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Consultation on the proposal to establish a new school building for St Richard Gwyn High school and increase its capacity from 813 places to 1,050 places from September 2025



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EXPLANATION OF TERMS USED IN THIS DOCUMENT

'AN' (Admission Number) - All maintained schools must admit pupils up to at least their published admission number. The admission number is the number of pupil places available in each year group.

'ALN' (Additional Learning Needs) - A pupil has additional learning needs if they have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

'Capacity' – The capacity of a school is the total number of statutory aged pupil places available; it excludes nursery places.

'Catchment Area' - The geographic area from which students are eligible to attend a local school. Catchment children will always take priority over applications from outside the catchment area however there is no guarantee that any child will be admitted to their chosen school.

'Community' - A type of state-funded school in which the local education authority employs the school's staff, is responsible for the school's admissions and owns the school's estate.

'Denominational' - Schools with a designated religious character e.g. Church in Wales.

'EA' (Equality Act) - The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory, and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass, or victimise a pupil or potential pupil in relation to; admissions, the way it provides education for pupils, how it provides pupils access to any benefit, facility, or service, and excluding a pupil or subjecting them to any other detriment.

'EIA' (An Equality Impact Assessment) - EIA is a process designed to ensure that a policy, project, or scheme does not discriminate against any protected groups.

'EM' (English Medium) – A school where teaching and learning is primarily conducted through the medium of English.

'LA' (Local Authority) - The Local Authority referred to in this document means the Vale of Glamorgan Council unless otherwise stated.

'NOR' (Number on Roll) - The number of pupils attending a school. Nursery places are excluded.

'PLASC' (Pupil Level Annual School Census) - In January of every year, verified information is collected by schools for submission to the Welsh Government. This includes the number of pupils

enrolled in each school, their age groups, home addresses, ethnicity and data on Welsh language, free school meals eligibility, special education needs and first language.

‘SA’ (School Action) - When a class or subject teacher identifies that a pupil has ALN they provide interventions that are additional to or different from those provided as part of the school’s usual curriculum.

‘SA+’ (School Action +) - When a class or subject teacher and the ALN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through SA can be put in place.

‘Section 106’ - The Section 106 contribution is sought from anyone who has an interest in the building of a housing development, towards the costs of providing community and social infrastructure, educational provision, open space / play equipment, transport, or healthcare for those occupying the new homes.

‘SRB’ (Specialist Resource Base) - A facility within the school for children with special educational needs.

‘Statemented’ - A child has a Statement of Educational Need (SEN), otherwise known as ALN, if they have learning difficulties which require special educational provision to be made. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides.

‘WM’ (Welsh Medium) - A school where teaching and learning is primarily conducted through the medium of Welsh.

‘WESP’ (Welsh Education Strategic Plan) – the WESP sets out the Council’s ten-year plan for further developing the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and sets out a workplan which demonstrates how the Council intends to achieve its ten-year vision.

1. INTRODUCTION

1.1. BACKGROUND

St Richard Gwyn Catholic High School is an 11-16 mixed comprehensive school. There are 833 pupils currently on roll with a total capacity for 813 pupils. It is the only Catholic secondary school in the Vale of Glamorgan and is located in Barry. It has a large catchment area which includes parishes such as Our Lady and St Illtyd's, Llantwit Major, Cowbridge and Rhoose in the west, and St Helen's, Barry St Mary's Dinas Powys and St Joseph's Penarth in the east. It also attracts some pupils from the west of Cardiff. The school provides religious education and worship distinctive of the teaching and practices of the Catholic Church.

The governing body and the Archdiocese of Cardiff of St Richard Gwyn Catholic High School and the Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. To achieve this ambition, it is essential that schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

The Sustainable Communities for Learning Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges, and dioceses. The Vale of Glamorgan Council has an excellent record for delivering projects undertaken as part of Band A and B of the Programme on time and within budget. The Council is expected to receive Welsh Government funding through the Sustainable Communities for Learning Programme as part of the rolling programme for new school development to build a new school building on the current site with improved alterations to the drainage systems.

There has been local development of The Waterfront which is located to the south-west of Barry town centre and is positioned between the town centre and Barry Island. Approximately 1,700 dwellings will be built in total by 2024. The Barry Waterfront Development in total is projected to yield around 170 nursery, 473 primary and 422 secondary school pupils. The projected number of pupils emanating from a development is calculated using a formula derived from census data of householders in the Vale of Glamorgan. 1559 units in total have been built and occupied to date with children placed at schools serving the area. Within the Local Development (LDP) allocations there are a further 488 units planned for the Cosmeston area in Penarth and 403 units in the Sully area that serve St Richard Gwyn for parents wishing for a faith education. The 891 units are projected to yield around 89 nursery, 248 primary and 221 secondary age pupils.

The Barry Waterfront Development currently serves High Street and Holton Primary Schools and for English medium primary provision, Whitmore High and Pencoedtre High for English Secondary provision. Ysgol Sant Baruc for Welsh medium primary provision and Ysgol

Gymraeg Bro Morgannwg for Welsh medium provision. All Saints, St Helens primary schools and St Richard Gwyn Catholic High School for faith education. No change to this arrangement is proposed as part of this consultation.

The designated feeder schools for the school are St Helens RC Primary School in Barry and St Joseph's RC Primary School in Penarth. A number of pupils from outside the feeder primaries attend the school subject to the application of the school's oversubscription criteria.

The Governing Body and Archdiocese of Cardiff has authorised the Director of Learning & Skills to undertake a **consultation on its behalf from 5th September 2023 to 17th October 2023.**

1.2. THE PROPOSAL

This proposal is being considered under section 2.3 of the School Organisation Code (2018). This section refers to Regulated Alterations of a school, which includes increasing the capacity of the school by at least 25%.

The Council must ensure that schools serve their local communities and are reflective of demand. A new 1,050 place school at the current site is included as part of the Council's School Investment Programme funded by Welsh Governments Sustainable Communities for Learning programme. The proposal is to establish a new school building for St Richard Gwyn High school and increase its capacity from 813 places to 1,050 places. The proposal will also include a 60 place specialist resource base.

It is proposed that St Richard Gwyn High school would move into the new building by **September 2025.**

Although transferring the school to the new building is included as part of this consultation, the new school will be located on the existing school site. The new school building will be in the south-west corner of the school grounds, thus allowing the existing school to remain operational during construction. The Vale of Glamorgan Council have a duty to ensure that the current school can run effectively during the construction period and have experience of doing so on a number of other sites.

The proposed development will be funded by the Welsh Government and Vale of Glamorgan Council under the Sustainable Communities for Learning programme.

