

SUBJECT: Monmouthshire County Council's 21ST CENTURY SCHOOLS Programme - OUTCOME OF STATUTORY OBJECTION PERIOD TO ESTABLISH AN ALL-THROUGH SCHOOL (3-19) IN ABERGAVENNY

MEETING: CABINET

DATE: 19th January 2022

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 statutory objection period that relates to 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 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 Review the full content of this report, including the Statutory Objection Report (appendix 1), and agree to proceed to implement the below school reorganisation proposals:
 - establish an all-through School with specialist centre for pupils with complex neuro-developmental needs between the ages of 3-19 on the site of King Henry VIII Comprehensive School, Abergavenny, with effect from 1st September 2023
 - cease to maintain both Deri View Primary School and King Henry VIII Comprehensive School, with effect from 31st August 2023
 - enable officers to take the necessary steps to establish a temporary governing body in advance of September 2023

3. KEY ISSUES:

Background

- 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 On 14th April 2021, Members of Cabinet approved the decision to enter into the required statutory consultation process proposing 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.
- 3.4 The proposed facility will need to include facilities for the following pupils:
- 1200 pupils aged 11-16,
 - 200 6th formers,
 - 420 primary pupils, and
 - 30 FTE nursery pupils.
 - provision for 71 pupils with complex neurodevelopmental needs (16 Primary and 55 secondary).
- 3.5 Following Cabinet approval, the statutory consultation process opened on 26th April 2021 for a period lasting more than 8 weeks, concluding on 25th June 2021. A consultation report was then produced and published to all statutory consultees analysing the feedback received during the consultation period, and the Authority's response to this feedback.
- 3.6 On 6th October 2021, the Consultation Report was presented to Members of Cabinet. A recommendation arising from the consultation stage of this process was that the proposed all through school should become a 3-19 with a maintained nursery setting, as opposed to a 4-19 school with a non-maintained nursery. This recommendation was accepted as members of Cabinet made the decision to enter into next stages of this statutory process, namely through publication of Statutory Notices.

Statutory Objection Period

- 3.7 The Council opened the Statutory Objection Period through the publication of the Statutory Notices found under appendix 2 of this report. The Statutory Notices were published onto the Council's website, and copies placed at the multiple entrance points of Deri View Primary and King Henry VIII Comprehensive Schools. All consultees were directly informed of their publication.

- 3.8 The Publication of the Statutory Notices opened the Statutory Objection Period (a period whereby consultees can submit statutory objections against the proposals). The Objection Period formally opened on 19th October 2021 and concluded on 17th November 2021, allowing for a 28 day objection period as per the requirements of the School Organisation Code (Wales) (2018).

Statutory Objection Report

- 3.9 In line with the requirements of the School Organisation Code (Wales) (2018), the Council has produced an Objection Report that seeks to highlight any formal objections received during the Objection Period, and the Council's response to these objections. The full Objection Report is included under appendix 2 for Cabinet Members consideration.
- 3.10 During the period of 19th October to 17th November 2021, one Statutory Objection was received, opposing the development of a 3-19 School on the site of King Henry VIII Comprehensive School, Abergavenny.
- 3.11 The Objection received centres around the size of the proposed new school, with a particular concern that the school is going to be too large, with uncertainties around the Council's aspirations as outlined with the proposed new Local Development Plan (LDP) coming into fruition. The Council's response to this objection provides clarity that the size of the proposed new school is modelled against committed housing developments, and is not reliant upon the requirements of the proposed ne LDP.
- 3.12 Full details of this Statutory Objection can be found within the Objection Report, alongside the Council's full response to the concerns raised

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 considered by members of Cabinet on 6th October 2021 following the process for consultation.

Table 3.

| | The likely impact on quality and standards in education | The likely impact on the community | The likely effect of different travelling arrangements |
|--|---|--|---|
| 1. Do nothing and maintain status quo – two independent schools on one site | <p>Negative</p> <ul style="list-style-type: none"> • Facilities in secondary school would not be suitable for effective delivery of the new curriculum • Sixth form provision would remain limited and result in young people choosing Post-16 provision in out of county placements • Opportunities to develop an effective continuum of learning from 3 to 19 would be limited. | <p>Balanced</p> <ul style="list-style-type: none"> • There is a potential negative impact on the Welsh speaking community because this solution may not allow the expansion of the Welsh medium provision. Some parts of the community have articulated the value of the location of Deri View School. Our analysis shows that this would not be the case ¹ | <p>Positive</p> <ul style="list-style-type: none"> • the travel arrangements for young people will remain as they currently are <p>Negative</p> <ul style="list-style-type: none"> • For children with ALN, the Specialist provision would not be established meaning the status quo would remain i.e. there will be a requirement for some young people to access provision outside of the community |
| 2. Establish an all through school | Positive | Positive | Positive |

¹ See paragraph 9.2 of the Consultation report for more detail on the impact on distance travelled

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

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

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

- 5.3 On 6th October 2021, members of Cabinet considered the above table, consultation report and the range of potential options available at that 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 At that meeting Cabinet agreed “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”.

