



CYNGOR BWRDEISTREF SIROL
RHONDDA CYNON TAF
COUNTY BOROUGH COUNCIL

A meeting of the **CABINET** will be held at the Council Chamber, The Pavilions, Cambrian Park, Clydach Vale, Tonypany, CF40 2XX
Thursday, 20th September, 2018 at 2.00 pm

Contact: Emma Wilkins - Council Business Unit - Democratic Services (Tel No. 01443 424110)

Councillors and members of the public wishing to request the facility to address the Cabinet on any of the business as listed below, must request to do so by 5pm on the Tuesday, 18 September 2018 Councillors and Members of the public should stipulate if this address will be in the medium of English or Welsh.

It must be noted that the facility to address the Cabinet is at the discretion of the Chair and each request will be considered based on the agenda items being considered, the public interest/interest of the member in each matter and the demands of the business on that day. To make such a request please email:- ExecutiveandRegulatoryBusinessUnit@rctcbc.gov.uk

ITEMS FOR CONSIDERATION

1. DECLARATION OF INTEREST

To receive disclosures of personal interest from Members in accordance with the Code of Conduct.

Note:

1. Members are requested to identify the item number and subject matter that their interest relates to and signify the nature of the personal interest; and
2. Where Members withdraw from a meeting as a consequence of the disclosure of a prejudicial interest they **must** notify the Chairman when they leave.

2. MINUTES

To receive the minutes of the Cabinet meeting held on the 17th July, 2018 as an accurate record.

(Pages 5 - 12)

3. 21ST CENTURY SCHOOLS PROGRAMME - PROPOSALS TO IMPROVE EDUCATION PROVISION IN CYNON VALLEY

To receive the report of the Chief Executive advising Members of the 21st Century School proposals in respect of improving education provision in Cynon valley.

(Pages 13 - 48)

4. PROPOSALS TO ESTABLISH PRIMARY EDUCATION PROVISION FOR THE LLANILID HOUSING DEVELOPMENT

To receive the report of the Director, Education & Inclusion Services, seeking Members approval to begin the relevant and required statutory consultation for the proposal to establish new Primary education provision to serve the new housing development at Llanilid, Llanharan.

(Pages 49 - 74)

5. CONTINUING TO IMPROVE PRIMARY EDUCATION PROVISION IN RHONDDA CYNON TAF

To receive the report of the Director, Education & Inclusion Services providing Members with details of both revenue and capital grants to reduce infant class sizes across the County Borough, and the proposals for the expenditure of these grants.

(Pages 75 - 102)

6. PARTNERSHIP WITH UNITED WORLD COLLEGES (UWC) ATLANTIC COLLEGE

To receive the report of the Director, Education & Inclusion Services providing Members with information about the opportunities a partnership with United World Colleges (UWC) Atlantic College could offer learners at post 16 in Rhondda Cynon Taf.

(Pages 103 - 146)

7. CONSULTATION ON COUNCIL RUN DAY NURSERY PROVISION

To receive the report of the Group Director, Community & Children's Services informing Members of the outcome of the consultation initiated by Cabinet in relation to the proposed changes to Council run day Nursery provision in Ynyscynon.

(Pages 147 - 156)

8. CHARGING FOR NON RESIDENTIAL ADULT SOCIAL CARE

To receive the report of the Group Director, Community & Children's Services updating the Cabinet on the findings of a consultation in respect of proposed changes to the Council's charging policy for non-residential adult social care concerning disability related expenditure.

(Pages 157 - 162)

9. MOBILE LIBRARY CONSULTATION

To receive the report of the Director, Public Health, Protection & Community Services informing Members of the feedback received from the consultation initiated by Cabinet in relation to the proposed changes to the Mobile Library Service.

(Pages 163 - 200)

10. CABINET WORK PROGRAMME 2018-19

To receive the report of the Director of Communications & Interim Head of Democratic Services providing Members with an update on the proposed list of matters requiring consideration by Cabinet over 2018-19 Municipal Year.

(Pages 201 - 234)

11. COUNCIL PERFORMANCE AND RESOURCES (QUARTER 1)

To receive the report of the Group Director, Corporate & Frontline Services providing Members with an overview of the Council's performance, both from a financial and operational perspective, based on the first three months of this financial year (to the 30th June 2018).

(Pages 235 - 254)

12. URGENT ITEMS

To consider any urgent business as the Chairman feels appropriate.

13. N.B FOR INFORMATION: TO RECEIVE AN UPDATE ON THE LEADER'S SCHEME OF DELEGATION FOR THE 2018-19 MUNICIPAL YEAR

[Leaders Scheme of Delegation](#)



Director of Communications & Interim Head of Democratic Services

Circulation:-

Councillors: Councillor A Morgan (Chair)
Councillor M Webber (Vice-Chair)
Councillor R Bevan
Councillor A Crimmings
Councillor G Hopkins
Councillor M Norris
Councillor J Rosser
Councillor R Lewis
Councillor C Leyshon

Officers: Chris Bradshaw, Chief Executive
Chris Jones, Director, Legal & Democratic Services
Christian Hanagan, Director of Communications & Interim Head of Democratic Services
Chris Lee, Group Director Corporate & Frontline Services
Gio Isingrini, Group Director Community & Children's Services
Colin Atyeo, Director of Corporate Estates & Procurement
Esther Thomas, Temporary Service Director for Access & Inclusion Services
Jane Cook, Director, Regeneration, Planning & Housing
Nigel Wheeler, Director of Highways & Streetcare Services
Paul Mee, Director, Public Health, Protection & Community Services
Richard Evans, Director of Human Resources
Gaynor Davies, Director of Education and Inclusion Services



RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNCIL CABINET

Minutes of the meeting of the Cabinet meeting held on Tuesday, 17 July 2018 at 2.30 pm at the Council Chamber, The Pavilions, Cambrian Park, Clydach Vale, Tonypany, CF40 2XX.

County Borough Councillors - Cabinet Members in attendance:-

Councillor A Morgan (Chair)

Councillor M Webber Councillor R Bevan
Councillor A Crimmings Councillor G Hopkins
Councillor J Rosser Councillor R Lewis
Councillor C Leyshon

Officers in attendance

Mr C Bradshaw, Chief Executive
Mr C Jones, Director, Legal & Democratic Services
Mr C Hanagan, Service Director of Cabinet & Public Relations
Mr C Lee, Group Director Corporate & Frontline Services
Mr G Isingrini, Group Director Community & Children's Services
Ms E Thomas, Director of Education & Lifelong Learning
Mr R Evans, Director of Human Resources
Bow, Head of Service - Accommodation
Mr M Crumbie, Head of Internal Audit & Procurement Delivery Programme
Mr P Griffiths, Director, Performance & Improvement
James, Head of Regeneration and Prosperity

Others in attendance

Councillor A Chapman

13 **DECLARATION OF INTEREST**

In accordance with the Council's Code of Conduct, County Borough Councillor A Chapman made the following personal declaration of Interest in relation to Agenda item 4 – Town Centre Maintenance Grant: "I have a business within Treorchy Town Centre".

14 **APOLOGY**

An apology for absence was received from County Borough Councillor M Norris.

15 **MINUTES**

The Cabinet **RESOLVED** to approve the minutes of the 21st June, 2018 as an accurate reflection of the meeting.

16 **RCT SACRE ANNUAL REPORT**

The Director, Education & Lifelong Learning presented Members with her report which provided Members with details of the Standing Advisory Council on Religious Education and provided an overview of the work of SACRE for the annual year, as statutory required.

The Cabinet Member for Education & Lifelong Learning commented on the annual report attached as appendix B to the report and it was **RESOLVED**:-

1. To note the content of the Annual Report 2016-2017

17 TOWN CENTRE MAINTENANCE GRANT

The Head of Regeneration, Prosperity & Housing provided Members with a report detailing a review of the Town Centre Maintenance Grant which had been piloted in the Mountain Ash and Tonypany Retail Areas, following a decision by Cabinet in September, 2017.

Members were reminded that the grant available provided support to traders / landlords to undertake maintenance works to improve the external front elevation of town centre properties, contributing to a positive impact on the street scene, creating a more attractive and vibrant town centre environment.

The Head of Regeneration, Prosperity & Housing provided Members with details of the take up, advising that demand for the scheme had been high amongst traders from across both town centres, with a further 28 applications currently in development. Due to its success, the Head of service proposed that an additional budget of £36,400 is allocated to support the proposals. The Head of Service continued his report by advising Members of the proposal listed within the report, building on the successful outcomes of the pilot scheme, to roll out the scheme to independent town centre traders and owners within the Treorchy Retail Area.

Cabinet Member for Enterprise, Development & Housing commented positively on the review and the benefits the current grant was having on the Tonypany and Mountain Ash Town Centres, for the traders and the local communities. He also added that widening the grant to include Treorchy would complement the work currently underway to consider the potential of developing a Business Improvement District (BID) in Treorchy. The Cabinet Member referred to the positive discussions he'd been involved in with traders in respect of the grant and welcomed the widening of the proposal.

The Leader of the Council added that the intention was to roll out the grant to all town centres within RCT over a year by year basis and spoke of the additional assistance the Council had taken forward in the Town Centres across the County Borough in respect of Car Parking and rate relief. The Leader took the opportunity to query the Footprint for the Treorchy Town Centre, as listed in appendix 3 of the report and the Head of Regeneration, Prosperity & Housing confirmed that the Co-operative Supermarket was not eligible within the Town Centre Grant scheme.

The Deputy Leader also spoke positively about the grant and the proposals within the report and reiterated the support being provided to the Town Centres, commenting on the success of the Christmas Town Centre Events taken forward by the Council across the County Borough and the benefits to the traders and the local community.

Following discussions it was **RESOLVED**:

1. To note the successful outcomes to date for Mountain Ash and Tonypany.
2. That the additional budget allocation of £36,400 is approved for proposals already in development in Mountain Ash and Tonypany.
3. That the Town Centre Maintenance Grant pilot is extended to the Treorchy Retail Area with a budget allocation of £30,000.
4. That the grant scheme will be rolled out across all town centres subject to ongoing evaluation and future Cabinet approval.

N.B With the permission of the Chair, County Borough Councillor A Chapman spoke on the item.

18 COUNCIL'S CORPORATE PERFORMANCE REPORT

The Service Director, Performance & Improvement provided Members with the Council's draft Corporate Performance Report (CPR) which contained progress for 2017/18 and plans for 2018/19 in respect of the Council's three strategic priorities. Members were also advised that the report also set out how the CPR enables the Council to meet its statutory reporting requirements.

Members were referred to Appendix 1 of the report which detailed the draft CPR, which was structured around the Council's Priorities of Economy, People & Place. The Service Director commented that the CPR provided elected Members, partners, residents, staff and regulators with an overview of progress and plans, as well as access to further detailed information.

Members were advised that the draft had also been presented to the Finance & Performance Scrutiny Committee for pre-scrutiny.

The Leader thanked the officers for the report, commenting that the report provided an accurate and honest reflection of the Council, highlighting both positive performance and areas for improvement.

Following discussions it was **RESOLVED** :

1. To endorse the draft Council Performance Report (as attached at Appendix 1 of the report) and recommend its approval by full Council on the 25th July 2018.

19 COUNCIL PERFORMANCE & RESOURCES REPORT (QUARTER 4)

The Service Director, Performance & Improvement provided Members with an overview of the Council's performance, both from a financial and operational perspective, for the financial year ended 31st March 2018.

Cabinet Members were advised that the year-end report demonstrates strong financial and operational performance that is in line with the quarterly updates reported during the year.

The Leader commented on the budget position, commenting positively that with the ever increasing demands and pressures on services it was positive to see the Council had come in under budget for the financial year, allowing for future investment into Winter Maintenance. He also commented on the Performance Indicators listed within the report, recognising the budget pressures, demands on services and stretching of targets to push for further improvements, all contributing to the overall picture before Members.

The Deputy Leader commented on the positive decrease in the Council's sickness figures and added that further work in this area was being taken forward.

Following discussions it was **RESOLVED:**

Revenue

1. To note the General Fund revenue position of the Council as at the 31st March 2018 (Section 2 of the Executive Summary of the report).

Capital

2. To note the capital outturn position of the Council as at 31st March 2018 (Sections 3a – f of the Executive Summary of the report).
3. To note the details of the Treasury Management Prudential Indicators as at the 31st March 2018 (Section 3g of the Executive Summary)

Corporate Plan Priorities

4. To note the year end position regarding progress made against the agreed Corporate Plan priorities (Sections 5 a – d of the Executive Summary of the report), Other National Measures (Section 5e of the Executive Summary of the report) and comparison of 2017/18 targets set against prior year and 'All Wales Average' performance information (Section 5f of the Executive Summary of the report).

20 MEDIUM TERM FINANCIAL PLAN

The Group Director, Corporate & Frontline Services provided Members with an update on the Medium Term Financial Plan for 2018/19 to 2021/22, based on current modelling assumptions in advance of formulating the detailed budget strategy proposals for 2019/20 during the autumn.

The Group Director explained that whilst investment through the use of one off funds has been very positive, the Council recognises that it must still address base budget shortfalls and make difficult decisions to balance its ongoing revenue budget into the medium term, adding that the report before Members provided an interim view on the scale of the challenge faced and the actions and arrangements being put in place to address any shortfalls across the planning period. Members were referred to section 5 of the report which provided key assumptions in respect of income and expenditure. The Group Director continued by explaining to Members that the modelling assumptions within the

report were all subject to change and would be reviewed as part of the detailed budget strategy work in the autumn. The 'base case' includes a reduction in Welsh Government funding of 1% per annum over the three year period. The variability of the potential level of Provisional Settlement from Welsh Government has a significant impact on the budget gap, at £3.6M per 1% as illustrated within figure 1 of the report.

Members were referred to Appendix 1 of the report which provided further detail in respect of the medium term financial planning arrangements.

The Leader advised that the plan would be brought forward to the next meeting of Council to ensure all Members were aware of the Council's budget position, adding that the responsibility for setting the Council's budget was a responsibility for all elected Members. The Leader continued by commenting on the pressures facing services in respect of increasing numbers of children looked after and adult service demands and also commented on the pressures in respect of inflation. He added that funding of services couldn't continually be made through back office savings.

The Deputy Leader spoke of the provision available for all Members to propose an alternative budget to assist in bridging the budget funding gap going forward, and spoke positively of the services, provision and investment available across the County Borough, in the current financial climate.

Members discussed the potential settlement in respect of Health and the consequential funding Health would receive with Members commenting that investment needs to be taken forward across Health and Social Care and not just primarily health.

Following discussions it was **RESOLVED**:

1. To note the current position modelled in respect of the 'Medium Term Financial Plan 2018/19 to 2021/22' and receive further updates in the Autumn as part of the annual budget setting process;
2. For wider communication and engagement with full Council and the Finance and Performance Scrutiny Committee in respect of the plan.

21 GENERAL DATA PROTECTION REVIEW UPDATE

The Head of Internal Audit & Procurement Delivery referred Members to his report which provided an update on the work that had been undertaken in response to the General Data Protection Regulation (GDPR) and outlines further work planned for delivery by the GDPR project team.

Members were advised of the 3 main work streams being taken forward in respect of Developing Data Protection Registers – in particular, recording 'lawful bases' for processing; Developing and publishing Privacy Notices and thirdly Embedding the requirements of the GDPR into current contractual arrangements, and within procurement practices.

The Leader thanked the officers involved for the work done to date to ensure the

Council were compliant with the new regulations and it was **RESOLVED**:

1. That following consideration of the reports contents that the fundamental requirements of the General Data Protection Regulation have been delivered in a robust and pragmatic way.
2. To endorse those areas identified as the next work-streams requiring action.
3. To any additional work-streams required in order to further strengthen the arrangements in place.

22 DIRECTOR SOCIAL SERVICES ANNUAL REPORT (DRAFT)

As required by the Social Services and Well-being (Wales) Act 2014, the Group Director, Community & Children's Services presented Members with his draft report in respect of 'The Director of Social Services Annual Report', prior to its content being made available for public consultation.

The Group Director provided Members with a brief overview of the report which sets out how the Council's Social Services performed last year, highlighting the direction and priorities set for the year ahead. Members were advised that the report had also been presented to the Health & Wellbeing and Children & Young People scrutiny Committee for consideration at their recent meetings, with no material changes to the report coming forward.

The Cabinet Member for Adult Community Services & Welsh Language thanked the Group Director for his report and spoke of the ongoing work being delivered within the service for the benefit of both adults and children, although added that there would always be opportunities for further improvement. The Cabinet Member referenced the positive works being taken forward with the Cwm Taf Social Services and Wellbeing Partnership Board.

The Cabinet Member for Children and Young people shared her concerns in respect of the access of provisions for children to which the Group Director agreed with and spoke of the need to invest further in the young people of the County Borough to try to prevent problems from escalating in later life. Members spoke of recent discussions with Welsh Government Ministers in respect of the advocating of a transformation fund for Children, similar to the transformation fund for Health & Social Services.

Following further discussions the Leader placed on record his thanks again to the staff within the service for their commitment to delivering services during the inclement weather, earlier in the year, where staff Members had gone above and beyond for the benefit of the Council's residents.

It was **RESOLVED**:

1. To note the draft Rhondda Cynon Taf Director of Social Services Annual Report (as attached as Appendix 1 of the report).

23 CWM TAF CARERS ANNUAL REPORT 2017/18

The Group Director, Community & Children's Services provided Members with the report which required Member approval for the Annual Report for 2017/18 in relation to Carers, to be submitted to Welsh Government.

The Group Director provided a brief overview of the report, adding that the work to implement the Carers Strategy has complemented the Council's priorities to promote independence and positive lives for everyone including Carers of all ages.

The Cabinet Member for Children & Young people spoke positively about the report and improvements recognised in respect of support, information and recognition of Carers. She continued by enquiring whether any future intentions for a central access point would be taken forward to which the Group Director responded, advising that further work would need to be undertaken to make this achievable.

Following discussions it was **RESOLVED**:

1. To note that the Annual report is also being submitted for approval by Merthyr Tydfil CBC Cabinet and the Cwm Taf University Health Board.
2. To note that the Annual Report was due in Welsh Government at the end of June 2018. However, in line with previous practice which has been acceptable to Welsh Government, as the timeline of Cabinets in Merthyr Tydfil, Rhondda Cynon Taf County Borough Councils and UHB Board meetings did not neatly fit, a draft report will be submitted, with the final version sent to Welsh Government following approval by all three partners.
3. To approve the Annual Report attached as Appendix 1 of the report for submission to Welsh Government.
4. To note that work relating to Carers is being taken forward as part of the Regional Plan for the implementation of the Social Services and Wellbeing (Wales) Act 2014, specifically through implementation of the Cwm Taf Carers Strategy 2016-19 approved by partners in July 2016.

24 EXCLUSION OF THE PRESS AND PUBLIC:

It was **RESOLVED**: "That the press and public be excluded from the meeting under Section 100A(4) of the Local Government Act (as amended) for the following items of business on the grounds that it involves the likely disclosure of the exempt information as defined in paragraph 14 of Part 4 of the Schedule 12A of the Act".

25 SUPPORTED LIVING ACCOMMODATION DEVELOPMENT

The Group Director provided Members with his report which contained exempt information in respect of a proposal to convert the former Crown Avenue, Sheltered Housing scheme for older people in Ynyswen, Treorchy, owned by Trivallis into new supported living accommodation for people with a learning disability

Following consideration of the report and discussions on its content,

Cabinet RESOLVED:

1. To contribute one off (capital) funding of £758,696, to convert Crown Avenue, a former sheltered housing scheme for older people in Ynyswen, Treorchy, owned by Trivallis, into new supported living accommodation for people with a learning disability.
2. To include the scheme within the 3 year Capital Programme.
3. To consider all options regarding the provision of ongoing care and support at the new supported living scheme.
4. To authorise the Group Director, Community and Children's Services, to take all necessary steps to give effect to the above decisions

26 CALL IN ARRANGEMENTS

The Secretary to the Cabinet advised Members that in respect of the Councils Performance Report and the Medium Term Financial Plan report (Agenda Items 5 and 7) as the reports were to be presented to Council on the 25th July and the Performance and Resources Q4 report (agenda item 6) being reported to the Finance & Performance Scrutiny Committee on the 23rd July, these items would not be subject to the Council's Call in procedure, which would be reflected on each of the items decision notice.

27 URGENT ITEMS

This meeting closed at 3.30 pm

**Cllr A Morgan
Chairman.**



RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

**21ST CENTURY SCHOOLS PROGRAMME - PROPOSALS TO
IMPROVE EDUCATION PROVISION IN CYNON VALLEY**

**REPORT OF THE CHIEF EXECUTIVE IN DISCUSSION WITH THE
CABINET MEMBER FOR EDUCATION, COUNCILLOR J ROSSER.**

Authors: Andrea Richards, Head of 21st Century Schools and Julie Hadley,
School Organisation Manager.

1. PURPOSE OF THE REPORT

1.1 The purpose of this report is to seek Members approval to :

- Begin the required statutory consultations for the proposals to:
 - Improve education provision in Hirwaun by investing £10.4m in a new school for Hirwaun Primary School;
 - Improve Welsh medium education provision and increase the supply of places in the Upper Cynon Valley by making Penderyn Primary School, currently a dual language school, a Welsh medium Primary School;
- Develop 21st Century Schools Programme financial business cases with Welsh Government to:
 - Invest £3.3m to increase the capacity of Ysgol Gynradd Gymraeg Aberdar to meet the demand for Welsh medium school places;
 - Invest £10.2m to increase the capacity and improve the educational facilities at Ysgol Gyfun Rhydywaun to meet the demand for Welsh medium places.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Agree to commence the public consultation on the proposal to invest £10.4m for a new school for Hirwaun Primary School, and change the category of Penderyn Primary School from a dual language school to a Welsh medium school. No new English medium admissions will be

approved after August 2019, and the catchment school for the English medium pupils will be Hirwaun Primary School.

- 2.2 Agree to develop and submit a financial business case to Welsh Government to seek 21st Century Schools Funding to invest £3.3m to increase the capacity of Ysgol Gynradd Gymraeg Aberdar to meet the demand for Welsh medium school places;
- 2.3 Agree to develop and submit a financial business case to Welsh Government to seek 21st Century Schools funding to invest £10.2m to increase the capacity and improve the educational facilities at Ysgol Gyfun Rhydywaun to meet the demand for Welsh medium places.

All the proposals will be implemented by 2022.

3 REASONS FOR RECOMMENDATIONS

- 3.1 To improve and extend the range of education provision available in the Cynon Valley area of Rhondda Cynon Taf.

4. BACKGROUND

The school reorganisation proposal for Hirwaun and Penderyn

- 4.1 Hirwaun Primary School is located on a large, open site at Glannant Street, Hirwaun, Aberdare. The school's buildings comprise of two single storey CLASP buildings, with concrete wall sections built around steel frames and flat felt roofs. They are in a poor condition overall, rated as grade C minus on a scale where A is graded as excellent and D as very poor. There is a backlog of maintenance works valued at over £1.9 million, which is the highest of any Primary school in RCT. The nature and type of construction makes the undertaking of major repairs or any kind, or remodeling/refurbishment work very difficult and costly to achieve.
- 4.2 For the reasons given above, the most cost effective solution to the building issues at Hirwaun Primary is considered to be a new build on the existing site, which as stated is large enough to achieve this; on completion of this work the current school buildings will be demolished and the sites reinstated for use as play areas and car parking. This project has therefore been given a high priority ranking in our submission to Welsh Government for funding for Band B of the 21st Century Schools Programme.
- 4.3 Penderyn Primary School is a dual language (offers education provision through either English or Welsh Medium, subject to parental preference) school located at Pontprenllwyd, Penderyn, Aberdare. The school building is in an excellent condition as it is relatively new,

constructed in 2006. The catchment area of the Welsh Medium department of the school is much larger than that of the English department and encompasses the villages of Hirwaun and Rhigos, as well as Penderyn.

- 4.4 In recent years, the number of pupils attending the Welsh department of the school has risen quite sharply, whilst the numbers attending the English department have declined. In January 2018 there were 179 children attending the Welsh department in total, compared with just 54 in the English department. Of these 54 pupils, just 22 reside within the designated catchment area of Penderyn village; 27, or 50% of the total number of English Medium pupils attending Penderyn actually live in Hirwaun.
- 4.5 Our future forecasts show the numbers of pupils expected to attend the English department continuing to decline; for example in January 2018 there were just 3 children attending the English medium nursery. Full information and data on this matter is contained within the consultation document attached as Appendix 1.
- 4.6 As part of the targets outlined in the Council's Welsh in Education Strategic Plan (WESP), the Council has indicated that it will review all of our dual language school provision. Converting Penderyn Primary School in to a full Welsh Medium School will assist in achieving the targets set to increase the number of children aged 7 years who are being taught through the medium of Welsh, it will provide additional Welsh Medium school places in an area of the County Borough that has clear evidence of demand for more Welsh Medium provision. Over the past four years the number of Welsh medium pupils at Penderyn Primary School has increased by 17.4%, whilst the demand for English medium places has fallen by 12.1%.
- 4.7 Those pupils educated through the medium of Welsh will continue their education at Penderyn Primary School. From 1st September 2019, no new pupils wishing to be educated through the medium of English will be admitted to Penderyn Primary School. The catchment school for pupils opting for English medium provision will be Hirwaun Primary School. The new school at Hirwaun will have additional capacity to ensure that sufficient places are available.
- 4.8 We are also proposing to undertake a minor catchment area change for the new Penderyn Welsh Medium School, to better match demand for places with supply and ensure that the additional places created through this reorganisation are filled. The communities of Trenant and Penywaun, which are currently in the catchment area of YGG Aberdar for Welsh Medium provision will transfer to the new Penderyn Welsh Medium School, with effect from September 2020. Further details of

this change are contained within the consultation document for this proposal, which is attached at Appendix 1.

- 4.9 Pupils living in the communities of Trenant and Penywaun whose home addresses will be within the extended Penderyn Community Primary School catchment area will receive free transport to Penderyn Primary School for Welsh medium education as they reside more than 1½ miles safe “walking distance” from their nearest suitable school.

In catchment pupils (resident in the village of Penderyn and Rhondda Cynon Taf) attending the English medium stream of Penderyn Community Primary School will receive free transport to the new Hirwaun Primary School building as the walking route is deemed to be ‘unavailable’. This provision will not be available to any English Medium pupils who currently attend Penderyn but do not reside in the designated catchment area, as they are attending this school as a result of parental preference.

The £3.3m investment in YGG Aberdar to create more capacity

- 4.9 YGG Aberdar relocated, with a new build, to Laburnum Drive, Cwmdare, Aberdare in September 2003. It was previously accommodated in a poor condition, Victorian building at Cardiff Road, Aberaman, Aberdare, some 2 miles away from its current site.
- 4.10 The new building at Cwmdare had approximately 90 additional places compared with the former building, but since the school relocated, pupil numbers have been steadily rising, as shown in the tables below. Numbers exclude the Nursery classes, which are shown separately:

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
293	323	324	357	373	370	354	366	359	374

2014	2015	2016	2017	2018
370	370	366	368	359

Nursery numbers are as follows:

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
63	41	64	57	47	52	53	56	55	51

2014	2015	2016	2017	2018
57	55	55	54	56

The capacity of the school is 372 pupils, plus 54 Nursery places. Since 2015, our published oversubscription criteria have been applied to Nursery admissions, meaning that only children resident within the

designated catchment area have been allocated places. Children resident out of catchment were offered places at their catchment Welsh Medium provision instead.

- 4.11 The above figures show that, with the exception of some minor fluctuations, the school has been operating at almost full capacity for the last 10 years. To meet this demand for places, a double mobile classroom was placed on the school site in 2008, just 5 years after the new school opened. This additional temporary accommodation is also being fully utilised. It should also be noted that two new housing developments, at the former Aberdare High School site and the former College site, both of which are less than ½ mile from the school, are currently under construction.
- 4.12 To meet this recognised demand for Welsh Medium school places in the Upper Cynon Valley, we are proposing an extension to this school, as part of our proposals for the 21st Century Schools and Education Programme, Band B. Our initial strategic outline programme for this grant bid, which for this particular project is funded equally by this Council and the Welsh Government, has received approval in principle, subject to the submission and acceptance of relevant business cases.
- 4.13 The specific proposal in respect of YGG Aberdar is to remove the double mobile classroom unit and replace it with a permanent build, 4 classroom extension block, plus improvements to parking and external play facilities. This will increase the pupil capacity of the school by 60 places overall and, coupled with the minor amendment to the catchment area outlined in paragraph 4.8 above, should ensure that the demand for places from within the catchment area of the school can be met for the foreseeable future.
- 4.14 The Council will undertake appropriate traffic impact assessments to improve the 'Safe Routes' in the Community which will involve additional on-site drop off areas for parents to improve traffic and road safety management in and around the school curtilage. The Council will also work with parents and the Community to promote and encourage sustainable travel such as promoting walking and cycling to reduce the impact of traffic around the school at key times of the day.

The £10.2m investment in YG Rhydywaun to create more capacity

- 4.15 Ysgol Gyfun Rhydywaun opened in 1995 in a new building at Lawrence Avenue, Penywaun, Aberdare, with only Year 7 pupils attending in the first year. The school 'grew' by one year group each year until it reached its full complement of pupils (years 7 to 13) in 2001. In this year, a planned extension to the school was completed providing a capacity of 1,050 pupils.

4.16 The pupil roll at this school, which also serves the Borough of Merthyr Tydfil, has also been steadily rising over the past 10 years, as illustrated in the table below:

2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
910	968	944	988	1007	986	998	980	957	971

4.17 As a result of minor changes to room usage within the school, the current published capacity of the school is 1,038 pupils; the published admissions limit for each year group is 168 pupils.

4.18 In the last 2 years, the school has been oversubscribed, i.e. it has received more applications for places than the number available. In September 2017, 188 pupils were admitted, the admission of 20 pupils over the admissions limit was only possible as a result of there being spare capacity overall in the school. In September 2018, 184 pupils will join the school at Year 7, again over the admissions limit. Oversubscription criteria has been applied for the past 2 years, with pupils not resident in catchment being refused admission (the majority of pupils refused resided in the neighbouring LA area of Neath Port Talbot).

4.19 Five year forecasts for the school are shown in the table below:

2019	2020	2021	2022	2023
1,005	1,037	1,065	1,104	1,123

This data shows us that the school will be operating at full capacity by 2020 and will be oversubscribed by 2021.

4.20 As outlined in paragraph 4.12 in relation to YGG Aberdar, we are also proposing an extension to Ysgol Gyfun Rhydywaun, utilising funding from our grant bid under the 21st Century Schools and Education Programme, Band B. This particular element of the bid is also subject to the acceptance of an appropriate business case by Welsh Government.

4.21 The proposal in respect of Ysgol Gyfun Rhydywaun is to construct a classroom extension block, and a separate sports hall containing classrooms for the PE curriculum. These works will increase the school's capacity to at least 1,200 places, adding an additional 162 places to the existing number. This should ensure that demand for places at this school can be met for the foreseeable future.

4.22 In addition to the above, the school will also require additional essential ancillary accommodation such as new toilets and curriculum specific teaching areas etc. to cater for the additional pupils. These facilities

were not provided when the school was extended in 2001 and the school does not, as a result, meet the recommended guidelines as outlined in various national school building bulletins. A survey of the school accommodation has revealed that the school has insufficient capacity in the following areas:

- General teaching classrooms and seminar rooms
- IT/Business Studies classrooms
- Science laboratories
- Design/Technology and Art rooms

The existing Physical Education facilities have also been deemed to be insufficient for the number of pupils who will attend the school in the future, which is why a new sports hall with PE classrooms is being proposed. Reference was also made in the Estyn report of 2016 to deficiencies in PE facilities, as follows: 'Boys and girls share the gymnasium and there is no other official indoor provision available at the school. As a result, the indoor sports resources are not suitable for the subject. Toilets and changing facilities are in adequate condition'.

5 EQUALITY AND DIVERSITY IMPLICATIONS

- 5.1 Welsh Language, Equality and Community Impact Assessments are being prepared in respect of the Hirwaun/Penderyn proposal and will be published on the Council's website together with the consultation documents that outline the proposals in detail. Copies of these documents will be prepared in readiness for the commencement of the consultation process and will be published as outlined above.

6 CONSULTATION

- 6.1 The consultation processes in respect of the Hirwaun/Penderyn proposals will be undertaken under the arrangements outlined in the Welsh Government's School Organisation Code. These arrangements stipulate that consultation must be undertaken when the proposals are at a formative stage and that consultation documents must be prepared and circulated to prescribed consultees, as well as being published on the Council website.
- 6.2 The consultation document for the proposal outlined in this report is attached as Appendix 1 to this report; the proposed consultation period, if it is agreed to progress this matter will run from 1st October 2018 to 31st December 2018. Details of meetings that will be organised will be added to the draft consultation document once they have been confirmed with the respective schools.
- 6.3 Formal consultation on the proposals to extend YGG Aberdar and YG Rhydywaun is not required, as the increase in capacity at both schools

is below the threshold at which statutory consultation is necessary. We will, however, undertake local, informal consultation with both schools, including with pupils, staff and governors. In respect of YG Rhydywaun we will also discuss with Merthyr Tydfil CBC whether it will make a contribution to the cost of expanding the School and improving the facilities. Inevitably as housing development occurs in Merthyr Tydfil this will have a consequential impact on the demand for Welsh medium school places.

7. THE STATUTORY PROCESS

- 7.1 The process for closing schools is set out in the Welsh Government statutory code document 006/2013 – the School Organisation Code. The Code sets out the policy context and general principles for reviewing the supply of school places and sets out the factors that need to be taken into account by those bringing forward proposals. It also outlines the format of the consultation process and identifies the key stakeholders that must be consulted.
- 7.2 The Welsh Government has recently conducted consultation on revisions to the above Code and it is expected that a new statutory document will be put in place by 1st November 2018. The attached consultation documents and the consultation processes will therefore be conducted in accordance with the provisions of this revised Code.
- 7.3 The initial consultation on all proposals outlined in this report will involve all key stakeholders as outlined in the revised Code. This consultation will take place over a 12-week period (not including school holidays) and the proposed timetable for the whole process is as follows:
- Consultation period 1st October 2018 – 31st December 2018
 - Report back to Cabinet on outcome of consultation – January 2019
 - Statutory Notices published (if approved by Cabinet) for a 28 day period – February 2019
 - Report back to Cabinet on outcome of statutory notice period and details of objections received, with appropriate recommendations – March 2019.
- 7.4 The School Organisation Code now makes provision for local authorities to determine their own statutory proposals; under the former arrangements, if just one objection was received following publication of the statutory notice, the proposals had to be forwarded to the Welsh Ministers, who would make the final decision as to whether the proposal could be implemented or not. This only now occurs when specific circumstances exist, e.g. if the proposal involves the removal of 6th form provision from a school. This specific

proposal will therefore be determined by the Council's Cabinet at the conclusion of the consultation process outlined in the timetable above.

8. FINANCIAL IMPLICATIONS

- 8.1 These proposals require a significant capital investment of £23.9m, of which it is proposed that 50% will be funded by the Council and 50% by the Welsh Government's 21st Century Schools Programme. Welsh Government has approved the Council's 21st Century School's Strategic Outline Programme which sets out an indicative level of capital funding available over the period 2019-2026. The next steps are to undertake the statutory consultation on the Hirwaun/Penderyn proposal set out in this report and to submit financial business cases to Welsh Government for all proposals contained within this report. This is the process required before Welsh Government makes any financial funding commitment to specific projects.
- 8.2 During the course of the consultation period any revenue and capital costs that accrue in completing the consultation and preparing financial business cases for Welsh Government approval will be met from within existing budgets.

9 LINKS TO THE COUNCIL'S CORPORATE PLAN / OTHER CORPORATE PRIORITIES AND THE WELL BEING OF FUTURE GENERATIONS ACT

- 9.1 The Council's Corporate Plan commits to "Continue to invest in improving school buildings, to ensure the County Borough's pupils have the learning environment fit for the 21st Century." The proposals considered in the report have taken into account the seven well-being goals and the five ways of working.

10 CONCLUSION

- 10.1 This is another proposal that seeks to improve education provision in the Cynon Valley, offering more Welsh medium provision with an investment of £23.9m in new and improved facilities. Education standards in the area are improving but significant resources that should be released to improve educational opportunities for children are tied up in school sites that need to be significantly upgraded for 21st Century learning.
- 10.2 This proposal seeks to provide learning environments and learning experiences that are as good, if not better than those experienced across the best schools in the UK.
- 10.3 Members may have already seen the results of the Council's investment in new and improved schools across the Cynon and

Rhondda Valleys, and in Taf Ely in Pontyclun, and Tonyrefail. These investments have been well received with parents and the local community. This proposed investment in the Cynon Valley provides the opportunity for over 1,500 children to benefit from improved educational facilities.

- 10.4 It is recommended, therefore, that Members give approval to officers to commence the processes necessary to achieve the proposals outlined in this report.

Other Information:-

Relevant Scrutiny Committee: Children and Young People

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

**REPORT OF THE CHIEF EXECUTIVE IN DISCUSSION WITH THE
CABINET MEMBER FOR EDUCATION & LIFELONG LEARNING,
COUNCILLOR J ROSSER.**

**Item: 21ST CENTURY SCHOOLS PROGRAMME - PROPOSALS TO
IMPROVE EDUCATION PROVISION IN CYNON VALLEY**

Background Papers

The background papers included as appendices to the report are:

- **Consultation Document
(various Impact Assessments are being prepared and will be
finalised prior to commencement of consultation)**

Contact Officer

**Julie Hadley, School Organisation Manager
01443 744227**

This page is intentionally left blank



RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

**CONSULTATION ON A PROPOSAL TO CONSTRUCT A
NEW SCHOOL BUILDING FOR HIRWAUN PRIMARY
SCHOOL AND THE PROPOSED CHANGE OF LANGUAGE
MEDIUM STATUS OF PENDERYN COMMUNITY
PRIMARY SCHOOL, FROM 1ST SEPTEMBER 2020**

Table of Contents

Introduction to the Proposal

Who will we consult with?	3
What will the consultation process entail?	4
What do you have to consider?	4
How do you make your views known?	5

Background to the Proposal

Information on the schools – Penderyn Community Primary School	6
Information on the schools – Hirwaun Primary School	9
What is the basis for this proposal?	11
The Welsh in Education Strategic Plan (WESP)	11
What is the educational case for changing the language medium of Penderyn Community Primary School and increasing pupil capacity at Hirwaun Primary School?	12
What will this proposal mean for the schools' pupils?	13
Catchment changes	14
Transport policy	15
What is the likely impact of the proposal on the staff of the schools?	16
What is the likely impact of the proposal on the communities of Penderyn and Hirwaun?	17
What are the financial implications of the proposal?	17
What are the disadvantages of this proposal?	17
What alternative options have been considered?	17
Governance	19
The new proposed school building	19
What is the statutory process?	19
Catchment maps	21
Consultation Response pro-forma	23

Introduction to the Proposal

Rhondda Cynon Taf County Borough Council wishes to seek the views of a wide range of stakeholders on the proposal to change the language medium of Penderyn Community Primary School and extend the capacity of Hirwaun Primary School. The change will be achieved by the construction of a new school building on the site of the current Hirwaun Primary School, to replace the current building, with Penderyn Community Primary School becoming a completely Welsh medium community primary school. As part of the proposal to change the language medium of Penderyn Community Primary School to completely Welsh medium, it is also proposed to extend the catchment area of Penderyn Community Primary School to include the communities of Trenant and Penywaun (currently in the Welsh medium catchment for Ysgol Gynradd Gymraeg Aberdar). It is proposed that pupils attending the English medium stream of Penderyn Community Primary School would (subject to parental preference), transfer to the new Hirwaun Primary School building on 1 September 2020.

Who will we consult with?

We are seeking the views of the following stakeholders:

- The governing bodies of Hirwaun Primary School, Penderyn Community Primary School and Ysgol Gynradd Gymraeg Aberdar
- Pupils of Hirwaun Primary School, Penderyn Community Primary School and Ysgol Gynradd Gymraeg Aberdar
- Parents, carers and staff members of Hirwaun Primary School, Penderyn Community Primary School and Ysgol Gynradd Gymraeg Aberdar
- Other governing bodies of neighbouring schools
- The Church in Wales and Roman Catholic Diocesan Authorities
- Welsh Minister for Education & Skills
- Assembly Members for the Rhondda Cynon Taf constituencies and regional Assembly Members for the area
- Members of Parliament for the Rhondda Cynon Taf constituencies
- Estyn
- Teaching and staff trade unions
- Central South Consortium – Joint Education Service
- South East Wales Transport Association
- South Wales Police and Crime Commissioner
- Communities for Work Plus Employment Support Programme
- Cwm Taf Local Health Board
- The Early Years and Childcare Partnership
- Hirwaun and Penderyn Community Council
- The Welsh Language Commissioner
- Menter Iaith
- Mudiad Meithrin
- Neighbouring local authorities

What will the consultation process entail?

The consultation will start on the 1st October 2018 and will be completed at 5pm on 31st December 2018. The feedback from the consultation will be collated and summarised, and a report presented to the Council's Cabinet in January 2019. This consultation report will be available for all persons to view on the Council's internet site and copies can be obtained on request from the addresses detailed on page 5 of this document.

The Council's Cabinet will consider the report and will decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal.

If the Cabinet decides to proceed with the proposal a statutory notice is published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 requires 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 or by email, and sent to the Council within 28 days of the date on which the proposal was published.

The Council's Cabinet will consider the outcome of the statutory notice at the next available Cabinet meeting and determine whether to implement the proposal.

If there are objections, the Council's Director of Education and Inclusion Services will publish an objection report providing a summary of the objections and their response to them within 7 days of the day of the determination of the proposal. This report will also be available for all persons to view on the Council's internet site and copies can be obtained on request from the addresses detailed on page 6 of this document.

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal the implementation date is 1st September 2020.

What do you have to consider?

The remainder of the consultation document sets out the rationale for the proposed change to primary education provision in Hirwaun and Penderyn. We would like you to consider the information contained within this document and to hear your views as to whether or not you support the proposal to change the language medium of Penderyn Community Primary School and its extended catchment area proposal, and extend the capacity of Hirwaun Primary School. The change will be achieved by the construction of a new school building on the site of the current Hirwaun Primary School, to replace the building, with Penderyn Community Primary School becoming a completely Welsh medium community primary school with a larger catchment area encompassing the communities of Trenant and Penywaun. It is proposed that pupils attending the English medium stream of Penderyn

Community Primary School would (subject to parental preference), transfer to the new Hirwaun Primary School building on 1 September 2020.

The proposal is to replace the current Hirwaun Primary School buildings with a newly constructed 21st Century Schools standard building, on the existing site of the current school with a capacity of 390 pupils (plus nursery) all of which will be English medium, and to amend the language category of Penderyn Community Primary School from its current dual language status to a 3-11 Welsh medium community primary school with a capacity of 231 pupils (plus nursery) all of which will be Welsh medium.

How do you make your views known?

Consultation events will be held and you are welcome to attend the appropriate meeting.

