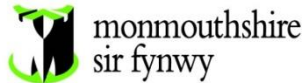


Public Document Pack



Neuadd y Sir
Y Rhadyr
Brynbuga

Dydd Mawrth, 28 Medi 2021

Dear Cyngorwyr,

CABINET

Gofynnir i chi fynychu cyfarfod **Cabinet** a gynhelir yn **County Hall, Usk - Remote Attendance** ar **Dydd Mercher, 6ed Hydref, 2021**, am **3.00 pm**.

AGENDA

1. Ymddiheuriadau am absenoldeb
2. Datganiadau o Fuddiant
3. I ystyried yr adroddiadau canlynol (copïau ynghlwm):

i. **RHAGLEN YSGOLION YR 21AIN GANRIF CYNGOR SIR FYNWY - CANLYNIAD YMGYNGHORIAD STATUDOL I SEFYDLU YSGOL DRWODD (4-19) YN Y FENNI**

1 - 92

Is-adran/Wardiau yr effeithir arnynt: Cantref, Castell, Croesonen, Grofield, Landsdown, Maerdy, Priordy, Bryn Llanelli, Llanofor, Glanfa Goetre, Llanwenarth Ultra, Llan-ffwyst Fawr and Chrucornau

Pwrpas: Diben yr adroddiad yw rhoi canlyniad yr ymgynghoriad diweddar i aelodau'r Cabinet ynghylch bwriad yr Awdurdod i sefydlu ysgol gyfan gyda chanolfan arbenigol ar gyfer plant sydd ag anghenion niwroddatblygiadol a dysgu cymhleth yn y Fenni, ar safle Ysgol Gyfun y Brenin Harri VIII.

Mae'r adroddiad hwn yn cyflwyno'r adroddiad ymgynghori i'r Cabinet ac yn gofyn am eu cymeradwyaeth i symud ymlaen i'r cam nesaf h.y. cyhoeddi hysbysiadau statudol.

Dylai'r Aelodau adolygu'r newidiadau a gynigir i'r cynnig cyhoeddedig. Yr agwedd fwyaf arwyddocaol yw'r newid o'r ysgol fel ysgol 4-19 oed gyda lleoliad meithrin nas cynhelir i 3-19 oed gyda lleoliad meithrin a gynhelir.

Bydd yr Aelodau'n ymwybodol bod cytundeb i fwrw ymlaen â'r prosiect a'r cyllid cysylltiedig yn destun penderfyniadau ar wahân. Diben yr adroddiad hwn yw cytuno ar y llwybr trefniadaeth ysgolion a fydd yn caniatáu creu'r ysgol.

-

Awdur: Will McLean, Prif Swyddog Plant a Phobl Ifanc:

Manylion Cyswllt: willmclean@monmouthshire.gov.uk

i. **GWEITHGOR CRONFA'R DEGWM**

93 - 108

Is-adran/Wardiau yr effeithir arnynt: Pob Un

Pwrpas: Diben yr adroddiad hwn yw gwneud argymhellion i'r Cabinet ar yr Atodlen Ceisiadau ar gyfer cyfarfod 5 Gweithgor Cronfa'r Degwm a gynhaliwyd ar y 23^{ain} Medi 2021.

Awdur: David Jarrett – Uwch Gyfrifydd – Cymorth Busnes Cyllid Canolog

Manylion Cyswllt: davejarrett@monmouthshire.gov.uk

Yours sincerely,

Paul Matthews
Chief Executive

PORTFFOLIOS CABINET

Cynghorydd Sir	Maes Cyfrifoldeb	Ward
Richard John	<p>Arweinydd Swyddog Arweiniol – Paul Matthews, Matthew Gatehouse</p> <p>Strategaeth a Chyfeiriad yr Awdurdod cyfan Adolygu a Gwerthuso Perfformiad yr Awdurdod cyfan Cyd-gabinet Prifddinas-Ranbarth Caerdydd a Datblygu Rhanbarthol Gweithio Rhanbarthol Cysylltiadau â'r Llywodraeth Arweinydd ar Gymdeithas Llywodraeth Leol, Cymdeithas Llywodraeth Leol Cymru a'r Bwrdd Gwasanaethau Cyhoeddus</p>	Llanfihangel Troddi
Sara Jones	<p>Aelod Cabinet dros yr Economi, Dirprwy Arweinydd Swyddog Arweiniol – Frances O'Brien</p> <p>Cadernid a Thwf Economaidd Creu Lleoedd ac Adfywio Buddsoddiad a Stiwardiaeth Canol Trefi Rheoli Datblygu a Rheoli Adeiladau Cysylltiadau Cyhoeddus / Cyfathrebu / Marchnata Sgiliau a Chyflogaeth Cysylltedd Band Eang Cymunedol</p>	Llanofor
Robert Greenland	<p>Aelod Cabinet dros Lywodraethiant a Chynllunio Strategol, Dirprwy Arweinydd Swyddogion Arweiniol – Frances O'Brien, Matthew Phillips, Matthew Gatehouse</p> <p>Cynllun Datblygu Lleol a Chynllun Datblygu Strategol Gwneud Penderfyniadau y Cyngor a'r Pwyllgor Gweithredol Adolygu'r Cyfansoddiad a Gweithredu Newid Y Gyfraith, Moeseg a Safonau Hyrwyddo Democratiaeth a Chyswllt â Dinasyddion Hybiau Cymunedol a Chanolfan Gyswllt Gwasanaeth a Phrofiad Cwsmeriaid yr Awdurdod cyfan</p>	Devauden

Philip Murphy	<p>Aelod Cabinet dros Adnoddau Swyddogion Arweiniol – Peter Davies, Frances O'Brien, Matthew Phillips, Julie Boothroyd</p> <p>Cyllid Digidol a Thechnoleg Gwybodaeth (yn cynnwys SRS) Adnoddau Dynol, Cyflogres, Iechyd a Diogelwch Cynllunio Argyfwng Caffael Strategol Tir ac Adeiladau (yn cynnwys – Stad, Mynwentydd, Rhandroedd, Ffermydd) Rheoli Fflyd Cludiant Ysgol a Chymunedol (yn cynnwys comisiynu a chyflenwi) Cynnal a Chadw Eiddo Rheoli Cyfleusterau (yn cynnwys Glanhau Adeiladau ac Arlwy)</p>	Caerwent
Paul Pavia	<p>Aelod Cabinet dros Addysg Swyddogion Arweiniol – Will McLean, Ian Saunders</p> <p>Addysg Blynnyddoedd Cynnar Addysg Statudol Pob Oed Anghenion Dysgu Ychwanegol / Cynhwysiant Hawl /Cynnig Ôl 16 Safonau a Gwella Ysgolion (yn cynnwys comisiynu Gwasanaeth Cyflawni Addysg) Dysgu Cymunedol Rhaglen Ysgolion 21ain Ganrif Gwasanaeth Ieuencid / Gwasanaeth Addysg Awyr Agored / Cynllun Gwobr Dug Caeredin</p>	Larkfield
Lisa Dymock	<p>Aelod Cabinet dros Lesiant Cymunedol a Chyfiawnder Cymdeithasol Swyddogion Arweiniol – Frances O'Brien, Ian Saunders, Julie Boothroyd, Matt Gatehouse</p> <p>Anghydraddoldeb Cymunedol (Iechyd, Incwm, Maeth, Anfantais, Gwahaniaethu, Ynysigrwydd) Hybu'r Gymraeg Strategaeth Tai, Cyflenwi / Atal Digartrefedd Safonau Masnach / Iechyd yr Amgylchedd / Lles Anifeiliaid / Iechyd Cyhoeddus / Trwyddedu Diogelwch Cymunedol (yn cynnwys cyswllt â'r Heddlu) Gwasanaeth Cofrestryddion Gweithgaredd Corfforol (yn cynnwys Canolfannau Hamdden, Chwaraeon, Teithio Llesol, Chwarae) Cefn Gwlad, Bioamrywiaeth, Hawliau Tramwy Cyhoeddus</p>	The Elms

	Gwybodaeth Ymwelwyr / Amgueddfeydd / Theatr / Atyniadau	
Penny Jones	<p>Aelod Cabinet dros Ofal Cymdeithas, Diogelu ac Iechyd Swyddog Arweiniol – Julie Boothroyd</p> <p>Gwasanaethau Plant Maethu a Mabwysiadu Gwasanaeth Troseddu Ieuenctid Gwasanaethau Oedolion Diogelu Awdurdod Cyfan (Plant ac Oedolion) Anableddau Iechyd Meddwl</p>	Rhaglan
Jane Pratt	<p>Aelod Cabinet dros Seilwaith a Gwasanaethau Cymdogaeth – Jane Pratt Swyddog Arweiniol– Frances O’Brien, Matthew Gatehouse</p> <p>Arweinydd yr Awdurdod cyfan ar Newid Hinsawdd/ Datgarboneiddio Trafnidiaeth Integredig Strategol (yn cynnwys cynllunio trafndiaeth) Trafnidiaeth Gyhoeddus Priffyrdd – Gweithgareddau Sirol / Awdurdod Cefnffyrdd De Cymru (SWTRA) Casglu Gwastraff / Ailgylchu / Glanhau Strydoedd / Goleuo Strydoedd Cynnal a Chadw Tiroedd, Parciau, Gofodau Agored a Chyfleusterau Cyhoeddus Lliniaru a Rheoli Llifogydd ac Adferiad</p>	Rhiw Llanelli

Nodau a Gwerthoedd Cyngor Sir Fynwy

Ein diben

Adeiladu Cymunedau Cynaliadwy a Chydnerth

Amcanion y gweithiwn tuag atynt

- Rhoi'r dechrau gorau posibl mewn bywyd i bobl
- Sir lewyrchus a chysylltiedig
- Cynyddu i'r eithaf botensial yr amgylchedd naturiol ac adeiledig
- Llesiant gydol oes
- Cyngor gyda ffocws ar y dyfodol

Ein Gwerthoedd

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

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

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

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

SUBJECT: Monmouthshire County Council's 21ST CENTURY SCHOOLS Programme - OUTCOME OF STATUTORY CONSULTATION TO ESTABLISH AN ALL-THROUGH SCHOOL (4-19) IN ABERGAVENNY

MEETING: CABINET

DATE: 6th October 2021

DIVISION/WARDS AFFECTED: Cantref, Castle, Croseonen, Grofield, Landsdown, Mardy, Priory, Llanelly Hill, Llanover, Goetre Wharf, Llanwenarth Ultra, Llanfoist Fawr and Crucorney

1. PURPOSE:

- 1.1 The purpose of the report is to provide members of Cabinet with the outcome of the recent consultation exercise regarding the Authority's intention to establish an all-through school with a specialist centre for children with complex neurodevelopmental and learning needs in Abergavenny on the site of King Henry VIII Comprehensive School.
- 1.2 This report presents the consultation report to Cabinet and seeks their approval to proceed to the next stage i.e. the publication of statutory notices.
- 1.3 Members should review the changes that are proposed to the published proposal. The most significant aspect is the change from the school being a 4-19 school with a non-maintained nursery setting to a 3-19 with a maintained nursery setting.
- 1.4 Members will be aware that agreement to proceed with the project and the associated funding are subject to a separate decision making. This report is to agree the school organisation route that will allow the creation of the school.

2. RECOMMENDATIONS:

It is recommended that Members:

- 2.1 Agree to publish statutory notices in line with School Standards and Organisation (Wales) Act 2013 to establish an all-through School with specialist centre for pupils with complex neuro-developmental needs between the ages of 3-19 in Abergavenny.
- 2.2 Agree to publish statutory notices to cease to maintain both Deri View Primary School and King Henry VIII Comprehensive School.

3. KEY ISSUES:

Rationale for the Consultation

- 3.1 The Council is committed to giving every young person in Monmouthshire the best possible start in life as set out in the Corporate Plan. At its heart is improving the educational achievement and attainment of all children and young people in the county.
- 3.2 In October 2017 Cabinet agreed the submission of the Councils Band B proposals to Welsh Government as part of the 21st Century Schools Programme. The major part of the proposal is to establish an all-through School on the King Henry VIII School site in Abergavenny.
- 3.3 An all-through school combines at least Primary and Secondary phases of education and at times also Nursery and sixth form phases within a single institution. It provides continuous education for pupils throughout the phase. The school is led and managed by one Headteacher, a single governing body and funded as one school.

The key elements of the proposal

- 3.4 The proposed facility will need to include facilities for the following pupils:
 - 1200 pupils aged 11-16,
 - 200 6th formers,
 - 420 primary pupils, and
 - 30 FTE nursery pupils.¹
- 3.5 The new school will also include provision for 71 pupils with complex neurodevelopmental needs (16 Primary and 55 secondary).
- 3.6 Deri View Primary School is included within the proposal. If the proposal proceeds the school would form the primary element of the new all-through school and the existing Deri View site and buildings would be repurposed to provide accommodation to meet the increasing demand for pupils wanting to learn through the medium of Welsh and attend Ysgol Gymraeg Y Fenni.
- 3.7 Since 2017 further work has been undertaken and an enhanced Flying Start offer and the expansion of a Special Needs Resource Base to support pupils with complex neurodevelopmental disorders² are now included as part of this proposal. There is already an SNRB at Deri View and this proposal would continue that provision to Key Stages 3, 4 and 5.
- 3.8 It was proposed that there will be nursery provision on site but this will be a non-maintained setting and therefore is not subject to any statutory consultation process
- 3.9 Extensive discussion has taken place between officers and Monmouthshire's Welsh Medium Education Forum (WEF). The outcome of these discussions is that the proposal to include a Welsh Medium stream at Key stage 3 have been removed. The WEF has stated a preference for a fully immersive experience for Welsh Speakers. As a part of the renewal of its Welsh in Education Strategic Plan (WESP), which will be subject to a further report to Members, officers are committed to reviewing the potential of establishing a Key Stage 3 provision on the Deri View site if space allows.
- 3.10 Torfaen County Borough Council have recently extended Ysgol Gyfun Gwynllyw and are confident that adequate places will be available to accommodate pupils from Ysgol Y Fenni. Senior officers are in early discussions with neighbouring authorities to pursue a

¹ These numbers have been arrived at following consultation with the access unit at Monmouthshire County Council and the planning department.

² These include children with disabilities that affects their behaviour, memory or ability to learn. Examples include Attention Deficit Hyper-activity Disorder, learning deficits and autism.

Benefits of an all-through School

- 3.11 The currently available evidence³ suggests that all-through schools have beneficial effects on various aspects of school's day to day running, professional development of staff and on educational experience and outcomes for pupils however, it should be noted that the current literature available is limited. Napieralla, et al writing for Swansea University identified only a handful of international papers. There is though a body of evidence available from Ofsted Inspection reports and some small research projects. The Scottish Inspectorate's report '*Opening up learning in all-through schools*'⁴ offers some helpful insights regarding teaching and learning whilst the Department for Education and Skill' '*All-Age Schooling: A Resource*'⁵ offers a more practical set of considerations. Officers from Monmouthshire County Council have also liaised with colleagues in a number of Welsh local authorities who have developed all-through schools, such as Ceredigion County Council, to understand the benefits and processes they have undertaken. There is a helpful body of evidence and collation of new evidence in the *All Age Schools Forum*⁶.
- 3.12 The opportunity of a school to set a clear ethos with well understood values and expectations. The DfES resource draws this aspect out as one of its five key principles. Some all through schools have seen significant drops in exclusions and dramatic improvements in pupils' behaviour. There have also been examples of minimising of the dip in performance that pupils experience in Years 7 and 8. This is due to the reduction in the repetition that may be taking place due to the in depth knowledge of what has been covered prior to pupils progressing to the secondary phase.
- 3.13 While all pupils would belong to a single educational establishment, it is important to note that although there would be opportunities for sharing facilities and resources, all-through schools provide access to separate facilities for learners of different ages e.g. separate teaching accommodation, different start and finish times as well as separate areas to use during break times.
- 3.14 The development of all – through schools align with the Council's Social Justice Strategy and commitment to addressing inequalities within the county in order to help turn lives around. All-through schools bring a number of potential benefits to children and young people who are disadvantaged by poverty and inequality and also those in receipt of FSM. All-through schools are able to raise attainment by establishing continuum of education from 3-19, minimising dips in performance during transition and using improved data tracking allowing for better monitoring of progress and outcomes to inform future planning.
- 3.15 Napieralla et al state⁷:
- Findings in all of these sources consistently point to the following strengths of the all-age model:*
- *Improved teaching and learning resulting from joint working and planning, sharing of good practice and developing uniform standards for teaching, learning and assessment framework, and a common understanding of transition requirements;*

³ The paper can be provided but is marked not for publication

⁴ <https://education.gov.scot/Documents/LearningTogetherOpeningupLearningAllthrough.pdf>

⁵ https://dera.ioe.ac.uk/8642/2/A9R1CAD_Redacted.pdf

⁶ <https://allageschoolsforum.cymru/home/>

⁷ The paper can be provided but is marked not for publication

- Smoother transition between phases for the pupils arising from familiarity with the school and teachers, cross-phase pedagogical practices and clearer expectations as children progress through the key educational stages;
- Reduced performance dips owing to the better coherence, continuity but also flexibility associated with cross-phase teaching and learning;
- Strong ethos and high quality of relationships resulting from common vision and core values, continuity of experience and consistent approach in addressing any behavioural issues;
- Better pastoral care and emphasis on wellbeing owing to the better knowledge of pupils remaining in the same environment throughout their learning journey;
- Enhanced support for children with additional learning needs and a culture of inclusion;
- Improved parental involvement that carries over from the primary through to the secondary stage, and increased opportunities for community engagement and development;
- Better economic efficiency due to sharing of resources.

The process of consultation

- 3.16 The decision to take forward the consultation exercise by Cabinet (14th April 2021) necessitated a different approach to that which has traditionally been undertaken by the authority. The presence of COVID-19 in the community and the governmental restrictions on gatherings meant that virtual processes had to be undertaken for many of the meetings. There was also a significant community outbreak in the Deri View community during the consultation period which saw the decision taken to extend the exercise from six weeks to nine weeks (26th April 2021 – 25th June 2021).
- 3.17 As part of the consultation process, the Council held consultation sessions with staff, governors, parents and members of the community to ensure appropriate engagement with all interested parties who wished to learn about the proposal. These sessions were held on the following dates / times:

Table 1

Deri View Primary School		
Consultee	Date	Venue
Staff	27 th May 2021	Teams Meeting
Governors	15 th June 2021	Teams Meeting
Parents	22nd June 2021	Physical Meeting
King Henry VIII Comprehensive School		
Consultee	Date	Venue
Staff	26 th May 2021	Teams Meeting
Governors	26 th May 2021	Teams Meeting
Parents	26 th May 2021	Teams Meeting
Consultee	Date	Venue
Wider Community	9 th June 2021	Teams Meeting
Wider Community	17 th June 2021 Two Sessions	King Henry VIII school

- 3.18 Senior Officers of the council's directorate for Children and Young People were in attendance at all consultation sessions, providing interested parties with an opportunity to learn more about the proposals and ask questions or raise any concerns.

