

Public Document Pack



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County Hall
Rhadyr
Usk
NP15 1GA

Wednesday, 16 March 2016

Dear Councillor

CABINET

You are requested to attend a **Special Cabinet** meeting to be held at **Council Chamber - Council Chamber** on **Thursday, 24th March, 2016**, at **2.00 pm**.

AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. To consider the following reports (Copies attached):
 - i. **Recommendations from CYP Select** 1 - 26

Purpose: To refer to cabinet the outcomes of the CYP select call-in, which reviewed the funding formula report, considered by cabinet on 3rd February, specifically the £250k proposed reduction in funding for Mounon House School.

Author: Tracey Harry, Head of Democracy and Regulatory Service

Contact Details: traceyharry@monmouthshire.gov.uk
 - ii. **Report on Proposal to Discontinue Llanfair Kilgeddin VA Church in Wales Primary School** 27 - 56

Purpose: To provide a conclusion to the ongoing statutory process which proposes to discontinue Llanfair Kilgeddin VA Church in Wales Primary School. To provide members with details of any objections received following publication of the statutory notice concerning the above.

Author: Cath Sheen – Client Liaison Officer.

Contact Details: cathsheen@monmouthshire.gov.uk
 - iii. **Report to Undertake Regulated Alterations at Monmouth Comprehensive School to Reduce the School Capacity and Establish a Special Needs Resource Base (SNRB)** 57 - 78

Purpose: To provide a conclusion to the ongoing statutory process which proposes to undertake regulated alterations at Monmouth Comprehensive School, including a reduction to the School's capacity and the establishment of a

Special Needs Resource Base (SNRB). To provide members with details of any objections received following publication of the statutory notice concerning the above.

Author: Cath Sheen, Client Liaison Officer
Contact Details: cathsheen@monmouthshire.gov.uk

iv. **Whole Authority Strategic Risk Assessment**

79 - 94

Purpose: To provide Cabinet with an overview of the current strategic risks facing the authority. To seek Cabinet approval of the whole authority risk assessment

Author: Matthew Gatehouse, Policy and Performance Manager
Contact Details: matthewgatehouse@monmouthshire.gov.uk

v. **Acorn Project Staffing Restructure**

To
Follow

Purpose: To outline the restructure of Acorn Project staffing due to a reduction in the Welsh Government Families First grant April 2016 – March 2017. To seek approval for the release of any potential redundancy payments arising from the restructure from the contingent liability reserve.

Author: Clair Evans, Children's and Sure Start Manager
Contact Details: clairevans@monmouthshire.gov.uk

vi. **To consider whether to exclude press and public during consideration of the following item of business:**

vii. **Deletion of Post from CYP Directorate**

95 - 106

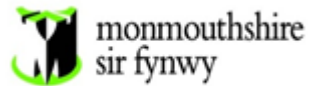
Purpose: As contained within the report.
Author: Sharon Randall-Smith
Contact Details: sharonrandall-smith@monmouthshire.gov.uk

Yours sincerely,

Paul Matthews
Chief Executive

CABINET PORTFOLIOS

County Councillor	Area of Responsibility	Partnership and External Working	Ward
P.A. Fox (Leader)	Organisational Development Whole Council Performance, Whole Council Strategy Development, Corporate Services, Democracy, Trading Standards, Public Protection, Licensing	WLGA Council WLGA Coordinating Board Local Service Board	Portskewett
R.J.W. Greenland (Deputy Leader)	Innovation, Enterprise & Leisure Innovation Agenda, Economic Development, Tourism, Social Enterprise, Leisure, Libraries & Culture, Information Technology, Information Systems.	WLGA Council Capital Region Tourism	Devauden
P.A.D. Hobson (Deputy Leader)	Community Development Community Planning/Total Place, Equalities, Area Working, Citizen Engagement, Public Relations, Sustainability, Parks & Open Spaces, Community Safety, Environment & Countryside.	Community Safety Partnership Equalities and Diversity Group	Larkfield
E.J. Hacket Pain	Schools and Learning School Improvement, Pre-School Learning, Additional Learning Needs, Children's Disabilities, Families First, Youth Service, Adult Education.	Joint Education Group (EAS) WJEC	Wyesham
G. Burrows	Social Care, Safeguarding & Health Adult Social Services including Integrated services, Learning disabilities, Mental Health. Children's Services including Safeguarding, Looked after Children, Youth Offending. Health and Wellbeing.	Gwent Frailty Board Older Persons Strategy Partnership Group	Mitchel Troy
P. Murphy	Resources Accountancy, Internal Audit, Estates & Property Services, Procurement, Human Resources & Training, Health & Safety, Development Control, Building Control.	Prosiect Gwrydd Wales Purchasing Consortium	Caerwent
S.B. Jones	County Operations Highways, Transport, Traffic & Network Management, Waste & Recycling, Engineering, Landscapes, Flood Risk.	SEWTA Prosiect Gwyrdd	Goytre Fawr



Sustainable and Resilient Communities

Outcomes we are working towards

Nobody Is Left Behind

- Older people are able to live their good life
- People have access to appropriate and affordable housing
- People have good access and mobility

People Are Confident, Capable and Involved

- People's lives are not affected by alcohol and drug misuse
- Families are supported
- People feel safe

Our County Thrives

- Business and enterprise
- People have access to practical and flexible learning
- People protect and enhance the environment

Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation
- Maintaining locally accessible services

Our Values

- **Openness:** we aspire to be open and honest to develop trusting relationships.
- **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goals.

Cymunedau Cynaliadwy a Chryf

Canlyniadau y gweithiwn i'w cyflawni

Neb yn cael ei adael ar ôl

- Gall pobl hŷn fyw bywyd da
- Pobl â mynediad i dai addas a fforddiadwy
- Pobl â mynediad a symudedd da

Pobl yn hyderus, galluog ac yn cymryd rhan

- Camddefnyddio alcohol a chyffuriau ddim yn effeithio ar fywydau pobl
- Teuluoedd yn cael eu cefnogi
- Pobl yn teimlo'n ddiogel

Ein sir yn ffynnu

- Busnes a menter
- Pobl â mynediad i ddysgu ymarferol a hyblyg
- Pobl yn diogelu ac yn cyfoethogi'r amgylchedd

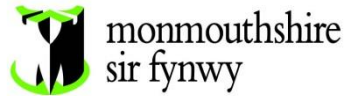
Ein blaenoriaethau

- Ysgolion
- Diogelu pobl agored i niwed
- Cefnogi busnes a chreu swyddi
- Cynnal gwasanaethau sy'n hygyrch yn lleol

Ein gwerthoedd

- **Bod yn agored:** anelwn fod yn agored ac onest i ddatblygu perthnasoedd ymddiriedus
- **Tegwch:** anelwn ddarparu dewis teg, cyfleoedd a phrofiadau a dod yn sefydliad a adeiladwyd ar barch un at y llall.
- **Hyblygrwydd:** anelwn fod yn hyblyg yn ein syniadau a'n gweithredoedd i ddod yn sefydliad effeithlon ac effeithiol.
- **Gwaith tîm:** anelwn gydweithio i rannu ein llwyddiannau a'n methiannau drwy adeiladu ar ein cryfderau a chefnogi ein gilydd i gyflawni ein nodau.

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SUBJECT:	Recommendations from CYP Select
MEETING:	CABINET
DATE:	24th Cabinet 2016
DIVISION/WARDS AFFECTED:	None

1. Purpose:

To refer to cabinet the outcomes of the CYP select call-in, which reviewed the funding formula report, considered by cabinet on 3rd February, specifically the £250k proposed reduction in funding for Mounton House School.

2. Recommendation:

Cabinet consider recommending to council phasing the £250k reduction in funding over a longer period than the proposed implementation date of 1st April 2016 as permitted under para 16 standing orders within the council's constitution.

Cabinet ensure that the funding situation of Mounton House is reviewed regularly to ensure that the school is achieving its recovery plan and appropriate support is provided by the Local Authority.

Regular update reports to be provided to CYP Select Committee, on the financial and non - financial position of Mounton House School at which both the Executive head, chair of Governors and cabinet member will be invited to attend in line with a timetable as agreed by the cabinet member.

3. Key Issues

Members of the CYP select committee were concerned regarding the proposal to withdraw £250k of funding from the school, the immediacy of the proposed reduction, coupled with the current absence of a strategic review for the school. The select committee called in the funding formula cabinet report where cabinet agreed the reduction in funding in order for the situation at the school to be considered in more depth.

CYP Select considered the matter at its meeting of 22nd February and received information from both officers, the cabinet member for education, and The Chair of Governors and Executive Head of Mounton House.

The main concerns identified by the committee were:

- Timing of the proposed reduction in funding, given the current financial deficit position of the school.

- The current uncertainty regarding the future of the school given the absence of a strategic plan and the impact of the reduction in funding on staffing levels now and in the future
- Concerns that the school has not been marketed to attract additional pupils.

The Cabinet member agreed that a further meeting would be held with members of the committee to discuss the situation further and that a report would be prepared for cabinet to consider the recommendations from that meeting.

The position regarding the £250 k reduction in formula funding was clarified for members i.e. the reduction in formula funding of £250k was agreed by full council on 21st January, as part of the council budget for 2016/17 and therefore the decision to remove the funding has already been made and cannot be overturned unless a specific recommendation is made by cabinet to council to reconsider the decision.(paragraph 16 of the Constitution standing orders)

At the follow up meeting Members of the select committee were reassured that the deficit funding situation at the school was recoverable and that officers from the local authority are working closely with the executive head and are confident that the school's finances can be brought back into balance and the school will be given the necessary time to enable this to be achieved.

The future of Mounton House is yet to be determined and is being considered in phase 3 of the ALN review which is on-going. The reduction in formula funding will have no bearing on the outcome of the review.

Welsh Government guidance surrounding the use of residential placements is clear in that local authorities should look to maintain children in their own communities and therefore it is whether that marketing the school would generate additional pupils from outside the county.

The cabinet member for education agreed to ensure that a time table of reporting was put together outlining when the CYP select committee will be updated regarding the operational and funding situation at the school.

4. Report Author :

Tracey Harry, Head of Democracy and Regulatory Services, on behalf of CYP Select Committee.

SUBJECT: PROPOSED CHANGES TO THE FUNDING FORMULA FOR SCHOOLS

MEETING: CABINET

DATE: 3RD FEBRUARY 2016.

DIVISION/WARDS AFFECTED: ALL

1. PURPOSE:

1.1 To provide members with an update on the proposed changes to the school funding formula.

1.2 To provide members with details of any consultation responses received in relation to these proposals.

2. RECOMMENDATIONS:

2.1 That Cabinet approve the following changes for the school funding formula;

- (i) Threshold funding for teachers
- (ii) Top Up funding for primary schools
- (iii) Funding for free school meals
- (iv) Funding for the residential element of Mounton House Special School.

3. KEY ISSUES:

3.1 The funding formula distributes funding to schools on an agreed basis. The formula is reviewed annually.

3.2 The Schools Budget Funding Forum oversee any proposed changes to the formula and permission to consult on any changes is agreed by the forum members.

3.3 For the financial year 2016-17, two consultation papers have been issued:

- (i) Paper 1: Threshold funding for Teaching staff, Top up funding for Primary schools and funding for Free School Meals.
- (ii) Paper 2: Funding for the residential element for Mounton House Special School.

3.4 Threshold funding is for schools with teachers on the Upper Pay Scale (UPS). It is currently a large administrative burden to determine the required funding each year. Schools are required to provide details of all staff on UPS and determine if they will be eligible to increment the following September. Recent changes to the terms and conditions for teachers means pay progress can be accelerated, therefore adding to the financial burden for schools.

The current formula funds teaching staff on two rates, those on the main pay scale are funded at the top of this scale and those who have progressed on to the upper pay scale are funded at their actual rate. Hence the administrative burden for schools to provide this data.

The proposal is to fund all teaching staff at the top of the upper pay scale therefore reducing the pay burden to schools and reduce the administration.

3.5 The formula for primary schools funds a maximum of 30 pupils per class. This is determined separately for Foundation Phase and Key Stage 2. Schools who do not have straight classes of 30 in each year group will need to mix classes.

Recent changes from the Welsh Government now allow classes to be increased above 30, examples of which are where an appeal for admission is allowed, the admission of a looked after child and armed forces families.

In these cases, some primary schools have not employed additional teachers, but have breached. Therefore the funding has been used to increase the school balance, and in some cases the schools already have a significant surplus.

The proposal is to consult with schools on an individual basis who are receiving more than £20,000 in top up funding. If the school and local authority determine an additional teacher is required then funding will be provided. This will be determined at the January count. It is not anticipated to have class sizes significantly larger than current provision.

3.6 The current formula distributes funding for primary schools to fund meals for pupils who are entitled to free school meals. With the exception of one primary school, all primary schools use the school meal service provided by the Local Authority. This service is provided free of charge and the Local Authority funds those pupils entitled to a free meal.

As a result this funding is duplicated, therefore the proposal is to continue to distribute the funds via other elements of the formula, such as general allowances. The primary school that provides their own meal service will not be affected by this.

3.7 All the above proposals will not reduce funding for schools, the aim of these changes is to allow a fairer distribution.

3.8 The above changes have been subject to wide consultation, and the consultation paper is shown in appendix 1. All responses are shown in appendix 2. The School Budget Funding Forum agreed to progress these proposals at their meeting in November 2015.

3.9 The second paper relates to proposed changes to the funding of the residential element for Mounton House Special School. The current formula provides funding for 42 residential placements. This was last reviewed in 2010.

Since then the number of pupils having residential placements at the school has reduced significantly, and is currently at circa 12, covering both Monmouthshire and out of county pupils.

The proposal is to reduce funding by £250,000, which is a direct reduction to the schools budgets, therefore funding 18 residential placements.

The saving will be used to support the Medium Term Financial Plan for the financial year 2016-17, and is part of the budget mandate process.

3.10 This proposal has been subjected to wide consultation, the consultation paper is shown in appendix 3 and the responses are in appendix 4.

