

# Public Document Pack



Neuadd y Sir  
Y Rhadyr  
Brynbuga  
NP15 1GA

County Hall  
Rhadyr  
Usk  
NP15 1GA

Tuesday, 3 January 2017

Dear Councillor

## CABINET

You are requested to attend a **Cabinet** meeting to be held at **Council Chamber - Council Chamber** on **Wednesday, 11th January, 2017**, at **2.00 pm**.

## AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Recommendations and Outcomes from Select Committees 1 - 10
4. To consider the following reports (Copies attached):
  - i. **Welsh Church Fund Working Group** 11 - 22  
Division / Ward Affected: None  
  
Purpose: The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 3 of the 2016/17 financial year held on the 1st December 2016.  
  
Author: David Jarrett – Senior Accountant – Central Finance Business Support  
  
Contact Details: [davejarrett@monmouthshire.gov.uk](mailto:davejarrett@monmouthshire.gov.uk)
  - ii. **Licensing Section Restructure** 23 - 42  
Division/Wards Affected: None  
  
Purpose: To consider the restructuring of the Authority's Licensing section.  
  
Author: David H Jones, Head of Public Protection  
  
Contact Details: [davidjones3@monmouthshire.gov.uk](mailto:davidjones3@monmouthshire.gov.uk)
  - iii. **Children's Services - Service Re-design** To Follow  
Division/Wards Affected: Social Care and Health

Purpose: The purpose of this report is to seek approval to reconfigure the way in which we deliver our services within Children's Services

Author: Jane Rodgers, Head of Children's Services

Contact Details: janerodgers@monmouthshire.gov.uk

- iv. **Monmouth Leisure Centre Re-design and Swimming Pool Feasibility Study** 43 - 120  
Division/Wards Affected: Monmouth

Purpose: To set out the outline business case for the commissioning of relevant design and feasibility work to provide for an enhanced leisure offer and new pool provision at Monmouth Leisure Centre, linked to the co-located development of the new 'Future School.

Author: Kellie Beirne, Chief Officer, Innovation and Enterprise

Contact Details: kelliebeirne@monmouthshire.gov.uk

- v. **Welsh in Education Strategic Plan 2017-20** 121 -  
Division/Wards Affected: All 162

Purpose: To seek member approval for the Welsh in Education Strategic Plan (WESP) 2017-2020 for Monmouthshire County Council.

Author: Sharon Randall-Smith - Head of Service Children and Young People Directorate

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)	<b>Organisational Development</b> 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)	<b>Innovation, Enterprise &amp; Leisure</b> Innovation Agenda, Economic Development, Tourism, Social Enterprise, Leisure, Libraries & Culture, Information Technology, Information Systems, Development Control.	WLGA Council Capital Region Tourism	Devauden
P.A.D. Hobson (Deputy Leader)	<b>Community Development</b> 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	<b>Schools and Learning</b> 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	<b>Social Care, Safeguarding &amp; Health</b> 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	<b>Resources</b> Accountancy, Internal Audit, Estates & Property Services, Procurement, Human Resources & Training, Health & Safety, Building Control, Energy.	Prosiect Gwrydd Wales Purchasing Consortium	Caerwent
S.B. Jones	<b>County Operations</b> 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.



This page is intentionally left blank

**SUBJECT: RECOMMENDATIONS AND OUTCOMES FROM SELECT COMMITTEES (September to December 2016)**

**MEETING: CABINET**

**DATE: 11<sup>th</sup> January 2017**

**DIVISION/WARDS AFFECTED: All**

## **1. PURPOSE:**

- 1.1** The purpose of the report is to provide the Cabinet with a record of the recommendations and outcomes of the Select Committee meetings during the middle of September to December 2016.

## **2. RECOMMENDATIONS:**

- i) That the Cabinet acknowledge the contribution made by the Council's Select Committees towards policy development and decision-making;
- ii) That Cabinet Members familiarise themselves with the outcomes of the Select Committees to ensure they respond appropriately to recommendations and requests made by the Select Committees, in line with the Council's Scrutiny and Executive Protocol.

## **3. KEY ISSUES:**

### **3.1** Select Committees conduct a variety of important 'critical friend' roles:

- i) Reviewing the appropriateness of existing policy and shaping new policy to ensure 'fitness for purpose';
- ii) Conducting pre-decision scrutiny, by challenging the rationale for proposed decisions with the decision-maker;
- iii) Holding the Cabinet Members and Officers to account for their performance, including their management of budgets and risks;
- iv) Engaging with the public to ensure that the Council is delivering effective services which resonate with needs of the public, their communities and local businesses.

- 3.2** The Select Committees add value by driving improvement in service delivery and through offering constructive challenge to decision makers to ensure decisions are robust. Each Select Committee agrees its forward work programme and undertakes its workload in a flexible manner to ensure diligent scrutiny of key emerging programmes, projects and initiatives. This has led to an increased number of additional Select Committees being called to scrutinise single subjects, sometimes on a recurring basis. The calling of additional meetings is an approach that is favoured over the establishment of numerous task and finish groups, given the ability for

Scrutiny Members to produce quicker outcomes in addition to enabling wider elected Member and public involvement in its meetings.

**3.3** In line with the Council's Scrutiny and Executive Protocol, Cabinet Members are invited to Select Committees to be challenged upon their performance and also their rationale for decisions they may make. Outcomes of Select Committees are formally recorded in the minutes of Select Committees following 'summing up' by the Select Committee Chair, who will (if appropriate) write to the relevant Cabinet Member or Chief Officer to advise the Committee's stance on an issue together with any recommendation the Select Committee wishes to make. Discussions are frequently held between the Select Committee Chairs and the relevant Cabinet Member following the meeting, with further scrutiny and requests for information identified.

**3.3** Following a self-evaluation of the scrutiny function in 2014 and a corporate assessment in 2015, the Scrutiny Chairs agreed a need to formally document outcomes and recommendations made by Select Committees via a regular report to the Council's Cabinet. The purpose of the report is to demonstrate the valuable contribution made by Scrutiny Members and to ensure that Cabinet Members are aware of the outcomes of Select Committees, in order that they may respond appropriately.

**4. REASONS:**

4.1 To implement effective corporate governance and decision-making, through ensuring clarity of role, purpose and mutual expectations of the Select Committees and the Cabinet.

**5. RESOURCE IMPLICATIONS:**

None identified.

**6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:**

None identified.

**7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS**

None identified.

**8. CONSULTEES:**

Not required.

**9. BACKGROUND PAPERS:**

None - Minutes publicly available.

**10. AUTHOR:**

Hazel Ilett, Scrutiny Manager

**11. CONTACT DETAILS:**

Tel: 01633 644233

E-mail: [Hazelilett@monmouthshire.gov.uk](mailto:Hazelilett@monmouthshire.gov.uk)



# Record of Recommendations/Outcomes from Select Committees during September and December 2016 (16 meetings)

Strong Communities Select Committees – 15 <sup>th</sup> September 2016	
<b>Speeding and Road Safety</b>	The Committee agreed a member’s seminar should be arranged with partners invited, following which, discussion would take place as to whether to establish a multi-agency Task and Finish working group on road safety.
<b>Street Lighting</b>	The Chair thanked the Officers and reminded officers of the importance of the issue, Members receiving complaints from the public several times a week on this matter. The chair stressed that the public need to be updated on the developments with the lights and asked for a press release to be sent to advise the public of the latest position.
<b>Budget Monitoring report for Period 1</b>	The Committee requested an update on Raglan Market from the Estates Department and a report on sickness absence and staff well-being.
Joint Select Committee – 19 <sup>th</sup> September 2016	
<b>Alternative Service Delivery Model</b>	<p>The Committee agreed that a letter would be drafted by the Chair to the Cabinet outlining the following points:</p> <p>The Joint Select Committee was concerned that the level of detail provided to them in seeking its agreement to proceed with the alternative service delivery model, (particularly in relation to likely costs in continuing to the next phase) did not assist it in reaching a decisive conclusion. However, Members supported the philosophy and agreed that the opportunities for an alternative service delivery model should be explored, subject to the Cabinet and officers giving consideration to the following:</p> <ul style="list-style-type: none"> <li>• <b>Resources:</b> The Committee has reservations as to the resources required to progress the work further and the resources required to deliver the model itself. The Joint Select Committee requests that a financial breakdown be provided to Members to outline this detail.</li> <li>• <b>Governance:</b> Members strongly agree that the governance and accountability framework needs to be determined at an early stage and recommend that officers explore a range of accountability structures / models for consideration by Members.</li> <li>• <b>Managing public expectation:</b> Members agreed that the Council needs to give consideration as to how it can ensure that the public’s needs are reflected in services delivered through an alternative service delivery model.</li> <li>• <b>Staffing:</b> The Committee is concerned that there will be implications for staff in any alternative arrangement and recommends that an analysis of the staffing options (secondment or TUPE) be fully explored for further Member consideration.</li> <li>• <b>Scrutiny:</b> The Joint Select Committee requests that their proposals, together with the draft Business Case, be brought to a future meeting of the Joint Select Committee in October / November 2016, prior to being considered by full Council.</li> </ul>

**Adults Select Committee – 20<sup>th</sup> September 2016**

<p><b>Discretionary Housing Payments Policy</b></p>	<p>The Select Committee has undertaken pre-decision scrutiny of the Discretionary Housing Payments Policy as part of their wider scrutiny of welfare reform. The Committee agreed to endorse the policy and to make the following recommendations to the Cabinet in their consideration of the policy in November:</p> <ul style="list-style-type: none"> <li>• Cabinet are recommended to give serious consideration to agreeing an uplift to the monies it invests in the Discretionary Housing Payment fund, recognising the demonstrative impact the funding has had on vulnerable people and the risks and implications of not supporting people through further benefit reductions, particularly in terms of preventing homelessness and children being taken into the care of the Council.</li> <li>• Given that much of this work is delivered in a household environment, Cabinet are recommended to recognise the need for an accessible corporate warning system to identify clients and households that may present a risk to lone workers. The Committee understand that Torfaen operates a similar model to protect its workforce.</li> <li>• The Committee recommends that all the agencies working in the benefits arena such as the CAB, RSL's and the Council consider the potential for sharing best practice and explore opportunities to create efficiencies and economies in the provision of welfare advisory services.</li> <li>• The Committee further recommends a joint meeting with the Planning Committee to consider the relationship between homelessness, housing benefits and the provision of affordable housing in Monmouthshire.</li> </ul>
<p><b>Budget Monitoring report for Period 1</b></p>	<p>The Committee highlighted concerns echoed at previous meetings that the future funding for social services needed consideration and accepted the report.</p>

**Economy and Development Select Committee – 27<sup>th</sup> Sep 2016 (Planning Committee invited)**

<p><b>Monmouthshire Local Development Plan Annual Monitoring Report 2015-16</b></p>	<p>The Committee discussed the Local Development Plan (LDP) and Annual Monitoring Report (AMR) in depth and agreed that:</p> <ul style="list-style-type: none"> <li>• The report should be submitted to the Welsh Government.</li> <li>• Members furthermore supported the recommendation to commence the review of the LDP. The Committee accepted that the review would determine whether there is a need for revisions of the LDP and agreed to await the conclusions of the review which would be reported back to the select committee.</li> <li>• The Committee requested that an update report be brought to them in due course on the Community Infrastructure Levy, together with a list of applicable areas.</li> <li>• Members also requested that supplementary planning guidance on affordable housing be brought to a joint scrutiny meeting with Strong Communities and Adults Select Committees at the appropriate time.</li> </ul>
<p><b>Monmouthshire Planning Service Annual Performance Report 2015-16</b></p>	<p>The Committee discussed the performance of the planning service in line with the annual report and recognised that the function is performing well and is exceeding Welsh Government targets. Members noted by way of example that national performance on areas such as customer</p>

	<p>satisfaction is relatively low and as such, there is a need to continually improve beyond the average Welsh benchmark figure. The Committee recognises the limitations of the customer survey feedback and that the applicability of some of the performance indicators does not enable a full picture of the performance made in some areas of the service and acknowledging that some indicators are statutory indicators, they supported any enhancements that could be made to measuring and recording performance. Members supported the three actions contained in the report and requested future reports be brought for scrutiny by the Committee.</p>
<b>Budget Monitoring report for Period 1</b>	That the recommendations outlined in the report be presented to Cabinet.
<b>Children and Young People's Select Committee – 6<sup>th</sup> October 2016</b>	
<b>Integrated Youth Offer Annual report</b>	<p>The Chair concluded that the Committee had received an interesting and informative report and requested that:</p> <ul style="list-style-type: none"> <li>• Future reports include substantive data alongside the case studies.</li> <li>• In future, Monmouthshire Youth Service Report should accompany the Integrated Youth Offer report in order to provide a complete overview.</li> <li>• Further communication should be undertaken with the Town and Community Council's within Monmouthshire.</li> </ul>
<b>Budget Monitoring Report Month 1</b>	<p>The Chair concluded:</p> <ul style="list-style-type: none"> <li>• The budgetary position is volatile and was subject to change.</li> <li>• Areas of concern have been raised.</li> <li>• Receive a position report on all schools at a future Select Committee meeting.</li> <li>• The Chair will write to the Cabinet Member to emphasise the lack of funding in respect of the Safeguarding and Looked after Children's budget.</li> <li>• The Select Committee to receive formal feedback from the Authority's representative from the next meeting of the Schools Budget Forum. Nick Ramsay (AM) and Steve Davies (Education Achievement Service) will be in attendance at the Forum meeting.</li> <li>• Await the response from the Schools Budget Forum before considering petitioning the Welsh Government.</li> </ul>
<b>Public Service Board Select Committee – 11<sup>th</sup> October 2016</b>	
<b>Discussion with the Chair of the Public Service Board</b>	<p>The Chair thanked the Chief Officer for the reassurance that the Public Service Board has the capacity to deliver the wellbeing assessment. Members were reassured that the Public Service Board will take stock &amp; consider where it intends to aim for in the future and MCC's capacity to resource it. Since resources are limited, greater integration should be actively encouraged.</p> <p>Members noted the danger of fragmentation and felt that the Public Service Board should manage this by being at the centre of all the ongoing work.</p> <p>It was agreed that a brief action list from the Public Service Board would help the Select Committee with monitoring progress.</p>
<b>Scrutiny of the community engagement activity being undertaken in preparation for the Well-being Assessment</b>	In summing up the Chair congratulated the team on their hard work and recognised how much hard work is taking place going out, engaging with the public.

