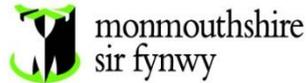


Public Document Pack



Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

Dydd Mercher, 15 Mehefin 2022

Hysbysiad o gyfarfod:

Cyngor Sir

**Dydd Iau, 23ain Mehefin, 2022 at 2.00 pm,
Council Chamber - Council Chamber**

AGENDA

Cynhelir gweddïau cyn y cyfarfod Cyngor am 13.50pm. Mae croeso i bob aelod ymuno â'r Cadeirydd ar gyfer hynny os ydynt yn dymuno gwneud hynny

Eitem No	Eitem	Tudalennau
1.	Ymddiheuriadau am absenoldeb	
2.	Cadarnhau cofnodion y cyfarfodydd dilynol:	
2.1.	17 Mai 2022	1 - 2
2.2.	19 Mai 2022	3 - 16
3.	Datganiadau o Fuddiant	
4.	Cwestiynau gan y Cyhoedd	
5.	Cyhoeddiad y Cadeirydd a derbyn deisebau	17 - 18
6.	Maes Llafur a Gytunwyd gan Sir Fynwy ar gyfer Crefydd, Gwerthoedd a Moeseg	19 - 54
7.	Rhaglen Cymunedau Dysgu Cynaliadwy, Ysgol 3-19 y Fenni	55 - 84
8.	Penodiadau i Gyrrff Allanol – lleoedd gwag	85 - 88
9.	Cynigion i'r Cyngor:	
9.1.	Cyflwynwyd gan y Cynghorydd Sir Frances Taylor	

Bod y Cyngor hwn yn cytuno i ysgrifennu at y Gweinidog Cyllid a Llywodraeth Lleol i ofyn am adolygiad o'r fformiwla sy'n sylfaen i gyllid neilltuedig awdurdodau lleol drwy setliad Llywodraeth Leol. Yn arbennig, y caiff elfennau'r fformiwla sy'n gysylltiedig â darparu gwasanaethau mewn ardal sirol gan fwyaf eu hailystyried.

9.2. Cyflwynwyd gan y Cynghorydd Sir Richard John

Mae'r Cyngor hwn yn:

Cofnodi ei edmygedd enfawr a'i ddiolch calonnog i'w Mawrhydi y Frenhines am oes o wasanaeth cyhoeddus ymroddedig ac yn croesawu'r dathliadau cymunedol llwyddiannus ledled Sir Fynwy i nodi Jiwbilî Platinwm y Frenhines. Mae'n cytuno y bydd pob arweinydd grŵp yn llofnodi llythyr ar y cyd i'w Mawrhydi ar ran pobl Sir Fynwy gan gynnig ein llongyfarchiadau a diolch twymgalon am bopeth a wnaiff Ei Mawrhydi a'r Teulu Brenhinol dros ein preswylwyr.

9.3. Cyflwynir gan y Cynghorydd Sir Tony Kear

Mae'r Cyngor hwn yn:

Nodi penderfyniad y cyngor llawn ym mis Mawrth i ddod y cyntaf yng Nghymru i ddatgan argyfwng ansawdd dŵr a chomisiynu strategaeth i wella ein dyfrffyrdd.

Pryderu'n ddifrifol am y dirywiad yng nghyflwr yr afonydd Gwy a Wysg yn Sir Fynwy ac yn arbennig yr allyriadau gormodol a heb drwydded o garthffosiaeth amrwd i'r Wysg sy'n bygwth bioamrywiaeth a bywyd gwylt yn ogystal â nifer pysgod.

Ymrwymo'r Arweinydd a'r Aelod Cabinet i weithio gyda'r gwrthbleidiau ac awdurdodau perthnasol i sicrhau y gweithredir i wella iechyd ein hafonydd cyn ei bod yn rhy hwyr.

9.4. Cyflwynwyd gan y Cynghorydd Sir Louise Brown

Mae'r Cyngor hwn yn:

Nodi bod Llywodraeth Cymru wedi penderfynu peidio symud ymlaen ag astudiaeth WelTAG 2 ar yr opsiynau ar gyfer gwella cylchfan High Beech yng Nghas-gwent eleni.

Galw ar Lywodraeth Cymru i ymrwymo fel mater o frys a rhoi cefnogaeth ariannol i bob un o bump cam yr astudiaeth hon a gweithredu astudiaethau a gwelliannau cylchfan High Beech fel blaenoriaeth, gan fod y tagfeydd traffig dyddiol ac oedi wrth deithio yn y man gwasgu hwn yn cael effaith niweidiol ar fywyd preswylwyr lleol o bob cefndir yn cynnwys teithio i'r ysgol, gwaith, siopa a dibenion hamdden.

10. Cwestiynau gan Aelodau:

10.1. Gan y Cynghorydd Sir Paul Pavia i'r Cynghorydd Sir Martyn Groucutt, Aelod Cabinet dros Addysg

A all yr Aelod Cabinet dros Addysg wneud datganiad ynghylch y camau y mae'r Cyngor yn eu cymryd i roi cymorth iechyd meddwl ar gyfer disgyblion cyfnod Allweddol 4 a Chweched Dosbarth yn Sir Fynwy?

11.

Dyddiad y cyfarfod nesaf – dydd Iau 21 Gorffennaf 2022

Paul Matthews
Prif Weithredwr

CYNGOR SIR FYNWY

MAE CYFANSODDIAD Y PWYLLGOR FEL SY'N DILYN:

Cynghorwyr Sir:

Laura Wright
Tony Kear
Catrin Maby
Jan Butler
Ian Chandler
Sara Burch
Alistair Neill
Su McConnel
Mary Ann Brocklesby
Fay Bromfield
Jane Lucas
Emma Bryn
Peter Strong
Meirion Howells
Paul Griffiths
Jackie Strong
Rachel Garrick
Maria Stevens
Steven Garratt
Angela Sandles
Ben Callard
John Crook
Tomos Davies
Dale Rooke
Catherine Fookes
Sue Riley
Jayne McKenna
Jill Bond
Louise Brown
Lisa Dymock
Tony Easson
Christopher Edwards
Bob Greenland
Martyn Groucutt
Simon Howarth
Richard John
David Jones
Penny Jones
Malcolm Lane
Phil Murphy
Paul Pavia
Maureen Powell
Frances Taylor
Tudor Thomas
Armand Watts
Ann Webb

Gwybodaeth Gyhoeddus

Mynediad i gopiâu papur o agendâu ac adroddiadau

Gellir darparu copi o'r agenda hwn ac adroddiadau perthnasol i aelodau'r cyhoedd sy'n mynychu cyfarfod drwy ofyn am gopi gan Gwasanaethau Democrataidd ar 01633 644219. Dylid nodi fod yn rhaid i ni dderbyn 24 awr o hysbysiad cyn y cyfarfod er mwyn darparu copi caled o'r agenda hwn i chi.

Edrych ar y cyfarfod ar-lein

Gellir gweld y cyfarfod ar-lein yn fyw neu'n dilyn y cyfarfod drwy fynd i www.monmouthshire.gov.uk neu drwy ymweld â'n tudalen Youtube drwy chwilio am MonmouthshireCC. Drwy fynd i mewn i'r ystafell gyfarfod, fel aelod o'r cyhoedd neu i gymryd rhan yn y cyfarfod, rydych yn caniatáu i gael eich ffilmio ac i ddefnydd posibl y delweddau a'r recordiadau sain hynny gan y Cyngor.

Y Gymraeg

Mae'r Cyngor yn croesawu cyfraniadau gan aelodau'r cyhoedd trwy gyfrwng y Gymraeg neu'r Saesneg. Gofynnwn yn barchus i chi roi rhybudd digonol i ni er mwyn darparu ar gyfer eich anghenion.

Nodau a Gwerthoedd Cyngor Sir Fynwy

Ein diben

Adeiladu Cymunedau Cynaliadwy a Chydnerth

Amcanion y gweithiwn tuag atynt

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

Ein Gwerthoedd

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

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

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

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

Caredigrwydd – Byddwn yn dangos caredigrwydd i bawb yr ydym yn gweithio gyda nhw, gan roi pwysigrwydd perthnasoedd a'r cysylltiadau sydd gennym â'n gilydd wrth wraidd pob rhyngweithio.

Public Document Pack Agenda Item 2a

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of County Council held
at the Council Chamber on Tuesday, 17th May, 2022 at 2.00 pm**

PRESENT County Councillors: L.Brown, L.Dymock, A. Easson, C.Edwards, R.J.W. Greenland, M.Groucutt, S. Howarth, R.John, D. Jones, P. Jones, M. Lane, P. Murphy, P.Pavia, M. Powell, F. Taylor, T.Thomas, A. Watts, A. Webb, J. Bond, M. Brocklesby, F. Bromfield, E. Bryn, S. Burch, J. Butler, B. Callard, I. Chandler, J. Crook, T. Davies, C. Fookes, S. Garratt, R. Garrick, P. Griffiths, M. Howells, T. Kear, J. Lucas, C. Maby, S. McConnel, J. McKenna, A. Neill, S. Riley, D. Rooke, A. Sandles, M. Stevens, J. Strong, P. Strong and L. Wright

OFFICERS IN ATTENDANCE:

Matt Phillips	Chief Officer People and Governance and Monitoring Officer
Paul Matthews	Chief Executive
Peter Davies	Deputy Chief Executive and Chief Officer, Resources
Jane Rodgers	Chief Officer for Social Care, Safeguarding and Health
Will McLean	Chief Officer for Children and Young People
Nicola Perry	Senior Democracy Officer
Frances O'Brien	Chief Officer, Communities and Place
Adam Fall	Local Democracy and Digital Apprentice

APOLOGIES:

County Councillors

1. Declarations of interest

None.

2. To elect a Chair of Council for the Civic Year 2022/23

The Vice-Chair of Council, County Councillor Ann Webb opened the meeting and took the opportunity to thank Council for the opportunity of representing the Council and highlighted several functions attended.

The Leader addressed Council and thanked County Councillor Feakins for his year in office as Chair, County Councillor Ann Webb for her year as Vice-Chair and reflected on the work and achievements of the past year.

It was proposed by County Councillor Mary Ann Brocklesby, and seconded by County Councillor Rachel Garrick, that County Councillor Laura Wright be elected as Chair of Monmouthshire County Council for the Civic Year 2022/23. Upon being put to the vote it was agreed to elect County Councillor Wright as Chair.

County Councillor Laura Wright made and signed the Declaration of Acceptance of Office and thanked Members for their support.

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of County Council held at the Council Chamber on Tuesday, 17th May, 2022 at 2.00 pm

3. To appoint a Vice-Chair of Council for the Civic Year 2022/23

The Chair welcomed nominations for Vice-Chair of Council.

It was moved by County Councillor Paul Griffiths and seconded by County Councillor Ben Callard that County Councillor Peter Strong be appointed as Vice Chairman of the County Council for the Civic Year 2022/23.

It was moved by County Councillor Richard John and seconded by County Councillor Maureen Powell that County Councillor Ann Webb be appointed as Vice Chairman of the County Council for the Civic Year 2022/23.

Upon being put to the vote it was resolved that County Councillor Ann Webb be appointed as Vice Chair. County Councillor Ann Webb made and signed the Declaration of Acceptance of Office and thanked Members for their support.

4. The following items will be deferred to the meeting of County Council to be held on 19th May 2022:

It was resolved that the remaining items of business be deferred to the meeting of the County Council to be held on 19th May 2022.

