

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CONSULTATION ON A PROPOSAL TO CREATE A  
NEW, ALL THROUGH 3 – 19 SCHOOL AT THE  
GARTH OLWG CAMPUS, CHURCH VILLAGE**

## Table of Contents

1. Introduction	3
Who will we consult with?	3
What will the consultation process entail?	4
What do you have to consider?	4
How do you make your views known?	5
2. Background to the proposal	6
What is the basis for this proposal?	6
What is the educational case for the proposal?	7
What is the educational case for creating 3-19 schools?	8
Will primary and secondary pupils have to share facilities and resources?	9
What will be the impact on other “partner” primary schools in the community?	10
What is the likely impact of the proposal on the school pupils?	10
What is the likely impact of the proposal on the staff of the schools?	11
What are the disadvantages of this proposal?	11
What alternative options have been considered?	12
3. Community, Equality and Welsh Language Impact Assessments	14
4. Admissions Arrangements	14
5. Land and Buildings	15
6. Accommodation	15
7. Information on the schools	15
Pupil projections	16
Current condition of the existing schools	16
Quality and standards	16
Educational outcomes	17
Attendance	19
Financial information	19
8. What is the statutory process to close a school?	19
<u>Appendices</u>	
1. Welsh Language Impact Assessment	21
Consultation Response Pro-forma	22

## 1. Introduction

Rhondda Cynon Taf County Borough Council wishes to seek the views of a wide range of stakeholders on a proposal to close Ysgol Gynradd Gymraeg Garth Olwg and Ysgol Gyfun Garth Olwg and to replace them with a new, all through, 3 – 19 Welsh Medium school on the existing campus, utilising existing premises.

### Who will we consult with?

We are seeking the views of the following stakeholders:

- The Governing Bodies, parents, carers and staff of YGG Garth Olwg and YG Garth Olwg.
- The Governing Bodies, parents, carers and staff of YGG Castellau, YGG Evan James, YGG Pontsionnorton, Heolycelyn Primary (dual language), Ysgol Llanhari, Ysgol Gyfun Cwm Rhondda and Ysgol Gyfun Rhydywaun
- Other Governing Bodies of neighbouring primary and secondary schools
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Governing Body of Coleg Y Cymoedd
- The Governing Body of the University of South Wales
- Welsh Minister for Education & Skills
- Assembly Members for all constituencies and regional areas serving Rhondda Cynon Taf
- Members of Parliament for the Rhondda, Pontypridd, Ogmore and Cynon Valley
- Estyn
- Cwm Taf Local Health Board
- Teaching and support staff trade unions
- Central South Education Consortium
- South Wales Police and Crime Commissioner
- The Early Years and Childcare Partnership
- South East Wales Transport Association
- The local Communities First Partnerships
- Llantwit Fardre Community Council and Llantrisant Community Council
- Neighbouring local authorities
- Mudiad Meithrin
- Menter Iaith
- The Welsh Language Commissioner
- Garth Olwg Lifelong Learning Centre

## **What will the consultation process entail?**

The consultation will start on the 2<sup>nd</sup> October 2017 and will be completed at 5pm on 29<sup>th</sup> December 2017. The feedback from the consultation will be collated and summarised, and a report presented to the Council's Cabinet in January 2018. A consultation report will be prepared and will be available for all persons to view on the Council internet site, copies can be obtained on request from the address detailed on page 5 of this document.

The Council's Cabinet will consider the report and will consider, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal for the foreseeable future.

If the Cabinet decides to proceed with the proposal a Statutory Notice is published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

If there are objections, the Council's Director of Education & Lifelong Learning will publish an objection report providing a summary of the objections and his response to them within 28 days of the end of the objection period. This report will also be available for all persons to view on the Council's internet site and copies can be obtained on request from the address detailed on page 5 of this document.

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal the implementation dates are 31<sup>st</sup> August 2018 for the school closures and 1<sup>st</sup> September 2018 for the opening of the new school.

## **What do you have to consider?**

The remainder of the consultation document sets out the rationale for the proposed creation of an all through, 3 – 19 school at Garth Olwg. We would like you to consider the information contained within this document and to hear your views as to whether or not you support the proposals.