- 3.19 Officers in attendance at the consultation meetings provided reassurance that any comments or concerns raised would be noted and fed into the consultation process. Consultees were also encouraged to submit their formal responses through any of the available methods. All of the questions and responses received during the process, both written and articulated in the meetings can be found in the Consultation report.

Emerging Issues

Table 2.

	Theme
1.	Concerns regarding the nursery provision being a non-maintained setting
2.	Impact that the proposal will have on Pupils with Additional Learning Needs
3.	Views received in relation to the Logistics and the new school building
4.	Impact on Leisure Facilities
5.	Impact on staff
6.	Safeguarding Concerns
7.	Impact on pupils
8.	Views received in relation to the structure & governance
9.	Views received in relation to the proposal
10.	Views received in relation the name of the new school
11.	Views received in relation to the Consultation process
12.	Impact on Post-16 provision
13.	Impact on Welsh Medium provision
14.	Financial Impact

- 3.20 Despite the different approach to meetings the consultation exercise elicited a wide range of views about the proposed development. Table 2. demonstrates the breadth of concerns and questions that were raised by the public and key stakeholders. The authority's responses to all of the matters raised are contained in the formal Consultation report. In this covering report we will address the four major concerns that were raised in the process.

The establishment of a non-maintained nursery setting

- 3.21 The most significant concern raised throughout the consultation process was the nature of the nursery provision at the new school. This dominated many of the discussions and featured heavily in the submissions received from both Deri View Primary School and King Henry VIII.
- 3.22 Early Years Education in Abergavenny is currently provided by a combination of maintained and non-maintained settings. There are school nurseries in Cantref Primary, Deri View Primary and Ysgol Gymraeg Y Fenni, offering a total of 210 part time places; the other primary schools are fed by non-maintained settings. There are 8 non-maintained settings approved to provide early education in and around Abergavenny offering approximately 200 places, these can be full or part time places.
- 3.23 The decision as to whether the nursery provision at the new school should be maintained or non-maintained is a complex one as there are advantages and disadvantages for each option.
- 3.24 A maintained nursery is part of the primary school and is managed by the Headteacher. It is usually led by a qualified teacher and operates five 2 ½ hour sessions each week. As the new curriculum is from age 3, there is the opportunity for continuity of learning. The children take part in school activities such as assemblies, so they are very much part of the school and become familiar with other school staff, allowing for a relatively seamless transition from Nursery to Reception. The fact that it is managed by the

- Headteacher means that they take on responsibility for staff appraisals, self-evaluation report (SER), school improvement plan (SIP) and other management issues, resulting in the nursery staff having the ability to focus on the children and the teaching and learning.
- 3.25 The main disadvantage of a maintained nursery is that there is a lack of flexibility; children are offered either five morning or five afternoon sessions a week and there is no option to extend these hours or vary it in any way, which is not helpful for working parents. We have seen a gradual reduction in take up of places in Deri View Nursery over the last 10 years, compared with an increased take up in our non-maintained settings in the Abergavenny area and the assumption is that this is a direct result of this lack of flexibility. The other disadvantage with a maintained setting is that there is no requirement for staff to have a qualification in child development and, over recent years, there have been an increasing number of children entering nursery with developmental delay and significant gaps in their development.
- 3.26 The advantages of a non-maintained setting are in direct contrast to this. Non-maintained settings tend to be extremely flexible, allowing parents to take up the sessions that best meets their needs; children can access longer sessions and a combination of morning and afternoon sessions, if this is required. Non-maintained settings must be registered with CIW, so eligible working families can access up to 30 funded hours a week through the Childcare Offer in the same setting, removing the need for transition from one setting to another in the same day. Staff in non-maintained settings are required to have a relevant childcare qualification, which focuses specifically on child development. They also tend to have a better ratio of staff to children, as non-maintained settings are required to have a ratio of at least 1 staff member for every 8 children for 3-4 year olds, whilst maintained nurseries tend to operate to a ratio of 1 staff member to every 10 children. Non-maintained settings receive specific early years support and training from the Education Achievement Service (EAS), whilst many of the EAS Challenge Advisors that support schools are not experts in early years and there is a limit to the early years training that is available for staff in maintained nurseries.
- 3.27 On the other hand, early education funding is only for a maximum of 10 hours a week and this must be taken up over five 2 hr sessions. Working parents can access funding through the Childcare Offer and tax credits to cover the cost of wrap around childcare if the provision is registered with CIW; however, for families where both parents are not working, their funded early education will be limited to 10 hours a week as opposed to 12 ½ hours in a maintained nursery. There will be a more significant transition for children attending a non-maintained setting when they move on to Reception, although there are opportunities for the school to support this if the setting is on site by allowing the children to join them for assemblies and special events such as Sport's Day and by the Reception staff regularly visiting the children in the setting so they become familiar to them.
- 3.28 The quality of provision should not be dependent on whether it is a maintained or non-maintained setting. In Monmouthshire, we have high quality early education within our maintained and non-maintained settings and we are committed to ensuring this continues. Support for children with additional learning needs (ALN) is also available for children in both maintained and non-maintained settings. All settings must have an ALN Co-ordinator and have received specific training on the new ALN Act. They are all required to comply with the ALN Act and supporting Code, albeit with subtle differences in how this is managed; in a maintained nursery the responsibility sits with the school, whilst this responsibility sits with the Local Authority if the child is attending a non-maintained setting.
- 3.29 Flying Start provision will be included on the new site and the intention is to create a 20 place childcare setting offering morning and afternoon sessions, so there will be a total of 40 places available. Historically, Flying Start childcare has been provided by non-maintained settings in Abergavenny, so it is likely that this will be replicated on the new site. There will also be a Flying Start childcare provision operating from the Acorn Centre

on the current Deri View site, so families living up the hill from the new site that don't have school aged children may prefer this option. Cylch Meithrin Y Fenni will continue to offer Flying Start childcare through the medium of Welsh.

- 3.30 There is provision for wrap around childcare on the new site alongside the Flying Start provision but it has not yet been decided how this will be managed. If it was decided to opt for a maintained nursery, the Flying Start and wrap around childcare could be managed by one non-maintained provider. This would enable working parents to access early education and wrap around childcare on the same site. It would also mean that any Flying Start children requiring additional hours could access this in the same setting, hence reducing the number of transitions that children have to make.

The strategic rationale behind an all-through school

- 3.31 The rationale for the development of a new all-through school was raised at several of the consultation events and through the written responses. Consultees often raised questions as to why Deri View Primary School had been selected and what the benefits of the all-through school model are [this is also covered in paragraphs 3.11-3.15]. In this section of the report there is a further exploration of the rationale, set out in four areas; teaching, learning, leadership and wellbeing. These four areas were identified by Estyn (a statutory consultee) as areas needing further development.

Impact on Teaching

- 3.32 The introduction of the Curriculum for Wales will give schools more freedom to offer a wider range of different elements of their teaching provision in many ways. This will influence how schools are organised in the future and potentially, an all-through school will have more flexibility to utilise the expertise and experience of more staff across a wider age range. This puts an all-through school in an advantageous position when thinking about deciding and managing what and how pupils learn and in turn, the opportunity to work with a wider range of colleagues will help all teachers develop their practice.

Learning

- 3.33 The removal of phases and key stages will enable teachers to have more freedom to meet the individual needs of learners irrespective of age or stage on their continuum of learning. This means that schools and teachers will have much more freedom to make decisions about what is taught and how it is delivered so that learning is relevant and engaging for learners. The distinction between what happens in a primary and secondary school will no longer exist in the same way and transition from one to another should feel seamless to the learner. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils compared to a smaller group of teachers focusing on one-phase window.
- 3.34 All-through schools can also provide a wider range of physical spaces for both teaching and learning, and a better range of specialist spaces, resources and materials that can be accessed by learners across a wider age-range than in a single-phase setting. This includes digital, information and learning technology, which is difficult to afford, maintain and refresh in smaller single-phase schools.

Leadership

- 3.35 There are clear advantages to an all-through school when developing and delivering the new curriculum, supporting learners, and providing effective learning environments. These changes are easier to accommodate in an all-through school as the workforce has greater capacity and flexibility and the opportunity to play a role as a part of a wider professional learning community are more likely to be enhanced in this model compared

to a smaller, single-phase model. There will also be increased opportunities for school staff to take on leadership roles and responsibilities to support career development and secure high quality school leaders of the future.

Impact on Wellbeing

- 3.36 The provision of a flexible, engaging, and continuous curriculum delivered in a high-quality learning environment with specialist spaces and resources to meet the needs and interests of learners will have a positive impact on wellbeing. An all-through school model will have greater capacity to provide all of these things for more learners across a wider age range compared to a smaller single phase school.

The name of the new school and the historic links to King Henry VIII

- 3.37 The name King Henry VIII Comprehensive School has been in existence since the school was established in 1542. One of the very clear messages we heard during the consultation events was that the name of the school means a significant amount in the community and to the community.
- 3.38 When establishing a new school there is precedence in Monmouthshire that the name of the school will be determined by Monmouthshire County Council. The name of the school is established through a legal instrument; *Letters Patent*. Consequently, any changes to the school name have to be discussed with the Crown Office who would then seek consent from Her Majesty The Queen. This element and consideration relates only to the name of the school and not the institution itself.

The transitional arrangements between the other cluster schools and the ALN population

- 3.39 During some of the wider community consultations parents of children who attend other Abergavenny primary schools raised concerns about how their children would integrate into the school at year seven given that a cohort of children would have been in the school since reception.
- 3.40 There is an exceptionally strong relationship between King Henry VIII and the cluster primary schools in Abergavenny. Over the recent past this relationship has deepened and now involved shared teaching and planning. In particular the links around numeracy and oracy are seen as sector leading practice.
- 3.41 Collectively the schools have already started to align their planning for the new curriculum and this alignment of learning through years 5-8 will mirror the 'Intermediate phase' that is proposed in the new school.
- 3.42 The development of the all-through school should see a further strengthening of the relationships between the cluster schools. We believe that through this close planning and also the secondary element of the school having a greater insight of primary practice there will be benefits for all learners in the area.

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

- 4.1 One of main benefits of the proposal in its current form are the redevelopment of a school that is no longer fit for purpose and will allow children to access the new curriculum in suitable accommodation. The inclusion of a 3-19 offer has the potential to benefit those pupils and students who are in receipt of free school meals and other vulnerable groups.
- 4.2 Another benefit of the proposal in its current form is the Council's commitment to developing Welsh medium education. If the proposal proceeds Deri View Primary School will vacate their current site for Ysgol Gymraeg Y Fenni to relocate to thus enabling them to continue to grow and this supports the Welsh Government's goal to achieve a million Welsh speakers by 2050.
- 4.3 This proposal will benefit children with complex neurodevelopmental and learning needs by reducing the need to travel to other specialist settings and enabling them to remain in their local school and community.
- 4.4 The revised and updated Equality Impact Assessment (EQIA) are included at Appendix 1. This document has been annotated in red ink to reflect the discussions and additional concerns that arose during the consultation process.

5. OPTIONS APPRAISAL

- 5.1 The revised Code sets out the following requirement.
'Following the consultation period, when the proposer is reviewing the proposal prior to publication the proposer is required to carry out a further assessment for the proposal and each of the alternatives that were set out in the proposal paper. This involves the same matters that the proposer was required to assess in formulating the proposal:
 - a) the likely impact on quality and standards in education,*
 - b) the likely impact on the community and*
 - c) the likely effect of different travelling arrangements.**The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.'*
In its consultation report, the proposer is required to explain its assessment of the proposal and the reasonable alternatives identified, how this assessment differs from their earlier assessment (if at all) and its assessment of any further reasonable alternatives. Finally, the proposer is required to confirm whether it considers the implementation of the proposal, (wholly or partly) to be the most appropriate response to the reasons it identified for the proposal and give reasons for its conclusion.'
- 5.2 Table 3 sets out the analysis of these specific areas following the consultation.

Table 3.

	The likely impact on quality and standards in education	The likely impact on the community	The likely effect of different travelling arrangements
1. Do nothing and maintain status quo – <i>two independent schools on one site</i>	Negative <ul style="list-style-type: none"> Facilities in secondary school would not be suitable for effective delivery of the new curriculum Sixth form provision would remain limited and result in young people choosing Post-16 provision in out of county placements Opportunities to develop an effective continuum of learning from 3 to 19 would be limited. 	Balanced <ul style="list-style-type: none"> There is a potential negative impact on the Welsh speaking community because this solution may not allow the expansion of the Welsh medium provision. Some parts of the community have articulated the value of the location of Deri View School. Our analysis shows that this would not be the case ⁸ 	Positive <ul style="list-style-type: none"> the travel arrangements for young people will remain as they currently are Negative <ul style="list-style-type: none"> For children with ALN, the Specialist provision would not be established meaning the status quo would remain i.e. there will be a requirement for some young people to access provision outside of the community
2. Establish an all through school with suitable ALN provision on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools	Positive <ul style="list-style-type: none"> Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils. 	Positive <ul style="list-style-type: none"> Additional Flying Start Capacity Childcare potential Enhanced facilities for community use Community Benefits Negative <ul style="list-style-type: none"> Concerns were raised that the move of the school and the associated provision would 	Positive <ul style="list-style-type: none"> The majority of young people attending Deri View Primary School will experience a reduction in travelling distances The ALN provision will enable more young people to receive more holistic support within their community reducing the need

⁸ See paragraph 9.2 of the Consultation report for more detail on the impact on distance travelled

	<ul style="list-style-type: none"> On site access to specialist service such as Flying Start Enhanced opportunities for community use. <p>Negative</p> <ul style="list-style-type: none"> No secondary provision for Welsh medium learners Concerns about the special nature of the Deri View community 	<p>not encourage parental engagement.</p> <ul style="list-style-type: none"> It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View. 	<p>to travel to other specialist, out of county provision.</p> <p>Negative</p> <ul style="list-style-type: none"> continued travel of the KS3 & 4 students to Ysgol Gyfun Gwynllyw
<p>3. Establish an all through school with suitable ALN provision and Welsh Medium stream at key stage 3,4 & 5 on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools</p>	<p>Positive</p> <ul style="list-style-type: none"> Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils. On site access to specialist service such as Flying Start Enhanced opportunities for community use. <p>Negative</p> <ul style="list-style-type: none"> Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners. Concerns about the special nature of the Deri View community 	<p>Positive</p> <ul style="list-style-type: none"> Additional Flying Start Capacity Childcare potential Enhanced facilities for community use Community Benefits <p>Negative</p> <ul style="list-style-type: none"> Concerns were raised that the move of the school and the associated provision would not encourage parental engagement. It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View. 	<p>Positive</p> <ul style="list-style-type: none"> The majority of young people attending Deri View Primary School will experience a reduction in travelling distances The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision. Welsh Medium learners choosing to access the stream would have a reduction in travelling times

4. Extend the age range of King Henry VIII and incorporate Deri View School	<p>Positive</p> <ul style="list-style-type: none"> • Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. • A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils. • On site access to specialist service such as Flying Start • Enhanced opportunities for community use. <p>Negative -</p> <ul style="list-style-type: none"> • Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners. • Concerns that Deri View School community may become subsumed into the secondary school and lose its distinctive nature. 	<p>Positive</p> <ul style="list-style-type: none"> • Additional Flying Start Capacity • Childcare potential • Enhanced facilities for community use • Community Benefits <p>Negative –</p> <ul style="list-style-type: none"> • Concerns were raised that the move of the school and the associated provision would not encourage parental engagement. • It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View. • This approach could have been interpreted as a takeover of Deri View School. 	<p>Positive</p> <ul style="list-style-type: none"> • The majority of young people attending Deri View Primary School will experience a reduction in travelling distances <ul style="list-style-type: none"> • The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision
5. Extend the age range of Deri View School and incorporate King Henry VIII School	<p>Positive</p> <ul style="list-style-type: none"> • Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. 	<p>Positive</p> <ul style="list-style-type: none"> • Additional Flying Start Capacity • Childcare potential • Enhanced facilities for community use • Community Benefits 	<p>Positive</p> <ul style="list-style-type: none"> • The majority of young people attending Deri View Primary School will experience a reduction in travelling distances

	<ul style="list-style-type: none">• A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils.• On site access to specialist service such as Flying Start• Enhanced opportunities for community use. <p>Negative</p> <ul style="list-style-type: none">• Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners.• Concerns that King Henry VIII School would lose its name and potentially status as a trust.	<p>Negative</p> <ul style="list-style-type: none">• Concerns were raised that the move of the school and the associated provision would not encourage parental engagement.• It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View.	<ul style="list-style-type: none">• The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision
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- 5.3 The statutory code provides us with a range of potential options for future action at this juncture:
- a) to publish the proposals as consulted on;
 - b) to publish the proposals with any appropriate modifications;
 - c) to abandon the proposals and retain the status quo; or
 - d) to significantly recast the proposals and re-consult.
- 5.4 Following significant consideration of the balance of public feeling and the policy objectives we set out at the outset of the consultation we have determined that we will progress with the programme to create an all-through school in Abergavenny. However, we have considered the main theme of feedback around the status of the nursery and have come to the conclusion that we will follow option b above.
- 5.5 We will modify our proposal to create an all-through school in Abergavenny however the age range will be 3-19 and will incorporate the nursery element.

6. REASONS:

- 6.1 The project to deliver a new all-through school in Abergavenny will be one of the most significant capital projects that Monmouthshire County Council has ever engaged in. For that reason alone, it is vital that we take head of the messages emerging from the consultation process. The paper that is presented to Cabinet on the 6th October is clear that there were challenges during this consultation exercise and that we needed to give time and consideration to the matters raised.
- 6.2 The most significant area of concern was the nature of the nursery provision. The original rationale in the consultation was to test the benefits of a non-maintained setting. It became very clear during the consultation process that this was not supported by a significant part of the community. Importantly, both schools' Governing Bodies both objected to this element of the proposal. A longer exposition of the rationale is set out in paragraphs 3.18 – 3.27.
- 6.3 Given the level of opposition and through a reworking of the provision of Flying Start provision on the new site we have decided to take forward an amended proposal that the school will be a 3-19 all-through school with the nursery being a maintained provision.