	<ul style="list-style-type: none"> <li>• The Committee is confident that satisfactory progress has been made and now look forward to updates and the eventual results. The next meeting will be postponed to Mid-February to allow the results to be collated and the Commissioner would be invited to attend.</li> <li>• The Chief Executive Officer was requested to discuss the Committee's recommendations and the need for an action list and designated deputy to attend with the PSB.</li> <li>• Members were urged to contact officers with details of any groups that they considered needed to be engaged with before the end of November.</li> </ul> <p>An all member seminar would be organised to consider the emerging findings of the well-being assessment.</p>
<b>Economy and Development Select Committee – 13<sup>th</sup> October 2016</b>	
<b>Velothon 2016 Debrief</b>	<ul style="list-style-type: none"> <li>• The Chair summarised that it was the role of the Committee to scrutinise return on investment and to identify benefits to the County from the event. To do so, the organisers will be asked to provide measurable financial reports to show the return and benefits for the County from next year's event.</li> <li>• It was agreed to consider the report on developing cycling tourism in South East Wales at the next meeting.</li> <li>• It was agreed to revisit our own methodology to identify economic benefit including anecdotal evidence to provide reassurance to residents through provision of full information.</li> </ul>
<b>Monmouthshire Tourism Performance 2015</b>	<p>The Chair noted that the main focus of discussion had been Tourist Information Centres (TICs) and it was agreed to request a further report to consider resourcing and the future of TICs.</p> <p>It was agreed that Members would hold a workshop to consider the Destination Plan after feedback from key stakeholders has been received. It was noted that there was wider discussion of funding issues and acknowledgment that external economic factors should be taken account of in current and future plans.</p> <p>The figures and data provided were welcomed and the Officers were thanked for attending and providing comprehensive information.</p>
<b>Local Development Plan Tourism Policy</b>	<p>The Chair welcomed the planned revision of Supplementary Planning Guidance and also the commitment to engage proactively with businesses to encourage tourism business opportunities. She referred to the proposed production of a leaflet and other initiatives. The Chair commended the positive joint working across departments for the benefit of the County.</p>
<b>Children and Young People's Select Committee – 3<sup>rd</sup> November 2016</b>	
<b>Annual Complaint Report for Social Services</b>	<p>The Chair thanked the officer for a clear and informative report and acknowledged that training and communication and the changes that have been made within the departments will help address issues raised in the report.</p>

<b>Budget Monitoring Report Period 2</b>	The Chair thanked officers for presenting the report and the committee agreed to receive an update on schools' budgets in three to four months.
<b>School Attainment Performance Report 2016/17</b>	<p>The Chair concluded:</p> <ul style="list-style-type: none"> <li>• There has been a solid improvement in schools' performance since 2012. All school staff across the Authority should be recognised for this improvement.</li> </ul> <p>The Committee looks forward to receiving the next report at a future meeting of the Committee which will provide more clarity and more detail of the data being provided.</p>
<b>School Budgets Presentation</b>	The Chair re-affirmed the importance of on-going governor training and emphasised that communication with schools is paramount.
<b>Welsh Education Strategic Plan</b>	<p>The Chair requested that officers take forward the points raised in respect of the WESP before the final draft is published.</p> <p>The Select Committee would recommend a review of the Home to School Transport Policy.</p>
<b>Adults Select Committee – 8<sup>th</sup> November 2016</b>	
<b>Prison Visit</b>	Visited the prison ahead of scrutiny of our responsibilities under part 11 of the Social Services Act.
<b>Strong Communities Select Committees – 10<sup>th</sup> November 2016</b>	
<b>Public Toilets</b>	The Committee was content with progress being made against the Committee's recommendations and asked for a further report in 9 months' time.
<b>Prosiect Gwyrdd</b>	The Committee requested the next report outline the longer time prospects for the energy from waste facility and requested to attend a future meeting of Prosiect Gwyrdd as observers and to also visit the incinerator.
<b>Budget Monitoring (Period 2 Outturn Forecast Statement)</b>	<p>The Committee agreed:</p> <ul style="list-style-type: none"> <li>• Members would meet with the relevant officer to discuss concerns on the Borough Theatre.</li> <li>• That the Chair should request the Chair of Economy and Development Select Committee discuss the Committee's concern in relation to the overspend on markets.</li> <li>• In respect of members' concern over the progress of the community asset transfer in Chepstow, a reply would be emailed to Members.</li> <li>• Members asked for an update on Raglan cattle market.</li> </ul>
<b>Recycling Contract</b>	The Chair thanked the visitors from Suez UK for the presentation and agreed to await the results of the pilot scheme which will be scrutinised in January 2017.
<b>Joint Adults and CYP Select Committee – 22<sup>nd</sup> November at 10am</b>	
<b>Social Services and Well-being Act (Part 11)</b>	The Committee were satisfied that the council is making good progress in meeting the requirements of the act in terms of the delivery of care and support to prisoners. The Committee supported the co-opted Member Delia Hudson joining the Older Prisoners Forum and agreed to receive periodic updates from Delia on the group's progress. Members agreed to revisit this in 9 to 12 months, for an update on progress in implementing the duties within the act and further information on new projects such as the seven day service.

<b>CYP chief officer report</b>	The Committee felt the report provided was an excellent summary of the year's progress and the priorities going forward, particularly in relation to closing the gender gap between foundation phase and key stage 2 and that this would be explored with teaching colleagues and the EAS. The Chair thanked the acting Chief Officer for the report and acknowledged the significant improvements that have been made over the course of the last two years by staff in the CYP Directorate. The Committee agreed that the report should be tabled to Council and will monitor progress accordingly.
<b>Responsibilities under the Social Services and Well-being Act to provide information, advice and assistance</b>	The Chair recognised that this is a work in progress and that the responsibilities under the act should help us to ensure that improvements are made as to how we communicate service and advice to people. Members suggested that officers need to consider providing information in different formats, such as by leaflet and not to assume that all citizens are able to access information via the internet. The Committee agreed with the direction of travel and requested that this returns to the committee in the Spring/early summer 2017 for further scrutiny.
<b>Budget Monitoring Report (Period 2)</b>	The Committee acknowledged the pressure on the Adult Services budget, which has been decreasing annually. Given that we have an ageing population, the Committee is concerned that the budget for social services across adults and children's remits is insufficient. The Chairs of both Committees agreed to write to Welsh Government to highlight their concern about the level of funding.
<b>Economy and Development Select Committees – 24<sup>th</sup> November 2016</b>	
<b>Skutrade</b>	Minutes not drafted at the point the report was finalised.
<b>Business Rates Revaluation</b>	
<b>CMC2 Performance Report</b>	
<b>Y Prentis Update</b>	
<b>Museums Service</b>	
<b>Improvement Objectives and Performance</b>	
<b>Adults Select Committee – 29<sup>th</sup> November 2016 (Special Meeting)</b>	
<b>Scrutiny with the Aneurin Bevan University Health Board (ABUHB)</b>	<p>The Chair expressed the appreciation of the Committee for the presenters' frankness and openness in answering questions and for the opportunity to fairly represent the contribution that the Health Board makes. The format of the report was welcomed with the future addition of information regarding complaints.'</p> <p>The Chair expressed that the new committee in the next council would need to build on the relationship established and to continue the dialogue with ABUHB, noting that strategically other areas for work would be scrutinised by the Public Service Board Select Committee, with links to each of the Select Committees.</p> <p>The Chair acknowledged that the challenge will be in how to provide public services across a regional Gwent footprint whilst maintaining the need for local accountability. He encouraged the need for dialogue, clarity on roles and responsibilities and robust scrutiny arrangements.</p> <p>For the future work programme, the Chair confirmed the following topics would return to the committee and would benefit from ABUHB input:</p>



	<ul style="list-style-type: none"> <li>• Stroke services</li> <li>• Young Carers Strategy</li> </ul>
<b>Strong Communities Select Committees – 8<sup>th</sup> December 2016</b>	
<b>Grant Funded Partnerships</b>	Minutes not drafted at the point the report was finalised.
<b>Rights of Way Improvement Plan</b>	
<b>Improvement Objectives, Performance and Risk Assessment</b>	
<b>Welsh Language Strategy</b>	
<b>Children and Young People’s Select Committees – 8<sup>th</sup> December 2016</b>	
<b>Strategic Risk Assessment 2016</b>	The Chair thanked the officers for the report and requested that the Select Committee receive sickness data relating to school staff and pupils at a future Select Committee meeting.
<b>Children's Services Quarter 2 Performance</b>	The Chair concluded that the areas of concern have been noted and that until baseline data is established further comparisons cannot be made at this stage. The Committee noted that there had been some changes within the Children’s Services and much has been achieved to date. The Committee acknowledged that the Head of Children’s Services was satisfied with the performance of the service.
<b>Improvement Objectives and Performance indicators - 2016/17 Quarter 2 update</b>	<p>The Chair asked that the following actions be built into the work programme:</p> <ul style="list-style-type: none"> <li>• To receive a report from Gill Lawrence regarding the ALN Service at a future meeting.</li> <li>• A representative from the Shared Resource Service (SRS) be invited to a future meeting to provide an update on our relationship with the SRS.</li> </ul>
<b>Summer Play Provision</b>	<p>The Committee agreed that:</p> <ul style="list-style-type: none"> <li>• The report to be sent to the Town and Community Councils with a view to investigating potential support.</li> <li>• Confirmation regarding the Families First grant was awaited from the Welsh Government.</li> <li>• It had been emphasised that there had been no safeguarding issues relating to the Summer Play Scheme.</li> <li>• Excellent feedback had been provided and the Summer Play Scheme 2016 was a blue print for the next two years.</li> </ul> <p>The scheme was encouraging mobility and exercise amongst young people.</p>
<b>Presentation on New Qualifications (EAS)</b>	<p>The Committee thanked the EAS representative for providing the Committee with an update on the Key Stage 4 new reporting measures and the EAS representative was asked to convey the sentiments of the Committee with regard to its views on the importance of the English Literature qualification.</p> <p>It was agreed that the EAS would be invited to a future Select Committee meeting to provide further updates with regard to the new reporting measures.</p>
<b>Adults Select Committee – 13<sup>th</sup> December 2016</b>	
	Minutes not drafted at the point the report was finalised.




<b>SUBJECT:</b>	<b>WELSH CHURCH FUND WORKING GROUP</b>
<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>11<sup>th</sup> January 2017</b>
<b>DIVISIONS/WARD AFFECTED:</b>	<b>All</b>

## 1. PURPOSE:

- 1.1 The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 3 of the 2016/17 financial year held on the 1<sup>st</sup> December 2016.

## 2. RECOMMENDATION:

- 2.1 We resolved that the following grants be awarded as per the schedule of applications.

### SCHEDULE OF APPLICATIONS CONSIDERED 2016/17 – MEETING 3.

- (1) Llanhennock Women's Institute requested £200 to assist in the costs of invited guest speakers at the annual WI institute meeting and marketing costs associated in order to increase WI members from the local community

Recommendation – The Committee declined the application on the basis that the purpose of the application would provide no long term benefit to the community in general.

- (2) Friends of Bailey Park requested £973 to assist in the purchase of 2 Permanent Display Boards providing information on the Events, History and Safety information about the park.

Recommendation - £500 awarded to assist in the purchase of two notice boards for the provision of community information to visitors of the park.

- (3) Portskewett Heritage Centre requested £5,000 to assist in the restoration of a derelict churchyard building which will include the provision of Kitchen and Toilet facilities as well as a Multi-media centre for local information and a Community history activity programme

Recommendation - £2,000 was awarded to assist in the restoration and provision of a valuable community asset and the educational enrichment of visitors to the centre

## 2.3 KEY ISSUES

The nature of the request in each case is set out in the attached schedule.

### **3. REASONS**

A meeting took place on Thursday, 1<sup>st</sup> December 2016 of the Welsh Church Fund Cabinet Working Group to recommend the payment of grants as detailed in the attached schedule and to confirm administrative procedures for the financial year 2016/17.

County Councillors in attendance:

County Councillor D.L. Edwards (Chairman)  
County Councillor B. Strong (Vice Chairman)  
County Councillor A. Webb

OFFICERS IN ATTENDANCE:

D. Jarrett Central Finance Officer  
W. Barnard Senior Democracy Officer

#### **3.1 DECLARATIONS OF INTEREST**

It was agreed that declarations of interest would be made under the relevant item if appropriate.

#### **3.2 APOLOGIES FOR ABSENCE**

County Councillor D. Evans

#### **3.3 CONFIRMATION OF REPORT OF PREVIOUS MEETING**

The minutes of the meeting of the Welsh Church Fund Working Group held on Thursday 16th June 2016 were confirmed as an accurate record and signed by the Chairman.

### **4. RESOURCE IMPLICATIONS**

A total of £2,500 was allocated at meeting 3 of the Welsh Church Fund Committee. The remaining budget of £23,951 is available for distribution in the 2016/17 financial year.

### **5. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:**

There are no equality or sustainable development implications directly arising from this report. The assessment is contained in the attached appendix.

### **6. CONSULTEES:**

Senior Leadership Team  
All Cabinet Members  
Head of Legal Services  
Head of Finance  
Central Management Accountant

### **7. BACKGROUND PAPERS:**

**8. AUTHOR:**

David Jarrett – Senior Accountant – Central Finance Business Support

**9. CONTACT DETAILS**

Tel. 01633 644657

e-mail: [daveJarrett@monmouthshire.gov.uk](mailto:daveJarrett@monmouthshire.gov.uk)

This page is intentionally left blank

**WELSH CHURCH FUND - APPLICATIONS 2016/17****APPENDIX 2****MEETING 3: 1st December 2016**

<u>ORGANISATION</u>	<u>ELECTORAL DIVISION</u>	<u>Signed by Councillor</u>	<u>REQUEST</u>	<u>DECISION</u>	<u>NATURE OF REQUEST</u>	<u>APPROX COST</u>	<u>DATE Received</u>	<u>D of I*</u>	<u>Comments</u>
<b>NEW APPLICATIONS AWAITING DECISION</b>			£	£		£			
1 Llanhennock Women's Institute	Llangibby Fawr	P. Clarke	£200	£0	To assist in the costs of invited guest speakers at the annual WI institute meeting and marketing costs associated in order to increase WI members from the local community	£560	24/10/16	No	Llanhennock WI has lost the use of Tredunnoch village hall as that has been sold and Llantrisant WI has closed. Currently 32 active members and looking to increase this figure through active marketing
2 Friends of Bailey Park	Priory Ward	J Prosser	£973	£500	Funding required for the purchase of 2 Permanent Display Boards providing information on the Events, History and Safety information about the Park	£1,073	20/10/16	No	These boards will be for the benefit of the Local General Public, Visitors and sports organisations that utilise the park
3									
<b>Late Applications</b>									
<b>Deferred Applications</b>									
Portskewett Heritage Centre	Portskewett	P. Fox	£5,000	£2,000	Assistance in the restoration of a derelict churchyard building which will include the provision of Kitchen and Toilet facilities as well as a Multi media centre for local information and a Community history activity programme	£98,400	15/06/16	No	A management group under the authority of the Parochial Church Council support s growing village community of 2,133 (soon to increase by 1,000) and so the need for improved community facilities has been recognised and being planned for. This comprises members from Community groups to the local Caldicot History Society.
<b>SUB TOTAL Meeting 3</b>			<b>£6,173</b>	<b>£2,500</b>					
<b>Meeting 1 Award</b>				6,718					
<b>Meeting 2 Award</b>				4,740					
<b>Meeting 3 Award</b>				2,500					
<b>Meeting 4 Award</b>				0					
<b>Meeting 5 Award</b>				0					
<b>TOTAL AWARDED FOR 2016/17 TO DATE</b>				13,958					
<b>BUDGET 2016/17</b>				<b>31,400</b>					
<b>BALANCE B/F TO 2016/17</b>				<b>£6,509</b>					
<b>Monmouthshire's Allocation for 2016/17</b>				<b>£37,909</b>					
<b>REMAINING BALANCE</b>			<b>£23,951</b>						

This page is intentionally left blank



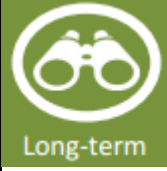
<p><b>Name of the Officer</b> D Jarrett <b>Phone no: 4657</b> <b>E-mail: davejarrett@monmouthshire.gov.uk</b></p>	<p><b>Please give a brief description of the aims of the proposal</b> To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 1<sup>st</sup> December 2016.</p>
<p><b>Name of Service</b> Finance</p>	<p><b>Date Future Generations Evaluation</b> 1<sup>st</sup> December 2016</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><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Positive in relation to developing the skills and proficiencies of applicants</p>	
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>No impact</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>No impact</p>	

<b>Well Being Goal</b>	<b>How does the proposal contribute to this goal? (positive and negative)</b>	<b>What actions have been / will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Positive in relation to connecting the community and its constituents	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Positive in relation to social well-being. Helping the environmental well-being of the community through preservation of history.	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Positive in relation to the promotion of culture in the community	
<b>A more equal Wales</b> People can fulfill their potential no matter what their background or circumstances	No impact	

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

<b>Sustainable Development Principle</b>	<b>How does your proposal demonstrate you have met this principle?</b>	<b>What has been done to better to meet this principle?</b>
 Balancing short term need with long term and planning for the future	Not applicable to Welsh Church Fund Trust	



Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	Not applicable to Welsh Church Fund Trust	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	Not applicable to Welsh Church Fund Trust	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	Not applicable to Welsh Church Fund Trust	
 <p>Integration</p> <p>Positively impacting on people, economy and environment and trying to benefit all three</p>	Not applicable to Welsh Church Fund Trust	

**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.

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Age	No impact	None	
Disability	No impact	None	
Gender reassignment	No impact	No impact	
Marriage or civil partnership	No impact	No Impact	
Race	No impact	No Impact	
Religion or Belief	No impact	None	
Sex	No impact	No impact	
Sexual Orientation	No impact	No Impact	
Welsh Language	No impact on Welsh Language	No impact on Welsh Language	

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>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Not applicable		
Corporate Parenting	Not applicable		

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

The evidence and data used for the assessment of each applicant to the Welsh Church Fund is supplied by the applicant upon submission of their application. The data and information supplied or subsequently requested is used to form the basis of the Committees' decision on whether to award a qualifying grant.

