.

The Council's Social media channels were also utilised. Messages relating to the consultation were released in phases throughout the consultation period to maintain public awareness and provide as far a 'social media reach' as possible.

Social media reach is a media analytics metric that refers to the number of users who have come across a particular content on a social platform such as Facebook, YouTube or Twitter

Consultation Information

As part of this proposal, the following documentation was produced:

- Consultation Notification Letter
- Consultation Document
- Consultation Response Form (Online)
- Consultation Response Form (Printable PDF)
- Integrated Impact Assessment

All documentation was published in Welsh and English, complying with the requirements of the Welsh Language Standards. Information was also available in other languages and formats on request, however, no such requests were received as part of this process.

Hardcopies of the documentation were issued to the schools directly affected by the proposal including the child friendly summary for discussion with the pupils.

Response Methods

As outlined in the Consultation Document, anyone wishing to comment in relation to the proposal could do so in writing by:

- Completing the online response form on the Council's website
- Completing a response pro forma and posting it to the 21st Century School Team at Caerphilly
- Emailing comments to the 21st Century Schools Team at Caerphilly

Pupils of the school directly affected by the proposal were also give the opportunity to engage in the process through focused 'Pupil Voice' sessions.

This consultation was undertaken to capture the views of consultees in relation to the proposal. These views have been incorporated into this document, which will be published and considered by Cabinet when determining whether to proceed to the Planning Application stage.

A separate Planning Application Process will be undertaken in respect of this proposal. The separate statutory processes were outlined in the consultation document and any adverse comments received as part of this process have been recorded as such.



CONSULTATION RESPONSES

Consultation Responses

Overall a total of 15 responses were received during the consultation process.

Please note: The figure above and the data reported on for Questions 1 to 7 do not include the responses received by Estyn or captured as part of any pupil engagement sessions. These are outlined in more detail later in this document.

Of the prescribed methods for providing a response during the consultation period:

- 14 responses received via Online Survey
- 1 response received via email
- 0 responses received via post
- Pupil Voice Sessions the school open to entire pupil cohort (299 pupil excluding nursery)

0 responses (0%) were returned in the medium of Welsh.

The 21st Century Schools Team received no requests for the documentation to be provided in any other format or language.

QUESTION 1

The consultees were asked to identify a category that best described them in relation to the proposal for the school affected. The options provided were selected to identified key demographic groups for reporting purposes to Cabinet. These included, Pupil, Parent, Staff Member, School Governor, Elected Member, Local Resident, Group and Other.

Of those who responded, the following categories were selected:



40% Parents	20% Staff Members	33.33% Local Resident	6.67% Other
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For those selecting 'other', the opportunity was given to elaborate further as they felt appropriate however in this instance, no additional information was provided by the respondent identified in this category.

QUESTION 2

As part of the consultation process, consultees were asked to provide basic contact information, including their name, address and email. This psychographic data was collected in order to help paint a picture of the consultee and enable the 21st Century Schools team to understand trends in response data and response groupings that would assist in compiling this Community Engagement Report.

As information can be collected for many purposes, the Caerphilly County Borough Council's privacy notice for consultations/surveys was referenced, which outlined the purpose and legal basis for collecting the information, data usage and data retention periods.

Cabinet will be provided with a separate digest of all the consultation comments received.

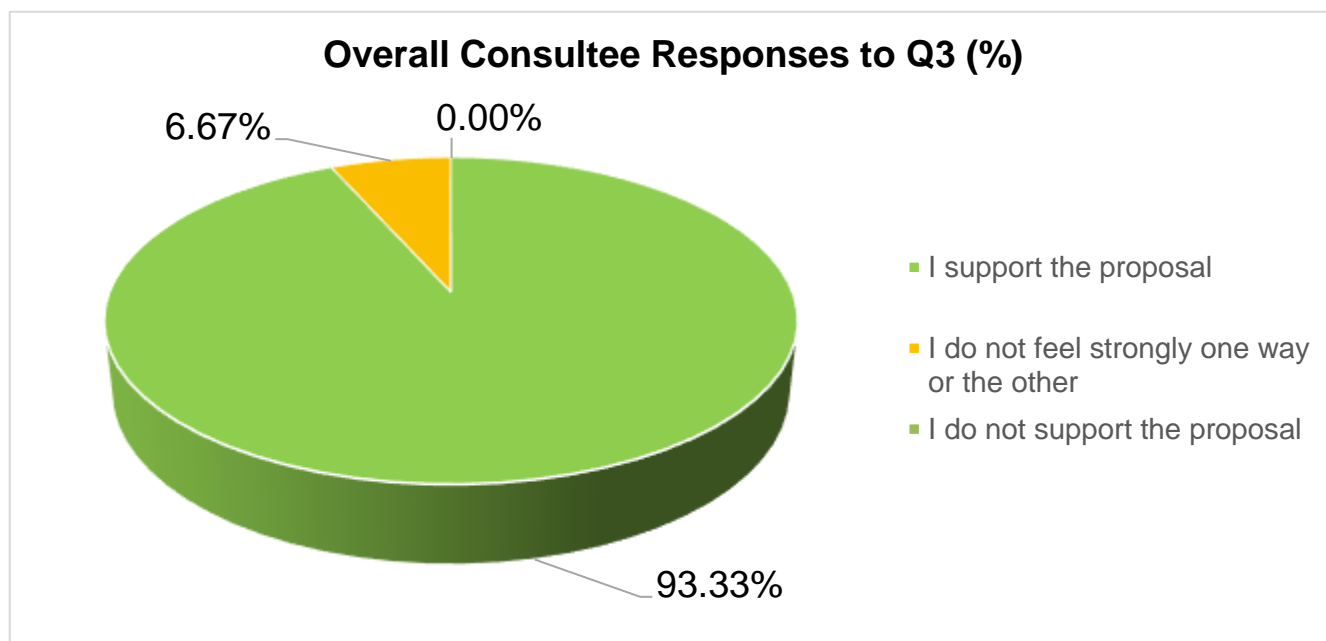
QUESTION 3

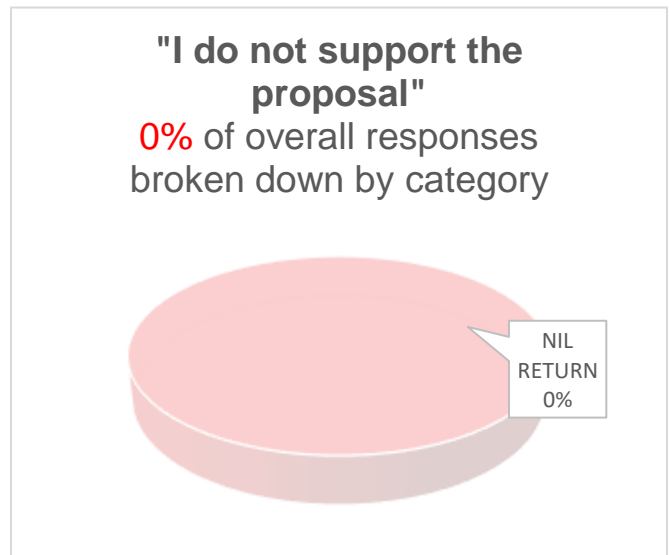
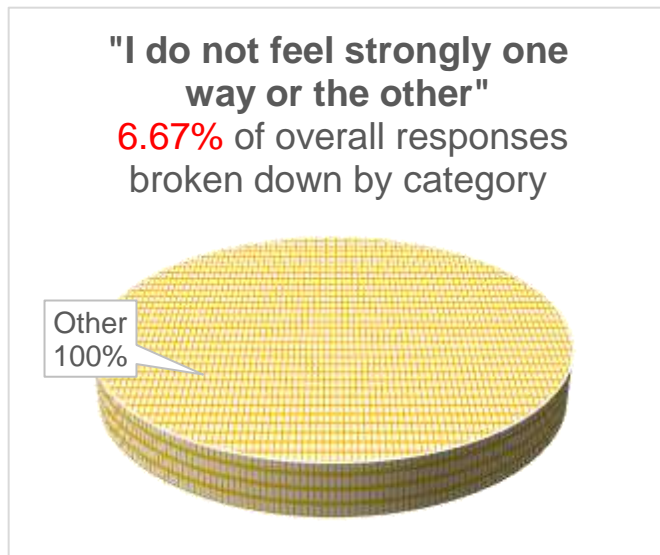
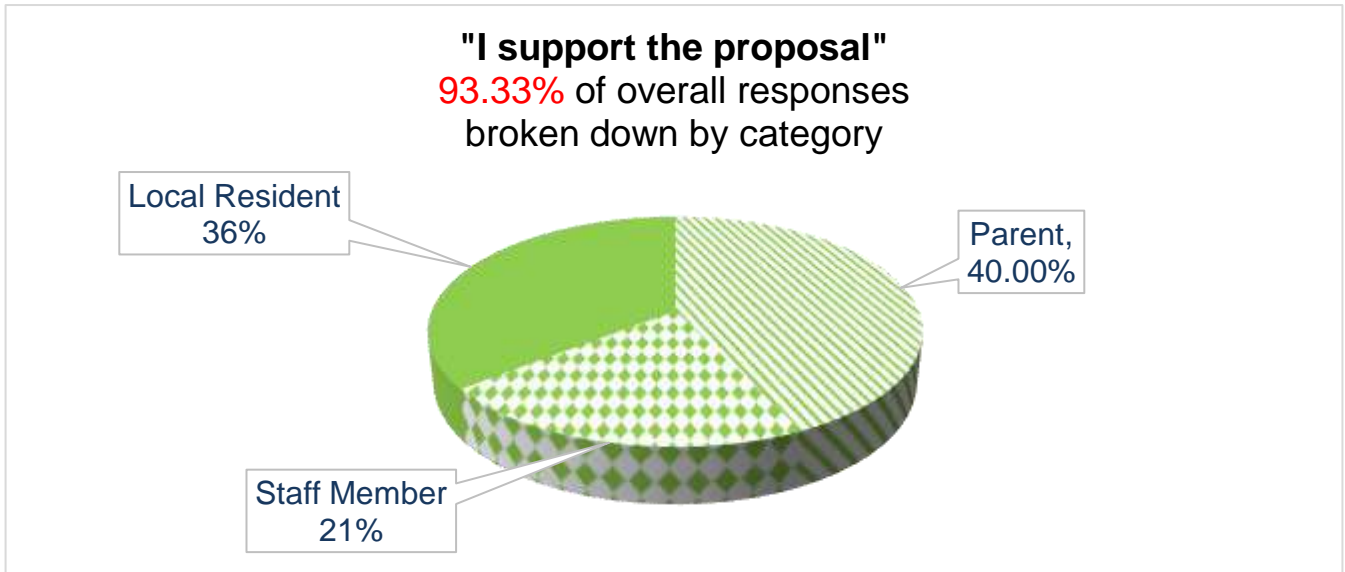
Consultees were asked to indicate which of the following statements most accurately reflected their views about the proposal. Consultees were reminded to read the consultation documentation prior to providing any responses during this consultation exercise and that unfavourable comments made during the consultation period will not be treated as objections at this stage.

