

Public Document Pack



Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

County Hall
Rhadyr
Usk
NP15 1GA

Tuesday, 4 July 2023

Dear Councillor

INDIVIDUAL CABINET MEMBER DECISIONS

Notice is hereby given that the following decisions made by a member of the cabinet will be made on Wednesday, 12 July 2023.

1. **SCHOOL BALANCES KING HENRY VIII & DERI VIEW PRIMARY** 1 - 14

Division/Wards Affected: Cantref; Croesonen; Crucorney; Gobion Fawr; Grofield; Lansdown; Llanelly Hill; Llanfoist & Govilon; Mardy; Park; Pen Y Fal
CABINET MEMBER: County Councillor Martyn Groucutt

AUTHOR

Nikki Wellington – Support Services Manager

Email: Nicolawellington@monmouthshire.gov.uk

Yours sincerely,

Paul Matthews
Chief Executive

CABINET PORTFOLIOS

County Councillor	Area of Responsibility	Ward
Mary Ann Brocklesby	<p>Leader Lead Officer – Paul Matthews, Matthew Gatehouse</p> <p>Whole Authority Strategy and Direction Whole authority performance review and evaluation Promoting localism within regional and national frameworks Relationships with Welsh Government, UK Government and local government associations Regional Relationships with City Regions and Public Service Board Strategic Procurement Local Food production and consumption, including agroforestry and local horticulture</p>	Llanelly
Paul Griffiths	<p>Cabinet Member for Planning and Economic Development Deputy Leader Lead Officer – Frances O’Brien</p> <p>Economic Strategy Local development plan and strategic development plan including strategic housing sites Supporting Town Centres including car parking and enforcement Development Management and Building Control Skills and Employment Broadband connectivity Car parks and civil enforcement</p>	Chepstow Castle & Larkfield
Rachel Garrick	<p>Cabinet Member for Resources Lead Officers – Peter Davies, Frances O’Brien, Matthew Phillips, Jane Rodgers</p> <p>Finance including MTFP and annual budget cycle Benefits Digital and information technology Human resources, payroll, health and safety Land and buildings Property maintenance and management Emergency planning</p>	Caldicot Castle
Martyn Groucutt	<p>Cabinet Member for Education Lead Officers – Will McLean, Ian Saunders</p> <p>Early Years Education All age statutory education Additional learning needs/inclusion</p>	Lansdown

	<p>Post 16 and adult education School standards and improvement Community learning Sustainable communities for learning Programme Youth service School transport</p>	
Sara Burch	<p>Cabinet Member for Inclusive and Active Communities Lead Officers – Frances O’Brien, Ian Saunders, Jane Rodgers, Matthew Gatehouse</p> <p>Homelessness Affordable Housing Delivery and private sector housing (empty homes, leasing scheme, home improvement loans, disabled facilities grants and adaptive tech) Active travel and Rights of way Leisure centres, play and sport Tourism Development and Cultural strategy Public conveniences trading standards, environmental health, public protection and licencing</p>	Cantref
Ian Chandler	<p>Cabinet Member for Social Care, Safeguarding and Accessible Health Services Lead Officer – Jane Rodgers</p> <p>Children’s services Fostering & adoption Youth Offending service Adult services Whole authority safeguarding (children and adults) Disabilities Mental health and wellbeing Relationships with health providers and access to health provision</p>	Park
Catrin Maby	<p>Cabinet Member for Climate Change and the Environment Lead Officer – Frances O’Brien, Matthew Gatehouse</p> <p>Decarbonisation Transport planning, public transport, highways and MCC fleet Waste management, street care, litter, public spaces, and parks Pavements and back lanes Flood alleviation, management and recovery Countryside, biodiversity, and river health</p>	Drybridge

<p>Angela Sandles</p>	<p>Cabinet Member for Equalities and Engagement Lead Officers – Frances O'Brien, Matt Phillips, Matthew Gatehouse, Jane Rodgers</p> <p>Community inequality and poverty (health, income, nutrition, disadvantage, discrimination, isolation and cost of living crisis) Citizen engagement and democracy promotion including working with voluntary organisations Citizen experience - community hubs, contact centre, and customer service and registrars Electoral Services and constitution review Communications, public relations and marketing Ethics and standards Welsh Language</p>	<p>Town</p>
-----------------------	---	-------------

Aims and Values of Monmouthshire County Council

Our purpose

Building Sustainable and Resilient Communities

Objectives we are working towards

- Giving people the best possible start in life
- A thriving and connected county
- Maximise the Potential of the natural and built environment
- Lifelong well-being
- A future focused council

Our Values

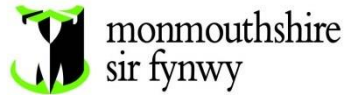
Openness. We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

Fairness. We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

Flexibility. We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

Teamwork. We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

Kindness: We will show kindness to all those we work with putting the importance of relationships and the connections we have with one another at the heart of all interactions.