**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?**

The grant aid supports and highlights the positive effect that decisions the Welsh Church Fund Working Group have on the applicants funding requests from Voluntary Organisations, Local Community Groups, Individuals and Religious Establishments. All awards are made in the belief that the funding is utilised for sustainable projects and cultural activities that benefit individuals, organisations, communities and their associated assets. All grants are awarded within the Charitable Guidelines of the Trust

**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
Page 22	Award grants	October 2016	Welsh Church Fund	On target

**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.**

<b>The impacts of this proposal will be evaluated on:</b>	The Payment of grants awarded to the successful applicants
---	--

<b>SUBJECT:</b>	<b>LICENSING SECTION RESTRUCTURE</b>
<b>DIRECTORATE:</b>	<b>SOCIAL CARE, SAFEGUARDING &amp; HEALTH</b>
<b>MEETING: :</b>	<b>CABINET</b>
<b>DATE:</b>	<b>11<sup>th</sup> January 2017</b>

## 1. PURPOSE:

- 1.1 To consider the restructuring of the Authority's Licensing section.

## 2. RECOMMENDATIONS:

- 2.1 To agree the change in posts as outlined in Appendix 1, namely deletion of existing 'Senior Licensing Officer' (2) and 'Licensing Enforcement Officer' (2) posts, and replacing with 3 'Licensing Officer' posts.
- 2.2 Head of Public Protection implements the restructure in consultation with affected Officers, Human Resources, SC&H DMT, Finance, etc. as per the Authority's 'Restructure/Service Redesign Protocol'.

## 3. BACKGROUND AND KEY ISSUES:

- 3.1 As part of the budget setting process a modification of the existing Licensing section structure was proposed. The proposed revised structure is provided in Appendix 1. The financial saving was an element of the submitted '2017/18 Budget Proforma' for Public Protection. The proforma was assessed by Social Care & Health DMT, the budget working group (Head of Finance, etc.) and 'People Too', the external advisers, and all were in agreement to take forward this proposal, subject to political approval.
- 3.2 The Licensing team were consulted on the proposal during a team meeting on 10<sup>th</sup> November. As per the Authority's policy, their comments have been considered during the two week consultation period from 23<sup>rd</sup> November to 7<sup>th</sup> December 2016. These are summarised in 7.1 below.
- 3.3 The last changes to the Licensing team were introduced as a consequence of the Licencing Act 2003, which was implemented in November 2005. This is now over 11 years ago and therefore an appropriate time to review how the service delivers its' functions. For such a small team, consisting of 5 Officers, the current structure of 3 tiers is deemed excessive, noting the corporate drive towards flatter structures. For simplification, and ease of customer understanding, it is proposed to amalgamate the two existing role types – 'Senior Licensing Officer' and 'Licensing Enforcement Officer' – into one, namely

'Licensing Officer'. The revised 'Licensing Officer' role profile and person specification are provided in Appendix 2. The new post has been job evaluated (on 21<sup>st</sup> November) and graded at Band G, scale points 29 – 33.

3.4 It has been confirmed by Human Resources that the two Senior Licensing Officers will be eligible to 'slot-in' to the revised roles, and the two Licensing Enforcement Officers would be put 'at risk', whereby there's a competitive process between them for the third Licensing Officer post. However, since the team meeting on 10<sup>th</sup> November, the existing part-time (0.68 FTE) Licensing Enforcement Officer has confirmed he would accept compulsory redundancy. This negates the need for a competitive process for the third post, though an informal interview would be held to establish any skills gaps and support for working at the higher grade position.

3.5 The slight drop in capacity, from 4.5 FTE's to 4.0 FTE's, is manageable, with more use of the existing Public Protection support for administrative tasks. It is proposed to assign each Licensing Officer with a geographical area, based on service demand. This will be simpler for colleagues in Community Hubs, Highways and other partners, eg. Gwent Police, to understand, and reflects the area based approach of colleagues in Environmental Health.

#### **4. REASONS:**

4.1 The 2017/18 budget proforma for Public Protection services identified a recurring minimum annual saving of £6,400, based on existing costs to proposed costs. The initial saving per year would exceed £6,400 while the third post-holder passes through the increments, scale points 29 to 33.

4.2 As per comments above in Section 3, this is an appropriate time to modernise the current structure and simplify for the range of Licensing customers – licensees in pubs and clubs, taxi drivers, event organisers, street traders, members of the public, etc.

#### **5. RESOURCE IMPLICATIONS:**

5.1 Annual saving of £6,400, which forms part of the Social Care & Health savings for 2017/18.

5.2 The redundancy cost of £8,164 to be absorbed within existing Public Protection budget 2016/17, noting current predicted underspend 16/17 will cover this cost. No additional pension costs are applicable.

#### **6. FUTURE GENERATIONS EVALUATION**

6.1 The completed 'Future Generations Evaluation' assessment is provided in Appendix 3. The assessment is generally positive, with simplification for members of the public, local businesses and partners. The slight drop in Officer capacity can be mitigated by better use of existing Public Protection support, for the many administrative tasks currently undertaken by the professional, technically trained Officers.

## **7. CONSULTEES:**

7.1 Human resources, Finance, Licensing team, SC&H DMT, SLT, Chair & Vice-chair of Licensing & Regulatory Committee

(no one affected in a Union)

**Results of staff consultation** – which ran until 7<sup>th</sup> December 2016 –

- a. Better to separate generalist licensing work from enforcement, eg. if dealing with a premises review, better to have segregation so if acting in ‘responsible authority’ role no conflict of interest when writing the committee report, in a neutral capacity.
- b. There is significant workload, currently shared across 4.5 FTE’s, so the situation will worsen if reducing to 4.0 FTE’s. Paperwork is significant – not just from fixed premises and taxi trade, but also via temporary entertainment events, street trading, etc.
- c. Smaller geographical areas, 2 to 3 across county, would not reduce workloads, and current quality could be compromised.
- d. Opportunity to review number of meetings attended, (could designate who attends more efficiently), and maximising use of Public Protection support team.

**Response –**

- a. Licensing premises reviews are rare, and the potentially conflicting duties could be split by Principal Licensing Officer acting as the neutral report author, and Licensing Officers acting in the ‘responsible authority’ role.
- b. Noting the significant paperwork involved, transferring much of this work to the existing Support team will ease this burden, releasing capacity to deal with front-line duties.
- c. The drop in Officer capacity is just over 10%, which would be covered by better use of Support. The Support team have the necessary capacity to pick up this element of Licensing work.
- d. Agreed, opportune time to determine which meetings are useful and need attendance, and by whom. As ‘workloads’ main issue raised, suggested (as per FGE evaluation) a review undertaken in 3 months time, to determine whether any problems arising from the change.

## **8. BACKGROUND PAPERS:**

8.1 2017-18 Budget proforma, Public Protection (comprising Environmental Health, Trading Standards and Licensing)

8.2 New Role Profile/Person Specification for Licensing Officer

## **10. AUTHOR:**

David H Jones, Head of Public Protection

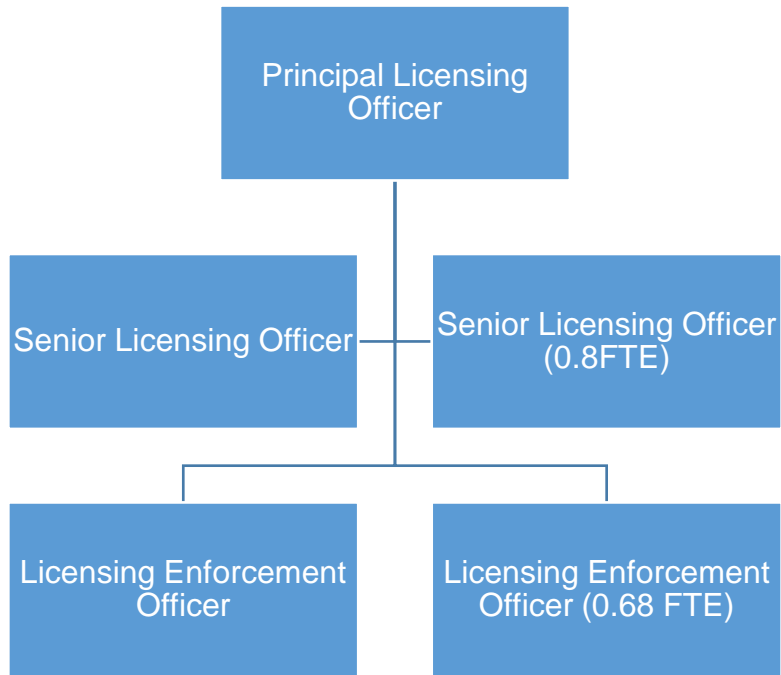
**11. CONTACT DETAILS: Tel – 01633 64(4101)**

**Email - [davidjones3@monmouthshire.gov.uk](mailto:davidjones3@monmouthshire.gov.uk)**

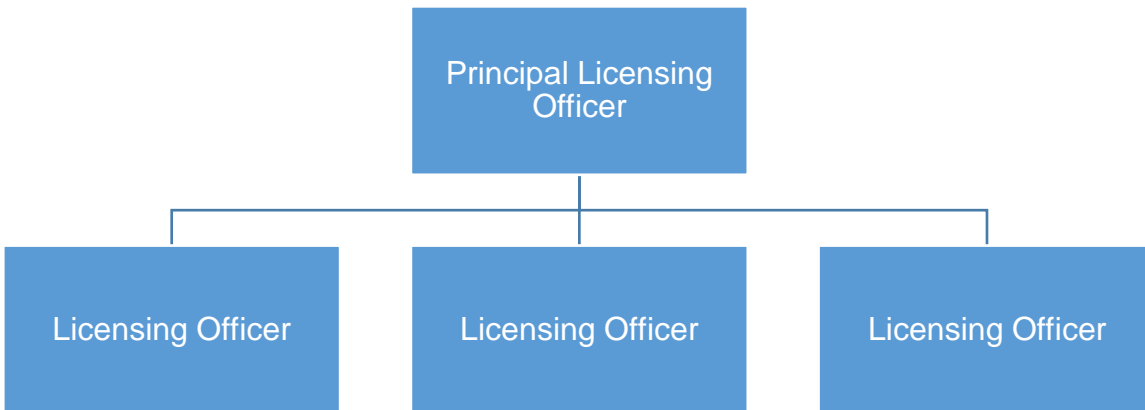
This page is intentionally left blank



### Existing Structure



### Proposed Structure



This page is intentionally left blank

## ROLE PROFILE

<b>ROLE TITLE:</b>	Licensing Officer
	Permanent
<b>POST ID:</b>	tbc
<b>GRADE:</b>	Band G, (scale points 29 – 33)
<b>HOURS:</b>	37 Per Week, (post open to Job Share)
<b>LOCATION:</b>	Melville Centre, Abergavenny or Chepstow library. This may change in the future if the service relocates. Relocation or disturbance expenses will not be paid in these circumstances.

**RESPONSIBLE TO:** Principal Licensing Officer

### **WELSH LANGUAGE ASSESSMENT:**

Welsh language skills are not necessary.

### **Licensing Section.....Who are we?**

#### **Our Purpose:-**

To undertake the administration and enforcement of a range of Licensing functions dealt with by the County Council under both local and national legislation.

#### **The Purpose of this Role:-**

The purpose of this role is to ensure that licences are processed accurately. That the enforcement and appropriate guidance is given on licences to ensure compliance of legislation, public safety, prevention of crime and disorder, prevention of public nuisance, protecting vulnerable adults and children.

#### **Expectation and Outcomes of this Role:-**

You will be expected process a range of licence applications dealt with by the Licensing Section accurately and quickly and, in particular, within the timeframe of those licences that have legal time restraints. You will be expected to enforce the legislation of licences dealt with by the Licensing Section, update policies, provide reports and attend Committees and Court. As such, there is a requirement to work outside normal office hours, should the circumstances dictate, to provide the appropriate level of service. You will be guided by your Service Improvement Plan and your outcomes and outputs will link into this plan.

### **Your responsibilities are to:-**

- Provide licensing advice to members of the public, licence applicants, elected members, statutory authorities and outside bodies on licensing policies, procedures and legislation.
- Possess, develop and maintain specialist knowledge of licensing matters and to undertake promotion work, including lectures and talks on subject matters related to the post.
- Be responsible for a geographical area of Monmouthshire County, conducting inspections, including joint inspections, of licensed premises, to ensure conditions are met to safeguard public health, safety and amenity. Reporting promptly, verbally and in writing, on the outcome of visits to ensure that appropriate enforcement action is taken for any breaches of Licensing conditions. Although responsible for a specific area, the nature of the work will necessitate County wide working, when needs dictate.
- Carry out investigations into complaints regarding alleged offences and breaches of conditions relating to licensed premises or events, and allegations of licensable activities taking place in unlicensed premises.
- Carry out enforcement duties in accordance with current policies. Conduct interviews with licence holders/unlicensed persons and take statements from witnesses when required, in accordance with the Police and Criminal Evidence Act, other relevant legislation and current policies. To compile reports on legal action where recommended. To attend Court to give evidence on behalf of the Council when required.
- Be responsible for the receipt and processing of licensing applications dealt within the Licensing Section, which includes the Licensing Act 2003 functions and Taxi Licensing.
- Produce Committee/Cabinet/Council reports and prepare documentary evidence pertinent to the Licensing & Regulatory Committee/Sub-Committee/Cabinet/Council. To attend and participate in these meetings as and when required, and ensure the implementation of Members decisions.
- Maintain a working knowledge of the service software system, input information and produce management information reports, as required by the Principal Licensing Officer.
- Provide cover for the Principal Licensing Officer in his/her absence.
- Assist the Principal Licensing Officer in the continual review of existing operations, policies and procedures, identifying deficiencies and improvements, developing new procedures and assisting in the production and maintenance of those policies and procedures in keeping with best practice and changes in legislation.

- Actively support and implement the principles and practice of equality or opportunity as laid down in the Council's Equal Opportunities Policy.
- Carry out such functions as may be required from time to time to ensure the efficient performance of the service. Any such changes in function to be subject to consultation with the post holder and reasonable regard to the post holder's current duties, grade, designation, qualifications and experience.
- Be responsible for and maintain full awareness of the health and safety requirements of the service. To be responsible for own safety and not endangering that of colleagues and others within the workforce, or the public generally, when undertaking official duties.
- Operate in a safe and diligent manner at all times, in line with existing Health, Safety and Welfare policies and guidelines.

#### Additional Information

- There is a requirement to work outside normal office hours, should the circumstances dictate, to provide the appropriate level of service.
- A Full Driving Licence is required.

#### **Here's what we can provide you with:-**

- The necessary management and team support; additional training where deemed appropriate; the use of a pool car in order to achieve these outcomes.

#### **What else you need to know.....Monmouthshire Values are:**

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.

This role will be undertaken in line with our values.

#### **In addition:**

All employees are responsible for ensuring that they act at all times in a way that is consistent with Monmouthshire's Equal Opportunities Policy in their own area of responsibility and in their general conduct.