4. REASONS:

4.1 To ensure that the funding for schools is distributed on the fairest method.

5. RESOURCE IMPLICATIONS:

5.1 There are no resource implications. However the funding reduction for Mounton House Special School could place the school in a deficit budget. The school is currently facing a deficit budget of £142,391 and is working closely with the Local Authority to develop a recovery plan. It is anticipated that further reductions will need to be made, and the Governing Body are aware of this.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 This is shown in appendix 5.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS:

7.1 There are no safeguarding or corporate implications associated with this report.

8. CONSULTEES:

8.1 All Head teachers of Monmouthshire Schools

8.2 Chairs of Governing Bodies of Monmouthshire Schools

8.3 The Schools Budget Forum

8.4 The Senior Management Team

8.5 The Departmental Management Team of the Children and Young People Directorate

8.6 Diocesan Directors of Education

8.7 All Elected Members

8.8 CYP Select Committee.

9. BACKGROUND PAPERS:

- 9.1 Current funding formula
- 9.2 Minutes from the working group
- 9.3 Consultation responses
- 9.4 Schools Budget Share (Wales) Regulations 2010.

10. AUTHOR:

Nikki Wellington – CYP Finance Manager.

11. CONTACT DETAILS:

Tel: 01633 644549

E-mail: nicolawellington@monmouthshire.gov.uk



APPENDIX 1

MONMOUTHSHIRE LOCAL EDUCATION AUTHORITY CHILDREN AND YOUNG PEOPLE DIRECTORATE CONSULTATION DOCUMENT – CHANGES TO THE FUNDING FORMULA FOR SCHOOLS.

- This document forms part of the consultation process on the proposed changes to the funding formula which delegates funding to schools within Monmouthshire.
- The relevant Welsh Government legislation that Monmouthshire Local Education Authority is bound by is:
The Schools Budget Share (Wales) Regulations 2010.

CONSULTATION DOCUMENT

CHANGES TO THE DELEGATION OF FUNDING FOR SCHOOLS WITHIN MONMOUTHSHIRE.

Date of Issue: **25th September, 2015**

Action Required: **Consultation closes 6th November, 2015**

Title of Document: The Review of Funding for Schools in Monmouthshire Consultation Document.

Audience: All Head teachers of Monmouthshire Schools, Chairs of Governing Bodies of Monmouthshire Schools, The Schools Budget Forum, the Senior Management Team, the Departmental Management Team of the Children and Young People Directorate, Diocesan Directors of Education, and All Elected Members.

Overview: This document details the background that gave rise to the review of the current consultation on Schools funding and then outlines the new proposals for the distribution of this funding.

Action Required: A proforma (Appendix 2) is enclosed for your response. The completed form should be sent to the address below by the consultation closing date of **6th November, 2015**

Responses to: Nikki Wellington

Finance Manager
Children and Young People Directorate
Monmouthshire County Council
@Innovation House
PO Box 106
Caldicot
Monmouthshire
NP26 9AN

e-mail: nicolawellington@monmouthshire.gov.uk

Further Information: Enquiries about this consultation document should be directed to **Nikki Wellington**

Nikki Wellington
Tel: 01633 644549
e-mail: nicolawellington@monmouthshire.gov.uk

Additional Copies: These can be obtained from Nikki Wellington (telephone number and e-mail address above)

Related Documents: The Schools Budget Shares (Wales) Regulations 2010

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4 Funding of Top-up for Primary Sector	5-6
5 Funding of Free Primary School Meals	6

Appendix 1 – Impact on Individual Schools

Appendix 2 – Responses proforma.

1. Background

1.1. The School Budget Forum agreed to review the formula every year and to look at potential changes to ensure the formula remains up to date and to ensure that it continues to distribute funding in the fairest way.

1.2. Following the establishment of a working group, with requested representatives from all groups of schools, this consultation document sets out the areas that are to be considered for implementation for the financial year 2016-17.

1.3. The areas to be considered are:

- Threshold Funding
- Top Up Funding
- Free Primary School Meals

2. Issues with current arrangements

2.1. Threshold funding is for schools with employees on the Upper Pay Scale (UPS). It is currently a large administrative burden to determine the required funding each year as schools are required to provide details of all staff on UPS and determine if they will be eligible to increase in September. Also due to the changes in teachers' pay and conditions, if a teacher applies to increase more than one point and is successful the school currently would not have the funding for that financial year and vice versa, schools who have accelerated teachers and have been funded will reduce funding available to other schools.

2.2. Top up funding is for Primary Schools only, it is additional funding to support the funding for a teacher generated by pupil numbers. For example 91 pupils in Key Stage 2, would fund the school for four teachers. We see large differences with the level of funding year on year, for example if a school suddenly has 31 pupils, this would generate funding for 2 teachers, however it is likely that the school will arrange mixed classes and therefore an additional teacher would not be required.

2.3. Primary Schools currently receive funding for free school meals, this is an historical factor in the formula and the cost of free school meals is not passed to the school.

3. Proposal 1: Change to Threshold Funding

- 3.1 The current formula funds the school based on Main Scale 6 (M6) through pupil numbers and then additional funding is given depending on what UPS point the employee receive.
- 3.2 The working group discussed changing the funding per pupil to a UPS 3 instead of M6 and removing the additional element. Therefore all schools would be funded based on UPS 3 regardless of what point the teacher was paid.
- 3.3 This change will result in more funding via pupil led factors (within the regulation we have to ensure that at least 70% of the funding is delegated based on pupil led factors).
- 3.4 This change in formula would result in a £96k funding shift from Secondary to Primary sector, this was raised as an issue within the working group, however the following two proposals significantly reduces the impact, therefore this change will not be feasible unless the other proposals are accepted and will need to be reviewed.
- 3.5 The working group decided that Special schools funding should remain on threshold, as funding is already based on actual staff requirement.
- 3.6 All were in agreement that this proposal would remove a large administrative task for both the schools and finance staff.

Q1 – Do you agree that proposal 1 should be implemented?

Q2. - If you do not agree with this proposal, do you have any other suggested method of funding?

4. Proposal 2: Change to Top Up Funding

- 4.1 With the current formula a school could potentially receive funding for an additional teacher that is not required. This is deemed an unfair allocation as it unnecessarily reduces the funding for other schools.
- 4.2 Two options were considered:

Option 1: Funding for additional teachers would not emerge until 33 pupils were anticipated and an additional teacher would likely be required.

Option 2: Review on a case by case basis. If a school `Top Up` element is in excess of £20k, discussion with the school and LA staff to determine if an additional teacher is required.
- 4.3 The calculation of 33 pupils instead of 30 indicated that this option would not be viable as it would remove funding from smaller schools who would need the additional teacher. Therefore it was decided Option 2 would be the best way forward.
- 4.4 Nursery Top up funding should remain as it is.
- 4.5 This would result in £180k funding being removed from specifically primary sector to allocate across both primary and secondary.

Q3 – Do you agree with the above proposal to fund schools based on Option 2 where top up funding in excess of £20,000 is reviewed on a case by case basis?

Q4. - If you do not agree with this proposal, do you have any other suggested method of funding?

5. Proposal 3: Removal of Primary Free School Meal Funding

5.1 The current formula provides funding for free school meals in primary sector, where the cost of free school meals is borne by the LEA.

5.2 The group discussed the impact of the removal of this funding, which would remove £65k from Primary sector to allocate to both Primary and Secondary sector.

5.3 The removal of this factor within the formula, would make the formula more transparent.

5.4 If a school decided to not use the MCC school meals service they would receive additional funding which is already agreed within the current formula. (OLSM are the only school at present who receive this additional funding per pupil)

Q5 – Do you agree with the above proposal to remove the free school meal funding from Primary sector?

Q6 - If you do not agree with this proposal, do you have any other suggested method of funding?

**CHANGES TO THE DELEGATION OF FUNDING FOR SCHOOLS WITHIN
MONMOUTHSHIRE.****Covering:**

Funding of Teaching staff
Funding of Top Up Element for Primary schools
Funding of FSM.

We received 9 responses, 8 from schools and 1 union.

The responses are listed below:

Q1 – Do you agree that proposal 1 should be implemented?

9 said yes

Q2. - If you do not agree with this proposal, do you have any other suggested method of funding?

None were received

Q3 – Do you agree with the above proposal to fund schools based on Option 2 where top up funding in excess of £20,000 is reviewed on a case by case basis?

9 said yes

Q4 - If you do not agree with this proposal, do you have any other suggested method of funding?

None were received.

Q5 – Do you agree with the above proposal to remove the free school meal funding from Primary sector?

8 said yes

1 said no.

The school that had responded no had misunderstood the consultation and thought we were removing FSM entitlement and funding. We have visited this governing body this month to explain.

Q6 - If you do not agree with this proposal, do you have any other suggested method of funding?

None were received.



MONMOUTHSHIRE LOCAL EDUCATION AUTHORITY
CHILDREN AND YOUNG PEOPLE DIRECTORATE
CONSULTATION DOCUMENT – CHANGES TO THE FUNDING FORMULA FOR
SCHOOLS.

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- The relevant Welsh Government legislation that Monmouthshire Local Education Authority is bound by is:
The Schools Budget Share (Wales) Regulations 2010.

CONSULTATION DOCUMENT
CHANGES TO THE DELEGATION OF FUNDING FOR SCHOOLS WITHIN
MONMOUTHSHIRE.

Date of Issue: **23rd November, 2015**

Action Required: **Consultation closes 6th January 2016.**

Title of Document: The Review of Funding for Schools in Monmouthshire Consultation Document.

Audience: All Head teachers of Monmouthshire Schools, Chairs of Governing Bodies of Monmouthshire Schools, The Schools Budget Forum, the Senior Management Team, the Departmental Management Team of the Children and Young People Directorate, Diocesan Directors of Education, and All Elected Members.

Overview: This document details the background that gave rise to the review of the current consultation on Schools funding and then outlines the new proposals for the distribution of this funding.

Action Required: A proforma (Appendix 3) is enclosed for your response. The completed form should be sent to the address below by the consultation closing date of **6th January 2016**

Responses to: Nikki Wellington
Finance Manager
Children and Young People Directorate
Monmouthshire County Council
@Innovation House
PO Box 106
Caldicot
Monmouthshire
NP26 9AN
e-mail: nicolawellington@monmouthshire.gov.uk

Further Information: Enquiries about this consultation document should be directed to Nikki Wellington

Nikki Wellington
Tel: 01633 644549
e-mail: nicolawellington@monmouthshire.gov.uk

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Related Documents: The Schools Budget Shares (Wales) Regulations 2010

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Appendix 1 – Current funding Section 52.

Appendix 2 – Proposed funding Section 52.

Appendix 3 – Response proforma.

4. Background

4.1. The School Budget Forum agreed to review the formula every year and to look at potential changes to ensure the formula remains up to date and to ensure that it continues to distribute funding in the fairest way.

4.2. Following a meeting of the School Budget Funding Forum on 16th November 2015, members agreed to consult on the funding formula for Mounton House Special School.

5. Issues with current arrangements

5.1. The current formula provides funding for the residential capacity of the school. The current placement funding is 42. Currently there are 10 residents in the school, but this number will fluctuate slightly from this during the year.

5.2. The funding formula for Mounton House was reviewed in 2010 and at this point there were more residential pupils on roll.

5.3. From 2010 the number of residential pupils have reduced, however the formula has not been adjusted to reflect this decline.

6. Proposal.

6.1 The proposal is to change the formula to fund on a lower number of pupils to reflect the actual numbers on roll.

6.2 This will result on the numbers funded for residential dropping to 18, to allow any growth in year.

6.3 As a result of this, it is anticipated that the funding through the formula would reduce by circa £250,000. Appendix 1 details the current funding and Appendix 2 shows the proposal. Please note this is based on 15-16 funding levels.

6.4 The reduction in funding would not be redistributed to schools, it would be used as a saving to close the gap on the wider Monmouthshire County Council budget.

6.5 Although this is a reduction in residential placements, the Governing Body would be responsible in planning how this will be met. The current formula has resulted in a subsidy of day places from residential places and therefore the proposed changes will correct this disparity.

Q1 – Do you agree with this proposal?

Q2. - If you do not agree with this proposal, do you have any other suggested method of reducing schools budgets by £250,000.

CHANGES TO THE DELEGATION OF FUNDING FOR SCHOOLS WITHIN MONMOUTHSHIRE.

Covering:

Funding for residential element of Mounton House School.

The consultation paper was sent to:

All Head teachers of Monmouthshire Schools, All Governors of Monmouthshire Schools, The Schools Budget Forum, the Senior Management Team, the Departmental Management Team of the Children and Young People Directorate, Diocesan Directors of Education, and All Elected Members.

We received 11 responses, 10 from schools and Governing Bodies and 1 from a union.

The responses are listed below:

Q1 – Do you agree that proposal 1 should be implemented?

2 – made comment only as below.

7 – said yes

2 – said no

Comments made:

It's not clear how the 2015 numbers of each year group totalling 42 have suddenly gone to 10. What year group are these? How many staff are there presumably to deal with different year groups..? – A message was left to discuss this, however no return phone call was received.

A reduction in education funding at a time when schools are being asked to absorb increases in teachers' pay and NICs seems contrary to the intention of the UK and Welsh governments. This would amount to cuts well above the 7.5% over the lifetime of this government suggested by the IFS. However it does seem sensible to review the future of Mounton House – the facility is very expensive and the two 21st Century schools each have special provision within their build. How is this factored into the decision making? What is the outcome of internal and external review of the provision? How has it impacted on life chances for young people? Can this be replicated or improved in the new provisions in Monmouthshire?

No we reject this proposal as at this stage it does not appear to be a Consultation rather a directive to reduce £250k from the Mounton House School budget by adjusting the funding formula. In order for the NASUWT to respond effectively we would need an impact assessment in terms of the implications for the residential provision and the staffing at the school as this will be crucial to our response.

There is insufficient information with regard to the finances for the residential provision at Mounton House School. Further information is required with regard to both the income and costs of residential provision in order to make any assessment. Any analysis needs to take full account of the fees received from other Authorities for both day and residential placements as well as the potential cost impact of the loss of residential provision for Monmouthshire pupils. Improved marketing of the school with other Local Authorities would lead to increased usage so this should be a revenue growth rather than a cost reduction initiative. One of the most likely and obvious options that the Governing Body will implement to mitigate the £250,000 proposed reduction in Funding (which is directly linked to residential places) for the 2016/17 financial year is to close the Residential facility at the School. The cost of simply staffing this part of the business at present is £282,213 therefore this is a realistic decision that Governors could make. This has implications for the Local Authority.