SUBJECT: SCHOOL BALANCES KING HENRY VIII & DERI VIEW PRIMARY
MEETING: Cllr M Groucutt.
DATE TO BE CONSIDERED: 12th July 2023
WARDS AFFECTED: Cantref / Mardy / Llanelly / Croesonen / Landsdown / Park / Grofield / Pen Y Fal / Llanfoist Fawr / Govilon / Gobion Fawr / Crucorney.

1. PURPOSE

- 1.1 To seek approval from the Cabinet member to transfer the net surplus balances on the closure of King Henry VIII and Deri View Primary school to the new King Henry VIII 3 – 19 School.

2. RECOMMENDATIONS

- 2.1 It is recommended that the Cabinet Member approves the transfer of the net balance as at 31st August 2023 from King Henry VIII and Deri View Primary on their closure to the new King Henry VIII 3 – 19 School.

3. KEY ISSUES

- 3.1 The Fair Funding Regulations July 2018 for Monmouthshire state:

When a school closes, any balance (whether surplus or deficit) will revert to the authority. Such balance cannot be transferred to any other school, even if that school is a successor to a closing school.

- 3.2 School balances over the past few years have significantly increased due to the grants that have been made available from Welsh Government which are primarily used to support the recovery from Covid. These grants were given to schools to support the pupils in their school to improve standards and allow pupils to catch up.

- 3.3 The school balances for both schools are detailed below:

School	2018-19	2019-20	2020-21	2021-22	2022-23
KHS VIII	£82,797	£225,700	£197,496	£754,585	£785,179
Deri View	£80,001	£73,957	£148,109	£189,790	£26,326

- 3.4 Where the balances are highlighted red this is indicating the school is in a deficit for the year.

3.5 The current budget balances for 2023-24 are shown below:

King Henry VIII £559,917

Deri View Primary £24,785 (Deficit)

The net surplus balance for both school is £535,132

3.6 The pupils attending the existing two schools currently will transfer into the new school, in most cases been in the school for many years. The grants awarded to these exiting schools have been awarded based on this pupil population.

3.7 The proposal is to transfer the net balances as at 31st August 2023 for both schools to the new King Henry VIII 3 – 19 school, to support the same pupil population and allow the same support and recovery for which these grants were given.

3.8 If this is not approved the net balance will be returned to the Children and Young People Directorate, it will be then for the management team to determine their use. Should this be the case the new school will open with a predicted deficit of £525,840 which will result in immediate restructuring of the school.

3.9 The advantage of allowing the balances to transfer will enable the new school to develop a staffing structure for the future to support pupils and to use the grants as they were intended.

3.10 Welsh Government have provided a number of grants to support learner to recover from the Covid Pandemic, the main grant is Recruit / Retain / Raise standards (RRR's), but other grants include support for Post 16 Education. In total King Henry VIII received £505,257 and Deri View received £125,666 in Covid related grants.

4.0 OPTIONS APPRAISAL

The options are to:

1. Return the balances to the Children and Young People Directorate.
2. Use the net balances as at 31st August 2023 to transfer to the new school. This is the preferred option as detailed above.

5. EVALUATION CRITERIA

Please see evaluation criteria set out in **Appendix A**.

6. REASONS

- 6.1 To ensure the Welsh Government Grants are used as they were intended.
- 6.2 To allow the support of all pupils to continue.

7. RESOURCE IMPLICATIONS

- 7.1 The net balances as at the 31st August 2023 are forecast to be £535,132. These would transfer to the new school and would not be used by the Local Authority .

8. WELL BEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING & CORPORATE PARENTING)

See attached at **Appendix A.**

9. CONSULTEES

Cabinet Members
Directorate Management Team
Headteachers
Governing Body of both schools.