The Authority operates a Smoke Free Workplace Policy which all employees are required to abide to.

## Person Specification

**How will we know if you are the right person for the role? As the successful candidate you will have demonstrated:-**

- Possession of 4 GCSEs Grade A-C including English and Mathematics (or equivalent) OR a qualification for an enforcement profession, legal qualification e.g. Certificate of Higher Education in Licensing Law.
- Experience of licensing or a similar related field.
- Effective communication and investigative skills, both written and verbal.
- Effective decision making concerning methods of working and approach, taking legal action, etc.
- Working with external agencies, other departments and range of individuals.
- Evidence of a working knowledge, practical and efficient experience of I.T. applications, e.g. Word for Windows, Internet, E.mail.
- Effective and efficient
  - a) Interpersonal skills
  - b) Organisational skills
  - c) Presentation skills
  - d) Working within prescribed timescales with little supervision
  - e) Preparation of prosecution files
  - f) Inspection of premises and enforcement of legislation
  - g) Team working skills
- Ability to provide a high quality service as well as being able to challenge the method of service delivery, with the aim of continuous improvement.
- As per the job description suitability is assessed by an Enhanced Criminal Records Bureau check.
- Flexibility to work outside normal office hours, should circumstances dictate, to provide the appropriate level of service.
- To actively support and implement the principles and practice of equality of opportunity as laid down in the Council's Equal Opportunities Policy.
- A willingness to operate in a safe and diligent manner at all times, in line with all Health, Safety and Welfare policies and guidelines in place.
- A Full Driving Licence is required for this post



<p><b>Name of the Officer</b> completing the evaluation</p> <p>David Jones and Linda O’Gorman  <b>Phone no:</b> x4100  <b>E-mail:</b> <a href="mailto:davidjones3@monmouthshire.ov.uk">davidjones3@monmouthshire.ov.uk</a> and <a href="mailto:lindaogorman@monmouthshire.gov.uk">lindaogorman@monmouthshire.gov.uk</a></p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>Restructure of the Licensing section</p>
<p><b>Name of Service:</b> Licensing section, Public Protection,    Social Care, Safeguarding and Health</p>	<p><b>Date Future Generations Evaluation</b> form completed</p> <p>12<sup>th</sup> December 2016</p>

**NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc**

- 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	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b>  Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>As part of the budget setting programme for the financial year 2017/18, a review of the Licensing Section took place. The team has not been reviewed for over 11 years. It is felt that amalgamation of the Senior and Enforcement Officer posts and a drop of 4.5 to 4.0 Full Time Equivalent Officers will not only</p>	




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	streamline resources, but will avoid confusion for the public who previously had enquiries and complaints passed between different Officers. The public will now have one single point of contact who deals with the processing and enforcement.	
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)		
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	The proposed Licensing Officers under the new structure will have a clearer understanding of their role.	
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The public who use the service will be aware that one person will be responsible for the processing of their licence application / enquiry / complaint making it easier for them to contact Licensing. Also provides a simpler connection to Hub Officers, Highways, etc.	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing		





Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>The Licensing Section will continue to provide information / advice application forms in Welsh when requested. All displayed licences /registrations / certificates will be bi-lingual in Welsh and English.</p>	
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>The new proposal will permit the existing Senior Licensing officers to automatically slot into the post of Licensing Officer. The third Licensing Officer post will be chosen from the remaining Enforcement Officers, (though one has since come forward seeking redundancy). The selection process will include regard to the protected characteristics of age, disability, gender reassignment, race, religion or beliefs, gender, sexual orientation, marriage or civil partnership, pregnancy or maternity.</p>	

15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The proposed Licensing restructure is more financially efficient and incorporates longer term improvement.</p>	<p>The slight drop in Officer capacity, at around 10%, will be mitigated by better use of Public Protection support for administrative functions.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>The change in structure will speed up the process and provide a clearer understanding to outside agencies and partners, (for example, Gwent Police, Gambling Commission).</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The Social Care and Health DMT, the budget working group (Head of Finance, etc.) and 'People Too', the external advisers, are in agreement to take forward this proposal, subject to political approval.</p> <p>The proposed structure has been fully discussed with the team and views sought on the revisions. Their comments are referenced in the main report.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The reduction of 0.5 Full Time Equivalent staff within the Licensing section, will require better time management and use of the Support section.</p>	<p>Better use of existing Public Protection support team.</p>
 <p><b>Integration</b></p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>Better integration with organisations who will have a better understanding of our Licensing services.</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. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>The selection of Licensing Officers will not discriminate against age and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Disability	<p>The selection of Licensing Officers will not discriminate against disability and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Gender reassignment	<p>The selection of Licensing Officers will not discriminate against gender reassignment and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Marriage or civil partnership	<p>The selection of Licensing Officers will not discriminate against marriage or civil partnerships and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Pregnancy or maternity	<p>The selection of Licensing Officers will not discriminate against pregnancy and maternity and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Race	<p>The selection of Licensing Officers will not discriminate against race and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Religion or Belief	<p>The selection of Licensing Officers will not discriminate against religion or belief and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Sex	<p>The selection of Licensing Officers will not discriminate against the sex or a person and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sexual Orientation	<p>The selection of Licensing Officers will not discriminate against the sexual orientation of a person and training for the post will be provided where applicable.</p> <p>The Licensing Section will provide a service to all members of the public.</p>		
Welsh Language	As above.		

**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 <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.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	<p>Safeguarding children and vulnerable persons will be taken into consideration in conditions, policies and procedures processed within the Licensing Section. Where such policies and conditions are in place enforcement and training will be provided where applicable to the public, licence holders, other agencies and licensing officers.</p>		
Corporate Parenting			

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

The slight drop in capacity of Licensing Officers from 4.5 to 4.0 Full Time Equivalent is manageable. The proposed new structure will simplify workload and speed up the process of applications / enquiries / complaints received by Licensing. Licensing Officers will no longer have to await responses off other Officers within the team, which causes delays to processing and each Officer will have individual accountability. Outside agencies /public will have a single point of contact, which will avoid confusion.

**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?**

Reduces service costs, whilst provides a more efficient, sustainable service. Also easier to understand responsibilities, with two former jobs being amalgamated into one. This makes it easier to contact the Officers, be it internal, (Hub, Highways, etc.) or external (Police, Public Health Wales, etc.).

**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
Monitor service delivery of the Licensing Section, with a review in 3 and 6 months' time.	3 months/6 months, so first review July 2017.	Linda O’Gorman/David Jones	

**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:	July 2017
--	-----------

**9. VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
	Cabinet	11 <sup>th</sup> January 2017	



**SUBJECT: Monmouth Leisure Centre Redesign and Swimming Pool Feasibility Study**

<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>11<sup>th</sup> January 2017</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>Monmouth</b>

**Appendix 2 and 3 should be treated as exempt from publication as described in paragraph 10.5 of part 4 of schedule 12 to the Local Government Act 1972.**

**1. PURPOSE:**

- 1.1 To set out the outline business case for the commissioning of relevant design and feasibility work to provide for an enhanced leisure offer and new pool provision at Monmouth Leisure Centre, linked to the co-located development of the new 'Future School'.

**2. RECOMMENDATIONS:**

- 2.1 To invest the required £204,050 from identified under spends within the Future Schools' Programme to undertake the detailed design work which will convert the outline business case into a full business case, establishing the cost certainty needed to develop the leisure offer, including a new pool, in full.

**3. KEY ISSUES:**

- 3.1 Set within the context of the Future Schools programme and the comprehensive re-development of Monmouth School, the original proposal for the wider 'campus-style' development included replacement of the swimming pool within the curtilage of the school building. At its meeting on 25 June 2015, Council approved the establishment of a £5.168m budget for the new pool facility. This comprised £4m provision from the Future Schools programme and £1.168m of Prudential Borrowing serviced through the additional income raised through the new and enhanced leisure facility.
- 3.2 Given the centrality of the pool to both school and public life within the town, industry specialists were engaged to look at the potential to optimise re-provision. The brief for the specialists included capability for market competitiveness, attentiveness to current and future demographic and wider trends and development of a sustainable Unique Selling Point. The conclusions drawn from this initial scoping work clearly state that a better site layout, maximising access and use for the school, vis-à-vis developing wider commercial opportunity, is critical. The specific recommendation is to achieve optimal layout through removing the Sports' Hall facility from the Leisure Centre and re-siting within the new school, thus, freeing up the required space within the Leisure Centre for re-locating the swimming pool.
- 3.3 The detailed work undertaken by the leisure industry specialists engaged to provide advice on the project, included the carrying out of a feasibility assessment (appendix 2) on the re-development options for the pool and related leisure provision. Given the likely

knock-on effects of re-establishing the pool facility, it was deemed appropriate for the specialists to consider the wider opportunities for enhancement of the overall leisure offer on the site. Building upon the specific segments of the analysis set out below, the feasibility assessment provided a comprehensive 5 year business forecast, which can be viewed alongside plans and costs to determine the commercial strength and affordability of the proposed refurbishment.

- **Competitor Analysis:**

- Limited competition for all types of leisure facilities within the area
- No competing national fitness chains or budget gyms in the town
- Limited alternative swimming pool provision – 30 min drive
- Two ten pin facilities just over 30 minutes away
- Nearest soft play facility is 17 minutes away
- No spa provision currently, although there is a proposal for a hotel spa offer to enter the market
- 1 x climbing facility within 30 mins and 3 just over 30 mins away

3.4 The recommendations from the market analysis included exploration of:

- Fitness expansion to 50 – 60 stations
- Soft play
- Toning
- Small boutique ten pin could be an option
- Small spa
- Provision of a pool within the main leisure complex on the site of the existing sports hall, with the sports hall being relocated within the confines of the school instead of a pool.

3.5 Seen as part of a wider package of measures to enhance leisure provision, the recommendations enable the Future Schools build programme at Monmouth to be considered comprehensively and in ways which optimise the school, community and commercial offer, whilst ensuring the overall scheme cost envelope remains affordable. The School and Leisure Centre are experienced in flexibly operating a dual-use site and central to the viability of the proposal overall is retention of the Sports Hall facility by Leisure. This would allow for a Sports Hall that can be used by the School during the core day; and a pool facility that whilst can still be accessed by the school for all curriculum related needs, provides increased flexibility around widening the market offer.

3.6 The indicative project costs for the enhanced leisure offer, including a new pool, total some £6.68m. This sum is clearly significantly higher than the estimated £5.168m in the original proposal to re-site the pool within the school curtilage. However, the revised proposal:

- Takes opportunity to inject investment in enhanced facilities now, at a time when wider work is being undertaken, to maximise economies of scale;
- Significantly enhances the potential and capacity to generate increased income that will service the additional capital investment required.
- Will broaden market appeal and in the light of the gaps in current provision and the favourable market analysis, enable the facility to be sustainable in the medium and long-term
- Will also seek to draw on S106 monies arising from the recreation contributions on the Wonastow Road development, to make a contribution of c£500k to the additional cost.

- 3.7 The proposals are at the stage of outline business case (appendix 3) and this report seeks to give effect to the commissioning of the full business case works required to provide cost certainty. The cost associated with this is £204,050. The indicative timescale for the commissioning and undertaking of this work, including planning requirements, is estimated as 20 weeks.
- 3.8 To ensure this ambitious timeframe is achieved and that value for money is demonstrated at every step of the way, an independent assessment of cost, delivery and quality will also be commissioned, as is standard in projects of this kind.

#### **4. REASONS:**

- 4.1 The rationale and principle around replacing Monmouth Pool as part of the Future Schools Build programme, has already been established. The original proposal was for 'like for like' replacement of the pool, but within the curtilage of the school building.
- 4.2 Following the commissioning of a feasibility and optimisation assessment by external industry specialists, the proposal outlined in this report, to enhance and future-proof provision, optimising layout and usage capability for the school, community and wider public, has been developed. The additional cost of £1.5m will be part met through strategic investment of S106 funds and through additional borrowing to be borne by Leisure and afforded through the optimisation of income now brought about by strengthened and augmented facilities.

#### **5. RESOURCE IMPLICATIONS:**

- 5.1 The indicative costs for the enhanced whole-site offer, including the re-provision of the pool within the Leisure Centre site and the re-siting of the Sports Hall within the new school building and the optimisation of leisure facilities through which to optimise income potential is £6.68 million. The cost and funding implications for the revised proposal will need to be the subject of a future report to Council once full business case work is commissioned and completed.
- 5.2 The funding package initially identified to finance the £6.68m indicative costs comprises:
- Prudential Borrowing specifically serviced from the additional income generation through take-up of the enhanced offer;
  - S106 monies arising from the Wonastow Road site; and
  - Cost savings and efficiencies being targeted within the Future Schools programme

Any financing shortfall will be proposed to be met via general Prudential Borrowing, the impact needing to be managed as part of the Authority's ongoing revenue budget.

- 5.3 Currently provision is made within the Leisure budget for the loss of income resulting from the period during which the pool is decommissioned and not operational. In the light of this revised proposal, there will now be a likely gap in provision arising from the re-location and re-operation of the Sports Hall. An initial and early estimate of the financial loss to leisure during this interim period is circa £200,000 and it is proposed that reserve cover is made available to compensate for this. This will be better understood as the full business case is developed. Further disruption is also likely to be caused to the school during this period. The Future Schools Programme Manager is liaising with the school and wider Council to develop plans to mitigate this impact.

5.4 The direct cost implication associated with this report, at this stage, is the £204,050 needed to establish the full business case and thus, cost certainty on all of the above. This will be drawn from the Future Schools' Programme though under spends that have been identified. The £204,050 will provide cost certainty for the whole project and ensure that the Council has clear visibility on cost (revenue and capital) and crucially before any commitment to construction is made, which given the project's size and significance is seen as a priority. This is included within the total project costs and not additional to the project.

**6. FUTURE GENERATIONS ASSESSMENT AND EQUALITY IMPLICATIONS:**

6.1 The equality impacts identified in the Future Generations Assessment Appendix 1.

**7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS:**

7.1 The provision of the enhanced facilities including the new pool, makes a significant contribution to the ability of children, young people and the wider community to access modern, safe and compliant facilities through which to safeguard their wellbeing.

**8. CONSULTEES:**

Strategic Leadership Team  
Cabinet Members  
Head of Legal Services  
Head of Finance  
Assistant Head of Finance  
Head of Planning  
21<sup>st</sup> Century Programme Manager  
Procurement Manager

**9. BACKGROUND PAPERS:**

Appendix 1 – Future Generations Evaluation  
Appendix 2 – Monmouth Leisure Centre Feasibility Study 2016 [Exempt]  
Appendix 3 – Outline Strategic Business Case – Monmouth Pool Build [Exempt]

**10. AUTHOR:**

Kellie Beirne, Chief Officer, Innovation and Enterprise

**11. CONTACT DETAILS:**

[kelliebeirne@monmouthshire.gov.uk](mailto:kelliebeirne@monmouthshire.gov.uk)  
Phone number 01633 644686



## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> completing the evaluation Ian Saunders Richard Simpkins Marie Bartlett</p> <p><b>Phone no:</b> <b>E-mail:</b>iansaunders@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p><b>To seek approval for funds to complete cost certainty with Monmouth Leisure Centre Pool and Facilities</b></p>
<p><b>Name of Service</b></p> <p>Leisure</p>	<p><b>Date Future Generations Evaluation form completed</b></p> <p>10/12/2016</p>

Page 47





**NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc**


**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	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>To ensure the facility at Monmouth continues to thrive and creates employment, wellbeing opportunities and learning opportunities for all</p>	
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>The project will comply with planning regulations</p>	

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	To provide modern facilities where people can enjoy activity and it is promoted throughout local communities	Ensure regular updates are given especially as the project nears completion to ensure communities are aware of the improved offer and opportunities
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The centre will become more of a wellbeing hub with a variety of activities, families focused with a combination of sporting and play opportunities available	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	The Centre will provide part of Monmouthshires contribution to ensuring the Nation puts health and wellbeing at the centre of its forward planning as per the future generations act	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	As per Welsh language act.	Staff are currently undergoing bespoke Welsh Language training
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	All communities will benefit from a variety of sporting and educational programmes	Clubs and societies are more aware of facilities and hard to reach groups are targeted through various programmes via Sports dev and youth services

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The design for the new facilities will ensure the centre is updated, facilities are relevant for today's needs but also consider the longer term needs and ensure features can be well maintained</p>	<p>The project will need to work closely with the future schools programme to ensure disruption on site is kept to a minimum</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>Working closely with community groups, Sport Wales, future schools and the Alliance Leisure team to ensure all stakeholders are aware of the need for partnership working and collaboration</p>	<p>Ensure the necessary project team are set up who met regularly and keep communication and consultation open</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The manager at the site will ensure there is consultation and dialogue with community groups and also ensure groups are aware of project as it moves forward. It is essential that this project runs in conjunction with the future schools project</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The project team will ensure relevant resources are flagged up and that necessary resources are made available</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>To allow the Council to move forward with cost certainty in the project and ensure the swimming facility at Monmouth is replaced and ensuring the subsequent remodeling provides the best opportunities for future generations to enjoy health and wellbeing opportunities</p> <p>During the period of closure the service will work hard to ensure where possible service can continue with a phased modelling of re-design and building works</p>	<p>The service has worked with local schools to re-provide swimming lessons elsewhere. The project manager for Future Schools is leading work regarding disruption for the comprehensive school during the period of rebuilding the site facilities</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. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?