There are currently ten residential pupils on roll at Mounton House School 6 of which are from other Local Authorities and four from Monmouthshire. One further out of county Year 9 residential pupil has been referred to the School recently. Therefore the financial impact in terms of recoupment income from other Local Authorities could be £295,359 in 2016/17 based on the current annual residential fee of £46,030. Furthermore, there are four Monmouthshire residential pupils at Mounton House School three of which are Year 10 (one Year 11 pupil) pupils and could need alternative educational and residential provision for the whole or part of the 2016/17 academic year. These placements conservatively estimated at £50,000 per place could cost the Authority from £87,500 to £150,000 per year to educate these pupils through to April 2017 with further costs in the 2017/18 financial year. Therefore, the total cost/loss of income to the Authority could be as much as £445,359 far outweighing the £250,000 reduction in funding via the current formula.

Yes - Mounton House School agrees that it is right and proper that all Schools in Monmouthshire are financed appropriately via the School funding formula. Residential pupil numbers and therefore the places required to be funded at the School have fallen significantly. However, Mounton House School is different from any other School within the Local Authority as decisions made to address potential residential funding reductions by the LA can also significantly impact on the finances of the Local Authority itself. Also, Mounton House is looking to once again market itself across our neighbouring LA's in order to improve pupil numbers.

Mounton House School also has a £136,000 deficit forecast at Month 6 due to a set of unprecedented and unavoidable circumstances and it is acknowledged that a significant staffing restructure is required to address the current deficit and to develop the School into an organisation which is fit for its current purpose.

As you will be aware there is a consultation taking place on Additional Learning Needs in Monmouthshire and it is understood that Mounton House School is part of the Stage 3 element of this process. A decision on the future designation and role of the School will need to be supplemented by a substantial funding formula review so that the School is funded appropriately for any future purpose.

Mounton House School accepts that it has been subject to a funding formula that historically has not been responsive to changes in the number of places that were required residentially and now has to potentially manage this substantial (£250,000) decrease in funding in one financial year that has been caused by a reduction in residential pupils experienced over 4 or 5 academic years.

An overriding question from the School's standpoint is:-why was the funding formula not reviewed in view of falling pupil numbers a number of years ago? This would have resulted in a more gradual and manageable decrease in funding over a 3 to 5 year period allowing the Governing Body to plan more effectively in the context that the future of the School has yet to be clearly resolved despite being subject to Local Authority debate over the last 5 years.

A whole School restructure is currently underway and a deficit reduction plan/recovery plan will flow out of the process when the detail is known. In the past residential places led to funding being utilised to support other educational provision and initiatives to support the challenging behaviour of the pupils, therefore the impact in the reduction of the funding will be severe and will no doubt affect greatly the current restructure.

The context of the proposed change in funding formula and the resultant projected reduction in funding is £250,000. This represents the vast majority of the current cost of residential staff (£282,000) or put another way the cost of 5 teachers. Therefore the significant impact cannot be underestimated.

As the potential funding reduction is via residential places then a realistic outcome could be the decision to close the residential facility at the School. This would impact financially in a detrimental way on the Local Authority:

(1) Redundancy costs for Residential staff at Mounton House School would undoubtedly take up the majority of any redundancy budget earmarked by the Local Authority for 2016/17 (£300,000 for 2015/16) and therefore potentially leaving other Schools within the Local Authority to pick up redundancy costs from their own Individual School Budget Shares.

(2) There are currently ten residential pupils on roll at Mounton House School 6 of which are from other Local Authorities and four from Monmouthshire. One further out of county Year 9 residential pupil has been referred to the School recently. Therefore the financial impact in terms of recoupment income from other Local Authorities is £295,359 based on the current annual residential fee of £46,030.

Furthermore, there are four Monmouthshire residential pupils at Mounton House School three of which are Year 10 (one Year 11 pupil) pupils and could need alternative educational and residential provision for the whole or part of the 2016/17 academic year. These placements conservatively estimated at £50,000 per place but could cost the Authority from £87,500 to £150,000 to educate these pupils through to April 2017 with further costs in the 2017/18 financial year. (The Priory Group was contacted and although they would not discuss specific figure the “ball park” figure for a pupil with the type of needs being catered for at Mounton House School was £75,000)

Therefore, the total cost to the Authority could be as much as £445,359 far outweighing the (savings?) £250,000 reduction in funding via the current formula.

The closure of the residential aspect of the School will also have an “opportunity cost” on the Local Authority’s income generation potential in the future. Even at £46,000 many placing Local Authority’s consider the recoupment fees cheap in comparison to other (private) providers. The School has raised over £1.2m in recoupment fees income in the past (paying for “Band” funding distributed to Mainstream Schools to support inclusion for other pupils with Additional Learning Needs in Monmouthshire) and with the correct recruitment approach there is very realistic potential to be a large income generator again, for a Local Authority facing increasing budget pressures, now and in the future.

Q2. - If you do not agree with this proposal, do you have any other suggested method of reducing school budgets by £250,000?

Yes – Maintain the residential capacity at Mounton House School at 25 places which gives the potential scope for another 15 pupils.

If the current Acting Head (or designated person(s) within the School) was given flexibility within his role to recruit from outside the County and the places were valued at £50,000 an extra 5 pupils would give the Authority the £250,000 that it is looking for to help bridge its funding gap for the 2016/17 financial year.

The school would then propose that any further pupils recruited after the first 5 would result in a split in the funding with the current residential place value of approximately £11,000 being attributed to the School budget with the balance accruing to the Authority.

The Authority will know that the budget formula would need to be structured to allow the residential part of the business to grow and scope should be included to allow more flexibility in terms of pupil placements. The School could cater for partial residential placements, extended day placements, respite care, weekend emergency placements from Social Services...the asset could be utilised extensively and provide increased income to the Authority and provide more certainty and security for the staff at the School.

Mounton House School is a forward thinking establishment looking to become a sector leading practice in the delivery of education to BESD and other learners with additional learning needs. The staff have shown that they are resilient, adaptable to change and are looking forward to achieving this goal. It is hoped that the Local Authority will continue to support us in our aims.

Response from CYP Select Committee – They unanimously agreed to paper one, but need further information on paper 2, which is subject to review.

The “Equality Initial Challenge”

Appendix 5

Name: Nikki Wellington Service area: CYP Schools Date completed: 4 th January 2016		Please give a brief description of what you are aiming to do. To ensure a fair distribution of funding for schools via the funding formula and to allocate funding for residential placements to Moun-ton House Special school in line with pupil numbers.	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		✓	
Disability		✓	
Marriage + Civil Partnership		✓	
Pregnancy and maternity		✓	
Race		✓	
Religion or Belief		✓	
Sex (was Gender)		✓	
Sexual Orientation		✓	
Transgender		✓	
Welsh Language		✓	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤ <i>Potential that Mounton House Special School will have a deficit budget, that could result in redundancies.</i>	➤ Local Authority support to agree a recovery plan. All redundancies will follow the protection of employment policies.
➤	➤
➤	➤
➤	➤

Signed N S Wellington Designation CYP Finance Manager

Dated 15th January 2016.

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
To ensure a fair distribution of funding for schools via the funding formula and to allocate funding for residential placements to Mounton House Special school in line with pupil numbers.	CYP Schools
Policy author / service lead	Name of assessor and date
Nikki Wellington	15 th January 2016

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What are you proposing to do?

To ensure a fair distribution of funding for schools via the funding formula and to allocate funding for residential placements to Mounton House Special school in line with pupil numbers.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

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There should be no negative impact on the protected characteristics above as all policies will be followed to minimise impact. Any redundancies will be in line with the protection of employment policy.

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

There has been wide consultation, detailed in section 8.

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

As detailed in section 9.

Signed...N S Wellington**Designation**...CYP Finance Manager**Dated** 15th January 2016.....



SUBJECT: Report on Proposal to Discontinue Llanfair Kilgeddin VA Church in Wales Primary School

MEETING: Cabinet

DATE: 24th March 2016

DIVISION/WARDS AFFECTED: Llanover

1. PURPOSE:

- 1.1 To provide a conclusion to the ongoing statutory process which proposes to discontinue Llanfair Kilgeddin VA Church in Wales Primary School.
- 1.2 To provide members with details of any objections received following publication of the statutory notice concerning the above.

2. RECOMMENDATION:

- 2.1 To consider the attached objection report and agree to discontinue Llanfair Kilgeddin Voluntary Aided Church in Wales Primary School as of 3rd April 2016.

3. KEY ISSUES:

- 3.1 The Governing Body of Llanfair Kilgeddin Church in Wales Voluntary Aided Primary School requested the Local Authority undertake the formal consultation process to discontinue the school.
- 3.2 The request for closure came following a series of concerns raised by the Local Authority, ESTYN, Education Achievement Service (EAS) and Monmouth Diocesan Trust (MDT) regarding the School's performance and its ability to address the identified areas of concern.
- 3.3 In light of the above, the Local Authority commenced the necessary arrangements as detailed in the School Organisation (Wales) Code 2013 to undertake the statutory processes required for School closures.
- 3.4 On 7th October 2015, Cabinet considered a report that was seeking permission to commence consultation on the proposed closure of Llanfair Kilgeddin VA Church in Wales Primary School. The report to Cabinet outlined in detail the concerns as mentioned under 3.2 above. A list of the statutory consultees can be found in appendix 1.

- 3.5 Following the formal consultation period and the publication of a consultation report, Cabinet took the decision on 6th January 2016 to proceed to publish a Statutory Notice to discontinue the School. (Appendix 2).
- 3.6 The Statutory Notice was published for 28 days after 20th January 2016 until 17th February 2016.
- 3.7 The School Standards and Organisation (Wales) Act 2013 requires Local Authorities to publish an Objection Report following the publication of a Statutory Notice to give:
1. Details of any objections received to a proposal.
 2. The authority's response to any objections.

The Objection Report on the proposal to close Llanfair Kilgeddin Church in Wales Voluntary Aided Primary School together with the Authority's responses can be found in Appendix 3.

- 3.8 During the objection period one objection was received in relation to the proposal.
- 3.9 There have been no pupils on roll at the school since 1st September 2015, all previous pupils have transferred to alternative schools within the area.

4. REASONS:

- 4.1 Cabinet considered reports relating to these proposals on 7th October 2015 and 6th January 2016 which outline the key reasons why the Local Authority and Monmouth Diocesan Trust support the request from the Governing Body to close the School. The Local Authority and Monmouth Diocesan Trust believe that by closing the school, the quality of teaching and pupil attainment will be enhanced, as the Local Authority provides the conditions at other schools that will enable pupils to prosper.
- 4.2 The School Standards and Organisation (Wales) Act 2013 now requires consideration to be given to the objection report (appendix 3) prior to determining the final decision on the proposals to close Llanfair Kilgeddin Voluntary Aided Church in Wales Primary School.

5. RESOURCE IMPLICATIONS:

- 5.1 At the time of the Estyn Inspection, when comparing the number of pupils on roll against the delegated school budget, the recorded cost to educate the pupils on roll at the school was £5,928. The average cost across Monmouthshire Primary Schools during this period was £3,627 per pupil.
- 5.2 The home to school transport costs for the existing pupils currently cost £25,650 for 2015/16. This figure also includes additional transport costs for the pupils relocating to other Monmouthshire schools. These costs represent the pupils that were on roll at Llanfair Kilgeddin as at May 2015 and these costs will diminish over a maximum of a 6 year period as pupils transfer to Secondary school.

- 5.3 The current revenue savings that could be realised if the school were to close amounts to approx. £71,220. Taking into account the additional transport costs per annum as in 5.2 above, the overall revenue savings to close the school are £45,570.
- 5.4 The revenue savings associated with closing Llanfair Kilgeddin CIW Primary School would not bring a central saving to the Local Authority as the monies has been distributed to all schools via the Individual School Budget (ISB) formula. A small budget for Llanfair Kilgeddin has been allocated pending decision on its closure.
- 5.5 Capital Receipts will not be realised from the sale of land and buildings as they belong to Monmouth Diocesan Trust.
- 5.6 The protection of employment policy relating to the staff employed at the school has been followed and as a result any redundancy costs will be met by the School based redundancy budget. The majority of staff have been successful in obtaining alternative employment.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The future generation's process has been completed and is at Appendix 4 of the attached consultation report.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

There are no safeguarding or corporate parenting implications associated with this report, as all children concerned have been enrolled at alternative Schools.

8. CONSULTEES:

Cabinet Members

DMT

SLT

Statutory Consultees (appendix 1) including Church in Wales Diocesan Trust, Director of Education and Local Member County Councilor Sara Jones.

9. BACKGROUND PAPERS:

The Government of Maintained School (Wales) Regulations 2005

The School Standards and Organisation (Wales) Act 2013

School Organisation Statutory Code 006/2013

Statutory Notice to Discontinue Llanfair Kilgeddin Church in Wales Voluntary Aided School

Consultation Document and Consultation Report on proposed closure (7th October 2015 and 6th January 2016)

10. AUTHOR:

Cath Sheen – Client Liaison Officer.

Children and Young People Directorate.

11. CONTACT DETAILS:

E-mail: cathsheen@monmouthshire.gov.uk

[Tel: 07595647637](tel:07595647637)

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List of Statutory Consultees

List of Consultees

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of Pupils attending primary schools from which pupils normally transfer
- Headteacher, staff and governors of schools directly affected by the proposal including out of county schools.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- 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
- Principals of Coleg Gwent, Gloucestershire College, Hereford Sixth Form College and Hereford College of Arts
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- 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
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Transport Department, MCC, Herefordshire, Gloucestershire
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;

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

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

**Proposal to Discontinue Llanfair Kilgeddin Church in Wales Voluntary Aided
Primary School**

Notice is given in accordance with section 43 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, proposes to discontinue Llanfair Kilgeddin Church in Wales Voluntary Aided Primary School, Llanfair Kilgeddin, Abergavenny. The school is currently maintained by Monmouthshire County Council.

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 the views of Estyn is available on Monmouthshire County Council's website at:
www.monmouthshire.gov.uk/schoolreorganisation

It is proposed to implement the proposal on 3rd April 2016.

As at Tuesday 19th January 2016, there were no pupils at Llanfair Kilgeddin Voluntary Aided Church in Wales Primary School and this remains the case. Llanfair Kilgeddin Voluntary Aided Church in Wales Primary School is therefore a small school within the meaning of the 2013 Act.

The catchment area for the School has been reconfigured and it is intended that future pupils may attend Goytre Fawr Primary School and Raglan Church in Wales Voluntary Controlled Primary School. Both schools are English Medium. Transport arrangements have already been made for pupils that have already transferred, future pupils will be provided with free home to school transport in line with the current policy which is available at www.monmouthshire.gov.uk/school-transport-home-to-school.

