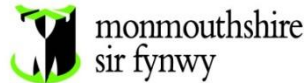


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Neuadd y Sir
Y Rhadyr
Brynbuga

Dydd Mawrth, 3 Medi 2024

Dear Cyngorwyr,

CABINET

Gofynnir i chi fynychu cyfarfod **Cabinet** a gynhelir yn **Steve Greenslade Room, County Hall, Usk** ar **Dydd Mercher, 11eg Medi, 2024**, am **4.30 pm**.

AGENDA

1. Ymddiheuriadau am absenoldeb
2. Datganiadau o Fuddiant
3. DEFNYDDIO ADRAN 106 O DIR N584 AR SAFLE GWYDDONIAETH FFORENSIG CAS-GWENT 1 - 4
Is-adran/Wardiau yr effeithir arnynt: Cas-gwent gyfan
Pwrpas: Cytuno i gynnwys cyllid adran 106 yng nghyllideb gyfalaf 2024/25
Awdur: Christian Schmidt, Rheolwr Cynllunio a Phrosiectau Trafnidiaeth Teithwyr
Manylion Cyswllt: christianschmidt@monmouthshire.gov.uk
4. CANLYNIAD Y CYFNOD GWRTHWYNEBU STATUDOL YNGHYLCH CYNIGION I ADLEOLI A CHYNYDDU CAPASITI YSGOL GYMRAEG Y FENNI 5 - 36
Is-adran/Wardiau yr effeithir arnynt: Y Fenni
Pwrpas: Pwrpas yr adroddiad yw rhoi canlyniad y cyfnod gwrthwynebu statudol i'r Cabinet ynghylch y cynigion i gynyddu capasiti Ysgol Gymraeg y Fenni i 420 o leoedd drwy ei adleoli i hen safle Ysgol Gynradd Deri View.
Mae'r adroddiad hwn yn cyflwyno'r adroddiad gwrthwynebu (atodiad 1) i'r Cabinet ac yn gofyn am eu cymeradwyaeth i fwrw ymlaen â'r cynnig.
Awdur: Matt Jones, Rheolwr Uned Mynediad
Manylion Cyswllt: matthewdjones@monmouthshire.gov.uk
5. POLISI CLUDIANT O'R CARTREF I'R YSGOL 25-26 ARFAETHEDIG 37 - 80

Is-adran/Wardiau yr effeithir arnynt: Pob Un

Pwrpas: Mae Mesur Teithio gan Ddysgwyr (Cymru) 2008 yn nodi'r cyfrifoldebau cyfreithiol dros ddarparu cludiant ysgol sy'n gosod dyletswydd ar awdurdodau lleol i adolygu eu polisi trafnidiaeth yn flynyddol.

I roi canlyniadau'r ymgynghoriad cyhoeddus diweddar i'r Cabinet i'w cynorthwyo i benderfynu a ddylid gweithredu unrhyw un o'r opsiynau yn y Polisi Cludiant o'r Cartref i'r Ysgol 25-26.

Awdur: Debra Hill-Howells Pennaeth Datgarboneiddio, Trafnidiaeth a Gwasanaethau Cymorth

Manylion Cyswllt: debrahill-howells@monmouthshire.gov.uk

6. CYNLLUN CYMUNEDOL A CHORFFORAETHOL: FFRAMWAITH MESUR 81 - 98

Is-adran/Wardiau yr effeithir arnynt: Pob Un

Pwrpas: Cyflwyno diweddariad o'r fframwaith mesur a'r targedau cysylltiedig a ddefnyddir i olrhain a rheoli cyflawni'r amcanion yn y Cynllun Corfforaethol a Chymunedol

Awdur(on): Richard Jones, Rheolwr Mewnwelediad Perfformiad a Data
Matthew Gatehouse, Prif Swyddog – Pobl, Perfformiad a Phartneriaethau

Manylion Cyswllt: matthewgatehouse@monmouthshire.gov.uk

Yours sincerely,

Paul Matthews
Chief Executive

PORTFFOLIOS Y CABINET

Cynghorydd Sir	Maes Cyfrifoldeb	Ward
Mary Ann Brocklesby	<p>Yr Arweinydd Swyddogion Arweiniol - Paul Matthews, Matthew Gatehouse</p> <p>Strategaeth a Chyfeiriad yr Awdurdod Cyfan Adolygu a gwerthuso perfformiad yr awdurdod cyfan Hyrwyddo lleoliaeth o fewn fframweithiau rhanbarthol a chenedlaethol Perthynas â Llywodraeth Cymru, Llywodraeth y DU a chymdeithasau llywodraeth leol Cysylltiadau Rhanbarthol â Rhanbarthau Dinesig a'r Bwrdd Gwasanaethau Cyhoeddus Caffael Strategol Cynhyrchu a defnydd bwyd lleol, a chaffael gan gynnwys amaethgoedwigaeth a garddwriaeth leol</p>	Llanelly
Paul Griffiths	<p>Aelod Cabinet dros Gynllunio a Datblygu Economaidd a'r Dirprwy Arweinydd Swyddog Arweiniol - Frances O'Brien</p> <p>Strategaeth Economaidd Cynllun datblygu lleol a chynllun datblygu strategol gan gynnwys safleoedd tai strategol Digartrefedd, darpariaeth dai fforddiadwy a thai sector preifat (cartrefi gwag, cynllun prydlesu, benthyciadau gwella cartrefi, grantiau cyfleusterau i'r anabl a thechnoleg addasol) Cefnogi Canol Trefi gan gynnwys parcio ceir a gorfodi Rheoli Datblygu a Rheoli Adeiladu Sgiliau a Chyflogaeth Cysylltedd band eang Meysydd parcio a gorfodaeth sifil safonau masnach, iechyd yr amgylchedd, iechyd y cyhoedd, trwyddedu</p>	Chepstow Castle & Larkfield
Ben Callard	<p>Aelod Cabinet dros Adnoddau Prif Swyddogion – Peter Davies, Frances O'Brien, Matthew Phillips, Jane Rodgers</p> <p>Cyllid gan gynnwys CATC a'r cylch cyllideb blynyddol Buddion Technoleg a gwybodaeth ddigidol Adnoddau dynol, y gyflogres, iechyd a diogelwch Tir ac adeiladau Cynnal a chadw a rheoli eiddo Cynllunio brys</p>	Llanfoist & Govilon

<p>Martyn Groucutt</p>	<p>Aelod Cabinet dros Addysg Swyddogion Arweiniol - Will McLean, Ian Saunders</p> <p>Addysg Blynyddoedd Cynnar Addysg statudol pob oed Anghenion dysgu ychwanegol/cynhwysiant Addysg ôl-16 ac addysg oedolion Safonau a gwelliant ysgolion Dysgu Cymunedol Rhaglen cymunedau cynaliadwy ar gyfer dysgu Gwasanaethau Ieuencid Cludiant ysgol</p>	<p>Lansdown</p>
<p>Ian Chandler</p>	<p>Aelod Cabinet dros Ofal Cymdeithasol, Diogelu a Gwasanaethau Iechyd Hygyrch Swyddog Arweiniol - Jane Rodgers</p> <p>Gwasanaethau Plant Maethu a mabwysiadu Gwasanaethau Troseddau Ieuencid Gwasanaethau Oedolion Diogelu plant ac oedolion awdurdod cyfan Anableddau Iechyd meddwl a lles Perthynas â darparwyr iechyd a mynediad at ddarpariaeth iechyd</p>	<p>Park</p>
<p>Catrin Maby</p>	<p>Aelod Cabinet dros Newid yn yr Hinsawdd a'r Amgylchedd Swyddogion Arweiniol – Frances O'Brien, Ian Saunders</p> <p>Datgarboneiddio Cynllunio trafndiaeth, trafndiaeth gyhoeddus, priffyrdd a fflyd Cyngor Sir Fynwy Teithio llesol a hawliau tramwy Rheoli gwastraff, gofal stryd, sbwriel, manau cyhoeddus a pharciau Palmentydd a lonydd cefn Lliniaru, rheoli ac adfer llifogydd Cefn gwlad, bioamrywiaeth ac iechyd afonydd</p>	<p>Drybridge</p>
<p>Angela Sandles</p>	<p>Aelod Cabinet dros Gydraddoldeb ac Ymgysylltu Swyddogion Arweiniol – Frances O'Brien,, Matthew Gatehouse, Jane Rodgers</p> <p>Anghydraddoldeb cymunedol a thlodi (iechyd, incwm, maeth, anfantais, gwahaniaethu, ynysu ac argyfwng costau byw) Ymgysylltu â dinasyddion a hyrwyddo democratiaeth gan gynnwys gweithio gyda sefydliadau gwirfoddol Profiad y dinesydd - canolfannau cymunedol, canolfan gyswllt, a gwasanaeth cwsmeriaid a chofrestryddion Canolfannau hamdden, chwarae a chwaraeon Datblygu Twristiaeth a'r Strategaeth Ddiwylliannol</p>	<p>Y Dref</p>

	<p>Cyfleusterau cyhoeddus Gwasanaethau Etholiadol ac adolygu'r cyfansoddiad Cyfathrebu, cysylltiadau cyhoeddus a marchnata Moeseg a safonau Y Gymraeg</p>	
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Nodau a Gwerthoedd Cyngor Sir Fynwy

Ein Pwrpas

- i ddod yn sir ddi-garbon, gan gefnogi lles, iechyd ac urddas i bawb ar bob cam o'u bywydau.

Amcanion rydym yn gweithio tuag atynt

- Lle teg i fyw lle mae effeithiau anghydraddoldeb a thlodi wedi'u lleihau;
- Lle gwyrdd i fyw a gweithio gyda llai o allyriadau carbon a gwneud cyfraniad cadarnhaol at fynd i'r afael â'r argyfwng yn yr hinsawdd a natur;
- Lle ffyniannus ac uchelgeisiol, lle mae canol trefi bywiog a lle gall busnesau dyfu a datblygu;
- Lle diogel i fyw lle mae gan bobl gartref maen nhw'n teimlo'n ddiogel ynddo;
- Lle cysylltiedig lle mae pobl yn teimlo'n rhan o gymuned ac yn cael eu gwerthfawrogi;
- Lle dysgu lle mae pawb yn cael cyfle i gyrraedd eu potensial.

Ein Gwerthoedd

Bod yn agored. Rydym yn agored ac yn onest. Mae pobl yn cael cyfle i gymryd rhan mewn penderfyniadau sy'n effeithio arnynt, dweud beth sy'n bwysig iddynt a gwneud pethau drostynt eu hunain/eu cymunedau. Os na allwn wneud rhywbeth i helpu, byddwn yn dweud hynny; os bydd yn cymryd peth amser i gael yr ateb, byddwn yn esbonio pam; os na allwn ateb yn syth, byddwn yn ceisio eich cysylltu gyda'r bobl a all helpu - mae adeiladu ymddiriedaeth ac ymgysylltu yn sylfaen allweddol.

Tegwch. Darparwn gyfleoedd teg, i helpu pobl a chymunedau i ffynnu. Os nad yw rhywbeth yn ymddangos yn deg, byddwn yn gwranddo ac yn esbonio pam. Byddwn bob amser yn ceisio trin pawb yn deg ac yn gyson. Ni allwn wneud pawb yn hapus bob amser, ond byddwn yn ymrwymo i wrando ac esbonio pam y gwnaethom weithredu fel y gwnaethom.

Hyblygrwydd. Byddwn yn parhau i newid a bod yn hyblyg i alluogi cyflwyno'r gwasanaethau mwyaf effeithlon ac effeithiol. Mae hyn yn golygu ymrwymiad gwirioneddol i weithio gyda phawb i groesawu ffyrdd newydd o weithio.

Gwaith Tîm. Byddwn yn gweithio gyda chi a'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan fel y gallwn gyflawni pethau gwych gyda'n gilydd. Nid ydym yn gweld ein hunain fel 'trefnwyr' neu ddatrys swyr problemau, ond gwnawn y gorau o syniadau, asedau ac adnoddau sydd ar gael i wneud yn siŵr ein bod yn gwneud y pethau sy'n cael yr effaith mwyaf cadarnhaol ar ein pobl a lleoedd.

Caredigrwydd – Byddwn yn dangos caredigrwydd i bawb yr ydym yn gweithio gyda nhw, gan roi pwysigrwydd perthnasoedd a'r cysylltiadau sydd gennym â'n gilydd wrth wraidd pob rhyngweithio.

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SUBJECT:	USE OF SECTION 106 FROM N584 LAND AT FORENSIC SCIENCE CHEPSTOW
MEETING:	Cabinet
DATE:	11 September 2024
DIVISION/WARDS AFFECTED:	ALL CHEPSTOW

1. PURPOSE:

To agree the inclusion of section 106 funding in the 2024/25 capital budget

2. RECOMMENDATIONS:

To top-up the existing Local Transport Fund capital budget by £26,000 to deliver further real-time information for bus services in Chepstow, and that this is funded by a corresponding contribution from the section 106 balance held by MCC from the section 106 agreements in relation to the development of land at Forensic Science Service, Usk Road, Chepstow

3. KEY ISSUES:

The development of land at The Forensic Science Service, Usk Road, Chepstow (DC/2013/00648) was subject to a section 106 agreement. Under the terms of the agreement MCC will receive a "Sustainable Transport Contribution" to be used for 'the improvement of public transport infrastructure in the vicinity of the site'. The overall contribution was £48,000 (i.e £1,500 per unit), and of this £22,000 has been spend, and £26,000 is left in the balance. There is no spend-by date.

In 2024/25 MCC receives Local Transport Fund from Welsh Government for "bus infrastructure", which is a programme that includes a series of smaller projects including the provision of real-time information at various locations across Monmouthshire.

The funding available for is insufficient to supply all the earmarked locations with real-time information units of a sufficient quality. The development at Forensic Science, Usk Road, is served by bus route 63, which connects it to Chepstow, Usk, Pontypool & Cwmbran. Chepstow Bus Station is the key boarding stop for passengers travelling to the development, and the proposal is to erect a 55" short double-sided totem at this location, so that the information can be seen by all waiting passengers. As part of the RTI programme a quote has been obtained for £31,817, and using the s106 would enable this totem to be delivered this financial year.



4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):

Improving real-time information for public transport services is a key action in the Local Transport Strategy adopted by cabinet on 15 May 2024. The asummary of the Equalities and Future Generations evaluation of the Local Transport Strategy states:

The LTS identifies a series of interventions designed to transition the existing model of transport, which is largely dependent of car journeys to a more sustainable integrated public transport approach. The success of the proposals will largely be dependent on behavioural change and financial investment to upgrade the existing public transport networks and infrastructure. It is recognized that the bus industry is undergoing a series of changes including proposed new franchising legislation to give Welsh Government more control over the operation of subsidized bus networks. The strategy cannot be delivered in isolation by Monmouthshire and will be dependent on collaborative working with key partners such as Network Rail and Transport for Wales. The proposed strategy aligns with prevailing local and national policies and actively promotes the development of integrated land use and transport decision making to negate the need for journeys wherever possible and underpinning sustainable transport in all planning decisions. There are no corporate parenting or safeguarding implications

5. OPTIONS APPRAISAL

The options considered are:

- I. Take no action and return the money to the developers with no additional or improved real-time information provision;
- II. Allocate the funding to the project as set out in this report;

- III. allocate the funding to an alternative project

There is currently no other live passenger transport capital project that would benefit the residents of the development in need of funding.

6. EVALUATION CRITERIA

It is expected that the proposal will help to contribute to increased passenger numbers on bus route 63.

7. REASONS:

- 7.1 To ensure the funding is available in the MCC capital budget in the 2024/25 financial year
- 7.2 To ensure the section 106 funding received from the developer is used effectively to enhance passenger transport services to/from the development.

8. RESOURCE IMPLICATIONS:

There is no additional resource implication, the project will be delivered in conjunction with the wider real-time information scheme.

CONSULTEES:

- Cabinet member for transport
- Section 106 working group
- Senior Leadership Team

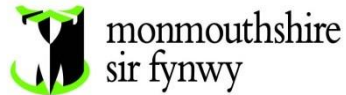
9. BACKGROUND PAPERS:

- [MCC Local Transport Strategy](#)
- [Section 106 agreement](#)

10. AUTHOR:

Christian Schmidt, Passenger Transport Planning & Projects Manager
Tel: 07471 479238
Email: christianschmidt@monmouthshire.gov.uk

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SUBJECT:	OUTCOME OF THE STATUTORY OBJECTION PERIOD CONCERNING PROPOSALS TO RELOCATE AND INCREASE THE CAPACITY OF YSGOL GYMRAEG Y FENNI
MEETING:	CABINET
DATE:	11TH SEPTEMBER 2024

1. PURPOSE:

- 1.1 The purpose of the report is to provide Cabinet with the outcome of the statutory objection period regarding the proposals to increase the capacity of Ysgol Gymraeg Y Fenni to 420 places through its relocation to the former Deri View Primary School site.
- 1.2 This report presents the objection report (appendix 1) to Cabinet and seeks their approval to proceed with the proposal

2. RECOMMENDATIONS:

It is recommended that Members:

- 2.1 agree to proceed with proposals as consulted upon, namely, to increase the capacity of Ysgol Gymraeg Y Fenni to 420 place (plus 60 place Meithrin) through its relocation to the former Deri View Primary School site.
- 2.2 agree that the above proposals will be implemented with effect from 1st September 2025.

3. KEY ISSUES:

Consultation stage

- 3.1 The School Organisation Code (2018) places responsibility on local authorities in Wales for ensuring that there are sufficient and suitable school places across the County to educate its children and young people.