School Affected	Group	Time/Date	Venue
Penderyn Community Primary School	Governing Body and Staff Meeting		Penderyn Community Primary School
Hirwaun Primary School	Governing Body and Staff Meeting		Hirwaun Primary School
Penderyn Community Primary School	School Council		Penderyn Community Primary School
Hirwaun Primary School	School Council		Hirwaun Primary School
Both Schools and members of the local community	Parents and public drop in session and exhibition		Hirwaun Primary School

A consultation questionnaire is attached, it will also be available at the drop-in session detailed above and on the Council's internet site at <http://www.rctcbc.gov.uk/EN/GetInvolved/Consultations/Schoolconsultations.aspx>

The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the Council's Cabinet.

You are also welcome to put your views, comments and any questions you may have in writing to:

Director of Education and Inclusion Services
 21st Century Schools Team
 Ty Trevithick
 Abercynon CF45 4UQ Telephone (01443) 744227 Fax (01443) 744224

E-mail schoolplanning@rctcbc.gov.uk

All correspondence should be received **no later than 5pm Monday, 31st December 2018.**

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the statutory notice.

Background to the proposal

Information on the schools – Penderyn Community Primary School

Penderyn Community Primary School is a dual language community primary school situated at Pontprenllwyd, Penderyn, which is a few miles from the town of Aberdare. The school site consists of a new building which was opened in 2006 and the school benefits from a Multi-Use Games Area and woodland area. Based on the results of the Welsh Government commissioned building survey of all schools Penderyn Community Primary School is graded a B for condition and A for suitability, where A is the highest and D is the lowest performing building respectively. The current figure for the maintenance work that would be desirable to undertake at this school is £165,995.

The school is organised into two language streams. Parents choose for their children to study most of their lessons either through the medium of Welsh or through the medium of English. In recent years the number of pupils (including nursery) in the Welsh language stream has increased to 179, whilst numbers have fallen to just 54 in the English stream. Of the 54 pupils attending the English medium stream of Penderyn Community Primary School, only 22 pupils actually live within the Penderyn catchment area. The majority of pupils (27 pupils) live within the Hirwaun catchment area. There are 9 classes in the school, 6 of which are taught in Welsh and 3 which are taught in English.

The pupil numbers in Penderyn Community Primary School over the past four years are shown below and are obtained from the statutory pupil level annual school census (PLASC) which is undertaken in January each year. The numbers shown exclude nursery age pupils, as we are required to exclude these from the table by the Welsh Government’s statutory School Organisation Code, however we have shown the nursery numbers separately. All data is split between the respective Welsh (W) and English (E) streams of the school:

School	Age Range of whole school	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Penderyn Primary (W)	3 - 11	138	146	150	159	162
Penderyn Primary (E)	3 - 11	58	59	57	56	51

Note: The pupil capacity of the school is 231 (excluding nursery) – this capacity covers the Welsh and English streams.

Nursery numbers (total numbers of pupils attending):

School	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Penderyn Primary (W)	28	23	24	23	17

Penderyn Primary (E)	12	2	4	4	3
----------------------	----	---	---	---	---

Over the next five years the pupil forecasts for Penderyn Community Primary School, which are calculated in accordance with guidance issued by Welsh Government, are as follows:

School	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Penderyn Primary (W)	167	160	162	152	150
Penderyn Primary (E)	46	47	41	36	38

Primary School Standards

The following tables set out the performance of the Welsh (W) and English (E) streams of Penderyn Community Primary School for the key measures of educational performance over the past three years and compare the school to similar schools across Wales based on the numbers of pupils in receipt of free school meals.

Foundation Phase Outcomes						
Subjects	2015 %		2016 %		2017 %	
	Penderyn Primary (W)	Penderyn Primary (E)	Penderyn Primary (W)	Penderyn Primary (E)	Penderyn Primary (W)	Penderyn Primary (E)
Foundation Phase Indicator	92 (2)	100 (1)	95.2 (1)	90 (3)	96.4 (1)	100 (1)
Personal and social development wellbeing and cultural diversity	100 (1)	100 (1)	100 (1)	90 (4)	100 (1)	100 (1)
Language literacy and communication skills English/Welsh	96 (2)	100 (1)	95.2 (2)	90 (3)	96.4 (2)	100 (1)
Mathematical development	96 (1)	100 (1)	100 (1)	90 (3)	100 (1)	100 (1)

The figures in brackets in the table above, compare the schools to similar schools across Wales based on free school meals. The performance is compared using benchmarked quartiles, with 1 being the highest and 4 the lowest.

Key Stage Two Outcomes						
Subjects	2015 %		2016 %		2017 %	
	Penderyn Primary (W)	Penderyn Primary (E)	Penderyn Primary (W)	Penderyn Primary (E)	Penderyn Primary (W)	Penderyn Primary (E)
English	88.2 (3)	100 (1)	94.4 (2)	100 (1)	96.8 (2)	88.9 (4)
Welsh 1st	88.2 (3)	N/A	94.2 (2)	N/A	95.5 (2)	N/A
Maths	88.2 (3)	100 (1)	100 (1)	100 (1)	96.8 (2)	88.9 (4)
Science	88.2 (3)	100 (1)	100 (1)	100 (1)	96.8 (3)	88.9 (4)
Core Subject Indicator (CSI)	88.2 (3)	100 (1)	94.2 (2)	100 (1)	96.8 (2)	88.9 (4)

The figures in brackets in the table overleaf, compare the schools to similar schools across Wales based on free school meals. The performance is compared using benchmarked quartiles, with 1 being the highest and 4 the lowest.

The attendance of the pupils of the school over the past three years is set out below:

Percentage of half-day sessions attended by pupils of statutory school age during the academic year						
School	2015	2015 Benchmark Quartile	2016	2016 Benchmark Quartile	2017	2017 Benchmark Quartile
Penderyn Primary (whole school)	94.2	4	94.6	3	94.6	4
Penderyn Primary (W)	94.7	3	94.8	3	94.8	4
Penderyn Primary (E)	93	4	94	4	94.5	4

Penderyn Community Primary School was inspected by Estyn in April 2018 and the outcomes were as follows:-

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Good

Estyn also set out that, in order to build upon the current work, the school should:

- R1** Refine monitoring and self-evaluation procedures and ensure that reports identify the school's qualities and areas for development clearly
- R2** Make sure that planning procedures ensure appropriate achievement of the curriculum over time, and that they are useful to teachers in sessions on the classroom floor
- R3** Ensure that the school implements all of the principles of the foundation phase consistently

The Council's School Improvement Services are provided by the Central South Consortium, a regional school improvement services for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. Schools are categorised as either Green, Yellow, Amber or Red in respect of their standards. The categorisation colour shows the level of support a school needs (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The Consortium categorises the performance of each school in the region and Penderyn Community Primary School has recently been categorised as a 'Yellow' school.

Information on the schools – Hirwaun Primary School

Hirwaun Primary School is an English medium Community School located at Glannant Street, Hirwaun, Aberdare and the school site consists of two separate single storey prefabricated buildings, consisting of concrete sections built around a steel frame with flat felt roof, constructed in 1969. Based on the results of the Welsh Government commissioned building survey of all schools Hirwaun Primary School is graded a C minus for condition and a B for suitability, where A is the highest and D is the lowest performing building respectively. The current figure for the maintenance work that would be desirable to undertake at this school is £1,931,226.00.

The pupil numbers in Hirwaun Primary School over the past four years are shown below and are obtained from the statutory pupil level annual school census (PLASC) which must be undertaken in January each year. The numbers shown exclude nursery age pupils, as we are required to exclude these from the table by the Welsh Government's statutory School Organisation Code, however we have shown the nursery numbers separately:

School	Age Range of whole school	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Hirwaun Primary	3 - 11	195	201	201	211	208

Note: The pupil capacity of the school is 265 (excluding nursery).

Nursery numbers (total numbers of pupils attending):

School	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Hirwaun Primary	38	33	32	36	41

Over the next five years the pupil forecasts for Hirwaun Primary School, which are calculated in accordance with guidance issued by Welsh Government, are as follows:

School	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Hirwaun Primary	214	218	220	222	228

It should also be noted that there are currently 102 'in catchment' children resident in Hirwaun attending schools outside of the Hirwaun Primary catchment area (excluding those attending faith schools). If demand from in catchment children should rise due to the provision of a new school building, the growth in pupil numbers would be able to be accommodated within the new building.

Primary School Standards

The following tables set out the performance of Hirwaun Primary School for the key measures of educational performance over the past three years and compare the school to similar schools across Wales based on the numbers of pupils in receipt of free school meals.

Foundation Phase Outcomes			
	2015 %	2016 %	2017 %
Subjects	Hirwaun Primary	Hirwaun Primary	Hirwaun Primary
Foundation Phase Indicator	86.2 (2)	86.2 (2)	89.3 (1)
Personal and social development wellbeing and cultural diversity	93.1 (3)	100 (1)	96.4 (2)
Language literacy and communication skills English/welsh	86.2 (2)	86.2 (2)	92.9 (1)
Mathematical development	89.7 (2)	93.1 (1)	92.9 (1)

The figures in brackets in the table above, compare the schools to similar schools across Wales based on free school meals. The performance is compared using benchmarked quartiles, with 1 being the highest and 4 the lowest.

Key Stage Two Outcomes			
Subjects	2015 %	2016 %	2017 %
English	83.3 (3)	90.9 (1)	94.6 (1)
Maths	91.7 (1)	95.5 (1)	97.3 (1)
Science	91.7 (2)	95.5 (1)	94.6 (1)
Core Subject Indicator (CSI)	83.31 (2)	90.9 (1)	91.9 (1)

The figures in brackets in the table above, compare the schools to similar schools across Wales based on free school meals. The performance is compared using benchmarked quartiles, with 1 being the highest and 4 the lowest.

The attendance of the pupils of the school over the past three years is set out below:

Percentage of half-day sessions attended by pupils of statutory school age during the academic year						
School	2015	2015 Benchmark Quartile	2016	2016 Benchmark Quartile	2017	2017 Benchmark Quartile
Hirwaun Primary	94.2	2	93	4	93.6	3

Hirwaun Primary School was last inspected by Estyn in February 2018 and the outcomes were as follows:-

<u>Inspection area</u>	<u>Judgement</u>
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Estyn also set out several recommendations for the school to implement, namely, that the school should:

- R1** Improve the quality of teaching and feedback to pupils
- R2** Improve standards of pupils' reading, writing and presentation of work
- R3** Improve pupils' standards in information and communication technology (ICT)
- R4** Ensure that the curriculum meets requirements and develops pupils' skills progressively
- R5** Improve pupils' independent learning skills
- R6** Correctly identify and address important areas of teaching and learning that need to improve and hold all members of staff to account robustly

Following this inspection, a detailed action plan was drawn up to address the recommendations. The school will be fully supported to implement the improvements needed by officers from the local authority's School Improvement Service and the Central South Consortium. Estyn will visit to re-inspect the school in the next academic year, to determine whether the necessary measures to effect the required improvements have been put in place.

As indicated previously, the Council's School Improvement Services are provided by the Central South Consortium. Schools are rated as either Green, Yellow, Amber or Red in respect of their standards. Hirwaun Primary School has recently been categorised as a 'Red' school, as a consequence of the outcome of its Estyn inspection, as outlined above.

The Council has commissioned its school improvement service (the Central South Consortium Joint Education Service) to ensure that strong progress is made against each recommendation in the Estyn inspection report and regular feedback is provided to the Director of Education and Inclusion Services, the Senior Challenge Adviser, the Headteacher and the chair of the governing body.

What is the basis for this proposal?

The change in language medium status to totally Welsh medium and the growth of Welsh medium places at Penderyn Community Primary School supports the Welsh Government

Cymraeg 2050: Welsh Language Strategy of one million Welsh speakers by 2050 and Rhondda Cynon Taf County Borough Council's (RCT's) Welsh in Education Strategic Plan (WESP) 2017-2020.

The Welsh in Education Strategic Plan (WESP)

All local authorities in Wales now have to produce a Welsh in Education Strategic Plan (WESP). This document indicates how the local authority intends to promote the teaching of the Welsh Language, how it intends working towards increasing the number of children taught through the medium of Welsh and how it can assist achieving the Welsh Government's target of having one million people in Wales speaking Welsh by 2050. The WESP for RCT can be viewed and downloaded from the Council website via <https://www.rctcbc.gov.uk/EN/Council/WelshServices/Relateddocs/WelshinEducationStrategicPlan201720.pdf>.

Included among the list of actions and outcomes that the Council will undertake to help achieve the targets set out in the WESP by increasing the number of seven year-old children being taught through the medium of Welsh are the following:

- New and improved school buildings with appropriate capacity levels to fully meet forecasted demand for Welsh medium provision in their catchment areas;
- Consideration of making dual language Primary schools into full Welsh medium schools

This proposal, to change Penderyn Community Primary School from a dual language school to a totally Welsh medium school and in doing so to also increase the number of Welsh medium primary school places will work towards the achievement of these targets in this area of the County Borough.

What is the educational case for changing the language medium of Penderyn Community Primary School and increasing pupil capacity at Hirwaun Primary School?

School organisational change should point to the educational benefits that any change will offer, particularly in relation to overall improvements in standards, but also in terms of the social and emotional development of children, which would usually impact beneficially on their overall achievement and outcomes.

It is the Council's view that changing the language medium of Penderyn Community Primary School from dual language to Welsh medium and constructing a new school building with a larger pupil capacity for the communities of Hirwaun and Penderyn to replace the current Hirwaun Primary School will improve educational outcomes and provision.

A larger, new, purpose built English medium primary school at Hirwaun could offer:

- Greater flexibility and opportunity for pupils due to an extended, more enhanced educational environment in which to learn and grow;

- Potential for financial savings in terms of services, which accrue to a larger school which can be reinvested for the benefit of all pupils;
- The future capital investment benefits that would arise from the construction of a modern, state of the art purpose built school that meets all the required standards of a 21st Century learning environment;
- More opportunities for the teaching and support staff which are provided by a larger school;
- Pupils being taught, in the main, with their year group. All classes in the Penderyn English medium stream are currently mixed year groups.

A completely Welsh medium primary school at Penderyn could:

- Provide total immersion in the Welsh language for all pupils at the school;
- Enable total immersion in the Welsh language to be offered to a larger number of pupils from the youngest possible age;
- Offer more opportunities for the teaching and support staff which could be provided by a larger wholly Welsh medium school;
- Create a critical mass of Welsh-medium learners;
- Enable the development of increased Welsh-medium provision at secondary level;
- Provide more opportunity for pupils to take part in extra-curricular activities through the medium of Welsh;
- Improve recruitment and retention of staff

What will this proposal mean for the schools' pupils?

In making the proposed changes, in addition to the points above, there are several further perceived benefits that can be realised:

- There will be more competition for pupils in and outside the classroom in a larger school at Hirwaun which is what children require if they are to achieve good educational outcomes;
- Being part of a larger school creates opportunity to engage in a wider range of curricular and extra-curricular activities;
- A larger team of staff at Hirwaun Primary School to share expertise and experience;
- More pupils being taught in a new, state of the art, purpose built school buildings, which will be fit for the purpose of providing education in the 21st Century.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;

6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

We consider that this proposal benefits the children in these communities in accordance with the seven core aims set out above.

Catchment changes

Penderyn Community Primary School

Pupils living in Hirwaun who require Welsh medium education will still attend Penderyn Community Primary School (subject to parental preference).

The Welsh medium catchment area of Penderyn Community Primary School will also be extended to encompass the communities of Trenant and Penywaun (which are currently in the catchment area of Ysgol Gynradd Gymraeg Aberdar).

These adjustments are being made to the catchment area to match the demand for Welsh medium places with the available supply across the Welsh medium primary school sector in this part of the County Borough. Additional demand for places is also being driven by housing development in this part of the County Borough.

In the case of oversubscription at any school, published admissions criteria are applied to all applications received for places, to determine which pupils are successful in obtaining the places available. These criteria, which are outlined in our school admission policy booklet entitled 'Starting School' and listed in priority order are:

- Category 1 – 'Looked after' children (children in public care) and previously 'looked after' children.
- Category 2 – Children whose home is inside the school's catchment area and have an older sibling attending the school from the same address, who will continue to attend that school on the expected date of admission of the younger child.
- Category 3 – Children whose home is inside the school's catchment area who do not have an older sibling attending the school.
- Category 4 – Children whose home is outside the school's catchment area and have an older sibling attending the school from the same address, who will continue to attend that school on the expected date of admission of the younger child.
- Category 5 – Children whose home is outside the school's catchment area who do not have an older sibling attending the school.

The term 'home' in the categories above refers to the actual location of the residential dwelling in which the child lives.

Children will be admitted up to the published Admission Number in the order of priority as outlined above. If within any one of the priority categories listed all of the applicants cannot be offered a place, preference will be given to children living nearest to the school. Distance will be measured using the shortest, safe walking route between the home address and the nearest open school gate. In areas where no safe walking route has been identified, the

shortest driving route between the home address and the nearest open school gate will be used. This distance will be measured using the Mapinfo System only, measurements calculated by any other system will not be considered. The home address in instances where parents have shared responsibility for children, will be the address to which Child Benefit is paid.

For the purpose of applying admissions criteria, any child **living in the areas to be transferred from the Ysgol Gynradd Gymraeg Aberdar (YGG Aberdar) catchment area**, as detailed on the map enclosed in this document and who has an older sibling still attending YGG Aberdar **in September 2020** will have their application considered as if they still resided in the YGG Aberdar catchment area, i.e. their application will fall in to Category 2 of the aforementioned criteria and not Category 4. This protection will continue until all older siblings have left the school. This will only cover siblings attending Reception to Year 6 in September 2020, any attending the Nursery class will not be eligible (as this is non-statutory education).

Hirwaun Primary School

The catchment area of the new Hirwaun Primary School will extend to incorporate the current catchment area of the English medium stream of Penderyn Community Primary School. Any pupils attending the English medium stream of Penderyn Community Primary School will simply transfer to the new school building in Hirwaun when it opens in September 2020 (subject to parental preference). They will not need to complete admission applications unless they are applying for Nursery or Reception places.

Transport policy

There is a statutory duty placed upon the local authority (LA) to provide learners with free transport to their nearest suitable school if they reside beyond safe “walking distance” to that school. The term suitable school applies to the catchment area English, Welsh or dual language mainstream school or special school/class as appropriate. The law relating to safe “walking distance” is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

Rhondda Cynon Taf County Borough Council has exercised the discretionary powers afforded to it under the provisions of the Learner Travel (Wales) Measure 2008 to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure;
- Free transport to their nearest suitable school, where places are available, is provided to children who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday) as required by the Measure.

- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles as required by the Measure.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education as required by the Measure. This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.
- The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.

Pupils living in the communities of Trenant and Penywaun whose home addresses will be within the extended Penderyn Community Primary School catchment area will receive free transport to Penderyn Primary School for Welsh medium education as they reside more than 1½ miles safe "walking distance" from their nearest suitable school.

In catchment pupils (resident in the village of Penderyn and Rhondda Cynon Taf) attending the English medium stream of Penderyn Community Primary School will receive free transport to the new Hirwaun Primary School building as the walking route is deemed to be 'unavailable'. This provision will not be available to any English Medium pupils who currently attend Penderyn but do not reside in the designated catchment area, as they are attending this school as a result of parental preference.

What is the likely impact of the proposal on the staff of the schools?

It is our intention to recommend to the governing body of Hirwaun Primary School that they ringfence any additional positions they need to appoint as a result of increased pupil numbers, below senior leadership level, to the existing staff currently employed in the English medium stream of Penderyn Community Primary School in the first instance. This process means that the Penderyn Community Primary School staff will be given the first opportunity to apply for additional posts in the extended Hirwaun Primary School prior to any being advertised externally. If they are successful, they will then simply transfer to the new school when it opens. The Council has well established Human Resource policies and procedures that give reassurance to staff and employers about the management of organisational change.

The creation of a larger primary school at Hirwaun and the provision of additional Welsh medium pupil places at Penderyn Community Primary School would provide staff with the opportunity to specialise in specific areas of the curriculum. Larger schools with more staff allows for such specialism with the ability to share workload more effectively and therefore gives staff more opportunities to progress their careers.

What will be the likely impact of the proposal on the communities of Penderyn and Hirwaun?

Part of the Hirwaun electoral ward is within a Communities for Work area and is also a Flying Start Area.

A community impact assessment, equality impact assessment and Welsh-medium impact assessment have been completed for this proposal. These will be updated after the consultation has been completed to ensure that they include pertinent issues that have arisen and need to be taken into account. The community impact assessment and equality impact assessment will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal. A copy of the community impact assessment, equality impact assessment and Welsh-medium impact assessment are available from the contact details at the start of this document and are also available on the Council website, using the web link provided on page 5. It is considered that the overall impact on the local communities of these proposals, with improved and extended school facilities will be a positive, beneficial one.

What are the financial implications of the proposal?

As this proposal involves the change of language medium status of Penderyn Community Primary School to Welsh medium and the construction of a new, larger English medium building at Hirwaun, there will only be minor financial savings – these are associated with the change of Penderyn Community Primary School from dual language to solely Welsh medium school; plus there is potential for future financial savings largely relating to economies of scale achievable by the provision of services in a larger school.

The capital costs of the new Hirwaun Primary School building will be funded as part of Rhondda Cynon Taf Council and Welsh Government's 21st Century Schools Programme. The estimated cost of the new building is £10.4m which will be funded from the 21st Century Schools and Education Programme, 50% of which will be funded by the Welsh Government and 50% from the Council.

What are the disadvantages of this proposal?

Some parents and pupils may feel that a smaller English medium stream is better for pupils rather than one larger school – in other words there could be a view that smaller schools may be more personal and less daunting, particularly for new entrants. Hirwaun Primary School will be larger, but will be able to offer many advantages over the smaller English medium stream in the dual language school, for example, fewer mixed year groups; and more opportunities to engage in a wider range of curricular and extra-curricular activities as afforded by a larger school.

Some pupils may have further to travel to school, however, as set out at pages 15 and 16, the Council's policy regarding home to school transport provision will apply to both schools whereby pupils of compulsory school age attending primary school who live 1½ miles or further safe "walking distance" from their nearest suitable school will be provided with free home to school transport.

Pupils living in the communities of Trenant and Penywaun whose home addresses will be within the amended Penderyn Community Primary School catchment area will receive free transport to Penderyn Primary School for Welsh medium education as they reside more than 1½ miles safe “walking distance” from their nearest suitable school.

In catchment pupils attending the English medium stream of Penderyn Community Primary School will receive free transport to the new Hirwaun Primary School building as the walking route is deemed to be ‘unavailable’.

The Council considers that the educational advantages of the proposal outweigh the short-term impact of the changes for pupils and parents.

What alternative options have been considered?

The current position is that we have a relatively new dual language school at Penderyn with a continually decreasing English medium stream which is becoming unviable, with difficulties in recruiting and retaining high quality staff, and an English medium primary school at Hirwaun which is in a very poor condition. There is demand for Welsh medium education in the wider Aberdare area, further driven by additional housing developments - planning consent has recently been granted for 93 properties immediately adjacent to Ysgol Gyfun Rhydywaun (Pentwyn Cynon Farm). The opportunity exists to create a purely Welsh medium primary school which, along with associated catchment changes would cater for this demand. There would also be other associated benefits for some pupils, including total immersion in the Welsh language. The construction of a new, larger replacement school building for Hirwaun could comfortably accommodate demand for English medium places and would provide pupils with 21st century schools education facilities. This is therefore the preferred option.

Further, Hirwaun village has been identified as one of the key settlements in the Council’s Local Development Plan 2011-2021 and land to the south of Hirwaun (former Tower Colliery site) has been identified as a strategic site for development, thus, the demand for school places (English and Welsh medium) in this immediate area is likely to grow further in the future.

The only other feasible option considered by the Council was for Penderyn Community Primary School to remain as a dual language school and poor condition accommodation at Hirwaun Primary School to be demolished and simply replaced ‘like for like’, i.e. maintain the status quo in respect of education provision. This option would not address the Welsh medium demand in the area, or provide the benefits associated with a purely Welsh medium school and the issues associated with a continually decreasing English medium stream. In addition, this option would not change the current position of the two schools at all and projections are that the pupil numbers in the English medium stream at Penderyn Community Primary School will continue to fall. It would also not deliver one of the key aims outlined in our WESP to increase the number of places available to learners wishing to be educated in Welsh by making our dual language schools in to full Welsh Medium provision.

Governance

As this proposal does not involve the creation of any new school provisions, the current governing bodies of the schools will remain in place and their membership will not change. There will be opportunities in the future for other parents and community members to apply for positions on the governing bodies as and when posts become vacant.

The new proposed school building

It is being proposed that a new school building for Hirwaun Primary School will be constructed on the site of the current Hirwaun Primary School. The school will be a replacement for the existing school building and will cater for children aged between 3 and 11 years of age requiring English-medium education. It will have a proposed admissions number of 55 pupils per year group, and an overall pupil capacity of 390 (plus nursery). In addition it will have 60 nursery places available; there will however be flexibility to increase the number of nursery places, if there is evidenced demand, by utilising spare capacity that will exist within the building. The accommodation will consist of a nursery, 13 general teaching areas and ancillary accommodation that will be appropriate for the numbers of pupils, including a multi-purpose hall, kitchen, offices, resource areas, rooms for use by the local community and of course toilet provision. The new building will be accessible and fully compliant with the Equality Act 2010. Admissions to the school will be administered by the local authority and all pupils currently attending the English medium stream at Penderyn Community Primary School will automatically transfer to the new Hirwaun Primary School building school when it is completed (subject to parental preference).

Any risks that may be associated with these proposals, such as construction delays will be mitigated by the detailed and thorough project management arrangements that will be put in place.

Penderyn Community Primary School will be able to offer Welsh medium provision to 231 pupils (plus nursery), with an admission number of 33 pupils per year group. Admissions to the school will be administered by the local authority.

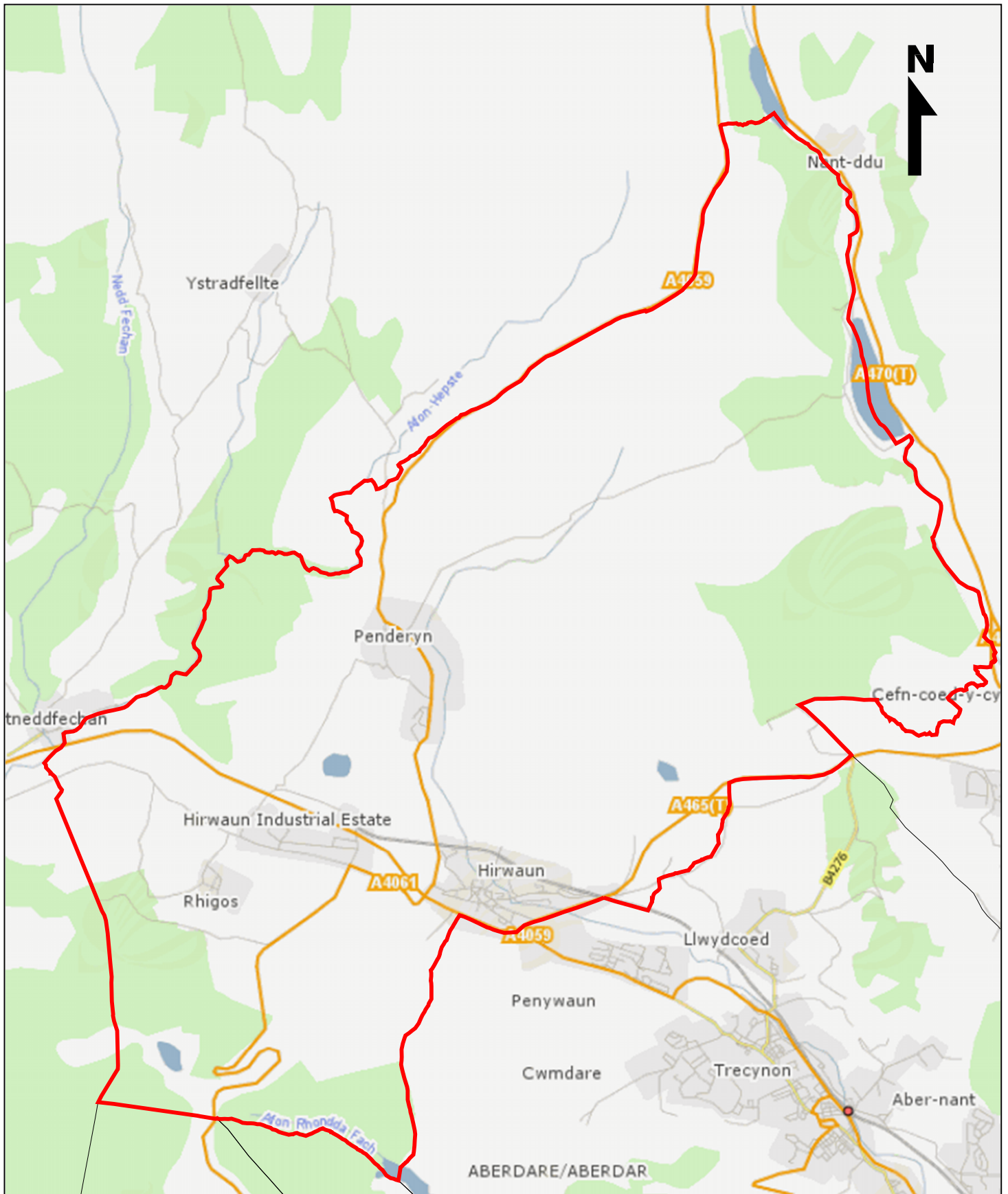
What is the statutory process?

The Code on School Organisation (“The Code”) is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. The Code came into force on 1 October 2013 and applies in respect of all school proposals published by way of a statutory notice after that date. The current Code is due to be revised on 1st November 2018 and the process we will undertake will follow the guidance contained within this updated document. Proposals to make any regulated alterations to schools have to follow the following process:

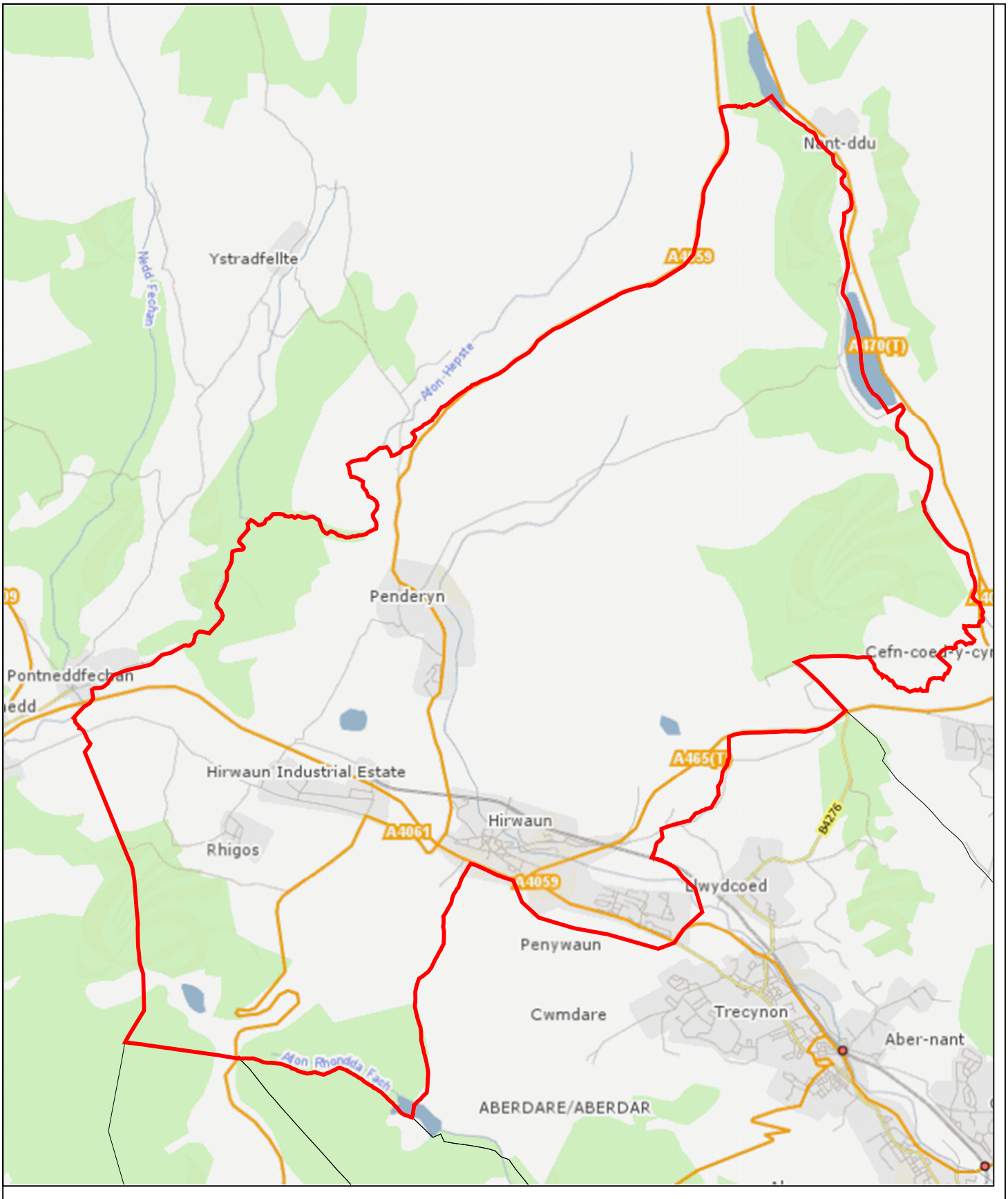
1. The Council’s Cabinet considers the Code and authorises a consultation on the changes to the schools;
2. At the start of the consultation period the Council **must** provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these days being school days. If the Council considers it appropriate meetings are held with stakeholders during the consultation period;

3. Consultation comments are collated and summarised by the Council. This summary together with the Council's officers own responses is published in a consultation report within 13 weeks of the end of the consultation period and presented to the Council's Cabinet for consideration;
4. The Council's Cabinet decide whether to proceed with the changes within 26 weeks of the end of the consultation period. If the decision is to proceed, Step 5 is taken. If a new option emerges during the consultation which the Council's Cabinet wish to consider, then Steps 1-3 are repeated;
5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Council **must** publish an objection report providing a summary of the objections and their responses to them before the end of 7 days beginning with the day of the local authority's determination as to whether to proceed with the proposals;
7. The Council's Cabinet must decide to issue its decision on the proposals within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

The existing Penderyn Primary Welsh Medium catchment area



The proposed Penderyn Welsh Medium catchment area



Consultation Response Pro-forma

In order to comply with its legal duty under the School Standards and Organisation (Wales) Act 2013 and help the Council reach a decision on the proposal below, it would be very helpful if you could answer the following questions. Please note, any personal information given by you will not be shared and only used to provide you with feedback, should you request it. Any comments that could identify you will be anonymised in the consultation report produced. Completed questionnaires should be returned to:

*Director of Education and Inclusion Services
21st Century Schools Team
Ty Trevithick
Abercynon
CF45 4UQ
or by fax to 01443 744224, or e-mail schoolplanning@rctcbc.gov.uk*

The proposal

The proposal is to change the language medium status of Penderyn Community Primary School from dual language to Welsh medium and extend its catchment area; and to increase the pupil capacity of Hirwaun Primary School, in a new, purpose built school building. It is proposed that the changes will take effect from 1st September 2020.

1. Do you agree with the proposal? Yes No Not sure

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (eg parent of a pupil at named school, governor at named school, member of the community etc.)

4. Name (optional)

5. Please provide contact details if you wish to be notified of publication of the consultation report

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 31st December 2018.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here:

www.rctcbc.gov.uk/serviceprivacynotice

and the Council's **data protection** pages here:

www.rctcbc.gov.uk/dataprotection.

DRAFT



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

PROPOSALS TO ESTABLISH PRIMARY EDUCATION PROVISION FOR THE LLANILID HOUSING DEVELOPMENT

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION, COUNCILLOR J ROSSER.

Authors: Andrea Richards, Head of 21st Century Schools and Julie Hadley, School Organisation Manager.

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to seek Members approval to begin the relevant and required statutory consultation for the proposal to establish new Primary education provision to serve the new housing development at Llanilid, Llanharan. This will be achieved, in the first instance, by treating the new building that will be provided by the housing developers as an extension to the dual-language provision at the existing Dolau Primary School.

2. RECOMMENDATIONS

- 2.1 It is recommended that Members note the information contained within this report;
- 2.2 Give formal approval to commence consultation on the specific proposal to establish new Primary education provision to serve the new housing development at Llanilid, Llanharan.

3 REASONS FOR RECOMMENDATIONS

- 3.1 To progress the proposals in accordance with the process outlined in Welsh Government legislative guidance (the School Organisation Code).

4. BACKGROUND

- 4.1 Outline planning consent for the construction of up to 1,850 homes at the former Llanillid Opencast Site, Llanharan, was granted by the Council's Development Control Committee in January 2016, following over six years of discussion and consideration of the proposals between Council officers and agents representing the landowners. The delay in applying for and granting planning consent was mainly due to the complex nature and large scale of the proposals, and the fact that the original agents responsible for the planning application went in to administration.
- 4.2 As part of the planning process, the Council will collect a Community Infrastructure Levy (CIL) on each dwelling constructed, which will be utilised to provide the essential infrastructure that is required to support a housing development of this size. It has already been agreed that a new Primary school, of 540 places in total (including Nursery provision) will form part of the essential infrastructure. The housing developers have requested that they be allowed to construct the school building and hand it over to the Council at an agreed point in time; the Council has agreed to this request. A further planning application for full permission to commence the first phase of house construction has been received and is due to be considered by the Council's Planning and Development Committee in September 2018; if permission is granted, house construction will commence before the end of the year.
- 4.3 The Council currently maintains, within close proximity of the development site, an established dual language school, namely Dolau Primary School. This school offers education provision in either Welsh Medium or English Medium, subject to parental preference. Our proposal in respect of the establishment of new Primary education for the adjacent Llanilid development is to open the new school building as an extension to Dolau Primary in the first instance.
- 4.4 When establishing a new school, the first part of the process is to appoint a temporary governing body, who are then responsible for appointing a new Headteacher for the new school. The next stage of the process is for the Headteacher and temporary governing body to agree an outline staffing structure for the new school and once approved, to make the necessary appointments to the posts agreed on this structure.
- 4.5 In order to agree a staffing structure, the governors must firstly be provided with a draft budget for the new school, of which 80% is provided based on the estimated number of pupils that will attend the new school when it opens. This work is usually undertaken during the

year preceding the school opening. Estimating the number of children who may attend a brand new school that is being constructed to serve housing development, that is still in its relatively early stages of construction is extremely difficult, which makes this essential preparatory work problematic to say the least.

- 4.6 Dolau Primary School is a successful, high performing school, as evidenced by the data and other information included within the consultation document for this proposal, which is attached as Appendix 1. The last Estyn inspection of the school, undertaken in July 2015 made the following statement in respect of the standards of leadership and management of the school 'Members of the senior management team contribute effectively to the school's shared vision, and work successfully together. The headteacher has established a robust three-tiered management and leadership structure. This provides inexperienced leaders with worthwhile opportunities to lead curriculum based initiatives when senior members of staff receive promotion to other posts in different schools. This very well-organised leadership framework develops future leaders successfully'.
- 4.7 It is considered, therefore, that to open a new school provision for Llanilid, as an extension of Dolau Primary School, in the first instance, rather than establishing a brand new school, is in the best interests of the pupils who will attend and the staff who will work there. The existing leadership team of Dolau, recognised by Estyn as being extremely successful will be able to establish the new provision to the same high standards currently achieved at this school. It will also remove the need to appoint a new Headteacher and the uncertainty connected with creating a staffing structure with unknown pupil numbers; as the school grows in size more staff will be appointed to cater for the increasing numbers of pupils who will attend as more houses are constructed and occupied. The Headteacher will be able to utilise the new school accommodation and transfer some of the existing classes of Dolau to the new building, as he sees fit.
- 4.8 The Council will undertake appropriate traffic impact assessments to improve the 'Safe Routes' in the community which will involve additional on- site drop off areas for parents to improve traffic and road safety management in and around the curtilage of the new building and the existing school. A safe access pathway to link the two buildings will also be created. The Council will also work with parents and the community to promote and encourage sustainable travel such as promoting walking and cycling to reduce the impact of traffic around the school at key times of the day.
- 4.9 Dolau Primary School will continue to offer dual language provision, which will give parents the freedom to choose which language

medium they wish for their child to be educated in, either English, or Welsh.

- 4.10 The Llanilid housing development is expected to yield a total of 1,850 housing units; when all are constructed it is expected that the total available capacity of the new school building and that of the existing Dolau Primary building will be utilised. It is also likely that further housing development, possibly of over 3,000 units may be constructed in this part of the County Borough in future years. This number of houses will require the construction of more education facilities, both for Primary and Secondary aged pupils, to serve the growing community. There will therefore be a need for further reorganisation of education provision in the future, which will include the consideration of establishing the new school building at Llanilid as a separate school in its own right; the language medium of this school will also need to be determined at this point in time.

5 EQUALITY AND DIVERSITY IMPLICATIONS

- 5.1 Welsh Language, Equality and Community Impact Assessments are being prepared in respect of this proposal and will be published on the Council's website together with the consultation document that outlines the proposal in detail. Copies of these documents will be prepared in readiness for the commencement of the consultation process and will be published as outlined above.

6 CONSULTATION

- 6.1 The consultation process in respect of this proposal will be undertaken under the arrangements outlined in the Welsh Government's School Organisation Code. These arrangements stipulate that consultation must be undertaken when the proposals are at a formative stage and that consultation documents must be prepared and circulated to prescribed consultees, as well as being published on the Council website.
- 6.2 A consultation document for the proposal outlined in this report is attached as Appendix 1; the proposed consultation period for the proposal, if it is agreed to progress this matter will run from 1st October to 31st December 2018. Details of meetings that will be organised will be added to the document once they have been confirmed.

7. THE STATUTORY PROCESS

- 7.1 The process for making a regulated alteration to a school is set out in the Welsh Government statutory code document 006/2013 – the School Organisation Code. The Code sets out the policy context and general principles for reviewing the supply of school places and sets

out the factors that need to be taken into account by those bringing forward proposals. It also outlines the format of the consultation process and identifies the key stakeholders that must be consulted.

7.2 The Welsh Government has recently conducted consultation on revisions to the above Code and it is expected that a new statutory document will be put in place by 1st November 2018. The attached consultation document and the consultation process will therefore be conducted in accordance with the provisions of this revised Code.

7.3 The initial consultation on the proposal outlined in this report will involve all key stakeholders as outlined in the revised Code. This consultation will take place over a 12-week period (not including school holidays) and the proposed timetable for the whole process is as follows:

- Consultation period 1st October 2018 – 31st December 2018
- Report back to Cabinet on outcome of consultation – January 2019
- Statutory Notice published (if approved by Cabinet) for a 28 day period – February 2019
- Report back to Cabinet on outcome of statutory notice period and details of objections received, with appropriate recommendations – March 2019.

7.4 The School Organisation Code now makes provision for local authorities to determine their own statutory proposals; under the former arrangements, if just one objection was received following publication of the statutory notice, the proposals had to be forwarded to the Welsh Ministers, who would make the final decision as to whether the proposal could be implemented or not. This only now occurs when specific circumstances exist, e.g. if the proposal involves the removal of 6th form provision from a school. This specific proposal will therefore be determined by the Council's Cabinet at the conclusion of the consultation process outlined in the timetable above.