Responding to the proposal

The governing body and the Archdiocese of Cardiff at St Richard Gwyn Catholic High School and the Council are committed to ensuring that consultations are meaningful, relevant, and appropriate for the communities that are involved. We have a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can

only be realised by working in partnership with schools, governors, parents, and the wider communities we all serve.

This consultation gives you the opportunity to ask questions and make comments that will be considered when we decide how to proceed.

Further information regarding planned stakeholder engagement sessions and how you can respond to the consultation is detailed in [Section 7 “Involving stakeholders and responding to the consultation”](#). This section also contains a link to the online survey and a free post address if you would like to submit a response via post. The response form can be found under [Section 8](#).

The School Organisation Code (2018) requires that any feedback is received by the closing date, 17th October 2023, in order to be considered as part of this consultation. Any responses received after that date cannot be considered.

2. THE PROPOSAL

2.1. SUMMARY

The proposal is to expand and develop a new school building for St Richard Gwyn Catholic High school with an increased capacity of 1,050 places from September 2025. The proposal will also include a 60 place SRB unit.

This proposal is considered under section 2.3 of the School Organisation Code (2018). Section 2.3 of the School Organisation Code refers to Regulated Alterations of a school. The element within this section which is relevant to the proposal is increasing the capacity of the school by at least 25%.

2.2. WHAT WOULD THIS MEAN?

The proposal would mean constructing a new 1,050 place Catholic Secondary school on the existing school site at the south-west corner of the school grounds, thus allowing the existing school to remain operational during construction. Upon completion of the building, St Richard Gwyn High School would transfer to the new school building by September 2025. This would provide an additional 237 Secondary school places and a 60 place SRB unit. This would respond to increased pupil growth in the area and support demand for secondary school places in Barry.

The school would be at the heart of the community and would promote Catholic education. This proposal would improve accessibility and condition of the school. The proposal would also provide state of the art facilities for staff and learners of St Richard Gwyn Catholic High School.

The current school have experienced major flooding of the site over the past few years due to poor drainage. The Vale of Glamorgan Council have worked closely with Natural Resources Wales (NRW) to implement improvement for drainage before the redevelopment of the site takes place.

To ensure all pupils are provided with education that is appropriate to their needs, the new school building will house a specialist resource base (SRB). This would provide 60 places for identified pupils. All pupils attending the SRB will have individual learning plans. They are supported in a specialist class and will attend mainstream classes in varying amounts of time, alongside whole school activities where appropriate.

CATCHMENT AREA

No changes to St Richard Gwyn's catchment area or admissions policy is proposed as part of this consultation.

Figure 1: St Richard Gwyn Catchment Area



However, all catchment and feeder arrangements in place within the Vale of Glamorgan are subject to regular review. Any proposed changes would be reflected in a future admission arrangements consultation managed by the school governing body.

2.3. WHY ARE WE PROPOSING THE CHANGES?

BUILDING CONDITION AND SUITABILITY

St Richard Gwyn is the remaining secondary school within the Vale of Glamorgan that has not yet received investment as part of the Sustainable Communities for Learning programme.

St Richard Gwyn is situated on 5.2 hectares of land and is comprised of a main building block and several modular blocks and containers. Elements of the school were categorised as being in poor condition following a review of its condition. There is tarmac and shale finishes to the main and overflow car parks which are in poor condition and require re-surfacing. The access drive to the front of the main building and the drive to the rear playground areas are both in poor condition and also require re-surfacing. In addition to the poor building condition, the following should also be considered;

- There is a significant issue with flooding to the current site due to poor drainage in place, Vale of Glamorgan Council have worked with NRW to implement improved drainage systems to avoid risk of flooding in future.

- The new school building would be located on the same site with the improvement made to the drainage systems before construction takes place.

The redevelopment of St Richard Gwyn, increasing the number of school places from 813 to 1,050, offers a more efficient and sustainable model than a refurbishment of the current school building. The proposal also addresses issues with the existing building, such as condition, suitability, and flooding issues. Pupils would be educated in a high-quality sustainable modern building which would be able to support the delivery of a broad and balanced curriculum.

The proposal will ensure that the new building will meet modern building standards to reduce recurrent costs and be net zero carbon in operation. The new building will also meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellence standards.

3. IMPLICATIONS OF PROPOSAL

3.1. SCHOOL INFORMATION

The table below outlines the current capacity information for St Richard Gwyn Catholic High School:

TABLE 1: ST RICHARD GWYN SCHOOL INFORMATION

School	Type of school	Language category	Admission number	School capacity	Number on roll	Age range
St Richard Gwyn	Voluntary Aided	English Medium	163	813	833	11 - 16

St Richard Gwyn is a Voluntary Aided faith school. The Governing Body is the admitting authority for the school and all admissions are authorised by the governing body's Admissions Committee. The school cooperates fully with the local authority who administer the year 7 transfer process on behalf of the governing body as part of the agreed coordinated admission arrangements in place.

DEMAND FOR SCHOOL PLACES

The following table provides the Pupil Level Annual School Census (PLASC) number on roll in January each year and projected number on roll data.

TABLE 2: ST RICHARD GWYN CATHOLIC HIGH SCHOOL PROJECTED PUPIL DEMAND

School	Current School Capacity	PLAS C 2019	PLAS C 2020	PLAS C 2021	PLAS C 2022	Current NOR 2023	2023 /24 Projections	2024/ 25 Projections	2025 /26 Projections	2026/ 27 Projections	2027/28 Projections
St Richard Gwyn	813	791	795	801	821	833	844	862	877	846	868

The tables below indicate the current numbers on roll (NOR) for Barry maintained schools and the school's feeder primary schools.

TABLE 3: NEIGHBOURING SCHOOLS' AND FEEDER PRIMARY SCHOOLS INFORMATION

School	AN	School Capacity	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total NOR	Total Surplus Capacity
All Saints CIW	30	210	25	28	26	30	29	28	23	189	21
Barry Island	30	210	28	30	30	30	23	29	31	201	9
Cadoxton Primary	60	420	59	59	53	57	60	58	61	407	13
Colcot Primary	45	315	41	42	37	40	45	44	43	292	23
Gladstone Primary	60	420	48	58	50	50	46	58	60	370	50
High Street Primary	30	210	26	29	30	30	31	29	31	206	4
Holton Primary	60	420	46	45	49	56	48	57	60	361	59
Jenner Park Primary	30	210	20	23	25	32	29	24	36	189	21
Oakfield Primary	30	210	30	19	22	30	23	21	31	176	34
Romilly Primary	90	630	88	84	89	89	89	85	89	613	17
Palmerston Primary	30	210	31	29	30	29	29	29	29	206	4