- 3.2 The Council has a responsibility under the School Standards and Organisation (Wales) Act 2018 to consult with appropriate stakeholders when considering any significant school reorganisation proposals.
- 3.3 Members will be aware of their previous commitment to relocate Ysgol Gymraeg Y Fenni to the former Deri View primary school site as part of the band B proposals that involved the establishment the 3-19 School in Abergavenny. At their meeting on 17th January 2024, Cabinet gave their approval to engage with key stakeholders on these proposals, which would see the capacity of Ysgol Gymraeg Y Fenni rise from 317 places to 420 places (plus a 60 part time place Meithrin).
- 3.4 The statutory processes concerning these proposals commenced on 29th January 2024, and ran for a period of 6 weeks (including 20 school days) concluding on 11th March 2024.
- 3.5 At their meeting on 5th June 2024, Members received a copy of the consultation report which represented the Council's responsibilities (in line with the School Standards and Organisation (Wales) Act 2018) to produce a report informing interested parties of the outcome to the consultation by means of:
- Summarising each of the issues raised by consultees.
 - Responding to these by means of clarification, amendment to the proposal, or rejection to the concerns with supporting reasons.
 - Setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal
- 3.6 The consultation report that that the Council had received 18 formal responses to the proposals, with an additional two responses coming from the Education Achievement Service (EAS) and ESTYN.
- 3.7 Of the 18 formal responses, 10 (56%) were fully supportive of proposals put forward, with a further 6 responses (33%) supporting aspects of the proposals. However, after unpicking the detail behind these 6 responses we are reassured that all 6 are supportive of the actual proposal itself but have asked for the Council to give consideration to other factors concerning the provision of Welsh medium education. The Council therefore accepted that 16 out of 18 (89%) responses received from the community are supportive of proposals.
- 3.8 In addition to the above, responses had been received from both Estyn and the Education Achievement Service, who both were fully supportive of the proposals put forward.

- 3.9 In light of the above information, Cabinet agreed at their meeting on 5th June 2024 to proceed with the next stages of this statutory process, which was to publish the necessary statutory notices and enter into the statutory objection period.

Statutory Objection period

- 3.10 The Council entered into the statutory objection period (a period whereby consultees can submit statutory objections against the proposals) through publication of the attached statutory notices. The statutory notices were published through the following means:

- On the council website at [School Reorganisation - Monmouthshire](#)
- On or near the main entrance of Ysgol Gymraeg Y Fenni.
- On or near the main entrance of the proposed new site (former Deri View Primary School)
- By electronic distribution to all statutory consultees

- 3.11 The Objection Period formally opened on 21st June 2024 and concluded on 19th July 2024, allowing for a 28 day objection period as per the requirements of the School Organisation Code (Wales) (2018)

- 3.12 Consultees and interested parties were advised that, should they wish to submit a statutory objection against the proposals to relocate and in turn increase the capacity of Ysgol Gymraeg Y Fenni to 420 places, they must do so in writing or by email within the 28 day statutory objection period, which concluded on 19th July 2024.

- 3.13 In line with the requirements of the School Organisation Code (Wales) (2018), the Council has produced an Objection Report that seeks to highlight any formal objections received during the Objection Period, and the Council's response to these objections. The full Objection Report is included under appendix 1, however, it is important for Members to note that no statutory objections were received within the Objection Period window.

4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING)

An integrated impact assessment associated with the proposals has been completed and can be found under appendix 2. This assessment will be

reviewed and updated to incorporate the feedback received during the consultation period.

5. OPTIONS APPRAISAL

5.1 The revised Code sets out the following requirement:

‘Following the consultation period, when the proposer is reviewing the proposal prior to publication the proposer is required to carry out a further assessment for the proposal and each of the alternatives that were set out in the proposal paper. This involves the same matters that the proposer was required to assess in formulating the proposal:

- (a) the likely impact on quality and standards in education,
- (b) the likely impact on the community and
- (c) the likely effect of different travelling arrangements.

The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.’

A further assessment of the alternative options that were considered in the consultation document was undertaken and considered by Cabinet on 5th June 2024, a reminder of this assessment is provided below:

- 5.2 **Option 1** – Do nothing and maintain the status quo. This would mean there would be no change to existing provision, and that Ysgol Gymraeg Y Fenni would remain on its current site with its current published capacity. Following the consultation period there were only a small number of respondents (2) that felt the Council should not be investing in Welsh medium education within the Abergavenny cluster.

The Council has considered the responses and maintains the view that there is a need to improve the teaching and learning facilities for those accessing Welsh medium education within the area, alongside the opportunities to allow for growth of the Welsh language to support the targets in our Welsh Education Strategic Plan (WESP) and National Welsh 2050 strategy.

- 5.3 **Option 2** – Build a new Welsh medium Community Primary school in Abergavenny to replace Ysgol Gymraeg Y Fenni. There were a small number of respondents (1) who felt that the ideal solution would be to build a brand new primary school for Welsh medium education within the cluster. Whilst we acknowledge that this would provide the ideal option, the Council do not feel that this is a feasible option to take forward, largely due to there being no suitable sites for the new primary school and the funding

available does not allow for a new build. The former Deri View primary school site will be vacant and provides excellent teaching and learning facilities for the Welsh medium community, whilst offering a prompt solution to relieving the accommodation pressures currently experienced on the current Ysgol Gymraeg Y Fenni site.

5.4 **Option 3** – Increase the capacity of Ysgol Gymraeg Y Fenni on its current site. The Council did not receive any feedback during the consultation stages of this process to support this option. The Council continues to hold the view that the capacity on the existing site cannot be increased to meet the requirements for a two form entry school, and certainly not within the funding that is available. This option would also leave a purpose build 420 place school with excellent facilities vacant.

5.5 **Option 4** – Relocate Ysgol Gymraeg Y Fenni to the site formerly occupied by Deri View Primary School. The majority of consultees engaging in this process were supportive of this option.

5.6 On the 5th June 2024 Cabinet considered the assessment of options as detailed above and agreed to “publish the proposals as consulted on” and proceed to the next stage of the statutory process for the proposal to utilise existing accommodation available at the former Deri View Primary School site in order to increase the capacity of Ysgol Gymraeg Y Fenni to 420 places.

6. REASONS:

6.1 The proposal demonstrates our commitment to increasing the number of children accessing Welsh medium education and meets our targets outlined within our Welsh in Education Strategic Plan (WESP). It also is supportive of the National Wales 2050 strategy

7. RESOURCE IMPLICATIONS:

7.1 The Council’s adopted SOP that formed the proposals to establish a new 3-19 School also identified the relocation of Ysgol Gymraeg Y Fenni to the former Deri View Primary school site. Capital funding in the region of £1million was identified and agreed during this process to support the relocation and undertake any required refurbishment works associated with this proposal.

7.2 The proposal would also result in an increase in capacity of Ysgol Gymraeg Y Fenni to become a provision for 420 pupils / two form entry.

The school will continue to be funded in line with the adopted funding formula which will allow for the recruitment of additional staff as numbers on roll at the school increase.

- 7.3 The Council currently funds the rental of temporary accommodation located on the site of Ysgol Gymraeg Y Fenni which would be released should proposals be implemented.

8. CONSULTEES:

CYP DMT
SLT
Cabinet Member for Education

People Scrutiny

"The Committee undertook thorough scrutiny of the proposal for relocating Ysgol Gymraeg Y Fenni and offered its support"

9. BACKGROUND PAPERS:

Welsh Government School Organisation Code 2018

10. AUTHOR:

Matt Jones, Access Unit Manager

11. CONTACT DETAILS:

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E-mail: matthewdjones@monmouthshire.gov.uk



monmouthshire
sir fynwy

OBJECTION REPORT

Relocation and associated increase in
capacity of Ysgol Gymraeg Y Fenni

Monmouthshire County Council

Contents

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1. Introduction

Monmouthshire County Council has a statutory duty to secure sufficient and suitable school places for children within its County, and in doing so ensure that resources and facilities are efficiently utilised to deliver the education opportunities that our children deserve.

The Council has a responsibility under the School Standards and Organisation (Wales) Act 2018 to consult with appropriate stakeholders when considering any significant school reorganisation proposals.

The Council has recently engaged in a statutory consultation process relating to the proposed increase in capacity of Ysgol Gymraeg Y Fenni from 317 places to 420 places. It is proposed that the capacity increase will be achieved through relocating the school to the site formerly occupied by Deri View Primary School.

The purpose of undertaking the statutory consultation process was to seek the views of our community, key stakeholders and partners on the proposal.

On conclusion of the statutory consultation period, a consultation report was produced to inform interested parties of the outcome of the consultation undertaken and included the Council's response to comments and concerns raised during this consultation.

The consultation report was considered by the Council's Cabinet on 5th June 2023, who agreed to proceed to the next stage of the statutory process by means of the publication of statutory notices.

This Objection Report now represents the council's responsibilities in line with the School Standards and Organisation (Wales) Act 2018 to produce a report that summarises any statutory objections received together with the Council's response to these objections.

2. Distribution of the Consultation Report

This consultation report was published on the Monmouthshire County Council Website [School Reorganisation - Monmouthshire](#). The following consultees and interested parties were also contacted directly to inform them of the publication of the consultation report.

- Parents, carers/guardians and staff members of schools affected by the proposal
- The governing body of any school affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of schools affected by the proposal
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching trade unions
- Support Staff trade unions
- Welsh Language Commissioner
- Welsh Ministers
- ESTYN
- RHAG
- Mudiaid Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Welsh in Education Forum

The above consultees were directly informed of the decision to proceed with proposals through means of the publication of Statutory Notices, and informed of how they could submit Statutory Objections against proposals.

3. A reminder of our proposal

The Council consulted on proposals to relocate Ysgol Gymraeg Y Fenni from its current site of St Davids Road, Abergavenny, NP7 6HF to the former Deri View Primary School site of Llwynu Lane, Abergavenny, NP7 6AR. The approximate distance between the current site and the proposed site is 0.4 miles.

The proposed relocation of Ysgol Gymraeg Y Fenni will enable the capacity of the School to be increased from its current 317 places (45 per year group) to 420 places (60 per year group) with an additional 60 place Meithrin (nursery). The proposed implementation date was 1st September 2025.

4. Background to the Consultation Arrangements

4.1 Methodology

On 17th January 2024 the Council's Cabinet approved the proposals to commence statutory consultation thereby allowing the Council to engage with key stakeholders on increasing the capacity of Ysgol Gymraeg Y Fenni to 420 places

In line with the School Standards and Organisation (Wales) Act 2018, the Council produced a consultation document, published on 29th January 2024, which also represented the commencement of the statutory consultation period. The formal consultation period lasted 8 weeks (including 20 school days), concluding on 11th March 2024.

The consultation document was distributed / links sent to all statutory consultees as listed on page 4 of this document. The consultation document was also published on the Council's website at [School Reorganisation - Monmouthshire](#).

The Council raised awareness of the consultation through means of direct mailshots to all statutory consultees, including parents, staff, and governing bodies of schools affected by the proposal. A marketing campaign was also established, making use of the Council's social media networks throughout the consultation period to advertise the proposals and how consultees could contribute to this process.

Consultees were advised of the following opportunities to respond formally to the consultation proposals:

- Completing the online consultation questionnaire available via [School Reorganisation - Monmouthshire](#)
- Emailing strategicreview@monmouthshire.gov.uk.

4.2 Consultation Report

The Council has a responsibility in line with the School Standards and Organisation (Wales) Act 2013 to produce a report seeking to inform interested parties of the outcome to the consultation stage of the process by means of:

- Summarising each of the issues raised by consultees
- Responding to these by means of clarification, amendment to the proposal, or rejection to the concerns with supporting reasons
- Setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.

On 5th June 2024, the Council's Cabinet considered the Consultation Report and agreed to proceed with the next stages of the statutory process, by means of publication of the statutory notices that proposed the relocation and increase in capacity of Ysgol Gymraeg Y Fenni.

The Council's Consultation Report relating to these proposals was published on 7th June 2024, and all Statutory consultees and interest parties were directly informed of its publication. The consultation report was also published on the Council's website at [School Reorganisation - Monmouthshire](#).

5. Statutory Objection Period

5.1 Methodology

On 21st June 2024, the Council entered into the Statutory Objection period through the publication of the Statutory Notices, found under **appendix 2** of this report.

The Statutory Notices were published through the following means:

- On the council website at [School Reorganisation - Monmouthshire](#)
- On or near the main entrance of Ysgol Gymraeg Y Fenni.
- On or near the main entrance of the proposed new site (former Deri View Primary School)
- By electronic distribution to all statutory consultees

Consultees and interested parties were advised that, should they wish to submit a statutory objection against the proposals to relocate and in turn increase the capacity of Ysgol Gymraeg Y Fenni to 420 places, they must do so in writing or by email within the 28 day Statutory Objection period, which concluded on 19th July 2024.

Consultees and interested parties were reminded that concerns raised during the consultation stage of this process would not automatically be carried into the Objection Period and considered as a Statutory Objection unless advised to do so within the Statutory Objection Period.

5.2 Statutory Objections

The Statutory Objection period opened on Friday 21st June 2024 for a period of 28 days, concluding on Friday 19th July 2024. During this time, there were no statutory objections received.

6. Recommendations

The consultation stage of this process has allowed the opportunity to significantly challenge and test our preferred option:

To relocate Ysgol Gymraeg Y Fenni from it's current site of St Davids Road, Abergavenny, NP7 6HF to the former Deri View Primary School site of Llwynu Lane, Abergavenny, NP7 6AR. This will increase the capacity to 420 places plus 60 place Meithrin.

The consultation report considered by Cabinet on 5th June 2024 made recommendations to proceed to the next stage of the statutory processes, namely, to publish statutory notices and open the statutory objection period.

The consultation period evidenced that the majority (89%) of respondents were supportive of the proposals to increase the capacity of Ysgol Gymraeg Y Fenni to 420 places through its relocation to the former Deri View Primary site.

The consultation responses also highlighted that very few (2) respondents had concerns towards these proposals. The consultation report has evidenced that the Council is able to provide sufficient mitigations against the concerns highlighted.

The statutory objection period did not return any statutory objections for the Council to consider. It is therefore recommended that Cabinet proceed to implement proposals as consulted upon, with effect from 1st September 2025.

Appendix 1 - List of Consultees with whom we consulted

- Parents, carers/guardians and staff members of schools affected by the proposal
- The governing body of any school affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of schools affected by the proposal
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching trade unions
- Support Staff trade unions
- Welsh Language Commissioner
- Welsh Ministers
- ESTYN
- RHAG
- Mudiad Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Welsh in Education Forum

**MONMOUTHSHIRE COUNTY COUNCIL
COUNTY HALL, RHADYR, USK, MONMOUTHSHIRE NP15 1GA**

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

NOTICE IS GIVEN in accordance with Section 41 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018 that Monmouthshire County Council, having consulted such persons as required, propose to implement the following:

- 1) To relocate Ysgol Gymraeg Y Fenni from its current site of St David's Road, Abergavenny, NP7 6HF to the site previous occupied by Deri View Primary School, located at Llwynu Lane, Abergavenny, NP7 6AR
- 2) To increase the capacity of Ysgol Gymraeg Y Fenni to 420 places, with an addition 60 places available at the Meithrin.

Monmouthshire County Council will implement the above changes with effect from 1st September 2025.

Monmouthshire County Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and Estyn's full response has been published to all statutory consultees and is available via [School Reorganisation - Monmouthshire](#).

Ysgol Gymraeg Y Fenni will continue to be a community Welsh medium primary school serving children from ages 3-11, and Monmouthshire County Council will continue to be the admission authority. Applications for places at the new school will be managed and determined in line with the Council's agreed School Admissions Policy.

The admission number for pupils aged 4-11 at Ysgol Gymraeg Y Fenni will be 60 with the overall pupil capacity of 420 places for this age range.

Ysgol Gymraeg Y Fenni will provide nursery provision to be maintained by Monmouthshire County Council which will provide 60 part time / 30 full time equivalent places.

It is the intention of the Council that transport shall be provided free of charge for pupils attending Ysgol Gymraeg Y Fenni in accordance with the Council policy at that time. The current policy is that pupils are eligible for free home to school transport if they meet the following criteria:

- a) They attend their nearest or catchment area Welsh medium school and
- b) They live more than one and a half miles from the school for primary or
- c) They live more than two miles from the school for secondary.

Within a period of 28 days of the date on which the proposal was published, that is to say by **19th July 2024**, any person may object to the proposals outlined within this notice.

Objections should be sent to the School & Student Access Unit, Monmouthshire County Council, County Hall, Rhadyr, Usk, NP15 1GA or email to strategicreview@monmouthshire.gov.uk

Signed



Date: **20th June 2024**

Paul Matthews
Chief Executive
For Monmouthshire County Council

EXPLANATORY NOTE

(This explanatory note does not form part of the notice but is offered by way of explanation)

Ysgol Gymraeg Y Fenni will relocate from its current site to the site previously occupied by Deri View Primary School. The address of the new school will be Ysgol Gymraeg Y Fenni, Llwynu Lane, Abergavenny, NP7 6AR.

As a result of this relocation, Ysgol Gymraeg Y Fenni will increase in capacity to provide 60 places per year group, 420 places overall for children aged 4-11. Current projections do not anticipate this number will be met in the short term.

Ysgol Gymraeg Y Fenni will continue to have a Local Authority maintained nursery providing 60 part time early education places for 3 and 4 year olds. It is also proposed to relocate the Welsh medium non-maintained Cylch Meithrin to the new site to provide wrap around childcare for 3 and 4 year olds.



Integrated Impact Assessment document

(incorporating Equalities, Future Generations, Welsh Language and
Socio Economic Duty)

<p>Name of the Officer Matt Jones</p> <p>Phone no:01633644508 E-mail: matthewdjones@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>To consult on the relocation of Ysgol Gymraeg Y Fenni to the former Deri View Primary School site, allowing an increase in capacity to 420 places</p>
<p>Name of Service area Children and Young People</p>	<p>Date December 2023</p>

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Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	The school will provide additional Welsh medium education for children aged 3-11 living in Abergavenny.	Welsh medium education for children aged 12-19 is not yet available in Monmouthshire	MCC in collaboration with neighbouring authorities in Southeast Wales are looking at potential options across the region
Disability	The proposed new site will be fully accessible to allow those with disabilities to be able to access the site.	No Impact	No Impact

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment	No impact	n/a	n/a
Marriage or civil partnership	No impact	n/a	n/a
Pregnancy or maternity	No impact	n/a	n/a
Race	No impact	n/a	n/a
Religion or Belief	No impact	n/a	n/a
Sex	The provision will be co-educational including boys and girls.	n/a	n/a

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sexual Orientation	No impact	n/a	n/a

2. The Socio-economic Duty and Social Justice

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socioeconomic disadvantage when taking key decisions This duty aligns with our commitment as an authority to Social Justice.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?