8. FINANCIAL IMPLICATIONS

8.1 The capital cost of constructing the new school will be met by the housing developers (Persimmon Homes) as part of their Community Infrastructure Levy (CIL) responsibilities. It has already been agreed that the developers will construct the new school building, to a design specification and accommodation schedule agreed by the Council; on completion, the developers will hand the building over to the Council.

9 LINKS TO THE COUNCIL'S CORPORATE PLAN / OTHER CORPORATE PRIORITIES AND THE WELL BEING OF FUTURE GENERATIONS ACT

- 9.1 The Council's Corporate Plan commits to "Continue to invest in improving school buildings, to ensure the County Borough's pupils have the learning environment fit for the 21st Century." The proposals considered in the report have taken into account the seven well-being goals and the five ways of working.

10 CONCLUSION

- 10.1 Members are asked to consider the attached consultation document, to agree to its publication and to give officers approval to commence the required statutory consultation process to progress this proposal.

Other Information:-

Relevant Scrutiny Committee: Children and Young People

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION & LIFELONG LEARNING, COUNCILLOR J ROSSER.

Item:

PROPOSALS TO ESTABLISH PRIMARY EDUCATION PROVISION FOR THE LLANILID HOUSING DEVELOPMENT

Background Papers

The background papers included as appendices to the report are:

- **Consultation Document**
(various Impact Assessments are being prepared and will be completed prior to consultation commencing)

Contact Officer

**Julie Hadley, School Organisation Manager
01443 744227**

This page is intentionally left blank



RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

**CONSULTATION ON A PROPOSAL TO ESTABLISH
NEW PRIMARY SCHOOL PROVISION FOR THE
LLANILID HOUSING DEVELOPMENT, BY EXTENDING
THE PROVISION OF DOLAU PRIMARY SCHOOL**

Table of Contents

Introduction to the Proposal	3
Who will we consult with?	4
What will the consultation process entail?	4
What do you need to consider?	5
How do you make your views known?	5
Background to the Proposal	7
The new proposed school provision for the Llanilid development.....	7
Information on Dolau Primary School	10
Governance, Staffing and Admission Arrangements	12
Financial details	13
The Welsh in Education Strategic Plan (WESP).....	13
The statutory process	14
Site Plan for the Llanilid development.....	15
Consultation Response proforma	16

Introduction to the Proposal

Rhondda Cynon Taf County Borough Council wishes to seek the views of a wide range of stakeholders on a proposal to establish new Primary Education provision to serve the new housing development at Llanilid, Llanharan.

Outline planning consent for the construction of up to 1,850 homes at the former Llanilid Opencast Site, Llanharan, was granted by the Council's Development Control Committee in January 2016, following over six years of discussion and consideration of the proposals between Council officers and agents representing the landowners. The delay in applying for and granting planning consent was mainly due to the complex nature and large scale of the proposals, and the fact that the original agents responsible for the planning application went in to administration.

As part of the planning process, the Council will collect a Community Infrastructure Levy (CIL) on each dwelling constructed, which will be utilised to provide the essential infrastructure that is required to support a housing development of this size. It has already been agreed that a new Primary school building, of 540 places in total (including Nursery provision) will form part of the essential infrastructure. The housing developers have requested that they be allowed to construct the school building and hand it over to the Council at an agreed point in time, as 'part payment' of their CIL obligation; the Council has accepted and agreed to this request. A further planning application for full permission to commence the first phase of house construction has been received and is due to be considered by our Planning and Development Committee in September 2018; if permission is granted, house construction will commence before the end of the year.

The Council has undertaken a full assessment of the potential impact of this large development on existing school provision in this area and has also calculated the numbers of children that are likely to reside on this development. This calculation is outlined and explained in a document entitled 'Supplementary Planning Guidance', which is available to view and download from the Council website at www.rctcbc.gov.uk. The relevant section of this document is 'Planning Obligations'.

To ensure that the demand for school places can be met in future years, through the preferred language medium of the parents' choice, it is proposed that the new school building be established, in the first instance, as an **extension to the dual language school provision of Dolau Primary School**. As part of the Welsh Government initiative to increase the number of people in Wales who can speak the Welsh Language to at least 1 million by 2050, the Council is aiming to increase capacity in the Welsh Language school sector, to encourage more parents to choose this medium of education for their children. Dolau offers provision in both languages, with parents given the freedom to choose which language they wish for their child to be educated in.

The developers are proposing to construct the new school building in a single phase, so when it opens in 2021 it will initially have considerable surplus capacity. This capacity will be filled as and when the new homes are constructed and become occupied, but in order

to avoid the unacceptable scenario of a new school opening with very few pupils on day 1, we have instead decided to treat the new building as an extension to an already well established school in the first instance. Dolau Primary is a very successful school, as is evidenced by the data and information provided in this document and is located a very short distance (approx. 400m) from the site of the new building. Having the new school provision as an extension to this successful school, rather than as a separate entity will allow the senior leadership and governors of Dolau to work with the Council to establish new school provision under their expert guidance. This will also remove the need to appoint a new Headteacher and produce a staffing structure for a new school, which could open with very few pupils in attendance. The Headteacher of Dolau will be able to utilise the new building to accommodate classes between the two buildings as he sees fit, to make the best use of all available resources. The school will then 'grow' as more houses are constructed.

The construction of 1,850 dwellings is considered to be the first phase of what is likely to be a much larger development in forthcoming years. There is sufficient land available in this area to be able to construct a further 3000+ homes and should this be realised, there will be a need to consider the establishment of further education provision, both in the Primary and Secondary school sectors, to serve this expanding community. The new school building will form part of the education provision that will serve this wider area and by this time, its provision will be firmly established under the management and guidance of Dolau Primary School. At this point in time, the Council will make an assessment of the requirements and demand for school places, including the likely language medium choices being expressed by parents, and will consider establishing the Llanilid primary school building as a new school in its own right.

Who will we consult with?

We are seeking the views of the following stakeholders:

- The governing body of Dolau Primary School
- Pupils of Dolau Primary School
- Parents, carers, and staff members of Dolau Primary School
- The governors, pupils, parents, carers and staff members of Ysgol Llanhari and Y Pant Comprehensive School
- Other governing bodies of neighbouring primary schools, including those in adjacent local authority areas
- The governing body of Pencoed Comprehensive School
- The Church in Wales and Roman Catholic Diocesan Authorities
- Members of Parliament for the Rhondda Cynon Taf constituencies
- Estyn
- Teaching and staff trade unions
- Central South Education Consortium
- South East Wales Transport Association
- South Wales Police and Crime Commissioner
- Cwm Taf Local Health Board
- The Early Years and Childcare Partnership
- Llanharan Community Council
- Llanharry Community Council
- The Welsh Language

- Welsh Minister for Education & Skills
- Assembly Members for the Rhondda Cynon Taf constituencies and regional Assembly Members for the area
- Commissioner
- Menter Iaith
- Mudiad Meithrin
- Neighbouring local authorities

What will the consultation process entail?

The consultation will start on the 1st October 2018 and will be completed at 5pm on 31st December 2018. The feedback from the consultation will be collated and summarised, and a report presented to the Council's Cabinet in January 2019. This consultation report will be available for all persons to view on the Council's internet site and copies can be obtained on request from the addresses detailed on Page 6 of this document.

The Council's Cabinet will consider the report and will decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal.

If the Cabinet decides to proceed with the proposal a statutory notice is published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 requires 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 or by email, and sent to the Council within 28 days of the date on which the proposal was published.

The Council's Cabinet will consider the outcome of the statutory notice at the next available Cabinet meeting and determine whether to implement the proposal.

If there are objections, the Council's Director of Education will publish an objection report providing a summary of the objections and her response to them within 7 days of the day of the determination of the proposal. This report will also be available for all persons to view on the Council's internet site and copies can be obtained on request from the addresses detailed on Page 6 of this document.

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal the implementation date is **1st September 2021** for the extended school provision at Dolau Primary School. This date is dependent on progress made by the housing developer and may be subject to change therefore.

What do you have to consider?

The remainder of the consultation document sets out the rationale for the extension of dual language Primary school provision at Dolau Primary. We would like you to consider

the information contained within this document and to hear your views as to whether or not you support the proposals as described.

How do you make your views known?

Consultation events will be held and you are welcome to attend the appropriate meeting.

School Affected	Group	Time/Date	Venue
Dolau Primary School	Governing Body and Staff Meeting	Thursday, 18 th October 2018, 3.30 – 4.15pm	Dolau Primary School
Dolau Primary School	School Council	Thursday, 18 th October 2018, 2pm	Dolau Primary School
Members of the local community	Parents and public drop in session and exhibition	Thursday, 18 th October 2018, 4.30 – 6pm	Dolau Primary School

A consultation questionnaire is attached, it will also be available at the drop-in session detailed above and on the Council’s internet site at <http://www.rctcbc.gov.uk/EN/GetInvolved/Consultations/Schoolconsultations.aspx>

The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the Council’s Cabinet.

You are also welcome to put your views, comments and any questions you may have in writing to:

Director of Education
 21st Century Schools Team
 Ty Trevithick
 Abercynon CF45 4UQ Telephone (01443) 744227 Fax (01443) 744224

E-mail schoolplanning@rctcbc.gov.uk

All correspondence should be received **no later than 5pm Monday, 31st December 2018.**

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the statutory notice.

The new proposed school provision for the Llanilid housing development

As outlined previously, the new school provision is required to cater for known and planned housing development at the former Llanilid Opencast Site, Llanharan. The site is identified as a strategic housing site in the Rhondda Cynon Taf Local Development Plan (LDP) 2006 – 2021; a new Primary school building to serve the development is detailed in the LDP as a policy requirement for essential infrastructure necessary to support the development.

It is proposed that the new school building will accommodate up to 480 pupils, plus 60 part time Nursery places, for children aged between 3 and 11 years. It will be created and established as an extension to Dolau Primary School in the first instance, and will thus increase the total available capacity of this dual language school to 921, plus 124 part time Nursery places. The admission number will be 131 per year group and the admissions authority will be Rhondda Cynon Taf County Borough Council. The admissions policy of the LA is outlined in a document entitled 'Starting School', this document is updated annually and contains information on how to apply for a school place, and the criteria used to determine admission applications in the case of oversubscription. The current version of the document (for the academic year 2018 - 2019) can be viewed and downloaded from the Council website at:

<https://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/Applyingforaschoolplace/RelatedDocuments/1819/StartingSchool201819.pdf>.

The site of the new provision that will form the extension will be located at the top right hand sector of the development site, immediately adjacent to the site of the existing Dolau Primary School. An indicative site plan for the housing development, denoting the location of the proposed school building is included in this document for information (see page 15). The school building will comprise 16 general teaching classrooms, a large Nursery unit capable of accommodating 60 children (on a part time basis) and the general ancillary accommodation associated with a primary school, such as a multi-functional assembly hall, kitchen, staff room, offices, toilets, storage and changing rooms. The external areas will include a tarmac playground, car park, MUGA and a sports pitch that will be operated as a joint use facility with the local community. The sports facilities will also be available for use by the existing Dolau Primary School. As the two buildings are located just a short distance from each other, arrangements will be made to create an access between the two sites to ensure a safe and secure walking route between the two buildings that will comprise the extended Dolau Primary School.

The new building will be fully accessible to all and will meet all the requirements and provisions of the Equality Act 2010.

The building will be constructed by Persimmon Homes under the direction and supervision of the local authority and will be handed over to the Council on completion

of construction, which is scheduled to coincide with the construction of the 299th dwelling on the development.

The catchment schools serving the Llanilid housing development will therefore be:

English and Welsh Medium Primary – Dolau Primary School.

The catchment area of Dolau Primary School will therefore be expanded to encompass the new Llanilid housing development for both English and Welsh Medium Primary provision.

The associated Secondary schools to which pupils attending the schools overleaf would ordinarily transfer to (at Year 7), subject to parental preference and a successful application are:

Welsh Medium Secondary – Ysgol Llanhari
English Medium Secondary – Y Pant Comprehensive

Although Y Pant is designated as the catchment school for this development, there is a nearer school that offers Secondary education, namely Pencoed Comprehensive School, which is located in Bridgend County Borough. Any children resident on the Llanilid development who apply for and are successful in obtaining a place at Pencoed will receive free transportation to this school, as it is the nearest school to their home address and is in the main, outside of the two mile 'qualifying distance' operated by RCTCBC for school transport provision. The walking route to Pencoed from Llanilid is also classed as 'unavailable', so any pupils not receiving transport on distance criteria will still qualify for free transport on these grounds.

It must be noted at this point that catchment areas of all schools are subject to regular review and may be changed as part of this review process. It is a fact that there is likely to be further, extensive housing development in this part of the County Borough in future years, with further school provision being constructed as a necessary element to support this expansion. As a result of this the catchment areas will need to be reviewed regularly as development proceeds, in particular those of the Secondary schools detailed above, and changes to the associations between the Primary and Secondary schools will be inevitable should new Secondary school provision be opened in the future.

As indicated in the introduction to this document, once the housing development is well established and the pupil numbers at Dolau increase to fill the spare capacity that will be created by the new building, consideration will be given to making the new building a separate school in its own right. The language medium of the new school will also be determined at this point in time.

There is a statutory duty placed upon the local authority (LA) to provide learners with free transport to their nearest suitable school if they reside beyond safe "walking distance" to that school. The term suitable school applies to the catchment area English, Welsh or dual language mainstream school or special school/class as appropriate. The law relating to safe "walking distance" is defined as two miles for learners of compulsory

school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

Rhondda Cynon Taf County Borough Council has exercised the discretionary powers afforded to it under the provisions of the Learner Travel (Wales) Measure 2008 to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure;
- Free transport to their nearest suitable school, where places are available, is provided to children who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday) as required by the Measure.
- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles as required by the Measure.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education as required by the Measure. This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.
- The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

We consider that this proposal will benefit the children who will attend the new school, and those who will continue to attend Dolau Primary School in accordance with the seven core aims set out above.

Information on Dolau Primary School

Dolau Primary School is a dual language Community Primary School situated at Bridgend Road, Llanharan. The school site comprises a traditional style building, constructed in 1928 (which has Grade II listed building status) and a modern classroom block and hall extension added in 2009. Based on the results of the Welsh Government commissioned building survey of all schools Dolau Primary is graded a B for condition and a B for suitability, where A is the highest and D is the lowest performing building respectively. The current figure for the maintenance work that would be desirable to undertake at this school is £414,000.

The pupil numbers at Dolau Primary over the past four years are shown below and are obtained from the statutory pupil level annual school census (PLASC) which must be undertaken in January each year. All data is split between the respective English (E) and Welsh (W) departments of the school:

School	Age Range	School Capacity (whole school)	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Dolau Primary (W)	3 - 11	441	188	182	177	176	182
Dolau Primary (E)	3 - 11	441	198	224	235	231	243

Nursery numbers (total numbers of pupils attending)

School	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Dolau Primary (W)	23	20	24	26	16
Dolau Primary (E)	43	42	38	38	46

Five year forecasts for the school:

School	School capacity (excluding nursery)	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Dolau Primary (W)	441	163	157	148	146	141
Dolau Primary (E)	441	250	265	262	256	248

Primary School Standards

The tables below set out the performance of the two departments of Dolau Primary School for the key measures of educational performance over the past three years and compare the school to similar schools across Wales based on the numbers of pupils in receipt of free school meals:

Subjects	Foundation Phase Outcomes					
	2015 %		2016 %		2017 %	
	Dolau Primary (W)	Dolau Primary (E)	Dolau Primary (W)	Dolau Primary (E)	Dolau Primary (W)	Dolau Primary (E)
Foundation Phase Indicator	97 (1)	93.1 (2)	96.4 (1)	94.3 (2)	95.2 (2)	92.3 (3)
Personal and social development wellbeing and cultural diversity	100 (1)	96.6 (3)	100 (1)	100 (1)	100 (1)	100 (1)
Language literacy and communication skills English/welsh	97 (2)	93.1 (2)	96.4 (2)	97.1 (1)	95.2 (2)	92.3 (3)
Mathematical development	97.2 (2)	93.1 (2)	96.4 (2)	94.3 (3)	95.2 (2)	92.3 (3)

The figures in brackets in the table above, compare the schools to similar schools across Wales based on free school meals. The performance is compared using benchmarked quartiles, with 1 being the highest and 4 the lowest.

Subjects	Key Stage Two Outcomes					
	2015		2016		2017	
	Dolau Primary (W)	Dolau Primary (E)	Dolau Primary (W)	Dolau Primary (E)	Dolau Primary (W)	Dolau Primary (E)
English	95.8 (2)	92.0 (3)	92.3 (3)	97.2 (2)	100 (1)	100 (1)
Welsh 1 st lang	95.8 (2)	N/A	92.3 (2)	N/A	100 (1)	N/A
Maths	100 (1)	92.0 (3)	100 (1)	94.4 (3)	100 (1)	100 (1)
Science	100 (1)	92.0 (4)	100 (1)	100 (1)	100 (1)	100 (1)
Core Subject Indicator (CSI)	95.8 (2)	92.0 (3)	92.3 (3)	94.4 (2)	100 (1)	100 (1)

The figures in brackets in the table above, compare the schools to similar schools across Wales based on free school meals. The performance is compared using benchmarked quartiles, with 1 being the highest and 4 the lowest.

The attendance of the pupils of the school over the past three years is set out overleaf, please note that this data is for the whole school:

Percentage of half-day sessions attended by pupils of statutory school age during the academic year						
School	2015	2015 Benchmark Quartile	2016	2016 Benchmark Quartile	2017	2017 Benchmark Quartile
Dolau Primary	95.5	2	95.1	3	95.6	2

Dolau Primary School was last inspected by Estyn in July 2015. The school's current performance was deemed to be good, and its prospects for improvement also good.

Estyn also set out that, in order to build upon the progress made to date, the school should:

- Provide more opportunities for pupils to develop their numeracy skills across the curriculum, especially in key stage 2
- Ensure consistency in marking so that pupils have a better understanding of what they need to do to improve their work

The Council's School Improvement Services are provided by the Central South Consortium, a regional school improvement services for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. Schools are rated as either Green, Yellow, Amber or Red in respect of their standards. The Consortium categorises the performance of each school in the region and considers that:

Dolau Primary School has been categorised as a 'Green' school, the highest level it can achieve. This rating means that the school has a track record of sustaining a high level of learner outcomes, it demonstrates resilience at all levels and is challenged to move forward towards, or sustaining excellence.

Future Forecasts for the extended Dolau Primary School

It is intended that this proposal be implemented in September 2021. The housing developer has advised us of the number of housing units that are likely to be completed each year from 2019 onwards. We have therefore recalculated our future forecasts from 2021 to 2023 (the end of our current forecasting period), for Dolau Primary with the new building as an extension to its provision, to include the impact of housing development as follows:

School	2021	2022	2023
Dolau Primary	534	566	596

The housing construction works will be on going until the full planned complement of 1,850 houses are completed, pupil numbers at the school will therefore continue to rise

steadily in subsequent years. This is likely to take at least 10 years, based on the estimated rate of completion of houses provided by the developers.

DRAFT

Governance, Staffing and Admission Arrangements

As this new provision is being created as an extension to Dolau Primary School, rather than a new school in its own right, the current governing body and leadership of Dolau Primary will remain in place. As the pupil numbers rise on completion of the new houses, there will be a need for the governing body to continually review their staffing structure and to appoint more staff as and when they are required. Parents will apply for places as they do at present. The new building, which will be classed as an extension is located just 5 minutes walk from the existing Dolau Primary buildings, so there will be no changes to school journeys, travelling times or transport eligibility.

It will be a matter for the Headteacher and governing body to manage the use of the accommodation that will be provided at the new building, but we would expect them to make full use of the new accommodation and facilities by transferring some of the existing classes at the school to the new building when it opens.

Financial Details

As this is the creation of new school provision, by means of an extension to existing provision, with no other schools closing as a consequence, there will be no financial savings achieved by these proposals. The capital costs of the new building will be met by the housing developers as part of their required contributions to provide the necessary infrastructure to service their development. This will be paid as part of the Community Infrastructure Levy (CIL) that they have an obligation to meet.

The Welsh in Education Strategic Plan (WESP)

All local authorities in Wales now have to produce a Welsh in Education Strategic Plan (WESP). This document indicates how the local authority intends to promote the teaching of the Welsh Language, how it intends working towards increasing the number of children taught through the medium of Welsh and how it can assist achieving the Welsh Government's target of having one million people in Wales speaking Welsh by 2050. The WESP for RCT can be viewed and downloaded from the Council website via this [link](https://www.rctcbc.gov.uk/EN/Council/WelshServices/Relateddocs/WelshinEducationStrategicPlan201720.pdf)
<https://www.rctcbc.gov.uk/EN/Council/WelshServices/Relateddocs/WelshinEducationStrategicPlan201720.pdf>.

Included among the list of actions and outcomes the Council will undertake to help achieve the targets set out in the WESP, by increasing the number of seven year-old children being taught through the medium of Welsh are the following:

- New and improved school buildings with appropriate capacity levels to fully meet forecasted demand for Welsh Medium provision in their catchment areas

The extension to the dual language provision of Dolau Primary School will make more Welsh Medium school places available, and will give parents the total freedom of choice and flexibility to have their children taught in the language medium of their choice.

What is the statutory process to extend provision at an existing school?

The Code on School Organisation (“The Code”) is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. The Code came into force on 1 October 2013 and applies in respect of all school proposals published by way of a statutory notice after that date. The current Code is due to be revised on 1st November 2018 and the process we will undertake will follow the guidance contained within this updated document. Proposals to make regulated alterations to schools, by increasing their capacity by more than 25% of their existing levels have to follow the following process:

1. The Council’s Cabinet considers the Code and authorises a consultation process to commence;
2. At the start of the consultation period the Council **must** provide consultees with access to a consultation document and give them at least 42 days in which to respond, with at least 20 of these days being school days. If the Council considers it appropriate meetings are held with stakeholders during the consultation period;
3. Consultation comments are collated and summarised by the Council. This summary together with the Council’s officers own responses is published in a consultation report within 13 weeks of the end of the consultation period, and two weeks prior to the publication of any statutory notice, and presented to the Council’s Cabinet for consideration;
4. The Council’s Cabinet decide whether to proceed with the changes within 26 weeks of the end of the consultation period. If the decision is to proceed, Step 5 is taken. If a new option emerges during the consultation which the Council’s Cabinet wish to consider, then Steps 1-3 are repeated;
5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Council **must** publish an objection report providing a summary of the objections and their responses to them before the end of 7 days beginning with the day of the local authority’s determination as to whether to proceed with the proposals;
7. The Council’s Cabinet must decide to issue its decision on the proposals within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.



Consultation Response Pro-forma

In order to comply with its legal duty under the School Standards and Organisation (Wales) Act 2013 and help the Council reach a decision on the proposal below, it would be very helpful if you could answer the following questions. Please note, any personal information given by you will not be shared and only used to provide you with feedback, should you request it. Any comments that could identify you will be anonymised in the consultation report produced. Completed questionnaires should be returned to:

Director of Education
21st Century Schools Team
Ty Trevithick
Abercynon
CF45 4UQ
or by fax to 01443 744224, or e-mail schoolplanning@rctcbc.gov.uk

The proposal

The proposal is to create new, dual language Primary education provision to serve the Llanilid housing development, by constructing a new school building on the development site and then establishing its provision, in the first instance, as an extension to Dolau Primary School.

1. Do you agree with the proposal? Yes No Not sure

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (eg parent of a pupil at named school, governor at named school, member of the community etc.)

4. Name (optional)

5. Please provide contact details if you wish to be notified of publication of the consultation report

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 31st December 2018.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here www.rctcbc.gov.uk/serviceprivacynotice and the Councils **data protection** pages here www.rctcbc.gov.uk/dataprotection.

DRAFT



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

CONTINUING TO IMPROVE PRIMARY EDUCATION PROVISION IN RHONDDA CYNON TAF

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION, COUNCILLOR J ROSSER.

Authors: Andrea Richards Head of 21st Century Schools 01443 744002

Julie Hadley, School Organisation Manager Tel: 01443 744227.

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to seek Members approval to utilise Welsh Government and Council funding to:
- Invest £2.595m in improving the school buildings of 4 primary schools;
 - Invest £1.6m to reduce infant class sizes by employing additional staff in 6 primary schools.

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the information contained within this report in relation to the grant to reduce infant class sizes.
- 2.2 Note the receipt of £1.6 million of capital funding from Welsh Government for this initiative.
- 2.3 Note the additional receipt of £1.384 million of revenue funding from Welsh Government for this initiative.
- 2.4 Agree to include the 3 grant funded schemes outlined in paragraph 4.5 in the capital programme.
- 2.5 Agree to include the £995,000 investment in Ffynnon Taf Primary School in the capital programme.

- 2.6 Approve the release of £395,000 of CIL monies to contribute to the £995,000 cost of the school improvements works in Ffynnon Taf Primary School.

3 REASONS FOR RECOMMENDATIONS

- 3.1 To inform Members of the receipt of grant monies from Welsh Government and CIL receipts and to appraise them of the future expenditure plans and proposals for these monies.

4. BACKGROUND

Reduction of Infant Class Sizes

- 4.1 In May 2017, the Council was invited by Welsh Government to submit a grant bid and business case to apply for monies to reduce infant class sizes across the County Borough. There were two elements to this funding; revenue monies to employ additional staff and capital monies to construct classroom accommodation at schools with little, or no spare capacity to allow for the opening of additional classes.

- 4.2 The criteria by which schools were assessed for eligibility for funding were as follows:

Classes of 29 or over (in the Foundation Phase) in schools, where schools demonstrate at least one or a combination of the following:

- Significant levels of free school meals;
- Below average outcomes and where a school is judged to be red or amber;
- Significant levels of special educational and additional learning needs;
- Significant levels of where Welsh/English is not the first language.

- 4.3 The grant submission was returned to Welsh Government by the prescribed deadline of 31st July 2017. In March 2018 (see Appendix1), we were advised that we had been successful in obtaining revenue grant funding for the purpose of employing additional teachers and support staff at the following schools:

- Gelli Primary School
- Llanharan Primary School
- Parclewis Primary School
- Pontygwaith Primary School
- Penywaun Primary School
- YGG, Llyn y Forwyn

All of the aforementioned schools met at least two of the criteria listed overleaf; some met three.

- 4.4 The schools made arrangements to appoint staff, on a temporary basis from April, 2018 and subsequently re-organised classes in their Foundation Phase to reduce numbers to under 29 pupils in each class. Due to the short notice given, some of the schools employed agency staff, but have since made temporary appointments to commence in September 2018. The posts are funded until March 2019 in the first instance, with the grant being considered for renewal by Welsh Government on an annual basis until March 2021.
- 4.5 In addition to the revenue funding for staff, a bid for capital monies to increase teaching space at three of the above schools was made. We have recently been advised that we have been successful in this bid, which totalled £1.6 million and is fully funded by Welsh Government (see Appendix 2 for Grant approval letter). The schools that will benefit, with details of the work to be undertaken are as follows:
- Gelli Primary School – 2 classroom extension block and external play area improvements - £800,000
 - Llanharan Primary School – 2 classroom extension block and external play area improvements - £600,000
 - Parclewis Primary School – Internal remodelling and refurbishment to create an additional teaching space, external play area improvements and other upgrades to improve safeguarding arrangements – £200,000

Officers from the Corporate Estates and Education Departments have already visited each of the above schools to commence the scoping and planning of these works, which will commence in the Spring Term of 2019.

5.0 Ffynnon Taf Primary School

- 5.1 Members will be aware that the previous system of requesting monies from housing developers to provide for additional school places changed, for certain areas of the County Borough, from Section 106 payments to the Community Infrastructure Levy (CIL) in January 2015. This applies in the main to areas in the south of the County Borough; areas in the north, such as the Cynon Valley and Rhondda Valleys are 'zero rated' for CIL and, should payments be requested to provide for any school places that may be required in these areas, the Section 106 process still applies.
- 5.2 Prior to the introduction of CIL, several Section 106 payments were received in respect of new housing developments in the Taffs Well area, and these were utilised to undertake remodelling and

refurbishment works at Ffynnon Taf Primary School, to create some additional capacity to cater for children living in the new houses.

- 5.3 Ffynnon Taf Primary School is a traditional, Victorian style school built in 1878. It consists of two separate Infant and Junior blocks that are located at either side of a large yard area. In addition to the work outlined above to increase capacity, the Council has also committed considerable capital funds to the school in recent years (£300k), to improve the school and also to improve safeguarding arrangements. A double mobile classroom was also added to the site three years ago to help to cater for the growing number of children from within the catchment area who require places at the school.
- 5.4 However, further modernisation works are required to improve the school further as part of the Council School Modernisation Programme. Therefore, in line with procedures for the allocation and spending of CIL monies as agreed by Cabinet on the 23rd July 2015, officers of the Council have followed due process outlined in the report.
- 5.5 The proposal therefore for Ffynnon Taf Primary School is to invest £995,000, of which £395,000 is funded from the central CIL fund to undertake further improvements at Ffynnon Taf, and to replace the temporary mobile classrooms with a permanent build extension. Design and survey work will progress this Autumn together with an application to Development Control with an anticipated start on start in Spring 2019 with a view that work will be completed by the Autumn term in the 2019/20 academic year. The additional capital funding required of £600,000 would be from existing resources within the Education Capital Programme or from any other capital funding that can be secured from Welsh Government or other sources.

6 EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1 Equality and Community Impact Assessments are not required in respect of these proposals, but all work undertaken at the schools detailed will ensure that the schools are fully accessible and compliant with the Equality Act 2010.

7 CONSULTATION

- 7.1 As the capacities of the schools listed will not increase by 25% of total current capacity, no statutory consultation is required under the School Organisation Code. We will however undertake informal consultation with the schools concerned, including with pupils, school staff, governors and parents where possible.

8. FINANCIAL IMPLICATIONS

8.1 The total amount of indicative grant funding to be received from Welsh Government in respect of the Infant Class size Grant is:

- Revenue funding for staff costs - £1,384,904
- Capital funding for building improvements - £1,600,000

Receipt of this funding will be up to March 2021 for the revenue costs, we expect the capital funds to be received once the planned building works are due to commence. This grant is funded 100% by Welsh Government.

8.2 The money to be expended on Ffynnon Taf Primary is £995,000 utilising funds of £395,000 from the CIL budget and £600,000 from existing resources within the Education Capital Programme.

9 LINKS TO THE COUNCILS CORPORATE PLAN / OTHER CORPORATE PRIORITIES AND THE WELL BEING OF FUTURE GENERATIONS ACT

9.1 The Council's Corporate Plan commits to "Continue to invest in improving school buildings, to ensure the County Borough's pupils have the learning environment fit for the 21st Century." The proposals considered in the report have taken into account the seven well-being goals and the five ways of working.

10 CONCLUSION

10.1 Members are asked to note the additional planned investment of over £2.5 million on our school buildings, which is in addition to the sums being invested through our annual capital programme and the £160M 21st Century Schools Programme. The additional revenue funding of almost £1.385 million for school staff should also be noted.

Other Information:-

Relevant Scrutiny Committee: Children and Young People

Contact Officers

Andrea Richards Head of 21st Century Schools
01443 744002

Julie Hadley, School Organisation Manager
01443 744227

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

SEPTEMBER 2018

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION & LIFELONG LEARNING, COUNCILLOR J ROSSER.

Item: CONTINUING TO IMPROVE PRIMARY EDUCATION PROVISION IN RHONDDA CYNON TAF

Background Papers

None.

Officer to contact:

Appendix 1



Llywodraeth Cymru
Welsh Government

Esther Thomas
Director of Education and Lifelong Learning
Rhondda Cynon Taf County Borough Council
Tŷ Trevithick
Abercynon
Mountain Ash
CF45 4UQ

23 March 2018

Dear Mrs Thomas

Award of Funding in relation to the Reduction of Infant Class Size Grant (revenue element)

1. Award of Funding

- (a) We are pleased to inform you that your Application for revenue funding has been successful and funding of up to £1,384,904 (*one million, three hundred and eighty four thousand, nine hundred and four pounds*) (“the Funding”) is awarded to you for the Purposes (as defined in Condition 4(a)).
- (b) The Funding relates to the period 1 January 2018 to 31 March 2021 and must be claimed in full by 30 April 2021 otherwise any unclaimed part of the Funding will cease to be available to you.
- (c) If you have any queries in relation to this award of Funding or the Conditions please contact the Welsh Government Official who will be happy to assist you.

2. Statutory authority and State Aid

- (a) This award of Funding is made on and subject to the Conditions and under the authority of the Cabinet Secretary for Education, one of the Welsh Ministers, acting pursuant to sections, 70 and 71(1) of the Government of Wales Act 2006 and sections 14 to 17 of the Education Act 2002.
- (b) You must comply with the European Commission’s State Aid Rules.

3. Interpreting these Conditions

Any reference in these Conditions to:

'you', 'your' is Rhondda Cynon Taf County Borough Council, The Pavilions, Cambrian Park, Tonypany CF40 2XX;

'we', 'us', 'our' is to the Welsh Ministers;

'Welsh Government Official' is to

Ruth Gittins
School Organisation Policy Initiatives Manager
School Organisation and Admissions Branch
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 03000 250534
Email: Ruth.Gittins@gov.wales
or such other Welsh Government official as we may notify you.

'Project Manager' is to

Julie Hadley
School Organisation Manager
Rhondda County Council
Ty Trevithick
Abercynon
Mountain Ash
CF45 4UQ
Tel: 01443 744227
Email: Julie.hadley@rctcbc.gov.uk

'Application' is to your proposal received 31 July 2017 and subsequent correspondence;

'Conditions' is to the terms and conditions set out in this letter;

'Costs Incurred' is to the cost of goods and services you have received regardless of whether you have paid for them by the date of your claim;

'Notification Event' is to any of the events listed in Schedule 3;

'Payment Profile' is to the payment profile set out in Schedule 4;

'Personnel' is to your management/employees and suppliers or any other person appointed or engaged by you in relation to the Purposes;

'Schedule' is to the schedules attached to this letter;

'State Aid Rules' is to the rules set out in Articles 107 to 109 of the Treaty on the Functioning of the European Union (or in those Articles that may succeed Articles 107 to 109), secondary legislation such as frameworks, guidelines and block exemptions produced by the European Commission derived from Articles 107 to 109, case law of the European Courts and decisions of the European Commission regarding the application of Articles 107 to 109; and

any reference to any legislation whether domestic, EU or international law will include all amendments to and substitutions and re-enactments of that legislation in force from time to time.

4. What you must use the Funding for

- (a) You must use the Funding solely for the purposes set out in Schedule 1 (the "**Purposes**").
 - (b) You must achieve the targets and outcomes set out in Schedule 2 (the "**Targets**").
 - (c) Any change to the Purposes or Targets will require our written consent which must be obtained from us in advance of implementing any change. Please note that we are not obliged to give our consent but we will consider all reasonable written requests.
 - (d) You must not use any part of the Funding for: (1) party political purposes; (2) the promotion of particular secular, religious or political views; (3) gambling; (4) pornography; (5) offering sexual services; (6) purchasing capital equipment (other than as specified in the Purposes); (7) your legal fees in relation to this letter; (8) Costs Incurred or costs incurred and defrayed by you in the delivery of the Purposes prior to the period referred to in Condition 1 (b); (9) any kind of illegal activities; or (10) any kind of activity which in our opinion could bring us into disrepute.
- (a) **Funding pre-conditions** We will not pay any of the Funding to you until you have provided us with the following information and documentation:
- (i) this letter signed by you;

- (ii) documentary evidence that the signatories who have signed this letter on your behalf are duly authorised to do so;
 - (iii) documentary evidence that you have appropriate systems in place to undertake due diligence before utilising any part of the Funding to provide a grant to or procure any goods or services from third parties;
 - (iv) documentary evidence that you have put in place all staff and other resources detailed in the Application as required to commence and complete the Purposes;
 - (v) Information and data on the schools that you have identified as meeting the target criteria and will benefit from the funding along with anticipated outcomes as part of the Business Case proposal;
- (b) Where you are required to provide information and documentation to us as evidence that you have satisfied a particular pre-condition, Condition or in support of a claim, the information and documentation must be in all respects acceptable to us. We reserve the right to reject any information and documentation which is for any reason not acceptable to us.

6. How to claim the Funding

- (a) The Funding will be paid to you termly in arrears based on Costs Incurred by you in the delivery of the Purposes.
- (b) You must claim the Funding in accordance with the dates set out in the Payment Profile. You must claim the Funding promptly. We reserve the right to withdraw any part of the Funding that you do not claim promptly.
- (c) You must submit your claims for payment of Funding to the Welsh Government Official.
- (d) You must use our current claim pro-forma (which is available from the Welsh Government Official) and attach the information and documentation specified in the Payment Profile.
- (e) We will aim to pay all valid claims as soon as possible and typically within 28 days.

7. Your general obligations to us

You must:

- (a) safeguard the Funding against fraud generally and, in particular, fraud on the part of your Personnel and notify us immediately if you have reason to suspect that any fraud within your organisation whether or not it relates to the Funding has occurred or is occurring

or is likely to occur. You must also participate in such fraud prevention initiatives as we may require from time to time.

- (b) comply with all applicable domestic, EU or international laws or regulations or official directives;
- (c) maintain adequate insurances to cover against the risks which may arise in connection with any property or any activity undertaken in delivery of the Purposes. We reserve the right to require you to provide proof of your insurance;
- (d) put in place and maintain appropriate systems to undertake due diligence before utilising any part of the Funding to provide a grant to or procure any goods or services from third parties;
- (e) co-operate fully with the Welsh Government Official and with any other employee of the Welsh Government or consultant appointed by us to monitor your use of the Funding and your compliance with these Conditions;
- (f) inform us immediately if any of the declarations made in Condition 8 is incorrect in any respect or, if repeated at any time with reference to the facts and circumstances then existing, would be incorrect.

8. Declarations

You declare that:

- (a) you have the power to enter into and to perform the obligations set out in these Conditions and you have taken all necessary action to authorise the entry into and performance of the obligations under these Conditions;
- (b) no litigation or arbitration is current or pending or, so far as you are aware, threatened, which have or could have an adverse effect on your ability to perform and comply with any of these Conditions;
- (c) the information contained in your Application is complete, true and accurate;
- (d) you have disclosed to us all material facts or circumstances which need to be disclosed to enable us to obtain a true and correct view of your business and affairs (both current and prospective) or which ought to be provided to any person who is considering providing funding to you;
- (e) you have discussed and agreed the Targets with us and you are confident that they are realistic and achievable;

9. Notification Events and their consequences

- (a) You must notify us immediately if a Notification Event has occurred or is likely to occur but we also reserve the right to notify you where we believe a Notification Event has occurred or is likely to occur.
- (b) We will either (i) notify you that we consider that the Notification Event is not capable of remedy or (ii) if we consider that the Notification Event is capable of being remedied seek to discuss the Notification Event with you with a view to agreeing a course of action to be taken to address the Notification Event.
- (c) We will be entitled to take any of the actions listed in Condition 9(d) if:
 - (i) despite our reasonable efforts we have been unable to discuss the Notification Event with you; or
 - (ii) we notify you that the Notification Event is not capable of remedy; or
 - (iii) a course of action to address the Notification Event is not agreed with you; or
 - (iv) a course of action to address the Notification Event is agreed with you but you fail to follow it, or any conditions attached to it are not met (including without limitation the timescale for such course of action); or
 - (v) the course of action fails to remedy the Notification Event to our satisfaction.
- (d) If any of the circumstances set out in Condition 9(c) occurs we may by notice to you:
 - (i) withdraw the award of Funding; and/or
 - (ii) require you to repay all or part of the Funding immediately; and/or
 - (iii) suspend or cease all further payment of Funding; and/or
 - (iv) make all further payments of Funding subject to such conditions as we may specify; and/or
 - (v) deduct all amounts owed to us under these Conditions from any other funding that we have awarded or may award to you; and/or
 - (vi) exercise any other rights against you which we may have in respect of the Funding.
- (e) All repayments of Funding must be made to us within 28 days of the date of our demand. If applicable, you must pay interest on any overdue repayments (on a compound basis) in accordance with the State Aid Rules.

10. Monitoring requirements

You must:

- (a) provide us with such documents, information and reports which we may reasonably require from time to time in order for us to monitor your compliance with the Conditions;
- (b) meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require;
- (c) ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

11. Audit Requirements

(a) You must:

- (i) maintain clear accounting records identifying all income and expenditure in relation to the Purposes;
 - (ii) without charge, permit any officer or officers of the Welsh Government, Wales Audit Office or European Commission at any reasonable time and on reasonable notice being given to you to visit your premises and/or to inspect any of your activities and/or to examine and take copies of your books of account and such other documents or records howsoever stored as in such officer's reasonable view may relate in any way to your use of the Funding. This undertaking is without prejudice and subject to any other statutory rights and powers exercisable by the Welsh Government, Wales Audit Office or the European Commission or any officer, servant or agent of any of the above;
 - (iii) retain this letter and all original documents relating to the Funding until we inform you in writing that it is safe to destroy them;
 - (iv) The 'Statement of Grant Expenditure' in accordance with the requirements set out at Schedule 5 which must be submitted once all expenditure has been incurred and at the latest by 31 August 2021.
- (b) Under paragraph 17 of Schedule 8 to the Government of Wales Act 2006 the Auditor General for Wales has extensive rights of access to documents and information relating to monies provided by the Welsh Government. He and his officials have the power to require relevant persons who control or hold documents to give any

assistance, information and explanation that they may require; and to require those persons to attend before them for such a purpose. The Auditor General and his staff may exercise this right at all reasonable times.

12. Third party obligations

- (a) Nothing in the Conditions imposes any liability on us in respect of any liability incurred by you to any third party (including, without limit, employees and contractors).
- (b) You must indemnify us against any liabilities, claims, proceedings, demands, losses, costs and expenses suffered or incurred by us directly or indirectly arising as a result of or in connection with any failure by you to perform fully or in part any obligation you may have to a third party.

13. Intellectual property rights and publicity

- (a) Nothing in these Conditions transfers to us any rights in any intellectual property created by you as a result of the Purposes.
- (b) You must acknowledge our support in relation to the Purposes. Such acknowledgement(s) must be in a form approved by us and must comply with the Welsh Government's branding guidelines.
- (c) You agree that from the date of this letter until 5 years from the date of the final payment of Funding we may include details about your organisation and business, the Funding and the Purposes in Welsh Government promotional materials and you further agree to cooperate with our reasonable requests to achieve the production of such materials.

14. Information

- (a) You acknowledge that we are subject to the requirements of the Freedom of Information Act 2000 (the "FOIA"), the Environmental Information Regulations 2004 (the "EIR") and the Data Protection Act 1998 (the "DPA").
- (b) You acknowledge that we are responsible for determining in our absolute discretion whether:
 - (i) to disclose any information which we have obtained under or in connection with the Funding to the extent that we are required to disclose such information to a person making a disclosure request under the FOIA or the EIR; and/or
 - (ii) any information is exempt from disclosure under the FOIA or the EIR.

18. Welsh language

Where the Purposes include or relate to the provision of services in Wales they must be provided in such a way as to not treat the Welsh language less favourably than English, in accordance with the Welsh Language (Wales) Measure 2011.

19. Sustainability

Your use of the Funding must (where reasonably practicable) meet the Welsh Government's current agenda for sustainable development and the environment.