Within a period of 28 days after the date of publication of these proposals, that is to say by 17th February 2016 any person may object to the proposals.

Objections should be sent to Chief Executive, FAO Cath Sheen, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN.

Signed:



Paul Matthews, Chief Executive
For Monmouthshire County Council
20th January 2016

EXPLANATORY NOTE

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

The Council is committed to providing lifelong learning opportunities in an environment, which is fit for 21st Century learning, ensuring children and young people have access to modern learning provision, which will raise educational standards for all learners.

The Council will, as part of the overall strategy for the 21st Century School Programme, embrace the authority wide change in learning and teaching. An outcome of this change will be the transformational approach to reorganisation and redevelopment of the school estate. Therefore the issue of excess surplus places needs to be addressed to ensure the effective use of facilities and resources. Due to the high level of surplus places and the amount of investment required to bring the school building up to standard the proposal is to close Llanfair Kilgeddin Voluntary Aided Church in Wales primary School.



**Proposal to discontinue Llanfair Kilgeddin
Church in Wales Voluntary Aided School.**

OBJECTION REPORT

March 2016

Monmouthshire County Council
Children and Young People Directorate

Objection Report

**Proposal to discontinue Llanfair Kilgeddin Church in Wales Voluntary Aided
Primary School on 3rd April 2016.**

Purpose

The report is published in line with the requirements under Section 49 of the School Standards and Organisation (Wales) Act 2013. This is a summary of the statutory objections – otherwise known as the ‘the Objection Report’.

Publication of the Statutory Notice

Following the formal consultation period and the publication of a consultation report, Cabinet took the decision to proceed to publish the proposal by way of a statutory notice for 28 days after the 20th January to 17th February 2016.

During the objection period 1 objection was received in relation to discontinuing Llanfair Kilgeddin Church in Wales Voluntary Aided Primary School.

The objection was in the form of an email and within which the person objecting wished for her comments submitted as part of the consultation period to be considered as objections as well. See Appendix 1.

In accordance with the School Standards and Organisation (Wales) Act 2013 this Objection Report is published electronically on the Council’s website at:

www.monmouthshire.gov.uk/strategicreview

To request a hard copy of this document please write to Cath Sheen,
Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN or by email
strategicreview@monmouthshire.gov.uk

Appendix 1

The following table represents the additional comments made in support of the 1 objection received:

Comment	LEA Response
<p>My son filled out the pupil questionnaire and we returned to MCC as instructed on the letter and yet it was not included in the Consultation Report. Yet another indication of the flawed adoption of this process. It must be on file and so should be included in the document. Other parents had also returned the questionnaires.</p>	<p>There was only 1 pupil questionnaire received within the required timescales and this was included within the Consultation Report.</p>
<p>We were given assurances by the school Governors that the PTA would have say so on where items paid for by the PTA would be donated to in the event that the closure took place. Certain items were paid for with match funding that stipulated this.</p>	<p>This will still be the case if the proposal goes ahead, the items are currently still at the school.</p>
<p>We also were not allowed to take pictures of our children or items of their work from the school due to it still being available for further inspection by ESTYN. ESTYN never returned but we will require access to retrieve items in the event of closure rather than it all going into a skip as has previously happened with items that had been lent to the school. There are still items within the school building that were donated/lent by various parents. The PTA has photographic evidence of such items.</p>	<p>The pupils work and pictures are still at the school and parents will be able to collect it when the final decision is made.</p> <p>Until a decision is made Estyn can still decide to visit the school.</p>
<p>The whole process has been very unfairly done, by forcing the children to go elsewhere with no consultation or choice of destination has meant that we as parents have little chance of success at changing any decisions. I question whether due process has been followed and has certainly been undemocratic.</p>	<p>The Local Authority has undertaken this process on behalf of the Governing Body of the school and it has been undertaken in accordance with the School Standards and Organisation (Wales) Act 2013.</p>

The following comments have been provided by the 1 objector during the consultation period which the objector wished to be considered as part of their objection:

Comment	LEA Response
<p>I object to the positive rating on 'Improve Access To Education and Training' That is purely a matter of opinion and in mine LKPS is a far superior educational environment. My children received an excellent quality of teaching and attainment at LKPS. They are in the top sets in King Henry VIII School including my son who was in Year 6 at LKPS in 2014/15. He is also levels ahead of other children in some subjects.</p>	<p>The schools that pupils have transferred to demonstrate good practice and have successful leadership teams, therefore it is expected that educational outcomes and provision will be enhanced as a result of this proposal.</p> <p>The Local Authority along with Welsh Government has a commitment to provide learning environments for children and young people that will enable the successful implementation of strategies for school improvement and better educational outcomes.</p> <p>Overall Estyn and the Local Authority deemed the school to be in a position where prospects for improvement were judged to be unsatisfactory.</p>
<p>With regard to the UN convention on the rights of the child, I believe that closing the school breaches the 7 core aims. Some pupils come to LKPS as a safe haven when they have been bullied at other schools and feel safe in the small environment where they flourish, not just academically.</p>	<p>Children have had access to a wider peer group at their new schools.</p> <p>Pupils have access to a broader curriculum around the healthy schools agenda and there are improved facilities at the schools the pupils have transferred to enabling for example delivery of PE and extracurricular activities on site.</p>
<p>The small school environment supports emotional wellbeing.</p>	<p>All schools promote and support high levels of emotional wellbeing.</p>
<p>These aspects are never easy to measure at an ESTYN inspection but children gain in confidence and self-worth at LKPS who would not at a large school where they are lost in the crowd.</p>	<p>The standards of achievement however are not at the levels they are expected to be at the school.</p>
<p>Cultural activities -this school does far more extra to the curriculum than other schools</p>	<p>The after school club closed in the spring term 2014.</p>

<p>including participation in Eisteddfodau with many children performing solos even at a very young age.</p>	<p>The schools that pupils have transferred to have a wide range of after school activities.</p>
<p>THE CRITICISMS OF MIXED AGE CLASSES - This happens at many schools including Usk where LKPS were sent and is of no concern as the child is taught to their ability not age. Multiple year groups in a class is still not a problem and is beneficial.</p>	<p>Many children across the authority and Wales are taught in mixed aged classes.</p> <p>Teachers are skilled in teaching children with a wide range of need within mainstream classes within the same stage.</p>
<p>SMALL AGE COHORTS-The assumption that a small school is bad is wrong- it is different but has benefits. Team sports are played with multiple ages, regardless of sex and ensures everyone gets to join in - not just the Best ones picked for the team. My daughter now year 11 in KHS amazes the class when playing football and is due to playing at LKPS in the school team- she would never have had this opportunity in a large year group as she was so shy when younger she would not have wanted to join in or have been chosen.</p>	<p>Larger schools have greater access to resources to offer a much wider range of provision to support and enhance learning opportunities.</p>
<p>QUALITY OF TEACHING AND LEARNING COULD NOT IMPROVE - The quality of teaching has been excellent. My children are way ahead of other pupils at entry to King Henry VIII school and continue to be, so to suggest the teaching is inadequate is appalling.</p>	<p>The school has received an intensive amount of support and resources from the EAS and LA in order to ensure the school could succeed is a factual records of support. Unfortunately, despite this exceptional level of support, the school was unable to demonstrate that they had made sufficient progress to secure the necessary improvements and to be able to continue without this exceptional level of support. This was confirmed by Estyn in the inspection of the school in December 2014 where prospects for improvement were judged to be unsatisfactory.</p>

	Improved and enhanced facilities and curriculum delivery within the new designated schools will enable <u>all</u> children and young people to reach their full potential.
STANDARDS OF ACHIEVEMENT WOULD NOT IMPROVE - Again this is a ridiculous assumption. If there were any downward trends in this last year it is hardly surprising given the trauma the pupils endured by having their very able and inspiring headteacher removed with no warning and relocation of the pupils to Usk School again with only 24hours notice	As above, the school has received an intensive amount of support and resources from the EAS and LA in order to ensure the school could succeed is a factual records of support. Unfortunately, despite this exceptional level of support, the school was unable to demonstrate that they had made sufficient progress to secure the necessary improvements and to be able to continue without this exceptional level of support. This was confirmed by Estyn in the inspection of the school in December 2014 where prospects for improvement were judged to be unsatisfactory. .
However several pupils achieved the highest mark in the SAT tests in July 2015- higher than the Usk pupils, again proving the school to be excellent. If it is so terrible, as we were told by some Local Authority Governors that we were deranged as parents to want our children there, then how come our children scored so highly against Usk Pupils- a supposedly 'better' school.	The Local Authority cannot compare with individual pupils however does maintain that despite exceptional levels of support being provided to the school it is still judged by Estyn as its prospects for improvement as unsatisfactory
Independent learning is second nature to LKPS pupils and again King Henry VIII School have commented on my own children's positive attitude to learning and just getting on with their work. Some of this no doubt a positive aspect of mixed age classes where the teacher is speaking to one age of children whilst others continue with their work.	Many children across the authority and Wales are taught in mixed aged classes. Teachers are skilled in teaching children with a wide range of need within mainstream classes within the same stage. All schools encourage children to become independent learners and to develop a positive attitude to learning.

<p>THE LEADERSHIP TEAM - is attainable and was previously strongly in place so can be replaced.</p>	<p>The Governing body were unable to appoint a Headteacher</p>
<p>The ESTYN INSPECTION - I believe had the school had its ESTYN Inspection in June/July 2015 it would have had a much better report. The December inspection followed a period of extreme unrest and upset which included many of the excellent voluntary staff and community members being made to leave. The community aspect of this school was outstanding and could be recaptured.</p>	<p>The Council do not determine when Estyn inspect schools, the most recent Estyn Inspection reports have been provided for each school. Estyn will inspect all providers at least once during a six-year period starting 1 September 2014. The date of the next inspection is not linked to the date of the previous inspection. They give four weeks' written notice of inspection to all providers.</p>
<p>THE BUILDING - A modern building alone does not give a better standard of education - many of the best Independent schools are in old buildings.</p>	<p>The Local Authority along with Welsh Government have a long term vision to provide learning environments for children and young people that will enable the successful implementation of strategies for school improvement and better educational outcomes. Also a sustainable education system through better use of resources to improve efficiency and cost effectiveness of the education estate.</p> <p>Improved and enhanced facilities and curriculum delivery within the new designated schools will enable all children and young people to reach their full potential.</p>
<p>The outside toilets are not a problem. My children are not traumatised by using them. If parents were concerned by them then we would not choose to send our children to the school. The Executive Headteacher did not see them as a problem as long as the perimeter fence was intact (which it now is) from a safeguarding issue.</p>	<p>The toilets do not comply with the Welsh Government Good Practice Guide and recommendations within the document.</p>

<p>The building has plans to be upgraded -these have been approved and there were also plans drawn up for a larger development including a school hall but funding is the issue. The sale of the building plot adjacent to the school was to fund the improvements but Monmouth Diocese now just see it as a financial opportunity and have reneged on their agreement to release the money.</p>	<p>The Local Authority cannot comment on what the Monmouth Diocesan Trust choses to spend its funds on</p>
<p>SURPLUS CAPACITY- I object (despite the inadequate explanation since provided in the FAQ Document) to the calculation of percentage of surplus places. If MCC only allow 5 pupils per year group then it is 100% full at 35 pupils. To use 40 pupils in the calculation is wrong and gives a biased figure of surplus places.</p>	<p>The capacity is calculated using WG guidance. The total capacity of the school is calculated by dividing the size of each classroom by 1.86 which is the amount of space required per pupil, therefore the capacity of 40 is derived. The admission number is calculated by dividing the capacity by 7 year groups, this is 5.71, the calculation then automatically rounds this down as dictated by the WG guidance. There is not an option to round up because the physical space is not there to accommodate 6 in each year group. There is also not the option to round the capacity down to 35.</p>
<p>There were plenty of pupils wanting to come to LKPS who were not allowed by MCC. It would have been perfectly workable to have 6 in some years and 5 in others as and when required. The inflexible attitude of MCC to this aspect has contributed to the lower numbers yet again attempting to undermine the school. 6 pupils were turned away last academic year alone 2014/15).</p> <p>Also some pupils come who intend to go to private school at Junior stage so again this should</p>	<p>The School has an agreed Admission Number and capacity. This is in line with Welsh Government legislation.</p> <p>The legislation does not allow for Governing Bodies to admit over their admission number.</p> <p>The Local Authority cannot comment on the fact that 6 pupils were turned away from the school as admissions into this School are the responsibility of the Governing Body not the Local Authority. However they still have to abide by WG legislation.</p>

<p>be allowed to be factored in to the year intake numbers.</p>	<p>If parents remove their pupils from the school and places become available then they can be filled should parents with pupils in the relevant age group wish to apply for a place.</p>
<p>Many pupils come from outside the catchment area further proof of what an excellent school it is giving parents choice of education for their children.</p>	<p>This is the case with many schools, if there are places available, parents can exercise their right to parental preference.</p>
<p>Pupils do not have to undertake PE off site -There are facilities i.e. a big field. Swimming was taught to the whole school, again a fact that attracted parents to the school. One term of swimming lessons in juniors as done by other schools is not enough to teach a child to swim - Surely a core part of the curriculum. Therefore it is left to those that can afford it to have lessons outside school.</p>	<p>There is a requirement within the National Curriculum to teach pupils to swim to a certain level which all school must adhere to.</p> <p>There are no facilities available at Llanfair Kilgeddin VC School to undertake PE in poor weather when the field cannot be used and therefore pupils would need to be transported off site.</p>
<p>LKPS offered choice of a better education to those that could not afford it elsewhere and should continue to do so. Any perceived increase in cost is offset by reduced input and cost of further intervention for underachievers in larger schools and for certain pupils the cost to society of delinquency.</p>	<p>The schools that pupils have transferred to and will transfer to in the future are more sustainable both educationally and financially</p>
<p>An alternative to the standardised 210 pupil primary school should not be only in the gift of those that can afford private education</p>	<p>The schools that pupils have transferred to and will transfer to in the future are more sustainable both educationally and financially.</p>
<p>This school with a County central location that can take pupils from around the county for reasons of other schools being oversubscribed, as having small numbers to suit pupils</p>	<p>Standards at the school are not good enough, despite the school having received an intensive amount of support and resources from the EAs and LA in order to ensure the school could succeed. Unfortunately, despite this exceptional level of support, the school</p>

<p>problematic in other schools, where children can feel safe from bullying with it's more inclusive atmosphere should be seen as a jewel in the crown of the Monmouthshire educational offering.</p>	<p>was unable to demonstrate that they had made sufficient progress to secure the necessary improvements and to be able to continue without this exceptional level of support. This was confirmed by Estyn in the inspection of the school in December 2014 where prospects for improvement were judged to be unsatisfactory.</p>
<p>Parents in Monmouthshire are entitled to a choice of primary education rather than a one size fits all. Llanfair Kilgeddin Primary School is ideally situated mid county to be the overflow and alternative choice for all the surrounding schools.</p>	<p>Legislation allows for parents to express their preference for their child to be admitted to a school, it does not allow for choice.</p>
<p>The document refers to Llanfair Kilgeddin being a village. Following discussion with MCC Planning Dept. during the LDP consultation phase, Llanfair Kilgeddin was downgraded to a "Minor Village "</p>	<p>This is a matter for the Planning Department and does not impact on this process.</p>

The following Comments were also submitted by the objector whereby the LEA cannot respond.