The meeting ended at 2.35 pm

Public Document Pack Agenda Item 2b

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of County Council held
on Thursday, 19th May, 2022 at 2.00 pm

PRESENT: County Councillor L. Wright (Chairman)
County Councillor A. Webb (Vice Chairman)

County Councillors: L.Brown, L.Dymock, A. Easson, C.Edwards, R.J.W. Greenland, M.Groucutt, S. Howarth, R.John, D. Jones, P. Jones, M. Lane, P. Murphy, P.Pavia, M. Powell, F. Taylor, T.Thomas, A. Watts, M. Stevens, M. Brocklesby, F. Bromfield, E. Bryn, S. Burch, J. Butler, B. Callard, I. Chandler, J. Crook, T. Davies, C. Fookes, S. Garratt, R. Garrick, P. Griffiths, M. Howells, T. Kear, J. Lucas, C. Maby, S. McConnel, J. McKenna, A. Neill, S. Riley, D. Rooke, A. Sandles, J. Bond, J. Strong and P. Strong

OFFICERS IN ATTENDANCE:

Matt Phillips	Chief Officer People and Governance and Monitoring Officer
Paul Matthews	Chief Executive
Peter Davies	Deputy Chief Executive and Chief Officer, Resources
Will McLean	Chief Officer for Children and Young People
Nicola Perry	Senior Democracy Officer
Frances O'Brien	Chief Officer, Communities and Place
Adam Fall	Local Democracy and Digital Apprentice

1. Declarations of interest

None.

2. Public Questions

None.

3. Receipt of petitions

County Councillor Su McConnel presented a petition opposing the use of tarmac/asphalt and cattle grids at Castle meadows, Abergavenny. It sought that MCC adopt alternative sustainable drainage systems and environmentally friendly surfacing materials, and source a suitable alternative to cattle grids.

County Councillor Emma Bryn presented a petition on behalf of residents of the Wyesham community to call for the repair and maintenance of the play equipment and remedial drainage of the Community Play Area at Tudor Road, Underhill, Wyesham.

4. To elect a Leader of the County Council and to receive notification of Leader delegations (appointments to Cabinet)

County Councillor Paul Griffiths nominated County Councillor Mary Ann Brocklesby as Leader of the Council for the year 2022/23. This was seconded by County Councillor Rachel Garrick.

There were no further nominations and upon being put to a vote County Councillor Mary Ann Brocklesby was appointed Leader.

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of County Council held on Thursday, 19th May, 2022 at 2.00 pm

County Councillor Brocklesby thanked Council and outlined the appointments to Cabinet as:

County Councillor Paul Griffiths - Deputy Leader and Cabinet Member for Economy and Sustainable Livelihoods.

County Councillor Rachel Garrick – Cabinet Member for Resources.

County Councillor Martyn Groucutt – Cabinet Member for Education.

County Councillor Tudor Thomas – Cabinet Member for Social Care, Safeguarding and Accessible Health Services.

County Councillor Sara Burch – Cabinet Member for Inclusive and Active Communities.

County Councillor Catrin Maby – Cabinet Member for Climate Change and Environment.

County Councillor Catherine Fookes – Cabinet Member for Equalities and Engagement.

Opposition Group Leaders congratulated the Leader and looked forward to working with the new administration.

County Councillor Jane Lucas left the meeting at 14:16 pm

5. Representation of Political Groups

The Chief Officer for People and Governance and Monitoring Officer presented the report for Council to review the representation of different political groups on the bodies to which the Council makes appointments.

Upon being put to the vote Council resolved to accept the recommendation:

That the Council accepts the report (and appendices) as a review under Section 15 of the Local Government and Housing Act 1989 and to initially allocate ordinary committees with the numbers as indicated below as a fair representation:

Committee	Welsh Labour	Welsh Conservatives	Independent Group
Scrutiny (x4) (9)	16	15	5
Licensing & Regulatory (12)	6	5	1
Planning (16)	8	6	2
Democratic Services (12)	6	4	2
Audit (8)	4	3	1
note – there are also 4 lay members			
Aggregate Entitlement (84)	40	33	11

6. Appointments to Committees

The Chief Officer for People and Governance and Monitoring Officer presented the report in order to appoint committees together with their membership and terms of reference in accordance with the Council's Constitution.

Council were required to elect a Chair of Democratic Services Committee for the year 2022/23.

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of County Council held
on Thursday, 19th May, 2022 at 2.00 pm**

Upon being put to a vote Council resolved to accept the recommendations:

That the committees be appointed together with their membership as set in the report, and their terms of reference attached as appendices.

That Council appoints County Councillor David Jones as Chair of Democratic Services Committee.

7. Appointments to Outside Bodies

The Chief Officer for People and Governance and Monitoring Officer presented the report to appoint representatives to serve on outside bodies.

Group Leaders submitted the representations.

Following a vote County Councillor Emma Bryn was appointed as representative to the Welsh Book Council.

A vote was undertaken to appoint representatives to the Living Levels Partnership Board. County Councillors Catrin Maby and Frances Taylor were appointed.

It was requested that a further report be brought to a future meeting to address any vacancies.

Council resolved to accept the recommendations:

That the Council make appointments to the outside bodies set out in the attached schedule, with the exception of joint committees listed in Category B, which are Cabinet appointments.

P:\Local Democracy\Democratic Serv\Staff\Outside bodies\2022\FInal Representation on outside bodies May 2022.doc

8. Constitution Review

The Chief Officer for People and Governance and Monitoring Officer presented the report for Council to consider the updated MCC Constitution.

County Councillor Rachel Garrick highlighted that '26.5.2 Other Delegations' requires updating.

Council resolved to accept the recommendation:

Full Council approve the reviewed and updated Constitution.

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of County Council held
on Thursday, 19th May, 2022 at 2.00 pm**

9. To confirm the minutes of the meeting of County Council held on 3rd March 2022

The minutes of the meeting of County Council held on 3rd March 2022 were approved.

The meeting ended at 2.50 pm

MONMOUTHSHIRE COUNTY COUNCIL

REPRESENTATION ON OUTSIDE BODIES - MAY 2022

Appendix A

Category A - Regional/National

No.	Body	Term of Office	Source of Members Allowances / Expenses	No. of Reps	Name of Councillor Appointed	Appointed at Council on
1	Brecon Beacons National Park Authority	Term of Council	National Park	1	Cllr. Simon Howarth	19 th May 2022
2	Appointments Panel for East Wales Valuation Tribunal	Term of Council	Council	3	Cllr. Sue Riley Cllr. Steven Garratt Vacancy	19 th May 2022 19 th May 2022
3	Oldbury Power Station Stakeholder Group	Term of Council	Council	1	Cllr John Crook	19 th May 2022
4	Gwent Police and Crime Panel	Term of Council	Police & Crime Commissioner	2	Cllr. Anthony Easson Cllr. Tony Kear	19 th May 2022 19 th May 2022
5	Joint Council For Wales (Previously Provincial Council for Wales)	1 Year	Council	2 plus 1 Sub.	Cllr. Phil Murphy Cllr. Catherine Fookes	19 th May 2022 19 th May 2022
6	Natural Resources Wales / Caldicot and Wentlooge advisory group / Lower Wye advisory group.	Term of Council	Drainage Board	9	Cllr. Anthony Easson (both groups) Cllr. John Crook Cllr. Maria Stevens Cllr. Dale Rooke Cllr. Jan Butler Cllr. Emma Bryn Cllr. Ian Chandler	19 th May 2022 19 th May 2022
7	Cardiff Capital Region Joint Cabinet Committee	1 Year		2	Leader Deputy Leader	19 th May 2022 19 th May 2022

Page 7

No.	Body	Term of Office	Source of Members Allowances / Expenses	No. of Reps	Name of Councillor Appointed	Appointed at Council on
8	City Deal Joint Scrutiny Committee	Term of Council		1	Cllr. Rachel Garrick	19 th May 2022
9	Regional Transport Authority	1 year		1	Responsible Cabinet Member:	19 th May 2022
10	Local Government Association	1 Year	L.G.A.	2	Leader Deputy Leader	19 th May 2022 19 th May 2022
11	Local Government Association-Rural Commission	1 Year	L.G.A	2	Cllr. Steven Garratt Cllr. Sue Riley	19 th May 2022 19 th May 2022
12	South Wales Fire Authority	Term of Council	Council	2	Cllr. Su McConnel Cllr. Maureen Powell	19 th May 2022 19 th May 2022
13	Wye Valley Area of Outstanding Natural Beauty Joint Committee	Term of Council	Council	4	Cllr. Dale Rooke Cllr. Steven Garratt Cllr. Ann Webb Cllr. Emma Bryn	19 th May 2022 19 th May 2022 19 th May 2022 19 th May 2022
14	Welsh Local Government Association	Term of Council	W.L.G.A.	2	Leader Deputy Leader	19 th May 2022 19 th May 2022
15	W.L.G.A. Executive Board	Term of Council	Council	1	Leader	19 th May 2022
16	Welsh Centre for International Affairs	Term of Council	Council	1	Cllr. Laura Wright	19 th May 2022
17	Institute of Welsh Affairs	Term of Council	Council	1	Cllr. Laura Wright	19 th May 2022
18	Reserve Forces and Cadets Association for Wales	Term of Council	The Association	1	Cllr. Lisa Dymock	19 th May 2022
19	S.E. Wales Strategic Planning Group	Term of Council	Council	2	Cllr. Sara Burch Chair of Planning	19 th May 2022 19 th May 2022

No.	Body	Term of Office	Source of Members Allowances / Expenses	No. of Reps	Name of Councillor Appointed	Appointed at Council on
20	Welsh Books Council	Term of Council	Council	1	Cllr. Emma Bryn	19 th May 2022
21	Scrutiny Champions Wales Network	Term of Council	Council	1	Cllr. Anthony Easson	19 th May 2022
22	Monmouthshire Adoption Panel	Term of Council	Council	1	Cllr. P. Jones	19 th May 2022
23	Monmouthshire Fostering Panel	Term of Council	Council	1	Cllr. Angela Sandles	19 th May 2022
24	Living Levels Partnership Board			2	Cllr. Catrin Maby Cllr. Frances Taylor	19 th May 2022

Category 'B' – Joint Committees - Appointments made by the Cabinet

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Appointed at Cabinet
1	Gwent Archives Joint Committee	Term of Council	Council	2	Cllr. Peter Strong Cllr. Fay Bromfield	19 th May 2022 19 th May 2022
2	Gwent Joint Cremation Committee	Term of Council	Council	2	Cllr. Tudor Thomas Cllr. Malcolm Lane <i>Note: at least one Cabinet member necessary</i>	19 th May 2022 19 th May 2022
3	Prosiect Gwyrdd Joint Committee	Term of Council	Council	2	Cllr. Catrin Maby Cllr. Rachel Garrick	19 th May 2022

Page 0

Category ‘C’ – Joint Committees and Local Authority Companies – Appointments Made By The Council

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Date Appointed at Council
1	Pension Fund Management Group (Joint Committee with Torfaen)	Term of Council	Council	3	Cllr. Armand Watts Cllr. Phil Murphy Vacancy	19 th May 2022 19 th May 2022 19 th May 2022
2	Aneurin Bevan Community Health Council	Term of Council	Council	3	Cllr. Jill Bond Cllr. Alistair Neill Vacancy	19 th May 2022 19 th May 2022 19 th May 2022
3	Aneurin Bevan Local Health Board-Stakeholder Reference Group	Term of Council	Council	1	Cllr. Maria Stevens	19 th May 2022
4	Education Achievement Service	Term of Council	Council	2	Cllr. Martyn Groucutt (Cabinet Member for Education as representative member to JEG.) Cllr. Paul Griffiths	19 th May 2022 19 th May 2022
6	SRS Business Solutions Ltd	Term of Council	Council	2	Cllr. Rachel Garrick (Cabinet Member with portfolio responsibility for finance) Cllr. Sara Burch	19 th May 2022
7	SRS Public	Term of Council	Council	1	Cllr Paul Griffiths (Cabinet Member with portfolio for Resources).	19 th May 2022
8	Y Prentis	Term of Council	Council	1 member 1 officer	Cllr. Catherine Fookes (to the Company’s Board of Directors.)	19 th May 2022
9.	CS Foundry Board	Term of Council	Council	1	Cllr. Paul Griffiths	19 th May 2022

