



monmouthshire
sir fynwy



Consultation Summary

1st September 2021

Appendix 1 – Emerging themes following statutory consultation on the proposal to establish an all-through school with specialist provision on the King Henry VIII School site.

Summary of consultation results

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

Summary of comments/concerns

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.	<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</i>

<p>Would we be relying on the goodwill of the non-maintained setting provider to be willing to work closely with the school?</p>	<p><i>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></p>
<p>A view that 20 morning and 20 afternoon places for flying start families is insufficient</p>	<p><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></p>
<p>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</p>	<p><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.</i></p>
<p>A query as to whether the number of nursery places would vary depending on whether the provision is maintained or non-maintained</p>	<p><i>There will be 60 part time nursery places available whether the provision is maintained or non-maintained.</i></p>
<p>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?</p>	<p><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></p>
<p>A need for the local authority to explain the differences in provision offered at non-maintained settings compared to maintained settings</p>	<p><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 FPPs 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,</i></p>

	<p><i>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></p>
<p>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 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</p>	<p><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></p>
<p>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>	<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 Education Tribunal 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>
<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>	<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.</i></p>

<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>	<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>
<p>A view that the temporary governing body should be responsible for determining whether the provision should be maintained or non-maintained</p>	<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>
<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</p>	<p><i>There will be provision on the new school site for Flying Start and Acorn Centre staff.</i></p> <p><i>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></p>
<p>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</p>	<p><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></p>
<p>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</p>	<p><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></p>

Theme 2	Impact that the proposal will have on Pupils with Additional Learning Needs
Summary comment / concern	LA Response
<p>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?</p>	<p><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 include appropriate choices of colours and materials used for walls /furniture etc. to take into account the sensory needs of pupils.</i></p>
<p>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?</p>	<p><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></p>
<p>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?</p>	<p><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></p>

Theme 3	Views received in relation to the Logistics and the new school building
Summary comment / concern	LA Response

<p>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</p>	<p><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></p>
<p>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?</p>	<p><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></p>
<p>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</p>	<p><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></p>
<p>A request for the timeline for the building works to be published for public viewing</p>	<p><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></p>
<p>A strong view that the new school will need to include a forest schools area</p>	<p><i>Forest schools and maximising the use of outdoor spaces for learning and recreation are a requirement of the project brief</i></p>
<p>Queries regarding the build and its impact on the environment, including:</p> <ul style="list-style-type: none"> • Will the school be designed in a way that mitigates against the negative impacts on the environment? • Will the build be carbon neutral or designed to give back to the grid? • How will the ecology in the environment be protected? 	<ul style="list-style-type: none"> • <i>Yes, the funding requires the school to be designed to be BREEAM Excellent</i> • <i>The school is being designed to be operation Net Zero Carbon</i> • <i>Surveys will be conducted, and recommendations responded to accordingly</i> • <i>Potential travel needs of learners and staff will be assessed as part of the Active Travel (Wales) Act 2013</i> • <i>A Landscape Visual Inspection reports will be undertaken to ensure as far as possible</i>

<ul style="list-style-type: none"> • How will green modes of transport be encouraged? • How is the visual impact on the environment going to be addressed? • Will there be electrical charging points for vehicles? 	<p>– <i>what is built responds to, and reflects the character and distinctiveness of, and successfully integrates with, the surrounding environment.</i></p> <ul style="list-style-type: none"> • <i>Electrical Vehicle charging points will be installed</i>
<p>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?</p>	<p><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.</i></p> <p><i>Access to the Leisure Centre will be retained throughout the project.</i></p>
<p>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?</p>	<p><i>Conceptual designs are not finalised at present and will be made available for the community to comment upon in due course</i></p>
<p>Queries regarding pupil / parental access to the new site including:</p> <ul style="list-style-type: none"> • Will there be safe walking routes for parents and pupils to travel to school? 	<ul style="list-style-type: none"> • <i>Safe walking routes for parents and pupils will be provided. 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> • <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.</i>

<ul style="list-style-type: none"> • Will there be an adequate number of pick up and drop off points to accommodate such a large school? • 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? • How does the site remain safe? 	<p><i>Parents can access the site at the appropriate times.</i></p> <ul style="list-style-type: none"> • <i>At 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?</p>	<p><i>The Council feels it more advantageous for the new school to be established prior to moving into a new building</i></p>
<p>A query as to whether the Deri View site will be refurbished to make it fit for purpose for Ysgol Gymraeg Y Fenni</p>	<p><i>Deri View will receive capital investment to make it fit for purpose for the Ysgol Gymraeg Y Fenni</i></p>
<p>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?</p>	<p><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></p>