10. BACKGROUND PAPERS

Fair Funding Regulation 2018.
Budget 2023-24 for both schools
Outturn statement for both schools

11. AUTHOR

Nikki Wellington – Support Services Manager

Email: Nicolawellington@monmouthshire.gov.uk

This page is intentionally left blank



<p>Name of the Officer Nikki Wellington</p> <p>Phone no: 07766504389 E-mail: nicolawellington@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>This proposal is for the net financial balances of both King Henry VIII and Deri View Primary as at 31st August 2023 are transferred to the opening King Henry VIII 3 – 19 school and not returned to the Local Authority. This will allow the new school to continue with the support for pupils, the majority of these balances are as a result of Covid related grants from Welsh Government.</p>
<p>Name of Service area</p> <p>Children and Young People</p>	<p>Date 21st June 2023</p>

Page 5

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	This will positively impact the pupils of both schools. The funding if agreed will allow the current interventions to continue and staff to be maintained.	No specific impact	Maintain current interventions for pupils and allow exiting staff to be maintained.
Disability	This will positively impact pupils to allow the post pandemic interventions and support to continue.	No specific impact	Maintain current interventions for pupils and allow exiting staff to be maintained.

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 specific impact	No specific impact	No specific impact
Marriage or civil partnership	No specific impact	No specific impact	No specific impact
Pregnancy or maternity	No specific impact	No specific impact	No specific impact
Race	.No specific impact	No specific impact	No specific impact
Religion or Belief	.No specific impact	No specific impact	No specific impact
Sex	No specific impact	No specific impact	No specific impact
Sexual Orientation	.No specific impact	No specific impact	No specific impact

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?
Socio-economic Duty and Social Justice	No specific impact	No specific impact	No specific impact.

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>	No specific impact	No specific impact	No specific impact
<p>Operational</p> <p>Recruitment & Training of workforce</p>	Staff employed from this grant funding will be maintained in post to support the pupils of both schools.	No specific impact	Maintain current interventions for pupils and allow exiting staff to be maintained.
<p>Service delivery</p> <p>Use of Welsh language in service delivery</p> <p>Promoting use of the language</p>	No specific impact	No specific impact	No specific impact



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 positive impact is that staff funded from this grant will continue to be employed, there may be increased employment opportunities as the new school develops a sustainable staffing structure. There are no negative impacts.</p>	<p>No specific impact</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>No specific impact</p>	<p>No specific impact</p>
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>No specific impact</p>	<p>No specific impact</p>
<p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>No specific impact</p>	<p>No specific 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 specific impact</p>	<p>No specific impact</p>
<p>A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>No specific impact</p>	<p>No specific impact</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?
A more equal Wales People can fulfil their potential no matter what their background or circumstances	This will allow pupils to continue with their catch up from Covid and help them to achieve their full potential.	The positive impact of continuing to use the school balances as intended to support the pupils will assist in enabling pupils to achieve their goals.

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>	<p>A sustainable staffing structure is being developed by the Head and Governing Body, to enable it to have the full impact and improve standards the funding will be required to support this. If the funding is not transferred the school will need to make immediate staffing reductions to balance the budget.</p>	<p>The school development plan will be agreed by Governors and will need to be costed; this will be the long term plan for the school.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>The schools already work with a large number of partners to achieve their objectives, this will allow these partnerships to continue.</p>	<p>Should the funding not be transferred this work will need to reduce and which may lead to a reduction in support for pupils</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>None</p>	<p>None</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>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The grants are for intervention to recover from the pandemic, this will allow the work to continue. Should this not be transferred the support will stop and the attainment of some pupils may reduce meaning they do not achieve their goals.</p>	<p>The intervention programmes already in place will continue and assist in pupils achieving their goals.</p>
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>None</p>	<p>None</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	No impact	No impact	N/A
Corporate Parenting	No impact	No impact	N/A

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

School balances / grant plans / staffing proposals / school budget / pupil data

- Equalities dashboard link. [Equality data dashboard for EQIA's 2020.xlsx](#)

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 are:
The school will be able to continue with the intervention work that they have already started to assist pupils in achieving their goals.

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
Review of school budget and impact of grant spend	September 2024	Headteacher and Governing Body with School improvement from the Local Authority.

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
1.1	Individual members decision initial draft	30th June 2023	Initial Draft

This page is intentionally left blank