<p>Socio-economic Duty and Social Justice</p>	<p>It is hoped that this proposal will increase the number of Welsh speakers in Monmouthshire. Being bilingual has many advantages, for example, due to the Welsh Language (Wales) Measure 2011 the ability to speak Welsh is either an essential or desirable skill for a growing number of jobs such as health, education, leisure, childcare and retail. This is especially the case in the provision of public services where the Welsh Language Standards require local authorities, fire and rescue service and police etc to provide their services to the same standards in both Welsh and English. The expansion of Welsh medium education across Monmouthshire means that more learners will have the opportunity to become bilingual thereby giving them a real advantage in securing employment opportunities</p>	<p>Time, distance and cost of travel has been identified as a challenge for some learners, particularly those suffering from socio economic disadvantage. As a result, Welsh medium education is not a genuine option for some learners. Learners who did not start Welsh medium education in Nursery or Reception have been unable to join in later years.</p>	<p>The Local Authority plan to review the School Transport Policy to ensure that it provides learners with a genuine opportunity to have a Welsh medium education. The increase in capacity in Aberrgavenny and the development looking at secondary provision in partnership with Blaenau Gwent, Merthyr Tydfil and Powys will create potential. This will allow more choice to parents wishing to provide Welsh medium education to their children. The development of an Immersion provision within Monmouthshire means that all learners, irrespective of age or linguistic background, will be able to benefit from a Welsh medium education.</p>
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3. Policy making and the Welsh language.

<p>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</p>	<p>Describe the positive impacts of this proposal</p>	<p>Describe the negative impacts of this proposal</p>	<p>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</p>
<p>Policy Making</p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favourably</p>	<p>Should the proposal be agreed it will have a positive impact on the Welsh Language as we will be increasing the number of Welsh medium places. This will enable families to access Welsh medium education closer to their home. They will also have access to Welsh medium nursery and childcare. The proposal will significantly promote the Welsh language offer in Abergavenny, this links directly with the Council's ambition to support the Cymraeg 2050 strategy of 1 million Welsh speakers and also the targets set out in the Council's Welsh Language 5-year strategy 22-27 and also the targets set in the Council's Welsh in Education Strategic Plan 2232.</p> <p>The proposal allows for the opportunity to develop an immersion centre on site which will allow "late comers" to access Welsh medium education, providing further opportunities to increase the number of Welsh speakers within the county.</p>	<p>The relocation of Ysgol Gymraeg Y Fenni will not involve a move to a brand new building for WELSH Medium Education.</p> <p>There is currently no Welsh medium secondary provision in Monmouthshire so there will still be long travelling times to Ysgol Gyfun Gwynllyw in Torfaen.</p> <p>It is unlikely that there will be a negative impact on existing home to school transport arrangements, as the relocation of the school is only 0.4 miles from its existing site. However, for those residing on the border of the 1.5 miles distance criteria, their entitlement could be withdrawn.</p>	<p>The proposed new building for Ysgol Gymraeg Y Fenni will receive investment in the region of £1 million to refurbish identified areas prior to relocating.</p> <p>MCC will continue to develop its discussions and engagement with Powys County Council and Blaenau Gwent County Borough Council to secure new Welsh medium secondary provision in the north of Gwent / south Powys area to mitigate the potential negative impact of this proposal.</p> <p>The council's Welsh in Education Forum (WEF) will be kept closely informed and involved in discussions on this. The Council will continue its on-going dialogue with Torfaen County Borough Council regarding the provision at Ysgol Gyfun Gwynllyw so that Welsh medium secondary education at the school remains an attractive option for pupils who wish to</p>

			<p>receive a wholly immersive Welsh education experience.</p> <p>Home to school transport to the new site would only be withdrawn if the new site means that they reside within 1.5 miles from the home address. This is considered to be a reasonable walking distance, and is inside the criteria of 2 miles that is set by Welsh Government</p>
<p>Operational</p> <p>Recruitment & Training of workforce</p>	<p>The increase in Welsh medium capacity will generate the need for a greater number of Welsh Medium teachers and support staff in the Abergavenny area over time. This will create opportunities for Welsh speakers in Monmouthshire and outside of the area to be able to utilise their Welsh language skills in the work environment. Recruitment Will be easier and can be gradually.</p>	<p>There is a risk that we may not be able to secure sufficient Welsh speaking teachers / staff to fulfil the requirements of the new school.</p>	<p>In order to mitigate this risk, we will actively engage closely with our colleagues in the Welsh Government, the Education Achievement Service (EAS) and the local higher education institutes to help facilitate greater numbers of Welsh Medium teachers. We will also use all available recruitment tools at our disposal to aid the recruitment process – social media (twitter, facebook, you tube), council website, bespoke Welsh Medium recruitment sites, Linkedin etc. We will engage with our partners in the Welsh in Education Forum (WEF) to assist us in this process utilising their expertise and range of contacts</p>

<p>Service delivery</p> <p>Use of Welsh language in service delivery</p> <p>Promoting use of the language</p>	<p>Should the consultation document be agreed it will be distributed to stakeholders in both Welsh and English.</p> <p>All correspondence and communications including on social media in relation to this proposal will be bilingual as required by the Welsh Language (Wales) Measure 2011</p> <p>The consultation feedback survey will provide the opportunity for respondents to advise us of any positive or negative impacts on the Welsh Language that they feel will occur as a result of these proposals</p>	<p>There is a risk that we will not be able to recruit sufficient Welsh speaking specialist local authority staff to deliver all services in Welsh.</p>	<p>To mitigate this risk, we will actively engage closely with colleagues in the Welsh Government, and the local higher education institutes to help facilitate greater numbers of Welsh Medium staff. We will also use all available recruitment tools at our disposal to aid the recruitment process – social media (Twitter, Facebook, YouTube), council website, bespoke Welsh Medium recruitment sites, LinkedIn etc. We will engage with our partners in the Welsh Medium Education Forum (WEF) to assist us in this process utilizing their expertise and range of contacts</p>
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Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The ability to speak Welsh is either an essential or desirable skill for a growing number of jobs such as health, education, leisure, childcare, retail, and public services. This means that more learners will have increased employment opportunities as a result of being Bilingual in Welsh and English. There will be Increased employment opportunities within the proposed new school</p>	<p>No impact</p>

<p>A resilient Wales Maintain and enhance biodiversity and land, river and coastal ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>No Impact</p>	<p>No Impact</p>
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>This proposal would result in more children being able to access Welsh medium provision in their community and be able to walk to school rather than being transported.</p>	<p>No Impact</p>
<p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>Parents seeking Welsh medium education for their children in the Abergavenny area will be able to access provision within their community. This will increase the opportunities for more learners to use the Welsh language outside of school in social settings and a range of authentic contexts.</p>	<p>No Impact</p>
<p>A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>No Impact</p>	<p>No Impact</p>
<p>A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People</p>	<p>If the proposal is agreed The Welsh Government's strategy of One Million Welsh Speakers will be supported by the increase in the number of pupils being educated through the medium of Welsh.</p>	<p>No Impact</p>
<p>Well Being Goal</p>	<p>Does the proposal contribute to this goal? Describe the positive and negative impacts.</p>	<p>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</p>

are encouraged to do sport, art and recreation		
A more equal Wales People can fulfil their potential no matter what their background or circumstances	The expansion of Welsh medium education in Abergavenny means that more learners will have the opportunity to become bilingual in both English and Welsh and increase their chances of securing employment as adults and fulfilling their potential.	No impact

5. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	If learners are able to attend a Welsh medium primary school in their local community or within a short traveling time, they are more likely to choose and continue their education through the medium of Welsh.	No Impact
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	This proposal is supported by our Welsh in Education Forum (WEF), the forum is represented by a number of key partners who are consulted with and are crucial in the delivery of our WESP targets.	No Impact
Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?

 <p>Involvement</p>	<p>Involving those with an interest and seeking their views</p>	<p>The school is to serve the entire Aberavenny cluster and all those affected by the proposal will be consulted with as part of the statutory consultation process. In addition, the WEF members have been actively engaged on the proposal.</p>	<p>No Impact</p>
 <p>Prevention</p>	<p>Putting resources into preventing problems occurring or getting worse</p>	<p>Currently families wanting to access Welsh medium Education may be deterred by the pressured site and temporary accommodation. This may be suppressing demand and resulting in parents not choosing Welsh medium education. Having a purpose built 420 place school for Welsh medium may resolve this issue and also stimulate demand.</p>	<p>No Impact</p>
 <p>Integration</p>	<p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>Having Welsh medium provision available in the local community will have a positive impact on the health and wellbeing of pupils in Aberavenny.</p>	<p>No impact</p>

6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?

Safeguarding	Appropriate safeguarding arrangement will continue to be in place at the new site.	No impact	No Impact
Corporate Parenting	No Impact		

7. What evidence and data has informed the development of your proposal?

Faithful and Gould condition and suitability survey including identified backlog maintenance requirements (the Proposal document cites local backlog maintenance measures)

Data supplied by Health on the number of "live births" within the County.

Data from Planning on number of Housing Developments planned for the immediate coming years. Current numbers on school rolls and trend analysis.

Surplus places – data from MCC Access team

Planning of school places data – MCC Access team

8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The Main benefits of the proposal is by increasing the number of Welsh medium place in Abergavenny delivered through improved teaching and learning facilities, we are likely to increase the demand for those wishing to be educated through the medium of Welsh. This will in turn increase the amount of Welsh medium places across Monmouthshire so meeting our targets within our WESP. We will also be contributing to the Welsh governments strategy of 1 million Welsh speakers by 2050.

9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible
N/A		

10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	CYP DMT	08/01/24	
2	Cabinet – permission to consult	17/01/24	
3	Cabinet – consultation feedback and final decision making	July 24	

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SUBJECT:	Proposed Home to School Transport Policy 25-26
MEETING:	Cabinet
DATE:	11th September 2024
DIVISION/WARDS AFFECTED:	ALL

1. PURPOSE:

- 1.1 The Learner Travel (Wales) Measure 2008 sets out the legal responsibilities for the provision of school transport which places a duty on local authorities to review their transport policy on an annual basis.
- 1.2 To provide Cabinet with the results of the recent public consultation exercise to assist them in determining whether to implement any of the options in the 25-26 Home to School Transport Policy.

2. RECOMMENDATIONS:

It is recommended that Cabinet:

- 2.1 Considers the consultation responses, together with the content of this report and supporting documentation.
- 2.2 Agrees to implement the following in the 25-26 Home to School Transport Policy
 - That the Council adopts the statutory distance eligibility criteria of two miles for primary aged learners who are attending their nearest suitable or catchment school.
 - That the Council adopts the statutory distance eligibility criteria of three miles for secondary aged learners who are attending their nearest suitable or catchment school.
 - Expanding the application of personal transport budgets where this is the most economically advantageous option for the Council. This option would only be implemented if the parents /guardians agree with the proposal, and they have the means to transport their child(ren) on a daily basis.
- 2.3 Delegates authority to the Chief Officer Communities & Place to develop and or amend the Home to School Transport Policy and any supporting guidance to reflect Cabinets decision.

3. KEY ISSUES:

- 3.1 The Council is currently developing its medium term financial plan which needs to manage projected funding shortfalls over the coming years. This has necessitated a review of services, their operating models and the provision of discretionary services. The Council's current home to school transport policy provides transport in excess of our statutory responsibilities and the costs of providing the transport have continued to increase, exceeding budget provision.
- 3.2 During the academic year 23-24, the Council provided transport for 2,828 learners, equivalent to 28% of pupils aged 5-18, or 29%¹ of pupils aged 5-16 year living in Monmouthshire. Transport was provided to 54 educational sites at an average annual cost of £2,894 per learner receiving home to school transport.
- 3.3 In March of this year, Welsh Government published their findings and recommendations following a review of the Learner Travel Measure. They concluded that due to the planned changes to the bus industry and significant challenges around budget pressures they would not be making any amendments to the existing legislation.
- 3.4 The majority of Welsh Local Authorities have now adopted the statutory distances within their Home to School Transport Policies. The exceptions are Rhondda Cynon Taff and Caerphilly who provide free transport for primary aged learners from 1.5 miles and Caerphilly also offers free transport from 2 miles for secondary learners, Blaenau Gwent's policy is to provide free transport for those who live more than 1.5 miles from their school for learners up to the age of 8 and then 2 miles for all learners thereafter.
- 3.5 The costs of home to school transport have continued to escalate due to increased operating costs for transport providers. Where it is the cheapest option, or we are unable to secure an external operator contracts are undertaken by the Councils Passenger Transport Unit. The majority of the contracts, however, are externally commissioned by means of an electronic tender process. All contracts are reviewed on an annual basis to reflect changes in passengers and route reviews. The forecast costs for mainstream home to school transport for 24/25 are £5,726,603 with a projected budget shortfall of £622,930. Additional Needs Transport has an allocated budget of £2,451,243. The continually increasing costs have necessitated the review of the policy and the long term viability of providing the existing generous provision.

Legislative Duties

- 3.6 The Learner Travel (Wales) Measure 2008 imposes the statutory duties on Local Authorities for the provision of home to school transport. Further guidance was provided by the Learner Travel Statutory Provision and Operational Guidance 2014. The legislation places the following legal duties on Local Authorities to:

- Assess the travel needs of learners in their authority area.

¹ [Pupils by local authority and age group \(gov.wales\)](https://gov.wales/pupils-by-local-authority-and-age-group)

- Provide free home to school transport for learners of compulsory school age attending primary school who live 2 miles or more from their nearest suitable school.
 - Provide free home to school transport for learners of compulsory school age attending secondary school who live 3 miles or further from their nearest suitable school.
 - Assess and meet the needs of ‘looked after’ children in their authority area.
 - Promote access to Welsh medium education.
 - Promote sustainable modes of transport.
 - Where learners are not entitled to free transport, local authorities have the power to provide transport on a discretionary basis.
- 3.7 The Learner Travel Measure defines suitable school as a setting where the “education or training provided is suitable having regard for the age, ability and aptitudes of the learner and any learning difficulties he or she may have”. Nearest suitable assessments will vary dependent on their chosen language medium, faith preferences and any assessed additional learning needs. Transport will be provided to either the learners nearest suitable or catchment school if they are different. When assessing nearest suitable, as required by legislation, we will consider all schools including those within other Welsh Local Authority boundaries.
- 3.8 When assessing transport entitlement, the Council also needs to consider whether there is an available walking route for learners to access to travel to and from home to their nearest suitable school. Where learners do not have an available walking route, the Council is legally required to provide home to school transport. Available walking route assessments are undertaken by the Councils Highways officers and is undertaken using the guidance within the Learner Travel Measure and the Road Safety GB Assessment of Walked Routes to School Guidelines.
- 3.9 Cabinet should also have regard to the Councils Welsh in Education Strategic Plan 2022- 2032 when considering which if any options to implement. The Plan has adopted seven outcomes, which are provided below:
- Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh
- Outcome 2: More reception class children / five-year-olds receive their education through the medium of Welsh.
- Outcome 3: More children continue to improve their Welsh Language skills when transferring from one stage of their statutory education to another.
- Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
- Outcome 5: More opportunities for learners to use Welsh in different contexts in school.
- Outcome 6: An increase in the provision of Welsh medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

3.11 Whilst free transport to Welsh medium education is not a statutory requirement, the Council provides free transport to the learners nearest suitable Welsh medium school subject to meeting the eligibility criteria. As there is no secondary Welsh medium provision in Monmouthshire, the Council also guarantees that those learners wishing to attend Welsh medium Post 16 education will be able to purchase a concessionary seat at a cost of £488 for the 24- 25 academic year.

Current Policy

3.12 The Learner Travel Measure confers the powers to Local Authorities to provide discretionary transport. The Council's 24-25 Home to School Transport policy provides the following discretionary transport arrangements:

- Learners of compulsory school age attending a maintained primary school who live 1.5 miles or more from their nearest suitable or catchment school.
- Learners of compulsory school age attending a maintained secondary school who live 2 miles or more from their nearest suitable or catchment school.
- Learners aged 4 attending a maintained primary school who live 1.5 miles or more from their nearest suitable or catchment school.
- Learners attending their nearest or catchment Welsh medium school who meet the distance criteria of 1.5 miles for primary and 2 miles for secondary.
- Learners attending their nearest or catchment faith school who meet the meet the distance criteria of 1.5 miles for primary and 2 miles for secondary.

3.13 Transport is predominantly provided via dedicated home to school transport, however in line with Llwybr Newydd, we have adopted Welsh Governments transport strategy and are continuing to increase the number of secondary learners travelling by public transport. Monmouthshire's public bus routes were subject to a re-tender earlier this year which gave us the opportunity to change timetables to make them more attractive for learners by ensuring that they arrived at or departed schools at convenient times for school users.

3.14 In the academic year 2023-24 we commissioned 235 dedicated home to school contracts and provided 140 public transport season tickets transporting 2,828 learners.

Consultation Proposals

3.15 Public consultation was undertaken between the 12th July and 23rd August inviting feedback on three options. Emails were sent to key stakeholders notifying them of the consultation alongside a social media campaign and press release. In addition officers attended five of the Community Hubs for those who wished to discuss the proposals in more detail. Feedback was invited through an on line survey, through hard copy responses or via email. The Council received 408 survey responses and 11 emails.

3.16 The survey asked the respondents to indicate whether they agreed or disagreed with three options and also provided them with the opportunity to provide comments on the proposals and any suggestions they may have as to how savings could be achieved by

home to school transport. Of the 408 survey respondents 155 had children attending primary education and 228 were attending or have children in secondary education.

