

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

**MEETING: CABINET**

**DATE: 6<sup>th</sup> 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 21<sup>st</sup> 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 6<sup>th</sup> formers,
  - 420 primary pupils, and
  - 30 FTE nursery pupils.<sup>1</sup>
- 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 disorders<sup>2</sup> 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

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

<sup>2</sup> 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.

collaborative arrangement to provide further secondary provision as a part of 21<sup>st</sup> Century Schools Band C proposals.

### **Benefits of an all-through School**

- 3.11 The currently available evidence<sup>3</sup> 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*'<sup>4</sup> offers some helpful insights regarding teaching and learning whilst the Department for Education and Skill' '*All-Age Schooling: A Resource*'<sup>5</sup> 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*<sup>6</sup>.
- 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 state<sup>7</sup>:

*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;*

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<sup>3</sup> The paper can be provided but is marked not for publication

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

<sup>5</sup> [https://dera.ioe.ac.uk/8642/2/A9R1CAD\\_Redacted.pdf](https://dera.ioe.ac.uk/8642/2/A9R1CAD_Redacted.pdf)

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

<sup>7</sup> 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 (14<sup>th</sup> 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 (26<sup>th</sup> April 2021 – 25<sup>th</sup> 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

<b>Deri View Primary School</b>		
<b>Consultee</b>	<b>Date</b>	<b>Venue</b>
Staff	27 <sup>th</sup> May 2021	Teams Meeting
Governors	15 <sup>th</sup> June 2021	Teams Meeting
Parents	22 <sup>nd</sup> June 2021	Physical Meeting
<b>King Henry VIII Comprehensive School</b>		
<b>Consultee</b>	<b>Date</b>	<b>Venue</b>
Staff	26 <sup>th</sup> May 2021	Teams Meeting
Governors	26 <sup>th</sup> May 2021	Teams Meeting
Parents	26 <sup>th</sup> May 2021	Teams Meeting
<b>Consultee</b>	<b>Date</b>	<b>Venue</b>
Wider Community	9 <sup>th</sup> June 2021	Teams Meeting
Wider Community	17 <sup>th</sup> 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.

	<b>Theme</b>
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
<p><b>1. Do nothing and maintain status quo – two independent schools on one site</b></p>	<p><b>Negative</b></p> <ul style="list-style-type: none"> <li>Facilities in secondary school would not be suitable for effective delivery of the new curriculum</li> <li>Sixth form provision would remain limited and result in young people choosing Post-16 provision in out of county placements</li> <li>Opportunities to develop an effective continuum of learning from 3 to 19 would be limited.</li> </ul>	<p><b>Balanced</b></p> <ul style="list-style-type: none"> <li>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 <sup>8</sup></li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>the travel arrangements for young people will remain as they currently are</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>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</b></p>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future.</li> <li>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.</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>Additional Flying Start Capacity</li> <li>Childcare potential</li> <li>Enhanced facilities for community use</li> <li>Community Benefits</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>Concerns were raised that the move of the school and the associated provision would</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</li> <li>The ALN provision will enable more young people to receive more holistic support within their community reducing the need</li> </ul>

<sup>8</sup> See paragraph 9.2 of the Consultation report for more detail on the impact on distance travelled

	<ul style="list-style-type: none"> <li>• On site access to specialist service such as Flying Start</li> <li>• Enhanced opportunities for community use.</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• No secondary provision for Welsh medium learners</li> <li>• Concerns about the special nature of the Deri View community</li> </ul>	<p>not encourage parental engagement.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>to travel to other specialist, out of county provision.</p> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• continued travel of the KS3 &amp; 4 students to Ysgol Gyfun Gwynllyw</li> </ul>
<p><b>3. Establish an all through school with suitable ALN provision and Welsh Medium stream at key stage 3,4 &amp; 5 on the King Henry VIII site and cease to maintain King Henry VIII and Deri View Schools</b></p>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future.</li> <li>• 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.</li> <li>• On site access to specialist service such as Flying Start</li> <li>• Enhanced opportunities for community use.</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners.</li> <li>• Concerns about the special nature of the Deri View community</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Additional Flying Start Capacity</li> <li>• Childcare potential</li> <li>• Enhanced facilities for community use</li> <li>• Community Benefits</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Concerns were raised that the move of the school and the associated provision would not encourage parental engagement.</li> <li>• 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.</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</li> <li>• 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.</li> <li>• Welsh Medium learners choosing to access the stream would have a reduction in travelling times</li> </ul>