To achieve this we will have to close both YGG Garth Olwg and YG Garth Olwg and open a new 3 -19 Welsh Medium school, that will utilise the existing premises and site of the current schools, which are co-located on the Garth Olwg Lifelong Learning Campus, Church Village, Pontypridd.

## How do you make your views known?

Consultation events will be held and you are welcome to attend the appropriate meeting.

School Affected	Group	Time/Date	Venue
YGG Garth Olwg	Governing Body and Staff Meeting	Tuesday 7 <sup>th</sup> November at 3:45pm	YGG Garth Olwg
YG Garth Olwg	Governing Body and Staff Meeting	Monday 6 <sup>th</sup> November at 3:45pm	YG Garth Olwg
YGG Garth Olwg	School Council	Monday 6 <sup>th</sup> November at 1:45pm	YGG Garth Olwg
YG Garth Olwg	School Council	Monday 6 <sup>th</sup> November at 2:25pm	YG Garth Olwg
Both Schools and members of the local community	Parents and public drop-in session and exhibition	Monday 4 <sup>th</sup> December at 3:30pm	YG Garth Olwg

Consultation questionnaires are attached. These will also be available at the drop-in session detailed above and on the Council's internet site at <http://www.rctcbc.gov.uk/EN/GetInvolved/Consultations/Schoolconsultations.aspx>.

You are also welcome to put your views and any questions you may have in writing to:

Director of Education and Lifelong Learning  
21<sup>st</sup> Century Schools Team  
Ty Trevithick  
Abercynon CF45 4UQ Telephone (01443) 744227 Fax (01443) 744201

E-mail [schoolplanning@rctcbc.gov.uk](mailto:schoolplanning@rctcbc.gov.uk)

All correspondence should be received no later than 5pm on Friday 29<sup>th</sup> December 2017.

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the Statutory Notice.

## 2. Background to the Proposal

### What is the basis for this proposal?

In recent years, Estyn has sharpened its approach to inspection of schools and local authorities and has raised the bar in respect of what it considers to be good and excellent provision. Furthermore, Estyn has taken a very hard line on local authorities in Wales that have weaknesses in key areas such as corporate governance, educational standards, attendance levels, surplus places and safeguarding.

Estyn's conclusion in March 2012 on the quality of education services for children and young people in Rhondda Cynon Taf was:

- **Overall Judgement – Adequate** (Strengths outweigh areas for improvement);
- **Capacity to Improve – Adequate.**

In addition Estyn made the following recommendations for the Council:

- R1 - raise standards in schools particularly in key stage 4;
- R2 - improve attendance rates in all schools;
- R3 - improve the evaluation and analyses of data across service areas and partnerships to drive improvements in outcomes for learners;
- R4 - use the full powers available to the authority to improve leadership and management in schools;
- R5 - reduce surplus places; and
- R6 - improve the rigour and the level of scrutiny and challenge across all services and partnerships.

Over the past five years the Council has focused its attention on these six recommendations, and in particular recommendations 1, 2 & 5, which will have the greatest impact on pupil achievement in our schools. As a result, schools that, when compared with similar schools across Wales based on free school meals are in the third and fourth quartiles are being subject to significant challenge, scrutiny and support. Where there is little evidence of significant progress, the Council is intervening using a range of its powers. One of the powers is to close schools that over an extended period continue to under-perform providing an education to children that is not good enough.

Estyn also highlighted that the Council had the highest number of surplus places in Wales and that action had to be taken to address this issue. This was followed up by a letter from the Welsh Government Minister for Education and Skills in November 2012 that instructed the Council to take action in respect of surplus places or the Welsh Government would take responsibility for removing the surplus places.

The Elected Members have accepted Estyn's recommendations and have undertaken a review of our school provision. The criteria we have used for selecting schools for review is one or more of the following:

- Surplus places in excess of 25% of published capacity;

- Buildings that are beyond economic repair/not fit for purpose;
- Financially unviable (usually due to a sharp fall in pupil numbers);
- Schools considered to be 'small' schools, i.e. schools with 90 or fewer pupils;
- Separate infant and junior schools in close proximity;
- 'Paired' schools, i.e. where children progress from one of the schools to the other;
- Mixed aged classes where there are more than two age groups in one class;
- Schools considered to be at risk, based on their academic Key Stage data and the quality of the leadership, of meeting Estyn's criteria as a school in need of significant improvement or special measures.