Age	<p>The closure of aspects of facilities during design and implementation of the project will negatively impact on all protected characteristics during that time. However the service will look to re-provide where possible with other local pools and our own facilities. We have around 50,000+ visits recorded to the pool per year excluding primary and secondary schools. More detailed analysis of the impact to the whole Leisure facility will come forward when cost certainty for the scheme is known.</p> <p><b>This will apply to all below characteristics</b></p>	<p>The facility will have disruption to normal service provision for the period of the build.</p>	<p>During closure period the service will work hard to ensure where possible as many services and facilities can remain open however during certain stages closure of services is inevitable for a period of time. As per the closure for the pool the service will do what it can to ensure users are kept informed and are aware of alternative facilities (although realising this may not be a local solution).</p> <p>As facility plans are completed then more opportunities to develop bespoke packages for younger people through our aquatic pathways. The new 50 week swim lesson format will give further opportunities for young people to learn to swim and continue to swim on a weekly basis.</p> <p>The vision for Wales is for every young person to become a swimmer. The new provision will give access and increased opportunity to ensure children in Monmouthshire are not left behind.</p> <p>There will be greater opportunity for our Primary and Secondary education school swim programme to access more sessions.</p>
-----	---	---	---

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
			Other facilities incorporated into the redesign include additional play opportunities and health and wellbeing facilities that will assist in improving health, physical activity and social integration.
Disability	All facilities will be DDA compliant	The service will consult with groups	<p>One of only a small number of Local Authorities recognised for insport Bronze accreditation. Recently been identified by Disability Sport Wales as part of a National pilot of insport facility.</p> <p>New facilities would create an inclusive environment; reduce the potential of any barriers to access and provider an opportunity for all.</p> <p>Work is ongoing to promote our swimming inclusive offer through Monmouthshire sport developments aquatics plan and community club engagement plans.</p>
Gender reassignment			
Marriage or civil partnership			

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?
Pregnancy or maternity			<p>Opportunities to develop and extend our pre and postnatal exercise provision to all leisure centres including dryside activities.</p> <p>Currently Monmouth has no ante natal wet side provision however through our links with Health and our partners in Early Years we know that there is a need.</p> <p>The additional capacity will allow sessions in the daytime when new parents are mostly likely to access these sessions</p>
Race			<p>Overall the proposals will have a positive impact by providing facilities that are DDA and BS8300, improve access to education and training for pupils and community. The facility will have changing rooms that are of modern design which will meet all cultural, ethical and personal requirements.</p>
Religion or Belief			<p>Overall the proposals will have a positive impact by providing facilities that are DDA and BS8300, improve access to education and training for pupils and community. The facility will have changing rooms that are of modern design which will meet all cultural, ethical and personal requirements.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex			As above statement
Sexual Orientation			Ensure sport development and youth service who are working across groups make everyone aware of the project.
Welsh Language	Opportunity to ensure all signage and plans comply with act.		

74  
Page 54

**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 <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.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 plans on site and ways of working will ensure safeguarding is considered and systems and procedures are in line with authorities safeguarding procedures.		
Corporate Parenting			

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

A complete business feasibility exercise was undertaken to identify the following aspects:

- A full competitor analysis in the surrounding areas
- An analysis of local demographics
- A complete latent demand study identifying potential usage and growth within certain areas
- A 5 year profit and loss exercise
- Current performance and future opportunities analysis
- Capital cost projections

All of the above has assisted greatly in determining the proposed design and mixture of facilities required to ensure they provide opportunity for all and are built on a sound business case providing a resilient and sustainable model for future generations.

**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?**

The cost certainty and opportunity to rebuild the swimming pool and realign other facilities will enable the site to deliver enhanced opportunities for health and wellbeing and ensure the centre continues to deliver high quality leisure facilities for the local communities. The service will work hard to minimize disruption to service users. The loss of facilities to the community and schools has already meant that other facilities or plans are being used as a temporary basis especially for wetside activities – the loss of dryside facilities will be treated in a similar fashion and where possible alternative temporary provision will be sought. We will ensure that user groups and customers are kept up to date with any developments as they happen.

**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 project team meet to move forward	Meeting planned on 17 <sup>th</sup> Jan at Monmouth LC with stakeholders	I.Saunders/Richard Simpkins	
Update and review form in line for Council decision in March	Prepare paper to inform members	I.Saunders/Rich Simpkins/Marie Bartlett	
Continue to maintain open lines of communications with user groups and customers	As and when information is available	I.Saunders/Rich Simpkins/Marie Bartlett	

**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:	After the cabinet on 11 <sup>th</sup> Jan 2017
--	--

9. **VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
2	11th January 2017	11 <sup>th</sup> January 2017 20 <sup>th</sup> March 2017 at Full Council	This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal.

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

**MEETING AND DATE OF MEETING:** Cabinet 11<sup>th</sup> January 2017

**TITLE OF REPORT:** Monmouth Leisure Centre Redesign and Swimming Pool feasibility Study  
– Appendices 2 & 3 Outline business case and feasibility study

**AUTHOR:** Ian Saunders/ Marie Bartlett

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 the financial or business affairs of any particular person as described in Paragraph 10.5 of Part 4 of Schedule 12A to the Local Government Act 1972.

**FACTORS IN FAVOUR OF DISCLOSURE:** Openness & transparency in matters concerned with business and the public

**PREJUDICE WHICH WOULD RESULT IF THE INFORMATION WERE DISCLOSED:** The business case has details of a sensitive commercial nature.

**MY VIEW ON THE PUBLIC INTEREST TEST IS AS FOLLOWS:** Factors in favour of disclosure are outweighed by those against.

**RECOMMENDED DECISION ON EXEMPTION FROM DISCLOSURE:** Maintain exemption from the publication of the appendices in the report named above

Date:

20/12/16

Signed:




Post:

IAN SAUNDERS

---

I accept/do not accept the recommendation made above

Proper Officer:



Date:

20/12/16

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

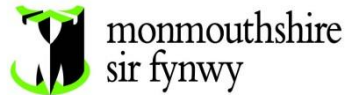
Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank



**SUBJECT: FIANL DRAFT WELSH IN EDUCATION STRATEGIC PLAN 2017-2020**

**MEETING: CABINET**

**DATE: 11<sup>th</sup> JANUARY 2017**

**DIVISION/WARDS AFFECTED: ALL**

**1. PURPOSE:**

1.1 To seek member approval for the Welsh in Education Strategic Plan (WESP) 2017-2020 for Monmouthshire County Council.

**2. RECOMMENDATIONS:**

2.1 Cabinet to receive the Draft Monmouthshire WESP 2017-2020 Plan and agree to the proposals and plans contained within Monmouthshire's Welsh in Education Strategic Plan (WESP) 2017-2020.

**3. KEY ISSUES:**

3.1 Welsh Government's vision is to see one million Welsh speakers across Wales by 2050 and in order to achieve this the following actions will need to happen:

- more children in Welsh-medium education;
- better planning in relation to how people learn the language;
- more easy-to-access opportunities for people to use the language;
- a stronger infrastructure and a revolution to improve digital provision in Welsh; and
- a sea change in the way we speak about it.

Education is one of the key drivers to realise this vision through ensuring that children have the opportunity to develop their Welsh skills at an early age to create new speakers of the future.

3.2 The WESP is the key strategic document for local authorities to publish its plans for the expansion of Welsh-medium education over the next three years.

3.3 The WESP continues to focus on the five outcomes in the previous Welsh-medium Education Strategy 2010 which are:

- more seven-year-old children being taught through the medium of Welsh as a percentage of the Year 2 cohort;
- more learners continuing to improve their language skills on transfer from primary school to secondary school;
- more learners studying for qualifications through the medium of Welsh;
- more learners aged 16-19 studying Welsh and subjects through the medium of Welsh; and
- more learners with improved skills in Welsh

3.4 In addition, all Local Authorities are required to address standards of attainment in Welsh and Welsh Second Language, Welsh-medium provision for learning with additional learning needs (ALN) and workforce planning and continuous professional development.

3.5 The final WESP plan has been submitted to Welsh Government by 20<sup>th</sup> December 2016 for approval or amendment with full implementation from 1<sup>st</sup> April 2017.

#### **4. REASONS:**

4.1 The Local Authority is required to comply with guidance issued by Welsh Ministers under section 87 of the Schools Standards and Organisation (Wales) Act 2013 to submit a WESP for approval by Welsh Government and following consultation its contents.

#### **5. RESOURCE IMPLICATIONS:**

5.1 At the current time it is difficult to accurately predict the final financial consequences of this strategy. There are a number of different parameters that need to be set before we can accurately understand the final costs. When this strategy has been approved by Welsh Government, we will be able to determine what potential capital consequences there are. In turn these will be played into any broader considerations of Band B resource investments in Monmouthshire County Council.

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

6.1 The well-being of future generation assessment is attached. No significant implications were identified.

## **7. CONSULTEES:**

Members of the Children and Young People's Select Committee (3<sup>rd</sup> November 2016). Below is an extract from the minutes of the relevant meeting setting out the debate and discussion that took place.

Member scrutiny:

*The WESP is a three year plan. It is aspirational but the Authority needs to try and encourage as many parents as possible to at least consider the values that one would might achieve from a Welsh Medium Education above an English only education.*

*In response to a Select Committee Member's question regarding parents' concerns in respect of the need and cost involved in providing Welsh Medium Education, it was noted that as an Authority, we have to accept that if we are not promoting the benefits of Welsh Medium Education, then it would be a reasonable assumption that parents might not value Welsh Medium Education in the same way as other counties in Wales. However, once that happens, the real demand for Welsh Medium Education increases at quite a rapid rate. More parents are now electing for Welsh Medium Education due to the benefits of being bi-lingual.*

*As an Authority, we have to comply with the statutory requirements that exist with regard to the provision of Welsh Medium Education and this is what we, as an Authority want to provide.*

*For a future Select Committee meeting, it might be prudent to receive a report on the learning of languages generally, as there might be a need to re-think our priorities in terms of our ability to sustain ourselves in a post Brexit world.*

*Section 2 of the WESP regarding Transport – A Select Committee Member expressed concern that this section of the report was not strong enough and that the terminology on 2.2 should be stronger regarding post 16 transport access. It was noted that the current policy does not provide transport for post 16 learners. However, as part of the consultation, it is right to consider whether the policy is appropriate and this will form part of the consultation process. Also, the vocational courses that young people need to access through the medium of Welsh are as important.*

*In response to a Select Committee Member's question, it was noted that the Home to School Transport Policy is a complex issue in Monmouthshire. Officers are looking to see how it will work in the future as a part of a broader piece of work around the challenges of home to school transport.*

*A Select Committee member expressed his concern and the concerns of a number of residents that the Authority might be putting too much funding into the provision of Welsh Medium Education and might be better spent elsewhere in the education sector. It was noted that this matter could be raised via the consultation process.*

*The cost of providing the WESP will be available at the final draft stage of the document.*

*Funding per pupil details for 2016/17:*

*Welsh Medium - £2252*

*English Medium - £2203*

*In response to a Select Committee Member's question, it was noted that there is some capacity at Ysgol Y Fenni and Ysgol Y Ffin. The Authority was unsure at present with regard to the rise in possible demand that might occur now that there is a Welsh Medium Secondary School in Newport. As this school is now established and pupils from Monmouthshire are attending, capacity in our Welsh Medium schools might change. Demand will be carefully monitored.*

Alongside the Children and Young People's Select Committee the following bodies were consulted:

- neighbouring local authorities
- head teacher of each school
- governing body of each school
- further education sector in its area
- in relation to any foundation or voluntary school in its area – the person who appoints the foundation governors
- if the school has a religious character, the appropriate religious body
- Welsh Language Commissioner
- Early Years Development and Childcare Partnership
- school councils
- Her Majesty's Chief Inspector of Education and Training in Wales
- Local Welsh Medium Forum
- Urdd
- Menter Iaith
- Other such organisations providing services to children and young people as the local authority

## **8. BACKGROUND PAPERS:**

- Welsh in Education Strategic Plans



- Estyn Thematic Report Local Authority Welsh in Education Strategic Plans September 2016
- Consultation on a Welsh Government draft strategy: A million Welsh speakers by 2050
- Monmouthshire Welsh Language Strategy 2017 -2022
- Welsh-medium Education Strategy: next steps

**9. AUTHOR:**

**Sharon Randall-Smith**

**Head of Service Children and Young People Directorate**

**10. CONTACT DETAILS:**

**Tel: 01633644208/ 07973884461**

**E-mail: [SharonRandall-Smith@monmouthshire.gov.uk](mailto:SharonRandall-Smith@monmouthshire.gov.uk)**

This page is intentionally left blank

# Monmouthshire County Council Welsh in Education Strategic Plan (Final Draft WESP)



**2017-2020**

## Contents

	<b>Page</b>
<b>Section 1</b>	<b>3</b>
<b>Monmouthshire's Vision for Welsh     in Education 2017-2020</b>	<b>3</b>
<b>Section 2</b>	<b>6</b>
<b>Transport</b>	<b>6</b>
<b>Section 3</b>	<b>7</b>
<b>Outcome 1</b>	
<b>Outcome 2</b>	<b>10</b>
<b>Outcome 3</b>	<b>11</b>
<b>Outcome 4</b>	<b>11</b>
<b>Outcome 5</b>	<b>14</b>
<b>Outcome 6</b>	<b>17</b>
<b>Outcome 7</b>	<b>18</b>
<b>Annex 1</b>	
<b>List of Statutory Consultees</b>	<b>20</b>
<b>Annex 2</b>	
<b>Timetable and Framework for     WESP 2017-2010</b>	<b>21</b>
<b>Annex 3</b>	
<b>Data</b>	<b>22</b>
<b>Annex 4</b>	
<b>Initial Summary - Welsh Medium     Education Survey</b>	<b>25</b>