School	AN	School Capacity	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total NOR	Total Surplus Capacity
St Helens RC (feeder school)	44	308	39	46	44	44	32	43	45	293	15
St Josephs (feeder school)	30	210	26	27	29	29	30	29	31	201	9
Ysgol Gwaun Y Nant	60	270	25	37	31	31	16	32	29	201	9
Ysgol Gymraeg Bro Morgannwg	30	210	30	29	28	30	26	29	29	201	9
Ysgol St Curig	60	420	60	60	57	52	48	51	53	381	39
Ysgol St Baruc	60	420	44	30	31	29	29	30	25	218	202
Total	779	5303	666	675	661	688	633	676	706	4705	589
Places available in year groups			113	104	118	91	146	103	73	-	-

School	Admission Number	Capacity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR	Surplus Capacity
Pencoedtre	210	1250	229	211	206	205	174	51	28	1104	146
Whitmore	180	1100	184	183	194	185	174	87	69	1076	24

School	Admission Number	Capacity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR	Surplus Capacity
Ysgol Gymraeg Bro Morgannwg	300	1450	204	204	209	205	177	89	79	1167	283

The following table provides the previous Number on Roll data for the Pupil Level Annual School Census (PLASC) number on roll in January each year for neighbouring schools and feeder primary schools,

TABLE 5: NEIGHBOURING SCHOOLS AND FEEDER PRIMARY SCHOOLS PREVIOUS NUMBER ON ROLL DATA

School	Current School Capacity	January 2019	January 2020	January 2021	January 2022
Pencoedtre	1250	787	872	935	993
Whitmore	1100	891	922	1011	1079
Ysgol Gymraeg Bro Morgannwg	1450	924	1015	1094	1141
All Saints CIW	210	207	206	204	206
Barry Island	210	207	207	208	206
Cadoxton Primary	420	411	416	407	407
Colcot Primary	315	294	290	280	293
Gladstone Primary	420	396	389	392	382
High Street Primary	310	210	211	206	209
Holton Primary	420	386	388	391	375
Jenner Park Primary	216	211	211	210	198

School	Current School Capacity	January 2019	January 2020	January 2021	January 2022
Oakfield Primary	210	172	166	170	175
Palmerston Primary	210	206	207	204	204
Romilly Primary	630	621	622	619	623
St Helens RC (feeder school)	308	280	277	276	278
St Josephs (feeder school)	210	196	196	199	201
Ysgol Gwaun Y Nant	270	205	212	210	208
Ysgol Gymraeg Bro Morgannwg	210	202	199	197	202
Ysgol St Curig	420	368	358	371	373
Ysgol St Baruc	210	196	200	198	199

The following table provides the projected Number on Roll data for neighbouring schools and feeder primary schools.

TABLE 6: NEIGHBOURING SCHOOLS AND FEEDER PRIMARY SCHOOLS PROJECTED NUMBER ON ROLL DATA

School	Current School Capacity	2023/24 projection	2024/25 projection	2025/26 projection	2026/27 projection	2027/28 projection
Pencoedtre	1250	1206	1257	1278	1293	1270
Whitmore	1100	1110	1127	1128	1135	1117
Ysgol Gymraeg Bro Morgannwg	1450	1210	1236	1231	1246	1285

School	Current School Capacity	2023/24 projection	2024/25 projection	2025/26 projection	2026/27 projection	2027/28 projection
All Saints CIW	210	196	193	187	184	184
Barry Island	210	195	192	195	193	192
Cadoxton Primary	420	408	408	406	403	409
Colcot Primary	315	290	288	284	286	288
Gladstone Primary	420	360	352	354	358	361
High Street Primary	210	198	199	196	198	196
Holton Primary	420	351	343	345	337	336
Jenner Park Primary	216	172	170	163	156	153
Oakfield Primary	210	168	170	168	163	166
Palmerston Primary	210	204	204	201	201	200
Romilly Primary	630	613	611	602	602	597
St Helens RC (feeder school)	308	294	295	305	299	293
St Josephs (feeder school)	210	198	200	199	198	196
Ysgol Gwaun Y Nant	270	191	178	179	172	167
Ysgol Gymraeg Bro Morgannwg	210	201	200	204	203	204
Ysgol St Curig	420	374	370	364	363	358
Ysgol St Baruc	210	235	241	245	252	256

3.2. EDUCATIONAL OUTCOMES

The governing body works closely with the Vale of Glamorgan Council to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. The Council works with two organisations to monitor the performance of schools and to support school improvement.

Estyn is the office of His Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils.

ESTYN REPORT

St Richard Gwyn was last inspected in May 2017. The report summarises:

The school provides religious education and worship distinctive of the teaching and practices of the Catholic Church.

The school offers a broad and balanced curriculum that meets the needs of individual pupils. It works effectively with other providers to offer a worthwhile range of general and vocational courses, for example through pupils attending a military preparation course. The provision for literacy is planned clearly and support materials for subject areas provided.

The school plans well to ensure progression in learning experiences as pupils transfer to the secondary school and then to post-16 education. It offers a wide range of opportunities and resources to prepare pupils well for the next stage of their studies or the world of work. The needs of more able pupils are met appropriately.

Effective use of the Welsh language and the promotion of the Welsh dimension provide valuable opportunities for pupils to increase their cultural and historical understanding of Wales, for example by celebrating Welsh saints during pastoral time. This has a positive impact on standards achieved and attitudes towards the Welsh language. The school provides a beneficial range of extra-curricular activities that give pupils access to worthwhile sporting, educational and cultural opportunities.

Specialist teachers and teaching assistants ensure that pupils with additional learning needs are supported effectively. Individual education plans are of good quality and include a great

deal of information and useful strategies to meet pupils' learning needs. Parents and pupils have valuable input into these individual education plans. However, these plans are not used consistently by teachers to adapt activities and materials to meet individual needs.

The headteacher, senior leadership team and governors articulate a clear vision for the school. This is focused on high aspirations, a strong ethos of care and compassion and a developing culture of professional learning to improve the quality of teaching. This has a positive impact on pupils' attitudes, wellbeing and standards, and is creating a unified and collegiate staff.

The governing body has an accurate understanding of the school's strengths and areas for improvement. Governors perform their role effectively and provide an appropriate balance of support and challenge. The governors' wide ranging skills and experience enable them to engage with a range of activities to quality assure, scrutinise and challenge the academic and pastoral standards within the school.

INSPECTION OF DENOMINATIONAL EDUCATION

As a school with religious character, St Richard Gwyn is also subject to an inspection of denominational education under Section 50 of the Education Act 2005.