- 3.17 Option one proposed the reversion to the statutory distance of 2 miles for primary learners attending their nearest suitable or catchment primary school. The outcome of the survey was that 41% (168) agreed with this proposal and 59% (240) disagreed.
- 3.18 Option two proposed the reversion to the statutory distance of 3 miles for statutory aged 11-16 secondary learners attending their nearest suitable or catchment school. The final response indicated that 36% (147) supported this option whereas 64% (261) disagreed.
- 3.19 The final option asked respondents if they supported the provision of personal transport budgets where it would be the best financial option for the Council, or they were unable to secure an operator. The survey results indicated that 36% (147) were in favour of this proposal whereas 64% (261) were opposed.
- 3,20 Respondents were asked to explain why they had answered the way that they had and to provide any comments that they wished to make. The responses can be summarised as follows:

- **Safety Concerns:** Parents are worried about the safety of walking routes, particularly in rural areas with busy roads, inadequate lighting, and lack of pavements.
- **Impact on Working Parents:** Working parents find it challenging to transport children to school due to work commitments, making school transport essential for maintaining their schedules.
- **Unfairness in Current System:** There is a perception that the current system is unfair, with wealthier families outside towns receiving free transport, while others closer to schools have to pay.
- **Traffic and Pollution:** Many parents believe that reducing school transport will lead to increased traffic congestion and pollution around schools as more parents will drive their children.
- **Environmental Impact:** There are concerns about the environmental impact of more cars on the road, contradicting efforts to reduce carbon emissions.
- **Logistical Challenges:** Parents highlight the logistical difficulties of coordinating school runs with work schedules and other commitments.
- **Impact on Welsh Medium Education:** Changes to transport policies may disproportionately affect Welsh medium education, making it harder for students to attend these schools.
- **Retrospective Changes:** Parents are concerned about the retrospective nature of the options, which could disrupt decisions made based on existing policies.
- **Impact on Rural Areas:** Respondents highlight that Monmouthshire's rural nature makes the options impractical, as many areas lack safe walking routes and public transportation options.
- **Financial Burden on Families:** Some parents express concerns about the financial burden of having to transport their children to school, especially those without cars or on low incomes.
- **Potential for Increased Absenteeism:** There are fears that the increased difficulty in getting to school could lead to higher absenteeism rates, particularly among students who live farther away from their schools.
- **Disproportionate Impact on ALN Students:** Parents of children with Additional Learning Needs (ALN) argue that these students require reliable transport due to

their specific needs, and the changes could cause significant stress and logistical challenges.

- **Concerns Over Policy Fairness:** Some respondents feel that the options are unfair, particularly for those who have chosen schools based on faith or language preferences, which may not be the nearest schools.
- **Impact on Working Parents:** Working parents worry that the changes would make it difficult to balance work commitments with transporting their children to and from school, potentially affecting their employment.

3.21 The following seeks to address the points raised by the respondents:

Safety concerns and the lack of available walking routes – The Learner Travel Measure imposes a duty on Local Authorities to provide transport where a learner cannot access an available route. The Council continues to develop its active travel network which should enable more learners to walk or cycle to school. Parents and guardians are able to request a walking route assessment if they have concerns over the safety of a walking route and this will be assessed by the Council’s road safety officers.

The environmental impact of the proposals – It is acknowledged that if any of the options are adopted this may result in an increase in car journeys and congestion at school locations. An analysis of the potential impact of adopting options one or two is provided below.

Option	Number of Current Users	Number of existing users affected by the options	Increased emissions if all learners losing transport travelled by private car	Increased emissions for journeys between 1.75 and 2 miles for primary and 2.5 and 3 miles for secondary
Reversion to the statutory distance of 2 miles for compulsory aged primary learners	468 Mainstream 294 Faith 116 Welsh Medium	70 Mainstream 53 Faith 10 Welsh	33.06 tonnes	11.11 tonnes
Reversion to the statutory distance of 3 miles for compulsory secondary aged learners	1,487 Mainstream 112 Faith 161 Welsh Medium	167 Mainstream 0 Faith 0 Welsh Medium	60.75 tonnes	16.16 tonnes

Column four in the above table assumes that all learners who would lose transport would be taken to school in private car, whereas column five adopts a medium approach assuming that learners would walk up to 1.75 miles to primary settings and 2.5 miles to secondary settings. This table does not consider any reduction in carbon emissions due to the reduced number of dedicated home to school transport contracts, which are often the most polluting vehicles.

Financial and logistical impact on families: It is accepted that where parents choose to transport their children to school rather than walk or cycle, this will result in additional expense to families. The statutory distances of two and three miles have recently been reviewed by Welsh Government and they have confirmed that no changes will be made to

the statutory distance criteria. The recent retendering of public buses has enabled the Council to improve the accessibility of public transport to secondary aged learners which can also provide a more affordable alternative to private car use.

We acknowledge however that the loss of home to school transport may place additional burdens on working parents, particularly those with primary aged children.

Impact on rural versus urban areas – Town residents will be able to access improved public bus services and will have access to active travel networks. Residents in rural areas have to travel greater distances to access schools and are unlikely to be able to access an available walking route which may mean that a higher proportion of learners living in rural areas will continue to be entitled to free home to school transport.

Impact on ALN learners – The Council has a duty via S17 of the Children Act 1989 to safeguard and promote the upbringing of “children in need”, which is defined as those children with health or development impairments. The three proposals do not seek to undermine this duty and learners with ALN will continue to be assessed by the Councils Children and Young People Directorate as regards their educational and transport needs. In addition the Home to School Transport policy already contains a provision to provide discretionary transport for learners with evidenced medical needs or for parents of primary learners who have independent medical evidence that confirms that they are unable to walk their children to school.

Increased level of absenteeism – Respondents indicated that school attendance would be directly impacted by the proposals as the proposed distances were too far for learners to walk, transporting their children was financially unviable or they would be unable to do so due to work commitments. We acknowledge that additional walking distances would impact on families with primary aged learners, where an appropriate adult will need to accompany children to and from school. Secondary aged learners however should be able to travel independently to and from school either walking, cycling or by public transport. Parents and guardians have a legal duty to ensure that their children attend school and will need to implement their own travel arrangements which could include car sharing or liaising with schools / MonLife to implement interventions such as walking buses, school streets and cycling proficiency courses. Should the options to revert to statutory distances be agreed by Cabinet, it is proposed that the Commissioning Team work with CYP colleagues to monitor absenteeism levels and if any negative impact is identified, arrangements are put in place to improve attendance levels.

Not maintaining transport for those who have already been awarded it – The options proposed, if adopted would be applied to all learners with no protection for learners who already in receipt of transport. Respondents have indicated that they choose schools based on their ability to access transport and if this is subsequently withdrawn this will have a detrimental impact on their families. It is acknowledged that there are potentially 133 primary aged learners and 167 secondary aged learners (23-24 data) that may be affected by any changes to the distance criteria. These figures will change as if the policies are adopted they will not be implemented until September 2025. To mitigate potential impacts if either option 1 or 2 is adopted, it is proposed that walking route assessments are undertaken in the areas where transport will be lost to identify

opportunities to improve existing routes or confirm where transport will need to continue due to the lack of an available walking route. We will also continue to work with public transport providers to ensure that public transport is reliable and operates at appropriate times to enable secondary learners to travel to school. Alternatively, Cabinet may wish to consider a phased implementation of the options to provide parents with more time to plan and prepare. If this approach was adopted, it would reduce the financial savings associated with the proposals.

Impact on the Welsh Language

3.22 We asked respondents to consider how the proposals would impact on the Welsh language and access to Welsh medium education. A summary of the responses is provided below:

- **Concerns About Accessibility:** Several respondents mentioned that the options changes could make it harder for families to access Welsh medium schools, potentially reducing the number of children attending these schools.
- **Impact on Parental Choice:** There is a concern that the options might limit parental choice as families might opt for more conveniently located English medium schools instead.
- **Negative Effect on Welsh Language:** Some respondents believe that the options could negatively affect the Welsh language by reducing the number of children receiving Welsh medium education, which is crucial in areas where the language is already declining.
- **Financial and Logistical Burdens:** Concerns were raised about the financial and logistical burdens on families who might have to arrange their own transport if the options are implemented.
- **Potential for Increased Complexity:** Some respondents noted that the options could create more complexity in school choice decisions for parents, particularly those considering Welsh medium education.
- **Support for Current Transport Provisions:** Many respondents support maintaining the current transport provisions to ensure that Welsh medium education remains accessible and to promote the Welsh language.
- **Mixed Opinions on Welsh Language Education:** While some respondents see the value in Welsh medium education and support transport provisions, others believe it is a waste of resources and should not be prioritised.

In response to the points raised, the 23-24 data indicates that of the potential 300 learners that could be impacted by the proposals, 0.34% (10 learners) are those attending Welsh medium education. The proposals would not impact on any learners attending secondary provision due to the distances that learners need to travel to access provision. An analysis of the 10 primary learners has indicated that 1 will be leaving primary school at the end of the 24-25 academic year and will not be impacted by the proposals. Of the remaining learners they are aged between 6 and 9 and live between 1.5 and 1.8 miles from their respective primary schools.

Respondents have expressed concern that reverting to statutory distance eligibility criteria will act as a deterrent for families who may have an English medium school in closer proximity meaning shorter walking distances or alternatively their English medium catchment / nearest suitable primary school might be further than 2 miles which would entitle learners to free transport which would make it more appealing for parents with working commitments. Any reduction in learners applying for and accessing Welsh

medium education has the potential to impact on the targets set out in the Councils Welsh in Education Strategic Plan. Accessibility to Welsh medium primary education will improve from the academic year 24-25 as the seedling school in Monmouth opens providing an additional education setting.

3.23 Respondents were also asked to provide their thoughts on how the potential negative or positive effects of the proposals on the Welsh Language can be mitigated and how the proposals could be changed to have positive impacts on the Welsh language, ensuring that Welsh medium education is treated no less favourably than English medium and remove the adverse effects on opportunities for people to access Welsh medium education. A summary of the responses is as follows:

- **Maintaining Current Transport Services:** Many respondents advocate for keeping the existing school transport services unchanged to avoid negative impacts such as increased traffic, emissions, and safety concerns for children walking long distances.
- **Providing Active Travel Options:** Introducing bike-to-school schemes and improving pedestrian infrastructure like footpaths and cycle lanes are suggested to encourage active travel and reduce congestion.
- **Financial Contributions and Means Testing:** Some propose means-tested payments or parental contributions to support the continuation of school transport services, especially in rural areas.
- **Alternative Transport Solutions:** Suggestions include using smaller coaches, arranging lift shares, and coordinating with existing bus services to make transport more efficient and cost-effective.
- **Support for Working Families:** Providing affordable or free breakfast and after-school clubs is recommended to help reduce congestion and support working families.
- **Consideration for Welsh Medium and Faith Schools:** Ensuring transport services for Welsh medium and faith schools is emphasised, with suggestions to maintain current distance criteria and provide additional funding.
- **Ensuring Safe Walking Routes:** Improving street lighting, creating paved walking routes, and ensuring safe crossings are suggested to make walking to school safer for children.
- **Positive Effects on Opportunities:** Some respondents believe that offering travel for Welsh schools can increase their popularity. Providing more Welsh-speaking schools in localities where children have to travel long distances is suggested.
- **Negative Effects on Opportunities:** Increasing the mileage for attending a Welsh-medium school could make it harder for students to attend and may negatively impact the progress made in Welsh education. Some respondents feel that Welsh-medium education should not be publicly funded and that it is a choice for people.
- **Suggestions for Improvement:** Proposals include building a Welsh-medium comprehensive school in North Monmouthshire. Alternatives such as using bigger buses to collect more children and reduce the number of drivers are suggested.
- **General Opinions:** Some respondents express indifference towards Welsh-medium education. There are concerns about prioritising budgets for Welsh-medium education over English-medium education.

3.24 All respondents were asked to consider how the home to school transport service could make savings and a summary of those responses are below:

- **Alternative Budget Reductions:** Several respondents suggested that the council should look for savings in other areas of its budget rather than cutting the home to school transport service, as children's education and safety are too important to compromise.

- **Negotiating Better Contracts:** Suggestions included negotiating better prices with public transport providers and ensuring that procurement processes are in place to achieve the best value for money on transport contracts.
- **Means Testing and Parental Contributions:** Some respondents recommended introducing means testing for transport services and asking parents who can afford it to contribute towards the cost of transport.
- **Improving Transport Efficiency:** Improving the planning and scheduling of transport routes, using larger buses instead of multiple smaller vehicles, and optimising pick-up points were suggested to make the transport service more efficient.
- **Encouraging Alternative Modes of Transport:** Encouraging walking, cycling, or using public transport for students who live within a safe distance from school was proposed as a way to reduce reliance on school transport services.
- **Environmental and Safety Considerations:** Respondents emphasised the need to consider the environmental impact of increased car usage and the safety of children if transport services are reduced or withdrawn.
- **Utilising Existing Public Transport:** Some suggested utilising existing public transport services more effectively, such as offering reduced-cost bus passes for children to use public buses that are already in operation.
- **Future Planning and Policy Changes:** Introducing changes gradually and ensuring that any policy changes do not have a retrospective impact on current users were recommended to allow parents to make informed decisions.

3.25 The following seeks to address the points raised in 3.23 and 3.24.

Procurement and vehicle sizes: All externally awarded contracts are subject to a competitive bidding process to ensure that we achieve the best financial price. Internal services are regularly reviewed to compare costs with external operators and where appropriate these contracts will be offered to external operators if they are able to undertake the service at a lower cost. Vehicles sizes are allocated based on the locality as rural lanes will reduce the size of the vehicle that we are able to operate. Where financially appropriate we run smaller vehicles as feeder routes that will collect learners from their rural locations and take them to a pick up point to meet a coach.

Transport efficiency and public transport: We continually review routes and use route optimisation software to identify opportunities to operate services more efficiently. We do however follow the Learner Travel Measure guidance and limit primary school journeys to 45 minutes and secondary journeys to 60 minutes. We have also adopted Welsh Governments transport hierarchy and are increasing the use of public transport. In 23-24 we issued 140 season tickets this has increased to 255 in 24-25. Learners who are awarded a season ticket can use this at any time to access public transport in Monmouthshire.

Where dedicated transport has vacant seats these are made available to learners who are not eligible to transport at a cost of £488. This can be paid in instalments throughout the academic year to mitigate the financial impact on families. We note the suggestion that subsidised public bus passes could be made available; any subsidy will increase costs to the Home to School Transport service and would therefore not be affordable at this time. Welsh Government offers a discounted bus fare scheme for young people aged 16 – 21 called 'mytravelpass' which can support Post 16 learners. In addition 16 -18 year olds can also apply for an Education Maintenance Allowance which supports learners to continue with their education. Newport Transport offer 4 weekly child bus passes (5 – 15) at a cost of £20.40 and Stagecoach offer 28 day student tickets.

Maintaining transport for Welsh Medium learners – The Council has a legal duty to ensure that the Welsh language is not treated less favourably than the English language and to promote access to education and training through the medium of Welsh. The options if adopted would equally apply to both Welsh medium and English language learners. Whilst the Council does not have a statutory duty to provide free transport to Welsh medium education, it provides discretionary transport to these educational settings and there are no proposals to change this. The Council also guarantees that concessionary seats will be available for Welsh medium Post 16 learners due to the distances that they need to travel to access their school setting. This guarantee is not available to English medium Post 16 learners whose access is dependent on the availability of vacant seats. It should also be noted that based on the 23-24 data the impact of any changes will be disproportionately felt by English medium learners.

Imposing means testing: The Learner Travel Measure places a statutory duty on Local Authorities to provide free home to school transport for those learners that meet the statutory distance eligibility of 2 miles for primary learners and 3 miles for secondary.

Personal Transport Budgets

3.26 Much of the commentary was focussed on options 1 and 2 and the comments that were received appear to misunderstand the proposals surrounding the application of personal transport budgets (PTBs). The Council already awards PTBs in specific circumstances, for instance where learner behaviour results in it being unsafe for them to continue to access dedicated transport. The proposal is that PTBs are offered more widely where it is the most advantageous financial option for the Council or where we have failed to secure a bidder to undertake a contract. The proposal did not intend PTBs to be mandatory but instead would require parents or guardians to accept the Council's offer of the PTB. We fully accept that not all families will have access to a vehicle to transport their children, may not be physically able to undertake the journey or have work commitments. If a family choose to decline the PTB the Council will continue to provide home to school transport using public transport or dedicated transport. Adopting this proposal, will however provide the opportunity for families who do wish to transport their children to be reimbursed for their time and costs.

3.27 In addition to the survey respondents, email responses were received from stakeholders. The points raised by these respondents which have not already been considered were as follows:

- Concerns over the timing of the consultation.
- Concerns that the EQIA was not immediately published alongside the consultation and the impact that may have on early responders.
- Lack of granular detail on the localities in the areas of Welsh medium schools that will be impacted by the proposals to revert to statutory distances.
- Need to assess the ability of parents to transport their children if option 3 is implemented.
- The collective experience of transport and being able to use the Welsh language on transport could be impacted by option 3.
- Insufficient regard to Welsh Governments Transport Strategy as the proposals will result in increased traffic movements.

- The proposals will have a detrimental impact on the growth of the Welsh Language in Monmouthshire.
- School access issues need to be addressed as the proposals will result in increased car journeys
- The proposals do not consider the differing walking abilities of learner's dependent on their age or the impacts of inclement weather.
- Minor health complaints / injuries that may impact on learners' ability to walk to school
- Impact on learners' ability to undertake extra-curricular activities, leisure, walking etc.
- Proposals to graduate transport distance eligibility criteria based on age and to continue to provide transport in poor weather conditions.
- Retain legacy entitlements
- Potential impact of the proposals on those attending faith schools.
- The proposals disproportionately affect primary school pupils with limited financial means
- The consultation did not include a proposed draft of the policy document.