The options available were:

- I do not feel strongly one way or the other
- I support the proposal
- I do not support the proposal

Of the responses returned, 14 support the proposal, 0 do not support it, 1 didn't feel strongly either way or failed to select an option. That equates to 93.33% in support, 0% opposed with the remaining 6.67% either providing a neutral response or no comment.





It is prudent to bring to the attention of readers that the commentary provided as part of Question 4 may offer additional insight into the views of the consultees and that the response provided to Question 3 should not be considered in isolation.

QUESTION 4

This was a free text box, enabling consultees to provide additional comments on the proposal. All comments received have been read and analysed.

General themes that emerged from the consultation:

- Advantages of a new and enlarged school building
- Community and Intergenerational facilities
- Traffic, parking and drop off arrangements
- Construction process and potential impact

These themes are outlined in more detail in the section on 'Consultation Clarification'.

QUESTION 5

Consultees were given the option to request notification as to the publication of this Community Engagement Report. Contact information has been collected to this end and the preferred method for communication will be notification via email if this information has been made available by the respondent.



13 out of the 15 respondents have requested notification (12 via email, 1 via post). These individuals have been added to the notification list and will be contacted concurrently with stakeholders when this document is made publicly available through the Council's website. Hardcopies of the documentation will be made available on request.

QUESTION 6

In line with the Caerphilly County Borough Council's Strategic Equality Plan 2016-2020 and the Consultation and Monitoring Guidance 2016 document, a reduced version of the Equalities and Monitoring questionnaire was included as part of the consultation response to support effective planning and to ensure that a representative sample was achieved to identify any equality issues.

The option to include information relating to the consultees Gender, Age, Disability Status, Welsh Language Skills and any influencing factors relating to their response were included but not mandatory.

From the responses received, of those that completed the Equalities monitoring section:

Are you ...			
Male	5	Other	0
Female	10	Prefer not to say	0

Age			
Under 16	0	40-65	8
16-25	0	Over 65	2
26-39	4	Prefer not to say	1

Disability			
I am not Disabled	11	Learning Difficulties	0
Physical / Mobility Impaired	2	Visually Impaired	0
Hearing Impaired	0	Speech Impaired	0
Prefer not to say	2		
Other	0		

Welsh Language Skills				
	A Little	Moderately	Quite Well	Fluently
Speak	6	1	1	2
Understand	4	1	0	3
Read	4	2	1	2
Write	3	1	2	2
No Welsh Language Skills	3	Prefer not to say	2	

QUESTION 7

In relation to equalities implications that respondents highlighted, responses indicated that their decision was influenced as per the list outlined in the consultation response form. 0 responses were provided for this question.

Education Scrutiny Response

The Council's Education Scrutiny Committee is a consultee for any policy or service developments in relation to Education within the Borough.

A digital meeting via Microsoft teams took place on Tuesday 2nd November 2021 at 5.30pm.

As part of this meeting, the 21st Century Schools and Colleges Band B Programme and consultation in respect of the proposal to create a new and enlarged replacement Plasyfelin Primary School in the grounds of the existing school site was discussed. All consultation documentation was made available to members as part of the agenda reports pack and officers linked to the proposal were available to take questions.

It was agreed that a vote in respect of the proposal would be taken and be officially recorded for inclusion in this Community Engagement Report. The Committee members voted 12 For, 0 Against, 0 Abstentions in relation to the proposal.



A recording of the session is available on YouTube:

[Education Scrutiny Committee Meeting](#)

The agenda item linked to this proposal starts 53 minutes and 45 seconds in to the recording.

The [Notice of the Decisions](#) document is also available to view on the Council's website.

Estyn's Response

Whilst the proposal for Plasyfelin Primary School was exempt from the requirement to consult under the School Organisation Code 2018, as a matter of professional courtesy Estyn were advised of the publication of the proposal and invited to comment.

Estyn is the education and training inspectorate for Wales and their vision is to improve the quality of education and training and outcomes for all learners in Wales. As a body being

consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal. The full response from Estyn is included at Annex 2 at the end of this document. However, in summary:

“Estyn considers that the proposal is likely to maintain the standard of education provision in the area. However, there is too little information on the current standard of education in Plasyfelin Primary School or how surplus places in neighbouring schools could be affected.”

The Council acknowledges Estyn’s response and would like to provide the following clarification in relation to a number of their observations.

Through the effective management and monitoring of school places and future projections, the Council remains confident that the option that has been carried forward as part of this consultation exercise remains the best option moving forward, something which Welsh Government has also ratified at their Business Case Scrutiny Group and Programme Investment Panel.

Whilst we recognise that Estyn are concerned about the school not reaching its capacity until 2030, the Council acknowledges and addresses this within the proposal and the Integrated Impact Assessment produced to support the proposal.

To fulfil the requirements of the Welsh Government’s 21st Century Schools Band B Programme there is a need to demonstrate the longevity of any investment for a period of up to 60 years. The Future Generations Act also sets out five ways of working needed for Public Bodies to achieve the seven well-being goals which need to be achieved by any proposal brought forward.

- **Long-term**- The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
- **Integration** - Considering how the Council’s well-being objectives may impact upon each of the well-being goals
- **Involvement** - The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area
- **Collaboration** - Acting in collaboration with any other person (or different parts of the Council) to meet its well-being objectives
- **Prevention** - How acting to prevent problems occurring or getting worse help the Council meet its objectives

The Council is experienced in delivery 21st Century Schools programmes and works closely with affected schools to ensure minimal impact across the area and in addition, any detriment to pupil education and as such has proposed to introduce a lower admission number at initial opening (to be determined), which will be increased incrementally until the school reaches full capacity. This will not only minimise the impact upon the surplus places in the school and protect neighbouring schools within the area but will also account for the growing demand through housing developments.



LEARNER VOICE

School Council / Pupil Engagement

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity.

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

The 21st Century Schools Team in Caerphilly ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process. In the initial consultation document, the decision was taken to engage with all year groups and not just a representative sample, with the support of the local teaching team.

A child friendly consultation summary and video, which included some of the pupils, was produced to support the consultation process with pupils to present information in a manner relevant to their likely understanding, allowing them to participate in the consultation process and reach an informed opinion.

The School Council, Eco Council and wider pupil cohort were encouraged to participate in the consultation process and have responded as a single entity, therefore we have not included the numbers on individual pupils taking part in the total consultation response figures on this occasion.

The pupils engaged in the process supported the proposal and offered a number of ideas about what they would like to see inside the school, within the grounds, what could be included to support the Decarbonisation agenda and facilities that could be included for the wider community. Some of these ideas are summarised below:





Images from Consultation Sessions undertaken with pupils at Plasyfelin Primary School. Schools provided images on the understanding that parental permission was obtained.

NEXT STEPS

Consultation Clarification

When analysing the consultation response comments received as part of the consultation period, a number of emerging themes became evident.

The following table provides a summary of the response themes received during the consultation period.

Table 3: Summary of Response Themes		
Theme	Overview	Number of Mentions
Advantages of a new and enlarged school building	Better learning environment and facilities	5
	Importance of Outdoor Space and play Areas for the pupils	3
	Positive impact on the Decarbonisation agenda i.e. Forest/Eco Schools, energy generation, heat pumps, recycling of existing equipment for use in this scheme or alternatives	4
Community and Intergenerational facilities	Use of wider facilities for community groups	1

Traffic Management	Access concerns at Plasyfelin and calls for better drop off and parking	4
	Increased traffic flow at proposed site and impact on surrounding area	4
Construction process and potential impact	Timelines linked to construction phase	1
	Construction disruption to neighbouring properties and impact this may bring	2
	Impact of building works and location of new build on the local views	1
	Potential links to existing access routes to lower end of site	1
	Any alternative uses identified for remaining land within the existing school boundary	1

To assist Cabinet in the decision making process, the following information is provided by means of response for clarification with supporting reasons.

Table 4: Council Response - Theme Clarification
Theme: Advantages of a new and enlarged school building
Council's Response
<p>The Council appreciates the level of support shown from consultees in relation to this proposal. As outlined in the Consultation document, the indoor and outdoor facilities will be tailored to the needs of the pupils and curriculum whilst protecting the biodiversity in the area (trees, wildlife), which is a specification of the planning application process.</p> <p>With reference to the Decarbonisation Agenda, the proposal for the new build will work towards becoming a net zero carbon school. Whilst all new developments are built to BREEAM excellence, the Council intends to work closely with the school and their eco-council to investigate additional technologies and systems that could be installed to the benefit of the school and wider community, subject to the proposal being approved to progress.</p>
Theme: Community and Intergenerational facilities
Council's Response
<p>It is a pre-requisite of Welsh Government funding that Council's optimise the use of infrastructure and resources to enable flexibility for space and facilities to be made available as community assets. Whilst the internal design of the proposed extension is yet to be finalised, subject to Cabinet approval to progress, the Council will work closely with School Staff and local residents to understand need and how this may be accommodated on a booking basis.</p>
Theme: Traffic Management
Council's Response
<p>This proposal will be subject to a full planning application process and a wide range of consultees will be invited to comment, including the Highways Department.</p>

As part of any development, the Council is committed to providing safe, efficient and effective traffic management. As a highway authority, we have a duty to manage the road network to ensure, as far as possible, the safe and convenient movement of traffic, which includes pedestrians and other vulnerable road users. The planning and design of the facility will establish safer routes with designated pick up and drop off points, including car parking which should alleviate congestion.