When assessing the schools against the abovementioned criteria - the two schools located on the same campus and are 'paired' with pupils progressing from one school to the other (subject to parental preference). Also, YG Garth Olwg has more than 27% surplus places when comparing the numbers on roll against the published capacity, which is clearly more than the 25% referred to in the criteria above. Whereas YGG Garth Olwg requires additional capacity to meet current and forecasted demand.

The opportunity exists to reconfigure the primary and secondary schools to create educationally and financially viable schools that serve the local communities. This proposal seeks to achieve this.

### **What is the educational case for the proposal?**

School organisational change should point to the educational benefits that any change will offer, particularly in relation to overall improvements in standards, but also in terms of the social and emotional development of children, which would usually impact beneficially on their overall achievement and outcomes.

It is the Council's view that creating all through 3-19 schools will:

- **Improve educational outcomes:**
  - Provide teaching and support staff with more opportunity to develop professionally;
  - Enable greater opportunities for staff to move between key stages and further develop expertise;
  - Provide a more appropriate curriculum and wider extra-curricular opportunities which will improve attendance and educational outcomes;
- **Improve educational provision:**
  - Provide the conditions that will enable a broader and more diverse curriculum to be developed to better meet the needs of the school's young people and in ways that will be viable and sustainable over the longer term;
  - Improve the range and quality of facilities and learning resources available to the benefit of all pupils;
  - Enable greater continuity of support for vulnerable groups of pupils;

- Allow for the potential for financial savings in terms of staffing structures and purchase of services, which accrue to a larger school;
- Broaden the range of extra-curricular and out-of-school activities and develop them in ways that are sustainable over the longer term;
- **Improve leadership and management:**
  - Provide the opportunity for the headteacher to distribute key leadership tasks such as child protection, literacy, numeracy, special educational needs etc to a greater number of staff and across phases of education;
  - Create leadership opportunities for other staff, and for others to specialise in key areas, which will enhance educational provision and outcomes;
  - Allow teaching and support staff access to a wider range of responsibilities:
    - Improved career prospects;
    - Improved curriculum co-ordination;
    - The opportunity to teach across a wider age range and across different phases;
    - An increased range of expertise;
    - Improved opportunities for staff interaction /co-ordination.

### **What is the educational case for creating 3-19 schools?**

In bringing schools together whether that is through amalgamation, federation or informal clustering, the purpose has to be to improve teaching and learning and pupil outcomes. The benefits of 3-19 schools can be summarised as follows:

- A common ethos means pupils do not have to adapt to a new culture on moving schools;
- Coherent and consistent styles of teaching and learning progressing through the years gives stability to pupils' learning experiences;
- A comprehensive and common system for assessing, recording and tracking pupil progress throughout his/her schooling;
- Flexibility to provide the appropriate curriculum for individuals regardless of age;
- Increased access for pupils to a range of specialist accommodation, facilities and learning resources;
- Pupils with additional needs can maintain relationships with supporting agencies throughout their school career if required;
- A common attendance and behaviour policy means that routines are established and values understood from an early age;
- Parents may remain more involved in their children's education as they do not have to establish new relationships with staff.

The great strength of all-through education is the continuity of educational experience which negates the transition "dips" in pupil performance. A 3-19 school provides the opportunity to provide a "bridge" between key stages in order to create a seamless transition for pupils in terms of curriculum planning, learning and teaching. It can allow for a significant sharing of subject expertise and primary pedagogy in particular across key stages 2 and 3.



A study of the pilot 3-19 school in Lampeter has highlighted the scope provided by an all-through school for establishing a single unified team of specialist support staff and learning support assistants working closely with professionals from health, social care, and family services. This has the potential to further enhance the already high standards of care provided for pupils with a wide range of additional learning difficulties, social and emotional needs. For many children with specific needs, the continuum of care and support provided by the school is more important than the particular age of the pupil concerned and there are obvious advantages in prolonging the relationships between teachers and other adults with support roles and individual pupils across the period of transition.

Another important benefit of all-age schooling is being able to achieve greater effectiveness through the sharing of resources, and being able to target these resources, whether financial, physical or human, at key areas of school improvement. Some reported benefits include:

- Provision of specialist teaching in KS2 or extending literacy and numeracy programmes into KS3;
- Access for primary phase pupils to the facilities of secondary phase;
- Providing scope for acceleration programmes;
- Joint Professional Development;
- Directing resources at early intervention;
- Planning a joint curriculum;
- Sharing equipment, hardware and accommodation;
- Increasing the range and capacity for extra-curricular/after school learning;
- Creating common administrative appointments.