<p>Monmouthshire County Council's (MCC) shared vision of 21st Century Schools programme States in Theme 2 that people are confident, capable and involved-very much the ethos at LKPS. My children are far more confident having been to LKPS -a small school and have adapted better than pupils from large primary schools to secondary education. I am convinced that had my daughter attended a larger primary school she would not have joined in or have become so confident</p>
<p>THE SUSTAINABILITY CHALLENGE- I object to the 'Promote Independence' being rated as a positive impact. Children at LKPS are always very independent, again a result of small numbers so no hiding in the crowd, and always encouraged to take responsibility at an early age.</p>
<p>I object to the ridiculous comment about reduced social interaction with children of their own age. Children develop relationships with peers of own age outside of school also and really with small groups it does not matter if someone is a year older than another. Children learn to get on with children of all ages and this increases their confidence and maturity. There is not the segregation of different ages at break time and the older children have developed a much more caring attitude to their fellow pupils.</p>

MCC aims to raise the life chances for all within the community, by closure MCC is in breach of its vision of providing an educational offer that is acceptable to all. A 210 pupil primary school is not acceptable to me.

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<p>Name of the Officer Cath Sheen</p> <p>Phone no: 07595 647637 E-mail: cathsheen@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal:</p> <p>The objective of the proposal is to build on the school rationalisation programme in Monmouthshire which aims to remove surplus places and improve building stock in order that educational provision is enhanced. Our vision is “to transform teaching and learning and encourage whole communities to reach their full potential as well as provide all with better life chances” Therefore the proposal is as described below:</p> <p>To discontinue Llanfair Kilgeddin VA CIW Primary School.</p>
<p>Name of Service - Directorate for Children & Young People</p>	<p>Date Future Generations Evaluation form completed – 24th February 2016.</p>

D590649

1. 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.




Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	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 schools that pupils have transferred to demonstrate good practice and have successful leadership teams, therefore it is expected that educational outcomes and provision will be enhanced as a result of this proposal.</p>	



Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>There will be staff redundancies as a result of this proposal.</p> <p>A higher than necessary level of school places means financial resources are not being used in the most efficient or effective way to improve the quality of Education. The potential savings from removing surplus places in existing schools are relatively small in comparison to the savings achievable by closing a whole school.</p> <p>WG previously issued directive to LA's that if they did not reduce surplus places there could be financial penalties.</p> <p>Whilst there is a backlog of maintenance in all the affected schools (apart from Raglan) Llanfair Kilgeddin's building is in a poor state of repair and is not suitable or sufficient to deliver a 21st century education.</p>	<p>Redeployment opportunities are being explored for all staff in line with the protection of employment policy.</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>The future of the building is unknown as it will be handed back to the Diocese to determine its future use.</p>	
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Children have access to a wider peer group at their new schools, however children may be anxious attending a new larger school, as with any child when they change school. Pupils have access to a broader curriculum around the healthy</p>	<p>Children will be supported by staff at their new schools to assist with transition and we are advised that pupils settled into their new schools well.</p>

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>schools agenda and there are improved facilities at the schools the pupils have transferred to enabling for example delivery of PE on site.</p>	
<p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>The school does not have any community facilities held on the site. There is a field that is used by the community.</p> <p>The after school club closed in the spring term 2014.</p> <p>A small number of pupils that actually reside within the village will be removed from the village community.</p>	<p>The land and building is owned by Monmouth Diocesan Trust, therefore if the proposal is implemented the use of the school and the field will be a decision for them.</p> <p>The schools that pupils have transferred to have a wide range of after school activities.</p> <p>There is a community hall in the village located approximately 1 mile away, although still considered to be Llanfair Kilgeddin.</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 schools that pupils have transferred to and will transfer to in the future are more sustainable both educationally and financially.</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>Welsh will be taught in accordance with the national curriculum.</p> <p>Opportunities to participate in Sport, Art and recreational activities are improved in the schools that pupils have transferred to and for future pupils who move into the village.</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	Denominational Education can be accessed at Raglan CIW Primary School.	
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Improved and enhanced facilities and curriculum delivery within the new designated schools will enable all children and young people to reach their full potential.	

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

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 Balancing short term need with long term and planning for the future	Although pupil numbers are projected to increase slightly there is still enough capacity within the Abergavenny area to accommodate pupils in the next 5 years. (we cannot forecast further than this) The LA in collaboration with WG has a long term strategic capital investment programme which aims to create a generation of 21st Century schools.	The LA has made a commitment that any capital receipts are invested into the 21 st century schools programme.
 Working together with other partners to deliver objectives	The Governing Body requested that the Council start statutory processes on the proposed closure of the school. Also the Diocese were consulted and in agreement.	
 Involving those with an interest and seeking their views	Statutory consultation has taken place with staff, governors, and the public. We held a drop in question and answer session. All responses to the consultation have been included in this report.	

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The school has received an intensive amount of support and resources from the EAS and LA in order to ensure the school could succeed is a factual records of support. Unfortunately, despite this exceptional level of support, the school was unable to demonstrate that they had made sufficient progress to secure the necessary improvements and to be able to continue without this exceptional level of support. This was confirmed by Estyn in the inspection of the school in December 2014 where prospects for improvement were judged to be unsatisfactory. The Governing body were unable to appoint a Headteacher.</p>	<p>The Governing body requested the LA consult on closure of the school.</p>
 <p>Positively impacting on people, economy and environment and trying to benefit all three</p>	<p>Children will have access to a more enhanced and sustainable curriculum.</p>	

3. **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	n/a	n/a	n/a
Disability	n/a	n/a	n/a
Gender reassignment	n/a	n/a	n/a
Marriage or civil partnership	n/a	n/a	n/a
Race	n/a	n/a	n/a
Religion or Belief	n/a	n/a	Denominational Education will be provided at Raglan CIW Primary School.
Sex	n/a	n/a	n/a
Sexual Orientation	n/a	n/a	n/a
Welsh Language	n/a	n/a	All documentation is bilingual.

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4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	All schools in Monmouthshire have adopted Monmouthshire's Safeguarding in Education Policy and staff are aware of their duties in relation to safeguarding.	n/a	n/a
Corporate Parenting	n/a	n/a	n/a

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

<p>Data used to inform the development of this proposal include:</p> <ul style="list-style-type: none"> • Pupil Place Plan January 2015 • Estyn Inspection Reports • EAS School Performance data • Pupil Projections • Surplus places data • Welsh Government Condition Survey Data (2010)
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6. 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?

Children will have access to other schools within the Local Authority which have a much broader range of teaching experience, resources and facilities resulting in a richer education curriculum.

7. 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	Progress
Ensure the LA follows the Statutory guidelines for discontinuing a school	Within the timescales outlined in the report	Cath Sheen	Completion of the Statutory Process April 4 th 2016

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8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	March 2017
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SUBJECT:	Report to Undertake Regulated Alterations at Monmouth Comprehensive School to Reduce the School Capacity and Establish a Special Needs Resource Base (SNRB)
MEETING:	Cabinet
DATE:	24th March 2016
DIVISION/WARDS AFFECTED:	All Monmouth wards

1. PURPOSE:

- 1.1 To conclude the ongoing statutory process on the proposal to make regulated alterations at Monmouth Comprehensive School, including a reduction to the School's capacity and the establishment of a Special Needs Resource Base (SNRB)
- 1.2 To provide members with details of any objections received following publication of the statutory notice concerning the above.

2. RECOMMENDATION:

- 2.1 That members consider the objection report in Appendix 3 and agree to implement the following regulated alterations with effect from the 1st September 2017 in line with the reasons stated in paragraph 4 of this report:
 1. Reduce the school capacity from 1671 places to 1600
 2. Establish an SNRB at the school.

3. KEY ISSUES:

- 3.1 In April 2015, Welsh Government approved Monmouthshire's 21st Century Schools bid to establish a new 1600 place mainstream school and 55 place ALN facility in Monmouth.
- 3.2 On the 7th October 2015 Cabinet agreed to commence statutory consultation on the above regulated alterations as outlined in recommendation 2.1.
A list of consultees can be found at Appendix 1.
- 3.3 The consultation period ended on the 6th December 2015 and following the publication of a consultation report, Cabinet took the decision on 6th January 2016 to proceed to publish a Statutory Notice. The statutory notice period was from 20th January 2016 until 17th February 2016. (Appendix 2)

- 3.5 In line with the School Standards and Organisation (Wales) Act 2013 the Authority has to publish an Objection Report following the publication of the Statutory Notice. The Objection Report is at Appendix 3 and provides:
- Details of the Objections received to the proposal.
 - The Local Authorities response to these issues.

3.5 During the objection period two objections were received one was received from a resident and one from Monmouth Town Council and both were in relation to the reduction to the schools capacity. There were no objections received in relation to the establishment of the SNRB.

4. REASONS:

- 4.1 At present pupils with ALN are transported outside of the Authority to access specialist provision. Following extensive consultation on the ALN strategy the preferred and most cost effective way forward is to have specialist facilities within the four secondary schools and to create an SNRB at Monmouth Comprehensive School.
- 4.2 An SNRB at Monmouth Comprehensive School will offer an inclusive education as close to home and the local community as possible. This provision will be for pupils with moderate to severe learning difficulties which could include Autism and physical impairment and will offer a broad, balanced and relevant range of learning opportunities within a modern and inspirational environment.
- 4.3 Reduction of surplus places is one of the key criteria for Welsh Government when assessing business cases for 21st Century Schools funding. The funding for Monmouth Comprehensive School has been agreed on the basis of the new school having a capacity of 1600 and a 55 place ALN facility.
- 4.4 In order to reduce the level of surplus places within the area through the 21st century schools programme it is necessary to reduce the capacity at all four secondary schools. The capacity is presently 1671 and as at January 2016 there were 1626 pupils on roll.

5. RESOURCE IMPLICATIONS:

- 5.1 The total capital investment for the additional learning needs facility is £1.2 million which has already been secured as part of the 21st century Schools funding, with 50% being provided by Welsh Government.
- 5.2 The average cost to educate a pupil with additional learning needs in a specialist placement outside of the county is £25,000 per year based on current costs and arrangements. The estimated cost to educate a pupil in an SNRB within the county, such as the one that is proposed in Monmouth, is £5,500 per year based on current costs.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The future generation's process has been completed and is at Appendix 4.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

There are no safeguarding or corporate parenting implications associated with this report in the context that the proposals do not impact on the schools current safeguarding arrangements.

8. CONSULTEES:

Cabinet Members

DMT

SLT

Statutory Consultees (Appendix 1) including all Local Members for the Monmouth area.

9. BACKGROUND PAPERS:

Welsh Government School Organisation Code 006/2013

Welsh Government Measuring the Capacity of Schools in Wales Guidance 021/2011

Statutory Notice

Consultation Document and Consultation Report on proposed changes (7th October 2015 and 6th January 2016)

10. AUTHOR:

Cath Sheen – Client Liaison Officer.

Children and Young People Directorate.

11. CONTACT DETAILS:

E-mail: cathsheen@monmouthshire.gov.uk

[Tel: 075956476](tel:075956476)

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

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

Regulated Alterations at Monmouth Comprehensive School

- 1. A reduction in the schools capacity**
- 2. The addition of a Special Needs Resource Base**

Notice is given in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, propose to make regulated alterations to Monmouth Comprehensive School, Old Dixton Road, Monmouth. The school is currently maintained by Monmouthshire County Council.

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 the views of Estyn is available on Monmouthshire County Council's website at: www.monmouthshire.gov.uk/schoolreorganisation

It is proposed to implement the proposals on 1st September 2017.

The proposal involves a reduction in the capacity of the mainstream school, the current number of pupils at the school is 1628, the pupil capacity of the school is 1671 and the proposed capacity of the mainstream school once the proposal is implemented will be 1600. The admission number for 11-16 year olds at the school in the first school year in which the proposals have been implemented will be 253 and 167 for sixth form.

The 55 place Special Needs Resource Base (SNRB) will cater for pupils with moderate to severe learning difficulties. The SNRB will offer an inclusive education as close to home and the local community as possible. The SNRB will offer a flexible range of mainstream, enhanced and specialist provision and will also provide an outreach service to local schools. Home to school transport will be provided in accordance with the Authority's Home to School Transport Policy as at the date of implementation.

Within a period of 28 days after the date of publication of these proposals, that is to say by 17th February 2016 any person may object to the proposals.

Objections should be sent to Chief Executive, FAO Cath Sheen, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN.

Monmouthshire County Council will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon.

Signed:



Paul Matthews, Chief Executive

For Monmouthshire County Council, 20th January 2016

EXPLANATORY NOTE

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

The Council is committed to providing lifelong learning opportunities in an environment, which is fit for 21st Century learning, ensuring children and young people have access to modern learning provision, which will raise educational standards for all learners.

The establishment of a Special Needs Resource Base at Monmouth Comprehensive School would mean that pupils with moderate to severe learning difficulties and pupils with autism, attachment and associated social emotional and behavioural difficulties could be educated within their local comprehensive school within the county of Monmouthshire and their home community.

The reduction in the capacity at the school will enable us to manage excess surplus places across the County.



Proposal to undertake Regulated Alterations at Monmouth Comprehensive School.