Theme: Construction process and potential impact

Council's Response

The Council can confirm that the curtilage of the school will remain unchanged and that all land within will remain in Educational use.

The development on site will be designed and orientated in such a way as to minimise impact to any neighbouring residential properties and maximise any natural access routes.

The proposal will be subject to a full planning application process led by our experienced Building Consultancy Team and subject to building regulation requirements relating to a number of factors such as dust, noise etc.

As outlined in the consultation document, the occupation date for the new building is scheduled for September 2024.

Reasonable Alternatives Identified

Following the consultation period, and through consideration of the responses received as part of this process, a further assessment for the proposal has been undertaken prior to making a recommendation to take account of any further information that has come forward through the consultation or otherwise.

No reasonable alternatives have been highlighted as a result of the Consultation Process.

Recommendation

In reviewing the proposal to take account of further information that has come forward through the consultation and in consideration of the likely impact on quality and standards in education, the community and travelling arrangements, it is the recommendation of this report that the proposal is progressed as outlined in the Consultation Document, namely:

- **Create a new and enlarged replacement Plasyfelin Primary School in the grounds of the existing school site, to accommodate future projected demand within the area.**

Cabinet Members are asked to:

- a) Consider the information contained in the Community Engagement Report.
- b) Approve the recommendation to proceed to Planning Application Stage
- c) Approve the recommendation to proceed to Full Business Case in relation to the proposal

Decision Making

Should Cabinet decide to proceed with the proposal, this will be logged as the final determination in the educational process prior to the proposal progressing through a full planning application process.

Approval to proceed will trigger the start of the Planning Application Process and provide permission to submit a Full Business Case to Welsh Government.

It should be reiterated that as the School Organisation Code 2018 does not apply to this proposal, there is no requirement to undertake a 28 day Statutory Notice/Objection Period as outlined in Section 4.1 of the Code in this instance.

SUPPORTING INFORMATION

Annex 1 :

[Consultation Notification Letter](#)

[Consultation Document](#)

[Consultation Frequently Asked Questions](#)

[Original Integrated Impact Assessment](#)

Annex 2: Consultation Responses

Estyn's response to the proposal by Caerphilly local authority to replace Plasyfelin Primary School with a new and enlarged school in the grounds of the existing school site

Introduction

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

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

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

Estyn considers that the proposal is likely to maintain the standard of education provision in the area. However, there is too little information on the current standard of education in Plasyfelin Primary School or how surplus places in neighbouring schools could be affected.

Description and benefits

The proposer has provided a reasonable rationale for this proposal. It follows the local authority's plan to invest in improving its school buildings and developing shared and co-located facilities for community use. The proposal would see the creation of a new and enlarged replacement school in the grounds of the existing school site, with an increase from the existing capacity of 394 pupils to 420 pupil places, plus 60 nursery places. The proposer has not identified whether the existing capacity of 394 pupils includes nursery places.

The School Organisation Code (Welsh Government, 2018, p.19) does not require the proposer to consult under the code, as the main entrance of the replacement school would be within 1.609344 kilometres (one mile) of the main entrance of the existing school. Nevertheless, the local authority sets out its aim to engage in transparent, balanced and open decision-making, through informing and consulting stakeholders, which reflects the principles of its Consultation and Engagement Framework 2020-2025.

The proposer presents a detailed description of the options framework it used to support its decision-making about the relative desirability, viability and feasibility of this proposal. It sets out clearly and fairly the expected benefits and disadvantages of making changes to the existing school. The proposer outlines clearly the difficulties of undertaking additional physical work to the existing school, due to asbestos identified throughout the buildings. Clear and valid reasons are provided as to why three of the alternatives have been discounted. The proposal identifies how a number of community groups, such as amateur dramatics and a local football team, already use the existing school buildings and its outdoor environment. It is therefore unclear why an option of replacing the primary school building on the existing Plasyfelin site with the same admission number and with facilities for use by the community, has not been considered.

The proposer has considered the impact of the changes on learner travel arrangements, but as there is no change to the catchment area and the proposed location for the new building is within the existing school site, it is reasonable to assume that there will be minimal implications for learner travel arrangements. A number of 'safe travel' routes are already established. The local authority has identified that the proposal provides an opportunity to improve the access road to the school and the designated bus or taxi turning points. In the case of accessibility, the proposer has not outlined how it might achieve these improvements, while minimising disruption to local residents, pupils and staff.

In its rationale, the proposer identifies new housing developments in the Plasyfelin Primary School catchment area, as the main reason for increasing the school's admission number to a capacity of 420 pupils, plus 60 nursery pupils. The projected numbers, however, indicate that the school would not reach capacity by 2030 (six years after the projected completion date of the new build). The projected number of nursery pupils on roll by 2030 suggests there could be 24 surplus nursery places in the school. The proposer does not give sufficient explanation for increasing the number of nursery places, when modelling suggests numbers on roll would be very similar to those currently.

The proposal details admission numbers for Plasyfelin Primary School and for neighbouring primary, infant and junior schools. At present, 73.31% of pupils attending the school are from within the catchment area. Around a third of pupils eligible to attend Plasyfelin attend other English medium provision and almost 40% of pupils within the Plasyfelin Primary School catchment area attend faith and Welsh medium schools. It is unclear whether the proposer has taken a similar analysis of the patterns of attendance across the neighbouring schools into account in the projected numbers.

The local authority has identified possible risks associated with the proposal, one of which is destabilising other already established educational provision in the area. The proposer feels confident that the risk can be mitigated by increasing the admission number to Plasyfelin Primary School over time 'by a manageable amount'. However, it does not show how the projected surplus places in other schools up to 2026, such as Hendre Infants School, Hendre Junior School and St James' Primary will be impacted. The proposal refers to the current provision for the Welsh language within Plasyfelin and nearby Welsh-medium schools. Given that a third of pupils within Plasyfelin Primary School's catchment attend Welsh-medium provision, the proposer is not specific enough about how this proposal supports, or might affect, the targets in the local authority's Welsh in Education Strategic Plan.

Overall, the rationale for taking forward option 5, which increases the school's admission number, over option 4, replacing the primary school with no change to the current pupil admission number, is not sufficiently robust.

The proposer explains how it will fund the building of a new school for Plasyfelin Primary School but does not provide indicative costs for the project or the scale of any projected net savings.

Educational aspects of the proposal

The local authority has considered suitably the impact of the proposals on the quality of the pupils' learning experiences and their wellbeing, for example in relation to their physical development through improvements to indoor and outdoor facilities. The proposer considers the information from the most recent Estyn inspection report for the school, published in 2016. However, the local authority provides a misleading interpretation of one of the report's judgements which it uses to support its rationale for the proposal.

In the summary of the school's current performance and commentary on its prospects for improvement being 'good', the inspection report identifies that 'Staff manage resources well and pupils benefit from a learning environment of high quality' (Estyn, 2016, p.2). The inspection report does not identify that improvements '*could be achieved if resources were balanced well*' or that '*pupils would benefit from a learning environment of high quality*', as stated in the proposal. Furthermore, the proposal does not provide an up-to-date view of the local authority or regional consortium on current standards, the quality of teaching or curriculum; care, support and guidance, or the quality of leadership and management.

The proposal takes appropriate account of the Additional Learning Needs and Education Tribunal (Wales) Act (2018) in describing the proposed design and layout of the new building and has carried out a detailed integrated equality impact assessment. It concludes that the proposal would likely have a positive or neutral impact in relation to the Equality Act 2010, socio-economic factors and the achievement of the local authority's wellbeing objectives.

The local authority is confident that there would be minimal disruption to the daily operation of the existing school, while the proposed building works are carried out, and that community groups who also use the school's facilities will be able to continue their activities. However, there is insufficient information about how disruption to the site would be monitored and how learners and staff would be supported in the move to the new school. In addition, the proposer has outlined that the current buildings will need to be decommissioned, demolished and disposed of in line with appropriate guidelines when the new facility is complete. It is not clear how this might affect staff, pupils and local residents, or how the local authority would mitigate any issues associated with this work.



EDUCATION SCRUTINY COMMITTEE – 10TH JANUARY 2022

**SUBJECT: 21ST CENTURY SCHOOLS AND COLLEGES BAND B
PROGRAMME - COMMUNITY ENGAGEMENT REPORT:
CENTRE FOR VULNERABLE LEARNERS (PUPIL REFERRAL
UNIT)**

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

1. PURPOSE OF REPORT

1.1 The purpose of the report is to update Scrutiny Members in relation to the 21st Century Schools Band B proposal in respect of the establishment of a new Centre for Vulnerable Learners (Pupil Referral Unit).

1.2 Members are asked to consider the information contained in the Community Engagement Report and endorse the recommendations to Cabinet to proceed to Planning Application stage and Full Business Case submission to Welsh Government.

2. SUMMARY

2.1 Pupil Referral Units are exempt from the consultation processes outlined in line School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013. However, engagement with the school as well as the wider community was undertaken throughout the process in line with the Authority's Consultation and Engagement framework to enable transparent and open decision making.

2.2 The 21st Century Schools Band B proposal for the establishment of a new Centre for Vulnerable Learners (Pupil Referral Unit) in Pontllanfraith went to formal consultation between the 20th October 2021 and the 1st December 2021.

2.3 A Community Engagement Report has been compiled and attached as an annex to this report. The Community Engagement Report summarises each of the issues raised by consultees. Any themes that have emerged through gathering the views of consultees during the consultation process have been responded to by means of clarification with supporting reasons.

3. RECOMMENDATIONS

- 3.1 Prior to a report being presented to Cabinet, Scrutiny Members are asked to: -
- a) Consider the information contained in the Community Engagement Report.
 - b) Endorse the recommendation to Cabinet to proceed to Planning Application Stage
 - c) Endorse the recommendation to proceed to Full Business Case

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure Members are updated on the progress of Phase 2 of the 21st Century Schools and Colleges Capital Band B programme
- 4.2 To seek Members endorsement on the recommendations to Cabinet to proceed to Planning Application Stage.
- 4.3 To seek Members endorsement to proceed to Full Business Case submission to Welsh Government for final review and approval by Welsh Government's Business Case Scrutiny Group and Programme Investment Panel

5. THE REPORT

5.1 Band B

- 5.1.1 The key aims of the 21st Century Schools and Colleges Band B investment programme, outlined by Welsh Government, is to:
- Reduce the number of poor condition schools.
 - Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education.
 - Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community.