7. RESOURCE IMPLICATIONS:

- 7.1 The total capital investment to establish the All-through School will deliver approximately £50.2m into the Abergavenny area. The proposal is part of the Councils 21st Century Schools Band B Programme, the cost of which will be funded 65% by Welsh Government and 35% by the Council. This will be subject to a separate report to Council in due course.
- 8.3 The revenue budget for the proposed All-through school would be constructed in line with the current school funding formula ensuring equitable distribution of finance based on pupil need.
- 8.4 The proposed All-through school could also benefit from economies of scale and avoid cost duplication.
- 8.5 There are no direct revenue financial implications associated with this report as the consultation process will be built into the present work programme of officers within Children and Young People Directorate.

8. CONSULTEES:

Children and Young People's Select Committee

- 8.1 The Chair of the Committee summed up the debate that had taken place following the presentation from the Chief Officer by saying:

'The committee is generally in favour of the development. The King Henry building has been in a poor state for some time and is not fit for purpose. The school is a significant provider, serving a large area. It is important that people who live in Monmouthshire should be able to send their children through the whole school journey within the county, if possible. There are concerns about Deri View moving, which we all appreciate. It is one of the more challenging areas in the town, and the authority, in terms of deprivation levels, FSM provision, etc. A huge amount of care therefore needs to be taken in the transfer of that school – a physical move can be traumatic for pupils and even staff, as well as parents.

The major sticking point is the opposition to the non-maintained setting at age 3, especially as it is in an area of high deprivation – childcare in well-resourced families is costly but affordable, but in a low income family it is more of an issue. I would personally not recommend going back out to consultation, as this will delay the process further. Now that we are moving towards making a decision, as an authority, any hold up will not be of benefit. If the nursery provision can be looked at then there is no opposition from this committee – feedback has otherwise been positive.'

- 8.2 Further consultees:

CYP DMT
SLT
Executive Member for Education
Cabinet

9. BACKGROUND PAPERS:

- 9.1 October 2017 – Revisions to Monmouthshire Strategic Outline Programme, Cabinet Paper
9.2 April 2021 – Permission to Consult, Cabinet Paper
9.3 September 2021 – Children and Young People Select Committee, Emerging themes
9.4 School Standards and Organisation (Wales) Code 2018

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monmouthshire
sir fynwy

Equality and Future Generations Evaluation

<p>Name of the Officer completing the evaluation Will McLean</p> <p>Phone no: 07834 435934 E-mail: willmclean@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal To establish an All through school (3-19) in Abergavenny and cease to maintain King Henry VIII and Deri View Primary School.</p>
<p>Name of Service area: Children and Young People Directorate, 21st Century Schools</p>	<p>Date September 2021</p>

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

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>The development of a new through school on the King Henry VIII site has the opportunity to develop significant advances for education across the town. These include: a common ethos and shared values across the school; joined up curriculum planning to increase coherence and continuity in pupils' learning; progressive skill development and focus on building pupils' competence; greater consistency in learning and teaching styles; opportunities for cross-age learning and shared enrichment and community based activities; extended care and support for pupils with additional learning needs and in provision for other vulnerable groups; increased access for pupils to a range of specialist accommodation, facilities and learning resources; developing relationships and shared expertise between primary and secondary phase staff; joint management and implementation of common systems for recording and tracking pupils' progress; unified governance and efficient use of financial and human resources; strengthened links with parents and involvement of the local community</p>	<p>The new school should offer both those children who attend from the start of their school careers (the children who transfer from Deri View) and those who attend from the start of their secondary age.</p> <p>There is a risk that for some children who may experience emotionally based responses to school attendance would be attending the same school for an extended period of time.</p> <p>Pupils who attend the feeder primary schools may feel as though they are at a disadvantage as they will be less familiar with the school when they transfer at the end of year 6 which could affect progress they make.</p>	<p>The enhanced provision and support afforded by community involvement in the new schools should allow for a positive experience for all learners. Alongside this and recognising the current levels of provision there will be extended change management to support the integration of the two schools.</p> <p>There is already a transition plan in place with all feeder primary schools. This will develop and strengthen going forward ensuring that the pupils from other cluster schools have access to the facilities that the pupils in the 3-19 school have and are therefore not disadvantaged..</p> <p>Staff from within the cluster will have more opportunity to share curriculum planning to enable continuity in pupil's learning.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	A centre for Learners with Complex Neurodevelopmental needs would be established for pupils from the ages of 4-19. Any school developments will ensure that the built estate is fully DDA compliant and allows any children with disabilities or / and additional learning needs to be effectively educated in the mainstream. This will enable children to be educated within their own community	No Impact	We believe that this will be a significant enhancement on the current provision for children with complex neuro-developmental needs.
Gender reassignment	No Impact	No Impact	No Impact
Marriage or civil partnership	No Impact	No Impact	No Impact
Pregnancy or maternity	No Impact	No Impact	No Impact
Race	No Impact	No Impact	No Impact
Religion or Belief	No Impact	No Impact	No Impact

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	The facility will be co-educational including boys and girls.	No Impact	No Impact
Sexual Orientation	No Impact	No Impact	No Impact

2. The Socio-economic Duty and Social Justice

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

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Socio-economic Duty and Social Justice	The two schools involved have the highest level of pupils eligible for free school meals in the county (for primary and secondary schools respectively). The area affected was identified as being an area with high levels of economic deprivation in the Wellbeing assessment. The investment in the 3-19 schooling model should allow greater impact on eFSM students through early identification, targeted intervention and ongoing monitoring and tracking. This was a key part of the determination of the original project in 2017.	Through the consultation the physical location of the new school provision was identified as a potential risk given a perception that members of the community would have to travel further to school. There was a concern that a non-maintained nursery setting could reduce the access for deprived families.	The Council has considered the impact on travel arrangements for the children and young people on roll of Deri View Primary School, who would be required to attend a school on an alternative site because of these proposals. The assessment has determined that 71% of the children on roll at Deri View Primary School would have a reduction in travelling distances to the site of the new proposed school. The remaining 29% would have further to travel to the proposed new school, however, 40% of these would see and impact of less than 0.2 miles. The maximum additional travelling distance for any one child is 0.38 miles. Early education funding is only for a maximum of 10 hours a week and this must be taken up over five 2 hr sessions. Working parents can access funding through the Childcare Offer and tax credits to cover the cost of wrap around childcare if the provision is registered with CIW; however, for families where both parents are not working, their funded early education will be

			limited to 10 hours a week as opposed to 12 ½ hours in a maintained nursery.
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Policy making and the Welsh language.

How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts
Policy Making Effects on the use of the Welsh language, Promoting Welsh language Treating the Welsh language no less favourably	Should the proposal be agreed Deri View Primary School will vacate their existing building. This building will then be refurbished and repurposed to enable Ysgol Gymraeg Y Fenni to relocate to it and provide additional accommodation to address the increased number of pupils wishing to opt for Welsh Medium education in the North of the county. The Council has recently provided additional accommodation at Ysgol Y Fenni which increased the school capacity from 257 to 317 places at a cost of approx. £123k. This proposed move to the Deri View site will result in an	There is a risk that the development of a new English Medium secondary school so close to the existing and proposed new site for Ysgol Gymraeg Y Fenni will encourage parents to consider alternative English medium secondary provision to Ysgol Gyfun Gwynllyw in Pontypool either at the new King Henry School or Crickhowell Comprehensive in Powys.	<p>We will work with the Headteacher and Board of Governors at Ysgol Gymraeg Y Fenni to explore the potential delivery of a Key Stage 3 curriculum at the new site.</p> <p>MCC proposed to include a Welsh Medium stream at KS3 in the proposed Abergavenny 3-19 School however this option did not proceed following discussions with the Welsh Education Forum as pupils require a completely immersive Welsh Medium secondary education after</p>

Appendix 1

	<p>additional £1m investment and will enable the school to increase to 420 places and also provide greater community activity supporting and promoting the Welsh language. We believe that the investment in the new site will significantly promote the Welsh medium offer in Abergavenny and the environs. This links directly with the Council's ambitions to support Gymraeg 2050 and the target of a million Welsh speakers and also the targets set in the council's current 5 Year Welsh Language Strategy 2017 2021 and will form part of the ambitions that will be set out in the new WESP and the new 5 Year Strategy which is scheduled for the early part of next year</p>		<p>receiving an immersive primary WM education. MCC will continue to develop its discussions and engagement with Powys County Council and Blaenau</p> <p>Gwent County Borough Council to secure new Welsh medium secondary provision in the north of Gwent / south Powys area to mitigate the potential negative impact of this proposal.</p> <p>The council's Welsh Medium Education Forum (WEF) will be kept closely informed and involved in discussions on this.</p> <p>The Council will continue its on-going dialogue with Torfaen County Borough Council regarding the provision at Ysgol Gyfun Gwynllyw so that Welsh medium secondary education at the School remains an attractive option for pupils who wish to receive a wholly immersive Welsh education experience.</p>
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<p>Operational</p> <p>Recruitment & Training of workforce</p>	<p>The expansion of Ysgol Gymraeg Y Fenni will generate the need for a greater number of Welsh Medium teachers and support staff in the Abergavenny area. This will create opportunities for Welsh speakers in Monmouthshire and outside of the area to be able to utilize their Welsh language skills in the work environment.</p>	<p>There is a risk that we may not be able to secure sufficient Welsh speaking teachers / staff to fulfil the requirements of the expanded school and its additional facilities around additional learning needs.</p>	<p>In order to mitigate this risk we will actively engage closely with our colleagues in the Welsh Government, the Education Achievement Service (EAS) and the local higher education institutes to help facilitate greater numbers of Welsh Medium teachers. We will also use all available recruitment tools at our disposal to aid the recruitment process – social media (Twitter, Facebook, YouTube), council website, bespoke Welsh Medium recruitment sites, LinkedIn etc. We will engage with our partners in the Welsh Medium Education Forum (WEF) to assist us in this process utilizing their expertise and range of contacts.</p>
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Service delivery Use of Welsh language in service delivery Promoting use of the language	Should the consultation document be agreed it will be distributed to stakeholders in both Welsh and English. All correspondence and communications including on social media in relation to this proposal will be bilingual as required by the Welsh Language (Wales) Measure 2011		
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Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!





Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Increased employment opportunities within the proposed new school. Any enhanced built environment will allow students to develop skills that will allow them to be work ready. The redeveloped school will provide an opportunity for the school to be more cost effective in its operational costs. Such a significant investment in the town of Abergavenny e would seek to maximise the benefits of any procurement through social clauses and ensure that the workforce recruited for construction is as local as possible.	

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 resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Should the proposal be agreed a new building will be constructed – this will be in line with the Councils net zero carbon policy. The establishment of the SNRB Key stage 3, 4 & 5 provision will reduce the requirement to transport children to put of county / local area placements.	
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	This proposal could result in more learners being able to attend a school in their community and be able to walk to school rather than being transported. Any new building will incorporate Active Travel. New cycling and walking routes to school will be developed.	Work will be undertaken with Learners at all schools affected by the proposal to understand learner preferences for travelling to school and ensuring any decisions are the best interests of the Learners affected by the proposals.
A Wales of cohesive communities are attractive, viable, safe and well connected	Learners will remain in their communities. A new hub in Abergavenny we will seek to maximise the impact on the local community ensuring that the proposed new school promotes community cohesion through access and shared usage.	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing		
A Wales of vibrant culture and thriving Welsh language	If the proposal moves ahead The Welsh Language and the Government's policy aim of One Million Speakers will be supported by the potential for an expansion of the primary	

	cohort educated through the medium of Welsh in the north of the County.	
Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation		
A more equal Wales People can fulfil their potential no matter what their background or circumstances	The two schools directly involved has the highest level of pupils eligible for free school meals in the county and in the Wellbeing assessment was identified as being an area with high levels of economic deprivation. The investment in the 3-19 schooling model should allow greater impact on eFSM students through early identification, targeted intervention and ongoing monitoring and tracking.	

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Balancing short term need with long term and planning for the future</p> <p>Long Term</p>	If children are able to attend a school within the community they are more likely to continue their education within the county.	

Sustainable Principle	Development	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?
 Collaboration	Working together with other partners to deliver objectives	This proposal will allow for partners to work more closely together to affect change in socio economic deprivation. To work together to deliver seamless progression between key stages	
 Involvement	Involving those with an interest and seeking their views	An open review will be undertaken that seeks the views of the entire school community prior to implementation.	
 Prevention	Putting resources into preventing problems occurring or getting worse	The redevelopment of the schools as currently proposed will allow effective interventions for children and young people. These maybe in a range of different areas, from enhanced fitness and wellbeing to more specific early interventions in learning. One of the key benefits of the 3- 19 model advocated in this proposal is that the impact on learners who are eligible for free school meals.	
 Integration	Considering impact on all wellbeing goals together and on other bodies	The opportunities afforded by this proposal allow the authority to take a broader perspective of a range of challenges in this area. The proposal will allow differing groups and partners to consider how they work together and how they can maximise the impact on learners and the broader community who will use the school.	

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

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	With the potential redevelopment of the King Henry VIII site there may be opportunities to address some safeguarding issues with the openness of the school site and ongoing community use		
Corporate Parenting	N/A	N/A	N/A

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

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

- Free School Meal Data
- Welsh Index of Multiple Deprivation data – as set out in the Wellbeing Assessment of the eleven Monmouthshire Medium Super Output Areas (MSOA) 7
- Surplus places – data from MCC Access team
- Cohort retention figures – data from MCC Access team
- Planning Places data – MCC Access team
- Information from the survey of parents regarding Welsh language education
- Information re. housing development taken from the current Monmouthshire Local Development Plan (LDP)
- Information from the consultation events and written submissions

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

The main benefits of the proposal in its current form are the redevelopment of a school that is no longer fit for purpose and will allow children to access the curriculum in suitable accommodation. The inclusion of a 3-19 offer has the potential to benefit those pupils and students who are in receipt of free school meals and other vulnerable groups.

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

What are you going to do	When are you going to do it?	Who is responsible
As a consequence of the consultation and a revision of the EQIA the published statutory notices will have a minor amendment from the published proposal, the school will now be a 3-19 provision with a maintained nursery.	In the Cabinet report being considered on the 6 th October	Will McLean, Chief Officer

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

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
2.0	Cabinet Decision after the consultation exercise	6/10/2021	



CONSULTATION REPORT

Establishment of an all-through school (4-19) and
specialist provision for pupils with complex
neurodevelopmental and learning needs

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1. Introduction

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

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

The Council recently engaged in a statutory consultation process relating to the establishment of an all-through school (4-19) and specialist provision for pupils with complex neurodevelopmental and learning needs in Abergavenny.

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

This consultation report now represents the council's responsibilities in line with the School Standards and Organisation (Wales) Act 2018 to produce a report seeking to inform interested parties of the outcome to the consultation by means of:

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

2. Distribution of the Consultation Report

This consultation report is published on the Monmouthshire County Council Website www.monmouthshire.gov.uk/schoolreorganisation. We will contact the following consultees and interested parties directly to inform them of the publication of this document.

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools from which pupils transfer
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- Directors of Education of all bordering LAs – Blaenau Gwent, Powys, Torfaen, Herefordshire.
- Principal of Coleg Gwent
- Mon Life
- GAVO
- Monmouthshire Association of School Governors
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- RHAG
- Mudiad Meithrin

3. Background

The Council strives to provide children and young people with the best possible start in life. Investing in all our children's learning and development, ensuring they have the environments, skills and support to flourish and be prepared for the work of the future and meet the demands of a rapidly changing world environment.

The Council is committed to improving the educational achievement and attainment for all children and young people in the county through the provision of an inclusive education system that places the learner at the centre. ¹

Through our work with schools, parents and key partners, we seek to:

- Secure equality of access to education for all children and young people
- Deliver a high quality and inclusive curriculum for all learners
- Educate our children and young people in their local communities whenever possible
- Support children and young people and their families to enable them to live a happy and fulfilling life
- Provide meaningful opportunities for learners to access support when they need it and return to their community school as soon as they are able
- Meet the needs of children and young people now and be suitably adaptable to meet changing needs in the future

The aims above link directly to our Directorate core values, which aspire to ensure that all of our children and young people will:

- **Be ready for school** - through engagement with our Early Years and Flying Start programmes.
- **Be in school** - supported by our Access and Education Welfare teams.
- **Be well behaved** - through support from our Behaviour and Inclusion teams.
- **Be well taught** - by the teachers and teaching assistants in our schools.

Over the last five years, we have made progress towards fulfilling this commitment for the majority of our children and young people.

Education remains a top priority for the Council and it is committed to delivering improved performance in educational provision in line with the requirements of the Welsh Government policy and objectives.

In addition to the above, the aims of our Band B 21st Century Schools and Colleges Programme are to:

- Address the condition of our school buildings and sufficiency, ensuring that the schools are of an appropriate size and design to meet the needs of 21st Century learning

¹ Monmouthshire County Council Corporate Plan 2017 - 2022

- Address wider challenges of deprivation, linked both to educational outcomes and the broader indices of deprivation collated from the Welsh Index of Multiple Deprivation
- Address the issue of surplus places to try to ensure we have sufficient school places in the right place for current and future demand
- The management of surplus places is directly linked to ensuring that the authority future proofs any investment that it makes in the educational estate

The Council is committed to providing lifelong learning opportunities in an environment, which is fit for 21st Century learning, ensuring children and young people have access to a modern learning environment and high quality learning provision, to support learners to achieve their full potential.

The Council will, as part of the overall strategy for the 21st Century School Programme, embrace the authority wide change in learning and teaching. An outcome of this change will be the transformational approach to reorganisation and redevelopment of the school estate.

The Curriculum for Wales will be implemented in all schools from September 2022. To support learning, the new curriculum should be organised into a continuum of learning from when a child enters education to the end of statutory schooling and teaching and learning should be directed towards achieving the following four curriculum purposes:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued, members of society

This means that school will need to reorganise the curriculum into the following six Areas of Learning and Experiences, underpinned by the three cross-curricular skills of literacy, numeracy and digital competence.