Page 51

Category 'D' - Voluntary Organisations

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Date Appointed at Council
1	Monmouthshire and Brecon Canal Working Party	Term of Council	Council	1	Cllr. Dale Rooke	19 th May 2022
2	Wales Council for the Blind	Term of Council	Council	2	Cllr. Sue Riley Cllr. Jan Butler	19 th May 2022 19 th May 2022
3	Disability Wales (previously known as Wales Council for the Disabled)	Term of Council	Council	2	Cllr. Angela Sandles Cllr. Penny Jones	19 th May 2022 19 th May 2022

Page 10

Category 'E' Local Interest

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Date Appointed at Council
1	Monmouthshire County Citizens Advice Bureau	Term of Council	Council	2	Cllr. Jackie Strong Cllr. Phil Murphy Two observers at trustee board meetings	19 th May 2022
2	The Palmer Centre	Term of Council	Council	3	Cllr. Armand Watts Cllr. Sue Riley Cllr. Paul Pavia	19 th May 2022
3	Raglan Community Centre Committee	Term of Council	Council	1	Cllr. Penny Jones	19 th May 2022
4	Monmouth School and Haberdashers' Monmouth School for Girls	Term of Council	Council	1	Cllr. Steven Garratt	19 th May 2022
5	Abergavenny Educational Foundation of King Henry VIII- Governors	Term of Council	Council	5	Cllr. Martyn Groucutt Cllr. Ben Callard Cllr. Laura Wright Cllr. Malcolm Lane Cllr. Jan Butler	19 th May 2022 19 th May 2022 19 th May 2022 19 th May 2022 19 th May 2022
6	Wye Navigation Advisory Committee	Term of Council	Council	1	Cllr. John Crook	19 th May 2022
7	Pratts Charity, Mathern	4 years from appointment	Council	2	Cllr Louse Brown (local member) Cllr Phil Murphy	19 th May 2022 19 th May 2022
8	Monmouthshire Local Access Forum	Term of Council	Council	1	Cllr. Ben Callard	19 th May 2022
9	Clydach Ebenezer Chapel Fund Committee	Term of Council	Council	1	Vacancy	19 th May 2022

Category 'F' - Other

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Date Appointed at Council
1	Best Kept Village Competition	Term of Council	Council	6	Cllr. Jill Bond Cllr. Steven Garratt Cllr. Angela Sandles Cllr. Tony Kear Cllr. Jayne McKenna Cllr. Meirion Howells	19 th May 2022 19 th May 2022 19 th May 2022 19 th May 2022 19 th May 2022
2	Gwent Association of Voluntary Organisations	Term of Council	Council	1	Cllr. Jackie Strong	19 th May 2022
3	Local Government Flood Forum	Term of Council	Council	1	Cllr. Ian Chandler	19 th May 2022
4	Armed Forces Champion	Term of Council	Council	1	Cllr Peter Strong	19 th May 2022

Page 8

Category 'G' - Appointments Determined by W.L.G.A

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Nominated at Council
1	Flood Risk Management Committee Wales (in rotation with Powys and Torfaen)	Term of Council	WLGA	1	Cllr. Catrin Maby	18 th May 2017

This page is intentionally left blank

Chair's Report 25th May – 12th June 2022

Wednesday 25 th May 2 p.m.	Tree Planting to mark Her Majesty The Queen's Platinum Jubilee Linda Vista Gardens, Abergavenny
Friday 27 th May	Wye Valley River Festival launch party – The Three Realms Tintern Abbey - The Three Realms
Saturday 4 th June 1 p.m.	Rogiet's Platinum Jubilee Event Rogiet Community Council
Thursday 2 nd June	Jubilee Celebrations Abergavenny
Sunday 12 th June 3 p.m.	Usk Town Council Civic Service The Priory Church of St Mary's, Usk followed by The Sessions House

This page is intentionally left blank

MONMOUTHSHIRE COUNTY COUNCIL REPORT

SUBJECT: Monmouthshire Agreed Syllabus for Religion Values and Ethics (RVE)
MEETING: Council
DATE: 23rd June 2022
DIVISION/WARDS AFFECTED: All

1. PURPOSE:

To receive and consider the proposed Monmouthshire Agreed Syllabus for Religion, Values and Ethics.

2. RECOMMENDATION:

Council adopt the Monmouthshire Agreed Syllabus for Religion, Values and Ethics.

3. KEY ISSUES:

Monmouthshire Agreed Syllabus for Religion, Values and Ethics

Following the implementation of the Curriculum and Assessment (Wales) Act 2021, each local authority must prepare and adopt a syllabus of Religion, Values and Ethics (RVE) for use in all maintained schools and have due regard to guidance given by Welsh Ministers on this matter.

Religion, values, and ethics is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from age 3 to 16. RVE forms part of the Humanities Area. This area encompasses geography; history; religion, values, and ethics; business studies. These disciplines share many common themes, concepts, and transferable skills, whilst having their own discrete body of knowledge and skills.

The RVE syllabus must have due regard to Curriculum for Wales (CfW) guidance and in particular, the RVE guidance. In addition, the syllabus must reflect the following points:

- (a) the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales
- (b) a range of non-religious philosophical convictions are held in Wales
- (c) the local authority may make different provision in respect of different descriptions of schools maintained by the local authority and different descriptions of learners.

The development of the Monmouthshire Agreed Syllabus Religion, Values and Ethics

The local authority convened an Agreed Syllabus Conference (ASC) to prepare and recommend the proposed agreed syllabus for RVE for adoption.

The ASC is a separate legal body from a Standing Advisory Council. However, it has the same group structure as the Standing Advisory Councils:

The ASC must:

- have regard to any guidance given by the Welsh Ministers
- ensure that any sub-committees appointed by the conference shall include at least one member of each of the committees constituting the conference
- give one vote only for each of the committees constituting the conference, upon any question to be decided by the conference or by any subcommittee thereof
- seek unanimous agreement upon a syllabus of RVE to be recommended for adoption by the local education authority
- meet in public and be chaired by an appointee of the local authority or be permitted to choose its own Chair.

Membership of the Agreed Syllabus Conference

The ASC is made up of representatives from the following three groups:

- Group A - a group of persons to represent Christian denominations and other religions and denominations of such religions, non-religious philosophical convictions.
- Group B - a group of persons to represent such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area
- Group C - a group of persons to represent the authority. There is no legal provision for an Agreed Syllabus Conference to include co-opted members, but it can seek the advice it considers appropriate from those it considers appropriate, to inform the development of effective RVE provision in its area.

Legislative Changes

In addition to the changes relating to the content of the RVE syllabus within the Curriculum and Assessment (Wales) Act 2021; there are also legislative changes relating to the roles and legal responsibilities

of Agreed Syllabus Conferences and Standing Advisory Councils.
These are that:

- any agreed syllabus for RVE must reflect both religious beliefs and also non-religious which are philosophical convictions within the meaning of Article 2 Protocol 1 to the European Convention on Human Rights
- provision for the appointment of persons who represent holders of non-religious philosophical convictions is carried out in the same way as the appointment of persons who represent holders of religious beliefs.

Timeline for the Agreed Syllabus Conference and adoption of the Religion, Values and Ethics Syllabus

The locally Agreed RVE syllabus must be implemented in nurseries and primary schools from the 1st of September 2022 and in all year groups and all schools by September 2026.

The following table outlines the timeline for meetings to ensure that the Agreed RVE syllabus is in place in Monmouthshire by the end of June 2022. This will ensure schools have sufficient time to plan for the implementation of the Agreed RVE Syllabus from 1st September 2022.

9th March 2022	Agreed representation from SACRE to support the ASC
28th March 2022	Agreed RVE Syllabus Conference and workshops
26th April 2022	Draft Agreed RVE Syllabus for discussion in SACRE
27 th April – 20 th May 2022	Consultation with key stakeholders
23 rd May	Proposed Agreed RVE Syllabus finalised
23 rd June 2022	Agreed RVE Syllabus for consideration by full Council
25 th June 2022 (provisional)	Agreed RVE Syllabus circulated to schools
1 st September 2022	Implementation of the Agreed RVE Syllabus in Monmouthshire schools

5. RESOURCE IMPLICATIONS:

None

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

None

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS:

None.

8. CONSULTEES

Religious and non-religious groups
Wales Association of SACREs (WASACRE)
Monmouthshire Primary and Secondary Headteachers
Torfaen County Council
Caerphilly County Council
Newport County Council
Blaenau Gwent County Council
Welsh Ministers
Estyn
Trades Unions
County Councillors
SACRE
Town and Community Councils

9. BACKGROUND PAPERS:

Curriculum and Assessment (Wales) Act 2021:

<https://www.legislation.gov.uk/asc/2021/4/schedule/2>

with Education Act 1996:

<https://www.legislation.gov.uk/ukpga/1996/56/schedule/31/enacted>

Summary of legislation for Religion, Values and Ethics:

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation#religion,-values-and-ethics>

Summary of legislation for the Agreed Syllabus Guidance 2022:

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation#agreed-syllabus-conferences-and-the-agreed-syllabus-for-religion,-values-and-ethics>

Guidance for Religion, Values and Ethics:

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum#religion,-values-and-ethics-guidance>

9. AUTHOR:

Sharon Randall-Smith, Head of Service: Achievement & Extended Services

Email: sharonrandall-smith@monmouthshire.gov.uk

This page is intentionally left blank

**The Monmouthshire Agreed Syllabus for Religion, Values
and Ethics**

**Based on the Curriculum for Wales Religion, Values and
Ethics Guidance**

Implementation Date: September 2022

DRAFT

Foreword

Introduction from Monmouthshire County Council

It gives me great pleasure to commend this revised Agreed Syllabus for Religion, Values and Ethics for Monmouthshire schools and to congratulate those who have worked so hard to produce it.

These are exciting time for education in Wales as our new curriculum emerges, and it is important to note that Religion, Values and Ethics retains its importance within the wider curriculum framework. I hope that this new syllabus will support teachers in bringing their teaching to life. It will play an important role in inspiring our children and young people to develop as compassionate human beings, while at the same time becoming critical enquirers after truth and honesty.

Let us hope that this syllabus will enable all those teachers who use it and pupils who will learn from it to enjoy their experiences. The syllabus will provide an important element in supporting the emergence of positive values, promoting tolerance and respecting the diverse beliefs, traditions and cultures that are found throughout Monmouthshire.

Martyn Groucutt

Cabinet Member for Education

Contents	Page
The function of The Standing Advisory Council (SAC) on Religion, Values and Ethics	3
Legal requirements for RVE	4
Religion, Values and Ethics (RVE)	6
Aims of RVE	7
Audience	8
The RVE Curriculum	9
Post-16 RVE	10
The right to withdraw in the Curriculum for Wales	11
Collective Worship	11
Complaints	12

The function of the Standing Advisory Council (SAC) on Religion, Values and Ethics

The function of the Standing Advisory Council on Religion, values and Ethics (RVE) is to advise the local authority (LA) on such matters connected with the provision of teaching and learning, under the Education Act 1996 (“1996 Act”) as amended by the Curriculum and Assessment (Wales) Act 2021 (“the 2021 Act”), either in respect of the mandatory element of RVE, or the post-compulsory education in maintained schools of optional RVE which includes: methods of teaching; the choice of teaching materials; the provision of teacher training. In addition, the SAC may advise on any other matter the LA may refer to it, or as the SAC may see fit.

Contact Details

For further information on Monmouthshire SAC or if you have any queries in relation to the Agreed Syllabus, please contact:

Hayley Jones (EAS Curriculum Partner - SACs and RVE)
hayley.jones@sewaleseas.org.uk or 07904 644749.