5.2 Band B Phase 2

- 5.2.1 The schemes identified as part of Phase 2 of the Band B programme include the adaption and refurbishment of the old grammar school building on the former Pontllanfraith High School site to accommodate a Centre for Vulnerable Learners (Pupil Referral Unit), the amalgamation of Llancaeath Junior and Llanfabon Infants school via the expansion of the existing Llanfabon Infants site to accommodate 275 pupils plus nursery, and a new build replacement Plas-y-felin Primary school in the grounds of the existing school site to accommodate 420 pupils plus nursery.

5.3 Phase 2 - Centre for Vulnerable Learners

- 5.3.1 The proposal is to adapt and refurbish the old grammar school building on the former Pontllanfraith High School site and develop bespoke sporting provision and facilities

for pupils which will also be available for the wider community outside of school hours.

- 5.3.2 For the purposes of reporting to Welsh Government, the Centre for Vulnerable Learners will be referred to in all correspondence to Welsh Government and supporting documentation as a Pupil Referral Unit.
- 5.3.3 Pupil Referral Units are exempt from the consultation processes outlined in line School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013.
- 5.3.4 Further to Cabinet approval gained on the 13th October 2021, formal consultation for the proposal was carried out between 20th October 2021 and 1st December 2021.
- 5.3.5 A prescribed list of recipients, mirroring those outlined in the School Organisation Code 2018 were written to and a consultation document was published in both hardcopy and electronically via the Authority's website based. Reasonable access to information was promoted from an Equalities perspective and other formats were available on request, including a child friendly version and video.
- 5.3.6 Members of the Education Scrutiny Committee who met on the 2nd November 2021 in their capacity as a consultee under the School Organisation Code 2018, endorsed the proposal, voting 13 For, 0 Against and 0 Abstentions.
- 5.3.7 The consultation period ran for 42 days (with at least 20 of these being school days) to provide adequate time for response and conscientious consideration has been given to any responses received.
- 5.3.8 There were 20 responses received in respect of the proposal to establish a Centre for Vulnerable Learners (Pupil Referral Unit) on the former Pontllanfraith Comprehensive site. In addition, a number of pupils across a multiple EOTAS settings engaged in the consultation process through 'learner voice' sessions which have been reported on separately. All responses are broken down into more detail in the Community Engagement Report.
- 5.3.9 A Community Engagement Report has been compiled and has been attached as an annex to this report. The Community Engagement Report summarises each of the issues raised by consultees. Any emerging themes that have been raised through gathering the views of consultees during the consultation process have been responded to by means of clarification with supporting reasons.
- 5.3.10 Estyn was advised of the publication of the Consultation Document, however advised that "unfortunately as the current legislations and consultation process as prescribed by the School Organisation Code 2018 does not apply to PRU's, it is not appropriate for us to respond to this particular consultation".
- 5.3.11 The Community Engagement Report will be published electronically on the 21st Century Schools pages on the Council's website. Consultees who have indicated in their consultation response that they wish to be notified will be advised by letter or email of the availability of the Community Engagement Report along with the key stakeholders as identified from the School Organisation Code 2018.

5.4 Conclusion

Whilst this proposal is exempt from the requirements of the School Organisation Code 2018, a consultation exercise was undertaken and has now concluded in relation to this proposal. This report has been compiled along with the Community Engagement Report to provide members with the necessary information to make an informed decision as to whether to progress the proposal to the next stage which would entail permission to progress to planning application stage and submission of a full business case to Welsh Government.

6. ASSUMPTIONS

- 6.1 No assumptions have been made in relation to this report as it merely updates on the progress of individual projects.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 An initial Integrated Impact Assessment for this proposal was undertaken alongside the original Consultation Document forming part of the outline consultation pack which is published on the Council's website.
- 7.2 The Integrated Impact Assessment has been reviewed to include any additional elements highlighted through the statutory consultation process. The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.

Original

<https://www.caerphilly.gov.uk/CaerphillyDocs/IIA/centre-for-vulnerable-learners-sep2021>

Updated

<http://www.caerphilly.gov.uk/CaerphillyDocs/IIA/CCBC-Integrated-Impact-Assessment-CVL-Updated-2-12>

8. FINANCIAL IMPLICATIONS

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

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

- 8.2 The Authority's contribution will be met from the remaining funding of £1.209m previously earmarked for 21st Century Schools and through the recently approved earmarking of a further sum of £4.716m from the Authority's Place-Shaping Reserve.

8.3 The Welsh Government Grant allocation for individual projects within the 21st Century Schools Band B programme is calculated consistently across Wales using the Building Bulletin regulations BB98 - Secondary, BB99 – Primary and BB104 – Special/Pupil Referral Units. There are a number different elements which have been included in the calculations provided for each of the Phase 2 proposals, which include:

- Proposed standard price per square metre
- Furniture fitting and equipment per pupil
- ICT per pupil

8.4 Largely due to a combination of the impact of Covid-19 and Brexit there are currently significant inflationary increases within the construction sector. This is being kept under close review but the current projected costs for the 21st Century Schools Programme will be subject to change. Members will be updated further as matters progress.

9. PERSONNEL IMPLICATIONS

9.1 This will be dependent on specific proposals and will be considered as the proposal progresses.

10. CONSULTATIONS

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

11. STATUTORY POWER

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

Author: Andrea West, 21st Century Schools Manager

Consultees: Christina Harray, Chief Executive
Richard Edmunds, Corporate Director of Education and Corporate Services
Dave Street, Corporate Director, Social Services
Mark S Williams, Corporate Director for Economy and Environment
Councillor Ross Whiting, Cabinet Member for Learning and Leisure
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services and S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning and Strategy / Head of Transformation
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager

Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)
Rob Tranter, Head of Legal Services and Monitoring Officer
Ros Roberts, Business Improvement Officer
Mark Williams, Interim Head of Property Services
Steve Pugh, Corporate Communications Manager

Background Papers:

Appendix 1 Community Engagement Report - Centre for Vulnerable Learners (Pupil Referral Unit)

21st Century Schools Community Engagement Report

CENTRE FOR VULNERABLE LEARNERS (PUPIL REFERRAL UNIT), PONTLLANFRAITH
Consultation Summary

Proposal :

- **The establishment of a Centre for Vulnerable Learners (Pupil Referral Unit) on the former Pontllanfraith Comprehensive site**



This Community Engagement Report is published to support open and transparent decision making and provide a summary of the findings from the Consultation period: 20th October 2021 – 1st December 2021

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



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



caerphilly.gov.uk/21centuryschools



Richard Edmunds

Corporate Director for
Education and Corporate
Services

FOREWORD

“Working together to deliver the best outcomes for all our children”

Caerphilly County Borough Council has embarked upon an exciting but challenging journey of improvement and change. We have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high quality teaching, learning and leadership across our school settings as part of our ‘Shared Ambitions’ Strategy.

We have focused on improving young people’s outcomes and this is still a priority area moving forward incorporating a holistic view of education. The Council has adopted ‘Improving education opportunities for all’ as the first of its Wellbeing Objectives and has committed to an ambitious 21st Century Schools investment programme.

In collaboration with Welsh Government, the 21st Century Schools and Colleges Band B Programme is supporting investment in education within the County Borough. Our aspiration is the improvement of the condition of school buildings and maximising community usage.

Our current proposals support our commitment to increase school effectiveness and to narrow inequalities in achievement across groups; to understand the needs of more vulnerable children; promote the Welsh Language, and support those unable to access traditional learning pathways to ensure that all will benefit from the richness of learning and cultural opportunities. These principles help steer our decision making and prioritise projects.

As part of this proposal a consultation exercise has been carried out.

This Community Engagement Report has been produced to summarise the emerging themes raised by consultees during the consultation period including Estyn’s feedback. It aims to provide a balanced, transparent document to support Cabinet in deciding whether to progress with the proposal, make changes or not to progress.

I hope you find this document informative as a reflection of the activities undertaken to date and an insight into the journey we are on, shaping delivery and placing learning provision at the heart of our communities.

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INTRODUCTION

Purpose of the Community Engagement Report

The consultation period represented an opportunity for people to learn about the proposal, ask questions and make comments. Any negative responses made during the consultation period were not counted as objections to the proposal but as adverse comments.

Objections to a proposal can only be registered after the publication of a statutory notice.

This Community Engagement Report outlines the processes followed and comments received during the consultation period, ultimately, providing Cabinet with the necessary information to take one of the following decisions:

- Proceed with the proposal
- Make changes to the proposal
- Not to proceed with the proposal


This document is publicly available via the Council’s website with hardcopies made available on request.

What is the 21st Century Schools and Colleges Programme?

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

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

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

Table 1: Band A funding in Caerphilly was used to deliver		
	Project Name	Band A Investment
 Image of Islwyn High School	✓ Islwyn High School	£22.6m
	✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus	£19.2m
	✓ Idris Davies School 3-18	£8m
	✓ Newbridge School extension	£2.6m
	✓ Blackwood Comprehensive improvements	£2m
	✓ Blackwood Comprehensive 3G pitch	£865k
	✓ Trinity Fields School improvements	£1.3m

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

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

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



STATUTORY OBLIGATIONS

School Organisation Code 2018

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

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

For the purposes of progressing this proposal and to enable transparent, balanced and open decision making, a consultation process was undertaken to reflect the principles of the Council's Consultation and Engagement Framework 2020-2025. Utilising the "Spectrum of Engagement" approach, an appropriate level of engagement in informing and consulting stakeholders was undertaken between the 20th October 2021 and the 1st December 2021, mirroring the equivalent 42 day processes outlined in Section 3 of the School Organisation Code 2018.

As such, there is no requirement to produce a Consultation Report as prescribed by the Code. This Community Engagement Report is designed to be a summary document only.