- Expressive Arts
- Health and Wellbeing
- Humanities
- Languages, literacy and Communication
- Mathematics and numeracy
- Science and Technology

Many of our schools are currently delivering elements of the new curriculum in anticipation of the full rollout in 2022. However, given the need for greater flexibility and capacity; changes to what and how pupils learn will be easier to manage in an all-through environment than in a single-phase school or group of schools.

Over recent years, progress has been made to transform education in Monmouthshire. Good progress has been achieved in the areas of:

- Improving access and school places

- Reducing surplus places;
- Post 16 learning;
- Improving school attendance
- Initiatives to improve the quality of learning and teaching to support pupil progress
- Reviewing Additional Learning Needs and meeting them at the point of need and location

Should this proposal be implemented it will enable the Council to improve its school estate within Abergavenny and improve education provision in terms of curriculum, staffing and organisation whilst meeting its objectives for future education within Monmouthshire.

In considering its options and developing these proposals the Council has paid due regard to the requirements of the Future Generations Act (Wales) 2015, the United Nations Convention on the Rights of the Child (UNCRC), and recommendations from Donaldson's 'Successful Futures' Report.

4. A reminder of our proposal

The Local Authority consulted on proposals to establish an all-through school with provision for children with complex neuro-developmental needs on the King Henry VIII School site with effect from 1st September 2023.

To facilitate the establishment of the proposed all-through school in Abergavenny, the Council will cease to maintain Deri View Primary School and King Henry VIII Comprehensive School with effect from 1st September 2023.

The proposed new school building will be jointly funded by Welsh Government and Monmouthshire County Council through the 21st Century Schools and College Building Programme.

5. Consultation Arrangements

5.1 Methodology

On 14th April 2021 the Council's Cabinet approved the proposals to commence statutory consultation thereby allowing the Council to engage with key stakeholders on establishing an all-through School, with specialist provision, in the north of the county on the King Henry VIII School site.

In line with the School Standards and Organisation (Wales) Act 2018, the Council produced a consultation document, published on 26th April 2021, which also represented the commencement of the statutory consultation period. The formal consultation period lasted for more than 8 weeks (including 20 school days), concluding on 25th June 2021.

The consultation document was distributed / links sent to all statutory consultees as listed under appendix 1 of this document. The consultation document was also published on the Council's website at www.monmouthshire.gov.uk/schoolreorganisation.

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

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

- Completing the online consultation questionnaire available via www.monmouthshire.gov.uk/statutoryconsultation
- Emailing strategicreview@monmouthshire.gov.uk.

5.2 Consultation Meetings

The Council was keen to engage throughout the consultation period with all interested parties. Despite the Global Coronavirus pandemic and associated National restrictions, the Council was able to organise a safe environment to engage with statutory consultees and interested parties.

Specific consultation sessions were held with staff, governors, and parents of King Henry VIII Comprehensive and Deri View Primary Schools. Further consultation events were then held with a broader audience, allowing engagement with all other parties with an interest in these proposals.

These consultation sessions were held on the following dates / times:

Deri View Primary School		
Consultee	Date	Venue
Staff	27 th May 2021	Teams Meeting
Governors	15 th June 2021	Teams Meeting
Parents	22 nd June 2021	Deri View Primary School

King Henry VIII School		
Consultee	Date	Venue
Staff	26 th May 2021	Teams Meeting
Governors	26 th May 2021	Teams Meeting
Parents	26 th May 2021	Live Teams Event

Consultee	Date	Venue
Wider Community	9 th June 2021	Live Teams Event
Wider Community	17 th June 2021 Session 1	King Henry VIII school
Wider Community	17 th June 2021 Session 2	King Henry VIII school

Senior Officers of the council's directorate for children and young people were in attendance at all consultation sessions, providing interested parties with an opportunity to learn more about the proposals and ask any questions or raise any concerns.

Officers in attendance at the consultation meetings provided reassurance that any comments or concerns raised would be noted and fed into the consultation process. However, consultees were encouraged to continue to submit their formal responses to this consultation through any of the available methods.

The feedback received during these consultation sessions have been summarised and included within section 6.2 of this report, which highlights the key themes of feedback received alongside the council's response.

5.3 Consultation with children and young people

The Council developed a “child friendly” version of the consultation document to ensure that children and young people on roll at the affected schools could be fully engaged in the consultation process.

A consultation session took place on 25th June 2021 with children and young people from King Henry VIII comprehensive school. Similarly, a consultation session took place on 17th June 2021 with children and young people of Deri View primary school. The sessions were facilitated by both school staff and officers of the Local Authority, with the key aim being to establish the views of children and young people on proposals to establish and all through school in Abergavenny.

A representative group of pupils were allocated by the two schools to meet with Local Authority representatives to share their views on the proposals. The summary version of the consultation document was used to remind young people of the proposals and the reasons for them. The sessions were informal, with children and young people given the opportunity to speak freely and ask questions. There were, however, some questions put to young people to prompt discussion, which were agreed with both schools in advance of the sessions.

A summary of the feedback received from children and young people can be found under appendix 2 of this document. This feedback has been incorporated within section 6.2 of this report, which highlights the key themes of feedback received during the consultation period alongside the council’s response.

6. Results and Comments

6.1 Summary of consultation results

The Council has received a number of responses to the consultation exercise. A profile of the respondents can be found in the table below:

Respondent category	Number in Favour	Number not in Favour	Agree with some aspects	Total
Parent / Carer	19	47	17	83
Governor	3	1	0	4
Pupil	0	2	0	2
Staff	1	6	12	19
Other schools / staff/parent/Gov	8	41	21	70
Community	4	26	7	37
Union	0	0	0	0
Town/Community Council	1	2	1	4
Other Organisations	0	0	1	1
Total	36	125	59	220

N.B. The above table reflects the number of formal responses received to this consultation, through means of either completing the consultation survey or by emailing strategicreview@monmouthshire.gov.uk.

However, any informal feedback received from consultation engagement sessions is reflected within section 6.2 of this report.

Feedback to this consultation from ESTYN, the Education Achievement Service and the Governing Bodies of Deri View Primary and King Henry VIII Comprehensive Schools are published separately within this report.

6.2 Summary of comments / concerns

The table below shows a summary of the comments and concerns raised during the consultation period together with the Council's response. The comments and concerns have been drawn and summarised from the written responses received together with the feedback given during the consultation engagement sessions.

Theme 1	Concerns regarding the nursery provision being a non-maintained setting
Summary comment / concern	LA response
A concern that safeguarding levels would be compromised through establishing a non-maintained nursery as the Headteacher / Governing body would not have the responsibility, and the non-maintained setting would have no obligation to share such information with the school	<i>Any non-maintained setting approved to provide early education must comply with Monmouthshire's Corporate Safeguarding Policy, as well as have their own Safeguarding Policy in place. All childcare staff must undertake safeguarding training and there will be a Designated Safeguarding Officer (DSO) and Deputy DSO that have been trained to a higher level of safeguarding. The setting will be required to complete a SAFE audit every two years, the same requirement as a school. Communication between the school and non-maintained setting should be robust.</i>
A concern that levels of communication between the school and non-maintained setting would not be as robust as they would with a maintained setting, being separate organisations. Would we be relying on the goodwill of the non-maintained setting provider to be willing to work closely with the school?	<i>There is no reason why communication between the school and non-maintained setting could not be robust. This is a set up that is already operating in other areas of Monmouthshire and is working very successfully. Approved non-maintained settings enter into a service level agreement with the local authority that is monitored termly. It is a requirement of this SLA that settings work closely with their feeder schools and share pertinent information, in line with data protection regulations.</i>
A view that 20 morning and 20 afternoon places for flying start families is insufficient	<i>The number of Flying Start childcare places has been determined by the Flying Start Manager, based on take up of places over the last few years and live birth data. The possibility of maintaining an additional Flying Start childcare setting at the Acorn Centre on the current Deri View site is being considered; this would provide more choice for parents entitled to Flying Start childcare and increase the number of available spaces.</i>
A concern that proposals for a non-maintained setting will result in increased costs for families living in what is already a very deprived area of the county. Many families of Deri View would not be able to afford to pay for their nursery places	<i>In non-maintained settings, early education sessions of two hours a day are funded by the local authority, so there is no cost to families unless they choose to access longer sessions. There is financial support available for wrap around childcare including Childcare Offer, tax free childcare and assisted places. An assisted places scheme has been established for vulnerable or disadvantaged children that would benefit from</i>

	<i>additional childcare hours but parents can't afford it.</i>
A query as to whether the number of nursery places would vary depending on whether the provision is maintained or non-maintained	<i>There will be 60 part time nursery places available whether the provision is maintained or non-maintained.</i>
A view that the current maintained provision in Deri View is excellent and meets the needs of the community, therefore, there is confusion as to why we propose to change this provision. Is the reason for proposing a non-maintained setting aimed at improving the existing provision?	<i>The proposal to change to a non-maintained setting on the new school site was not a reflection on the quality of the nursery provision provided at Deri View Primary. The decision was in response to the Welsh Government's commitment to move to a unified Early Childhood Education and Care approach in the coming years.</i>
A need for the local authority to explain the differences in provision offered at non-maintained settings compared to maintained settings	<i>In essence, there is no difference in the education provision offered at non-maintained settings compared to maintained settings. Both are required to follow the Foundation Phase curriculum and to complete Foundation Phase Profiles and both will move to the new 'Curriculum for Wales'. There are obviously advantages and disadvantages for each option but the main advantages of a non-maintained setting is that they have more flexibility, staff are trained in child development, they tend to have a lower ratio of staff to children (1:8 rather than 1:10) and they are supported by early years specialists from within the Education Achievement Service (EAS). On the other hand, the main advantage of a maintained setting is that the children are part of the school and become familiar with staff and routines, which could and should result in a smooth transition into Reception. In addition, the nursery session tends to be led by a qualified teacher and the curriculum can be followed from 3 years of age.</i>
A concern that transitional arrangements and levels of accountability will be compromised through the implementation of a non-maintained setting. The current provision is managed by the school, and children already feel part of the school, are familiar with its	<i>There is no reason why children attending a non-maintained setting can't take part in school-based activities such as assemblies, sport's days, Christmas concerts and so on; in fact, this is strongly encouraged. The advantage of having a non-maintained setting on a school site is that school staff can visit the setting and familiarise themselves with the children and vice versa, ensuring a smooth transition into Reception.</i>

environment and take part in school based activities, which would all be lost. The school have responsibility for the children from an earlier age with maintained settings	
A view that levels of support for early years' children who are vulnerable or have additional needs with ALN will suffer. The remit of the school's ALNCO currently enables early identification and smooth transition into Reception with appropriate levels of support. A non-maintained setting removes accountability from the school	<p><i>All non-maintained settings are required to complete the regional ALN training modules that have been developed specifically for Early Years settings. Every setting must have an ALNCO and they are requested to inform the Local Authority if they have any concerns regarding a child in their care.</i></p> <p><i>The Additional Learning Needs and Education Tribunal (Wales) Act (ALNET) places the statutory duty on the local authority to maintain an IDP for any children accessing their early education at a non-maintained setting who are identified as having an Additional Learning Need.</i></p>
Children are currently offered 2 hours in non-maintained settings, but 2.5 hours in maintained settings, so families are being disadvantaged by the proposals	<p><i>The Local Authority has a statutory duty to provide a minimum of 10 hours a week of early education free for children aged 3 to 4 years until they are offered a full-time place in school. Deri View nursery currently offers five 2 ½ hour sessions a week (12 ½ hours a week in total) but this is not the case for all primary schools in Monmouthshire, some have reduced the length of their nursery sessions to 2 hours. If a vulnerable or disadvantaged child would benefit from a longer session, a top up could be funded through the Assisted Places Scheme.</i></p>
Concerns that the proposed size of the nursery is not sufficient for the likely growth in Abergavenny, especially to be able to offer families wrap around provision. Is there the risk that some of our most disadvantaged families will be left without any provision if numbers are too tight?	<p><i>The new school will have a two-form entry, which is a maximum of 60 places in each year group, so the nursery has been brought in line with this. We monitor the take up of places termly and there are currently sufficient places across Abergavenny as a whole and a significant surplus of places in Deri View nursery.</i></p> <p><i>If numbers do increase significantly and there is a high demand for places in the nursery, the application process will ensure that priority will be given to children within the catchment area of the school who are due to start school the following year.</i></p>
A view that the temporary governing body should be responsible for determining whether the provision should be maintained or non-maintained	<p><i>The consultation document had to be produced before the formation of the temporary governing body; however, this is only the preferred option and all views will be considered before the final decision is made.</i></p>

A query concerning the current provision offered by the Acorn Centre and Flying start, and whether this provision will also move to the new site? Their support and intervention is invaluable A lack of understanding as to why we would create an all through school under 1 leadership structure but exclude early years provision from this	<i>There will be provision on the new school site for Flying Start and Acorn Centre staff. For many years, Flying Start childcare in Monmouthshire has been provided by Tiny Tots Playgroup and Cylch Meithrin Y Fenni, both of which are non-maintained settings and this has worked very effectively.</i>
A concern that children who attend a non-maintained nursery will not be taught by a qualified teacher like they would with a maintained nursery	<i>There is no requirement that children accessing early education should be taught by a qualified teacher whether this is in a maintained or non-maintained setting, as the focus at this age is very much on child development. We have some maintained nurseries in Monmouthshire where the children are not taught by a qualified teacher; in the same way, we have some non-maintained settings that have staff that are qualified teachers.</i>
A view that the new curriculum is aimed at children aged 3-19 and proposals for a non-maintained setting doesn't enable the school to deliver and be accountable for the curriculum for nursery aged children	<i>Approved non-maintained settings will follow the new curriculum and have received training around this. The Welsh Government has commissioned early years experts to develop a curriculum specifically for non-maintained settings so they will follow the same principles and cover the same skills as the school curriculum.</i>

Theme 2		Impact that the proposal will have on Pupils with Additional Learning Needs
Summary comment / concern		LA Response
Consultees were keen to find out what the ALN provision will look like at the new school, a design that is accessible to neurodiverse pupils. Will there be designated quiet areas, public spaces that do not echo and are not loud. Will specific surfaces be used so that chairs don't scrape loudly? Will there be different buildings and areas themed with colours and shapes?		<i>Local authority ALN officers, Educational Psychologists and ALN practitioners from schools currently hosting specialist provision, have contributed to planning meetings relating to the design of the new school. The new school will comply with all relevant disability legislation and take into account the need for the environment to be accessible to all ALN learners including those with neurodevelopmental needs. This will</i>

	<i>include appropriate choices of colours and materials used for walls /furniture etc. to take into account the sensory needs of pupils.</i>
Consultees raised concerns regarding the ALN staffing structure and how quite often large schools do not provide the same support from ALNCo's. What will the ALN staffing structure look like and will there be continuity between Key Stages?	<i>Under new ALN legislation ALNET and ALN Code, ALNCo's are now a statutory role and all schools must have a designated ALNCo who is either on or has direct links to the school's Senior Management Team. As part of this statutory role the ALNCo must be allocated sufficient time to do this role and will be responsible for coordinating ALN provision across the school. The advantage of 3-19 school will be that the ALN faculty /department will cover the full age range and this will ensure continuity between all key phases and transition points.</i>
Concerns were raised regarding the disruption to ALN pupils when moving to the new school, consultees want to know how the LA are going to address this and make the move as smooth as possible?	<i>All pupils with ALN will be provided with a bespoke plan to support their transition to the new school. This could include additional visits to the new school at quiet times, personalised books with photographs of the site and teachers, social stories, short films about the school which will show specific ALN areas and facilities. If a child has a particular concern or worry, then this will be addressed on an individual basis. Staff from the new school will make links with each feeder school so they become a 'familiar face' to the children and one that they can recognise when they transition to secondary education.</i>

Theme 3	Views received in relation to the Logistics and the new school building
Summary comment / concern	LA Response
A query regarding the build process and the noise / dust / disruption that will no doubt be caused throughout the development, and how this is likely to impact on pupils during the examination season	<i>There will inevitably be some disruption during the build. A Site Management plan will be complied by the Contractor to address these issues and the appointment of a Site Manager for the duration of the project will ensure the site Management plan is enforced and adhered to</i>

A query regarding the plans for the existing buildings on the site. Will they be used during the build period? What are the plans for the community centre?	<i>It is proposed that all pupils will remain in their existing buildings until the new school building is completed. The Leisure Centre will remain operational throughout the build</i>
A concern that the size of the proposed new school will lead to a loss of outdoor spaces, and result in inadequate areas for recreation and PE	<i>The proposed new school will not lead to a loss of any outdoor spaces. Existing facilities maybe relocated elsewhere on the site, but they will also then be upgraded and enhanced.</i>
A request for the timeline for the building works to be published for public viewing	<i>As soon as the Council can publish an agreed timeline for the building of the new school it will do so. Current high-level detail is that Contractors will move onto site in July 2022 and leave in December 2024. However, this is still subject to change.</i>
A strong view that the new school will need to include a forest schools area	<i>Forest schools and maximising the use of outdoor spaces for learning and recreation are a requirement of the project brief</i>
<p>Queries regarding the build and its impact on the environment, including:</p> <p>Will the school be designed in a way that mitigates against the negative impacts on the environment?</p> <p>Will the build be carbon neutral or designed to give back to the grid?</p> <p>How will the ecology in the environment be protected?</p> <p>How will green modes of transport be encouraged?</p> <p>How is the visual impact on the environment going to be addressed?</p>	<p><i>Yes, the funding requires the school to be designed to be BREEAM Excellent</i></p> <p><i>The school is being designed to be operation Net Zero Carbon</i></p> <p><i>Surveys will be conducted, and recommendations responded to accordingly</i></p> <p><i>Potential travel needs of learners and staff will be assessed as part of the Active Travel (Wales) Act 2013</i></p> <p><i>A Landscape Visual Inspection reports will be undertaken to ensure as far as possible – what is built responds to, and reflects the character and distinctiveness of, and successfully</i></p>