Theme 4	Impact on Leisure Facilities
Summary comment / concern	LA response
<p>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?</p>	<ul style="list-style-type: none"> • <i>At present the proposal is replicate all existing sports and leisure facilities on the site, with a separate sports hall in the new school and new 4G pitch.</i> • <i>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?	<ul style="list-style-type: none"> • <i>The existing Leisure Centre will continue to operate during the construction of the new school.</i> • <i>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>
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Theme 5	Impact on staff
Summary comment / concern	LA response
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. A robust change management programme will be implemented to support staff with the transition.</i>

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</i>

	<i>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 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>We accept that primary pupils based in the new school would be more familiar with the primary area as this is where 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	<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>

<p>alignment with the children who will already be on site.</p>	
<p>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.</p>	<p><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></p>
<p>A question as to whether we are hoping that the new school will improve the transition loss to schools outside of Monmouthshire</p>	<p><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 the same time attract more students from other establishments.</i></p>
<p>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.</p>	<p><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></p>
<p>Concerns were raised regarding the proposals to establish a middle school and how this will benefit all children within the cluster.</p>	<p><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></p>

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 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>The school, if the proposed changes proceed, will have a single 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	<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</i>

when the schools close but are not located on the same site	<i>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 support will be available for small rural schools	<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. 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</i>

	<i>the infrastructure and learning environment within the school.</i>
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><i>We reviewed all of the schools in the town of Abergavenny. Llantillio Portholey 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>
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.	<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>
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><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.</i></p> <p><i>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>

<p>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</p>	<p><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.</i></p> <p><i>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></p>
<p>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.</p>	<p><i>We agree that this is a progressive proposal that will benefit the learners in Abergavenny.</i></p>
<p>A view that the money should be invested elsewhere, such as creating a specialist school for GCSEs and A levels</p>	<p><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></p>
<p>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.</p>	<p><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></p>
<p>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</p>	<p><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.</i></p> <p><i>The introduction of the middle/intermediary school will alleviate some of the challenges that are being alluded to.</i></p> <p><i>The new provision will provide many additional benefits for the wider Abergavenny Community.</i></p>
<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</p>	<p><i>The situation and environment in Abergavenny allowed the Authority to consider different</i></p>

<p>schools were not developed in Monmouth and Caldicot if the Local Authority is so confident in this model.</p>	<p><i>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>
<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.</p>	<p><i>We are confident that the evidence for the benefits associated with all-through schools supports our approach.</i> <i>We draw out greater detail of the evidence in the consultation report.</i></p>
<p>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.</p>	<p><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.</i> <i>The size of the site itself introduces some challenges in terms of future expansion.</i></p>
<p>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.</p>	<p><i>As with all proposals we take evidence from a wide variety of sources.</i></p>

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>
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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 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><i>The proposals on which we are consulting must follow a statutory 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</i></p>

	<p><i>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 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>
<p>Concerns were raised regarding how the wider community were consulted, how were the consultation events publicised?</p>	<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</i></p>

	<i>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>
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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?	<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. 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>
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?	<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. The Council has allocated appropriate funds to make sufficient improvements to the Deri View</i>

	<i>School building, ensuring that Ysgol Gymraeg Y Fenni would be able to relocate into a building that is fit for purpose.</i>
Now that there is no Welsh stream there is still no provision being made for Secondary Welsh learners?	<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> <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 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>

Specific comments / concerns raised by schools directly affected by the proposals.

Deri View Primary School

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, in particular, 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.

King Henry VIII School

The response received from the Governing Body of King Henry VIII comprehensive School on the whole 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.

However, there were two specific concerns that the governing body raised during the consultation:

1. A very strong view that the name of the new school will need to remain as King Henry VIII on the basis of 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.

Estyn Response

The School Standards and Organisation (Wales) Act 2018 requires the Council to consult with ESTYN on statutory School Organisational matters. Below is a summary of the response received from ESTYN in relation to this proposal.

- It is Estyn’s opinion that this proposal is likely to maintain at least the present standards of education in the area.
- 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.
- The timetable for consultation is clear and within the Code guidelines. Arrangements for consultation are well documented.
- Five options are considered, 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.
- The effect on surplus places is demonstrated effectively and appears to be based on information regarding projected numbers and local housing developments.
- 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).
- The proposer has considered the outcomes of recent Estyn inspection reports of each school affected.
- 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.
- 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 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.
- 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 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.