The last Section 50 inspection took place in July 2017 and the Report graded the school Good in both its effectiveness in providing Catholic education and its prospects for improvement. The Report noted that:

Catholic education at St Richard Gwyn High School is based on its Mission Statement and its ethos is firmly rooted in Gospel values. The school provides a good level of Catholic education because:

- The headteacher has a clear vision of the School's mission which is shared by all staff and stakeholders
- The governing body is effective and knowledgeable and supports the school well.
- The Chaplain provides good support for the Religious Education department and makes a significant contribution to the ethos of the whole school.
- The school is a welcoming and inclusive community.
- Pupils are very proud of their school and its Catholic identity.
- Excellent pastoral care provided to pupils is an outstanding feature and supports pupils' well-being effectively.
- Relationships within the school are strong and this contributes to the sense of cohesiveness.

The school's prospects for improvement are good because:

- Self-evaluation processes are developing and the headteacher, governors and Head of Religious Education understand what is needed to move the Religious Education.
- The link governor for Religious Education provides good support and challenge within the RE department and in the Catholic life of the school.
- The RE department's Improvement Plan accurately identifies areas for improvement.

ESTYN RECOMMENDATIONS

In order to improve, the school needs to:

- R1 Improve standards in key stage 4
- R2 Improve the quality of teaching
- R3 Reduce persistent absence
- R4 Strengthen arrangements for improvement planning

The inspection report for St Richard Gwyn can be found at:

<https://www.estyn.gov.wales/system/files/2020-08/St%20Richard%20Gwyn%20R.C.%20High%20School.pdf>

INSPECTION OF DENOMINATIONAL EDUCATION RECCOMENDATIONS

- R1 Continue to improve the quality of teaching in Religious Education so that all teaching is considered good or better.
- R2 Embed a more rigorous assessment, monitoring and tracking system to identify pupils who are under-performing, and plan timely interventions, in particular at Key Stage 4.
- R3 Review the consistency and accuracy of marking across the RE department, ensuring quality feedback which enables pupils at all key stages to progress.
- R4 Continue to develop opportunities for all children to be involved in the preparation, leading and delivery of worship.

3.3. INTENDED IMPACT ON EDUCATION OUTCOMES

This consultation proposes the development of a new school building for St Richard Gwyn High school from September 2025. The current school would remain occupied whilst the new building is under construction on the current site with safety measures in place.

STANDARDS AND PROGRESS

Key points from last Estyn inspection:

- Many pupils listen attentively to their peers and teachers and follow instructions well. Many work well in pairs and small groups.

- Many pupils are articulate, speak with confidence in whole-class situations and express their views using appropriate language and tone. They are respectful of the views of others and careful in the language they use so as not to offend or upset each other.
- Many pupils use appropriate reading strategies, such as skimming and scanning to locate relevant information. They annotate texts usefully to identify key facts and language features. A few pupils demonstrate very good higher-order reading skills.
- Most pupils have effective information and communication technology (ICT) skills. Many pupils are able to use these skills effectively for a wide range of purposes, including research, presentation, multimedia projects, data collection and analysis.

The proposal will have a positive impact on standards. The learning environment and infrastructure, including both indoor and outdoor facilities and learning space are key elements in supporting both teachers and learners. This is reflected in the aims of the national curriculum and Digital Competence Framework (DCF) and the Council's ambitions for Sustainable Communities for Learning schools with full access to modern technologies.

The DCF was produced in order to ensure the development of digital literacy, competency and skills from an early age. "Digital Competence is the set of skills and knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society." Classroom task ideas will need to "change and develop to reflect new technologies and the increasing experience and expertise within the digital learning field". From September 2022, settings and schools will be delivering digital competence on a cross-curricular basis. They will:

- Have embedded digital competence across the school curriculum
- Continue to adapt existing digital competence approaches to the new curriculum
- Continue to review and refine their approach to digital competence.

Providing the appropriate resources and technologies to ensure we support learners to meet the objectives of the framework is therefore an important consideration in developing our plans for new school buildings as part of our strategy for the Council's Sustainable Communities for Learning programme.

WELLBEING AND ATTITUDES TO LEARNING

Key points from last Estyn inspection:

- Nearly all pupils are proud of their school. They are welcoming, courteous, and helpful. Nearly all pupils feel safe at school. They feel very well supported by the pastoral, subject staff and senior leaders when they have personal challenges or concerns.

- Most pupils have a very good understanding of how to keep themselves healthy through diet and exercise. The majority take part in sport or exercise. Many pupils engage enthusiastically in an extensive range of extra-curricular activities.
- Many pupils behave very well in lessons and around the school and demonstrate positive attitudes to learning. In a few lessons, a few pupils engage in off task behaviour, and a very few disrupt the learning of others in these lessons.

As a result of the proposal, the school will be transferred to a new school building on the same site. The new school would have improved outdoor facilities which will be more accessible. The new school would also include breakout areas and SRB unit to help improve wellbeing of pupils and their attitudes to learning.

TEACHING AND LEARNING EXPERIENCES

Key points from last Estyn inspection:

- The school offers a broad and balanced curriculum that meets the needs of individual pupils. It works effectively with other providers to offer a worthwhile range of general and vocational courses, for example through pupils attending a military preparation course.
- The provision for literacy is planned clearly and support materials for subject areas provided. There are worthwhile opportunities for pupils to develop their literacy skills appropriately across the curriculum. However, opportunities for pupils to practice their numeracy skills in appropriate contexts are insufficient.
- The school supports those pupils with the weakest literacy and numeracy skills well. The school plans well to ensure progression in learning experiences as pupils transfer to the secondary school and then to post-16 education. It offers a wide range of opportunities and resources to prepare pupils well for the next stage of their studies or the world of work. The needs of more able pupils are met appropriately.

The proposal would result in improved teaching and learning experiences through the provision of modern education facilities. This includes break out spaces and an SRB unit for additional learning areas, improved digital infrastructure throughout the new school building reflecting the digital curriculum standards. Furthermore, the design of the building will support effective pedagogy through improved facilities, standardised classroom sizes and through providing a building and outdoor spaces which reflect the space requirements of Building Bulletin 99.

CARE, SUPPORT AND GUIDANCE

Key points from last Estyn inspection:

- The school has highly effective provision for care, support and guidance. It is a caring and inclusive community where pupils feel secure and valued.
- The provision for spiritual, moral, social and cultural education across the school is an outstanding feature. This is very well planned and themes are threaded through

a comprehensive programme of tailored focus days, assemblies, reflection time and lessons.