## Section 1

### 1. Monmouthshire's Vision for Welsh in Education 2017-2020

- 1.1 Our new Welsh in Education Strategic Plan for 2017-2020 comes at a very opportune time for the Welsh language in our county. In 2016, Monmouthshire hosted the National Eisteddfod for the first time in over 100 years. The enthusiasm with which the county, its people and businesses seized the opportunity to promote and embrace this unique festival has provided us with the ideal momentum to build a legacy by playing our part in achieving the Welsh Government's vision of seeing one million Welsh speakers across the country, by 2050
- 1.2 Twenty-five years ago the proportion of people speaking Welsh in the country was at an all-time low and there was precious little to indicate that the fortunes of the language would ever revive in the area. However, in the years following, the language has revived remarkably and in that time we have seen a four-fold increase with the 2011 census showing that 8,780 Monmouthshire residents are fluent Welsh speakers with many thousands of others having some level of language skill.
- 1.3 2016 saw the introduction of The Well-being of Future Generations Act with a clear goal for public bodies to work towards a Wales of thriving culture and vibrant Welsh language. We also have our own set of Welsh Language Standards that are brought about by the Welsh Language (Wales) Measure 2011. One of the Standards requires us to draw up a 5 Year Strategy, which will demonstrate how we will as a Council promote the Language and increase the numbers of Welsh speakers within the County. Added to this is the "More than Words Strategy 2012" which promotes the use of the Welsh Language in social care settings by the adoption of the "Active Offer" of language choice in the provision of care services.
- 1.4 We believe that this new legislation and the enthusiasm of the people of Monmouthshire towards the language means we are ideally positioned, to take all necessary steps to ensure a lasting legacy in the county to benefit current and future residents and visitors to this special corner of Wales.
- 1.5 The vision for our county is to build sustainable and resilient bilingual communities across the county. We will do this by ensuring that we work towards achieving the following overarching goals
  1. Ensuring that the Welsh Language is alive, dynamic and valued across the county
  2. Providing the infrastructure so that people can interact with the Council through the medium of Welsh
  3. Ensuring people have more opportunities to engage in activities and receive services through the medium of Welsh

4. Educating more of our children and young people through the medium of Welsh
  5. Providing wider opportunities to learn and use the Welsh language with confidence and as a normal part of everyday life.
- 1.6 In order to achieve our vision and goals we recognise that our education system is a fundamental building block towards creating new Welsh speakers and in doing so, they in turn can transmit the language to future generations. This means that as a county, we will need to make wide-ranging changes to the way we plan, deliver and promote Welsh-medium education over the coming years so that in the future, an education through the medium of Welsh is a realistic and accessible choice for parents and pupils. The opening of Ysgol Gyfun Gwent Is Coed has provided pupils in the south of our county with locally accessible Welsh-medium secondary education. This new provision is a significant step towards securing the necessary capacity we need in the short term and will over time, stimulate increasing demand for Welsh-medium education at all levels across our county.
- 1.7 In order to achieve our goals we will need to develop our work with key partners across the South East Wales region. In doing so we will ensure that, all of our schools and education providers are fully equipped with the necessary skills and capacity to improve standards in Welsh within schools, families and across communities and the workplace. Similarly, we will need to work closely with wider partners such as the Urdd and Menter Iaith to extend the opportunities for children, young people and their families to both use and learn the language in everyday life.
- 1.8 In order to increase Welsh-medium education across Monmouthshire and realise our vision, we will take the following steps over the next three years:
1. Ensure that our WESP is a strategic priority for Monmouthshire
  2. Introduce more effective ways to promote the advantages of Welsh-medium education to pupils and parents to stimulate greater demand in our primary schools through the provision of better information and easier access to schools and services through the medium of Welsh
  3. Implement robust and reliable systems to measure and plan future provision and a suitably skilled workforce to meet the increasing demand for Welsh-medium education
  4. Ensure that our 21<sup>st</sup> Century Schools Band B programme aligns with our WESP to facilitate the anticipated growth in demand by 2020 and supports future demand identified during the life of this plan.
  5. Increase the percentage of Monmouthshire children and young people educated through the medium of Welsh in line with parental demand surveys equating to 15% by 2020.
  6. Increase the rate of transition between key stage 2 and 3 to 95% by 2020
  7. Increase the percentage of young people in Monmouthshire leaving school with bilingual skills that can be used in the workplace to 10% (1,100 pupils) by 2020

8. Ensure that there are no gaps in our Welsh-medium ALN and inclusion provision so that we can achieve the highest possible outcomes for all of our learners
9. Review the membership and role of our Welsh in Education Forum to reflect recommendations from Welsh Government in full
10. Support our education workforce to develop the skills needed to deliver the new curriculum through the medium of Welsh
11. Work closely with our regional partners, including Coleg Gwent, to facilitate and develop opportunities to enable more learners to study a wider range of subjects through the medium of Welsh.
12. Ensure that access to all information about Welsh medium education is easily accessible to parents through our website, Family Information Service and all other Monmouthshire communication streams.
13. Work in partnership with regional partners to support learners who are latecomers to Welsh medium education across all phases
14. Review the WESP regularly to reflect the information we gain from our on-going surveys and evaluations to inform and amend our plan accordingly to meet changing needs.

- 1.9 Our Welsh in Education Strategic Plan (WESP) aligns closely with our requirement under the Welsh Language (Wales) measure 2011, to write a 5 year Welsh Language Strategy for Monmouthshire County Council 2017 - 2022. The WESP also feeds into and supports the Welsh Government ambition to have one million Welsh speakers in Wales by 2050.
- 2.0 The draft version of our WESP is issued to all consultees as listed in Annex 1. We will follow the timetable and framework for consultation and implementation as outlined in Annex 2.
- 2.1 **Welsh Education Forum**  
Our current Welsh Education Forum has been in place since 2014 and meets termly.

The partners that attend are:

Senior level representatives from Welsh Medium Primary and secondary schools, Children and Young People Officers, MCC Welsh Language Officer, Menter Iaith Blaenau Gwent Torfaen Mynwy (MBGTM), Rhieni Dros Addysg Gymraeg (RHAG) the Urdd and Mudiad Meithrin.

The main objectives of the Forum are as follows:

- To ensure that Welsh Medium Education **is available to all**, with effective transition between ages and phases;
- To demonstrate that Welsh Medium Education **Is inclusive**, overcomes barriers and the ability of any young person to achieve a good level of education:

- **To celebrate** and promote the Welsh language, through high quality teaching and challenging children’s learning abilities;
- To utilise **partnership working** to promote and increase the numbers of children and young people being educated through the medium of Welsh.

## Section 2

### 2. - Transport

- 2.1 Monmouthshire complies with the requirements of the Learner Travel Measure (Wales) 2008 by providing home to school transport to Welsh-medium schools in line with our local transport policy. This means that primary pupils living in Monmouthshire are entitled to apply for free transport to attend their nearest Welsh-medium primary school and living more than 1.5 miles or to attend their nearest Welsh-medium secondary school and if living more than 2 miles walking distance from the school.
- 2.2 Post-16 learners in Monmouthshire are not eligible for free home to school transport. Learners with Additional Learning Needs can apply for concessionary transport.
- 2.3 The authority plan to review our Transport Policy across the county as part of our wider review of services. All concerns raised through our WESP consultation process will form part of this review and inform the new policy.



## Section 3

### 3. Outcome 1: More seven-year-old children being taught through the medium of Welsh

The current position relating to the number of seven year olds taught through the medium of Welsh and our targets for the next three years are:

Current Position	2017/18 target	2018/19 target	2019/20 target
The percentage of seven-year-old children currently taught through the medium of Welsh is 6% (54 pupils)	5.5% (54 pupils)	6.8% (61 pupils)	6.8% (60 pupils)

- 3.1 Our objectives for achieving this outcome are:
- To work in partnership with Mudiad Meithrin Officers to establish a Cylch Meithrin in the south of the county by September 2018;
  - To increase transition rates of all Monmouthshire pupils attending Cylch Meithrin to Welsh-medium primary schools to 100% by September 2020.
  - Develop provision for Welsh-medium primary education in the county within Band B of the 21<sup>st</sup> Century Schools programme 2019-2022 to address short term pressures and accommodate future demand beyond 2022.
  - Revise the contents of our ‘Starting School Booklet’ to include the benefits of a Welsh-medium education in time for the admissions round in 2018.
  - Work in partnership with the South East Wales consortia to establish an annual regional parent demand survey for Welsh-medium education by December 2018.
- 3.2 At present, Monmouthshire maintains two Welsh-medium primary schools, one in the north and one in the south of the county, with a combined capacity of 415. Catchment areas for both Welsh Medium Primary Schools have been formed with effect from September 2016. Monmouthshire pupils access Welsh-medium secondary education in either Ysgol Gyfun Gwynllyw or, since September 2016, in Ysgol Gyfun Gwent Is Coed.
- 3.3 Ysgol Gymraeg Y Ffin in Caldicot has a planned capacity of 210 however, the current capacity is 180 pupils. The local authority has made the commitment to increase the capacity of the school in line with the 210 as pupil numbers increase. The school currently has 143 pupils on roll leaving the school with 37 surplus places or a 20.5% surplus. The school has a

morning Local Authority funded nursery on site. There is the capacity to run a Meithrin in the afternoon however; difficulties in recruiting suitably qualified staff have delayed the opening of this additional provision. Monmouthshire will continue to work closely with partners such as the Mudiad Meithrin to establish this provision over the course of this plan.

- 3.4 Current learner projections suggest that provision at Ysgol Gymraeg Y Ffin is sufficient for the next 4 years, projecting an average of 134 children to be on roll over the next 4 years. However, we will review our learner projections annually to ensure that we understand and plan for increases in demand following the establishment of Ysgol Gyfin Gwent Is Coed and again when it relocates to its permanent site in September 2018.
- 3.5 Ysgol Gymraeg Y Fenni in Abergavenny has a capacity of 235 pupils. This follows an investment by the Local Authority to increase the capacity of the school from 210 pupil places in recognition of increasing demand for places. The current number on roll at the school stands at 221 providing 14 surplus places or a 5.9% surplus. In April 2016, the Local Authority established a maintained Meithrin on the site of the school, which operates afternoon sessions providing places for 30 pupils. As at January 2016 PLASC, 4.8% of our primary aged children are educated through the medium of Welsh.
- 3.6 Current indications suggest that from September 2017, the school will reach capacity with some year groups being over-subscribed. In anticipation of this pressure, the Local Authority are in the process of releasing additional space to the school to increase its capacity so that it can accommodate an increase in the shorter term. The Authority will be in a position to provide further detail following confirmation of allocated places in March 2017.
- 3.7 Current projections strongly suggest that demand will continue to grow in the north of the county. The county will consider a range of models and options to address this pressure and support the growth of Welsh medium education within the next Council's Band B 21<sup>st</sup> Century schools bid for implementation in 2019-2024.
- 3.8 Monmouthshire has worked collaboratively with Newport to establish and open a new Welsh-medium secondary school with 12 Monmouthshire pupils starting in September 2016. Provision in the North of the county continues to be delivered through a collaboration arrangement with Torfaen County Council. These developments ensure that Secondary provision is secure for our Secondary School learners over the next 5 years. The Authority will continue to ensure it secures a sufficient number places at both secondary schools to meet the expected increase in demand from the county in the shorter term. Monmouthshire recognises

the need to plan and prepare with its partners to meet further increases in secondary provision beyond 2022 and the expectation is that this will fall within the Band B 21st Century schools bid for 2019-2024.

- 3.9 Monmouthshire will continue to work in partnership with Newport City Council to support a collaboration between Ysgol Gyfun Gwent Is Coed and Torfaen Ysgol Gyfun Gwynllyw to deliver post 16 provision through the medium of Welsh. Monmouthshire will strengthen its links with Coleg Gwent to develop wider access to a range of vocational courses delivered through the medium of Welsh.
- 3.10 We are currently in the process of undertaking a full Childcare Sufficiency Assessment to be published in March 2017. The information obtained from this survey will form the basis of our Childcare Action Plan for the next three years and will inform our WESP going forward. This will be our first opportunity to evaluate the level of demand for Welsh-medium childcare and language provision following the opening of Ysgol Gyfun Gwent Is Coed. As a result, we expect to see an increase in the demand for the number of Welsh medium childcare places in the south of the county over the next three years. At the same time, we also expect to see an increase in demand for Welsh medium childcare resulting from the implementation of the 30-hour offer for working parents when it comes into effect across the county.
- 3.11 The Cylch Meithrin in Abergavenny offers up to eight Welsh-medium places for children within the local Flying Start area. This is currently the only Welsh-medium Flying Start provision we have across the county.
- 3.12 Our 'Starting School Booklet' contains information about applying for a place in a Welsh-medium school within the county, however, it does not as yet, contain specific information on the benefits of a bilingual education however, this section will be included in the next issue. The booklet is provided to parents with school application forms and is available on the Monmouthshire County Council website. Parents are able to access additional information about Welsh-medium provision through MonFIS, our Family Information Service. We will continue to review how we facilitate access to information about our Welsh medium schools across all sources including our website and MonFIS to ensure there is equity between Welsh and English medium provision.
- 3.13 We have not provided support for latecomers to Welsh-medium education in the past because there has been no demand for this service within the county. However, we are seeing a small increases across the county as the numbers of learners accessing Welsh-medium education in both the primary and secondary phase grows and currently, there is no specific

provision for these pupils. In order to meet this anticipated need, we will work with regional partners to develop an effective and appropriate provision.

## 4. Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school

Current Position	2017/2018 target	2018/2019 target	2019/2020 target
The current percentage of learners in Year 9 who are assessed in Welsh (first language) is <b>4.5% (37 pupils)</b>	3.3% (27 pupils)	4.6% (36 pupils)	4.5% (38 pupils)
Year 6 comparison with the percentage of learners assessed in Welsh (First Language) three years earlier is <b>4.6% (42 pupils)</b>	3.9% (35 pupils)	4.6% (41 pupils)	4.4% (38 pupils)

- 4.1 Our objectives for achieving this outcome are:
- To work with Mudiad Meithrin Officers to establish a second Cylch Meithrin in the south of the county by 2020.
  - To increase transition rates of all Monmouthshire pupils attending Cylchoedd Meithrin to 100% by September 2020.
  - To increase the levels of transition rates from Welsh-medium primary to Welsh-medium secondary provision to 95% by 2020.
  - To work in partnership with the consortia to establish appropriate provision for pupils joining Welsh-medium education later than Reception as the demand increases.
- 4.2 Until very recently, access to Welsh-medium secondary provision for Monmouthshire pupils had been limited to Ysgol Gyfun Gwynllyw in Pontypool. Whilst access to this provision will secure continuing education through the medium of Welsh for pupils transferring to secondary school, the uptake from both Monmouthshire schools varied. There were two main factors contributing to this pattern. The first being that children in the south of the county had to travel much further and as a result, the time taken to travel to school significantly extended the school day. Secondly, the lack of accessible provision deterred parents from choosing Welsh-medium education for the start because they were unsure if their child could or would continue learning through the medium of Welsh. Our current projections are based on the current numbers and an assumption that all will transfer to a Welsh medium

secondary school. However, we will review this regularly to ensure they reflect any changes during the next three years.

- 4.3 The opening of Ysgol Gyfun Gwent Is Coed in Newport, in September 2016 will now provide the opportunity and security for pupils in the south of Monmouthshire to continue to access education locally and through the medium of Welsh as they transfer from Key Stage 2 into Key Stage 3.
- 4.4 As a result, the expectation is that there will be an increase in the number of pupils transferring from Ysgol Y Ffin to Ysgol Gwent Is Coed from September 2017, which will increase the overall proportion of all Monmouthshire pupils making the transition to Welsh medium secondary provision.
- 4.5 As a consequence, we also expect to see an increase in demand for Welsh medium education in our Early Years settings and Reception classes because most parents make this choice for their child at an early age. It is also possible that we will see a demand for older siblings wanting to transfer into Welsh-medium education later than Reception.
- 4.6 Should this anticipated demand become significant as numbers of first-time learners accessing Welsh-medium education increases, we will work with regional partners to develop appropriate provision as outlined in 3.13 above.
- 4.7 Transportation time and costs remains an area of concern identified through the consultation process for all school phases. As indicated above, Monmouthshire will review transport to Welsh medium schools within its wider review of transport for all pupils.

## 5. Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh.

### Outcome 4: More students aged 14-19 in study subjects through the medium of Welsh, in schools, colleges and work-based learning.

Percentage of Learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh.