20. Welsh Ministers' functions

You acknowledge that the Welsh Ministers have a range of functions which will continue to accrue and be amended and that decisions in relation to each such function are obliged to be taken in the light of all relevant and to the exclusion of all irrelevant considerations. You agree that nothing contained or implied in, or arising under or in connection with, these Conditions will in any way prejudice, fetter or affect the functions of the Welsh Ministers or any of them nor oblige the Welsh Ministers or any of them to exercise, or refrain from exercising, any of their functions in any particular way.

21. General

- (a) If at any time any of these Conditions is deemed to be or becomes invalid, illegal or unenforceable in any respect under any law, the validity, legality and enforceability of the remaining provisions will not in any way be affected or impaired.
- (b) No failure or delay on our part to exercise any power, right or remedy under these Conditions will operate as a waiver of any such power, right or remedy or preclude its further exercise or the exercise of any other power, right or remedy. The powers, rights or remedies hereby provided are cumulative and not exclusive of any powers, rights or remedies provided by law.
- (c) Any amendment or variation to these Conditions must be in writing and signed by us and you in the same manner as this letter.
- (d) You may not assign or otherwise dispose of in any way your rights, benefits, obligations or duties under these Conditions.
- (e) Conditions 7, 9, 11, 13, 14, and 21(e) and such other Conditions which by implication need to continue in force beyond the final

payment of Funding will so continue in full force and effect.

- (f) The award of the Funding is to you alone and no one else is entitled to make any claim in respect of the Funding or seek to rely on or enforce any of these Conditions.
- (g) These Conditions are to be governed by and construed in accordance with the laws of Wales and England as applied in Wales and the parties hereto submit to the exclusive jurisdiction of the courts of Wales and England.

22. How to accept this offer of Funding

- (a) To accept this award of Funding you must sign and return a copy of this letter to the Welsh Government Official. None of the Funding will be paid to you until we have received your signed letter
- (b) We must receive your signed letter within 28 days of the date of this letter, or this award of Funding will automatically be withdrawn.

Yours faithfully



Signed by

Jacqui Moyle, Head of School Organisation and Admissions Branch
under authority of the Cabinet Secretary for Education, one of the Welsh
Ministers

SCHEDULE 1 The Purposes

The Purpose of the Funding is to reduce infant class¹ sizes.

Currently, no infant class may contain more than 30 pupils where an ordinary teaching session is conducted by a single school teacher², (subject to the list of exceptions set out in legislation).

The criteria for the funding is infant classes of 29 or more pupils, in schools that demonstrate at least one, or a combination, of the following:

- Significant levels of free school meals
- Below average outcomes and where a school is judged to be red or amber under the school categorisation system.
- Significant levels of additional learning needs
- Significant levels of where Welsh/English is not the first language

This funding, linked to our other reforms, aims to improve early years attainment, have a significant impact for poorer and disadvantaged pupils, and support teachers to be innovative and to increase pupil engagement.

Any additional schools to be identified to benefit from this funding during the period of the grant must be submitted to the Welsh Government, along with the information and data that is included in your proposal, for approval.

Cost	Value (£)
Revenue Costs – Employment for additional teachers and associated recruitment costs	£1,384,904

¹ “infant class” means a class containing pupils the majority of whom will attain the age of five, six or seven during the course of the school year

² “qualified teacher”, in relation to an infant class, means a person who is a qualified teacher in relation to that class for the purposes of section 218(1)(a) of the Education Reform Act 1988 (regulations relating to teachers’ qualifications, etc.), or any other person who in accordance with regulations under that provision may be employed as a teacher of that class.

SCHEDULE 2
The Targets

Description of the Target	Date by when it should be achieved?	Evidence required
To reduce infant class sizes to below 29 in the schools identified in your proposal and any other subsequent schools approved by Welsh Government	Reviewed March annually up to 2021	PLASC Written confirmation within a progress report
To employ additional teachers at the schools identified in your proposal and any other subsequent schools approved by Welsh Government	Reviewed annually up to 2021	Written confirmation within a progress report
An increase in outcomes for eFSm, SEN, EAL/WAL as appropriate to your proposal or positive change to the school categorisation.	Reviewed annually up to 2021	PLASC/Stats Written confirmation within a progress report
Other targets as described in your proposal	Reviewed annually up to 2021	Written confirmation with a progress report

SCHEDULE 3

Notification Events

The Notification Events referred to in Condition 9 are listed below:

1. repayment of any part of the Funding is required under European Law (whether under State Aid Rules or otherwise);
2. you fail to comply with any of the Conditions;
3. the Funding, in full or in part, is not being used for the Purposes;
4. you fail to achieve any or all of the Targets;
5. there is unsatisfactory progress towards completing the Purposes, including meeting the Targets;
6. you fail to provide information about the Purposes requested by us, the European Commission or the European Court of Auditors, or any of their auditors, agents or representatives;
7. we have reason to believe that you and/or any of your Personnel are involved in fraudulent activity or have been involved in fraudulent activity [whilst the Purposes are/were being carried out];
8. we have made an overpayment of Funding to you;
9. any declaration made in Condition 8 is incorrect in any respect or, if repeated at any time with reference to the facts and circumstances then existing, would be incorrect;
10. any petition is presented or resolution passed or other action taken for your bankruptcy or winding-up or a petition is presented for an administration order against you;
11. a receiver or an administrative receiver is appointed in respect of you or in respect of all or any part of your assets;
12. a moratorium in respect of all or any of your debts or a composition or an agreement with your creditors is agreed, applied for, ordered or declared;
13. you are unable, or admit in writing your inability, to pay your debts as they fall due;
14. any distress, execution, attachment or other process affects any of your assets;

15. a statutory demand is issued against you;
16. you cease, or threaten to cease, to carry on all or a substantial part of your business;
17. there is a change in your constitution, status, control or ownership and/or your external auditors resign;
18. there is a change in your shareholders, directors, trustees or partners;
19. any event occurs or circumstances arise which in our opinion gives reasonable grounds for believing that you may not, or may be unable, to perform or comply with any of your obligations under these Conditions.

**SCHEDULE 4
Payment Profile**

Instalment Number	Amount of Instalment	Earliest Date for claim	Last date for claim	Documents which must accompany claim pro-forma
1	£150,365	01/03/2018	30/04/2018	
2	*	01/08/2018	31/08/2018	Progress Report
3	*	01/12/2018	11/01/2019	Progress Report
4	*	01/03/2019	30/04/2019	Progress Report
5	*	01/08/2019	31/08/2019	Progress Report
6	*	01/12/2019	10/01/2020	Progress Report
7	*	01/03/2020	30/04/2020	Progress Report
8	*	01/08/2020	31/08/2020	Progress Report
9	*	01/12/2020	09/01/2021	Progress Report
10	*	01/03/2021	30/04/2021	Progress Report

*The amount of instalment will be the actual expenditure incurred for the term the claim relates to.

SCHEDULE 5
Statement of Grant Expenditure

Reduction of Infant Class Sizes (Revenue element)

to be submitted once all expenditure has been incurred and at the latest by 31 August 2021

Local Authority Name: Rhondda Cynon Taf County Borough Council

a) Total grant received (2017-18 to 2020-21) £

b) Actual expenditure (2017-18 to 2020-21) £

Grant to be reclaimed by the Welsh Ministers (a – b) £

I confirm that the agreed aims and objectives have been met.

Certificate of the Chief Finance Officer

I certify that to the best of my knowledge and belief that the information given above is correct and that all expenditure was carried out against the agreed aims and objectives in accordance with the Award Letter and associated Terms and Conditions of the grant.

Signature:

Position: Chief Finance Officer/Director of Finance (please delete as appropriate).

Date:

TWO SIGNATORIES ARE REQUIRED

We hereby accept the award of Funding for the reduction of infant class sizes grant (revenue element) and the Conditions relating to the Funding

_____ Signature
An authorised signatory of **Rhondda Cynon Taf County Borough Council**

_____ Name

_____ Job Title

_____ Date

_____ Signature
An authorised signatory of **Rhondda Cynon Taf County Borough Council**

_____ Name

_____ Job Title

_____ Date



**Y Gyfarwyddiaeth Addysg
Education Directorate**



**Llywodraeth Cymru
Welsh Government**

Esther Thomas
Director of Education & Lifelong Learning
Rhondda Cynon Taf County Borough Council
Tŷ Trevithick
Abercynon
Mountain Ash CF45 4UQ
esther.k.thomas@rctcbc.gov.uk

25 July 2018

SUBJECT TO CONTRACT

Dear Mrs Thomas

Reducing Infant Class Sizes Grant – Capital Element

I am pleased to inform you that the Cabinet Secretary for Education has approved your local authority's bid for the capital element of the Reducing Infant Class Sizes Grant, which at this stage has an estimated programme envelope cost of **£1,600,000**.

Statutory Proposals

Any offer of funding is made without prejudice to any decisions that Welsh Ministers might be under a duty to make in connection with any statutory proposals for school organisation, or decisions on other approvals that might be necessary in order for the programme to proceed.

Where statutory proposals for school organisation are necessary and have not been completed, the offer of funding is conditional on the successful completion of such statutory procedures as are required. If there is any doubt as to whether the changes involved in this programme require statutory procedures, in the first instance, please contact me or my colleagues for advice.

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.



Parc Cathays • Cathays Park
Caerdydd • Cardiff
CF10 3NQ

Ffôn • Tel 03000 259363
jacqui.moyle@gov.wales
Gwefan • website: www.llyw.cymru
www.gov.wales

Financial Information

Delivery of the programme is dependant on the appropriate planning of financial resources. Understanding the anticipated timeline for project delivery is critical to this planning. To assist in wider programme planning please complete the attached Project Information Proforma for each project by **27 August**. I appreciate that this will be subject to change as your programme is developed, however this should reflect your delivery and drawdown timescale as accurately as possible based on your existing plans.

If you wish to discuss this letter or next steps further please do not hesitate to contact me or my colleagues Sarah Bonwick Sarah.Bonwick1@gov.wales 03000 251733 or Ruth Gittins Ruth.Gittins@gov.wales 03000 250534.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'J Moyle'.

Jacqui Moyle
Head of School Organisation and Admissions Branch
School Effectiveness Division

Enc

CC

Andrea.A.Richards@rctcbc.gov.uk
Julie.Hadley@rctcbc.gov.uk



RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th SEPTEMBER 2018

PARTNERSHIP WITH UNITED WORLD COLLEGES (UWC) ATLANTIC COLLEGE

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDERS, CLLR J ROSSER AND CLLR C LEYSHON.

AUTHOR: Esther Thomas, Tel: 01443 744001

1. PURPOSE OF THE REPORT

- 1.1 To provide members with information about the opportunities a partnership with United World Colleges (UWC) Atlantic College could offer learners at post 16 in Rhondda Cynon Taf.
- 1.2 To give members more detail about the College's ethos, philosophy and outcomes.
- 1.3 To explore whether the College's ambition to reach wider within Wales through their Outreach Programme could benefit young people in RCT schools.
- 1.4 To consider the efficacy of funding places for a small number of pupils who are looked after as an alternative to care.

RECOMMENDATIONS

It is recommended that Cabinet:

- 2.1 Agree that Officers work in partnership with UWC Atlantic College to forge links with schools in RCT to promote the opportunities on offer.
- 2.2 Agree that Officers from Education and Children's Services work with the college to identify suitable candidates.

- 2.3 Agree that a further report to inform on progress is presented to Cabinet after a 12 month period.

3 REASONS FOR RECOMMENDATIONS

- 3.1 In a drive to broaden the College's impact and to apply its unique educational philosophy and ethos more widely, over the next few years, the College intends to focus its efforts on strengthening its outreach programme to support students from disadvantaged backgrounds from within the UK and specifically Wales. Senior staff from the College have approached the Director to explore the potential for partnership working with schools and learners in RCT.
- 3.2 As a College that is based in Wales, the vision is to increase support for students in the local area establishing an Associated Schools Programme linking the College to schools in RCT.
- 3.3 In addition to a scholarship(s) being offered to a student(s) from RCT, the College is interested in establishing a wider programme of engagement with other schools for joint student programmes.

4. BACKGROUND

- 4.1 UWC Atlantic College established in 1962 is the founding member of the United World Colleges (UWC) movement, a group of 17 independent international schools and colleges spanning Europe, North and Central America, Asia, and Africa. It is a residential sixth form college for young people aged 16-19, situated at St Donat's Castle, Vale of Glamorgan. It is important to note that unlike other independent schools, students are selected to the College irrespective of their nationality, religious or ethnic background and socio-economic means, leading to a truly diverse student body. The College believes all people are of equal worth regardless of wealth, status, gender, sexual orientation, physical ability, race or faith. The aim is to build a community that embraces individuality and responsibility and celebrates difference.
- 4.2 The College's outreach programme aims to break down intangible boundaries that continue to exist in the UK educational sector, by bringing the College's unique learning to a greater number of disadvantaged young people, unlocking potential, creating higher education aspiration and raising academic achievements.
- 4.3 Students at the College study the International Baccalaureate (IB) Diploma Programme - a full-time two-year course that falls into two parts: the academic curriculum and a parallel co-curricular programme

of experiential learning that focuses on key aspects of peace, social justice and a sustainable future. Students serve in the community, organise conferences and help in the delivery of faculty programmes. Physical activity, youth leadership, initiative and authentic responsibility; team work, instilling community values and positive youth activism are key aspects of the curriculum. The College is also in the process of developing new career pathways that are more vocational in nature.

- 4.4 UWC Atlantic College is also very proud of the outstanding levels of pastoral care that it collectively, as a community, provides to all students. In this respect, there is extensive support to young people who have experienced disrupted lives. These, and other students can access support from house parents, welfare professionals, linked parents (based in the local community) and the career advice and guidance team.

5. RATIONALE FOR DEVELOPING A PARTNERSHIP WITH ATLANTIC COLLEGE

- 5.1 Nationally, the education and social outcomes for children in care are significantly lower than for non-looked after children. As the number of looked after children continues to increase year upon year, local authorities are under increasing pressure to find effective ways to support children in need so they can achieve improved outcomes across social care and education.
- 5.2 The latest Welsh Government statistics show there is still a wide gap between the educational attainments of children who are looked after and that of other pupils. Clearly boarding is not the right option for every looked after child, but for some it could provide the necessary stability and security, a place of 'belonging', a strong ethos of personal and social development to enable a child to gain access to many enriching extracurricular activities, as well as provide significant opportunities for educational success. There is already a wealth of evidence that supports this analysis. One example from Norfolk County Council is attached at Appendix 1.
- 5.3 In terms of selection it is suggested that the College in partnership with RCT schools and officers from the Council follow a 12 month selection/induction process timeline from identifying the learner(s) to entry at the school. This would include a group of potential pupils visiting the school, shown around campus, being provided with literature about the school, being interviewed by the head teacher or another senior member of staff and meeting some of the students. These visits would provide the pupil with a realistic understanding of

what it would be like to board at the school. Family members (as well as local authority professionals) would also be invited and encouraged to visit the school and spend time there, in order to demystify the often stereotypical image of a how boarding schools are run. It has to be clearly understood that the ethos of UWC Atlantic College is very different to that in a typical independent school.

- 5.4 Central to the success of the student placement would be the careful and suitable matching of the learner(s) to the College. In addition to the College's extensive experience of recruiting young people from all kinds of backgrounds, which is as varied as Syrian refugees, children from war-torn countries and deprived areas from the UK. The College can also draw from the expertise of organisations that specifically work in this area such as The Boarding Schools Partnership endorsed by Kirsty Williams, Education Minister Wales and the Royal National Children's SpringBoard Foundation (Appendix 2)..
- 5.5 Candidates would ideally be aged 16 or 17 on the 1st of September of the year they would start at the College. They would apply to the college while in (or about to enter) their last year of GCSEs or first year of AS-Levels (or equivalent). Whilst strong academic achievement is highly valued by the College, it selects students based on its ethos and the knowledge and skills that shape its students as sound individuals. Important attributes include the ability to mix with others and to be tolerant of fundamentally different opinions and attitudes. The student (s) would need to have the ability to keep up with the challenges of the International Baccalaureate or the individual subject Certificates (which are less academically demanding).

6 EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1 An Equality Impact screening form has been prepared in relation to this proposal and concludes that a partnership with UWC Atlantic College will have a positive impact and therefore a full Equality Impact Assessment is not necessary. The screening form can be accessed by contacting the Author of the report or the Cabinet Business Officer.

7 CONSULTATION

- 7.1 A consultation exercise is not necessary for this proposal

8 FINANCIAL IMPLICATION(S)

- 8.1 Funding for placements is available from existing resources, but in addition, UWC Atlantic College is in contact with a number of trusts

and foundations such as the Royal National Children's SpringBoard Foundation, Buttle UK and the Reedham Children's Trust, who might potentially be interested in co-sponsoring the student in partnership with the Council.

9 LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED
CORPORATE PRIORITIES/SIP

- 9.1 Reducing the number of children and young people becoming looked after remains a key priority of RCT Council – Children's Services Delivery Plan 2018-19 and the Council's Corporate Plan

10 CONCLUSION

- 10.1 Members are asked to consider the information provided and decide whether officers from Education and Children's Service should jointly further explore opportunities in partnership with UWC Atlantic College to improve the life chances of learners in RCT.

Other Information:-

Relevant Scrutiny Committee: Children & Young People

Appendices Papers

Appendix 1: Boarding School Placement for Vulnerable Children & Young People

Appendix 2: Extract from the Boarding School Partnership Website

Contact Officer :

Esther Thomas
esther.k.thomas@rctcbc.gov.uk
01443 744001

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDERS, CLLR J ROSSER AND CLLR C LEYSHON.

**Item: PARTNERSHIP WITH UNITED WORLD COLLEGES (UWC)
ATLANTIC COLLEGE**

Background Papers

None.

Boarding

School

A STUDY OF THE SOCIAL

Placements

EDUCATIONAL AND FINANCIAL OUTCOMES

For Vulnerable

OF BOARDING PLACEMENTS

Children and

BY NORFOLK COUNTY COUNCIL

Young People



Department
for Education



Norfolk County Council

The Department for Education and Boarding School Partnerships acknowledge the dedication and commitment of Norfolk County Council managers and staff in undertaking this research. This study was produced by: Judi Garrett, Norfolk Boarding School Partnerships Coordinator who is Service Development Manager - Alternatives to Care - at Norfolk County Council; Dr Sarah Hatfield, Educational Psychologist; Brian Feltham-Daniels, Data Analyst; and Lauren Boesley, R&D Assistant.

The research was co-ordinated by Boarding School Partnerships, and supervised and validated by Dr Claire Maxwell and Dr JD Carpentieri, of the UCL Institute of Education.

www.boardingschoolpartnerships.org.uk

©Norfolk County Council 2018

Introduction



Lord Agnew **Parliamentary Under Secretary of State for the Schools System**

It gives me great pleasure to introduce this research into the outcomes of vulnerable young people funded at state and independent boarding schools by Norfolk County Council over the past 10 years.

This is the most substantial piece of boarding school research conducted by a local authority in recent years. It, therefore, provides a valuable complement to existing research into outcomes of young people in and on the edge of local authority care.

It reinforces the Department for Education's recent launch of Boarding School Partnerships as a network of schools, charities and government to help local authorities access all the expertise they need in order to evaluate boarding

opportunities. The success of Norfolk Boarding School Partnerships confirms the extent to which boarding schools really can help to transform the life and prospects of vulnerable young people. It shows that, in some circumstances, boarding placements can help reduce vulnerable young people's level of risk.

It is clear that – for the right person at the right school at the right time – boarding school can be transformative. The individual attention, pastoral care and sense of community at so many of the country's boarding schools can be invaluable for these young people. Nobody believes boarding school would be appropriate for all young people, but this research shows how effective it can be.

The individual attention and pastoral care can be invaluable

I commend this report to professionals in children and young people's services everywhere. I believe there is much to learn from it. This research will help us develop our policies and strategies for young people on the edge of and in care.

I congratulate Norfolk County Council and Boarding School Partnerships for their excellent work in producing such a valuable source of reference.

How boarding schools really can help to change lives



Dr Wendy Thomson
CBE, Managing Director of Norfolk County Council

It is 10 years since Norfolk County Council embarked on what we now call Norfolk Boarding School Partnerships. Like all new initiatives, it started quietly. But, over that time, we have been able to help 52 vulnerable young people to improve their life chances in collaboration with some excellent state and independent boarding schools.

As you can see from the outcomes in this report, no fewer than 33 of these young people were able to come off the risk register completely through their placement at boarding schools. That is the statistic which gives me the most pleasure because it proves what can be achieved from what was once a mere experiment by Norfolk County Council.

This report gives all of us in local government many reasons to be encouraged by the whole concept of Boarding School Partnerships. In

addition to the social success of this programme, there has been the measureable improvement also in academic achievement and in the costs of support. Anyone who needed proof that a reasonable number of vulnerable young people in and on the edge of care can benefit from a well-chosen and well-managed boarding school relationship will find this report rewarding and instructive.

But this is just the start. Norfolk County Council is proud to be among the leaders among local authorities in collaborating with boarding schools to improve (often quite dramatically) the lives of young people in and on the edge of care. This report reflects great credit on our professionals who have worked so hard to help these young people achieve their success over the past ten years.

Our motivation in joining with the Department for Education's Boarding School Partnerships to undertake this research has been to share the lessons with our colleagues in local authorities everywhere. But we are learning too. A programme which has never had any staff of its own might now require some new approaches as we digest the learnings and endeavour to help even more young people to benefit from Norfolk Boarding School Partnerships. It's an experiment no more.

Changing the question from Why? to How?



Colin Morrison
OBE, Chair, Boarding School Partnerships

Boarding School Partnerships is a Department for Education network of specialist charities and boarding schools to help local authority professionals evaluate boarding placements.

We recognise that relatively few professionals in local authorities have had the knowledge and expertise readily available on the occasions when they may need to consider boarding placements. That is why so many are now using the online resources of Boarding School Partnerships.

During our first nine months, we have been in regular contact with a growing number of local authorities, have helped to facilitate placements with charities, and have arranged visits to boarding schools. These are the signs of growing confidence in boarding school as an option for many more vulnerable young people. Even those of us who have been successfully involved in charity-funded 'assisted boarding'

for decades recognise that boarding school is not an appropriate option for everyone. We also recognise the funding challenges of long-term boarding school fees for local authorities.

That is why this research by Norfolk Boarding School Partnerships is such valuable learning. It shows the extent to which boarding placements can prevent the need for many young people to become Looked After, and for some LAC to come out of care altogether after a few years in boarding school. It proves how social and educational outcomes can be enhanced by boarding school placements. Additionally, while actual longer-term cost savings can be difficult to calculate with certainty, it is clear that many of the Norfolk placements have been truly cost-effective. Maximum boarding fees correspond to 50-60% of LAC costs so success in reducing the numbers of actual or prospective LACs through boarding placements can

effectively produce cost-savings relatively quickly.

Local authorities now have the opportunity to use the research alongside the Boarding School Partnerships web site as an objective guide to the challenges and opportunities of boarding placements. This report provides clear evidence that boarding school can be an increasingly effective option for vulnerable young people in and on the edge of local authority care.

I am confident, therefore, that it will help many more local authorities to consider boarding placements. We should all be grateful to the committed and enthusiastic teams at Norfolk County Council for producing this excellent research for the future benefit of so many vulnerable young people. LAs everywhere now have every reason to focus on 'How boarding placements should be evaluated' after decades of wondering 'Why?'



Foreword:

"A thorough analysis"

Dr Claire Maxwell

Reader, Sociology of Education, UCL Institute of Education

The Institute of Education of the University of London, published an evaluation in 2008 of a pilot national DfES Pathfinder Scheme: Boarding school Provision for Vulnerable Children which aimed to explore whether such a placement might be a viable alternative to more traditional forms of local authority care.

There had been considerable interest in the scheme from boarding schools - 50 of whom signed up - and education charities, many of whom had already been offering financial support to families to take up or maintain a boarding school place. By the time the scheme was evaluated, 76 children or young people had been considered for a boarding school placement across the 10 participating local authorities, but only 17 were eventually placed. The evaluation then emphasised that the sometimes-negative perceptions of what 'boarding school' represented had an effect on the take-up of this option and that relationships between the various stakeholders (social workers, boarding schools, local authority commissioners and families) was critical in facilitating

and maintaining successful placements.

For the past 10 years, most boarding placements have been made by the specialist boarding school charities and by individual school foundations. Norfolk County Council, almost alone among local authorities, made a commitment to invest resources into exploring the extent to which boarding school might be beneficial for vulnerable young people in and on the edge of care. It initially did this in collaboration with the Royal National Children's Foundation.

In 2017, the Department for Education launched Boarding Schools Partnerships service to help local authorities collaborate with charities in order to place vulnerable children in state and independent boarding schools. This was a collaboration between boarding schools, charities, central and local government.

One of the first initiatives of the BSP has been to analyse and measure the effectiveness of what is now known as Norfolk Boarding School Partnerships. This report seeks to offer interested stakeholders

(specifically, other local authorities) an outline of how the scheme has been developed by Norfolk, and the social and educational outcomes for those children and young people who have participated in it, and the financial implications for Norfolk County Council itself.

The results of Norfolk's boarding placements highlight that: a) the risky - emotionally and physically stressful - situations individual children and young people find themselves in can be ameliorated; b) educational outcomes can be improved; and c) placement in boarding schools can be more cost-effective than other forms of provision. The analysis of the 52 young people in this study highlights that stable, long-term boarding placements increase the likelihood of improved outcomes. The reduced risk profile of many young people tends to support the view of charities in this sector, that successful boarding placements can help to strengthen families experiencing significant difficulties.

I have researched boarding schools and young people's experiences of them since 2003. The immersion that the boarding school space

offers to its students facilitates a comprehensive focus on education, extra-curricular activities, but also the support and care of the whole child. However, critical to the success of all children's experiences of boarding schools is a focus on how to integrate different students into the broader peer group, so no one feels excluded because of their background. Additionally, it is vital that relationships with family/home are carefully attended to. Anxiety or feelings of alienation about what might be happening at 'home' or how and where the holiday period will be spent can mar a child's engagement with the opportunities being offered through the boarding school.

The boarding school sector is relatively small in the England, and has been associated with certain groups traditionally using this form of provision, such as those from the middle or upper social classes. While in some cases, such descriptions may be a more or less an accurate representation, there is now significant variety across the sector, in terms of size and ethos of the school and make-up of the student body. I have met young

people from a wide range of backgrounds attending boarding school, and interviewed staff who have demonstrated incredible commitment to supporting the children and young people in their care – educationally, socially and emotionally.

The expansive curriculum, extended extra-curricular activities and round-the-clock care offered by boarding schools make them a form of provision which can meet the needs of many different families and ensure that young people can achieve improved outcomes in a range of ways. Many boarding schools themselves increasingly are seen to have the appetite to contribute to this area of social policy and to help develop it, but want to work in partnership with others in order to do so.

However, our evaluation here of Norfolk's 10-year investment in this initiative, and my own observations of life at boarding schools emphasise the vital importance of carefully matching young people's needs to a specific boarding school in each case. The success of Norfolk Boarding School Partnerships emphasises the build-

up of its experience in selecting carefully both the young person and the proposed boarding school.

It highlights the two issues that need to continue to be considered. First, it is critical to reflect on how well students from different backgrounds can be helped to 'feel like they belong' when assessing whether to place a child in a particular boarding school. Second, family members (as well as local authority professionals) should be encouraged to visit the school and spend time there, in order to demystify how boarding schools are run – they are neither like the stereotypes of Tom Brown's School Days or Hogwarts!

I commend the long-term commitment of Norfolk County Council and the thoroughness of this research and analysis. It is an important contribution in seeking to encourage local authorities everywhere actively to evaluate the possibilities of boarding placements and to invest the necessary time to understand how boarding schools can help improve the social and educational outcomes of many vulnerable young people in and on the edge of their care.

Executive Summary

Norfolk Boarding School Partnerships (NBSP) is a programme of boarding school placements which have helped to improve the education and social care outcomes of vulnerable children and young people in Norfolk.

These placements offer an alternative option for families where difficulties may necessitate children and young people either in or at risk of needing to be taken into local authority care. Nationally, Norfolk County Council is believed to have directly made the highest level of assisted boarding placements of any local authority. Over the past 10 years, the NBSP has gained a record of success in placing and supporting 52 pupils across 11 state-maintained and independent boarding schools.

The placements are seen to have provided children and young people with the opportunity to benefit from the high levels of pastoral care, individual attention,

structured living and community offered at state maintained and independent boarding schools. Working in partnership with families and schools, the NBSP has ensured that children for whom boarding school is considered an appropriate option are found the most suitable placement where their individual care and education needs can be most effectively met.

This report demonstrates the positive social care, educational and financial outcomes of these boarding school partnerships, and hopes to encourage more local authorities to explore boarding provision either as an alternative or complement to care.

- From a social care perspective, the boarding placements have contributed to the successful reduction in children and young people's individual risk profiles, with almost three-quarters (71%) of cases showing a reduced level of risk, and up to two-thirds (63%) of cases moving out of a high-risk category¹ and into universal or mainstream services.
- From an educational perspective, more than two-thirds (64%) of young people in the programme attained a formal qualification (GCSE or equivalent) by 16 years. Norfolk boarding placements attained a significantly higher percentage of results for GCSE Maths and English with A*-C or equivalent grades than either national or local figures for LAC in 2016.

- From a financial perspective, boarding placements are found to be relatively cost-effective. The Norfolk placements show that, with a reduction in LAC, the whole programme can even become self-financing. The key is that the maximum boarding fees correspond to some 50-60% of LAC costs. Even with the initial duplication of costs, four years of boarding school for a Looked After Child could be 'paid back' in under three years if they ceased to be LAC as a result. The Norfolk success in reducing the risk profile of 37 (71%) boarding placements underlines how cost-effective these can be for local authorities. The fact is that, across the past nine years, the outcomes of at least 37 young people have been measurably enhanced for a total cost of c£3m – some £81k per person, or less than 1.5 x Norfolk's average annual LAC cost. Even allowing for add-on costs like clothes, equipment and school trips, the positive financial impact could be enhanced by independent school bursaries and placements in state boarding schools.

Significantly, successful outcomes were positively correlated with average placement length. Children and young people who attended boarding school for an average of *3 years or more* showed improved outcomes across social care and education in comparison with those with a placement of *2 years or less*. Central to the success of boarding school placements is the careful and suitable matching of children to boarding schools, the effective collaboration between and within young people's services, and a long-term and sustained commitment from all stakeholders including schools and family.

1

Risk profile levels were developed to reflect children's level of need and are represented numerically, with the lowest level of need at Risk Profile 1, and the highest level of need at Risk Profile 5. See 'Social Care Outcomes' for further information.



Boarding School Partnerships

Background

Boarding School Partnerships (BSP) is a national initiative launched in July 2017 by the Department for Education and the Welsh Government in collaboration with the Boarding Schools' Association, local government and the specialist boarding school charities, the Royal National Children's SpringBoard Foundation, Buttle UK, and the Reedham Children's Trust.

The BSP seeks to encourage local authorities to access the resources and expertise of the charities and boarding schools (which together have funded more than 2,000 boarding placements in the past 30 years) in order to evaluate options for vulnerable children and young people. The pastoral care, individual attention and security of boarding school can be a life-changing experience for young people; it can give pupils from diverse backgrounds a stable, caring and supportive environment in which to succeed and fulfil their potential.²

Such placements may be appropriate where a young person's home circumstances are (or at risk of becoming) unsustainable. The boarding school can work alongside the family and local authority services to offer an alternative pathway to becoming a Looked After Child. Many of those

local authorities that have placed young people in boarding school believe it is the most appropriate placement, improves outcomes and is also cost-effective.³

Nationally, the education and social outcomes for children in care are significantly lower than for non-looked after children.⁴ As the number of looked after children continues to increase year to year,⁵ local authorities are under increasing pressure to find effective ways to support children in need so they can achieve improved outcomes across social care and education. Every local authority seeks to protect and promote the welfare of children in need by providing support services that will enable children to be brought up within their own families, wherever possible. Boarding placements can help to meet these aims by supporting the individual needs of young people and by working to support family relationships.

Almost a decade before the launch of Boarding School Partnerships, Norfolk County Council sought to follow the lessons of the specialist charities which have dominated so called "assisted boarding" for the past 40 years. Prompted by a previous government initiative, the Pathfinder, it established a budget

for boarding placements in 2008. Norfolk is believed to have made the highest number of boarding placements in mainstream schools by local authorities during the past 10 years. As a result, the DfE / Boarding School Partnerships asked Norfolk County Council to conduct this research into outcomes. The BSP arranged for its validation by the Institute of Education of University College London, which previously conducted research into boarding placements for vulnerable young people in 2009.

² Straw, S., Bamford, S. C. and Martin, K. (2016) Evaluation of the Royal National Children's SpringBoard Foundation: Year 3. Slough: NFER. Online <https://www.nfer.ac.uk/publications/S3BF03/SBBF03.pdf>

³ Department for Children, Schools and Families (2007). Boarding provision for vulnerable children - Pathfinder: What it means for participating local authorities. http://webarchive.nationalarchives.gov.uk/20130323071503/http://www.education.gov.uk/publications/eOrderingDownload/LAs_Pathfinder.pdf

⁴ Department for Education (2017). Outcomes for children looked after by local authorities in England, 31 March 2016. www.gov.uk/government/uploads/system/uploads/attachment_data/file/602087/SFR12_2017_Text.pdf

⁵ Department for Education (2017). Children looked after in England (including adoption), year ending 31 March 2017. www.gov.uk/government/uploads/system/uploads/attachment_data/file/664935/SFR50_2017-Children_looked_after_in_England.pdf

How Norfolk achieved these outcomes

The Norfolk Boarding School Partnerships (NBSP) programme was initially based in the Virtual School for Children in Care, under the leadership of a senior educational psychologist, before being transferred to the commissioning team in 2013 following the need for higher levels of social care involvement.

The programme is now under the leadership of the service development manager for the commissioning team. Successful boarding placements require a combination of information gathering both from education and social care, assessment of educational, psychological and social care need where necessary and, then, careful matching of pupil need with the available school provision. Placements are monitored through the social care system, to ensure continuing support for children, families and schools as required.

Norfolk County Council has constructed a successful practice model that has involved linkage of elements of Norfolk County Council across different departments, brought together around a shared commitment to children close to or in care.

Much of the NBSP success has been due to this ability to combine the processes around commissioning and social care placement with educational knowledge and expertise.

How the process works

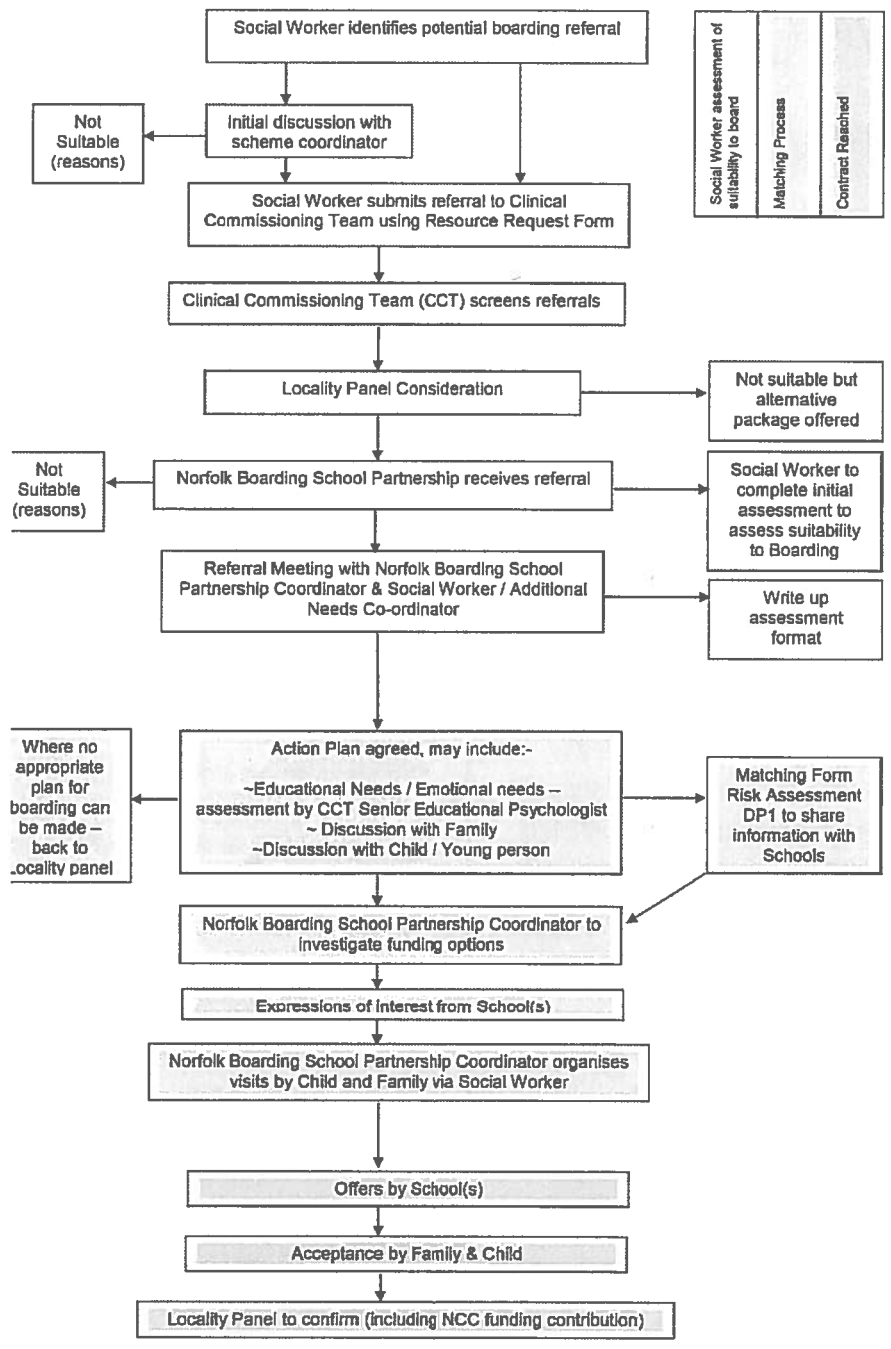
The process of referral and placement through the NBSP has three stages: referral, matching and contract arrangements.

Stage 1 begins with the identification and assessment of the young person's suitability to board. Social Worker referrals are submitted to the Commissioning Team, Locality Panel and the NBSP Coordinator for consideration. The Social Worker then completes an initial assessment of "suitability to board" for discussion during a referral meeting between the NBSP Coordinator and Social Worker.

Stage 2 involves creating an action plan for boarding and identifying a suitably-matched boarding school placement for the young person. The plan outlines the child's educational and emotional needs as assessed by an educational psychologist and through discussion with the young person and their family. Once complete, the action plan is shared with schools, the funding options are investigated by the NBSP Coordinator, and school visits are arranged.

Stage 3 is reached when a placement offer is made by the school, followed by acceptance by the family and child. A contract is agreed and the Locality Panel confirms the placements, including details of Council funding contributions and possible school bursaries.

Figure 1
The NBSP referral and placement process



Report structure

The report begins with an overview of placement demographics, including a summary of the children and young people's age, gender, ethnicity and school placement. Subsequently, the report explores their social care and education outcomes, followed by a review of the programme's financial outcomes.

Finally, the Appendix provides additional background material in

the form of a research review by the UCL Institute of Education. It examines the current situation of, and key issues and outcomes for vulnerable children and young people, with a specific focus on Looked After Children (LAC) and those on the 'edge of care'.

Where possible, comparisons with national data for LAC have been made to offer a reasonable evaluation of the programme

impact and to improve insights. Comparison outcomes with a matched sample of vulnerable children and young people in Norfolk who *did not* take part in Norfolk Boarding School Partnerships was unattainable due to constraints around viability and practicality.

The Boarding School placements

From 2008 to 2018, there has been a total of 52 children placed through Norfolk Boarding School Partnerships in 11 boarding schools.

Placements by age

Children's age at initial placement have been classified into three year groups:

KS2

(Year 5 & 6) - typically represents students 9-10 years

KS3

(Year 7, 8, 9) - typically represents students 11-13 years

KS4

(Year 10, 11, 12) - typically represents students 14-16 years

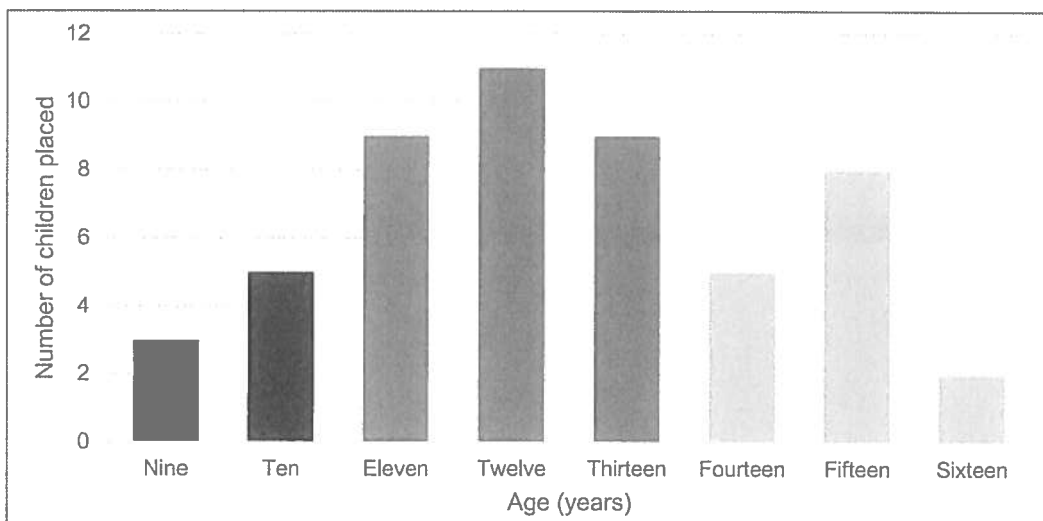
Table 1

Children's age and year group by average placement length

Year Groups at initial placement	Number of children	Mean age	Average placement length
KS2 (Year 5 & 6)	8	10.0 years	4 years 8 months 5 days
KS3 (Year 7, 8, 9)	32	12.2 years	2 years 8 months 15 days
KS4 (Year 10, 11, 12)	12	14.8 years	1 year 7 months 5 days

Figure 1

The distribution of children's ages when first placed in boarding school



Placements by gender

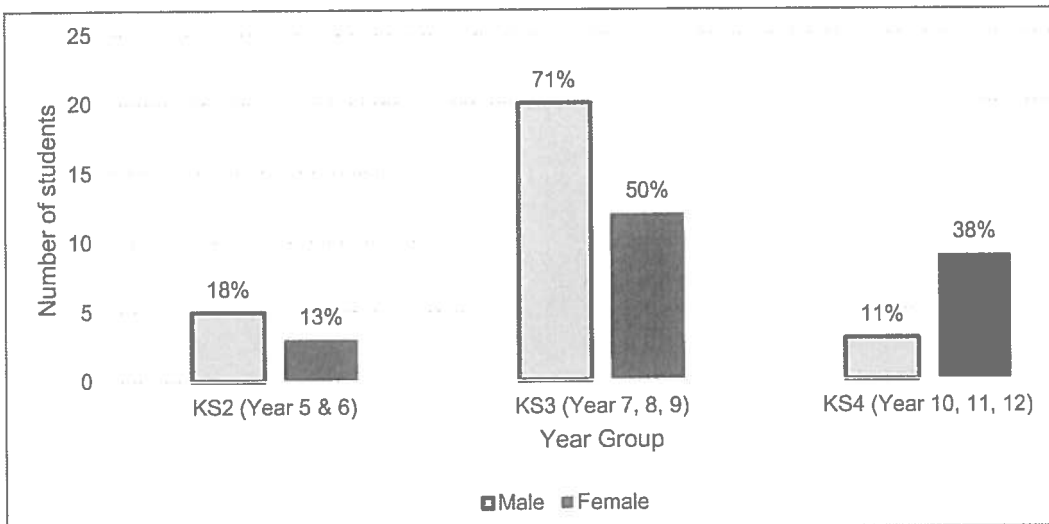
Of the 52 children, there was a slightly higher proportion of males than females (male = 54%; female = 46%).