Timing of the consultation: It was intended that this consultation would have taken place during the 23-24 summer term, unfortunately as a result of the General election being called we had to put this in abeyance due to the restrictions imposed during government elections. We accept that this has meant that the consultation has taken place during the summer holiday period, to mitigate this we have emailed all parents who currently have home to school transport making them aware of the consultation and reminding them half way through the process. We also contacted all schools, ran a social media campaign and issued a press release to communicate as widely as possible. It is acknowledged that the EQIA was not published at the same time as the launch of the consultation, however it was made available on the 25th July on the consultation page and prior to that it was published on the People Scrutiny Agenda for its meeting on 23rd July. Early respondents had the opportunities to address any additional points they wished to make via the online survey or via email.

Lack of granular detail on individuals impacted and their local communities – Passenger data changes on an annual basis as learners move into or through their education journey. Information was broken down to an individual school level which enabled respondents and Members to consider the potential impact at a local level , based on 23-24 academic data. The school data has also enabled us to identify the impact for learner's dependent on the education setting they are attending.

Learners' ability to walk to school: The proposals are to revert to the statutory walking distances that have been imposed by Welsh Government through the Learner Travel Measure and have been implemented by the vast majority of Local Authorities.

Providing transport in inclement weather and impact on learner's extra curriculum activities. Local Authorities have a statutory duty to provide transport to enable learners to travel to and from school for the scheduled school day. Transport is not provided or varied to accommodate breakfast clubs or after school activities. It would not be possible to

provide discretionary transport for learners when there is inclement weather as there would be insufficient vehicles and or resources to facilitate and fund this.

Potential impact on faith schools: The 23-24 data indicates that the proposals could impact 53 primary learners attending faith schools. In a number of settings the faith school is also the nearest suitable and or catchment school e.g. Usk primary, Raglan primary and Archbishop Rowan Williams which account for 50 of those potentially impacted. There is no impact to secondary learners due to the distances travelled to access faith secondary education. One respondent has noted that their faith primary school needs to compete with a local mainstream school, and they are concerned that they need to maintain the widest possible catchment. The proposal will not impact on catchment areas or nearest suitable requirements and primary aged learners will continue to be eligible for transport if they live 2 or more miles from their nearest suitable faith school.

Draft Policy document: The Council is not proposing to amend the document save for the three options should Cabinet choose to adopt them. Consultees were directed to the existing policy so that they could view the content of the existing policy.

EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):

The evaluation has highlighted the complexities of the provision of home to school transport including its substantial impact on resources, its impact on climate change and the need to continually evaluate provision to respond to changing social, economic, legislative and environmental needs. It is apparent that any reduction in the current provision will negatively impact on both existing and future users of the service as there is an expectation that the Council will continue to provide a service which exceeds its statutory functions. There is particular concern that the proposed reversion to statutory distance eligibility criteria will disproportionately impact Welsh medium education. The current data and evidence does not support this supposition as of the 300 23-24 home to school transport users that would be impacted by this proposal only 10 of them are attending Welsh medium education. It is acknowledged however that the distance criteria may impact future decisions if parents can choose a closer English medium school. The proposals may also result in increased hardship or logistic difficulties for working families or those who are unable to access transport. If parents have evidenced medical needs that prevent them from accompanying primary aged learners to walk to school they are able to apply for discretionary transport. Similarly, learners who have evidenced medical conditions that prevents them from walking to school can also apply for discretionary transport. There is the potential that carbon emissions will increase if all parents choose to drive their children to school, however this will be offset by a reduction in home to school vehicle movements which are predominantly diesel and highest emitters of carbon emissions.

4. OPTIONS APPRAISAL

- 4.1 **Do Nothing:** As previously highlighted the Council has identified that it needs to make financial savings to manage the funding shortfall over the Medium Term Financial Plan. Whilst the do nothing option is available to Cabinet; this would not result in any

revenue savings. As the costs of the service continue to increase it is probable that additional revenue funding will be required to meet growing demand and service costs.

- 4.2 Implement Option 1** – Based on the 23-24 academic year, if the Council were to implement this proposal it would result in revenue savings of £299,000 and result in the loss of transport for 70 mainstream, 53 faith and 10 Welsh primary aged learners. If all families chose to drive their children to school this could result in 33 tonnes of increased carbon emissions, however this would be partially offset by a reduction in home to school transport vehicle movements. There is a concern that the proposal will detrimentally impact future Welsh medium and faith settings as parents may instead choose English medium settings which are closer to their home or where they can continue to access free transport. This would align Monmouthshire with its statutory obligations and remove the enhanced provision currently enjoyed by Monmouthshire residents. The number of learners impacted, and savings will vary as the proposal if adopted will not be implemented until September 2025 when operator costs and learner data will have changed.
- 4.3 Implement Option 2** – Based on the 23-24 academic year data, if the Council were to implement this proposal it would generate savings of £365,000 and impact 167 mainstream learners. There will be no impacts to Welsh medium or faith learners as they have to travel out of County to access their preferred medium. The biggest impact will be in the Severnside area where 95 learners attending Caldicot, and 38 attending Chepstow will no longer be eligible for transport. The potential carbon impact is 60.75 tonnes if all families choose to drive their children to school. However this will be offset by a reduction in home to school transport vehicular movements. These figures will be subject to variation as any changes would not be implemented until September 2025, by which time the base data will have changed. The Council is developing active travel routes in the area which will result in improved walking and cycling routes for learners to travel to and from school.
- 4.4 Implement Option 3** – This proposal if adopted would enable the Council to deploy cost avoidance approaches where parents agree to transport their own children. A recent example is of a young learner attending their nearest suitable Welsh Medium school. As there is no transport going to this school within the locality a tender exercise was undertaken, the costs of which are circa £21,000 per annum. The costs of a PTB equated to £10,000 per annum which would have reduced the cost to the Council by £11,000. This option will not generate any savings as the Council will remain obligated to provide transport, it will however enable us to mitigate costs.
- 4.5 Implement options 1 and 2 but retain legacy benefits** – Cabinet may wish to consider a phased approach whereby those that are already in receipt of transport continue to receive it until they leave their current school, or their personal circumstances change for instance moving house. This will result in a loss of potential revenue savings of circa £665,000, however it would create generate cost avoidance savings for all new learners commencing school in September 2025. It is not proposed that this option is adopted due to the costs pressures facing the Service and the Council.

5. REASONS:

- 5.1 The Council currently offers an enhanced home to school transport policy that is considerably more than its statutory obligations which continues to generate financial pressures due to increasing demand and contractor costs. The service continually reviews contracts and routes to identify opportunities to make savings, however large-scale savings can only be realised if the statutory distance eligibility criteria is adopted.
- 5.2 The Council needs to make significant financial savings over the next few years which has necessitated a review of its non-statutory and discretionary provision. Despite the associated costs involved in the discretionary transport for learners attending Welsh medium or faith settings, the Council is not proposing to withdraw this transport, but is proposing that the statutory distance eligibility criteria are adopted for all learners.
- 5.3 Whilst it would have been preferable to undertake the consultation during the school term as planned, the General election prevented this from being undertaken. The Council is legally required to publish its Home to School Transport Policy by the 1st of October to take effect in the following September which has dictated the consultation and reporting timescales.

6. RESOURCE IMPLICATIONS:

- 6.1 The forecast cost for the provision of mainstream home to school transport for the financial year 24-25 is £5,726,603 against a budget allocation of £5,125,025. The budget allocation for ALN transport is £2,451,243 and the annual expenditure forecast is currently being prepared.
- 6.2 If option 1 and 2 are implemented with no legacy protections, revenue savings of circa £665,000 could be realised. If option 3 is adopted this would enable the Council to work with willing parents to reduce the potential cost burden where personal transport budgets are adopted.

7. CONSULTEES:

- 7.1 People Scrutiny Committee considered the proposals on the 23rd July. The Chairs summary of the discussion is as follows:
“The chair sought the committee’s views on whether the policy could be supported and there were no stated views expressed to the contrary, however a member expressed their concern about how the data arising from the consultation would be interpreted.”
- 7.2 Public consultation between 12th July and 23rd August. The Council received 408 survey responses and 11 emails commenting on the proposals.
- 7.3 Cabinet and Senior Leadership Team.

8. BACKGROUND PAPERS:

[Learner Travel \(Wales\) Measure 2008 and Operational Guidance](#)

[Home to School Transport Policy 24 - 25](#)

[People Scrutiny Committee 23rd July 2024](#)

[Learner Travel in Wales analysis and evaluation: recommendations report December 2023](#)

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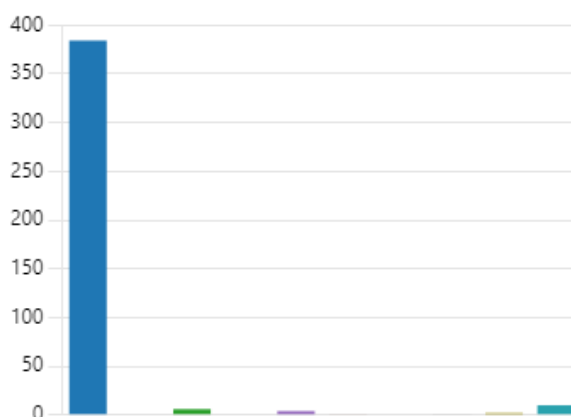
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Appendix 1 – Survey Results

1. Please select the option that best describes you:

[More Details](#)

Parent/guardian	384
Primary School Learner	0
Secondary School Learner	6
Headteacher	0
School Governor	4
School Staff	1
Home to School Transport Oper...	0
Bus / taxi driver	1
Charity / Voluntary Organisation	2
Other	10

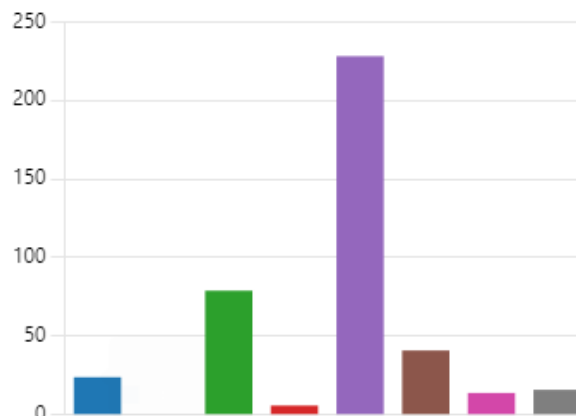


2. How do you or your children travel to school

[More Details](#)

[Insights](#)

Walking	24
Cycling	0
Public transport (paid for by the...)	79
Public transport (self-funded)	6
Home to school transport	228
Car	41
Not applicable	14
Other	16



3. Please select which education stage best describes you or your children

[More Details](#)

[Insights](#)

Nursery	3
Primary	155
Secondary	228
Post 16	11
Not in Education	11

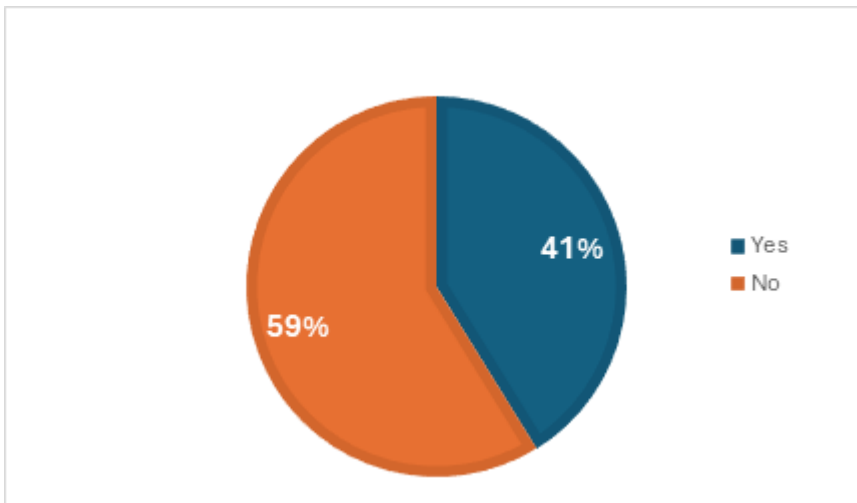


Question 4: Option 1

Reversion to the statutory distance of 2 miles for primary learners attending their nearest suitable or catchment school.

Do you agree with this proposal?

Yes	No
168	240

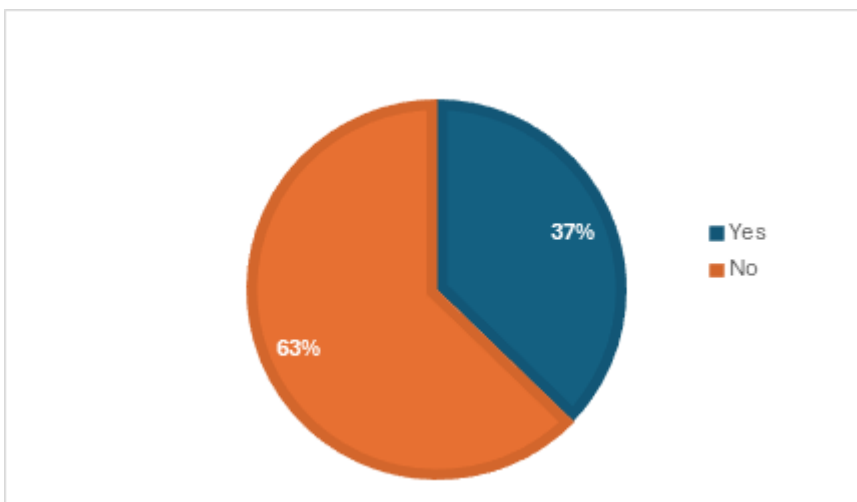


Question 5: Option 2

Reversion to the statutory distance of 3 miles for statutory aged 11-16 secondary learners attending their nearest suitable or catchment school.

Do you agree with this proposal?

Yes	No
152	256

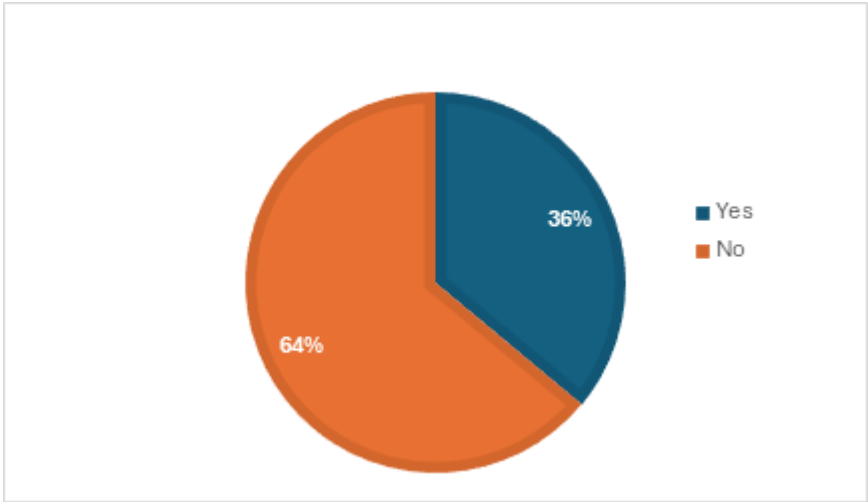


Question 6: Option 3

Where it is the best financial option for the council, or where we are unable to secure an external operator, parents will be offered a personal transport budget to transport their children to and from school. This proposal will apply to mainstream and ALN learners.

Do you agree with this proposal?

Yes	No
147	261





Integrated Impact Assessment document

(incorporating Equalities, Future Generations, Welsh Language and Socio-Economic Duty)

<p>Name of the Officer completing the evaluation</p> <p>Debra Hill-Howells</p> <p>Phone no: 0775 851405 E-mail: debrahill-howells@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>The report asks Cabinet to consider the results and feedback from the recent public consultation on Home to School Transport and proposes that the Councils distance eligibility criteria reverts to the statutory requirements of 2 miles for primary and three miles for secondary learners. It also proposes the expansion of the use of personal transport budgets where parents/guardians agree with its adoption.</p>
<p>Name of Service area</p> <p>Decarbonisation, Transport & Support Services</p>	<p>Date 28th August 2024</p> <p>(11th July 2022, revision 2: Sept 2022, revision 3: April 23, revision 4: 20th July 2023, revision 5: 24th August 2023, revision 6 16th July 2024)</p>

Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>The proposal details the Transport Policy for learners attending state funded education settings between the age of 4 and 16. It is proposed that discretionary free transport for 4-year-olds and those attending faith and Welsh medium education will continue subject to them meeting the eligibility criteria.</p>	<p>The options propose that the distance eligibility criteria are increased to 2 miles for primary learners and 3 miles for secondary learners, aligning with the Councils statutory responsibilities. This will negatively impact on learners who currently have access to transport at 1.5 miles for primary and 2 miles for secondary. It has been assessed that this will impact on the following existing users:</p> <ul style="list-style-type: none"> 70 mainstream primary learners 53 faith primary learners 10 Welsh medium primary learners 167 mainstream secondary learners 	<p>Bus timetables for socially necessary services have been improved to enable more secondary aged learners to utilise public transport to travel to and from school. We will continue to work with operators and review feedback to identify further opportunities for improvement. In addition, we will continue to support schools to promote active travel and where possible implement school streets.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	<p>The existing policy provides criteria for the provision of transport for learners with ALN based on their assessed needs.</p> <p>All learners attending primary and secondary settings can apply for discretionary transport if they have a medical condition or disability which prevents them from walking to school.</p> <p>If a primary aged learner's parents have a medical condition which prevents them from supporting their child walking to school, they can apply for discretionary transport. No changes are proposed to this provision.</p> <p>Option 3 proposes the use of personal transport budgets for learners where we have been unable to secure an operator or where a PTB would be the most effective financial option. Parents will not be obligated to accept a PTB, but for those who are able to or would transport their own children they will receive financial support to do so.</p>	The proposed changes to the distance eligibility criteria will be mitigated by the discretionary provision described.	<p>The discretionary application process has not been changed to ensure that learners with a medically assessed condition which impacts their ability to walk to school can access free transport.</p> <p>Respondents to the consultation expressed concern that any changes would have a disproportionate impact for ALN users of transport. S17 of the Children Act 1989 imposes a statutory duty on the Council to safeguard and promote the upbringing of children in need which includes those with health or development impairments. The Councils proposals do not seek to undermine this duty and learners with additional learning needs will continue to be assessed by CYP colleagues to determine their educational and transport needs. The Councils discretionary policy will act as a secondary safeguard for ALN learners who do not meet the distance eligibility criteria but their specific needs necessitate transport.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment	The provision of free school transport is available to all eligible pupils regardless of their gender.	Passenger assistants are not routinely provided on vehicles and therefore if there were issues of bullying or harassment action might be delayed until such time, we receive a complaint from a learner or their parent if they are travelling by coach. If they are on a smaller vehicle the driver may be more aware of any issues arising on the vehicle and be able to intervene	Where incidents of bullying or harassment are alleged to occur, the Commissioning Team works with the school to undertake an investigation. If the allegations are proven we will work with the school to put any reasonable recommended solutions in place including the provision of a PA. Sanctions will be imposed against the perpetrator of proven acts of violence, bullying or harassment.
Marriage or civil partnership	None Identified at this stage	None identified at this stage	None identified at this stage
Pregnancy or maternity	We will provide discretionary transport to any learner with a proven medical condition that meets the eligibility criteria or due to their condition are unable to walk to school or access public transport. We will work with the learner, their parents, and the school to ensure that anyone who is pregnant and meets the criteria is able to safely travel on school transport.	None identified at this stage	We will work with individual learners, parents, and schools to ensure that school transport is safe for pregnant learners.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Race	. The provision of free school transport is available to any learner that meets the eligibility criteria.	Passenger assistants are not routinely provided on vehicles and therefore if there were issues of bullying or racial harassment action might be delayed until such time, we receive a complaint from a learner or their parent if they are travelling by coach. If they are on a smaller vehicle the driver may be more aware of any issues arising on the vehicle and be able to intervene	Where incidents of bullying or racial harassments are alleged to occur, the Commissioning Team will work with the school to undertake an investigation. If the allegations are proven we will work with the school to put any reasonable recommended solutions in place including the provision of a PA. Sanctions will be imposed against the perpetrator of proven acts of violence, bullying or harassment due to a learner's ethnicity.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Religion or Belief	.Free discretionary home to school transport is provided for learners attending their nearest faith school.	The proposed reversion to the statutory distances will impact on 53 primary aged learners who currently access free home to school transport. The proposed changes may impact on parental decisions for their children's preferred education medium.	<p>Bus timetables for socially necessary services have been improved to enable more secondary aged learners to utilise public transport to travel to and from school. We will continue to work with operators and review feedback to identify further opportunities for improvement. In addition, we will continue to support schools to promote active travel and where possible implement school streets.</p> <p>Respondents did express concern over the fairness of the proposed changes, particularly for those attending faith or Welsh language schools which may not be their nearest schools. When assessing transport applications for learners who have selected faith or Welsh language schools, the distance will be determined on the nearest suitable faith or Welsh medium school, mainstream schools will be disregarded from the assessment. The proposals will not impact on secondary faith or Welsh language learners due to the travel distances to their respective schools. There is a possible impact of up to 53 learners attending a faith school, however as these are catchment schools for a number of communities, we are unable to ascertain if the learners are attending the schools due to faith reasons or it is their nearest suitable or catchment school.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	The provision of free school transport is available to any learner that meets the eligibility criteria.	Passenger assistants are not routinely provided on vehicles and therefore if there were issues of bullying or harassment action might be delayed until such time, we receive a complaint from a learner or their parent if they are travelling by coach. If they are on a smaller vehicle the driver may be more aware of any issues arising on the vehicle and be able to intervene	Where incidents of bullying or harassment are alleged to occur, the Commissioning Unit will work with the school to undertake an investigation. If the allegations are proven we will work with the school to put any reasonable recommended solutions in place including the provision of a PA. Sanctions will be imposed against the perpetrator of proven acts of violence, bullying or harassment
Sexual Orientation	. The provision of free school transport is available to any learner that meets the eligibility criteria.	Passenger assistants are not routinely provided on vehicles and therefore if there were issues of bullying or harassment action might be delayed until such time, we receive a complaint from a learner or their parent if they are travelling by coach. If they are on a smaller vehicle the driver may be more aware of any issues arising on the vehicle and be able to intervene	Where incidents of bullying or harassment are alleged to occur, the Commissioning Unit will work with the school to undertake an investigation. If the allegations are proven we will work with the school to put any reasonable recommended solutions in place including the provision of a PA. Sanctions will be imposed against the perpetrator of proven acts of violence, bullying or harassment. Equalities training will be provided as soon as it is available from the corporate training service and bespoke advice will be sought for individual cases.

2. The Socio-economic Duty and Social Justice

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions This duty aligns with our commitment as an authority to Social Justice.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
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**Socio-economic
Duty and Social
Justice**

The provision of free home to school transport ensures that all learners have equal access to education. The continuation of discretionary transport for 4-year-olds, faith and Welsh medium education ensures that parents can still access their chosen education establishment subject to meeting the eligibility criteria. Discretionary transport for evidenced medical conditions will continue to be available. Subsidised concessionary seats are made available where vacant seats exist. Learners can apply for free transport to their nearest suitable or catchment schools if they are different and out of county schools will be considered as part of the nearest suitable evaluation process.

The proposed options will reduce the availability of free home to school transport for existing and future learners. This may negatively impact on learners and their families who had applied for a specific school based on their ability to access free home to school transport. It will impact families who will struggle to provide alternative travel arrangements due to existing commitments or work requirements.

There is the potential that the additional walking distance from home to school may discourage parents from choosing Welsh medium education in favour of placing their children in an English-medium school which meets the eligibility criteria for transport. If this were to happen it would reduce the ability for the Council to achieve certain outcomes of the WESP.

Respondents have expressed concern that the proposal will result in additional hardship for parents and particularly those that work, are on low incomes or do not have access to a vehicle. It is accepted that where parents/guardians chose to transport their children to school rather than walk or cycle this will result in additional costs for families. The statutory distances have recently been reviewed by Welsh Government and they have confirmed that no changes will be made. The recent retendering of public buses has enabled the Council to improve the accessibility of public transport to secondary aged learners which can also provide a more affordable alternative to private car use. We do acknowledge however that the loss of transport may place additional burdens on working parents, particularly those with primary aged children.

Where parents can demonstrate that their primary aged pupils have medical conditions that prevent them from walking to school, discretionary transport may be awarded.

The Council will ensure that for Post 16 Welsh learners attending their nearest suitable school will be able to access concessionary travel.

			The Council will support schools to promote active travel and where feasible school streets.
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3. Policy making and the Welsh language.

How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
<p>Policy Making</p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favourably</p>	<p>The LTM measure provides LAs with the ability to provide discretionary transport to Welsh medium schools. This policy proposes that all learners wishing to attend Welsh medium education will continue to have access to free transport to their nearest suitable Welsh medium school if they meet the distance eligibility criteria.</p>	<p>The proposal to revert to statutory distances will impact on 10 existing Welsh medium primary learners who will no longer be eligible for free home to school transport.</p> <p>The proposed changes may negatively impact on future parental decisions to access Welsh medium education if they are unable to access free home to school transport. There is the potential that the additional walking distance from home to school may discourage parents from choosing Welsh medium education in favour of placing their children in an English-medium school which is within catchment area for transport. If this were to happen it would reduce the ability for the Council to achieve certain outcomes of the WESP.</p>	<p>The proposal will not impact secondary learners due to the need to travel out of County to access Welsh medium secondary education. The proposal will impact primary aged Welsh Medium learners attending Ysgol Gymraeg y Fenni and Ysgol Gymraeg Y Ffin. A new Welsh medium seedling school will be opening in Monmouth in September which will increase access to Welsh medium primary education and mitigate the need for learners to travel to Abergavenny.</p> <p>The Welsh Language Commissioner has previously stated that as there are less Welsh-medium schools compared to English medium schools, access to Welsh-medium education is more difficult and costly as pupils are likely to live further away from Welsh-medium schools compared to English-medium schools. (https://www.welshlanguagecommissioner.wales/news/welsh-language-commissioner-responds-to-recent-issues-concerning-post-</p>

[16-learners-having-difficulties-accessing-free-transport-for-welsh-language-education-provision](#) Post 16 Welsh medium learners will be guaranteed access to concessionary travel to their nearest suitable Welsh Medium school.

Consultation feedback has highlighted the need to ensure that accessing Welsh medium education is as convenient as attending English medium schools and maintaining transport is essential. The proposals if adopted will be equally applied to all learners and there are no proposals to withdraw discretionary transport to Welsh medium schools.

Some respondents have noted that Welsh medium education may be more attractive as they tend to be further away and therefore free transport will be available. Conversely if they live within the 2-mile limit they will be less likely to attend a Welsh medium school and instead attend a closer English medium school. This will have a long-term impact on learners choosing to access Welsh medium education. Some responders have proposed means testing and requiring parents to pay for transport. The Council is not able to charge for statutory required services and does not propose to

			charge for discretionary transport to Welsh medium or faith schools.
Operational Recruitment & Training of workforce	Fully funded Welsh language courses are available to all staff members. All vacant posts are assessed as being Welsh language desirable as a minimum requirement.	Recruiting drivers is extremely challenging in the current climate, however, all vacant posts are advertised as being Welsh language desirable as a minimum requirement Staff can access Welsh language training courses where they do not impact on school transport duties. If parents choose English-medium education over Welsh-medium education as an unintended impact of the transport policy, this might impact the number of Welsh speakers entering the workforce in the future and the Welsh language services the Council will be able to provide	Welsh language courses are offered to all staff members at every level and are fully funded. These courses are available during work hours and during the evenings for staff members where it might not be possible for them to complete a course during their work day.
Service delivery. Use of Welsh language in service delivery Promoting use of the language	Parents can apply for school transport through the medium of Welsh. All communications can be undertaken through the Welsh Language. The Council will continue to provide discretionary transport to Welsh medium schools subject to learners meeting the eligibility criteria.	Drivers and passenger assistants may not be able to converse in Welsh on the vehicles. If because of this transport policy pupils spend less time with their peers travelling, this could impact their opportunities to use the Welsh language.	All colleagues have access to Welsh language training courses that are provided centrally.

4. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!



Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The provision of free school transport ensures that learners can access mainstream, Welsh medium, or faith schools. The proposals to revert to statutory distances will negatively impact on learners who live less than 2 miles from their nearest suitable or catchment primary school and 3 miles from their nearest suitable or catchment school. ALN transport is provided based on their individual assessments subject to meeting the distance eligibility criteria.</p> <p>The adoption of Welsh Government's Transport hierarchy and the promotion of public bus services will ensure that resources are maximized for the benefit of all community members.</p>	<p>The potential impact on working parents arising from the consultation has been outlined in 3.20 of the report and the Councils response is contained in 3.21.</p> <p>The continued inclusion of discretionary transport for learners who are unable to walk to school due to evidenced medical reasons will prevent learners being disadvantaged due to their medical circumstances.</p> <p>School transport requires a local supply chain to operate home to school contracts. An in-house passenger transport service has been created to respond to market failure that provides roles for drivers, passenger assistants and supervisory staff.</p> <p>Timetables for socially necessary public bus services have recently been reviewed to improve the opportunity for secondary learners to access public transport.</p>
<p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g., climate change)</p>	<p>Free school transport reduces the number of motor cars that need to undertake the school run thereby helping to reduce the county's carbon footprint. The proposals to revert to statutory distances however may result in additional vehicle movements if parents transport their children to school by private cars which will increase carbon emissions.</p>	<p>The potential traffic and pollution and environmental impacts arising from the consultation have been outlined in 3.20 of the report and the Councils response is in 3.21.</p>




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>The Commissioning Unit continues to work with the Transport team to maximise the opportunities to use public bus services, thereby reducing vehicle movements and the resulting carbon emissions.</p> <p>Learners can access free transport to either their nearest suitable or catchment schools, if they are different, which can reduce mileage, journey times and carbon emissions. Feeder status is not considered when assessing nearest suitable school, which may negatively impact some communities where their primary school is identified as a feeder school for an out of county comprehensive which is not their nearest suitable or catchment school.</p>	<p>The Council has started its fleet transition and currently has 12 electric vehicles in its passenger transport fleet.</p> <p>Routes are continually assessed to identify opportunities to combine routes and reduce the number of vehicles. Available walking routes are also continually reviewed where transport has been provided as a route has been deemed unavailable and the walking distance is below the eligible thresholds.</p> <p>We continue to prioritise the use of public bus services for secondary learners. The Council provides free transport to either nearest suitable or catchment if they are different, faith and Welsh medium schools subject to meeting the distance eligibility criteria. All Monmouthshire learners have access to a Monmouthshire catchment school.</p>
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The home to school policy adopts Welsh Governments transport hierarchy which prioritises active travel and public bus services.</p> <p>The proposal to adopt statutory distances will negatively impact on learners who may lose their eligibility to free home to school transport. This may result in negative mental health impacts for learners and create additional financial burdens for families.</p> <p>Feeder school status is not an eligibility criterion when assessing access to free school transport, which may impact on the mental health of students</p>	<p>Any policy changes will be published on or before 1st October in advance of school application processes so that parents are clear on their entitlement to free transport before applying for school places.</p> <p>If the statutory distances are adopted this may lead to more learners walking or cycling to school which will have physical health benefits. However, if parents choose to drive them their children to and from school, these benefits will be lost.</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>who attend a school which is different from their community peer group, if they wish to access free transport. There is no guarantee that siblings will have access to free transport to the same school as circumstances may have changed in the intervening period e.g., catchment reviews. This may result in negative mental health impacts for learners and create additional financial burdens for families.</p>	<p>By enabling parents to access free home to transport for nearest suitable or catchment if they are different, it provides the opportunity for parents to have a choice of schools and potentially reduce journey times if the nearest school (which could be out of county) is selected.</p>
<p>A Wales of cohesive communities Communities are attractive, viable, safe, and well connected</p>	<p>School transport provides access to learners to attend their nearest suitable or catchment schools thereby developing friendships and support networks.</p> <p>School transport does not consider feeder school status which may be different from the catchment or nearest suitable schools which may negatively impact on those learners who will not receive transport to their preferred school.</p>	<p>The impact on rural areas and safety concerns arising from the consultation and the response to these points are included in 3.20 and 3.21 of the covering report.</p> <p>Maintaining and where possible improving the existing public bus infrastructure will provide wider benefits for the community.</p> <p>We will work with schools to promote active travel and where feasible introduce school streets to reduce congestion at school sites.</p>
<p>A globally responsible Wales Taking account of impact on global well-being when considering local social, economic, and environmental wellbeing</p>	<p>The procurement of external operators is undertaken through a collaborative procurement system with neighboring authorities and contractual terms and conditions are aligned. We have developed or own in house transport provision to respond to market failure so that resources can be provided locally.</p>	<p>See Resilient Wales and Prosperous Wales above for details of the climate and social / economic impacts of these proposals.</p>
<p>A Wales of vibrant culture and thriving Welsh language Culture, heritage, and Welsh language are promoted and protected. People</p>	<p>Free home to school transport is provided for statutory aged learners who wish to attend their</p>	<p>The potential impact of the proposals on the Welsh Language have been considered in Section 3 of this</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
are encouraged to do sport, art, and recreation	nearest suitable or catchment Welsh medium school, subject to meeting the eligibility criteria.	impact assessment and 3.22 and 3.23 of the covering report.
<p>A more equal Wales People can fulfil their potential no matter what their background or circumstances</p>	Free home to school transport is accessible to all learners who meet the eligibility criteria. In addition, discretionary travel is proposed for specific sets of learners to ensure that they can safely access their nearest suitable or catchment schools. The options if adopted will negatively impact on learners who live below the statutory distances of 2 and 3 miles as they will lose their entitlement to free home to school transport.	The potential impact of these proposals has been considered in Section 1 of this impact assessment. The respondents to the consultation expressed concern that the loss of transport would result in increased absenteeism. We acknowledge that reversion to statutory distances would impact on families with primary aged children as parents would need to accompany them to and from school. Secondary learners however should be able to travel independently, which could include walking cycling or public transport. Whilst parents / guardians hold the legal duty to ensure their children attend school, if the proposals are adopted the Commissioning Team will work with CYP officers to monitor absenteeism levels and where necessary put arrangements in place to improve attendance levels.