	<i>integrates with, the surrounding environment.</i>
Will there be electrical charging points for vehicles?	<i>Electrical Vehicle charging points will be installed</i>
A concern regarding the current infrastructure around the school site and surrounding areas with its lack of suitability to accommodate the additional traffic likely to be caused through creating a bigger school. Similarly, there will be those within the community looking to access the Leisure Centre so how will this be managed?	<i>Early discussions have taken place with Monmouthshire's Highways Department and schemes to manage and improve the traffic around the site and surrounding areas are being developed. Traffic Impact Assessment will be undertaken. Access to the Leisure Centre will be retained throughout the project.</i>
A query as to why the conceptual designs for the new school have not yet been published for comment. Are the designs in place and finalised, or will the community have an input?	<i>Conceptual designs are not finalised at present and will be made available for the community to comment upon in due course</i>
<p>Queries regarding pupil / parental access to the new site including:</p> <p>Will there be safe walking routes for parents and pupils to travel to school?</p> <p>Will there be an adequate number of pick up and drop off points to accommodate such a large school?</p> <p>Will parents be able to access the site in their vehicles throughout the day, for example, for nursery age children who aren't there all day?</p> <p>How does the site remain safe?</p>	<p><i>Safe walking routes for parents and pupils will be provided.</i></p> <p><i>Pick up and drop off points will be adequate to the number of pupils attending the school. This will be determined by the Traffic Impact Assessment.</i></p> <p><i>3-19 Schools have staggered start and finish times so that younger and older pupils are kept separate and it eases any potential congestion on the site. Parents can access the site at the appropriate times.</i></p> <p><i>A traffic management scheme for inside the site will be devised in conjunction with Highways as part of the project.</i></p>
What is the thinking behind the opening being 2023 and not delay it until 2024 when the building is ready?	<i>The Council feels it more advantageous for the new school to be established prior to moving into a new building</i>
A query as to whether the Deri View site will be refurbished to make it fit for purpose for Ysgol Gymraeg Y Fenni	<i>Deri View will receive capital investment to make it fit for purpose for the Ysgol Gymraeg Y Fenni</i>

A concern regarding the possibility of the size of the secondary provision being inadequate for the future, especially with the LDP proposals to significantly develop Abergavenny and provide 8,000 new homes. Will the build allow for flexibility in growth?	<i>There is capacity available within the new build to allow for growth. At present the new LDP has not been agreed and therefore are only able to forecast on information we hold at present</i>
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Theme 4	Impact on Leisure Facilities
<i>Summary comment / concern</i>	<i>LA response</i>
Consultees were keen to find out what sport and leisure facilities will be maintained and provided at the new school and who will have access to them?	<i>At present the proposal is to replicate all existing sports and leisure facilities on the site, with a separate sports hall in the new school and new 4G pitch. All sports and Leisure facilities will be available to the community outside of school hours.</i>
Concerns were raised with regards to how the current facilities would be affected during the build?	<i>The existing Leisure Centre will continue to operate during the construction of the new school. Some external facilities will be out of use for periods of time however the programme of works will be devised so that this is kept to a minimum.</i>

Theme 5	Impact on staff
<i>Summary comment / concern</i>	<i>LA response</i>
Concerns were raised about staff losing their jobs. Will staff have to re-apply for their jobs or will they be ring-fenced?	<i>The Governing Body of the new school will determine the staffing structure for the school. The Council is confident that most staff will transfer to the new school. If there is a need for compulsory redundancies the Council's Protection of Employment will be followed.</i>
Will Deri view Nursery staff transfer to the non-maintained setting?	<i>Deri View Nursery staff will not transfer to a non-maintained setting as a non-maintained setting is a separate employer who will appoint their own staff.</i>
Concerns were raised around the wellbeing of staff during a time of uncertainty. How will the well-being of staff be supported?	<i>The wellbeing of staff will be supported by HR Business Partner for both schools during this process. Regular consultation will take place with all staff.</i>

	<i>A robust change management programme will be implemented to support staff with the transition.</i>
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Theme 6	Safeguarding Concerns
Summary comment / concern	LA response
Concerns were raised regarding children being overlooked in such a large school and the ability of schools to identify wider issues with families such as neglect, mental health etc. are missed. It was felt that children need nurturing and a large school cannot offer this at the level small children need.	<i>A larger school doesn't mean that young children will be treated any differently compared to a small school. The level staffing in a large school is proportionally the same as in a smaller school. The recommended ratio of staff to children is the same in both small and large schools. This means that staff will know and nurture young children equally as well wherever they are in a non-maintained setting, a small school or a large all-through school.</i>
There were concerns raised regarding the safeguarding levels of a non-maintained nursery that is located on a school site?	<i>The Local Authority have no concerns regarding safeguarding levels in non-maintained settings. This is because all non-maintained settings must follow the same safeguarding procedures and have the same level of training as maintained settings and schools. The LA routinely monitor safeguarding practice in non-maintained settings in the same way as schools.</i>
A view that younger, more vulnerable children should not be on the same site as secondary age children. There were concerns raised that younger children could not be safeguarded from the language, behaviours and potential influence of teenage children	<i>We would expect the school to manage the interaction of all learners on site appropriately so that younger children are safeguarded at all times.</i>

Theme 7	Impact on pupils
Summary comment / concern	LA response
There were concerns that the proposal may lead to a two-tier system for primary education in Abergavenny	<i>This is a potential consequence however; we expect the new school to build on current arrangements and work collaboratively with all primary schools in the cluster to ensure that there is equity across the system.</i>
There were concerns that the all through school may have a detrimental effect on the transition of year 6 pupils	<i>We accept that primary pupils based in the new school would be more familiar with the primary area as this is where</i>

from cluster primary schools, given that year 6 "Deri View" pupils will be more familiar with the new school and will have formed strong relationships with their peers?	<i>they would be based. However, we would expect the new school to facilitate regular opportunities for learners from other feeder primary schools to be given regular opportunities to become familiar with the school and staff as part of a robust transition process.</i>
Concerns raised that there may be inequitable provision between those attending the all through school and those attending the other feeder primary schools	<i>The Curriculum for Wales requires each school to develop its own curriculum to meet the needs of its learners and the community. This means that provision will inevitably differ in each primary school. However, effective collaborate working between primary schools in the Abergavenny area is well established This means that learners in these primary schools have access to common learning experiences ahead of transition as they have currently.</i>
Consultees wanted to know how the primary school pupils coming from other cluster primary schools will be supported for integration and alignment with the children who will already be on site.	<i>Primary schools in Abergavenny work effectively together and in partnership with the secondary school to ensure that all learners make a positive transition into Year 7. We would expect these arrangements to continue and strengthen as the new school becomes established.</i>
Small schools help build communities and help children to thrive in learning environments where parents are neighbours and staff care about the community they serve. All Stakeholders become invested in their community school.	<i>The new school will provide a learning environment, which is engaging and suitably flexible to deliver the full range of learning experiences to deliver the new curriculum and in doing so, ensure that all learners have every opportunity to make good progress and thrive. The strong relationships that exist between the schools, parents and the community should be maintained if, as we expect, the majority of staff transfer into the new school.</i>
A question as to whether we are hoping that the new school will improve the transition loss to schools outside of Monmouthshire	<i>We expect the new school, its staff, facilities and learning experiences to encourage more learners to continue their education in Monmouthshire into Key Stage 3. Improved and enhanced facilities for Post-16 will enable the school to offer a wider range of courses and we expect this to increase the number of students choosing to remain in the school for Year 12 and 13, and at</i>

	<i>the same time attract more students from other establishments.</i>
What research and evidence is there that has guided you to arrive at the decision this is the best option for our children's education in Abergavenny.	<i>The most recent and relevant study that we have identified (beyond the cases made by a number of Welsh local authorities) was completed by Swansea University in 2018. This draws out a number of the opportunities and risks that all-through schools face. We also considered the Authority's strategic educational aims in determining in 2017 that an all-through school provided an opportunity to affect real change in Abergavenny.</i>
Concerns were raised regarding the proposals to establish a middle school and how this will benefit all children within the cluster.	<i>The introduction of the new Curriculum for Wales will provide schools and practitioners more freedom to provide a wider range of learning experiences and for any two schools to decide what they teach and assess to measure the progress of learners. The removal of phases and key stages will remove the distinctions between what happens in primary and secondary school. An all-thorough school will be in a strong position to decide what pupils learn across the whole learning continuum, share expertise across a range of ages and develop excellent practice. We expect the new school to share this expertise with all primary schools in the cluster for the mutual benefit of all learners in the same way as it does currently.</i>

Theme 8	Views received in relation to the structure & governance
Summary comment / concern	LA response
A request for details regarding the school leadership structure, who will make up the provisional governing body and what is the timeline for this?	<i>The Governance i.e. the structure and composition of the Governing Body will be determined upon the conclusion of the consultation exercise. This will be completed in accordance with all relevant Welsh Government regulations.</i>
A concern was raised regarding the diverse needs of children through the	<i>The school, if the proposed changes proceed, will have a single</i>

progression steps which will command a broad range of skills, knowledge and behaviours of SLT and an over-arching head may find this challenging. What are the plans for SLT and the headteacher?	<i>headteachers supported by a Senior Leadership Team made up of individuals capable of leading the various elements of the school. The leadership, its structure and appointments will be a matter for the new Governing Body albeit supported by the Local Authority.</i>
Consultees raised questions regarding the role and responsibility of the Governing Body in an all-through school and how this has been managed by the schools and other LA's?	<i>The role of the Governing Body in an all-through school is exactly the same as it is in a primary or secondary school. The Governing Body will have to recruit and appoint its members carefully to ensure that there is an appropriate balance of skills and experience.</i>
Consultees felt that due to the Leisure Centre sharing the current school site, the security of the premises is not sufficient. How is the security of the site going to be addressed?	<i>The new school offers the opportunity to enhance the division of space between the leisure centre and the school. All of the design processes will include consideration of necessary safeguarding barriers and boundaries.</i>
Consultees wanted further information on how the transition from year 6 to year 7 will work and wanted to know if the LA had considered a middle school and if so how would this work? Children across the cluster will have very different experiences	<i>The majority of learners will transition to the new school from schools outside of the all-through school. There is a very strong history of collaboration across the Abergavenny cluster of schools. This has seen significant success in both promoting learning and development of skills in the primary schools and enhancing the children's preparedness for secondary school.</i>
Clarification required on responsibility for the school budget during the period when the schools close but are not located on the same site	<i>For the year in which the 'new' school is in operation but the two elements are in their existing location prior to co-location in 2024 the Governing Body of the 'new' school will be responsible for the budget across both sites. The Local Authority will work closely with the school to ensure a smooth transition of budgets from the existing schools managing any surplus or deficit positions.</i>
Concerns raised around the structure of having a middle school when the majority of Primary age pupils will not be part of the school. How will the primary school pupils in other schools be supported to ensure equity, and what	<i>We believe that the middle / intermediary school will be a value asset to the school in developing the new offer of the Curriculum for Wales. Its implementation and management will be a consideration for the new school within an all-through age range.</i>

support will be available for small rural schools	<i>As noted above all schools will continue to work very closely with all schools across the cluster and this will facilitate a smooth transition into year 7. Children transitioning from other schools will simply experience two years of middle / intermediary school.</i>
View that the existing management structure should remain as they are very successful	<i>We would agree that the leadership of both schools has been successful. However, there are always improvements and developments that can be made and the collaboration within an all-through school will provide greater opportunities for learners to develop their skills.</i>
A question as to whether Primary Teachers would be required to teach in all areas of the middle school	<i>The middle school will potentially be made up of pupils in years 5-8. Primary teachers would normally work up to year 6 as a matter of course. The delivery of the new curriculum provides the school with the opportunity to change the delivery of education in years 7 and 8. This will be a matter for the school and the new Governing Body to consider.</i>
Concerns that Primary School children will miss the personal connection that they currently have with Headteachers	<i>Learners will have the opportunity to make strong connections with many adults across the school, from their classroom teachers, classroom assistants and various heads of phase. Whilst we are unable to comment upon the Headteacher role we are sure that the leader of the school would make strong connections with all learners.</i>

Theme 9	Views received in relation to the proposal
Summary comment / concern	LA response
A concern as to why it has taken so long to reach this point if King Henry VIII Comprehensive School is in such poor condition	<i>The decision to proceed with the replacement of King Henry VIII as a part of an all-through school in Abergavenny was made in October 2017. In the intervening period we have completed the build of the new school in Monmouth and Caldicot and worked through the Covid-19 pandemic. There has been some work undertaken to secure the infrastructure and learning environment within the school.</i>

<p>A question around the decision to involve Deri View Primary School in this process. Why not one of the other schools in the cluster, or build a new primary school?</p>	<p><i>We reviewed all of the schools in the town of Abergavenny. Llantillio Pertholey was excluded due to the fact it is a Church in Wales school, Our Lady and St. Michaels is a Catholic primary school which left only Cantref and Deri View as community schools that could potentially be combined with the secondary to create the new all-through school.</i></p> <p><i>A key part of the proposal is the expansion of Welsh Medium primary education in the area, consolidating Cantref would not allow for any primary Welsh medium expansion. The involvement of Deri View facilitated increase in capacity in Monmouthshire's Welsh medium provision.</i></p> <p><i>It was also a stated aim of the programme to invest in the educational provision and progression of our most disadvantaged learners. We believe that the all-through school will bring significant advantages to this group of learners.</i></p>
<p>A view that Deri View Primary School is in its best ever position, with a strong management team, excellent staff and vulnerable families feeling supported. To close and move to a new school feels like the school will be starting again.</p>	<p><i>Deri View Primary School has developed well in recent years and the local authority has confidence in its leadership. However, we believe that there is still the potential to develop the provision that we offer to this area of Abergavenny. We recognise that wellbeing has been a significant feature of the past 18 months but this has to be aligned with a strong focus on teaching and learning.</i></p>
<p>A query as to why we are not seeking to increase the capacity of schools facing oversubscription issues rather than building a new, larger primary school. There are lots of houses being built in areas such as Llanfoist, Gilwern and Govilon where schools are already oversubscribed. Will these children be required to go to the new school?</p>	<p><i>We have recently reviewed our oversubscription criteria that should allow for children to access their local school. We are still facing some legacy issues associated with our previous admissions criteria.</i></p> <p><i>We have recently taken steps to extend the accommodation at Gilwern School. The capacity of the new school has been calculated based on our knowledge of the number of live births in the catchment area and the housing development in the area.</i></p>

A concern that the stigma / perception issues concerning Deri View Primary School will not disappear through its relocation to a new site.	<i>We do not believe that there should be any stigma attached to Deri View Primary School. We believe that the new all-through school will provide a new and exciting educational provision in Abergavenny building on the legacies of both Deri View Primary School and King Henry VIII.</i>
A view that a new secondary school should be built like we have done for Caldicot and Monmouth, and not an all through school. This does not seem to have been considered as an option in the consultation document	<i>This was an option that was considered in 2017 when Monmouthshire County Council's Cabinet refreshed its 21st Century School's Strategic Outline Programme. It was not selected as a preferred option at that time as it did not have the benefits associated with the new all-through school. These benefits are set out elsewhere in this document.</i>
A view that the proposal will bring lots of benefits to King Henry, Deri View and Ysgol Gymraeg Y Fenni and be a real asset to the town.	<i>We agree that this is a progressive proposal that will benefit the learners in Abergavenny.</i>
A view that the money should be invested elsewhere, such as creating a specialist school for GCSEs and A levels	<i>We believe that the provision that is proposed in this consultation represents the best value for money. The all-through school will provide a continuum of learning for all students to ensure that they excel at both GCSE and A-level.</i>
A request for the Local Authority to reconsider its proposal to develop an all through school as they have not been a success in other examples. Concerns have been shared that all through schools do not work, and would not be of benefit to the children with a large number of schools sitting outside of the all through school structure.	<i>We have seen examples of all-through schools that have been very successful. Whilst we recognise that there have been some challenges in some through schools we believe that building on research and learning from within the Welsh education system we can make sure that the Abergavenny School is a success.</i>
A lack of confidence has been shared regarding the benefits that an all through school will bring to our community. Children attending other schools within the cluster will be at a disadvantage	<i>We do not recognise this. All of the schools in the Abergavenny cluster benefit from excellent relationships across the primary sector and with the secondary school. The introduction of the middle/intermediary school will alleviate some of the challenges that are being alluded to. The new provision will provide many additional benefits for the wider Abergavenny Community.</i>

<p>A concern that the all through school will be too large. The quality of teaching and learning has suffered in other local examples, and sense of school community will be lost</p>	<p><i>The all-through school will be nearly the same size as the secondary school in Monmouth. We do not believe that the size of the school has a bearing on the quality of teaching and learning. There will be an enhanced learning environment and the opportunity to develop excellent approaches to evaluation and school improvement will see the delivery of improved teaching and learning.</i></p>
<p>A question concerning the reasons why all through schools were not developed in Monmouth and Caldicot if the Local Authority is so confident in this model.</p>	<p><i>The situation and environment in Abergavenny allowed the Authority to consider different solutions in Abergavenny compared to Caldicot and Monmouth.</i> <i>The proximity to Deri View School, the desire to make systemic changes to provide enhanced provision for our disadvantaged learners and provide the opportunity for the Welsh school to expand all provided Monmouthshire's Cabinet to select a different model in Abergavenny.</i></p>
<p>A view that proposals have been formed purely for financial benefits.</p>	<p><i>The proposal brings with it an enhanced capital cost. The revenue cost associated with the change should see no material change in the financial costs associated with the school.</i> <i>This is not a proposal that will deliver financial benefits to the Authority nor was it cast as a model that would be financially beneficial. We would hope that there will be opportunity to make the school more efficient.</i></p>
<p>A view that the proposals to develop an all through school will enable greater support and progression for children's social, emotional and education development.</p>	<p><i>This has been a key consideration for the Authority throughout the creation and development of the project.</i> <i>The introduction of a Special Needs Resource Base which will be operating on an all-through basis is further evidence of our commitment to providing seamless support for learners.</i></p>
<p>A concern that the number of secondary school places are reducing in the area when housing developments are increasing</p>	<p><i>We have sized the school appropriately taking account of all proposed developments in the Abergavenny area and recognising the increasing numbers of pupils choosing to attend King Henry VIII.</i></p>

A question regarding the levels of research that has been undertaken to prove that all through schools can be a success. This does not seem to form part of the consultation document.	<i>We are confident that the evidence for the benefits associated with all-through schools supports our approach. We draw out greater detail of the evidence in the consultation report.</i>
A question as to how the growth figures have been calculated to justify the size of the school. With so many unknowns around potential housing growth in the area, will the new school have flexibility to increase in size.	<i>The Authority is only able to plan for school places on the knowns within the system. Our sizing has been predicated on all known housing development within the planning system. The size of the site itself introduces some challenges in terms of future expansion.</i>
A concern that those without the knowledge of all through schools and how successful they can be will influence the decision as to whether proposals proceed.	<i>As with all proposals we take evidence from a wide variety of sources.</i>
A question concerning the catchment area for the new school, in particular, for those residing in the outlying areas of Gilwern and Llanfoist	<i>There will be a catchment review for the Abergavenny area following the conclusion of this consultation process.</i>