Local and National Strategies



"Priorities for the coming year are to renew and reform, putting learners' progression and wellbeing at the heart of everything we do."

*Jeremy Miles MS
Minister for Education and Welsh Language*

There are a number of local and national strategies that drive Educational reform and underline the rationale for the proposals being considered as part of the 21st Century Schools and Colleges Band B programme in Caerphilly.

- [Welsh Language Act 1993 / Welsh Language \(Wales\) measure 2011](#)
- [Additional Learning Needs and Educational Tribunal \(Wales\) Act 2017](#)
- [The Childcare Act 2006 \(Local Authority Assessment\) \(Wales\) Regulations 2016](#)
- [Well-being of Future Generations \(Wales\) Act 2015](#)
- [Welsh Government - Education in Wales: Our National Mission](#)
- [Welsh Government - Cymraeg 2050: Welsh Language Strategy Action Plan 2019- 2021](#)
- [Welsh Government - 21st Century Schools and Colleges Programme](#)
- [Caerphilly - 'Shared Ambitions' Education Attainment Strategy 2019 - 2022](#)
- [Caerphilly - #Team Caerphilly: Better Together Transformation Strategy](#)
- [Caerphilly - Welsh Education Strategic Plan](#)
- [Caerphilly - Welsh Language Strategy 2017-2022](#)
- [Caerphilly - Corporate Plan \(including Wellbeing Objectives 2018-2023\)](#)
- [Caerphilly – Education Other Than At School \(EOTAS\) Strategy 2020](#)
- [Caerphilly - Strategic Equality Plan 2020-2024](#)
- [Caerphilly - Communication and Engagement Strategy 2019-2022](#)

As Wales embarks on a renewed vision of success for all learners, we can reflect on our rich heritage and proud history for promoting access to education in Caerphilly. Our transformational reforms are taking place within a challenging environment. This includes the uncertainties associated with Brexit, the technological transformation and the divergence in the qualification systems across the home nations. These are all challenges and opportunities for the Council.



PROPOSAL

What are we proposing to do?

We are proposing to:

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

What is driving this proposal?

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

Caerphilly County Borough Council aspires to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life.

Options Appraisal

There are common challenges faced by all Local Authorities when adopting new proposals. The vast majority of Council policies are delivered through projects and programmes of various forms. It is therefore vital that projects are delivered successfully in order to realise their intended benefits for citizens.

An options appraisal provides the opportunity to help councils make an informed and evidence based decision on how to deliver services. It does this by considering the relative advantages and disadvantages of a number of different delivery model options (including the current way in which the service is delivered).

The methodology helps decision makers to consider the:

- Desirability - the degree to which each option meets the strategic objectives and priorities of stakeholders
- Viability - the degree to which each option is financially viable and sustainable
- Feasibility - the degree to which each option can be implemented

As part of outlining the current proposal, an options appraisal was undertaken.

The options appraisal stage allowed for a number of different delivery model options to be explored and evaluated against a set of agreed criteria, leading to the selection of the preferred option.

The following options were considered and scored: -

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

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

Each option was evaluated against the investment objectives outlined in the Consultation Document and the extent to which it met the Critical Success Factors. This stage was an important part of the process, to raise important questions at an early stage and assist in developing proposals.

This resulted in options either being discounted, carried forward for further consideration in the short list with an eventual option identified as a preferred way forward. It is the option identified as the preferred way forward upon which the consultation exercise was based as all other options have been discounted at this point.

The process utilised was outlined in detail in the Consultation Document and resulted in

Option 4 being identified as the preferred option, namely, a **Full Remodeling of Grammar School including sports facilities on the lower level, car parking and community facilities**

Benefits and Disbenefits

There are common challenges faced by all Local Authorities when adopting new proposals. The vast majority of Council policies are delivered through projects and programmes of various forms. It is therefore vital that projects are delivered successfully in order to realise their intended benefits for citizens.

Evidence shows that the best way to ensure successful delivery is by setting up projects correctly in the first place. The most common causes of failure, among others are a lack of clear objectives, insufficient resources and over-ambitious cost and schedule that impact on the level and amount of benefit that can be realised and can be avoided if tackled in a project's early stages.

As part of the development of the proposal, a number of benefits and disbenefits were identified as outlined in the Consultation Document. The consultation process was an opportunity to consult with relevant stakeholders to understand what they see as positive outcomes and what negative consequences may be delivered.

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities. An Integrated Impact Assessment was carried out to initiate discussion and invite comments as to whether the principles for the proposal are supported.

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



THE CONSULTATION PROCESS

Consultation Process

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

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

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

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

Implications of COVID19

Due to the implications of COVID-19 place and after taking advice from Welsh Government, this consultation process refrained from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all. However, a number of alternative methods were utilised for engagement including use of social media, face-time technology and the creation of a 'Frequently Asked Questions' Document.

Stakeholder Engagement

We advised the following of our proposals by letter or email:

Table 3: Consultee List	
Pupils and Pupil Councils*	Welsh Ministers
Parents, prospective parents, guardians and carers*	Assembly Members and Members of Parliament representing the area served *
Headteacher, Staff and Governing bodies*	Local CCBC Members
Directors of Education for Neighbouring Authorities	Local Town and Community Councils
Teaching and Support Staff Associations	Estyn
Parent Network	Welsh Education Forum
Diocesan Directors / Boards of Education	South East Wales Consortium (EAS)
Gwent and South Wales Police and Crime Commissioners	South East Wales Transport Alliance (SEWTA)
Early Years Development and Childcare Partnership	Mudiad Meithrin, Menter Iaith and voluntary nursery providers

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

The Council's Social media channels were also utilised. Messages relating to the consultation were released in phases throughout the consultation period to maintain public awareness and provide as far a 'social media reach' as possible.

Social media reach is a media analytics metric that refers to the number of users who have come across a particular content on a social platform such as Facebook, YouTube or Twitter.

Consultation Information

As part of this proposal, the following documentation was produced:

- Consultation Notification Letter
- Consultation Document
- Consultation Response Form (Online)
- Consultation Response Form (Printable PDF)
- Integrated Impact Assessment

All documentation was published in Welsh and English, complying with the requirements of the Welsh Language Standards. Information was also available in other languages and formats on request, however, no such requests were received as part of this process.

Hardcopies of the documentation were issued to the schools directly affected by the proposal including the child friendly summary for discussion with the pupils.

Response Methods

As outlined in the Consultation Document, anyone wishing to comment in relation to the proposal could do so in writing by:

- Completing the online response form on the Council's website
- Completing a response pro forma and posting it to the 21st Century School Team at Caerphilly
- Emailing comments to the 21st Century Schools Team at Caerphilly

Whilst the nature of the provision proposed means that Pupils receiving EOTAS provision are currently not on this site, working with professionals in the field, pupils across a number of EOTAS establishments in the Borough were also give the opportunity to engage in the process through focused 'Pupil Voice' sessions.

This consultation was undertaken to capture the views of consultees in relation to the proposal. These views have been incorporated into this document, which will be published and considered by Cabinet when determining whether to proceed to the Planning Application stage.

A separate Planning Application Process will be undertaken in respect of this proposal. The separate statutory processes were outlined in the consultation document and any adverse comments received as part of this process have been recorded as such.

CONSULTATION RESPONSES

Consultation Responses

Overall a total of 20 responses were received during the consultation process.

Please note: The figure above and the data reported on for Questions 1 to 7 do not include the responses received by Estyn or captured as part of any pupil engagement sessions. These are outlined in more detail later in this document.

Of the prescribed methods for providing a response during the consultation period:

- 17 responses received via Online Survey
- 3 responses received via email
- 0 responses received via post
- Pupil Voice Sessions at multiple EOTAS settings

0 responses (0%) were returned in the medium of Welsh.

The 21st Century Schools Team received no requests for the documentation to be provided in any other format or language.

QUESTION 1

The consultees were asked to identify a category that best described them in relation to the proposal for the school affected. The options provided were selected to identified key demographic groups for reporting purposes to Cabinet. These included, Pupil, Parent, Staff Member, School Governor, Elected Member, Local Resident, Group and Other.

Of those who responded, the following categories were selected:



15% Parents	45% Local Resident	40% Other
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For those selecting 'other', the opportunity was given to elaborate further as they felt appropriate, of the 8 respondents who selected this option, responses included a "resident of Glanynant", a "parent of a child that would have benefitted from this", and a "Teacher at a Behaviour Unit".

QUESTION 2

As part of the consultation process, consultees were asked to provide basic contact information, including their name, address and email. This psychographic data was collected in order to help paint a picture of the consultee and enable the 21st Century Schools team to understand trends in response data and response groupings that would assist in compiling this Community Engagement Report.

As information can be collected for many purposes, the Caerphilly County Borough Council's privacy notice for consultations/surveys was referenced, which outlined the purpose and legal basis for collecting the information, data usage and data retention periods.

Cabinet will be provided with a separate digest of all the consultation comments received.