5. How has your proposal embedded and prioritized the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Balancing short term need with long term and planning for the future</p> <p>Long Term</p>	<p>School transport changes on an annual basis as new learners start their education journey or move into the area and others leave the education setting. We work with the Access Unit to identify those learners that are eligible for transport and have contacted all parents of new school starters to advise if they are eligible for free transport.</p> <p>As the service requirements change annually, long term planning is difficult however we are seeking to mitigate this through the adoption of WG’s transport hierarchy, improvements to the walking infrastructure and public networks and the proposals to revert to statutory distance criteria. If adopted the proposals will generate circa £700k of revenue savings enabling the service to operate within allocated budgets.</p>	<p>Routes are assessed when new learners apply for transport to determine if routes can be aggregated or vehicle size is increased.</p> <p>The Councils Schools & Community transport service continually review their operational needs to respond to contractor hand backs, lack of tenders etc. The transition of the fleet will help offset our carbon footprint and plan for future legislative requirements for accessible and net zero school transport vehicles.</p> <p>The provision of an annual Transport Policy provides a framework for how decisions will be made.</p>
 <p>Working together with other partners to deliver objectives</p> <p>Collaboration</p>	<p>For school transport to be successful it needs to be delivered in partnership with operators, parents, schools, and learners as well as other Council service areas. We also work with neighbouring authorities to procure operators on a standard contract, agree annual price uplifts and share learning.</p> <p>The Transport team continues to work with the Commissioning Unit and operators to identify opportunities to improve the public bus network for learners.</p>	<p>Feedback from the consultation process will be presented to Cabinet and will inform the final drafting of the 25-26 Home to School Transport policy.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The Council is undertaking a consultation process over a 6-week period. All parents/guardians of existing users, schools and operators have been contacted to make them aware of the consultation. A press release was issued at the start of the process and we will continue to issue regular social media updates reminding community members to respond.</p>	<p>Feedback from the consultation process will be presented to Cabinet and will inform the final drafting of the 25-26 Home to School Transport policy.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Due to ongoing issues around lack of external bids or bids being excessive our internal provision has expanded to fill any potential service gaps. Whilst the majority of contracts are still undertaken through external operators the internal resource has increasingly had to step in to cover contract hand backs or operator failures.</p> <p>Increased use of the public bus network to transport learners will improve the viability of publicly accessible services.</p>	<p>When a new contract is taken on by the internal service, if this exceeds existing capacity, we review existing routes and where possible release one back for external tender. This ensures that contracts are available for the external operators and mitigates the impact of additional contracts on the existing workforce. If no bids are received or they are higher than the internal cost of provision the contract is transferred to the internal team and capacity is adjusted accordingly.</p>
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The provision of home to school transport is an essential service underpinning learner's education journey. The service is however resource intensive and reactive to the needs of the learners. The proposed policy provides a framework which ensures consistency in evaluating applications for transport, provides certainty for parents and learners and guidance on how discretionary transport will be awarded. The alignment of the policy to WG's transport hierarchy will benefit the wider community by increasing the viability of public service provision.</p>	<p>The consultation feedback will be provided to Cabinet and used to inform the drafting of the policy.</p>

6. Council has agreed the need to consider the impact its decisions have on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	<p>All drivers, passenger assistants and operators are required to undertake safeguarding training.</p> <p>The policy sets out how school transport will be assessed and provided for looked after children, learners with additional learning needs and mainstream learners.</p> <p>All learners, parents and operators are required to adhere to our Rule Book to ensure the safety for all those involved.</p> <p>All safeguarding concerns are subject to a multi-Agency referral process and when required a full safeguarding review.</p>	<p>. Where safeguarding concerns cross the safeguarding threshold, drivers and or passenger assistants may be suspended from undertaking their duties/contracts. This can create a financial and emotional burden on the individuals concerned and the safeguarding investigation process can take a significant period to resolve.</p>	<p>External operators will have the option to have a member of the Commissioning Team appointed as a welfare point of contact to keep them informed (as much as they are able) on the progress of the investigation.</p> <p>MCC colleagues will follow internal policy and procedures.</p> <p>The paramount concern remains the safe transportation of our learners.</p>
Corporate Parenting	<p>The policy sets out the eligibility criteria for looked after children. The service works closely with Children's Services to provision specific transport needs as required.</p>		

7. What evidence and data has informed the development of your proposal?

The Learner Travel (Wales) Measure 2008

Learner Travel Statutory Provision and Operational Guidance 2014

Welsh Government LTM Review March 2024

Existing Transport Policy and Lessons Learnt

Existing transport contracts and engagement with individual learners and their parents

School transport appeals and requests for discretionary transport

A review of other LA Transport policies

Llwybr Newydd: the Wales transport strategy 2021

Local Transport Strategy

Consultation Responses

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8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

This evaluation has highlighted the complexities of the provision of home to school transport including its substantial impact on resources, its impact on climate change and the need to continually evaluate the provision to respond to a changing social, economic and environmental back drop. The consultation has evidenced that most respondents would prefer that the existing arrangements are retained. The financial impact however of maintaining the discretionary proposals are continuing to escalate and the Council is faced with increased financial pressures and the need to make substantial savings.

It is acknowledged that if the proposals are implemented it will impact on households who will lose their transport provision from September 2025. The Council has already implemented changes to public transport timetables to make public transport a viable solution for secondary learners, it is also continuing to develop and improve active travel networks which can support walking and cycling journeys for all learners. Discretionary arrangements will continue to be available for those with evidenced medical need and we will continue to offer transport to Welsh medium and faith schools, albeit the distance eligibility criteria will be amended.

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9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible
Report the findings of the consultation to Cabinet	11 th September 2024	Head of Service
Publish Home to School Policy 25-25	30 th September 2024	Commissioning Manager

10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision-making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

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Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	Cabinet approval to consult on proposed Transport Policy 23-24	27th July 2022	
2.	Cabinet Update	7 th September 2022	
3.	Cabinet decision to consult on proposed Transport Policy 24-25	May 2023	Updated to reflect proposed policy changes for 24-25
4.	Public Consultation	31 st May – 29 th June 2023	Draft document amended to reflect feedback
5.	Cabinet decision to adopt Transport Policy 24-25	September 2023	

6.	Public Consultation on 3 options for Home to School Transport Policy 25-26	July – August 2024	Feedback compiled into a Cabinet report
7.	Cabinet decision whether to adopt options	11 th September 2024	

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SUBJECT: COMMUNITY AND CORPORATE PLAN: MEASUREMENT FRAMEWORK

MEETING: Cabinet

DATE: 11 September 2024

DIVISION/WARDS AFFECTED: All

1. PURPOSE:

- 1.1 To bring forward an update of the measurement framework and associated targets used to track and manage the delivery of the objectives within the Corporate and Community Plan.

2. RECOMMENDATIONS:

- 2.1 That Cabinet approve the updated measurement framework attached as appendix 1.
- 2.2 That Cabinet approve the updated targets attached as appendix 2.

3. KEY ISSUES:

- 3.1 The Community and Corporate Plan sets a clear ambition for Monmouthshire to be a zero-carbon county, supporting well-being, health and dignity for everyone at every stage of life. This purpose is underpinned by six clear objectives and was approved by Council in April 2023.
- 3.2 As part of that report, Council accepted a recommendation that the accompanying measurement framework and targets would be reviewed and updated by Cabinet over the lifetime of the plan.
- 3.3 The framework is structured around each objective in the plan and contains a mix of measures and milestones to evaluate our progress. It consists of three parts:
- Milestones that enable councillors to track progress against actions;
 - Measures of activity that the Council can have a direct and measurable effect on and therefore set targets against;
 - Measures that we track because they will inform the assessment of progress against longer-term outcomes. We want to see positive movement in these measures but they are things where our input is only part of a much bigger picture and so it is not appropriate to set targets against them.
- 3.4 Cabinet publicly signaled its intention to review and revise the framework when it received the mid-year performance report in January 2024. The original framework arguably contains too many measures for a high-level strategic framework. Improving this will assist

in the process of self-evaluation and ensure we are focused on measuring outcomes and impacts rather than processes and outputs. The existing framework also has only limited measures of outcomes and service user perspectives, factors highlighted in a recent report produced by Audit Wales. Unlike the setting of the Community and Corporate Plan, which is the responsibility of Council, the decision to revise the measures and targets rests solely with Cabinet.

- 3.5 Targets for 2027, the final year of this administration, have already been approved. Targets for the intervening years are set annually to take into account the dynamic nature of service delivery and the council's external operating environment. Most of the targets for 2024-25 have been in place since April as part of the service business planning process and agreement with portfolio holders. This report presents the opportunity for Cabinet to formally endorse them and propose targets for new measures which have been brought into the framework as part of this review.
- 3.6 The review and update of the framework has included:
- A review of existing Council performance measures - These included measures set in the council's strategies, which for example include the Economy, Employment and Skills Strategy and Climate and Nature Emergency Strategy, and the KPIs featured in service business plans.
 - A review of national performance framework measures - These included performance measures reported to the Welsh Government or other bodies, for example, on homelessness, social care and waste and recycling. It also included performance measures set in other frameworks which the council must or has agreed to contribute to including the national indicators and milestones set under the Well-being of Future Generations Act and Marmot Region indicators identified in the Building a Fairer Gwent Report produced by the Institute of Health Equity.
 - Engagement with Directorate Management Teams and Cabinet - Management teams have been essential to agreeing the proposed changes, identifying any further measures aligned to the Community and Corporate Plan objectives and agreeing the proposed milestones and targets.
- 3.7 The framework measures the impact of the objectives set in the Community and Corporate Plan. It therefore only focusses on a small number of the performance measures services use. Directorate performance dashboards for Children & Young People, Social Care & Health, Communities and Place and MonLife are all available for staff and councillors on The Hub.
- 3.8 There is a clear commitment to improve the disaggregation of data so that we can better understand the use and impact of services on different groups within our communities to ensure that we minimise and overcome the disadvantages that can result from a whole range of societal and environmental factors. This work will continue and will result in a granularity of data that will sit behind the higher-level measures within the framework.

4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):

- 4.1 This paper is not proposing any changes to policy or service delivery and consequently an impact assessment has not been carried out. People wishing to see the impact assessment completed on the objectives themselves are advised to refer to the Council papers for April 2023 where the Community and Corporate Plan was approved.

5. OPTIONS APPRAISAL

Not applicable for this report

6. EVALUATION CRITERIA

This framework puts in place the measures and milestones that will be used to evaluate progress against the Community and Corporate Plan.

7. REASONS:

- 7.1 To ensure that councillors and officers have an appropriate suite of measures available to ensure accountability and transparency and enable the active management of performance.

8. RESOURCE IMPLICATIONS:

There are no specific resource implications as a result of these recommendations.

9. CONSULTEES:

Cabinet
Strategic Leadership Team
Directorate Management Teams

10. BACKGROUND PAPERS:

[Community and Corporate Plan Measurement Framework](#)

11. AUTHORS:

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Community and Corporate Plan: Updated Measurement Framework

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
Fair Place				
A Fair place to live where the effects of inequality and poverty have been reduced.	<ul style="list-style-type: none"> • People are supported when they need help and are given the opportunity to build their resilience as individuals, families and communities. • Residents have better access to council services and support needed to live a healthy life. • Citizens work with the council and their own communities, helping them take action and shape their own futures. 	<ul style="list-style-type: none"> • Develop the county's early years offer supporting both the maintained and non-maintained sectors to provide the greatest opportunities for families. 	<ul style="list-style-type: none"> • Milestone: Establish two additional cylch meithrins (First established Sept 25, second established Jan 27) • Milestone: Establish childcare settings on the sites of Archbishop Rowan Williams Primary school and Trellech Primary schools (Trellech March 25, ARW Jan 27) 	
		<ul style="list-style-type: none"> • Develop a coherent model of council and voluntary sector services that prevent people falling into poverty and provide clear routes out of poverty. 	<ul style="list-style-type: none"> • Milestone: A new poverty and inequality action plan is approved by Cabinet (Dec 2024) • Percentage of pupils choosing to receive universal free school meals (new) 	<ul style="list-style-type: none"> • Percentage of people satisfied with their ability to get to/ access the facilities and services they need (new) • Percentage of people living in households in material deprivation
		<ul style="list-style-type: none"> • Support communities to reuse and repair items through initiatives such as re-use shops and Repair Cafes. 	<ul style="list-style-type: none"> • Milestone: All four library of things are fully operational (March 2025) • i) The financial saving ii) Carbon saving from items borrowed through Benthyc Library of Things 	
		<ul style="list-style-type: none"> • Promote healthier lifestyles, which can reduce health inequalities, through increased physical activity, nutritious food and access to open spaces. 	<ul style="list-style-type: none"> • Milestone: A new inclusive Cultural Strategy is approved by Cabinet (March 2025) • Percentage of people participating in sporting activities three or more times a week (new) • Number of attendances at MonLife run free or low-cost play provision for children (new) 	<ul style="list-style-type: none"> • Healthy life expectancy i) female ii) male • Gap in healthy life expectancy i) female ii) male • Difference in average pay between men and women working in the county (£) • Percentage of children living in relative low-income families
		<ul style="list-style-type: none"> • Empower and facilitate citizens and communities to develop their own solutions to build their resilience using all council assets; people, financial and built. 	<ul style="list-style-type: none"> • Milestone: Opening of the Magor and Undy Community Hub (August 2023) • Milestone: Disability Confident Employer (Level 2) Status attained (June 2024) • Milestone: County of Sanctuary Status attained (December 2024) 	<ul style="list-style-type: none"> • Percentage of residents who feel 'People in my local area get on well and help each other' (new) • Percentage of residents who feel 'People in my local area pull together to improve the local area' (new)

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
			<ul style="list-style-type: none"> • Number of local employers who make the disability confident employer pledge • Percentage of people who volunteer • Percentage of the population that can speak Welsh 	
Indicators in the original framework proposed to remove or amend (Fair Place)				
<ul style="list-style-type: none"> • Number of children receiving universal free school meals (replaced, with indicator on percentage uptake of the universal free school meals) • Number of Welsh speakers employed by the council (remove, will continue to be monitored in the council's annual Welsh language report) • The percentage of secondary school pupils who take part in the national Make Your Mark survey and Monmouthshire specific ballot (remove, not outcome focussed. Participation in the survey continues to be evaluated by MonLife) 				
Green Place				
A Green place to live and work, with reduced carbon emissions, and making a positive contribution to addressing the climate and nature emergency.	<ul style="list-style-type: none"> • Council carbon emissions operations are moving towards net zero by 2030 and local communities, partners and businesses are supported to reduce their own carbon footprint. • Enhanced biodiversity and ecosystems resilience and clean, healthy and productive rivers and ocean. • Fairer greener, healthier food and farming in a flourishing economy that benefits all our residents. 	<ul style="list-style-type: none"> • Reduce the carbon emissions generated from the council's properties and vehicles. 	<ul style="list-style-type: none"> • Milestone: new climate and nature emergency strategy approved by Cabinet (May 2024) • Carbon emissions (kgCO2e) from the Council's assets and operations. • Percentage of our local authority fleet which is ultra-low emission (moved from thriving place) 	
		<ul style="list-style-type: none"> • Increase the renewable energy generation capacity of council land and buildings by installing solar panels. 	<ul style="list-style-type: none"> • Capacity (MW) of renewable energy equipment installed on MCC estate • Amount (KWH) of renewable energy generated from Council installations (new) 	
		<ul style="list-style-type: none"> • Work in partnership with communities to help people reduce the carbon emissions from their homes and travel. 	<ul style="list-style-type: none"> • Number of active travel routes created or enhanced. • Percentage of municipal waste sent for recycling, reuse or composting. 	<ul style="list-style-type: none"> • Average carbon emissions per capita in Monmouthshire (tonnes) • Number of rail passenger journeys (new) • Average level of nitrogen dioxide pollution in the air ($\mu\text{g}/\text{m}^3$), measured at Air Quality Management Areas in Monmouthshire • Average annual residual household waste produced per person (kilograms)
		<ul style="list-style-type: none"> • Work in partnership with others to improve river health, biodiversity and eco-system resilience. 		<ul style="list-style-type: none"> • Percentage of the <i>Special Area of Conservation</i> river catchment waterbodies that fail the phosphorus targets

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
				<ul style="list-style-type: none"> Percentage of people who agree that their local area has a clean environment (new)
		<ul style="list-style-type: none"> Improve local food supply chains and developing food as an ethical and sustainable economic sector. Promote community participation in the growing of food while improving education and access to nutritious food. 	<ul style="list-style-type: none"> Milestone: Food strategy developed and approved (May 2024) Milestone: Increased use of seasonal and/or local produce in schools, care homes and domiciliary care (May 2026) 	
Indicators in the original framework proposed to remove or amend (Green Place)				
<ul style="list-style-type: none"> Number of active travel routes in development (remove, incorporated in measure on number of active travel routes created or enhanced) The number of allotment plots created by the council and through private sites supported by the council (remove, specific measure not focussed on outcomes of food strategy) Food waste captured from the waste stream and sent to Anaerobic Digestion (tonnes) (remove, will continue to be monitored by the waste and recycling team, focus in this framework is on the retained measure of Average annual residual household waste produced per person (kilograms)) Number of properties at medium or high risk of flooding (remove, will continue to be monitored as part of flood management planning) 				
Thriving Place				
A Thriving and ambitious place, where there are vibrant town centres, where businesses can grow and develop.	<ul style="list-style-type: none"> Vibrant town centres which bring people together and attract investment. People of all ages and backgrounds have the skills to do well in work or start their own business. Modern, sustainable, accessible and integrated transport and infrastructure. 	<ul style="list-style-type: none"> Work with local communities to implement placemaking plans in Caldicot, Usk, Wye Valley Villages and Chepstow and develop this approach to Monmouth, Abergavenny and Magor. 	<ul style="list-style-type: none"> Milestone: Development of draft Placemaking Plans for Abergavenny, Magor with Undy and Monmouth (March 2025) 	<ul style="list-style-type: none"> Percentage of people satisfied with their local area as a place to live.
		<ul style="list-style-type: none"> Continue to support Monmouthshire's towns and visitor attractions making them accessible and welcoming where amenities, events and experiences are attractive for residents, visitors and businesses. 	<ul style="list-style-type: none"> Number of schools who reported that MonLife Heritage Learning has had a positive impact on teaching and learning in their school (new) Total number of visitors to our heritage & culture sites (new) 	<ul style="list-style-type: none"> Average hourly town centre footfall Percentage of vacant town centre premises Annual economic impact of tourism (£) Number of tourists visiting the county (new) Percentage of people who attend or participate in arts, culture or heritage activities three or more times a year
		<ul style="list-style-type: none"> Provide employment support and advice to help people find jobs and career paths including in shortage areas such as care and construction through the use of apprenticeships and micro-carers scheme. 	<ul style="list-style-type: none"> Milestone: Develop Economy, Employment and Skills Strategy (February 2024) Milestone: Develop and approve NEET strategy (November 2024) Number of NEET young people supported into employment (new) Number of working age population supported into employment by the local authority 	<ul style="list-style-type: none"> Percentage of adults with qualifications at different levels of the national qualification framework i) no qualifications, ii) qualified to level 2 or above, iii) qualified to level 3 or above iv) qualified to level 4 or above (new) Gross Disposable Household income per head (£) Percentage unemployed & percentage employed (16-64 years)

