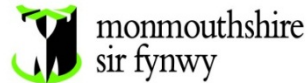


# Public Document Pack



Neuadd y Sir  
Y Rhadyr  
Brynbuga  
NP15 1GA

County Hall  
Rhadyr  
Usk  
NP15 1GA

Tuesday, 26 March 2019

Dear Councillor

## CABINET

You are requested to attend a **Cabinet** meeting to be held at **Steve Greenslade Room, County Hall, Usk** on **Wednesday, 3rd April, 2019, at 2.00 pm.**

## AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. To consider the following reports (Copies attached):
  - i. **EDUCATION ACHIEVEMENT SERVICE BUSINESS PLAN 2019-2020 AND LOCAL AUTHORITY ANNEX 2019-2020** 1 - 36  
Divisions/Wards Affected: All  
  
Purpose: This report seeks agreement from members for the EAS Business Plan 2019-2020 and the Local Authority Annex 2019-2020  
  
Author: Debbie Harteveld (Managing Director EAS)  
  
Contact Details: [Debbie.harteveld@sewaleseas.org.uk](mailto:Debbie.harteveld@sewaleseas.org.uk)
  - i. **AGENCY AND SELF-EMPLOYED WORKERS POLICY** 37 - 64  
Division/Wards Affected: All  
  
Purpose: The purpose of this report is to introduce the Agency and Self-Employed Workers Policy.  
  
Author: Sally Thomas HR Manager  
  
Contact Details: [sallythomas@monmouthshire.gov.uk](mailto:sallythomas@monmouthshire.gov.uk)
  - i. **SUDBROOK PAPERMILL S106 OFF-SITE RECREATION FUNDING** 65 - 78  
Division/Wards Affected: All  
  
Purpose: To recommend to full Council the inclusion of capital

funding in the 2019/20 Capital Budget;

To recommend the allocation of grants to five specific projects from the available funding.

Author: Mike Moran, Community Infrastructure Coordinator

Contact Details: mikemoran@monmouthshire.gov.uk

- i. **WELSH CHURCH FUND WORKING GROUP** 79 - 90  
Division/Wards Affected: All

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 8 of the 2018/19 financial year held on the 07<sup>th</sup> March 2019.

Author: David Jarrett – Senior Accountant – Central Finance Business Support

Contact Details: davejarrett@monmouthshire.gov.uk

- i. **SCHOOL ADMISSIONS POLICY 2020/21 - OVER-SUBSCRIPTION CRITERIA** 91 - 164  
Division/Wards Affected: All

Purpose: This report seeks to provide Members with an update on the public consultation undertaken reviewing the oversubscription criteria as part of the September 2020/21 School admission arrangements.

This report also seeks to provide members with a copy of the consultation report analysing the responses received from consultees towards proposed changes.

Author: Matthew Jones, School and Student Access Manager

Contact Details: matthewdjones@monmouthshire.gov.uk

- i. **SCHOOL ADMISSION POLICY 2020/21 - SCHOOL CATCHMENT AREAS** 165 - 296  
Division/Wards Affected: All

Purpose: This report seeks to provide Members with an update on the recently concluded public consultation to review Monmouthshire's Secondary School catchment areas as part of the September 2020/21 School admission arrangements.

This report also seeks to provide members with a copy of the consultation report analysing the responses received from consultees towards proposed changes.

Author: Matthew Jones, School and Student Access Manager

Contact Details: [matthewdjones@monmouthshire.gov.uk](mailto:matthewdjones@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>Whole Authority Strategy &amp; Direction</b> CCR Joint Cabinet & Regional Development; Organisation overview; Regional working; Government relations; Public Service Board; WLGA	WLGA Council WLGA Coordinating Board Public Service Board	Portskewett
R.J.W. Greenland (Deputy Leader)	<b>Enterprise</b> Land use planning; Economy & Tourism; Town Centre Regeneration; Leisure; Cultural services; ADM development	WLGA Council Capital Region Tourism	Devauden
P. Jordan	<b>Governance</b> Council & Executive decision support; Scrutiny; Regulatory Committee standards; Community governance; Member support; Elections, Democracy promotion & engagement; Law, Ethics & Standards; Whole Authority performance; Whole Authority service planning & evaluation; Regulatory body liaison; Audit; Development control; Building control; Community Hubs inc Adult Education		Cantref
R. John	<b>Children &amp; Young People</b> School standards; School improvement; School governance; EAS overview; Early years; Additional Learning Needs; Inclusion; Youth Service; Extended curriculum; Outdoor education; Admissions; Catchment areas; Post 16 offer; Coleg Gwent liaison.	Joint Education Group (EAS) WJEC	Mitchel Troy
P. Jones	<b>Social Care, Safeguarding &amp; Health</b> Children; Adult; Fostering & adoption; Youth offending service; Supporting people; Whole Authority safeguarding (children & adults); Disabilities; Mental Health; Public Health; Health liaison.		Raglan
P. Murphy	<b>Resources</b> Finance; Information technology (SRS); Human Resources; Training; Health & Safety; Emergency planning; Procurement; Land & buildings (inc. Estate, Cemeteries, Allotments, Farms); Property maintenance; Digital office; Commercial office	Prosiect Gwrydd Wales Purchasing Consortium	Caerwent



S.B. Jones	<b>County Operations</b> Highways maintenance, Transport, Traffic & Network Management, Fleet management; Waste including recycling, Public conveniences; Car parks; Parks & open spaces; Cleansing; Countryside; Landscapes & biodiversity; Flood Risk.	SEWTA Prosiect Gwyrdd	Goytre Fawr
S. Jones	<b>Social Justice &amp; Community Development</b> Community engagement; Deprivation & Isolation; Housing & Homelessness; Social cohesion; Poverty; Equalities; Diversity; Welsh language; Public relations; Trading standards; Environmental health; Licensing; Communications		Llanover

# Aims and Values of Monmouthshire County Council

## Our purpose

Building Sustainable and Resilient Communities

### Objectives we are working towards

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

## Our Values

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

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

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

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

**SUBJECT: Education Achievement Service Business Plan 2019-2020 and Local Authority Annex 2019-2020**

**MEETING: Cabinet**

**DATE: 3<sup>rd</sup> April 2019**

**DIVISION/WARDS AFFECTED: All**

## **1. PURPOSE:**

- 1.1. This report seeks agreement from members for the EAS Business Plan 2019-2020 and the Local Authority Annex 2019-2020.

## **2. RECOMMENDATIONS:**

- 2.1. It is recommended that Cabinet approve the EAS Business Plan 2019-2020 and the Local Authority (LA) Annex 2019-2020.

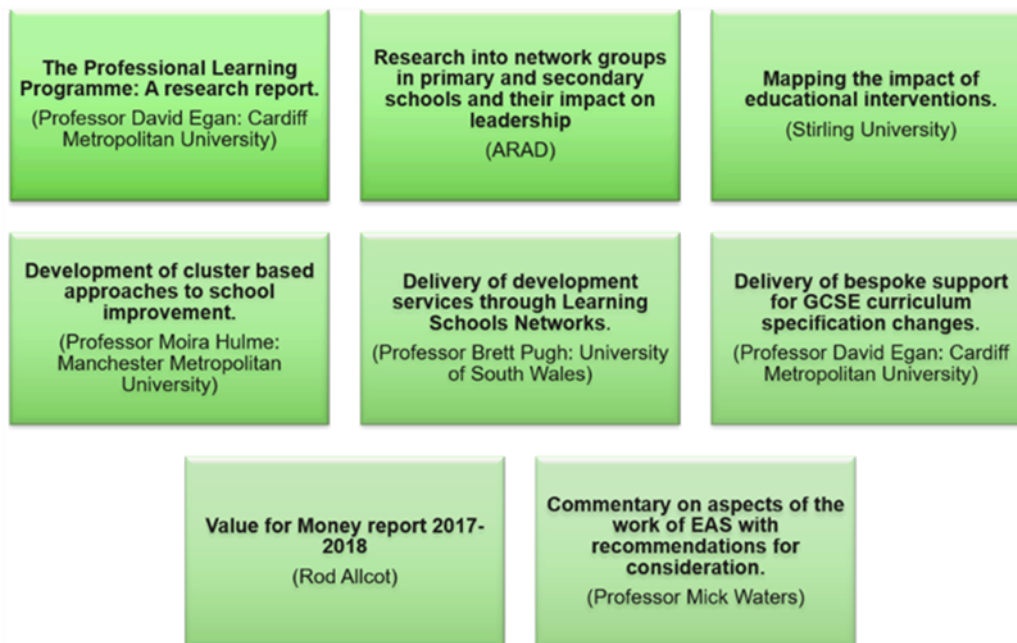
## **3. KEY ISSUES:**

- 3.1. Members will ensure that the Business Plan and accompanying Monmouthshire LA Annex enables appropriate support and challenge for schools and that it addresses the areas for improvement that have been identified within Monmouthshire's education strategic plans.

## **4. REASONS:**

- 4.1. The South East Wales Consortium is required to submit to the Welsh Government a three-year business plan that will be updated annually. This plan and the Monmouthshire LA Annex cover the period 2019-2020.
- 4.2. Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within each LA are met through bespoke work with each school. This Business Plan addresses Monmouthshire local authority strategic priorities that fall within the remit of the work of the EAS.
- 4.3. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Monmouthshire are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.

4.4. The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



4.5. This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Monmouthshire LA to support additional local authority priorities, as appropriate.

4.6. The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

4.7. Monmouthshire LA’s Strategic Priorities (as provided by the LA):

Strategic priorities for 2019/2020	Main link (s) to the improvement strands within the Business Plan
Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4.*	Improvement Strand: 1, 2 and 3
Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement.*	Improvement Strand: 1, 2 and 3
Strengthen leadership capacity in identified schools.*	Improvement Strand: 1 and 2
Secure appropriate progress for learners across the full range of cognitive abilities of pupils.*	Improvement Strand: 1, 2 and 3

Reduce the amount of fixed term exclusions.	Improvement Strand: 1, 2 and 3
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4.8. Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Monmouthshire LA and schools, have their own specific strategies to support vulnerable learners.

## 5. RESOURCE IMPLICATIONS:

5.1. The EAS has a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan will accompany the final Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.

5.2. Over the past three financial years, the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 8%. Taking all factors into consideration, the EAS Company Board agreed that it could offer a 2% efficiency saving on last year's core funding contribution for 2019/20 as was indicated in our indicative figure last year. Monmouthshire's contribution for 2019/20 is: £420,218.

5.3. These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS. This offer of efficiency has been derived in good faith and has been based upon indicative information to date.

5.4. It is important to note that for the EAS to continue to provide a regional service there needs to be a consistent regional percentage reduction, as in previous years. The alternative to this would be an unworkable two-tier approach to the delivery of the Business Plan priorities across the region and to schools within individual Local Authorities.

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

6.1. High Quality education is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to monitor and evaluate school performance and the quality of provision, coupled with its statutory powers of intervention in schools causing concern is fundamental to ensuring that all schools provide high quality education provision.

## 7. CONSULTEES:







Education Achievement Service  
for South East Wales  
Gwasanaeth Cyflawni Addysg  
i Ode Ddwyrain Cymru

Excellence

Innovation


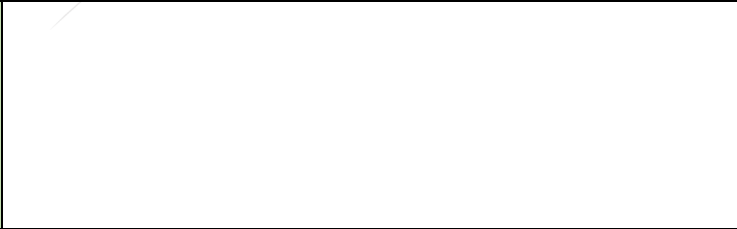
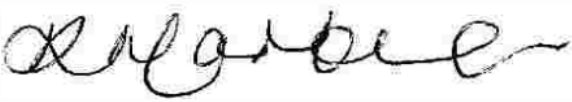

## The South East Wales Regional Mission: Business Plan (2019-2020)

“Transforming pupil outcomes, creating capacity  
through networks, enabling excellence in  
teaching and leadership”

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of education (within South East Wales) and diocesan directors
- Regional joint executive group
- EAS company board
- EAS audit and risk assurance committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

This Business Plan has been agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

<p><b>Cllr R Jeavons</b></p> <p>Chair of Education Achievement Service Company Board</p>	
<p><b>Cllr D Yeowell</b></p> <p>Chair of Joint Executive Group</p>	
<p><b>Ms D Harteveld</b></p> <p>Managing Director, Education Achievement Service</p>	
<p><b>Mrs Lynette Jones</b></p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

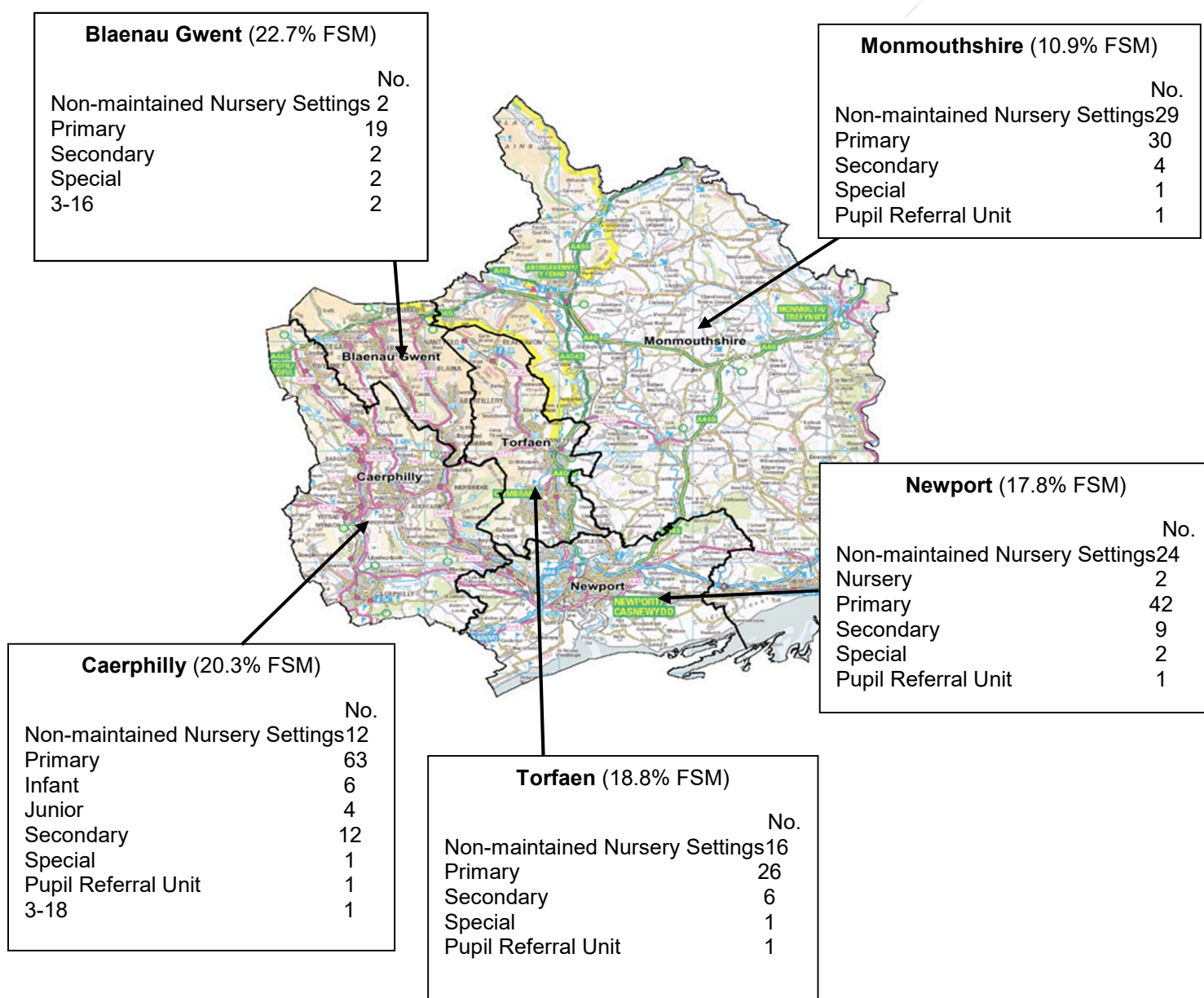


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3	<b>The South East Wales Regional Mission Business Plan (2019/2020)</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Local Authority Education Strategic Priorities 2019/2020</li> <li>Regional Priorities for 2019/2020</li> <li>The South East Wales Regional Mission Business Plan (2019/2020): Improvement Strands</li> </ul>	<b>6</b> 6 7 9 10
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## Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2018 was 71,970. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 15% of all maintained schools in Wales (EAS figure correct from September 2018, Wales figure from PLASC, 2018). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.4%, which is higher than the national figure of 17.4%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2018). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.3%, an increase from 9.7% in 2017. This is a similar rate of increase to that nationally (11.0% from 10.1%). As of PLASC 2018, 983 children in the region are looked after (LAC) by an LA and attend a school in the region. This represents 15% of looked after children in Wales.



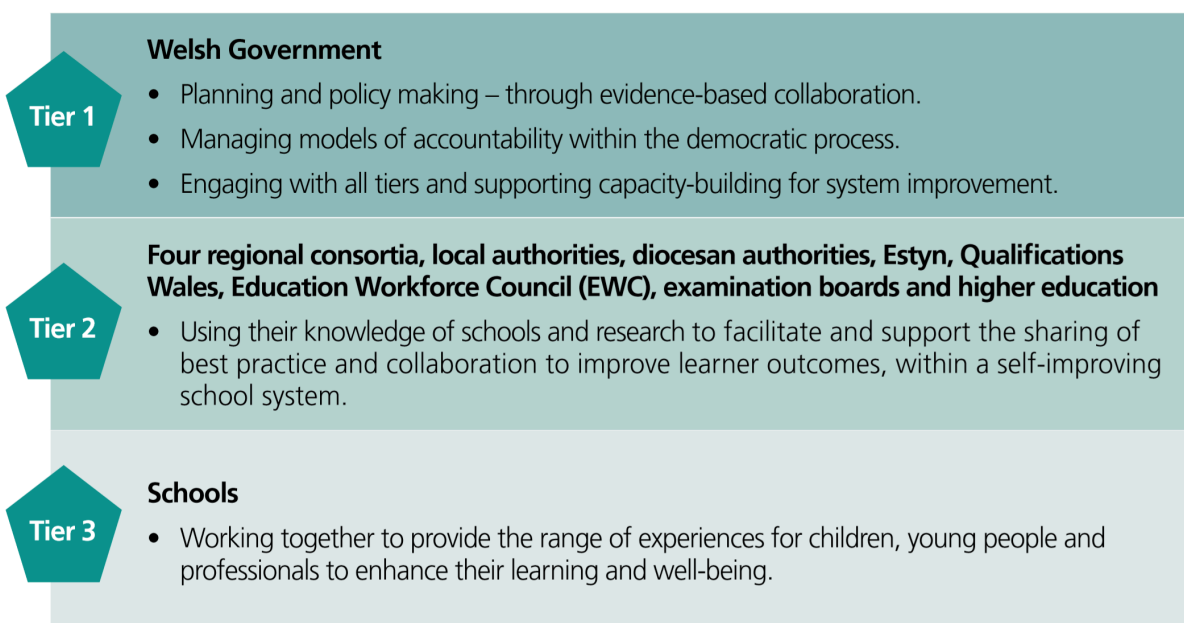
## Section 2: Overview

### What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

The EAS will work closely with all key partners to ensure the realisation of the Business Plan and to have maximum impact in delivery. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.



## How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

## Regional delivery models

EAS organises most of the professional learning offer on a cluster basis. Each cluster has an assigned lead for professional learning, who organises and co-ordinates support for and access to professional learning across the cluster. Each school has a regionally funded professional learning lead, who co-ordinates this work on a school basis. Support via the numerous learning network schools is also organised on a geographical basis to support this delivery model.

The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations, Professional standards for teaching and leadership/Excellence in Teaching and Leadership Framework. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and LA partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.



### Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn.


The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:





## LA education strategic priorities 2019/20 (provided by each LA)


This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.


The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2019/2020	Main link(s) to improvement strands within the Business Plan
 <p><b>Blaenau Gwent</b></p>	Improve Language, Literacy and Communication, through the acceleration of the acquisition of early language skills, in the Foundation Phase. *	Improvement Strand: 1 and 2
	Improve the performance of pupils eligible for free school meals in English and mathematics at all key stages. *	Improvement Strand: 1, 2 and 3
	To establish a baseline of post-16 attainment, value added from key stage 4 and positive destinations going forward. *	Improvement Strand: 3
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 2 and 3
	Reduce the number of pupils who are electively home educated and, consequently, reduce the number of pupils who become NEETS.	Improvement Strand: 3

 <p><b>Caerphilly</b></p>	Improve key stage 4 performance. *	Improvement Strand: 1, 2 and 3
	Improve the performance of pupils eligible for free school meals. *	Improvement Strand: 1, 2 and 3
	Improve the quality of leadership in the secondary phase in order to improve the rate of progress. *	Improvement Strand: 1 and 2
	Reduce number of days lost to exclusions.	Improvement Strand: 1, 2 and 3
	Improve attendance.	Improvement Strand: 1, 2 and 3

<b>Monmouthshire</b>  	Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement. *	Improvement Strand: 1, 2 and 3
	Strengthen leadership capacity in identified schools. *	Improvement Strand: 1 and 2
	Secure appropriate progress for learners across the full range of cognitive abilities of pupils. *	Improvement Strand: 1, 2 and 3
	Reduce the amount of fixed-term exclusions.	Improvement Strand: 1, 2 and 3

<b>Newport</b>  	Improve outcomes for FSM learners. *	Improvement Strand: 1, 2 and 3
	At key stage 4, develop senior and middle leadership improvement in the wider foundation subjects so that: professional learning, levels of accountability, curriculum development, teaching and learning and outcomes are consistent with those of the core subjects. *	Improvement Strand: 1, 2 and 3
	Ensure a consistent approach to ALN provision through the development and implementation of an ALN Review framework in collaboration with Local Authority inclusion services.	Improvement Strand: 2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 1, 2 and 3

<b>Torfaen</b>  	Improve the performance of FSM pupils across all key performance indicators. *	Improvement Strand: 1, 2 and 3
	Reduce the gender gap in key performance indicators, in particular boys' underperformance at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in key stage 4 outcomes between the highest and lowest performing secondary schools in the authority. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority. *	Improvement Strand: 1
	Develop a clear oversight of the standards of wellbeing of vulnerable learners across all settings in the authority.	Improvement Strand: 2

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for vulnerable learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

## Regional priorities for 2019/2020

### The focus for improvement for 2019/2020 will be to secure further improvements in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Teaching and Leaders and the implementation of the national self-evaluation framework;
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence;
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, English as an additional learning, more able and looked after children) and reduce the variance within and across schools (particularly within the secondary phase), settings and LAs;
- To accelerate improvement in schools and settings where improvement remains too slow, particularly in the secondary phase, by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress;
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools, particularly within the secondary phase, and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments;
- Supporting schools to ensure that pupils make appropriate progress in literacy, numeracy and digital skills at all phases;
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners;
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models; and
- To work with other middle-tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.



**The regional ambition by 2021: Working with our key partners, we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:**

- Ensuring successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges;
- Building effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

### The South East Wales Regional Mission: Business Plan (2019/2020)

The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017/2021), is based upon findings from educational research and best practice and address the priorities in each LA strategic plan. Each improvement strand details actions that will support the successful realisation of the new national transformational curriculum and assessment arrangements.

<b>Improvement Strand 1</b>	<p>i) <b>Developing a high-quality education profession</b></p> <p>ii) <b>Inspirational leaders working collaboratively to raise standards</b></p>
<b>What actions will the EAS take?</b>	
<p><b>A. Developing a high-quality education profession</b></p> <ul style="list-style-type: none"> <li>• Embed the principles of the national approach to professional learning in all regional programmes;</li> <li>• Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as ‘Learning Organisations’. Ensure that this is communicated effectively to all key professionals;</li> <li>• Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;</li> <li>• Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16;</li> <li>• Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools;</li> <li>• Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers; and</li> </ul>	

- Develop programmes for different pathways into teaching and continue to support the programmes for initial teacher education through existing and new partnerships with higher education institutions.

## **B. Inspirational leaders working collaboratively to raise standards**

- Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations;
- Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship;
- Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts;
- Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;
- In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;
- Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement; and,
- Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.

## **C. Specific focus on improving the outcomes for vulnerable learners**

- Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;
- Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;
- Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;
- Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; and
- Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.

## How will we know if we have made progress by March 2020?

### A. Developing a high-quality education profession

- All schools will have engaged with the consultation and have a good understanding of the draft Curriculum for Wales and are actively implementing their professional learning plans to prepare the workforce utilising national and regional support materials;
- All regional professional learning will be underpinned by the characteristics of the regional professional learning model and national approach to professional learning;
- Most schools across the region will have engaged with the regional professional learning offer to support the development of their school as a learning organisation effectively utilising outcomes to inform self-evaluation;
- Nearly all clusters provide high-quality professional learning to support the implementation of the regional approach to the Professional Standards for Teaching and Leadership and all related milestone delivery programmes that enables a school to improve the quality of leadership, teaching and pupil outcomes;
- Where schools engage well with the broad professional learning offer they will be suitably equipped with a range of strategies to secure improved outcomes for learners;
- Where schools (particularly secondary schools) engage well with bespoke and wider regional professional learning for the development of teaching and leadership the school will be better placed to reduce within-school variation ensuring all pupils make appropriate progress in improving outcomes;
- The majority of clusters have had a member of staff trained through the Welsh in a year sabbatical scheme and are having impact on their school and beyond;
- All Welsh medium schools and nearly all English medium schools are demonstrating appropriate progress against the National Language Charter framework objectives;
- All secondary schools and an increasing proportion of primary schools are engaging with the Global Futures initiative;
- Partner link schools continue to support the delivery of initial teacher education, in partnership with relevant higher education institutions to realise the new pathways into teacher training from 2019 onwards; and
- A robust regional quality assurance and longitudinal impact model for all professional learning will be implemented.

### B. Inspirational leaders working collaboratively to raise standards

- Where leaders engage fully in the regional leadership programmes they will have developed skills and knowledge for their current roles and future leadership aspirations;
- Where leaders engage with the range of professional learning that includes peer working, leadership shadowing, and coaching and mentoring within and outside of the region, leaders can share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase;
- A regional system of identification, tracking and professional learning support for aspirational leaders will be implemented enabling leaders to secure timely professional learning opportunities and experiences so that they are able to progress through the leadership milestones over time;
- A cross regional and higher education partnership approach to coaching and mentoring will be created to support all professional learning programmes to develop and support school leaders and governors;

- Where schools engage with specialist HR support, including professional learning opportunities, this will enable leaders to effectively implement the Professional Standards for Teaching and Leadership through appropriate performance management arrangements;
- Leadership recruitment processes have been revised, and updated assessment methods are being implemented by governing bodies across the region to support quality appointments to headteacher and deputy headteacher posts; and
- Where governing bodies engage in professional learning, on line self-evaluation or bespoke support programmes they have increased their ability to undertake their role in challenging and supporting school leaders to secure improvement.

### C. Specific focus on improving the outcomes for vulnerable learners

- Where school leaders and governors engage well with the regional provision for raising the achievement and engagement of vulnerable pupils, they will be better equipped with relevant strategies to deliver their school improvement priorities.

<b>Improvement Strand 2</b>	<b>Strong and inclusive schools committed to excellence, equity and wellbeing</b>
<b>What will the EAS do (in addition to the specific actions contained within all other strands)?</b>	
<ul style="list-style-type: none"> <li>• The Business Plan will consider the outcomes of all regionally commissioned research and wider evidence to ensure that the priorities and actions taken are well informed, to improve the progress and provision for vulnerable learners;</li> <li>• Embed and refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to improve regional multi-agency working, to reduce duplication, promotes improved learner outcomes and to simplify the professional learning and support to schools and settings;</li> <li>• To implement, refine and monitor the impact of the regional strategies for looked after children and more able;</li> <li>• Support schools to build on the success of the SEREN Network, to deliver improved provision for our most-able learners;</li> <li>• Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;</li> <li>• Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;</li> <li>• Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;</li> <li>• Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</li> <li>• Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</li> <li>• Will work with practitioners and partners to provide resources and strategies that embed pupil voice to ensure children and young people are partners in their own learning;</li> <li>• Support individual LA policies and procedures for attendance and exclusions, as appropriate; and</li> </ul>	

- Work in partnership with LA inclusion and/or wellbeing officers and the additional learning needs transformation officer, as appropriate, to implement regional strategies utilising the regional professional learning offer.

**How will we know if we have made progress by March 2020?**

- National, regional and individual school-based research will be utilised to inform planning, provision and evaluating the impact of all intervention programmes in most schools;
- Many secondary schools will submit good-quality grant plans, with the majority making an improvement in the achievement and engagement of vulnerable pupils in line with school targets;
- Where schools (particularly secondary schools) engage with the regional professional learning offer for wellbeing and equity, they will be appropriately supported to develop and implement a bespoke wellbeing and equity strategy (to include the wellbeing toolkit and support linked to the adverse childhood experience agenda), which will better inform their direction of work to identify and track the progress of all vulnerable learners and measure the impact of interventions;
- Where schools engage within the professional learning offer that is linked to the work of the Children’s Commissioner, nearly all schools will be suitably equipped to apply pupil voice as a factor in school improvement activities;
- Where secondary schools engage well with the regional SEREN programme learners will have improved opportunities to attend a Sutton Trust university; and
- Where schools adopt the principles within the regional strategy for looked after children and known adopted pupils, they will have increased understanding and awareness of the strategies that can be used to improve the outcomes and progress for identified learners.

**Improvement Strand 3      Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system**

**What will the EAS do?**

**A. Assessment, evaluation and accountability mechanisms**

- In consultation with partners refine the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;
- Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;
- Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;
- Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;
- Support the development and piloting of the national self-evaluation framework and further develop the ‘single plan’ approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;
- Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The



progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;

- Expand the range of school information that is used for accountability purposes at school, LA and regional level;
- Issue 'Professional Advice' based upon a sound evidence base to LAs and diocesan directors on a regular basis for consideration; and
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

## **B. Supporting a self-improvement system**

- Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;
- Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;
- Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;
- In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and
- Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of evidence to gain maximum impact on accelerating priority areas.

## **C. Specific focus on improving the outcomes for vulnerable learners**

- Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;
- Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;
- EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;
- Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where required; and
- Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning.

## **How will we know if we have made progress by March 2020?**

### **A. Assessment, evaluation and accountability mechanisms**

- The effective implementation of the refined schools causing concern strategy provides robust, timely information and support in schools and settings where improvement remains

too slow. LAs receive valuable and relevant information to inform the timely use of their statutory powers;

- All challenge advisers will implement effectively the intervention framework and associated strategies, ensuring that nearly all schools are equipped to make at least strong progress in a timely manner against the priorities in their school development plans;
- Where schools, particularly secondary schools, engage well with support, there will be less schools requiring the highest levels of support overtime;
- Effective support to identify and enable underperformance in leadership to be addressed is provided;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils overtime;
- Where schools engage with support and guidance, they will be suitably equipped to reduce within school variation, therefore demonstrating improvements across a wider set of performance measures in line with individual school targets;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support, they are enabled to secure robust, purposeful processes for self-evaluation, which inform accurate school improvement priorities leading to reduced, within-school variation and improved outcomes for learners over time; and
- Where LAs engage well with the support and advice provided for the Welsh in education strategic plans and SACRE, it will assist them in to meet their statutory requirements and the priorities within the plans.

## **B. Supporting a self-improving system**

- The culture of collaboration and joint working is accelerated with most schools working well with other schools to secure improvement;
- A refined impact capture model for the work of the learning network schools and the role of clusters will be developed building on the commissioned research undertaken in 2018/19 to ensure value for money;
- Where schools secure the services of the EAS governor support agreement they will be provided with appropriate support and advice to enable them to implement their statutory functions; and
- Where schools engage with the range of networking opportunities that includes peer and cluster working within and outside of the region, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase.

## **C. Specific focus on improving the outcomes for vulnerable learners**

- Where schools (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets for vulnerable learners, accurately track pupil progress and secure strong progress for pupils' overtime; and
- All secondary school pupil development grant plans will be agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.

**What will the EAS do?**

- Continue to refine the business model for the EAS that aligns to the priorities identified within the regional and the national reform agenda;
- Work with key partners to secure a more sustainable funding model for the EAS that aligns fully with the service workforce plan and the updated Collaboration and Members Agreement;
- Maintain a high-quality, well informed, flexible and motivated workforce that embody the values and visions of the EAS in their work with schools;
- Further develop the effectiveness of the EAS company board through induction of new non-executive directors and the implementation of actions agreed through recent professional development;
- To ensure transparency of funding streams through publication of the regional grant mapping tool on a regular basis with the aim of maximising delegation rates to schools and settings;
- Further develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level;
- Enhance the current value for money model further exploring best practice models;
- Refine internal self-evaluation processes so that they focus more fully on the impact of the work of service teams in schools and settings on improving outcomes, provision and leadership;
- Improve availability, accessibility and efficiency of performance data and wider intelligence to better support effective self-evaluation activity and improve service delivery;
- Embed and promote the communication and marketing strategy ensuring a holistic approach to stakeholder engagement;
- Collaborate fully with other consortia and middle-tier organisations to realise efficiencies in programme development, delivery and sharing of best practice.

**How will we know if we have made progress by March 2020?**

- The business model, workforce plan and financial planning processes are refined so that they better reflect the priorities and resources required to continue to deliver an effective and efficient service that positively impacts on the progress towards the priorities within the plan and delivers value for money;
- Internal business intelligence databases will better support self-evaluation processes, enabling more informative and timely analysis to EAS staff and to LAs to better evaluate the impact of work in schools and to inform improvement priorities;
- A 3-year indicative funding model will have been agreed with the 5 LAs which ensures the core funding model is appropriately balanced and the collaboration and members agreement will reflect the actions that will be undertaken in the event of a change management processes having to be evoked;
- The company board and the audit and risk assurance committee will continue to undertake a programme of professional development and self-evaluation to ensure that the challenge and support that is provided enables the most effective delivery of the Business Plan and of statutory obligations;



- Internal self-evaluation processes will be refined so that they focus more fully on the impact of the work of service teams in schools and settings on promoting improving outcomes, provision and leadership;
- The regional grant mapping tool will be improved to enable easier analysis at school, LA and regional level of the impact of the resource linked to expected outcomes and to inform value for money judgements and improvement priorities;
- The communication and marketing strategy will be embedded with the internet, intranet and, where applicable, social media platforms well established to ensure better promotion of services and updates and engagement our stakeholders; and
- National approaches to programmes established through collaboration with other consortia. Cost comparisons with other consortia or similar organisations reviewed and strategies implemented. MTFP updated.

\* Further details can be found in the Detailed Delivery Document and the Professional Learning Offer 2019/2020.

## Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources: LA core contributions, grants and service level agreements. A detailed spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is available to all schools through the regional grant monitoring tool.

### Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual LA annex document. These reports, as in previous years, will be suitable for scrutiny activity at LA and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and though Challenge and Review events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / LA self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The EAS will engage fully in the emerging national arrangements for evaluation and accountability.

### Risks associated with the delivery of the Business Plan

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities; these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an early-enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

## Section 5: Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2019–2020
2	Detailed Business Plan 2019–2020
3	Regional Grant Mapping Overview 2019–2020
4	Regional Self-Evaluation Report (Executive Summary)
5	EAS Risk Register (Executive Summary)
6	Regional Professional Learning Offer 2019–2020
7	Local Authority Strategic Education Plans
8	The Wellbeing of Future Generations Act

## Glossary of terminology used for describing proportions:

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half</b>	50%
<b>Around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

# Accountability

# Integrity

# Collaboration

# Excellence

# Innovation



# EAS

Education Achievement Service  
for South East Wales  
Gwasgwrth Cylflawni Addysg  
i Dde Ddwyrain Cymru

## Local Authority Specific Annex 2019-2020

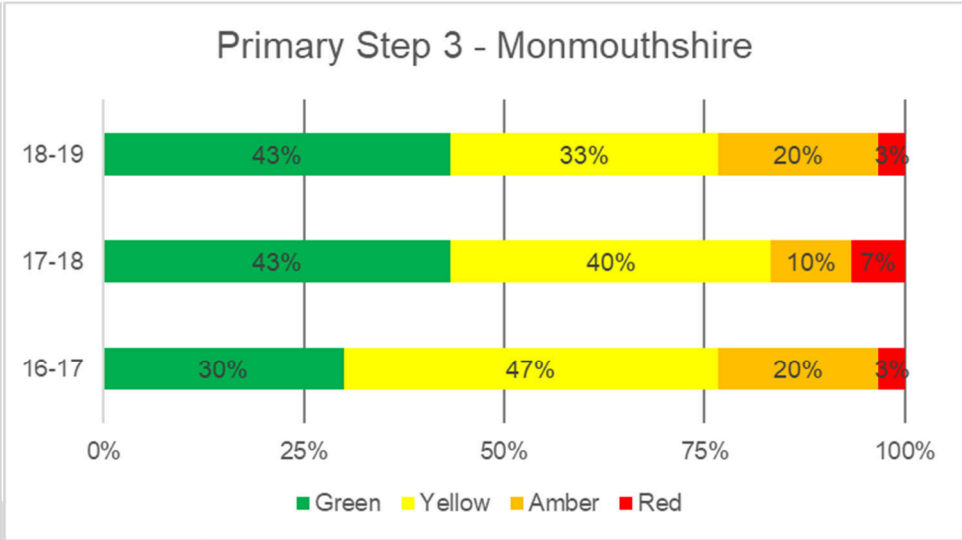
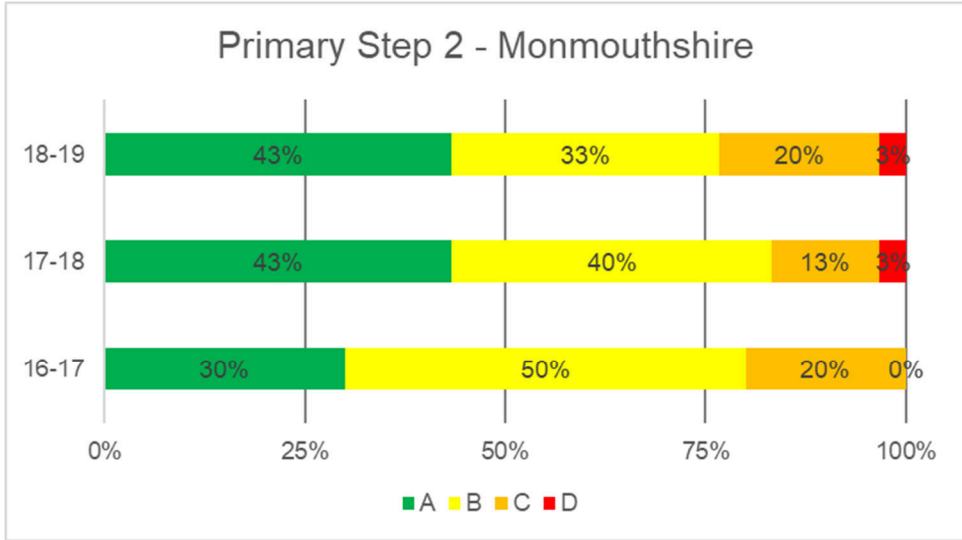
### Local Authority: Monmouthshire

#### Summary of National Categorisation of schools in the Local Authority in 2015-2016, 2016-2017 and 2017-2018

Step 2 – Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	16-17	0	6	15	9	0%	20%	50%	30%
	17-18	1	4	12	13	3%	13%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
South East Wales	16-17	5	19	108	64	3%	10%	55%	33%
	17-18	3	18	84	88	2%	9%	44%	46%
	18-19	6	16	65	105	3%	8%	34%	55%

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Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	16-17	1	6	14	9	3%	20%	47%	30%
	17-18	2	3	12	13	7%	10%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
South East Wales	16-17	8	16	112	60	4%	8%	57%	31%
	17-18	9	16	81	87	5%	8%	42%	45%
	18-19	6	19	63	104	3%	10%	33%	54%

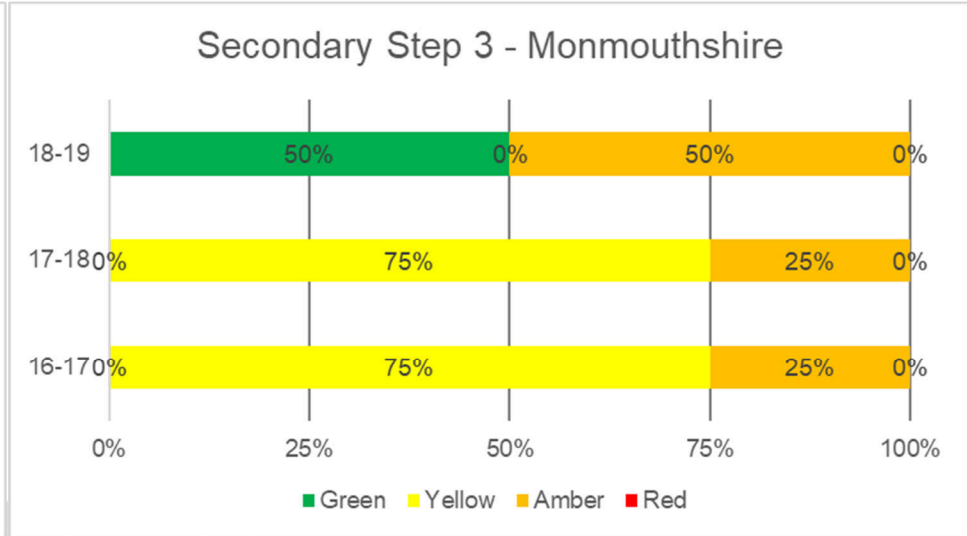
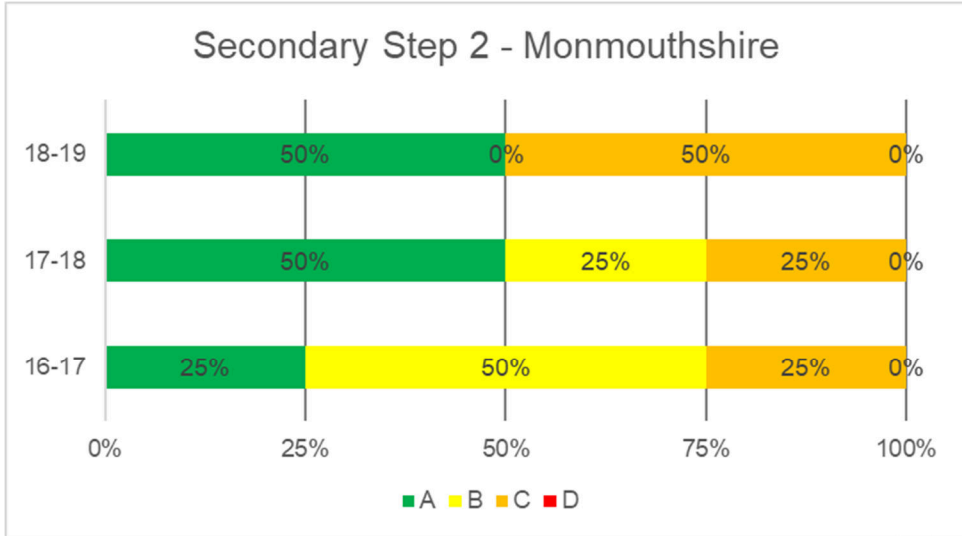