### **Will primary and secondary pupils have to share facilities and resources?**

It needs to be stressed that a 3-19 school would not result in young children sharing playgrounds or break times with much older pupils. There are already strict safeguarding protocols which are observed when any primary aged pupils visit a secondary site (walking in pairs in line with teachers or adult helpers at the front and rear). At the Garth Olwg campus, the oldest Primary age pupils (Year 6) already have their class base in the Secondary school building, this has been the case for several years and this arrangement has worked well, with no perceived disadvantages. Other safeguarding arrangements include a separate entrance for the primary age pupils into the Secondary school building, plus separate toilet facilities for primary age pupils.

The majority of primary aged pupils will receive most of their lessons in the specialist primary school building. Nevertheless, all pupils will have the opportunity to be taught in the secondary school to develop their curricular skills through the use of specialised facilities e.g. science and technology. Secondary phase pupils will also be able to have learning opportunities in the primary phase especially around any care related vocational activities and meeting some of the requirements of the Welsh Baccalaureate. These learning opportunities will also provide support to the primary phase staff through such activities, for example year 12 and 13 pupils assisting primary school pupils with their reading. This is the case in Ysgol Llanhari, the first 3-19 school in Rhondda Cynon Taf.

## **What will be the impact on the other “partner” primary schools in the community?**

Other partner/associated primary schools in each community will also benefit from the proposal. In Lampeter, where there is a similar arrangement, the pilot evaluation has highlighted that these primary schools have sought to further strengthen their relationship and transition arrangements with the primary and secondary phase of the 3-19 school, in order that their pupils might benefit fully from the future all-through developments and to ensure that they will not be disadvantaged when they join the new school in Year 7.

## **What is the likely impact of the proposals on the school pupils?**

As the two schools already share a learning campus and are located just a few metres away from each other, the school pupils should notice very little change from their current provision. The principal changes will be improved transition between educational phases and an improvement in the quality of the educational provision, and this should have a significant impact on the educational performance of the pupils.

As neither school is relocating to a new site, there will be no changes to the current provision of home to school transport and the Council’s policy regarding free school transport will continue to apply. There is a statutory duty placed upon the local authority (LA) to provide learners with free transport to their nearest suitable school if they reside beyond safe “walking distance” to that school. The term suitable school applies to the catchment area English, Welsh or dual language mainstream school or special school/class as appropriate. The law relating to safe “walking distance” is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

Rhondda Cynon Taf County Borough Council has exercised the discretionary powers afforded to it under the provisions of the Learner Travel (Wales) Measure 2008 to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure;
- Free transport to their nearest suitable school, where places are available, is provided to children who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday) as required by the Measure.
- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles as required by the Measure.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education as required by the Measure. This provision applies to full time attendance at the nearest school or college to the learner’s home at which the approved course of study that they wish to pursue is offered.

- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.
- The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

We consider that this proposal will benefit the children who will attend the new all through school in accordance with the seven core aims set out above.

### **What is the likely impact of the proposal on the staff of the schools?**

For these changes, the two schools involved in the proposal will close and a new school will be opened with a new governing body. Should the proposal proceed, a temporary governing body will need to be appointed for the interim period until the new school opens.

The temporary governing body will appoint a new headteacher, who will then formulate and propose the leadership, management and staffing structures for the new school. The Council recommends that if the proposal is accepted that the temporary governing body of the new school “ring fences” for recruitment, all teaching and associated staff posts to staff within the existing schools in the first instance.

The Council has well established Human Resource policies and procedures that give reassurance to staff and employers about the management of organisational change, as illustrated by the recent school organisation changes in Aberdare, Tonypany, Porth & Tonyrefail.