- **To reduce the school capacity from 1671 places to 1600**
- **To establish a 55 place Special Needs Resource Base (SNRB)**

OBJECTION REPORT

March 2016

Monmouthshire County Council
Children and Young People Directorate
Objection Report

**Proposal to make regulated alterations at Monmouth
Comprehensive School to reduce the schools capacity from 1671 to
1600 and to establish a Special Needs Resource Base (SNRB) with
effect from the 1st September 2017.**

Purpose

The report is published in line with the requirements under Section 49 of the School Standards and Organisation (Wales) Act 2013. This is a summary of the statutory objections – otherwise known as the ‘the Objection Report’.

Publication of the Statutory Notice

Following the formal consultation period and the publication of a consultation report, Cabinet took the decision to proceed to publish the proposal by way of a statutory notice for 28 days after the 20th January 2016 to 17th February 2016.

During the objection period two objections were received in relation to reducing the capacity of the school from 1671 to 1600.

No objections were received in relation to establishing the Special Needs Resource Base.

The two objections were in the form of an email. The objections received in full and the Local Authority response are included at Appendix A.

In accordance with the School Standards and Organisation (Wales) Act 2013 this Objection Report is published electronically on the Council’s website at:

www.monmouthshire.gov.uk/strategicreview

To request a hard copy of this document please write to Cath Sheen,
Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN or by email
strategicreview@monmouthshire.gov.uk

Appendix A

Respondent	Objection	Local Authority Response
1.	<p>Figures given by MCC are misleading in terms of school numbers and demand on school places in Monmouth. The new school is being built to accommodate 1600 pupils; this is inadequate as there are already this number of pupils attending the school at present, making this figure even more inadequate in the future. It was proposed that the school is inadequate for the needs of Monmouthshire people.</p>	<p>The figures quoted in the Consultation document are a true reflection of the Numbers on roll at the school and the projected pupil numbers. Because of the popularity of the school it attracts pupils from outside of it catchment area. Therefore the projections include both in catchment and out of catchment pupils. An analysis of parental preference indicated that 31.1% of pupils allocated a Year 7 place for September 2015 were residing outside of the catchment area. Therefore out of the 265 pupils allocated only 68.3% or 181 pupils were residing within the catchment area. Therefore the reduction in capacity is more than adequate for the needs of Monmouthshire pupils residing within the catchment area.</p> <p>The reason for the reduction in capacity is because Welsh Government recommend that “where there are more than 10% surplus places in an area, local authorities should review their provision and should make proposals for school reorganisation if this will improve the effectiveness and efficiency of provision”</p> <p>The authority wide percentage of surplus places for all 4 secondary schools is currently 17.01%. If this proposal was to proceed and the capacity was reduced along with Caldicot School, the projected percentage of surplus places for January 2016 would decrease to 13.3% across Monmouthshire as a whole, an action that is required in order to meet the Welsh Government target.</p> <p>The Authority have to consider the surplus places position across</p>

		<p>Monmouthshire and how having a higher capacity at Monmouth could have an impact on neighbouring schools such as Chepstow School and King Henry VIII and whether there could be a detrimental impact on the viability of these schools.</p>
<p>2.</p>	<p>My objection is raised specifically on behalf of parents and children who live out of catchment but still in county, often living VERY close to the catchment boundary and whose children are attending welsh primary schools considered “feeder schools” for the comprehensive and where the Welsh language is part of the curriculum, with friends living nearby but in catchment. My objection is that.</p> <p>Combined with the unfair and inappropriate out of catchment admissions criteria, the reduction in intake numbers puts additional pressure and restrictions on the number of children in these circumstances who can be admitted to Monmouthshire Comprehensive, and gives an unfair advantage to other out of catchment children living outside the county (and Wales). The result is that many of these out of catchment but in county children may be separated from their friends they attended primary school with and forced to attend another secondary school.</p> <p>Let me give some specific examples and ask the council to confirm if my assumptions on out of catchment priority are correct and comment on if this reflects a fair way to prioritize</p>	<p>The new capacity for Monmouth Comprehensive School has been proposed in light of the forecasted projections for the School, ensuring that it is fit to serve the children residing within its catchment area (who submit applications prior to the published closing date). Monmouth Comprehensive School is a school that attracts a large volume of children from outside of its catchment area, and we forecast that the School’s proposed new capacity will be able to accommodate some of these requests in addition to those who reside within the catchment area that apply prior to the closing date. The Local Authority has been mindful that the proposed size of the new school should not have a detrimental impact on neighbouring Schools.</p> <p>During 2015, the Local Authority undertook a review of Secondary School catchment areas. The review included proposals that would ensure that all Monmouthshire residents fall within the catchment area for a Monmouthshire</p>

<p>intake in the light of the proposed reduction.</p> <p>The Monmouthshire schools admission criteria states that in event of oversubscription for children living outside catchment “priority will be based on closeness to the preferred school”. Closeness is then defined as “shortest safe working distance”</p> <p>Therefore assuming no other criteria apply around siblings, children in care or medical grounds.</p> <p>A child living in Gwehelog, less than one mile from the Monmouth Comprehensive catchment boundary but just over 11 miles from the school address would be given LESS priority than</p> <p>a) a child living in Coleford at 5 miles walking distance from the school b) a child living close to Cinderford at 11 miles walking distance from the school c) if the A40 is considered a safe walking route, a child living in Ross on Wye at 10 miles distance</p> <p>If the council wants to press ahead with the proposed reduction in intake it should be done in conjunction with a change to the out of catchment admission criteria to address this inequity.</p> <p>My proposals on how this could be changed simply and effectively include :- 1. For out of catchment children priority will be given to</p>	<p>secondary School. The Local Authority determined not to proceed with the proposals in light of the feedback received during the consultation process as well as the associated transport costs.</p> <p>Monmouth Comprehensive School faced a position of oversubscription for the September 2015 intake. Prior to this, the Local Authority has accommodated all parental preference applications for Monmouth Comprehensive School, regardless of the applicant’s residence. The School Admission policy is one that is reviewed annually and the suggestions made during this consultation process will be taken on board during future reviews. Regretfully, the Local Authority is not permitted to prioritise children solely on the basis of their residence in Monmouthshire.</p>
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	<p>children living in county or attending an in county primary school over children who are not.</p> <p>2. For the purposes of the decision criteria, closeness should be defined as safe walking distance to the boundary of the catchment at its nearest point rather than distance to the school</p> <p>There were many questions raised during statutory consultation and documented in the FAQs around out of catchment admissions and I believe this indicates the strength of feeling on this subject. So far I do not believe the council has directly addressed this question around unfairness of the out of catchment admissions criteria which clearly seems like common sense to so many.</p>	
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<p>Name of the Officer Cath Sheen</p> <p>Phone no: 07595 647637 E-mail: cathsheen@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal:</p> <p>The objective of the proposal is to provide a 55 place special needs resource base which will offer an inclusive education as close to home and the local community as possible for pupils with moderate to severe learning difficulties which could include Autism and physical impairment whilst amending the capacity of the mainstream school to 1600.</p>
<p>Name of Service - Directorate for Children & Young People</p>	<p>Date Future Generations Evaluation form completed – 24th February 2016. (EQIA completed prior to this)</p>

1. **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.




Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	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 school aims where possible to be fully inclusive community for students and the establishment of the ALN facility will enhance and embrace the ethos of the school. The facility will offer an inclusive education as close to home and the local community as possible for pupils with</p>	<p>.</p>



Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>moderate to severe learning difficulties which could include Autism and physical impairment.</p> <p>The proposal will require skilled teaching and support staff to work within the facility.</p> <p>Whilst the school is currently oversubscribed there are significant surplus places in the secondary sector within Monmouthshire and the Council has to look at this as a whole. A higher than necessary level of school places in the wholes county means financial resources are not being used in the most efficient or effective to way to improve educational outcomes for all pupils.</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>The facility will improve inefficiencies throughout the service offer, both financial and non-financial achieved by the use of an inspirational and creative curriculum, modern flexible/adaptable learning and teaching environments, effective streamlining of services, sustainable low energy low maintenance solutions and change management strategies as well as an improved offer for the community.</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The development of the facility will improve levels of independence for children and young people who are supported in schools,</p> <p>Children being educated in mainstream school will have access to a wider peer group, which will fulfil Authorities ambition for greater cohesion.</p>	<p>All extra circular activities will accessible to all children at the school and we will encourage as many as possible to participate fully.</p>
<p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>The ALN facility will offer an inclusive education as close to home and the local community as possible for pupils.</p> <p>There will be enough places at the new school going forward for pupils residing in the Monmouth catchment area and taking into account housing developments in the LDP. However parents of pupils who reside outside of the catchment area may not be awarded their first preference of admission to school if it is full.</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 establishment of the Unit and building of the new school will mean that the school is more sustainable both educationally and financially.</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>Opportunities to participate in Sport, Art and recreational activities will be improved for all pupils attending the school. There will also be an improved offer for the community to participate in activities.</p>	<p>All sport, art, & recreation activities will be accessible to all children at the school and we will encourage as many as possible to participate fully.</p>

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A more equal Wales People can fulfil their potential no matter what their background or circumstances</p>	<p>The development of the facility will improve levels of independence for children and young people who are supported in schools, the building will be fully DDA compliant. The school already is an inclusive community for students of all abilities, challenges, race, gender and social origin.</p> <p>As more of our students with additional learning needs will be educated in mainstream schools in Wales they will benefit from our culture where they meet their potential via our teaching standards. In our mainstream school there is a greater range of diversity, culture and opportunities to share experience.</p>	

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

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Balancing short term need with long term and planning for the future</p>	<p>There is adequate capacity to accommodate pupils from within the existing catchment area including housing developments within the LDP for at least the next 10 years – it is not possible to calculate further as the population is unknown. There is also an element built in to the overall capacity to accommodate a percentage of out of catchment pupils.</p> <p>This proposal will enhance the inclusion agenda and ensure it meets Monmouthshire and Welsh Government long term strategic aims for full inclusion</p>	
 <p>Working together with other partners to deliver objectives</p>	<p>The Local Authority is working collaboratively with Welsh Government to create a generation of 21st Century Schools. The project is funded 50:50 between both parties.</p> <p>In relation to the establishment of the ALN facility all relevant health or third sector bodies with an interest have previously been consulted.</p> <p>We'll continue to collaborate with children's services and work in line with their strategy of educating Monmouthshire children in mainstream schools within their own communities.</p>	<p>We continue to work with our partners in Health and Social Care to plan the education of our most vulnerable pupils</p>
 <p>Involving those with an interest and seeking their views</p>	<p>Statutory consultation has taken place with staff, governors, the School Council and the public. We held a drop in question and answer session. All responses to the consultation have been previously reported to Cabinet.</p>	

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Monmouthshire schools have a delegated budget to utilise to support special needs pupils at 'school action' and 'school action plus' of the SEN Code of Practice. (Wales).</p> <p>The Local Authority has been charged by Welsh Government to reduce surplus places in its schools and in particular secondary schools if this is not achieved there could be financial penalties.</p> <p>One of the criteria for receiving 21st Century Schools funding for the new build projects is to reduce surplus places.</p>	<p>We will continue to work even closer with schools and cluster to support schools make best use of their resources. The Local Authority has a responsibility to support all schools with budget planning and managing change.</p> <p>The Local Authority will continue to monitor its surplus places and continue to reduce them through Band A and B of the 21st century schools Programme.</p>
 <p>Positively impacting on people, economy and environment and trying to benefit all three</p>	<p>Children will have access to a more enhanced and sustainable curriculum.</p> <p>More children will be included in mainstream education.</p>	<p>it is evident that children will benefit from being educated in their local school. Less children will be travelling round the county, this will also have social and financial benefits.</p>

3. 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	N/A	N/A	N/A
Disability	Monmouthshire will continue to meet the needs of children with disabilities		
Gender reassignment	N/A	N/A	N/A
Marriage or civil partnership	N/A	N/A	N/A
Race	N/A	N/A	N/A
Religion or Belief	N/A	N/A	N/A
Sex	N/A	N/A	N/A
Sexual Orientation	N/A	N/A	N/A
Welsh Language	We will continue to follow our policy to teach Welsh in all Monmouthshire schools.	N/A	N/A

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4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	All schools in Monmouthshire have adopted Monmouthshire's Safeguarding in Education Policy and staff are aware of their duties in relation to safeguarding.		
Corporate Parenting			

96 76 5 What evidence and data has informed the development of your proposal?

Data used to inform the development of this proposal include:

- Pupil Place Plan January 2015
- Estyn Inspection Reports
- EAS School Performance data
- Pupil Projections
- Surplus places data
- Welsh Government Condition Survey Data (2010)
- Engagement (2014 and 2015) with children and young people, parents and staff regarding their views on how the Local Authority should continue to meet the needs of children with learning disabilities.

6. 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?

All children within the Monmouth catchment area will have access to a school that is fully inclusive and has a broad range of teaching experience, resources, and facilities and is fit for purpose to deliver a broad curriculum in line with 21st Century teaching and learning.

7. 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	Progress
Ensure the LA follows the Statutory guidelines covering establishment of an ALN Unit and reducing the capacity of a school	Within the timescales outlined in the report	Cath Sheen	Completion of the Statutory Process in April 2016
Ensure that the transition plan is carried out to minimize any potential disruption to all pupils and staff.	Plan will be developed with the team once the statutory consultation is completed and well in advance of start of any transition process.	Steph Hawkins	Progress measured against the plan. Review of effectiveness following integration.
To ensure any identified training needs are delivered	This will be developed as part of the transition plan and in line with the time scales above	Steph Hawkins	Reviewed and monitored in line with current performance management processes.

8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on: September 2018.

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SUBJECT:	Whole Authority Strategic Risk Assessment
MEETING:	Cabinet
DATE:	24th March 2016
DIVISIONS/WARDS AFFECTED:	All

1 PURPOSE

- 1.1 To provide Cabinet with an overview of the current strategic risks facing the authority.
- 1.2 To seek Cabinet approval of the whole authority risk assessment.

2 RECOMMENDATIONS

- 2.1 That Cabinet members approve the risk assessment shown at appendix 1 as a realistic and evidenced appraisal of the strategic risks facing the authority over the next three years.