Legal requirements for RVE

Monmouthshire SAC advises schools to take particular note of the following legal requirements for RVE:

In accordance with section 375A(3) of the 1996 Act (introduced by the 2021 Act) the Agreed Syllabus must reflect the fact that:

- **the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales (this is a continuation of the Education Act 1996); and**
- **that a range of non-religious philosophical convictions are held in Wales (this is an addition as part of the Curriculum for Wales 2022).**

Please note that for **religious traditions**:

- the only change from the 1996 Act as originally enacted is that Wales replaces Great Britain; and
- where 'religion' or 'religious' is referred to in the guidance it should be noted that this refers to Christianity and the other principal religions in Wales;
- the definition of Christianity and religion remains unchanged

As for **non-religious philosophical convictions**:

- where the term 'non-religious' is used, this refers to 'non-religious philosophical convictions';
- the reference to philosophical convictions in the guidance is linked to philosophical convictions within the meaning of Article 2 of the First Protocol to the European Convention on Human Rights ("ECHR") (right to education);
- neither the 1996 Act, the 2021 Act or the ECHR define what 'non-religious' means, however the term can be defined in relation to philosophical convictions as those in respect of which there is no requirement to believe in a religion e.g. a belief in man-made climate change can be held by persons of all faiths and none;

- non-religious philosophical convictions are not synonymous with ‘opinions’ and ‘ideas’ but denote views that attain a certain level of cogency, seriousness, cohesion and importance (*Valsamis v Greece* [1996] 12 WLUK 394; ECtHR);
- here is a non-exhaustive list of examples where courts have decided that a belief is a philosophical conviction within the meaning of the ECHR:
 - atheism, agnosticism, scepticism (*R (Williamson) v Secretary of State for Education and Employment* [2005] AC 246; England and Wales Court of Appeal)
 - pacifism (*Arrowsmith v United Kingdom* [1978] 10 WLUK 81; European Commission of Human Rights)
 - conscientious objection to military service (*Bayatyan v Armenia* [2011] 7 WLUK 214; European Court of Human Rights)
 - veganism (*CW v United Kingdom* [1993] 1 WLUK 536; European Commission of Human Rights)
 - man-made climate change (*Grainger plc v Nicholson* [2010] 2 All ER 253; UK Employment Appeal Tribunal)
 - gender-critical belief (*Forstater v CGD Europe* [2021] 6 WLUK 104; UK Employment Appeal Tribunal)
 - pro-life belief (*Van Schijndel v The Netherlands* (30936/96); European Commission of Human Rights)

Guidance from the Equality and Human Rights Commission confirms that humanism is a non-religious philosophical conviction (para 2.57, EHRC Employment Statutory Code of Practice 2011).

More information can be found in the legal summary section on Hwb:

[Link to Curriculum of Wales: Summary of Legislation – Religion, Values and Ethics](#)

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is the name the Welsh Government has given to Religious Education in the Curriculum for Wales. **RVE is mandatory for all learners aged 3 to 16.** This now sits within the Humanities Area of Learning and Experience

(AoLE), along with Geography, History, Business Studies and Social Studies. RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance on Hwb, **all schools in Monmouthshire must have regard to the Monmouthshire Agreed Syllabus for RVE when designing their school curriculum.**

It is the local authority's responsibility to monitor the statutory provision of RVE, and they are supported in doing this by the Monmouthshire Standing Advisory Council on Religion, Values and Ethics (SAC).

Every local authority is legally required to establish and support an Agreed Syllabus Conference which must prepare a syllabus of RVE to be adopted by a local education authority. The LA has a legal duty to review the Agreed Syllabus every five years.

The Curriculum for Wales Religion, Values and Ethics Statutory Guidance on Hwb was adopted as the new Monmouthshire Agreed Syllabus for RVE in (date to be inserted), following a formal recommendation to the LA by the Agreed Syllabus Conference on (date to be inserted).

The RVE statutory guidance can be accessed via Welsh Government's Hwb website:

[Link to Hwb – Welsh Government Guidance on Religion, Values and Ethics](#)

This Agreed Syllabus is not intended to be a scheme of work. It provides a framework within which each school can best design its own local curriculum which includes RVE within the Humanities AoLE.

Aims of RVE

Mandatory RVE makes an important and distinctive contribution to supporting the four purposes by giving learners opportunities to:

- **engage with and explore ultimate and philosophical questions** about the meaning, significance and purpose of life, and about the nature of human thought and of the universe, and the connections between them;
- **undertake enquiries and engage with sources of wisdom and philosophies** that encourage them to explore the challenges, opportunities and responses of human beings in the context of their [cynefin](#), locally, in Wales and the wider world, as well as supporting them in evaluating their own perspectives and those of others;
- **develop and express their own informed viewpoints**, which prepares them for lifelong learning in a pluralistic and diverse world;
- **use their knowledge and understanding** of both institutional and personal religious and non-religious beliefs and practices to think critically about their own values and about how they might make important social and personal decisions;
- **explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history**, so that they can make sense of their place in the world, imagine possible futures and create responsible solutions that take in to account the diverse needs and rights of all people;
- **evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues**, past and contemporary, that challenge their knowledge and values. This enables learners to develop an understanding of religion and belief, culture, community, their [cynefin](#), Wales and the wider world now and in the past, which can help to nurture a sense of place and belonging;
- **respond sensitively to religion and non-religious philosophical convictions** and explore the beliefs and practices of people in their community, Wales and the wider world, and how these might impact their actions and choices;
- **develop secure values and establish their ethical beliefs and spirituality** through the exploration of religion and non-religious philosophical convictions on a range of issues, which can in turn enable them to form positive relationships based upon trust and mutual respect;
- **discuss and reflect on their own perspectives and those of others** on a range of issues, which help them to build their mental, emotional and spiritual well-being by developing confidence, resilience and empathy.

Audience

The RVE guidance in the Humanities AoLE has been written to be accessible to all those responsible for designing a curriculum. Those persons who must have regard to the guidance when designing a curriculum are:

- the headteacher of a maintained school or a maintained nursery school;
- the governing body of a maintained school or a maintained nursery school;
- a provider of funded non-maintained nursery education;
- the teacher in charge of a pupil referral unit;
- the management committee for a pupil referral unit;
- a person who provides teaching and learning for a child, otherwise than at a maintained school, maintained nursery school or pupil referral unit, by virtue of arrangements made under section 19A of the 1996 Act;
- a local authority in Wales.

In addition, the guidance may also be useful to parents and carers, learners, practitioners, regional consortia, awarding bodies, Estyn, teacher unions, religious organisations, non-religious organisations, and other bodies in Wales with an interest in RVE. These bodies do not have to have regard to the guidance, but it may be useful and informative for them to refer to it to better understand the content of a given setting's curriculum.

Church in Wales Schools

More information on Church in Wales guidance can be found [here](#).

Catholic Schools

More information on Catholic guidance can be found here [\(Link to follow\)](#).

The RVE Curriculum

Time

At each progression step, sufficient time and resources are required to provide an effective and coherent course of study. As a mandatory element of the Curriculum for Wales, **RVE should have equity with other disciplines within the Humanities AoLE.**

Design

The Curriculum for Wales requires all schools to offer a broad and balanced education, which enables learners to make links between the different disciplines and areas of learning and experience. Therefore, curriculum design should draw together different disciplines, including RVE, to provide learners with a coherent and holistic learning experience, which incorporates the following:

- the cross-curricular skills of literacy, numeracy and digital competence;
- the skills integral to the four purposes;
- consideration of the cross-cutting themes.

More about the role of disciplines in learning is available here:

[Link to Principles for designing your curriculum - Hwb \(gov.wales\)](#)

When planning and preparing your RVE curriculum you should take note of the following areas. Please see below links which will take you to the relevant sections of the guidance on the Hwb website:

- [Humanities statements of what matters](#)
- [Descriptions of Learning \(Progression steps\)](#)
- [RVE Concepts](#)
- [RVE lens \(sub lenses in RVE\)](#)
- [Learner progression and learning journeys in RVE](#)
- [Spiritual development of learners](#)

As learners progress, they should have greater opportunities to engage with different disciplines and to specialise within them, particularly when they reach the later progression steps. The Curriculum for Wales guidance tells us that **this process should be supported by discipline-specialist teaching**, which, along with the multi-disciplinary approach to curriculum design, should prepare learners who seek to specialise further during learning post-16.

While learners should have opportunities to specialise, the curriculum must remain broad and balanced, and each learner should continue to draw on learning from each AoLE throughout their time in compulsory education, which includes the mandatory element of RVE. Schools will be expected to enable all learners to access a range of courses of study and to gain suitable qualifications at the end of compulsory education.

It would be useful for schools themselves to develop links with faith and belief groups represented locally to talk about their faith and belief journeys. Through these connections, learners develop a deepening understanding of their own local [cynefin](#) within the history and traditions of both Monmouthshire and Wales.

Implementation

This Monmouthshire agreed syllabus will be effective from September 2022, for Religion, Values and Ethics in respect of all learners, up to and including year 6. In respect of year 7 learners, schools in the region will have flexibility on whether to roll out the Curriculum for Wales in September 2022, or to roll out the Curriculum for Wales for years 7 and 8 together in September 2023. During the period of curriculum roll out, as a secondary school or setting 'adopts' the Curriculum for Wales Framework for a particular year group, this agreed syllabus will supersede the current/legacy agreed syllabus. From September 2023, this agreed syllabus, in respect of years 7 and 8 as all schools and

settings will have implemented the Curriculum for Wales for those learners. Thereafter, the phased roll-out of the Curriculum for Wales will continue, and this agreed syllabus will supersede the other:

- year 9 learners in September 2024
- year 10 learners in September 2025
- year 11 learners in September 2026

More information for schools and settings on the process for opting in to the Curriculum for Wales in respect of year 7 learners is provided in the [‘Journey to curriculum roll-out’](#).

Post-16 RVE

In the Curriculum for Wales, the mandatory status of RVE has been removed for Sixth Forms in maintained schools. Therefore, as of 2027 RVE will become optional for these learners. However, this does not prevent individual schools with Sixth Forms from timetabling RVE for all students if they wish to. Sixth Formers **have the right to ‘opt in’ to RVE** and the **school would legally have to provide RVE for those learners upon request**.

There are a variety of ways that a school can provide RVE for Sixth Formers who request it. For advice on this type of provision, schools can contact the RVE Partner or Monmouthshire SAC on RVE for support. Contact details are available on page 2 of this document. More information on Post-16 RVE can be found here: [Link to Post-16 RVE Guidance](#)

The right to withdraw in the Curriculum for Wales

From September 2022, there will be no parental right to withdraw from RVE as the new Curriculum for Wales is implemented in their year group. **The parental right to withdraw will remain in place until their year group becomes subject to the Curriculum for Wales.** The timetable for these changes is as follows:

Primary aged pupils – September 2022

Yr. 7 pupils – September 2022 OR September 2023 (depending on the roll out of the Curriculum for Wales into their school).

Yr. 8 pupils – September 2023

Yr. 9 pupils – September 2024

Yr. 10 pupils – September 2025

Yr. 11 pupils – September 2026

This is in line with every other academic subject in the Curriculum for Wales.

Note that **parents may still request that their children are withdrawn from ‘collective worship’ from September 2022**, if they wish, as this is distinct and separate from the academic subject of RVE.

More information on the right to withdraw can be found in the legal summary on Hwb:

[Link to Curriculum of Wales: Summary of Legislation – Religion, Values and Ethics](#)

Collective Worship

Collective Worship is **distinctive from, and additional to**, curriculum time given to RVE. Collective worship sits outside the curriculum and has its own legal standing and requirements and must be wholly or mainly of a broadly Christian character. Parents may still request that their children are withdrawn from collective worship if they wish.

Complaints

Under the Education Act, the LA must provide local arrangements for dealing with unresolved complaints. The Local Authority will consider complaints in relation to the Agreed Syllabus. Complaints relating to the provision of the RVE Agreed Syllabus should be addressed through individual school Complaints processes.

Please contact Annette Evans, Customer Relations Manager, if you have any unresolved complaints in relation to RVE.