### **What are the disadvantages of this proposal?**

School reorganisation will inevitably cause some disruption and uncertainty for a period of time, although experience shows that this can be kept to a minimum and the children’s education does not suffer. The disadvantages of the proposal and how these risks can be managed by the Council and the schools are as follows:

<b>Disadvantages</b>	<b>Risk Management</b>
Some parents may prefer to send their child to two schools rather than to one all through school. 3-19 schools are a new concept of education provision to many parents and there may be concerns.	Factors such as the appeal of a modern school campus with the latest education facilities and the availability of free transport (where eligible) could be important considerations for many in making their choice. The 3-19 pilot in Lampeter has been independently evaluated and it is considered to be a success. Ysgol Llanhari is also a 3-19 school and the feedback from parents has been very positive. Other local authorities are adopting a similar approach across Wales, England and Scotland.
There will be staffing implications in that, for example there will be need for only one Headteacher. Staff will be concerned about the security of their jobs.	The temporary governing body will, as soon as possible, once the statutory procedures are completed, address the staffing issues. In practice governing bodies seek to ensure as much continuity in the staffing as possible in these situations.

Despite these disadvantages, the Council considers that the educational advantages of the proposals outweigh the short-term impact of the changes for pupils and parents.

### **What alternative options have been considered?**

There are very few alternative options that could be considered in this instance.

<b>Options</b>	<b>Advantages</b>	<b>Disadvantages</b>
(i) - Retain the status quo	<ul style="list-style-type: none"> <li>• No capital investment required by the Council;</li> <li>• No disruption to the pupils, parents and the staff;</li> <li>• No impact on home to school transport;</li> <li>• The schools have a strong tradition and are well supported in the local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address the need to reduce the high number of surplus places in the Secondary school and the issue of overcapacity in the Primary school, in accordance with Welsh Government requirements;</li> <li>• Formal transition between KS2 and KS3 still required.</li> </ul>
(ii) – Federate the two schools under one governing body, but with two headteachers	<ul style="list-style-type: none"> <li>• Education provision would continue as at present;</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address the need to reduce the high number of surplus places in the Secondary school and the issue of</li> </ul>

Options	Advantages	Disadvantages
	<ul style="list-style-type: none"> <li>• Opportunities for sharing staff expertise and good practice;</li> <li>• Minimum disruption to pupils, parents and staff;</li> <li>• No impact on home to school transport.</li> </ul>	<ul style="list-style-type: none"> <li>• overcapacity in the Primary school, in accordance with Welsh Government requirements;</li> <li>• Formal transition between KS2 and KS3 still required.</li> <li>• No financial savings will be achieved</li> </ul>
(iii) Create an all through 3 – 16 school on existing campus, with 6 <sup>th</sup> form provision being provided elsewhere	<ul style="list-style-type: none"> <li>• Removes some surplus places in the Secondary school, utilising this spare capacity to provide additional Welsh Medium Primary places, for which there is evidence of increasing demand ;</li> <li>• Enables the primary and secondary pupils to share specialist facilities, such as sporting facilities;</li> <li>• Improves the transition between KS2 and 3;</li> <li>• Better enables the school to provide an appropriate curriculum to all pupils;</li> <li>• Achieves revenue savings that can be reinvested in the school system</li> </ul>	<ul style="list-style-type: none"> <li>• ‘All through’ schools are a new concept in Rhondda Cynon Taf, and parents will have concerns at what is a relatively new and untested model of education provision</li> <li>• Pupils will have to travel long distances to access Welsh Medium post 16 provision, either at YG y Cymer or Ysgol Llanhari (which has a very small 6<sup>th</sup> form).</li> <li>• Removal of the 6<sup>th</sup> form will create even more surplus capacity at Garth Olwg</li> </ul>
(iv) – Model being Proposed – all through 3 – 19 school on existing campus	<ul style="list-style-type: none"> <li>• Removes surplus places in the Secondary school, utilising this spare capacity to provide additional Welsh Medium Primary places, for which there is evidence of increasing demand ;</li> <li>• Enables the primary and secondary pupils to</li> </ul>	<ul style="list-style-type: none"> <li>• 3-19 schools are a new concept in Rhondda Cynon Taf, and parents will have concerns at what is a relatively new and untested model of education provision;</li> </ul>

Options	Advantages	Disadvantages
	share specialist facilities, such as sporting facilities; <ul style="list-style-type: none"> <li>• Improves the transition between KS2 and 3;</li> <li>• Better enables the school to provide an appropriate curriculum to all pupils;</li> <li>• Achieves revenue savings that can be reinvested in the school system</li> </ul>	

The options (i, ii and iii) above have been considered by the Council and have been discounted and the preferred option, (iv), is that proposed in this consultation document.