3. KEY ISSUES

- 3.1 The risk assessment ensures that:
 - Strategic risks are identified and monitored by the authority.
 - Risk controls are appropriate and proportionate
 - Senior managers and elected members systematically review the strategic risks facing the authority.
- 3.2 The risk assessment has been prepared by drawing on a wide range of evidence including service plans, performance measures, regulatory reports, progress on the previous risk assessment and the views of select committees.
- 3.3 It has also been prepared in line with changes to the council's risk management policy that were approved by Cabinet in March 2015. These include:
 - The inclusion of pre-mitigation and post-mitigation risk scores, this was also a key recommendation from scrutiny of the 2014 risk assessment
 - Ensuring greater clarity to the phrasing of risk so that each statement includes an event, cause and effect.
- 3.4 The risk assessment covers high and medium level risks. Lower level operational risks are not registered unless they are projected to escalate within the three years covered. These are managed and monitored through teams' service plans which are available for members to view on The Hub. The pre and post mitigation risk levels are presented separately. In most cases mitigating actions result in a change to the likelihood of the risk rather

than the consequences as our actions are generally aimed at reducing the chance of a negative event occurring rather than lessening it's impact. Clearly there will be exceptions.

- 3.5 Select Committees have already considered and helped shape the content of the risk assessment at meetings between December 2015 and February 2016.
- 3.6 The risk log needs to be a living document and will be updated over the course of the year as new information comes to light. This is reflected in the circular diagram given in appendix 2 which shows some of the information that informs the authority's knowledge of risks at different points of the year.
- 3.7 An up-to-date risk log will be accessible to members on The Hub. This will ensure that select committees are able to re-visit the information at any point in the year to re-prioritise their work plan as appropriate.
- 3.8 Once approved, the new risk assessment will be subject to continuous review as part of the authority's performance management framework.

4. REASONS

To ensure that:

- 4.1 Strategic risks are identified and assessed robustly by the authority and that risk controls are put in place that are appropriate and proportionate and supported by effective operational activity to ensure risk reduction / risk management.
- 4.2 Responsibility for strategic risk management is taken on board and that:
 - Senior managers are accountable for systematically reviewing and addressing strategic risks facing the authority
 - Cabinet as the executive takes responsibility to oversee the risk management function and ensure that decision making takes all identified risks into account
 - Audit Committee takes responsibility to scrutinise that a risk management culture and effective risk management arrangements are applied across the authority
 - Select Committees challenge officers and members responsible for the risks as an intrinsic part of holding them to account for risk management / mitigation
- 4.3 An articulate and documented strategic risk management approach is implemented so that the council is not exposed to the potential of poor regulatory assessment. This also takes on board the related issues of:

- protecting the council's assets, resources and staff
- improving business planning and performance and informing calculated risks
- avoiding unnecessary liabilities and costs
- avoiding poor reputation and loss of confidence in the council

5. RESOURCE IMPLICATIONS

5.1 Resource implications are associated with some risks and in implementing actions to manage them. There are no additional resource implications as a result of implementing the strategic risk management process.

6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

6.1 The purpose of the whole authority strategic risk assessment is to identify and assess risks robustly and ensure risk controls are put in place that are appropriate and proportionate. Any specific mitigating actions that have policy implications would need to be subject a separate decision and a full impact assessment complete at that time. The report specifically references risks around safeguarding but does not propose any change to the substantive arrangements in place.

7. CONSULTEES:

Senior Leadership Team
Select Committees

Views have been sought throughout the process and have been used to inform the development of the paper before Cabinet today.

8. BACKGROUND PAPERS:

Monmouthshire's Risk Management Policy and Guidance

9. AUTHOR:

Matthew Gatehouse, Policy and Performance Manager

10. CONTACT DETAILS:

E-mail: Matthewgatehouse@monmouthshire.gov.uk
Telephone: 01633 644397

Whole Authority Strategic Risk Assessment 2015/16

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
1 new	The authority is unable to deliver its political priorities in the future because it does not yet have clarity on its future business model or longer term financial plan.	<p>While work is continuing on the need to address the longer term issue of a reducing resource base as part of the MTFP, these are often only looking 2-3 years ahead which will mean the authority does not have a longer term financial plan and its current business model could become unsustainable in the long term.</p> <p>The Council’s partnership administration continuance agreement sets clear priorities and performance expectation in line with these resource priorities, this only extends to 2017.</p> <p>The introduction of the Well-being of Future Generations Act requires us to plan on a decadal and generational basis and our current models do not extend to this timeframe.</p> <p>Lack of understanding of the future model of the organisation means it is difficult to develop consistent workforce planning, preparing a workforce plan for the authority is a proposal for improvement from Wales Audit Office Annual Improvement report 2014/15.</p>	2015/16	Unlikely	Major	Low	<p>The Budget setting process has set a number of guiding principles to help focus the process of developing budget savings.</p> <p>Following consultation with Members, the public and community groups on budget proposals, in January 2016 Council approved (subject to Final Settlement from WG) the budget for 2016/17. Work is continuing on the need to address the longer term issue of a reducing resource base, with further work ongoing on proposals to address the savings in the latter years of the MTFP.</p>	<p>To develop and specify the business model for the authority in the long term.</p> <p>Ensure the Council’s key delivery strategies Improvement Plan, MTFP, People Strategy, Asset Management Plan and iCounty Strategy all align to this model.</p> <p>Extend planning timelines for council’s key strategic documents to ten years.</p>	2015/16	Unlikely	Major	Low	Paul Matthews	Peter Fox	All
			2016/17	Possible	Major	Medium			2016/17	Unlikely	Major	Low			
			2017/18	Possible	Major	Medium			2017/18	Unlikely	Major	Low			

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
2	Some services may become financially unsustainable in the short to medium term as a result of reducing budgets and increasing demand	<ul style="list-style-type: none"> - Work has continued to refine the modelling assumptions and outline the income generation or savings proposals that will need to be considered as part of the MTFP. The effect of the roll forward of the model, revised assumptions and pressures, a revised gap of £14 million over the period of the plan from 2017/18 for the next 4 years - Feb 2016 - This is after several years of reducing budgets (over £22 million in last 5 years) resulting in achieving further savings becoming increasingly more challenging. - At Month 9 of the 2015/16 budget the bottom line situation is a £162k potential overspend. In January 2016 the MTFP had modelled budgetary pressures up to 2019/20 of £7.9million. - A range of services have identified demand for services is increasing including planning, housing and public protection. - A range of services have identified the risk of not complying with legislative changes for example Welsh Language Standards. - An ageing population and complexity of demand in children's services will place increased pressure on services. - Children's services is forecast to overspend by £1.1M 	2015/16	Unlikely	Major	Low	Work has continued to develop new ideas and revise the existing savings in light of further engagement and analysis on the budget. In January 2016 Council approved (subject to Final Settlement from WG) the budget for 2016/17. This included New mandates developed for 2016/17 and mandates that were already in the MTFP.	<ul style="list-style-type: none"> - Ensure that services deliver within the budgets and savings targets set for the current financial year (2015/16) and deliver on the recovery plan agreed by Cabinet in December 2015 - Monitor progress against existing mandates that are part of the MTFP and report progress to Cabinet and Select Committee quarterly. - Continue to develop Budget Mandates to deliver savings for April 2016/17 onwards. - Continue to develop and engage on medium term financial proposals taking into account the need to match the expected performance targets with adequate resources. - Consider how best to use capacity fund and any external funding sources to supplement the change programme required - Ensure that the detailed business cases that will deliver the MTFP are fully costed, stress-tested and managed - Review contractual arrangements to balance stability, value for money & risk - Implement a three year service and financial plan in children's services to ensure the service is able to deliver a balanced budget and continue to develop workforce practice. 	2015/16	Unlikely	Major	Low	Joy Robson	Phil Murphy	All
			2016/17	Possible	Major	Medium			2016/17	Unlikely	Major	Low			
			2017/18	Possible	Major	Medium			2017/18	Unlikely	Major	Low			

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
3	A failure to meet income targets could lead to unplanned changes in other services or a call on reserves to balance the budget.	<ul style="list-style-type: none"> - An increasing number of services have stretching income targets as part of their budgets. - Some services have limited skills and experience of income generation. - Other programmes can impact on planned savings targets for example the loss of income from the swimming pool in Monmouth as a result of school rebuild. - 46.5% of the income related mandated budget savings for 2015/16 are forecast to be achieved at month 9. 	2015/16	Likely	Moderate	Medium	An income generation strategy has been agreed by Cabinet	<ul style="list-style-type: none"> - Continue to Monitor the delivery of budget proposals agreed as part of the budget. - Implement the income generation strategy. Use the ideas listed in the appendix to the income generation strategy to explore if there is any scope to increase income for the future years in the MTFP. - Deliver the Recovery plan for the 2015/16 budget agreed at Cabinet in December 2015. 	2015/16	Likely	Moderate	Medium	Joy Robson	Phil Murphy	All
4a	Potential that the authority is unable to deliver its new schools capital programme due to capital receipts not generating the required income	<ul style="list-style-type: none"> - There are forecast delays in capital receipts from 2015/16 to future years. At month 9, £3.4 million of the £10.2million capital receipts originally forecast to be delivered in the year (2015/16) are forecast to be achieved. - Reduction in capital budget - Ambitious 21st Century Schools programme and need to provide Welsh medium education - The core programme has been constrained in order to enable the new schools programme to be funded. - A number of significant pressures are documented that are not currently funded. - In the event of emergency pressures resources will have to be diverted due to lack of capacity in the capital budget - Highways and property surveys highlight significant capital demand which is presently unfunded. 	2015/16	Possible	Major	Medium	The Asset Management Plan was agreed by Cabinet in November 2014 providing a clear strategy and plan for the management of the council's property and land assets.	<ul style="list-style-type: none"> -Implement the Asset Management Plan as the structure to effectively manage property assets that the Council owns or occupies aligned to key corporate priorities and service needs -Ensure resource is available to maintain sale of assets -Development of the strategic use of Community Infrastructure Levy when available - Further refinement of priority assessments in the property and infrastructure budgets to ensure all pressures have been considered and ranked. 	2015/16	Possible	Major	Medium	Deb Hill-Howell	Phil Murphy	Economy and Development Strong Communities
4b	Pressure on capital budget from 21 st Century schools programme will impact on other areas requiring capital investment.	<ul style="list-style-type: none"> - Reduction in capital budget - Ambitious 21st Century Schools programme and need to provide Welsh medium education - The core programme has been constrained in order to enable the new schools programme to be funded. - A number of significant pressures are documented that are not currently funded. - In the event of emergency pressures resources will have to be diverted due to lack of capacity in the capital budget - Highways and property surveys highlight significant capital demand which is presently unfunded. 	2016/17	Possible	Major	Medium			2016/17	Possible	Major	Medium			
			2017/18	Likely	Major	High			2017/18	Possible	Major	Medium			

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
5	Potential that the Council does not make sufficient progress in areas of weakness identified by regulators leading to underperformance	<p>- Following a positive performance trajectory over the past three years it will be challenging to deliver further improvements against key performance indicators.</p> <p>- Latest published WAO Annual Improvement Report highlighted "...that it is uncertain whether Monmouthshire will comply with the requirements of the Local Government Measure during 2015-16" a significant factor in this conclusion was that the Council's education services for children and young people still require special measures.</p>	2015/16	Unlikely	Substantial	low	<p>Worked With the Ministerial Recovery Board to address recommendations in the 2013 Estyn Report and we have seen marked improvements in performance from Foundation Phase to Key Stage 4.</p> <p>We have strengthened our performance management processes and introduced further self-evaluation arrangements</p>	<p>- Manage our actions in response to Estyn, CSSIW and WAO via existing mechanisms.</p> <p>- Report Proposals for improvement and overview of performance arrangements to audit committee.</p> <p>- Complete a review of our self-evaluation procedure and implement any changes to the process to ensure that performance is evaluated and any problems are identified and acted upon.</p>	2015/16	unlikely	Substantial	Low	Sarah Mc-Guinness & Will McLean	Peter Fox	CYP
			2016/17	Possible	Substantial	Medium			2016/17	Unlikely	Substantial	Low		Geoff Burrows	
			2017/18	Possible	Substantial	Medium			2017/18	Unlikely	Substantial	Low		Liz Hackett-Pain	
6a	Potential for significant harm to vulnerable children or adults due to factors outside our control.	<p>- The likelihood of this occurring in a given year is low. However the significant harm that can occur due to factors that are outside our control mean that this will always be a risk.</p> <p>- In 2013, Estyn made safeguarding one of six recommendations. However, as a result of the recent monitoring visit Safeguarding was judged by Estyn to be "Good" and the authority has been removed from Special Measures.</p>	2015/16	Possible	Major	Medium	<p>We have strengthened our safeguarding arrangements in both Adults and Children's Services.</p> <p>We commissioned Ellis Williams to produce a report on our Safeguarding arrangements and are addressing his findings via the corporate coordinating group along with responding to performance issues in line with the WAO generic safeguarding study.</p> <p>We have raised awareness of safeguarding across the authority and its partners.</p> <p>The authority has given a clear strategic accountability for safeguarding to the chief officer for SC&H by incorporating the responsibility for safeguarding.</p>	<p>- Continually monitor and evaluate process and practice and review accountability for safeguarding</p> <p>- Deliver actions set in service plans for POVA and Safeguarding</p> <p>- Ensure that robust systems are in place within the authority to respond to any concerns arising from allegations or organised abuse</p> <p>- Implement second phase of the SAFE process</p> <p>- Drive the strategic agenda and the associated programme of activities for safeguarding through the Corporate Coordinating Group including undertaking a second review of safeguarding policy and continuing to promote and</p>	2015/16	Possible	Major	Medium	Tracy Jelfs/Julie Boothroyd	Liz Hackett Pain	CYP Adults
2016/17	Possible	Major	Medium	2016/17	Possible	Major			Medium	Geoff Burrows					
2017/18	Possible	Major	Medium	2017/18	Possible	Major			Medium						
6b	Potential for significant harm to vulnerable children or adults due to failure of services and/or partners to act accountably for safeguarding	<p>- Volunteering is increasingly part of meeting community needs and it is important to have consistency across the LA in the use of volunteers particularly in respect of HR practices and training.</p>													