Tel: 01633 644647

E-mail: annetteevans@monmouthshire.gov.uk

DRAFT

This page is intentionally left blank



Integrated Impact Assessment document

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

<p>Name of the Officer Hayley Jones (Curriculum Partner, SACs and RVE)</p> <p>Phone no: 07904 644749 E-mail: hayley.jones@sewaleseas.org.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>This strategy sets out the Monmouthshire Agreed Syllabus for Religion, Values and Ethics for the next 5 years (2022-2027). The overall aim is to set out the syllabus that all maintained schools must have regard to when designing their Religion, Values and Ethics curriculum for pupils aged 3-16.</p>
<p>Name of Service area</p> <p>SACRE</p> <p>https://gov.wales/sites/default/files/publications/2020-07/the-curriculum-and-assessment-bill-impact-assessment.pdf</p>	<p>Date 14th June 2022</p>

0309 3630

6. 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	<ul style="list-style-type: none"> The agreed Syllabus content is relevant to all age groups in schools and settings differentiation and entitlement so that children of all ages may access learning in Religion Values and Ethics. The Agreed Syllabus will have a positive impact as all will experience the skills and knowledge they need for later life. 	<ul style="list-style-type: none"> None anticipated 	<ul style="list-style-type: none"> N/A
Disability	<ul style="list-style-type: none"> The Monmouthshire Agreed Syllabus references: "Advice onon the Rights of Persons with Disabilities (UNCRPD) can also be found in the legislation summary of the Curriculum for Wales Framework.' 	<ul style="list-style-type: none"> No negative impacts have been identified 	<ul style="list-style-type: none"> N/A

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?
Gender reassignment	<ul style="list-style-type: none"> • Most schools will offer pluralistic RVE. That will include a range of views on any given topic within RVE. • The Agreed Syllabus promotes respecting different of ways of life and an understanding of all people irrespective of their gender. • A positive impact is expected as it raises awareness about respectful relationships, positive behaviour and acceptance of diversity. It also aims to encourage schools to consider how they provide support and learning to LGBTQI+ and aims to engage learners with issues such as gender and inequality and seek to foster a whole school approach to inclusion and tolerance. 	<ul style="list-style-type: none"> • None anticipated, but this will depend on the quality of teaching and classroom management in each school 	<ul style="list-style-type: none"> • Gender re-assignment is not overtly addressed in the Agreed Syllabus or RVE guidance . All the religious and non-religious belief systems included in the syllabus promote respect for other people’s beliefs, choices and life styles. Qualities such as understanding, compassion and acceptance of difference and personal freedom and choice are supported by the enquiry based learning approach advocated in the Welsh Government guidance.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Marriage or civil partnership	<ul style="list-style-type: none"> • The Monmouthshire Agreed Syllabus encourages learners to explore the journey of life. In doing so they may learn about “<i>what people experience as part of the journey of life and how these experiences are acknowledged.</i>” • It also encourages learners to explore relationships and responsibility. In doing so they may learn about “<i>How people live together and why developing healthy relationships is important.</i>” • Within this context, pupils will consider human relationships including marriage and civil partnerships, including their own and other peoples’ experiences. 	<ul style="list-style-type: none"> • None anticipated 	<ul style="list-style-type: none"> • N/A
Pregnancy or maternity	<ul style="list-style-type: none"> • No significant impact 	<ul style="list-style-type: none"> • None anticipated 	<ul style="list-style-type: none"> • N/A

<p>Race</p>	<ul style="list-style-type: none"> • Race and religion are topics that inevitably will arise in RVE lessons. The Agreed Syllabus enables these to be addressed using factual information and promotes a respectful approach to the subject. Students are encouraged to ask the 'big questions'. • The Curriculum for Wales legal summary states: <i>"The change of name reflects the expanded scope of religious education (RVE) and ensures the legislation itself is clear that RVE includes non-religious philosophical views. Provision in the Act is linked to the term "philosophical convictions" within the meaning of Article 2 Protocol 1 of the European Convention on Human Rights (A2P1). In other words the RVE provided in accordance with the Act must be compatible with A2P1 in that it must include teaching on philosophical convictions within the meaning of A2P1."</i> • The name change and broader scope will allow schools to explore beliefs of people held in Monmouthshire including those held by ethnic minority groups. <p>RVE has the potential to allow children from all backgrounds including those from ethnic minorities to explore their own morality, the consequences of choices both good and bad and impact belief has on others.</p>	<ul style="list-style-type: none"> • Related to the area of RVE in the Curriculum for Wales, but not as a direct result of the Agreed Syllabus, the parental right to withdraw children has been removed. During the consultation, Head Teachers demonstrated concern this may have, and some ethnic minority families may require more support to aid their understanding as to why the right of withdrawal has been removed. SACRE will support Head Teachers and schools with how they might engage families with their concerns. 	<ul style="list-style-type: none"> • SACRE will need to ensure it continues to seek representation from ethnic minority groups as schools may seek advice on the various religious and non-philosophical beliefs held by the residents of Monmouthshire.
-------------	---	--	---

<p>Religion or Belief</p>	<ul style="list-style-type: none"> • The syllabus is more inclusive in that it covers the main world faiths plus non-religious worldviews. It also promotes learning through respectful discussion and enquiry (Also included in the section of Race): • The Curriculum for Wales legal summary states: <i>“The change of name reflects the expanded scope of religious education (RVE) and ensures the legislation itself is clear that RVE includes non-religious philosophical views. Provision in the Act is linked to the term “philosophical convictions” within the meaning of Article 2 Protocol 1 of the European Convention on Human Rights (A2P1). In other words the RVE provided in accordance with the Act must be compatible with A2P1 in that it must include teaching on philosophical convictions within the meaning of A2P1.”</i> • The name change and broader scope will allow schools to explore religious and non-religious philosophical beliefs of people held in Monmouthshire. Schools are encouraged to engage with people with various religious and non-religious philosophical beliefs both with visitors in schools and visits to places of interest. 	<ul style="list-style-type: none"> • None anticipated but this will depend on the quality of teaching and classroom management in each school 	<ul style="list-style-type: none"> • Changes to syllabus and SAC reflect the diversity of faith and non-religious belief groups in Monmouthshire.
---------------------------	--	--	--

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	<ul style="list-style-type: none"> The syllabus does not make any distinction between what can be taught to boys and girls 	<ul style="list-style-type: none"> None anticipated 	<ul style="list-style-type: none"> The syllabus does not present gender stereotypes
Sexual Orientation	<ul style="list-style-type: none"> The agreed syllabus encourages the exploration of concepts such as religion, lived religion, worldviews, secularity, spirituality, life stance, identity and culture, self, tolerance, freedom, prejudice and discrimination. Schools should provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action. It is important to note that teachers would choose topics that are appropriate to the age and the stages of child development. These changes will have a positive effect on not only learners who are LGBT, but also in all learners developing understanding, respect, and acceptance of the sexual orientation of others. Ensuring agreed syllabus for RVE is available for all learners, including those at schools of a religious character, ensures learners have the opportunity to have an objective view 	<ul style="list-style-type: none"> None anticipated but this will depend on the quality of teaching and classroom management in each school 	<ul style="list-style-type: none"> Opportunities for discussions with peers, older pupils as well as teachers having guidance on how to manage these, should the question arise.

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?
	of sexuality which may not necessarily be supported by religion. It would allow learners greater opportunity to explore issues around sexual orientation, and LGBT matters in a more objective manner.		

2. The Socio-economic Duty and Social Justice

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

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Socio-economic Duty and Social Justice	The teaching of ethics should provide a rich contexts for exploring the concepts of social justice and equality	None identified	No additional actions proposed

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>	<ul style="list-style-type: none"> The policy will apply equally to Welsh-medium and bilingual settings within the maintained education system as to English medium ones. Neither Positive nor Negative. <p>The Wavehill™ analysis on the consultations on the guidance– the basis of the Monmouthshire Agreed Syllabus reviewed the responses regarding questions about the Welsh Language (See Section 2.12)</p> <p>https://gov.wales/sites/default/files/consultations/2022-04/rve-summary-of-responses.pdf</p> <p><i>The report concluded that the guidance would have either positive or no discernible impact on the opportunities for practitioners and learners to use Welsh. They did state however that “the availability and timing of Welsh language materials and guidance were also considered to be important.”</i></p>	None identified	N/A

Operational Recruitment & Training of workforce	None identified	None identified	N/A
Service delivery Use of Welsh language in service delivery Promoting use of the language	All relevant policies, guidance documentation and the Agreed Syllabus will be available in Welsh and English.	None identified	N/A

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

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	A broad and balanced curriculum offers learners a breadth of skills which can be transferred to different workplace settings having a positive impact on career development and prospects.	N/A
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	The policy teaching of ethics should provide a rich contexts for exploring the concepts of morality, justice, responsibilities, authority, humanity, rights, values and social action which can have a positive impact on how learners engage on the important subject of climate change	N/A

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 healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	The teaching of RVE can have a positive impact on mental well-being.	N/A
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	The intercultural references – included in the Agreed Syllabus and relevant guidance support the development of A Wales of Cohesive Communities.	N/A
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	It will support the goal to create a Globally Responsible Wales by reflecting on global issues starting from a local context.	N/A
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	N/A	N/A
A more equal Wales People can fulfil their potential no matter what their background or circumstances	The proposal meets its' statutory duties by creating a More Equal Wales through ensuring that people in Wales have a right to education so that everyone, particularly children, can reach their full potential.	N/A

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>This is a 5 year syllabus that has been developed taking into the Welsh Governments commitment to ensure that every child has the knowledge, skills and experiences they'll need to make the most of life through the implementation of the new Curriculum for Wales, 2022.</p>	<p>N/A</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>Other local authority colleagues, internal officers, elected members, EAS and SACRE will be key partners in the delivery of this syllabus.</p>	<p>N/A</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involving those with an interest and seeking their views</p> <p>Involvement</p>	<p>Consultation has taken place with the following partners and key stakeholders:</p> <ul style="list-style-type: none"> • Elected Members • Local Authority Officers • Head Teachers • Secondary Teachers • Primary Teachers • Faith and non-religious philosophical belief representatives • Diocese representatives • <p>The Monmouthshire Agreed Syllabus is based on the Religion, Values and Ethics guidance which has had public consultation.</p> <p>The Wavehill™ analysis of such consultations have also been used to inform the judgements.</p> <p>The Curriculum and Assessment (Wales) Act 2021 has informed the judgements.</p>	N/A
 <p>Putting resources into preventing problems occurring or getting worse</p> <p>Prevention</p>	<p>The provision of high quality RVE from an early age supports children and young people to stay safe, to respect each other and to build healthy relationships. This will benefit their mental, physical and emotional well-being and therefore have important implications for their successful progression through adult life.</p>	N/A

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>Curriculum design draws together different disciplines, including RVE, to provide learners with a coherent and holistic learning experience which integrates learning which will impact across all of the well-being goals</p>	<p>N/A</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?
Equality and Future Generations Evaluation (includes social justice, safeguarding and cooperate parenting)	The Integrated Impact Assessment has highlighted a number of positive impact on the teaching of religion, values and ethics on both the well-being goals and groups with the protected characteristics. This includes encouraging learners to think critically about their own values and about how they might make important decisions that could have a positive impact on well-being while developing empathy towards others. Work carried out at a national level had already been subject to an extensive integrated impact assessments and no further changes are suggested as a result of the Monmouthshire Assessment.	None identified	N/A

Page 53

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

Curriculum and Assessment (Wales) Act 2021
 Curriculum for Wales: Religion, Values and Ethics Guidance
 - Equalities dashboard link. [Equality data dashboard for EQIA's 2020.xlsx](#)

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 Integrated Impact Assessment has highlighted a number of positive impact on the teaching of religion, values and ethics on both the well-being goals and groups with the protected characteristics. This includes encouraging learners to think critically about their own values and about how they might make important decisions that could have a positive impact on well-being while developing empathy towards others.

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
No additional actions have been identified		

Page 5

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
1	Council		



SUBJECT:	Sustainable Learning Communities Programme Abergavenny 3-19 School
MEETING:	Council
DATE:	2022
DIVISION/WARDS AFFECTED:	Cantref, Castle, Croseonen, Grofield, Landsdown, Mardy, Priory, Llanelly Hill, Llanover, Goetre Wharf, Llanwenarth Ultra, Llanfoist

1. PURPOSE:

The purpose of the report is to seek Council's approval to include the construction of a new 3-19 school on the King Henry VIII School site in the Council's Capital Funding Programme.