- This provision has a significant impact on pupil wellbeing. The beneficial advice and guidance given to pupils as they progress through the school are a particular strength.
- High quality transition procedures from the primary schools are well embedded.
- Pupils are also very effectively supported regarding their subject choices and options for future education, employment and training.
- Specialist teachers and teaching assistants ensure that pupils with additional learning needs are supported effectively.
- Individual education plans are of good quality and include a great deal of information and useful strategies to meet pupils' learning needs

As a result of the proposal, the school will be transferred to a new school building on the current site. The new school would have larger and improved outdoor areas to enhance pupils' wellbeing. The new school would also include breakout areas and SRB unit for additional learning spaces to help improve wellbeing of pupils and their attitudes to learning. Furthermore, the design of the new building includes improved transitions from year groups.

LEADERSHIP AND MANAGEMENT

Key points from last Estyn inspection:

- The headteacher, senior leadership team and governors articulate a clear vision for the school.
- The leadership team's roles and responsibilities have been defined clearly in order to make sure that lines of accountability are clear and that the focus is on improving further the quality of teaching and learning.
- A robust, regular and coherent structure to team meetings enables school priorities to be communicated effectively and actions to support these implemented.
- Meetings are purposeful and focus appropriately upon learners' progress towards targets.
- Performance management arrangements are effective.
- The governing body has an accurate understanding of the school's strengths and areas for improvement.
- Governors perform their role effectively and provide an appropriate balance of support and challenge.

This has a positive impact on pupils' attitudes, wellbeing and standards, and is creating a unified and collegiate staff. A new school building will result in the removal of the limitations with the current school's buildings and grounds resulting in a more manageable space for staff and learners.

3.4. WELSH LANGUAGE PROVISION

The Council's School Investment Programme reflects the Council's commitments in the Welsh in Education Strategic Plan (WESP), which aims to ensure that demand for Welsh medium education can be met in the long-term. In line with Welsh Government's National Cymraeg 2050 strategy and contributing to its ambitious target of 1 million Welsh speakers by 2050.

St Richard Gwyn is not a Welsh medium secondary school but offers a range of extra-curricular activities that give pupils access to worthwhile sporting, educational and cultural opportunities. The Vale of Glamorgan promote positive impact on standards achieved and attitudes towards the Welsh language.

3.5. ADDITIONAL LEARNING NEEDS (ALN) PROVISION

St Richard Gwyn does not currently have a SRB; it provides specialist support for children who have identified needs in an inclusive setting within the school. Whitmore High School and Pencoedtre High School have successfully introduced SRB units within their school settings, and this is a model that both the Council and the governing body would like to introduce at St Richard Gwyn.

The following table provides information about the needs of current pupils.

Table 4: ALN Information for St Richard Gwyn

2022/ 2023		<i>St Richard Gwyn</i>	<i>LA</i>	<i>Wales</i>
Percentage of ALN Pupils	School Action	N/A	4.1%	7.3%
	School Action Plus	5.17%	4.3%	6.1%
	Statemented	0%	0.5%	2%

The school provides a targeted and bespoke curriculum which is responsive to the individual child's abilities and ensures that all children who require additional support are integrated across all areas of the curriculum.

3.6. IMPACTS UPON OTHER SCHOOLS

The proposal is unlikely to have a significant impact on any other schools in the local area as no change to the existing catchment area is proposed.

3.7. LAND AND BUILDINGS

Both the governing body and the council have a vision to provide the best possible facilities for children and young people to support their learning and there is an acknowledgment that the current school site has a number of challenges. The Council's latest condition survey of the school was undertaken in 2022 indicated that there are considerable issues with the

existing building. A condition survey involves a visual assessment of all exposed parts of the buildings to identify significant defects and items of disrepair.

Table 5: St Richard Gwyn Condition Report 2022

School	Type	Condition	Suitability	Backlog Maintenance
St Richard Gwyn Catholic High School	Voluntary aided	Poor	Partly inadequate	£3,485,000

St Richard Gwyn’s current site is based on 5.2 hectares of land and comprises of a main building block and several modular blocks and containers. There is tarmac and shale finishes to the main and overflow car parks which are in poor condition and require re-surfacing. The access drive to the front of the main building and the drive to the rear playground areas are both in poor condition and also require re-surfacing. There is a significant issue with flooding to the site due to poor drainage in place. The old existing building will be demolished after the new school is built due to its condition and the poor drainage around it. The new school building will be built on the south-west corner of the school grounds, thus allowing the existing school to remain operational during construction.

- The existing building has an internal area of 5,228 m². The new building would meet Building Bulletin 99 for Secondary Schools and have improved outdoor sports provision. The proposal will ensure the new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) and be net zero carbon in operation.

The proposed new building would provide:

- A high-quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century
- A modern building facility that is fit for purpose and provides pupils with better learning opportunities
- Enhanced safeguarding and site security for pupils and staff
- Improved outdoor sports facilities for both pupil and community use
- Full access for the whole community with full disabled access to internal and external areas.

3.8. FINANCE

CAPITAL FUNDING

Subject to the approval of this proposal, a significant capital investment will be made to establish a new school building for St Richard Gwyn Catholic High School. The Council

would manage the process and the governing body, staff, parents, and pupils of St Richard Gwyn Catholic High School will be fully engaged in the development of the plans. The Council will also be responsible for managing the construction.

It is estimated that the total capital funding required to build a new school be £62 million. The Council is expected to receive £52.7 million (85%) in Welsh Government match funding through the Sustainable Communities for Learning Programme for this project.

The Vale of Glamorgan Council have received funding for Band A and Band B of the programme and have a good track record for securing the funding.

REVENUE FUNDING

The estimated annual cost of operating a new 1,050 place school at St Richard Gwyn would be £5.060M based on a full capacity of 210 pupils per year group using funding factors from the 2023/24 mainstream funding formula. The revenue budget delegated to St Richard Gwyn school for 2023/24 was £4.125M for 836 pupils. The increased cost of £935k (which excludes the impact of inflation) would occur incrementally over a period of five years as the schools larger capacity would be filled each year from year 7. The increased cost for the first year is estimated at £208k although this will depend on the final opening date of the new building as the formula will be adjusted on a pro rata basis.

The Council's SSA for education is driven by pupil number data; an increase in population in schools should then result in an increase in the Councils SSA for Education, and in turn an increase in funding from Welsh Government. The Learning and Skills Directorate will submit a cost pressure as part of the Council's budget setting processes to fund any demographic increase in mainstream schools; and this increased funding will be used to fund the increased cost of the larger school at St Richard Gwyn, this would be due to delay in receiving funding for additional pupil numbers from Welsh Government. If the cost pressure is not awarded or partially awarded, the difference would be met from the overall schools delegated budget.

The proposals include the establishment of a resource base for pupils with additional learning needs. The annual revenue cost of the resource base will depend on the number of pupils enrolled and the complexities of their needs. The Directorate will submit a budget cost pressure with regards to increasing resource base provision in the secondary sector as part of the budget setting process.