Current Position	2017/2018 target	2018/2019 target	2019/2020 target
All Monmouthshire pupils in Welsh-medium education (100%) attend Ysgol Gyfun Gwynllyw	100%	100%	100% Including pupils at Ysgol Gyfun Gwent Is Coed from 2020-2021

The percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications through the medium of Welsh.

<b>Current Position</b>	<b>2017/2018 target</b>	<b>2018/2019 target</b>	<b>2019/2020 target</b>
All Monmouthshire pupils in Welsh-medium education (100%) attend Ysgol Gyfun Gwynllyw	100%	100%	100%

- 5.1 Our objectives for achieving this outcome are to:
- Maintain the current percentage of pupils entering GCSE Welsh (first language) and at least two further Level 1 or Level 2 qualifications through the medium of Welsh for the next three years.
  - Ensure that there will be capacity within the new Ysgol Gyfun Gwent Is Coed to meet the increasing demand for places from Monmouthshire pupils by September 2020.
  - Work in partnership with Newport CC to ensure that provision for 14-16 year-old learners at Ysgol Gyfun Gwent Is Coed complies with the Learning and Skills Measure (Wales) 2009
  - Maintain 14-19 provision at the level of 14-19 grant provision activities by September 2019.
  - Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision over the next three years.
- 5.2 At present, almost all Monmouthshire pupils in Welsh-medium primary education transfer to Ysgol Gyfun Gwynllyw in Torfaen. However, from September 2016 Ysgol Gyfun Gwent Is Coed in Newport will be fully open, providing a more geographically accessible Welsh-medium secondary education for learners in the south of the county.
- 5.3 The LA will continue to work closely with Newport CC and the EAS to ensure that this new facility complies in full with the Learning and Skills Measure (Wales) 2009 and that it delivers the key objective of improving outcomes and attainment of 14-19 learners.
- 5.4 All Monmouthshire pupils (100%) who currently attend Ysgol Gyfun Gwynllyw enter two mathematics, two science and three optional GCSEs, in addition to the Welsh Baccalaureate. The school delivers all of these qualifications through the medium of Welsh and are they are in addition to Welsh (First Language)/ Welsh Literature. We expect to maintain this 100% trend in entry at the end of Key Stage 4 over the next three years based on the current trends.

- 5.5 Ysgol Gyfun Gwynllyw works effectively in partnership with Ysgol Gyfun Cwm Rhymni and both schools have been innovative in ensuring healthy 14-19 provision through the 'Partneriaeth 6' strategy. The withdrawal of the 14-19 grant poses significant threat to this strategy and to the availability of courses to Monmouthshire pupils currently attending Ysgol Gyfun Gwynllyw.
- 5.6 Currently, Ysgol Gyfun Gwynllyw offers 25 courses for 14 -16 learners delivered through the medium of Welsh and 30 courses for 16 -19 learners there is a constant pressure to secure viable numbers to fund the same number and range of courses. Given the potential volatility, both schools will consider lowering the number of post 16 courses Welsh-medium schools offer, particularly as local provision is not readily available.
- 5.7 Transportation costs place an added stress on the viability and availability of courses and will need to be resolved at a regional level.
- 5.8 Until this point, both Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw have been creative in developing arrangements for staff to travel to teach alternative or low take-up courses, however, following the withdrawal of the grant, this is no longer financially viable due to low numbers.
- 5.9 In order to maximise resources, the schools will analyse the data to identify successful and high achieving courses that meet the needs of learners so that support can continue for these courses.
- 5.10 Historically, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni have jointly analysed and used data for 14-19 Welsh-medium provision to jointly plan for post-16 Welsh-medium provision. This partnership will now include Ysgol Gyfun Gwent Is Coed.
- 5.11 Whilst the 14-19 Forums have officially come to an end, CYDAG SE Wales continues to meet to explore continuing practices such as arranging conferences and staff collaboration meetings that were in place to March 2016. This will present a level of creativity and commitment between members to enable continuity in the future.



## 6. Outcome 5: More students with advanced skills in Welsh

Current Position	2017/2018 target	2018/2019 target	2019/2020 target
<p><b>The percentage of learners attending Welsh-medium education achieving the expected level in Welsh first language at the end of each key stage in Monmouthshire is:</b></p> <p>Foundation Phase Outcome 5+      93.8%            Key Stage 2 Level 4+              95.1%            Key Stage 3 Level 5+            Key Stage 4 A*-C                      Awaiting data</p> <p><b>The percentage of learners attending English-medium education achieving the expected level in Welsh second language at the end of each key stage in Monmouthshire is:</b></p> <p>Key Stage 2 level 4+                  87.5%            Key Stage 3 Level 5+                89.9%            Key Stage 4 A* - C Full course      Awaiting data            Key Stage 4 A – C Short Course    Awaiting data</p>	<p>Targets are set on an individual school basis based on individual pupil level data. Targets are monitored through the EAS target setting and monitoring progress with termly progress towards targets meetings held by Challenge Advisors</p>		

Current Position	2017/2018 target	2018/2019 target	2019/2020 target
<p>The percentage of Monmouthshire pupils in English-medium schools studying GCSE Welsh Second Language Full course in 2016 is: 49.6%</p> <p>The percentage of Monmouthshire pupils in English-medium schools studying Key Stage 5 AS Welsh Second Language in 2016 is: 3.7%</p> <p>The percentage of Monmouthshire pupils in English-medium schools studying Key Stage 5 A Level Welsh Second Language in 2016 is: 6.1%</p>			

6.1 Our objectives for achieving this outcome are:

- Review Post-16 arrangements in 2017/18 to support collaboration across schools in Monmouthshire to increase the total AS/A Welsh Second Language entries as a proportion of all entries.



- Ensure that arrangements for KS4 pupils from Monmouthshire to progress to Welsh-medium education at KS5 are appropriately supported by 2020.
  - Encourage all Monmouthshire schools to develop greater Welsh language capacity through participation in Welsh Government strategies such as the Sabbatical Welsh Language Scheme and the Classroom Assistants programme which can be tailored to meet need,
  - Encourage English-medium schools to increase formal and informal provision for Welsh Second Language at KS3 and KS4 so that GCSE Full Course uptake is increased from 59.2% (2015 baseline) and that both languages are widely used as mediums of communication
  - Set robust targets with English-medium secondary schools to increase entry for GCSE Welsh Full Course when the current Short Course is withdrawn in 2018 from 32.2% (2015) to 80% by 2020.
- 6.2 Performance in Welsh First Language in Monmouthshire is strong in both the Foundation Phase and KS2, with performance in 2016 above Wales at the expected level at the end of both phases.
- 6.3 Both Monmouthshire schools will have access to a range of Welsh literacy programmes and CPD through their involvement with the South East Wales regional literacy network and direct support from a Welsh literacy advisor. This will enable them to build on current achievements and continue to improve. The programmes currently available include the ‘Cyfathrebu’n Gyntaf’ initiative for literacy in the Foundation Phase and the ‘Ar Lafar’, ‘Y Darllenwr Dygn’, ‘Ditectifs Darllen’ and ‘Seiliau Sgrifennu’. This will ensure commonality of approach to the teaching and learning of skills when pupils transfer to either of our two secondary providers.
- 6.4 As well as a rigorous approach to assessment for and of learning, including in-house and cluster moderation, the adoption of the Siarter Iaith initiative from September 2016, will support schools in improving pupil confidence and competence in using the Welsh language both inside and outside the classroom. All primary schools are aiming to achieve the Siarter gold standard by July 2019.
- 6.5 Going forward, securing progression for pupils at Ysgol Gyfun Gwynllyw and Ysgol Gwent Is Coed through KS4 into KS5 will be vital to ensure that high number of students from Monmouthshire progress to KS5.
- 6.6 Urdd Gobaith Cymru offers students the opportunity to engage in a variety of activities through the medium of Welsh, in an informal environment outside of the classroom. Students can take part in sporting events, Urdd National Eisteddfod, Residential trips, lunchtime clubs, informal chatting sessions and

more. These opportunities are available to all Welsh and English Schools in Monmouthshire

- 6.7 Performance in Welsh as a Second Language at KS2 and KS3 is strong with performance significantly above Wales Provision at KS3 and 4 and GCSE uptake will be monitored and reported to Challenge Advisors and the LA annually.
- 6.8 All secondary schools will be encouraged to provide adequate time for the study of Welsh as a second language in line with the new Welsh GCSE taught from September 2017. This will support schools in meeting the requirements of the new curriculum to ensure transactional competence at the end of KS4 for all pupils in all aspects of school life.
- 6.9 From 2018, the Welsh Full Course will be the only GCSE on offer following the withdrawal of the Welsh Short Course. This will provide a more solid basis for the progression to AS and A Level. However, the current non-core status of Welsh in English-medium schools will continue to 2021. Pupils must study Welsh to 16 but there is no requirement for them to sit an external examination in Welsh. This will continue to be a major barrier to the growth of the study of Welsh Second Language to A Level, particularly in a border county.
- 6.10 The current examinations available to students from 16 -19, particularly for Welsh (First language), have been widely reported to be most appropriate for the more academic students and in the past, this has had a negative effect on uptake. Monmouthshire welcomes the opportunity to request Curriculum Wales review their range of qualifications for Welsh to ensure wider appeal and make Welsh courses relevant to the world of work today; for example, a vocational Level 3 Professional Welsh course would have a wide appeal and take-up.
- 6.11 Coleg Gwent have Welsh Second Language courses at the Crosskeys and Blaenau Gwent Learning Zone Campuses. Learners on priority bilingual programmes e.g. child-care are offered Welsh courses through the Gwent Welsh for Adults Centre. The College has set a target of increasing the number of learners completing additional Welsh courses by 10% each year for the next 3 years. All learners complete Welsh language awareness units and are encouraged to evaluate the benefits of bilingualism in the workplace. The College has an active Welsh Club providing opportunities for learners to participate in informal events e.g. trips, outdoor activities (Urdd). The College has set a target for increasing the participation in Welsh Club events by 10% each year for the next 3 years. The College enjoys a very

good working relationship with Menter Iaith together with numerous activities organised in conjunction with the Urdd.

## 7. Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)

Current Position	2017/2018 target	2018/2019 target	2019/2020 target
No data available at present			

7.1 Our objectives for achieving this outcome are:

- Ensure that we have the capacity to deliver all of our ALN training for school staff through the medium of Welsh by September 2018.
- To develop a professional list of practitioners who are able to deliver a range of ALN provision through the medium of Welsh by April 2017.
- To formalise commissioning arrangements across the region for Welsh-medium ALN assessment, specialist support and outreach support by September 2017.
- Provide all ALN resources and programmes to support learning bilingually by September 2018.

7.2 Almost all primary pupils in Welsh-medium education who have additional learning needs are educated within mainstream settings. Both schools are DDA compliant and have the capacity to meet needs of physically disabled pupils.

7.3 All pupils have access to SpLD advice and support through the medium of Welsh. There are arrangements in place where other specialist support, such as Educational Psychology, is sourced from other regional partners as required. We always advertise posts within the ALN department with Welsh as a desirable skill to build the Welsh language capacity of the team.

7.4 The range of ALN resources and assessments in the medium of Welsh is limited. We have begun to develop new ASD resources in Welsh with partners across the region.

7.5 All ALN written information for parents is bilingual and all SpLD training is delivered bilingually to school staff. We intend to provide all of our ALN training bilingually by September 2018.

7.6 Monmouthshire provides outreach support to enhance the capacity of schools to support pupils with challenging behaviour. At present, we are not able to deliver this provision through the medium of Welsh. However, we are working with colleagues across the region to assess the level of need in this area and explore collaborative arrangements as required.

## 8. Outcome 7: Workforce planning and continuing professional development.

Current Position	2017/2018 target	2018/2019 target	2019/2020 target
No data available at present			

8.1 Our objectives for achieving this outcome are:

- Introduce an annual Audit of practitioners' Welsh language skills (teachers and Teaching Assistants) Welsh and English-medium schools and Cylch Meithrin to assess capacity and identify future training needs by February 2017.
- Agree and implement a three-year strategic plan, in collaboration with schools and clusters, for the release of staff to participate in the WG Sabbatical Scheme training by September 2017 which aims to increase Welsh language skills and increase the number of education professionals able to teach through the medium of Welsh..
- Work in partnership with identified schools to prioritise the use of the Education Improvement Grant (EIG) to improve practitioners' linguistic skills, through working with Welsh in Education Officers in English-medium schools and settings, by April 2017.
- Systematically build the capacity of all schools to improve practitioners' methodological teaching skills in partnership with Welsh in Education Officers and through bespoke school-to-school initiatives beginning in September 2018.

8.2 Improving staff language skills, particularly in English-medium schools in Monmouthshire will be vital in implementing the Welsh Governments 'Successful Futures' vision and moving forward with the 2015 Million Speakers' agenda. We know that the current uptake within the county and across the South East Wales region for the WG Sabbatical Scheme training is low in English-medium schools. The authority will need to work with its schools to identify our Welsh language training needs and plan strategically to address them through a systematic programme. This may include the planned release of staff to attend WG Sabbatical Scheme training, school to school work, bespoke programmes provided by the EAS or a combination of providers.

- 8.3 English-medium primary schools have access to a wide and diverse programme of professional development through the EAS programme of language and methodology training. There is also a programme of targeted intervention in place for identified primary and secondary schools to improve the Welsh ethos of schools and practitioner language /methodology across the county.
- 8.4 There is healthy collaboration between our Welsh-medium schools in the LA and across the wider region. There is a growing programme of Welsh-medium CPD literacy programme available to Welsh-medium schools from the EAS. This includes a programme of lead Welsh-medium schools sharing good practice within a centrally organised joint programme of advisory and school based support. A regional school-to-school programme Anelu at Ragoriaeth' is in place to support teachers in aiming for excellence in Welsh-medium schools.
- 8.5 Both Monmouthshire Welsh-medium primary schools have access to EAS leadership programmes (Preparing for Headship, NPQH and HT Y1 and Y5). There is support for Welsh-medium leadership through regional peer partnership programmes with facilitation of regional secondments where appropriate.
- 8.6 Whilst we do not have a Welsh-medium secondary school within the county, we do work in strong partnership across the South East Wales region Welsh-medium secondary schools work to discuss the provision of suitable courses for our pupils delivered through the medium of Welsh.
- 8.7 Coleg Gwent has a programme of continuous professional development for all teaching staff to develop their skills in embedding the Welsh dimension. In collaboration with Sgiliaith, the College offers training for managers in embedding Welsh into the curriculum, together with practical help for teaching staff in supporting and encouraging learners to use and develop their Welsh language skills. Currently around 6% of Coleg Gwent academic staff have Welsh language skills and these staff are actively encouraged and supported to use these skills with their learners. Welsh for Adults courses are offered free of charge and during work hours for all Coleg Gwent staff. Currently, 31 staff enrolled on courses that started in September 2016.
- 8.8 The College has recently approved a new recruitment policy with the aim of increasing the number of teaching staff able to deliver bilingually by 10% each year for the next 3 years. From September 2016, posts that fall within the Welsh Government's Bilingual Priority Areas e.g. childcare will be Welsh essential or a commitment to learn Welsh to an intermediate level within 2 years.

## Annex 1

### List of Statutory Consultees

A local authority must consult the following on the Plan in draft format and the period of consultation will last for 8 weeks.

The timescales for the process of consultation and submission to Welsh Government follow in Appendix 5.