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<b>Step 2 – Secondary</b>		<b>Number of Schools</b>				<b>Percentage of Schools</b>			
		D	C	B	A	D	C	B	A
Monmouthshire	16-17	0	1	2	1	0%	25%	50%	25%
	17-18	0	1	1	2	0%	25%	25%	50%
	18-19	0	2	0	2	0%	50%	0%	50%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13	5	22%	28%	36%	14%
	18-19	6	15	8	6	17%	43%	23%	17%

<b>Step 3 – Secondary</b>		<b>Number of Schools</b>				<b>Percentage of Schools</b>			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	16-17	0	1	3	0	0%	25%	75%	0%
	17-18	0	1	3	0	0%	25%	75%	0%
	18-19	0	2	0	2	0%	50%	0%	50%
South East Wales	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	10	11	12	3	28%	31%	33%	8%
	18-19	7	15	7	6	20%	43%	20%	17%





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**LA schools currently in any Estyn follow-up category**

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Raglan Primary	Nov-16	Jan-17	Estyn Monitoring
Primary	Magor CiW Primary	May-17	Jul-17	Significant Improvement
Primary	Durand Primary	Jan-18	Mar-18	Estyn Monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Chepstow School	Sep-17	Nov-17	Estyn Monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
PRU	Monmouthshire PRU	Apr-18	Jul-18	Estyn Monitoring

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# High Level Pupil Progress Analysis by Local Authority - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Monmouthshire**

## Progress of pupils between FP and KS2

Matching

Subject	Matched Cohort	2+ levels of progress	1 level of progress	2014 FP cohort	2018 KS2 cohort	% of FP cohort matched	% KS2 cohort matched
LLC - Welsh	49	93.9	6.1	51	51	96.1	96.1
LLC - English	777	94.7	4.5	831	848	93.5	91.6
Mathematics	827	94.2	5.1	882	899	93.8	92.0

\* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

## Progress of pupils between KS2 and KS3

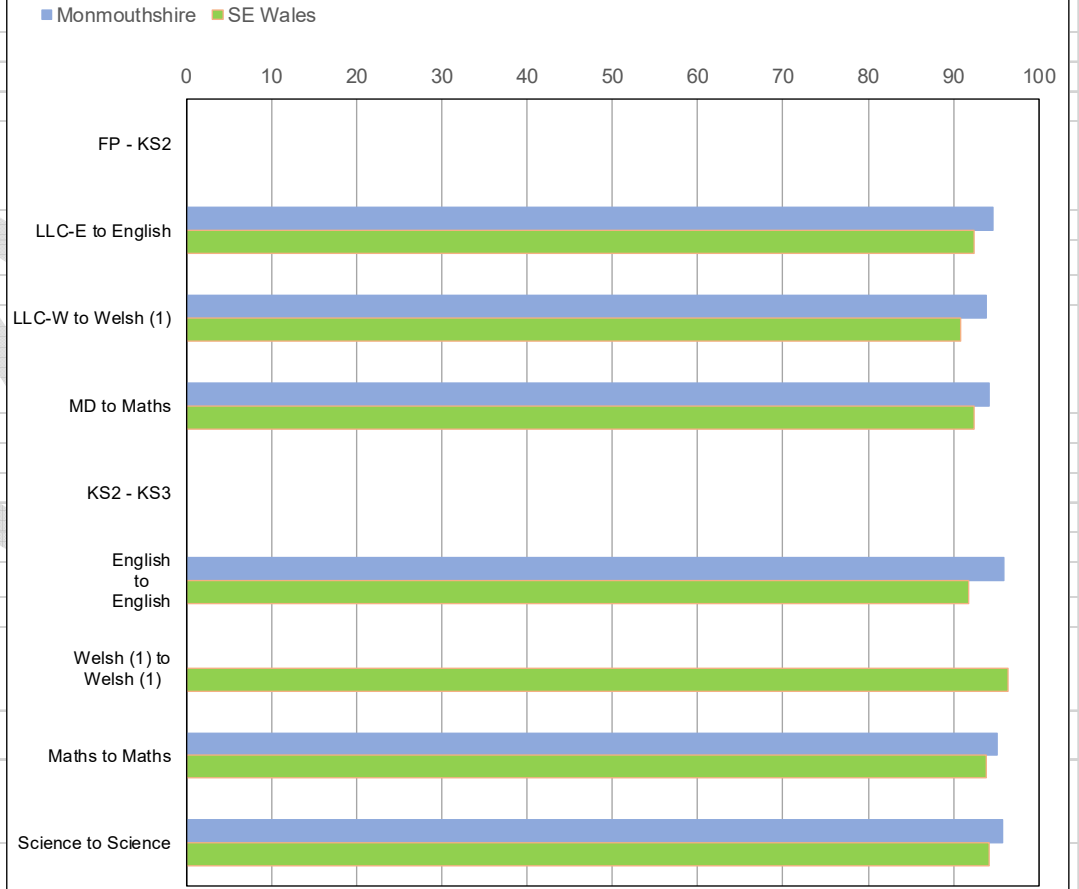
Matching

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress	2015 KS2 cohort	2018 KS3 cohort	% KS2 cohort matched	% KS3 cohort matched
Welsh 1st Lang.	0	-	-	-	35	0	0.0	-
English	703	50.5	45.4	95.9	893	814	78.7	86.4
Mathematics	703	65.3	29.9	95.2	893	814	78.7	86.4
Science	703	60.9	34.9	95.7	893	814	78.7	86.4

## Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	94.7	93.9	94.2	
KS2 to KS3 Expected Progress (2 Levels)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	95.9	-	95.2	95.7

## % Learners making expected progress across KS2 / KS3 - 2018



## LA summary and issues

- Improve outcomes of vulnerable groups, including eFSM learners, particularly at KS4
- Reduce variance in outcomes, teaching and leadership, particularly at KS4, using the ETLF as a tool for improvement
- Strengthen leadership capacity in identified schools
- Reduce the amount of fixed term exclusions
- Secure appropriate progress for learners across the full range of cognitive abilities of pupils

## Attendance/Exclusions

- There has been a decrease in primary attendance of 0.6pp since 2015, but an increase in secondary attendance. Both figures remain above that of Wales
- There has been an increase in unauthorised absence at primary schools, but a slight decrease at secondary schools. Both figures are lower than Wales.

## Exclusion figures are reported by LA

- There has been a large increase in exclusions of 5 days or fewer at both primary and secondary level. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There was 1 permanent exclusion in 2017/18 from primary schools.
- There have been 6 permanent exclusions at secondary level since 2014/15, 5 in 2015/16 and 1 in 2016/17, but none in 2017/18.

## Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 50%. 55% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 80%. 40% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised green has remained stable in 2018/19, however the percentage of schools in the amber / red categories has increased from 17% to 23%. Only one primary school is now categorised as red. Two secondary schools are now categorised as green, compared with none the previous year. However one secondary schools remains amber and one has moved from yellow to amber. (provisional and confidential).

## Schools requiring Improvement 2018-2019 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Castle Park Primary	Llantilio Pertholey VC Primary
Caldicot School	
Chepstow School	
Durand Primary	
Boytre Fawr Primary	
Magor VA CiW Primary	
Rogiet Primary	
St Mary's RC Primary	

The content of this LA Annex has been agreed by:

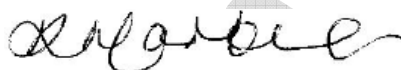
**LA Director / Chief Education Officer:**

\_\_\_\_\_  
Mr Will McClean

**Cabinet Member for Education:**

\_\_\_\_\_  
Cllr Richard John

**EAS Managing Director**

  
\_\_\_\_\_  
Ms. Debbie Hartevelde

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<b>SUBJECT:</b>	<b>Agency and Self-Employed Workers Policy</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>March 2019</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>All</b>

**1. PURPOSE:**

The purpose of this report is to introduce the Agency and Self-Employed Workers Policy.

**2. RECOMMENDATIONS:**

That the Agency and Self-Employed Workers Policy be accepted, and approved by Cabinet.

**3. KEY ISSUES:**

Monmouthshire County Council recognises its responsibilities to provide job opportunities to internal and external applicants on a fair, consistent and equitable basis. However, in certain circumstances the Council may need to engage agency workers or self-employed worker to comply with statutory responsibilities and to meet the demands of the service.

It is the policy of the Council that an agency worker will only be used when there is a sound financial and business need to do so. It is accepted in principle that the employment of agency workers should only be used for short term cover, up to 6 weeks. This policy and procedure provides a framework for managers to use when they have a short-term or business need to engage the use of external agency workers or self-employed workers. Agency workers on assignment with the Council are not employees of Monmouthshire County Council they remain the employee of the supplying agency.

**4. REASONS:**

The Council wants to limit the use of agency workers in order to protect the employment of existing staff and to manage costs. Where there is a requirement to engage agency workers for short term cover, this will be based on the following reasons: emergency cover, last minute sickness, business continuity or specialist skills and recruitment and retention difficulties in the short term.

A worker's employment status i.e. whether they are employed or self-employed is not a matter of choice. We categorise people into employed or self-employed status according to the terms of engagement. HMRC have strict conditions for determining whether someone is employed or self-employed and MCC has to comply with these conditions. All workers - whether they are employees, agency or self-employed

are covered by the Equality Act 2010 and the Employment Rights Act 1996 and the Agency Worker Regulations 2010 and HRMC Legislation April 2017 (IR35)

**5. RESOURCE IMPLICATIONS:**

None

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

The Equality Impact Assessment is attached.

**7. CONSULTEES:**

SLT/All recognised trade unions

**8. BACKGROUND PAPERS:**

None

**9. AUTHOR:**

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# AGENCY AND SELF-EMPLOYED WORKERS POLICY

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## PURPOSE AND SCOPE

Monmouthshire County Council recognises its responsibilities to provide job opportunities to internal and external applicants on a fair, consistent and equitable basis. However, in certain circumstances the Council may need to engage agency workers or self-employed worker to comply with statutory responsibilities and to meet the demands of the service.

It is the policy of the Council that an agency worker will only be used when there is a sound financial and business need to do so. It is accepted in principle that the employment of agency workers should only be used for short term cover, up to 6 weeks. This policy and procedure provides a framework for managers to use when they have a short-term or business need to engage the use of external agency workers or self-employed workers. Agency workers on assignment with the Council are not employees of Monmouthshire County Council they remain the employee of the supplying agency.

The Council wants to limit the use of agency workers in order to protect the employment of existing staff and to manage costs. Where there is a specific requirement to engage agency workers for short term cover, this will be based on the following reasons: emergency cover, last minute sickness, business continuity or specialist skills and recruitment and retention difficulties in the short term. It is not envisaged that a business need for the engagement of agency workers would include examples such as cover for pre-arranged leave or long-term sickness. Schools should refer to the Welsh Government Guidance 'Effective management of school workforce attendance (217/2017).

A worker's employment status i.e. whether they are employed or self-employed is not a matter of choice. We categorise people into employed or self-employed status according to the terms of engagement. HMRC have strict conditions for determining whether someone is employed or self-employed and MCC has to comply with these. All workers - whether they are employees, agency or self-employed are covered by the Equality Act 2010 and the Employment Rights Act 1996 and the Agency Worker Regulations 2010 and HRMC Legislation April 2017 (IR35)

In its application, this policy seeks to ensure that there is no discrimination against employees either directly or indirectly on grounds prohibited by the Equality Act 2010 which covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation This policy is inclusive of partners of the opposite or same sex.

## AGENCY WORKER REGULATIONS 2010

The Agency Worker's Regulations that came into effect in October 2011 state that they should have the right to equal basic employment conditions with comparable employees and establishes the principle of 'equal treatment' between agency workers and employees. The agency worker will either have a contract for service or a contract of employment with the Agency who finds them work. It requires that the agency worker be given the same entitlement as employees to basic working conditions such as pay, working hours and holidays. These entitlements are provided by the Agency as they are the "employer".

## AGENCY WORKER'S RIGHTS

Under Regulation 6 of the Agency Workers Regulations, after a qualifying period of 12 weeks in a given assignment, agency workers are entitled to equal treatment in relation to pay and relevant terms and conditions of employment. Monmouthshire County Council will seek to achieve this through the review of the Request to Hire an Agency or self-employed Worker pro-forma following a 12- week period of continuation of work. Equal treatment means employers must allow agency workers;

- Access to the same pay as a comparable worker doing broadly similar work the pay will include annual increments, holiday pay and overtime allowances after a qualifying period of 12 weeks
- Access to training after 12 weeks
- Access to the same holidays, working time, overtime, breaks and rest periods as permanent workers after 12 weeks
- Equal access to collective facilities from Day 1
- Access to information about internal vacancies to give them the same opportunity as other workers to find permanent employment from Day 1
- Equal access to on-site facilities such as child-care, canteen facilities and transport services from Day 1

Agency workers are **not** privy to equal treatment in respect of:

- Access to the Local Government Pension Scheme
- Occupational sick pay (but may be entitled to SSP from the agency)
- Redundancy pay (but may be entitled to redundancy from the agency)
- Maternity/paternity rights (but may be entitled to SMP/maternity allowance from the agency)
- Bonus
- Non-cash awards
- Advances in pay or loans
- Additional discretionary and non-contractual payments



## SELF-EMPLOYED WORKERS

To meet the requirements of employment and tax law, as well as safeguard Monmouthshire's position as an employer, we expect most individuals to be employed as 'employees' on a contract of employment and paid via our payroll systems with tax and National Insurance deducted at source.

In some circumstances, MCC may need to engage self-employed workers for specific pieces of work e.g. an independent review. This relationship between MCC and the individual will not be an employment relationship but will be a 'contract for services' (i.e. a self-employed worker).

The law on self-employment is complex and the consequences of wrongly treating someone as self-employed when they should be employees can be significant. HM Revenue and Customs (HMRC) may reclaim tax and national insurance contributions together with interest and penalties from the employer and there are a wide range of employment rights which may need to be compensated (including the right to paid holidays, notice, redundancy payments and not to be unfairly dismissed).

From 6<sup>th</sup> April 2017, HMRC introduced new legislation for self-employed workers working in the public sector, more commonly known as IR35.

When Monmouthshire County Council engages a contractor to provide a service, through what is known as a Personal Service Company (PSC) e.g. a limited company, it is Monmouthshire County Council's responsibility to determine whether the engagement is in or out of scope of the new rules. The Council is required to notify the contractor of its decision before the start of the contract.

If it transpires that the contractor is deemed to be in scope of the new rules i.e. an employee then it is the responsibility of the Council to deduct payroll taxes and National Insurance contributions from their invoices.

These changes affect both contractors we directly engage with and those who come to us via an agency. If you have or intend to have any such arrangements in your business area. Here is what you need to do:

- Check that any agency workers are paid directly by the Agency that employs them. If the worker is invoicing the Agency then it is likely that they will be in scope of the new legislation.
- Review the arrangements with your current Personal Service Companies using the HMRC employment status tool found in this <https://www.tax.service.gov.uk/check-employment-status-for-tax/setup>

- Notify the Financial System Support Team via this email: [creditors@monmouthshire.gov.uk](mailto:creditors@monmouthshire.gov.uk) of these results.

Anyone who engages self-employed workers are required to:-

- Consider why all alternatives to using self-employed workers are not available or appropriate.
- Gain approval from the Head of Service before engaging (not applicable to schools)
- Check that the status should be 'self-employed' via the HMRC website <https://www.tax.service.gov.uk/check-employment-status-for-tax/setup> using the tool to establish the employment relationship.
- Record the reference number supplied if the relationship is confirmed as self-employed.
- Consider the scope, the requirements and the duration of the work to be done.
- Identify and agree the appropriate rates to be paid
- Ensure that the relevant chief officer has been informed and agreement is confirmed before proceeding (not applicable to schools).
- Ensure all necessary self-employed status is obtained and held on file
- Ensure that all necessary checks associated with the work are processed and evidenced e.g. Identity, Right to Work in the UK, Professional Registration, DBS, Health.
- Ensure a signed agreement is in place that details all agreed terms
- Complete the record of engagement of a Self-employed form (appendix 2).
- If not self-employed consult with People Services to ensure the correct employment status is applied

Appendix 1 has a useful series of Questions and Answers, which will help you to establish if someone is self-employed or employed.

## **ENGAGEMENT OF AGENCY WORKERS /SUPPLY STAFF**

Where ever possible temporary staff should be engaged directly via MCC payroll. Where an additional need for resource has been identified, managers/Head-teachers should explore all opportunities of using existing staff resource within the Council or recruit directly via temporary contracts of employment. Should the engagement of an agency worker be required, corporate line managers should complete the Request for Agency Workers form to seek Head of Service approval. For schools, it is recommended that a regular report on the engagement of agency workers is provided to the Governors Finance Sub-Committee for information.

Within schools and services, Head-teachers and line managers are responsible for the engagement of Agency workers/supply staff. Managers must keep records to record the

rationale for using agency workers and managers and Head-teachers must monitor and review usage and costs on a timely basis.

Agency workers are not covered by MCC's Recruitment and Selection policy. Head-teachers/managers should not use Agency workers to circumvent this policy. Agency staff should only be used if there is sufficient provision in the staffing budget to avoid service delivery being affected. In no circumstances should agency workers be used when a team has a full and available complement of staff.

## WHY USE AN AGENCY WORKER?

It may be possible, subject to necessary approval processes, to engage agency workers in the following circumstances:

- To provide cover for short-term, unforeseen and/or unexpected staff shortages
- To provide specialist skills which are not able to be sourced from within the council
- To assist during periods of peak workload
- To undertake a short-term project or task
- To provide services for a specific service or to meet a specific need, where for organisational reasons, such use is approved

However, when determining whether it is appropriate to engage an agency worker, Head-teachers/managers should give consideration to the following:

- The duration of the assignment
- Whether 'acting up' or a secondment would be more appropriate
- The urgency with which the post must be filled
- Value for money and budgetary implications

Agency workers must not be used to cover a permanent or fixed term vacancy. MCC is an equal opportunities employer and all such vacancies must be advertised. Vacancies which have been held and not advertised for any reason must not be filled through the use of agency workers.

Managers must submit a request to engage agency worker in writing (see form in appendices) and send to their Head of Service, this must include the following details:-;

- The reasons why an Agency worker is needed and why the work is unable to be completed internally
- What the implications will be for the Council in performance and monetary terms if an agency work is not used

- How long the assignment will last including intended end date
- The budgetary cost of using an agency workers

It will be the sole decision of the Head of Service following consultation with HR and Finance as to whether or not an agency worker can be engaged within the Council.

Managers (corporately) must obtain external agency staff via the nominated provider and advice should be sought from Procurement if considering using another provider. Evidence that managers have tried to source from nominated agencies should be produced before using another provider. However, other/alternative providers may be used for teachers sourced directly by individual schools.

## OUR RESPONSIBILITIES UNDER THE REGULATIONS

The provisions apply to all agency workers but **do not apply** to the following:

- Those who are genuinely self-employed (e.g. sole traders). To qualify for this an individual will have to satisfy HMRC guidelines
- Those who work through their own service company who are genuinely in business of their own account (e.g. limited companies)
- Those employed under managed-service contracts (e.g. a service contracted out by the council e.g. a cleaning company for office/school cleaning)

## STARTING THE ASSIGNMENT

Once the approval has been provided for the Agency or Self Employed Worker, the Head-teacher/Manager will contact the nominated provider and request a worker to be supplied as per the requirements of the contract. The hiring manager should undertake a recruitment and selection process before engagement. It is the hiring manager's responsibility to ensure that agency is fully briefed on the Councils requirements for the role.

## SAFER RECRUITMENT CHECKS REQUIRED PRE START-UP

The supplier is responsible for carrying out all checks and references. However, it is the responsibility of the hiring manager/HT to ensure all safer recruitment checks have been undertaken, including evidence of Right to Work in the UK, satisfactory references, and where relevant DBS checks and EWC and SCW registration checks (where applicable) on the first day/prior to the individual starting work. For Managers, the Agency request form (see appendix 2) must be completed.

## FIRST DAY OF ASSIGNMENT

On the first day of an assignment, managers must carry out an induction with the agency worker and ensure that on day one employment rights are discussed. It is the Managers /Head-teachers responsibility to ensure that a proper induction process has been undertaken. (Head-teachers/Managers should refer to the Agency Induction checklist see appendix 4 ).

## DURING THE ASSIGNMENT

### **Safety, health and wellbeing responsibilities**

The responsibilities managers and head-teachers have for the health and safety of their employees applies equally to agency workers. Managers/Head-teachers have an obligation to manage the implications of any health and safety issues which may arise whilst an agency worker is on assignment at the Council. Particular attention should be given to induction of new staff and risk assessments.

### **Working hours and rest breaks**

Monmouthshire County Council's standard working hours are set out in relevant terms and conditions of employment. Managers/Head-teachers should ensure that the hours worked by agency workers are in accordance with these standards.

All agency workers have to abide by the Council's Policies and should be directed to the People Services page on the intranet in order for them to read them. However, if policies need to be invoked e.g. disciplinary, the individual would be subject to the nominated agency staff supplier's procedures.

It is the appointing line manager's responsibility to ensure that the agency worker meets all qualifying conditions and that the worker has access to all policies and procedures of MCC.

## ENDING THE ASSIGNMENT

The manager and Head of Service/Head-teacher should be aware of the intended duration of the agency workers employment in the Council. Two weeks before the end date, they must re-evaluate the agency workers position and consider if there is a 'need' for the assignment to continue. If there is a clear service and business need for the arrangement to continue then the manager will need re-approval from the Head of Service using the forms contained within the appendices to this policy. Therefore, the Head-teacher/manger must ensure they have continuing budgetary permission from Finance.

## POLICY MONITORING

The Council will monitor the application of this policy and has discretion to review it at any time through the appropriate consultation mechanisms. Responsibility for the implementation, monitoring and development of this policy lies with the Head of People Services. Day to day operation of the policy is the responsibility of line managers, Heads of Service and Head-teachers, who will ensure that this policy is adhered to.

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## APPENDIX 1 Q&A

### **How to establish Employed or Self-Employed?**

HMRC publish guidance to assist in determining whether the nature of the engagement is a contract of service (worker) or under a contract for services (self-employed, independent contractor). It is necessary to examine the real nature of the relationship before agreeing to the engagement. <http://www.hmrc.gov.uk/calcs/esi.htm>

Please save a copy of this once you have completed it in order to prove engagement status. If it is established that they are self-employed then there will be a reference. Record the reference on the pro-forma.

### **Can someone who is already employed by Monmouthshire have a contract to offer services under the self-employed status?**

It is highly unlikely that HMRC will accept that an individual who is employed by Monmouthshire can also act as a self-employed consultant supplying services to Monmouthshire. In most cases, where such additional work is approved any additional payment will be paid through the payroll system and be subject to statutory deductions. Managers/Head-teachers should seek advice from the People Services Team before offering additional work to full-time staff.

### **What documentation is required for Self-Employed Consultants?**

When the Head of Service is satisfied that the nature of the engagement is one of a contract for services and where the supplier is registered with HMRC as self-employed, there should be a written agreement between Monmouthshire (signed by the Head of Service) and the self-employed supplier, specifying the service to be provided and the fee. (See model contract, which has been worded to minimise the possibility that HMRC or a Tribunal/Court may construe it as a contract of employment).

### **Why do we have to keep the paperwork described above?**

HMRC can inspect Monmouthshire's records of payments to self-employed providers to ensure that they are genuinely contracts for services. Services should retain records of all such engagements as HMRC may request to see these. Where the arrangement is with a company, the same standard contract for services should be used.

### **How do we pay for the services of a self-employed worker?**

The self-employed worker will have to submit itemised invoices for payment on completion of the work and payment will only be made to the account of the supplier named on the contract. Payments will be made through the Agresso system. Invoices should be submitted each month. All procurement rules will apply. Members of staff should not be directly involved in decision-making in cases where work is offered to their former colleagues, close friends or family. Where this is not possible, because they have lead responsibility for the

service/ project, they should ensure that a Chief Officer is involved in the decision-making progress. All staff/workers should be aware of the content of the Code of Conduct Policy and responsibilities around disclosure of interests.

**What records should be kept?**

The manager/Head-teacher should retain securely records of engagement of agency and/or self-employed workers along with completed copies of all relevant documentation as required in this policy.

**Why do we have to carry out a Right to Work Checks for self-employed?**

The UK Border Agency suggests that employers might wish to consider undertaking right to work checks for individuals engaged on a self-employed basis. To minimise risk, Managers and Head-teachers must undertake Right to Work checks on agency and self-employed consultants as well as all other employees.

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## APPENDIX 2. FORM - REQUEST FOR AGENCY OR SELF EMPLOYED WORKER – not applicable for schools

**The line manager must complete and obtain Head of Service approval before engaging an Agency or Self Employed worker for MCC.**

Line Manager :	
Service/ Directorate :	
Title of post being covered (post number):	
Length of assignment:	
Reasons why Agency or self - employed worker is needed:	
Implications for MCC if Agency/Self Employed worker not engaged:	
Hourly/weekly fees:	
Overall Cost:	
Start date:	
Projected end date:	
Has budgetary permission been given to engage agency/self-employed worker?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>To be completed by Finance</b>	
I confirm that the above named officer has been given budgetary permission to engage an Agency or Self-Employed Worker as specified above	
Signed:	
Name (Block Capitals):	
Date:	
<b>To be completed by relevant Head of Service</b>	
I give permission for an agency/self-employed worker to be engaged in accordance with the above information	
Signed:	
Name (Block Capitals):	
Date:	

<p><u>REVIEW DATE:</u></p> <p><u>HEAD OF SERVICE APPROVAL</u> <u>(signature):</u></p> <p><u>DATE:</u></p>	
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**REVIEW DATE - REQUIREMENT FOR USE OF AGENCY /SELF-EMPLOYED WORKER**

Line Managers **must** re-evaluate the requirement for the agency/self-employed worker position and consider if there is a 'need' for the assignment to continue **two weeks** before the **intended end date**.

If there is a clear service and business need for the arrangement to continue then the line manager will need approval from the Head of Service.

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## APPENDIX 3. FORM - RECORD OF ENGAGEMENT OF AN AGENCY, OR SELF-EMPLOYED WORKER

The line manager/Head-teacher to complete and retain a copy of the form and all relevant documents before the agency or self-employed worker starts work for MCC.

Name of Team Manager /HT:	
Team (Directorate)/School:	
Name of agency /or name of company under which self-employed operates:	
Name of agency worker/self-employed worker:	
Title of post being covered (post number):	
EWC/SCW registration number (if needed)	
DBS certificate number: (if needed)	
DBS issue date: (if needed)	
Hourly/weekly fees agreed:	
Start date:	
Projected end date:	
REVIEW DATE:	
HMRC reference tool number (for self –employed worker)	
<b>Manager/Head-teacher to retain a copy of this completed form along with photocopies of the following <u>original</u> documents - before the commencement of work:</b>	
Right-to-work checks:	
Qualification certificate (eg QTS):	
Birth certificate:	
Passport / Driving licence (photograph):	
VAT registration (self-employed worker):	
Certificate of Incorporation (self-employed worker):	

Employment history:	
Next of kin information:	
References:	

The Line Manager/Head-teacher must collect this information from the employing agency / self-employed worker. Retention – Records must be retained for 6 years if the worker has worked with adults. If the worker has worked with children, records must be kept for 80 years after the worker leaves MCC.

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## APPENDIX 4. INDUCTION CHECKLIST FOR AGENCY/ SUPPLY STAFF/SELF-EMPLOYED WORKERS

**Name of Directorate / Service Area / School**

***A manager /Head-teacher may wish to share this checklist with the Agency so that this information can be provided before start-up.***

Name of Directorate /Service Area/School induction and understand what is expected of me. This is to confirm that I have received an IT induction and I have also read/ will read by the end of the day the following policies (**insert as required**):

MCC's Code of Conduct Policy

Safeguarding Policy

Following this I will receive an 'on the job' induction/training which will also cover the elements to working in my specific team.

### **Data Protection**

I confirm I have watched the GDPR awareness video on the HUB/viewed the GDPR policy at my school. I have seen the data protection policy on the HUB/at school and will attend the mandatory training during my booking with MCC (if available).

### **Safeguarding Training**

I confirm that I have watched the safeguarding awareness video and I have read the Safeguarding Policy on the HUB/ at school. I am booked onto MCC's Level 1 training / or have done MCC's safeguarding training recently and have a certificate. I understand what my actions are in relation to a safeguarding matter.

In my school, I know who the designated Safeguarding Officer is.

### **VAWDASV**

I will complete the group 1 on line e-learning within my first 4 week in post.

### **Health & Safety/Well being**

The fire drill/evacuation point and first aid kit have been explained. I know where the H&S policies are located on the HUB/within the SCHOOL and I know how to report an incident / accident.

I know the hours I am expected to work. I know who the designated First-Aiders are.

## Equipment

I have been issued :-

- Lap Top
- Mobile Phone (if required)

## SCHOOLS:

On Day 1

- Report to the Cover Officer
- Collect laptop
- Know the timings of the day (be provided with a copy of the timetable/class list)
- Know who the Safeguarding Officer is
- Know who the First-Aider is
- Know who the behaviour point of contact is
- Know where the fire exits are located
- Know the map of the school (rooms – eg staff room)
- Be provided with key school policies such as Behaviour Policy, Safeguarding Policy, assessment & marking policies/practice of the school

I (please print name)..... confirm that I have received an induction into \_\_\_\_\_ (Name of service area/school) from \_\_\_\_\_ and I agree to abide by the policies referred to. I also understand my responsibility relating to confidential data.

I know where all the policies on the HUB are located for the DIRECTORATE/SERVICE AREA/ where the SCHOOL policies are located. I know where the MCC corporate policies are located and can access them when required.

LEAVER Checklist: When I finish my booking with MCC, I agree to return on my last day: my laptop, phone, swipe (access)/ID card and any notes, reference material and equipment which I have used or that has been given to me during the course of my work.

SIGNED.....

NAME (Please print) ..... DATE.....

## VERSION CONTROL

<b>Title</b>	Agency and Self-Employed Workers Policy
<b>Owner</b>	People Services HR
<b>Approved by</b>	JAG 16/01/2019
<b>Date</b>	February 2019
<b>Version Number</b>	2
<b>Review Date</b>	2022 – 2025
<b>Status</b>	Draft
<b>Consultation</b>	SLT, Audit, People Services, Trades Unions,

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

<p><b>Name of the Officer</b> completing the evaluation Sally Thomas</p> <p><b>Phone no:</b> 07900651564 <b>E-mail:</b> sallythomas@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p><b>Report to approve Agency and Self-Employed Workers Policy</b></p>
<p><b>Name of Service</b></p> <p>People Services HR</p>	<p><b>Date Future Generations Evaluation</b> form completed</p> <p>December 2018</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.





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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>Ensuring our policies and procedures in relation to recruiting our workforce are fair, well balanced legally compliant and accessible to 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>N/a</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>This revised policy seeks to ensure a policy which is fair and equitable to internal employees and to externally sourced workers</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	n/a	
<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	n/a	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	<i>This includes the protected characteristics of age, disability, gender reassignment, race, religion or beliefs, gender, sexual orientation, marriage or civil partnership</i>	

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

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Balancing short term need with long term and planning for the future</p>	n/a	

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p><b>Collaboration</b> Working together with other partners to deliver objectives</p>	<p>n/a</p>	
 <p><b>Involvement</b> Involving those with an interest and seeking their views</p>	<p>n/a</p>	
 <p><b>Prevention</b> Putting resources into preventing problems occurring or getting worse</p>	<p>n/a</p>	
 <p><b>Integration</b> Positively impacting on people, economy and environment and trying to benefit all three</p>	<p>n/a</p>	



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

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	This revised policy addresses all aspects of the protected characteristics and seeks to ensure inclusivity in its application.		
Disability			
Gender reassignment			
Marriage or civil partnership			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
Welsh Language	<i>We will make this policy available in welsh should it be required</i>		

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

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	<i>Safeguarding in this context applies to both children (not yet reached 18<sup>th</sup> birthday) and vulnerable adults (over 18 who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation.)</i>	<i>Safeguarding is about ensuring that everything is in place to promote the well-being of children and vulnerable adults, preventing them from being harmed and protecting those who are at risk of abuse and neglect.</i>	
Corporate Parenting	<i>This relates to those children who are 'looked after' by the local authority either through a voluntary arrangement with their parents or through a court order. The council has a corporate duty to consider looked after children especially and promote their welfare (in a way, as though those children were their own).</i>		

5. What evidence and data has informed the development of your proposal?
6. The reason for development of this policy relates to the 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?

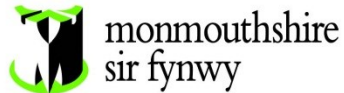
Development of this report arises from the fact that the Council acknowledges the responsibility it has as an employer to ensure that its policies are up to date and legally compliant.

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

<p><b>The impacts of this proposal will be evaluated on:</b>  <b>This policy will be reviewed in 1 year or when a change in the law requires it.</b></p>	
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**SUBJECT: SUDBROOK PAPERMILL S106 OFF-SITE RECREATION FUNDING**  
**MEETING: CABINET**  
**DATE TO BE CONSIDERED: 3<sup>rd</sup> APRIL 2019**  
**WARDS AFFECTED: PORTSKEWETT AND SUDBROOK**

## 1. PURPOSE

- 1.1 To recommend to full Council the inclusion of capital funding in the 2019/20 Capital Budget;
- 1.2 To recommend the allocation of grants to five specific projects from the available funding.

## 2. RECOMMENDATIONS that

- 2.1 Council agrees to a budget of £50,000 being created in 2019/20 to fund the following projects and that this is funded by a corresponding contribution from the Section 106 balances held by the County Council from the Section 106 Agreement in relation to the Sudbrook Paper Mill development site;
- 2.2 grants of £10,000 each be allocated to the following five projects, all of which are named as beneficiary sites in the Section 106 Agreement:

### **Project**

1. The Cornfield Project
2. Portskewett Heritage Centre
3. The Quest Play Area
4. Sudbrook Play Park
5. Sudbrook Sports and Social Club

## 3. KEY ISSUES

- 3.1 The redevelopment of the Sudbrook Paper Mill was granted planning permission subject to a Section 106 Agreement. Under the terms of that agreement the developer has made a Section 106 off-site capital contribution of £50,000 to be used on one, more or all of the above five projects.
- 3.2 Each of the five applicants has submitted an application for a share of the funding available – attached at **Appendix A** is a brief description of the five projects and the way in which the funding would be used in each case.
  - 3.2.1 The Cornfield Project – this is a project to provide a community recreation site on a piece of land adjacent to the village football field and the village hall. The land is owned by the County Council and is leased to a local group of volunteers. A significant amount of work has been carried out on site already, including construction of the main access to the site from an adjoining access road, a separate access from Southbrook View and the upgrading of a public footpath that runs across the site from the rear of the Severn Bridge Industrial

Estate in Caldicot. In addition the group has created a memorial garden, several wildlife habitats and carried out significant planting of shrubs and plants on site – this has been recognised with the site having been awarded Green Flag status. The site is currently well used by the local community and the next step is to provide a hard surfaced footpath and cycleway around the perimeter of the field, which will be capable of use on a year round basis.

Although the group initially requested £40,000, if it is successful in being allocated a grant of £10,000 this will be used as a useful match-funding sum to apply for a much larger grant from the Big Lottery. The group is being supported in making this application by officers from the Gwent Association of Voluntary Organisations.

- 3.2.2 Portskewett Heritage Centre – this project involves the conversion of a disused and derelict building in the grounds of St Mary’s Church to create a local heritage centre. There is a significant amount of local history in the ancient villages of Portskewett and Sudbrook and there is already a small heritage centre in Sudbrook. This new centre will be open to visitors but it will also act as a useful additional resource for use by people attending church services, weddings, baptisms and funerals in the main church building.

The local group has already raised a substantial amount of the funding required to carry out the works (total scheme costs £144,000) – with £117,000 raised and further grant applications to other bodies still awaiting a decision. The grant of £10,000 will help towards the shortfall in funding required to enable the project to proceed.

- 3.2.3 The Quest Play Area, Portskewett – this playing field and play area is located behind houses in Main Road Portskewett and is managed and maintained by the Community Council. The play equipment is a local equipped area for play designed principally for primary aged children. Following consultation with local young people, the Community Council wishes to install a zip wire at the site and a grant of £10,000 will be sufficient to cover the cost of this provision.

- 3.2.4 Sudbrook Play Park – this play area, located behind Post Office Row in Sudbrook, is situated immediately adjacent to the new houses being developed on the paper mill site. There is a footpath link from the new development direct onto the lane off which the play area is served. Up until now the play area has been located on land in private ownership but, as part of the S106 Agreement relating to the new development, the play area has been transferred into County Council ownership. The Council works closely with the local Community Council and the Play Park Group to maintain the site and this grant of £10,000 will be used to provide additional items of play equipment there.

There is a provision in the Section 106 Agreement relating to the development of the old shipyard site in Sudbrook for an off-site contribution of £17,500 to be made towards further improvements at the Sudbrook Play Park. Officers

will continue to work with the community council and with the local voluntary group to make sure that these ongoing improvements are made.

- 3.2.5 Sudbrook Sports and Social Club – the social club, formerly known as Sudbrook Non Political Club, provides a useful meeting place for the local community. The building also houses a local boxing club and a local history centre and it is also used as one of a number of local meeting places for the community council, so it is a well-used facility. The club benefitted from a community benefit grant from the Sudbrook solar farm project and this has allowed a programme of upgrading and refurbishment work to be undertaken to the building.

There is an outside seating area at the club which is also used for outdoor events but the current access to this area means that users have to walk through the kitchen area. The grant of £10,000 will be used to relocate the kitchen and provide a safe, bespoke access between the building and the outside area.

#### **4.0 OPTIONS APPRAISAL**

The options are to:

1. take no action and return the money to the developer with no additional community or play provision;
2. allocate the funding to the five organisations as proposed in this report;
3. allocate the funding on a differential basis, so that some applicants get more funding than others – or that some applicants don't get any funding at all.

The local member and the community council have been consulted and both parties support option 2 above. Three applicants will receive the amount they have requested and a fourth has agreed through negotiation that a grant of £10,000 would be welcome, as a basis upon which to apply for a larger grant from another source. The fifth applicant will receive less than the amount applied for but that project has received significant support from other sources and the applicant has a number of grant applications outstanding.

#### **5. EVALUATION CRITERIA**

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

#### **6. REASONS**

- 6.1 To ensure that the funding is available in the Council's capital budget for the new financial year;
- 6.2 To ensure the Section 106 funding received from the developer is used effectively to enhance community recreation provision in Portskewett and Sudbrook.

## **7. RESOURCE IMPLICATIONS**

- 7.1 The S106 capital funding identified in this report has been received to improve community recreation facilities in the local area, so the works proposed will not impact on existing capital or revenue budgets.
- 7.2 If the recommendations are agreed, the work on four of the projects will be carried out in 2019/20 but, if the Cornfield Project does make an application for Big Lottery funding then the work is unlikely to be undertaken until the next financial year so it is proposed to delay the inclusion of this project in the capital budget until 2020/21.

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

See attached at **Appendix C.**

## **9. CONSULTEES**

Cabinet Members	Local Member
Section 106 Working Group	Senior Leadership Team
Portskewett Community Council	
Assistant Head of Finance/Deputy S151 Officer	

## **10. BACKGROUND PAPERS:**

S106 Agreement dated  
10<sup>th</sup> November 2016

## **11. AUTHOR**

Mike Moran, Community Infrastructure Coordinator

Tel: 07894 573834    **Email:** [mikemoran@monmouthshire.gov.uk](mailto:mikemoran@monmouthshire.gov.uk)



**APPENDIX A**

Report to Cabinet 3<sup>rd</sup> April 2019 – Sudbrook Paper Mill S106 Off-Site Recreation Funding – Project Details

No	Project	Grant Request £	Proposed Grant £	Details
1	The Cornfield Project	40,000	10,000	This is a community based project which has leased an area of open space in Portskewett from the County Council & is developing it as a community recreation project to include a large circular walking/cycling track and associated facilities. The £10,000 grant will be used either to provide the first section of the track and/or as match funding for a larger grant application to the Big Lottery for a £70,000 project to complete the track.
2	Portskewett Heritage Centre	15,000	10,000	This is a project to convert a disused building in the grounds of St Mary's Church into a heritage centre to provide historical & cultural information about the village. The total project cost is £144,000 - £117,000 of which has already been confirmed, including a HLF grant of £69,000. The HLF & CADW grants are for building restoration & interpretation of the local heritage. The S106 grant, if approved, will be used for public access & practical facilities such as a new kitchen & accessible toilet for users of and visitors to the building.
3	The Quest Play Area	10,000	10,000	This is a Community Council community recreation site to the rear of houses in Main Road Portskewett which contains a children's play area & an informal recreation space. The grant is needed to provide a zip wire, which has been requested by local young people.
4	Sudbrook Play Park	10,000	10,000	This is the only children's play area in the village, located to the rear of Post Office Row. The ownership of the play area is being transferred to the Council by Harrow Estates Ltd, the developers of new housing provision on the adjacent former Sudbrook paper mill site. The funding, if approved, will be used to upgrade the play area and provide new equipment.
5	Sudbrook Sports & Social Club	10,000	10,000	The club is the closest social meeting place to the new housing development on the former paper mill site. Recent upgrading works have been undertaken to the building and this funding, if approved, will provide a bespoke, safe access between the main building and the outside area where functions and performances take place

Report to Cabinet on 3<sup>rd</sup> April 2019 – Section 106 Funding, Sudbrook

Evaluation Criteria

<b>Title of Report:</b>	<b>Sudbrook Paper Mill Section 106 Off-Site Recreation Funding</b>
<b>Date decision was made:</b>	<b>3<sup>rd</sup> April 2019</b>
<b>Report Author:</b>	<b>Mike Moran, Community Infrastructure Coordinator</b>

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>
<p>What is the desired outcome of the decision?                  What effect will the decision have on the public/officers?</p> <p>The allocation of funding to provide improved recreational facilities in Sudbrook and Portskewett.                  Increased participation in play, recreational and cultural activities by residents in the local area  <b>2 year appraisal</b>                  (some projects require consents or need match funding to enable them to proceed and these could will take some time to obtain)</p>

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>
<p>Think about what you will use to assess whether the decision has had a positive or negative effect:                  Has there been an increase/decrease in the number of users                  Has the level of service to the customer changed and how will you know                  If decision is to restructure departments, has there been any effect on the team (e.g. increase in sick leave)</p> <p>Successful completion of all the projects that are offered grants from the available capital funding.                  Positive feedback is received from adults, children &amp; families that use the new or improved facilities at the five sites in question.                  This information will be measured by user surveys following completion of the works involved.  <b>2 year appraisal</b></p>

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>
<p>Give an overview of the planned costs associated with the project, which should already be included in the report, so that once the evaluation is completed there is a quick overview of whether it was delivered on budget or if the desired level of savings was achieved.</p> <p>The total cost of the five projects is £244,000 – costs will be measured against the capital grants awarded.</p>



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

<b>Name of the Officer:</b> Mike Moran <b>Phone no:</b> 07894 573834 <b>E-mail:</b> mikemoran@monmouthshire.gov.uk	<b>Decision on inclusion of funding in 2019/20 capital budget</b> <b>Decision on funding allocation in Sudbrook from S106 balances</b>
<b>Name of Service:</b> Enterprise	<b>Date completed:</b> 13 <sup>th</sup> March 2019

**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**





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**Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

<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 prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Positive - the projects will be funded from S106 balances provided by developer of residential housing Sudbrook, so there is no call on the Council's core capital budget.	
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Positive – the open spaces involved are important community and recreation facilities in the local area - the project will involve landscape improvements and making the most of the natural environment.	