The new 3-19 school will be established through the closure of King Henry VIII and Deri View Schools, as agreed at the Monmouthshire County Council Cabinet meeting on 19th January 2022. The funding will enable the relocation of Ysgol Y Fenni to the current Deri View site.

2. RECOMMENDATIONS:

2.1 Council note that Ministerial approval has been achieved on the Full Business Case confirming Welsh Government (WG) commitment and their contribution of £47,024,335 (67%) towards the total cost of building a new 3-19 school in Abergavenny of £69,292,623.

2.2 Council approve an increase the approved budget within the Council's Capital Programme from £43,000,000 to £69,792,623, reflecting the revised build cost of £69,292,623 and an additional £500,000 required for associated highways improvements.

2.3 That Council note that the increase in budget will require a further commitment of Council borrowing of £7,718,288 and that there are consequential revenue budget costs of servicing this borrowing as outlined in the resources section of this report.

2.4 Council note the appointment of Morgan Sindall Construction to build the new 3-19 school.

2.5 To declare Ysgol Gymraeg Y Fenni Primary School surplus to requirements, to be disposed of by the Estates Development Team on terms to be agreed in consultation with the Chief Officer for Resources.

3 KEY ISSUES:

Project background

3.1 The WG 21st Century Schools Programme has now been renamed Sustainable Communities for Learning Programme (SCLP) and will be referred to as such throughout this report.

- 3.2 In September 2017 Monmouthshire's Cabinet agreed to submit a revised Strategic Outline Plan (SOP) for Band B projects. It proposed to build a 3-19 school on the King Henry VIII School site which would incorporate King Henry VIII Comprehensive School and Deri View Primary School. Deri View Primary School building would be repurposed to accommodate the growing numbers at Ysgol Gymraeg Y Fenni.
- 3.3 In determining that the Band B development should focus on the Abergavenny area the key considerations were addressing social deprivation, improving educational attainment for children eligible for free school meals, addressing poor building condition and creating greater capacity for the expansion of Welsh medium education.
- 3.4 The wider challenges of deprivation were a key factor to be considered when determining the decision to invest in Abergavenny. Comparative rates of deprivation were established using the rates of children eligible for free school meals in the affected schools and the consideration of the Welsh Index of Multiple Deprivation
- 3.5 King Henry VIII school has an in year eFSM rate of 21.5% and a three-year average of 19%. Deri View's eFSM rate is 45.3% and has a 3-year average of 40 % The cluster has a three-year average of 17.4 %.
- 3.6 When the Abergavenny project was considered in March 2017 analysis of Monmouthshire's Wellbeing Assessment (approved by Monmouthshire County Council in March 2017) confirmed that Abergavenny was the most deprived town in Monmouthshire both in terms of income deprivation and those on employment related benefits.
- 3.7 The condition of the existing school buildings was a clear driver for the decision to renew the provision in Abergavenny. King Henry VIII is in poor condition and is not suitable or appropriate for the delivery of the modern education – this has been further exacerbated by the introduction of the Curriculum for Wales which will be introduced in September 2022. In a condition survey King Henry VIII school was rated at C- at the time of decision.
- 3.8 The investment decision of 2017 was a progressive decision – not one merely focusing on remediation of buildings of poor quality. One of the key areas that the programme addressed was the expansion of Welsh medium provision in the north of the county. The Welsh in Education Strategic Plan (WESP) 2017 was the contemporary strategic document and the evidence used in developing the WESP identified that the demand for Welsh medium education is greatest in the north of the county. We are currently in the process of agreeing the new longer-term WESP¹ with Welsh Government. The expansion of Ysgol Y Fenni to a two-form entry school is a key component of that document.
- 3.9 Refurbishment of the former Deri View Primary School site and relocation of Ysgol Y Fenni from its current site will facilitate the continued growth of Welsh medium education in the north of the County through increasing the capacity of the school.
- 3.10 Since the agreement of the SOP in 2017 there has been an ongoing formal dialogue with Welsh Government to consider adaptations to the scope of the project and the inevitable cost rises that have been seen due to inflationary pressures in the last five years. This process has been based on the 'Five Business Case Model'. At each stage of the process more detail has been provided and greater certainty to the cost profile included. The Outline Business Case (OBC) being approved in December 2021 and Full Business Case

¹ The new Welsh in Education Strategic Plan (WESP) will have a focus for ten years and sets ambitious targets to grow the number of Welsh Speakers in Monmouthshire. This is in line with the Welsh Governments Cymraeg 2050 ambition of a million Welsh speakers.

(FBC) approved in March 2022. The engagement with the Welsh Government has been very purposeful through the programme development.

- 3.11 During 2021 a statutory consultation process was undertaken to facilitate the creation of a new school in Abergavenny. This process was concluded in January 2022 and following the statutory process under the School Standards and Organisation (Wales) Act 2013² Cabinet agreed to close King Henry VIII and Deri View Schools and establish a new 3-19 school.

3-19 Education

- 3.12 An all-through school is a school which provides both primary and secondary education. The school is led and managed by one Headteacher, a single Governing Body, and funded as one school. The new school in Abergavenny will offer a wider range of provision on-site. This will include Flying Start and wrap around childcare that will be provided by a non-maintained setting and will cater for children aged 2 to 4 years.
- 3.13 Primary and secondary aged pupils belonging to one educational establishment provides opportunities for sharing of facilities and resources. This can be especially positive as children transition through years 5-8, where traditionally there can be a drop in performance. Pupils will have the ability to access specialist curriculum provision such as technology suites, language teaching and physical education provision. It should be noted that all-through schools continue to provide access to separate facilities for children of different ages to ensure that they are supported in a way that they are comfortable. Safeguarding is a key principle of the design. This includes separate teaching accommodation, different start and finish times as well as separate areas to use during break times.
- 3.14 As noted above an all-through school brings a number of potential benefits when pupils transition between primary and secondary schools. This remains a key challenge despite the extensive work that has been undertaken within the Abergavenny Cluster. It is anticipated that the school will raise attainment by establishing continuum of education from 3-19.
- 3.15 The model of through schools is well established in England and is becoming increasingly popular in Wales with authorities such as Ceredigion and Rhondda Cynon Taff investing in the model.

Community Focussed Schools

- 3.16 Community focused school provide a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes The Governing Body of a school controls the use of the school premises during and outside school hours and are encouraged to consult with the Local Authority, parent, staff and where appropriate the community when considering any proposals to provide additional services and activities. It should be noted that Governing Bodies cannot provide any service that might interfere with their main duty to educate pupils or their responsibility to promote high standards of educational achievement at the school

² <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>

- 3.17 The new school will encourage and facilitate community use of the asset. A maintained nursery, wraparound childcare and Flying Start provision will be located as part of the proposed development.
The new school will open to the community on evenings and weekends for adult education and recreation.
- 3.18 The school site is shared with the existing Abergavenny Leisure Centre and will continue to provide facilities for community use both during the school day and after school hours. Beyond this sharing of assets, the redevelopment of the site will see a considerable increase in the facilities available. There will be a new 3G pitch that will be available throughout the year and will not be affected by weather.
- 3.19 The design of the school includes measures to enable safe 'zoning' of the building so that they are available for public use.
- 3.20 There are numerous clubs using the site currently and this project will enhance and develop the existing provision.
- 3.21 An existing area of land on the site which is designated as amenity land will remain.

Design development

- 3.22 Since the Cabinet meeting in 2017 the project scope has evolved and now includes a centre for children with complex neurodevelopmental needs, wellbeing centre, additional Flying Start provision and provision of wraparound childcare.
Additional Flying Start provision is included within the project to expand the existing provision and maintain the already established and successful relationship between Deri View School and Flying Start.
- 3.23 There are currently a limited number of childcare places within the Abergavenny area and by including wrap around childcare within the project will help to address this shortfall.
- 3.24 The new school will have: 20 Flying Start spaces [allowing up to 40 children to access the provision each day], 30 FTE Nursery places [allowing 60 children to attend each day – this feeds directly into a two form primary element], 420 Primary places, 1200 secondary places and 200 sixth form places.
- 3.25 The provision of education for children with Additional Learning Needs (ALN) is a priority and children with complex neurodevelopmental needs are the most significant area of demand and growth within Monmouthshire. Out of a total of 328 statement pupils within the County, there are 150 pupils who have statements of ALN for complex neurodevelopmental needs. This equates to 46% of all statemented pupils. The inclusion of the specialist centre within the new school ensures that the Council has the capacity to meet the needs of learners and provide a seamless education offer across a wide age range. The Centre will also enable pupils to be educated within their existing community a key ambition of the new ALN and Tribunal Act and the local approach to its delivery.
- 3.26 The *Wellbeing Centre* will provide behaviour support provision delivered by the Pupil Referral Unit [Dalen Newydd] as outreach provision which will be part of a graduated response and complement school-based interventions. This will enhance the capacity of the school to support pupils who display challenging behaviour and disaffection. This integrated provision will help maintain these young people within mainstream learning environments.
- 3.27 The design of the new school has been challenging for the team of architects, engineers and advisors we have commissioned. The King Henry VIII School site presents

challenges for construction. The site is a collection of disparate buildings and open playing fields. There were further design constraints:

- It was decided that the existing school should remain open and functional during the construction of the new school to maintain pupils' learning experiences and minimise expenditure on temporary buildings. This has therefore influenced the location and design of the new school.
- The existing Leisure Centre is retained and has been accommodated within the designs of the new masterplan for the site.
- The existing Energy Centre is to be retained on-site but will be relocated in a new plant room.
- The site slopes from north to south with a fall of approximately 20m.
- There are several existing tree groups within the site which will be retained and protected as part of the new development.
- This is an existing single veteran oak tree on site which will be retained. The oak tree has been a key consideration in the development, and it has been important throughout the design evolution that the safeguarding of the tree was accommodated. As part of the design, the tree will have 15m root protection.
- There is an existing stream, partly culverted which runs north to south through the site. This culverted part of the stream will be redirected as part of the new proposals.

3.28 As noted above minimising disruption to teaching and learning is a key priority and whilst there will inevitably be some disruption during construction a key requirement is for pupils and staff to remain in their existing buildings for the duration of the build and removes the need for temporary accommodation. This does however restrict the area available to build a new school upon.

Net Zero Carbon

- 3.29 In line with Welsh Government's strategy for public sector buildings being carbon neutral by 2030 the new school will be the first 3-19 operationally Net Zero Carbon School in Wales.
- 3.30 The building will prioritise a reduction in the building's energy use and maximising the use of on-site renewable energy.
- 3.31 This will be achieved by reducing operational energy use by improving building fabric, using low carbon heating, improving catering equipment, improving plugged in equipment and evaluating the energy use of specialist items.
- 3.32 Renewable energy sources will be increased by maximising photovoltaics on the roof. Offsetting any remaining carbon via the purchase of off-site renewable energy and reporting and independently verifying annual energy use and renewable energy generation annually over a 5-year period.

Highways and Active Travel

- 3.33 The potential travel needs of learners who will attend the new school have been examined as part of the school development. Responses were received from learners and community and the data collected has identified key routes for development and provided detail on current travel needs. The data indicates high numbers of pupils and adults would like to cycle, walk and scoot to school /shops more.
- 3.34 As a result of this consultation and aspiration to increase levels of Active Travel a cycle and foot path has been included as part of the school development to join east and west of

the site. In addition, there is a commitment within the project to provide improved walking and cycling access on Penypound and funding for this will be secured through the MCC capital budget alongside exploring external grant funding opportunities with partners. In the event that the eventual funding secured through this process is insufficient to deliver the preferred outcome, a further bid for MCC capital funding will be made via the established process in place

- 3.35 There will be no change to the number of learners entitled to home to school transport or impact on journey times as there will be no location change for secondary pupils.
- 3.36 The amount of traffic on Pen y Pound will be reduced because of the new school development. The entrance from Pen y Pound will now only be used by staff working at the school and home to school transport.
- 3.37 All other traffic including parent drop off, visitors and Leisure Centre users will access and vacate the site on the eastern side onto Old Hereford Road.
- 3.38 Adaptations to the site entrances and road safety measures on both Pen y Pound and Old Hereford Road will be undertaken as part of this project. The funding to undertake this work is requested as part of this report.