#### **Section 84 of the School Standards and Organisation (Wales) Act 2013:**

- neighbouring local authorities
- the head teacher of each school maintained by it
- the governing body of each school maintained by it
- each institution within the further education sector in its area
- in relation to any foundation or voluntary school in its area –
- the person who appoints the foundation governors
- if the school has a religious character, the appropriate religious body

“Other prescribed persons” as listed in Regulation 9:

- the Welsh Language Commissioner
- the Early Years Development and Childcare Partnership
- school councils
- Her Majesty’s Chief Inspector of Education and Training in Wales
- Local Welsh Medium Forum
- Urdd
- Menter Iaith
- Other such organisations providing services to children and young people to the Local Authority

## Annex 2

### Timetable and framework for WESP 2017-2020

2016	
<b>19 October</b>	Local Authorities to launch eight week consultation
<b>Mid November</b>	Welsh Government to send Mudiad Meithrin data to Local Authorities.
<b>14 December</b>	Consultation period ends
<b>20 December</b>	Local Authorities submit their WESPs to Welsh Government.
2017	
<b>31 January</b>	Welsh Government to notify Local Authorities of Minister's decision.
<b>14 February</b>	Submission deadline for modifications by the local authorities.
<b>28 February</b>	Welsh Government to approve the modified WESPs.
<b>1 April</b>	Local Authorities to start implementing the WESPs
<b>1 June</b>	Local Authorities to publish the WESPs.

## Annex 3

### Outcome 1- More seven-year-old children currently taught through the medium of Welsh

Current Position	2017/18 target	2018/19 target	2019/20 target
The percentage of seven-year-old children currently taught through the medium of Welsh is 6% (54 pupils)	5.5% (54 pupils)	6.8% (61 pupils)	6.8% (60 pupils)

### Outcome 2 - More learners continuing to improve their language skills on transfer from primary school to secondary school

Increasing the percentage of learners aged 14 -16 studying for qualifications through the medium of Welsh

Current Position	2017/18 target	2018/19 target	2019/20 target
The current percentage of Monmouthshire learners in Year 9 who are assessed in Welsh (First language) is (4.5 %) 37 pupils	3.3% (27 pupils)	4.6% (36 pupils)	4.5% (38 pupils)
A comparison with the percentage of learners in Year 6 who were assessed in Welsh (First language) three years earlier is 4.6% (42 pupils)	3.9% (35 pupils)	4.6% (41 pupils)	4.4% (38 pupils)
<b>Effective transition and linguistic continuity across provision in Monmouthshire between:</b>	90%	90%	95%
<ul style="list-style-type: none"> <li>non-maintained Welsh-medium settings for children under 3 and maintained Welsh-medium schools delivering the Foundation Phase is <b>85%</b></li> </ul>			
<ul style="list-style-type: none"> <li>non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh medium settings delivering the Foundation Phase is <b>8%</b></li> </ul>	TBC	TBC	TBC
<ul style="list-style-type: none"> <li>Funded non-maintained Welsh-medium settings and maintained Welsh-medium schools is <b>86%</b></li> </ul>	90%	90%	95%
<ul style="list-style-type: none"> <li>non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium schools is <b>86%</b></li> </ul>	90%	90%	95%
<ul style="list-style-type: none"> <li>Foundation Phase and Key Stage 2 is <b>93.9%</b> (62 pupils)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>Key Stage 2 and Key Stage 3 is <b>83%</b></li> </ul>	85%	90%	95%
<ul style="list-style-type: none"> <li>Key Stage 3 and Key Stage 4 is <b>100%</b></li> </ul>	100%	100%	100%



### Outcome 3: More Learners aged 14-16 studying for qualifications through the medium of Welsh.

All pupils attending Ysgol Gyfun Gwynllyw study at least five or more subjects through the medium of Welsh, in addition to Welsh (first language). In addition to Welsh/Welsh Literature, 100% of Year 11 Monmouthshire pupils attending Ysgol Gyfun Gwynllyw, are entered for two mathematics GCSEs, two science GCSEs, three optional GCSEs and the Welsh Baccalaureate studied through the medium of Welsh.

Current Position	2017/18 target	2018/19 target	2019/20 target
The percentage of Monmouthshire pupils currently attending Ysgol Gyfun Gwynllyw who study five or more subjects through the medium of Welsh is <b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
The percentage of Monmouthshire pupils currently attending Ysgol Gyfun Gwent Is Coed who study five or more subjects through the medium of Welsh from 2020/21 will be <b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Outcome 4: More Learners aged 16-19 studying for qualifications through the medium of Welsh.

All Monmouthshire pupils (100%) accessing post 16 education at Ysgol Gyfun Gwynllyw study two or more subjects through the medium of Welsh.

Current Position	2017/18 target	2018/19 target	2019/20 target
The percentage of Monmouthshire pupils accessing Post-16 education at Ysgol Gyfun Gwynllyw who study two or more subjects through the medium of Welsh is <b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
The percentage of Monmouthshire pupils accessing Post-16 education at Ysgol Gyfun Gwent Is Coed who study two or more subjects through the medium of Welsh from 2022/23 will be <b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Outcome 5: More learners with higher skills in Welsh

Improving provision and standards in Welsh First Language

Current Position	2017/18 target	2018/19 target	2019/20 target
<p><b>The percentage of learners attending Welsh-medium education achieving the expected level in Welsh first language at the end of each key stage in Monmouthshire is:</b></p> <p>Foundation Phase Outcome 5+      93.8%            Key Stage 2 Level 4+                95.1%            Key Stage 3 Level 5+            Key Stage 4 A*-C                      Awaiting data</p> <p><b>The percentage of learners attending English-medium education achieving the expected level in Welsh second language at the end of each key stage in Monmouthshire is:</b></p> <p>Key Stage 2 level 4+                    87.5%            Key Stage 3 Level 5+                   89.9%            Key Stage 4 A*- C Full course      Awaiting data            Key Stage 4 A – C Short Course    Awaiting data</p> <p>The percentage of Monmouthshire pupils in English-medium schools studying GCSE Welsh Second Language Full course in 2016 is:49.6%</p> <p>The percentage of Monmouthshire pupils in English-medium schools studying Key Stage 5 AS Welsh Second Language in 2016 is: 3.7%</p> <p>The percentage of Monmouthshire pupils in English-medium schools studying Key Stage 5 A Level Welsh Second Language in 2016 is:6.9%</p>	<p>Targets are set on an individual school basis based on individual pupil level data. Targets are monitored through the EAS target setting and monitoring progress with termly progress towards targets meetings held by Challenge Advisors</p>		

## Outcome 6: Welsh-medium provision for learners Additional Learning Needs

Current Position	2017/18 target	2018/19 target	2019/20 target
No data at present			

## Outcome 7: Workforce planning and Continuous Professional Development

Current Position	2017/18 target	2018/19 target	2019/20 target
No data at present			

## Annex 4

### **Welsh Medium Education Survey 2016**

#### *Initial Summary of pre-school survey 01/09/2014 to 31/08/2015*

#### **Summary**

Monmouthshire County Council continues to engage with its community to assess the demand for Welsh Medium Education and ensure that an appropriate range of Welsh Medium places are available for the children within its County. Surveys have previously been undertaken in 2007, 2010 and 2015.

#### **Methodology**

The 2016 survey the Local Authority targeted Monmouthshire parents with babies born between the periods of 1<sup>st</sup> September 2014 and 31<sup>st</sup> August 2015. The data used has been supplied by Aneurin Bevan Health Board.

On 14<sup>th</sup> October 2016, Monmouthshire County Council distributed a mailshot to the targeted audience containing a covering letter, survey containing the statutory questions, as well as information material supplied by various agencies highlighting the benefits of Welsh Medium Education. The material was distributed in English and Welsh, with an online version of the survey accessible via the Monmouthshire County Council website.

The Local Authority adopted various marketing techniques including publication of the survey via social media websites, family information website and articles in the Local Press. Officers also undertook a proactive approach of targeting parents of children within the targeted cohort during the 2016 National Eisteddfod, hosted in Abergavenny, Monmouthshire.

The closing date for the survey was set as being Friday 25<sup>th</sup> November 2016, a total of 6 weeks from distribution. The deadline was extended by a further week to accommodate a short period of technical difficulties (2 days) with the online survey.

#### **Responses**

Total Number of Surveys issued	809
Total Number of Surveys returned	92
Response rate	11.3%

#### **Geographical split of responses**

Area	Number of responses	%
North	48	52.1
South	31	33.7
Central	9	9.7
Out of County	4	4.3

### 1. Are you a Welsh Speaking Family?

Response	Number of Responses	%
Yes	12	13
No	80	87

Of those responding yes to Welsh speaking, 9 out of 12 were residing in the Abergavenny area (North Monmouthshire) with 1 residing in Usk (central Monmouthshire) and another residing outside of Monmouthshire.

### 2. Do you feel that your child would benefit from Welsh Medium Education?

Response	Number of Responses	%
Yes	46	50
No	32	34.7
Not Sure	14	15.3

46 families (50% of those responding) felt that their children would benefit from Welsh Medium Education:

- 29 families (63% of those responding yes) reside within the North of Monmouthshire, of which 24 families (83%) reside in Abergavenny and 5 families (17%) residing within Monmouth.
- 10 families (21.7% of those responding yes) from the South of the County felt that their children would benefit from Welsh Medium Education.
- 4 families (8.7% of those responding yes) residing within central Monmouthshire (Usk) felt their children would benefit from Welsh Medium Education.

### 3. What is the likelihood of sending your child to a Welsh Medium Primary school if it is situated more than 2 miles from your home address?

Preference	Total Responses	Percentage	North	South	Central	Out of County
Very Likely	20	21.7%	9	5	3	3
Quite Likely	7	7.6%	6	0	1	0
Likely	10	10.8%	6	4	0	0
Quite Unlikely	8	8.7%	6	2	0	0
Unlikely	18	19.5%	11	6	1	
Very Unlikely	29	31.5%	10	14	4	1
<b>Total</b>	<b>92</b>	<b>100</b>	<b>48</b>	<b>31</b>	<b>9</b>	<b>4</b>

It is apparent from the table above that 55 of the families responding (59.7%) would be unlikely to send their children to a Welsh Medium Primary School if it were to be situated in excess of 2 miles from the home address.

The remaining 37 families (40.3%) responding would be at least likely to send their child to a Welsh Medium Primary School even if the nearest school was in excess of 2 miles from the home address.

#### 4. What is the likelihood of sending your child to a Welsh Medium Primary school if it is situated within 2 miles from your home address?

Preference	Total Responses	Percentage	North	South	Central	Out of County
Very Likely	37	40.2%	22	8	4	3
Quite Likely	5	5.4%	5	0	0	0
Likely	11	11.9%	6	4	1	0
Quite Unlikely	7	7.6%	5	2	0	0
Unlikely	12	13%	3	8	1	0
Very Unlikely	20	21.7	7	9	3	1
<b>Total</b>	<b>92</b>	<b>100</b>	<b>48</b>	<b>31</b>	<b>9</b>	<b>4</b>

Distance from home address to the Welsh Medium Primary School is clearly a key factor, with 53 of the families responding (57.6%) now at least quite likely to send their child to a Welsh Medium Primary School if it was within 2 miles of their home address. This is an increase of 17.3% on those likely to send their child to a Welsh Medium Primary School if it was situated more than 2 miles from the home address.

It would appear that, for those residing within central Monmouthshire, there is very little impact on the distance of the nearest Welsh medium primary to their home address compared to the likelihood of choosing a Welsh medium primary School. 5 families were at least likely to send their child to a Welsh medium Primary School if it was within 2 miles compared to 4 families if it was in excess of 2 miles.

However, distance does appear to be a significant factor for those residing within the North of the county. 33 families responding from the North would be at least quite likely to send their child the Welsh Medium Primary School if it was within 2 miles of their home address, with only 21 families at least likely if in excess of 2 miles. This is a difference of 36.3%. The significant difference seems to relate to 11 families responding from the Monmouth area who would be in favour of sending their child to a Welsh Medium Primary if it was within 2 miles of their home, with only 4 families from Monmouth in favour if the Welsh medium primary school was in excess of 2 miles.

#### 5. What do you feel is an acceptable journey time to a Welsh Medium School?

Preference	Total Responses	Percentage	North	South	Central	Out of County
Less than 10 minutes	24	27.1%	15	5	2	2
10 to 20 minutes	41	44.5%	21	15	4	1
20 to 30 minutes	14	15.2%	9	5	0	0
30 to 45 minutes	7	7.6%	1	2	3	1

45 to 60 minutes	2	2.2%	0	2	0	0
Over 60 minutes	4	4.3%	2	2	0	0
<b>Total</b>	<b>92</b>	<b>100</b>	<b>48</b>	<b>31</b>	<b>9</b>	<b>4</b>

44.5% of families responding to the survey consider a 10 to 20 minute journey time to a Welsh Medium school to be an acceptable journey time. Only 14.1% of the families responding felt that a journey time in excess of 30 minutes is an acceptable travel time for their child.

6. **Would you be more likely to choose a Welsh Medium Primary School if there was a Welsh Medium Secondary School within an acceptable journey time for you?**

Response	Number of Responses	%
Yes	49	53.2
No	29	31.5
Not Sure	14	15.2

You will see from the above that 53.2% of the families responding to this survey feel that the distance to a Welsh Medium Primary School has an impact on their decision as to whether they send their child to a Welsh Medium Primary School. The 53.2% of families felt that they would be more likely to select a Welsh Medium Primary School if the Welsh Medium Secondary School was within an acceptable journey time.



## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Sharon Randall-Smith</p> <p><b>Phone no:</b> 01633644203/ 07973884461 <b>E-mail:</b> Sharon.Randall-Smith@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To the strategic direction for the new three-year Welsh in Education Plan (WESP) 2017-2020 for the planning and delivery of Welsh-medium education across the county.</p> <p>To ensure that Monmouthshire complies with section 87 of the Schools Standards and Organisation (Wales) Act 2013 and aligns with Welsh Government's current Welsh-medium Education Strategy (April 2010) and policy statement for 2015 -2016 (March 2016)</p>
<p><b>Name of Service:</b> Children and Young People Directorate</p>	<p><b>Date Future Generations Evaluation form completed</b> 20<sup>th</sup> December 2016</p>

2015

***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***




**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	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales	Positive	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
Efficient use of resources, skilled, educated people, generates wealth, provides jobs		
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/A	
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Positive	
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Positive	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	N/A	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Positive	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	Positive	

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



Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>This current WESP covers the next three years period and will be monitored and evaluated throughout the period to inform the plan for the following three years. At the same time, the WESP aligns with our Welsh Language Strategy which covers the five year period 2017 – 2022.</p> <p>This current plan aligns with longer term aspiration of the aspiration of Welsh Government to create one million Welsh speakers by 2050</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>We worked with the full range of stakeholders to create the draft WESP. Some elements of the plan are reliant on effective partnership working across the South East Wales Region, particularly in relation to securing school places, meeting the needs of learners new to the language and building skills and capacity across our workforce.</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>We consulted widely with all relevant stakeholder on our initial draft plan. The feedback from meetings and written responses have been included in this final draft version for approval from Welsh Government</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>This proposal seeks to build Welsh-medium capacity across all parts of our education system to improve sustainability and develop resilience overtime.</p>	
 <p><b>Integration</b></p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>This proposal seeks to ensure that all learners have the opportunity to develop the skills and confidence to speak Welsh so that they can communicate effectively in all contexts.</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. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

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			

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability			
Gender reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
Welsh Language	The proposal seeks to develop and promote Welsh language skills across the county		

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 <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.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	Corporate arrangements for Safeguarding will apply to this proposal.		
Corporate Parenting	Children who are 'looked after 'in Monmouthshire will have the same opportunities to develop Welsh language skills and in doing so develop their confidence and well-being.		

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

Monmouthshire is required to submit this plan to Welsh Government based on specific guidelines. Our proposal has been developed in consultation with our Welsh-medium Forum and wider regional education partners. In addition we have consulted widely with key stakeholders before finalising the draft plan for Welsh Government Approval.

We have used school based performance data, school admissions data, and information from our annual Welsh-medium Education Survey and our Childcare Sufficiency Audit

**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?**

In implementing this plan we will ensure that we build Welsh Language skills and capacity across our education system and in in doing so, overtime, create sustainability Welsh within our communities and across the authority.

**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

**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:**

Annually - December each year for the duration of the plan

This page is intentionally left blank