3.9. HUMAN RESOURCES

It is not anticipated that there would be any adverse impacts for staff as they would simply move to a new building on their existing contracts. This proposal would lead to an increase in employment opportunities at the school as additional pupil numbers would lead to growth in future staffing levels. If the new school development takes place, the governing body and headteacher would need to consider an increase in the staffing structure for the additional pupil numbers. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trades unions where necessary.

3.10. TRANSPORT AND LEARNER TRAVEL ARRANGEMENTS

Traffic and transport implications are being considered as part of the Transport Assessment that will be required in order to achieve planning consent for the building works should this proposal be implemented. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

The Vale of Glamorgan Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. Due to the new school being built on its original site, this proposal will not provide any changes and therefore there will be no impact on the transport for pupils.

4. OTHER CONSIDERATIONS

4.1. POTENTIAL BENEFITS OF THIS PROPOSAL COMPARED TO THE STATUS QUO

Expanding the school and relocating to south-west corner of the original school grounds would;

- Enable the school to further improve while ensuring appropriate provisions for a growing pupil population, including those with additional learning needs.
- Ensure the Council is able to accommodate future demand for places.
- Provide special recourse base (SRB) unit to facilitate additional support for pupils.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support pupils to reach their full potential.
- Increase the level of community access and interaction through the use of the schools' educational facilities whilst meeting the needs of the school.
- Ensure new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) and be net zero carbon in operation.

4.2. POTENTIAL DISADVANTAGES OF THIS PROPOSAL COMPARED TO THE STATUS QUO

- Management of staff and resources may be disrupted during the building of the new school building
- There is the potential for disruption for pupils and staff as they transition and become accustomed to their new environment.
- There is potential for pupils to be disrupted during the construction of new building.

Potential risks of this proposal and measures to mitigate identified risks.

The Council aims to secure 85% of funding for the proposal from the Welsh Government's Sustainable Communities for Learning Programme. This will be subject to approval of a business case submission. The remaining funding for the new school building will be funded by the Council.

Until funding for the project has been approved there is a risk to the project. To mitigate the risk associated with funding the Council will produce robust business case submission for Welsh Government funding working closely with the relevant Council departments and Welsh Government colleagues. In addition, the internal Council funding will be subject to a Capital bid process and need to be supported by a robust and evidence driven bid document to secure funding.

The Vale of Glamorgan Council have successfully secured funding for all other projects within the Band B of the Sustainable Communities for Learning Programme.

4.3. EQUALITY IMPACT ASSESSMENT

An Equality Impact Assessment will be carried out as part of the consultation process.

An Equality Impact Assessment (EIA) is a process that looks at a policy or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

4.4. COMMUNITY IMPACT ASSESSMENT

A Community Impact Assessment has been undertaken to determine any impacts this proposal would have on the local community. The proposal was assessed across a number of measures.

The impact assessment identifies that the proposal would have a neutral impact on the local community across 2 of the 8 measures assessed. The proposal would have a positive impact on the local community across 6 of the 8 measures assessed. Overall, the proposal would have a positive impact on the local community.

The proposal would enable the school to continue its success while catering for a greater pupil population. It would provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential.

The proposal would maintain and increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.

The school currently offers a range of activities for pupils outside of the normal school day. It is proposed that as a minimum all existing facilities for pupil's parents and the community would continue should the proposal be progressed.

It is concluded from the Community Impact Assessment that the proposal to increase the number of school places at St Richard Gwyn Catholic High School would better meet the needs of the local community to ensure the sustainable balance between supply and demand for school places. The full Community Impact Assessment can be viewed on the Consultation webpage.

4.5. CONTRIBUTIONS TO THE WELLBEING OF FUTURE GENERATIONS

[The Wellbeing of Future Generations \(Wales\) Act 2015](#) requires us to think about the long-term impact of our decisions, to work better with people, communities, and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

To make sure we are all working towards the same purpose, the Act puts in place seven Wellbeing goals and five ways-of-working which must inform the decision-making processes of public bodies.

The proposal has been appraised in terms of how it contributes to delivering upon the aspirations of the Act, the Wellbeing goals, and the ways-of-working. This is does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.

4.6. ALTERNATIVES CONSIDERED

OPTION 1: CONSIDER MOVING SCHOOL TO ALTERNATIVE SITE

Why was this option discounted?

St Richard Gwyn would move to an alternative site with development of a new school.

This model was identified as not being the preferred option for the following reasons:

- The area was assessed and there were no sites available in the area which could have been considered.

OPTION 2: REMODELLING CURRENT BUILDING

Why was this option discounted?

St Richard Gwyn would remain in the same location on site with the school being modernised.

This model was identified as not being the preferred option for the following reasons:

- This option does not address the current site issues at St Richard Gwyn where the school is currently located.
- This option would be too expensive and would not deliver value for money.
- This option would not address the capacity issue and the projections over the next few years.

OPTION 3: MAINTAINING THE STATUS QUO

Why was this option discounted?

St Richard Gwyn would remain the same with no changes.

This model was identified as not being the preferred option for the following reasons:

- This option does not address the current site issues at St Richard Gwyn where the school is currently located.
- This option would not address the capacity issue and the projections over the next few years.
- This would not address the condition of the building; the current building is not fit for purpose.

5. OPTION 2: REMODELLING THE STATUTORY CONSULTATION PROCESS

Table 6: Outline of the statutory consultation process

Steps	Description
Step 1: Develop a proposal	An initial proposal will be developed and considered. Section 2 of the School Organisation Code outlines when the statutory procedure is required.
Step 2: Governing Body consideration	Consideration of the proposal by the Governing Body of St Richard Gwyn and Archdiocese of Cardiff.
Step 3: Consultation	A consultation document must be published on the school's website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code (2018) must be notified by letter/email.
Step 4: Consultation response report	Feedback submitted during the consultation period will be considered and a response report will be developed and presented for consideration.
Step 5: Governing Body consideration	The Governing Body and Archdiocese of Cardiff will inform Vale of Glamorgan Council after consideration of the consultation response report and determine whether to publish the report and to approve the publication of the proposal in the form of a statutory notice.

Steps	Description
Step 6: Statutory notice	The statutory notice must be published on a school day and as outlined in section 2.3 of the School Organisation Code (2018).
Step 7: Objection period	Anyone wishing to make objections to a proposal has the opportunity to do so. Objections must be made in writing or by email and sent to the proposer before the end of 28 days beginning with the day on which the notice was published.
Step 8: Objection report	Under section 49 of the School Standards and Organisation (Wales) Act 2013 when objections have been received proposers must publish a summary of the statutory objections and the proposer's response to those objections ("the Objection Report").
Step 9: Cabinet consideration	Where objections are received, Cabinet considers the objection report for final determination on the proposal.
Step 10: Decision letter	Confirmation of the decision and objection report availability will be issued to stakeholders.