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 healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Positive - the proposals in this report involve improving peoples' physical and mental well being. In addition to their value as well used open recreation sites, the locations are used for events that provide a focal point for a number of family oriented activities.</p>	
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>The proposals will contribute to the safety and cohesiveness of the local community in which they are located.</p>	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The availability of good quality and accessible open spaces in the local community means that local people do not have to travel to other areas by car or by public transport, thereby contributing to a reduction in harmful nitrogen dioxide emissions</p>	
<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>There are no specific proposals in this report to promote and protect the Welsh language but the improvements proposed will encourage more participation in outdoor recreational activities.</p>	<p>Encourage the use of the Welsh language in on-site signage – bilingual noticeboards would promote the Welsh language and encourage Welsh language speakers to use the sites.</p>
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>The improvements will encourage improved access for and participation by disabled people and people with other support needs – also by all sections of the community regardless of their background or ability</p>	

**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><b>Long Term</b></p> <p>Balancing short term need with long term and planning for the future</p>	<p>The sustainability of the sites has been assessed and officers are confident that the investments proposed will be sustainable in the longer term.</p>	<p>Funding is proposed from existing S106 balances to cover the cost of the works proposed.</p>
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>The project involves working closely with other parties to deliver improved facilities and to ensure better access for children with disabilities and support needs.</p>	
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>The views of Cabinet members, the local county council member and the community council have been sought and they are supportive of the recommendations in the report.</p>	
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The project involves the enhancement of facilities, as per the intention of the Section 106 Agreement from where the funding has arisen. Problem prevention is not the basis upon which the funding has been given but investing in the improvement of existing facilities will help to prevent problems occurring.</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>The project will have a positive impact on the health &amp; well being of people living in the area of benefit stipulated in the Section 106 Agreement.</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)

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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>No employment/training issues identified The recommendation will benefit residents of all ages living in the local area</p>		<p>Continue to consider the needs of people with protected characteristics when formulating proposals.</p>
Disability	<p>The improvements proposed will be designed to be accessible to people with disabilities/mobility issues</p>		
Gender reassignment	<p>Neutral</p>		

<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>
Marriage or civil partnership	Neutral		
Pregnancy or maternity	The site will be designed for ease of access with pushchairs and wheelchairs		
Race	Neutral		
Religion or Belief	Neutral		
Sex	The projects that are the subject of this report are of equal benefit to both males and females		
Sexual Orientation	Neutral		
Welsh Language	Neutral	Although the recommendation is considered to be neutral it does nothing specifically to promote the use of the Welsh language	It may be possible in the future to encourage applications that actively promote the 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?**

	<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 to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Positive: all of the proposals are designed to increase participation by local people, irrespective of their backgrounds		
Corporate Parenting	Neutral		



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

- Local population figures taken from the 2011 Census data, updated
- Information submitted by members of the applicant organisations

**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?**

**Positive Impacts**

- The proposal complies with the statutory tests relating to Section 106 funding
- The schemes will have a positive impact upon the health and well being of local residents
- People with protected characteristics will benefit from the improvement projects

**Negative Impacts**

- It is difficult to demonstrate that the project will have a meaningful benefit for promoting the Welsh language

The above impacts have not materially changed the recommendations contained in the report.

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

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>	<b>Progress</b>
Work with the successful applicants to impement the proposals	Following the decision of Cabinet and over the next 12-18 mionths	Mike Moran, Community Infrastructure Coordinator	To be reported

**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 in: April 2021

To be reported to the Section 106 Working Group

**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.**

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
<b>1</b>	S106 funding received	October 2018	
<b>2</b>	Applications received from local organisations	Nov 2018 – Jan 2019	Five applicants designated in S106 Agreement
<b>3</b>	Consultation with local member and community council	February 2019	Recommendations formulated at this stage
<b>4</b>	Consultation with Cabinet and Senior Leadership	March 2019	No amendments made at this stage
<b>5</b>	Consultation with local Abergavenny Members	June 2018	No amendments made at this stage
<b>6</b>	MCC Cabinet Meeting	3 <sup>rd</sup> April 2019	Decision sought on allocation of funding and on the inclusion of funding in the 2019/20 capital budget

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<b>SUBJECT:</b>	<b>WELSH CHURCH FUND WORKING GROUP</b>
<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>3<sup>rd</sup> April 2019</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 8 of the 2018/19 financial year held on the 07<sup>th</sup> March 2019.

## 2. RECOMMENDATION:

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

### SCHEDULE OF APPLICATIONS CONSIDERED 2018/19 – MEETING 8.

1. **St Teilo's Church, Llantillio Pertholey** requested £3,000 to assist in funding the 'WE WILL REMEMBER' project to restore a derelict stone shed in the churchyard to provide an interpretation centre depicting the lives of the men from the local community who died during the First World War

Recommendation: £1,000 was awarded to assist in funding this commemorative community project.

2. **Monmouth Rotary Community Champions** requested £4,000 to assist in funding the 'Monmouth Drinking Water Fountain ' project, specifically restoring the Victorian Diamond Jubilee Fountain at St Thomas's Church in Monmouth and the installation of three modern public drinking fountains in Monmouth Skate Park, Blestium Street Toilets and Chippenham Mead Park.

Recommendation: £1,500 was awarded to assist in the restoration and provision of drinking fountains in the town of Monmouth.

3. **Live Music Now**, requested £2,808 to assist in funding one hour live music performances at Penpergwyn House Home and Day care centre once a month throughout the year.

Recommendation: £500 was awarded to assist in providing pastoral services within the social care framework in Monmouthshire.

4. **St Mary's Church Magor** requested £750 to complete Phase 2 (phase 1 2017-18) of the rectification of non-conforming electrical installation in the church as highlighted in Quinquennial report. This includes replacement of sub-standard lighting in the bell tower and lighting in the Pavis room.

Recommendation: £500 was awarded to assist in the rectification of a sub-standard electrical installation to meet electrical standards conformation.

- 5. Caerwent Historic Trust**, requested £400 to assist in funding a Magnetometer survey of Llanmelin Hillfort to establish the age and purpose of the 'Outpost' which is currently unknown. one

Recommendation: £400 was awarded to assist in funding a Magnetometer survey of a Monmouthshire historical archaeological site.

- 6. St Cenedlon's Church, Rockfield**, requested £3,000 to assist in funding to purchase a new Digital Organ and install a Hearing Loop in the Church

Recommendation: £1,000 was awarded to assist in providing a Digital Organ and hearing Loop system for parishioners at this community church

- 7. Monmouthshire County Citizens Advice Bureau Ltd** requested £1,000 to assist in funding 4 Rexel cross-cutting shredders for the offices at Abergavenny, Caldicot, Chepstow and Monmouth.

Recommendation: £500 was awarded to assist in purchasing 4 cross cutting shredders for the destruction of personal data and confidential records under GDPR regulations.

- 8. Penterry Church Field & Restoration Committee** requested £3,500 to repoint the church walls and replace unserviceable guttering as well as replace a rotten wooden Dias and repair the church's gate posts and fencing.

Recommendation: £1,000 was awarded to assist in repairs to this community church's infrastructure.

- 9. St Michael & All Angel's Church, Mitchel Troy**, requested £5,000 for repairs to the roof and walls of the Lych-gate and linked work on the boundary wall.

Recommendation: £1,500 was awarded to assist in repairs to this community church's infrastructure.

- 10. Caldicot Events Committee**, requested £1,782 to assist in funding the purchase of 5 Gazebo's for events to mitigate the need for hiring third party equipment.

Recommendation: £782 was awarded to assist in purchase of Gazebos for future events within Caldicot Town.

### **3. OPTIONS APPRAISAL**

Options available to the Committee are driven by the information only supplied by the applicants

### **4. EVALUATION CRITERIA**

No evaluation criteria is applicable to the grant awarded by the trust

## **5. REASONS**

A meeting took place on Thursday 07<sup>th</sup> March 2019 of the Welsh Church Fund Cabinet Working Group to recommend the payment of grants as detailed in the attached schedule (Appendix 2).

County Councillors in attendance:

County Councillor A. Webb (Chair)  
County Councillor D. Evans (Vice Chair)  
County Councillor B. Strong  
County Councillor S. Woodhouse

OFFICERS IN ATTENDANCE:

D Jarrett      Central Finance  
W Barnard     Committee Administration

### **5.1 DECLARATIONS OF INTEREST**

Item 2, No.7 Monmouthshire County Citizens Advice Bureau Ltd – County Councillor B. Strong declared a personal, non-prejudicial interest as he is a Committee member of the Bureau. He took no part in the decision.

Item 2, No.8 Penterry Church Field & Restoration Committee – County Councillor A. Webb declared a personal, non-prejudicial interest as she had signed the application form. She took no part in the decision.

Item 2, No.10 Caldicot Events Committee – County Councillor D. Evans declared a personal, non-prejudicial interest as she had signed the application form. He took no part in the decision.

### **5.2 APOLOGIES FOR ABSENCE**

None

### **5.3 CONFIRMATION OF REPORT OF PREVIOUS MEETING**

The minutes of the last meeting held on 17<sup>th</sup> January 2019 were confirmed and signed as a true record.

## **.RESOURCE IMPLICATIONS**

A total of £8,682 was allocated at Meeting 8 of the Welsh Church Fund Committee. A remaining balance of £772.00 will be carried forward for distribution within the 2019-20 financial year.

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

There are no Future Generations, equality, safeguarding, corporate parenting or sustainable development implications directly arising from this report. The assessment is contained in the attached appendix.

**6.1.1 CONSULTEES:**

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

**7. BACKGROUND PAPERS:**

Welsh Church Fund Schedule of Applications 2018/19– Meetings 8 (Appendix 2)

**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)



	ORGANISATION	ELECTORAL DIVISION	Signed by Councillor	REQUEST £	DECISION £	NATURE OF REQUEST	APPROX COST £	DATE Received	D of I*	Comments	
<b>NEW APPLICATIONS AWAITING DECISION</b>											
1	St Teilo's Church, Llantillio Pertholey	Mardy	Rev. M. Lane	£3,000	£1,000	Funding required for the 'WE WILL REMEMBER' project to restore a derelict stone shed in the churchyard to provide an interpretation centre depicting the lives of the men from the local community who died during the First World War	£69,750	29/01/2019	No	The 'We Will Remember' project will aid the local history curriculum for the three local primary schools helping in bridging an inter-generational aspect to local history and ensure that their sacrifice does not just become names on a wall. This project should also benefit the local history society, Civic Society and U3A amongst others.	
2	Monmouth Rotary Community Champions	Overmonnow	J.Treharne	£4,000	£1,500	Assistance in funding the 'Monmouth Drinking Water Fountain ' project, specifically restoring the Victorian Diamond Jubilee Fountain at St Thomas's Church in Monmouth and the installation of three modern public drinking fountains in Monmouth Skate Park, Blestium Street Toilets and Chippenham Mead park.	£54,776	29/01/2019	No	The need for the Monmouth Drinking Water Fountain project arose from two public meetings in 2017. Monmouth Rotary Community Champions were thus established for the purpose of implementing the necessary improvements to ensure that Monmouth is a better place to live, work and visit.	
3	Live Music Now Wales	Llanover	S Jones	£2,808	£500	Funding required for one hour live music performances at Penpergwyn House Home and Day care centre once a month throughout the year.	£2,808	29/01/2019	No	The funding will be used as a means to collect more evidence to support that theory that live music is beneficial to both mental and physical health of residents and day care attendees.	
4	St Mary's Church Magor	Mill	F Taylor	£750	£500	Funding required to complete Phase 2 (phase 1 2017-18) of the rectification of non conforming electrical installation in the church as highlighted in Quinquennial report. This includes replacement of sub standard lighting in the bell tower and lighting in the Pavis room.	£1,436	17/01/2019	No	St Mary's is a historic Grade 1 listed building which is actively used by the community through provision of pastoral care, toddlers groups, Sunday school, luncheon clubs, weight watchers and keep fit classes amongst others.	
5	Caerwent Historic Trust	Caerwent	P Murphy	£400	£400	Assistance required to fund a Magnetometer survey of Llanmelin Hillfort to establish the age and purpose of the 'Outpost' which is currently unknown.	£750	04/02/2019	No	Results of the survey will be shared with CADW and with Shirenewton Local History Society	
6	St Cenedlon's Church, Rockfield	Llantillio Crossenny	R. Edwards	£3,000	£1,000	Funding required to purchase a new Digital Organ and install a Hearing Loop in the Church	£4,000	06/02/2019	No	The original pipe organ is unserviceable and needs to be replaced and the ageing congregation are becoming hard of hearing.	
7	Monmouthshire County Citizens Advice Bureau Ltd	Caerwent	P Murphy	£1,000	£500	Funding required to purchase 4 Rexel cross-cutting shredders for the offices at Abergavenny, Caldicot, Chepstow and Monmouth.	£1,000	04/02/2019	Yes	The purchase of the shredders will allow the continuation of a confidential service to clients and meet the new General Data Protection Regulations	
8	Penterry Church Field & Restoration Committee	St Arvans with Tintern	A. Webb	£3,500	£1,000	Funding assistance required to repoint the church walls and replace unserviceable guttering as well as replace a rotten wooden dias and repair the church's gate posts and fencing.	£7,995	13/02/2019	Yes	This work has been highlighted in the Quinquennial report. Fundraising has raised well over half of the required funding to complete the project.	
<b>Late Applications</b>											
9	St Michael & All Angel's Church, Mitchel Troy	Mitchel Troy	Richard. John	£5,000	£1,500	Funding required for repairs to the roof and walls of the Lychgate and linked work on the boundary wall	£15,078	28/02/2019	No	The Lychgate was found to be unsafe by a survey in late 2018. Urgent repairs are now required. The lychgate repair is only one element of works needed and planned for St Michael's. Other elements involve repairs to the boiler room, tower, and larger internal alteration to provide toilet and kitchen facilities, replace pews with chairs and thereby to make the building useable for events by the whole community	
				£0							
<b>Deferred Applications</b>											
10	Caldicot Events Committee	West End	D. Evans	£1,782	£782	Funding requested for the purchase of 5 Gazebo's to be used for Community Events	£1,782	07/03/2019	Yes	The purchase of Gazebo's will facilitate savings in hire costs which can then be used for the benefit of the Community and its projects.	
4	St Mary's Church Llanvair Discoed	Caerwent	P. Murphy		defer	Funding required to assist in the cost of repointing the French drainage around the Church perimeter.	£1,500	18/07/2018	No	This is stage 2 of the damp eradication procedures as identified in the Quinquennial report. Stage 3 will be replacing the breathable fabric under the carpets in the church and then finally stage 4 internal redecoration	
<b>SUB TOTAL Meeting 8</b>				<b>£25,240</b>	<b>£8,682</b>	<b>OTHER INFORMATION :</b>					
<b>Meeting 1 Award</b>					<b>6,058</b>						
<b>Meeting 2 Award</b>					<b>7,400</b>						
<b>Meeting 3 Award</b>					<b>4,300</b>						
<b>Meeting 4 Award</b>					<b>5,850</b>						
<b>Meeting 5 Award</b>					<b>3,785</b>						
<b>Meeting 6 Award</b>					<b>3,100</b>						
<b>Meeting 7 Award</b>					<b>2,850</b>						
<b>Meeting 8 Award</b>					<b>8,682</b>						
<b>TOTAL AWARDED FOR 2018/19 TO DATE</b>					<b>42,025</b>						
<b>BUDGET 2018/19</b>					<b>31,400</b>						
<b>BALANCE B/F TO 2018/19</b>					<b>£11,397</b>						
<b>Monmouthshire's Allocation for 2018/19</b>					<b>£42,797</b>						
<b>REMAINING BALANCE C/Fwd 2019/20</b>					<b>£772</b>						

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

<p><b>Name of the Officer</b> D Jarrett</p> <p><b>Phone no: 4657</b></p> <p><b>E-mail: davejarrett@monmouthshire.gov.uk</b></p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 07<sup>th</sup> March 2019</p>
<p><b>Name of Service</b></p> <p>Finance</p>	<p><b>Date Future Generations Evaluation</b></p> <p>07th March 2019</p>

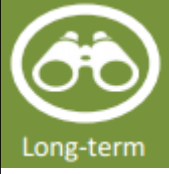
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**1 Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

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>Positive in the teaching of biodiversity and ecological issues through the provision of educational resources</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Positive in that people's mental health and physical health is enhanced by a collective activity / process.</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been / will be taken to mitigate any negative impacts or better contribute to positive impacts?
<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. Also, 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 fulfil their potential no matter what their background or circumstances	Positive in respect of helping people to achieve their potential irrespective of individual circumstances	

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

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 Balancing short term need with long term and planning for the future	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><b>Collaboration</b> Working together with other partners to deliver objectives</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Involvement</b> Involving those with an interest and seeking their views</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Prevention</b> Putting resources into preventing problems occurring or getting worse</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Integration</b> 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.

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	Encouraging the socializing of differing age groups through social provision	None	
Disability	Proposal to assist in the provision of disabled facilities.	None	
Gender reassignment	No impact	No impact	
Marriage or civil partnership	No impact	No Impact	
Race	No impact	No Impact	
Religion or Belief	Encouraging religion through education at the point of delivery through the provision of enhanced facilities	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
Award grants	April 2019	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.**

The impacts of this proposal will be evaluated on:	The Payment of grants awarded to the successful applicants
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<b>SUBJECT:</b>	<b>SCHOOL ADMISSIONS POLICY 2020/21 – OVERSUBSCRIPTION CRITERIA</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>3<sup>RD</sup> APRIL 2019</b>

## 1. PURPOSE:

This report seeks to provide Members with an update on the public consultation undertaken reviewing the oversubscription criteria as part of the September 2020/21 School admission arrangements.

This report also seeks to provide members with a copy of the consultation report analysing the responses received from consultees towards proposed changes.

## 2. RECOMMENDATIONS:

- 2.1 That Members review the full content of this report, the attached consultation report (appendix 1) and the proposed School Admissions Policy 2020/21 (appendix 2).
- 2.2 On reviewing section 2.1, that Members agree to implement a revised oversubscription criteria as listed under section 3.8 of this report to accommodate the below:
  - Introduce a new criteria into the oversubscription criteria for secondary schools that affords a priority to children on roll at a designated Primary feeder school.
  - Amend the order of the oversubscription criteria for Primary and Secondary Schools to afford a priority to children and young people resident in the designated catchment area for the preferred school over those residing outside of the catchment area but with relevant siblings.

The amendments are to be implemented as part of the School Admission arrangements for September 2020/21

## 3. KEY ISSUES:

- 3.1 On 5<sup>th</sup> December 2018, Cabinet gave approval for the local authority to engage in a public consultation process, seeking the views of key consultees on proposed amendments to the oversubscription criteria identified within the Council's School Admission arrangements.
- 3.2 In line with the School Admissions Code of Practice (2013), parents must be provided with an opportunity to express a preference for a School for which they would like their

child(ren) to attend. This preference can be for a school outside of the designated catchment area.

- 3.3 Whilst parents have the right to express a preference for a school place, it is not always possible to comply with that preference. This can be the case in the event that the number of applications received exceeds the number of available places. In this event, the agreed oversubscription criteria is applied to determine who is to be awarded places.
- 3.4 The oversubscription criteria in its current form has been in place for many years. The ordering of the oversubscription criteria has been subject to challenge, particularly in relation to its prioritisation of sibling links over those children residing within the catchment area for the preferred school.
- 3.5 Over recent years, the Council's current admission arrangements have resulted in some children and young people attending a feeder primary school not obtaining places at the linked secondary school, thus resulting in some children not able to transition to secondary school alongside their peer groups. A criterion for Secondary School admissions that prioritises children in attendance at a feeder primary school has been suggested as a result.
- 3.6 The Council engaged in an extensive consultation with schools, governing bodies, parents and other interested parties to seek views on the introduction of a feeder school criteria / a criteria that prioritises children within the catchment area for the preferred schools over those outside of the catchment area but with relevant siblings.
- 3.7 The consultation commenced on 18<sup>th</sup> January 2019 and lasted for a period of 6 weeks, concluding on 1<sup>st</sup> March 2019. During this time, six public consultation sessions were held in venues throughout the County to allow consultees to ask any questions / raise any concerns on the proposals.
- 3.8 The criteria on which we consulted was:

The proposed new criteria for Primary Schools

Priority rank	Criteria
<b><i>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</i></b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority.
2.	Children with exceptional medical circumstances
3.	Children residing within the catchment area for the preferred school who have relevant siblings
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school.

5.	Children residing outside of the catchment area, but with relevant existing siblings enrolled at the preferred school by September 2019. <b>***Please see explanatory note below</b>
6.	Children residing inside the catchment area for the preferred school
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at time of admission) that does not meet criteria of points 4 and 5 above
8.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

The proposed new criteria for Secondary Schools

Priority rank	Criteria
<b><i>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</i></b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority.
2.	Children with exceptional medical circumstances
3.	Children residing within the catchment area for the preferred school who have relevant siblings
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school.
5.	Children residing outside of the catchment area, but with relevant older siblings enrolled at the preferred school by September 2019. <b>***Please see explanatory note below</b>
6.	Children residing inside the catchment area for the preferred school
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at the time of admission) and does not meet criteria of points 4 and 5 above
8.	Children currently on roll at a primary school that is designated to be a feeder school for the preferred secondary school
9.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

\*\*\* This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to start primary school / transfer from primary to secondary school in September 2020, September 2021, September 2022, September 2023, and September 2024.

Please refer to the full draft school admissions policy 2020/21 (appendix 2) for details on how children qualify under each of the above criterion.

3.9 On conclusion of the formal consultation, Officers have produced a consultation report that sets out all of the consultation arrangements undertaken together with the responses received to the consultation. This report is available under appendix 1 of this report for Members perusal.

3.10 177 consultees responded formally to this consultation:

- The proposals to introduce a criteria for secondary school admissions for those attending a feeder primary school drew support from 83% of these respondents.
- The proposals to prioritise children residing within the catchment area for a preferred school over those residing outside the catchment area but with relevant siblings drew support from 61% of these respondents.

3.11 The consultation report brings together the key themes of both support and concern towards the proposals. The majority of the votes against proposals relate to a concern that siblings will be separated and will need to attend different schools. Whilst the Council is unable to remove this risk, the concerns can be mitigated through the proposals to honour existing sibling links due to start over the next 5 years.

3.12 The consensus drawn from the consultation report is that both proposals received sufficient support to justify their implementation in readiness for September 2020/21 admission arrangements.

#### **4. OPTIONS APPRAISAL**

The options considered are to implement the proposed changes as presented, or maintain the status quo. The results of the consultation suggest that the Council would be acting reasonably should proposals be implemented.

#### **5. EVALUATION CRITERIA**

This is included in appendix 3.

#### **6. REASONS:**

The consultation process was designed to allow the council to receive a public view on the concerns received over recent years relating to the current oversubscription criteria.

The response received has enabled the council to consider an amendment to existing policy based on an informed consultation.

**7. RESOURCE IMPLICATIONS:**

There are no resource implications associated with these proposals.

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

This is included in appendix 4.

**9. CONSULTEES:**

CYP DMT  
Cabinet Member for Education  
All parties directly affected by these proposals

**10. BACKGROUND PAPERS:**

School Admissions Code Wales (July 2013)

**11. AUTHOR:**

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monmouthshire  
sir fynwy

# CONSULTATION REPORT

Review of Admission Arrangements in  
Monmouthshire

Outcome of Consultation  
undertaken between:

18<sup>th</sup> January 2019 to 1<sup>st</sup> March 2019

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## 1. Introduction

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On 18<sup>th</sup> January 2019, the Local Authority commenced a public consultation on a review of its School Admissions Policy. In particular, the consultation sought views on revising the oversubscription criteria used to determine which children and young people are to be awarded places in the event of oversubscription.

The consultation was open for a period of 6 weeks, concluding on 1<sup>st</sup> March 2019.

This consultation report now seeks to inform consultees and other interested parties of the outcome of the consultation by means of firstly summarising each of the responses received by consultees, and secondly responding to these by means of clarification, amendment to the proposal, or rejection to the concerns with supporting reasons.

## **2. Distribution of the Consultation Report**

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This consultation report has been published on the Monmouthshire Council Council website [www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk). The following consultees and interested parties will be contacted and advised of the availability of this report

### **The governing body of the relevant schools**

1. Governing bodies of All secondary schools in Monmouthshire
  - Caldicot School
  - Chepstow School
  - King Henry VIII Comprehensive School
  - Monmouth Comprehensive School
  
2. Governing bodies of All primary schools in Monmouthshire:

### **Neighboring Local Authorities affected by the proposals**

- Newport City Council
- Gloucestershire County Council
- Herefordshire County Council
- Torfaen County Council
- Powys County Council

### **Admission Authorities for all other maintained schools in the area**

- Archbishop Rowan Williams CIW Primary
- St Marys RC Primary
- Our Lady and St Michaels RC Primary
- Magor CIW Primary

### **Parents of Children Likely to be affected**

- All parents of children and young people currently attending a Monmouthshire Primary / Secondary School

### **Other key parties**

- Members of the School Admission Forum
- County Councillors
- Church in Wales Diocesan trust, director of Education
- Roman Catholic Diocesan trust, director of Education

### 3. The role of the Council as an Admissions Authority

An admission authority is a body responsible for setting and applying a school's admission arrangements. Local Authorities in most instances are the admission authorities for community and voluntary controlled schools. Governing bodies are the admission authorities for voluntary aided and foundation schools.

The County of Monmouthshire is comprised of 30 Primary Schools, 4 Secondary schools and a special school.

In Monmouthshire, the Council is the admission authority for 31 of the 35 schools within the county. The individual governing bodies are the admission authorities for:

Archbishop Rowan Williams VA Church in Wales Primary  
Magor VA Church in Wales Primary  
Our Lady and St Michaels RC Primary  
St Marys RC Primary

The Council is the admission authority for all other nursery, primary and secondary schools within the county.

In line with the School Admissions code of practice (2013), parents must complete an application form in order to obtain a nursery / school place. Parents / carers will have the opportunity to complete an application online or alternatively via a paper application.

All parents are invited to express a preference on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The Council has a responsibility to consider all preferences equally and comply with the preference wherever possible. All applications must be determined the outcome of the application in line with its agreed school admissions policy.

In the event that the number of application requests exceeds the number of available places, the agreed oversubscription criteria is used to award the available school places. Any applicant unsuccessful in obtaining a place at the preferred school will receive a statutory right to appeal against the decision to an independent appeal panel.

## 4. Background to the review

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The adopted oversubscription criteria that forms part of the school admissions policy has been in place for many years. The Council has previously been challenged on the fairness of the current oversubscription criteria and how school places are awarded.

A review of oversubscription criteria was last undertaken in 2015, where the Council entered into a formal consultation seeking views on a proposal to amend the order of the oversubscription criteria. A particular focus was placed on the positioning of those residing within the catchment area for the preferred school against those with relevant siblings. However, the significance of the proposed changes led to a Cabinet decision to re-engage in a more intensive consultation with the Monmouthshire community prior to implementing any changes.

In February 2018, the Council adopted a new corporate plan that sets out the 22 priorities to be completed by 2022. A review of the school admissions policy has been identified within the corporate plan as one of the priorities to be revisited.

## 5. Reminder of the Proposals

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The Council consulted on making amendment to the existing oversubscription criteria. This is a criteria used to award places in the event that there are more application requests for a preferred school than there are places available.

In particular, the Council sought views from consultees on making the following amendments to the existing oversubscription criteria:

**Proposal 1** - Introduce a new criteria into the oversubscription criteria for secondary schools that affords a priority to children on roll at a designated Primary feeder school.

**Proposal 2** – Afford a priority to children and young people resident in the designated catchment area for the preferred school over those residing outside of the catchment area but with relevant siblings.

**Important:** The Council proposed that priority will continue to be afforded to out of catchment children with existing sibling links for a period of five years from the date of implementation of this policy (September 2020), over those children in catchment but without relevant sibling links. This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to start Primary School (Reception) / transfer from Primary to Secondary school those children eligible to start Primary School / transfer to secondary school in September 2020, September 2021, September 2022, September 2023, and September 2024.

## 6. Oversubscription Criteria - the status quo

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The adopted oversubscription criteria in its current form for community and voluntary controlled schools in Monmouthshire is:

Priority rank	Criteria
	<b>Children and Young People in receipt of a statement of Special Educational Needs (Statutory requirement for admission)</b>
	1. Looked After Children or previously Looked After Children. i.e. children who are in the care - or have previously been in the care of the Local Authority
	2. Children with exceptional medical circumstances
	3. Children with relevant siblings who are in attendance at the preferred School
	4. Children residing within the preferred school's catchment area
	5. Children residing outside of the catchment area
	6. After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

Please refer to the full admission policy 2020/21 for a full description of how children and young people qualify under each criteria above.

## 7. Proposed new criteria for Primary Schools

The proposed new criteria for Primary Schools on which we consulted is:

Priority rank	Criteria
<b><i>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</i></b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority.
2.	Children with exceptional medical circumstances
3.	Children residing within the catchment area for the preferred school who have relevant siblings
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school.
5.	Children residing outside of the catchment area, but with relevant existing siblings enrolled at the preferred school by September 2019. <b>***Please see explanatory note below</b>
6.	Children residing inside the catchment area for the preferred school
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at time of admission) that does not meet criteria points 4 and 5 above
8.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

\*\*\* This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to start Primary School (Reception) in September 2020, September 2021, September 2022, September 2023, and September 2024.

Please refer to the full draft school admissions policy 2020/21 for details on how children qualify for each of the above criteria.

## 8. Proposed new criteria for Secondary Schools

The proposed new criteria for Secondary Schools on which we consulted is:

Priority rank	Criteria
<b>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority.
2.	Children with exceptional medical circumstances
3.	Children residing within the catchment area for the preferred school who have relevant siblings
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school.
5.	Children residing outside of the catchment area, but with relevant older siblings enrolled at the preferred school by September 2019. <b>***Please see explanatory note below</b>
6.	Children residing inside the catchment area for the preferred school
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at the time of admission) and does not meet criteria points 4 and 5 above
8.	Children currently on roll at a primary school that is designated to be a feeder school for the preferred secondary school
9.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

\*\*\* This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to transfer from primary to secondary school in September 2020, September 2021, September 2022, September 2023, and September 2024.

Please refer to the full draft school admissions policy 2020/21 for details on how children qualify for each of the above criteria.

## **9. Why did we consult on these changes?**

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### **Proposal 1 - Introduce a new criteria into the oversubscription criteria for secondary schools that affords a priority for children on roll at a designated Primary feeder school.**

The oversubscription criteria in its current form does not currently afford priority to children in attendance at a primary school considered as a feeder for the preferred secondary school.

Parents are invited to express a preference for a school for their child to attend. As a result, primary schools within the county often have children and young people on their roll that do not form part of their catchment area / the catchment area for the feeding secondary school.

Following the application of the priority criteria for children living within the catchment area for the preferred school, allocations are made based on the distance calculated from the home address to the preferred school. During times of oversubscription, some children in attendance at a feeder primary school are often unsuccessful in obtaining places at the feeding secondary school, resulting in them being unable to transition to secondary school alongside their peers.

The Council proposes the introduction of the feeder school criteria to respect the collaborative and transitional arrangements that exist between Monmouthshire primary and secondary schools, and increase the support for peer groups to remain together in their journey to secondary school.

### **Proposal 2 - Afford priority to children and young people resident in the designated catchment area for the preferred school over those residing outside of the catchment area but with relevant siblings.**

The oversubscription criteria in its current form affords a priority to children with relevant siblings attending the preferred school, regardless of whether or not they reside within the catchment area for the preferred school.

Parents have the opportunity to express a preference to the primary school in which they wish their child to attend – this does not need to be the designated catchment school. In the event that their application is successful, the current oversubscription criteria offers a high priority to their siblings who follow into primary school in future years.

Whilst the Council recognises the importance of siblings being able to attend the same school, the current position results in many in catchment children being displaced and transported to primary schools outside of their community.



The Council is seeking your views on whether children residing within the catchment area for a preferred school should be afforded priority over those residing out of catchment but with relevant siblings

## 10. Consultation Arrangements

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### Background

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The School Admissions Code Wales (July 2013) confirms that Local Authorities must consult on the admission arrangements for those schools for which it is the admissions authority. Where changes to existing arrangements are proposed, including school catchment areas, consultation must be undertaken with those likely to be affected by the proposals.

The Council is required to undertake this consultation by 1<sup>st</sup> March 2019 and determine the outcome of the proposals by 15<sup>th</sup> April 2019 should it wish to implement the proposals for September 2020 onwards.

### Methodology

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On 5<sup>th</sup> December 2018, the Council's Cabinet approved proposals to engage with key stakeholders on proposed changes to the School admissions Policy, namely a review of the oversubscription criteria and school catchment areas.

On 18<sup>th</sup> January 2019, the council opened the consultation seeking the views on the proposals identified under section 5 of this report. The formal consultation period lasted for 6 weeks, concluding on 1<sup>st</sup> March 2019.

The consultation document and key information was either circulated to or made available to the consultees listed under appendix 1 of this report. The document was also published on the Council's website via [www.monmouthshire.gov.uk/catchmentconsultation](http://www.monmouthshire.gov.uk/catchmentconsultation)

The Council raised awareness of the consultation through a marketing campaign, which included regular publications via the Councils' social media networks.

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

- 1) Attending one of the dedicated public consultation sessions.
- 2) Completing the consultation questionnaire, which was made available on our website at [www.monmouthshire.gov.uk/catchmentconsultation](http://www.monmouthshire.gov.uk/catchmentconsultation)

Consultees were also advised that they could contact us via 01633 644508 or by emailing [acesstolearning@monmouthshire.gov.uk](mailto:acesstolearning@monmouthshire.gov.uk) if they had any questions on the proposals.

### Public Consultation Meetings

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During the consultation process, the Council facilitated public consultation sessions with the communities likely to be affected by these proposals. The purpose of the sessions were to engage with the community who may wish to hear more about the proposals, ask any questions or share their views.

The public consultation sessions took place on the following dates:

Review Area	Date	Venue	Number in attendance
Caldicot Cluster	7 <sup>th</sup> February 2019 at 6pm	Durand Primary School	4
Chepstow Cluster	14 <sup>th</sup> February 2019 at 6pm	Chepstow School	2
Abergavenny Cluster	11 <sup>th</sup> February 2019 at 6pm	Cantref Primary School	0
Monmouth Cluster	21 <sup>st</sup> February 2019 at 6pm	Overmonnow Primary School	2
All areas day time drop in session	6 <sup>th</sup> February 2019 9.30am to 11.30am	Innovation House, Magor	7
	22 <sup>nd</sup> February 2019 9.30am to 11.30am	County Hall, Usk	1

All of the consultation meetings were attended by senior officers of the councils' directorate for children and young people, and provided interested parties with an opportunity to learn more about the proposals and ask any questions / raise any concerns.

Copies of the full consultation document and feedback proformas were made available at each of the consultation sessions.

Officers in attendance at the consultation meetings provided reassurance that any comments / concerns raised would be recorded and themes raised would feed into the consultation outcomes. However, consultees were advised of the need to submit their formal responses through one of the preferred available methods.

Any key themes of support / concern raised during these sessions have been summarised and included as part of the overall consultation results for each of the individual proposals, found under section 11 of this report.

## 11. Consultation results

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### Proposal 1 - Feeder School criteria

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The Council have received a number of formal responses to this proposal, submitted either via the online survey or via email / letter. The table below offers a broad profile of the consultees responding to the consultation, together with a view on whether they are in support of or against the proposals.

Respondent category	Total number of responses	Total number in support of proposals	Total number not in support of proposals
Parent / Carer	166	137	29
School Governor	8	7	1
Staff Member	1	1	0
Other	2	2	0
<b>Total</b>	<b>177</b>	<b>147</b>	<b>30</b>
<b>Percentage</b>		<b>83%</b>	<b>17%</b>

The Council has studied the formal responses received in relation to this proposal and has extracted the key themes for consideration in determining how the proposal moves forward.

The themes coming through from those in favour of the proposals were:

Theme	Comment
1. Transitional Arrangements	A view that the proposal will help with planning a child's transition to secondary school
2. Peer / friendship Groups	A view that the proposals will help to keep friendship groups together, which is more important than simply who lives closer to the school
3. Support	Enables children and young people to have continuity of support from both primary and secondary schools
4. Wellbeing	A view that the current policy prevents peer groups staying together, which impacts on mental health and wellbeing. The feeder school policy will help this

The themes coming through from those not in favour of the proposals were:

Theme	Concern summary	LA Response
1. Access to places	A concern that some children can't get places at a feeder school	The Council establishes feeder schools generally on the basis of the schools residing within the secondary school cluster. If a place is not available at the preferred school, the Council is confident in being able to offer a place at an alternative feeder within the cluster. However, parents have the right to express a preference for their child's school.
2. Distance/ Proximity	<p>A view that the criteria should reflect the nearest school, not based on the primary they attend</p> <p>Children who live further away will get places over those that live closer, just because they are in a feeder school</p>	The current policy determines places on a distance as a final determining factor. This consultation seeks the views on whether those attending a feeder school with developed friendship and transitional links should take priority, or whether proximity to the school is more important.
3. Catchment priority	Not all attending a feeder school live in catchment so shouldn't be prioritised	Should proposals proceed; children residing within the catchment area will continue to receive priority over those attending a feeder school but residing out of catchment.
4. Preference	A view that parents should have a preference for their child's school	The feeder school policy isn't seeking to replace parental preference. Parents do not have to send their child to the secondary feeder as parental preference will still apply.

## Proposal 2 - Prioritise catchment over out of catchment but with siblings

The Council have received a number of formal responses to this proposal, submitted either via the online survey or via email / letter. The table below offers a broad profile of the consultees responding to the consultation, together with a view on whether they are in support of or against the proposals.

Respondent category	Total number of responses	Total number in support of proposals	Total number not in support of proposals
Parent / Carer	166	101	65
School Governor	8	5	3
Staff Member	1	1	0
Other	2	1	1
<b>Total</b>	<b>177</b>	<b>108</b>	<b>69</b>
<b>Percentage</b>		<b>61%</b>	<b>39%</b>

The Council has studied the formal responses received in relation to this proposal and has extracted the key themes for consideration in determining how the proposal moves forward.

The themes coming through from those in favour of the proposals are:

Theme	Comment
1.	A view that children living in an area build friendship groups so should be able to go to the catchment school
2.	A view that children living in the same area and attending the same school helps to build social interaction outside of school
3.	A view that catchment children should take a priority as long as existing siblings are not separated and any new families are aware of the new criteria
4.	A view that parents choose to send their child to an out of catchment school. This shouldn't block those who want a place at their catchment school
5.	A view that children shouldn't have to travel long distances to schools outside of the area

The themes coming through from those not in favour of the proposals are:

Theme	Concern summary	LA Response
1.	A view that its impractical to have children at different schools	The Council recognizes the importance of siblings remaining together at the same school. Should proposals be implemented, to minimize the risk of siblings

	A view that siblings being together is far more important	being separated, those children already in schools with a younger sibling coming through over the next <u>5 years</u> will continue to receive priority in line with existing policy. It is only those admitted to a school after September 2019 with younger siblings coming through that will be impacted by the new policy. These families will be aware of the new criteria prior to accepting a place for an out of catchment school and will be aware of the risks of a younger sibling not obtaining a place.
2.	A view that parents have reasons for sending their children to an out of catchment school	The Council understands that parents have a right to express a preference for their child's school place. There is no requirement from the Council for parents to apply for their catchment school.  This consultation seeks to determine how places should be allocated in the event of oversubscription i.e. whether siblings be prioritized regardless of catchment, or alternatively whether catchment children receive priority to their local school.
3.	A view that sibling links should be prioritised for more than 5 years.	The proposal for 5 years to honor existing sibling links will mean that those born prior to September 2019 will be eligible to start school within the next 5 years and will therefore be considered under this criterion.
4.	Concerns re the available capacity in schools within the local areas due to increasing developments	The Council works closely with the planning department and is consulted on capacity within local schools before planning permission is granted. In situations where the Council identifies a pressure on education as a result of the proposed development, funding can be sourced from the developer to increase available capacity in schools

5.	A concern that Monmouthshire families are not being prioritised for School places over out of county families. Large numbers of children from out of county are admitted into our schools taking all of the places.	The Council has an agreed criteria for determining how school places are allocated. Within that criteria school catchment areas are in place for Monmouthshire families.  In the event that the number of applications received is fewer than the number of places available, the Council has a duty to offer places to all applicants regardless of whether or not they reside within the County.
6.	A concern that catchment areas in Caldicot are going to be changed to a Newport School	The Council can confirm that there are no proposals to amend Monmouthshire catchment areas to feed schools outside of Monmouthshire.

## 12. Finance

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There are no additional costs associated with the outcome of these proposals.

## 13. General overview on consensus

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The consultation process undertaken by the Council has without question been a useful exercise, providing a full and open opportunity to test and critic the proposed changes to the School Admission policy oversubscription criteria.

Through analysis of the feedback received from the formal consultation responses, as well as feedback from the public consultation sessions, the Council is able to draw a conclusion of clear support for the following proposals:

**Proposal 1** - Introduce a new criteria into the oversubscription criteria for secondary schools that affords a priority to children on roll at a designated Primary feeder school.

**Proposal 2** – Afford a priority to children and young people resident in the designated catchment area for the preferred school over those residing outside of the catchment area but with relevant siblings.

The consultation process has draw some concerns towards the implementation of the proposals, however, the council feels that it is able to mitigate most if not all of the concerns raised.