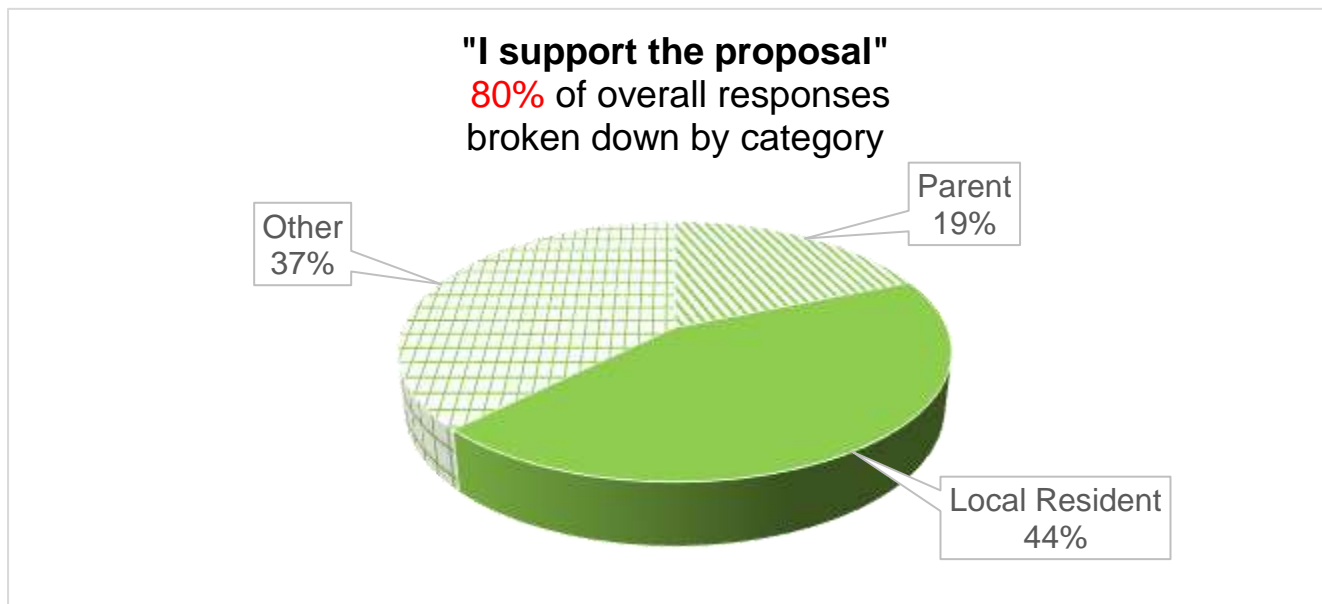
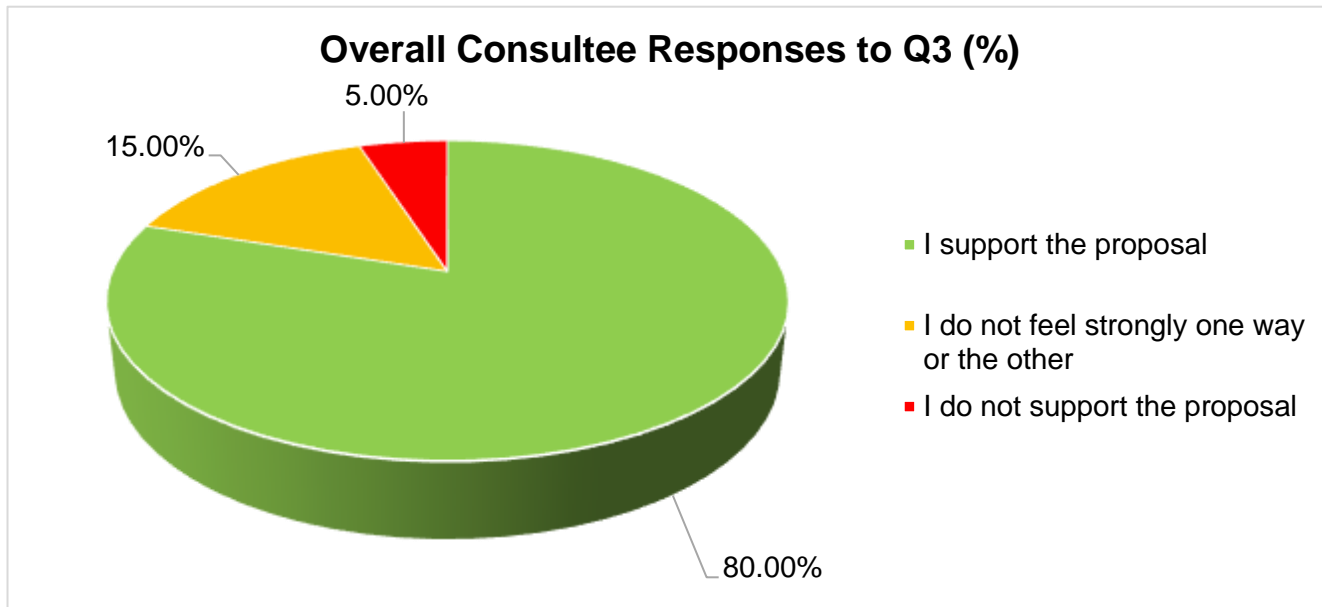
QUESTION 3

Consultees were asked to indicate which of the following statements most accurately reflected their views about the proposal. Consultees were reminded to read the consultation documentation prior to providing any responses during this consultation exercise and that unfavourable comments made during the consultation period will not be treated as objections at this stage.

The options available were:

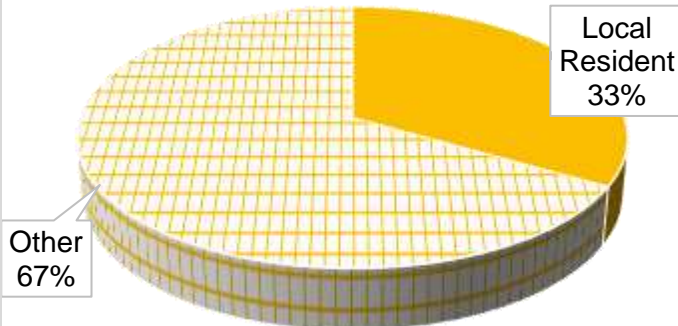
- I do not feel strongly one way or the other
- I support the proposal
- I do not support the proposal

Of the responses returned, 16 support the proposal, 1 did not support it, 3 didn't feel strongly either way or failed to select an option. That equates to 80% in support, 5% opposed with the remaining 15% either providing a neutral response or no comment.



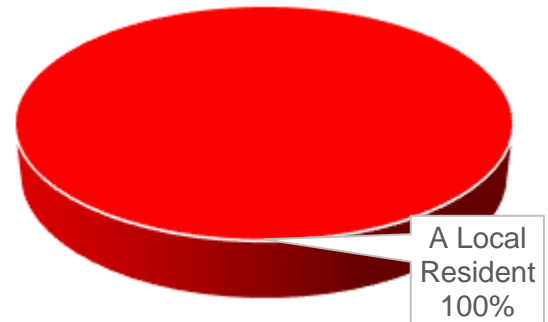
"I do not feel strongly one way or the other"

15% of overall responses broken down by category



"I do not support the proposal"

5% of overall responses broken down by category



It is prudent to bring to the attention of readers that the commentary provided as part of Question 4 may offer additional insight into the views of the consultees and that the response provided to Question 3 should not be considered in isolation.

QUESTION 4

This was a free text box, enabling consultees to provide additional comments on the proposal. All comments received have been read and analysed.

General themes that emerged from the consultation:

- Advantages of specialist support in the Borough
- Impact on pupils and mainstream provision
- How this proposal interlinks with the existing Pupil Referral Unit at Glanynant
- Traffic Management
- Construction process and potential impact

These themes are outlined in more detail in the section on 'Consultation Clarification'.

QUESTION 5

Consultees were given the option to request notification as to the publication of this Community Engagement Report. Contact information has been collected to this end and the preferred method for communication will be notification via email if this information has been made available by the respondent.



17 out of the 20 respondents have requested notification (15 via email, 2 via post). These individuals have been added to the notification list and will be contacted concurrently with

stakeholders when this document is made publicly available through the Council's website. Hardcopies of the documentation will be made available on request.

QUESTION 6

In line with the Caerphilly County Borough Council's Strategic Equality Plan 2016-2020 and the Consultation and Monitoring Guidance 2016 document, a reduced version of the Equalities and Monitoring questionnaire was included as part of the consultation response to support effective planning and to ensure that a representative sample was achieved to identify any equality issues.

The option to include information relating to the consultees Gender, Age, Disability Status, Welsh Language Skills and any influencing factors relating to their response were included but not mandatory.

From the responses received, of those that completed the Equalities monitoring section:

Are you ...			
Male	6	Other	0
Female	14	Prefer not to say	0

Age			
Under 16	0	40-65	12
16-25	0	Over 65	2
26-39	3	Prefer not to say	3

Disability			
I am not Disabled	13	Learning Difficulties	0
Physical / Mobility Impaired	0	Visually Impaired	0
Hearing Impaired	0	Speech Impaired	0
Prefer not to say	7		
Other	0		

Welsh Language Skills				
	A Little	Moderately	Quite Well	Fluently
Speak	2	2	1	0
Understand	2	1	0	0
Read	1	2	0	0
Write	1	0	1	0
No Welsh Language Skills	10	Prefer not to say	5	

QUESTION 7

In relation to equalities implications that respondents highlighted, responses indicated that their decision was influenced as per the list outlined in the consultation response form. 2 respondents indicated that this question was relevant to them completing this consultation process both linked to responsibility for dependencies with additional needs.

Education Scrutiny Response

The Council's Education Scrutiny Committee is a consultee for any policy or service developments in relation to Education within the Borough.

A digital meeting via Microsoft teams took place on Tuesday 2nd November 2021 at 5.30pm.

As part of this meeting, the 21st Century Schools and Colleges Band B Programme and consultation in respect of the proposal to establish a Centre for Vulnerable Pupils (Pupil Referral Unit) on the former Pontllanfraith Comprehensive site was discussed. All consultation documentation was made available to members as part of the agenda reports pack and officers linked to the proposal were available to take questions.

It was agreed that a vote in respect of the proposal would be taken and be officially recorded for inclusion in this Community Engagement Report. The Committee members voted 13 For, 0 Against, 0 Abstentions in relation to the proposal.



A recording of the session is available on YouTube:

[Education Scrutiny Committee Meeting](#)

The agenda item linked to this proposal starts 53 minutes and 45 seconds in to the recording.

The [Notice of the Decisions](#) document is also available to view on the Council's website.

Estyn's Response

Estyn were contacted and advised of the publication of the Consultation Document and the commencement of the consultation period.

The following response was provided.

"Thank you for sharing this consultation with us, but unfortunately as the current legislations and consultation process prescribed by the School Organisation Code 2018 does not apply to PRU's, it is not appropriate for us to respond to this particular consultation."



LEARNER VOICE

School Council / Pupil Engagement

A child friendly consultation summary and video was produced to support the consultation process with vulnerable children already receiving EOTAS provision to present information in a manner relevant to their likely understanding, allowing them to participate in the consultation process and reach an informed opinion. In addition to this documentation, the 21st Century

Schools Team worked closely with professionals in the field to support alternative engagement mechanisms to engage with a wider spectrum of children and young people who wished to submit a consultation response in their preferred format and language.