<p><b>4. Extend the age range of King Henry VIII and incorporate Deri View School</b></p>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future.</li> <li>• 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.</li> <li>• On site access to specialist service such as Flying Start</li> <li>• Enhanced opportunities for community use.</li> </ul> <p><b>Negative -</b></p> <ul style="list-style-type: none"> <li>• Welsh medium steam would not be able to provide a suitably immersive experience for Welsh medium learners.</li> <li>• Concerns that Deri View School community may become subsumed into the secondary school and lose its distinctive nature.</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Additional Flying Start Capacity</li> <li>• Childcare potential</li> <li>• Enhanced facilities for community use</li> <li>• Community Benefits</li> </ul> <p><b>Negative –</b></p> <ul style="list-style-type: none"> <li>• Concerns were raised that the move of the school and the associated provision would not encourage parental engagement.</li> <li>• 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.</li> <li>• This approach could have been interpreted as a takeover of Deri View School.</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</li> </ul> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>5. Extend the age range of Deri View School and incorporate King Henry VIII School</b></p>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Wider range of physical spaces, better resources and enhanced digital capacity to support effective learning now and in the future.</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Additional Flying Start Capacity</li> <li>• Childcare potential</li> <li>• Enhanced facilities for community use</li> <li>• Community Benefits</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• The majority of young people attending Deri View Primary School will experience a reduction in travelling distances</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• On site access to specialist service such as Flying Start</li> <li>• Enhanced opportunities for community use.</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Welsh medium stream would not be able to provide a suitably immersive experience for Welsh medium learners.</li> <li>• Concerns that King Henry VIII School would lose its name and potentially status as a trust.</li> </ul>	<p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Concerns were raised that the move of the school and the associated provision would not encourage parental engagement.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
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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 6<sup>th</sup> 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 21<sup>st</sup> 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

## **10. AUTHOR:**

Will McLean  
Chief Officer, Children and Young People

## **11. CONTACT DETAILS:**

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**monmouthshire**  
**sir fynwy**

## Equality and Future Generations Evaluation

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

**Appendix 1**

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?
<p><b>Socio-economic Duty and Social Justice</b></p>	<p>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.</p>	<p>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.</p> <p>There was a concern that a non-maintained nursery setting could reduce the access for deprived families.</p>	<p>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.</p> <p>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</p>

			limited to 10 hours a week as opposed to 12 ½ hours in a maintained nursery.
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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
<p><b>Policy Making</b></p> <p><b>Effects on the use of the Welsh language,</b></p> <p><b>Promoting Welsh language</b></p> <p><b>Treating the Welsh language no less favourably</b></p>	<p>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</p>	<p>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>	<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><b>Operational</b> <b>Recruitment &amp; Training of workforce</b></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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<p><b>Service delivery</b>  <b>Use of Welsh language in service delivery</b>  <b>Promoting use of the language</b></p>	<p>Should the consultation document be agreed it will be distributed to stakeholders in both Welsh and English.</p> <p>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</p>		
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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?
<p><b>A prosperous Wales</b>  <b>Efficient use of resources, skilled, educated people, generates wealth, provides jobs</b></p>	<p>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.</p>	







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

<b>Sustainable Development Principle</b>	<b>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</b>	<b>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
 <p>Balancing short term need with long term and planning for the future</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?
 <p>Collaboration</p>	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	
 <p>Involvement</p>	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.	
 <p>Prevention</p>	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.	
 <p>Integration</p>	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?

	<b>Describe any positive impacts your proposal has</b>	<b>Describe any negative impacts your proposal has</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
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) ☒  
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

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 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 <sup>th</sup> 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	