## Appendix 1 - List of Consultees

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### **The governing body of the relevant schools**

3. Governing bodies of All secondary schools in Monmouthshire
  - Caldicot School
  - Chepstow School
  - King Henry VIII Comprehensive School
  - Monmouth Comprehensive School
4. Governing bodies of All primary schools in Monmouthshire:

### **Neighboring Local Authorities affected by the proposals**

- Newport City Council
- Gloucestershire County Council
- Herefordshire County Council
- Torfaen County Council
- Powys County Council

### **Admission Authorities for all other maintained schools in the area**

- Archbishop Rowan Williams CIW Primary
- St Marys RC Primary
- Our Lady and St Michaels RC Primary
- Magor CIW Primary

### **Parents of Children Likely to be affected**

- All parents of children and young people currently attending a Monmouthshire Primary / Secondary School

### **Other key parties**

- Members of the School Admission Forum
- County Councillors
- Church in Wales Diocesan trust, director of Education
- Roman Catholic Diocesan trust, director of Education



2020/21

# DRAFT School Admissions Policy



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## 1. INTRODUCTION

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The School Admissions Code (2013) gives parents the right to express a preference for their child to be admitted to any school maintained from public funds. The Authority's admission policy sits within the parameters of the School Admissions Code of Practice and School Admissions Appeals Code of Practice July 2013

This policy is in place to cover the following:

- i) Admission Round applications
  - The application process to be followed for children that are eligible to start Nursery
  - The application process to be followed for children that are eligible to start Primary School
  - The application process to be followed for children eligible to transfer from Primary to Secondary School.
- ii) In year transfers between Schools

The application process to be followed for children that are already of school age, but wish to transfer from one school to another.

### 1.1 Summary of proposed changes

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The Local Authority is required to consult on its admission arrangements on an annual basis. The content of this policy is proposed for implementation for the 2020/21 academic year. The proposed changes on which we wish to consult are:

- a) A review of Secondary School catchment areas. Full consultation document available via [www.monmouthshire.gov.uk/catchmentconsultation](http://www.monmouthshire.gov.uk/catchmentconsultation)
- b) A review of the criteria used to award places in the event of oversubscription Full consultation document available via [www.monmouthshire.gov.uk/admissionconsultation](http://www.monmouthshire.gov.uk/admissionconsultation)

To comment on this consultation please write to Matthew Jones, Access Unit Manager, PO Box 106, Caldicot, NP26 9AN or email [matthewdjones@monmouthshire.gov.uk](mailto:matthewdjones@monmouthshire.gov.uk)

Please ensure all comments are returned no later than **5pm on 1<sup>st</sup> March 2019**

## 1.2 Consultation process

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In accordance with the School Admissions Code of practice (2013) the Local Authority consults upon its admission arrangements on an annual basis, attempting where possible to mirror the admission round timescales of neighbouring admission authorities.

The coordinated admission arrangements will determine the date at which application forms are sent to parents as well as the publication of an agreed closing date. The Authority will ensure that this timeframe between distribution and closing date is no shorter than six weeks.

Consultation will take place between 1<sup>st</sup> September and 1<sup>st</sup> March beginning two years before the school year in which the arrangements will apply. The arrangements will then be confirmed by 15<sup>th</sup> April and published with 14 days of this date.

The Local Authority will ensure that the following information is provided during the consultation process:

- i) Admission numbers for each school
- ii) Application procedures and the timetable for the admission process
- iii) The criteria to be applied to applications in the event that there are more applications than places for a School
- iv) Arrangements for waiting lists and how they operate
- v) Arrangements for the processing of late applications
- vi) Details of how parents will be notified of a decision on their application, as well as appeal procedures should their application be unsuccessful.

The Local Authority will consult with the following parties on its admission arrangements:

Governing body of relevant Schools	All governing bodies of community Schools in Monmouthshire
All neighbouring Local Authorities within the area	Torfaen County Council Newport City Council Powys County Council Blaenau Gwent County Council Gloucestershire County Council Herefordshire County Council
Admission Authorities for all other schools in the area	All governing bodies of voluntary Aided schools in Monmouthshire Brynmawr Foundation School St Albans RC School

	St Joseph's RC School
In the case of Schools with a religious character, such body or person representing the religion or religious denomination in question	Diocesan Director, Church in Wales Diocesan Director, Roman Catholic

### **1.3 Admission Numbers**

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Prior to the consultation, the admission numbers for all schools are determined and form part of this consultation. The admission numbers for the schools are derived from the physical capacity of the school which is calculated in accordance with the Welsh Government's 'Measuring the Capacity of Schools in Wales'.

## **2. PROVISION OF EDUCATION IN MONMOUTHSHIRE**

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The Local Authority offers the following provision for children and young people wishing to be educated within the County:

### **2.1 Nursery Education**

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The Local Authority has eleven nursery units attached to mainstream Schools. The Authority maintains these nurseries that provide free part time early years education for pupils from the term following their third birthday, if there are spaces available. Monmouthshire also supports many private day nurseries, prep schools, Playgroups, crèches and cylchoedd meithrin (playgroups using the medium of Welsh). These settings are approved providers of early year's education.

### **2.2 Primary School provision (4-11)**

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The Local Authority offers a number of educational establishments at Primary level:

Primary Community (English) - 20  
 Primary Community (Welsh) - 2  
 Primary Church in Wales VC - 4  
 Primary Church in Wales VA - 2  
 Primary Roman Catholic VA - 2

The Local Authority is the admitting authority all Primary Community Schools (English and Welsh) and Voluntary Controlled Schools within Monmouthshire, and responsible for the admission arrangements at each of these Schools.

The Governing Bodies of the 5 Voluntary Aided Schools in Monmouthshire are responsible for the admission arrangements within their schools.

### ***2.3 Special Primary Education***

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Overmonnow Primary School (Monmouth), Pembroke Primary School (Chepstow), and Deri View Primary School (Abergavenny) have Additional Educational Needs Units to accommodate those children whose needs cannot be met in mainstream education.

Admission to these settings will be determined via the child's Statement of Special Educational Needs

### ***2.4 Secondary School Provision (11-19)***

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All mainstream secondary schools in Monmouthshire are mixed Comprehensive Schools and serve 11 – 19 year olds. These are situated close to the four major towns in Monmouthshire.

### ***2.5 Special Secondary Education***

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Mounton House Special School is located in Chepstow and accommodates 11-16 year old boys with Additional Learning and Behavioural Needs. Caldicot Comprehensive School has an Additional Educational Needs Unit to accommodate those children whose needs cannot be met in mainstream education.

Admission to these settings will be determined via the child's Statement of Special Educational Needs

### ***2.6 Welsh Medium Secondary Education***

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Monmouthshire have developed close links with neighbouring Authorities, in particular Torfaen County Council with Ysgol Gyfun Gwynllyw and Newport City Council with Ysgol Gyfun Gwent Iscoed, to ensure that Welsh Medium Education is available at Secondary level to the children within our County.

### 3. EXPRESSING A PREFERENCE FOR A COMMUNITY / VOLUNTARY CONTROLLED SCHOOL OR NURSERY IN MONMOUTHSHIRE

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In line with the School Admissions code of practice (2013), parents must complete an application form in order to obtain a nursery / school place. Parents / carers will have the opportunity to complete an application online or alternatively via a paper application. The local authority will only accept an application request submitted by the person(s) that hold responsibility for the child concerned.

All parents will be invited to express a preference on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The form will provide an opportunity for parents to give reasons for their preferences. All completed forms should be sent directly to the School & Student Access Unit (SSAU). **An exception to this is if parents wish to apply for a School that resides within Newport City Council – in such circumstances the parent is required to apply directly to Newport City Council under their admission arrangements.**

Although individual school admission authorities (Voluntary Aided) may require you to complete their own admission forms, all applicants must also complete a “Common Application Form”.

The Local Authority operates an equal preference scheme, which means that all preferences are considered equally in line with the Local Authority’s oversubscription criteria, and not on the basis of the order in which they are listed on the application. In the event that more than one preference can be met, the highest rank preference as declared on the application form will be offered.



### 3.1 Timetable for the Normal Admission Round

The Local Authority will consult and agree on a timetable for the Admission Round intake on an annual basis. This will outline the date by when application forms will be made available to parents, the closing date for applications, as well as the date by when parents will be informed of a decision on their application.

The dates for the September 2020 Admission Round will be:

Admission Phase	Application packs available to parents	Closing Date	Local Authority Allocation Period	Parents informed by
Primary to Secondary	25 <sup>th</sup> September 2019	27 <sup>th</sup> November 2019 at midnight	26.09.19 – 28.02.20	1 <sup>st</sup> March 2020
Reception	6 <sup>th</sup> November 2019	15 <sup>th</sup> January 2020 at midnight	16.01.20 – 15.04.20	16 <sup>th</sup> April 2020
Nursery	10 <sup>th</sup> July 2019	4 <sup>th</sup> September 2019 at midnight	5.09.19 – 31.10.19	1 <sup>st</sup> November 2019 (September 2020)  1 <sup>st</sup> November 2019 (Rising 3 place eligible for January 2020)  6 <sup>th</sup> March 2020 (Rising 3 place eligible for April 2020)

### **3.2 Distribution of application forms**

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#### Nursery

Applications for admission into a Local Authority nursery will be made available to parents in line with the dates specified in the above table. Parents will have the opportunity to apply via our online application system or alternatively request a paper application form from The School and Student Access Unit.

When submitting your application, you will be asked to provide a copy of your child's birth certificate to verify your child's date of birth and eligibility for a nursery place.

In addition to the above, parents / carers can request admission into one of our approved non maintained settings, details of which can be found via [www.monfis.org.uk](http://www.monfis.org.uk). Applications will need to be made directly to the provider(s) in this instance.

#### Primary / Secondary School

The Local Authority will distribute application packs directly to home addresses on the dates published above. Parents/ carers will be given the opportunity to choose to apply on line or to complete a paper form. Details of how to apply online will be included in the application pack circulated to parents.

Whilst the Authority endeavours to capture the details of those parents / carers who have children that are eligible for admission to school, it still remains the parent's / carer's responsibility to obtain an application pack to apply for a school place within the required timescales.

### **4. ALLOCATION OF NURSERY SCHOOL PLACES**

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Children will be admitted to nursery in the September of the academic year in which they become four years old. This place can be in a school or in a non-maintained setting, which may be a playgroup or a private day nursery. The Council is responsible for admission to community nursery schools but for a nursery place in a voluntary aided school or non maintained setting, enquiries should be made directly to the school or provider.

The local authority is unable to consider nursery applications for only part of a school week and therefore admission to nursery schools is offered for a half-day session, either morning or afternoon, 5 days per week. Schools expect pupils attending the nursery to take up all the sessions available to them. If parents do not wish their child to attend all five sessions each week, it might be preferable to seek a place at a non-maintained setting that can more easily accommodate these flexible arrangements.

Once allocated a September nursery place, children born between 1 September and 31 March may be offered an early start in the term following their third birthday, if places are available. This is commonly referred to as a **Rising 3** place. Children born between 1 April and 31 August are not eligible for a Rising 3 place.

If Rising 3 places are available, eligible pupils will be offered an early start at their allocated nursery as follows:

- On 1st November 2019 for January 2020 Rising 3 places
- On 6th March 2020 for April 2020 Rising 3 places

#### **4.1 Oversubscription criteria - Nursery**

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It is the Council's policy to meet parental preference where possible; however in some cases there may be more applications for a particular setting than there are places. In determining which children should be admitted to nursery, the Council will apply the following oversubscription criteria in order of priority.

Priority rank	Criteria
<b><i>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</i></b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority, will be afforded priority over those fulfilling points 2-4 below. <b>(Please see section 9.0)</b>
2.	Medical or social grounds highlighted by appropriate agencies will be afforded priority over those fulfilling points 3-4 below. <b>(Please see section 7.5)</b>
3.	Children who have relevant sibling in attendance at the preferred nursery (not main school) at the point of admission, will be afforded priority over those fulfilling point 4 below. <b>(Please see section 7.6)</b>
4.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route. <b>(Please see section 7.9)</b>

**Please note:**

- 1) There is no right of appeal against the Council's decision to refuse a nursery place
- 2) Nursery age pupils do not qualify for free home to school transport
- 3) The allocation of morning and afternoon sessions is the responsibility of the Headteacher of the relevant school.
- 4) A child's start date at nursery may be delayed if they are not fully toilet trained. This can be discussed with the nursery once a place has been allocated to the child.
- 5) Attending a nursery class does not guarantee admission nor give any advantage to the child's application for Reception. Parents must make a separate application for admission to Reception at the appropriate time

## **5. ALLOCATION OF SCHOOL PLACES - COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS**

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The Authority will admit a child to a maintained primary/infant school at the start of the academic year in which he/she will turn 5 years old. The legal requirements confirm that parents are able to delay the admission of their child until the term following their 5th birthday; however, it is a Local Authority Policy that the child will continue to follow their chronological year group unless exceptional circumstances apply.

When considering admission into the Reception year group as part of the admission round, parents should be aware that attendance at a nursery provision within the preferred School does not exclude the need for parents to make an application for a Reception place. The Local Authority is unable to guarantee that children within the nursery can be guaranteed a place in Reception.

When the number of applications received for a preferred School is less or equal to the number of available places, all children will be admitted assuming that the school concerned can meet the needs of the children concerned.

However, when there are more applications than places in a school, the admission number is exceeded and the over subscription criteria will be applied to select which children are to be offered places at the School concerned. For children with a Statement of Special Educational Needs, the Authority must admit the child concerned to the School specified on their statement.

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria below. The highest preference school, as listed on the application form, will be offered in the event that one or more preferences can be met.

## 5.1 Oversubscription criteria - community and voluntary controlled schools

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When considering the remaining available places, the following criteria will be used to determine the children that are to be offered places:

Priority rank	Criteria
<b>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority, will be afforded priority over those fulfilling points 2-8 below. <b>(Please see section 9.0)</b>
2.	Children with exceptional medical circumstances, will be afforded priority over those fulfilling points 3-8 below <b>(please see section 7.5)</b>
3.	Children residing within the catchment area for the preferred school who have relevant siblings will be afforded priority over those fulfilling points 4-8 below <b>(please see sections 7.6 and 7.7)</b>
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school. will be afforded priority over those fulfilling points 5-8 below <b>(please see explanatory notes below, and section 7.6)</b>
5.	Children residing outside of the catchment area, but with relevant existing siblings enrolled at the preferred school by September 2019, will be afforded priority over those fulfilling points 6-8 below <b>(please see explanatory notes below, and section 7.6)</b>
6.	Children residing inside the catchment area for the preferred school will be afforded priority over those fulfilling points 7-8 below <b>(please see section 7.7)</b>
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at time of admission) that does not meet criteria points 4 and 5 above <b>(please see section 7.7)</b>
8.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

To clarify, any over-subscription in the above criteria will result in the final determination of the allocation of a place being made on distance. So for example, if there are more

applications than places available after applying point 6 above, places will be allocated to those children whose home address is determined to be closer to the preferred school.

### **Explanatory Notes**

Priority rank 4 - This criteria would apply only in the event that a parent has been unsuccessful in obtaining a place for their child at their catchment school, and is subsequently attending an alternative school with a younger sibling eligible to attend.

Priority rank 5 - This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to start Primary School (Reception) in September 2020, September 2021, September 2022, September 2023, and September 2024.

## **6. ALLOCATION OF SCHOOL PLACES - COMMUNITY SECONDARY SCHOOLS**

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Attendance at a Primary or Junior school does not guarantee that a place will be made available for your child at the feeder Comprehensive school. Although every effort will be made to accommodate parental preference, where the number of applications for a school exceeds the number of available places, the over-subscription criteria will be applied.

When the number of applications received for a preferred School is less or equal to the number of available places, all children will be admitted assuming that the school concerned can meet the needs of the children concerned.

However, when there are more applications than places in a school, the admission number is exceeded and the over subscription criteria will be applied to select which children are to be offered places at the School concerned. For children with a Statement of Special Educational Needs, the Authority must admit the child concerned to the School specified on their statement.

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria below. The highest preference school, as listed on the application form, will be offered in the event that one or more preferences can be met.

## 6.1 Oversubscription criteria - community secondary schools

Priority rank	Criteria
<b>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority, will be afforded priority over those fulfilling points 2-9 below. <b>(Please see section 9.0)</b>
2.	Children with exceptional medical circumstances, will be afforded priority over those fulfilling points 3-9 below <b>(please see section 7.5)</b>
3.	Children residing within the catchment area for the preferred school who have relevant siblings will be afforded priority over those fulfilling points 4-9 below <b>(please see sections 7.6 and 7.7)</b>
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school. will be afforded priority over those fulfilling points 5-9 below <b>(please see explanatory notes below and section 7.6)</b>
5.	Children residing outside of the catchment area, but with relevant existing siblings enrolled at the preferred school by September 2019, will be afforded priority over those fulfilling points 6-9 below <b>(please see explanatory notes below, and section 7.6)</b>
6.	Children residing inside the catchment area for the preferred school will be afforded priority over those fulfilling points 7-9 below <b>(please see section 7.7)</b>
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at time of admission) that does not meet criteria points 4 and 5 above, will be afforded priority over those fulfilling points 8-9 <b>(please see section 7.6)</b>
8.	Children currently on roll at a primary school that is designated to be a feeder school for the preferred secondary school will be afforded priority over those fulfilling point 9 <b>(please see section 7.8)</b>
9.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route. <b>(please see section 7.9)</b>



To clarify, any over-subscription in the above criteria will result in the final determination of the allocation of a place being made on distance. So for example, if there are more applications than places available after applying point 6 above, places will be allocated to those children whose home address is determined to be closer to the preferred school.

### **Explanatory Notes**

Priority rank 4 - This criteria would apply only in the event that a parent has been unsuccessful in obtaining a place for their child at their catchment school, and is subsequently attending an alternative school with a younger sibling eligible to attend.

Priority rank 5 - This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to transfer from Primary to Secondary in September 2020, September 2021, September 2022, September 2023, and September 2024.

## **7. PROCESS FOR VALIDATING APPLICATIONS**

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The local authority will undertake thorough checks against the information declared on an application request for school / nursery admission.

### ***7.1 Home address validations***

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Parents / Carers must submit their application using their child's permanent home address. Parents / Carers are required to submit their Council Tax reference number on their child's admission application form. The Local Authority will use this information to validate that the address submitted on the application form coincides with the information held on the Local Authority's Council Tax database.

If the information provided by the parent does not coincide with the council tax database, a further check will be undertaken using the electoral register. If this does not verify the address, the Local Authority will contact the parent.

Any decision on the offer of a nursery / school place will be based upon the applicant being resident at the address declared on the application form, as at the published offer date.

Any offer of a nursery / school place could be withdrawn if it is found that a parent / carer has moved from the address declared on the application form without notifying the Local Authority, if a place has been offered on the basis of home address.



## ***7.2 Parents in the process of moving property***

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Parents / Carers who are in the process of moving property will be required to notify the Local Authority **at the time of application** of the proposed move and submit evidence to validate their new address, in order for this address to be considered. Suitable evidence would be a copy of the exchange of contracts (for purchases) or long term tenancy agreement (for rental arrangements). The application and notification of an intended change of address must be submitted prior to the published closing date in order to be considered as an in time application. Failure to notify the Local Authority of an intended move to a new address prior to the published closing date will result in the application being determined as a “late application” if this change impacts on their position within the oversubscription criteria.

Parents/ Carers who are in the process of moving, but are not able to validate the move prior to the closing date, will need to ensure that their completed application is submitted prior to the published closing date, and that the application provides information on the intention to move. The Local Authority will liaise with parents/carers regarding the proposed move in order to obtain confirmation that residence at the new property has been secured. However, parents will need to provide the Local Authority with evidence that secures their change of address no later than 6 weeks prior to the published offer date in order for the new address to be considered for allocation purposes.

Where the Local Authority accepts evidence to validate a property move and uses the new property for allocation purposes, the offer of a school place will be based on the applicant and child being resident at this property at the time of the child’s entrance into the School. Any offer of a school place could be withdrawn if it is found that the applicant is not resident at the property at the time of child’s entrance into the school.

Any offer of a nursery / school place could be withdrawn as a result of non-compliance with the above.

## ***7.3 Unexpected change of home address***

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Should a parent, who has submitted an application prior to the published closing date, notify us of an unexpected change of address that has occurred since submission of their application, the Local Authority will consider on a discretionary basis the circumstances of the unexpected change of address prior to determining the application as being late. Unfortunately, such discretion can only be exercised if notification and evidence of the change of address is provided no later than 6 weeks prior to the published offer date in order for the new address to be considered for allocation purposes.

It is a parent's responsibility to notify the Local Authority of a change of address that takes place during the application process. Failure to do so could result in any offer of a school place being withdrawn.

#### ***7.4 Shared residency***

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In the event that the residency of a child is shared between two parents, the address where the child concerned resides for the majority of the school week will be used for allocation purposes. This is the address that should be declared on the application.

However, if the residency with both parents during the school week is equal, the address for where the child benefit is paid will be used for allocation purposes.

#### ***7.5 Applications on the grounds of medical needs***

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Applicants wishing for their application to be prioritised on the basis of their child's medical needs must provide evidence to support their application under this criteria e.g. a medical consultant's report (obtained by the parents at the time of application).

The Local Authority will only offer priority to applications under this criteria where it can be evidenced that the preferred School is the only viable option when compared with other Schools that the Authority may be able to offer.

#### ***7.6 Siblings***

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Brothers and sisters, whether half, full, step or foster, will be considered relevant siblings where living in the same household and where they will still be registered at the school when the applicant is eligible to attend.

The sibling criteria is considered relevant in years Reception to year 12 only. The admission of a child to a school does not guarantee that a place will be available at a later date for other children in the family.

For admission into Nursery, a sibling is only considered relevant where the child concerned is permanently resident at the same address and attending the nursery (not main school).

## 7.7 School Catchment Areas

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Whilst residing within the catchment area for a School forms an element of the oversubscription criteria, it does not guarantee a placement on this basis. The Local Authority will refuse to admit above the School's admission number, unless the application complies with the permitted exceptions listed on page 19.

The Local Authority offers a priority within its oversubscription criteria to children whose home address is within the Schools catchment area. The child's home address is considered to be the place where the child resides for the majority of the School week. Please refer to section 3.4 for information concerning applications where shared residency arrangements are in place.

Details of your school catchment areas can be found by visiting [www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk)

## 7.8 Feeder Schools

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The Local Authority offers a priority within its Secondary School oversubscription criteria for children who are in attendance at a feeder Primary School for the preferred secondary school.

Feeder schools are determined as being the schools that have formal transitional arrangements with a secondary school. The details of the feeder schools for each secondary school in Monmouthshire can be found below:

### King Henry VIII Comprehensive School

Cantref Primary School  
Deri View Primary School  
Gilwern Primary School  
Goytre Fawr Primary School  
Llanfoist Primary School  
Llanvihangel Crucorney Primary School  
Llantilio Pertholey CIW Primary School  
Our Lady and St Michaels RC Primary School  
Ysgol Gymraeg Y Fenni

### Caldicot School

Archbishop Rowan Williams CIW  
Castle Park Primary School  
Dewstow Primary School  
Durand Primary School  
Magor CIW Primary School  
Rogiet Primary School  
Undy Primary School  
Ysgol Gymraeg Y Ffin

### Chepstow School

Pembroke Primary School  
Shirenewton Primary School  
St Marys RC Primary School  
The Dell Primary School  
Thornwell Primary School

### Monmouth Comprehensive School

Cross Ash Primary School  
Kymin View Primary School  
Llandogo Primary School  
Overmonnow Primary School  
Raglan Primary School  
Trellech Primary School  
Osbaston CIW Primary School  
Usk CIW Primary School

## ***7.9 Distance between Home and School***

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Within each set of oversubscription criteria (section 4), if the number of applications in any one category exceeds the published admission number, priority will be based on those residing closest to the preferred school.

The distance between home and school is measured as the shortest available walking route, determined using official routes known to the Local Authority and highways agencies. The Local Authority deems that a route is 'available' if a child, accompanied as necessary, can walk to school in reasonable safety.

In assessing its availability the council will follow the guidelines prescribed in Welsh Government's Learner Travel Statutory Provision and Operational Guidance June 2014 and will look at the risks and other relevant safety factors a child, accompanied as necessary, might encounter along the prescribed route (including for example, canals, rivers, ditches, street lighting, pavements and the speed of traffic along roads, etc.).

The Local Authority will calculate the distance of the route using its' own specific Geographical Information Systems (GIS) routing software, Routefinder and MapInfo Desktop Solutions. In order to ensure fairness and consistency for all applicants, this is the only measurement tool that is used by the Local Authority.

The starting point of the calculated route will be determined as being the nearest network point to the main entrance of the home address. The main entrance of the

home address is determined by the Local Authority to be where the property receives post. The finishing point of the calculated route will be determined as being the nearest official open gate adopted for use by the school.

The coordinates of an applicant's address will be determined using the LLPG and Ordnance Survey Address base data.

Where the Local Authority is unable to identify a safe walking route from the home address to the preferred School, the shortest driving route will be used to calculate home to school distances.

Where two or more applicants are being considered for the last available place, and their home to school distance calculations are exactly the same, a trundle wheel will be used to undertake an additional assessment of the distance to the main entrance of the home address.

Where two or more applicants are being considered for the last available place, and the addresses fall within the same building, i.e. a block of flats, a trundle wheel will be used to calculate the distance from the front door of the home to the main communal entrance of the property to the nearest entrance of each flat, where possible.

## **8. ADMISSION OF MULTIPLE BIRTH CHILDREN (E.G. TWINS OR TRIPLETS)**

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If when applying the over-subscription criteria to applications received requesting admission into the normal year of entry (Reception and Year 7), and the last child to be admitted is one of a multiple birth, then the Local Authority will admit the other sibling(s).

Where multiple birth applications are received for year groups other than the normal year of entry, where there is only one remaining place in the relevant year group before the Admission Number is met, the Local Authority will consider each case individually before deciding whether the admission number is exceeded. Particular consideration will need to be given to the capacity of the school and the likelihood of causing prejudice to the effective education and efficient use of resources at the preferred school.

## **9. LOOKED AFTER CHILDREN**

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Applications for looked-after children (children in public care) [as defined by Section 22 of the Children Act 1989] are given priority for School placement. This priority can also be given to previously looked-after children although the person making the application must provide evidence to confirm the previous care status, such as an Adoption Certificate.

Where applications are made for year groups other than the normal year of entry for a year group that has already met its admission number, the Local Authority will require suitable evidence as to why the preferred School is the most suitable school in comparison to other available schools.

## **10. CHILDREN OF ARMED FORCES PERSONNEL AND CROWN SERVANTS**

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Children of returning UK Service Personnel and other Crown Servants (including diplomats) moving to Monmouthshire will be determined as meeting the residency criteria for the relevant catchment school if their application form is accompanied by an official proof of posting declaring a definite return date with confirmation of the new address wherever possible.

Where the relevant catchment school has already met its admission number in the relevant year group at the time of application, the Local Authority will exceed the admission number.

## **11. GYPSY, ROMA AND TRAVELLER CHILDREN**

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The council is obliged, by statute, to ensure that all children of compulsory school age receive education that is appropriate to their age, abilities and any special educational needs, and promotes high standards in the provision of education and the welfare of children. These obligations apply to all children whether or not they are permanent residents in the area. Therefore, applications made in respect of such families will be dealt with in conjunction with the *Gwent Education Minority-ethnic Service* (GEMS), with a view to placing these children as quickly as possible at the nearest available and appropriate school.

## **12. DEFERRED ENTRY INTO PRIMARY SCHOOL**

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The Local Authority will admit a child to a maintained primary/infant school at the start of the academic year in which he/she will turn 5 years old. However, the legal requirements confirm that parents are able to delay the admission of their child until the term following their 5th birthday. The Local Authority is obliged to ensure that any offer of a school place is held for parents who wish for their child's admission into Reception to be deferred until later in the academic year.

A parent, however, is not able to defer entry beyond the term following the child's fifth birthday, nor beyond the school year for which the application was made.

### 13. SUMMER TERM BIRTHS

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In the case of a child born during the summer term, they too are not legally required to attend School until the term following their fifth birthday / the September after the normal year of entry for a Reception age child. However, in such circumstances the Local Authority will continue to ensure that children continue to follow their chronological year group and therefore the child would be admitted into year 1 and not Reception.

It is only in exceptional circumstances that the Local Authority will authorise the admission of a summer term birth into a year group that is outside the normal year of entry. In such circumstances, there will need to be a suitable evidence base (e.g. report from an Educational Psychologist) that suggests the chronological year group is not suitably able to meet the needs of the child concerned.

### 14. LATE APPLICATION ARRANGEMENTS

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Any application that is received after the published closing date, or applications that remain incomplete as at the closing date, will be dealt with under the late application arrangements.

A change of preference received by the Local Authority after the published closing date will result in the application being determined as late.

Applications where a change in circumstances have occurred, which have an impact upon the application's status within the oversubscription criteria (i.e. change of address), could also result in the application being treated as late if these changes are brought to the Authority's attention after the closing date. The Local Authority will consider on a discretionary basis the circumstances an unexpected change of address prior to determining the application as being late. Unfortunately, such discretion can only be exercised if notification of the change of address is provided no later than 6 weeks prior to the published offer date in order for the new address to be considered for allocation purposes.

Late applications are collated and processed monthly, with prioritisation given based on the month in which they are received. A timetable for the processing of late applications for the 2019/20 admission round can be found below:

	Month application Received	Decision issued to Parents
Applies to Secondary only	December 2019	
	January 2020	31 <sup>st</sup> March 2020
Applies to Primary and Secondary	14 <sup>th</sup> January 2020 (after 12 midday) – 31 <sup>st</sup> January 2020	24 <sup>th</sup> April 2020 (Primary only)
	February 2020	6 <sup>th</sup> April 2020 (Secondary) 1 <sup>st</sup> May 2020 (Primary)
	March 2020	13 <sup>th</sup> April 2020 (Secondary) 8 <sup>th</sup> May 2020 (Primary)
	April 2020	29 <sup>th</sup> May 2020
	May 2020	5 <sup>th</sup> June 2020
	June 2020	3 <sup>rd</sup> July 2020
	July 2020	7 <sup>th</sup> August 2020
	1 <sup>st</sup> to 7 <sup>th</sup> August 2020 8 <sup>th</sup> to 14 <sup>th</sup> August 2020	14 <sup>th</sup> August 2020 21 <sup>st</sup> August 2020
	16 <sup>th</sup> August onwards	Within 1 week

In the event that the preferred School is oversubscribed, places will be allocated in line with the oversubscription criteria during the first week of the month following the month of receipt. Parents will be informed of the outcome of their applications by the end of this week.

The arrangements for late applications continue up until the last week of August. After this date, any admissions received are then processed within 1 week.

## 15. NOTIFYING PARENTS

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Parents will be notified of a decision on their application on the published offer date. For the 2020/21 admission round, the date by when parents will be informed of decisions on their applications will be 1<sup>st</sup> March 2020 (Secondary) and 16th April 2020 (Primary).

Any offer of a school place will be based on the applicant being resident at the address declared on the application form as at the published offer date. Parents who are aware prior to the offer date that they are unlikely to remain resident at the address declared on their application must inform us so that their application can be amended. Any offer of a school place could be withdrawn if it is later found that this is not the case.

Where parents advise us, at the time of application, that they are moving property and provide the Local Authority with evidence to validate this move, any offer of a school place on this basis would be under the circumstance that the applicant is resident at the new property at the time the child concerned commences School. Any offer of a school place could be withdrawn if it is later found that this is not the case.

## **16. ACCEPTANCE OF A SCHOOL PLACE**

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On receipt of an offer of a school place, parents are required to confirm their acceptance of this school place in writing within 14 days of notification of the school place offer. Failure to do so could result in the offer of a school place being withdrawn.

## **17. ADMISSION INTO OTHER YEAR GROUPS - SEPTEMBER 2020**

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Where requests are received for a change of school in September 2020, into year groups other than the normal year of entrance, these will not be considered until the start of the second half of the summer term i.e. after the Whitsun break. Parents will be notified no earlier than 4 weeks prior to the end of the 2020 academic year.

These requests will be collated on a monthly basis and are processed as per the oversubscription criteria, in the event that the number of applications received exceeds the number of available places. However it should be noted that preference will be given to those parents who are seeking a place during the current term as opposed to the new academic year.

## 18. IN YEAR TRANSFERS (ADMISSIONS OUTSIDE THE NORMAL ADMISSION ROUND)

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In Year Transfers refer to requests from parents to transfer their children between schools outside of the normal admission round. The Local Authority will not consider applications until the requested start date is no more than a term in advance.

All In Year Transfers are dealt with in date order of receipt, and where more applications are received on the same day than the number of places available, the Local Authority's over subscription criteria will be applied to determine the child(ren) to be offered places.

Applications are usually processed within 7 working days of receipt. However in certain circumstances, for example where the child has been identified as having specific needs, it may not be possible to process the admission within the timeframe. The parent will be advised of this.

As part of the consideration process, the Local Authority will contact the child's current school to obtain information to share with the receiving school. This is to ensure that the preferred School is in a position to support appropriate transition between schools.

On occasions where the admission request to transfer Schools is not one that arises from a move into the area, or where perhaps there is no immediate need for transfer, the Local Authority will consider admission from the beginning of a school term to minimise the potential disruption their own and other Childrens education.

Allocated places will be held open for a period of 1 term from the date of authorised admission, after which time the place may be withdrawn if the child has not taken up their place during this time. Once a school place has been offered, School's will have 7 working days to arrange the enrolment of the child concerned, where an immediate start is required.

If an application is received for a Looked After Child (LAC), in accordance with the protocol that has been agreed with schools, a LAC meeting will be arranged, to which all interested parties are invited. In advance of this meeting the placing authority is required to share relevant information including the Personal Education Plan, School records and Statement of Educational Needs, if the child has one.

Where the request for admission into school is as a result of a move into the county the parent is required to send proof of residence. Until this evidence is received the application will not be processed or considered as complete. Suitable evidence would be a copy of the exchange of contracts or long term tenancy agreement. This is to ensure that parents do not apply too far in advance of their move and subsequently deny others a place requiring a more instant admission.

## 19. REQUEST FOR ADMISSION OUTSIDE OF CHRONOLOGICAL YEAR GROUP

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It is the Local Authority's policy that children are admitted into their chronological year group. It is only in exceptional circumstances that the Local Authority will support admission into a year group that is not within the chronological year, for example, where there is an appropriate evidence base (e.g. report from an Educational Psychologist) that suggests the chronological year group is not suitably able to meet the needs of the child concerned.

Parents submitting an application requests for admission into a year group that is not within the chronological year for the child will be given the opportunity to share their reasons for the application with the Local Authority. The Headteacher of the preferred school will also be consulted during the process and their views considered as part of the decision making process.

Parents refused a place at the preferred school will have a statutory right of appeal against the decision that has been made; however, there is no appeal against a decision to offer a place in the preferred school but not within the desired year group

## 20. REFUSAL OF ADMISSION TO PREFERRED SCHOOL

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The majority of pupils in Monmouthshire are allocated a place at the parents' first choice of school. A refusal for admission to a school is made in line with the School Admissions Code of Practice 2013 and is based on the following decisions;

- Whether to admit a child would prejudice the provision of efficient education or the efficient use of resources
- Where an Admission Number has been met
- Welsh Government Class size regulations

If it is not possible to allocate a place at the preferred school, an alternative school place will be offered. This will either be an alternative preference (as declared on the application form) or the next nearest available school. It is then for parents to decide whether or not to accept the place at the alternative school.

If a place is offered at the next nearest available school, the child concerned may be entitled to free home to school transport should the distance criteria between home and school address be met. For more information on home to school transport entitlement please refer to the home to school transport policy.

However, it is recognised that parents may not want a place at the next nearest available school and will be provided with details of other schools with available places within the area. In these circumstances, free home to school transport would not normally be provided

Following refusal of a school place, the child's details will be held on a waiting list until 31 August of the academic year for which they are applying. If any places are handed back during this time places will be allocated from the waiting list as per the oversubscription criteria.

## 21. WAITING LISTS

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For those applicants that have been unsuccessful in obtaining a place at their preferred school(s), waiting lists will be held up until the end of the academic year for which the application is made. After such time, the existing waiting lists will be cleared and a fresh application will be required. The child's details will automatically be added onto the waiting list for the preferred school(s) at the time of refusal.

Waiting lists will be prioritised as per the oversubscription criteria and not based upon the date that the application was submitted. **It is the responsibility of the applicant to inform The School and Student Access Unit of any change in circumstances which impacts on the oversubscription criteria and therefore their child's place on the waiting list. An example of this would be a change of address.**

Should a place become available at the preferred school(s), the waiting list will be "frozen" in order to allow the School and Student Access Unit to fill the vacancy. The date at which the waiting list is frozen shall be determined as the date that the Local Authority is satisfied that the place becomes available.

The parent concerned will be contacted by the School and Student Access Unit within 7 working days of the place becoming available, if their child qualifies for consideration of the place. The parent will be given 7 days to formally accept or decline the offer of the school place in writing. After such time, the child's name will be withdrawn from the waiting list, and the place will be offered to the next child on the waiting list, as the Local Authority will assume that the place is no longer required.

## 22. APPEALS

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In accordance with the School Admissions code of practice and the School Admission appeals code of practice 2013, the Local Authority will make arrangements to enable the parent of a child to appeal against a decision to refuse a place at the preferred School.

The appeal will be determined by an Appeals Panel established in accordance with School Admission Appeals code 2013. The panel must consist of three to five members appointed by the Local Authority from the following categories:

- People who are eligible to be lay members (persons without personal experience in the management of a school or the provision of education in any school, disregarding experience as a governor or in any other voluntary capacity).
- People who have experience in education; who are familiar with educational conditions in the LA's area or who are parents of registered children at a school (other than the school at which the appeal is made).

Independent Appeal Panels must consider each case individually on its merits and they cannot limit themselves, in advance, to the admission of any particular number of pupils.

Consideration by an Appeal Panel should be in two distinct stages:

- A) The Factual Stage, where the panel decides as a matter of fact whether there was a lawful reason to refuse admission; if there was not, the child must be admitted; if there was, the committee must move on to:
- B) The Balancing Stage, where the panel exercises its judgement to balance the degree of prejudice to efficient education which would result from admitting the child, and the strength of the parents' case, so as to arrive at a decision which is binding on the admissions authority.

The decision of the appeal panel will be binding on the Local Authority.

### **22.1 Time frame for hearing appeals**

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Parents will receive a letter refusing admission and will be advised of their right of appeal. The decision to appeal does not prevent the parent / carer accepting a place at an alternative school whilst the hearing is convened, as the panel will determine the appeal on the basis of application.

Appeal Hearings are convened by the Chief Executive Officer's representative, and will be heard within 30 School days of the date of application for appeal.

## **23. INFANT CLASS SIZE INITIATIVE**

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The Welsh Government is committed to ensuring that no child in Key Stage 1 will be in a class where the pupil teacher ratio is more than 1:30. The Infant Class Size Initiative was a phased programme between September 1999 and September 2001 thus

ensuring that all children up to the age of 7 will be taught in classes containing no more than 30 pupils.

Two main changes arose from the class size legislation. Firstly, admission authorities must not to admit a child to an infant class if in doing so would result in a class operating at a greater than 30:1 pupil/teacher ratio.

An admission authority can refuse to admit a child to a school where to do so would require the school to take 'qualifying measures' (i.e. employing an additional teacher, building an additional classroom) to meet the statutory class size limit.

Secondly, when dealing with admission appeals under class size legislation, Appeal Panels do not follow the two stage process as outlined above.

Instead, an Appeal Panel will be able to uphold a parental appeal only if the decision to not admit the child was due to the admission arrangements being incorrectly implemented or the decision of the admission authority was not one which a reasonable admission authority would make in that particular case.

### ***23.1 Exceptions to the Infant class size initiative***

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Welsh Government Regulations require Authorities to limit infant class sizes to no more than 30 pupils and to ensure that junior classes do not exceed 30 pupils. There are however exceptions to these regulations (called "excepted pupils") which may allow the 30 pupil class limit to be exceeded. Excepted pupils are:

1. Children whose statements of SEN specify that they should be educated at the school concerned, and who were admitted to the school outside a normal admission round.
2. Children who are looked after by local authorities (looked after children), or who have ceased to be looked after (previously looked after children) as a result of being adopted or being placed with a family or given a special guardian and are admitted to the school outside a normal admissions round.
3. Children initially refused admission to a school, but subsequently offered a place outside a normal admission round by direction of an admission appeal panel, or because the person responsible for making the original decision recognises that an error was made in implementing the school's admission arrangements.
4. Children admitted outside the normal admission round who:
  - the maintaining local authority confirmed cannot gain a place at any other suitable school within a reasonable distance of their home because they have moved into the area outside a normal admission round, or

- they desire a religious education, or a Welsh speaking education and the school in question is the only suitable school within a reasonable distance.
- 5. Children who were admitted to the school outside the normal admission round after which the school has arranged its classes, and after the first day of the school year, the effect of which would mean that the school would have to take a relevant measure if such children were not excepted pupils.
- 6. Children of armed forces personnel who are admitted outside the normal admission round.
- 7. Children whose twin or other sibling from a multiple birth are admitted as non-excepted pupils, as the final pupil(s) allocated a place before the admission number is reached.
- 8. Children who are registered pupils at special schools, but who receive part of their education at a mainstream school.
- 9. Children with SEN who are normally educated in a special unit in a mainstream school, who receive part of their lessons in a non-special class.

## 24. KEY STAGE 2 CLASS SIZE LIMITS

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Whilst there are no regulations to limit class sizes to 30 in Key Stage 2, the Local Authority is committed to complying with the Welsh Government target to ensure that the 1:30 pupil teacher ratio in Key stage 2 is maintained.



## Appendix A - Coordinated Admission Scheme Primary Schools

### MONMOUTHSHIRE COUNTY COUNCIL

#### DIRECTORATE FOR CHILDREN AND YOUNG PEOPLE

#### CO-ORDINATED ADMISSION SCHEME FOR SEPTEMBER 2020 PRIMARY SCHOOLS

#### INTRODUCTION

This scheme applies to all admission authorities, (Local Authority (LA) and Voluntary Aided Schools (VA), in the area with regard to parents with children wishing to join the normal year of entry at a maintained primary school in Monmouthshire from September 2020. (A glossary of terms is also shown in Appendix C).

All parents will be invited to express a preference on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The form will provide an opportunity for parents/carers to give reasons for their preferences. All completed forms should be sent directly to the School & Student Access Unit (SSAU). **An exception to this is if parents wish to apply for a School that resides within Newport City Council – in such circumstances the parent is required to apply directly to Newport City Council under their admission arrangements.**

Although individual school admission authorities (Voluntary Aided) may require you to complete their own admission forms, all applicants must also complete a “Common Application Form”.

Pupils with a Statement of Special Education Needs will be admitted to the school named on their Statement.

#### **1. Consideration of Applications and Allocation of Places (Normal Admission Round)**

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria below. The highest preference school will be offered in the event that one or more preferences can be met.

If none of the preferences can be met, the Local Authority will ensure that as far as is reasonably possible, an offer can be made.



The closing date for the first stage of applications is **midnight on 15th January 2020** and written notification of the outcome of each application will be given via the School & Student Access Unit by **16th April 2020**.

If a parent applies for a place outside Monmouthshire, the Authority to which they have applied will inform the parent and Monmouthshire of the decision to offer or refuse.

Late applications or changes to the order of preference will be considered after the first stage has been completed. Where a parent expresses a preference within the first stage and then changes a preference after midnight on 15th January 2020, this will be deemed as a late application.

Similarly, applications where a change of circumstance have occurred, which have an impact upon the application's status within the oversubscription criteria, will result in the application being treated as late if these changes are brought to the Authorities attention after the closing date.