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

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

Through further engagement with pupils during the consultation period that are currently receiving EOTAS provision across a number of settings in the Borough, the pupils engaged in the process supported the proposal and offered a number of ideas about what they would like to see inside the school, within the grounds, what could be included to support the Decarbonisation agenda and facilities that could be included for the wider community. Some of these ideas are summarised below:





NEXT STEPS

Consultation Clarification

When analysing the consultation response comments received as part of the consultation period, a number of emerging themes became evident.

The following table provides a summary of the response themes received during the consultation period.

Table 4: Summary of Response Themes		
Theme	Overview	Number of Mentions
Advantages of specialist support in the Borough	Meets demand for increasing support for pupils in the borough	1
	Less reliance on outsourcing and satellite provision	2
	Additional resources will provide more accessible support and guidance for families	1
Impact on pupils and mainstream provision	Reduced pressure on Mainstream provision who are not equipped to support children with EOTAS needs.	3
	Children will have greater access to a dedicated centre supporting and nurturing their development and wellbeing	4
How this proposal interlinks with the existing Pupil Referral Unit at Glanynant	Why is money being invested into Glanynant? / Why isn't Glanynant incorporated into this proposal?	2
	Why is the proposal not including primary school aged children?	2
Traffic, parking and drop off arrangements	Parking concerns at the proposed Pontllanfraith site	1
	Increased traffic flow at proposed site	1
Construction process and potential impact	Impact on neighbouring residential properties	1
	Support for re-utilisation of an existing old-school building	1

To assist Cabinet in the decision making process, the following information is provided by means of response for clarification with supporting reasons.

Table 5: Council Response - Theme Clarification
Theme: Advantages of specialist support in the Borough
Council's Response
The Council appreciates the level of support shown from consultees in relation to this proposal and as outlined in the Consultation Document, regards this development as an integral part of the Cwmpawd Hub and Spoke model of provision.
Theme: Impact on pupils and mainstream provision
Council's Response
The Council acknowledges that on occasion, pupils require additional support at different stages in their academic life which cannot be accommodated in mainstream provision. This proposal has been developed to meet demand for places and provide bespoke support and education to meet the needs of those pupils and where possible, to reintegrate pupils back into mainstream education.
Theme: How this proposal interlinks with the existing Pupil Referral Unit at Glanynant
Council's Response
As outlined in the Consultation Document, the proposed Pupil Referral Unit at Pontllanfraith will form the central component of the Council's EOTAS provision and become a centre of excellence.
The existing Pupil Referral Unit at Glanynant is currently receiving investment to meet current need and subject to this proposal being approved, will be further reconfigured to offer provision for Key Stages 2, and the proposed Pupil Referral Unit at Pontllanfraith catering for Key Stages 3 and 4.
Both facilities will operate under the same umbrella, thereby ensuring sufficient capacity and resources to support pupils through the most appropriate pathways and interventions as required.
Theme: Traffic Management
Council's Response
This proposal will be subject to a full planning application process and a wide range of consultees will be invited to comment, including the Highways Department.
As part of any development, the Council is committed to providing safe, efficient and effective traffic management. As a highway authority, we have a duty to manage the road network to ensure, as far as possible, the safe and convenient movement of traffic, which includes pedestrians and other vulnerable road users. The planning and design of the facility will establish safer routes with designated pick up and drop off points, including car parking which should alleviate congestion.
Theme: Construction process and potential impact
Council's Response
The development on site will be undertaken in such a way as to minimise impact to any neighbouring residential properties.
The proposal will be subject to a full planning application process led by our experienced Building Consultancy Team and subject to building regulation requirements relating to a number of factors such as dust, noise etc.

Reasonable Alternatives Identified

Following the consultation period, and through consideration of the responses received as part of this process, a further assessment for the proposal has been undertaken prior to making a recommendation to take account of any further information that has come forward through the consultation or otherwise.

No reasonable alternatives have been highlighted as a result of the Consultation Process.

Recommendation

In reviewing the proposal to take account of further information that has come forward through the consultation and in consideration of the likely impact on quality and standards in education, the community and travelling arrangements, it is the recommendation of this report that the proposal is progressed as outlined in the Consultation Document, namely:

- **Create a Pupil Referral Unit for vulnerable pupils on the former Pontllanfraith Comprehensive site**

Cabinet Members are asked to:

- a) Consider the information contained in the Community Engagement Report.
- b) Approve the recommendation to proceed to Planning Application Stage
- c) Approve the recommendation to proceed to Full Business Case in relation to the proposal

Decision Making

Should Cabinet decide to proceed with the proposal, this will be logged as the final determination in the educational process prior to the proposal progressing through a full planning application process.

Approval to proceed will trigger the start of the Planning Application Process and provide permission to submit a Full Business Case to Welsh Government.

It should be reiterated that as the School Organisation Code 2018 does not apply to this proposal, there is no requirement to undertake a 28 day Statutory Notice/Objection Period as outlined in Section 4.1 of the Code in this instance.

SUPPORTING INFORMATION

Annex 1 :

[Consultation Notification Letter](#)

[Consultation Document](#)

[Consultation Frequently Asked Questions](#)

[Original Integrated Impact Assessment](#)



EDUCATION SCRUTINY COMMITTEE – 10TH JANUARY 2022

SUBJECT: SELF EVALUATION

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

1. PURPOSE OF REPORT

- 1.1 Update Members on the self-evaluation process and its impact on strategic planning. To also raise awareness of the contribution of self-evaluation towards the implementation of a revised education strategy.

2. SUMMARY

- 2.1 The education self-evaluation process is an integral feature of the iterative cycle of strategic planning and service improvement. It is fundamental in ensuring the directorate secures ongoing improvements that positively contribute to the objectives in the service improvement plan and corporate plan.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of this report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Self-evaluation provides key evidence for improvement across the Education Directorate.

5. THE REPORT

- 5.1 A range of data and other information is collected through the self-evaluation process and has the following purposes:
- provides an evidence base upon which to arrive at judgements about pupil outcomes and progress, quality of provision and the effectiveness of leadership and management of Education Services and its future improvement journey;
 - reflects on what has been done to consistently deepen understanding;

- recognises and celebrates good practice and where appropriate uses this to support others in line with Caerphilly LA's vision for education;
- ensures that stakeholders understand the context of the organisation and the contribution that they can make towards further improvement;
- improves the performance, impact and effectiveness of the directorate services and its constituent parts, including commissioned services, so that Members and Regulators can hold officers, the school improvement service, education and youth settings to greater account;
- evaluates value for money across services; and
- quality assures our contribution to overall corporate objectives.

5.2 An effective self-evaluation process will lead to the following:

- strategic and operational plans which are monitored against clear targets and success criteria;
- purposeful activities linked to continuing professional development;
- improved provision for education and youth support services; and
- accelerated outcomes on the standards and quality of education and wellbeing for all learners across the Caerphilly Local Authority.

5.3 The Caerphilly Education directorate self-evaluation links directly to the Estyn Local Government Education Services Inspection Framework (LGES) and our wider local authority priorities. This enables us to have an accurate and up to date picture of our strengths and areas for development across all areas of our work.

5.4 The three inspection areas of the LGES inspection framework are set out below.

Inspection area 1 – Outcomes

- Standards and progress overall
- Standards and progress of specific groups
- Wellbeing and attitudes to learning

Inspection area 2 – Education Services

- Support for school improvement
- Support for vulnerable learners
- Other education support services

Inspection area 3 – Leadership and management

- Quality and effectiveness of leaders and managers
- Self-evaluation and improvement planning
- Professional learning
- Safeguarding arrangements
- Use of resources

5.5 The range of self-evaluation activities that take place across the education directorate include:

- Monitoring and evaluation reports that identify progress against the corporate plan objectives and/or emerging priorities in the service improvement plan;
- Focused self-evaluation sessions to promote consistency and coherence in our approach to achieving quality self-evaluation outcomes. This can also include stakeholders who do not work within the education directorate;

- Termly monitoring of the impact of the work identified in service improvement action plans;
- Regional peer moderation;
- Use of data to support evaluations. Data are represented in monitoring and evaluation reports, service improvement plans, and the Directorate Performance Assessment;
- Stakeholder voice activities including the Youth and Junior Forum;
- Consultation processes with key stakeholders (including scrutiny committee) on strategic decisions and planning.

Examples of monitoring and evaluation reports in autumn term 2021 include:

- How effective is support for LAC pupils?
- Evaluate the delivery of ESF employability projects delivery and Adult Community Learning (Adult Education) delivery during 2020/2021.
- Do we effectively manage school places to meet the needs of our communities?
- Priorities for Elective Home Education (EHE)
- Priorities for the Educational Psychology Service (EPS) for academic year 2021/22.
- Professional Learning and Development – healthy schools case study.
- Evaluating the effectiveness of Library Services engagement with children and young people.
- Evaluate how the LA carries out its statutory duties for identifying children & young people in employment.
- Explore the pattern of attendance and exclusions for academic year 2020/2021 and share identified areas for development.
- Evaluate progress made to date with regards EOTAS provision and agreed strategy.
- Highlight how the LA carries out its statutory responsibilities for safeguarding.
- Identify progress re. implementation of Edtech project and consider next steps with regards to infrastructure, devices and curriculum.

Monitoring and evaluation reports are scheduled during the academic year and are subject to scrutiny by senior and middle managers, who act as consultees providing guidance and advice. Actions arising from these sessions are followed up at the appropriate time.

5.6 Service Improvement Plan

Education priorities continue to be identified annually via the Service Improvement Plan and termly monitoring and evaluation processes. In September 2020, the SIP was amended to address the immediate needs of the covid-19 pandemic. Ongoing monitoring and evaluation processes have identified a range of emerging priorities for 2021-22:

1. Re-ignite, recover and reform learning in order to raise standards of learning;
2. Improve the aspiration, engagement and progress of vulnerable learners;
3. Further develop the strategic vision for EOTAS;
4. Further reduce the number of NEET young people at the point of leaving compulsory education and beyond;
5. Improve pupil attendance;
6. Effective Management and Implementation of the 21st Century Schools Programme;
7. Ensure that all disadvantaged learners make appropriate progress so that attainment is in line with their peers.