Theme 10	Views received in relation the name of the new school
<i>Summary comment / concern</i>	<i>LA response</i>
Concerns were raised regarding the name of the new school and how it will be decided?	<i>The name of the school will be determined in due course by Monmouthshire County Council. Any changes to the school name have to be discussed with the Crown Office who would then seek consent from Her Majesty The Queen.</i>
As King Henry VIII school was established by Letters Patent, does a special legal process need to be followed to close it?	<i>The Letters Patent refer only to the school name.</i>
There are two bursaries linked to King Henry which can be applied for. If the school is closed will we lose the bursaries?	<i>The bursaries are currently being examined by Legal</i>

Theme 11	Views received in relation to the Consultation process
<i>Summary comment / concern</i>	<i>LA response</i>
Concerns were raised regarding the consultation process, why is it taking so	<i>The proposals on which we are consulting must follow a statutory</i>

<p>long, what decision are left to be made, the consultation document is not detailed enough and lacking information, who did the LA consult with?</p>	<p><i>consultation process, which is set out within the Welsh Government School Organisation Code (November 2018).</i></p> <p><i>Section 2 of the consultation document confirms that consultation process to be followed, which is set out in order to comply with the above code.</i></p> <p><i>The first stage of this process is the consultation stage, and is an opportunity for us to seek the views of consultees on our proposals. The consultation stage must run for a minimum of 6 weeks, however, the consultation stage concerning these proposals was extended by two weeks to enable wider engagement during the challenging times associated with the Covid 19 Pandemic.</i></p> <p><i>The second stage of this statutory process is where the Council's Cabinet will consider the feedback received throughout the consultation stage of the process to determine next steps. Should Cabinet decide not to proceed, the statutory process will end. Should the Cabinet wish to proceed with the proposals, statutory notices will be published and consultees will be given 20 days to formally object to proposals being implemented.</i></p> <p><i>The third stage of the consultation process will be where the Cabinet reconvene to consider any statutory objections received following the publication of the statutory notices. This is the final stage of the process where Cabinet will make a decision as to whether proposals are implemented.</i></p> <p><i>A full list of consultees is available within the consultation document under appendix 1</i></p>
<p>How are you ensuring more vulnerable families have had a chance to comment on proposals?</p>	<p><i>The consultation process was undertaken during the global pandemic which has challenged the way in which</i></p>

	<p><i>community engagement could be undertaken.</i></p> <p><i>During the consultation process, the Council has run a number of online engagement events to enable statutory consultees to learn more about the proposals and have the opportunity to share their questions and concerns with senior officers of the local authority, as well as the Cabinet member for education.</i></p> <p><i>Appreciating that online engagement sessions may not suitably engage some of our more vulnerable families, officers facilitated some on site community sessions and Deri View Primary School and King Henry VIII Comprehensive School.</i></p>
Concerns were raised regarding how the wider community were consulted, how were the consultation events publicised?	<p><i>The Council arranged a number of online and on site engagement sessions with consultees. This provided opportunities to understand more about our proposals, ask questions and share any comments or concerns about our proposals.</i></p> <p><i>All consultation events were marketed through the Council's website and social media pages. In addition, all statutory consultees were informed directly of the details of these events. Schools within the cluster facilitated the sharing of this information through their communication channels with parents and carers.</i></p>

Theme 12	Impact on Post-16 provision
Summary comment / concern	LA response
If pupils had been in one school since the age of 3, do you think there is a risk of losing them to another educational establishment at Post 16?	<p><i>Student choice at Post-16 is influenced by a number of factors, including the range of courses available, access to good quality resources and the environment for learning.</i></p> <p><i>The new school will have the capacity to offer a broader range of courses to meet a wider range of student needs within an environment conducive learning.</i></p>

There is a concern around Post 16 funding, do you think there is an added risk of vocational and academic courses causing a negative impact on retention?	<i>Post-16 funding is determined by Welsh Government. A school offering a mix of vocational and academic courses is more likely to increase retention because it will have a broader range of course that will appeal to wider audience.</i>
What will happen to other MCC buildings being used for Adult Education, should this proposal go ahead?	<i>We believe that the new school building will provide a significant opportunity for a range of community groups. We will work with colleagues across Monmouthshire to ensure that it does not have a de-stabilising affect.</i>
What will the structure be for those taking GCSE's and those taking AS/vocational courses? What would the impact be if all of these students are taught together?	<i>The school will determine the structure for delivering examination courses. However, is unlikely that GCSEs and AS/Vocational courses will be taught to the same students at the same time.</i>

Theme 13	Impact on Welsh Medium provision
Summary comment / concern	LA response
If the Deri View building does not meet the new standards then why is it ok for Ysgol Y Fenni to move into that building and will this be rectified before they do?	<p><i>Should the outcome of this statutory process proceed to implement an All through school, proposals would then be for Ysgol Gymraeg Y Fenni to relocate to the current Deri View Primary School site. This would be subject to a separate consultation process.</i></p> <p><i>The Council has allocated appropriate funds to make sufficient improvements to the Deri View School building, ensuring that Ysgol Gymraeg Y Fenni would be able to relocate into a building that is fit for purpose.</i></p>
Now that there is no Welsh stream there is still no provision being made for Secondary Welsh learners?	<p><i>The provision for secondary age Welsh Medium learners is currently facilitated at Ysgol Gyfun Gwynllyw, and this will continue to be the case should these proposals proceed.</i></p> <p><i>However, the Council is committed to exploring the options for providing a more local Secondary Welsh Medium provision, which we hope to bring forward as part of the next stage (Band</i></p>

	<i>C) of the 21st Century Schools programme</i>
What will happen with the Ysgol Gymraeg Y Fenni Site?	<i>A decision has not yet been made on the future of the site occupied by Ysgol Gymraeg Y Fenni. Any decision to relocate the school to the Deri View site would be subject to a separate statutory consultation process</i>
Will there be too much capacity in the area with a 420 Welsh Medium School and English Medium School?	<i>The Council has a responsibility to ensure that it provides a sufficient number of English Medium and Welsh Medium places. The proposals formed within the consultation document are sufficient based on the current trends and projections, and provides a suitable number of English Medium places whilst enabling the Welsh Medium sector to grow as parental preference requires.</i>

Theme 14	Financial Impact
Summary comment / concern	LA response
Concerns were raised over whether the council can afford this?	<i>The Council will take full account of the affordability of the project when it considers the Full Business Case. We have worked closely with our corporate finance colleagues and are aware of the financial pressure and the current cost pressures.</i>
What if Welsh Government say no to more funding?	<i>We are working closely with the Welsh Government and have a transparent relationship regarding the cost and any escalation that may occur.</i>
Why are you not using this money to keep as many schools open?	<i>There will be no financial 'benefit' associated with the proposal, that is not why we have developed this project. The consolidation of Deri View and King Henry VIII will not elicit any revenue financial benefits.</i>

6.3 Specific comments / concerns raised by King Henry VIII Comprehensive School

The Council held specific engagement sessions with staff, governors, parents, and pupils of King Henry VIII Comprehensive School, with their feedback incorporated into section 6.2 of this report.

The below table summarises the key concerns raised through the School's formal response to this consultation:

Summary of concerns raised
<p>The response received from the Governing Body of King Henry VIII comprehensive School overall confirmed their support towards proposals to establish a new all through school, through means of merging King Henry VIII Comprehensive and Deri View Primary Schools. The governing body felt excited that proposals would provide the community with outstanding facilities.</p> <p>However, there were two specific concerns that the governing body raised during the consultation:</p> <ol style="list-style-type: none">1. A very strong view that the name of the new school will need to remain as King Henry VIII based on its historical context and the links it has with Abergavenny town.2. A request that the local authority revisits the proposals to establish a non-maintained nursery, and provides more information on the pros and cons of each option, taking into consideration the important input from the parents and staff of Deri View Primary before presenting an option for implementation.
Local Authority Response
<ol style="list-style-type: none">1. <u>Name of the new school</u> <p>The name of the new school has arisen as a key theme of concern during the consultation process. The Council has acknowledged the comments arising from the governing body, as well as other consultees, concerning the name of the new school. This statutory process focusses on the principals behind the proposed establishment of an all through school located on the site of King Henry VIII Comprehensive school. Any decision on the name of the new school will be undertaken through a separate process once a decision has been made on whether to proceed with the proposals outlined within this consultation.</p> <ol style="list-style-type: none">2. <u>Early Years provision</u> <p>The Council has consulted on proposals for the early years provision to be delivered as a non-maintained setting, located on the same site as the proposed</p>

all through school. The proposed early years provision appeared to be a significant concern for many throughout the consultation process and appears under section 6.2 (theme 1) of this report, where the detail of concerns are summarised alongside the Council's response to these concerns.

The Council continues to believe that a non-maintained delivery model is a model that works successfully throughout many areas of the county and offers increased levels of flexibility to support families with their childcare. However, we must also take account of the feedback received during this consultation to inform decision making on the next steps in this process.

6.4 Specific comments / concerns raised by Deri View Primary School

The Council held specific engagement sessions with staff, governors, parents, and pupils of Deri View Primary School, with their feedback incorporated into section 6.2 of this report.

Summary of concerns raised

The response received from the Governing Body of Deri View Primary School confirmed their support towards the following aspects of the proposals to establish an all through school:

1. The need to enhance the educational provision in Abergavenny through means of improving the learning environment for secondary age learners
2. The desire to increase the availability of provision for Welsh Medium through utilising the facilities of Deri View Primary School.
3. To increase the number of Monmouthshire young people remaining within the county for their education experiences.

However, the governing body throughout the consultation process have shared the following concerns:

1. The governing body held strong beliefs that the provision for early years' children should form part of the all through school proposals, and therefore enable responsibility for the children's education and wellbeing to be full managed by the new school and its governing body, rather than a private provider. There were concerns that no evidence has been presented to suggest children and their families would benefit more from the experiences of a private provider but do feel that children would be disadvantaged by current proposals.
2. A concern that the consultation proposals can be interpreted by some members of the community that Deri View Primary school is a failing school. The building itself has been perceived as not being fit for purpose, however, it was felt that this is not a reflection of the school's performance and a

request has been made that many of the support, outcomes and provision at Deri View must be replicated in any new provision.

3. The governing body felt unsure as to what the educational benefits of the all through school would bring for their pupils, given that the results at Deri View Primary are good and on an upward trend.
4. A concern that the location of the new school is not in the centre of the Deri View Community, where the majority of children walk to school, and governors felt concerned that families will have further to go to access the new school.
5. Governors felt concerned around the transitional arrangements associated with the proposals through an establishment of a middle school, which would mean children from other schools joining the provision at later stages.
6. Governors felt staff need to be supported through early publication of a process for how they would transfer to the new school.
7. Governors felt concerned that the name of the new school has not been discussed in any great detail and felt concerned that the proposals to establish a “new” school will be lost if the name of King Henry is kept

Local Authority Response

Local Authority Officers have been pleased to work closely with the governing body and staff of Deri View Primary school on the build up to and throughout the consultation process. However, we welcome the governing body’s formal response to this consultation.

During the consultation process, officers held engagement sessions with the governing body, staff, and parents of Deri View Primary School. During these sessions, there appeared to be overall support for the principles behind the proposal, however, there were also some matter of concern raised which we should reflect in any further decision making. These concerns have been reflected in the governing body’s formal response to this consultation.

3. Early years provision

The governing body, staff and parents hold very strong views that the early years provision within the proposed new school should be a maintained setting, meaning that the provision would be managed directly by the governing body and staff of the school.

The Council has consulted on proposals for the early years provision to be delivered as a non-maintained setting, located on the same site as the proposed all through school. The proposed early years provision appeared to be a significant concern for many throughout the consultation process and appears under section 6.2 (theme 1) of this report, where the detail of these concerns are summarised alongside the Council’s response to these concerns.

The Council continues to believe that a non-maintained delivery model is a model that works successfully throughout many areas of the county and offers increased

levels of flexibility to support families with their childcare. However, we must also take account of the feedback received during this consultation to inform decision making on the next steps in this process.

4. Performance of Deri View Primary

The Council would support the governing body's views that Deri View Primary School is not a failing school and is one that provides excellent opportunities for its children and young people. The Council would also agree that the excellent practices evidenced within the school should be replicated in the new school should proposals proceed.

5. Educational Benefits

The Council believes that there are strong educational benefits associated with the proposals to develop an all-through school. In line with the requirements of the School Organisation Code (November 2018) the Council is required through this report to review the impact on the quality and standards of education, which can be found under section 9.1 of this report.

6. Travelling distances

The Council has undertaken an assessment on the impact of these proposals on travelling distances for those young people on roll of Deri View Primary School. Section 9.3 of this report covers this assessment in more detail, however, the Council is content that the majority of families will benefit from the location of the proposed new school.

7. Transitional arrangements

There is an exceptionally strong relationship between King Henry VIII and the cluster primary schools in Abergavenny. Over the recent past this relationship has deepened and now involved shared teaching and planning. In particular the links around numeracy and oracy are seen as sector leading practice.

Collectively the schools have already started to align their planning for the new curriculum and this alignment of learning through years 5-8 will mirror the 'Intermediate phase' that is proposed in the new school.

The development of the all-through school should see a further strengthening of the relationships between the cluster schools. We believe that through this close planning and also the secondary element of the school having a greater insight of primary practice there will be benefits for all learners in the area.

8. Name of the new school

The name of the new school has arisen as a key theme of concern during the consultation process. The Council has acknowledged the comments arising from the governing body, as well as other consultees, concerning the name of the new school. This statutory process focusses on the principals behind the proposed establishment of an all through school located on the site of King Henry VIII Comprehensive school. Any decision on the name of the new school will be undertaken through a separate process once a decision has been made on whether to proceed with the proposals outlined within this consultation.

6.5 Views of those in favour of proposals

The table below summarises the responses received from those in favour of proposals to establish an all-through School, with specialist provision, in the north of the County on the King Henry VIII School site.

Summary Comment
A view that an all through school model will help prevent the drop in achievement often seen through transition phases
A view that proposals will deliver new facilities to King Henry VIII Comprehensive School that are fit for purpose and desperately needed.
A view that the new facilities would bring huge benefits to the whole community
A view that the proposed All Through school will enable a continuum of learning
A view that the daunting transition between Primary and Secondary school will be eased through this model
A view that the proposal will enable growth in Welsh Medium Education within the area
A view that the proposed model allows a collaborative approach with practitioners able to support students' needs more effectively whatever their stage of development
A view that is perfect for the delivery of the 3-16 curriculum for Wales

6.6 Views of the Education Achievement Service (EAS)

The Council has commissioned the Education Achievement Service to deliver the School Improvement service to schools within our county. Their response to this consultation has been published below:

Option 2 would be the preferred option, the EAS agrees in full with the advantages noted within the proposals. Significant points would be:

* The opportunity to be able to utilise the development to further advance staff expertise, refine transition arrangements, create the development of innovative pupil

centred assessment arrangements and the development of consistent policies and strategies across the full age range .

* The realisation of Curriculum for Wales within the context of a 3-18 provision in a purpose build learning space with the opportunity to explore progression and continuity across the full age range.

* The specialist provision for ALN which will encompass learners in KS3, 4 and 5. Enabling continuity within one centre.

* The opportunity to build capacity within practitioners and also in the development of agile and resilient leadership teams.

7. ESTYN Response

The School Standards and Organisation (Wales) Act 2018 requires the Council to consult with ESTYN on statutory School Organisational matters. Below is the response received from ESTYN in relation to this consultation to establish an all-through School (4-19) and Specialist Provision for Pupils with Complex Neurodevelopmental and Learning Needs in Abergavenny.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation proposal is from Monmouthshire County Council.

The proposal is to:

- close Deri View Primary School and King Henry VIII School, which are situated in close proximity and establish a new all-through school for 4 to 19-year-old pupils. This includes the relocation of Flying Start and development of a provision to accommodate pupils aged 4-19 with complex neurodevelopmental and learning needs
- establish the proposed school in a new building on the King Henry VIII School site which will be funded in collaboration with Welsh Government as part of the 21st Century Schools and College Programme

- include a nursery facility as a non-maintained setting. This does not form a part of this statutory consultation.

Summary/ Conclusion

It is Estyn's opinion that this proposal is likely to maintain at least the present standards of education in the area.

Description and benefits

The proposer has given a clear rationale for the proposal. The consultation report gives valid advantages and disadvantages of an all-through school model. The report gives details of how a new building will accommodate pupils of all ages as well as a specialist resource base for up to seventy pupils with complex neurodevelopmental and learning needs.

The proposer has provided a detailed description of the proposal where Deri View Primary school King Henry VIII School will close in August 2023 and open as a new school on the King Henry VIII site in September 2023. The new building is expected to open in September 2024. The timetable for consultation is clear and within the Code guidelines. Arrangements for consultation are well documented.

Five options are considered:

1. Keeping the status quo.
2. Establishing an all-through school with suitable additional learning needs (ALN) provision and closing Deri View Primary and King Henry VIII School.
3. Extend the age range of King Henry VIII School to incorporate Deri View Primary School. Relocate all to a new purpose-built building on the King Henry VIII site and close Deri View Primary School.
4. Extend the age range of Deri View Primary School to incorporate King Henry VIII and relocate to new purpose-built building on the King Henry VIII site.
5. Establish an all- through school with suitable ALN provision and Welsh Medium secondary stream and cease to maintain Deri View and King Henry VIII schools.

The proposer considers the advantages and disadvantages of each option and compares the options to the current situation clearly. Its preferred option is the establishment of an all-through school with ALN provision. It gives due consideration to all the options and good reasons why they have been discounted.

The proposer appears to mitigate appropriately against the risks of the preferred option and explains suitably how they would counter any perceived problems.

A traffic impact assessment will be undertaken, but travel arrangements for pupils should be largely unaffected, mainly due to the close proximity of the Deri View Primary site to the proposed new build on the King Henry VIII school site. The proposal could affect pupils who will be transferred to the special provision and do not currently attend either Deri View or King Henry VIII schools. The local authority does not explore this sufficiently.