## **TIMETABLE FOR PRIMARY CO-ORDINATED ADMISSIONS FOR SEPTEMBER 2020**

### **PRIMARY SCHOOL (including Voluntary Aided Schools)**

#### **2.1 Stage 1**

Applications made available to parents	6th November 2020
Applications received either paper or on line	By 15th January 2020
Details of applications sent to Voluntary Aided Schools and other LAs, as appropriate. Details of applications made to Voluntary Aided Schools returned to School and Student Access Unit	By 17th January 2020
Voluntary Aided Schools and neighbouring LAs return ranked lists of pupils to School & Student Access Unit indicating the over-subscription criterion that each child has been considered under and identifying refusals	By 21st February 2020
School & Student Access Unit / Voluntary Aided Schools allocate the highest preference place available and notifies other LA's, as appropriate	By 28th March 2020
School & Student Access Unit allocates places to Monmouthshire children without an offer	By 4th April 2020

School & Student Access Unit sends list of pupils to be offered places to each Monmouthshire School	By 10 <sup>th</sup> April 2020
School & Student Access Unit / Voluntary Aided Schools send notifications to parents/carers	On 16 <sup>th</sup> April 2020
Appeals	May – July 2020

## Stage 2

Following the first stage of allocations, late applications will be considered and slotted in where possible using the admissions criteria. However there is no guarantee that late applications will be dealt with before **16th April 2020**.

At this stage, parents/carers will be able to apply for reconsideration to a school they placed as a higher preference to the one offered.

The processing of late applications will be done on a monthly basis, so, for example, applications received in April 2019 will be collated and processed during the first full week in May 2020 with schools and parents being notified by the end of the second full week. These will be processed as per the over-subscription criteria.

## Appendix B - Coordinated Admission Scheme Secondary Schools

### **INTRODUCTION**

This scheme will apply to all schools in the area for parents with children wishing to join the normal year of entry at a secondary school in Monmouthshire from September 2020.

All parents will be invited to state three preferences on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The form will provide an opportunity for parents/carer to give reasons for their preferences. All completed secondary transfer forms should be returned directly to the School & Student Access Unit. **An exception to this is if parents wish to apply for a School that resides within Newport City Council – in such circumstances the parent is required to apply directly to Newport City Council under their admission arrangements.**

Pupils with a Statement of Special Educational Needs will be admitted to the school named on their statement.

### **Consideration of Applications and Allocation of Places (Normal Admission Round)**

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria in Appendix 1. The highest preference school will be offered in the event that one or more preferences can be met.

If none of the preferences can be met the Local Authority will ensure, as far as is reasonably possible, that an offer can be made at the next nearest available School.

The closing date for the first round of applications is **midnight on 27<sup>th</sup> November 2019** and written notification of the outcome of each in county application will be given via the School & Student Access Unit on **1st March 2020**.

For preferences to attend a School outside of Monmouthshire, written notification on the decision to offer / refuse a place at the chosen School will be given by the relevant Local Authority / Admission Authority in line with their offer date.

Monmouthshire will have regard to any offer made by another Local Authority. If the other Local Authority can offer a higher preferred school, Monmouthshire will not make an offer.

Late applications or changes of order of preference will be considered after the first stage has been completed. Where a parent expresses a preference within the first

stage and then changes a preference after **27<sup>th</sup> November 2019**, this will be deemed as a late application.

Applications where a change of circumstance have occurred, which have an impact upon the application's status within the oversubscription criteria, will result in the application being treated as late if these changes are brought to the Authorities attention after the closing date.

**TIMETABLE FOR CO-ORDINATED ADMISSIONS FOR SEPTEMBER 2020**  
**SECONDARY SCHOOLS**

Stage 1

Applications available to Parents	25 <sup>th</sup> September 2019
Applications received	By 27 <sup>th</sup> November 2019
Details of applications sent to Monmouthshire schools and other LA's, as appropriate	By 4 <sup>th</sup> December 2019
Consultation with neighbouring LAs on cross border preferences	By 13 <sup>th</sup> December 2019
School & Student Access Unit allocates the highest preference place available and notifies other LA's, as appropriate	By 7 <sup>th</sup> February 2020
School & Student Access Unit allocates places to Monmouthshire children without an offer	By 14 <sup>th</sup> February 2020
School & Student Access Unit sends list of pupils to be offered places to each Monmouthshire school	On 21 <sup>st</sup> February 2020
School & Student Access Unit sends notifications to parents/carers	On 1 <sup>st</sup> March 2020
Appeals	May – July 2020

Stage 2

Following the first round of allocations, late applications will be considered and slotted in where possible using the admissions criteria. There is no guarantee that late applications will be dealt with before the **1<sup>st</sup> March 2020**.

The processing of late applications is undertaken on a monthly basis, so applications received in April 2020 will be collated and processed during the first full week in May

2020 with schools and parents/carers being notified by the end of the second full week. These will be processed as per the over-subscription criteria.

Consultation

## Appendix C - Admission Authorities

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- Monmouthshire County Council
- Voluntary Aided Schools (Monmouthshire)
  - Archbishop Rowan Williams Church in Wales Primary School
  - Magor Church In Wales Primary School
  - Our Lady & St Michaels Roman Catholic Primary School
  - St Mary's Roman Catholic Primary School, Chepstow
- Blaenau Gwent County Borough Council
- Gloucestershire County Council
- Herefordshire County Council
- Newport City Council
- Powys County Council
- Torfaen County Borough Council
- Brynmawr Foundation School
- St Albans RC School
- St Joseph's RC Schools

### Glossary

Normal Year of Entry	The year in which a pupil is scheduled to commence / change school
Maintained School	A school maintained either by the LA or the Diocese
Common Application	Pre-printed form with pupil details and unique pupil reference Number

## Appendix D - Admission Numbers for Schools

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### Secondary

SCHOOL	Capacity	AN
Caldicot Comprehensive	1500	253
Chepstow Comprehensive	1282	193
King Henry VIII Comprehensive	1290	216
Monmouth Comprehensive	1700	270

SCHOOL	Capacity	AN
Archbishop Rowan Williams C in W Primary	210	30
Cantref Primary	210	30
Castle Park Primary	210	30
Cross Ash Primary	210	30
Deri View Primary	330	47
Dewstow Primary	210	30
Durand Primary	210	30
Gilwern Primary	210	30
Goytre Fawr Primary	210	30
Kymin View Primary	210	30
Llandogo Primary	111	15
Llanfoist Fawr Primary	210	30
Llantilio Pertholey C in W Primary	210	30
Llanvihangel Crucorney Primary	77	11
Magor C in W Primary	388	55
Osbaston C in W Primary	210	30
Our Lady & St. Michael's RC Primary	210	30
Overmonnow Primary	417	59
Pembroke Primary	210	30
Raglan C in W Primary	210	30
Rogiet Primary	210	30
Shirenewton Primary	210	30
St. Mary's RC Primary	210	30

The Dell Primary	420	60
Thornwell Primary	357	51
Trellech Primary	180	25
Undy Primary	359	51
Usk C in W Primary	300	40
Ysgol Gymraeg Y Fenni	257	36
Ysgol Y Ffin	180	25
	7024	

Consultation





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

<p><b>Name of the Officer</b> Matt Jones</p> <p><b>Phone no:</b> 01633 644585 <b>E-mail:</b> matthewdjones@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To implement changes to the school admission policy relating to the oversubscription criteria and school catchment areas</p>
<p><b>Name of Service</b> CYP Access Unit</p>	<p><b>Date Future Generations Evaluation</b> 18<sup>th</sup> March 2019</p>

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***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>	No Impact	No impact

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?
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No impact	No impact
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	This review could result in more children being able to attend a school in their community / county	A full consultation has been undertaken with school communities to ensure that any changes that are taken forward are in the best interests of the children and young people of monmouthshire
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The proposals will help to ensure that more pupils are educated within the County and supported by their local community, remaining with their peer group where possible.	No impact
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Some children could be travelling shorter distances to their allocated school. However, so may be travelling slightly further distances to ensure they can access a school within the county	Parents will continue to be able to express a preference for their child's school and attend a school outside of the county if they wish to do so.
<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	By remaining in their local communities where possible, pupils will be able to embrace the Welsh culture and heritage.	No impact
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	No impact	No impact

**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><b>Long Term</b></p> <p>Balancing short term need with long term and planning for the future</p>	<p>If children are able to attend a school within the community / county they are more likely to continue their education within the county</p>	<p>n/a</p>
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>A range of stakeholders have been included in this consultation review including schools, neighbouring Las and Passenger Transport Unit to ensure proposals meet their aims as we move forward</p>	<p>n/a</p>
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>An open and transparent review has been undertaken to seek the views of the entire school community prior to implementation. The feedback from this consultation has helped to steer the recommendations for change.</p>	<p>n/a</p>
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Some children and young people have experienced difficulties in obtaining school places within their immediate community. This review has the potential to resolve some if not all of these issues</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>The proposals will increase the opportunities for children and young people to be educated within their communities along side peer group links. This will reduce the impact on the number of children being separated from their peer group, particularly during transition to secondary school, and greatly improve the mental wellbeing of children and young people as a result</p>	<p>n/a</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	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Disability	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Gender reassignment	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Marriage or civil partnership	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>

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	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Race	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Religion or Belief	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Sex	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Sexual Orientation	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Welsh Language	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>

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	<i>The review could reduce the number of children and young people attending a school outside of their immediate community and travelling on buses / taxi's too and from school</i>		

Corporate Parenting	<i>No Impact</i>		
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**5. What evidence and data has informed the development of your proposal?**

The proposals have been informed by data collected throughout the public consultation process. The reports which analyse the outcome of the consultation proposals has been shared alongside this Cabinet report.

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

N/a

**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:	August 2020.
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**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
1.0	Cabinet.	5 <sup>th</sup> December 2018.	

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<b>Title of Report:</b>	<b>Review of School Admissions Policy including catchment areas</b>
<b>Date decision was made:</b>	<b>4<sup>th</sup> July 2018</b>
<b>Report Author:</b>	<b>Nikki Wellington</b>

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>	
This will allow the Children and Young People Directorate to consult all partners on the proposed changes to the inclusion provision across Monmouthshire.	
36 Month appraisal	

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>	
Meeting more of the needs of our young people within Monmouthshire. Reduce the number of pupils that need to access education in other authorities.	
36 month appraisal	

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>	
Please refer to the resources section of the Cabinet report 3 <sup>rd</sup> April 2019	
36 month appraisal	

Any other comments

<b>SUBJECT:</b>	<b>SCHOOL ADMISSIONS POLICY 2020/21 – SCHOOL CATCHMENT AREAS</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>3<sup>RD</sup> APRIL 2019</b>

## 1. PURPOSE:

This report seeks to provide Members with an update on the recently concluded public consultation to review Monmouthshire's Secondary School catchment areas as part of the September 2020/21 School admission arrangements.

This report also seeks to provide members with a copy of the consultation report analysing the responses received from consultees towards proposed changes.

## 2. RECOMMENDATIONS:

- 2.1 That Members review and agree the full content of this report, the attached consultation report (appendix 1) and the proposed School Admissions Policy 2020/21 (appendix 2).
- 2.2 On reviewing section 2.1, that Members agree to implement the following changes to determine the secondary catchment school for the affected areas as per the Council's school admission arrangements 2020/21:
  - Review area 1 - Amend the catchment area for Monmouth Comprehensive School to align with the Primary catchment area for Usk Church in Wales Primary School (appendix 3)
  - Review area 2 - Amend the catchment area for King Henry VIII Comprehensive School to align with the Primary catchment area for Goytre Fawr Primary School (appendix 4)
  - Review area 3 - Amend the catchment area for Monmouth Comprehensive School to align with the catchment area for Trellech Primary School (appendix 5)
  - Review area 4 - Amend the catchment area for Monmouth Comprehensive School to align with the catchment area for Llandogo Primary School (appendix 6)

The Authority will implement the changes as part of the Council's determined School Admission arrangements for academic year commencing September 2020/21.

- 2.3 For Members to acknowledge that, in line with Newport City Council's admission arrangements, review areas 1 and 2 will remain within catchment for Caerleon School

until such time that proposals are brought forward to amend these arrangements. This will not form part of the admission arrangements for Monmouthshire County Council as per 3.12 and 3.13 of this report.

- 2.4 Members commission officers to undertake a review of the home to school transport policy to be concluded in such time to allow for implementation in line with the changes to the catchment areas as set out above i.e. the start of the academic year 2020. At this time, the policy review will not include transportation affecting faith or Welsh medium schools.

### **3. KEY ISSUES:**

- 3.1 The majority of school catchment areas within Monmouthshire have existed in their current form since the reorganisation of Local Government in 1996, it is understood that they have been in place for many years prior to this.
- 3.2 School catchment areas were last reviewed in November 2014, where the local authority consulted on changes to secondary school catchment areas, as well as the formation of catchment areas for Welsh Medium provision within the County.
- 3.3 The findings of this consultation were presented to Cabinet in March 2015. At this meeting, Members elected to implement catchment areas for Welsh Medium Provision. However, they concluded at that time that the proposed changes to secondary school catchment areas within the county would not be implemented. Instead, it was determined that a further consultation exercise should be completed.
- 3.4 To reflect the above, the local authority's agreed corporate plan identifies 22 priorities to be completed by 2022. A review of the school admissions policy, including catchment areas, is a priority action.
- 3.5 The adopted corporate plan places a key theme behind Monmouthshire families having the opportunity to be educated within the County. The levels of transition between Monmouthshire Primary and Secondary Schools is significantly lower than comparable authorities. This is due to a high number of children accessing schools outside of the County. The current secondary school catchment arrangements contribute to this and reinforce the issues caused by three of the four secondary schools being placed at the corners of the County with nearby settlements also offering secondary education.
- 3.6 A Member panel of cross party representation was called to consider the feasibilities of taking forward some of identified anomalies that required consideration under this review, and agreed the principles and approach on how the proposals were to be taken forward.
- 3.7 On 5<sup>th</sup> December 2018, Cabinet gave approval for the local authority to engage in a public consultation process, seeking the views of key consultees on proposed amendments to Secondary School catchment areas determined in line with the Council's School Admission arrangements.

3.8 The proposals on which we consulted were:

- *To amend the catchment boundary for King Henry VIII Comprehensive School to align entirely with Goytre Fawr Primary School. The affected area currently falls within the catchment area for Caerleon Comprehensive School*
- *To amend the catchment boundary for Monmouth Comprehensive School to align entirely with Usk CIW Primary School. The affected area currently falls within the catchment area for Caerleon Comprehensive School*
- *To amend the catchment boundary for Monmouth Comprehensive School to align entirely with Trellech Primary School. The affected area currently falls within the catchment area for Chepstow School*
- *To amend the catchment boundary for Monmouth Comprehensive School to align entirely with Llandogo Primary School. The affected area currently falls within the catchment area for Chepstow School*

3.9 The Council engaged in an extensive consultation with all affected parties including schools, governing bodies, parents and other interested parties to seek views on amending the secondary school catchment boundaries for Monmouth and King Henry VIII Comprehensive Schools.

3.10 The consultation commenced on 18<sup>th</sup> January 2019 and lasted for a period of 6 weeks, concluding on 1<sup>st</sup> March 2019. A consultation document was produced and targeted towards those directly affected by the proposals.

3.11 During the consultation, the Authority held eleven public consultation sessions in venues throughout the County to allow consultees to ask any questions and raise any concerns on the proposals.

3.12 A response received from Newport City Council (the admission authority for Caerleon Comprehensive School) offers overwhelming support for the implementation of the proposals put forward during this consultation. However, their response confirms an intention to retain the existing catchment area for Caerleon Comprehensive School for September 2020/21, thus resulting in the Goytre and Usk areas remaining within catchment in line with Newport City Council's admission arrangements. Newport City Council have registered an intention to review these arrangements, with a view of consulting to remove the identified areas from the catchment area for implementation in September 2021/22.

3.13 Should recommendations outlined under 2.2 of this report be agreed, Monmouthshire's admission arrangements would determine the catchment schools for the affected areas to be King Henry VIII (Goytre) and Monmouth Comprehensive School (Usk). Free Home to School transport is available to either the catchment school or nearest suitable school as identified by the local authority.

- 3.14 On conclusion of the formal consultation, Officers produced consultation reports setting out all of the consultation methodology together with the consultation response on each of the individual proposals. These reports are available under appendices 1-6 of this report for Members perusal.
- 3.15 Members are asked to review the content of the consultation reports, acknowledging the key themes of support and concern towards each of the proposals. The consensus drawn from the consultation response on review areas 1 (Usk), 3 (Trellech) and 4 (Llandogo) offers sufficient support to justify the implementation of proposals in readiness for September 2020/21 admission arrangements.
- 3.16 The responses received to review area 2 (Goytre) suggests that the majority responding to the consultation were not in favour of proposals. However, the level of response to these proposals was low, with only 40 responses received against 140 parties identified as affected by proposals over the next 5 years.
- 3.17 The recommendation under 2.2 of this report to proceed with the Goytre proposals is formed on the basis of the feedback received during the public consultation session, the views of children and young people, as well as increasing levels of preferences for King Henry VIII Comprehensive School from families residing within the affected areas.
- 3.18 In addition to the above, it is concluded that the majority of concerns raised by the consultees falling within the Goytre and Usk proposals can be mitigated in light of section 3.12 of this report. It is further concluded that the majority of concerns raised to these proposals would be brought into fruition through any future decision taken by Newport City Council to remove the affected areas from Caerleon Catchment area, and not through the proposals brought forward by Monmouthshire County Council.
- 3.19 The themes of concern relating to the Trellech and Llandogo proposals at large relate to a concern that children from within the affected area would be unable to attend the current catchment school of Chepstow School. The consultation report offer reassurance that Chepstow School has sufficient capacity to accommodate requests from the affected area, and that transport would continue to be offered where it is identified to be the nearest suitable school.

#### **4. OPTIONS APPRAISAL**

The options considered are to implement the proposed changes as presented, or maintain the status quo. The results of the consultation suggest that the Council would be acting reasonably should proposals be implemented.

#### **5. EVALUATION CRITERIA**

This is included in appendix 7.

## **6. REASONS:**

The consultation process was undertaken to allow the Council to receive a public view on the concerns received over recent years relating to Secondary School catchment areas in their current form.

The response received has enabled the council to consider an amendment to existing policy based on an informed consultation.

The recommendations put forward would achieve alignment between Primary and Secondary School catchment areas, and provide the Monmouthshire families residing in the affected areas with Secondary School catchment within the county.

Education in Wales is going through a period of unprecedented change, the Authority wants to maximise the opportunities that exist through working in a collective manner in Monmouthshire clusters; these changes support that ambition.

There was also feedback at the public consultation events that the alignment of accountability frameworks being reinforced by the changes. Some respondents valued the ability to scrutinise and hold to account 'their' elected members that they elected for the performance of their local school. The current arrangements would not allow this.

## **7. RESOURCE IMPLICATIONS:**

The Council's home to school transport policy offers free home to school transport to the catchment or nearest suitable school. These proposals will affect home to school transport costs if implemented.

At this moment in time, it is envisaged that the full, maximised annual pressure that could amount because of these changes has been modelled at circa. £150,000 per annum. However, the impact of these proposals during the 2019/20 financial year will be zero, for financial year 2020/21 the impact would be £87,500, and financial year 2021/22 will be £62,500 with a cumulative pressure of £150,000 expected to run until 2023/24.

This figure is at a moment in time and will be subject to future events. Moreover, if recommendation 2.4 is agreed there is the potential for this to change substantially. All financial considerations will be assessed through the process of reviewing the home to school transport policy which will be subject to public and member scrutiny.

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

This is included in appendix 8.

## **9. CONSULTEES:**

CYP DMT

Cabinet Member for Education  
All parties directly affected by these proposals  
Children and Young People's Select Committee

**10. BACKGROUND PAPERS:**

School Admissions Code Wales (July 2013)

**11. AUTHOR:**

Matt Jones

**12. CONTACT DETAILS:**

**Tel: 01633 64408**

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





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# CONSULTATION REPORT

Review of Secondary School catchment  
areas in Monmouthshire

Consultation period:

18<sup>th</sup> January 2019 to 1<sup>st</sup> March 2019

## Contents

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## 1. Introduction

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On 18<sup>th</sup> January 2019, the Local Authority commenced the first stage of its ongoing review of school catchment areas across the county. The consultation was open for a period of 6 weeks, concluding on 1<sup>st</sup> March 2019.

The areas affected by this review were confirmed as:

- Review area 1 – Goytre and immediate surrounding areas
- Review area 2 – Usk and immediate surrounding areas
- Review area 3 – Trellech and immediate surrounding areas
- Review area 4 – Llandogo and immediate surrounding areas

This consultation report now seeks to inform consultees and other interested parties of the outcome of the consultation by means of firstly summarising each of the responses received by consultees, and secondly responding to these by means of clarification, amendment to the proposal, or rejection to the concerns with supporting reasons.

## 2. Distribution of the Consultation Report

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This consultation report has been published on the Monmouthshire Council Council website [www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk). The following consultees and interested parties will be contacted and advised of the availability of this report

### The governing body of the relevant schools

- Governing bodies of All secondary schools in Monmouthshire
  - Caldicot School
  - Chepstow School
  - King Henry VIII Comprehensive School
  - Monmouth Comprehensive School
- Governing bodies of any other secondary schools affected by the proposals:
  - Caerleon Comprehensive School
- Governing bodies of Primary Schools affected by the proposals:
  - Llandogo Primary School
  - Trellech Primary School
  - Goytre Fawr Primary School
  - Usk Church in Wales Primary School

### Neighbouring Local Authorities affected by the proposals

- Newport City Council
- Gloucestershire County Council
- Herefordshire County Council

#### **Parents of Children Likely to be affected**

- Monmouthshire Parents of pupils living in the affected areas with children on roll in Reception to Year 5

#### **Other key parties**

- Members of the School Admission Forum
- County Councillors
- Ward Members for the affected areas
- Any other interested parties responding to the consultation

### **3. Background to the review of school catchment areas**

The majority of catchment areas within Monmouthshire have been in place in their current form since the reorganisation of local government in 1996, and it is thought that they have been in place for many years prior to this. In many cases the catchment areas do not seem to follow a specific rationale, they are not in all cases based on nearest school and they do not in all cases follow transition arrangements. Some primary school catchment areas also show trends of regular overpopulation.

A review of School Catchment Areas was last undertaken in 2015. The local authority entered into a formal consultation to seek views on the proposed changes to secondary school catchment areas, however, the significance of the proposed changes led to a Cabinet decision to re-engage in a more intensive consultation with the Monmouthshire community prior to implementing any changes.

In February 2018, the Council adopted a new corporate plan that sets out the 22 priorities to be completed by 2022. A review of school catchment areas has been identified within the corporate plan as one of the priorities to be revisited.

### **4. Reminder of the Proposals**

The Council entered into a consultation with affected and interested parties, which proposed to make the following amendments to secondary school catchment areas for implementation in September 2020:

### **Review area 1 – Goytre and immediate surrounding areas**

The Council consulted on proposals to align the catchment area for Goytre Fawr Primary School with King Henry VIII Comprehensive School. The affected area is currently split, with some areas falling within the catchment area for King Henry VIII Comprehensive School (Abergavenny) and others falling within the catchment area for Caerleon Comprehensive School (Newport).

Children and young people affected by these proposals have been identified as being those who currently reside within the village of Goytre, Penperlleni, Nantyderry, Little Mill, Monkswood and Glascoed.

Full details of the proposal on which the Council consulted can be viewed via [Review area 1](#)

### **Review area 2 – Usk and immediate surrounding areas**

The Council consulted on proposals to align the catchment area for Usk Church in Wales Primary School with Monmouth Comprehensive School. The current position is that the affected area largely falls within the catchment area for Caerleon Comprehensive School (Newport), with some small areas falling within the catchment area for Monmouth Comprehensive and Chepstow Schools.

Children and young people affected by these proposals have been identified at large as being those who currently reside within the town of Usk and surrounding villages including (but not exclusive to) Llancayo, Monkswood, Gwehelog, Llangybi and Gwernesney

Full details of the proposal on which the Council consulted can be viewed via [Review area 2](#)

### **Review area 3 – Trellech and immediate surrounding areas**

The Council consulted on proposals to align the catchment area for Trellech Primary School with Monmouth Comprehensive School. The current position is that the affected area largely falls within the catchment area for Monmouth Comprehensive School, however, there are some areas that fall within the catchment area of Chepstow School.

Full details of the proposal on which the Council consulted can be viewed via [Review area 3](#)

### **Review area 4 – Llandogo and immediate surrounding areas**

The Council consulted on proposals to align the catchment area for Llandogo Primary School with Monmouth Comprehensive School. The current position is that the affected area largely falls within the catchment area for Monmouth Comprehensive School, however, there are some areas that fall within the catchment area of Chepstow School.

Full details of the proposal on which the Council consulted can be viewed via [Review area 4](#)

## 5. Consultation Arrangements

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### Background

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The School Admissions Code Wales (July 2013) confirms that Local Authorities must consult on the admission arrangements for those schools for which it is the admissions authority. Where changes to existing arrangements are proposed, including school catchment areas, consultation must be undertaken with those likely to be affected by the proposals.

The Council is required to undertake this consultation by 1<sup>st</sup> March 2019 and determine the outcome of the proposals by 15<sup>th</sup> April 2019 should it wish to implement the proposals for September 2020 onwards.

### Methodology

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On 5<sup>th</sup> December 2018, the Council's Cabinet approved proposals to engage with key stakeholders on proposed changes to the School admissions Policy, namely a review of the oversubscription criteria and school catchment areas.

On 18<sup>th</sup> January 2019, the council engaged in the first stage of its review of school catchment areas, which focussed on reviewing the Secondary School catchment areas for those that reside in the areas listed under section 4 of this report. The formal consultation period lasted for 6 weeks, concluding on 1<sup>st</sup> March 2019.

The consultation document and key information was either circulated to or made available to the consultees listed under appendix 1 of this report. The document was also published on the Council's website via [www.monmouthshire.gov.uk/catchmentconsultation](http://www.monmouthshire.gov.uk/catchmentconsultation)

The Council raised awareness of the consultation through a marketing campaign, which included regular publications via the Councils' social media networks.

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



- 1) Attending one of the dedicated public consultation sessions.
- 2) Completing the consultation questionnaire, which was made available on our website at [www.monmouthshire.gov.uk/catchmentconsultation](http://www.monmouthshire.gov.uk/catchmentconsultation)

Consultees were also advised that they could contact us via 01633 644508 or by emailing [acesstolearning@monmouthshire.gov.uk](mailto:acesstolearning@monmouthshire.gov.uk) if they had any questions on the proposals.

### Public Consultation Meetings

During the consultation process, the Council facilitated public consultation sessions with the communities likely to be affected by these proposals. The purpose of the sessions were to engage with the community who may wish to hear more about the proposals, ask any questions or share their views.

The public consultation sessions took place on the following dates:

Review Area	Date	Venue
Goytre and surrounding areas	5 <sup>th</sup> February 2019 at 6pm	Goytre Fawr Primary School
Trellech and surrounding area	12 <sup>th</sup> February 2019 at 6pm	Trellech Primary School
Llandogo and surrounding area	18 <sup>th</sup> February 2019 at 6pm	Llandogo Primary School
Usk and surrounding area	20 <sup>th</sup> February 2019 at 6pm	Usk Church in Wales Primary School
All areas day time drop in session	14 <sup>th</sup> February 2019 9.30am to 11.30am	County Hall, Usk

All of the consultation meetings were attended by senior officers of the councils' directorate for children and young people, and provided interested parties with an opportunity to learn more about the proposals and ask any questions / raise any concerns.

Officers in attendance at the consultation meetings provided reassurance that any comments / concerns raised would be recorded and feed into the consultation outcomes. However, consultees were also encouraged to submit their formal responses through one of the preferred available methods.

Copies of the full consultation document and feedback proformas were made available at each of the consultation sessions.

The comments and key themes of concerns raised during the consultation meetings have been summarised and included as part of the overall consultation results for each of the individual proposals, found under the appendices to this document.

### Consultation with children and young people

The Council engaged with a children and young people in years 5 and 6 who are residing within the affected areas. The focus of this engagement was to hear their voice in which secondary school they would like to attend at the appropriate time. The results of this exercise is summarised and included as part of the overall consultation results for each of the individual proposals, found under the appendices to this document.

## 6. Consultation results

The proposals as consulted on by the Council form four separate review areas. The results to this consultation have therefore been prepared and analysed on this basis and can be found under:

- Appendix 2 – Results of review area 1 (Goytre and surrounding areas)
- Appendix 3 – Results of review area 2 (Usk and surrounding areas)
- Appendix 4 – Results of review area 3 (Trellech and surrounding areas)
- Appendix 5 – Results of review area 4 (Llandogo and surrounding areas)

### Appendix 1 - List of Consultees

### **The governing body of the relevant schools**

- Governing bodies of All secondary schools in Monmouthshire
  - Caldicot School
  - Chepstow School
  - King Henry VIII Comprehensive School
  - Monmouth Comprehensive School
- Governing bodies of any other secondary schools affected by the proposals:
  - Caerleon Comprehensive School
- Governing bodies of Primary Schools affected by the proposals:
  - Llandogo Primary School
  - Trellech Primary School
  - Goytre Fawr Primary School
  - Usk Church in Wales Primary School

### **Neighbouring Local Authorities affected by the proposals**

- Newport City Council
- Gloucestershire County Council
- Herefordshire County Council

### **Parents of Children Likely to be affected**

- Monmouthshire Parents of pupils living in the affected areas with children on roll in Nursery to Year 5

### **Other key parties**

- Members of the School Admission Forum
- County Councillors
- Ward Members for the affected areas

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2020/21

# DRAFT School Admissions Policy



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## 1. INTRODUCTION

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The School Admissions Code (2013) gives parents the right to express a preference for their child to be admitted to any school maintained from public funds. The Authority's admission policy sits within the parameters of the School Admissions Code of Practice and School Admissions Appeals Code of Practice July 2013

This policy is in place to cover the following:

- i) Admission Round applications
  - The application process to be followed for children that are eligible to start Nursery
  - The application process to be followed for children that are eligible to start Primary School
  - The application process to be followed for children eligible to transfer from Primary to Secondary School.
- ii) In year transfers between Schools

The application process to be followed for children that are already of school age, but wish to transfer from one school to another.

### 1.1 Summary of proposed changes

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The Local Authority is required to consult on its admission arrangements on an annual basis. The content of this policy is proposed for implementation for the 2020/21 academic year. The proposed changes on which we wish to consult are:

- a) A review of Secondary School catchment areas. Full consultation document available via [www.monmouthshire.gov.uk/catchmentconsultation](http://www.monmouthshire.gov.uk/catchmentconsultation)
- b) A review of the criteria used to award places in the event of oversubscription Full consultation document available via [www.monmouthshire.gov.uk/admissionconsultation](http://www.monmouthshire.gov.uk/admissionconsultation)

To comment on this consultation please write to Matthew Jones, Access Unit Manager, PO Box 106, Caldicot, NP26 9AN or email [matthewdjones@monmouthshire.gov.uk](mailto:matthewdjones@monmouthshire.gov.uk)

Please ensure all comments are returned no later than **5pm on 1<sup>st</sup> March 2019**



## 1.2 Consultation process

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In accordance with the School Admissions Code of practice (2013) the Local Authority consults upon its admission arrangements on an annual basis, attempting where possible to mirror the admission round timescales of neighbouring admission authorities.

The coordinated admission arrangements will determine the date at which application forms are sent to parents as well as the publication of an agreed closing date. The Authority will ensure that this timeframe between distribution and closing date is no shorter than six weeks.

Consultation will take place between 1<sup>st</sup> September and 1<sup>st</sup> March beginning two years before the school year in which the arrangements will apply. The arrangements will then be confirmed by 15<sup>th</sup> April and published with 14 days of this date.

The Local Authority will ensure that the following information is provided during the consultation process:

- i) Admission numbers for each school
- ii) Application procedures and the timetable for the admission process
- iii) The criteria to be applied to applications in the event that there are more applications than places for a School
- iv) Arrangements for waiting lists and how they operate
- v) Arrangements for the processing of late applications
- vi) Details of how parents will be notified of a decision on their application, as well as appeal procedures should their application be unsuccessful.

The Local Authority will consult with the following parties on its admission arrangements:

Governing body of relevant Schools	All governing bodies of community Schools in Monmouthshire
All neighbouring Local Authorities within the area	Torfaen County Council Newport City Council Powys County Council Blaenau Gwent County Council Gloucestershire County Council Herefordshire County Council
Admission Authorities for all other schools in the area	All governing bodies of voluntary Aided schools in Monmouthshire Brynmawr Foundation School St Albans RC School

	St Joseph's RC School
In the case of Schools with a religious character, such body or person representing the religion or religious denomination in question	Diocesan Director, Church in Wales Diocesan Director, Roman Catholic

### **1.3 Admission Numbers**

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Prior to the consultation, the admission numbers for all schools are determined and form part of this consultation. The admission numbers for the schools are derived from the physical capacity of the school which is calculated in accordance with the Welsh Government's 'Measuring the Capacity of Schools in Wales'.

## **2. PROVISION OF EDUCATION IN MONMOUTHSHIRE**

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The Local Authority offers the following provision for children and young people wishing to be educated within the County:

### **2.1 Nursery Education**

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The Local Authority has eleven nursery units attached to mainstream Schools. The Authority maintains these nurseries that provide free part time early years education for pupils from the term following their third birthday, if there are spaces available. Monmouthshire also supports many private day nurseries, prep schools, Playgroups, crèches and cylchoedd meithrin (playgroups using the medium of Welsh). These settings are approved providers of early year's education.

### **2.2 Primary School provision (4-11)**

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The Local Authority offers a number of educational establishments at Primary level:

Primary Community (English) - 20  
 Primary Community (Welsh) - 2  
 Primary Church in Wales VC - 4  
 Primary Church in Wales VA - 2  
 Primary Roman Catholic VA - 2

The Local Authority is the admitting authority all Primary Community Schools (English and Welsh) and Voluntary Controlled Schools within Monmouthshire, and responsible for the admission arrangements at each of these Schools.

The Governing Bodies of the 5 Voluntary Aided Schools in Monmouthshire are responsible for the admission arrangements within their schools.

### ***2.3 Special Primary Education***

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Overmonnow Primary School (Monmouth), Pembroke Primary School (Chepstow), and Deri View Primary School (Abergavenny) have Additional Educational Needs Units to accommodate those children whose needs cannot be met in mainstream education.

Admission to these settings will be determined via the child's Statement of Special Educational Needs

### ***2.4 Secondary School Provision (11-19)***

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All mainstream secondary schools in Monmouthshire are mixed Comprehensive Schools and serve 11 – 19 year olds. These are situated close to the four major towns in Monmouthshire.

### ***2.5 Special Secondary Education***

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Mounton House Special School is located in Chepstow and accommodates 11-16 year old boys with Additional Learning and Behavioural Needs. Caldicot Comprehensive School has an Additional Educational Needs Unit to accommodate those children whose needs cannot be met in mainstream education.

Admission to these settings will be determined via the child's Statement of Special Educational Needs

### ***2.6 Welsh Medium Secondary Education***

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Monmouthshire have developed close links with neighbouring Authorities, in particular Torfaen County Council with Ysgol Gyfun Gwynllyw and Newport City Council with Ysgol Gyfun Gwent Iscoed, to ensure that Welsh Medium Education is available at Secondary level to the children within our County.

### 3. EXPRESSING A PREFERENCE FOR A COMMUNITY / VOLUNTARY CONTROLLED SCHOOL OR NURSERY IN MONMOUTHSHIRE

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In line with the School Admissions code of practice (2013), parents must complete an application form in order to obtain a nursery / school place. Parents / carers will have the opportunity to complete an application online or alternatively via a paper application. The local authority will only accept an application request submitted by the person(s) that hold responsibility for the child concerned.

All parents will be invited to express a preference on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The form will provide an opportunity for parents to give reasons for their preferences. All completed forms should be sent directly to the School & Student Access Unit (SSAU). **An exception to this is if parents wish to apply for a School that resides within Newport City Council – in such circumstances the parent is required to apply directly to Newport City Council under their admission arrangements.**

Although individual school admission authorities (Voluntary Aided) may require you to complete their own admission forms, all applicants must also complete a “Common Application Form”.

The Local Authority operates an equal preference scheme, which means that all preferences are considered equally in line with the Local Authority’s oversubscription criteria, and not on the basis of the order in which they are listed on the application. In the event that more than one preference can be met, the highest rank preference as declared on the application form will be offered.

### 3.1 Timetable for the Normal Admission Round

The Local Authority will consult and agree on a timetable for the Admission Round intake on an annual basis. This will outline the date by when application forms will be made available to parents, the closing date for applications, as well as the date by when parents will be informed of a decision on their application.

The dates for the September 2020 Admission Round will be:

Admission Phase	Application packs available to parents	Closing Date	Local Authority Allocation Period	Parents informed by
Primary to Secondary	25 <sup>th</sup> September 2019	27 <sup>th</sup> November 2019 at midnight	26.09.19 – 28.02.20	1 <sup>st</sup> March 2020
Reception	6 <sup>th</sup> November 2019	15 <sup>th</sup> January 2020 at midnight	16.01.20 – 15.04.20	16 <sup>th</sup> April 2020
Nursery	10 <sup>th</sup> July 2019	4 <sup>th</sup> September 2019 at midnight	5.09.19 – 31.10.19	1 <sup>st</sup> November 2019 (September 2020)  1 <sup>st</sup> November 2019 (Rising 3 place eligible for January 2020)  6 <sup>th</sup> March 2020 (Rising 3 place eligible for April 2020)

### **3.2 Distribution of application forms**

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#### Nursery

Applications for admission into a Local Authority nursery will be made available to parents in line with the dates specified in the above table. Parents will have the opportunity to apply via our online application system or alternatively request a paper application form from The School and Student Access Unit.

When submitting your application, you will be asked to provide a copy of your child's birth certificate to verify your child's date of birth and eligibility for a nursery place.

In addition to the above, parents / carers can request admission into one of our approved non maintained settings, details of which can be found via [www.monfis.org.uk](http://www.monfis.org.uk). Applications will need to be made directly to the provider(s) in this instance.

#### Primary / Secondary School

The Local Authority will distribute application packs directly to home addresses on the dates published above. Parents/ carers will be given the opportunity to choose to apply on line or to complete a paper form. Details of how to apply online will be included in the application pack circulated to parents.

Whilst the Authority endeavours to capture the details of those parents / carers who have children that are eligible for admission to school, it still remains the parent's / carer's responsibility to obtain an application pack to apply for a school place within the required timescales.

### **4. ALLOCATION OF NURSERY SCHOOL PLACES**

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Children will be admitted to nursery in the September of the academic year in which they become four years old. This place can be in a school or in a non-maintained setting, which may be a playgroup or a private day nursery. The Council is responsible for admission to community nursery schools but for a nursery place in a voluntary aided school or non maintained setting, enquiries should be made directly to the school or provider.

The local authority is unable to consider nursery applications for only part of a school week and therefore admission to nursery schools is offered for a half-day session, either morning or afternoon, 5 days per week. Schools expect pupils attending the nursery to take up all the sessions available to them. If parents do not wish their child to attend all five sessions each week, it might be preferable to seek a place at a non-maintained setting that can more easily accommodate these flexible arrangements.

Once allocated a September nursery place, children born between 1 September and 31 March may be offered an early start in the term following their third birthday, if places are available. This is commonly referred to as a **Rising 3** place. Children born between 1 April and 31 August are not eligible for a Rising 3 place.

If Rising 3 places are available, eligible pupils will be offered an early start at their allocated nursery as follows:

- On 1st November 2019 for January 2020 Rising 3 places
- On 6th March 2020 for April 2020 Rising 3 places

#### **4.1 Oversubscription criteria - Nursery**

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It is the Council's policy to meet parental preference where possible; however in some cases there may be more applications for a particular setting than there are places. In determining which children should be admitted to nursery, the Council will apply the following oversubscription criteria in order of priority.

Priority rank	Criteria
<b><i>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</i></b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority, will be afforded priority over those fulfilling points 2-4 below. <b>(Please see section 9.0)</b>
2.	Medical or social grounds highlighted by appropriate agencies will be afforded priority over those fulfilling points 3-4 below. <b>(Please see section 7.5)</b>
3.	Children who have relevant sibling in attendance at the preferred nursery (not main school) at the point of admission, will be afforded priority over those fulfilling point 4 below. <b>(Please see section 7.6)</b>
4.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route. <b>(Please see section 7.9)</b>

**Please note:**

- 1) There is no right of appeal against the Council's decision to refuse a nursery place
- 2) Nursery age pupils do not qualify for free home to school transport
- 3) The allocation of morning and afternoon sessions is the responsibility of the Headteacher of the relevant school.
- 4) A child's start date at nursery may be delayed if they are not fully toilet trained. This can be discussed with the nursery once a place has been allocated to the child.
- 5) Attending a nursery class does not guarantee admission nor give any advantage to the child's application for Reception. Parents must make a separate application for admission to Reception at the appropriate time

## **5. ALLOCATION OF SCHOOL PLACES - COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS**

---

The Authority will admit a child to a maintained primary/infant school at the start of the academic year in which he/she will turn 5 years old. The legal requirements confirm that parents are able to delay the admission of their child until the term following their 5th birthday; however, it is a Local Authority Policy that the child will continue to follow their chronological year group unless exceptional circumstances apply.

When considering admission into the Reception year group as part of the admission round, parents should be aware that attendance at a nursery provision within the preferred School does not exclude the need for parents to make an application for a Reception place. The Local Authority is unable to guarantee that children within the nursery can be guaranteed a place in Reception.

When the number of applications received for a preferred School is less or equal to the number of available places, all children will be admitted assuming that the school concerned can meet the needs of the children concerned.

However, when there are more applications than places in a school, the admission number is exceeded and the over subscription criteria will be applied to select which children are to be offered places at the School concerned. For children with a Statement of Special Educational Needs, the Authority must admit the child concerned to the School specified on their statement.

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria below. The highest preference school, as listed on the application form, will be offered in the event that one or more preferences can be met.



## 5.1 Oversubscription criteria - community and voluntary controlled schools

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When considering the remaining available places, the following criteria will be used to determine the children that are to be offered places:

Priority rank	Criteria
<b>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority, will be afforded priority over those fulfilling points 2-8 below. <b>(Please see section 9.0)</b>
2.	Children with exceptional medical circumstances, will be afforded priority over those fulfilling points 3-8 below <b>(please see section 7.5)</b>
3.	Children residing within the catchment area for the preferred school who have relevant siblings will be afforded priority over those fulfilling points 4-8 below <b>(please see sections 7.6 and 7.7)</b>
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school. will be afforded priority over those fulfilling points 5-8 below <b>(please see explanatory notes below, and section 7.6)</b>
5.	Children residing outside of the catchment area, but with relevant existing siblings enrolled at the preferred school by September 2019, will be afforded priority over those fulfilling points 6-8 below <b>(please see explanatory notes below, and section 7.6)</b>
6.	Children residing inside the catchment area for the preferred school will be afforded priority over those fulfilling points 7-8 below <b>(please see section 7.7)</b>
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at time of admission) that does not meet criteria points 4 and 5 above <b>(please see section 7.7)</b>
8.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route.