5.1. KEY DATES

Feedback from this education consultation will be collated and summarised and a report will be published. The consultation report will be available for everybody to view on the Council's website. Copies can also be obtained on request by using the contact details within this document.

There are further stages that the governing body will have to go through before a final decision is made. These stages are set out below:

Table 7: Key dates of the process

Statutory Process	Timescale
Issue consultation document	5 September 2023
Closing date for views on the proposals	17 October 2023
Consultation report considered by the governing body and Archdiocese of Cardiff published on the school and Council's website	16 November 2023
Statutory notice issued during which time formal written objections will be invited	1 December 2023
End of Statutory Notice Period	29th December 2023
Determination by Cabinet where objections are received with objection report.	January 2024
Decision notification	January 2024
Increased capacity to be introduced from	September 2025

The proposed timetable may be subject to change.

6. FREQUENTLY ASKED QUESTIONS (FAQS)

What is the intended timescale of development?

It is intended that construction of the new school would commence by January 2024 and be completed by September 2025.

When would staff and pupils transfer to the new school building?

The proposal is that the new school would be operational by September 2025.

Would there be a new headteacher?

All staff employed at the school on the date of transfer would transfer automatically to the new site with no change to their terms and conditions of employment.

How would potential transport implications be considered as part of this proposal?

The Council's Sustainable Communities for Learning team would be responsible for the building process. A contractor would be appointed and a full transport assessment would be undertaken as part of the design process. Any implications identified would be factored into the design of the new building. The contractor would submit a full planning application for the new building.

Who would manage the construction of the new school building?

The Council's Sustainable Communities for Learning Team would be responsible for managing the building process. A contractor would be appointed using the SEWSCAP framework. SEWSCAP is a construction framework used by 16 local authorities and provides pre-qualified and suitably experienced Contractors to deliver the Sustainable Communities for Learning Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the school, council, and contractor.

Would the construction of the new school result in disruption for staff, pupils and local residents?

It is proposed that the new school building is built on the existing site which would result in some disruption for staff, pupils and local residents during the construction phase. The school would work closely with the Sustainable Communities for Learning Team to limit disruption through restricting delivery times and working collaboratively with the site manager.

How would we be involved throughout the design process?

A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school. Any feedback or thoughts can be sent to the Sustainable Communities for Learning team on: Sustainablecommunitiesforlearning@valeofglamorgan.go.uk;

Any further Frequently Asked Questions posed during the consultation will be added to the consultation webpage.

7. INVOLVING STAKEHOLDERS AND RESPONDING TO THE CONSULTATION

Our consultation process follows Welsh Government guidelines outlined in the School Organisation Code (2018). A range of individuals and groups are being asked for their views about these proposals.

Before any decisions are made, we need to ensure that there are a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known to consider these views as part of the decision-making process.

We are consulting with the following groups:

Table 8: List of groups to consult as part of the consultation process

Staff (teaching and non-teaching) at St Richard Gwyn Catholic High School	Diocesan Directors of Education
Parents/Carers and Guardians of children at St Richard Gwyn Catholic High School	Barry Town Council
Families First/Flying Start Management Board	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Rhieni dros Addysg Gymraeg (RHAG)	Welsh Language Commissioner
Estyn	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Welsh Government Ministers	Central South Consortium Joint Education Service
Local Police and Crime Commissioner	Trade Unions
Council's Transportation Department	Directors of Education All Neighbouring Authorities

7.1. INVOLVING CHILDREN IN THE CONSULTATION

It is important that when bringing forward proposals, Councils must make suitable arrangements to consult with pupils and, where possible, those pupils likely to attend the school. The governing body and Archdiocese of Cardiff firmly believes that the pupils of St Richard Gwyn Catholic School should be given the opportunity to make their views known about this proposal.

It is intended that a consultation workshop will be held with pupils at St Richard Gwyn Catholic High School to gather their views about the proposal. The information gathered at these sessions will be included in the final consultation report.

7.2. INVOLVING PARENTS, GOVERNORS AND STAFF - HOW YOU CAN FIND OUT MORE AND GIVE YOUR VIEWS

It is important that when bringing forward proposals, that suitable arrangements are made to consult with pupils and, where possible, those pupils likely to attend the school.

Engagement sessions will be held with pupils at St Richard Gwyn to gather their views about the proposal. The information gathered at these sessions will be included in the final consultation report. The full report will be published following the consultation period.

The governing body also intends to hold drop-in sessions for all stakeholders as part of the process. Parents/carers and guardians of pupils at the school and the community are invited to attend the drop-in session where you can ask any questions about the proposal.

Staff and the governing body of the school also have engagement sessions arranged to discuss the proposal in more detail.

Any updates can also be found on social media through the School and Vale of Glamorgan Council Twitter feed and via the Vale of Glamorgan Council Facebook page.

It is vital that stakeholders complete a consultation response form as we can only accept views in writing.

Details of the consultation meeting dates are given below:

Table 9: Consultation Engagement Events

Nature of consultation	Date/Time	Venue
Feeder School - Pupil engagement session	12:40 – 13:40 25th September 2023	St Richard Gwyn Catholic High School, Argae Lane, Barry CF63 1BL
St Richard Gwyn - Pupil engagement session	2:20 – 3:20 25th September 2023	St Richard Gwyn Catholic High School, Argae Lane, Barry CF63 1BL
Staff meeting	3:30 – 4:30 25th September 2023.	St Richard Gwyn Catholic High School, Argae Lane, Barry CF63 1BL
Parents and Community drop in session	4:45 – 5:45 25th September 2023.	St Richard Gwyn Catholic High School, Argae Lane, Barry CF63 1BL
Governors Meeting	6:00 – 7:00 25th September 2023.	St Richard Gwyn Catholic High School, Argae Lane, Barry CF63 1BL

7.3. HOW YOU CAN FIND OUT MORE AND GIVE YOUR VIEWS

FIND OUT MORE

This document and further supporting information can be found on the Vale of Glamorgan's [School Consultations](#) page.

Any updates can also be found on social media through the Vale of Glamorgan Council Twitter feed and via the Vale of Glamorgan Council Facebook page.

You can also contact us on **01446 709828** or sustainablecommunitiesforlearning@valeofglamorgan.gov.uk for further information on the proposal.