The average length of placement was equal across the two gender groups (approximately 2 years, 9 months).

Table 2
Placement overview by gender

Gender	Number of children	Year Group	Average Age at placement	Average duration
Male	28 (54%)	KS2: 18%	11.8yrs	2 years 9 months 4 days
		KS3: 71%		
		KS4: 11%		
Female	24 (46%)	KS2: 13%	12.8yrs	2 years 8 months 28 days
		KS3: 50%		
		KS4: 38%		

Figure 2
Total placements by gender and year group



Placements by ethnicity

The ethnicity of the children and young people placed through NBSP reflect Norfolk's wider ethnic make-up which is predominantly White British⁶.

Table 3
Ethnicity of children placed in boarding school

Abbreviation	Full Explanation	Number	Percentage
AOMB	Any other mixed background	2	4%
BA	Black African	1	2%
BAOB	Black any other Background	1	2%
WA	White Asian	1	2%
WB	White British	41	79%
WBA	White & Black African	1	2%
WBC	White & Black Caribbean	1	2%
WOB	White other background	4	8%

⁶
See 2011 Census ONS <http://www.norfolkinsight.org.uk/isa/people/ethnicity>

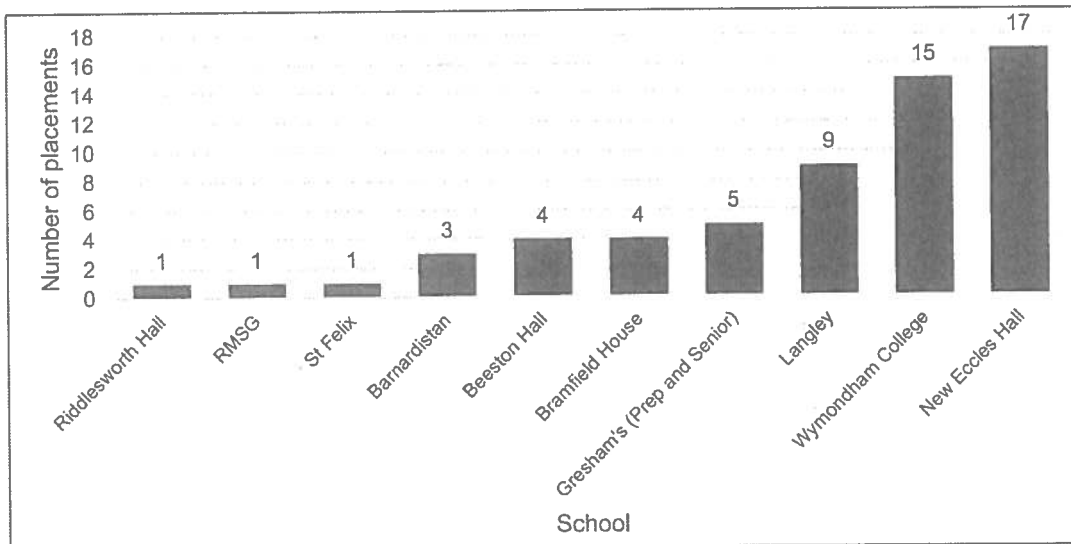
Placements by school

Of the 52 children placed through the NBSP, seven children had more than one placement, totalling 60 boarding school placements overall. Multiple placement reflects either a change of setting (i.e. primary to secondary) or changes in the suitability of placement for individual students.

Table 4
Average placement duration by school

School	Total placements	Average duration (years)
Riddlesworth Hall	1	0.25
St Felix	1	0.5
Langley	9	1.75
New Eccles Hall	17	2.25
Beeston Hall	4	2.25
Bramfield House	4	2.5
Wymondham College	15	2.6
Barnardistan	3	2.75
Gresham's	5	3.7
Royal Masonic School for Girls	1	5.9

Figure 3
Total number of placements by boarding school



Social care outcomes

The impact on risk profiles

Children and young people were classified into one of five risk profiles, measured at the initial point of placement, and again at the end of boarding. Risk profile levels were used to reflect the young person's level of need and are represented, numerically, with the lowest level of need at Risk Profile 1, and the highest level of need at Risk Profile 5:

Risk Profile 5
Looked after Child (LAC)

Risk Profile 4
Child Protection (CP)

Risk Profile 3
Child in Need (CIN)

Risk Profile 2
Early Help (EH)

Risk Profile 1
Universal Services (US)

Looked after Child (LAC): the child is considered to be in the care of the local authority, either with their parents' consent or by a court order. These children will live with approved carers, such as foster carers, family members or in residential children's homes, and have access to a social worker.

Child Protection: there are significant concerns about the safety or wellbeing of the child and the local authority has a duty to investigate. Parents and carers must enable the investigation to take place and make the child available to a social worker.

Child in Need: the child is considered to need the provision of services from the local authority in order to achieve or maintain a reasonable standard of health or development, or to prevent significant or further harm to their health or development.

Early Help: a lower risk category, and involves the authority working with children, young people and their families to support them in resolving their own challenges and prevent further problems in the future. Support may be provided by a single agency or practitioner, or a number of professionals depending on need.

Universal Services: also known as "mainstream services", which are provided and available to all children and families. These children are achieving expected outcomes and have their needs met through universal service provision. This is a low-risk category.

Table 5
Change in risk profile for children from initial placement to end of placement

Category	Risk Profile	Number of children at start of placement	Number of children at end of placement
Looked After Child	Risk Profile 5	17	12
Child Protection	Risk Profile 4	16	3
Child in Need	Risk Profile 3	19	3
Early Help	Risk Profile 2	0	1
Universal Services	Risk Profile 1	0	33

Note. Both Kinship Care and Adoption cases⁷ were considered for the programme because of escalating needs with a trajectory of these children coming back into the care system.

Notably, 37 young people (approximately three-quarters of the boarding placements) showed a reduction in their individual risk profile (71%); approximately two-thirds of these children and young people moved out of a high-risk category and into universal services.

Of the 17 children at Risk Profile 5 (Looked after Child):

- Eight remained at Risk Profile 5 (Looked after Child)
- Two **decreased** in risk to Risk Profile 3 (Child in Need)
- Seven **decreased** in risk to Risk Profile 1 (Universal Services)

Of the 16 children at Risk Profile 4 (Child Protection):

- Two *increased* in risk to Risk Profile 5 (Looked After Child)
- Two remained at Risk Profile 4 (Child Protection)
- One **decreased** in risk to Risk Profile 3 (Child in Need)
- Eleven **decreased** in risk to Risk Profile 1 (Universal Services)

Of the 19 children at Risk Profile 3 (Child in Need):

- Two *increased* in risk to Risk Profile 5 (Looked After Child)
- One *increased* in risk to Risk Profile 4 (Child Protection)
- One **decreased** in risk to Risk Profile 2 (Early Help)
- Fifteen **decreased** in risk to Risk Profile 1 (Universal Services)

⁷

Kinship care is an arrangement where a child who cannot be cared for by their parent, goes to live with a relative, friend or other connected person. This is usually on a temporary basis. In contrast, adoption is for life, and anyone who adopts a child becomes the legal parent, taking on all the rights and responsibilities that the birth parent had.

Figure 4
Proportion of children's risk profile levels at point of initial placement

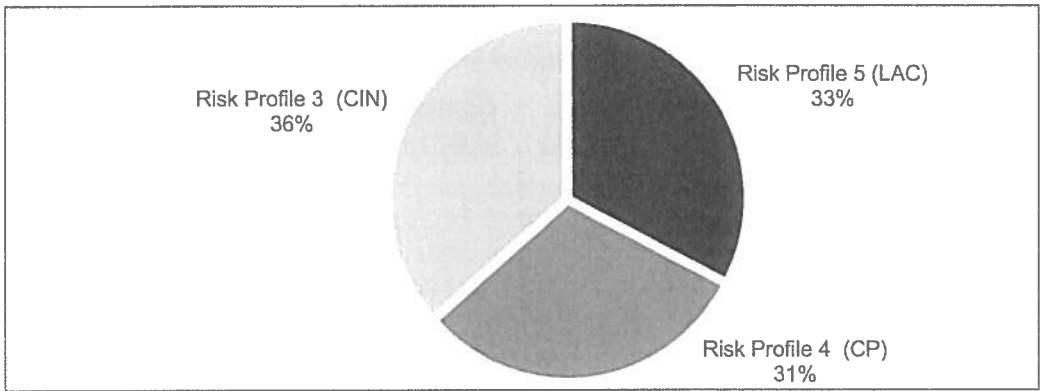


Figure 5
Proportion of children's risk profile levels at the end of placement

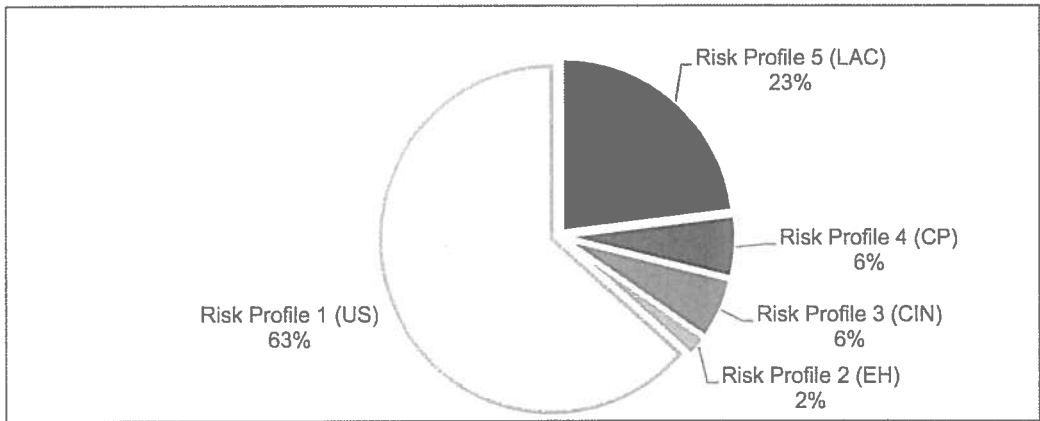
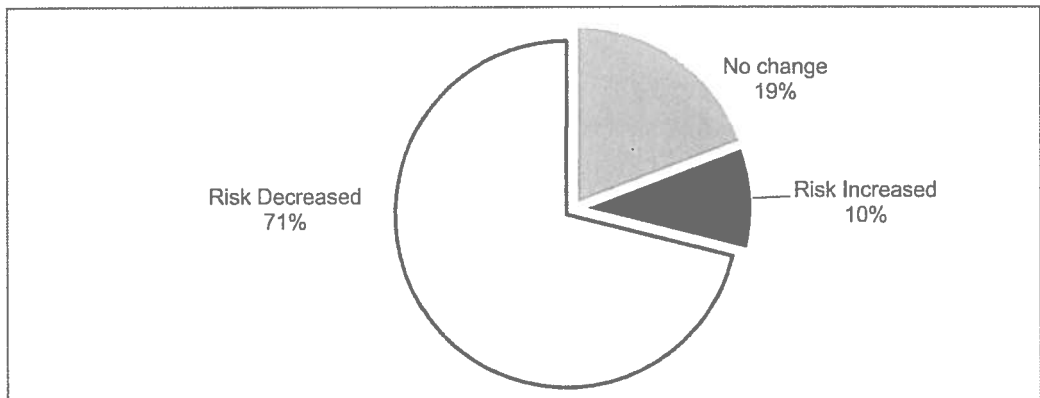


Figure 6
Overall change in risk profile levels for children with a boarding school placement



Change in risk profile by placement length

The findings suggest that, as the length of the boarding placement increases, the risk profiles decrease. Of the 52 boarding placements, almost three-quarters showed a reduction in risk profile by 1-4 points (n=37; 71%). The average placement length for cases that met social care outcomes was approximately **3 years**.

Comparatively, the average placement length for children who remained at the same risk profile (n=10; 19%) was approximately **2 years**. Those children which showed an increase in risk (n=5; 10%) had an average placement length of **less than 2 years**.

Table 6
Overall change in risk profile by average placement length

Risk Profile Change	Number of children	Average Placement Length
Reduced risk profile	37	3 years 1 months 15 days
No change	10	2 years 0 months 27 days
Increased risk profile	5	1 years 4 months 29 days

Figure 7
Change in to risk profile points by average length of placement

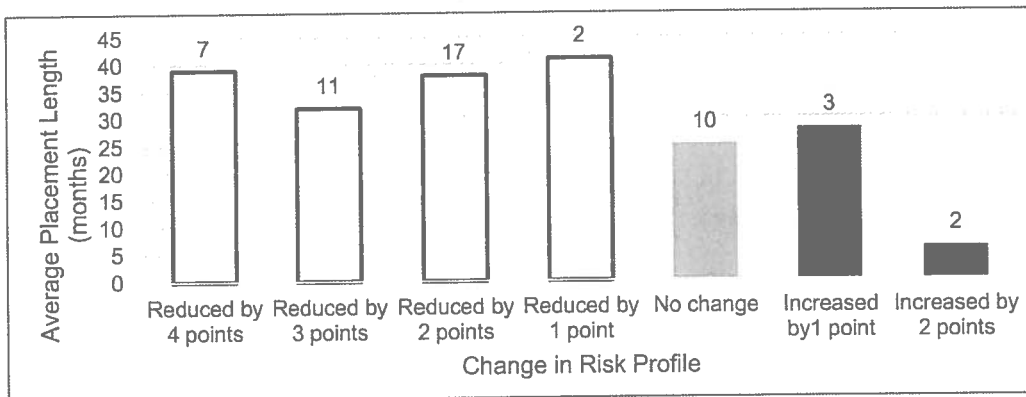
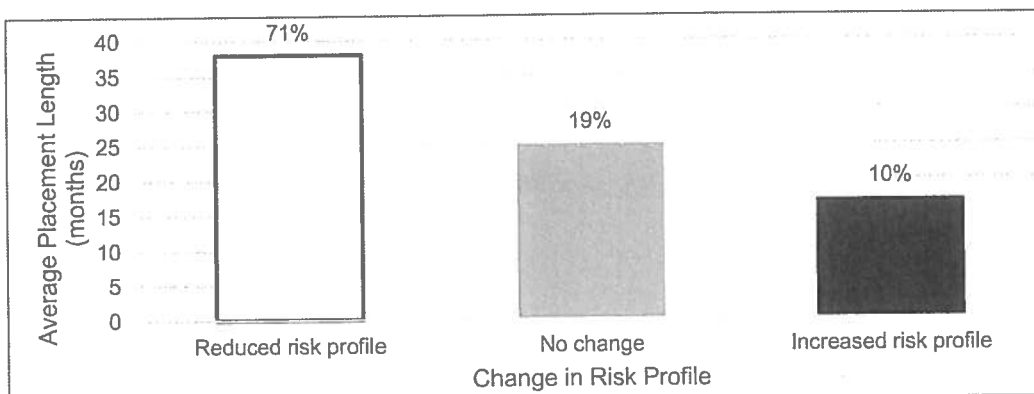


Figure 8
Overall change in risk profile by average length of placement



Education outcomes

Although the aim of the NBSP is to provide a stable and supportive educational experience through placement in a boarding school, the pupils placed also showed successful educational attainment outcomes.

No complete data set is yet available to measure outcomes such as resilience and self-efficacy, although it is planned to include such baseline measures in a larger group of children for future placements.

The impact on educational attainment

Education aims for the programme were to help students gain a formal qualification at the age of 16 (GCSE or equivalent). Based on this categorisation, 14 students aged under 16 years were not considered for analysis.

Additionally, data for 5 students was unavailable as education tracking ceased when the boarding placement ended.

Education outcomes for remaining 33 students were classified as

Met education outcomes

These students have gained a formal qualification at the age of 16 (GCSE or equivalent).

Did not meet education outcomes

These students did not gain a formal qualification by age 16.

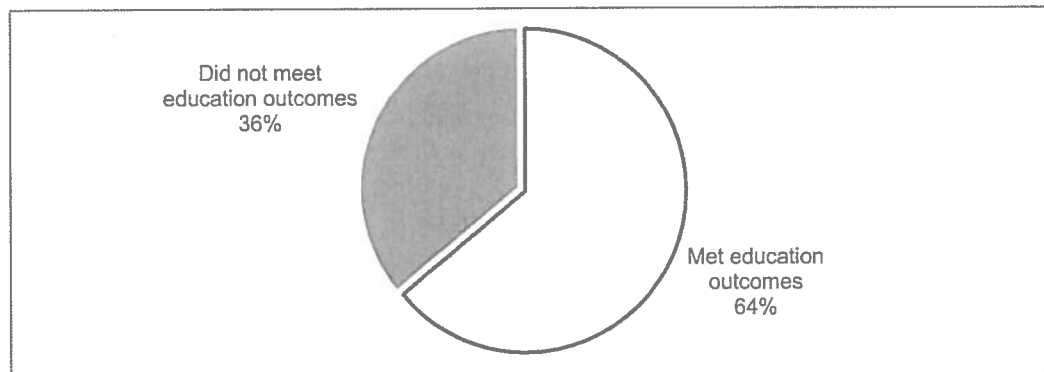
Table 7

Comparison of education outcomes by length of placement

	No. of children	Ave Placement Duration
Met Education Outcomes	21	3 years 7 months 23 days
Did not meet Education outcomes	12	2 years 4 months 2 days

Figure 9

Overall education outcomes for children with a boarding school placement



Education outcomes explored

Of the 33 students in this analysis, two-thirds (n=21; 64%) met education outcomes by attaining a formal qualification (GCSE or equivalent) in maths and English. Of those who met education outcomes:

- Seven attained GCSE maths *and* English with A*-C
- Two attained GCSE maths or English
- Two attained an Entry Level Certificate in maths and English
- Ten attained GCSE maths and English below A*-C

The remaining one-third of children (n=12; 36%) were unable to meet education outcomes for the following reasons:

- Two exclusions
- Nine attendance-related – did not sit
- One exceptional circumstances – bereavement

Comparison with Norfolk and National LAC outcomes

Of the 33 students supported by NBSP, 21% attained GCSE maths and English with A*-C. This is higher than the National 2016 results for Looked after children nationally (17.5%) and in Norfolk (19.8%)

Table 8

Key Stage 4 results for GCEs in maths and English across Norfolk Boarding School Partnerships and the Norfolk and National LAC results

Key Stage 4	Norfolk 2016-17 (Prov LA data for 2017)	National 2016 (DfE published results)	Norfolk Boarding School Partnerships
Year 11 Pupils with results - Attainment - CLA Cohort	148	4890	33
A*-C/Grade 4+ in GCSE English & maths - % achieving	19.8%	17.5%	21%

Education and social care outcomes

On average, children who remained in their boarding school placement for **at least 3 years** were more likely to attain a formal qualification at age 16 and to show a reduction in their individual risk profile.

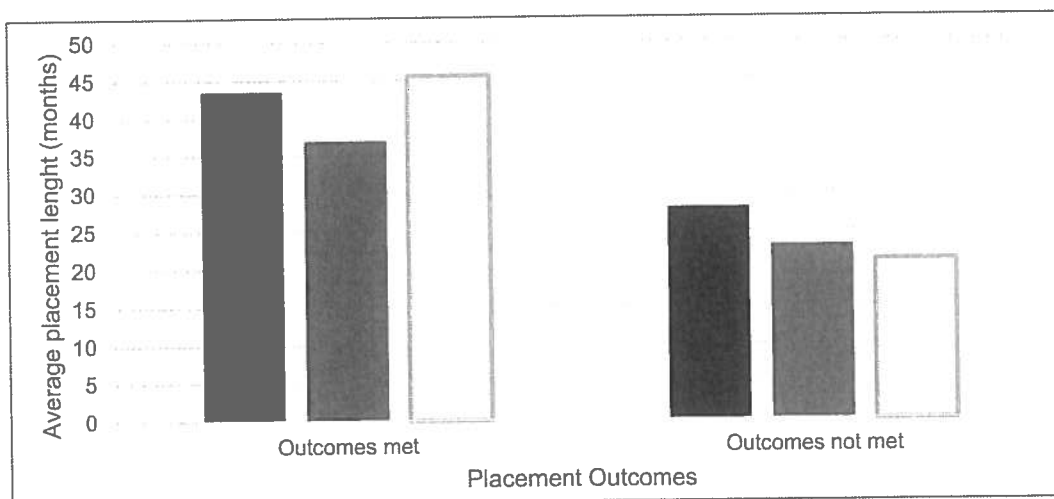
In comparison, children who remained in their school placement for **less than 2 years** were less likely to attain a formal qualification at age 16 or to show a reduction in their individual risk profile.

Table 9
Comparison of education and social care outcomes by average placement length

	Education	Social care	Combined
Outcomes met	3 years 7 months 23 days	3 years 1 month 3 days	3 years 9 months 17 days
Outcomes not met	2 years 4 months 2 days	1 year 11 months 3 days	1 year 9 months 1 day

These findings highlight the importance of providing effective, stable and secure boarding placements for these children and young people. Those who were supported for at least three years were notably more likely to meet both education and social care outcomes, emphasising the need for a strong and long-term commitment from stakeholders towards these placements.

Figure 10
Placement outcomes for education and social care by average placement length



Exploring baseline and additional measures

Education outcomes based on formal qualifications may not fully reflect academic progress made by children. Gathering baseline education measures at the point of initial placement, (e.g. through Educational Psychologists' assessment) would provide a more accurate measure of education progress.

Additionally, there is strong empirical evidence connecting childhood mental health to academic attainment and life outcomes. Looked after Children are more than twice as likely as the child population as a whole to have social, emotional and mental health (SEMH) needs.⁸ Therefore, identifying, monitoring and supporting positive SEMH outcomes is an important future consideration for the NBSP programme.

Baseline and follow up SEMH measures (e.g. self-efficacy, resilience, and trauma symptoms) through the support of Educational Psychologists could help:

- Identify areas of need and strengths within children at an early stage;
- Monitor SEMH changes and outcomes throughout childhood and placement to ensure suitability and support;
- Inform recommendations for effective intervention, strategies or training to school staff to develop children's strengths and work through areas of challenge.

⁸ Department for Education (2017). Outcomes for children looked after by local authorities in England, 31 March 2016. www.gov.uk/government/uploads/system/uploads/attachment_data/file/602087/SFR12_2017_Text.pdf

Financial outcomes

It is believed that boarding placements have been very cost-effective for Norfolk because of the sharp improvements in the risk profile and hence reductions in care costs. Placing children and young people in boarding schools can be significantly more cost-effective than placing them into local authority care. The annual cost of the NBSP school fees has ranged from £11,000 for state boarding schools to £35,000 in the independent sector, compared with Norfolk's average annual cost of supporting a Looked after Child at £56,212.

While it is recognised that most of this LAC cost applies also to those LAC children who attend boarding school, it is also believed that a proportion of the 36 non-LAC in the NBSP would have become LAC if they had not become boarding placements.

The scale of the NBSP achievement is that, rather than experiencing an increase in the number of LAC among the boarders, Norfolk was able to report a decrease of 29% in the LAC boarders and a sharp reduction in those at risk of becoming LAC. During the period 2014-17, for which Norfolk County Council holds full financial information, the council estimates that net savings of £1.6k as a result of the boarding placements, i.e. the 30 young people who were funded at boarding school during the four

years cost the Norfolk £1.6m less than they would have cost if all had become LAC and not attended boarding school. That might be said to be the 'best case' given that it could not be assumed that all the boarders would have become LAC but it is one way of estimating maximum possible benefit.

More cautiously, it can be shown that, across the past 9 years, the lives of at least 37 young people (those whose risk profile has improved) have been measurably improved for a total cost of c£3m in boarding school fees - an average of £81k per young person which corresponds to less than 1.5 x the average annual cost of a Norfolk LAC.

Financial measures are, of course, incidental to the primary objectives of the NBSP, and there is no 'best' way to calculate apparent cost-effectiveness, especially during the relatively short time-period under review. However, given Norfolk County Council's c£400k annual budget of Norfolk Boarding School Partnerships (comprising £100k from the Dedicated Schools Grant and £300k from the children's services budget), the following observations can be made:

- The expenditure of £35k (the current level of many independent boarding school fees) for a LAC for, say, 4 years - where it enables a child to cease to be Looked After - could be said to be 'recouped' in under

three years, given Norfolk's annual LAC cost of £56.2k

- Where boarding placements are able to prevent children needing to become LAC, that £35k of boarding fees could be said to be 'self-funding' since they eliminate the requirement of the LAC costs. This financial impact would be enhanced substantially in the case of state boarding placements (with fees of £15k or less) or where independent school bursaries or charity grants were obtained.

The critical issue, inevitably, is the level of boarding fees relative to LAC costs. Norfolk's range of £11k-£35k fees paid reflects the contrast between state maintained boarding places and those in independent schools. The overwhelming majority of NBSP placements were fully funded by Norfolk without either bursaries or charity support. Even allowing for add-on costs like clothes, equipment and school trips (possibly up to £5k per year), the positive financial impact could be enhanced by independent school bursaries and placements in state boarding schools. Ultimately, wide-ranging reductions in the risk profile of boarders (including those young people who ceased to be LAC) are likely to ensure that such placements are favourable in financial terms, especially if maximum boarding fees correspond to about 50-60% or less of LAC costs.

Conclusions

The impact of effective boarding placements has been demonstrated across three areas:

- **Social care:** the NBSP has contributed to the successful reduction in children and young people's individual risk profiles, with almost three-quarters (71%) of cases showing a reduced level of risk, and up to two-thirds (63%) of cases moving out of a high-risk category and into universal or mainstream services.
- **Education:** more than two-thirds (64%) of young people attained a formal qualification (GCSE or equivalent) by 16 years. More of the boarding placements achieved Grades A*-C for GCSE maths and English than LAC nationally or in Norfolk.
- **Financial:** placing children and young people in boarding schools can be significantly more cost-effective than placing them into local authority care. Norfolk's annual cost of placing a child at boarding school has ranged between £11k for state boarding and £35k in the independent sector, compared with its average £56.2k cost of supporting a Looked after Child. Although LAC boarding placements incur the additional costs of these school fees, the reductions in risk profile (and especially in the number of LAC) are capable of producing significant cost savings to a local authority over 3-5 years.

Crucial to the impact of successful social care and educational outcomes was the average duration of placement. The Norfolk children and young people who were supported for an average of 3 years or more in a boarding school showed improved outcomes across social care and education by comparison with those with a placement of 2 years or less. This demonstrates the importance of providing effective, stable and secure boarding school placements and emphasises the need for a strong and long-term commitment from stakeholders.

Additionally, the success of boarding school placements relies on the careful and suitable matching of children to boarding schools combined with effective collaboration between and within young people's services, schools and families.

⁹ Department for Education (2017). Outcomes for children looked after by local authorities in England, 31 March 2016. www.gov.uk/government/uploads/system/uploads/attachment_data/file/602087/SFR12_2017_Text.pdf

Appendix

Research review by UCL Institute of Education



This research review examines the current situation of, and key issues and outcomes for, vulnerable children and young people, with a specific focus on Looked After Children (LAC) and those on the 'edge of care'. There is some inconsistency around precisely what constitutes 'edge of care' but a recent review by Rees et al (2017) of the edge of care strand of the DfE's Children's Social Care Innovation Programme stated that the term generally refers to those:

"...where entry into care is being actively considered as a likely option to meet that young person's needs. Children and young people on the edge of care are often described as the most challenging, or those with the most complex needs..." (p.7)

The review first provides an overview of statistics and issues regarding children and young people in and on the edge of care. The review then summarises research on educational outcomes for LAC and children and young

people on the edge of care, before looking at factors influencing these outcomes. The review concludes with a summary of research on the specific role of boarding schools in potentially shaping outcomes.

The current situation regarding children and young people in and on the edge of care

In the UK, there are increasing numbers of children and young people across all categories of vulnerability. It is estimated that more than 2 million children are living in difficult family circumstances (OFSTED, 2015); this includes parental drug and alcohol dependency, domestic abuse and mental health problems. The rate of referrals to Children's Social Care Services has been steadily increasing over the past 10-15 years; in 2014-15, local authorities recorded 635,600 referrals to children's social care services because of concerns about a child's welfare (NAO, 2016).

There are also increasing numbers of children assessed as being 'a child in need of help or protection' (CIN); as of the 31st March 2017, there were 389,430 children in England in this category equating to 3.4 per 100 children aged under 18 years (DfE, 2017a). Of particular concern are adolescents aged 10-15 years who are over-represented amongst those assessed as being in need, this age group now constitutes 31% of the total.

The number of children starting to be subject to a Child Protection Plan (CPP) has also been rising steadily. Between 2010 and 2017 there has been a 35% increase with 66,180 children being made subject to a child protection plan in 2016-17, a rate of 0.5 per 100 children (DfE, 2017a).

Finally, the numbers of LAC are growing, particularly those aged 10-15 years and 16 years and over. As of 31 March 2017, there were 72,670 children and young people in care in England, a 3% increase on the previous year and a 7% increase since 2013. In 2012, 56%

of those in care were aged 10 and above but, by 2017, this had risen to 63% (DfE, 2017c).

A recently released report by the All-Party Parliamentary Group for Children (2017) into the current state of Children's Social Care in England stated that the system is struggling to meet demand. The report went on to say that Local Authorities are too often failing to reach children and families who need help at all stages: early intervention, statutory support for Children in need (CiN) and statutory support for those in care. The inquiry found that local authority resources have become increasingly strained and, as a result, they are largely focussed on child protection concerns and mainly directed towards children who have already suffered abuse or neglect or who are at risk of serious harm, at the expense of early intervention and prevention and support for families. The APPGC (2017) stated that the consequence of this focus on late intervention is that young people's needs too often escalate to high levels before any support is provided, leading to more needing to be taken into care and, consequently, poorer outcomes for vulnerable children and their families.

As previously highlighted, vulnerable adolescents have been identified as particularly at risk and there are calls for a far more flexible approach to support and intervention for this group. Nearly

half of adolescents coming into care do so because of acute family stress, difficult behaviour or crisis in family circumstances (Godor, 2014). Research evidence points to poorer outcomes for those coming into care as adolescents, as well as the need for more innovation in the range of support available to adolescents and their families to try and prevent family breakdown and avoid adolescents entering care (Dixon et al, 2015).

Outcomes for LAC and young people on the edge of care

Children in and on the edge of care often face multiple complex and acute difficulties that can have negative and long-lasting impacts throughout childhood and into adulthood. They are significantly more likely to have far poorer educational outcomes compared to the child population as a whole. LAC are 4 times less likely to achieve the basics of GCSE grades A*- C in English and Maths than those not in care and many LAC leave education with no qualifications at all. While achievement among the general population is growing, improvements in the educational attainment of children in care and in need is not.

In England, there is evidence that, while children of primary school age who are in care cover the full spectrum of cognitive ability (Jackson & Martin, 1998), they do

not achieve the same results as their peers in national school tests, and their relative performance declines as they get older, contributing to their lack of GCSEs at age 16 (Welbourne & Leeson, 2012). Longitudinal research by O'Sullivan & Westerman (2007) that followed children throughout their school career found a progressive decline for children in care, steepest at secondary stage. This attainment gap is not only apparent at age 16 but is also seen much earlier on, with younger children in care and in need having far lower levels of attainment than other children at Key Stages 2 and 3.

The most recent data on educational attainment highlights this continuing trend of far poorer educational outcomes for LAC and CiN in comparison to other children throughout compulsory schooling (Tables 1-3). Of note is the educational attainment at KS2 of the CiN group which is lower than for LAC, this supports the finding of Sebba et al (2015) that care can often provide an environment that is more conducive to education than that experienced by children and young people in need. Sebba et al (2015) found that CiN were more likely to have special educational needs, poor attendance, more exclusions from school, and progressively poorer relative attainment than children not in need or in care.

Table 1
percentage reaching required standard at Key Stage 1

	Looked After Children	All children
Reading	50%	74%
Writing	37%	66%
Maths	46%	73%
Science	58%	82%

Source: Department for Education (2017b). Outcomes for children looked after by local authorities in England, 31 March 2016.

Table 2
percentage reaching required standard at Key Stage 2

	Looked After Children	Children in need	All children
Reading	41%	38%	66%
Writing	46%	44%	74%
Maths	41%	40%	70%

Source: Department for Education (2017b). Outcomes for children looked after by local authorities, 31 March 2016

Table 3
percentage achieving 5+ GCSEs including English and Maths

Looked After Children	Children in need	All children
13.6%	14.9%	53.1%

Source: Department for Education (2017b). Outcomes for children looked after by local authorities in England, 31 March 2016

Educational attainment is hugely significant because it has been consistently identified as a key protective factor for later life outcomes. Analysis of data from the 1970 British Cohort Study, carried out by Whitty et al (1998), found that by age 26, those without educational qualifications were four times more likely to report poor physical and mental health than

those with the highest qualifications. Other positive outcomes from high levels of learning have been found to include improvements in self-esteem, self-efficacy, inter-personal trust, access to wider networks of social support and social engagement, all of which increase resilience which in turn reduces stress and benefits overall health

(Ross & Mirowsky, 1999). Jackson and Martin (1998) compared 'high achievers' with a care background to a matched group of young people who left school with low levels of attainment and found significant differences in their post-care experience. The outcomes for the low attainment group were typical of those experienced by many care leavers including

unemployment, dependence on welfare payments, poor health, early parenthood, substandard housing, episodes of homelessness, drug and alcohol misuse, and some of the young men from the low attainment group were in prison. The 'high achievers' group had relatively few difficulties of the kind experienced by the low attainment group and, to a large extent, seemed to have overcome the disadvantage they had experienced in childhood.

More recent research further highlights the increased risk of a range of negative outcomes for those with a care background (HM Government, 2013). In 2017, 32% of care leavers were NEET (not in education, employment or training) at age 19 compared to 10% of 18-year-olds in the general population (DfE, 2017c). It is estimated that over a quarter of adults in prison have been in care and approximately a third of those who are homeless have spent time in care (NAO, 2014). Current statistics show that 5% of LAC aged 13-15 years and 9% of LAC 16-17 years were convicted or subject to a final warning or reprimand during 2016 compared to 1% and 2% respectively of all children (DfE 2017c).

LAC and those on the edge of care are also at significantly higher risk of poor social, emotional and mental health (DfE, 2017c). Mental health and educational progress are

closely linked; research has consistently found that young people's emotional health and wellbeing can be obstacles to educational progress (Cameron & Jackson, 2014). All children in care should be assessed using the Strengths and Difficulties Questionnaire (SDQ) to ascertain their mental health status, and the most recent data shows that 12% of all those in care had average SDQ scores that were of borderline concern and 38% had scores that were of concern (DfE, 2017c).

Poor mental and emotional health in vulnerable children and young people often persists into adulthood (Cheung & Buchanan, 1997). Cameron (2007) found that around a quarter of care leavers and over half of a comparison sample of young people 'in difficulty'¹⁰ but not previously looked after 'did not feel well' most of the time, while 39% of care leavers and 45% of the comparison group reported themselves to be depressed at the time of interview or in the past.

¹⁰ Defined as being homeless and/or having two or more of the following difficulties in their lives: living apart from family, pregnancy or parenthood; addiction problems such as those with alcohol or illicit drugs; a criminal record or offending behaviour; unemployed; learning or physical disabilities; belonging to a minority ethnic group and leaving school with no qualifications

Factors influencing outcomes young people in and on the edge of care

The disadvantaged backgrounds and traumatic lives of those in and on the edge of care significantly increases the likelihood of low academic achievement and negative later life outcomes (Cairns, 1999; Jackson & McParlin, 2006). Of particular concern are adolescents in and on the edge of care who experience longer exposure to risk factors and difficult family circumstances meaning they are more likely to have highly complex needs, are very likely to have had a previous episode in care (around half) in what has been termed 'oscillation between home and care' and so are more likely to experience a larger number of placements. Research has found that those who experience this 'oscillation' and unstable reunions with their families had the worst overall outcomes (Wade et al, 2011). The Care Inquiry report (2013) emphasised the need for greater support for families, both to prevent breakdown and entry to care, but also to prepare for and sustain a child/adolescents' return home to prevent readmission.

Whilst the family backgrounds and difficult lives of those in and on the edge of care are hugely significant, there is a large body of research that shows this is often compounded rather than alleviated by their experience of the care system (Jackson & Cameron,

2014). Oscillation in and out of care, frequent placement moves and/or school moves, a high turnover of social workers and other key professionals, poor long-term planning and a lack of encouragement and support given to education by carers, social workers and other professionals have all been found to affect outcomes for LAC and those on the edge of care (Jackson & Martin, 1998; Munro & Hardy, 2006; Jackson & Cameron, 2014).

Instability has been found to be particularly damaging; one of the most critical factors influencing educational attainment and later life outcomes is placement stability and, associated with this, consistency and stability in schooling (Munro & Hardy, 2006; O'Sullivan and Westerman 2007; WMD, 2008; Cameron & Jackson, 2014; Sebba et al, 2015). Placement moves and school changes in examination years are especially damaging (Jackson, 1998; Francis, 2000; Evans, 2000). Children who experience more than one placement in their most recent care episode are significantly less likely to achieve five good GCSEs than those who have had a single stable placement (Fletcher-Campbell & Archer, 2003; DfE, 2013). In England in 2017, 36% of all children who ceased to be looked after had three or more placements and 22% had 4-10 placements. The average (mean) duration of placements ceasing in the year ending March

2017 was 314 days, approximately 10 and a half months (DfE, 2017c).

Conversely, research has established the benefits of a stable placement for educational success (Jackson et al, 2005; Cameron & Jackson, 2014). Jackson et al. (2005) found that among young people who had gone to university from care, most had spent five or more years looked after by local authorities, and most of them had had fewer than average placements, experiencing relatively stable and supportive childhoods through being in care. They had attained educational qualifications close to the norm for their age group; with around 70% attaining 5 GCSEs (A*-C).

It should be said, however, that a placement change is not always negative; in approximately a third of cases, moves are made for largely positive reasons (Wade et al., 2010). Additionally, changing placements is not an insurmountable obstacle to educational achievement. Research suggests that quality of final placement is more important than the number of moves (Jackson et al., 2005).

Instability in relation to schooling is also critical; Sebba et al (2015) found that around 3% of all children change secondary school but that the rate is more than four times higher (16%) for children who were in care for less than 12 months by KS4. The rate was also higher for

children who were in care for 12 months or more by KS4 (12%) and for CiN (9%). These analyses showed that school changes in the later years of schooling were particularly damaging for the KS4 attainment of both LAC and CiN.

Research has found that, where carers and professionals, including teachers, were stable and actively involved themselves in the everyday school lives of young people, this helped to compensate for young people's disadvantage; young people were able to make use of this support to improve their outcomes in education. Helping with homework, supporting informal learning and leisure activities, acting as confidants, providing pastoral care and believing in a young person's abilities have been found to be particularly significant factors in terms of how carers and professionals can help to improve outcomes for young people in and on the edge of care (Jackson and Sachdev, 2001; Jackson et al 2005; Jackson & Cameron, 2014).

The importance of long term planning and permanence in the care and education of LAC and those on the edge of care has also been found to be critically important for promoting better outcomes in attainment, mental health and wellbeing (Munro & Hardy, 2006; Cameron & Jackson, 2014). The Government has emphasised the importance for

children of 'a sense of security, continuity, commitment and identity' through childhood and beyond (DfE, 2010). A review by Boddy (2013) highlighted the importance of quality and continuity and the need to:

"place equal value on other ways of achieving permanence, including support for children and families at the 'edges of care', as well as through permanent return to birth parents" (p.4).

The potential role of boarding schools for children and young people in and on the edge of care

In view of the statistics and research evidence on the outcomes for LAC and those on the edge of care and the key factors that influence these outcomes, what role might boarding schools have in addressing the needs of these children and young people?

Research suggests that boarding schools can promote positive outcomes for vulnerable children, including children in and on the edge of care, through the provision of high quality education, support and pastoral care, individual attention, security and structure (RNCF, 2015; Buttle UK, 2017).

The DfE (2017d) states that: *"A boarding school placement can offer these children the possibility of term-time respite that also helps them to develop relationships with the adults working at those schools, alongside a home*

environment they can return to during the weekends or holidays. These types of arrangements can be particularly beneficial where children are living with parents experiencing mental health difficulties, or with extended families who are unable to cope full-time with a child".

Research by Straw et al (2016) found positive impacts for vulnerable children at boarding school in relation to academic progress and attainment, raised aspirations, broadened horizons and enhanced future prospects, improved social skills, increased confidence and wellbeing. These outcomes were largely attributed to the stable and secure school environment.

A review for the Royal National Children's Foundation (2015) found increased levels of security and self-esteem, improved relationships with adults and peers in their lives, heightened aspirations, broadened horizons, greater ambition and motivation and positive effects for the wider family including increased coping and resilience.

The report of the Department for Education's Pathfinder Evaluation of Boarding provision for vulnerable children (Maxwell et al, 2009) included the recommendation that boarding schools should be considered by local authorities as a placement option for children and young people on the edge of care and for those in care where their care arrangements were at risk of

breaking down, when it is deemed that they could potentially benefit from such a placement.

There is also evidence that, in addition to the aforementioned benefits for children and young people, boarding schools might be a more cost-effective option for LAs in providing care for some vulnerable children and young people than state provided options. Boarding, on average, has been estimated as being a quarter of the cost of caring for a young person in a residential home (RNCF, 2015). The average annual spend on a foster placement is between £29,000 and £33,000 with the average annual spend on a residential place between £131,000 and £135,000 (NAO 2014) compared with an average annual cost of placing a child at boarding school of £11,000 to £35,000 (the Norfolk Boarding School Partnerships report 2018.) Potential costs savings where Boarding School is deemed to be a suitable option may be an important, if secondary, consideration in the current climate of severely stretched LA funding and resources. Added to this is the potential for further financial savings in the long term if boarding school provision can ameliorate risk factors in childhood and adolescence and so reduce the likelihood of costly negative outcomes in adulthood such as unemployment, poor health, homelessness and contact with the criminal justice system.