Consultations and Governance

- 3.39 A SCLP Project Board comprising of four Cabinet members, opposition representation, Senior Leadership Team and Officers have provided governance of the project. (See appendix 1 for project board membership)
- 3.40 Project Board has agreed and signed off the initial strategic brief, design development and each RIBA design stage up to Stage 4 (see <https://www.architecture.com/knowledge-and-resources/resources-landing-page/riba-plan-of-work> for RIBA Stages).
- 3.41 All changes in the scope of the project have been reported and agreed by the Project Board, the changes in project scope resulted in the floor area increasing and subsequently an increase in cost. The impact of the Covid 19 pandemic, UK's departure from the European Union and war in Ukraine have also influenced project costs however it is not fully known the total impact yet.
The design has emerged through a combination of the space available on the restricted site alongside core requirements being established by local authority staff. However, it must be noted that there was significant consultation with pupils, staff, governors during the initial development of the strategic brief. This consultation considered the needs and wishes of the main building users i.e. staff and pupils. Consideration was given to how they wanted it to feel, how they wanted to learn, how they wanted it to look and its ability to deliver the curriculum.
The Band B project team identified the need for engagement around the pedagogical approach to the building's design and secured the services of a highly experienced educationalist who could lead the work with all staff and pupils across both schools.
- 3.42 Consultation took place with statutory authorities and there were opportunities for governors, staff, stakeholders and members of the public to view the plans through 9 engagement sessions held during November 2021.
- 3.43 Consultation took place between April 2021 and June 2021 on the proposal to establish the new school. A further opportunity to comment on the proposal was afforded to members of the public during November 2021.

- 3.44 As part of the OBC submission an economic appraisal was undertaken on the various options considered to deliver the objectives of the proposal and a preferred option identified. Each option was scored against investment objectives, critical success factors and benefit delivery. This exercise was repeated as part of the submission of the FBC to WG and due increase in costs, relating to market price inflation on labour and materials, an appropriate up lift has been applied to all options. The 3-19 school as outlined in remains the preferred option to take forward despite increased costs.
- 3.45 The Contractor appointment was procured through the SEWSCAP 2 Framework in April / May 2021 and Morgan Sindall Construction were appointed as the main contractor for RIBA stages 3&4 The appointment was agreed by Project Board in June 2021.
- 3.46 The project has now reached the end of RIBA Stage 4 and Morgan Sindall have provided a Contract Figure to construct the new school building. The Contract Figure is within the amount agreed with WG through the FBC.

4 **OPTIONS APPRAISAL**

- 4.1 In determining how to proceed with the project the following options were considered, and appraisals undertaken.
- Option 1: Refurbish King Henry VIII School and Deri View primary and Ysgol Y Fenni swap sites.
 - Option 2: Rebuild King Henry VIII School and Deri View and Ysgol Y Fenni swap sites
 - Option 3: Rebuild King Henry VIII School and build new primary for Deri View on King Henry site. Ysgol Y Fenni moves to current Deri View building.
 - Option 4: Build a new 3-19 school on the King Henry VIII site. Close Deri View Primary School and King Henry VIII Comprehensive to establish the 3-19 school and relocate Ysgol Y Fenni to the former Deri View site.
 - Option 5: As above in option 4 but include a Welsh Medium stream within the 3-19 school at KS 3,4 &5.

Based on detailed considerations Option 4 was the preferred option to take forward.

- 4.2 The options for Council to consider now are outlined below along with the risks and consequences

Option 1 Proceed with the recommendations at para 2.2 to 2.4 for the reasons set out above.

Risks and Consequences

- Project is [within the cost parameters as set out in the FBC and the contract not to exceed figure] affordable and has Ministerial approval and agreed support from the SCLP.
- Project meets aspirations of Welsh Government in terms of policy and cost envelope.
- Revenue savings as a result of the project will be realised sooner. Revenue savings will be achieved from areas such as a reduction in building maintenance and the reduction of transport costs and tuition fees resulting in children with complex neurodevelopmental needs remaining within the county for education.

- Reversal of risk of decline in achievement through the transition between Key Stage 2 & 3 will be achieved sooner.
- Ability to facilitate growth in Welsh medium education will be achieved.
- Ability to provide more choice to Post 16 pupils and enable them to be taught closer to home
- Ability to provide education for pupils with ALN closer to home and within the community they live in

Option 2 Defer the project and allow for further consideration of the development.

Risks and consequences

- The project has received Ministerial approval within Welsh Government approval maybe revoked if additional funding is requested or delays incurred as this will impact on the Welsh Government's own pipeline.
- Reduces the ability to meet Welsh Government's aspirations
- Any redesign and associated procurement will create a minimum of 12 months delay into the Programme. If this decision is taken the most fundamental programme implications are Phase 1 – School Completion – August 2025 and Phase 2 – External Works Completion – May 2026.
- Cost for redesign is estimated to be an additional £1.65m, however this could increase in accordance with rising inflation.
- Increased construction cost inflation, not including change of scope or design, will be approx. £1.5m.
- There will be increased borrowing required for Council in line with inflationary pressures this may be greater if Welsh Government do not increase their contribution in line with inflation.
- There will be a delay to the anticipated improvement in standards of achievement for our most vulnerable learners through transition between key stages 2&3.
- An extension of Post-16 pupils leaving Wales for Post 16 education (primarily through attendance in Hereford VIth Form College).
- A continuation of pupils with Additional Learning Needs being educated (and transported) out of Monmouthshire for their education.
- Increase in costs to maintain existing buildings.
- Failure to create greater capacity for Welsh Medium learning in the north of the county and Abergavenny specifically.
- Pupils continue to be taught in buildings not fit for purpose
- Disappointment to pupils, staff and parents who have helped develop design.

Option 3 Stop the development and recast a new programme for education in Abergavenny

Risks and Consequences

- All of those listed in Option 2.
- Aborted costs of approx. £2m for work undertaken to date.

- Effectiveness of 3-19 school running from 2 separate sites would be questionable.
- Failure to create greater capacity for Welsh Medium learning in the north of the county and Abergavenny specifically.
- Procuring contractors will be challenging.
- Project may come out of timescales of Welsh Government Band B programme

6 REASONS:

To update Council on the development of the Abergavenny 3-19 school and for Council to approve the overall capital cost of £69,792,623 and enter a contract with Morgan Sindall Construction to build the new 3-19 school

The programme has the potential to bring significant benefits to the education community in Abergavenny and its wider cluster of schools. This paper has sought to set these out over the areas of educational benefits, net-zero carbon benefits, improvements to transport arrangements, benefits relating to community usage, the expansion of Welsh medium education and the improvement of our provision for learners with complex neurodevelopmental needs.

7 RESOURCE IMPLICATIONS:

7.1 The total financial cost of the project and associated funding is summarised as follows:

	Total Cost	WG Funding	WG %	MCC Funding	MCC %
Main build	£62,372,523	£40,541,735	65%	£21,830,788	35%
Special Needs Resource Base	£1,750,000	£1,312,500	75%	£437,500	25%
Net Zero Carbon costs	£5,170,100	£5,170,100	100%	£0	0%
Highways costs	£500,000		0%	£500,000	100%
Total	£69,792,623	£47,024,335	67%	£22,768,288	33%

7.2 The financing of Monmouthshire's contribution of £22,768,288 will be met through unsupported (prudential) borrowing. As the project progresses there may be opportunities to apply for additional grants or contributions and these will be used to offset the overall borrowing requirement.

7.3 A capital budget of £43,000,000 has already been approved by Council as part of its budget determination on the 5th March 2020, reflective of the forecast project cost at the time and based on the original Strategic Outline Programme. The increase in scope of

the project, as outlined in this report, and consequently the overall cost envelope to £69,792,623 will require approval of a further capital budget of £26,792,623 as follows:

	Capital budget approved to date (Council - 5 th March 2020)	Additional budget to be established	Total budget
Expenditure	£43,000,000	£26,792,623	£69,792,623
Of which: External grant	£27,950,000	£19,074,335	£47,024,335
Of which: Unsupported (Prudential) Borrowing	£15,050,000	£7,718,288	£22,768,288

7.4 The consequential revenue cost of the approved Council borrowing of £15,050,000 is already fully costed within the existing revenue medium term financial plan budgets. The additional £7,718,288 of borrowing required would, at the time of writing, result in further indicative borrowing costs of £322,700 per annum to be added to revenue budgets for the estimated useful life of the School (50 years).

7.5 Disposal of Ysgol Gymraeg Y Fenni will generate a capital receipt for the authority.

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

8.1 This is detailed in appendix 2

9 CONSULTEES:

SLT

Cabinet

10 BACKGROUND PAPERS:

Cabinet Report 17th October 2017

Cabinet Report 19th January 2022

11 AUTHOR:

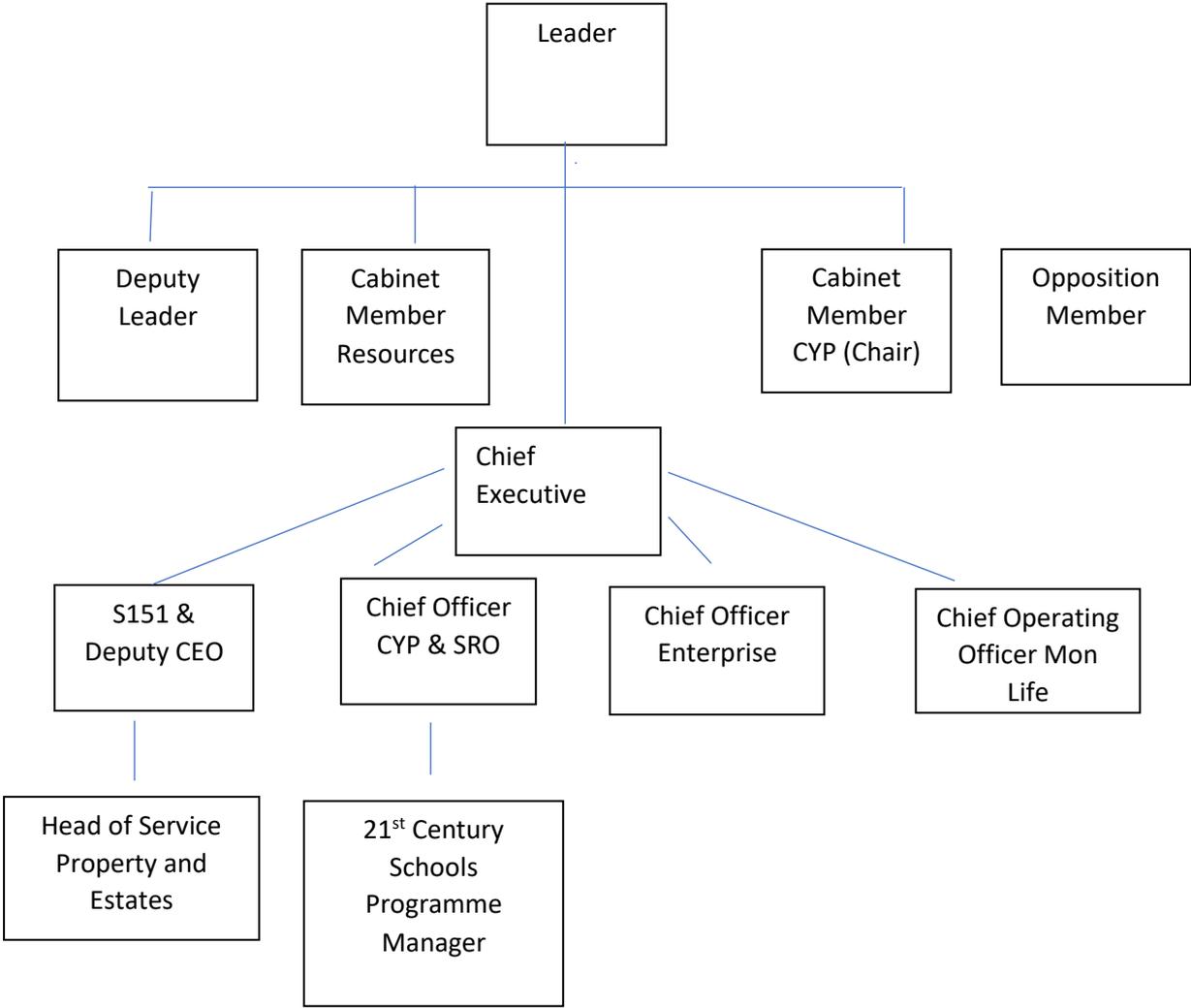
Cath Saunders, Sustainable Communities for Learning Programme Manager