The effect on surplus places is demonstrated effectively and appears to be based on information regarding projected numbers and local housing developments. The model implies that surplus places will be reduced by nearly 4 percentage points by 2025.

The proposer has considered the impact of the proposal on Welsh medium education in the area. It notes that the proposal supports a vision to build sustainable and resilient bilingual communities across the county, and to educate more children through the medium of Welsh as outlined in the current Welsh in Education Strategic Plan (WESP). There is currently greater demand for Welsh medium education in the area. If this proposal is accepted, the former Deri View Primary School site will be refurbished, and Ysgol Gymraeg Y Fenni will relocate there from its current site. Should relocation of Ysgol Gymraeg Y Fenni take place a separate statutory consultation process will be undertaken.

The proposer considers the impact of opening a 3-19 Welsh medium school in the neighbouring authority of Torfaen. Pupils from Ysgol Gymraeg y Fenni currently transfer to Ysgol Gyfun Gwynllyw. This development would assure sufficient places for pupils to continue with their Welsh medium education in key stage 3. The proposer has identified potential costs and savings of the proposal.

Educational aspects of the proposal

The proposer has considered the outcomes of recent Estyn inspection reports of each school affected.

Deri View Primary School was inspected in 2018 and following judgements of adequate for standards, teaching and leadership it required follow up in the form of Estyn review. It was categorised as needing an enhanced level of support in 2020, which is above that of the previous two years and indicating a declining trend in securing improvements. Estyn removed the school from the list of schools requiring monitoring in 2020.

King Henry VIII school was inspected in December 2014 and the school was placed in the category of Significant Improvement. In June 2016 the school was judged to have made sufficient progress and removed from the category. The latest national categorisation for schools across Wales places King Henry VIII School in the category that requires the least amount of support to improve standards for the second year in succession.

The local authority does not consider the impact on standards, teaching, curriculum, wellbeing and leadership in sufficient detail. The basis of the proposer's consideration of the impact on the quality and standards in education are based on the potential benefits that an all-through school may bring. These includes valid suggestions that there will be more efficient transition between phases and more opportunities to develop teaching and provision across the whole age range.

The proposer has considered the latest inspection outcomes for other primary schools in the area that might be affected by the opening of a new all-through

school. In general, these schools have performed well and none have been placed in a statutory category.

The proposer considers the impact of the proposals on vulnerable groups suitably. The proposal notes that the level of support for pupils with special educational needs will continue. Pupils attending the proposed learning support resource within the new school will benefit from continuity of support and from being in a new purpose-built facility.

The proposer notes that they will consult with pupils in both affected schools to give them the opportunity to voice their opinion. To minimise disruption, pupils in King Henry VIII school will continue with their studies at the same site until the new building is ready. Pupils at Deri View school will remain on that site until the build is complete. Pupils' views will be considered in any reports that may determine the way forward.

The proposal pays due attention to specific factors in the school organisation code regarding school closures. It intends to carry out community impact assessments to fully understand the implications of its decisions.

7.1 Councils' response to ESTYN

The Council appreciates the input from Estyn into this consultation process. From the response above, we have drawn that ESTYN are largely supportive of proposals. However, there two main areas where additional information is suggested:

1. Impact on standards, teaching, curriculum, wellbeing, and leadership

Following on from the consultation stage of this process, the Council is required in line with the School Organisation Code (2018) to carry out a further assessment on the impact of the proposals on quality and standards in education.

The outcome of this assessment is included under section 9.1 of this report, which sets out in further detail what the Council concludes to be a positive impact within this area.

2. Travel arrangements for those young people requiring Special Provision

The response from Estyn suggests the need to explore in more detail the impact on travel arrangements for young people transferring into the special provision who do not currently attend either King Henry VIII Comprehensive School or Deri View Primary School.

The Council has completed an assessment on the impact on travel arrangements for young people affected by these proposals and drawn conclusions that almost all learners affected will benefit from the location of the proposed new school. Further information can be found under section 9.3 of this report.

For children and young people requiring placement within the special provision, the Council anticipates that the proposals will bring huge benefits on travel arrangements for those residing within the community. At present, some young people travel to provision outside of their home community to access the required special provision. The proposals to establish a specialist provision for pupils with complex neurodevelopmental and learning needs as part of these proposals result in an increase in provision delivered locally. This will mean that some young people will not be required to travel outside of the Abergavenny community to access provision that is suitable for their needs.

8. Review on the impact of proposals (all options)

In line with the School Organisation Code Wales (2018) the Council is required to carry out a further assessment on the proposal and alternative options, taking account of information received during the consultation process.

The below table summarises our assessment on each of the options and their impact on:

- Quality and Standards in Education
- The likely impact on the Community
- The likely impact on different travel arrangements

	The likely impact on quality and standards in education	The likely impact on the community	The likely effect of different travelling arrangements
1. Do nothing and maintain status quo – two independent schools on one site	Negative <ul style="list-style-type: none"> • Facilities in secondary school would not be suitable for effective delivery of the new curriculum • Sixth form provision would remain limited and result in young people choosing Post-16 provision in out of county placements • Opportunities to develop an effective 	Balanced – There is a potential negative impact on the Welsh speaking community because this solution may not allow the expansion of the Welsh medium provision. Some parts of the community have articulated the value of the location of Deri View School.	Positive – the travel arrangements for young people will remain as they currently are Negative - For children with ALN, the Specialist provision would not be established meaning the status quo would remain i.e. there will be a requirement for some young people to access

	continuum of learning from 3 to 19 would be limited.	Our analysis shows that this would not be the case ²	provision outside of the community
2. Establish an all through school with suitable ALN provision on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools	<p>Positive –</p> <ul style="list-style-type: none"> Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils. On site access to specialist service such as Flying Start Enhanced opportunities for community use. <p>Negative</p> <ul style="list-style-type: none"> No secondary provision for Welsh medium learners Concerns about the special nature of the 	<p>Positive – Additional Flying Start Capacity Childcare potential Enhanced facilities for community use Community Benefits</p> <p>Negative – Concerns were raised that the move of the school and the associated provision would not encourage parental engagement. It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View.</p>	<p>Positive – The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</p> <p>The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision.</p> <p>Negative – continued travel of the KS3 & 4 students to Ysgol Gyfun Gwynllyw</p>

² See paragraph 9.2 of the Consultation report for more detail on the impact on distance travelled

	Deri View community		
3. Establish an all through school with suitable ALN provision and Welsh Medium stream at key stage 3,4 & 5 on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools	<p>Positive –</p> <ul style="list-style-type: none"> Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils. On site access to specialist service such as Flying Start Enhanced opportunities for community use. <p>Negative –</p> <ul style="list-style-type: none"> Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners. Concerns about the special nature of the Deri View community 	<p>Positive – Additional Flying Start Capacity Childcare potential Enhanced facilities for community use Community Benefits</p> <p>Negative – Concerns were raised that the move of the school and the associated provision would not encourage parental engagement. It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View.</p>	<p>Positive – The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</p> <p>The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision.</p> <p>Welsh Medium learners choosing to access the stream would have a reduction in travelling times</p>

4. Extend the age range of King Henry VIII and incorporate Deri View School

Positive –

- Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future.
- A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils.
- On site access to specialist service such as Flying Start
- Enhanced opportunities for community use.

Negative -

- Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners.
- Concerns that Deri View School community may become subsumed into the secondary school and

Positive –

Additional Flying Start Capacity
Childcare potential
Enhanced facilities for community use
Community Benefits

Negative –

Concerns were raised that the move of the school and the associated provision would not encourage parental engagement. It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View.
This approach could have been interpreted as a takeover of Deri View School,

Positive – The majority of young people attending Deri View Primary School will experience a reduction in travelling distances

The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision

	lose its distinctive nature.		
5. Extend the age range of Deri View School and incorporate King Henry VIII School	<p>Positive –</p> <ul style="list-style-type: none"> Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils. On site access to specialist service such as Flying Start Enhanced opportunities for community use. <p>Negative -</p> <ul style="list-style-type: none"> Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners. Concerns that King Henry VIII School would lose its name 	<p>Positive – Additional Flying Start Capacity potential Enhanced facilities for community use Community Benefits</p> <p>Negative – Concerns were raised that the move of the school and the associated provision would not encourage parental engagement. It was felt that the community were being treated unfairly as they had been part of a school consolidation exercise with the opening of Deri View.</p>	<p>Positive- The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</p> <p>The ALN provision will enable more young people to receive more holistic support within their community reducing the need to travel to other specialist, out of county provision</p>

9. Review on the impact of the preferred option

The Council consulted on a preferred option to establish an all through school with suitable ALN provision on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools. Following the responses received during the consultation period, the Council has reviewed the impact of proposals on the follow areas:

9.1 Quality and Standards in Education

Impact on Teaching

The introduction of the Curriculum for Wales will give schools more freedom to offer a wider range of different things in many ways. This will influence how schools are organised in the future and potentially, an all-thorough school will have more flexibility to utilise the expertise and experience of more staff across a wider age range. This puts an all-through school in an advantageous position when thinking about deciding and managing what and how pupils learn and in turn, the opportunity to work with a wider range of colleagues will help all teachers develop their practice.

Learning

The removal of phases and key stages will enable teachers to have more freedom to meet the individual needs of learners irrespective of age or stage on their continuum of learning. This means that schools and teachers will have much more freedom to make decisions about what is taught and how it is delivered so that learning is relevant and engaging for learners. The distinction between what happens in a primary and secondary school will no longer exist in the same way and transition from one to another should feel seamless to the learner. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils compared to a smaller group of teachers focusing on one-phase window.

All-through schools can also provide a wider range of physical spaces for both teaching and learning, and a better range of specialist spaces, resources and materials that can be accessed by learners across a wider age-range than in a single-phase setting. This includes digital, information and learning technology, which is difficult to afford, maintain and refresh in smaller single-phase schools.

Leadership

There are clear advantages to an all-through school when developing and delivering the new curriculum, supporting learners, and providing effective learning

environments. These changes are easier to accommodate in an all-through school as the workforce has greater capacity and flexibility and the opportunity to play a role as a part of a wider professional learning community are more likely to be enhanced in this model compared to a smaller, single-phase model. There will also be increased opportunities for school staff to take on leadership roles and responsibilities to support career development and secure high-quality school leaders of the future.

Impact on Wellbeing

The provision of a flexible, engaging, and continuous curriculum delivered in a high-quality learning environment with specialist spaces and resources to meet the needs and interests of learners will have a positive impact on wellbeing. An all-through school model will have greater capacity to provide all of these things for more learners across a wider age range compared to a smaller single-phase school.

9.2 Impact on the Community

During the consultation stage of this process, the Council completed and published to consultees an Equality and Future Generations Evaluation, and full Welsh Language assessment.

Both documents have been reviewed and updated to take account of the feedback received during the consultation stage of this process. The consensus drawn from the reassessment is that there will be a positive impact on the Community and Welsh Language as a result of these proposal, with appropriate measures able to be put into place to mitigate the potential negative impacts.

Copies of the revised Welsh Language Assessment and Equality and Future Generations Evaluation can be found under the appendices to this report.

9.2 Impact on Travel arrangements

The Council has undertaken an assessment on the impact of travel arrangements for impacted pupils should proposals proceed to develop an all through school located on the site of King Henry VIII Comprehensive School.

The children and young people on roll at King Henry VIII Comprehensive School will not be subject to any changes in travel arrangements because of these proposals.

The Council has considered the impact on travel arrangements for the children and young people on roll of Deri View Primary School, who would be required to attend a school on an alternative site because of these proposals. The assessment has determined that 71% of the children on roll at Deri View Primary School would have a reduction in travelling distances to the site of the new proposed school. The remaining 29% would have further to travel to the proposed new school, however, 40% of these would see an impact of less than 0.2 miles. The maximum additional travelling distance for any one child is 0.38 miles.

The children and young people on roll at other primary schools within the cluster will not be subject to any changes in travel arrangements because of these proposals, as their secondary provision will remain on the same site as it is currently.

The Council has considered the impact of travelling arrangements for children and young people with ALN who require placement in provision outside of mainstream. The proposals on which the Council has consulted include the establishment of a specialist provision for pupils with complex neurodevelopmental and learning needs. This increase in local provision would result in some children and young people experiencing a reduction in travelling distances as they would have suitable provision within their community.

10. General overview and consensus

The consultation process undertaken proved to be without doubt a useful exercise, providing a full and open opportunity to test and critique the proposal. A full analysis of the consultation results has shown us that there were four major concerns highlighted during the consultation stage of this process:

Theme 1	The proposed establishment of a Non-Maintained Nursery
The most significant concern raised throughout the consultation process was the nature of the nursery provision at the new school. This dominated many of the discussions and featured heavily in the submissions received from both Deri View Primary School and King Henry VIII.	
Local Authority Response	
<p>The provision for Early Years children residing within Abergavenny is currently delivered through a mixture of maintained and non-maintained settings. There are currently 3 school-based nurseries (maintained settings) in Abergavenny, located on the sites of Deri View Primary, Cantref Primary, and Ysgol Gymraeg Y Fenni offering children 2.5 hours provision per day. The schools are directly responsible for the provision that is delivered in these settings. There are then 8 non maintained settings across Abergavenny operating under private providers, delivering either full time or part time provision to families.</p> <p>The decision as to whether the proposed new school hosts a maintained or non-maintained setting is complex. The Council considers there to be advantages and disadvantages to both options, which are summarised below:</p> <p><u>Maintained setting</u></p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Managed directly by the Headteacher / Governing Body, meaning the school is responsible for areas such as safeguarding, school improvement, staff appraisals and the delivery of provision • Usually the delivery is led by a qualified teacher 	

- The new curriculum starts from the age of 3 so there is an opportunity for a continuity of learning
- The children form part of the school and take part in school based activities, including assemblies. The children benefit from being able to familiarise themselves with school staff, the school environment and take part in school activities such as assemblies. These all aid transition from Nursery into Reception.

Disadvantages

- The significant disadvantage of a maintained setting is its lack of flexibility for families. Children are offered either 5 mornings or 5 afternoons per week, with sessions lasted two and a half hours per day.
- There is not an option to vary the hours available to account for the circumstances of individual families, which can often be seen as unhelpful for working parents.
- There is no requirement for staff to have a qualification in child development and, over recent years, there have been an increasing number of children entering nursery with developmental delay and significant gaps in their development.

Non-Maintained setting

Advantages

The advantages of a non-maintained setting are in direct contrast to this. Non-maintained settings:

- Extremely flexible, allowing parents to take up the sessions that best meets their needs
- Children can access longer sessions and a combination of morning and afternoon sessions
- Non-maintained settings must be registered with CIW, so eligible working families can access up to 30 funded hours a week through the Childcare Offer in the same setting, removing the need for transition from one setting to another in the same day
- Staff in non-maintained settings are required to have a relevant childcare qualification, which focuses specifically on child development
- Improved ratio of adults to children, as non-maintained settings are required to have a ratio of at least 1 staff member for every 8 children for 3-4 year olds, whilst maintained nurseries tend to operate to a ratio of 1 staff member to every 10 children
- Non-maintained settings receive specific early years support and training from the Education Achievement Service (EAS), whilst many of the EAS Challenge Advisors that support schools are not experts in early years and there is a limit to the early years training that is available for staff in maintained nurseries.

Disadvantages

- Early education funding is only for a maximum of 10 hours a week and this must be taken up over five 2 hr sessions.
- Working parents can access funding through the Childcare Offer and tax credits to cover the cost of wrap around childcare if the provision is registered with CIW; however, for families where both parents are not working, their funded early education will be limited to 10 hours a week as opposed to 12 ½ hours in a maintained nursery.
- There will be a more significant transition for children attending a non-maintained setting when they move on to Reception although there are opportunities for the school to support this if the setting is on site
- The provision is delivered by a private provider, meaning that the school would have no direct responsibility for the provision that is offered.

Conclusion

The quality of provision should not be dependent on whether it is a maintained or non-maintained setting. In Monmouthshire, we have high quality early education within our maintained and non-maintained settings and we are committed to ensuring this continues. Support for children with additional learning needs (ALN) is also available for children in both maintained and non-maintained settings. All settings must have an ALN Co-ordinator and have received specific training on the new ALN Act. They are all required to comply with the ALN Act and supporting Code of Practice, albeit with subtle differences in how this is managed; in a maintained nursery the responsibility sits with the school, whilst this responsibility sits with the Local Authority if the child is attending a non-maintained setting.

Flying Start provision will be included on the new site and the intention is to create a 20 place childcare setting offering morning and afternoon sessions, so there will be a total of 40 places available. Historically, Flying Start childcare has been provided by non-maintained settings in Abergavenny, so it is likely that this will be replicated on the new site. There will also be a Flying Start childcare provision operating from the Acorn Centre on the current Deri View site, so families living up the hill from the new site that don't have school aged children may prefer this option. Cylch Meithrin Y Fenni will continue to offer Flying Start childcare through the medium of Welsh.

There is provision for wrap around childcare on the new site alongside the Flying Start provision but it has not yet been decided how this will be managed. If it was decided to opt for a maintained nursery, the Flying Start and wrap around childcare could be managed by one non-maintained provider. This would enable working parents to access early education and wrap around childcare on the same site. It would also mean that any Flying Start children requiring additional hours could access this in the same setting, hence reducing the number of transitions that children have to make.

Theme 2	The strategic rationale behind an all-through school
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The rationale for the development of a new all-through school was raised a several of the consultation events and through the written responses. Consultees often raised questions as to why we had chosen to incorporate Deri View Primary School and what the benefits of the all-through school model are.

Local Authority Response

In this section of the report we seek to set out the case for Deri View's inclusion and some of the benefits we envisage the all-through school bringing. We have set these out in four areas; teaching, learning, leadership and wellbeing. These four areas were identified by Estyn (a statutory consultee) as areas needing further development.

Impact on Teaching

The introduction of the Curriculum for Wales will give schools more freedom to offer a wider range of different elements of their teaching provision in many ways. This will influence how schools are organised in the future and potentially, an all-through school will have more flexibility to utilise the expertise and experience of more staff across a wider age range. This puts an all-through school in an advantageous position when thinking about deciding and managing what and how pupils learn and in turn, the opportunity to work with a wider range of colleagues will help all teachers develop their practice.