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 the Council take head of the messages emerging from this statutory process. The paper presented to Cabinet on the 6th October 2021 was clear that there were challenges during this consultation exercise and that the Council 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.
- 6.3 Given the level of opposition and through a reworking of the provision of Flying Start on the new site Cabinet agreed to take forward an amended proposal that the school will be a 3-19 all-through school with the nursery being a maintained provision. The Statutory Notices were published in recognition of this amendment.
- 6.4 Moving into the Statutory Objection period, the single objection centered around the sizing of the new school, and reassurance has since been provided that the size of the new school does not hinge on the outcome of the Council’s new LDP proposals. Further analysis provides assurance around the sizing of the proposed new all-through school and take the view that proposals offer sufficient (and not excessive) capacity whilst also offering a sustainable solution should any new developments be allocated and agreed within the Abergavenny cluster

7. RESOURCE IMPLICATIONS:

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

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

8. 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 2013

9. AUTHOR:

Will McLean

Chief Officer, Children and Young People

10. CONTACT DETAILS:

Tel: 07834435934

E-mail: willmclean@monmouthshire.gov.uk



monmouthshire
sir fynwy

Equality and Future Generations Evaluation

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

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

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

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 neurodevelopmental 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>Socio-economic Duty and Social Justice</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. |
|--|--|--|--|

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>Policy Making</p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favourably</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> |
|--|---|--|---|

| | | | |
|--|---|---|--|
| <p>Operational Recruitment & Training of workforce</p> | <p>The expansion of Ysgol Gymraeg Y Fenni will generate the need for a greater number of Welsh Medium teachers and support staff in the Abergavenny area. This will create opportunities for Welsh speakers in Monmouthshire and outside of the area to be able to utilize their Welsh language skills in the work environment.</p> | <p>There is a risk that we may not be able to secure sufficient Welsh speaking teachers / staff to fulfil the requirements of the expanded school and its additional facilities around additional learning needs.</p> | <p>In order to mitigate this risk we will actively engage closely with our colleagues in the Welsh Government, the Education Achievement Service (EAS) and the local higher education institutes to help facilitate greater numbers of Welsh Medium teachers. We will also use all available recruitment tools at our disposal to aid the recruitment process – social media (Twitter, Facebook, YouTube), council website, bespoke Welsh Medium recruitment sites, LinkedIn etc. We will engage with our partners in the Welsh Medium Education Forum (WEF) to assist us in this process utilizing their expertise and range of contacts.</p> |
|--|---|---|--|

| | | | |
|--|--|--|--|
| <p>Service delivery Use of Welsh language in service delivery Promoting use of the language</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> | | |
|--|--|--|--|

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

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

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

| Sustainable Development Principle | Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why. | Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts? |
|---|--|--|
|  <p>Balancing short term need with long term and planning for the future</p> | 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 data-bbox="120 507 304 544">Collaboration</p> | <p data-bbox="331 300 517 475">Working together with other partners to deliver objectives</p> | <p data-bbox="548 300 1323 400">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> | |
|  <p data-bbox="120 774 304 810">Involvement</p> | <p data-bbox="331 566 517 742">Involving those with an interest and seeking their views</p> | <p data-bbox="548 566 1323 635">An open review will be undertaken that seeks the views of the entire school community prior to implementation.</p> | |
|  <p data-bbox="120 1040 304 1077">Prevention</p> | <p data-bbox="331 833 517 1040">Putting resources into preventing problems occurring or getting worse</p> | <p data-bbox="548 833 1323 1040">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> | |
|  <p data-bbox="120 1329 304 1366">Integration</p> | <p data-bbox="331 1121 517 1366">Considering impact on all wellbeing goals together and on other bodies</p> | <p data-bbox="548 1121 1323 1297">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.</p> | |

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

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

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

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

- Free School Meal Data
- Welsh Index of Multiple Deprivation data – as set out in the Wellbeing Assessment of the eleven Monmouthshire Medium Super Output Areas (MSOA) ☒
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 th October | Will McLean, Chief Officer |
| | | |
| | | |

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

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