To clarify, any over-subscription in the above criteria will result in the final determination of the allocation of a place being made on distance. So for example, if there are more

applications than places available after applying point 6 above, places will be allocated to those children whose home address is determined to be closer to the preferred school.

### **Explanatory Notes**

Priority rank 4 - This criteria would apply only in the event that a parent has been unsuccessful in obtaining a place for their child at their catchment school, and is subsequently attending an alternative school with a younger sibling eligible to attend.

Priority rank 5 - This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to start Primary School (Reception) in September 2020, September 2021, September 2022, September 2023, and September 2024.

## **6. ALLOCATION OF SCHOOL PLACES - COMMUNITY SECONDARY SCHOOLS**

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Attendance at a Primary or Junior school does not guarantee that a place will be made available for your child at the feeder Comprehensive school. Although every effort will be made to accommodate parental preference, where the number of applications for a school exceeds the number of available places, the over-subscription criteria will be applied.

When the number of applications received for a preferred School is less or equal to the number of available places, all children will be admitted assuming that the school concerned can meet the needs of the children concerned.

However, when there are more applications than places in a school, the admission number is exceeded and the over subscription criteria will be applied to select which children are to be offered places at the School concerned. For children with a Statement of Special Educational Needs, the Authority must admit the child concerned to the School specified on their statement.

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria below. The highest preference school, as listed on the application form, will be offered in the event that one or more preferences can be met.

## 6.1 Oversubscription criteria - community secondary schools

Priority rank	Criteria
<b>Children in receipt of a Statement of special educational needs (statutory requirement for admission)</b>	
1.	Looked after children or previously looked after children i.e. children that are in the care of or have previously been in the care of a local authority, will be afforded priority over those fulfilling points 2-9 below. <b>(Please see section 9.0)</b>
2.	Children with exceptional medical circumstances, will be afforded priority over those fulfilling points 3-9 below <b>(please see section 7.5)</b>
3.	Children residing within the catchment area for the preferred school who have relevant siblings will be afforded priority over those fulfilling points 4-9 below <b>(please see sections 7.6 and 7.7)</b>
4.	Children residing outside of the catchment area for the preferred school, but with relevant siblings who will continue to be in attendance at the preferred school due to being unsuccessful in their application for a place at their catchment school. will be afforded priority over those fulfilling points 5-9 below <b>(please see explanatory notes below and section 7.6)</b>
5.	Children residing outside of the catchment area, but with relevant existing siblings enrolled at the preferred school by September 2019, will be afforded priority over those fulfilling points 6-9 below <b>(please see explanatory notes below, and section 7.6)</b>
6.	Children residing inside the catchment area for the preferred school will be afforded priority over those fulfilling points 7-9 below <b>(please see section 7.7)</b>
7.	Children residing outside of the catchment area for the preferred school, with a relevant sibling (who will be in attendance at the preferred school at time of admission) that does not meet criteria points 4 and 5 above, will be afforded priority over those fulfilling points 8-9 <b>(please see section 7.6)</b>
8.	Children currently on roll at a primary school that is designated to be a feeder school for the preferred secondary school will be afforded priority over those fulfilling point 9 <b>(please see section 7.8)</b>
9.	After applying the categories above, or should the school continue to be in a position of over-subscription in any of the above categories, priority will be based on closeness to the preferred school, measured using the shortest safe walking route. <b>(please see section 7.9)</b>

To clarify, any over-subscription in the above criteria will result in the final determination of the allocation of a place being made on distance. So for example, if there are more applications than places available after applying point 6 above, places will be allocated to those children whose home address is determined to be closer to the preferred school.

### **Explanatory Notes**

Priority rank 4 - This criteria would apply only in the event that a parent has been unsuccessful in obtaining a place for their child at their catchment school, and is subsequently attending an alternative school with a younger sibling eligible to attend.

Priority rank 5 - This criteria would be relevant for existing siblings only, placed on roll at the preferred school by September 2019, with younger siblings eligible to transfer from Primary to Secondary in September 2020, September 2021, September 2022, September 2023, and September 2024.

## **7. PROCESS FOR VALIDATING APPLICATIONS**

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The local authority will undertake thorough checks against the information declared on an application request for school / nursery admission.

### ***7.1 Home address validations***

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Parents / Carers must submit their application using their child's permanent home address. Parents / Carers are required to submit their Council Tax reference number on their child's admission application form. The Local Authority will use this information to validate that the address submitted on the application form coincides with the information held on the Local Authority's Council Tax database.

If the information provided by the parent does not coincide with the council tax database, a further check will be undertaken using the electoral register. If this does not verify the address, the Local Authority will contact the parent.

Any decision on the offer of a nursery / school place will be based upon the applicant being resident at the address declared on the application form, as at the published offer date.

Any offer of a nursery / school place could be withdrawn if it is found that a parent / carer has moved from the address declared on the application form without notifying the Local Authority, if a place has been offered on the basis of home address.

## ***7.2 Parents in the process of moving property***

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Parents / Carers who are in the process of moving property will be required to notify the Local Authority **at the time of application** of the proposed move and submit evidence to validate their new address, in order for this address to be considered. Suitable evidence would be a copy of the exchange of contracts (for purchases) or long term tenancy agreement (for rental arrangements). The application and notification of an intended change of address must be submitted prior to the published closing date in order to be considered as an in time application. Failure to notify the Local Authority of an intended move to a new address prior to the published closing date will result in the application being determined as a “late application” if this change impacts on their position within the oversubscription criteria.

Parents/ Carers who are in the process of moving, but are not able to validate the move prior to the closing date, will need to ensure that their completed application is submitted prior to the published closing date, and that the application provides information on the intention to move. The Local Authority will liaise with parents/carers regarding the proposed move in order to obtain confirmation that residence at the new property has been secured. However, parents will need to provide the Local Authority with evidence that secures their change of address no later than 6 weeks prior to the published offer date in order for the new address to be considered for allocation purposes.

Where the Local Authority accepts evidence to validate a property move and uses the new property for allocation purposes, the offer of a school place will be based on the applicant and child being resident at this property at the time of the child’s entrance into the School. Any offer of a school place could be withdrawn if it is found that the applicant is not resident at the property at the time of child’s entrance into the school.

Any offer of a nursery / school place could be withdrawn as a result of non-compliance with the above.

## ***7.3 Unexpected change of home address***

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Should a parent, who has submitted an application prior to the published closing date, notify us of an unexpected change of address that has occurred since submission of their application, the Local Authority will consider on a discretionary basis the circumstances of the unexpected change of address prior to determining the application as being late. Unfortunately, such discretion can only be exercised if notification and evidence of the change of address is provided no later than 6 weeks prior to the published offer date in order for the new address to be considered for allocation purposes.

It is a parent's responsibility to notify the Local Authority of a change of address that takes place during the application process. Failure to do so could result in any offer of a school place being withdrawn.

#### ***7.4 Shared residency***

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In the event that the residency of a child is shared between two parents, the address where the child concerned resides for the majority of the school week will be used for allocation purposes. This is the address that should be declared on the application.

However, if the residency with both parents during the school week is equal, the address for where the child benefit is paid will be used for allocation purposes.

#### ***7.5 Applications on the grounds of medical needs***

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Applicants wishing for their application to be prioritised on the basis of their child's medical needs must provide evidence to support their application under this criteria e.g. a medical consultant's report (obtained by the parents at the time of application).

The Local Authority will only offer priority to applications under this criteria where it can be evidenced that the preferred School is the only viable option when compared with other Schools that the Authority may be able to offer.

#### ***7.6 Siblings***

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Brothers and sisters, whether half, full, step or foster, will be considered relevant siblings where living in the same household and where they will still be registered at the school when the applicant is eligible to attend.

The sibling criteria is considered relevant in years Reception to year 12 only. The admission of a child to a school does not guarantee that a place will be available at a later date for other children in the family.

For admission into Nursery, a sibling is only considered relevant where the child concerned is permanently resident at the same address and attending the nursery (not main school).

## 7.7 School Catchment Areas

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Whilst residing within the catchment area for a School forms an element of the oversubscription criteria, it does not guarantee a placement on this basis. The Local Authority will refuse to admit above the School's admission number, unless the application complies with the permitted exceptions listed on page 19.

The Local Authority offers a priority within its oversubscription criteria to children whose home address is within the Schools catchment area. The child's home address is considered to be the place where the child resides for the majority of the School week. Please refer to section 3.4 for information concerning applications where shared residency arrangements are in place.

Details of your school catchment areas can be found by visiting [www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk)

## 7.8 Feeder Schools

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The Local Authority offers a priority within its Secondary School oversubscription criteria for children who are in attendance at a feeder Primary School for the preferred secondary school.

Feeder schools are determined as being the schools that have formal transitional arrangements with a secondary school. The details of the feeder schools for each secondary school in Monmouthshire can be found below:

### King Henry VIII Comprehensive School

Cantref Primary School  
Deri View Primary School  
Gilwern Primary School  
Goytre Fawr Primary School  
Llanfoist Primary School  
Llanvihangel Crucorney Primary School  
Llantilio Pertholey CIW Primary School  
Our Lady and St Michaels RC Primary School  
Ysgol Gymraeg Y Fenni

### Caldicot School

Archbishop Rowan Williams CIW  
Castle Park Primary School  
Dewstow Primary School  
Durand Primary School  
Magor CIW Primary School  
Rogiet Primary School  
Undy Primary School  
Ysgol Gymraeg Y Ffin



### Chepstow School

Pembroke Primary School  
Shirenewton Primary School  
St Marys RC Primary School  
The Dell Primary School  
Thornwell Primary School  
Ysgol Gymraeg Y Ffin

### Monmouth Comprehensive School

Cross Ash Primary School  
Kymin View Primary School  
Llandogo Primary School  
Overmonnow Primary School  
Raglan Primary School  
Trellech Primary School  
Osbaston CIW Primary School  
Usk CIW Primary School

## ***7.9 Distance between Home and School***

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Within each set of oversubscription criteria (section 4), if the number of applications in any one category exceeds the published admission number, priority will be based on those residing closest to the preferred school.

The distance between home and school is measured as the shortest available walking route, determined using official routes known to the Local Authority and highways agencies. The Local Authority deems that a route is 'available' if a child, accompanied as necessary, can walk to school in reasonable safety.

In assessing its availability the council will follow the guidelines prescribed in Welsh Government's Learner Travel Statutory Provision and Operational Guidance June 2014 and will look at the risks and other relevant safety factors a child, accompanied as necessary, might encounter along the prescribed route (including for example, canals, rivers, ditches, street lighting, pavements and the speed of traffic along roads, etc.).

The Local Authority will calculate the distance of the route using its' own specific Geographical Information Systems (GIS) routing software, Routefinder and MapInfo Desktop Solutions. In order to ensure fairness and consistency for all applicants, this is the only measurement tool that is used by the Local Authority.



The starting point of the calculated route will be determined as being the nearest network point to the main entrance of the home address. The main entrance of the home address is determined by the Local Authority to be where the property receives post. The finishing point of the calculated route will be determined as being the nearest official open gate adopted for use by the school.

The coordinates of an applicant's address will be determined using the LLPG and Ordnance Survey Address base data.

Where the Local Authority is unable to identify a safe walking route from the home address to the preferred School, the shortest driving route will be used to calculate home to school distances.

Where two or more applicants are being considered for the last available place, and their home to school distance calculations are exactly the same, a trundle wheel will be used to undertake an additional assessment of the distance to the main entrance of the home address.

Where two or more applicants are being considered for the last available place, and the addresses fall within the same building, i.e. a block of flats, a trundle wheel will be used to calculate the distance from the front door of the home to the main communal entrance of the property to the nearest entrance of each flat, where possible.

## **8. ADMISSION OF MULTIPLE BIRTH CHILDREN (E.G. TWINS OR TRIPLETS)**

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If when applying the over-subscription criteria to applications received requesting admission into the normal year of entry (Reception and Year 7), and the last child to be admitted is one of a multiple birth, then the Local Authority will admit the other sibling(s).

Where multiple birth applications are received for year groups other than the normal year of entry, where there is only one remaining place in the relevant year group before the Admission Number is met, the Local Authority will consider each case individually before deciding whether the admission number is exceeded. Particular consideration will need to be given to the capacity of the school and the likelihood of causing prejudice to the effective education and efficient use of resources at the preferred school.

## **9. LOOKED AFTER CHILDREN**

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Applications for looked-after children (children in public care) [as defined by Section 22 of the Children Act 1989] are given priority for School placement. This priority can also be given to previously looked-after children although the person making the application must provide evidence to confirm the previous care status, such as an Adoption Certificate.

Where applications are made for year groups other than the normal year of entry for a year group that has already met its admission number, the Local Authority will require suitable evidence as to why the preferred School is the most suitable school in comparison to other available schools.

## **10. CHILDREN OF ARMED FORCES PERSONNEL AND CROWN SERVANTS**

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Children of returning UK Service Personnel and other Crown Servants (including diplomats) moving to Monmouthshire will be determined as meeting the residency criteria for the relevant catchment school if their application form is accompanied by an official proof of posting declaring a definite return date with confirmation of the new address wherever possible.

Where the relevant catchment school has already met its admission number in the relevant year group at the time of application, the Local Authority will exceed the admission number.

## **11. GYPSY, ROMA AND TRAVELLER CHILDREN**

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The council is obliged, by statute, to ensure that all children of compulsory school age receive education that is appropriate to their age, abilities and any special educational needs, and promotes high standards in the provision of education and the welfare of children. These obligations apply to all children whether or not they are permanent residents in the area. Therefore, applications made in respect of such families will be dealt with in conjunction with the *Gwent Education Minority-ethnic Service (GEMS)*, with a view to placing these children as quickly as possible at the nearest available and appropriate school.

## **12. DEFERRED ENTRY INTO PRIMARY SCHOOL**

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The Local Authority will admit a child to a maintained primary/infant school at the start of the academic year in which he/she will turn 5 years old. However, the legal requirements confirm that parents are able to delay the admission of their child until the term following their 5th birthday. The Local Authority is obliged to ensure that any offer of a school place is held for parents who wish for their child's admission into Reception to be deferred until later in the academic year.

A parent, however, is not able to defer entry beyond the term following the child's fifth birthday, nor beyond the school year for which the application was made.

### 13. SUMMER TERM BIRTHS

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In the case of a child born during the summer term, they too are not legally required to attend School until the term following their fifth birthday / the September after the normal year of entry for a Reception age child. However, in such circumstances the Local Authority will continue to ensure that children continue to follow their chronological year group and therefore the child would be admitted into year 1 and not Reception.

It is only in exceptional circumstances that the Local Authority will authorise the admission of a summer term birth into a year group that is outside the normal year of entry. In such circumstances, there will need to be a suitable evidence base (e.g. report from an Educational Psychologist) that suggests the chronological year group is not suitably able to meet the needs of the child concerned.

### 14. LATE APPLICATION ARRANGEMENTS

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Any application that is received after the published closing date, or applications that remain incomplete as at the closing date, will be dealt with under the late application arrangements.

A change of preference received by the Local Authority after the published closing date will result in the application being determined as late.

Applications where a change in circumstances have occurred, which have an impact upon the application's status within the oversubscription criteria (i.e. change of address), could also result in the application being treated as late if these changes are brought to the Authority's attention after the closing date. The Local Authority will consider on a discretionary basis the circumstances an unexpected change of address prior to determining the application as being late. Unfortunately, such discretion can only be exercised if notification of the change of address is provided no later than 6 weeks prior to the published offer date in order for the new address to be considered for allocation purposes.

Late applications are collated and processed monthly, with prioritisation given based on the month in which they are received. A timetable for the processing of late applications for the 2019/20 admission round can be found below:

	Month application Received	Decision issued to Parents
Applies to Secondary only	December 2019	
	January 2020	31 <sup>st</sup> March 2020
Applies to Primary and Secondary	14 <sup>th</sup> January 2020 (after 12 midday) – 31 <sup>st</sup> January 2020	24 <sup>th</sup> April 2020 (Primary only)
	February 2020	6 <sup>th</sup> April 2020 (Secondary) 1 <sup>st</sup> May 2020 (Primary)
	March 2020	13 <sup>th</sup> April 2020 (Secondary) 8 <sup>th</sup> May 2020 (Primary)
	April 2020	29 <sup>th</sup> May 2020
	May 2020	5 <sup>th</sup> June 2020
	June 2020	3 <sup>rd</sup> July 2020
	July 2020	7 <sup>th</sup> August 2020
	1 <sup>st</sup> to 7 <sup>th</sup> August 2020 8 <sup>th</sup> to 14 <sup>th</sup> August 2020	14 <sup>th</sup> August 2020 21 <sup>st</sup> August 2020
	16 <sup>th</sup> August onwards	Within 1 week

In the event that the preferred School is oversubscribed, places will be allocated in line with the oversubscription criteria during the first week of the month following the month of receipt. Parents will be informed of the outcome of their applications by the end of this week.

The arrangements for late applications continue up until the last week of August. After this date, any admissions received are then processed within 1 week.

## 15. NOTIFYING PARENTS

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Parents will be notified of a decision on their application on the published offer date. For the 2020/21 admission round, the date by when parents will be informed of decisions on their applications will be 1<sup>st</sup> March 2020 (Secondary) and 16th April 2020 (Primary).

Any offer of a school place will be based on the applicant being resident at the address declared on the application form as at the published offer date. Parents who are aware prior to the offer date that they are unlikely to remain resident at the address declared on their application must inform us so that their application can be amended. Any offer of a school place could be withdrawn if it is later found that this is not the case.

Where parents advise us, at the time of application, that they are moving property and provide the Local Authority with evidence to validate this move, any offer of a school place on this basis would be under the circumstance that the applicant is resident at the new property at the time the child concerned commences School. Any offer of a school place could be withdrawn if it is later found that this is not the case.

## **16. ACCEPTANCE OF A SCHOOL PLACE**

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On receipt of an offer of a school place, parents are required to confirm their acceptance of this school place in writing within 14 days of notification of the school place offer. Failure to do so could result in the offer of a school place being withdrawn.

## **17. ADMISSION INTO OTHER YEAR GROUPS - SEPTEMBER 2020**

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Where requests are received for a change of school in September 2020, into year groups other than the normal year of entrance, these will not be considered until the start of the second half of the summer term i.e. after the Whitsun break. Parents will be notified no earlier than 4 weeks prior to the end of the 2020 academic year.

These requests will be collated on a monthly basis and are processed as per the oversubscription criteria, in the event that the number of applications received exceeds the number of available places. However it should be noted that preference will be given to those parents who are seeking a place during the current term as opposed to the new academic year.

## 18. IN YEAR TRANSFERS (ADMISSIONS OUTSIDE THE NORMAL ADMISSION ROUND)

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In Year Transfers refer to requests from parents to transfer their children between schools outside of the normal admission round. The Local Authority will not consider applications until the requested start date is no more than a term in advance.

All In Year Transfers are dealt with in date order of receipt, and where more applications are received on the same day than the number of places available, the Local Authority's over subscription criteria will be applied to determine the child(ren) to be offered places.

Applications are usually processed within 7 working days of receipt. However in certain circumstances, for example where the child has been identified as having specific needs, it may not be possible to process the admission within the timeframe. The parent will be advised of this.

As part of the consideration process, the Local Authority will contact the child's current school to obtain information to share with the receiving school. This is to ensure that the preferred School is in a position to support appropriate transition between schools.

On occasions where the admission request to transfer Schools is not one that arises from a move into the area, or where perhaps there is no immediate need for transfer, the Local Authority will consider admission from the beginning of a school term to minimise the potential disruption their own and other Childrens education.

Allocated places will be held open for a period of 1 term from the date of authorised admission, after which time the place may be withdrawn if the child has not taken up their place during this time. Once a school place has been offered, School's will have 7 working days to arrange the enrolment of the child concerned, where an immediate start is required.

If an application is received for a Looked After Child (LAC), in accordance with the protocol that has been agreed with schools, a LAC meeting will be arranged, to which all interested parties are invited. In advance of this meeting the placing authority is required to share relevant information including the Personal Education Plan, School records and Statement of Educational Needs, if the child has one.

Where the request for admission into school is as a result of a move into the county the parent is required to send proof of residence. Until this evidence is received the application will not be processed or considered as complete. Suitable evidence would be a copy of the exchange of contracts or long term tenancy agreement. This is to ensure that parents do not apply too far in advance of their move and subsequently deny others a place requiring a more instant admission.

## 19. REQUEST FOR ADMISSION OUTSIDE OF CHRONOLOGICAL YEAR GROUP

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It is the Local Authority's policy that children are admitted into their chronological year group. It is only in exceptional circumstances that the Local Authority will support admission into a year group that is not within the chronological year, for example, where there is an appropriate evidence base (e.g. report from an Educational Psychologist) that suggests the chronological year group is not suitably able to meet the needs of the child concerned.

Parents submitting an application requests for admission into a year group that is not within the chronological year for the child will be given the opportunity to share their reasons for the application with the Local Authority. The Headteacher of the preferred school will also be consulted during the process and their views considered as part of the decision making process.

Parents refused a place at the preferred school will have a statutory right of appeal against the decision that has been made; however, there is no appeal against a decision to offer a place in the preferred school but not within the desired year group

## 20. REFUSAL OF ADMISSION TO PREFERRED SCHOOL

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The majority of pupils in Monmouthshire are allocated a place at the parents' first choice of school. A refusal for admission to a school is made in line with the School Admissions Code of Practice 2013 and is based on the following decisions;

- Whether to admit a child would prejudice the provision of efficient education or the efficient use of resources
- Where an Admission Number has been met
- Welsh Government Class size regulations

If it is not possible to allocate a place at the preferred school, an alternative school place will be offered. This will either be an alternative preference (as declared on the application form) or the next nearest available school. It is then for parents to decide whether or not to accept the place at the alternative school.

If a place is offered at the next nearest available school, the child concerned may be entitled to free home to school transport should the distance criteria between home and school address be met. For more information on home to school transport entitlement please refer to the home to school transport policy.



However, it is recognised that parents may not want a place at the next nearest available school and will be provided with details of other schools with available places within the area. In these circumstances, free home to school transport would not normally be provided

Following refusal of a school place, the child's details will be held on a waiting list until 31 August of the academic year for which they are applying. If any places are handed back during this time places will be allocated from the waiting list as per the oversubscription criteria.

## 21. WAITING LISTS

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For those applicants that have been unsuccessful in obtaining a place at their preferred school(s), waiting lists will be held up until the end of the academic year for which the application is made. After such time, the existing waiting lists will be cleared and a fresh application will be required. The child's details will automatically be added onto the waiting list for the preferred school(s) at the time of refusal.

Waiting lists will be prioritised as per the oversubscription criteria and not based upon the date that the application was submitted. **It is the responsibility of the applicant to inform The School and Student Access Unit of any change in circumstances which impacts on the oversubscription criteria and therefore their child's place on the waiting list. An example of this would be a change of address.**

Should a place become available at the preferred school(s), the waiting list will be "frozen" in order to allow the School and Student Access Unit to fill the vacancy. The date at which the waiting list is frozen shall be determined as the date that the Local Authority is satisfied that the place becomes available.

The parent concerned will be contacted by the School and Student Access Unit within 7 working days of the place becoming available, if their child qualifies for consideration of the place. The parent will be given 7 days to formally accept or decline the offer of the school place in writing. After such time, the child's name will be withdrawn from the waiting list, and the place will be offered to the next child on the waiting list, as the Local Authority will assume that the place is no longer required.

## 22. APPEALS

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In accordance with the School Admissions code of practice and the School Admission appeals code of practice 2013, the Local Authority will make arrangements to enable the parent of a child to appeal against a decision to refuse a place at the preferred School.



The appeal will be determined by an Appeals Panel established in accordance with School Admission Appeals code 2013. The panel must consist of three to five members appointed by the Local Authority from the following categories:

- People who are eligible to be lay members (persons without personal experience in the management of a school or the provision of education in any school, disregarding experience as a governor or in any other voluntary capacity).
- People who have experience in education; who are familiar with educational conditions in the LA's area or who are parents of registered children at a school (other than the school at which the appeal is made).

Independent Appeal Panels must consider each case individually on its merits and they cannot limit themselves, in advance, to the admission of any particular number of pupils.

Consideration by an Appeal Panel should be in two distinct stages:

- A) The Factual Stage, where the panel decides as a matter of fact whether there was a lawful reason to refuse admission; if there was not, the child must be admitted; if there was, the committee must move on to:
- B) The Balancing Stage, where the panel exercises its judgement to balance the degree of prejudice to efficient education which would result from admitting the child, and the strength of the parents' case, so as to arrive at a decision which is binding on the admissions authority.

The decision of the appeal panel will be binding on the Local Authority.

### **22.1 Time frame for hearing appeals**

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Parents will receive a letter refusing admission and will be advised of their right of appeal. The decision to appeal does not prevent the parent / carer accepting a place at an alternative school whilst the hearing is convened, as the panel will determine the appeal on the basis of application.

Appeal Hearings are convened by the Chief Executive Officer's representative, and will be heard within 30 School days of the date of application for appeal.

## **23. INFANT CLASS SIZE INITIATIVE**

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The Welsh Government is committed to ensuring that no child in Key Stage 1 will be in a class where the pupil teacher ratio is more than 1:30. The Infant Class Size Initiative was a phased programme between September 1999 and September 2001 thus

ensuring that all children up to the age of 7 will be taught in classes containing no more than 30 pupils.

Two main changes arose from the class size legislation. Firstly, admission authorities must not to admit a child to an infant class if in doing so would result in a class operating at a greater than 30:1 pupil/teacher ratio.

An admission authority can refuse to admit a child to a school where to do so would require the school to take 'qualifying measures' (i.e. employing an additional teacher, building an additional classroom) to meet the statutory class size limit.

Secondly, when dealing with admission appeals under class size legislation, Appeal Panels do not follow the two stage process as outlined above.

Instead, an Appeal Panel will be able to uphold a parental appeal only if the decision to not admit the child was due to the admission arrangements being incorrectly implemented or the decision of the admission authority was not one which a reasonable admission authority would make in that particular case.

### ***23.1 Exceptions to the Infant class size initiative***

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Welsh Government Regulations require Authorities to limit infant class sizes to no more than 30 pupils and to ensure that junior classes do not exceed 30 pupils. There are however exceptions to these regulations (called "excepted pupils") which may allow the 30 pupil class limit to be exceeded. Excepted pupils are:

1. Children whose statements of SEN specify that they should be educated at the school concerned, and who were admitted to the school outside a normal admission round.
2. Children who are looked after by local authorities (looked after children), or who have ceased to be looked after (previously looked after children) as a result of being adopted or being placed with a family or given a special guardian and are admitted to the school outside a normal admissions round.
3. Children initially refused admission to a school, but subsequently offered a place outside a normal admission round by direction of an admission appeal panel, or because the person responsible for making the original decision recognises that an error was made in implementing the school's admission arrangements.
4. Children admitted outside the normal admission round who:
  - the maintaining local authority confirmed cannot gain a place at any other suitable school within a reasonable distance of their home because they have moved into the area outside a normal admission round, or

- they desire a religious education, or a Welsh speaking education and the school in question is the only suitable school within a reasonable distance.
- 5. Children who were admitted to the school outside the normal admission round after which the school has arranged its classes, and after the first day of the school year, the effect of which would mean that the school would have to take a relevant measure if such children were not excepted pupils.
- 6. Children of armed forces personnel who are admitted outside the normal admission round.
- 7. Children whose twin or other sibling from a multiple birth are admitted as non-excepted pupils, as the final pupil(s) allocated a place before the admission number is reached.
- 8. Children who are registered pupils at special schools, but who receive part of their education at a mainstream school.
- 9. Children with SEN who are normally educated in a special unit in a mainstream school, who receive part of their lessons in a non-special class.

## 24. KEY STAGE 2 CLASS SIZE LIMITS

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Whilst there are no regulations to limit class sizes to 30 in Key Stage 2, the Local Authority is committed to complying with the Welsh Government target to ensure that the 1:30 pupil teacher ratio in Key stage 2 is maintained.

## Appendix A - Coordinated Admission Scheme Primary Schools

### MONMOUTHSHIRE COUNTY COUNCIL

#### DIRECTORATE FOR CHILDREN AND YOUNG PEOPLE

#### CO-ORDINATED ADMISSION SCHEME FOR SEPTEMBER 2020 PRIMARY SCHOOLS

#### INTRODUCTION

This scheme applies to all admission authorities, (Local Authority (LA) and Voluntary Aided Schools (VA), in the area with regard to parents with children wishing to join the normal year of entry at a maintained primary school in Monmouthshire from September 2020. (A glossary of terms is also shown in Appendix C).

All parents will be invited to express a preference on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The form will provide an opportunity for parents/carers to give reasons for their preferences. All completed forms should be sent directly to the School & Student Access Unit (SSAU). **An exception to this is if parents wish to apply for a School that resides within Newport City Council – in such circumstances the parent is required to apply directly to Newport City Council under their admission arrangements.**

Although individual school admission authorities (Voluntary Aided) may require you to complete their own admission forms, all applicants must also complete a “Common Application Form”.

Pupils with a Statement of Special Education Needs will be admitted to the school named on their Statement.

#### **1. Consideration of Applications and Allocation of Places (Normal Admission Round)**

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria below. The highest preference school will be offered in the event that one or more preferences can be met.

If none of the preferences can be met, the Local Authority will ensure that as far as is reasonably possible, an offer can be made.

The closing date for the first stage of applications is **midnight on 15th January 2020** and written notification of the outcome of each application will be given via the School & Student Access Unit by **16th April 2020**.

If a parent applies for a place outside Monmouthshire, the Authority to which they have applied will inform the parent and Monmouthshire of the decision to offer or refuse.

Late applications or changes to the order of preference will be considered after the first stage has been completed. Where a parent expresses a preference within the first stage and then changes a preference after midnight on 15th January 2020, this will be deemed as a late application.

Similarly, applications where a change of circumstance have occurred, which have an impact upon the application's status within the oversubscription criteria, will result in the application being treated as late if these changes are brought to the Authorities attention after the closing date.

## **TIMETABLE FOR PRIMARY CO-ORDINATED ADMISSIONS FOR SEPTEMBER 2020**

### **PRIMARY SCHOOL (including Voluntary Aided Schools)**

#### **2.1 Stage 1**

Applications made available to parents	6th November 2020
Applications received either paper or on line	By 15th January 2020
Details of applications sent to Voluntary Aided Schools and other LAs, as appropriate. Details of applications made to Voluntary Aided Schools returned to School and Student Access Unit	By 17th January 2020
Voluntary Aided Schools and neighbouring LAs return ranked lists of pupils to School & Student Access Unit indicating the over-subscription criterion that each child has been considered under and identifying refusals	By 21st February 2020
School & Student Access Unit / Voluntary Aided Schools allocate the highest preference place available and notifies other LA's, as appropriate	By 28th March 2020
School & Student Access Unit allocates places to Monmouthshire children without an offer	By 4 <sup>th</sup> April 2020

School & Student Access Unit sends list of pupils to be offered places to each Monmouthshire School	By 10 <sup>th</sup> April 2020
School & Student Access Unit / Voluntary Aided Schools send notifications to parents/carers	On 16 <sup>th</sup> April 2020
Appeals	May – July 2020

Stage 2

Following the first stage of allocations, late applications will be considered and slotted in where possible using the admissions criteria. However there is no guarantee that late applications will be dealt with before **16th April 2020**.

At this stage, parents/carers will be able to apply for reconsideration to a school they placed as a higher preference to the one offered.

The processing of late applications will be done on a monthly basis, so, for example, applications received in April 2019 will be collated and processed during the first full week in May 2020 with schools and parents being notified by the end of the second full week. These will be processed as per the over-subscription criteria.

## Appendix B - Coordinated Admission Scheme Secondary Schools

### **INTRODUCTION**

This scheme will apply to all schools in the area for parents with children wishing to join the normal year of entry at a secondary school in Monmouthshire from September 2020.

All parents will be invited to state three preferences on a common application form, regardless of the status of the schools for which they wish to apply and whether the school is in/out of county. The form will provide an opportunity for parents/carer to give reasons for their preferences. All completed secondary transfer forms should be returned directly to the School & Student Access Unit. **An exception to this is if parents wish to apply for a School that resides within Newport City Council – in such circumstances the parent is required to apply directly to Newport City Council under their admission arrangements.**

Pupils with a Statement of Special Educational Needs will be admitted to the school named on their statement.

### **Consideration of Applications and Allocation of Places (Normal Admission Round)**

When applying the oversubscription criteria to determine who is to be awarded places, all parental preferences will be considered equally and allocated in line with the criteria in Appendix 1. The highest preference school will be offered in the event that one or more preferences can be met.

If none of the preferences can be met the Local Authority will ensure, as far as is reasonably possible, that an offer can be made at the next nearest available School.

The closing date for the first round of applications is **midnight on 27<sup>th</sup> November 2019** and written notification of the outcome of each in county application will be given via the School & Student Access Unit on **1st March 2020**.

For preferences to attend a School outside of Monmouthshire, written notification on the decision to offer / refuse a place at the chosen School will be given by the relevant Local Authority / Admission Authority in line with their offer date.

Monmouthshire will have regard to any offer made by another Local Authority. If the other Local Authority can offer a higher preferred school, Monmouthshire will not make an offer.

Late applications or changes of order of preference will be considered after the first stage has been completed. Where a parent expresses a preference within the first

stage and then changes a preference after **27<sup>th</sup> November 2019**, this will be deemed as a late application.

Applications where a change of circumstance have occurred, which have an impact upon the application's status within the oversubscription criteria, will result in the application being treated as late if these changes are brought to the Authorities attention after the closing date.

**TIMETABLE FOR CO-ORDINATED ADMISSIONS FOR SEPTEMBER 2020**  
**SECONDARY SCHOOLS**

Stage 1

Applications available to Parents	25 <sup>th</sup> September 2019
Applications received	By 27 <sup>th</sup> November 2019
Details of applications sent to Monmouthshire schools and other LA's, as appropriate	By 4 <sup>th</sup> December 2019
Consultation with neighbouring LAs on cross border preferences	By 13 <sup>th</sup> December 2019
School & Student Access Unit allocates the highest preference place available and notifies other LA's, as appropriate	By 7 <sup>th</sup> February 2020
School & Student Access Unit allocates places to Monmouthshire children without an offer	By 14 <sup>th</sup> February 2020
School & Student Access Unit sends list of pupils to be offered places to each Monmouthshire school	On 21 <sup>st</sup> February 2020
School & Student Access Unit sends notifications to parents/carers	On 1 <sup>st</sup> March 2020
Appeals	May – July 2020

Stage 2

Following the first round of allocations, late applications will be considered and slotted in where possible using the admissions criteria. There is no guarantee that late applications will be dealt with before the **1<sup>st</sup> March 2020**.

The processing of late applications is undertaken on a monthly basis, so applications received in April 2020 will be collated and processed during the first full week in May



2020 with schools and parents/carers being notified by the end of the second full week. These will be processed as per the over-subscription criteria.

Consultation

## Appendix C - Admission Authorities

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- Monmouthshire County Council
- Voluntary Aided Schools (Monmouthshire)
  - Archbishop Rowan Williams Church in Wales Primary School
  - Magor Church In Wales Primary School
  - Our Lady & St Michaels Roman Catholic Primary School
  - St Mary's Roman Catholic Primary School, Chepstow
- Blaenau Gwent County Borough Council
- Gloucestershire County Council
- Herefordshire County Council
- Newport City Council
- Powys County Council
- Torfaen County Borough Council
- Brynmawr Foundation School
- St Albans RC School
- St Joseph's RC Schools

### Glossary

Normal Year of Entry

The year in which a pupil is scheduled to commence / change school

Maintained School

A school maintained either by the LA or the Diocese

Common Application

Pre-printed form with pupil details and unique pupil reference Number

## Appendix D - Admission Numbers for Schools

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### Secondary

SCHOOL	Capacity	AN
Caldicot Comprehensive	1500	253
Chepstow Comprehensive	1282	193
King Henry VIII Comprehensive	1290	216
Monmouth Comprehensive	1700	270

SCHOOL	Capacity	AN
Archbishop Rowan Williams C in W Primary	210	30
Cantref Primary	210	30
Castle Park Primary	210	30
Cross Ash Primary	210	30
Deri View Primary	330	47
Dewstow Primary	210	30
Durand Primary	210	30
Gilwern Primary	210	30
Goytre Fawr Primary	210	30
Kymin View Primary	210	30
Llandogo Primary	111	15
Llanfoist Fawr Primary	210	30
Llantilio Pertholey C in W Primary	210	30
Llanvihangel Crucorney Primary	77	11
Magor C in W Primary	388	55
Osbaston C in W Primary	210	30
Our Lady & St. Michael's RC Primary	210	30
Overmonnow Primary	417	59
Pembroke Primary	210	30
Raglan C in W Primary	210	30
Rogiet Primary	210	30
Shirenewton Primary	210	30
St. Mary's RC Primary	210	30

The Dell Primary	420	60
Thornwell Primary	357	51
Trellech Primary	180	25
Undy Primary	359	51
Usk C in W Primary	300	40
Ysgol Gymraeg Y Fenni	257	36
Ysgol Y Ffin	180	25
	7024	

Consultation



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**Review Area 1**  
**Usk & the Surrounding Areas**

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# Consultation Report

## Contents

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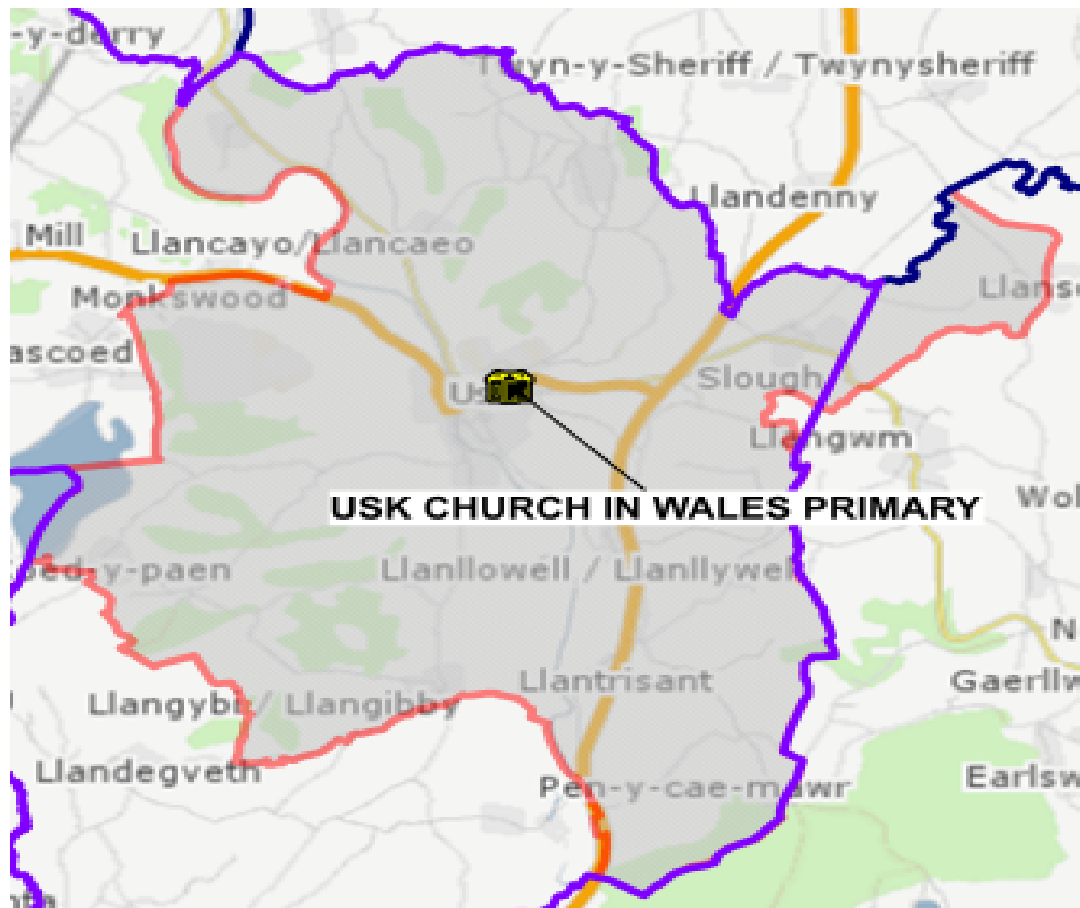
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## 1. The Proposal

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The Council consulted on amending the secondary school catchment area for children and young people currently residing within the village of Usk and the immediate surrounding areas.

The areas identified currently form part of the catchment area for Usk CIW Primary School, and Caerleon Comprehensive School. The map below illustrates the affected areas, which were subject to this consultation.



Through this consultation, the Council sought the views of consultees and interested parties on whether the secondary school catchment boundary should be amended for the specified areas (area identified above), to form part of the catchment area for Monmouth Comprehensive School, thus aligning the entire catchment area for Usk CIW Primary to a single secondary school.

The below table identifies the number of children and young people residing within the affected area who would be affected by the proposals over the next 6 years, should they proceed.

<b>Current year group</b>	<b>Admission to Secondary</b>	<b>Numbers affected</b>
Year 5	September 2020	32
Year 4	September 2021	28
Year 3	September 2022	38
Year 2	September 2023	35
Year 1	September 2024	36
Reception	September 2025	33
<b>Total</b>		<b>202</b>

## 2. Why did we consult on this proposal?

### **No designated secondary catchment school within Monmouthshire.**

One of the identified aims of our catchment review was to consider the areas of Monmouthshire that do not currently have a designated Secondary catchment School that falls within Monmouthshire. The secondary catchment school is presently one that falls within the city of Newport. The proposed changes to the affected areas would allow children resident in Monmouthshire to access a secondary school that is within the county in which they live.

### **Transitional arrangements between Primary and Secondary School.**

Usk Church in Wales Primary School is the designated primary school for the affected area and is a feeder school for Monmouth Comprehensive School. The proposed changes would see complete alignment between the catchment area for Usk Church in Wales Primary School and Monmouth Comprehensive school, lending support to the existing transitional arrangements, and enabling the cohorts of children to remain together when entering into that daunting transition between Primary to Secondary School.

### **Access to School places**

The parents of children and young people currently residing within the affected area have the opportunity to express a preference for a school at which they wish for their child to attend. This preference does not need to be for the designated catchment school, however, children residing within the catchment area for a preferred school receive a priority in the event of oversubscription.



Those residing within the affected area are not afforded with the above priority for a Monmouthshire school as they do not have a designated secondary catchment school within the county in which they live.

Monmouth Comprehensive School is the nearest Monmouthshire school for the majority of children and young people residing within the affected area. Parental preference together with the feedback from residents of the affected community suggest that there is a keen interest for their children to remain within the Monmouthshire education system as they transition to Secondary School.

Over recent years, the Council has experienced an increasing number of application requests for children and young people from within the affected area to attend Monmouth Comprehensive School. Many of these applications have been unsuccessful at times of oversubscription due to the area not forming part of the catchment area for the preferred school. It has also been suggested that many parents would apply for a place at Monmouth Comprehensive school if they felt their application would have a high chance of being successful.