Learning

The removal of phases and key stages will enable teachers to have more freedom to meet the individual needs of learners irrespective of age or stage on their continuum of learning. This means that schools and teachers will have much more freedom to make decisions about what is taught and how it is delivered so that learning is relevant and engaging for learners. The distinction between what happens in a primary and secondary school will no longer exist in the same way and transition from one to another should feel seamless to the learner. A single workforce in an all-through school will more easily be able to reflect and develop continuous high-quality learning for the youngest to the oldest pupils compared to a smaller group of teachers focusing on one-phase window.

All-through schools can also provide a wider range of physical spaces for both teaching and learning, and a better range of specialist spaces, resources and materials that can be accessed by learners across a wider age-range than in a single-phase setting. This includes digital, information and learning technology, which is difficult to afford, maintain and refresh in smaller single-phase schools.

Leadership

There are clear advantages to an all-through school when developing and delivering the new curriculum, supporting learners, and providing effective learning environments. These changes are easier to accommodate in an all-through school as the workforce has greater capacity and flexibility and the opportunity to play a role as a part of a wider professional learning community are more likely to be enhanced in this model compared to a smaller, single-phase model. There will also be increased opportunities for school staff to take on leadership roles and responsibilities to support career development and secure high quality school leaders of the future.

Impact on Wellbeing

The provision of a flexible, engaging, and continuous curriculum delivered in a high-quality learning environment with specialist spaces and resources to meet the needs and interests of learners will have a positive impact on wellbeing. An all-through school model will have greater capacity to provide all of these things for more learners across a wider age range compared to a smaller single phase school.

Theme 3	The name of the new school and the historic links to King Henry VIII
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One of the very clear messages we heard during the consultation events was that the name of the school means a significant amount in the community and to the community.

Local Authority Response

When establishing a new school there is precedence in Monmouthshire that the name of the school will be determined by Monmouthshire County Council. The name of the school is established through a legal instrument; *Letters Patent*. Consequently, any changes to the school name have to be discussed with the Crown Office who would then seek consent from Her Majesty The Queen. This element and consideration relates only to the name of the school and not the institution itself.

The Council has confirmed through this report that this statutory consultation process seeks to obtain the views on proposals to establish an all through school, and will take these views to determine whether proposals proceed to the next stages of this statutory process. The name of the school will be determined through a separate process and after decisions are made as to whether the establishment of an all through school should proceed.

Theme 4	The transitional arrangements between the other cluster schools and the ALN population
<p>During some of the wider community consultations parents of children who attend other Abergavenny primary schools raised concerns about how their children would integrate into the school at year seven given that a cohort of children would have been in the school since reception.</p>	
<p>Local Authority Response</p>	
<p>There is an exceptionally strong relationship between King Henry VIII and the cluster primary schools in Abergavenny. Over the recent past this relationship has deepened and now involved shared teaching and planning. In particular the links around numeracy and oracy are seen as sector leading practice.</p>	
<p>Collectively the schools have already started to align their planning for the new curriculum and this alignment of learning through years 5-8 will mirror the 'Intermediate phase' that is proposed in the new school.</p>	
<p>The development of the all-through school should see a further strengthening of the relationships between the cluster schools. We believe that through this close planning and also the secondary element of the school having a greater insight of primary practice there will be benefits for all learners in the area.</p>	

11. Recommendations

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

To establish an all through school with suitable ALN provision on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools.

In line with the School Organisation Code (November 2018), the consultation report is able to make recommendations to the Council's Cabinet on how proposals should proceed. The options available are:

- 1) To publish the proposals as consulted on with any appropriate modifications
- 2) To abandon the proposals and maintain the status quo
- 3) To significantly recast the proposals and reconsult

This report has evidenced that the Council has been able to provide sufficient mitigations against the four significant themes of concern highlighted during this consultation process. It is therefore recommended that the following option is considered by the Council's Cabinet as part of the next stages in this statutory process:

1) ***To publish the proposals as consulted on with any appropriate modifications.***

The appropriate modifications proposed are that the all through school becomes a 3-19 provision and not a 4-19 provision, meaning the early years provision is maintained with appropriate wrap around provision to support flexibility for working families.

Appendix 1 - List of Consultees with whom we consulted

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools from which pupils transfer
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- Directors of Education of all bordering LAs – Blaenau Gwent, Powys, Torfaen, Herefordshire.
- Principal of Coleg Gwent
- Mon Life
- GAVO
- Monmouthshire Association of School Governors
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- RHAG
- Mudiad Meithrin

King Henry VIII Comprehensive School Pupil Consultation 25th June 2021

The pupil consultation meeting took place on 25th June 2021 at King Henry School. The meeting was facilitated by Cath Saunders (21st Century schools programme manager, Monmouthshire County Council).

A representative group of pupils met to discuss the Children and Young People's version of the consultation document and to ask the Local Authority representatives questions. Copies of these documents were left at the school so that all pupils could have a chance to respond to the consultation. These documents were also emailed to the Head Teacher.

There was no formal structure to the meeting and the pupils were given opportunities to speak freely and ask questions. The following represents the main topics discussed.

- If we do not experience any transition between primary and secondary, then it would be hard for pupils wanting to move from 6th form to university
- Students become bored and crave change and I don't think it is healthy to be around the same peer group all the time
- Being on the same site maybe relentless
- What would the security be like, secondary is more relaxed than primary?
- KHS has character - I like the history of the school and going forward or years to come
- KHS requires modernisation but why can't we just have a new secondary school?
- Why are you risking school management when it has been so successful and improved for the last 6 years?
- Where are the other 3-19 schools in Wales, and what are the benefits of them?
- I think you should undertake academic research on the benefits of 3-19 schools and the academic success compared with other schools
- Thinking of wellbeing is great however grades on paper are more important.
- There will need to be a fence between the younger children and older children – don't want to see them.
- Changing schools is daunting but so is life
- It would be interesting to know how the pupils feel going to University who have attended a 3-19 school
- Transition wasn't that much of an issue, it was fine.
- Depends where they are accommodated, don't want to share facilities as the younger ones make things messy and dirty
- Transition was stressful, we did transition day and teachers came to our school
- It would have helped me if I had been in the same school

- Transition is learning for life and prepares you for life however some people may be at a disadvantage.
- I was terrified
- It could be overwhelming for young children to have older ones around you
- If teachers taught older pupils to be more respectful it would be fine
- There would have to be a barrier between the older and young pupils to stop secondary pupils escaping and annoying the young pupils
- We need a new building
- Would like to keep the history of the school, especially the name
- It would be a good thing because we would know the teachers and know the school
- Wouldn't be phased and would be less nervous
- Like the sports facilities now but they are tired and need upgrading
- External covered areas are important
- Knowing teachers is a bonus not a bad thing and makes you feel less nervous about going into lessons
- New school would be nice but just like for like and leave Deri View where it is
- What about graffiti with primary and secondary pupils together
- I don't want King Henry School to be knocked down and having 2 into 1 would impact the town.
- The building is looking tired and we need a modern learning facility
- A new school may bring people to Abergavenny but the name is very important, this school is over 500 years old
- It was really nerve racking; we didn't have any transition days but when we got here it was fine.
- It could be good as secondary pupils could be role models for younger pupils
- Work experience in the primary and nursery phase would be good
- Same site is fine but different buildings and phases
- Don't want buildings joined, too many students they need to be separate
- Feeder schools should have the same chance as DV
- Would prefer to be away from young children
- Online teaching and mixed teaching are easier
- Need to have different lunchbreaks
- Our toilets are always broken and dirty the classrooms are too small and hot
- I have no issues with it as long as the younger ones do not disrupt our learning
- Please don't mix the primary and secondary pupils up
- Please keep the same name, it has historical importance
- If education is delivered it doesn't matter
- Pen y Pound shouldn't be any busier
- It is important that the new school has the same existing culture as now

Deri View Primary School Pupil Consultation 17th June 2021

The pupil consultation meeting took place on 17th June 2021 at Deri View Primary School. The meeting was facilitated by School staff and Matthew Jones (Access Unit Manager, Monmouthshire County Council),

A representative group of pupils met to discuss the child friendly version of the consultation document and to ask the Local Authority representatives questions. Copies of these documents were left at the school so that all pupils could have a chance to respond to the consultation. These documents were also emailed to the Head Teacher.

There was no formal structure to the meeting and the pupils were given opportunities to speak freely and ask questions. The following represents the main topics discussed.

1. What do you like about your school?

Friends and teachers
Outdoor space
Forest school
Breakfast club
Building time
Projects / topics of work
Lunchtime
PE
Science and Maths projects
Maths challenges

2. Are there any things you do not like about school?

Presentations and talking in front of people
Chromebook
Work especially English
Children spoiling things for others by being naughty in lessons
Teachers shouting
Being told off
Nervous about asking for help
People falling out with each other
Don't like going home

3. What do you like about the school building?

Interactive whiteboard
Classrooms are the right size
Not so many children on the yard at one time because of Covid so have more space to play
Field to do PE and play
Greenery outside
MUGA and playing field

It is a good size

4. What don't you like about the building?

Corridors not wide enough

Classrooms too big as the room could be used for other things if they were smaller

Need a cover on the MUGA

Junior classroom windows overlook the KS1 area and so if they are outside and being noisy we have to close the windows because we can't concentrate

No swimming pool

Buttons on the door to have to push to get in and out

Not enough trees

Need more places to climb and play e.g. swing and climbing wall

5. How do you feel about your school being on the same site as older children – so children from Primary School and Secondary School?

It would be ok but a bit frightening but if you had older brother or sister there you would get to see them

Younger children could be scared of older children

Depends on how big the building is going to be

Would like there to be a difference in how the building looks between the primary school and secondary school

Nervous about the older children and anxious about setting a good example to the younger children

Would like separate yards

Feel ok because older sister is there but worried if older children bully

Good because you get to see your older brother or sister

See older friends

Don't want it too big to get lost

Scared but cousin is there

Worried older children will set a bad example

Worried older children may hurt us

6. Years 5 and 6 – have anyone of you had any thoughts about secondary school

Happy to see sister

Scared about the number of children and people there

Anxious about not being with friends but happy to meet new friends

Looking forward to it for a change

Anxious I will make wrong decisions

Worried about how quickly time is going

Great opportunity to make a fresh start

Worried about getting lost

Scared about older children

7. Proposals and plans – what do you feel about the plans to put a private nursery on site?

Great for the new school
Depends on the size of the school
Private nursery is better so the children are not so scared
It is only one year so not a problem
Brother in nursery and would be separated from him
Tour before starting
Visual tour so can experience the opportunities of the younger children

8. Questions from children

What will the name of the school be?
Will the teachers move to the new school?
Will we have a forest school?
Will we have outdoor learning?
Will we have bigger toilets?
Will there be a new Seren Fach (which is where children can go to have quiet time if they are having difficulties on the yard / dining room)?
Will there be different classrooms for different things?
Will there be nurture rooms?

SUBJECT:	WELSH CHURCH FUND WORKING GROUP
MEETING:	Cabinet
DATE:	06th October 2021
DIVISIONS/WARD AFFECTED:	All

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 5 held on the 23rd September 2021.

2. RECOMMENDATION:

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

SCHEDULE OF APPLICATIONS CONSIDERED 2021/22 – MEETING 5.

1. **St Mary's Priory Church, Chepstow**, requested £1,000 funding assistance for the clearance of gutters, down pipes on the church and the removal of vegetation from high and low levels. Additionally make a wall safe as debris is currently falling from it.

Recommendation: £1,000 awarded to assist in providing the costs of the remedial work to the church roof and walls.

2. **Portskewett & Sudbrook Junior Football Club**, requested £800 to assist us in raising the profile of the football club in the local community via club signage and a bespoke website.

Recommendation: £500 awarded to assist in raising the awareness of the sporting club within the local community.

3. **Bryngwyn Church**, £5,000 required to re-roof the church roof to further restrict water ingress; install heating in the church as well as the upgrading of the electrical system and improvement of lighting as recommended in the quinquennial report

Recommendation: £2,500 awarded to assist in funding if a new roof and to upgrade the electrical and heating systems within this community asset.

4. **Mathern Village Hall - Mathern & District Club**, requested £1,890 for the replacement of the Village Hall trestle tables that are over 40 years old.

Recommendation: £1,000 awarded to assist in replacing old and unsafe tables within the community hall.

- 5. Shirenewton Local History Society**, requested £1,000 to increase the capacity of the Society's storage archive.

Recommendation: £500 awarded to assist in funding improved storage facilities in relation to the history of the local community.

3. OPTIONS APPRAISAL

Options available to the Committee are driven by the information 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 23rd September of the Welsh Church Fund Committee Working Group to recommend the payment of grants as detailed in the attached schedule (Appendix 1).

County Councillors in attendance at meeting 5:

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

OFFICERS IN ATTENDANCE at meeting 5:

D Jarrett Central Finance
W Barnard Committee Administration

5.1 DECLARATIONS OF INTEREST

None

5.2 APOLOGIES FOR ABSENCE at meeting 5

County Councillor D. Evans (Vice Chair)

5.3 CONFIRMATION OF REPORT OF PREVIOUS MEETINGS

The minutes of the meetings held on the 22nd July 2021

6. RESOURCE IMPLICATIONS

A total of £5,500.00 has been allocated to applicants at Meeting 5 of the Welsh Church Fund Committee. The remaining balance of £14,820 is available for distribution within the 2021-22 financial year.

**7. 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.

8. CONSULTEES:

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

9. BACKGROUND PAPERS:

Welsh Church Fund Schedule of Applications 2021/22– Meeting 5 (Appendix 1)

10. AUTHOR:

David Jarrett – Senior Accountant – Central Finance Business Support

11. CONTACT DETAILS

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e-mail: davejarrett@monmouthshire.gov.uk

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WELSH CHURCH FUND - APPLICATIONS 2021/22

MEETING 5: 23rd September 2021

APPENDIX 1

ORGANISATION	ELECTORAL DIVISION	Signed by Councillor	REQUEST	DECISION	NATURE OF PROJECT REQUEST	PROJECT TOTAL COST	DATE Application Received	D of I*	Additional Information
NEW APPLICATIONS AWAITING DECISION			£	£		£			
St Mary's Priory Church, Chepstow	St Mary's	J. Becker	£1,000	£1,000	Funding required for the clearance of gutters, down pipes on the church and the removal of vegetation from high and low levels. Additionally make a wall safe as debris is falling from it. This work requires the hire of contractors and a cherry picker for 5 days	£1,000	11/08/21	No	The Priory is part of the national framework for religion in the Diocese of Monmouth. The Parochial church is responsible to the Diocese for it's continuance into the future.
Portskewett & Sudbrook Junior Football Club	Portskewett	P Fox	£800	£500	Funding required to assist us in raising the profile of the football club in the local community via club signage and a bespoke website.	£859	14/09/21	No	We provide free access to football for children aged 4-8. We also provide football for children aged 9-16 with a very small fee to parents. We keep these as low as possible via Grants.
Bryngwyn Church	Raglan	P. Jones	£5,000	£2,500	Funding assistance required to re-roof the church roof to further restrict water ingress; install heating in the church as well as the upgrading of the electrical system and improvement of lighting as recommended in the quinquennial report.	£95,500	16/09/21	No	By improving the heating and the lighting and the possibility of removing pews in the near future, the building will also be a place for holding small events and for use as a community asset.
Mathern Village Hall - Mathern & District Club	Shirenewton	L. Brown	£1,890	£1,000	Replacement of Village Hall trestle tables that are over 40 years old	£1,890	22/09/21	No	The local children's and senior citizens groups will benefit directly from having steady, sturdy safe tables for all activities. They will be stored at the village hall and they will be available for general use to be used by the users of the village hall
Shirenewton Local History Society	Shirenewton	L. Brown	£1,000	£500	assistance required to increase the capacity of the storage archive	£1,470	22/09/21	No	The whole of the community will benefit from this increased capacity as the archive is opened once a month to all visitors
Deferred Applications									
SUB TOTAL Meeting 5			£9,690	£5,500	OTHER INFORMATION :				
MEETING	DATE	CABINET		AWARD					
1	April 15th 2021	May 5th 2021		4,400					
2	May 13th 2021	June 09th 2021		3,000					
3	June 24th 2021	July 07th 2021		4,250					
4	July 22nd 2021	Sept 01st 2021		2,470					
5	Sept 23rd 2021	Oct 06th 2021		5,500					
6	Nov 04th 2021	Dec 01st 2021		0					
7	Dec 16th 2021	Jan 05th 2022		0					
8	Jan 27th 2022	Mar 02nd 2022		0					
9	Mar 10th 2022	April 06th 2022		0					
TOTAL AWARDED FOR 2021/22 TO DATE									
BUDGET 2021/22									
BALANCE B/F TO 2021/22									
Monmouthshire's Allocation for 2021/22									
REMAINING BALANCE									

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Integrated Impact Assessment document

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

Name of the Officer D Jarrett Phone no: 4657 E-mail: davejarrett@monmouthshire.gov.uk	Please give a brief description of the aims of the proposal To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 23 rd September 2021
Name of Service Finance	Date Future Generations Evaluation 23 rd September 2021

1. 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	No negative impact	
Disability	Proposal to assist in the provision of disabled facilities.	No negative impact	
Gender reassignment	No impact	No negative impact	

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Marriage or civil partnership	No impact	No negative impact	
Pregnancy or maternity	No impact	No negative impact	
Race	.No impact	No negative impact	
Religion or Belief	.Encouraging religion through education at the point of delivery through the provision of enhanced facilities	No negative impact	
Sex	No impact	No negative impact	
Sexual Orientation	.No Impact	No Negative impact	

2. The Socio-economic Duty and Social Justice

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

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Socio-economic Duty and Social Justice	N/A	No Negative impact	





3. Policy making and the Welsh language.


How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts
Policy Making Effects on the use of the Welsh language, Promoting Welsh language Treating the Welsh language no less favourably	N/A	No Negative impact	
Operational Recruitment & Training of workforce	N/A	No Negative impact	
Service delivery Use of Welsh language in service delivery Promoting use of the language	N/A	No Negative impact	

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

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

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	N/A	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	N/A	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	N/A	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	N/A	

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?
<div data-bbox="123 284 324 534"></div> <div data-bbox="347 248 533 553">Considering impact on all wellbeing goals together and on other bodies</div>	.N/A	

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

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	Not applicable	.	
Corporate Parenting	Not applicable		

7. 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.

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

The 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

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

What are you going to do	When are you going to do it?	Who is responsible
Award grants	October 2021	Welsh Church Fund

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

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Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	Cabinet	06th October	

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