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
			<ul style="list-style-type: none"> Percentage of school leavers not in education, employment or training Percentage of care experienced young people who have completed at least three months in education, training or employment 	(i females, ii males) (new)
		<ul style="list-style-type: none"> Support people who wish to start their own business through innovative means. 	<ul style="list-style-type: none"> Number of pre-start and existing businesses assisted during the year by the local authority and its partners 	<ul style="list-style-type: none"> Percentage of council expenditure spent in local supply chain through public sector contracts (new)
		<ul style="list-style-type: none"> Support the development of a modern, accessible, integrated and sustainable transport system through the development of a local transport plan with an onus on improving walking and cycling routes. 	<ul style="list-style-type: none"> Milestone: Local Transport Plan supporting modal shift is produced (May 2024) 	<ul style="list-style-type: none"> Percentage increase in active travel route usage (new)
		<ul style="list-style-type: none"> Maintain and improve key highways infrastructure including roads, pavements and bridges. 	<ul style="list-style-type: none"> Area for data development and any further measures developed to be added in future. 	
Indicators in the original framework proposed to remove or amend (Thriving Place)				
<ul style="list-style-type: none"> Milestone: County wide digital technology that matches those who need to travel with those who have car spaces is developed (remove, re-focus on activities delivering the objectives) Number of engagements with local businesses/employers (remove, not focused on outcomes, other measures already in the framework). Percentage of local authority vehicle fleet which is ultra-low emission (moved to green place) Number of rail passengers using Monmouthshire train stations (amended and moved to green place) Motor vehicle traffic by local authority (miles) (remove, limited value to understand the impact of the Council's activity) 				
A Safe Place				
A Safe place to live where people have a home and community where they feel secure.	<ul style="list-style-type: none"> Increased supply of good quality affordable housing. Reduced number of people becoming homeless. Communities in which everyone feels safe and respects each other. 	<ul style="list-style-type: none"> Adopt a Replacement Local Development Plan which requires that all development on the new sites identified are net zero carbon and include 33% social housing for rent and 17% shared ownership, ensuring that each strategic site is made integral to existing towns through Active Travel routes 	<ul style="list-style-type: none"> Milestone: Replacement Local Development Plan approved by Council (July 2025) Number of affordable homes granted planning permission in year Number of additional affordable homes delivered (new) 	<ul style="list-style-type: none"> Median house prices compared to median workplace-based earnings Percentage of all homes in the county with an energy efficiency rating of 'C' or above
		<ul style="list-style-type: none"> Tackle homelessness through a holistic preventative approach which includes reducing B&B accommodation through developing the authority's property portfolio 	<ul style="list-style-type: none"> Milestone: The use of B&B accommodation is eliminated for households with children and young people (March 2027) Milestone: Rapid Rehousing Approach introduced (April 2023) 	<ul style="list-style-type: none"> Average weekly rent for social housing in Monmouthshire Average time (months) homeless households spend in Band 1 with a homeless duty before moving on to settled/permanent accommodation

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
			<ul style="list-style-type: none"> Percentage households successfully prevented from becoming homeless. Number of 16- and 17-year-olds in B&B accommodation Number of families in B&B accommodation Number of homeless households in bed and breakfast accommodation Number of homeless households in temporary accommodation 	<ul style="list-style-type: none"> Percentage of social housing allocated to homeless households
		<ul style="list-style-type: none"> Strengthen our partnerships across all agencies, including schools, police, youth and social services, working together and focusing on crime prevention and anti-social behaviour. Work with partners across Gwent to tackle violence against women and girls, domestic abuse and sexual violence. 		<ul style="list-style-type: none"> Number of overall crimes recorded (new) Number of recorded crimes i) sexual offences ii) public order offences (available monthly) (new) Rate of anti-social behaviour incidents per 1,000 population Percentage of residents who feel safe when outside in their local area during the i) day ii) night (new, WLGA survey) Percentage of those referred to the youth offending service who subsequently re-offend
Indicators in the original framework proposed to remove or amend (Safe Place)				
<ul style="list-style-type: none"> Number of rapes and sexual offences committed (replace, amended indicators proposed in the framework) Percentage of people feeling safe at home, walking in the local area, and when travelling (replace, with indicator drawn from new WLGA survey) Average carbon emissions per capita in Monmouthshire (tonnes) (moved to Green place) Rate of households unintentionally homeless and in priority need per 10,000 households (remove, retained a smaller number of focussed measures on homelessness) 				
A Connected Place				
A Connected place where people feel part of a community and are valued.	<ul style="list-style-type: none"> High quality social care and community-based support which enables and empowers people to live their lives on their terms. Healthy and sustainable places and communities where the health inequalities that exist within and between communities have been reduced. A professional and passionate care workforce enabling sufficient provision across the whole social care sector. 	<ul style="list-style-type: none"> Maintain a range of services that support people in periods of vulnerability, from childhood to old age, allowing them to live independently. 	<ul style="list-style-type: none"> The percentage of packages of reablement completed during the year that reduced or mitigated the need for support / positive outcome from reablement Percentage of adult service users who are happy with the care and support they have had Percentage of hours of long-term domiciliary care fulfilled (new) Percentage of families reporting a positive outcome following a building stronger families team 	<ul style="list-style-type: none"> Percentage of children supported to remain living with their family (not including children looked after)

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
			intervention.	
		<ul style="list-style-type: none"> Support people to access high quality and consistent advice which reduces dependency on statutory social services across their lifetime. 	<ul style="list-style-type: none"> Percentage of adult service users who have had the right information or advice when they needed it 	<ul style="list-style-type: none"> Percentage of adult service users who feel part of their community (new)
		<ul style="list-style-type: none"> Invest in the provision of high-quality, not for profit, foster care and residential placements for vulnerable children and young people. 	<ul style="list-style-type: none"> Milestone: Development of a Placement Development Strategy (April 24) Percentage of placements of children who are looked after by the local authority made with in-house foster carers 	<ul style="list-style-type: none"> Percentage of children looked after supported to remain in Monmouthshire. (new)
		<ul style="list-style-type: none"> Develop a longer-term commissioning strategy to support a sustainable domiciliary care sector 	<ul style="list-style-type: none"> Milestone: Approval of a commissioning strategy to support a sustainable domiciliary care sector (May 24) 	
		<ul style="list-style-type: none"> Work in partnership with all carers, paid and unpaid, to provide a range of services that are responsive to their needs. 		<ul style="list-style-type: none"> Number of carers and young carers supported by the carers team
		<ul style="list-style-type: none"> Enable a varied range of activities in safe environments, such as community hubs and leisure centres, that contribute to health and well-being. 	<ul style="list-style-type: none"> Percentage of young people engaged in the youth service Shift project who perceive an improvement in their mental health / emotional well-being (new) Number of schools, volunteers, local interest groups and partners involved in nature-based health and wellbeing projects and initiatives across the county (new) 	<ul style="list-style-type: none"> Percentage of people who are lonely Percentage of adults with two or more healthy lifestyle behaviours Healthy life expectancy at birth (female) Healthy life expectancy at birth (male) Percentage of people who agree 'People in my local area get on well and help each other' (new)

Indicators in the original framework proposed to remove or amend (Connected Place)

- Milestone: Development of a Mental Health action plan
- Number of patients waiting for discharge from hospital for social care reasons (remove, management level indicator monitored regularly within social care & health)
- Number of job vacancies in social care workforce (remove, management level indicator monitored regularly within social care & health)
- Number of people attending: The Monmouthshire Games (remove, new measure proposed in Fair place to live objective)
- Number of people attending: Active Play (removed, new measure proposed in Fair place to live objective)
- Number of people attending: Food & Fun (remove, new measure proposed in Fair place to live objective)
- Number of new in-house foster carers recruited in the year (remove, management level indicator monitored regularly within social care & health)
- Percentage of child assessments completed within statutory timescales (remove, management level indicator monitored regularly within social care & health)
- Percentage of people satisfied with their ability to get to/ access the facilities and services they need (remove, new indicators proposed from WLGA survey)
- Percentage of people satisfied with local area as a place to live (moved to fair place to live)
- Life expectancy at birth (female) (moved to fair place to live)
- Life expectancy at birth (male) (moved to fair place to live)

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
A Learning Place				
A Learning place where everybody has the opportunity to reach their potential.	<ul style="list-style-type: none"> Improved school attendance and reduced levels of exclusion which remove barriers to learning for vulnerable pupils. Education provision meets the needs of a wide range of learners including vulnerable groups and those with additional learning needs. A modern school estate which enables good outcomes for teachers and pupils. 	<ul style="list-style-type: none"> Develop an inclusion strategy that recognises the challenges brought about by the pandemic and addresses them in a contemporary learner focused way. 	<ul style="list-style-type: none"> Milestone: Inclusion Strategy approved by Cabinet (November 24) Milestone: Attendance and Engagement Strategy updated to strengthen systems and processes to improve and sustain high levels of attendance in line with new Welsh Government Guidance. Percentage of schools engaged in professional learning related to Emotionally Based School Avoidance (EBSA); Trauma Informed Approaches; and Autism (new) 	<ul style="list-style-type: none"> Number and rate of permanent exclusions across primary and secondary schools Pupil attendance i) primary ii) secondary (all/eFSM) Rate of fixed term exclusions i) primary ii) secondary (existing, keep) (all/eFSM)
		<ul style="list-style-type: none"> Maintain a continual focus on excellent teaching and learning within the new curriculum seeking excellence for all pupils. 		<ul style="list-style-type: none"> Capped 9 Point Score (females/males/eFSM) (new)
		<ul style="list-style-type: none"> Provide enhanced learning opportunities and evidence-based interventions to ensure that vulnerable pupils are able to achieve their full potential. 	<ul style="list-style-type: none"> Milestone: Additional Learning Provision (ALP) meets the needs of vulnerable learners in the county and is of good quality. Milestone: Quality Assurance of Additional Learning Provision across the county via school's finance forms and provision pyramids is completed. Milestone: Additional Learning Need Coordinators and Specialist Resource Base Leads are engaged in quality assurance processes around the consistency and impact of Additional Learning Need provision through Additional Learning Provision forum and cluster / Specialist Provision and Outreach Team Number of young people supported by Inspire (in school support/outreach support/post 16 support) to achieve an additional qualification and / or achieve a life skill (new) 	

Objective	What we want to achieve (desired outcome)	What we will do (high level actions)	Progress/Outputs (milestones and measures)	Impact/Satisfaction (measures)
		<ul style="list-style-type: none"> Develop a broader education offer including more collaboration between comprehensive schools, further education partners and vocational training. 	<ul style="list-style-type: none"> Total number of enrolments by adult learners on community education courses including Coleg Gwent franchise courses 	<ul style="list-style-type: none"> Percentage of adults with qualifications at different levels of the national qualification framework i) no qualifications, ii) qualified to level 2 or above, iii) qualified to level 3 or above iv) qualified to level 4 or above
		<ul style="list-style-type: none"> Build a new, carbon neutral, 3 – 19 school in Abergavenny. 	<ul style="list-style-type: none"> Milestone: A new carbon neutral, 3-19 school is opened in Abergavenny (phase 1 April 25, phase 2 April 26) 	
		<ul style="list-style-type: none"> Deliver a plan for the maintenance and development of the school estate; increasing the provision for learning through the medium of Welsh and ensuring that all learners are taught in modern and effective settings. 	<ul style="list-style-type: none"> Milestone: A strategic review of school catchments is completed and recommendations are made to Cabinet Milestones: Deliver a new non-maintained nursery in Trellech, invest S106 funding to improve the infrastructure at Castle Park and Archbishop Rowan Williams schools and improve and develop the buildings used to accommodate the Pupil Referral Service. (Trellech March 25, ARW Jan 27) Milestone: A new Welsh-medium seedling provision is opened in Monmouth (Sept 2025) Milestone: A newly refurbished Welsh-medium primary school is opened (Opened and refurbished Sept 2025) Number of Reception learners in Welsh medium schools (new) Number of children transitioning from a Welsh language primary school to a Welsh language secondary school (new) 	<ul style="list-style-type: none"> Percentage of learners studying for an assessed qualification in Welsh as a subject (new)
Indicators in the original framework proposed to remove or amend (Learning Place)				
<ul style="list-style-type: none"> Milestone: Range of courses available to reflect the needs and interests for 14-19-year olds (removed, to be assessed through self-assessment) Milestone: Progress of vulnerable learners is good (removed, replaced by Capped 9-point score cap (efsm)) 				

Scroll down for appendix 2 (Target Updates)

APPENDIX 2

Community and Corporate Plan - Target Updates

This appendix only contains the indicators that targets have been set for. These are those which the council can have a direct and measurable effect on. Measures that we track because they will inform the assessment of progress against longer-term outcomes will be made available, but do not have associated local authority targets.

Measure	22/23 data	23/24 data	23/24 target	24/25 proposed target	26/27 proposed target
A Fair Place to Live					
Percentage of people who volunteer	32 (19/20 data)	39 (22/23 latest data)	40	40	40
Number of local employers who make the disability confident employer pledge	46 (Oct 23)	59 (June 24)	50	70	80
Percentage of the population that can speak Welsh	16.6	19.7	16.9	18	18
Percentage of pupils choosing to receive universal free school meals	New measure	75 (April 24)	New measure	77	New measure 80
Percentage of people participating in sporting activities three or more times a week	42 (21/22)	43 (22/23 latest data)	New measure	45	New measure 47
Number of attendances at MonLife run free or low-cost play provision for children	New measure	New measure	New measure	10,000	New measure 10,000 per year
i) The financial saving ii) Carbon saving from items borrowed through Benthgy Library of Things	New measure	New measure Since opening, there has been a financial saving of £18.9k and a carbon saving of 9,755kg	New measure	i) £20,000 community costs saved ii) 10,000kg CO2 saved,	New measure i) £20,000 community costs saved ii) 10,000kg CO2 saved,
A Green Place to Live					
Carbon emissions (kgCO2e) from the Council's assets and operations	48,576 (21/22)	44,248 (22/23 latest data)	40,500	36,000	30,000
Capacity (MW) of renewable energy equipment installed on MCC estate	6.224 (21/22)	6.598 (22/23 latest data)	6.640	6.7	6.75
Amount (kwh) of renewable energy generated from Council installations	4,783,567kwh	4,783,567(kwh) (22/23 (latest data)	New measure	4,857,500	New measure 4,893,750
Percentage of our local authority fleet which is ultra-low emission	8.4	10.2	9	12	36
Percentage of municipal waste sent for recycling, reuse or composting	70	71.7	70	72	72
Number of active travel routes created or enhanced	17	20	18	14	18
A Thriving and Ambitious Place					
Number of NEET young people supported into employment	New measure	21	New measure	25	New measure 30
Number of working age population supported into employment by the local authority	142	115	90	60	100
Percentage of school leavers not in education, employment or training	1.8	1.8	1.6	1.5	1
Number of pre-starts and existing businesses assisted during the year by the local authority and its partners	55	165	160	180	80
Percentage of care experienced young people who	Newly adjusted measure	52.5	Newly adjusted measure	60	Newly adjusted measure

Measure	22/23 data	23/24 data	23/24 target	24/25 proposed target	26/27 proposed target
have completed at least three months in education, training or employment					75
Number of schools who reported that MonLife Heritage Learning has had a positive impact on teaching and learning in their school	New measure	10	New measure	10	New measure 10
Total number of visitors to our heritage & culture sites	New measure	194,700	New measure	198,000	New measure 200,000
A Safe Place to Live					
Number of affordable homes granted planning permission in year	50	46	Cumulative target	50	Cumulative target of 800 by 26/27
Number of additional affordable homes delivered	48	70	New measure	60	New measure to be set in line with RLDP
Percentage of households who are successfully prevented from becoming homeless	50	71	55	70	70
Number of 16- and 17-year-olds in B&B accommodation	0	0	0	0	0
Number of families in B&B accommodation	New measure	New measure	New measure	New Measure	0
Number of homeless households in bed and breakfast accommodation	92	46	75	40	25
Number of homeless households in temporary accommodation	117	161	176	150	146
A Connected Place Where People Care					
Percentage of adult service users who are happy with the care and support they have had	83.5	83.1	New measure	90	New measure 90
The percentage of packages of reablement completed during the year that mitigated the need for support / positive outcome from reablement	57.1	55.3	60	60	65
Percentage of young people engaged in the youth service Shift project who perceive an improvement in their mental health / emotional well-being	85	84	New measure	85	New measure 85
Percentage of placements of children who are looked after by the local authority made with in-house foster carers	37.7	36.5	42.9	43	45
Percentage of families reporting a positive outcome following a building stronger families team intervention	87.5	100	88.1	90	90
Percentage of hours of long-term domiciliary care required that is fulfilled	New measure	96.5% (March 24)	New measure	New Measure 96	New measure 97
Percentage of adult service users who have had the right information or advice when they needed it		77.6	77.5	80	85
Number of schools, volunteers, local interest groups and partners involved in nature-based health and wellbeing projects and initiatives across the county	New measure	New measure	New measure	30	30
A Learning Place					
Pupil attendance i) primary ii) secondary (all/eFSM)	i) 91.8 (88.1) ii) 92.9 (89.3) (2021/22 academic year)	i) 92.9 (89.3) ii) 87.7 (78.7) (2022/23 academic year)	i) 94.6 (92.6) ii) 91.2 (82.4) (Targets for 2023/24 academic year)	i) 94.6 (92.6) ii) 91.2 (82.4)	94 (fsm cohort to be within 2%)
Number of young people supported by Inspire (in school support/outreach support/post 16 support) to	New measure	New measure	New measure	133	133 (subject to funding)

Measure	22/23 data	23/24 data	23/24 target	24/25 proposed target	26/27 proposed target
achieve an additional qualification and / or achieve a life skill					
Percentage of schools engaged in professional learning related to Emotionally Based School Avoidance (EBSA); Trauma Informed Approaches; and Autism	New measure	New measure	New measure	100%	100%
Number of Reception learners in Welsh medium schools		48 (22/23 latest data)	New measure 69	New Measure 85	New measure 110
Number of children transitioning from a Welsh language primary school to a Welsh language secondary school		27 (22/23 latest data)	New measure 41	New Measure 46	New measure 30
Total number of enrolments by adult learners on community education courses including Coleg Gwent franchise courses	560	937	718	876	1,192