### 3. Community, Equality and Welsh Language Impact Assessments

As set out in the Welsh Government’s School Organisation Code, it is a requirement to publish Community Impact, Welsh Language Impact and Equality Impact Assessments. The Welsh Language Impact Assessment is attached at Appendix 1. The Community Impact Assessment and Equality Impact Assessment have been produced as separate documents and are available on the Council’s website using the following link <http://www.rctcbc.gov.uk/EN/GetInvolved/Consultations/Schoolconsultations.aspx>. The overall impact of all the proposals outlined in this document will be neutral; any facilities currently offered in the schools, such as after school and breakfast clubs will be retained and hopefully enhanced and extended. The impact on the Welsh Language is a positive one, in that it will provide additional Welsh Medium Primary School places in an area where there is evidence of increased demand for such provision.

### 4. Admissions Arrangements

Admissions to the new school, for pupils aged between 3 – 16, will be managed by Rhondda Cynon Taf County Borough Council, as the Admissions Authority in accordance with the Welsh Government School Admissions Code. The Council’s Admissions Policy for all maintained schools is outlined in the Council produced “Starting School” admissions booklet. Admissions to sixth forms are managed by the individual schools. The two schools included in these proposals are Community schools, maintained by Rhondda Cynon Taf County Borough Council.

Admission numbers for the proposed new school will be calculated and published once the consultation on this proposal is concluded and if it is agreed that a statutory notice is to be published. It is expected that the Primary age admission number will increase, from its current figure of 45 per year group to at least 52, this could increase further in years to come if

demand for places continues to rise from within the catchment area. The Secondary admission number will reduce accordingly (currently 184 per year group), but it must be stressed that admission numbers will ensure that sufficient school places are made available to meet the current and forecasted demand for school places in the catchment areas of the current schools.

## 5. Land and Buildings

If the proposals outlined in this document are implemented, there will be no change to the existing site, buildings and facilities at the Garth Olwg Campus as no changes will be required in order to implement the proposals.

## 6. Accommodation

The accommodation available to pupils of all ages will be the same as at present; the only difference will be that as the new school will be a single entity, the headteacher and governing body will be able to utilise the accommodation to best meet demand for places and to benefit children of all age ranges that will attend the school.

## 7. Information on the Schools

The schools included within the proposal and the pupil numbers over the past five years are shown below. The pupil numbers are obtained from the statutory annual pupil count (PLASC) which must be undertaken in January each year.

School	Type of School	Age Range	School Capacity 2017	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	% Surplus Jan 2017
YGG Garth Olwg *	Primary	3 - 11	324	292	294	286	283	302	6.8%
YG Garth Olwg	Secondary	11-19	1106	825	818	801	807	803	27.4%

*\*Note: The figures in the table above exclude nursery pupils*

Nursery pupil numbers are shown below:

School	Nursery Places	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017
YGG Garth Olwg	46	45	39	45	44	53

Sixth form pupil numbers are shown below:

School	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017
YG Garth Olwg	139	148	134	133	127

## Pupil projections

Over the next five years the pupil projections for the five schools, which are calculated in accordance with guidance issued by Welsh Government, are as follows. The projections take into account previous trends together with predicted demographic changes. It is important to note that this cannot take account of any unforeseen deviations in local trends.

School	School capacity 2017 (inc. Nursery)	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	% surplus in Jan 2022
YGG Garth Olwg *	370	367	368	364	366	377	-2%
YG Garth Olwg	1106	802	806	843	859	849	23.2%

\*Note: The figures in the table above include nursery pupils

## Current condition of the existing schools

Building condition surveys were commissioned by Welsh Government on both schools and undertaken by EC Harris in January 2010. The results of the survey are as follows:

School	Building Condition Survey Result	Suitability Survey Result
YGG Garth Olwg	A	A
YG Garth Olwg	A	A

Category A for building condition means that the building is in a good condition, performing as intended and operating efficiently.

Category A for suitability means that the school has good facilities that are suitable for teaching, learning and wellbeing.