References (Research Review only)

- All Party Parliamentary Group for Children (2017) *No Good Options: Report of the inquiry into Children's Social Care in England*. London: NCB
- Boddy, J. (2013) *Understanding Permanence for Looked After Children: A review of the Care Inquiry*. <https://www.thefosteringnetwork.org.uk/sites/www.fostering.net/files/resources/england/understanding-permanence-for-lac-janet-boddy.pdf>. Accessed 28th February 2018.
- Buttle UK (2017) <https://www.buttleuk.org/>
- Cairns, K. (1999) *Attachment, Trauma and Resilience: Therapeutic Caring for Children*. London: British Agencies for Adoption and Fostering.
- Cameron, C. (2007) Education and self-reliance among care leavers, *Adoption and Fostering*, 31, 1, 106-117.
- Cheung, S.I. and Buchanan, A. (1997) High Malaise Scores amongst children and young people who have been in care. *Journal of Child Psychology and Psychiatry*, 38, 575-580.
- Department for Education (2017a) *Characteristics of Children in Need: 2016 to 2017 England*. London: DfE.
- Department for Education (2017b) *Outcomes for children looked after by local authorities in England, 31 March 2016*. www.gov.uk/government/uploads/system/uploads/attachment_data/file/602087/SFR12_2017_Text.pdf
- Department for Education (2017c) *Children Looked After in England (including adoption) year ending 31 March 2017*. London: DfE.
- Department for Education (2017d) *More help for vulnerable children to attend top boarding schools. DfE website news story*, 24th December 2017. <https://www.gov.uk/government/news/more-help-for-vulnerable-children-to-attend-top-boarding-schools>. Accessed 28th February 2018.
- Department for Education (2013) *Data Pack: Improving permanence for looked after children*. London: DfE.
- Department for Education (2010) *The Children Act 1989 Guidance and Regulations Volume 2: Care Planning, Placement and Case Review*. London: HMSO.
- Dixon, J., Lee, J., Ellison, S. and Hicks, L. (2015) *Supporting Adolescents on the edge of care. The role of short term stays in residential care. An evidence scope*. Action for Children.
- Evans, R. (2000) *The Educational Attainments and Progress of Children on Public Care*. Coventry, University of Warwick.
- Fletcher-Campbell, F. and Archer, T. (2003) *The Achievement at Key Stage 4 of young people in Public Care*. National Foundation for Educational Research: Slough.
- Francis, J. (2000) Investing in children's futures: Enhancing the educational arrangements of 'looked after' children and young people. *Child & Family Social Work*, 5, 1, 23-33.
- Godor, R. (2014) *Building a business case for investment in edge of care services*. Totnes: Research In Practice.
- HM Government (2017) *Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children*. London: DfE.
- HM Government (2013) *Care Leaver Strategy. A cross-departmental strategy for young people leaving care*. London: DfE.
- Jackson, S. (1998) Looking after children: a new approach or just an exercise in form filling? A response to Knight and Caveney, *British Journal of Social Work*, 28, 1, 45-56.
- Jackson, S., Ajayi, S. and Quigley, M. (2005) *Going to University from Care*. Institute of Education, London.
- Jackson, S. and Cameron, C. (2014) *Improving Access to Further and Higher Education for Young People in Public Care*. London: Jessica Kingsley Publishers.
- Jackson, S. and McParlin, P. (2006) The education of children in care, *The Psychologist*, 19, 90-3.
- Jackson, S. and Martin, P. (1998) Surviving the care system: education and resilience, *Journal of Adolescence*, 21, 569-83.
- Jackson, S. and Sachdev, D. (2001) *Better Education, Better Futures: Research, practice and the views of young people in public care*. Ilford: Barnardo's.
- Maxwell, C., Chase, E., Statham, J. and Jackson, S. (2009) *Boarding School Provision for Vulnerable Children: Pathfinder evaluation*. London: Institute of Education.
- Munro, E. and Hardy, A. (2006) *Placement Stability: a review of the literature*. Loughborough: CCFR.
- National Audit Office (2016) *Children in need of help or protection*. London: National Audit Office.
- National Audit Office (2014) *Children in Care*. London: National Audit Office.
- OFSTED (2015) *Early Help: Whose responsibility?* London: OFSTED.
- O'Sullivan, A. and Westerman, R. (2007) Closing the gap: Investigating the barriers to educational achievement for looked after children. *Adoption and Fostering*, 31, 1, 13-20.
- Rees, A. Luke, N., Sebba, J. and McNeish, D. (2017) *Adolescent Service Change and the Edge of Care: Children's Social Care Innovation Programme Thematic Report 2*. London: DfE.
- Royal National Children's Foundation (2015) *Impact Report*. <https://www.boardingschoolpartnerships.org.uk/assets/user/toolbox/RNCF%20Impact.pdf>
- Ross, C. and Mlowsky, J. (1999) Refining the association between education and health: The effects of quantity, credential and selectivity. *Demography*, 36, 4, 445-460.
- Sebba, J., Berridge, D., Luke, N., Fletcher, J., Bell, K., Strand, S., Thomas, S., Sinclair, I. and O'Higgins, A. (2015) *The Educational Progress of Looked After Children in England: Linking care and educational data*. Rees Centre/University of Bristol.
- Sinclair, I., Baker, C., Lee, J. and Gibbs, I. (2007) *The Pursuit of Permanence: A Study of the English Child Care System*. London: Jessica Kingsley Publishers.
- Straw, S., Bamford, S. C. and Martin, K. (2016) *Evaluation of The SpringBoard Bursary Foundation: Year 3*. Slough: NFER.
- The Care Inquiry (2013) *Making not breaking: Building relationships for our most vulnerable children*. http://www.frg.org.uk/images/Policy_Papers/care-inquiry-full-report-april-2013.pdf
- Wade, J., Biehal, N., Farrelly, N. and Sinclair, I. (2010) *Maltreated Children in the Looked after System: A Comparison of Outcomes for Those Who Go Home and Those Who Do Not*. London: Department for Education.
- Wade, J., Biehal, N., Farrelly, N. and Sinclair, I. (2011) *Caring for Abused and Neglected Children: Making the Right Decisions for Reunification or Long-term Care*. London: Jessica Kingsley Publishers.
- Welbourne, P. and Leeson, (2012) The Education of Children in Care. *Journal of Children's Services*, 7, 2, 128-143.
- Whitty, G., Aggleton, P., Garmarnikov, E. and Tyrer, P. (1998) *Independent inquiry into inequalities in health, input paper 10*. London, IOE.
- WMTD (What Makes the Difference) (2007) *Making the difference. Putting the care back into corporate parenting: A practical guide for local authorities as corporate parents*. Booklet 1: What young people say about their experiences of being parented in the care system, London: WMTD/Rainer.



www.boardingschoolpartnerships.org.uk

A collaboration of the Department for Education, the Welsh Government, the Boarding Schools' Association, Buttle UK, Reegham Children's Trust, and the Royal National Children's SpringBoard Foundation

Welsh Government support – Extract from the Boarding School Partnership web-site

Kirsty Williams AC/AM - EDUCATION MINISTER WALES



On behalf of the Welsh Government, I am pleased to welcome the launch of Boarding School Partnerships. This new service offers expertise, resources and support for those considering boarding school placements for vulnerable young people.

The service is intended to give commissioning teams in local authorities and other children’s organisations the resources they need to be able to assess the suitability – and availability - of boarding school placements for young people in and on the edge of their care.

This site represents a collaboration of the dedicated charities and boarding schools which, over the past 30 years, have supported more than 3,000 vulnerable children and young people in Wales and throughout the UK.

These “Assisted Boarders” are predominantly young people with one or no active parents who have suffered from seriously adverse home, family or day school circumstances. Many are regarded as being on or close to the edge of local authority care. They are seen to have benefitted from the pastoral care, individual attention, structure and sense of community available at state and independent boarding schools in Wales and across the UK. Many might otherwise eventually have needed to be taken into care.

We know that boarding school would not be appropriate for all children and young people and that is why I welcome this sharing of expertise with the charities and schools which have 24/7 experience of boarding over the long-term.

I commend to you Boarding School Partnerships and, on your behalf, thank the volunteer team under Colin Morrison, former chair of the Royal National Children’s Foundation, which has built this new service for our professionals in children and young people’s services.

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg Cabinet Secretary for Education

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

CONSULTATION ON COUNCIL RUN DAY NURSERY PROVISION

REPORT OF THE GROUP DIRECTOR, COMMUNITY AND CHILDREN'S SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER CLLR C LEYSHON

Author: Zoe Lancelott, Head of Community Wellbeing and Resilience

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to inform Cabinet Members of the outcomes of the consultation initiated by Cabinet in relation to the proposed changes to Council run Day Nursery provision in Ynyscynon.

2. RECOMMENDATIONS

It is recommended that Cabinet:

- 2.1 Consider the feedback from the consultation period as set out in section 5 of this report.
- 2.2 Agree to proceed with the implementation of the proposed changes in relation to ceasing the offer of 'fee paying' Day Nursery provision in Ynyscynon; rationalising the staffing arrangements; and increasing the number of Flying Start places available from 27 to 32.
- 2.3 Instruct Officers to begin the search for a more appropriate alternative venue for the delivery of Flying Start childcare.

3 REASONS FOR RECOMMENDATIONS

- 3.1 Ynyscynon Day Nursery transferred from Education to the Early Years Service in 2016 and is subsidised by the Council but there are now no fee paying children enrolled at Ynyscynon. This provides a timely opportunity to review service delivery at Ynyscynon, identify service improvements and make financial savings without impacting negatively on children and families in that area.
- 3.2 There is a strong business case to cease the provision of non statutory 'fee paying' childcare provision at Ynyscynon as with no children

registered at the Day Nursery, the Council is currently subsidising a provision that there is no parental demand for.

- 3.3 Whilst consultation responses in relation to the use of the Ynyscynon site have been received, no comments have been received to indicate there is any current or future demand for Council run 'fee paying' childcare in the area.
- 3.4 Changes to Day Nursery provision offer the opportunity to seek a more appropriate alternative venue for the delivery of the Flying Start childcare. The Portakabin utilised for the delivery of childcare is now isolated and is the only building in use on the Ynyscynon site. The old Nursery School building on the site is now unoccupied. This would enable the Council to release the Ynyscynon site as the Early Years and Family Support Service are aware of interest from community organisations in utilising it.

4. BACKGROUND

- 4.1 In 2015/16 Cabinet made the decision to close Ynyscynon Nursery School, delivered at the Ynyscynon Early Years Centre and transfer its pupils and education provision to the nearby Pontrhondda Primary School. As a part of that change, the Early Years functions of the Centre, namely the Day Nursery, Flying Start childcare provision and premises/Centre management transferred to Early Years and Family Support (EYFSS) in February 2016. The Day Nursery merged with Ynyscynon Flying Start Childcare in May 2016 on a temporary basis, however, following the closure of the Early Years Centre the childcare facility is now isolated as the only building in use on the Ynyscynon site.
- 4.2 A Cabinet report outlining the current delivery and options for service change was presented to Cabinet on Thursday 10th May 2018. Cabinet agreed to initiate a 4 week consultation in respect of Option 2 of the report which proposed to:
 - Cease the offer of non statutory 'fee paying' childcare provision at Ynyscynon and deliver Flying Start only services. This is proposed due to no fee paying children currently registered and the alternative Day Nursery provision in the area.
 - Review and rationalise existing staff contracts and rotas of staff at Ynyscynon to ensure optimum resource levels are attained and service flexibility assured, thereby providing staff for 32 Flying Start children. This is proposed due to the current staffing arrangements being greater than that required to run a Flying Start only provision.

4.3 Cabinet requested to receive a further report detailing the responses to the consultation in respect of Option 2. This report presents the responses to that consultation for Cabinet Members consideration.

5. CONSULTATION

5.1 The aim of the 4 week targeted consultation was to gather the views of local parents, families, residents and other interested parties on the proposal to cease the offer of non statutory 'fee paying' childcare provision at Ynyscynon and deliver Flying Start only childcare provision and review and rationalise exiting staff contracts and rotas of staff at Ynyscynon. The consultation ran for a 4 week period between 4th June and 4th July 2018.

5.2 The methodology adopted was an online questionnaire, a paper questionnaire and a drop in engagement event at Ynyscynon Day Nursery. Locations for paper consultation questionnaires included Ynyscynon Nursery and the following local primary and secondary schools, in line with the school catchment footprint and local GP Surgeries:

- Cwmclydach
- Llwynypia
- Pontrhondda
- Williamstown
- Bodringallt
- Ysgol Yr Eos
- Penygraig Primary
- Tonypandy Primary
- Tonypandy Community College
- Ysgol Gyfun Cwm Rhondda
- Dr HV Shah, Tyntyla Road, Llwynypia
- Tonypandy Health Centre
- DeWinton Field Practice, Tonypandy
- St Andrew's Surgery, Tonypandy
- Penygraig Surgery

5.3 Emails containing the link to the online questionnaire were sent to consultation locations and paper questionnaires were also distributed to these locations. Notifications were also sent to local Elected Members with details of the consultation.

5.4 A total of four respondents completed the online questionnaire and three individuals attended the drop in engagement event on Tuesday 26th June 2018. As two of the individuals who attended the engagement event also submitted online responses the following consultation findings reflect the comments of five respondents.

- 5.5 Two of the respondents disagreed with the proposal to cease the offer of non statutory fee paying childcare and the rationalisation of staffing arrangements on the basis that the Day Nursery provision could be moved from the current Portakabin into the main Nursery school building and continue to offer fee paying and Flying Start childcare as required. This comment was part of a wider suggestion of developing the currently vacant Nursery School building on site into a Community Hub, should a local group be willing to take it on, which could accommodate the provision of early years childcare upon the payment of rent.
- 5.6 One of the respondents agreed with the proposal to rationalise existing staffing arrangements at Ynyscynon Day Nursery to increase the number of Flying Start places available on the basis that more children should have the right to Flying Start provision than those chosen by the 'post code lottery system currently in place'.
- 5.7 Discussion at the drop in consultation event focused on the allotment plots on the Ynyscynon site that were established approximately 8-10 years ago via informal arrangement with the previous Headteacher of the Nursery School. Currently, a local resident maintains one of the plots on behalf of the Nursery. Concern was raised as to the future of these allotments and the intention for the land, following a communication with the Council's Corporate Estates department that referred to 'possible future developments' of the Ynyscynon site.
- 5.8 Comments received at the drop in event included:
- Issues with security of the site as a result of the removal of the caretaker.
 - There are good links between the nursery and the allotments and this provides value to the children.
 - It was felt that there were no other suitable sites in the local areas for the nursery and it would be difficult to find a suitable alternative location.
 - It was reported that the Sea Cadets were looking for a new premises and links could be made.
 - It was thought that other groups may be interested in having discussions with the RCT Together Team in the Council about future use of the building.
- 5.9 Discussions with Corporate Estates have clarified that work is underway with the allotment occupiers to formalise arrangements by issuing them with licences to regularise their occupation of the land. Communication with the occupiers has stated that this licence will be 6 months in the first instance and that as much notice as possible will be

given should the land be required as a result of any possible future development plans.

- 5.10 Should Cabinet agree to proceed with the proposed change staff consultation would be carried out in accordance with the Council's statutory obligations and Managing Change policy. Staff and trade unions would be fully consulted at the appropriate time.

6. EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1 Section 149 of the Equality Act 2010 (Public Sector Single Equality Duty) requires public authorities to demonstrate in decision making that they have paid 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not.

- 6.2 The United Nations Convention on the Rights of a Child also requires the Council to demonstrate that decision making has paid due regard to the rights of children and young people.

- 6.3 An Equality Impact Assessment Screening Form has been prepared in respect of the proposed changes to Council run Day Nurseries for the purposes of this report. The screening has identified that the proposed options have limited impact on children and families therefore a full Equality Impact Assessment would not be required. The screening form can be accessed by contacting the author of the report or the Cabinet Business Officer.

7. FINANCIAL IMPLICATION(S)

- 7.1 There would be a saving to the Council of **£51,190** at 2018/19 budget level as a result of ceasing the offer of 'fee paying' Day Nursery provision at Ynyscynon; rationalising the staffing arrangements; and increasing the number of Flying Start places available.

8. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 8.1 Under the Childcare Act 2006, section 22, the Council must, "secure, so far as it reasonably practicable, that the provision of childcare (whether or not by it) is sufficient to meet the requirements of parents in their area who require childcare in order to enable them (a) to take up, or remain in work; or (b) to undertake education or training which would reasonably be expected to assist them to obtain work."

- 8.2 The duties under the 2006 Act require the Council to shape and support the development of childcare provision in its area in order to make it flexible, sustainable and responsive to the needs of the community. The intention is to ensure that parents are able to access childcare locally that meets their needs and enables them to make a real choice about work. The effect of the wording “*reasonably practicable*” within the 2006 Act is to allow the Council to take into account its resources and capabilities in making decisions about when to intervene to address gaps in the childcare market.
- 8.3 The Council is not under a duty to provide the childcare directly (although it has the power to make provision if it so chooses). The Council is expected to support the development of childcare where there is sufficient parental demand in order that a childcare setting or a childminder could operate and be sustainable.
- 8.4 Cabinet must have regard to Welsh Government Guidance when considering its statutory duty under s.22 of the 2006 Act. The particular relevant points from the Guidance in addition to the matters already set out in the Statute itself, and of relevance for this report, state that:
- i. Local authorities should consider the particular issues around access to childcare for black and other ethnic minority parents, lone parents and those making the transition to work, including those training.
 - ii. Local authorities will also need to consider availability of childcare to support parents working atypical hours.
 - iii. Local authorities are required to secure childcare of sufficient duration and reliability to enable parents to make a real choice about work. Local authorities are required to act to secure sufficient childcare that is registered by the Care and Social Services Inspectorate for Wales (CSSIW)
- 8.5 As part of meeting the Council’s statutory duties as regards childcare, the Council has prepared its Childcare Sufficiency Assessment (CSA) 2017-2022. Members will be familiar with the contents of this document which was approved by Cabinet on 18th July 2017.
- 9. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**
- 9.1 This proposal links to the corporate priority of promoting independence and positive lives for everyone by ensuring that the Council continues to facilitate the delivery of high quality Day Nursery provision that ensures children of RCT receive a great start in life.
- 9.2 The options set out in this report offer the opportunity to provide a **long-term** plan for the delivery of Day Nursery provision in RCT.

Working in **collaboration** with private and third sector childcare providers and community groups to explore externalising our Day Nursery provision creates the opportunity to address insufficient childcare places and **integrate** service delivery for the benefit of families. **Involving** parents throughout the process will serve to **prevent** their potential anxieties regarding future access to appropriate local childcare places for their children.

9.3 This proposal contributes to the following well-being goals:

- **A prosperous Wales** – The options proposed will either seek to transfer services to an alternative provider or cease provision where currently there is no demand. By transferring provision to an alternative provider, this will ensure that childcare capacity can be met at the current level and potentially encourage expansion of childcare places. A transference of services to an alternative provider will support the Council to meet its aim to empower communities to take a lead in delivering services to meet their needs. Ensuring a sufficient number of childcare places are available to meet demand will support more parents to be in a position to seek and maintain employment.
- **A resilient Wales** – Externalising Day Nursery provision offers a locally run childcare setting the opportunity to develop the business acumen to be responsive to the needs of families and parents making them resilient to changes in the childcare market. It will also be able to develop staff from within the setting to progress through the childcare career progression routes, developing their skills.
- **A healthier Wales** – Access to affordable childcare supports children to meet their developmental milestones and develop social skills, enhancing their emotional wellbeing.
- **A more equal Wales** – Through externalisation, sustainable Day Nursery provision will be available across communities at a reasonable cost for families. This will ensure that childcare is not a barrier to families seeking to gain employment.
- **A Wales of cohesive communities** – Externalisation of provision has the potential to generate community interest, either through organisations already operating as childcare providers or through the development of new childcare provision. These organisations may employ staff from within the community that they serve, thereby enabling communities to meet their own needs. The Council will actively seek to reduce duplication of provision in the Llwynypia area leaving established local providers to deliver Day Nursery provision.

- **A Wales of vibrant culture and thriving Welsh language** – Externalisation of provision has the potential to generate interest from Welsh medium childcare providers, who may choose to deliver childcare through the medium of Welsh. For the area of Pontypridd this would be welcomed and would compliment the provision of Welsh medium education in the locality. It would also help the Council to meet the objectives of the Welsh in Education Strategic plan, through the provision of early years childcare which would feed into Welsh medium statutory education.
- **A globally responsible Wales** – exploring the options within this report will provide the opportunity for the Council to ensure resources are used efficiently. It will also support the sustainability of childcare alongside the longevity of premises in which there has been capital investment.

10. CONCLUSION

- 10.1 This report has provided Cabinet Members with details of the outcomes of the consultation initiated by Cabinet in relation to the proposed changes to Council run Day Nursery provision in Ynyscynon.
- 10.2 Upon consideration of the consultation findings within this report, Cabinet Members are in a position to make a fully informed decision in relation to the proposed changes.

Other Information:-

Relevant Scrutiny Committee

Children and Young People Scrutiny Committee

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

REPORT OF THE GROUP DIRECTOR, COMMUNITY AND CHILDREN'S SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER CLLR C LEYSHON

CONSULTATION ON COUNCIL RUN DAY NURSERY PROVISION

Background Papers

[Cabinet – 10th May 2018](#)

Officer to contact:

Nia Thomas – Service Manager - Early Years and Family Support. Tel. No. 01443 744280

This page is intentionally left blank

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

CHARGING FOR NON-RESIDENTIAL ADULT SOCIAL CARE

REPORT OF THE GROUP DIRECTOR, COMMUNITY & CHILDREN'S SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR GERAINT HOPKINS

AUTHOR: Neil Elliott, Service Director Adult Services. Tel. No. 01443 444603

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to update Cabinet on the feedback from a consultation about proposed changes to the Council's charging policy for non-residential adult social care concerning disability related expenditure and note the amendments made by Welsh Government to the maximum charge local authorities can make for non-residential adult social care effective from 9th April 2018.

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 agree that there be no change to the level of additional discretionary disregard currently applied to disability related expenditure;
- 2.2 note the amendments made by Welsh Government to the maximum charge local authorities can make for non-residential adult social care - this increased from £70 to £80 per week from April 2018. This will be implemented with effect from 1st October 2018 (see paragraph 6 of the report) rather than April 2018 to avoid imposing two increases in a six month period.

3. REASONS FOR RECOMMENDATIONS

- 3.1 If the proposal to withdraw the additional discretionary disregard was implemented it would deliver between £0.070M and £0.100M savings per annum as part of the Council Medium Term Financial. However, responses to the consultation confirm the potential impact on the disabled and older people and the Equality Impact Assessment has been prepared accordingly. In summary the proposal was felt to negatively impact on the recipients of care financially in terms of disability related expenditure and in terms of quality of life.

4. BACKGROUND

Level of disregard for Disability Related Expenditure

- 4.1 All Councils are required to carry out a financial assessment to determine if an individual will be required to contribute towards the cost of their care.
- 4.2 The financial assessment ensures that a standard amount, known as the 'Minimum Income Amount', is allowed for to cover day to day living costs and disability related expenditure. This rate varies depending on an individual's age but in all cases is 45% more than the basic entitlement to a relevant welfare benefit (e.g. incomes support). 10% of the additional 45% is to cover disability related expenditure. Disability related expenditure is the money that people spend on things which are essential to help with their disability. This is to allow for the additional costs relating to their disability that they might expect to incur in looking after themselves, their home and any transport/travel needs.
- 4.3 The Council's current charging policy applies an additional 5% discretionary disregard to any Attendance Allowance or Disability Living Allowance (Care) (AA or DLA) received by an individual. It applies to all individuals in receipt of AA or DLA irrespective of what extra expenditure they may incur. For someone in receipt of middle rate DLA this currently equates to an additional £2.87 per week; for someone in receipt of higher rate DLA this amounts to £4.28 per week.
- 4.4 The cost to the Council to apply this additional discretionary 5% disregard varies and is dependent on an individual's financial circumstances. In order to establish an accurate cost a full assessment of all individuals will need to be undertaken. It is estimated that the additional annual income in respect of this policy change could be between £0.070M and £0.100M per annum. No provision has been made within the 2018/19 budget or Medium Term Financial Planning.
- 4.5 Cabinet approved to initiate a consultation on the withdrawal of the additional discretionary disregard, the results of which would be presented to Cabinet at a later date to enable a decision to be made on whether or not and if so how it wishes to implement the proposal.

5. CONSULTATION OUTCOME

- 5.1. Consultation on the proposal to withdraw the additional discretionary disregard took place with RCT Older Persons Advisory Group.
- 5.2 100% of the RCT Older Persons Advisory Group said they disagreed with the proposals. 100% also felt that the additional discretionary disregard should remain as it is and should not reduce, particularly as Welsh Government had increased the non-residential charge to £80 per week. The Group commented that it showed that the Council does care about older people and those with a disability.

- 5.3 Members of the Group were asked what impact the proposal would have on them or people they know. Comments related to less disposal income to the care recipient and less to spend on essentials like food and utilities which are increasing; reduction or withdrawal of care package; difficult financial climate and struggling to make ends meet and need to use more of savings to cover the cost of care.
- 5.4 Whilst all the recipients of non-residential care were not consulted separately regarding this disposal, Adult Social Care is aware that many people would also disagree with the withdrawal or reduction in the additional discretionary disregard applied by the Council and it is felt that this would be seen to have a negative impact with the proposal being seen to penalise people with long term health conditions and disabilities. A withdrawal or reduction in the additional discretionary disregard would inevitably lead to a greater number of appeals from care recipients claiming additional disability related expenditure incurred.

6. MAXIMUM WEEKLY CHARGE FOR NON-RESIDENTIAL CARE SERVICES

- 6.1 At its meeting on the 18th July 2017, Cabinet also agreed to the implementation of future increases to the maximum charge for non-residential services in line with future year amendments made to Welsh Government Guidance.
- 6.2 Welsh Government has issued updated guidance revising the maximum level of charge to £80 per week. This will now be implemented within Rhondda Cynon Taff from the 1st October 2018. The additional income for 2018/19 (part year) is estimated to be £150k and this will be transferred into the Medium Term Financial Planning and Transformation Reserve. The full year impact from 2019/20 will be factored into the Medium Term Financial Plan.

7. EQUALITY AND DIVERSITY IMPLICATIONS

- 7.1 Cabinet Members will be fully aware and mindful of the general equality duty introduced by the Equality Act 2010 and the specific public sector equality duties applicable to the Council as a local authority in Wales.
- 7.2 Section 149 of the Equality Act 2010 (Public Sector Single Equality Duty) requires public authorities to demonstrate in decision making that they have paid 'due regard' to the need to:
- eliminate unlawful discrimination, harassment and victimisation;
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - foster good relations between people who share a protected characteristic and those who do not.

The relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

- 7.3 Amendments made by Welsh Government to the maximum charge local authorities can make for non-residential adult social care does not require an Equality Impact Assessment. The charges proposed by the Council are in line with the legislation.
- 7.4 However, an Equality Impact Assessment (EqIA) has been undertaken in relation to the withdrawal of additional discretionary disregard relating to disability related expenditure. This identified a disproportionate impact on older adults, and those living with disability and could potentially affect many of the people's household finances. These groups are over represented as people who use services and are in receipt of disability benefits when compared to the Rhondda Cynon Taf population as a whole. The effect on all these groups is that, depending on their personal circumstances, they will have to make higher contributions, as will everyone affected by the proposals. The overall assessment in the EqIA is that there will be adverse impact on care recipients.
- 7.5 Mitigating actions have been identified that could minimise the potential impact and prevent financial hardship. Any changes to a person's living environment or care provision would involve consultation, discussion and agreement with the person in question and, where appropriate, their parents, families and carers, to ensure people retain choice and control over their lives.

8. CONSULTATION

- 8.1 There is no requirement to consult about the amendments made by Welsh Government to the maximum charge local authorities can make for non-residential adult social care.
- 8.2 Consultation about the proposed changes to the Council's charging policy for non-residential adult social care concerning disability related expenditure is included in Section 5 above.

9. FINANCIAL IMPLICATION(S)

- 9.1 The financial implications arising from the report recommendations are set out in the main body of the report.

10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 10.1 There are no legal implications arising from this report.
- 10.2 Previous policies for both non-residential and residential charges have been brought together under the Social Services and Wellbeing Act 2014 and associated Code of Practice. Amendments made by Welsh Government to the maximum charge local authorities can make for

non-residential adult social care are effective from 9th April 2018 and this report confirms that this Council will charge care recipients in line with the recently amended charging for social care legislation.

11. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELLBEING OF FUTURE GENERATIONS ACT

11.1 This report supports our corporate priorities i.e. living within our means and people - promoting independence and positive lives for everyone.

12. CONCLUSION

12.1 This report sets out the feedback from a consultation about proposed changes to the Council's charging policy for non-residential adult social care concerning disability related expenditure.

12.2 It further sets out for Members information the increase made by Welsh Government to the maximum charge local authorities can make for non-residential adult social care which will be implemented with effect from 1st October 2018.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

CHARGING FOR NON-RESIDENTIAL ADULT SOCIAL CARE

REPORT OF THE GROUP DIRECTOR, COMMUNITY & CHILDREN'S SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR GERAINT HOPKINS

Background Papers

Cabinet – 18th July 2017

Officer to contact: Neil Elliott, Service Director for Adults. Tel. No. 01443 444603

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20TH SEPTEMBER 2018

MOBILE LIBRARY SERVICE

REPORT OF THE DIRECTOR OF PUBLIC HEALTH, PROTECTION & COMMUNITY SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR R LEWIS

AUTHOR: Wendy Edwards, Head Of Community Services Tel. No 01443 425512

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to inform Cabinet Members of the feedback received from the consultation initiated by Cabinet in relation to the proposed changes to the Mobile Library Service.

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Consider the feedback from the consultation as set out in Appendix 1 of this report.
- 2.2 Decide whether or not to implement the proposed changes that were consulted on as follows:
- Reduce the number of existing vehicles used for delivery of the Mobile Library Service from 3 to 2.
 - Invest in two new purpose built vehicles, which unlike the existing service vehicles, would have onboard access to Wi-Fi and be suitable from which to provide other Council information services.
 - Change the method of delivery from 393 short stops per fortnight to 48 longer stops every three weeks that would enable the service to expand the range of provision available on the vehicles.
 - Extend the scope of access to, and rebrand the Library Housebound Service to the @HomeLibraryService.

3. REASONS FOR RECOMMENDATIONS

- 3.1 Mobile library provision has remained relatively unchanged since its inception, providing access to a range of books and reading materials in various formats for people who do not live near a static library. Those who receive this service are happy with the service provided as it meets their needs.
- 3.2 However, despite all the efforts made to promote the service the number of customers that access the service is low, and the longer term sustainability of the mobile service is under threat unless new customers can be attracted to the service. There is, therefore, a strong business case for changing the model of delivery and enhancing the service on offer in an effort to attract new customers and make maximum use of Council resources.
- 3.3 It is suggested that the option consulted on, of purchasing two new vehicles that will be used for longer stops and deliver additional opportunities to access advice and support, is the best option over the longer term in respect of ensuring the sustainability of the service and benefitting a wider range of residents.
- 3.4 The expansion of the eligibility criteria for the current Housebound Service and its rebranding as the @homelibraryservice under the proposals would ensure that any adverse effect on those most in need could be mitigated and they would continue to have access to the books they want.

4. BACKGROUND

- 4.1 There are currently 3 mobile library vehicles that travel across the county, stopping in 393 locations every 2 weeks. The stops consist of:
- 353 street stops that last for 10-15 minutes
 - 28 stops at sheltered housing units, alcohol/mental health units, and residential homes for 20-40 minutes
 - 12 evening and Saturday stops for 3 hours at locations where static libraries have previously been closed.
- 4.2 The service currently has 3 vehicles but each of these has been deemed to be past its operational and economic life. The financial cost of maintaining the vehicles has risen significantly while the number of missed stops reported under the Welsh Public Library Standards has risen from 72 in 2015/16 to 201 in 2016/17 and 458 in 2017/18. 60 days of service have already been lost between 1st April 2018 and 30th July 2018 due to breakdowns and repairs. This highlights the impact on the continuity of service. In addition, the cost of repairs undertaken on the vehicles now outstrips the financial value of the vehicles.

- 4.3 On 22nd March 2018 the Cabinet agreed to undertake an eight-week consultation period on proposed changes to the Mobile Library Service.

The proposals were to:

- Reduce the number of existing vehicles used for delivery of the Mobile Library Service from 3 to 2.
- Invest in two new purpose built vehicles, which unlike the existing service vehicles, would have onboard access to Wi-Fi and be suitable from which to provide other Council information services.
- Change the method of delivery from 393 short stops per fortnight to 48 longer stops every three weeks that would enable the service to expand the range of provision available on the vehicles.
- Extend the scope of, and access to the Library Housebound Service and re-brand it as the @homelibraryservice to mitigate any potential adverse impact on disabled people, individuals suffering from long-term illness, full-time carers or people living more than 2 miles from a static library.

5. CONSULTATION

- 5.1 The consultation took place between 8th May and 3rd July 2018. 389 questionnaires were returned. The responses can be summarised as follows:

- 93.2% of respondents to the questionnaire were users of the mobile service, with 88.6% of the users using a short stop. 96.9% of respondents stated that they use the service fortnightly. 19.2% of respondents also said they also use a branch library.
- 72% of respondents disagreed with the **proposal to reduce the vehicles from 3 to 2** (42.9% strongly disagreeing).
- 78.8% of respondents disagreed with the **proposal to reduce the number of stops** (49.4% strongly disagreeing).
- 44.6% of respondents disagreed with the **proposal to introduce I-pads and free wi-fi on the mobile buses**, compared to 16.2% who agreed with the proposal and 39.1% who did not have a view.
- 37.7% of respondents agreed with the proposal that the Council should **use the mobile vehicles as outreach hubs**, with 34.5% disagreeing.

- 43.1% of respondents agreed that the **proposed vehicles should park in accessible central locations**, however 42.6% disagreed, many of whom disagreed on the basis that they don't know where the proposed central locations would be.

The full Consultation Report including the methodology used to undertake the consultation can be seen at Appendix 1.

- 5.2 It was anticipated in the previous report to Cabinet that there would be resistance to change on the part of customers who have been used to having books delivered if not to their door, then to their street. This is evident from the questionnaires that were returned.
- 5.3 Despite every effort made to engage with the wider community very few responses were received from people who do not currently benefit from the service which may indicate that the service as it is currently delivered is deemed to be irrelevant to their needs.
- 5.4 In terms of customer profile 86% of respondents to the questionnaire were over the age of 65 while 34% identified themselves as disabled. The age profile highlights the dilemma faced by the Library Service – balancing current customer needs with the need to ensure a sustainable service for the future.
- 5.5 Despite the negative response to the proposal for longer stops it is interesting to note that there was some support for using the vehicles for the provision of health and well-being advice and information while there was almost an equal split between those who favoured the vehicles being used as outreach hubs and those against this idea. Similarly, there was an almost equal split between those who wanted to see the vehicles parked in accessible central locations and those who responded negatively to this. (Some respondents who disagreed with this option noted that they did so as they were not provided with information on the proposed locations).
- 5.6 Some of the written comments suggest that there is a lack of understanding of how the Housebound Service operates (e.g. fears that the customer would be unable to identify the books they want) while a few responses would suggest that the mobile service is currently used by some customers who should have been referred onto the Housebound Service due to their ill-health/disability.

6. RECENT DEVELOPMENTS

- 6.1 Due to significant further deterioration in the performance of the library vehicles since the last report to Cabinet, (as indicated in 4.2 above) two new vehicles have been ordered and are currently being prepared for deployment in September. Any decision to purchase a third

replacement vehicle is subject to Cabinet's decisions on the recommendations at paragraph 2.

- 6.2 Should Members support the recommendation to reduce the number of vehicles to two, then this will require a decision to be made on how the service is operated from September 2018, as two vehicles cannot deliver the same service as three vehicles.

7. PROPOSED WAY AHEAD

- 7.1 The purpose of proposing changes to the Mobile Library Service was to ensure its future sustainability by offering a high-quality service that would be attractive to more customers and offer access to a wider range of advice and support. The only way to accomplish this is to change the model of delivery.

- 7.2 In order to mitigate any adverse effect on the most vulnerable customers the eligibility criteria for the Housebound Service should be amended to include:

- individuals who suffer from long-term illness
- individuals who have mobility problems
- full-time carers
- people who live over 2 miles from the nearest static library

Re-branding the service to the @homelibraryservice may enable it to be marketed more effectively and make it more appealing to relevant customers.

- 7.3 It is anticipated that the @homelibraryservice will be able to accommodate an additional 100-130 customers without requiring additional resources. However, it should be noted that it is uncertain how any additional applications for this service would be received if the longer stops option is approved.

- 7.4 A reduction in the number of vehicles will result in an unavoidable reduction in staffing. However, some staff have previously expressed an interest in redundancy/early retirement and there may be opportunities to find employment for staff in static libraries.

- 7.5 If the proposal to move to longer stops is approved by Cabinet, Library Service Management will consult with communities and all relevant stakeholders, including Elected Members and the Public Service Delivery, Communities and Prosperity Committee in order to identify the most suitable locations with a list of possible sites given to encourage discussion. As part of the proposal it is suggested that no stops are placed within a one mile radius of a static library.

8. EQUALITY AND DIVERSITY IMPLICATIONS

8.1 The Equality Act 2010 introduced a general equality duty and a specific public sector equality duty that is applicable to Councils. Section 149 of the Equality Act 2010 (Public Sector Single Equality Duty) requires public authorities to demonstrate that they have paid 'due regard' in their decision-making process to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and those who do not

The relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

8.2 The Council must have due regard to the impact of any proposals on those with a protected characteristic. The Council has a specific duty to publish information to demonstrate how it has paid due regard to the aims above as part of its decision-making. Undertaking an Equality Impact Assessment screening exercise (and if necessary a full Equality Impact Assessment) would be evidence that the Council has considered its legal obligations in making the decision on the recommendations in this report.

8.3 A full Equality Impact Assessment has been undertaken informed by the consultation feedback and included at Appendix 2.

9. CONSULTATION

9.1 An eight week consultation was undertaken and the full results can be seen at Appendix 1.

10. FINANCIAL IMPLICATIONS

10.1 It has been calculated that the proposed changes to the Library Service would result in revenue savings of £54,499 per annum.

10.2 Two new mobile library vehicles have been purchased at a cost of £215,000, funded as part of the Council's Fleet replacement strategy.

11. LEGISLATION CONSIDERED

11.1 There is no statutory requirement for the Council to provide a Mobile Library Service and eight local authorities in Wales have no mobile library provision at all. The Public Libraries and Museums Act 1964 simply

requires local authorities to ensure the provision of a 'comprehensive and efficient service' without providing any criteria for what can be considered as 'comprehensive and efficient.' In Wales the Welsh Public Library Standards has clear quality indicators that library services have to abide by. These do not specify the need for a Mobile Library Service. However, if a Mobile library Service is provided there is an expectation that it will provide an efficient service and, ideally, access to Wi-Fi on its vehicles.

12. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT

- 12.1 This proposal links to the corporate priority of promoting independence and positive lives for everyone by ensuring that the Council continues to deliver a mobile library service for people who live in an area where there is no static library provision so that they can continue to access books and materials that will enrich their lives. The enhanced facilities that would be offered through the purchase of two new vehicles will further benefit customers, by facilitating access to a wider range of information, advice and training including access to free Wi-Fi.
- 12.2 This proposal is designed to ensure that the mobile library service can be sustained over the **longer-term** and remain relevant in the face of changing patterns of customer usage and raised expectations of modern library services. In order to provide the maximum benefit possible to customers, it is intended to **collaborate** with other Council services and partner organisations to facilitate outreach advice and training sessions on the mobile vehicles. This collaboration will add significant value to the service provided and maximise the use of resources thereby contributing to the creation of a more **integrative** model of provision.
- 12.3 The re-branding of the Housebound Service as the @homelibraryservice, and the expansion of the criteria for eligibility of the home library service, is designed to **prevent** the most vulnerable customers from being adversely affected by the proposed change in mobile library provision. Customers will be **involved** in a review of the service and feedback from customers will be gathered for analysis prior to any changes being introduced.
- 12.4 This proposal contributes to the following well-being goals:
- **A prosperous Wales** – Ensuring a sustainable mobile library service will ensure access to a world of lifelong learning through relevant book stock and materials. Using the vehicles for longer stops that will enable access to Wi-Fi and training opportunities will support the development of a more skilled and employable population.
 - **A healthier Wales** – By providing information through books, online resources and access to advice and support sessions through partner

organisations and services, customers will be able to make more informed choices for the benefit of their health. They can also be helped through the Book Prescription Scheme that directly supports people with health concerns.

- **A more equal Wales** – a transformed mobile library service will be better placed to support customers to achieve their potential as they will have access to more online learning as well as books and printed materials. In addition, the new model of longer stops with Wi-Fi accessible vehicles and support to use digital equipment will help to promote and facilitate digital inclusion.
- **A Wales of cohesive communities** – having longer stops at central locations within communities will allow better opportunities for people to connect with each other. In addition, people will be able to access information on the mobile vehicle about their local community, its events and activities.
- **A Wales of vibrant culture and thriving Welsh language** – the vehicles carry a collection of Welsh-medium books for adults and children as well as materials related to local history and culture. With the addition of Wi-Fi, customers will be able to access further information on any cultural or historical matters of interest as well as gaining access to local history and family history sites. The mobile vehicles carry promotional materials such as theatre programmes etc and promote local events.
- **A globally responsible Wales** – Rhondda Cynon Taf's Library Service works with other library services across Wales to procure book stock and e-books/online stock to ensure that resources are used most efficiently.

13. CONCLUSION

- 13.1 This report has provided Cabinet Members with details of the feedback from the consultation initiated by Cabinet in relation to the proposed changes to the mobile library service.
- 13.2 It is hoped that upon consideration of the consultation findings within this report, and the additional information provided, that Cabinet Members have the information required to enable them to make an informed decision on the proposed changes.
- 13.3 Should Members agree to the recommendation to modernise the mobile library service, a proactive marketing campaign will be undertaken to promote the enhancements to the new service.

Other Information:-

Relevant Scrutiny Committee – Public Service Delivery, Communities and Prosperity Committee

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th SEPTEMBER 2018

**REPORT OF THE DIRECTOR OF PUBLIC HEALTH, PROTECTION &
COMMUNITY SERVICES IN DISCUSSIONS WITH THE RELEVANT
PORTFOLIO HOLDER, COUNCILLOR R LEWIS**

MOBILE LIBRARY SERVICE

Background Papers

[Cabinet - 22nd March 2018](#)

Officer to contact: Wendy Edwards. Tel. No. 01443 744001



APPENDIX 1

Mobile Library Consultation Report

August 2018



RHONDDA CYNON TAF

CONTENTS

		Page
	Executive Summary	3
1.	Introduction	5
2.	Background	5
3.	Methodology	9
4.	Questionnaire Results	10

EXECUTIVE SUMMARY

- This report presents the findings of the consultation on proposals to improve the quality and range of services provided by the Mobile Library Service to a standard comparable with that of static libraries whilst ensuring that the Library service remains accessible to communities throughout Rhondda Cynon Taf.
- The consultation ran for 8 weeks, from the 8th May to 3rd July 2018. The approach taken included a webpage with information on the proposals, including an FAQ booklet and an online survey for members of the public and service users to take part in. 389 questionnaires were returned. There were 3 engagement events and an email/letter was sent to all mobile library service users.
- 93.2% of respondents to the questionnaire were users of the mobile service, with 88.6% of the users using a short stop. 96.9% of respondents stated that they use the service fortnightly. 19.2% of respondents also said they also use a branch library
- 72% of respondents disagreed with the **proposal to reduce the vehicles from 3 to 2** (42.9% strongly disagreeing).
- 78.8% of respondents disagreed with the **proposal to reduce the number of stops** (49.4% strongly disagreeing).
- 44.6% of respondents disagreed with the **proposal to introduce I-pads and free wi-fi** on the mobile buses, 16.2% agreed and 39.1% neither agreed or disagreed or didn't know.
- Service users were asked what they would use wi-fi for, if it was introduced. 28.9% of people who answered this question said they would use it for email and research, with 27.6% stating that they would use it to check their online library account, reserve items and renew loans.
- 86.1% of respondents agreed with the **proposal to continue to offer books/e-books** and other printed materials on the mobile buses.
- 37.7% of respondents agreed with the proposal that the Council should **use the mobile vehicles as outreach hubs**, with 34.5% disagreeing.
- Respondents were asked what services they would like to see on any vehicle used as an outreach hub. 52.8% said they would like to see health and well-being information. A number of comments were concerned about potential privacy issues on the vehicle, if discussions were of a sensitive nature.