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
							Similarly safeguarding has been added to the role title of the Cabinet member. We have Implemented a quality assurance framework (SAFE - Self-assessment framework for evaluation)	review safe recruitment practices. - Ensure safeguarding is reflected in all council service improvement plans and in roles / responsibilities as appropriate.							
7	Failure to meet the needs of individual learners may result in them not achieving their full potential.	- Gap in attainment between ‘all pupils’ and those eligible for Free School Meals has narrowed in some key stages but remains a concern. - Variation in standards across schools - Poor leadership, management, capacity and performance in some schools - Unsustainable provision to meet the demand for Welsh Medium education provision and Estyn noted that performance in Welsh first language in the authority’s two Welsh medium primary schools is generally weak. - Not achieving the number of A* and A grades amongst the cohort of more able and talented pupils Estyn identified: - Evaluation of progress and actions to be taken by the school and EAS are generally not clear enough to record school progress - Notes of monthly meetings do not provide enough detail about the quality of support and challenge in individual schools or identify specific actions for follow up to identify the key areas of	2015 /16 2016 /17 2017 /18	Possible Possible Possible	Major Major Major	Medium Medium Medium	Following the Monitoring visit in November 2015, Estyn has judged that Monmouthshire County Council’s education services for children and young people has made strong progress in addressing two of the six recommendations arising from the inspection of November 2012, and satisfactory progress in addressing the other four and concluded that the authority is no longer in need of special measures The review of Additional Learning Needs strategy and policy continues. . We have defined our working relationship with the EAS to ensure: <ul style="list-style-type: none"> That the gap in performance between pupils receiving free school meals and those not receiving free school meals is narrowed Greater scrutiny of the Pupil Deprivation Grant (PDG) expenditure to tackle the impact of poverty on pupil learning and performance Better targeted intervention in schools based on a better 	-Ensure a continued focus on the issues referenced in the Estyn monitoring visit letter in January 2016 -Improve the quality of self-evaluation in the CYP directorate. - Ensure that the Additional Learning Needs review delivers a sustainable, adequate and appropriate support to pupils with Additional Learning Needs - Ensure the commissioned arrangements with the EAS address the authority’s concerns in challenging and supporting schools - Deliver the Welsh Education Strategic Plan in collaboration with neighbouring authorities	2015 /16 2016 /17 2017 /18	Unlikely Unlikely Unlikely	Major Major Major	Low Low Low	Sarah Mc-Guinness	Liz Hackett Pain	CYP

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
		strength and priorities for improvement in each school.					<p>understanding of individual pupils potential.</p> <ul style="list-style-type: none"> Improving categorisation of schools in line with the national model resulting in more appropriate challenge and support to schools to drive up standards in leadership and performance 								
8a	Potential that council services, including schools do not have the necessary ICT infrastructure meaning they are unable to maximise their offer to service users or learners needs.	<p>- The SRS review has identified scope for improvement and greater realisation of opportunities for its partner bodies.</p> <p>- Schools and the EAS depend on reliable equipment and support from the SRS to implement systems for pupil tracking and to meet curriculum needs.</p> <p>- The Wales Audit Office Annual Improvement report 2014/15 identified the Council is developing its Information Technology arrangements in order to support its strategic vision but more work needs to be done.</p>	2015/16	Likely	Substantial	Medium	<p>Officers have now completed the SRS review, and it has been scrutinised by MCC's Economy and Development Select and Audit Committees.</p> <p>Member organisations now agree an annual commissioning document with the SRS, detailing the individual services to be bought in from the SRS.</p> <p>Linked to the Council's Asset Management plan a whole authority review has been undertaken of network infrastructure and will be updated alongside the acquisition or disposal of buildings</p> <p>The council has approved a business case for £885,000 of investment in schools ICT infrastructure, bringing it up to a common standard and platform commensurate with the 21st century schools programme and WG aspirations for connectivity.</p> <p>Agreement has now been reached with all but three schools signing up to the SRS Service Level Agreement (SLA), and a</p>	<p>-Work with the SRS Board to implement the findings of the review specifically around: finance and the core service, governance and cultural and identity</p> <p>Following the approval of the SRS strategy in November 2015, develop a strong business plan, aligning with the strategy and MCC's direction of travel.</p> <p>Work with the SRS to further strengthen business continuity arrangements within the SRS. The review date is January 2016</p> <p>Implement phase 1 of the ICT in schools improvements, upgrading equipment and infrastructure as well as implementing SIMS in the classroom. This first phase is due for completion in July 2016. Phase 2 will see the migration of school based server infrastructure up to the SRS over an 18 month period. The revised SLA will become operational in April 2016 and is independent of the other two phases.</p>	2015/16	Likely	Substantial	Medium	Peter Davies	Phil Murphy	Economy and Development
Page 87			2016/17	Likely	Substantial	Medium									
			2017/18	Likely	Substantial	Medium									

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
							recalculation of the SLA funding has been undertaken to ensure it is still viable. The SLA is still viable and it recommended that the programme of upgrading the ICT infrastructure proceeds. A report was presented to cabinet and council in January 2016 which was approved. Work has begun on phase 1 with the appointment of technicians who are in the early stages of implementation.								
8b	Insufficient ICT infrastructure and skills in the county have the potential to lead to social and economic disadvantages	<p>- Broadband ‘not spots’ remain in the county despite Monmouthshire being part of the roll-out of Superfast Cymru;</p> <p>-It is likely that 4-6% of our most rural areas will not be impacted by this roll out</p> <p>A significant skills issue exists in the County. 19% of households don’t have internet access and 20% (approximately 14,363) adults in Monmouthshire don’t use the internet¹.</p> <p>Monmouthshire residents have high demand for broadband services, Ofcom figures indicating a 74% adoption rate.</p> <p>Other drivers include the council needs to prepare for increased digital public service delivery, the implementation of the Online Universal Credit system, children’s learning opportunities and the provision of digital health care.</p>	2015/16	Likely	Substantial	Medium	<p>AB Internet have been awarded funding from UK Government to provide wireless broadband coverage to 1600 rural households and premises suffering from a poor broadband connection. The Council is working with AB Internet, the UK and Welsh Government to enable the delivery of the project albeit within a very tight timeframe.</p> <p>A Monmouthshire broadband mapping study identifying future opportunities was completed and presented to Cabinet in March 2015. This secured resources to ensure that the potential of Superfast Cymru and associated programmes identified are maximised for the benefit of Monmouthshire businesses and residents, including:</p> <p>- Continued promotional activity to support the Super-connected Cities voucher Scheme.</p> <p>- Local promotion and maximisation of the WG ICT exploitation programme</p>	<p>-Deliver the I County digital road map which has three main areas of focus:</p> <p>1) internal systems, processes, data and infrastructure</p> <p>2) community, economic, business and education dimensions</p> <p>3) opportunities for commercialisation</p> <p>Promote the rollout and exploitation of high speed broadband across the County for both businesses and communities.</p> <p>A funding application to the new RDP for an urban/rural skills programme.</p>	2015/16	Likely	Substantial	Medium	Peter Davies	Phil Murphy	Economy and Development
			2016/17	Likely	Substantial	Medium			2016/17	Likely	Substantial	Medium		Bob Greenland	
			2017/18	Likely	Substantial	Medium			2017/18	Possible	Substantial	Medium			

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
							- Completion of a Digital Monmouthshire section on the new Monmouthshire Business and Enterprise website. By September 2015 32,900 premises in Monmouthshire have been enabled with high speed fibre broadband.								
9	Reductions in our workforce due to budgetary pressures will impact on our capacity to deliver transformational change and improve performance.	- Our people are central to the success of our council and county. Organisational culture impacts on our ability to address future challenges and make sustained improvements in areas that require it. - Continued economic constraint and local government reform can impact on staff morale and service objectives. -The number of employees has reduced in recent years, the head count at 31 st March 2015 is 3,849. - Corporate self-evaluation identified we need to do more to support staff - A range of services have identified risks to their capacity for service delivery.	2015/16	Possible	Substantial	Medium	The people and organisational development strategy was further developed following engagement with staff and was subsequently focussed on developing people within and outside the organisation. The Monmouthshire Minds group consisting of 60 members of staff were established to enable us to “test” the meaningfulness of the strategy; helping disseminate and promote involvement and publicise the staff survey. A staff survey has been completed and the findings used to inform the action plan as part of the People and Organisation Development Strategy. Based on feedback received, the staff appraisal process, check in check out, is being reviewed and further developed.	- Continue to engage with staff on the People and Organisational Development Strategy to ensure the strategy continues to focus on addressing identified needs. -Take forward the activities in the programme plan of the strategy which brings together the many facets of people and organisational development we run to provide support and development for people whether they are inside or outside of our organisation. - Implement the updated staff appraisal process, check in check out, across the organisation.	2015/16	Possible	Substantial	Medium	Peter Davies	Phil Murphy	Strong Communities
			2016/17	Possible	Substantial	Medium			2016/17	Possible	Substantial	Medium			
			2017/18	Possible	Substantial	Medium			2017/18	Unlikely	Substantial	Low			
10	Not having appropriate governance mechanisms does not make it easy for communities to work with us when we are co-delivering and co-	Concerns on overlapping and complicated community governance structures have led to some dissatisfaction amongst community stakeholders.	2015/16	Possible	Substantial	Medium	A community governance review has been completed. The review was presented to Cabinet and Council to update Members on the findings of the Community Governance Review and the	The cross party Member working group on community governance will: · be responsible for developing a revised framework which	2015/16	Possible	Substantial	Medium	Kellie Beirne / Will McLean	Phil Hobson	Strong Communities
			2016/17	Possible	Substantial	Medium			2016/17	Possible	Substantial	Medium			

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
	developing services which will impact on our shared ability to deliver sustainable and resilient communities.	<p>There is a recognised disconnect between the process and delivery frameworks set up to support community governance.</p> <p>The Council works collaboratively to deliver a variety of services and is increasingly considering alternative delivery models to sustain services. The council has already agreed an approach to involving volunteers and community organisations.</p>	2017/18	Possible	Substantial	Medium	<p>proposed recommendations to develop a more coherent and partnership approach with communities. Council agreed to establish a cross party Member working group which equally represents the four administrative areas.</p> <p>A volunteer coordinator was appointed and is leading the council's <i>A County That Serves</i> volunteering programme that aims to support and enable volunteers.</p> <p>As part of the budget setting process a budget mandate proposal to develop a 'Local Fund' across the county into which Town and Community Councils can make a contribution to sustaining the services they feel are most important to the wellbeing of their towns has been developed.</p>	<p>preserves the leadership role of elected members, supports and encourages community participation, oversees the delivery of the local Whole Place plan and consider the Local Government (Wales) Bill.</p> <p>· recommend a revised framework to County Council.</p> <p>Continue to implement the "A County That Serves volunteering programme"</p> <p>Continue to implement the volunteer tool kit to clarify information, procedures and processes on volunteering</p>	2017/18	Unlikely	Substantial	Low			
11	The current configuration of the recycling service becomes unviable because of legislation requirements and financial constraints.	<p>Monmouthshire does not currently collect recycling in line with the preferred Welsh Government method.</p> <p>The Welsh Government grant is being cut by 6.4%.</p> <p>An Increase in recycling costs, the potential Welsh Government grant reduction and growth in waste tonnages means the waste service has an existing £1.2 million total pressure modelled in the Medium Term Financial plan over 2016/17 and 2017/18.</p>	2015/16	Unlikely	Moderate	Low	A review of the Monmouthshire recycling service is currently being finalised. A preferred way forward has been identified, has been taken to Strong Communities Select Committee and will be reported to Cabinet in March 2016.	To complete the recycling review report to determine the Council's long term recycling strategy with cabinet approval in March 2016.	2015/16	Unlikely	Moderate	Low	Rachel Jowitt	Bryan Jones	Strong Communities
			2016/17	Likely	Substantial	Medium			2016/17	Unlikely	Substantial	low			
			2017/18	Likely	Substantial	Medium	On-going liaison with Welsh Government on the Environmental Grant funding, its importance to the service and positive impact it makes on the long term strategy. Waste pressures mandate of £1.2m has been accepted by	To continue to liaise with Welsh Government on Environmental Grant funding.	2017/18	Likely	Substantial	Medium			

Ref	Risk	Reason why identified	Risk Level (Pre – mitigation)				Mitigation already undertaken	Future Actions and timescales	Risk Level (Post – mitigation)				Service & Risk Owner	Cabinet Member	Select Committee
			Year	Likelihood	Impact	Risk Level			Year	Likelihood	Impact	Risk Level			
							Cabinet/Council meaning that the waste budget should not be at risk of failure in 2016-17								

Appendix 2

The Risk Register is a living document and must be regularly reviewed and updated. It will be signed off by Cabinet on an annual basis – it can be examined by select committee at any point in time at the determination of the chair and committee members.

Our approach to risk management is informed by a range of information that flows into and within the organisation throughout the year (see diagram below). The risk log will be updated throughout the year using the latest intelligence, including reports from all regulators including CSSIW and Estyn. It will be made available on the Hub.



The Council uses a 'traffic light' system of Red/Amber/Green associated with High/Medium/Low. Generally it is clear what the assessment should be. However, there will be cases where assessment of "How much risk" is not straightforward (such as when the effect of controls and counter measures is uncertain.)

		Unlikely	possible	Likely	Almost certain
Impact/Severity	major	Low	Medium	High	High
	substantial	Low	Medium	Medium	High
	moderate	Low	Low	Medium	Medium
	minor	Low	Low	Low	Low
		Likelihood			

ⁱ Recent figures obtained from the 'Get Monmouthshire On Line'

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**SCHEDULE 12A LOCAL GOVERNMENT ACT 1972
EXEMPTION FROM DISCLOSURE OF DOCUMENTS**

TITLE OF REPORT: Deletion of post CYP Directorate

AUTHOR: Sharon Randall-Smith

MEETING AND DATE OF MEETING: Cabinet 24th March 2016

I have considered grounds for exemption of information contained in the report referred to above and make the following recommendation to the Proper Officer:-

EXEMPTIONS APPLYING TO THE REPORT:

Information relating to a particular individual as described in Paragraph 12 of Part 4 of Schedule 12A of the Local Government Act 1972.

FACTORS IN FAVOUR OF DISCLOSURE:

Openness and transparency in matters concerning the public purse

PREJUDICE WHICH WOULD RESULT IF THE INFORMATION WERE DISCLOSED:

Implied term of mutual trust and confidence in contract of employment

MY VIEW ON THE PUBLIC INTEREST TEST IS AS FOLLOWS:

Those factors against disclosure outweigh factors in favour of the disclosure.

RECOMMENDED DECISION ON EXEMPTION FROM DISCLOSURE:

To maintain exemption from publication in relation to the report

Date: 4th March 2016

Signed: 

Post: Head of Service Children and Young People

I accept the recommendation made above

Proper Officer:  Sarah McGuinness
Post: Chief Officer Children and Young People Directorate

Date: 7th March 2015

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By virtue of paragraph(s) 1 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

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