## Quality and standards

### Estyn inspections

As part of a national programme of school inspection, Estyn inspects all schools in Wales. YGG Garth Olwg was last inspected in January 2011; YG Garth Olwg was last inspected in May 2013. The overall judgements reached by the inspection teams were:

School	Date Inspected	Judgement - Current Performance	Judgement - Prospects for Improvement
YGG Garth Olwg	Jan 2011	Good	Good
YG Garth Olwg	May 2013	Adequate	Good



As a consequence of receiving an adequate judgement for current performance, YG Garth Olwg was placed in the category of requiring monitoring by Estyn. However, the school was advised in November 2015 that it had been judged to have made good progress in respect of the key issue for action arising from the inspection and was subsequently removed from the list of schools requiring Estyn monitoring.

### Consortium categorisation

Since September 2012, the Council’s School Improvement Services have been provided by the Central South Consortium, a regional school improvement services for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. Since 2014, schools are rated as either Green, Yellow, Amber or Red in respect of their standards. The Consortium categorises the performance of each school in the region and considers that:

*YGG Garth Olwg is a ‘Green’ school, the highest level it can achieve. This rating means that the school has a track record of sustaining a high level of learner outcomes, it demonstrates resilience at all levels and is challenged to move forward towards, or sustaining excellence.*

*YG Garth Olwg is a ‘Yellow’ school. This is because the school has many strengths, with evidence of self improvement activities which have had an impact on improved outcomes for pupils. Self evaluation is robust and evaluative and identifies the appropriate areas for development’.*

### Educational outcomes

#### Key Stage 5 Outcomes

The following tables set out the KS5 results for 2016 and 2017:

School	2016				2017*			
	No on Roll	No entering a volume equivalent to 2 A Levels	% entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score	No on Roll	No entering a volume equivalent to 2 A Levels	% entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score
YG Garth Olwg	53	44	95.45%	718.6	43	42	97.6%	TBC

NB - \* - provisional unverified data from the school

The Level Three Threshold is achieved by pupils through passing the equivalent of two or more A Levels and this includes BTEC qualifications. The tables below set out the performance of the sixth form pupils over the past two years for each of the main qualifications undertaken in KS5.

Of those sixth form students who studied A Levels, the examination performance over the past two years is set out below:

School	2016			2017				
	No of entries	%A*-E	%A*-C	%A*-A	No of entries	%A*-E	%A*-C	%A*-A
YG Garth Olwg	108	90.74	65.74	12.04	111	98.2	72.97	24.32

*WJEC results only*

Of those sixth form students that studied BTEC qualifications the performance over the past two years is set out below:

School	2016		2017	
	No of BTEC entries	% Pass Rate	No of BTEC entries	% Pass Rate
YG Garth Olwg	7	86%	4	100%

*Provisional data supplied by school*

Of those sixth form students that studied the Welsh Baccalaureate (WB) the performance over the past two years is set out below:

School	2016		2017	
	No of WB entries	% Pass Rate	No of WB entries	% Pass Rate
YG Garth Olwg	31	93.5%	24	92%

*Provisional data supplied by school*

### Key Stage 4 Outcomes

Subjects	YG Garth Olwg	
	2016	2017
Level 1 Threshold	100%	100%
Level 2 Threshold	99.22%	77.4%
Level 2 Threshold including English/Welsh & Maths	67.97%	67.7%
Core Subject Indicator (CSI)	67.19%	66.9%
Average Capped Wider Points Score	374.89	TBC

*The 2017 figures are provisional based on data from the school.*

## Attendance

The attendance of the pupils at the schools over the past three years is set out below:

Percentage of half-day sessions attended by pupils of statutory school age during the academic year						
School	2015	2015 Benchmark Quartile	2016	2016 Benchmark Quartile	2017	2017 Benchmark Quartile
YGG Garth Olwg	96.3	2	96.2	2	Not yet available	Not yet available
YG Garth Olwg	94.5	2	94.4	3	94.3	Not yet available

## Financial Information

	YG Garth Olwg (Current)	YGG Garth Olwg (Current)	New 3 – 19 school (Future)	Revenue Savings
	£'000	£'000	£'000	£'000
Annual Revenue Budget based on 2017/18 budget	3,201	1,054	4,211	44

*Note: Revenue savings to be reinvested in the school system.*

## 8. What is the statutory process to close schools and open a new school?

The Code on School Organisation (“The Code”) is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. The Code came into force on 1 October 2013 and applies in respect of all school proposals published by way of a statutory notice after that date. Proposals to close schools and open a new school have to follow the following process:

1. The Council’s Cabinet considers the Code and authorises a consultation on the changes to the schools;
2. At the start of the consultation period the Council **must** provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these days being school days. If the Council considers it appropriate meetings are held with stakeholders during the consultation period;
3. Consultation comments are collated and summarised by the Council. This summary together with the Council’s officers own responses is published in a consultation report within 13 weeks of the end of the consultation period and presented to the Council’s Cabinet for consideration;
4. The Council’s Cabinet decide whether to proceed with the changes within 26 weeks of the end of the consultation period. If the decision is to proceed, Step 5 is taken. If

a new option emerges during the consultation which the Council's Cabinet wish to consider, then Steps 1-3 are repeated;

5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Council **must** publish an objection report providing a summary of the objections and their responses to them before the end of 7 days beginning with the day of the local authority's determination as to whether to proceed with the proposals;
7. The Council's Cabinet must decide to issue its decision on the proposals within 16 weeks of the end of the objection period;

If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

## Appendix 1

### Welsh Language Impact Assessment

It must be noted that the both schools included in this proposal are full Welsh Medium schools, where all education provision is delivered solely through the medium of Welsh. If these proposals are agreed this will not change; the new 'all through' 3 – 19 school will make exactly the same language provision as the two schools that will be closing. There will be no alternative school provision made, the new school will have the same pupils and will utilise the same school facilities, both sites and buildings as at present. Any extra-curricular or additional provision for pupils, such as breakfast clubs and after school clubs that are currently provided will also continue in the new school, there will be no changes made at all.

The two schools are currently located on the Garth Olwg Lifelong Learning Campus, which also accommodates a lifelong learning centre, public library and day nursery (operated by Mudiad Meithrin and providing Welsh medium pre-school provision), as well as the Primary and Secondary schools. All facilities outside of the schools that currently share the campus will also remain.

The lifelong learning centre currently shares some facilities with the secondary school. Operation of this will be unaffected by the creation of the new school. Their links with the school will remain. They will also continue to offer a multitude of courses to the general public, which include many courses through the medium of Welsh.

The main change to the school provision will be the way it is managed, with just one leadership and management structure instead of the two it has at present. Being one single, 'all through' school will allow the site and facilities to be managed as one single entity, thus giving more flexibility as to how the buildings are used and where pupils are accommodated and taught. The pupil data provided in this report clearly shows current and forecasted demand for Welsh Medium Primary school places in the current school catchment area rising beyond the published capacity of YGG Garth Olwg within 5 years. At the same time, YG Garth Olwg currently has over 300 surplus places and although this is set to fall in the next 5 years to 257 surplus places, this figure still represents over 23% of the total capacity of the Secondary school. Some primary school children are already based in the Secondary school, due to the physical constraints of their building. This arrangement has been in place for several years and a further class of primary school children relocated to the secondary school building in September 2017. Extending this relocation of classes and managing the school as a single, 'all through' provision will allow the Headteacher and governing body more flexibility to restructure the school and use the buildings more appropriately and effectively; this will subsequently allow them to increase capacity for Primary aged pupils to meet recognised demand for places, whilst at the same time removing spare capacity that currently exists in the Secondary school building. This represents a cost effective and very efficient way of providing the extra places for Welsh Medium Primary Education that are clearly required in this area.

## Consultation Response Pro-forma

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In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

*Director of Education and Lifelong Learning*

*21<sup>st</sup> Century Schools Team*

*Ty Trevithick*

*Abercynon*

*CF45 4UQ*

*or by fax to 01443 744201, or e-mail [schoolplanning@rctcbc.gov.uk](mailto:schoolplanning@rctcbc.gov.uk)*

### The Proposal

**To create an 'all through' school on the Garth Olwg Campus, catering for children aged between 3 and 19 years, by closing YGG Garth Olwg and YG Garth Olwg**

1. Do you agree with the proposal?    Yes     No     Not sure

Please let us know the reasons for your choice

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2. Please state any alternative views or points which you would like to be taken into account (attach additional sheets if necessary)

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3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

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4. Name (optional)

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5. Please provide contact details if you wish to be notified of publication of the consultation report

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***Thank you for taking the time to complete this questionnaire***

*Please forward completed questionnaires to the above address no later than 29<sup>th</sup> December 2017*