The proposals outlined would help in addressing this matter.

### **Provision of Home to School Transport**

A further consideration of the proposed change is the current provision for home to school transport that currently serves the affected area. The council's current policy provides free home to school transport to the nearest or catchment school if residing 2 miles or more from the home address.

The majority of affected area sees home to school transport provision offered to Caerleon Comprehensive School only, as this is both the nearest and catchment school. There is no free home to school transport entitlement for children and young people residing within the affected area that wish to attend a Monmouthshire Secondary School.

Should the proposals be supported and agreed, it would see free home to school transport becoming available to those in the affected area to Monmouth Comprehensive as the newly formed catchment school

### 3. Formal responses to this Consultation

The Council have received a number of formal responses to this proposal, submitted either via the online survey or via email / letter. The table below offers a broad profile of the consultees responding to the consultation, together with a view on whether they are in support of or against the proposals.

Respondent category	Total number of responses	Total number in support of proposals	Total number not in support of proposals
Parent / Carer	221	105	118
School Governor	4	2	2
Staff Member	20	0	20
Pupil	3	0	3
Other	23	7	18
<b>Total</b>	<b>275</b>	<b>114</b>	<b>161</b>

Having reviewed the detail of the consultation responses, it was identified that the above table included many duplicate entries from the same households.

<b>Total number of duplicate household entries</b>	<b>35</b>
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For the purposes of this consultation, the Council has counted the duplicate responses as a single household response. However, all comments raised have been recorded and included in identifying the themes of support / concern towards the proposals.

In addition to the duplicate entries, the results have also identified a number of responses that have been submitted by parties who are not considered to be directly affected by the proposals i.e. they do not reside within the affected area and in some cases who do not reside within Monmouthshire:

Respondent category	Total number of responses identified	Reason identified
Parent / Carer	26	Consultee resides in Newport / area of Monmouthshire not affected by proposal
School Governor	1	
Staff Member	20	
Pupil	0	
Other	3	
<b>Total</b>	<b>50</b>	

The responses received from those detailed in the above table have been removed from the results of this consultation. The Council has received an individual response from both Newport City Council and Caerleon Comprehensive School which is detailed later in this report, and is assumed to incorporate the views of staff and governors at Caerleon Comprehensive School.

The below table reflects the results of the formal responses received to this consultation based on the views of those considered to be directly affected by the proposals.

Total number of responses received	Number in favour of the proposals	Number not in favour of the proposals
Parent / Carer	99	67
Pupil	1	3
Governor	2	1
Other	6	11
<b>Total</b>	<b>108</b>	<b>82</b>
<b>Percentage</b>	<b>57%</b>	<b>43%</b>

#### 4. Public Consultation session

The Council facilitated a public consultation session at Usk CIW Primary School on 20<sup>th</sup> February 2019. There were 62 consultees present who, following a very useful debate, offered mixed opinions on whether the proposals to amend the secondary school catchment area should proceed. The consensus drawn was supportive of proposals, although there has been a need to reflect on a number of concerns were raised during the session.

In addition to the above, the Council facilitated a “drop in” session on 14<sup>th</sup> February 2019 at County Hall Usk. There were 7 consultees in attendance.

During the two sessions, the key comments / concerns / questions relating to the proposals:

Consultee Question	Summary of LA Response
If the catchment changes to Monmouth, will children with sibling already in Caerleon get priority for places and still get free transport.	<p>Newport Local Authority is the admission authority for Caerleon Comprehensive School and are therefore responsible for awarding places at this school. However, the Council is aware that Newport City Council offer priority to in catchment children over those residing out of catchment but with relevant siblings.</p> <p>Current policy confirms that free home to school transport would continue to be awarded to Caerleon Comprehensive in the event that it is identified by the Council as being the nearest suitable school.</p>

<p>If we choose for our children to go to Monmouth, do we get free transport.</p>	<p>If the proposals are approved and Monmouth Comprehensive School becomes the catchment School, free home to school transport will be awarded if residing in excess of 2 miles from the school.</p>
<p>I live equidistant between Caerleon and Monmouth Schools, would my children get transport to either as you cannot determine my nearest school.</p>	<p>The Council undertakes detailed assessments utilising GIS software as and when required to identify the nearest suitable school. There would be a need to apply discretion behind any individual cases whereby two or more schools are agreed to be equidistant.</p>
<p>How do you measure distances? We live in Tredunnoch and Caerleon is much closer.</p>	<p>Distances are measured by calculating the shortest, safe walking route. Where it is identified that there is not a safe walking route, distances are calculated using the shortest driving route.</p>
<p>We have children already in Caerleon. Will they continue to get free transport if the proposal goes ahead.</p>	<p>Free Home to school transport arrangements will continue for any children and young people that are already accessing the provision and are currently on roll at Caerleon Comprehensive School.</p>
<p>How many children have gone to Monmouth and Usk in the last five years.</p>	<p>The Council has seen an increase in the number of children and young people from the affected area wishing to attend Monmouth Comprehensive School. In September 2018, 9 children transitioned to Monmouth Comprehensive and 20 to Caerleon. However, of the 20 that went to Caerleon, 6 would have gone to Monmouth had their applications been successful. Page 7 of the consultation document relating to these proposals provides information on the numbers transitioning to Monmouth and Caerleon Schools from Usk Primary School. The numbers do not reflect those that have been unsuccessful in obtaining places at Monmouth Comprehensive School.</p>
<p>Are you looking at building a new secondary school in the Usk area due to all the ongoing new builds and the proposed new builds. Also removing the tolls on the bridges is having an impact on schools numbers so what are you going to do.</p>	<p>The Council does not have any proposals to build a secondary school in the Usk area. Monmouth Comprehensive School is the proposed new catchment school for the affected area. Our most recent projections include any developments that are known to have received permission to build, and provide us with confidence that Monmouth Comprehensive School is sufficiently sized to accommodate the proposed changes. The Education department will be consulted on any new developments falling outside of this process and school capacity considered.</p>
<p>What is the capacity at Monmouth and how many more children can it take</p>	<p>From September 2019, Monmouth Comprehensive School will have a capacity for 270 children per year group. Whilst the school sees oversubscription annually, the</p>

	oversubscription does not come from within the catchment area. If the proposals are approved, the number of children from within the catchment area will increase, however, it is likely that those residing outside of the new catchment area will be the ones at risk of not obtaining places
Positive point – Monmouth have been great with my children and the proposal is welcomed.	Thank you, the Council is pleased that your children are happy at Monmouth Comprehensive School
Do you think the timescale for implementing the changes is too short?	The timescales associated with changes to school admission arrangements (including catchment areas) are set within the requirements of the School Admissions Code Wales (July 2013). This requires admission authorities to determine its admission arrangements by 15 <sup>th</sup> April 2019 for September 2020.
Why can't we have a joint catchment.	The Council proposes to align the catchment area for Usk CIW Primary to Monmouth Comprehensive. However, it will not discount any feedback on alternative proposals received throughout this consultation process.
What would be the impact on Usk / Goytre children if the admissions policy is changed to stop OOC children attending.	The Council is not proposing to stop children from outside of Monmouthshire attending Monmouth Comprehensive School. The proposals are for Usk to form part of the catchment area for Monmouth Comprehensive school, which would afford priority for admission over those residing outside of the catchment area
Without changing the catchment, but changing the admission policy to include the feeder school, would Usk children be prioritised over OOC children when applying for Monmouth.	<p>If the catchment areas were to remain the same, but the proposed changes to the oversubscription criteria relating to feeder schools is agreed, children attending Usk Primary School would receive a priority for places prior to applying any distance assessment to those applicants residing outside of the catchment area.</p> <p>However, the families from the affected area would not be afforded the same level of priority as those residing within the catchment area, and would not receive free home to school transport to Monmouth Comprehensive School.</p>
What happens if we apply for Caerleon but don't get a place and don't apply for Monmouth. Where will my child end up.	Parents are encouraged to include more than one preference on their application form in case the application for the preferred school is unsuccessful. The Council operates an equal preference scheme that means parents are not disadvantaged for the order in which they list their preferences. For example, an application that lists Monmouth Comprehensive as a second

	preference will continue to be considered pending an outcome to the first preference application.
Is there anyway we could have a joint catchment for a transition period before changing it completely.	The School Admission Code Wales (July 2013) confirms that admission arrangements (which include catchment areas) must be determined by 15 <sup>th</sup> April 2019 for implementation in September 2020. The requirements do not allow for a phased implementation.
It is good to know that there will be alignment with schools within Monmouthshire and glad that there will be accountability when it comes to decision making within the schools.	Thank you for your comments. The proposals put forward for consultation aim to enable families within Monmouthshire to attend a school within County.
Fluidity on the changes would be appreciated. Is parental preference still going to be taken into account.	The School Admissions Code Wales (July 2013) confirms that parents must be able to put forward a preference for a school in which they would like their child to attend. The Council will continue to comply with this requirement, with no requirements being placed on parents to apply for the catchment school.
Capacity at Monmouth is 1600 as you have said. If Usk children go there, wouldn't this create space within Caerleon so that those with parental preference would have a better chance of going there.	Thank you for your comments. In theory if more Usk families opt to apply for places at Monmouth Comprehensive, there will be less application requests for Caerleon. However, the Council is unable to comment on any other pressures Caerleon receives from out of catchment application requests.
Are Newport going to change their catchment areas.	The Council is unable to predict whether Newport City Council will change their school catchment areas going forward.
With Monmouth appeals for September 19, are we going to prioritise children who will have a sibling due to start secondary in September 2020 or later.	The proposed changes to catchment areas is for implementation in September 2020. The appeals process is one that is undertaken by an independent panel and therefore the outcome of the appeals process is not at the discretion of the council.
Who has the final say on the consultation.	The findings of this consultation will be presented to the Council's Cabinet who will determine how the proposals move forward.
Do any cabinet members have a vested interest on the proposals going ahead.	The Council has sought legal advice on this matter and its has been confirmed that all Cabinet Members are appropriately placed to make a decision on this matter.
How long will the catchment areas last? I have a child in year 1. What is the likelihood that they will change again by the time he reaches year 6.	School catchment areas form part of the local authorities admission arrangements, and have not been subject to any significant change since prior to 1996. If a decision is made following this consultation to implement the changes to



	secondary school catchment areas, it would be on the basis that they are sustainable.
How far ahead have we got projected figures for children in catchment for Usk and Monmouth.	The projections for Monmouth Comprehensive School are currently undertaken up as far as 2024/25, but are reviewed annually.
How are the proposals going to keep peer groups together.	The proposals are to align the catchment area for Usk Primary School with Monmouth Comprehensive School. If implemented, the proposals will enable greater opportunity for peer groups who wish to attend a Monmouthshire School to remain together.
Having learnt this evening that Monmouthshire residents have a say in the way our children are schooled within Monmouthshire, but no say in Caerleon issues as it is a different LEA, are those negative comments sibling based and have they thought about what happens if Newport decide to change their policy and remove the Usk area from their catchment.	Thank you for your comments. The Council acknowledges that many concerns towards these proposals relate to existing sibling links and a concern that they may be separated.
With regards to transition, there are strong links to Caerleon and it is a very robust system. Monmouth doesn't seem to provide this. How is this going affect the transition for children and how do we know its right in and in their best interest.	The Council is confident that the transitional arrangements between Monmouth Comprehensive School and Usk Church in Wales Primary school are robust, with children settling very quickly following their move into secondary education.
My child has SEN and the Alenco came and discussed everything with us and our child. The transition was very smooth with no problems and he is now doing brilliantly. I can't thank them enough.	Thank you for your comments. We are pleased to hear of your positive experiences with Monmouth Comprehensive School, and that your child is doing well.
When my child moved, the Head Teacher came to speak to the children and parents of those who were moving. Teachers came to see the children and visits to the school were arranged. Transition again went very smoothly.	Thank you for your comments. We are pleased to hear of your positive experiences with the transitional arrangements to Monmouth Comprehensive School.

When the decision is made, is it going to be made as one decision or will each area of the catchment review and the admissions policy review be decided on as individual cases.	The Council is consulting on changes in 4 areas of the county. The proposals are individual and will be considered as such when determining how they progress.
Will the decision on this definitely be made in Cabinet in April or is there a possibility that it could be deferred.	The admission arrangements for September 2020 must be determined by 15 <sup>th</sup> April 2019. Any decision on the proposals that is not taken within this timeframe will not be implemented for September 2020
If a family already has children in Caerleon, at the moment they get free home to school transport. Will they still receive free transport if the proposal goes ahead and if so, for how long.	Children and Young People who already attend Caerleon Comprehensive and who qualify for free home to school transport will continue to do so and are not affected by these proposals.
Why were the proposals shelved in 2015?	The proposals brought to consultation in 2015 did not receive sufficient response to ascertain whether the proposals were supported or not supported. It was felt that a further consultation should be undertaken before such significant changes are made
Are these proposals about saving on transport costs	The proposals put forward are not financially driven. However, if implemented are likely to come at cost to the Council.
The oversubscription criteria for Newport and Monmouthshire is not aligned. How is that fair?	Monmouthshire County Council and Newport City Council are separate admission authorities and determine their own admission arrangements based on the requirements of their area needs.
Can you speak to Newport to ask if a transitional period for existing siblings can be put into their policy?	The Council is liaising with Newport City Council as part of this consultation.

All interested parties in attendance at the consultation session were advised of the need to put their individual views forward by responding to this consultation either via email or via the online survey.



## 5. Consultation with Newport Local Authority

The Council consulted with Newport City Council as a key party affected by these proposals. Newport City Council are the maintaining local authority and admission authority for Caerleon comprehensive School.

On 18<sup>th</sup> February 2019, the Council received a formal response from Newport City Council, which offered clear support for the proposals put forward by the Council.

The key aspects of the response can be summarised into the following points:

### Air quality Management

A desire to reduce the levels of traffic in the area of Newport. Caerleon has been designated as an air quality management area due to the elevated levels of pollution caused by road traffic. Any reduction in the number of vehicles travelling through Caerleon will help elevate some of the pressures causing the high pollution levels.

### Pressure on school places

Newport City Council have confirmed that there has been a challenge across the city in terms of primary school places in recent years, and from September 2019 this will manifest in the secondary sector. Given this position, and the fact that this is likely to be the case for some years, the LA requires as many secondary school places as possible to support the education of Newport children.

### Current catchment arrangements

Newport City Council have confirmed that, as the admissions authority for Caerleon Comprehensive School, they would not be seeking to remove the affected areas from the catchment area for Caerleon Comprehensive School for September 2020. They may, however, seek to bring forward proposals in future to remove the affected areas from Caerleon Comprehensive School, subject to consultation. The earliest opportunity to implement such proposals would be September 2021.

## 6. Consultation with Caerleon Comprehensive School

The Council consulted with Caerleon Comprehensive School as a key party affected by these proposals. Caerleon comprehensive School is the current catchment school for the affected areas.

On 21<sup>st</sup> February 2019, the Council received a formal response from the Headteacher at Caerleon Comprehensive school, which offered a clear objection against the proposals put forward by the Council.

The concerns raised by the Headteacher of Caerleon Comprehensive School are included under the consultation themes found under section 8 of this report.

## 7. Consultation with Children and Young People

During the consultation, the Council engaged with the children and young people in years 5 and 6 at Usk CIW Primary School. When referring to the pupils affected by these proposals over the next 5 years, 77% attend Usk CIW Primary School.

The purpose of this consultation was to find out which secondary school they would like to go to and the reasons why. The results of this consultation are detailed below:

Preferred School	Number of year 6 pupils	Number of year 5 pupils	Total	%
Monmouth	12	18	30	45
Caerleon	17	9	26	39
Other	5	6	11	16
<b>Total</b>	<b>34</b>	<b>33</b>	<b>67</b>	

A summary of the reasons children and you people tell us they wish to attend Monmouth Comprehensive School are:

- Live in Monmouthshire so wish to attend a school in Monmouthshire.
- Friendship groups with children in Monmouth due to out of school activities.
- A preference for the school environment.
- Offers an excellent education and facilities.
- Very supportive school and teachers are great.
- The new school offers greater opportunities for learning.
- Logistical arrangements of the new school are less daunting and it's easier not to get lost.

A summary of the reasons children and you people tell us they wish to attend Monmouth Comprehensive School are:

- Caerleon is closer to my home.
- My brother / sister attends Caerleon.
- Great facilities at Caerleon.
- Friendship groups / Know lots of people that go to Caerleon.
- Lovely teachers.
- Offers excellent education.

## 8. What has the consultation told us?

The Council has studied the formal responses received in relation to this proposal and has extracted the key themes for consideration in determining how the proposal moves forward.

The themes coming through from those in favour of the proposals are:

Theme	Comment
1. Aligning Primary and Secondary catchments	A view that aligning primary and secondary catchments it's the right thing to do, as it keeps peer groups together and forms robust transitional arrangements.
2. Cluster arrangements	A view that the affected school forms part of the Monmouth cluster arrangements so should be able to transition to Monmouth Comprehensive School.
3. Democracy	A view that Monmouthshire children should be able to access a Monmouthshire School where as residents they have a say in the education offer within the county.
4. Journey times	A view that, for many of the affected areas, journey times are quicker to Monmouth Comprehensive School despite the distance being further
5. Transitional arrangements	A view that the transitional arrangements to Monmouth Comprehensive School are excellent
6. Parental Preference	A view that the proposals reflect the increasing wish of parents residing within the affected areas.
7. Standards of education and facilities	A view that the standards of education at Monmouth Comprehensive School are far better, who offer greater opportunities and facilities.

The themes coming through from those not in favour of the proposals are:

Theme	Concern summary	LA Response
1. Travel times and distance to school.	A concern that Caerleon is the closest school for the majority of the affected area and therefore proposals will	The Council is aware that for the some of the affected areas, Caerleon Comprehensive School is the nearest school. The opportunity for parents to

	result in increased journey times distances travelled	<p>express a preference for Caerleon Comprehensive School will remain.</p> <p>There is evidence of an increasing trend of children and young people residing within the affected area applying for places at Monmouth Comprehensive School. The Council is not aware of any existing concerns in relation to travel times from those currently attending Monmouth Comprehensive School from within the affected areas.</p>
2. Home to school transport concerns	A concern that removing free home to school transport to Caerleon Comprehensive school removes the long established principle of parental preference	In line with current policy, the Council provide free home to school transport to the catchment school or nearest suitable school as determined by the Council
3. Impact on Parental preference	A concern that proposals remove the rights of parents/carers to choose the most appropriate education establishment for their children.	<p>The Council receives regular concerns from families residing within the affected areas who feel that the status quo deprives parents of the right to choose the most appropriate education establishment for their children, as they are unable to access Monmouth Comprehensive School.</p> <p>This consultation seeks the views of those residing within the affected areas and will be key to determining how proposals progress.</p> <p>However, regardless of the outcome of this review, parents will continue to have the opportunity to put</p>

		forward a preference for their child's school place.
4. Joint catchment	A view that parents should be provided with a choice of which school they would like facilitated via a joint catchment.	The Council is not responsible for determining the catchment area for Caerleon Comprehensive School. Monmouthshire's admission arrangements will confirm that, if proposals are taken forward, the affected areas will fall within the catchment area for Monmouth Comprehensive School. Newport City Council's admission arrangements determine the affected areas to be part of the catchment area for Caerleon Comprehensive and this will remain to be the case for September 2020. Newport have, however, indicated an intent to consult on amending Caerleon's catchment area, possibly for September 2021.
5. Quality of education	A concern that the proposals place the affected areas in a worse performing school, as Caerleon is a better performing school and achieves better results.	The Council understands that each parent will have a preference for their child's school. The Council is very pleased with the current performance of both Monmouthshire schools affected by these proposals, both receiving a "Green" categorisation status in line with Welsh Government's assessment.
6. Transitional arrangements	A view that transitional arrangements are far better between Usk and Caerleon than they are with Monmouth	The Council accepts that each parent will have a view on which school is most appropriate for their child. However, are content that the transitional arrangements between Monmouth Comprehensive

		School and Usk Primary School are robust
7. Sibling links	A concern that families with older siblings educated at Caerleon will not be able to send younger siblings to the same school	The response received by Newport City Council confirms that they are not seeking to remove the affected areas from Caerleon's catchment area for September 2020. In line with Newport's admission arrangements, this will result in the affected area remaining within catchment for Caerleon Comprehensive. Any changes to these arrangements would be subject to consultation and implemented no earlier than September 2021.
8. Decision making	A concern that proposals are politically and financially motivated and run contrary to the best interest of families.	The Council has conducted and open and honest consultation, and has confirmed its intent to evidence community support for any proposals taken forward. Any decision taken to implement these changes are likely to be at cost to the Council.  The Council has sought legal advice on this matter and its has been confirmed that all Cabinet Members are appropriately placed to make a decision on this matter.
9. No reason for change	A concern that the proposals provide no clear justification for change.	The Council accepted that each parent will have a view on the proposals put forward. The Council is content that the reasons for the proposals have been clearly explained within the consultation document.
10. Capacity concerns	A concern that the proposed new catchment school (Monmouth Comprehensive) does not	The Council's projections for Monmouth Comprehensive School (which include the known

	have sufficient capacity due to oversubscription.	developments to have obtained planning permission) provide us with reassurance that the capacity of Monmouth Comprehensive School can support these proposals. Whilst the school is regularly oversubscribed, it is not subject to oversubscription from in catchment applicants.
11. Implementation timescales	A concern that proposals are rushed and should be phased in or implemented in future years.	The timescales under which the Council are able to implement changes to its admission arrangements are determined under the School Admissions Code Wales (July 2013). September 2020 admission arrangements must be determined by 15 <sup>th</sup> April 2019.

## 9. Home to School Transport

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The Council currently provide free home to school transport to the catchment or nearest suitable school.

The impact of these proposals proceeding to implementation would be that free home to school transport would either be provided to Monmouth Comprehensive School as the catchment school, or the nearest suitable school as determined by the Council.

## 10. General overview on consensus

The consultation process undertaken by the Council has without question been a useful exercise, providing a full and open opportunity to test and critic the proposals to changes the secondary school catchment area.

Through analysis of the feedback received from the formal consultation responses, public consultation sessions, as well as the voice of the children and young people affected, the Council can confidently draw an overall conclusion of general support for the following proposal:

***To amend the secondary school catchment area for Monmouth Comprehensive School so that it aligns with the primary catchment area for Usk CIW Primary School***

Whilst this consultation has been able to evidence much support from those residing within the affected areas, the Council acknowledges that there were many themes of concern towards the proposals as identified under section 8 of this report. However, the Council is confident that it has been able to sufficiently address most themes of concern raised by consultees.

The response to this consultation received from Newport City Council confirmed that they would not be seeking to amend their admission arrangements for Caerleon Comprehensive School for September 2020 and, therefore, they will continue to determine the affected areas to remain within catchment for Caerleon Comprehensive School. This decision is seen to mitigate the vast majority of concerns raised by those not in favour of the proposals, should they proceed to implementation.

However, in recognising the above, we must also recognise that Newport City Council have shared an intent to review the catchment area for Caerleon Comprehensive, which could result in proposals to remove the affected areas from its catchment area. If proposals for change are brought forward, they would be subject to consultation by Newport City Council and could not be implemented any earlier than September 2021.

Should proposals proceed in the form on which we consulted, Monmouthshire's admission arrangements would determine the catchment school for the affected area to be Monmouth Comprehensive School and not Caerleon Comprehensive School.





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**Review Area 1**  
**Goytre & the Surrounding Areas**

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**Consultation**  
**Report**

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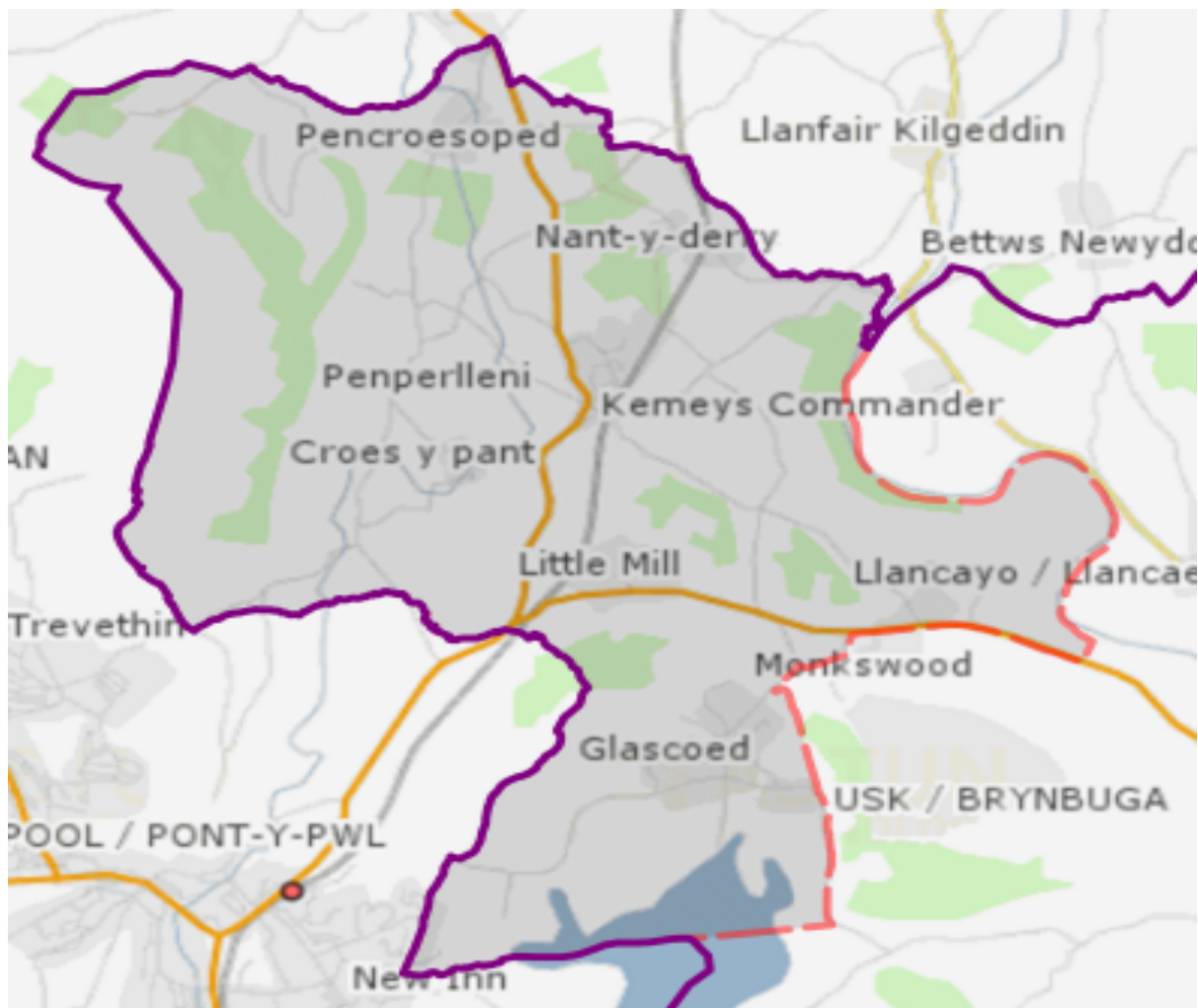
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## 1. The Proposal

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The Council consulted on amending the secondary school catchment area for children and young people currently residing within the village of Goytre and the immediate surrounding areas. The main areas affected by this proposal were identified to be Goytre, Penperlleni, Nantyderry, Little Mill, Monkswood and Glascoed.

The areas identified currently form part of the catchment area for Goytre Fawr Primary School, and Caerleon Comprehensive School. The map below illustrates the affected areas which formed part of this consultation



Through this consultation, the Council sought the views of consultees and interested parties on whether the secondary school catchment boundary should be amended for the specified areas (area identified above), to form part of the catchment area for King Henry VIII Comprehensive School, thus aligning the entire catchment area for Goytre Fawr Primary to a single secondary school.

The below table identifies the number of children and young people residing within the affected area who would be affected by the proposals over the next 6 years should they proceed.

Current year group	Admission to Secondary	Numbers affected
Year 5	September 2020	28
Year 4	September 2021	32
Year 3	September 2022	17
Year 2	September 2023	17
Year 1	September 2024	28
Reception	September 2025	18
<b>Total</b>		<b>140</b>

## 2. Why did we consult on this proposal?

### **No designated secondary catchment school within Monmouthshire.**

One of the identified aims of our catchment review was to consider the areas of Monmouthshire that do not currently have a designated Secondary catchment School that falls within Monmouthshire. The secondary catchment school is presently one that falls within the city of Newport, and is not one that is considered to be the nearest school. The proposed changes to the affected areas would allow children resident in Monmouthshire to access a secondary school that is within the county in which they live.

### **Transitional arrangements between Primary and Secondary School.**

Goytre Fawr Primary School is the designated primary school for the affected area and is a feeder school for King Henry VIII Secondary School. The proposed changes would see complete alignment between the catchment area for Goytre Fawr Primary School and King Henry VIII Secondary school, lending support to the existing transitional arrangements, and enabling the cohorts of children to remain together when entering into that daunting transition between Primary to Secondary School.

### **Access to School places**

The parents of children and young people currently residing within the affected area have the opportunity to express a preference for a school at which they wish for their child to attend. This preference does not need to be for the designated catchment school, however, children residing within the catchment area for a preferred school receive a priority in the event of oversubscription.

Those residing within the affected area are not afforded with the above priority for a Monmouthshire School as they do not have a designated secondary catchment school within the county in which they live. The proposals would address this matter.

### **Provision of Home to School Transport**

A further consideration of the proposed change is the current provision for home to school transport that currently serves the affected area. The council's current policy provides free home to school transport to the nearest or catchment school if residing 2 miles or more from the home address.

The affected area sees home to school transport provision offered to multiple secondary schools for some of those children and young people residing in affected area, dependent on parental preference:

- **Caerleon Comprehensive School** as the designated catchment school for most of the affected areas, although not considered to be the nearest school.
- **West Monmouth School** as the nearest school for the majority of the affected area
- **King Henry VIII School** – discretionary transport on the basis of being the nearest Monmouthshire Secondary School serving parts of the affected area.

The offer of transport to multiple secondary schools is financially unsustainable and would be addressed through these proposals.

### 3. Formal responses to this Consultation

The Council have received a number of formal responses to this proposal, submitted either via the online survey or via email / letter. The table below offers a broad profile of the consultees responding to the consultation, together with a view on whether they are in support of or against the proposals.

Respondent category	Total number of responses	Total number in support of proposals	Total number not in support of proposals
Parent / Carer	55	15	40
School Governor	2	0	2
Staff Member	2	0	2
Pupil	4	0	4
Other	9	4	7
<b>Total</b>	<b>74</b>	<b>19</b>	<b>55</b>

Having reviewed the detail of the consultation responses, it was identified that the above table included many duplicate entries from the same households.

<b>Total number of duplicate household entries</b>	<b>16</b>
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For the purposes of this consultation, the Council has counted the duplicate responses as a single household response. However, all comments raised have been recorded included in identifying the themes of support and concern towards these proposals.

In addition to the duplicate entries, the results have also identified a number of responses that have been submitted by parties who are not considered to be directly affected by the proposals i.e. they do not reside within the affected area and in some cases who do not reside within Monmouthshire:

Respondent category	Total number of responses identified	Reason identified
Parent / Carer	15	Consultee resides in Newport / area of Monmouthshire not affected by proposal
School Governor	2	
Staff Member	1	
Pupil	0	
Other	0	
<b>Total</b>	<b>18</b>	

The responses received from those detailed in the above table have been removed from the results of this consultation. The Council has received an individual response from both Newport City Council and Caerleon Comprehensive School which is detailed later in this report, and is assumed to incorporate the views of staff and governors at Caerleon Comprehensive School.

The below table reflects the results of the formal responses received to this consultation based on the views of those considered to be directly affected by the proposals.

Total number of responses received	Number in favour of the proposals	Number not in favour of the proposals
Parent / Carer	11	21
Pupil	0	2
Other	4	2
<b>Total</b>	<b>15</b>	<b>25</b>
<b>Percentage</b>	<b>37%</b>	<b>63%</b>



#### 4. Public Consultation session

The Council facilitated a public consultation session at Goytre Fawr Primary School on 5<sup>th</sup> February 2019. There were 13 consultees present who, following a very useful debate, seemed to offer an opinion of general support for the proposals to amend the secondary school catchment area.

In addition to the above, the Council facilitated a “drop in” session on 14<sup>th</sup> February 2019 at County Hall Usk. There were 7 consultees in attendance.

During the two sessions, the key comments / concerns / questions relating to the proposals:

Consultee Question	LA summary Response
<p>Some children from the affected area attend Usk CIW Primary not Goytre Fawr Primary. Therefore, they will lose their peer group as those who live in Usk catchment will go to Monmouth and those who live in Goytre catchment will be going to King Henry. How are you going to address that?</p>	<p>The Council understands that parents have the right to express a preference for their child, and that often this can result in children and young people not attending their catchment school, however, the large majority of families identified as being affected by these proposals attend Goytre Fawr Primary School.</p> <p>The Council is committed to keeping peer groups together where possible, and this forms a key objective behind these proposals. However, there is an acknowledgement that children attending out of catchment primary schools are at risk of being separated by peer groups. To mitigate this risk, the Council is consulting on introducing a criteria into its admissions policy that affords a level of priority to those attending a feeder school.</p>
<p>There are children at Goytre Fawr who live in Pontymoile and will therefore be at the feeder school for King Henry. Will transport be available?</p>	<p>The Council's current policy in respect of secondary school transport offers free home to school transport to the nearest / catchment school if situated 2 miles or more from the home address. Those attending a feeder school but residing outside of the catchment area for the preferred Secondary School will not receive this entitlement, unless it is identified as being the nearest school.</p>
<p>Where does the feeder school come in the oversubscription criteria?</p>	<p>The Council has an agreed criteria for awarded places in the event of there being more applications than places available. After consideration is given to those residing within the catchment area, the current policy determines places on a distance criteria. The proposals are for a priority to be afforded to children attending a feeder school before the distance criteria is applied.</p>

<p>Have Newport been consulted on potentially losing some of their catchment area and are they happy with our proposals.</p>	<p>Newport City Council form a key stakeholder in this consultation. Discussions have been held to notify them of our proposals prior to launching this formal consultation. Both Newport City Council and Caerleon Comprehensive School form one of our key consultees and have been asked to respond formally to this consultation.</p>
<p>If the proposals are agreed, children wanting to attend Caerleon after 2020, will they have to pay for transport?</p>	<p>If proposals are agreed, the Council has committed to maintaining transport for those residing within the affected area that are on roll at Caerleon comprehensive school. Should proposals proceed, free home to school transport will be provided to the catchment school or nearest suitable school as determined by the Council</p>
<p>Children with siblings in Caerleon at present, if the proposals are implemented will they lose the right to free transport?</p>	<p>The commitment to honour free home to school transport is for those currently on roll at Caerleon Comprehensive, or for those where Caerleon is determined to be the nearest school. There has been no commitment to transport siblings free of charge, however, there may be concessionary options. Parents have the opportunity to put their views forward through this consultation</p>
<p>Why can't we have joint catchment areas Caerleon / King Henry?</p>	<p>The Council will consider any views that come forward through this consultation in determining how proposals move forward.</p>
<p>Are Newport intending changing Caerleon catchments to counteract the potential loss of the Goytre pupils?</p>	<p>The Council has not as yet been notified by Newport City Council of an intention to review catchment areas as a result of our proposals. They have, however, been asked to respond to this consultation.</p> <p>Newport City Council could opt to review their catchment areas through consultation at any point in the future.</p>
<p>Usk Primary is the feeder for Monmouth Comprehensive, however we live in the King Henry catchment. Will we get transport to Monmouth?</p>	<p>The proposals are to align the catchment area for Usk Primary School with Monmouth Comprehensive, and the catchment area for Goytre Fawr Primary with King Henry VIII. Those attending Usk CIW Primary school who live outside of the catchment area would receive a level of priority for admission under the feeder school criteria, however, would not receive free transport to Monmouth Comprehensive unless its determined to be the nearest school.</p>
<p>There is currently a discussion on changing ward areas. Has this been taken into account, or does it have an impact on</p>	<p>Any discussions concerning a review of ward areas would not affect the catchment review proposals.</p>

the proposed catchment areas?	
If agreed, when will these changes be implemented?	The new catchment areas would be implemented from September 2020 should proposals be agreed.
If King Henry reaches its admission number, what happens then?	The Council's policy is to consider placement at the next nearest school / alternative preference in the event that a place at the preferred school cannot be offered. However, our projections provide us with reassurance that the school is of sufficient size to accommodate those residing within the affected area.
Are the proposed changes anything to do with upping the admissions at King Henry to get funding for the new school?	Absolutely not, the proposals to build a new school at King Henry VIII do not rest on the proposals being put forward to amend school catchment areas. However, the new school will need to be built to be of sufficient size and will need to incorporate the pupils from the affected area should proposals be agreed.
Why were the proposals shelved in 2015?	The proposals brought to consultation in 2015 did not receive sufficient response to ascertain whether the proposals were supported or not supported. It was felt that a further consultation should be undertaken before such significant changes are made
Are these proposals about saving on transport costs	The proposals put forward are not financially driven. However, if implemented are likely to come at cost to the Council.
The oversubscription criteria for Newport and Monmouthshire is not aligned. How is that fair?	Monmouthshire County Council and Newport City Council are separate admission authorities and determine their own admission arrangements based on the requirements of their area needs.
Can you speak to Newport to ask if a transitional period for existing siblings can be put into their policy?	The Council is liaising with Newport City Council as part of this consultation.

All interested parties in attendance at the consultation session were advised of the need to put their individual views forward by responding to this consultation either via email or via the online survey.

## 5. Consultation with Newport Local Authority

The Council consulted with Newport City Council as a key party affected by these proposals. Newport City Council are the maintaining local authority and admission authority for Caerleon comprehensive School.

On 18<sup>th</sup> February 2019, the Council received a formal response from Newport City Council, which offered an overwhelming level of support for the proposals put forward.

The key aspects of the response can be summarised into the following points:

### Air quality Management

A desire to reduce the levels of traffic in the area of Newport. Caerleon has been designated as an air quality management area due to the elevated levels of pollution caused by road traffic. Any reduction in the number of vehicles travelling through Caerleon will help alleviate some of the pressures causing the high pollution levels.

### Pressure on school places

Newport City Council have confirmed that there has been a challenge across the city in terms of primary school places in recent years, and from September 2019 this will manifest in the secondary sector. Given this position, and the fact that this is likely to be the case for some years, the LA requires as many secondary school places as possible to support the education of Newport children.

### Current catchment arrangements

Newport City Council have confirmed that, as the admissions authority for Caerleon Comprehensive School, they would not be seeking to remove the affected areas from the catchment area for Caerleon Comprehensive School for September 2020. They may, however, seek to bring forward proposals in future to remove the affected areas from Caerleon Comprehensive School, subject to consultation. The earliest opportunity to implement such proposals would be September 2021.

## 6. Consultation with Caerleon Comprehensive School

The Council consulted with Caerleon Comprehensive School as a key party affected by these proposals. Caerleon comprehensive School is the current catchment school for the affected areas.

On 21<sup>st</sup> February 2019, the Council received a formal response from the Headteacher at Caerleon Comprehensive school, which offered a clear objection against the proposals put forward by the Council.

The concerns raised by the Headteacher of Caerleon Comprehensive School are included under the consultation themes found under section 8 of this report.

## 7. Consultation with Children and Young People

During the consultation, the Council engaged with the children and young people in years 5 and 6 at Goytre Fawr Primary School. When referring to the pupils affected by these proposals over the next 5 years, 81% attend Goytre Fawr Primary School.

The purpose of this consultation was to find out which secondary school they would like to go to and the reasons why. The results of this consultation are detailed below:

Preferred School	Number of year 6 pupils	Number of year 5 pupils	Total	%
King Henry	16	21	37	72%
Caerleon	1	2	3	6%
Other	6	5	11	22%
<b>Total</b>	<b>23</b>	<b>28</b>	<b>51</b>	

A summary of the reasons children and you people tell us they wish to attend King Henry are:

- Friendship and peer groups staying together
- Family links
- Easy / quicker transport links
- Think it's a better school

A summary of the reasons children and you people tell us they wish to attend Caerleon Comprehensive School are:

- Family links
- Caerleon is a better School

## 8. What has the consultation told us?

The Council has studied the formal responses received in relation to this proposal and has extracted the key themes for consideration in determining how the proposal moves forward.

The themes coming through from those in favour of the proposals are:

Theme	Comment
1. Aligning Primary and Secondary catchments	A view that aligning primary and secondary catchments it's the right thing to do, as it keeps peer groups together and forms robust transitional arrangements.
2. Cluster arrangements	A view that the affected school forms part of the Abergavenny cluster arrangements so should be able to transition to King Henry VIII Comprehensive School.
3. Democracy	A view that Monmouthshire children should be able to access a Monmouthshire School where as residents they have a say in the education offer within the county.
4. Journey times	A view that, for many of the affected areas, journey times are quicker to King Henry VIII as its closer and more easily accessible
5. Transport	A view that Monmouthshire residents should not have to pay for transport to a Monmouthshire School
6. Transitional arrangements	A view that the transitional arrangements to King Henry VIII School are excellent
7. Parental Preference	A view that the proposals reflect the increasing wish of parents residing within the affected areas.
8. Standards of education and facilities	A view that King Henry VIII is an excellent school, who offer greater opportunities and facilities.

The themes coming through from those not in favour of the proposals are:

Theme	Concern summary	LA Response
1. Travel times and distance to school.	A concern that Caerleon is the closest school for the much of the affected area and therefore proposals will result in increased journey times and distances travelled	The Council is aware that for small parts of the affected areas, Caerleon Comprehensive School is the nearest school – the opportunity for parents to express a preference for Caerleon Comprehensive School will remain.