- 43.1% of respondents agreed that the **proposed vehicles should park in accessible central locations**, however 42.6% disagreed, many of which disagreed on the basis that they don't know where the proposed central locations would be.
- Respondents were asked to provide further comments on the proposals and the following are a selection of the themes that emerged;
 - Keep Existing Service
 - Would no longer use if proposals go ahead
 - Accessibility issues (linked to Age/Disability)
 - Housebound comments
 - Wi-fi not needed
 - In agreement/positive
 - Depends on where the stops are

DRAFT

1. INTRODUCTION

- 1.1 This report presents the findings of the consultation on proposals to improve the quality and range of services provided by the Mobile Library Service to a standard comparable with that of static libraries whilst ensuring that the Library service remains accessible to communities throughout Rhondda Cynon Taf.
- 1.2 Section 2 outlines some brief background.
- 1.3 Section 3 details the methodology.
- 1.4 Section 4 presents the results from the questionnaire.

2. BACKGROUND

- 2.1 The way people use libraries and interact with the Library Service is changing. Static libraries in Rhondda Cynon Taf have been transformed to better meet customer needs and make the best possible use of public money. Visitor numbers to static libraries are now improving and customers can access a wider range of services and support at libraries particularly those that are co-located with other Council services.
- 2.2 Mobile library provision has remained relatively unchanged since its inception. It currently focuses on providing access to a range of books and reading materials in various formats for people who do not live near a static library, as well as providing some information and recycling bags. Customers can choose books on the vehicle itself or order books online or by phone and pick them up when the mobile library visits their area.
- 2.3 There are 3 mobile library vehicles that travel across the county, stopping in 393 locations every 2 weeks. The stops consist of:
 - 353 street stops that last for 10-15 minutes
 - 28 stops at sheltered housing units, alcohol/mental health units, and residential homes for 20-40 minutes
 - 12 evening and Saturday stops for 3 hours at locations where static libraries have previously been closed.
- 2.4 Although the geographical coverage is good, what is on offer is limited, in part due to the restrictive time slots. This situation has been exacerbated recently due to the fragile state of the mobile vehicles that has resulted in an inconsistent and unreliable service. 100 days of service were lost in 2016 due to vehicle breakdowns. 64 days were

lost due to vehicle breakdowns between April and September 2017. In addition the cost of maintenance has escalated.

- 2.5 The Council's Fleet Management Service has concluded that the vehicles are at the end of their economic and operational life and need to be replaced if a mobile library service is to continue.
- 2.6 The numbers of users that access the service remain low, despite all the efforts made to promote the service. There are currently 1,693 mobile library members in the county (compared to 39,272 static library members). The percentage of over 60s using the mobile library service is consistent across each geographical area of Rhondda Cynon Taf at between 67% and 73%.
- 2.7 Combined book issues for 2016/17 on all mobile library vehicles was 39,900 which is less than the annual book issues for some of the individual branch libraries (e.g. Church Village library issued 45,846 books in the same period).
- 2.8 The impact of technology with access to e-books and materials online provides a different way for people who live further from a static library, to access reading materials. Over time, the percentage of people who will choose to download books is expected to increase, so mobile libraries will need to offer something extra if they are to be sustainable and of benefit to customers over the longer term.
- 2.9 The current model of mainly short stops does not make it practical to facilitate access to Wi-Fi or allow customers to use public access computers that are now available on new library vehicles. There is no requirement under the Public Libraries and Museums Act 1964, or the Welsh Public Libraries Standards to deliver a mobile library service. However, if a library authority provides this service it is important that the mobile vehicle can offer free and reliable access to Wi-Fi. Short stops do not allow for this and the current fleet of vehicles do not have this facility.
- 2.10 Many local authorities across England and Wales that continue to maintain a mobile library service have remodelled their service to ensure it better replicates the services provided by a static library, and as a result, the mobile libraries in those communities are better utilised by the residents.
- 2.11 The mobile library service currently costs the Council £134,114. The average cost of a visit to a static library in 2016/17 was £2.29. The average cost of a visit to a mobile library in 2016/17 was £8.50 or £4.70 if we exclude the recent down-time and the cost of vehicle repairs. We need to ensure we maximise resident take-up of the Mobile Library Service, particularly in an economic climate where all public services are being challenged in terms of whether they offer value for money.

- 2.12 In reviewing the future of the Service, we need to consider how we can continue to widen access to library services across the County Borough but also improve the range and quality of services provided.

PROPOSED WAY FORWARD

- 2.13 The Library Service Management Team has reviewed the Service and there are opportunities to remodel the operational delivery of the Service, expanding the services available on mobile libraries to attract more customers and make it a service that is fit for the 21st Century.
- 2.14 The proposal is to:
- Purchase 2 new purpose built library vehicles with access to Wi-Fi and easy to set up awnings/canopies.
 - Reduce the number of mobile stops to 48 long stops of 2.5 hours each every three weeks focussed on communities where there are no static libraries.
 - Continue to offer access to books, e-books and other printed material. Introduce access to I-pads and free Wi-Fi so that customers can access the internet and the Service will offer training from a volunteer or tutor on how to use digital equipment etc.
 - Use the mobile vehicles as outreach hubs that can facilitate the delivery of advice and guidance to customers by other Council services and partner agencies on a rota basis, e.g. One4All customer service staff; the Council's Consultation team; MacMillan Cancer; and
 - Park at central locations e.g. close to schools, supermarkets or GP surgeries to encourage more visits.
- 2.15 It is also proposed to expand the eligibility criteria for the Housebound Service in order to mitigate any adverse effect of reducing the number of stops and centralising the locations of the Mobile library Service, to include:
- People who suffer from mobility problems.
 - People who suffer from long-term illness.
 - People who live in excess of 2 miles from a library service point (static or mobile).
 - Full-time carers.
- 2.16 In addition, it is proposed to rebrand the Housebound Service as the @HomeLibraryService to reflect these changes (The Housebound Service is currently only available for individuals who, through ill-health or disability, cannot leave their homes. It delivers books to an individual's home on a monthly basis). It is anticipated that this can be done within existing resources, although it is uncertain how many additional applications for this service we will receive.

- 2.17 The success of this service model will be dependent on the location of the new library stops. It is proposed that communities and all relevant stakeholders, including the Public Services Delivery, Community and Prosperity Scrutiny Committee and Elected Members would be canvassed via a consultation in order to identify the most suitable location with a list of possible sites given to encourage discussion. As part of the proposal it is suggested that no stops are placed within a one mile radius of a static library.

DRAFT

3 METHODOLOGY

- 3.1 The consultation ran for 8 weeks, from the 8th May to 3rd July 2018.
- 3.2 The aim of the consultation was to gather the views of library service users on the proposals to improve the quality and range of services provided by the Mobile Library Service to a standard comparable with that of static libraries whilst ensuring that the Library service remains accessible to communities throughout Rhondda Cynon Taf.
- 3.3 The following methods were used to consult with stakeholders;
- A paper questionnaire distributed on the mobile libraries.
 - An email/letter to all mobile library service users (1693)
 - 3 Drop in Engagement events;
 - Aberdare library (6th June)
 - Treorchy Library (8th June)
 - Pontypridd library (15th June)
 - A dedicated email address (consultation@rctcbc.gov.uk) and freepost address if needed.
 - Online survey and FAQ sheet.
 - Poster in all libraries.
 - Older Persons Advisory Group.
 - Rhondda Cynon Taf Disability Forum.
 - The Public Service Delivery Scrutiny Committee.
- 3.4 389 questionnaires were returned.

4 Questionnaire Results

- 4.1 93.2% of respondents to the questionnaire were users of the mobile service, with 88.6% of the users using a short stop. 96.9% of respondents stated that they use the service fortnightly.
- 4.2 19.2% of respondents also said they also use a branch library, as follows;

Counts Analysis % Respondents	
Base	75 100.0%
Q5. If yes, which one?	
Abercynon Library	5 6.7%
Aberdare Library	21 28.0%
Church Village Library	2 2.7%
Ferndale Library	3 4.0%
Hirwaun Library	6 8.0%
Llantrisant Library	1 1.3%
Mountain Ash Library	5 6.7%
Pontyclun Library	3 4.0%
Pontypridd Library	5 6.7%
Porth Library	3 4.0%
Rhydyfelin Library	2 2.7%
Tonypandy Library	6 8.0%
Treorchy Library	13 17.3%

Table 1 – Branch Libraries

4.3 72% of respondents disagreed with the proposal to reduce the vehicles from 3 to 2 (42.9% strongly disagreeing).

Counts Analysis %	
	Base 354 100.0%
Reduce vehicles from 3 to 2, investing in 2 new vehicles, with onboard Wi-Fi	
Strongly agree	13 3.7%
Agree	29 8.2%
Neither agree or disagree	44 12.4%
Disagree	103 29.1%
Strongly Disagree	152 42.9%
Don't know	13 3.7%

Table 2 – Views on reducing mobile library vehicles

4.4 78.8% of respondents disagreed with the proposal to reduce the number of stops (49.4% strongly disagreeing).

Counts Analysis % Respondents	
	Base 354 100.0%
Reduce the number of stops to 48 long stops of 2.5 hours each every three weeks, focusing on communities where there are no static libraries	
Strongly agree	10 2.8%
Agree	27 7.6%
Neither agree or disagree	25 7.1%
Disagree	104 29.4%
Strongly Disagree	175 49.4%
Don't know	13 3.7%

Table 3 – Views on reducing the number of stops

4.5 44.6% of respondents disagreed with the proposal to introduce I-pads and free wi-fi on the mobile buses, 16.2% agreed and 39.1% neither agreed or disagreed or didn't know.

Counts Analysis % Respondents	
Base	327 100.0%
Introduce access to i-pads and free Wi-Fi	
Strongly agree	10 3.1%
Agree	43 13.1%
Neither agree or disagree	92 28.1%
Disagree	74 22.6%
Strongly Disagree	72 22.0%
Don't know	36 11.0%

Table 4 – Views on Wi-fi

4.6 Service users were asked what they would use wi-fi for, if it was introduced. 28.9% of people who answered this question said they would use it for email and research, with 27.6% stating that they would use it to check their online library account, reserve items and renew loans.

Counts Analysis % Respondents	
Base	76 100.0%
If we introduced Wi-Fi on the vehicles, what would you use it for?	
Email	22 28.9%
Internet shopping	5 6.6%
Research (including family/local history research etc)	22 28.9%
Jobsearching	10 13.2%
Universal Credit	4 5.3%
Social media platforms such as Facebook....	12 15.8%

Check online library account, reserve items, renew loans	21 27.6%
Download free e-books, e-magazines or e-audio books from the libraries online subscriptions	17 22.4%
Other	26 34.2%

Table 5 – Wi-fi usage

There were 167 other comments. The majority of the comments were based on respondents saying they would not use the wi-fi (none/nothing/would not use). The following are a selection of views received;

(note: this differs from the figure in the table above (26), as many respondents did not tick the other box, as they wanted to state opposition to the wi-fi proposal)

- *Have it at home*
- *Not suitable for short stops*
- *I have no use for wi-fi on vehicles*
- *I am not computer literate*
- *Would not use it*

4.7 86.1% of respondents agreed with the proposal to continue to offer books/e-books and other printed materials on the mobile buses.

Counts Analysis % Respondents	
Base	338 100.0%
Continue to offer books/e-books and other printed material	
Strongly agree	176 52.1%
Agree	115 34.0%
Neither agree or disagree	14 4.1%
Disagree	9 2.7%
Strongly Disagree	15 4.4%
Don't know	9 2.7%

Table 6 – Views on books and printed materials

- 4.8 37.7% of respondents agreed that the Council should use the mobile vehicles as outreach hubs, with 34.5% disagreeing.

Counts Analysis % Respondents	
	Base 342 100.0%
Use the mobile vehicles as outreach hubs, that offer advice and guidance to customers	
Strongly agree	63 18.4%
Agree	66 19.3%
Neither agree or disagree	61 17.8%
Disagree	65 19.0%
Strongly Disagree	53 15.5%
Don't know	34 9.9%

Table 7 – Views on outreach hubs

- 4.9 Respondents were asked what services they would like to see on any vehicle used as an outreach hub. 52.8% said they would like to see health and well-being information, the full list is shown below.

Counts Analysis %	
	Base 108
Q10. If we use the vehicles as outreach hubs, what advice...	
Money and budgeting advice	26 24.1%
Advice on welfare benefits	51 47.2%
Health and well-being information	57 52.8%
Short training sessions e.g. improving digital skills	37 34.3%
Resident engagement (having your say on Council Services)	42 38.9%
Advice on other council services (possible One4all outreach?)	47 43.5%

Other	18 16.7%
-------	-------------

Table 8 – Views on services for outreach hub

Almost all of the 108 other comments stated none/not interested/would not use. The following services were suggested;

(note: this differs from the figure in the table above (18) as many respondents did not tick the other box, as they wanted to state opposition to the proposal for outreach hubs generally)

- *Children and adults sections, arts/crafts etc.*
- *Community projects – volunteering*
- *Information on services available at other libraries or centres in the community*
- *Local transport details*
- *Universal Credit*

A number of comments were concerned about potential privacy issues on the vehicle, if discussions were of a sensitive nature.

4.10 43.1% of respondents agreed that the proposed vehicles should park in accessible central locations, however 42.6% disagreed.

Counts Analysis % Respondents	
	Base 343 100.0%
Park at accessible central locations	
Strongly agree	82 23.9%
Agree	66 19.2%
Neither agree or disagree	34 9.9%
Disagree	60 17.5%
Strongly Disagree	86 25.1%
Don't know	15 4.4%

Table 9 – Views on accessible locations

4.11 Respondents were asked to provide further comments on the proposals and the following are a selection of the themes and comments that emerged;

- Keep Existing Service

“As a long time user of the mobile service I would not want to see it change for the sake of change.”

“change is unavoidable but I would like things to stay the same”

“I think the mobile library is one of the best services provided to the public. I would be very sorry to lose it”

- Would no longer use if proposals go ahead

“I use the mobile library because it stops nearby and is convenient. If I had to go any distance to use it I probably wouldn't. If I were to use the at home service I wouldn't be able to choose books or to request any...”

“I would not use Library if have to walk to a long stop.”

- Accessibility issues (linked to Age/Disability)

“As an elderly person of 87, having the library service call to my street is a vital service to myself as I am unable to visit a branch library as my local one (Pontypridd) is too far to walk to.”

“.....I am disabled, can't drive, and would be unable to get to these accessible central locations. The mobile library stops just outside my house, so haven't got far to walk...”

“Because of illness and disability I rely on the mobile library as I'm unable to travel to branch library”

- Housebound

“All very well to park up but what about house bound people like my husband. If I am not at home when library make calls he knows my husband can't walk so he brings him books he knows he's interested in.”

“I would be affected because of age and disability. A door to door service is given to those who are housebound. How would this be adopted with the service decreased?”

“I am housebound, and enjoy my services. Once fortnightly with the mobile library if this service stops it will affect my life severely. I spend time reading every day.”

- Wi-fi not needed

“As I am 77 years young living on my own, I know nothing about WiFi computers or any other new fangdangled things. I am quite happy with the mobile library and it's very helpful driver thank you.”

“Free wifi is not needed in most locations as customers are usually elderly.”

- In agreement/positive

“Provided they are not too far away and people using buses don't have too far to walk”

“Reducing service to 3 weekly is logical. The Central locations need to have plenty of parking, which my nearest branch library (Ferndale) does not. Thank you.”

“I am 76 years old I am not a user of computers but I love reading books. I like the mobile library. But I am the only one to use it at this stop so I would miss it, but I realise it might be expensive for 1 person”

- Depends on where the stops are

“Depends where the stops are, as being elderly don't want to walk far carrying books good service with recycling bags”

“Depends where the bus parks / stops”

“Until locations have been identified I will not know how it will affect me.”

- 4.12 Respondents were asked to provide any further suggestions or alternative proposals. The responses often mirrored the themes in section 4.11 these above. The following are a selection of additional comments/suggestions;

“... the book allowance would need to be increased if the service was reduced”

“how can the person driving the van be qualified to deliver these services”

“I would like to see a better turn over on books, ie. audio books”

“If there was a suitable venue in the village (eg. community centre, YRP office) offer to supply and stock a bookshelf with books...”

“It would be more suitable to have 1 or 2 vans to complement the library service separately, not all together, most people would like a

separate service. All subjects which would need advice private and personal.”

“no privacy on van – plenty of advice in central i.e. Aberdare Library”

“refresh stock more frequently”

“renew vehicles anyway and keep service to fortnightly. Routes could be rearranged to, as some areas still have an actual library....”

“The outreach hub is a laudable idea, but will there be enough (suitably qualified) staff to provide the wide range of services...”

“To include all of these you would need a very large bus and a private room to discuss things”

“When choosing books it would be very disconcerting for one when all this proposed business going on around you, especially in a confined space....”

Respondent Profile

- 4.13 86% of the respondents were over 65 and 34.6% stated that they were disabled.

Age

Counts	Analysis %
Base	364 100.0%
Q14. Age;	
Under 16	2 0.5%
16-24	2 0.5%
25-34	5 1.4%
35-44	4 1.1%
45-54	5 1.4%
55-64	33 9.1%
65-74	128 35.2%
75+	185 50.8%

Table 10 – Age of Respondents

Disability

Counts	
Analysis %	
Base	350 100.0%
Q15. Disability The definition of disability in the Equal...	
Yes	121 34.6%
No	189 54.0%
Prefer not to say	40 11.4%

Table 11 - Disability

- 4.14 Under the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics. Respondents felt the proposal would affect them because of age and disability characteristics, the following are a small selection of the comments received;

Age

"I would not be able to carry my books"

"too old now to go to static library"

"older people would stop using the service..."

"for older people, who probably don't see anybody, a chat in the library with other people is probably the highlight of the day"

Disability

"89 year old housebound, I rely on the current service a great deal"

"disabled residents unable to access the service. This is the only contact some residents have, even if for only 15 minutes a fortnight"

Gender/Relationship status

"single parent would be unable to pay the bus fare when weather is bad"

"These proposals would mean less room for books because of the outreach hub. This might affect the availability of women's books".

- 4.15 Under the Welsh Language Measure 2011 and Welsh Language Standards the Council has a legal duty to look at how its decisions impact on the Welsh Language. The following are a selection of the comments received.

“As long as you offer Welsh language books as well that’s fine”

“As welsh books can be obtained from this service, welsh readers who are housebound would be left with no welsh reading material”

“I cannot see how it would have any effect on the Welsh language”

“I do not feel that our Welsh language is less favourably dealt with and although I have not taken advantage of it, I am sure any special request will be dealt with as do my requests in English”

“If access is restricted to locality then getting hold of welsh reading material would be reduced”

“The impact of the proposals on the Welsh Language would seem to depend on the general policy of the Council”

DRAFT

EQUALITY IMPACT ASSESSMENT FORM

Please ensure that you refer to the 'Equality Impact Assessment Guidance' when completing this form. If you would like further assistance please contact the Equality & Diversity Team.

Details

Name of initiative to be assessed: Transforming the Mobile Library Service

Name of responsible officer: Wendy Edwards

Group/Directorate: Public Health, Protection and Community Services

Service Area: Community Services

Date: 11 January (updated 13th August)

a) What are you assessing for impact?

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal	Information/ Position statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

b) Please name and describe below:

The proposal is to re-model the Mobile Library Service by investing in 2 new vehicles, enabling access to wi-fi and computers and working with other services to develop an outreach community hub that enhances what is available to customers. It involves moving away from a service that consists of 10-15 minutes short-stops to stops of 2-2.5 hours and reducing the stops from 393 short stops to 48 long stops. It also requires the service to move from a two weekly to a three weekly service.

**c) Is the delivery of this initiative affected by legislation or other drivers such as codes of practice?
If so, please identify what and how**

There is no legislative requirement to have a mobile library service. However there are Welsh Public Library Standards that the service has to abide by that have a range of quality indicators that are reported on annually. None of these specifically relates to mobile library provision but the success (or otherwise) of mobile libraries contributes to quality indicators such as visitor numbers, book issues etc.

The Well-being of Future Generations Act Wales) 2015 places an emphasis on sustainable development. This proposal makes a contribution to the well-being goals, in particular, a healthier Wales (as the mobile library will be able to work with partners in health to deliver advice to communities) and a prosperous Wales (providing access to a range of advice to support employability.) The re-modelled service will effectively be an outreach community hub.

Evidence gathered from the Population Assessment 2016 indicated that

EQUALITY IMPACT ASSESSMENT FORM

provision of advice and information and organisations working better together are important to people with support needs.

d) **Does the initiative directly affect service users, employees or the wider community?**

Yes
No

Continue assessment

No need to continue screening or carry out an EqIA

EQUALITY IMPACT ASSESSMENT FORM

Screening/Relevance Test: Is an equality impact assessment required?

Screening is used to decide whether the initiative you are responsible for has a high or medium impact on any of the protected groups and will require a full EqIA.

Please provide details of the possible impact your proposal may have on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

You should also identify whether this constitutes a high, medium or low impact.

Please refer to Equality Impact Assessment Guidelines for further information.

Protected Characteristic	Impact
Age	High - there are potentially negative and positive impacts. Currently approximately 70% of customers of the service are over the age of 65 so older people will be more affected than other groups of people as they enjoy access to the service on their doorstep at present. However, centralising the service so that the stops can be longer could benefit older people who wish to access the internet. The development of an outreach community hub service which is core to the proposal would also enable older people to access a wider range of advice services than is currently available in some local areas.
Disability	High - as with older residents there are potentially negative and positive impacts on disabled people. Some disabled people could be affected if the service no longer stops on their street. This is particularly so for people who have mobility problems and who currently do not have access to the Housebound service as they do not meet the eligibility criteria. However, as with older customers, they could benefit from longer stops as they would be able to access the internet free of charge and also access a wider range of advice services than is currently available in some local areas.
Gender Reassignment	Neutral - there is no evidence to suggest that an impact is likely.
Marriage and Civil Partnership	Neutral - there is no evidence to suggest that an impact is likely.
Pregnancy and Maternity	Neutral - there is no evidence to suggest that an impact is likely.
Race	Neutral - there is no evidence to suggest that an impact is likely.

EQUALITY IMPACT ASSESSMENT FORM

Religion or Belief	Neutral- there is no evidence to suggest that an impact is likely.
Sex	Neutral - there is no evidence to suggest that an impact is likely.
Sexual Orientation	Neutral - there is no evidence to suggest that an impact is likely.
Other Characteristics	
Welsh Language	Neutral - there is no evidence to suggest that an impact is likely.
Carers	High - carers who use the service may be negatively affected if they are unable to get to a central location to access books. However, a potential positive impact could be access to outreach provision and advice services that may not be currently accessible within their community.
Armed Forces Community	Neutral - there is no evidence to suggest that an impact is likely.

If after completing the EqIA screening/relevance test, you determine that this service/function/policy/project is not relevant for an EqIA you must provide adequate explanation below. (Please use additional pages if necessary).

Are you happy that you have sufficient evidence to justify your decision?

Yes No

Signed: _____ Position: _____ Date: _____

N.B. If the initial screening process has identified actual or potential high or medium negative impact on a particular group or groups then you MUST carry out a full EqIA.

Approved by Head of Service or Director

Signed: _____ Position: _____ Date: _____

Full Equality Impact Assessment

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impact and clearly identify which groups are affected.

In terms of any disproportionate/negative/adverse impact that the proposal may have on a protected group, what steps (if any) could be taken to reduce that impact for

EQUALITY IMPACT ASSESSMENT FORM

each group identified. Attach a separate action plan if necessary.

Customers who are unable to attend a static library or a new library stop, due to infirmity, disability, or full-time caring responsibilities, may request visits from what is currently the Housebound Service. At the moment this service requires its customers to be housebound due to ill-health or disability. It is intended to expand the eligibility criteria and re-brand the service as the @HomeLibraryService so that every effort can be made to accommodate former mobile library customers who may be unable to attend their nearest mobile library stop or static library in the future.

If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

Evidence Sources

(i) Give details of any data or research that has led to your reasoning above, in particular, the sources used for establishing the demographics of service users.

The Library Service has undertaken an analysis of the ages of all customers who currently use the service and it has indicated the following:

Age	Number	Percentage
Over 60	1186	71%
40 – 59	175	10%
20 – 39	151	9%
10 - 19	107	6%
Under 10	74	4%

A Customer Satisfaction Survey of mobile users in 2016 (to which 180 people responded) indicated the following:

- 60% of respondents stated that they used the mobile service because it was 'convenient.
- 23% stated that they used the mobile service because they found it difficult to visit a static library.
- 16% of mobile library customers stated that they also used a static library

There are currently 1,693 mobile library customers. If the above percentages are replicated across the customer base it is anticipated that the majority of customers will be able to attend a central location within their area to make use of the mobile library or attend their nearest static library.

Those who cannot, due to infirmity, disability or full-time caring responsibilities could be offered a visit from what was formerly known as the Housebound service but what will be re-branded the @HomeLibraryService. (Levels of demand for this service can only be estimated at the moment.)

EQUALITY IMPACT ASSESSMENT FORM

(ii) Give details of how you have engaged with service users on the proposals and steps taken to avoid any disproportionate impact on a protected group and how you have used any feedback to influence your decision.

Responses to the 8-week consultation undertaken in relation to the proposal to re-model the service indicated that 389 people responded to the questionnaire, 74 of whom also used a static library. This is broadly consistent with the results of the Library Service's Customer satisfaction Survey undertaken in 2016.

93.2% of respondents to the questionnaire were users of the mobile service, with 88.6% of the users using a short stop. 96.9% of respondents stated that they use the service fortnightly.

The vast majority of respondents(78.8%) disagreed with the proposal to reduce the number of stops while 72% disagreed with reducing the number of vehicles..

Just over one third agreed that the Council should use the vehicles as outreach hubs while a similar number disagreed with this.

The response as to parking locations was generally evenly split with 43.1% of respondents to the questionnaire agreeing that the vehicles should stop at accessible central locations compared to 42.6% who disagreed with this.

In respect of profile of respondents, perhaps unsurprisingly, over 88% were aged 60 or over with just over 50% being over 75.

A close analysis of the responses especially individual comments highlight the concerns of older customers and those who are disabled. There is some evidence to suggest that not all respondents had understood that they would be able to access the @homelibraryservice if they were disabled, or had mobility problems or were full-time carers and this may have influenced their responses as they rely on access to books for their well-being.

The responses highlight the importance of ensuring that older or disabled people whose quality of life is linked to being able to access books on a regular basis on their doorstep is protected. It strengthens the need to ensure that the current Housebound Service is expanded to include individuals not currently covered by its criteria (as identified above) and re-branded as the @homelibraryservice. Furthermore it highlights the importance of consulting with customers, stakeholders and Elected Members in respect of the location of longer stops if the proposal will be approved by Cabinet.

Are you satisfied that the engagement process complies with the requirements of the Statutory Equality Duties?

EQUALITY IMPACT ASSESSMENT FORM

Yes

No

Decision Log - detail how Elected Members and Senior Managers have been involved in the decision process (give dates of key meetings and decisions made).

The final report will be submitted to Cabinet on 20th September.

Review

Date of Next Review:

If review is not required, explain why:

Completed by:

Wendy Edwards

Signature:

Job Title:

Head of Community Services

Date:

13 August 2018

This assessment must be approved by an appropriate Head of Service or Director

Approved by:

Signature:

Job Title:

Approval date:

Please return a copy to:

Equality & Diversity Team
The Pavilions
Cambrian Park
Clydach Vale
CF40 2XX

Email: equality@rctcbc.gov.uk

This page is intentionally left blank



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th SEPTEMBER 2018

CABINET WORK PROGRAMME: 2018- 19 MUNICIPAL YEAR.

REPORT OF THE DIRECTOR OF COMMUNICATIONS & INTERIM HEAD OF DEMOCRATIC SERVICES IN DISCUSSIONS WITH THE LEADER AND DEPUTY LEADER OF THE COUNCIL.

Author: Emma Wilkins, Council Business Unit – Democratic Services (01443 424110)

1. PURPOSE OF THE REPORT

- 1.1 To present, for Cabinet Members' comment and approval, an update on the Cabinet Work Programme on the proposed list of matters requiring consideration by Cabinet over the 2018-19 Municipal Year. The Work Programme will guide and direct the activities of other arms of the Council, as well as the Cabinet itself.

2. RECOMMENDATIONS

- 2.1 It is recommended that the Cabinet approve the Work Programme for the 2018-19 Municipal Year (with appropriate amendment where necessary) and receive a further update on a 3 monthly basis.

3. REASONS FOR RECOMMENDATIONS

- 3.1 In accordance with paragraph 12.1 (Part 4) of the Council's Constitution, the Cabinet Work Programme should be prepared to cover a period of three months, with an updated version provided at the end of this period.
- 3.2 Following the amendments to the Leaders Scheme of Delegation at the Council AGM on the 25th May, 2016 it was agreed that going forward a detailed Cabinet Work Programme be published for a 6 month period, allowing sufficient notice and opportunity for consultation and / or pre scrutiny.
- 3.3 The updated Work Programme is attached to this report for Members' consideration and covers the 2018-19 Municipal Year.

- 3.4 For ease of reference the work programme will also be available on the main Cabinet [webpage](#) for Members and members of the public information.

4. CABINET REPORTS

- 4.1 The proposed work programme is a rolling work programme for the 2018/19 Municipal Year, which is reported to Cabinet on a 3 month cycle to allow for regular updates and amendments.
- 4.2 An updated work programme is attached as Appendix 1 to this report.
- 4.3 During the period outlined, the Work Programme may be subject to further change to take into account any additional/deletion reports, including any new consultative documents or legislative initiatives from the Welsh Government, which require urgent attention.
- 4.4 In accordance with paragraph 2.5 (Part 4) of the Council's Constitution, any Member of the Council may also request the Leader to put an item on the agenda of a Cabinet meeting. There is also the ability for a resolution to be made by the Overview and Scrutiny Committee or the full Council that an item be considered by the Cabinet, which could alter the forward Work Programme.
- 4.5 In addition to publishing the Cabinet work programme on the main Cabinet web page, the Work Programme is will also be published on a standalone 'Work Programme page' on the website to again assist Members of the public, by improving transparency.

5. CONSULTATION

- 5.1 The work programme has been compiled by members of the Senior Leadership Team in discussion with the relevant portfolio holder(s) and has been consulted upon with the relevant scrutiny committees in respect of pre-scrutiny.

6. EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1 An Equality Impact Assessment is not needed because the contents of the report are for information purposes only.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications aligned to this report.

8. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 8.1 The report has been prepared in accordance with paragraph 12.1 (Part 4) of the Council's Constitution.

9. LINKS TO THE COUNCILS CORPORATE PLAN / OTHER CORPORATE PRIORITIES.

- 9.1 The Cabinet work programme encompasses all of the Council priorities as it indicates reports coming forward across the Directorates which may impact upon the Council's corporate priorities and others. It also embraces the Future Generations Acts as all future decisions taken by the Cabinet seek to improve the social, economic, environmental and cultural well-being of the County Borough.

10. CONCLUSION

- 10.1 An updated Cabinet work programme for the 2018-19 Municipal Year is attached.

Other Information:-

Relevant Scrutiny Committee – Overview & Scrutiny Committee

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th SEPTEMBER 2018

**REPORT OF THE DIRECTOR OF COMMUNICATIONS & INTERIM HEAD OF
DEMOCRATIC SERVICES IN DISCUSSIONS WITH THE LEADER AND
DEPUTY LEADER OF THE COUNCIL.**

Item: CABINET WORK PROGRAMME: 2018- 19 MUNICIPAL YEAR.

Background Papers

- Paragraph 12.1 (Part 4) of the Council's Constitution.

Officer to contact: Emma Wilkins, Council Business Unit.

Cabinet Work Programme.

Forward plan of proposed Cabinet Business for the 2018/19 Municipal Year

Specific Period: -May 2018 – April 2019.

(Summary of proposed Key Decisions coming forward for Cabinet Members consideration.)

N.B – The work programme is subject to change to take account of any additional / deletion of reports, including any new consultative documents or legislative initiatives from the Welsh Government, which require urgent attention.

Contact: Emma Wilkins (Tel No. 01443 424110)

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

Chief Executive

Cabinet Work Programme	In line with the Council's Constitution there is a need to advise and publish the Cabinet Work Programme.	Continuous	Cabinet	Every 3 months June 18 September 18 December 18 March 19	Leader of the Council, Councillor A Morgan. Director of Communications & Interim Head of Democratic Services – C Hanagan	Open	<ul style="list-style-type: none"> • Cabinet Members • SLT • Overview & Scrutiny
Leaders Scheme of Delegation	To formally receive the Leaders Scheme of Delegation following the 2018 Council AGM	Complete	Cabinet	June 2018	Leader of the Council, Councillor A Morgan. Secretary to the Cabinet – C Hanagan	Open	Cabinet Members
Technical Advice Note (TAN)1 – Joint Housing Land Availability Studies	To approve the response to Welsh Government	Complete	Delegated Decision	June 2018	Cllr R Bevan Director Regeneration, Planning & Housing.	Open	
Council's Corporate Performance Report	To consider the Councils Performance Report and recommend its endorsement by Council	Complete	Cabinet	July 2018	Leader of the Council, Councillor A Morgan. Chief Executive – C Bradshaw	Open	Finance & Performance Scrutiny
Establishment of Further Business Improvement BIDs	Identifying additional BID towns across RCT and utilising	Complete	Delegated Decision	July 2018	Councillor R Bevan, Director, Regeneration,	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	Welsh Government Funding				Planning & Housing – J Cook		
Owner Occupier Loans & Owner Occupier Repayable Financial Assistance	To provide Owner Occupier Loans & Owner Occupier Repayable Financial Assistance to enable homeowners to improve their homes so they are safe, warm & secure	Complete	Delegated Decision	July 2018	Councillor R Bevan, Director, Regeneration, Planning & Housing – J Cook	Open	
Town Centre Maintenance Grant – Review of pilot	To consider the findings following the pilot of the Town Centre Maintenance Grant.	Complete	Cabinet	July 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	Open	
Targeted Regeneration Investment Programme - Welsh Government Funding	To consider the targeted Regeneration Investment Programme - Welsh Government Funding	Complete	Delegated Decision	July 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook		
Targeted Regeneration Investment Programme - Welsh Government Funding	To consider the targeted Regeneration Investment		Delegated Decision	September 2018	Councillor R Bevan Director, Regeneration, Planning & Housing –		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	Programme - Welsh Government Funding - Thematic Project				J Cook		
Leaders Scheme of Delegation	To advise Members of the changes to the scheme following updates to Membership		Cabinet	September 2018	Leader of the Council – A Morgan. Director of Communications & Interim Head of Democratic Services– C Hanagan		
Porth Town Centre Strategy	To advise Members of the strategy going forward		Cabinet	October 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook		
Corporate Parenting Board Annual Report	To consider the Annual report of the Corporate Parenting Board.	Draft	Cabinet	October 2018	Councillor G Hopkins & Cllr C Leyshon Director of Communications & Interim Head of Democratic Services– C Hanagan		<ul style="list-style-type: none"> • Corporate Parenting Board • Children & Young People Scrutiny
HR initiatives– Update report	To receive an update report in respect of the HR initiatives being taken forward across the Council.	Draft	Cabinet	October 2018	Deputy Leader, Councillor M Webber Director, Human Resources – R Evans		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Regulation of Investigatory Powers Act 2000 (RIPA) - Use of RIPA in 2017-18 by RCTCBC	To enable Members to review the Council's use of the Regulation of Investigatory Powers Act 2000 ('RIPA')		Cabinet	October 2018	Deputy Leader, Councillor M Webber. Director, Legal & Democratic Services – C Jones	Open	
Beddau Caravan Park Development Plan			Delegated Decision	October 2018	Councillor R Bevan, Director, Regeneration, Planning & Housing – J Cook		
	To consider the next steps to develop planning policy for the area/region.		Cabinet	October 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	Open	
Community infrastructure levy annual monitoring report	CIL regulations require a report to update Cabinet on the performance of CIL during the last year and make any amendments deemed necessary.		Cabinet	October 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	open	Finance & Performance Scrutiny Committee
Planning Annual Performance Report	To approve the Planning Annual Performance Report ,		Delegated Decision	October 2018	Councillor R Bevan Director, Regeneration,	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	prior to submission to Welsh Government				Planning & Housing – J Cook		
Local Development Plan Annual Monitoring Report (AMR)	To approve the LDP annual monitoring report, prior to submission to Welsh Government on 31st October		Delegated Decision	October 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	Open	
Budget Consultation Report	To inform Members of the proposed approach to resident engagement and consultation in respect of the 2019/20 budget.		Cabinet	October 2018	Councillor M Webber Director of Communications & Interim Head of Democratic Services – C Hanagan	Open	
Welsh Government Consultation - Delivery of housing through the planning system	To provide a response to the Welsh Government consultation		Delegated Decision	October 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	Open	New Item
Empty Properties Strategy	The need to provide Cabinet Members with the Council's Empty Properties		Cabinet	November 2018	Councillor R Lewis Director, Regeneration, Planning & Housing –		Health & Wellbeing Scrutiny

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	Strategy				J Cook		
Robertstown / Coedely – Update and progress report	The need to provide Members with an update and progress report in respect of Robertstown / Coedely development		Cabinet	November 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	Open	
Affordable Warmth Strategy	The need to advise Cabinet Members of the Councils Affordable Warmth Strategy		Cabinet	November 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook		
Cynon Valley Waste Disposal Company Limited and Amgen Rhondda Limited – Annual General Meeting	To provide Members with details of the AGM in respect of the Cynon Valley Waste Disposal Company Ltd and Amgen Rhondda Ltd.		Cabinet	November 2018	Councillor A Crimmings Director, Legal & Democratic Services	Exempt	
Town Centre Christmas Events	To provide Members with details of the Town Centre Christmas Events		Delegated Decision	November 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Flood Consequences Assessment	To receive the report outlining the Mountain Ash Guto Square – flood consequences Assessment		Cabinet	December 2018	Councillor R Bevan Director, Regeneration, Planning & Housing – J Cook		
Strategic Equality Plan	To provide Members with details of the Councils Strategic Equality plan		Cabinet	December 2018	Deputy Leader, Councillor M Webber Director, Human Resources – R Evans	Open	
Corporate Assessment	To consider the Council's Corporate Assessment.		Cabinet	January 2019	Leader & Deputy Leader, Councillor A Morgan & M Webber. Chief Executive – C Bradshaw	Open	
Annual Equalities Report	To receive the report of the Director, Human Resources in respect of the Annual Equalities Report.		Cabinet	March 2019	Deputy Leader, Councillor M Webber Director, Human Resources – R Evans	Open	
Taff Vale Update and Business Plan	Taff Vale Update Report.		Cabinet	When appropriate	Councillor R Bevan Director, Regeneration,	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

					Planning & Housing – J Cook		
Corporate Plan – Updates on delivery	To receive reports outlining delivery and ambition of the Corporate Plan		Cabinet	When Applicable	Leader of the Council, Councillor A Morgan & Chief Executive, C Bradshaw	Open	
Cardiff Capital Region - City Deal	The need to advise of the progress being made in respect of the City Deal		Cabinet	When Applicable	Leader of the Council, Councillor A Morgan & Chief Executive, C Bradshaw	Open	
Staff Panel Report	To receive details of the proposals put forward by the Council's Staff Panel in respect of efficiency savings and smarter ways of working		Cabinet	When Applicable	Councillor M Webber & Director of Communications & Interim Head of Democratic Services - C Hanagan	Open	
Scrutiny Recommendations	To receive recommendations coming forward following a scrutiny review.		Cabinet	Continuous	Specific to the Scrutiny Review undertaken	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	---	-------------------------	--

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Corporate & Frontline Services

Page 215

Council's Performance & Resources Report	To provide Cabinet with an overview of the Council's performance, both from a financial and operational perspective	Continuous	Cabinet	Quarter 4 – July 2018 Quarter 1 – September 2018 Quarter 2 – November 2018 Quarter 3 – March 2019	Councillor M Norris. Group Director, Corporate & Frontline Services	Open	<ul style="list-style-type: none"> Report is presented to Finance & Performance Scrutiny Committee following consideration by cabinet
Strategic Partnership Opportunity	To receive details of a Strategic Partnership Opportunity	Complete	Cabinet	June 2018	Councillor M Norris. Group Director, Corporate & Frontline Services		
Collaboration Opportunity - Internal Audit Services	To receive details of a collaboration opportunity in respect of internal Audit services	Complete	Cabinet	June 2018	Councillor M Norris. Group Director, Corporate & Frontline Services		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

Digital Strategy Work Programme Requirements	To provide Members with details of the requirements needed to be taken forward in respect of the Digital Strategy Work Programme	Complete	Cabinet	June 2018	Councillor M Norris. Group Director, Corporate & Frontline Services		
A4119 Ely Valley Road Dualling – Llantrisant Business Park to Coed Ely Roundabouts	To obtain authority to submit a planning application in respect of the roadscheme	Complete	Cabinet	June 2018	Leader of the Council Councillor A Morgan. Group Director, Corporate & Frontline Services		
Medium Term Financial Planning - Sale Of The Garage Portfolio And Increase In Rent	To take forward the sale of the Council's garage portfolio and increase in rent		Delegated Decision	June 2018	Councillor M Norris. Group Director, Corporate & Frontline Services		
Medium Term Financial Plan Update	To provide Members with an update on the Medium Term Financial Plan for 2018/19 – 2021/2022	Complete	Cabinet	July 2018	Councillor M Norris. Group Director Corporate & Frontline Services	Open	
General Data Protection Review Update	To receive an update in respect of the GDPR	Complete	Cabinet	July 2018	Councillor M Norris. Group Director Corporate & Frontline Services	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