The most recent service improvement plan (2021-22) includes action plans written by service areas that take account of the emerging priorities listed above.

5.7 Re-ignite, recover, reform – Transition to a new Education Strategy

In response to the challenges faced over the past 18 months, all service areas across the education directorate are reflecting upon recent events and considering how service re-shaping could address current and future challenges. There will be a revised five-year Education Strategy, which will support schools where the following Service Improvement Plan descriptors will be adopted:

Reignite – inspire and promote creative learning, engage learners, encouraging those that are reluctant;

Recover – accurately assess and evaluate, implement appropriate intervention and provision;

Reform – build on recent advances in the use of digital technology, develop newly-implemented methodology to accelerate learning.

Our Education Strategy will directly correlate with the Welsh Government plans to Renew and Reform. Welsh Government acknowledges the pandemic has had a significant impact on learners and disruption has been a significant challenge. The key areas, which WG and CCBC will address are as follows:

- Learners will need support to develop a secure foundation for learning;
- Learners will need support to continue to progress, developing their skills, knowledge and understanding;
- Practitioners will need support for their own wellbeing;
- The educational system is already working towards reform.

The evidence from Welsh Government suggests that the pandemic has affected some groups of learners more than others. Therefore, the nature of Education Strategy needs to reflect this additional concern, recognising and supporting different groups of learners in the appropriate way. In particular:

- vulnerable or disadvantaged learners, and learners with ALN have not necessarily had access to the support they need; some may have faced challenges with distance learning, and some with readjusting to face-to-face learning. We need also to support those learners whose circumstances have changed during the pandemic, who may not have previously fallen into this category;
- learners in Early Years education are at a critical stage for language, social, emotional, physical and cognitive development. Pupils risk missing key development milestones, which could impact on their emotional wellbeing, communication and learning development. They may have specific challenges in finding a sense of belonging in their schools or settings, or in being away from their families;
- learners in post-16 and transition and those moving into post-16 provision will be concerned with progressing to their next steps, as well as their longer-term employability and skills. These learners will have experienced particular pressures and uncertainty, and their confidence will have been affected;

- specific challenges for Welsh immersion learners in English-speaking households, and learners transitioning from Year 6 to Year 7.

The purpose of the revised Education Strategy:

- Identify and reset priorities for the Local Authority based on high expectations and ambition for all learners, with focus on standards, progress and provision;
- developing a strong, consistent and strategic vision that takes account of the challenges presented through the Covid-19 pandemic;
- Ensuring all stakeholders engage and adopt the vision outlined in the strategy;
- Identify a set of agreed milestones that monitor our effectiveness as a Local Authority;
- Agree a set of principles around how we work together to maximise efficiency and productivity;
- Support the implementation of recent Local Authority strategies including the Inclusion Compendium, Engagement and Progression strategy, and the Edtech digital initiative;
- Ensure financial decisions impact directly on learner provision and achievement, including the 21st century schools strategy;
- Build on the strengths of the Shared Ambitions strategy;
- Implementing Curriculum and ALN reform for the benefit of all learners;
- Reassert focus on standards and skills with particular focus on literacy, numeracy, digital skills and vocational learning.

Actions to implement the revised education strategy:

- Undertake a review to consider the impact of the 'Shared Ambitions' strategy, identifying strengths and areas for development. Findings from review to inform future strategy;
- Undertake a rigorous scrutiny of available self-evaluation data including monitoring and evaluation reports, service improvement plans, quantitative and qualitative data;
- Undertake a number of question and feedback sessions with focus groups that will be used to identify the main areas for support and consider milestones to track progress. Engagement groups will include the Youth forum, school councils, Governor network, education practitioners, parents/carers, other LA directorates, and education partners;
- Write the education strategy that takes into account the findings gathered from the above. The content to include milestones that allow stakeholders to track the impact of the strategy;
- Implement the strategy within wider strategic planning. This will include embedding the priorities within future service improvement plans, EAS Business plans and remodeling the Directorate Performance Assessment to reflect changing priorities;
- Implement effective communication of the strategy. This will include a conference for education practitioners to launch the strategy, sharing the strategy with parent and youth forums, and utilising social media. Easy access versions to be produced to support all members of the Caerphilly community.

5.8 Conclusion

Educational activity in the authority is to be reviewed as part of the transition to a revised Education Strategy, all within the context of the re-ignition, recovery and reformation agenda that supports current and post-pandemic development.

The review will be comprehensive and triangulated and based on the proven quality and monitoring mechanisms now in place, drawing on the self-evaluation activities of all stakeholders in the educational context.

Educational priorities will include a focus on support for those with specific needs, balanced with a focus for all on learning standards and skills development.

All service areas across the Education Directorate understands the importance and need for self-evaluation as key evidence for improvement.

6. ASSUMPTIONS

6.1 No related assumptions have been felt to be necessary in relation to this report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 There are no specific recommendations as this is not an operational document and there are no delivery implications. The IIA is attached as Appendix 1.

8. FINANCIAL IMPLICATIONS

8.1 There are no financial implications with respect to this report.

9. PERSONNEL IMPLICATIONS

9.1 There are no personnel implications with respect to this report.

10. CONSULTATIONS

10.1 The draft report was distributed as detailed below. All comments received will be reflected in the next version of the report.

11. STATUTORY POWER

11.1 Education Act 1996
Shared Ambitions
Equality Act 2010
'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

Appendix 1: Integrated Impact Assessment

Author: Paul Warren – Strategic Lead for School Improvement

Consultees: Dave Street, Acting Chief Executive
Richard Edmunds, Corporate Director of Education and Corporate Services

Councillor Ross Whiting, Cabinet Member for Learning and Leisure
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services & S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager
Lynne Donovan, Head of People Services
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Business Improvement Officer
Debbie Hartevelde – Education Achievement Service

Gadewir y dudalen hon yn wag yn fwriadol



Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

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

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details

Lead Officer:- Paul Warren

Head of Service:- Keri Cole

Service Area and Department:- Education/ School Improvement

Date:- 09.12.2021

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

Update Members on the self-evaluation process and its impact on strategic planning. To also raise awareness of the contribution of self-evaluation towards the implementation of a revised education strategy.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one [protected characteristics](#).

2a Age (people of all ages)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

2b Disability (people with disabilities/ long term conditions)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

2c Gender Reassignment (anybody who’s gender identity or gender expression is different to the sex they were assigned at birth)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)



- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

2h **Sex** (*women and men, girls and boys and those who self-identify their gender*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

2i **Sexual Orientation** (*lesbian, gay, bisexual, heterosexual, other*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3. **Socio-economic Duty** *(Strategic Decisions Only)*

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. **Socio-economic disadvantage** means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

3a **Low Income / Income Poverty** *(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)*

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Neutral

(ii) **If there are negative impacts how will these be mitigated?**

(iii) **What evidence has been used to support this view?**

3b Low and/or No Wealth (*enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3c Material Deprivation (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3d Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3e Socio-economic Background (*social class i.e. parents education, employment and income*)



- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3f Socio-economic Disadvantage *(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

The education self-evaluation process is an integral feature of the iterative cycle of strategic planning and service improvement. It is fundamental in ensuring the directorate secures ongoing improvements that positively contributes to the objectives in the service improvement plan and corporate plan. Self-evaluation provides key evidence for improvement across the Education Directorate.

Objective 2 - Enabling employment

Neutral



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

Neutral

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

Neutral

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

Neutral

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

Neutral

4a. Links to any other relevant Council Policy (*How does your proposal deliver against any other relevant Council Policy*)

Shared ambitions

Education Service Improvement Plan

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of

Working (Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the [five ways of working](#) as a baseline)

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

Contributes to the implementation of a revised Education Strategy that will identify milestones for the next 5 years.

Prevention

Self-evaluation is an accurate reflection of the strengths and areas for improvement across schools and other education settings.

Integration

The self-evaluation process and forthcoming Education Strategy will require support from partners to ensure impact is meaningful and sustainable.

Collaboration

The success of the self-evaluation process relies on a range of data across education services, LA partners in other directorates and external partners.

Involvement

All staff across education directorate contribute towards self-evaluation. This process also takes account of the views of learners and young people.

6. Well-being of Future Generations (Wales) Act 2015

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

The self-evaluation process is targeted appropriately to ensure pupils have the employability skills for future working.



A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

No specific contribution.

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

Health and wellbeing is a key feature of self-evaluation and identifies support that is required.

A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

No specific contribution.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

No specific contribution.

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

Takes account of the Welsh language.

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

No specific contribution.

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) Policy Making Standards - Good Practice Advice Document

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2017-2022 and the Language Profile

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7b. Compliance with the Welsh Language Standards. *Specifically Standards 88–93*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?
e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

7e. Treating the Welsh language no less favourably than the English language

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7f. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.

Self-evaluation includes the progress of pupils in Welsh medium education. WESP is also included within the process.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

N/A - The document identifies the process of self-evaluation.

Key relevant findings

How has the data/evidence informed this proposal?

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

N/A - The document identifies the process of self-evaluation.

9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, **The Gunning Principles** must be adhered to. Consider the **Consultation and Engagement Framework**. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

N/A - The document identifies the process of self-evaluation.

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

N/A – The document identifies the process of self-evaluation.

What are the practical arrangements for monitoring?

How will the results of the monitoring be used to develop future proposals?

When is the proposal due to be reviewed?

Who is responsible for ensuring this happens?

11. Recommendation and Reasoning (delete as applicable)

- Implement proposal with no amendments
- Implement proposal taking account of the mitigating actions outlined
- Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance? (delete as applicable)

- Yes
- No

12. Reason(s) for Recommendations

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

There are no specific recommendations as this is not an operational document and there are no delivery implications.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➤ Version 1

Author:-

Brief description of the amendments/update:-

Revision Date:-

➤ Version 2

Author:-

Brief description of the amendments/update:-

Revision Date:-

Integrated Impact Assessment Author

Name:- Paul Warren

Job Title:- Strategic Lead for School Improvement

Date:- 09.12.2021

Head of Service Approval

Name:-

Job Title:-

Signature:-

Date:-

Gadewir y dudalen hon yn wag yn fwriadol