		The majority of the affected areas are significantly closer to King Henry than Caerleon so we would anticipate a reduction in travelling distances / journey times for the majority of those affected.
2. Friendship / peer groups	A concern that the proposals split peer and friendship groups, as not all attend Goytre Primary but some attend Usk Primary, who will transition to either Monmouth or Caerleon.	<p>The Council appreciates that not all children attend their catchment school. Alongside this consultation, the council are consulting on the introduction of those attending a feeder school being prioritised for placement within the oversubscription criteria. This will increase the chances of keeping peer groups together during transition.</p> <p>However, free home to school transport is only available to the nearest or catchment school</p>
3. Home to school transport concerns	A concern that removing free home to school transport to Caerleon Comprehensive school removes the long established principle of parental preference	<p>In line with current policy, the Council will provide free home to school transport to the catchment school or nearest suitable school as determined by the Council.</p> <p>The current position results in many parents not being able to go to a Monmouthshire School as they would not receive free home to school transport.</p>
4. Impact on Parental preference	A concern that proposals remove the rights of parents/carers to choose the most appropriate education establishment for their children.	The Council receives regular concerns from families residing within the affected areas who feel that the status quo deprives parents of the right to choose the most appropriate education establishment for their children, as they are unable



		<p>to receive transport to a Monmouthshire School.</p> <p>However, regardless of the outcome of this review, parents will continue to have the opportunity to put forward a preference for their child's school place.</p> <p>Newport City Council have confirmed that the admission arrangements for September 2020 will remain the same and the affected areas will remain in catchment for Caerleon. Newport City Council are, however, able to consult on changing these arrangements from September 2021.</p> <p>If proposals are implemented, Monmouthshire's admission arrangements will determine the catchment school for the affected area to be King Henry VIII</p>
<p>5. Joint catchment</p>	<p>A view that parents should be provided with a choice of which school they would like facilitated via a joint catchment.</p>	<p>The Council is not responsible for determining the catchment area for Caerleon Comprehensive School. Monmouthshire's admission arrangements will confirm that, if proposals are taken forward, the affected areas to be within the catchment area for King Henry VIII Comprehensive School. Newport City Council's admission arrangements determine the affected areas to be part of the catchment area for Caerleon Comprehensive and this will remain to be</p>



		the case for September 2020. Newport have, however, indicated an intent to consult on amending Caerleon's catchment area, possibly for September 2021.
6. Quality of education	<p>A concern that the proposals place the affected areas in a worse performing school, as Caerleon is a better performing school and achieves better results.</p> <p>Parents have moved into the area to be part of Caerleon catchment</p>	The Council understands that each parent will have a preference for their child's school. The Council is very pleased with the current performance of both Monmouthshire schools affected by these proposals, both categorized as being "Green" schools in line with Welsh Government's categorisation
7. Historical arrangements	A view that children and young people from the affected area have historical links with Caerleon which should continue	Our analysis over the last 3/5 years show the large majority of children and young people residing in the affected area opt to attend King Henry VIII Comprehensive School.
8. Sibling links	A concern that families with older siblings educated at Caerleon will not be able to send younger siblings to the same school	The response received by Newport City Council confirms that they are not seeking to remove the affected areas from Caerleon's catchment area for September 2020. In line with Newport's admission arrangements, this will result in the affected area remaining within catchment for Caerleon Comprehensive. Any changes to these arrangements would be subject to consultation and implemented no earlier than September 2021.
9. Decision making	A concern that proposals are politically and financially motivated and run contrary	The Council has conducted and open and honest consultation, and has confirmed its intent to evidence community

	to the best interest of families.	support for any proposals taken forward. Any decision taken to implement these changes are likely to be at cost to the Council.
10. Implementation timescales	A concern that proposals are rushed and should be phased in or implemented in future years.	The timescales under which the Council are able to implement changes to its admission arrangements are determined under the School Admissions Code Wales (July 2013). September 2020 admission arrangements must be determined by 15 <sup>th</sup> April 2019.

## 9. Home to School Transport

The Council currently provide free home to school transport to the catchment or nearest suitable school.

The impact of these proposals proceeding to implementation would be that free home to school transport would either be provided to King Henry VIII Comprehensive School as the catchment school, or the nearest suitable school as determined by the Council.

## **10. General overview on consensus**

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The consultation process undertaken by the Council has without question been a useful exercise, providing a full and open opportunity to test and critic the proposed changes to school catchment areas.

In general terms, the number of formal responses received to this proposal sways against implementing the following changes:

### ***To amend the Secondary School catchment boundary for King Henry VIII Comprehensive School so that it aligns with Goytre Fawr Primary School***

There is a level of concern relating to the number of formal response received to this proposal, which appears to be extremely low. A total of 40 responses have been received to this consultation with 140 identified children and young people affected by these proposals over the next 5 years.

When referring to the feedback received from the public consultation sessions, the voice of the children and young people affected, as well as the increasing parental preference for King Henry VIII from the affected areas, it suggests heavily that this is a proposal that should move forward.

The response to this consultation received from Newport City Council confirmed that they would not be seeking to amend their admission arrangements for Caerleon Comprehensive School for September 2020 and, therefore, they will continue to determine the affected areas to remain within catchment for Caerleon Comprehensive School. This decision is seen to mitigate the vast majority of concerns raised by those not in favour of the proposals, should they proceed to implementation.

However, in recognising the above, we must also recognise that Newport City Council have shared an intent to review the catchment area for Caerleon Comprehensive, which could result in proposals to remove the affected areas from its catchment area. If proposals for change are brought forward, they would be subject to consultation by Newport City Council and could not be implemented any earlier than September 2021.

Should proposals proceed in the form on which we consulted, Monmouthshire's admission arrangements would determine the catchment school for the affected area to be King Henry VIII Comprehensive School and not Caerleon Comprehensive School.





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**Review Area 3**  
**Trellech Village & the Surrounding**  
**Areas**

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# Consultation Report

## Contents

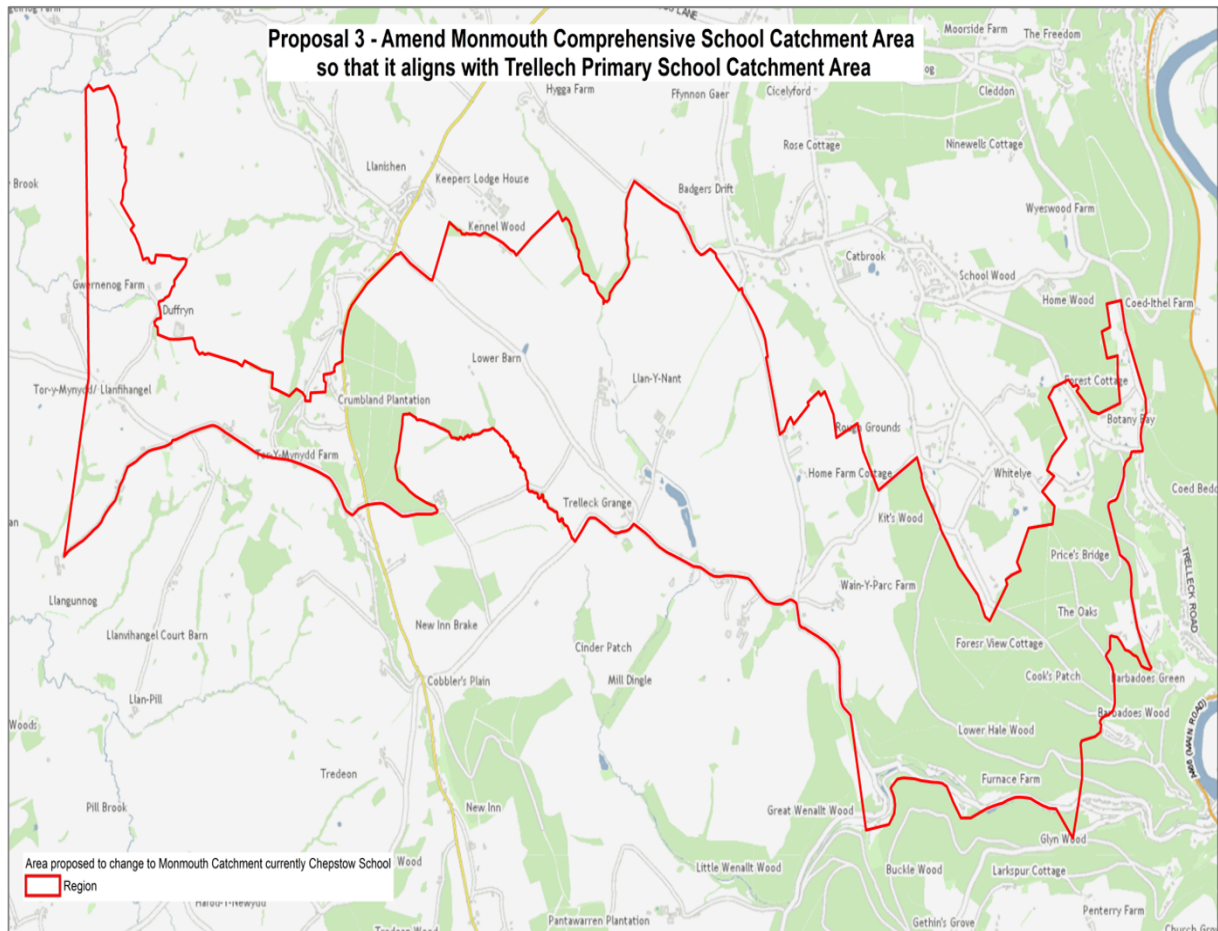
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## 1. The Proposal

The Council consulted on amending the secondary school catchment area for children and young people currently residing within the village of Trellech and the immediate surrounding areas.

The areas identified on the below map currently form part of the catchment area for Trellech Primary School, and Chepstow School.



Through this consultation, the Council sought the views of consultees and interested parties on whether the secondary school catchment boundary should be amended for the specified areas (area identified above), to form part of the catchment area for Monmouth Comprehensive School, thus aligning the entire catchment area for Trellech Primary to a single secondary school.

The below table identifies the number of children and young people residing within the affected area who would be affected by the proposals over the next 6 years should they proceed.

Current year group	Admission to Secondary	Numbers affected
Year 5	September 2020	2
Year 4	September 2021	0
Year 3	September 2022	1
Year 2	September 2023	1
Year 1	September 2024	1
Reception	September 2025	1
<b>Total</b>		<b>6</b>

## 2. Why did we consult on this proposal?

### **Transitional arrangements between Primary and Secondary School.**

Trellech Primary School is the designated primary school for the affected area and is a feeder school for Monmouth Comprehensive School. The proposed changes would see complete alignment between the catchment area for Trellech Primary School and Monmouth Comprehensive school, lending support to the existing transitional arrangements, and enabling the cohorts of children to remain together when entering into that daunting transition between Primary to Secondary School.

### **Access to School places**

The parents of children and young people currently residing within the affected area have the opportunity to express a preference for a school at which they wish for their child to attend. This preference does not need to be for the designated catchment school, however, children residing within the catchment area for a preferred school receive a priority in the event of oversubscription.

Those residing within the affected area are not afforded with the above priority for Monmouth Comprehensive school as they do not currently form part of the designated catchment area.

Trellech Primary School, being a feeder for Monmouth Comprehensive School, sees almost all of the children and young people residing within its catchment area wishing to transition to Monmouth Comprehensive School. However, some children and young people from Trellech Primary have been unsuccessful in securing places at Monmouth Comprehensive School during times of oversubscription. This is due to the affected area being outside of the catchment area for Monmouth Comprehensive School.

The above results in some children and young people not being able to transition to Monmouth Comprehensive school with their peer groups.

The proposals outlined would help in addressing this matter.



### Provision of Home to School Transport

A further consideration of the proposed change is the current provision for home to school transport that currently serves the affected area. The council's current policy provides free home to school transport to the nearest or catchment school if residing 2 miles or more from the home address.

The affected area sees the availability of free home to school transport being available to Chepstow School as the nearest / catchment school for the affected area. As a result, should children and young people residing within the affected area secure places alongside their peers at Monmouth Comprehensive, they would not receive an entitlement to free home to school transport.

The proposals outlined would address this matter.

### 3. Results of this Consultation

The Council have received a number of formal responses to this proposal, submitted either via the online survey or via email / letter. The table below offers a broad profile of the consultees responding to the consultation, together with a view on whether they are in support of or against the proposals.

<b>Respondent category</b>	<b>Total number in support of proposals</b>	<b>Total number not in support of proposals</b>
Parent / Carer	16	5
School Governor	1	
Staff Member		
Pupil		
Other	1	1
<b>Total</b>	<b>18</b>	<b>6</b>
<b>Percentage</b>	<b>75%</b>	<b>25%</b>

## 4. Public Consultation session

The Council facilitated a public consultation session at Trellech Primary School on 12<sup>th</sup> February 2019. There were 5 consultees present at the session who, following a very useful debate, seemed to offer their overwhelming support for the proposals to both the catchment proposals and the priority being afforded to those attending a feeder school.

During the session, the following comments / concerns / questions relating to the proposals:

Consultee Question / comment	LA Summary Response
If the proposals go through will it be in place for September 2020?	Yes, the consultation is being undertaken in line with the review of the council's school admissions policy for implementation in September 2020.
What is the policy going to be for feeder schools as it is still low in the over-subscription? How is it going to work?	The Council is proposing to introduce a feeder school policy into its oversubscription criteria used to determine the allocation of school places in the event of oversubscription. At present, after applying the catchment criteria, any remaining applications are determined on a distance criteria. It is proposed to prioritise those attending a feeder school prior to applying the distance criteria.
It is wrong that people from OOC are given places when they don't pay their council tax to Monmouthshire?	School places are currently allocated in line with the council's agreed admissions policy. The School Admissions Code Wales (July 2013) does not allow for school places to be prioritised on the basis of the County / Country in which you reside. The Council proposes to afford priority to children and young people residing within the affected areas through amending the catchment area and introducing a feeder school criteria.
What is going to happen about transport for those out of catchment but in a feeder school?	Those children and young people attending residing outside of the catchment area for the preferred school but obtaining places on the basis of attending a feeder school will not be entitled to free home to school transport. The only exception to this would be in cases where the preferred school is determined to be the nearest school that also meets the relevant distance criteria.
What are the projections for 2020?	The projections for September 2020 offer confidence that Monmouth Comprehensive School has sufficient capacity to support the proposed changes and children and young

	people transition from primary to secondary school.
Have you stopped Gloucester and Hereford children being offered places?	No, children and young people that reside outside of the catchment area (including those in England) continue to have the opportunity to apply for places at Monmouth Comprehensive School. However, those residing within the affected area / attending a feeder school will receive priority over those who are not, should these proposals proceed. This may reduce the number of places being offered to children and young people who are residing outside of the catchment area (including England).
Have Gloucester and Hereford addresses ever been in catchment?	The catchment area for Monmouth Comprehensive school has never extended beyond the Monmouthshire County border.
Will feeder go above distance?	Yes, if the proposal to introduce a feeder school policy is agreed, those attending a feeder school will receive priority for placement over those measured on a distance criterion.
Why haven't previous proposals gone ahead?	The Council entered into a consultation in 2015, which proposed some changes to the affected area associated with this consultation. The response from those residing within the affected areas was not sufficient to be able to determine whether there was support to implement the proposals. Instead, it was agreed to enter into a more extensive consultation at a later date.
Are you going to be consulting with pupils and older pupils who have been through this process already?	The Council will be engaging with a selection of children and young people who are likely to be affected by the proposals. Children and young people who have previously been affected by the status quo are welcome to respond to the consultation.
If there is not much feedback as in previous consultations, will things stay the same?	The Council's Cabinet will determine the outcome of this consultation. It is likely that Cabinet members would like to see evidence of sufficient support for the proposal prior to taking any decision to implement the changes
Have you already received more feedback than in previous consultations?	The Council is currently consulting on reviewing catchment areas in 4 different areas, the Trellech area being one of these. The consultation will remain open until 1 <sup>st</sup> March 2019, but there has so far been a positive response to the overall consultation
If you need more feedback we can drum up more support	The Council would appreciate any assistance in advertising the consultation to enable all affected parties to have their say.

<p>What support is there for counselling children through this period of not knowing what is going to happen?</p>	<p>The Council is fully aware that transition between Primary and Secondary school can be a very daunting and stressful period for children and young people, particularly where there is a doubt around whether they are able to transition with their peers. The Council proposes to make a decision on these proposal by 15<sup>th</sup> April 2019. Any children and young people that require support for their wellbeing should discuss with their current Headteacher in the first instance.</p>
<p>I don't understand why part of our farm is in catchment and part isn't?</p>	<p>Catchment areas in Monmouthshire have been in place for many years and it is often difficult to understand their rationale in some circumstances. The ongoing catchment review seeks to address identified anomalies. However, these particular proposals would align the Trellech primary and Monmouth secondary catchment areas, which would address this individual issue.</p>
<p>Is there somewhere on the website that we can check our catchment?</p>	<p>Yes, parents are able to check their primary and secondary school catchments by visiting <a href="http://www.monmouthshire.gov.uk">www.monmouthshire.gov.uk</a></p>
<p>If we don't move before the closing date but move after the offer date, what happens?</p>	<p>The Council understands that moving house can be a very distressing time, and sometimes cannot take place in line with the required dates for applying for school places. The current policy allows for parents who inform us that they are in the process of moving to submit appropriate evidence of their move no later than 6 weeks before the offer date.</p>
<p>How would numbers have looked this year had feeder criteria been applied to his year's cohort?</p>	<p>For September 2018, Monmouth Comprehensive School was oversubscribed but not with in catchment applicants. There were a number of children successful in obtaining places on a distance criteria, whilst others were unsuccessful on a distance criteria. Applying the proposed policy around feeder schools would have resulted in all children who attended a feeder school obtaining places at Monmouth Comprehensive School.</p>
<p>Do Herefordshire and Gloucestershire know about the consultation?</p>	<p>Yes, the consultation documentation has been sent to both local authorities. In addition, parents of children currently on roll at a Monmouthshire school but living outside of the county would have been informed.</p>

All interested parties in attendance at the consultation session were advised of the need to put their individual views forward by responding to this consultation either via email or via the online survey.

## 5. Consultation with Children and Young People

During the consultation, the Council engaged with the children and young people in years 5 and 6 at Trellech Primary School. When referring to the pupils affected by these proposals over the next 5 years, 83% attend Trellech Primary School.

The purpose of this consultation was to find out which secondary school they would like to go to and the reasons why. The results of this consultation are detailed below:

Preferred School	Number of year 6 pupils	Number of year 5 pupils	Total	%
Monmouth	17	26	43	91.5
Chepstow	3	0	3	6.4
Other	0	1	1	2.1
<b>Total</b>	<b>20</b>	<b>27</b>	<b>47</b>	

A summary of the reasons children and you people tell us they wish to attend Monmouth Comprehensive School are:

- Existing sibling / family links
- Friendship / peer groups
- Its an excellent School
- Distance from home
- Offers excellent facilities
- Familiar with some teachers / staff at Monmouth

A summary of the reasons children and you people tell us they wish to attend Chepstow School are:

- Existing sibling / family links
- It's a good school

## 6. What has the consultation told us?

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The Council has studied the formal responses received in relation to this proposal and has extracted the key themes for consideration in determining how the proposal moves forward.

The themes coming through from those in favour of the proposals are:

Theme	Comment summary
1. Peer and friendship groups	Children who are attending their catchment Primary School (Trellech) will be able to transition to secondary school with their peers. If children attend a feeder school for a particular secondary school, then they should have the opportunity to stay with their classmates
2. Wellbeing	Few children will be split from their friends during what is already a stressful time with moving to a new and bigger school. Historically some children have been unable to attend Monmouth with their peers which has had a negative impact on their mental health.
3. Transitional links	It is very important that children are able to transition from Primary to secondary school together as a cohort. It is likely to have beneficial effects on children's ability to quickly settle in to secondary school with less impact on their wellbeing and performance. It will also make cluster working between primary schools and the secondary school easier.
4. Cluster arrangements	Aligning primary and secondary catchment areas makes perfect sense. Trellech Primary School is a feeder for Monmouth so its catchment areas should align
5. Transport	The proposal will mean that our children will receive free home to school transport to attend a school where peers attend.

The theme of concern coming through from those not in favour of the proposals are:

Theme	Comment Summary	LA response
1. Capacity concerns	Monmouth Comprehensive School does not have enough capacity	Monmouth Comprehensive School is regularly oversubscribed, however, it is not oversubscribed with children residing within the catchment area for the school. Our most recent 5 year forecasts provide us with confidence that the capacity of Monmouth Comprehensive School is of sufficient size to accommodate the proposed changes as children from the affected area transition between primary and secondary school
2. Policy concerns	People are getting their children into primary schools outside of the catchment in the hope they will feed into MCS.	The current admissions policy for Monmouth Comprehensive School does not afford any priority to children and young people who resident outside of catchment but attend a feeder school. This is a proposed amendment to the admissions policy for September 2020.
3. Safety	Not safe routes	In the event that there are no safe walking routes identified, free home to school transport is available.
4. Impact on Chepstow School	Concerns that the proposal will result in even less children being able to attend Chepstow School	<p>The affected area currently forms part of the catchment area for Chepstow School. The number of children choosing to transition to Chepstow School from the affected area are minimal, so we do not foresee a significant impact on Chepstow School.</p> <p>Furthermore, Chepstow School remains to have sufficient capacity to accommodate any requests from parents who wish for their child to attend the school. Free home to school transport will also continue in the event that Chepstow School is identified to be the nearest suitable school</p>
5. Distance / travel times	A concern that the proposed new secondary school is further away	The Council acknowledges that for some parts of the affected area, the distance to Monmouth Comprehensive School is further than Chepstow School.

		Parents who wish for their child to attend a closer school (i.e. Chepstow) will be able to do so and will receive home to school transport in a situation whereby its identified as being the nearest suitable school
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## 7. Home to School Transport

The Council currently provide free home to school transport to the catchment or nearest suitable school.

The impact of these proposals proceeding to implementation would be that free home to school transport would either be provided to Monmouth Comprehensive School as the catchment school, or the nearest suitable school as determined by the Council.

## 8. General overview on consensus

The consultation process undertaken by the Council has without question been a useful exercise, providing a full and open opportunity to test and critic the proposed changes to school catchment areas.

Through analysis of the feedback received from the formal consultation responses, feedback from the public consultation sessions, as well as the voice of the children and young people affected by this proposal, the Council is able to draw a conclusion of clear support for the following proposal:

***To amend the Secondary School catchment boundary for Monmouth Comprehensive School so that it aligns with Trellech Primary School***

The consultation process has draw some concerns towards the proposals, however, the council feels that it is able to mitigate the concerns raised. Should proposals proceed to be implemented, families who wish for their child to attend Chepstow School can continue to do so.





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**Review Area 4**  
**Llandogo & the Surrounding Areas**

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# Consultation Report

## Contents

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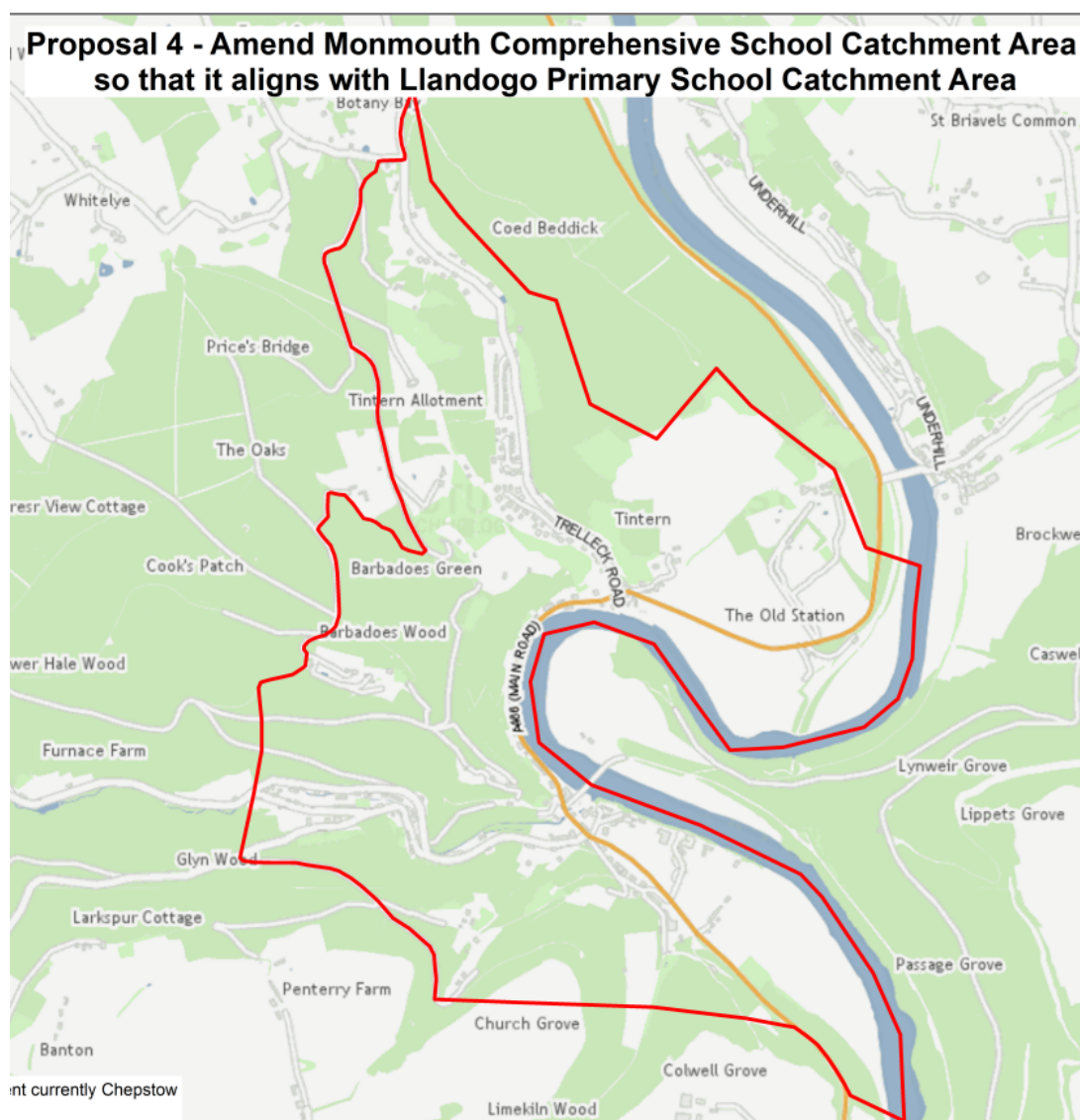
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## 1. The Proposal

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The Council consulted on amending the secondary school catchment area for children and young people currently residing within the village of Llandogo and the immediate surrounding areas.

The areas identified on the below map currently form part of the catchment area for Llandogo Primary School, and Chepstow School.



Through this consultation, the Council sought the views of consultees and interested parties on whether the secondary school catchment boundary should be amended for the specified areas (area identified above), to form part of the catchment area for Monmouth Comprehensive School, thus aligning the entire catchment area for Llandogo Primary to a single secondary school.

The below table identifies the number of children and young people residing within the affected area who would be affected by the proposals over the next 6 years should they proceed.

Current year group	Admission to Secondary	Numbers affected
Year 5	September 2020	5
Year 4	September 2021	7
Year 3	September 2022	6
Year 2	September 2023	7
Year 1	September 2024	5
Reception	September 2025	4
<b>Total</b>		<b>34</b>

## 2. Why did we consult on this proposal?

### **Transitional arrangements between Primary and Secondary School.**

Llandogo Primary School is the designated primary school for the affected area and is a feeder school for Monmouth Comprehensive School. The proposed changes would see complete alignment between the catchment area for Llandogo Primary School and Monmouth Comprehensive school, lending support to the existing transitional arrangements, and enabling the cohorts of children to remain together when entering into that daunting transition between Primary to Secondary School.

### **Access to School places**

The parents of children and young people currently residing within the affected area have the opportunity to express a preference for a school at which they wish for their child to attend. This preference does not need to be for the designated catchment school, however, children residing within the catchment area for a preferred school receive a priority in the event of oversubscription.

Those residing within the affected area are not afforded with the above priority for Monmouth Comprehensive school as they do not currently form part of the designated catchment area.

Llandogo Primary School, being a feeder for Monmouth Comprehensive School, sees almost all of the children and young people residing within its catchment area wishing to transition to Monmouth Comprehensive School. However, some children and young people from Llandogo Primary have been unsuccessful in securing places at Monmouth Comprehensive School during times of oversubscription. This

is due to the affected area being outside of the catchment area for Monmouth Comprehensive School.

The above results in some children and young people not being able to transition to Monmouth Comprehensive school with their peer groups.

The proposals outlined would help in addressing this matter.

### **Provision of Home to School Transport**

A further consideration of the proposed change is the current provision for home to school transport that currently serves the affected area. The council's current policy provides free home to school transport to the nearest or catchment school if residing 2 miles or more from the home address.

The affected area sees the availability of free home to school transport being available to Chepstow School as the nearest / catchment school for the affected area. As a result, should children and young people residing within the affected area secure places alongside their peers at Monmouth Comprehensive, they would not receive an entitlement to free home to school transport.

The proposals outlined would address this matter.

## **3. Results of this Consultation**

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The Council have received a number of formal responses to this proposal, submitted either via the online survey or via email / letter. The table below offers a broad profile of the consultees responding to the consultation, together with a view on whether they are in support of or against the proposals.

<b>Respondent category</b>	<b>Total number in support of proposals</b>	<b>Total number not in support of proposals</b>
Parent / Carer	30	4
School Governor		
Staff Member		
Pupil		
Other	1	
<b>Total</b>	<b>31</b>	<b>4</b>
<b>Percentage</b>	<b>89%</b>	<b>11%</b>

## **4. Public Consultation session**

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The Council facilitated a public consultation session at Llandogo Primary School on 18<sup>th</sup> February 2019. There were 17 consultees present at the session who, following

a very useful debate, seemed to offer their overwhelming support for the proposals to both the catchment proposals and the priority being afforded to those attending a feeder school.

During the session, the following comments / concerns / questions relating to the proposals:

Consultee Question / comment	LA summary Response
If the catchment changes to Monmouth, I have an older child who is in Chepstow, would younger children who want to go to Chepstow lose transport?	The Council home to school transport policy confirms that transport will be available free of charge to the nearest or catchment school. For those families residing within the affected areas, free home to school transport will be offered where it is identified to be the nearest suitable school
Have you considered proposed buildings plans in Chepstow and how this will impact Chepstow Comprehensive?	<p>If proposals proceed, the catchment school for the affected area will become Monmouth Comprehensive School. However, parents will still have an opportunity to express a preference for Chepstow School and will receive free home to school transport where its identified to be the nearest suitable school.</p> <p>Our projections for Chepstow School incorporate any known developments that have received planning permission. We do not envisage Chepstow school reaching a point of oversubscription based on the projected numbers coming through.</p>
I think it is a sensible proposal and I am for it. If bringing in a feeder school will that apply to out of county children who may then benefit from it?	The proposal is to introduce a feeder school criteria into the oversubscription criteria used to award places. This would be applied after the catchment criteria, and will provide out of catchment children who attend a feeder school with an increased change of being able to transition with their peers.
So a feeder school would apply even if not catchment school?	Yes, if proposals are approved, children residing outside of catchment but attending a feeder school will have an increased opportunity to obtain places alongside their peers.
Welsh medium catchment is an issue, our children would have to leave to early to attend Welsh Comprehensive school at 6.50am. Feeling vulnerable where there is not sibling link at	Thank you for your useful comments. The Council will give consideration to Ysgol Gymraeg Y Ffin becoming a feeder school for both Caldicot and Chepstow Schools.

<p>Chepstow yet. We ask that you consider those children in the Welsh medium as no feeder school so they will be further down the over subscription list with distance and do not feel confident that Chepstow will not fill up in that time.</p> <p>There is a vulnerability for some children who may not get into Chepstow where they have some connections. They may not have any connections with Monmouth. Can you add something to protect them in the subscription criteria.</p>	
<p>Is transport just for a transition period or will it stay?</p>	<p>Free home to school transport to Chepstow School will remain in circumstances whereby it's identified to be the nearest suitable school. This is a requirement of the Learner Travel Measure Wales.</p>
<p>The feeder school is proposed for 2020 but for 2019 intake will there be any discretion over feeder school?</p>	<p>The School Admission arrangements for September 2019 have been consulted upon and agreed. Therefore, the Council is not able to introduce a feeder school criterion any earlier than September 2020.</p>
<p>Thank Monmouthshire County Council for taking this issue on. We live in Tintern and my child had been attending Llandogo and we were refused Monmouth Comprehensive as we were not in catchment. We put in an appeal and did secure a place. My child was badly, emotionally and physically affected at the thought she would be separated from her friends. I am grateful that the consultation has come up.</p>	<p>Thank you for your feedback – the Council has understood that current arrangements have previously resulted in some children not being able to transition to secondary school alongside their peers.</p> <p>The proposals put forward are for consultation and the outcome will be determined by 15<sup>th</sup> April 2019.</p>
<p>There are a few that are in support of the changes. It is positive it has been recognised and goes some way to bring alignment back together.</p>	<p>Thank you for your comments. We hope the results of the consultation are supportive of the proposals.</p>
<p>When there are for example just 6 in a class there can be a huge impact on them if they are the only one not going to a</p>	<p>Thank you for your feedback – the Council understands that current arrangements have previously resulted in some children not being able to transition to secondary school alongside their</p>

Comprehensive with others they know	peers. There is an appreciation for how this can impact on a child's wellbeing and forms part of the reason why proposals have been brought forward.
Where there are older children in Chepstow, my neighbour has a concern for her younger children, will there still be a criteria for sibling in the future?	Yes, the Council proposes to have two criterias that determine the allocation of siblings. The first priority being to siblings in catchment. The second being to siblings out of catchment (after applying the catchment criteria).  The Council does not foresee Chepstow School being oversubscribed based on the projected numbers already within the area / arising from developments.
When will there be a final decision?	The Council proposed to take the findings of this consultation to Cabinet on 3 <sup>rd</sup> April 2019. It is hoped that a decision will be made at this meeting.
How likely is it for these changes to go ahead?	It is difficult for the Council to preempt the outcome of this consultation. The views of those residing within the affected area will be key to determining how proposals proceed.

All interested parties in attendance at the consultation session were advised of the need to put their individual views forward by responding to this consultation either via email or via the online survey.

## 5. Consultation with Children and Young People

During the consultation, the Council engaged with the children and young people in years 5 and 6 at Llandogo Primary School.

The purpose of this consultation was to find out which secondary school they would like to go to and the reasons why. The results of this consultation are detailed below:

Preferred School	Number of year 6 pupils	Number of year 5 pupils	Total	%
Monmouth	8	7	15	83%
Chepstow	2		2	11%
Other		1	1	6
<b>Total</b>	<b>10</b>	<b>8</b>		

A summary of the reasons children and you people tell us they wish to attend Monmouth Comprehensive School are:

- Existing sibling / family links
- Friendship / peer groups



- Its an excellent School
- Distance from home
- Offers excellent facilities
- Familiar with some teachers / staff at Monmouth

A summary of the reasons children and you people tell us they wish to attend Chepstow School are:

- Existing sibling / family links
- It's a good school with good teachers

## 6. What has the consultation told us?

The Council has studied the formal responses received in relation to this proposal and has extracted the key themes for consideration in determining how the proposal moves forward.

The themes coming through from those in favour of the proposals are:

Theme	Comment summary
1. Peer and friendship groups	Children who are attending their catchment Primary School (Llandogo) will be able to transition to secondary school with their peers. If children attend a feeder school for a particular secondary school, then they should have the opportunity to stay with their classmates
2. Wellbeing	Few children will be split from their friends during what is already a stressful time with moving to a new and bigger school. Historically some children have been unable to attend Monmouth with their peers which has had a negative impact on their mental health.
3. Transitional links	It is very important that children are able to transition from Primary to secondary school together as a cohort. It is likely to have beneficial effects on children's ability to quickly settle in to secondary school with less impact on their wellbeing and performance. It will also make cluster working between primary schools and the secondary school easier.
4. Cluster arrangements	Aligning primary and secondary catchment areas makes perfect sense. Llandogo Primary School

	is a feeder for Monmouth so its catchment areas should align
5. Transport	The proposal will mean that our children will receive free home to school transport to attend a school where peers attend. Some of us have to pay to be transported to Monmouth as we are out of catchment but our child wanted to go to a school with their peers

The theme of concern coming through from those not in favour of the proposals are:

Theme	Comment Summary	LA response
1. Capacity concerns	Monmouth Comprehensive School does not have enough capacity	Monmouth Comprehensive School is regularly oversubscribed, however, it is not oversubscribed with children residing within the catchment area for the school. Our most recent 5 year forecasts provide us with confidence that the capacity of Monmouth Comprehensive School is of sufficient size to accommodate the proposed changes as children from the affected area transition between primary and secondary school
2. Safety	No safe routes	In the event that there are no safe walking routes identified, free home to school transport is available.
3. Impact on Chepstow School	Concerns that the proposal will result in even less children being able to attend Chepstow School	The affected area currently forms part of the catchment area for Chepstow School. The number of children choosing to transition to Chepstow School from the affected area are minimal, so we do not foresee a significant impact on Chepstow School.  Furthermore, Chepstow School remains to have sufficient capacity to accommodate any requests from parents who wish for their child to attend the school. Free home to school transport will also continue in the event that Chepstow School is identified to be the nearest suitable school

4. Distance / travel times	A concern that the proposed new secondary school is further away	The Council acknowledges that for some parts of the affected area, the distance to Monmouth Comprehensive School is further than Chepstow School. Parents who wish for their child to attend a closer school (i.e. Chepstow) will be able to do so and will receive home to school transport in a situation whereby its identified as being the nearest suitable school
5. Chepstow capacity concerns / sibling links	<p>A concern that families in the area who want their children to go to Chepstow wont get in due to housing developments which will cause oversubscription.</p> <p>A concern that siblings will not get into Chepstow if it's no longer catchment</p>	The Council projections for Chepstow School include all known housing developments that have received planning permission. We do not foresee Chepstow school reaching a point of oversubscription based on these numbers.

## 7. Home to School Transport

The Council currently provide free home to school transport to the catchment or nearest suitable school.

The impact of these proposals proceeding to implementation would be that free home to school transport would either be provided to Monmouth Comprehensive School as the catchment school, or the nearest suitable school as determined by the Council.

## **8. General overview on consensus**

---

The consultation process undertaken by the Council has without question been a useful exercise, providing a full and open opportunity to test and critic the proposed changes to school catchment areas.

Through analysis of the feedback received from the formal consultation responses, feedback from the public consultation sessions, as well as the voice of the children and young people affected by this proposal, the Council is able to draw a conclusion of clear support for the following proposal:

***To amend the Secondary School catchment boundary for Monmouth Comprehensive School so that it aligns with Llandogo Primary School***

The consultation process has drawn some concerns towards the proposals, however, the Council feels that it has been able to mitigate the concerns raised. Should proposals proceed to be implemented, families who wish for their child to attend Chepstow School can continue to do so.



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

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<p><b>Name of the Officer</b> Matt Jones</p> <p><b>Phone no:</b> 01633 644585 <b>E-mail:</b> matthewdjones@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To implement changes to the school admission policy relating to the oversubscription criteria and school catchment areas, increasing the opportunities for children and young people to be educated within the County / their local communities as per the requirements of the Council's Corporate Plan.</p>
<p><b>Name of Service</b> CYP Access Unit</p>	<p><b>Date Future Generations Evaluation</b> 18<sup>th</sup> March 2019</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***



**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	No Impact	No impact

<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>
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)	No impact	No impact
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	This review could result in more children being able to attend a school in their community / county	A full consultation has been undertaken with school communities to ensure that any changes that are taken forward are in the best interests of the children and young people of monmouthshire
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The proposals will help to ensure that more pupils are educated within the County and supported by their local community, remaining with their peer group where possible.	No impact
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Some children could be travelling shorter distances to their allocated school. However, so may be travelling slightly further distances to ensure they can access a school within the county	Parents will continue to be able to express a preference for their child's school and attend a school outside of the county if they wish to do so.
<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	By remaining in their local communities where possible, pupils will be able to embrace the Welsh culture and heritage.	No impact
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	No impact	No impact

## 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>If children are able to attend a school within the community / county they are more likely to continue their education within the county</p>	<p>n/a</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>A range of stakeholders have been included in this consultation review including schools, neighbouring Las and Passenger Transport Unit to ensure proposals meet their aims as we move forward</p>	<p>n/a</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>An open and transparent review has been undertaken to seek the views of the entire school community prior to implementation. The feedback from this consultation has helped to steer the recommendations for change.</p>	<p>n/a</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>Some children and young people have experienced difficulties in obtaining school places within their immediate community. This review has the potential to resolve some if not all of these issues</p>	
 <p><b>Integration</b></p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The proposals will increase the opportunities for children and young people to be educated within their communities along side peer group links. This will reduce the impact on the number of children being separated from their peer group, particularly during transition to secondary school, and greatly improve the mental wellbeing of children and young people as a result</p>	n/a

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?



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 proposals impact positively on children and young people as it enables their education to continue within the county.</p> <p>Children and young people will have access to 21<sup>st</sup> Century School facilities through the new school buildings</p> <p>The proposals reflect the majority of children and young peoples wishes obtained during consultation.</p> <p>Children and young people will have access to schools that deliver excellence, currently categorised as “Green” under Welsh Government assessment</p>	<p>Whilst parents are able to continue to apply for places at the existing catchment school, the Council would only offer free transport in the event that its determined to be nearest removal</p> <p>Concern that family / Sibling links will be separated</p>	<p>The Council is committing to honouring existing transport links for those currently on roll at the current catchment school. Siblings would be considered on discretionary / concessionary basis</p> <p>Even though the proposals are to amend catchment areas, Newport City Council continue to maintain the areas to be within catchment for Caerleon and therefore not removing existing choice.</p>
Disability	<p>Both Monmouth and King Henry Comprehensive schools are new buildings that offer fully accessible facilities.</p> <p>This enables those with disabilities to be educated alongside peers</p>	<p>Free transport would not be provided to current catchment school for any new admissions unless confirmed by the council to be nearest suitable school</p>	<p>Transport would be available in the event that the current catchment school is most appropriate to meet a young persons disability.</p>
Gender reassignment	<b>No impact</b>	<b>No impact</b>	<b>No impact</b>
Marriage or civil partnership	<b>No impact</b>	<b>No impact</b>	<b>No impact</b>
Pregnancy or maternity	<b>No impact</b>	<b>No impact</b>	<b>No impact</b>
Race	<b>No impact</b>	<b>No impact</b>	<b>No impact</b>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Religion or Belief	The proposals do not impact on children and young people who wish to attend the nearest faith school (St Albans).	The proposals do not impact on children and young people who wish to attend the nearest faith school (St Albans).	<i>No impact</i>
Sex	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Sexual Orientation	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Welsh Language	The proposals do not impact on children and young people who wish to attend a Welsh Medium school, as existing Welsh Medium catchment areas remain.	<i>No impact</i>	<i>No impact</i>

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4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <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	<i>The review could reduce the number of children and young people attending a school outside of their immediate community and travelling on buses / taxi's too and from school</i>		
Corporate Parenting	<i>No Impact</i>		

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

The proposals have been informed by data collected throughout the public consultation process. The reports which analyse the outcome of the consultation proposals has been shared alongside this Cabinet report.

Data which analyses trends of increasing parental preferences for the proposed new catchment schools has helped to inform these proposals.

Performance data and categorisation for schools

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

Positive impacts are that our children and young people will be provided with increased opportunities to be educated within the County in which they live, alongside their peer groups.

**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:	August 2020.
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**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.

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Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Cabinet.	5 <sup>th</sup> December 2018.	
2.0	Cabinet	3 <sup>rd</sup> April 2019	

<b>Title of Report:</b>	<b>Review of School Admissions Policy including catchment areas</b>
<b>Date decision was made:</b>	<b>4<sup>th</sup> July 2018</b>
<b>Report Author:</b>	<b>Nikki Wellington</b>

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>
This will allow the Children and Young People Directorate to consult all partners on the proposed changes to the inclusion provision across Monmouthshire.
36 Month appraisal

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>
Meeting more of the needs of our young people within Monmouthshire. Reduce the number of pupils that need to access education in other authorities.
36 month appraisal

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>
Please refer to the resources section of the Cabinet report 3 <sup>rd</sup> April 2019
36 month appraisal

Any other comments