A465 Heads of the Valleys Dualling.	To provide Members with details of the dualling of the A465 Heads of the valley - Dowlais Top to Hirwaun		Cabinet	October 2018	Leader of the Council Councillor A Morgan. Group Director, Corporate & Frontline Services	Open	
Processing Of Mixed Kerbside Recycling	To provide Members with a Business Case in respect of the opportunities of investment into processing of Mixed Kerbside Recycling		Cabinet	October 2018	Leader of the Council Councillor A Morgan. Group Director, Corporate & Frontline Services	Exempt	
Council Investment Priorities	To consider any potential investment opportunities		Cabinet	October 2018	Leader of the Council Councillor A Morgan. Group Director, Corporate & Frontline Services		
Corporate Asset Management Plan Interim Update	To brief members on progress with the plan		Cabinet	October 2018	Councillor M Norris. Group Director Corporate & Frontline Services	Exempt	
Mountain Ash Cross Valley Link Road Project Update	To update Cabinet on the current progress related to the		Cabinet	October 2018	Leader of the Council, Councillor A Morgan. Group Director,	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

	development and delivery of the major transportation project: Mountain Ash Cross Valley Link Road from Cabinet Report of 15 th March 2017.				Corporate & Frontline Services – C Lee		
Flood and Water Management Act 2010: Commencement of Schedule 3	To advise Members of the commencement of Schedule 3 'Sustainable Drainage		Cabinet	October 2018	Leader of the Council Councillor A Morgan. Group Director, Corporate & Frontline Services		
Civil Parking Enforcement	To receive an update in respect of Civil Parking Enforcement		Cabinet	October 2018	Leader of the Council Councillor A Morgan. Group Director, Corporate & Frontline Services		
Strategic Partnership Opportunity	To provide Members with an update in respect of the Strategic Partnership Opportunity following the agreed Procurement process		Cabinet	November 2018	CLlr Norris Group Director, Corporate & Frontline Services – C Lee		Trade Unions / Staff
Council Tax Base 2019/20	To receive the report in respect of setting the Council Tax Base		Cabinet	November 2018	Leader of the Council, Councillor A Morgan. Group Director,	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	2019/20				Corporate & Frontline Services – C Lee		
Budget Report	The need to adopt a budget strategy to recommend to Council as the basis of the budget strategy for the financial year ending March 2020, following consideration of the consultation feedback		Cabinet	February 2019	Leader of the Council, Councillor A Morgan. Group Director, Corporate & Frontline Services - C Lee	Open	<ul style="list-style-type: none"> Budget Consultation - Service Users, Road shows, School Budget Forum & Scrutiny.
Council Fees & Charges	The need to advise Cabinet of the proposed Council Fees and Charges for the financial year 2019/20		Cabinet	February 2019	Leader of the Council, Councillor A Morgan. Group Director, Corporate & Frontline Services – C Lee	Open	
Capital Programme	To propose to Council the three year capital programme		Cabinet	February 2019	Leader of the Council, Councillor A Morgan. Group Director, Corporate & Frontline Services – C Lee	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Digital Strategy – Update	To receive an update in respect of the delivery of the Digital Strategy Programme		Cabinet	February 2019	Cllr M Norris Group Director, Corporate & Frontline Services – C Lee	Open	
Supplementary Capital Programme - Highways, Transportation & Strategic projects	The need to seek approval for detailed investment within the service following Council’s approval of the 3 year Capital Programme.		Cabinet	March 2019	Leader of the Council, Councillor A Morgan. Director, Highways & Streetcare Services – N Wheeler	Open	
Corporate Asset Management Plan 2013 – 2019 Biannual Update	Need to brief Members on the progress with implementation of the work plan of the Corporate Asset Management Plan.		Cabinet	Continuous / When Applicable	Councillor Mark Norris. Group Director, Corporate & Frontline Services – C Lee	Exempt	
Write off of irrecoverable Debts	Need to provide Cabinet with a position statement on irrecoverable debts		Cabinet	Continuous / When Applicable	Leader of the Council, Councillor A Morgan & Councillor M Norris. Group Director, Corporate & Frontline Services – C Lee	Exempt	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Review of Mainstream School Transport Provision	Need to provide Cabinet with the outcomes of the periodic review of the Council's mainstream School Transport Provision		Cabinet	Periodic Review / when applicable	Leader of the Council, Councillor A Morgan. Director, Highways & Streetcare Services – N Wheeler	Open	
Scrutiny Recommendations	To receive any recommendations coming forward following a scrutiny review.		Cabinet	Continuous / When Applicable	Specific to Scrutiny Review undertaken	Open	<ul style="list-style-type: none"> • Scrutiny

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

Community & Children's Services

Consultation Responses – St George's Day Centre	To receive the consultation responses to the proposal of closing St George's Day Centre	Complete	Cabinet	June 2018	Councillor G Hopkins Group Director Community & Children's Services - G Isingrini	Open	
Parliamentary Review in to Health and Social care	To receive information in respect of the Parliamentary review into health & Social Care	Complete	Cabinet	June 2018	Councillor G Hopkins Group Director Community & Children's Services - G Isingrini		
Children Looked After – Quality Assurance Panel	To receive an update report in respect of the work undertaken by the Quality Assurance Panel with Children Looked After within RCT	Complete	Cabinet	June 2018	Councillor G Hopkins Group Director Community & Children's Services - G Isingrini		
Right of Way Improvement Plan	To commence the statutory consultation in respect of the Right of Way	Complete	Delegated Decision	June 2018	CLLr A Crimmings Director, Public Health, Protection & Housing	Open	Public Service Delivery, Communities & Prosperity Scrutiny Committee

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	Improvement plan						
Director Social Services Annual Report (Draft)	Statutory required- Annual report on the delivery, performance, risks & planned improvements to the Social Services function of the Council	Draft	Cabinet	July 2018	Councillor G Hopkins & Councillor C Leyshon - Group Director Community & Children's Services - G Isingrini	Open	Children & Young People Scrutiny Committee Health & Wellbeing Scrutiny Committee
Cwm Taf Carer's Annual Report	To approve for submission to WG the annual report.	Complete	Cabinet	July 2018	Councillor G Hopkins & Group Director Community & Children's Services - G Isingrini	Open	multi agency Cwm Taf Carers Partnership
Supported Living accommodation development	To advise cabinet Members of a proposed development in respect of supported living accommodation	Draft	Cabinet	July 2018	Councillor G Hopkins & Group Director Community & Children's Services - G Isingrini	Exempt	
RCT Together – Community Asset Transfer Rhydyfelin Community Centre	To advise Members of the Community Asset Transfer: Rhydyfelin Community centre		Delegated Decision	August 2018	Councillor R Lewis Director, Public Health, Protection & Community Services		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

RCT Together – Community Asset Transfer Pentre Park Paddling Pool	To advise Members of the Community Asset Transfer: Pentre Park Paddling Pool		Delegated Decision	August 2018	Councillor R Lewis Director, Public Health, Protection & Community Services		
Charges for Aberdare Athletics Track	To agree the charges for Aberdare Athletics Track		Delegated Decision	August 2018	Councillor A Crimmings Director, Public Health, Protection & Community Services		
Adult Social Care Charges	To consider the report advising of the charges for Adult Social Care	Draft	Cabinet	September 2018	Councillor G Hopkins & Group Director Community & Children's Services - G Isingrini		
Council Run Day Nursery Provision	To provide Members with the consultation feedback following consideration of the proposal to cease Ynyscynon Day Nursery Provision		Cabinet	September 2018	Councillor C Leyshon - Group Director Community & Children's Services - G Isingrini	Open	Public Consultation
Mobile Library Consultation	To receive a report outlining the mobile library consultation responses		Cabinet	September 2018	Councillor R Lewis Director, Public Health, Protection & Community Services	Open	
Cwm Taf Safeguarding Board Annual Report	In accordance with the SSWB Act, the need to report the Cwm Taf		Cabinet	October 2018	Councillor G Hopkins & Councillor C Leyshon Group Director Community & Children's Services – G	Open	<ul style="list-style-type: none"> Cwm Taf Safeguarding Board

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

	Safeguarding Annual Report to the Cabinet, setting out their priorities for the coming year.				Isingrini		
Social Services Annual Complaints Report	Provide Cabinet with an overview of the operation & effectiveness of the Council's Social Services complaints procedure		Cabinet	October 2018	Councillor G Hopkins Group Director Community & Children's Services – G Isingrini	Open	Health & Wellbeing Scrutiny Committee
Director Social Services Annual Report	To receive the final report of the Director, Social Services prior to its publication		Cabinet	October 2018	Councillors G Hopkins & T Leyshon. Group Director Community & Children's Services – G Isingrini	Open	Children & Young People Scrutiny Committee Health & Wellbeing Scrutiny Committee
Safeguarding Measures against Child Sexual Exploitation within Cwm Taf	To receive a presentation in respect of the work of the Cwm Taf Safeguarding Board in this area		Cabinet	October 2018	Councillor G Hopkins & Group Director Community & Children's Services - G Isingrini	Exempt	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

Gambling Policy	To receive a report advising of the amendments to the Gambling Policy		Cabinet	October 2018	Councillor R Lewis Director, Public Health, Protection & Community Services		
Local Toilet Strategy - Engagement	To undertake an 'assessment of needs' in respect of the public convenience strategy needed to be taken forward by the Council		Delegated Decision	October 2018	CLlr R Lewis Director, Public Health Protection & Community Services	Open	
Right of Way Improvement Plan	To consider the Right of Way Improvement plan following the statutory consultation		Cabinet	November 2018	CLlr A Crimmings Director, Public Health, Protection & Housing	Open	Public Service Delivery, Communities & Prosperity Scrutiny Committee
Funding Flexibility	To consider the report outlining funding flexibility		Cabinet	November 2018	Councillor R Lewis Director, Public Health, Protection & Community Services		
Community facilities - transfer opportunities	To consider the report of the Director, outlining options coming forward		Cabinet	November 2918	Councillor R Lewis Director, Public Health, Protection & Community Services		
HMO Licensing Review 2019	To provide Cabinet with the HMO		Cabinet	December 2018	Councillor R Lewis Director, Public Health,	Open	Health & Wellbeing

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

	Licensing Review undertaken				Protection & Community Services		
Draft Local Toilet Strategy - Consultation	To instigate the required consultation process in respect of the draft local toilet strategy for the County Borough		Cabinet / delegated decisions	December 2018	Cllr R Lewis Director, Public Health Protection & Community Services		
Homeless Strategy	To receive a report outlining the Council's Homeless Strategy		Cabinet	December 2018	Councillor R Lewis Director, Public Health, Protection & Community Services		
Regional Fostering	To consider the report regarding regional Fostering		Cabinet	December 2018	Councillor G Hopkins, C Leyshon and Group Director Community & Children's Services – G Isingrini		
National Adoption Annual Report	To receive the National Adoption Annual Report		Cabinet	January / February 2019	Councillor G Hopkins, C Leyshon and Group Director Community & Children's Services – G Isingrini	Open	
Regional Transformation Agenda	To receive an update on the regional transformation agenda		Cabinet	January 2019	Councillor G Hopkins and Group Director Community & Children's Services – G Isingrini		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

Advocacy	To provide Cabinet with an update in respect of advocacy		Cabinet	January 2019	Councillor G Hopkins and Group Director Community & Children's Services – G Isingrini		
Local Toilet Strategy	To consider the Local Toilet strategy following the required consultation		Cabinet	March 2019	CLLr R Lewis Director, Public Health Protection & Community Services		Public Engagement Public Service Delivery Scrutiny Committee
Cwm Taf Safeguarding Annual Plan	To receive the Cwm Taf Safeguarding Annual Plan		Cabinet	May 2019	Councillor G Hopkins. Group Director Community & Children's Services – G Isingrini	Open	
SS&WB Board Development	To consider any updates as appropriate in respect of the SS&WB Board		Cabinet	Continuous / When Applicable	Councillor G Hopkins. Group Director Community & Children's Services – G Isingrini	Open	
Development of Community Hubs	To consider the development of Community Hubs across the County Borough		Cabinet	Continuous / When Applicable	Councillor R Lewis Director, Public Health, Protection & Community Services	Open	
Extra Care Strategy	To receive update reports on the Councils progress in respect of delivery of the Extra Care Strategy		Cabinet	Continuous / When Applicable	Councillor G Hopkins. Group Director Community & Children's Services – G Isingrini	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Cwm Taf MASH Annual Report	To receive the Annual report of the Cwm Taf MASH		Cabinet	When Applicable	Councillor G Hopkins. Group Director Community & Children's Services – G Isingrini	Open	
Social Services & Wellbeing Act	To provide updates as and when necessary on the Council's duties in respect of the Act		Cabinet	Continuous / When Applicable	Councillor G Hopkins. Group Director Community & Children's Services – G Isingrini	Open	
Local Air Quality Management Reports	To provide details of the Local Air Quality Management Reports		Delegated Decision	Continuous / When Applicable	Councillor R Lewis Director, Public Health, Protection & Community Services	Open	
Scrutiny Recommendations	To receive any recommendations coming forward following a scrutiny review.		Cabinet	Continuous / When Applicable	Specific to Scrutiny Review undertaken	Open	<ul style="list-style-type: none"> • Scrutiny

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	---	---------------	--------------------------------------	----------------------	---

Education & Inclusion Services

Increasing Welsh Medium Provision – Welsh Government Capital Grant.	Submission of a Business Case to WG.	Complete	Delegated Decision	May 2018	Councillor J Rosser Director, Education & Lifelong Learning - E Thomas	Open	
Support for the School Uniform Scheme	To continue support for the School Uniform Scheme	Complete	Delegated Decision	June 2018	Councillor J Rosser Director, Education & Lifelong Learning – E Thomas	Open	
RCT SACRE Annual Report	To receive the annual report of RCT SACRE		Cabinet	July 2018	Councillor J Rosser. Director, Education & Lifelong Learning - E Thomas	Open	
Partnership with UWC	To provide Members with details of the opportunities to partnership with UWC		Cabinet	September 2018	Councillor J Rosser ; Cllr C Leyshon & Director, Education & Inclusion Services -G Davies		
21 st Century Schools Programme - Proposals To Improve Education Provision In Cynon Valley	To provide Members with details of proposed improvements		Cabinet	September 2018	Councillor J Rosser & Chief Executive ; Director, Education & Inclusion Services -G	Open	New Item

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

					Davies		
Continuing To Improve Primary Education Provision In Rhondda Cynon Taf	To provide Members with details of proposed improvements		Cabinet	September 2018	Councillor J Rosser & Director, Education & Inclusion Services -G Davies	Open	
Proposals To Establish Primary Education Provision For The Llanilid Housing Development	To consider proposals to establish primary education for the Llanilid Housing Development		Cabinet	September	Councillor J Rosser & Director, Education & Inclusion Services -G Davies	Open	
Review – ALN Support Class	To consider a review undertaken in respect of ALN support class provision		Cabinet	October	Councillor J Rosser & Director, Education & Inclusion Services -G Davies	Open	
21 st Century Schools Programme - Proposals To Improve Education Provision In The Greater Pontypridd Area	To provide Members with details of proposed improvements		Cabinet	October 2018	Councillor J Rosser & Chief Executive ; Director, Education & Inclusion Services -G Davies	Open	New Item
Foundation Phase, Key Stage 2&3 and Key Stage 4 outcomes for 2017	To provide Members with initial feedback on the Foundation Phase, Key Stage 2, 3 & 4 outcomes for 2017.		Cabinet	October 2018	Councillor J Rosser & Director, Education & Inclusion Services -G Davies	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
--------------	---------------	---------------	--	---------------	--------------------------------------	----------------------	---

Childcare Sufficiency Update	The need to provide details of the Childcare Sufficiency Audit undertaken, in line with Welsh Government Requirements		Cabinet	January 2019	Councillor J Rosser. Director, Education & Inclusion Services -G Davies; Childcare Officer - D Humphries	Open	Children & Young People Scrutiny committee
Key stage 4 and 5 outcomes	To receive the final data from Welsh Government in respect of the Educational Outcomes for RCT		Cabinet	January 2019	Councillor J Rosser & Director, Education & Inclusion Services -G Davies	Open	
Supplementary Capital Programme – Education & Inclusion Services	The need to seek Cabinet approval for further detailed investment within the service following Council's approval of the 3 year Capital Programme.		Cabinet	March 2019	Councillor J Rosser. Director, Education & Inclusion Services -G Davies	Open	
Scrutiny Recommendations	To receive any recommendations coming forward following a scrutiny review.		Cabinet	Continuous / When Applicable	Specific to Scrutiny Review undertaken	Open	<ul style="list-style-type: none"> Scrutiny

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
21 st Century Schools	To receive any updates in respect of the 21 st Century Schools Programme		Cabinet	Continuous / When Applicable	Councillor J Rosser. Director, Education & Inclusion Services -G Davies	Open	

This page is intentionally left blank

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th SEPTEMBER 2018

COUNCIL PERFORMANCE REPORT – 30th June 2018 (Quarter 1)

REPORT OF THE GROUP DIRECTOR CORPORATE AND FRONTLINE SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER (CLLR NORRIS)

AUTHOR: Barrie Davies, Director of Financial Services (01443) 680559

1.0 PURPOSE OF THE REPORT

- 1.1 This report provides Members with an overview of the Council's performance, both from a financial and operational perspective, based on the first three months of this financial year (to the 30th June 2018).

2.0 RECOMMENDATIONS

It is recommended that the Cabinet:

Revenue

- 2.1 Note and agree the General Fund revenue position of the Council as at the 30th June 2018 (Section 2 of the Executive Summary).
- 2.2 Request that Cabinet approve the virements listed in Sections 2a - d of the Executive Summary that exceed the £0.100M threshold as per the Council's Financial Procedure Rules.

Capital

- 2.3 Note the capital outturn position of the Council as at 30th June 2018 (Sections 3a – f of the Executive Summary).
- 2.4 Note the details of the Treasury Management Prudential Indicators as at the 30th June 2018 (Section 3g of the Executive Summary).

Corporate Plan Priorities

- 2.5 Note the quarter 1 position regarding progress made against the agreed Corporate Plan priorities (Sections 5 a – d of the Executive Summary), Other National Measures (Section 5e of the Executive Summary) and comparison of 2018/19 targets set against prior year and 'All Wales Average' performance information (Section 5f of the Executive Summary).

3.0 REASONS FOR RECOMMENDATIONS

- 3.1 To agree the Council's financial and operational performance position as at 30th June 2018, in line with the requirements set out in its Constitution, and in doing so enable elected Members and other stakeholders to scrutinise the performance of the Council.

4.0 BACKGROUND

- 4.1 This report provides Members with a first up date of the Council's financial and operational performance position for the financial year ending the 31st March 2019.
- 4.2 The aim of the report is to bring together the Council's performance into an Executive Summary and make available more detailed information to the reader through electronic links. Information contained in the Executive Summary includes financial data and progress against our Corporate Plan priorities, and exceptions are highlighted within the detailed sections to ensure that elected Members and other readers are able to quickly identify the key issues.
- 4.3 Table 1 below summarises the performance measures within each Corporate Plan priority area as well as the cross-cutting priority of 'Living Within Our Means'.

Table 1 – Summary of Corporate Plan performance measures

Priority Area	No. of Measures in Priority	No. of measures reported / with a target			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Economy	48	8 / 6	23 / 21	30 / 27	48 / 43
People	20	13 / 11	20 / 18	20 / 18	20 / 18
Place	17	9 / 6	9 / 6	11 / 8	17 / 15
Living Within Our Means	8	6 / 6	6 / 6	7 / 6	8 / 7
Total	93	36 / 29	58 / 51	68 / 59	93 / 83

4.4 In addition to the measures in Table 1, there are a number of national measures that do not form part of the Council's Corporate Plan. These are set out in Table 2 below.

Table 2 – Other National Measures

Other National Indicators	No. of Measures	No. of measures reported / with a target			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
	19	4 / 4	6 / 6	8 / 8	18 ¹ / 15

5.0 QUARTER 1 REPORT

5.1 The Quarter 1 report is attached and comprises:

- **Executive Summary** – setting out, at a glance, the overall performance of the Council as at Quarter 1 (i.e. 30th June 2018);
- **Revenue Monitoring** – sections 2a – d setting out the detailed quarterly financial spend against budget across our Revenue Budget with exceptions highlighted;
- **Capital Monitoring** – sections 3a – f setting out capital spend across our Capital Programme with exceptions highlighted and section 3g covering Prudential Indicators;

¹ Other National Indicators – 19 national measures in place and a total of 18 to be reported at year-end. One measure not being reported (i.e. the number of working day/shifts per fulltime equivalent (FTE) local authority employee lost due to sickness absence) due to insufficient assurance that the Council's information fully complies with the national definition. The Council has therefore developed a local measure for this area the results of which are included within this Report.

- **Organisational Health** – includes information on turnover, sickness absence, organisational health related investment areas and Council strategic risks; and
- **Corporate Plan / Other National Measures** – includes:
 - Three action plans (sections 5a – c) setting out performance and progress against measures and actions across each of the three Corporate Plan priorities. An electronic link has been included within the Executive Summary setting out those performance measures ‘Not on Target’ i.e. noted as ‘Red’ performance measures.
 - Performance measures in respect of the ‘Living Within Our Means’ cross-cutting priority (Section 5d).
 - Other National Measures (Section 5e).
 - Target setting (Section 5f).

6.0 EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1 The Council’s Performance Report provides an update on financial and operational performance in line with its Constitution, statutory duties and locally determined arrangements that have previously been formally approved, where required. As a result, no Equality Impact Assessment is deemed required for the purposes of this report.

7.0 CONSULTATION

- 7.1 Following consideration by Cabinet, this Report will be presented to the Finance and Performance Scrutiny Committee for review, challenge and where deemed required, the scrutiny of specific areas in more detail.

8.0 FINANCIAL IMPLICATIONS

- 8.1 There are no financial implications as a result of the recommendations set out in the report.

9.0 LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 9.1 There are no legal implications as a result of the recommendations set out in the report.

10.0 LINKS TO CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT

- 10.1 The operational performance information included within this report has been aligned to the priorities within the Council's Corporate Plan and demonstrates the progress Council services are making toward the delivery of these priorities. These priorities were adopted as the Council's Well-being Objectives at a meeting of Cabinet on [2 November 2016](#), alongside the Council's Policy statement, which set out how the Council would respond to and apply its legal duties in respect of the Well-being of Future Generations Act.
- 10.2 The Sustainable Development principles (i.e. the 5 Ways of Working) were considered as part of the development of the action plans supporting each of the Council's priorities of Economy, People and Place. These were presented to Council on [25th July 2018](#) as part of the Council's Corporate Performance Report.

11.0 CONCLUSION

- 11.1 This report sets out the overall performance of the Council at Quarter 1 2018/19, that is, 30th June 2018.
- 11.2 Overall, the first report of the financial year is demonstrating sound financial and operational performance results.

Other Information:-

Relevant Scrutiny Committee: Finance and Performance Scrutiny Committee

Contact Officer: Barrie Davies

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

20th SEPTEMBER 2018

COUNCIL PERFORMANCE REPORT – 30th June 2018 (Quarter 1)

**REPORT OF THE GROUP DIRECTOR CORPORATE AND FRONTLINE
SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER
(CLLR NORRIS)**

Item:

Background Papers

Officer to contact: Barrie Davies

**COUNCIL PERFORMANCE REPORT
QUARTER 1 2018/19
EXECUTIVE SUMMARY**

Contents

Section 1 – INTRODUCTION

Section 2 – REVENUE BUDGET

Revenue Budget Performance – more detailed breakdowns are included in the following sections:

- 2a Education and Inclusion Services;
- 2b Community and Children’s Services;
- 2c Corporate and Frontline Services;
- 2c Chief Executive’s Division; and
- 2d Authority Wide Budgets.

Earmark reserve update – Section 2e provides a breakdown of expenditure against service areas.

Section 3 – CAPITAL PROGRAMME

Capital programme budget – more detailed breakdowns are included in the following sections:

- 3a Chief Executive;
- 3b Corporate and Frontline Services;
- 3c Corporate Initiatives;
- 3d Education and Inclusion Services;
- 3e Community and Children’s Services; and
- 3f Capital Programme Funding.

Prudential Indicators – a detailed breakdown is included in Section 3g.

Section 4 – ORGANISATIONAL HEALTH

- Turnover;
- Sickness Absence;
- Organisation Health related investment areas; and
- Council Strategic Risks.

Section 5 – CORPORATE PLAN / OTHER NATIONAL MEASURES

Corporate Plan progress updates – year-end position statements are included in the following sections:

- 5a – Economy;
- 5b – People;
- 5c – Place;
- 5d - Living Within Our Means;
- Overall summary of Corporate Plan performance indicators;
- 5e – Other National Measures; and
- 5f – Target Setting.

Section 1 – INTRODUCTION

The Executive Summary aims to bring together and summarise the Council's financial and operational performance position as at 30th June 2018.

Throughout the Summary electronic links have been included that enable the reader to access more detailed information, as required.

Section 2 – REVENUE BUDGET

Revenue Budget Performance

Service Area	2018/19 – as at 30 th June 2018			
	Full Year Budget £M	Quarter 1 Budget £M	Quarter 1 Expenditure £M	Variance Over / (Under) £M
Education & Inclusion Services (2a)	175.531	43.883	43.871	(0.012)
Community & Children's Services (2b)	150.169	37.544	37.914	0.370
Corporate and Frontline Services (2c)	63.795	15.949	15.927	(0.022)
Chief Executive's Division (2c)	12.530	3.132	3.111	(0.021)
Sub Total	402.025	100.508	100.823	0.315
Authority Wide Budgets (2d)	69.575	17.695	17.711	0.016
Grand Total	471.600	118.203	118.534	0.331

Key Revenue Variances at Quarter 1

- [Community and Children's Services](#)

ADULT SERVICES

- Long Term Care & Support (£0.188M overspend);
- Commissioned Services (£0.094M overspend);
- Short Term Intervention Services (£0.084M overspend).

CHILDREN SERVICES

- Intensive Intervention (£0.140M underspend).

PUBLIC HEALTH AND PROTECTION

- Leisure, Parks and Countryside and Community Facilities (£0.076M overspend).

- Authority Wide
 - Miscellaneous (£0.153M overspend); and
 - Council Tax Reduction Scheme (£0.154M underspend).

Earmark Reserve Update

- A breakdown of committed expenditure against approved earmark reserves for Service Areas can be viewed at Section 2e by clicking [here](#).

Section 3 – CAPITAL PROGRAMME

Capital Programme Budget

Service Area	2018/19 - as at 30 th June 2018
	Actual Expenditure £M
Chief Executive's Division (3a)	3.456
Corporate and Frontline Services (3b)	2.071
Corporate Initiatives (3c)	0.250
Education & Inclusion Services (3d)	11.738
Community & Children's Services (3e)	0.508
Total	18.023

Key Capital Variances at Quarter 1

- Re-profiling of a number of projects to reflect changes in the total cost of schemes and revised delivery timescales.
- Grant approvals introduced into the Capital Programme: Welsh Government (WG) Local Transport Fund (£1.992M); WG Safe Routes In The Community (£0.165M); WG Museums, Archives & Libraries Division (£0.120M); WG Road Safety Grant (£0.394M); WG Flying Start (£0.080M); WG ENABLE (£0.317M); and Heritage Lottery Grant (£0.060M).

For information on how the Capital Programme is funded see section 3f by clicking [here](#).

Prudential Indicators

For a detailed breakdown of Prudential Indicators, see section 3g by clicking [here](#).

Section 4 – ORGANISATIONAL HEALTH

- Turnover

Service Area	2018/19		2017/18			
	As at 30 th June 2018		As at 30 th June 2017		As at 31 st March 2018	
	Staff Nos.	% Turnover	Staff Nos.	% Turnover	Staff Nos.	% Turnover
Turnover – Council Wide	10,735	1.65	10,937	1.73	10,799	10.12
Community & Children’s Services	2,899	1.31	2,777	2.02	2,934	8.90
Corporate & Frontline Services	1,247	0.88	1,203	1.08	1,225	5.63
Education & Inclusion Services	1,280	1.41	1,470	1.90	1,276	7.6
<u>Schools</u>						
Primary	3,417	2.11	3,389	1.83	3,355	11.15
Secondary	1,581	1.83	1,804	1.55	1,695	15.87
Chief Executive’s Division	311	2.89	294	0.68	314	7.32

- Sickness Absence

Service Area	2018/19	2017/18	
	As at 30 th June 2018 %	As at 30 th June 2017 %	As at 31 st March 2018 %
% days lost to sickness absence – Council Wide	4.00	4.30	4.37
Community & Children’s Services	4.80	6.25	6.17
Corporate & Frontline Services	3.55	3.58	4.07
Education & Inclusion Services	4.58	4.06	4.21
<u>Schools</u>			
Primary	3.85	4.11	4.00
Secondary	3.15	2.84	2.74
Chief Executive’s Division	1.96	1.28	2.13

For a more detailed breakdown of Quarter 1 2018/19 sickness absence information, click [here](#).

Organisation Health related investment areas

There continues to be a focus on investing in organisational health related areas, for example, IT infrastructure and invest to save energy efficiencies schemes, with this work being supported through existing resources.

• Council Strategic Risks

The Council's Quarter 2 Strategic Risk Register can be viewed by clicking [here](#). The following revisions have been made to strategic risks and risk ratings since the Council's 2017/18 year-end Performance Report:

- RISK 4 – 'If projects are not delivered on time and/or on budget then this could impede the delivery and intended (positive) impact of the 21st Century Schools Programme within the Council'. Risk score revised from 12 to 8 given the good track record now in place in respect of delivering Band A projects, the likelihood of the risk materialising can now be reduced.
- RISK 6 – 'If the Council does not manage its information assets in accordance with requirements set down within legislation then it may be faced with financial penalties and possible sanctions that hinder service delivery'. Risk score revised from 12 to 10 given the work that has taken place to prepare the Council for the GDPR which came into effect on 25th May 2018.
- RISK SCORE 10 – 'If appropriate housing stock is not available then the ability to house citizens who are either homeless and/or are vulnerable to homelessness may be compromised'. Risk score revised from 12 to 4 given the work that has been delivered in this area and the positive outcomes to date, the likelihood of this risk materialising is now considered to be low.
- RISK 16 – 'If the Third Sector are not able to play a leading role in the development of effective early intervention and prevention services within resilient communities, then the ability of the Council to deliver the modernisation of services in line with the SS&WB Act may be compromised'. Risk to be removed from the Strategic Risk Register given the work being undertaken as part of the wider Tackling Poverty programme.
- RISK 17 – 'If the private sector does not engage with the Council in delivering ambitious projects and programmes, then the ability of the Council to effectively deliver regeneration may be compromised'. Risk removed from the Strategic Risk Register and incorporated into Risk 11 that relates to the regeneration of local communities, with the private sector being one aspect to take into account as part of the project planning stage.

- RISK 21 - New risk included for 2018/19 – Living Within Our Means – ‘Given the shift in approach to services being delivered on a regional footprint, if services are delivered to citizens and staff of Rhondda Cynon Taf using this method, then appropriate arrangements must be in place to ensure that the interests of all current stakeholders are appropriately represented and that service delivery does not fall / suffer’. Risk Score = 15.

Section 5 – CORPORATE PLAN

Corporate Plan progress updates

- **ECONOMY** (Section 5a)

Summary of progress to 30th June 2018								
<p>The various town centre and 21st Century Schools Programme developments continue at a pace. The large cranes working on the Taf Vale development are very visible and are a positive sign of the progress being made on this key development.</p> <p>Within the next two months, the new school buildings in Cwmaman, Treorchy, Porth, Tonypandy and Tonyrefail will be completed. Unfortunately, there has been a delay in the completion of the Key Stage 3, 4 & 5 facilities at Tonyrefail due to issues with completing the work on the listed building, and delays at Cymmer Primary School.</p> <p>The next quarter will provide the Foundation Phase, Key Stage 2, 3, 4 & 5 results from across the County Borough from which Members can compare and challenge the progress of our schools.</p> <p>The full action plan can be viewed by clicking here.</p>								
Progress in our KEY PERFORMANCE INDICATORS as at 30th June 2018								
Total no. of PIs in the Priority	Total no. of PIs reported this Qtr	No. of PIs reported this Qtr with Target	On Target		Not on Target		Within 5% of Target	
			No.	%	No.	%	No.	%
48	8	6	3	50	2	33	1	17

Progress in our Investment Priorities – Economy		
Investment Area	Investment Value ² £M	Quarter 1 Update
Empty Property Grant	1.500 ³	From April 2018, 42 applications have been approved, 41 surveyed and 33 applications awaiting a survey.
Graduate Officers	0.200	10 officers were appointed in September 2016 and are progressing through their two-year graduate programme.
Schools	0.500	Funding relates to that agreed by Council on 28 th February 2018 and supports investment in 3G pitches at

² Investment Value – relates to LIVE projects / works only that have been allocated additional investment funding.

³ Empty Property Grant - £1.5M investment funded from resources set aside following the agreed change around Council Tax Discount for long term empty properties (as per 17th January 2018 Council).

Investment Area	Investment Value² £M	Quarter 1 Update
		Bryncelynnog Comprehensive, Ysgol Gyfun Rhydywaun and Ferndale Community School; improvement works at Maesgwyn Special School; and improvement to Ferndale Community School changing rooms.
Transport Infrastructure	1.200	This investment funding relates to that approved by Council on 1 st March 2017 and is continuing to support a wider programme of highways capital works.
Taff Vale Development	2.024	This investment funding relates to that approved by Council on 30 th November 2016 (and is in addition to the £1.5M approved by Council on 28 th October 2015). Positive progress made during quarter 1. This has included progressing the main construction works across the site, and commencing design work and the compilation of a planning application for the footbridge that is anticipated to be submitted for consideration during quarter 2.
Apprenticeships	0.200	The investment funding has been combined with existing service resources and enabled 33 apprentices to be appointed from September 2017.
Park and Ride Programme	1.000	This investment funding relates to that approved by Council on 29 th November 2017 and is supporting the development work needed to create additional 'park and ride' car parking spaces at Abercynon, Pontyclun and Porth.
Tonypandy Town Centre	1.500	This investment funding relates to that approved by Council on 28 th February 2018. Works commenced in June 2018 and are scheduled to be completed in early autumn 2018.
Traffic Developments	0.500	This investment funding relates to that approved by Council on 28 th February 2018 to contribute to highways network improvements in road safety, active travel and traffic flow.
Town Centre Regeneration	0.100	This investment funding relates to that approved by Council on 28 th February 2018 to contribute to improving the townscape and help support regeneration in town centres.
Total	8.724	

PEOPLE (Section 5b)

Summary of progress to 30th June 2018

Despite the significant service pressures in delivering the Council's challenging targets and improvement agenda across this key Council priority area, good progress is being made in many key areas relating to people and community needs.

Our Extra Care Housing Development Programme continues to be progressed in partnership to meet the long term needs of residents requiring our support to live independently, and the development of the next phase of the Stay well@home service will enable an integrated focus on supporting people in their community and preventing unnecessary hospital admissions.

It is also pleasing to note the progress made in embedding the Resilient Families Programme to deliver accessible family support and prevent problems from escalating to a level where specialist intervention is required. In turn this programme should positively reduce the number of children becoming looked after. The Early Years' Service provision for children aged 0-7 is also being reviewed as a part of Welsh Government's Regional Early Years Integration Project.

We are also on target with our actions supporting care leavers including the proposed development of an accommodation model for those aged 16 and above.

Good progress is also being made to implement the Welsh Community Care Information System (WCCIS) and a programme of work is on-going to ensure a full suite of performance indicator results is held within the system. For quarter 1, some performance indicator results have not been populated within the system, these scheduled to be up dated during quarter 2, and service delivery has continued to be effectively managed through local information held within Services.

The full action plan can be viewed by clicking [here](#).

Progress in our KEY PERFORMANCE INDICATORS as at 30th June 2018

Total no. of PIs in the Priority	Total no. of PIs reported this Qtr	No. of PIs reported this Qtr with Target	On Target		Not on Target		Within 5% of Target	
			No.	%	No.	%	No.	%
20	13	11	3	27	7	64	1	9

Progress in our Investment Priorities – PEOPLE		
Investment Area	Investment Value⁴ £M	Quarter 1 Update
Leisure Centre Changing Rooms	0.750	This investment funding relates to that approved by Council on 29 th November 2017 in respect of supporting improvement in changing room facilities. Works are progressing as planned at Rhondda Sports Centre, Abercynon Sports Centre and Sobell Leisure Centre.
Extracare Housing	2.000	This investment funding relates to that approved by Council on 28 th February 2018 to support the modernising of accommodation options for older people. Works are progressing at the former Maesyffynnon Home for the Elderly site and discussions on-going around other proposed sites.
Rhondda Fach Leisure Centre	1.000	This investment funding relates to that approved by Council on 28 th February 2018 to deliver a new indoor sports pitch and gym. Preparatory work commenced during quarter 1 and when completed the indoor sports pitch will be the first such facility within the County Borough capable of hosting full contact rugby sessions.
Total	3.750	

⁴ Investment Value – relates to LIVE projects / works only that have been allocated additional investment funding.

- **PLACE** (Section 5c)

Summary of progress to 30th June 2018									
<p>Performance during the first quarter of the year has been good, with some actions already having a positive impact and others where the effect will be felt later in the year.</p> <p>For community safety, the Divert project continued to help to keep people safe through preventing 97% of 18 to 25 year olds who enrol on the programme from re-offending and as a result of hate crime awareness being undertaken in schools, 92% of attendees indicated they were more aware of reporting procedures. Preparatory work was also undertaken to extend this awareness raising to colleges and community settings later this year, and work progressed to prepare for the introduction of the Public Space Protection Order for Alcohol Controls from 1st September and implementation of mobile camera enforcement at school 'Keep Clear' areas and Bus Stops.</p> <p>For our parks and green spaces, Ynysangharad Park and Taffs Well Park retained their Green Flag status and Aberdare Park and Dare Valley Country Park achieved Green Flag status. Work is also being planned to support the submission of grant funding applications for Ynysangharad Park, Rhondda Heritage Park and Aberdare Park.</p> <p>With regard to more involved and resilient communities, positive progress has been made on a wide range of areas: expanding Digital Friday's into all branch libraries; exploring parent and baby swimming sessions 'Sblash a chân' in our leisure centres with further consultation planned; reviewing the new kennelling facility operated by Hope Rescue that is evidencing good outcomes; and securing Welsh Government funding to progress plans to reopen the Rhondda and Abernant Tunnels. A revised target has been set for our 'Plot Shop' initiative to enable discussions to be completed with Welsh Government and the Development Bank with a view to establishing a full financial package by the end of quarter 3.</p> <p>A focus on infrastructure investment and keeping the County Borough clean and green continued: a significant programme of highways and structures investment progressed as planned; a range of 'recycling' awareness raising activities were undertaken with residents, in schools and with local business, with the recycling rate being better than target at 64.66%; and 100% of streets were deemed to be clean. During the quarter, a planning application was also submitted for the Bryn Pica Eco Park development.</p> <p>The full action plan can be viewed by clicking here.</p>									

Progress in our KEY PERFORMANCE INDICATORS as at 30th June 2018									
Total no. of Pls in the Priority	Total no. of Pls reported this Qtr	No. of Pls reported this Qtr with Target	On Target		Not on Target		Within 5% of Target		
			No.	%	No.	%	No.	%	
17	9	6	6	100	0	-	0	-	

Progress in our Investment Priorities – PLACE

Investment Area	Investment Value⁵ £M	Quarter 1 Update
Highways Infrastructure Repairs	3.264	This investment funding relates to that approved by Council on 1 st March 2017 (£2.264M) and 28 th February 2018 (£1.0M), and is being used in conjunction with existing resources to deliver a programme of highways infrastructure repairs.
Outdoor Leisure Facilities	1.250	<p>This investment funding relates to that approved by Council in respect of 3G pitches i.e. 1st March 2017 (£0.600M for Abercynon Sports Centre and Ferndale Community School) and on 29th November 2017 (£0.650M for Bryncelynog and Ysgol Gyfun Rhydywaun Schools, and will be combined with an agreed contribution from the Education budget).</p> <p>The Abercynon Sports Centre pitch was brought into use in February 2018 and further enhancements are in the process of being completed to the gravelled area at this site. The remaining 3 pitches are scheduled to be completed in 2018/19.</p>
Play Areas	0.500	This investment funding relates to that approved by Council on 28 th February 2018. From April 2018, out of 27 play area schemes, 2 are complete, 2 are under construction, 12 are designed, costed and scheduled and 11 are to be designed.
Waste Recycling Centre	0.150	During quarter 1 demolition work commenced following completion of the utility diversions and construction works started on site.
Cynon Gateway South – Mountain Ash Cross Valley Link	3.750	The project is progressing as planned: Cardiff Road junction complete, A4059 junction complete and preparatory work underway on the main bridge and Miskin highway.
Structures: St Albans Bridge, Brook Street Footbridge and Pontrhondda Bridge	4.600	Monitoring and inspection works are continuing to determine the detailed works that are required to these structures, with this information being used to inform design and build options.
Structures	2.000	<p>Pontypridd Road, Porth – works are on-going to progress the wall replacement scheme in partnership with Welsh Water.</p> <p>The £1.5M additional investment approved by Council on</p>

⁵ Investment Value – relates to LIVE projects / works only that have been allocated additional investment funding.

Investment Area	Investment Value ⁵ £M	Quarter 1 Update
		the 28 th February 2018 has been allocated to structure projects with the works at various stages of design, procurement and construction.
Parks and Green Spaces	0.600	This investment funding relates to that approved by Council on 28 th February 2018. For 2018/19, 29 schemes are being delivered and are at various stages of completion.
Llanharan Bypass	1.000	This investment funding relates to that approved by Council on 29 th November 2017 and preliminary design work is underway for the project.
A4119 Dualling (Stinkpot Hill)	1.000	This investment funding relates to that approved by Council on 29 th November 2017 to support the dualling of this section of the highway. Preliminary design work has commenced together with liaison with land owners around compulsory purchase orders.
Community Hubs	0.500	This investment funding relates to that approved by Council on 29 th November 2017 to support the creation of community hubs. Work is on-going for both the Ferndale and Mountain Ash hubs to enable projects to be progressed in 2018/19.
Total	18.614	

- **LIVING WITHIN OUR MEANS** (Section 5d)

The Council's Corporate Plan aims to apply a disciplined and planned approach to meeting the financial challenges ahead and has set a number of measures to gauge efficiency and the use of resources. These can be viewed by clicking [here](#) and a summary position is included below.

Progress in our KEY PERFORMANCE INDICATORS as at 30 th June 2018								
Total no. of PIs	Total no. of PIs reported this Qtr	No. of PIs reported this Qtr with Target	On Target		Not on Target		Within 5% of Target	
			No.	%	No.	%	No.	%
8	6	6	6	100	0	-	0	-

- **OVERALL SUMMARY OF CORPORATE PLAN PERFORMANCE INDICATORS**

Progress in our KEY PERFORMANCE INDICATORS as at 30 th June 2018								
Total no. of PIs	Total no. of PIs reported this Qtr	No. of PIs reported this Qtr with Target	On Target		Not on Target		Within 5% of Target	
			No.	%	No.	%	No.	%
93	36	29	18	62	9	31	2	7

Those performance indicators that were 'Not on Target' can be viewed by clicking [here](#).

- **OTHER NATIONAL MEASURES** (Section 5e)

In addition, there are a number of national measures that do not form part of the Council's Corporate Plan. These can be viewed by clicking [here](#). A summary is provided in the table below.

Progress in our KEY PERFORMANCE INDICATORS as at 30 th June 2018								
Total no. of PIs	Total no. of PIs reported this Qtr	No. of PIs reported this Qtr with Target	On Target		Not on Target		Within 5% of Target	
			No.	%	No.	%	No.	%
19	4	4	3	75	0	-	1	25

- **TARGET SETTING** (Section 5f)

An analysis of 2018/19 targets set compared to previous year's performance and targets, and 'All Wales Average' performance levels, where collected, can be viewed by clicking [here](#).