GIVE YOUR VIEWS

The consultation period will run from **5th September until 17th October 2023**. You can respond to our proposals at any time during this period. Your views are important to us, and there are a number of ways that you can let us know.

You can:

- Complete the online response form at:

<https://forms.office.com/e/eMQppq4G8f>

Or

- Complete the consultation response form at the end of this document and send to:

Redevelopment and expansion of St Richard Gwyn Catholic High School

Corporate and Customer Services

The Vale of Glamorgan Council

Civic Offices

Holton Road

Barry

CF63 4RU

Please note that all comments submitted in writing should contain the full name and postcode of the person making the comments.

The closing date for responses to this consultation is 17th October 2023. Unfortunately, responses received after this date will not be considered.

All responses given to us will be considered by the Governing Body before it decides whether or not to publish a statutory notice about the proposals.

Responses received from consultees who are opposed to these proposals, although considered as part of the consultation report, will not be treated as statutory objections. A statutory objection would form part of the statutory notice period. If you wish to object to the notice at the next stage of the process, should it proceed, you will need to do so in writing during the statutory objection period. These key dates are outlined under [Section 5](#).

8. CONSULTATION RESPONSE FORM

Your views matter. Please tell us what you think about the proposal by:

- **completing the online response** form at:

<https://forms.office.com/e/eMQppq4G8f>

or

- answering the consultation questions and **adding your points of view on this form**

Please return the form to the postal address:

Redevelopment and expansion of St Richard Gwyn Catholic High School

Corporate and Customer Services

The Vale of Glamorgan Council

Civic Offices

Holton Road

Barry

CF63 4RU

The closing date for responses to this consultation is 17th October 2023. Unfortunately, no responses received after this date can be considered.

Consultation responses will not be counted as objections to the proposals, although considered by the governing body and council when making its decision. Objections can only be registered following publication of a statutory notice.

Please note that all comments should contain the full name and postcode of the person making the comments.

Any responses received can be requested under the Freedom of Information Act and may have to be made public. However, any information that would identify an individual such as name, email address and postal address would be removed.

Your Full Name:	
Postcode:	

Please tell us whether you are responding as (tick all which apply):					
Parent or Guardian*	<input type="checkbox"/>	Grandparent*	<input type="checkbox"/>	Pupil*	<input type="checkbox"/>
Member of Staff*	<input type="checkbox"/>	Governor*	<input type="checkbox"/>	Local Resident	<input type="checkbox"/>
Other (please specify)					

*Please confirm which school/s you are affiliated with:	
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1. Do you support the proposal to establish a new school building for St Richard Gwyn High School and increase its capacity from 813 places to 1,050 places from September 2025?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	No opinion either way	<input type="checkbox"/>
Please explain why:					

2. If you would like to suggest any changes or alternatives to the proposals, please detail these below.

3. Any other comments?

Thank you for your comments.

Please return this form to the Vale of Glamorgan Council by no later than **27th October 2023**.

If you wish to be notified of publication of the consultation report via email or post, please provide the relevant details below:

I wish to be notified via: (please delete as appropriate)	Email / Post
Email address:	
Postal address:	

Blank area for notes.

9. VALE OF GLAMORGAN EQUALITY MONITORING FORM

Gender and Gender Identity				
What is your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male			
At birth were you described as?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Intersex <input type="checkbox"/> Prefer not to say			
Disability				
Are your day-to-day activities limited because of a physical or mental health condition, illness or disability which has lasted, or is expected to last, 12 months or more?	<input type="checkbox"/> Yes – limited a lot <input type="checkbox"/> Yes – limited a little <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say			
Age				
What is your date of birth?				
National Identity				
National Identity – how would you describe your national identity?				
<input type="checkbox"/> Welsh	<input type="checkbox"/> English	<input type="checkbox"/> Scottish	<input type="checkbox"/> Northern Irish	<input type="checkbox"/> British
<input type="checkbox"/> Other (please specify)		<input type="checkbox"/> Prefer not to say		
Ethnic Group				
Ethnicity – how would you describe your ethnic group?				
White				

<input type="checkbox"/> Welsh/English/Scottish/Northern Irish/British		<input type="checkbox"/> Irish	
<input type="checkbox"/> Gypsy or Irish Traveller		<input type="checkbox"/> Any other white background (please specify):	
Mixed/multiple ethnic groups			
<input type="checkbox"/> White and Black Caribbean		<input type="checkbox"/> White and Black African	
<input type="checkbox"/> White and Asian			
<input type="checkbox"/> Any other mixed/multiple ethnic background (please specify):			
Asian/Asian British			
<input type="checkbox"/> Indian		<input type="checkbox"/> Pakistani	
<input type="checkbox"/> Bangladeshi		<input type="checkbox"/> Chinese	
<input type="checkbox"/> Any other Asian background (please specify):			
Black/African/Caribbean/Black British			
<input type="checkbox"/> African		<input type="checkbox"/> Caribbean	
<input type="checkbox"/> Any other Black/African/Caribbean background (please specify):			
Other ethnic group			
<input type="checkbox"/> Arab			
<input type="checkbox"/> Any other ethnic group (please specify):			
<input type="checkbox"/> Prefer not to say			

Welsh Language

Please describe your Welsh language ability by ticking the relevant box(es) below.

	Understand	Speak	Read	Write
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Identity				
Which of the following options best describes how you think of yourself?				
<input type="checkbox"/> Heterosexual / straight	<input type="checkbox"/> Gay or lesbian		<input type="checkbox"/> Bisexual	
<input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to say			
Religion				
What is your religion?				
<input type="checkbox"/> No religion	<input type="checkbox"/> Christian (all denominations)		<input type="checkbox"/> Buddhist	
<input type="checkbox"/> Hindu	<input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim	<input type="checkbox"/> Sikh	
<input type="checkbox"/> Any other religion (please specify):			<input type="checkbox"/> Prefer not to say	
Pregnancy and Maternity				
Are you currently pregnant or have you been pregnant within the last year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say			
Have you taken maternity leave within the past year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say			
Marriage and Civil Partnership				
What is your legal marital or same sex civil partnership status?	<input type="checkbox"/> Single, that is never married and never registered in a same sex civil partnership <input type="checkbox"/> Married and living with husband/wife <input type="checkbox"/> Separated but still legally married <input type="checkbox"/> Divorced			

	<ul style="list-style-type: none"><input type="checkbox"/> Widowed<input type="checkbox"/> In a registered same-sex civil partnership and living with your partner<input type="checkbox"/> Separated, but still legally in a same-sex civil partnership<input type="checkbox"/> Formerly in a same-sex civil partnership which is now legally dissolved<input type="checkbox"/> Surviving partner from a same-sex civil partnership<input type="checkbox"/> Prefer not to say
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