Tel: 01633 644470 / 07595647637

E-mail: cathsaunders@monmouthshire.gov.uk

Monmouthshire County Council

Project Board pre-May 2022



This page is intentionally left blank



<p>Name of the Officer completing the evaluation Cath Saunders</p> <p>Phone no: 07595647637 E-mail: cathsaunders@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal: The proposal is to construct 3-19 school in Abergavenny on the existing King Henry VIII School site. The new school will be funded jointly between Welsh Government and the Council. The purpose of the report is to seek Council's approval to include the construction of a new 3-19 school on the King Henry VIII School site in the Council's Capital Funding Programme.</p>
<p>Name of Service area Children and Young People Directorate</p>	<p>Date June 2022</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. 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. 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. 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. Staff from within the cluster will have more opportunity to share curriculum planning to enable continuity in pupil's learning.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	A centre for Learners with Complex Neurodevelopmental needs would be established for pupils from the ages of 3-19. All school developments now 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	
Marriage or civil partnership	No impact	No impact	
Pregnancy or maternity	No impact	No impact	
Race	No impact	No impact	
Religion or Belief	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	
Sexual Orientation	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 socio-economic disadvantage when taking key decisions. This duty aligns with our commitment as an authority to Social Justice.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Socio-economic Duty and Social Justice	The two schools involved have the highest level of pupils eligible for free school meals in the county (for primary and secondary schools respectively). The area affected was identified as being an area with high levels of economic deprivation in the Wellbeing assessment. The investment in the 3-19 schooling model should allow greater impact on eFSM students through early identification, targeted intervention and ongoing monitoring and tracking. This was a key part of the determination of the original project in 2017.	Through the consultation the physical location of the new school provision was identified as a potential risk given a perception that members of the community would have to travel further to school.	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.

3. Policy making and the Welsh language.

<p>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</p>	<p>Describe the positive impacts of this proposal</p>	<p>Describe the negative impacts of this proposal</p>	<p>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</p>
<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 favorably</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 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</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. 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 receiving an immersive primary WM education. MCC will continue to develop its discussions and engagement with Powys County Council and Blaenau 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. The council's Welsh Medium Education Forum (WEF) will be kept closely informed and involved in discussions on this.</p>

	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		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.
Operational Recruitment & Training of workforce	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	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	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.
Service delivery Use of Welsh language in service delivery	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.		

Promoting use of the language			
-------------------------------	--	--	--

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.</p> <p>Many of our schools are currently delivering elements of the new curriculum in anticipation of the full rollout in 2022. However, given the need for greater flexibility and capacity; changes to what and how pupils learn will be easier to manage in an all-through environment than in a single-phase school or group of schools.</p> <p>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 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> <p>Should the proposal be agreed the new building will be constructed in-line with the Councils net zero carbon policy. The building will be operational net zero carbon and the amount of carbon during</p>	<p>The Contractor will hold a series of job fairs in Abergavenny to recruit the workforce. Graduate opportunities will also be available through the Contractor</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?
	<p>construction will be minimised as far as possible as well as recycled materials being used where possible The building will be constructed using fabric first principles, will have low energy systems, photovoltaic panels, air source heat pumps and natural ventilation with heat recycling, meaning the building will be cool in summer and warm in winter. The school will be designed to be BREEAM Excellent.</p> <p>Electric car charging points will be provided along with facilities for cycle storage for those pupils and staff wising to cycle to school</p> <p>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.</p>	
<p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>The proposal includes measures to maintain and enhance habitats including trees, woodland, hedgerows, shrubs, and grassland</p> <p>The proposal includes schedules to maintain and enhance habitats for species to include removal of invasive species, monitoring of enhancement features and ecological surveys.</p> <p>There is a veteran oak tree on site which to date has not been protected and looked after however as part</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?
	<p>of this proposal the tree will be afforded 15m root protection</p> <p>There will be 2 areas of Forest Schools developed as part of the proposal and the school will devised a school grounds management plan</p>	
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The new school 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. A new cycling and walking route is included in the development and further cycling and walking routes to school will be developed.</p> <p>The School Travel Plan Officer will continue to work with pupils to encourage them to walk and cycle to school during construction and on completion</p> <p>The new school will provide enhanced sporting facilities for the pupils attending the school and community in general.</p>	
<p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>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 new school promotes community cohesion through access and shared usage.</p> <p>The new building will be used for concerts, provide adult education classes and community events.</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?
	<p>The building will be used by flying start to provide parenting classes, baby massage etc</p>	
<p>A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The proposal will provide excellent education in a sustainable and cohesive setting, the school will prepare students to recognise their full part in the world.</p> <p>Both schools currently have active eco councils and this will continue into the new school</p>	
<p>A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>Should the proposal to construct the new school be approved 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.</p> <p>Welsh Language will be delivered as part of the Curriculum</p>	
<p>A more equal Wales People can fulfil their potential no matter what their background or circumstances</p>	<p>The two schools directly involved in this proposal has the highest level of pupils eligible for free school meals in the county. 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</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?
	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>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>Children who are able to attend a school within the community are more likely to continue their education within the county.</p> <p>The building will be resilient, designed for the future, energy efficient, and will have lower running costs. The building is designed to have capacity for future pupil numbers</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This proposal will allow for partners to work more closely together to affect change in socio economic deprivation, such as health, primary and secondary schools to work together to deliver seamless progression between key stages. The project will provide an environment which also encourages closer working within the schools' cluster, a sharing of resources, staff teaching and learning opportunities, an environment where primary and secondary teachers can work together in ensuring the pupils learning pathway is seamlessly planned</p> <p>The project will enable ongoing collaboration with health, this will enable pupils to be tracked from birth until they leave school</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>Over 60 hours of consultation have been undertaken with pupils and staff of the two schools affected by the proposal. In addition to this consultation has been undertaken with key stakeholders and interested parties within the community. 3 drop-in sessions, communication via social media, newspaper and letters to over 600 properties in the vicinity of the development ensured interested parties were aware of the proposal. In addition to this a number of face to face and on line consultations were held between May and June 2021 as part of the consultation to establish the new school Pupil engagement will continue throughout the project</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The new school will provide accommodation for existing pupils and for pupils within known housing developments in the area.</p> <p>The proposal will provide for those pupils who currently travel to Hereford Vlth Form College.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>An all-through school brings a number of potential benefits where transition between primary and secondary schools remain a key challenge. It is widely accepted that schools are able to raise attainment by establishing continuum of education from 3-19</p> <p>All through schools are known</p> <ul style="list-style-type: none"> • To improve educational outcomes • To improve educational provision • To improve leadership and management • To improve efficiency in the delivery of education • To minimise the impact of transition between key stages 	

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	<p>The proposal will enhance safeguarding on the King Henry School site. The site is currently very open and has a through route from east to west of the town. There will be no through route through the site of the new development. There is one controlled entry and exit point into the secure pupil area also monitored by CCTV. Flying Start and Wraparound childcare have a separate and secure entrances.</p> <p>The school is designed for primary and secondary pupils to remain separate and any sharing of facilities will be under supervision of school staff.</p> <p>The upper school building also has the capability to be zoned for community use</p> <p>The new school governing body must adopt a safeguarding policy and current arrangements will remain in place or be enhanced</p>	None	
Corporate Parenting	Current arrangements for Looked after children will remain in place or be enhanced	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
- Free School Meal Data
- Surplus places data
- Cohort retention figures
- Planning places data
- Information from the survey of parents regarding Welsh language education
- Information from consultation events and written submissions
- Information from LDP for known housing developments

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 proposal has positive impacts for protected characteristics, social economic impacts, the Welsh language and all 7 of the wellbeing goals and has been developed using the five ways of working under the Wellbeing of Future Generations Act. There are no significant negative impacts.

The main benefits of the proposal 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. The proposal will benefit the pupils in the County with complex neuro developmental needs enabling them to remain within their local community for their education. This also applies to those pupils who currently leave the County for Post 16 education at Hereford College.

The proposal will facilitate the growth of Welsh medium education in the north of the County and will provide opportunity to develop Key stage 3 Welsh medium provision in the area.

The proposal will deliver the first 3-19 operation net zero carbon school in the Wales and demonstrates the Councils commitment to reducing carbon emissions by 2030.

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
--------------------------	------------------------------	--------------------

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
1	Cabinet decision	14/04/2021	
2	Cabinet decision	6/10/2021	Proposal changed to establish 3-19 school not 4-19
3	Cabinet decision	19/01/2022	

This page is intentionally left blank

MONMOUTHSHIRE COUNTY COUNCIL REPORT

SUBJECT:	APPOINTMENTS TO OUTSIDE BODIES – REMAINING VACANCIES
MEETING:	County Council
DATE:	23rd June 2022
DIVISION/WARDS AFFECTED:	All

1. **PURPOSE:**

- 1.1 The report is being returned to Full Council, as agreed at the meeting on 19th May 2022, in order to appoint representatives to serve on any outside bodies with vacancies.

2. **RECOMMENDATIONS:**

- 2.1 That the Council make appointments to the outside bodies set out in the attached schedule.

3. **REASONS:**

- 3.1 A schedule of appointments to outside bodies is attached. With some exceptions, appointments are normally made for the term of the Council.

4. **RESOURCE IMPLICATIONS:**

- 4.1 In most cases members will be able to claim travel allowances from the County Council. In some cases these expenses are payable by the appropriate outside body.

5. **CONSULTATION:**

Monitoring Officer

6. **BACKGROUND PAPERS:**

List of Appointments to Outside Bodies

7. **AUTHOR:** Nicola Perry, Senior Democracy Officer
nicolaperry@monmouthshire.gov.uk

MONMOUTHSHIRE COUNTY COUNCIL

REPRESENTATION ON OUTSIDE BODIES - MAY 2022

Appendix A

Category A - Regional/National

No.	Body	Term of Office	Source of Members Allowances / Expenses	No. of Reps	Name of Councillor Appointed	Appointed at Council on
2	Appointments Panel for East Wales Valuation Tribunal	Term of Council	Council	3	Cllr. Sue Riley Cllr. Steven Garratt Cllr. Jan Butler	19 th May 2022 19 th May 2022

Category 'C' – Joint Committees and Local Authority Companies – Appointments Made By The Council

No.	Body	Term of Office	Source of Members Allowances	No. of Reps	Name of Councillor Appointed	Date Appointed at Council
1	Pension Fund Management Group (Joint Committee with Torfaen)	Term of Council	Council	3	Cllr. Armand Watts Cllr. Phil Murphy <i>Vacancy</i>	19 th May 2022 19 th May 2022 19 th May 2022
2	Aneurin Bevan Community Health Council	Term of Council	Council	3	Cllr. Jill Bond Cllr. Alistair Neill <i>Vacancy</i>	19 th May 2022 19 th May 2022 19 th May 2022
4	Education Achievement Service	Term of Council	Council	2	Cllr. Martyn Groucutt (Cabinet Member for Education as representative member to JEG.) Cllr. Paul Griffiths	19 th May 2022 19 th May 2022
5	EAS Audit and Risk Assessment Committee	Term of Council	Council	2	Chair and Vice Chair of People Scrutiny	19 th May 2022

--	--	--	--	--	--	--

